CONNECTING SCHOOL + HOUSING

School-Centered Housing Response Model (SCHORE)

A White Paper

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Introduction

SCHORE

Why Connect Housing to Schools? + Scope of this Model + Baltimore Context

Why Connect Housing to Schools?

We know housing instability and homelessness can jeopardize a child's chance at academic achievement.

The National Child Traumatic Stress Network has identified the following trends:

- Homeless children are twice as likely to repeat a grade compared to housing stable children.
- Homeless children have twice the rate of learning disabilities and three times the rate of emotional and behavioral problems of housing stable children.
- By the time homeless children are eight years old, one in three has a major mental health disorder.[1]

The excessive stress of homelessness, and the toxic consequences of that stress on the developing brains of young children, is a major reason why many children from low-income families do not excel in school, perpetuating a cycle of poverty that has intergenerational effects and a key driver in this model's desire to connect families with school-aged children more closely to affordable housing.

Through the relationship between families and their school community, schools in partnership with housing organizations can intervene before a family becomes housing unstable.

This model proposes that, through the relationship between families and their school community, schools in partnership with housing organizations can intervene before a family becomes housing unstable. By intervening early and connecting families to affordable housing, students may benefit both emotionally and academically.[2] A school-centered housing model will ultimately provide better outcomes for housing unstable families, and improve the connection between schools and housing.

1 Bassuk, E., and Friedman, S. (2005). Facts on Trauma and Homeless Children. *National Child Traumatic Stress Network*.

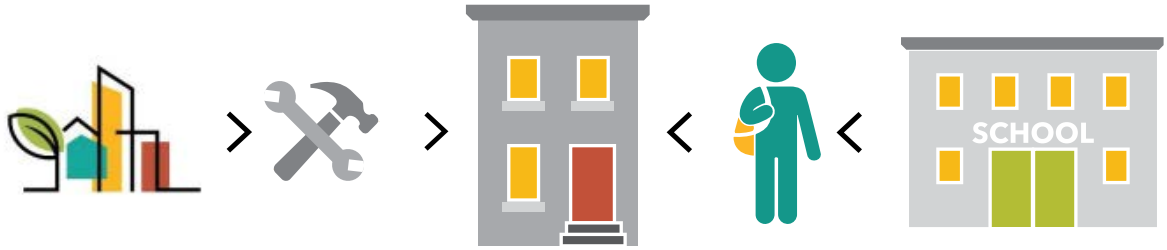
2 Brennan, Reed, and Sturtevant. (2014). The Impacts of Affordable Housing on Education: A research Summary. *Center for Housing Policy.*

Scope of this Model

The School-Centered Housing Response (SCHORE) Model is straightforward: it will reduce family housing instability and significantly improve the lifetime prospects for the low-income children and families who participate in the program.

Specifically, this model connects the housing production work of the Department of Housing and Community Development (DHCD) with Baltimore City Public Schools' deep familiarity of the children and families in their school community. DHCD will manage the housing production through contracts with a Community Development Corporation, and these houses will be dedicated to the neighborhood school in which the house is located and under that school's direct control to place a family in that home.

DHCD works to help rehabilitate homes



Schools identify students in need of housing intervention

Notable to this model is the commitment to rehabilitate homes from Baltimore's large inventory of vacant properties, thus improving neighborhood conditions on the specific blocks chosen. The model also capitalizes on the community-based structure set up in the chosen pilot schools, which leverages the staffing already in place to build strong relationships with both the families in the schools experiencing housing instability and the Community Development Corporation(s) in this program. Finally, the model ensures that families in these programs receive intensive support through a dedicated case-manager throughout each family's time in the program.

Using a school-centric model provides families with a single entry point to be placed into affordable housing and receive intensive, case management services.

The model's key focus is to improve the linkage between schools and housing. The central hypothesis asks if this model of school-centered housing will provide better outcomes for housing unstable elementary-school-aged families than if affordable housing and school-based community supports were to operate independently. Public housing programs tend to be fragmented, which can lead to inefficiencies.[3] Families are placed on long waiting lists[4] and leave assistance without the intensive support needed to help stabilize them.[5] Using a school-centric model provides families with a single entry point to be placed into affordable housing and receive case management services.

3 Galvez, Brennan, Meixell, and Pendall. (2017). Housing as a Safety Net. *Urban Institute*.

4 Aurand, et al. (2016). The Long Wait for a Home. *National Low Income Housing Coalition*.

5 Smith, Popkin, George, and Comey. (2014). What Happens to Housing Assistance Leavers? *Urban Institute*.

By improving the connection between school and housing policy, we also hope to build on growing research that indicates that stable affordable housing:

- Improves the economic mobility[6,7] of households by first stabilizing the family's living environment.[8,9]
- Buffers against the effects of childhood toxic stress.[10,11]
- Reduces student mobility.[12]
- Improves attendance rates.[13]
- Improves block revitalization.[14,15,16]

While we will also conduct exploratory research on a host of academic achievement outcomes, we recognize the wide range of practices and systems that are not within the scope of the model (e.g. pedagogical choices, teacher training, and access to educational resources). Still, research does suggest that our programmatic outcomes, such as attendance rates, are predictive of school completion and achievement.[17,18,19,20] We plan to capture a range of associated metrics to test this hypothesis.

We hope to build on growing research that indicates that stable affordable housing improves economic mobility, buffers against toxic stress, reduces student mobility, improves attendance rates and improves block revitalization.

6 For the SCHORE program, economic mobility is the ability of SCHORE families to increase their income and wealth.

7 Galvez, Brennan, Meixell, and Pendall. (2017). Housing as a Safety Net. *Urban Institute.*

8 Rothstein, J. (2019). Inequality of Educational Opportunity? Schools as Mediators of the Intergenerational Transmission of Income. *Journal of Labor Economics, vol 37* (1).

9 Chetty, Hendren, Kline, and Saez. (2014). Where is the Land of Opportunity? The Geography of Intergenerational Mobility in the United States. *National Bureau of Economic Research.*

10 Coley, Lynch, and Kull. (2014). The Effects of Housing and Neighborhood Chaos on Children. *The MacArthur Foundation.*

11 Duffrin, L. (2018). Unstable, Unsafe Housing Harms Children's Brain Development. *Crosswalk Magazine.*

12 Cunningham, M. & Macdonald, G. (2012). Housing as a Platform for Improving Education Outcomes among Low-income Children. *Urban Institute.*

13 Ibid.

14 Shroyer, Shilling, and Poethig. (2019). Catalyzing Neighborhood Revitalization by Strengthening Civic Infrastructure. *Urban Institute.*

15 Bass et al. (2005). Vacant Properties: The True Costs to Communities. *National Vacant Properties Campaign.*

16 Brennan, Sahli, Elliott, and Noble. (2020). Breaking the Link between hardship and Eviction. *Urban Institute.*

17 Romero, M., and Lee, Y. (2007). A National Portrait of Chronic Absenteeism in the Early Grades. *The National Center for Childhood Poverty.*

18 Gottfried, M. A. (2011). Absent Peers in Elementary Years: The Negative Classroom Effects of Unexcused Absences on Standardized Testing Outcomes. *Teachers College Record, vol 113* (8): 1597–632.

19 Gottfried, M. A., and Kirksey, J. J. (2017). When Students Miss School: The Role of Timing of Absenteeism on Students' Test Performance. *Educational Researcher, vol 46* (3): 119–30.

20 Roby, D. E. (2004). Research on School Attendance and Student Achievement: A Study of Ohio Schools. *Educational Research Quarterly, vol 28* (1): 3–16.

Below we display the hierarchy of our targeted outcomes as a bullseye, with the management outcomes sitting at the center of our model.

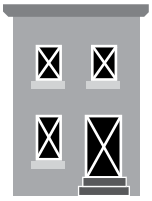
FOCUS on the effective management outcomes to improve the linkages between school and housing.

BUILD on growing research that suggests that stable housing improves economic mobility, buffers against the effects of toxic stress, reduces student mobility, improves attendance rates, and improves block revitalization.

INVESTIGATE potential improvements to academic achievement, acknowledging the wide range of inputs that are out of the scope of the model.

Note: There are many terms we will use frequently through the paper (e.g. homelessness, housing instability). Since these terms have different meanings for different people, we have consolidated our definitions in a glossary located in the Appendix.

Baltimore Context



15,000+ Vacant Building Notices

2,300 Housing Unstable Students

Strong Community Schools

Vacancies: Over 15,000 Open Vacant Building Notices

The number of open vacant building notices has remained high. Eight percent of vacants are new each year, suggesting that the majority of vacant buildings carry over year to year. One of the SCHORE program's objectives is to leverage these vacancies to provide housing for families near their school while also decreasing the amount of vacant homes in the neighborhood and contributing to efforts to improve housing stock and investment in neighborhoods (especially the specific blocks) where SCHORE families will reside.

Homeless Students: 2,300 Students Eligible for McKinney Vento Services

Homelessness is a significant challenge for many students and families.[21] Approximately 2,300 Baltimore City Public School students met the McKinney-Vento Act definition of homeless and were eligible to receive benefits as they were homeless, residing in shelters, lacking a permanent address, or living in doubled-up situations during the 2018-2019 school year.[22] In fact, nearly 50 elementary/middle schools (27 percent) reported that over five percent of their student population received a McKinney Vento status in that same year. At

21 There are currently 15,181 open vacant building notices and 1,380 of these are MCC owned.

22 Baltimore City Schools 2019-2020 Operating Budget, https://www.baltimorecityschools.org/sites/default/files/inline-files/04092019_FY20ProposedBudget_2.pdf

some schools, over 20 percent of students were unstably housed. While there are significant under-counting issues in the McKinney Vento data collection,[23] it is the most streamlined metric available and provides a more comprehensive definition compared to the Department of Housing and Urban Development's (HUD) "point-in-time" count.[24]

Baltimore City Public Schools has a Strong and Expanding Community Schools Model

The pilot will work with Community Schools, which are school sites that prioritize developing partnerships with community resources. Through a partnership with Baltimore City Public Schools, Baltimore City, and The Family League, each Community School has a commitment to provide wraparound services to students, families, and neighborhoods. Services are delivered through Community School Coordinators who work to identify needs of students and families and to address those needs through community partnerships. The SCHORE model will leverage this structure to provide a centralized point of contact to connect families to their housing placement and supportive services.

Through a partnership with Baltimore City Public Schools, Baltimore City, and The Family League, each Community School has a commitment to provide wraparound services to students, families, and neighborhoods.

23 Discussions with schools revealed that there is not a uniform understanding of what is considered homeless, which leads to under-counting. This figure is also generally considered to be an underrepresentation of the true scope of the issue as some families do not report that they are experiencing housing instability for fear of unwanted social service interventions. Using a relationship-based, school-centric model supports our intention to reduce the perceived stigma associated with housing instability by working from a place of trust.

24 Kayal, M. (2020). New HUD Homeless Data Grossly Undercounts Children and Youth. *Campaign for Children*.

Site Selection

SCHORE

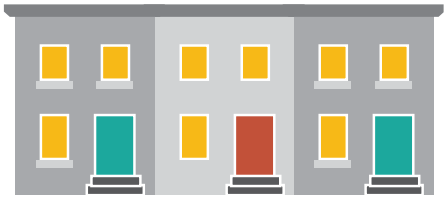
Education Criteria + Neighborhood Criteria + Site Selection: Neighborhood and Education Overlay + Sites Selected for Pilot + Community Engagement

The SCHORE program used robust data sets from the Baltimore City Public School System and the Baltimore City Department of Housing and Community Development (DHCD) to identify which schools satisfied both the education and neighborhood priorities of the involved communities.

While we relied heavily on quantitative data to narrow down the list of potential schools and neighborhoods, we also looked to qualitative evidence. Chief among this qualitative data was the strength of school leadership and community school coordination. We also prioritized pilot sites where there is already some City strategic investment in the neighborhood (but carefully not choosing neighborhoods already receiving high investment).

Schools with Families that are Housing Unstable

Strong School Leadership



Middle Market Neighborhoods*

Strong Community Partnerships

**While we prioritized pilot sites that were aligned with DHCD's middle market strategy, one of the selected sites was on the edge of these boundaries. This is because the qualitative evidence outweighed this preference.*

Education Criteria

Based on exploratory analyses of the Baltimore City Public School data, external research, and direction from our Steering Committee, we developed the key quantitative criteria for the selection of sites. Then we categorized the schools by high, medium, and low levels of need relative to the distribution of the data set. The criteria shown below also received different weights (e.g. primary versus secondary) based on the variance of different variables and evidence from research.[25] (See Appendix: Education Criteria for full details).

Sites were also selected because they satisfied qualitative elements that were previously identified by our Steering Committee and evaluations of comparable models including King County (WA),[26] Tacoma (WA),[27] and Star-C in Atlanta.[28] These qualitative factors included a principal who was actively willing to support the program and schools that had active Community School Coordinators and experience with referring families to housing supports.

PRIMARY EDUCATION CRITERIA

Homelessness greater than 5%	Chronic absenteeism greater than 25%	Transportation costs greater than $100,000 with 20% or more for taxis
Proportion of students who are homeless out of total enrolled	Proportion of students who are chronically absent out of total enrolled	Costs incurred by transporting homeless children with buses and taxis

SECONDARY EDUCATION CRITERIA

Exit rates greater than 5%	Mobility rates greater than 10%	Entry rates greater than 5%
Proportion of children who are homeless out of total transfers out	Proportion of homeless children who are mobile (e.g. had at least one day of not belonging in the school) out of all mobile students	Proportion of children who are homeless out of the total entries into the school

25 For example, critical to our analysis was examining levels of housing instability across schools. Here we drew from research that suggests that chronic absenteeism may provide a more expanded definition of homelessness. This is because chronic absenteeism is often the first sign that a student is at-risk and may suggest underlying challenges of experiencing homelessness (Institute for Children, Poverty, and Homelessness, 2015). Therefore, our data analysis placed a greater weight on this variable over the more formal definition of homelessness (e.g. students under McKinney Vento).

26 Galvez, Gold, and Tarnaghan. (2018). Evaluation of the Student and Family Stability Initiative. *Urban Institute*.

27 Leon, Sluga, and Langley. (2017). Tacoma Housing Authority McCarver Elementary School Housing Assistance Program Year Five Evaluation Report. *Tacoma Housing Authority*.

28 Star-C. *About Us*. https://www.star-c.org/about-us/

Neighborhood Criteria

We analyzed DHCD data to identify a target set of Baltimore's 278 neighborhoods and developed primary criteria for SCHORE neighborhoods based on our analysis. These criteria yielded a set of 88 potential neighborhoods. (See Appendix: Neighborhood Criteria for full details).

PRIMARY NEIGHBORHOOD CRITERIA		
Middle market neighborhoods	**5+ open Vacant Building Notices in 2020**	**Neighborhoods experiencing redevelopment**

We then compared the 88 neighborhoods using a set of rankings of secondary factors including five-year averages (2015-2019) of vacancy rates, ratio of new Vacant Building Notices (VBNs) to total VBNs, and number of permits issued. The rankings (high, medium, low relative to the set of 88 neighborhoods), in consideration with the qualitative data and school data, helped us to determine the schools with the boundaries that are most viable for SCHORE. Targeting neighborhoods with medium vacancy rates and low to medium proportions of new VBNs to total VBNs and medium to high construction permits provides an understanding of neighborhoods that might attract redevelopment.

In addition to the presence of properties that are viable for redevelopment, the model gave preference to neighborhoods with the presence of community assets and investments including regulated child care and access to transit. These qualitative measures are intended to ensure that critical resources are available to families who participate in SCHORE.

Site Selection: Neighborhood and Education Overlay

Site Selection Process

We developed primary and secondary criteria across the education and neighborhoods priorities using City data, external research, and direction from the Steering Committee.

SCHOOLS	We started with **115 Baltimore public schools** and categorized the schools based by high, medium, and low levels of need across the primary and secondary criteria.	We created a shortlist of **20 schools** based the quantitative criteria and qualitative considerations, such as a strong school leadership, and those that also overlapped with the potential neighborhoods.	We reviewed the 20 school sites with the Steering Committee and created an **ordered list of six schools.**	The Steering Committee **narrowed down the list to three schools, Cecil Elementary School, Calvin M. Rodwell Elementary/Middle School, and Mary E. Rodman Elementary School,** based the quantitative data and their knowledge and assessment of which schools would serve as a strong pilot.
NEIGHBORHOODS	We started with Baltimore's **278 neighborhoods** and narrowed the list to **88 potential neighborhoods** using the quantitative criteria.	We created a shortlist of **12 neighborhoods** based on overlap with the shortlist of 20 schools and qualitative considerations such as Steering Committee's input on neighborhood assets.		

In order to use both sets of data, we superimposed the school sites on neighborhood maps. Mapping the data allowed us to remove from consideration neighborhoods that met the primary selection criteria but contained few residential properties within the boundaries of schools.[29] This overlay provided a shortlist of 12 neighborhoods, all of which have housing typologies that are affordable for development, according to DHCD. Meanwhile, we were able to analyze which schools met the various criteria defined above. In the end, we created a rank ordered list of six schools. Three of these schools were selected as pilot sites based on the additional qualitative factors described in the Education Criteria section.

Sites Selected for Pilot

Cecil Elementary School, Calvin M. Rodwell Elementary/Middle School, and Mary E. Rodman Elementary School are the selected pilot sites for SCHORE. Beyond meeting the education and neighborhood criteria outlined above, Cecil Elementary School and Calvin Rodwell Elementary/Middle School also notably ranked highest among schools that spend the most on transporting homeless students. A significant portion of these costs were directed towards taxis, which is of particular interest to SCHORE because the cost per student for cabs is typically higher than the cost per student for buses.

Selecting sites that share similar and distinct attributes were an important feature of the pilot design. While the schools share similar qualities in terms of housing stability and assets within the school and community, they crucially diverge in their location. Geographic diversity was an intentional decision point to ensure that SCHORE's efforts to support students, families and neighborhoods were not concentrated in a single area; allowing the program team to evaluate the efficacy of the program in different parts of the city.

Community Engagement Process

Having buy-in and enthusiasm from neighborhood communities for this ground-breaking work is an essential component of the success of the program. While we have already engaged school communities in the design of the program, we will continue to use a targeted community engagement strategy in the implementation of the program. The primary purpose of this effort is to identify and engage potential allies and advocates for the program and its families, anticipating that they would not only support these families within their communities but also serve as champions for this work if and when the program expands to other neighborhoods.

Having buy-in and enthusiasm from those communities for this ground-breaking work is an essential component of the success of the program.

Key city staff from the Baltimore Department of Planning who have existing relationships with community leaders will partner with DHCD and City Schools staff to lead the community engagement work, from the site vetting phase of the program to property development and family support during implementation. At its heart, the program is designed to strengthen communities by stabilizing their families and structures and continued community engagement is critical for facilitating this process.

29 For more details on the school boundaries, see: https://cels.baltimorehousing.org/codemapv2ext/

Program Structure

SCHORE

School Staffing Model + Housing Model: Production, Family Selection, and Placement + Family Connection to Services

The program has several components: the school staffing model, the production and management of the house, the selection of the family, the placement of the selected family into the rehabilitated house, the family's connection to case management supportive services, and the transition out of the program when families are no longer eligible. Beyond these structures in place for the selected SCHORE families, families who are unstably housed at the pilot schools will have the opportunity to be referred to supportive services as needed.

1.	2.	3.	4.	5.
Housing Production *(Housing Maintenance continues throughout)*	**Identify and select** SCHORE families	**Place** SCHORE families into houses	**Connect** SCHORE families to case management supportive services	**Support** SCHORE families in their exit out

All families who are unstably housed at the pilot schools will be informed of available partnerships with supportive service providers and referred as needed.

School Staffing Model

As a school-centric model, the success of the program relies on a strong school leadership team. While the exact make-up of the school leadership team may look different across schools, at each Community School, there is typically a principal, social worker, and one community school coordinator on staff. As the following chart outlines, the Community School Coordinator will serve as the nexus between families and their connection to housing placement and case management supportive services with the support of the school leadership team.

FAMILIES + PRINCIPALS	FAMILIES + COMMUNITY SCHOOL COORDINATOR (CSC)	COMMUNITY SCHOOL COORDINATOR (CSC) + SCHOOL SUPPORT STAFF*
+ Families submit homeless services intake form to principal. + Principals work with the school leadership team to recommend the families.	+ Families submit SCHORE application. + CSC conducts initial application review and provides this information to the principal and school leadership team to recommend families to the Community Development Corporation. + CSC connects families with provider(s) to get house placement and case management support services. + CSC checks in with family as needed. + CSC checks for SCHORE eligibility on an annual basis.	+ School support staff supports the processing of intake forms and selection of families. * *(Social workers, family engagement leads, student wholeness specialists.)*

Housing Model: Production, Family Selection, and Placement

SCHORE's goals include decreasing the number of vacant properties near selected schools and increasing housing stability among families. The housing model includes the redevelopment and management of properties that become homes that affordably house families at least through the duration of their child(ren)'s attendance at the SCHORE school.

The Department of Housing and Community Development (DHCD) and Community Development Corporations will partner to identify vacant properties that are viable options for SCHORE. The target homes will have at least three bedrooms to minimize the risk of negative effects of overcrowding in the home.[30]

The Community Development Corporation, in partnership with a housing developer selected by DHCD, will support DHCD in identifying alternate properties should the initial properties exceed the redevelopment budget. Upon completion of redevelopment, the Community Development Corporation notifies DHCD that the property is ready to house a SCHORE family. As the property owner, the Community Development Corporation manages and maintains the home and facilitates the rent collection process.

30 Brennan, Reed, and Sturtevant. (2014). The Impacts of Affordable Housing on Education: A research Summary. *Center for Housing Policy.*

Selection Criteria

The SCHORE eligibility criteria was developed based on feedback from unstably housed families at the pilot schools, school leadership, social service providers, and housing and education experts (See Appendix: Family Engagement for key findings from families). The Community School Coordinator will conduct the initial intake with the school leadership team (e.g. Principal, Assistant Principal, Social Worker, Student Wholeness Specialist) and they will collectively use the criteria below (in priority order) to recommend families. After the final determination is made, the Community School Coordinator will then hand off the recommendation of families to the Community Development Corporation.

CRITERIA DETAILS

- Families meet McKinney Vento homeless services criteria.
- Families meet SCHORE housing eligibility of a household income below 50% annual median income (AMI).
- Families have at least one child enrolled in a Baltimore City Public School.
- Families must be willing to engage with the program, connect to the school community coordinator, and share minimal placement data.
- Placements go to families on a first come, first served basis. Remaining families are taken on a rolling basis.
- Families with multiple young children are prioritized.
- Families who have expressed needs for additional resources around food and transportation are prioritized.

SCHORE is a school-centered housing program, which means the ultimate recommendation of families is determined by the school teams. Therefore, if multiple families meet the criteria above, the school leadership team will assist in making choices based on who they believe will benefit most from this program.

Placement Process

Once a family is identified and selected to participate in SCHORE by the principal and school leadership team, the Community School Coordinator relays this information to the Community Development Corporation. The Community Development Corporation then works to place families into the rehabilitated homes based on the number of people in the household. Once the property is selected for the family, the Community Development Corporation places the family in the unit with a yearly lease term.

SCHORE is a school-centered housing program, which means the ultimate selection of families is determined by the school teams.

SCHORE Housing Support Payment

Families are required to pay 30 percent of their income to the Community Development Corporation as part of their SCHORE housing support obligation. In addition to paying their rent on time, families must verify their income on an annual basis and maintain any requirements outlined by the CDC. If the families do not pay their rent (or make a late payment), the Community Development Corporation will follow up with the family as they are accustomed to do.

Program Exit

Families that no longer meet income eligibility requirements (e.g. incomes have risen to exceed 50 percent of AMI) will automatically phase out of the SCHORE program. Beyond income ineligibility, there may be additional reasons a family might become ineligible (e.g. criminal activity, improper maintenance of the unit) based on their lease requirements.

Families that continue to be income eligible will be able to remain in the house until the last year they have a child enrolled at the SCHORE school. To ensure the family has ample time to secure new housing, the Community School Coordinator will notify the family and Community Development Corporation at the beginning of the school year of the family's last year in that school. If the Community Development Corporation has homes available near the family's home, the provider will work with the family to place them into a different house. At this point, the family will no longer receive the SCHORE-funded housing and will need to find another voucher through public housing. A robust set of personalized and intensive case management supports will help the family locate these housing-related services and transition out of the SCHORE program. A new eligible family will then be matched with the SCHORE house.

The Steering Committee ultimately chose to pilot this program exit design as it promotes school stability and increases the potential for more families to be served through the supply of SCHORE homes.

We will note that this aspect of our program design generated extensive conversation and debate with service providers, school staff, and housing and education experts. All agreed that there was no apparent "right" answer to how a family exits and that we wanted to allow the families to stay in the house as long as was feasible, while still upholding the intent of the program to supply affordable housing for housing unstable families near their neighborhood schools. Thus the Steering Committee ultimately chose to pilot this program exit design as it promotes school stability and increases the potential for more families to be served through the supply of SCHORE homes. Since the intent of the program is to stabilize the family, increase their income security, and improve their economic mobility through substantial support services, we believe that the family will be in a more stable position when they do have to transition out of the program. Although this choice potentially truncates the length of time that the family receives a housing subsidy through the program, we expect that families with multiple young children will be connected to the school community for at least five years and likely many more.

Family Connection to Services

The primary service to SCHORE families is access to affordable housing near their school. We know, however, that families need additional support services to help them eventually transition out of subsidized housing. In addition, because the pilot program will not provide housing for all families who are likely eligible, the SCHORE model will also provide referral services to these families. We developed the supportive services model using feedback from families through surveys and focus groups (See Appendix: Family Engagement).

+ INFORM	+ CONNECT	+ SUPPORT
For All Families: City schools staff advertises supportive services to families.	**For All Families:** Community School Coordinators refers families to supportive services as needed/requested.	**For All Families:** No continued follow-up regarding use of services.
For SCHORE Families: City schools staff advertises supportive services to families.	**For SCHORE Families:** Community School Coordinator connects SCHORE families to the Community Development Corporation and/or case management service provider who will connect them to comprehensive support services.	**For SCHORE Families:** Community Development Corporation and/or case management service provider provides SCHORE family a case manager who connects them with comprehensives support services.

For all families who are unstably housed at the SCHORE school, Community School Coordinator connects SCHORE families to Community Development Corporation and/or case management service provider who will connect them to comprehensive, case management supportive services. Families at the pilot schools noted that most useful supportive services are housing stability services (e.g. rental assistance, eviction prevention counseling, legal representation, rental counseling, budgeting, home ownership coaching, assistance accessing banking or financial assistance, financial education), employment assistance (e.g. access to workforce development programs and employment connections), and mental health and health care supports. Beyond the benefits of these referral services, our hope is that bolstering these community linkages will measurably increase the connection and trust that families have to and with their school community.

For SCHORE families, in addition to getting placed into affordable housing, they will also connect to high-quality case management supportive services. Beyond the referrals listed above, a SCHORE family's case manager will offer a robust, personalized, and comprehensive set of services based on an initial and continuous assessment of the family's needs. While the SCHORE family will maintain a connection with the school by checking in with the Community School Coordinator, the case manager will be responsible for working intensively

with families to help them maintain their housing, expand their educational and vocational opportunities, and ultimately move towards self-sufficiency. Using this caseworker model aligns with the large body of evidence that advocates for a taking a human-centered approach to addressing housing instability.[31,32,33]

Depending on the school community and the neighborhood in which families are located, Community School Coordinators will either connect families with (1) a separate service provider for case management supports and a separate Community Development Corporation for housing placement, or (2) a Community Development Corporation that also offers case management supportive services.

Based on research of effective case management for populations similar to SCHORE families,[34] the selected provider(s) must have components that include:

- Evidence-based, coordinated, and holistic case management services that address both the surface needs and the underlying causes of homelessness.
- Demonstrated impact and experience working with families who are homeless or unstably housed.
- Ongoing professional development for case managers to ensure they have the training and supervision to support the unique needs of families.
- Strong commitment to using an equity lens.
- Community-based approach that aligns with the mission of the Community Schools.

31 de Vet et al. (2013). Effectiveness of Case Management for Homeless Persons: A Systematic Review. *American Journal of Public Health, vol 103* (10): 13-26.

32 Smith-Kea, N., and Mint, E. (2020). Research & Results: Nine U.S. Localities Offer Human-Centered Approaches to Unsheltered Homelessness. *Arnold Ventures.*

33 Popkin, Theodos, Getsinger, and Parilla. (2010). An Overview of the Chicago Family Case Management Demonstration. *Urban Institute.*

34 de Vet et al. (2013). Effectiveness of Case Management for Homeless Persons: A Systematic Review. *American Journal of Public Health*, vol 103 (10): 13-26.

Governance Structure

SCHORE

Agency Roles and Responsibilities + Performance Management + Data Sharing and Systems

Given the multi-agency approach to the SCHORE program, a solid governance structure is an essential aspect of this model and will be key to the program's success. Defined governance will clarify the roles, responsibilities, and decision-making authority of all participating organizations in this work, as well as outline how those entities will come together to make decisions.

Central to this work is a performance management structure which outlines the short and long term outcomes the program seeks in this work, the indicators to be used to assess fidelity of implementation, as well as the model by which the collective SCHORE decision makers will collect and discuss those data and make adjustments and expansions to the program.

Agency Roles and Responsibilities

A successful implementation of the SCHORE program relies on a set of norms, procedures, and structures. While the key agencies within the governance model share a common mission, each agency leverages its own expertise to support families through the process. The underlying people, processes, and technology that form the infrastructure of SCHORE establishes the policies for continuously monitoring the proper implementation (See Appendix for a high-level RACI chart).

Performance Management

Performance Management Model

A performance management system will support the fidelity of implementation and adjust to the unknowns only discoverable in implementation. This process will enable SCHORE agencies (City Schools and DHCD) responsible for this work to methodically and routinely monitor the connection, or lack thereof, between the work that we are doing and the outcomes we seek. The routinized, embedded structure of our performance management model will also allow the SCHORE agencies to make the connection between short-cycle actions and longer term intended outcomes. Using agreed-upon short-cycle data developed during the design phase of SCHORE will ultimately offer an opportunity for collaborating around strategies that work and eliminating those that don't.

Through an established organizational structure, the multi-agency partnerships will commit to using data to continually drive toward insights, making data-driven decisions, taking actions on those decisions, and evaluating outcomes of those to continue to improve.

Performance Management Structure and Responsibilities

Key to this work is establishing a team to champion this work, including staff to perform process coordination, analysis, and facilitation on a routine basis. The cornerstone of the learning process is that the SCHORE agencies participate in ongoing sessions where they use

data as the entry point for structured conversations. While City Schools and the school teams will be responsible for collecting education metrics, DHCD will ultimately serve as the owner for the performance management model. The SCHORE agencies will then meet regularly to identify bright spots, areas of improvement, and specific management tasks that will lead to more productive performance management.

Metrics Chart

The following is a chart of our intended outcomes (see Appendix for more detail on the theory of action and metrics for each category). Note that it is based on the bullseye framework we describe at the beginning of this paper. The key focus of this model is to improve the linkage between schools and housing. Based on research, we believe stabilizing housing for elementary-school-aged families could produce five evidence-based outcomes where we are targeting our data analysis efforts: improve economic mobility, buffer against the effects of toxic stress for children, reduce student mobility, improve attendance rates, and improve block revitalization. The remaining metrics in the gray category are other research questions we are interested in investigating but do not have sufficient evidence to believe can be affected directly by this model.

THE THEORY OF ACTION

If we provide long-term affordable housing with intensive, case management services, then we will improve the lifetime prospects for the low-income children and families who participate in the program, as well as the stability of the school.

INTENDED OUTCOMES	
MANAGEMENT OUTCOMES	✚ Improve school to housing linkage
PROGRAMMATIC OUTCOMES	✚ Improve economic mobility ✚ Buffer against the effects of toxic stress for children ✚ Reduce student mobility ✚ Improve attendance rates ✚ Improve block revitalization
EXPLORATORY RESEARCH	✚ Improve academic achievement

Data Sharing and Systems

Collaborative commitments in the form of a memorandum of understanding (MOU), data sharing agreements, and data governance structures will be in place to allow the SCHORE agencies to track and analyze the performance of the program and make adjustments during implementation. Data collected will be managed in compliance with the Family Educational Rights and Privacy Act (FERPA).

Financing

SCHORE

Models for Financing Housing + Innovative Financing Mechanisms

The goal of SCHORE is to minimize the start-up costs associated with the successful implementation of the model, and to document the actual costs of each aspect of the program to aid in making the public policy case for the ongoing funding of SCHORE. Beyond costs associated with connecting families to supportive services and creating a performance management system for the administration of the model, housing production is the major cost of the program.

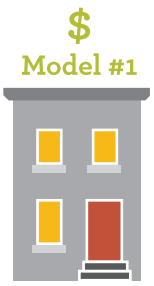
Housing production costs will vary by size, existing condition, level of finish, and the acquisition costs of the property. Sources of funding these development costs include equity (in the form of investment by the housing developer) and debt.

The amount of debt a rental property can support is determined primarily by the rent roll. The monthly rent payment must be large enough to cover the debt payment, insurance, real estate taxes, contribution to a capital fund for future repairs, plus any profit for the property owner.

The families facing homelessness or housing instability within SCHORE are unlikely to be able to afford market rate rental payments, so the production of housing units for the model will require some form of subsidy.

The following are two ways to finance the project, although a continuum exists between the options.

Models for Financing Housing



Model 1: Fund properties through subsidized rent (higher debt-equity ratio)

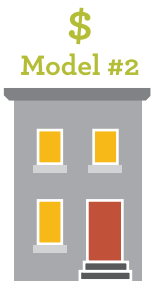
Under this model, the housing developer would produce units in the more traditional sense. The "market"—supply, demand and competitive pricing in the neighborhood—would drive the expected revenue stream available to support the unit. Acquisition and rehab costs would be constrained by expected rental income, but the rental rate would be set based on market conditions. SCHORE families placed in those homes would pay a monthly amount equal to their affordability limits, and the difference between what the family can pay and the market rate would be subsidized by the SCHORE program.

As proposed here, families would contribute 30 percent of their income toward the unit's rent and SCHORE would make up the difference. In some cases, the family might have no income in which case SCHORE would cover the entire cost of the rental payments.

The benefit of this model is that it enables the developer to tap into the existing commercial financing markets to fund the production of the units thereby reducing the amount of upfront public investment needed to ready the units for occupancy. The private capital markets also

tend to operate more quickly and efficiently than public sources which often require slower, if not more burdensome application and approval processes.

The drawback of this model is the unpredictability of the rental subsidy needed for the families that ultimately occupy the homes. Determination of the subsidy needed can't be calculated in advance, and the level of subsidy needed over the course of several months or years is likely to change periodically. As such, adoption of this model may require SCHORE to budget for close to the full rent for each unit.



Model 2: Over-subsidize the housing production costs in order to reduce the amount of debt required to complete the units (lower debt-equity ratio)

As an alternative, SCHORE could choose to underwrite the upfront acquisition and rehabilitation costs for the program's homes. By significantly reducing the need for private financing, the program could reduce the rental payment needed by the developer to a more affordable, below-market rate.

There may be natural opportunities to subsidize housing production in this way. Many of the vacant properties available for rehab in SCHORE's target neighborhood are owned or controlled by DHCD. Transferring already acquired properties to the developer for a nominal price would have a cost to the city in foregone future revenue, but it should not require a current budgetary hit to the agency. Depending upon the condition of the transferred units, eliminating the acquisition costs associated with the property could significantly reduce financing needs by reducing the amount of capital financed, and potentially reducing the interest rate on financed amounts (due to a lower debt-equity ratio).

In this option, a larger pool of funds would be needed to make up the difference between the financeable debt and development costs. However, the lower debt to equity ratio should reduce borrowing rates and lenders may be willing to finance more units. The pool of funds necessary to support voucher payments would also be smaller.

Innovative Financing Mechanisms

In exploring non-traditional options for financing the SCHORE model, the research team investigated the feasibility of using social impact bonds (SIBs), or "pay for performance" mechanisms, to partially fund aspects of the SCHORE model. Typically SIBs allow public sector agencies to tap into the private capital markets to fund the upfront costs of an innovative practice that, if managed properly, will produce significant operational savings. The funders are repaid for their investment in the innovation—plus a modest return on their capital—from the savings that accrue to the public agency or agencies. If those savings don't materialize, the funders may not be repaid.

With the SCHORE program, there are some cost savings anticipated with the successful implementation of the model, including reduced transportation costs and averted emergency and ongoing social service costs associated with family homelessness.[35] There may be other costs, such as the reduction of remediation and special education services for the children of families who participate in the program.

35 See for example: Snow, D. A., and Goldberg, R. E. (2017). Homelessness in Orange County: The Costs to our Community. *Orange County United Way.*

However, the critical impediment to applying a SIB structure to the program is that the likely cost savings attributable to the model, even if it were cost-effective to track and monetize them, are unlikely to be enough to cover the costs of the entire model. As such, more traditional public and/or philanthropic support for the program would still be required making the costs and complexity of a SIB structure ill-advised.

In addition, there is also a social perception issue with applying a SIB structure to this model. Extracting cost savings from public operations that are overpaying for discrete services, such as energy costs or hospital fees, resonates with most people. But pulling funds out of cash-strapped public school districts, even if it is a wash for the school district, would almost certainly distract from the acceptance of the model's value. For these reasons, the SCHORE program does not attempt to apply the SIB structure for financing any of the costs of the program.

Scaling

SCHORE

The need for family units in the SCHORE model is significantly greater in the schools targeted for the pilot than the pilot program will be able to address, and there is some level of need for the SCHORE model at most other school sites in Baltimore. Ultimately scaling the model beyond the pilot is not an issue of demand but of feasibility and prioritization.

Future sites will be selected based on lessons learned from the pilot, such as what neighborhood conditions must exist for sustainability, and what school leadership and management structures provide the greatest support. Similarly, documentable observations about which family profiles benefit most from the pilot will shape future participant selection.

Lessons from the pilot will also determine the level of scaling (e.g. increasing the concentration of families served within schools or increasing the concentration across different schools).

Thus, in addition to the outcome metrics discussed previously that will be used to evaluate implementation fidelity and program success, we will also document family and school case studies to provide a qualitative frame for how Baltimore and other jurisdictions might scale the model beyond its pilot phase. The pilot case studies will also extend into operational narratives of the problems and challenges encountered during the pilot, the midstream adjustments the project team made to address them, and an analysis of which adjustments were the most successful at improving program administration and outcomes.

The "lessons learned" from the pilot, articulated in these case studies, will serve as a users' guide to SCHORE implementation at other school sites and in other localities.

Future sites will be selected based on lessons learned from the pilot, such as what neighborhood conditions must exist for sustainability, and what school leadership and management structures provide the greatest support. Similarly, documentable observations about which family profiles benefit most from the pilot will shape future participant selection.

Appendix

SCHORE

Glossary + Education Criteria + Neighborhood Criteria + Family Selection Criteria + Key Outcomes Metrics Chart + High-level RACI

Glossary

TERM	DEFINITION
Economic Mobility	The ability of SCHORE families to increase their income and wealth.
Housing Stability	The extent to which an individual's customary access to housing of reasonable quality is secure. (Frederick et al., 2014)
Housing Instability	A broad number of challenges related to housing insecurity, such as having trouble paying rent, overcrowding, moving frequently, staying with relatives, or spending the bulk of household income on housing. (Healthy People)
McKinney Vento Status	Students must meet at least one of the following criteria: (1)They must share a house with other persons due to loss of housing or overall economic instability, as well as residing in motels, hotels, campgrounds, trailer parks, or any other emergency or transitional housing; (2)Their primary nighttime residence is a place, public or private, not designed for traditional nighttime accommodations for humans; (3)They must be living in a car, park, public place, substandard housing, bus or train stations or similar settings; (4) Migratory students who fall into any of the three aforementioned categories. (National Center for Homeless Education)
Homelessness	We use the McKinney Vento Act definition listed above as it relates to homelessness, which includes a lack of "a fixed, regular, and adequate nighttime residence" that includes housing or economic hardship for those living in hotels, motels, trailer parks, camping grounds, another person's housing, emergency or transitional shelters or any place not meant for human habitation. (Such as cars, public spaces, or abandoned buildings.)
Chronic Absenteeism	Students who are not present for at least ten days, as well as those who are absent 10 percent or more of the time. (City Schools)

TERM	DEFINITION
Transportation Costs	The costs associated with providing transportation to and from school, often in taxis, to homeless students under the McKinney-Vento Act. (City Schools)
Exit Rates	The proportion of homeless students who transferred out of the school out of all the transfers out. (City Schools)
Mobility Rates	Proportion of homeless students who are mobile (e.g. had at least one day of not belonging in the school) out of all the mobile students. (City Schools)
Entry Rates	The proportion of homeless students who enter in the school out of all the students in the entering class. (City Schools)
Middle Market	Neighborhoods in the Middle Market Choice category have housing prices above the city's average with strong ownership rates, and low vacancies, but with slightly increased foreclosure rates. Modest incentives and strong neighborhood marketing should keep these communities healthy, with the potential for growth. (DHCD)

Education Criteria

EDUCATION CRITERIA	CRITERIA DETAILS	RATIONALE
Primary Criteria		
Homelessness	Proportion of students who are homeless out of total enrolled *Homelessness > 5%*	• The program's primary outcome is to reduce housing instability
Chronic Absenteeism	Proportion of students who are chronically absent out of total enrolled *Chronic Absenteeism > 25%*	• Chronic absenteeism is strongly associated with homelessness • Improving attendance rates are a key outcome

EDUCATION CRITERIA	CRITERIA DETAILS	RATIONALE
Transportation Costs	Costs incurred by transporting homeless children with buses and taxis *Transportation Costs > $100,000 and over 20% allocated to taxis)*	• Addressing the high transportation costs for unstably housed students provides a cost-savings for the school
Secondary Criteria		
Exit Rates	Proportion of children who are homeless out of total transfers out *Exit Rates > 5%*	• Housing instability is associated with high rates of exit out of schools by homeless students • Improving enrollment stability is related to reducing student mobility
Mobility Rates	Proportion of homeless children who are mobile (e.g. had at least one day of not belonging in the school) out of all mobile students *Mobility Rates >10%*	• Housing instability is associated with high rates of mobility by homeless students • Reducing student mobility is a key outcome
Entry Rates (> 5 percent)	Proportion of children who are homeless out of total entries into the school *Entry Rates > 5%*	• High rates of entry by homeless students could suggest that the school is a magnet for homeless students

Neighborhood Criteria

CRITERIA	CRITERIA DETAILS	RATIONALE
Predominant Housing Typology	Middle Market neighborhood classification	• Connect SCHORE efforts to Baltimore's larger community development strategy • Promote residential stability • Emphasize rehabilitating vacants
Vacancy	At least 5 open Vacant Building Notices (VBNs) in 2020 *5-Year Average Vacancy Rate > 2%*	• Select neighborhood with sufficient vacants • Understand which neighborhoods are seeing new vacants • Reduce vacancy rate
Permit Activity	5-Year Average Annual Number of New and Rehab Construction Permits Issued>0 *5-Year Average Annual Number of Residential Construction Permits Issued>0*	• Understand which neighborhoods are experiencing redevelopment and construction efforts • Reduce vacancy rate • Improve housing stock

Family Selection Criteria

CRITERIA	CRITERIA DETAILS
Families under McKinney Vento	Families must submit a McKinney Vento homeless services intake form.
SCHORE housing eligibility	Household income is below 50% of annual median income (AMI). As part of meeting the SCHORE housing support eligibility requirements, families must provide income verification through tax returns, their last two pay stubs, a letter from their previous employer, or proof of participation in any government assistance program.
Family has one child enrolled in school	Family must have at least one child who is attending the selected Baltimore City Public School.

CRITERIA	CRITERIA DETAILS
Families who are willing to engage with the program	Families must be willing to connect to the school community (e.g. check in with their Community School Coordinator as needed) and share minimal placement data, as evidenced by a signed statement in their application. These requirements will be flexible to meet the needs of working families and those with limited access to transportation.
Families who are interested in housing near school	The first placements are given to families who submit their intake materials to the Community School Coordinator during the initial application period at the beginning of the school year. The advertisement of the program will be developed to ensure accessibility. Remaining families are taken on a rolling basis and put on a waitlist. Families who have the highest number of younger children are given priority.
Families with multiple young children are prioritized	Families with multiple younger children are prioritized. This criteria follows the Head Start model and evidence that suggests that housing instability is particularly disruptive for young children. This priority includes children who are at the school or younger siblings who will enter the school. SCHORE will accommodate families up to the maximum capacity of the household. Depending on the household capacity of specific properties, there may also be a limit on family size.
Families who have multiple and extended resource needs	Families who have expressed continuous need for resources around housing, food, and transportation will be prioritized. The depth of need will also be determined by the length of time that families have been identified as homeless (e.g. as indicated by Homeless Management Information Systems data). Community School Coordinators may also look to how this need has been expressed to them (e.g. total number of family interactions with Community School Coordinators before applying to the program).

Family Engagement

We conducted a school-wide survey and focus groups at the pilot schools in the design phase of the SCHORE. There were 53 survey participants (95 percent of these self-reported that they were housing unstable) who provided feedback in the survey outreach. While input was used to improve the model at-large and will continue to be solicited in the implementation phase of the pilot, the feedback below describes key findings that informed the family selection criteria (pg. 15) and family connection to services (pg. 17):

FAMILY SELECTION CRITERIA:
What is the most just and fair way to select families for SCHORE?

- 80 percent agreed that first placements should be given to families that submit materials at the beginning of the year as part of the initial application period, as long as the advertisement of the program is designed for equitable access to families.
- 86 percent agreed that family must be willing to connect with school community.
- 100 percent agreed that families who have multiple resource needs should be prioritized.
- Strong consensus for prioritizing families with multiple young children (less than 5 percent disagreed with this piece as a criteria).
- Beyond submitting their materials for McKinney Vento, families noted income eligibility (e.g. AMI below 50 percent) as the most important factor for selection.
- Focus groups emphasized the importance of having the school leadership team serve as the official decision-making body for the selection of families, given that they have an established rapport and familiarity of their families.
- Focus groups emphasized the importance of focusing on (1) families with younger children because of the particularly harmful effects of housing instability on younger children and (2) the need to have families stay in the program for at least 5 years to create some level of stability for the household.

SUPPORTIVE SERVICES:
Which supportive services would be most useful for families?

Housing related supports (e.g. rental assistance, eviction support), employment assistance, mental health services, health care, and financial education were ranked as the most needed supportive services in priority order.

Other supportive services of interest by school communities include: transportation, child care assistance, food security, and substance abuse services.

Key Outcomes Metrics Chart

KEY METRICS		
	Intended Outcomes	**Shorter Cycle Metrics**
MANAGEMENT OUTCOMES	**Improve school to housing linkage**	The SCHORE Model provides a school-centered entry point for unstably housed families, which reduces the time for families to get placed into housing, increases the number of years that families can remain in units because properties are reserved for them, increases the connection that families have to their school community, and provides direct cost savings to schools by reducing transportation costs for unstably housed or homeless students. *Key Metrics: # days between family identification by the school and placement into housing, # years that family stays in the house, # families that self-report they feel connected to school community, $ saved on transportation costs for homeless students*
PROGRAMMATIC OUTCOMES	**Improve economic mobility**	Residential stability, case-management services (e.g. employment assistance, housing supports), and reduced rent burden will increase household income security, which is shown to lead to improved economic mobility for households. *Key Metrics: # of caretakers employed, household income ($)*
	Buffer against the effects of toxic stress for children	Residential stability and improvements in housing quality will reduce chaos and instability at home, which is detrimental to young children's healthy development. *Key Metrics: # of new ACEs*
	Reduce student mobility	Residential stability, housing that is near schools, and improvements to housing quality (e.g. living in a unit that comfortably houses all members of the household) will reduce the number of students who are mobile. *Key Metrics: # students who remain enrolled , # students who are mobile*

KEY METRICS		
	Intended Outcomes	Shorter Cycle Metrics
PROGRAMMATIC OUTCOMES	Improve attendance rates	Residential stability, housing that is near schools, and improvements to housing quality (e.g. living in a unit that comfortably houses all members of the household) will improve the number of students who attend school. *Key Metrics: # days absent*
	Improve block revitalization	Rehabilitating vacant properties in middle market neighborhoods will change the assessment value of the house and improve surrounding property values, which is key for block revitalization. *Key Metrics: % change in assessed value of rehabilitated house, % change in assessed value of surrounding properties in the block, % change of assessed value of properties in school zone*
EXPLORATORY RESEARCH	Improve academic achievement	*Key Metrics: # passing grades, # students move to grade level, # passing MCAP scores, % students who missed school due to feeling unsafe (self-reported)*

High-level RACI

The chart below outlines the core functions of the key agencies involved in the SCHORE program. City Schools, DHCD, the school teams, the community development corporation, and the housing developer will work together to ensure that families are successfully identified, placed into housing, supported with case management, monitored for continuous improvement of the program, and meeting the SCHORE housing eligibility requirements.

We use a RACI matrix to demonstrate how the work will be implemented. A RACI documents who is responsible for doing the actual work (sometimes called "hands to keyboard"), who is ultimately accountable for the work (usually the leaders of the work), who should be consulted for feedback as the work is being executed, and who should simply be informed that the work is either in progress or complete. Informing is just for awareness, not their input.

Note: Groups and individuals can also be both accountable and responsible for the work. However, the consulted (C) and informed (I) categories do not crossover and entities cannot be a C and I and also an R and/or an A.

KEY ACTION	City Schools (Central Office)	School Teams (Community School Coordinators and leadership)	Lead Agencies (Elev8 and ChildFirst)	DHCD	Community Development Corporation	Housing Developer[1]	Case Management Service Provider[2]
Responsible (R) Accountable (A) Consulted (C) Informed (I)							
House is rehabilitated near the selected site	I	I	I	A		R	
All housing unstable families at the school are informed of available partnerships with supportive service providers and referred to services on an as-needed basis	I	A/R	C				

1 The Community Development Corporation (CDC) may also serve as the housing developer. In that case, the CDC would be responsible for the redevelopment of the property, too.

2 Depending on the school community and the neighborhood in which families are located, the model will either connect (1) families with a separate case management service provider and a separate CDC for their housing placement, or (2) a CDC that also offers case management supportive services. If the latter is the case, then the CDC would be accountable for providing case management supports.

KEY ACTION	City Schools (Central Office)	School Teams (Community School Coordinators and leadership)	Lead Agencies (Elev8 and ChildFirst)	DHCD	Community Development Corporation	Housing Developer[1]	Case Management Service Provider[2]
Responsible (R) Accountable (A) Consulted (C) Informed (I)							
SCHORE family is identified and recommended for SCHORE based on eligibility	I	A/R	C	I	I		
SCHORE family is connected to community development corporation	I	A/R	I		R		
SCHORE family is placed into SCHORE housing	I	I	I		A/R		
SCHORE family is provided case management services		I					A/R
House is maintained on an ongoing basis, including the collection of rent and following up if any problems arise with the tenant				I	A/R		
SCHORE family eligibility is checked on an annual basis by the Community Schools Coordinator	I	A/R	I	I	C		

KEY ACTION	City Schools (Central Office)	School Teams (Community School Coordinators and leadership)	Lead Agencies (Elev8 and ChildFirst)	DHCD	Community Development Corporation	Housing Developer[1]	Case Management Service Provider[2]
Responsible (R) Accountable (A) Consulted (C) Informed (I)							
Families that no longer meet requirements will be supported in their exit out of the SCHORE program	C	C	I	C	A/R		R
Fidelity of implementation metrics are collected (e.g. whether family was successfully placed into the house, whether tenant has paid rent and utilities)	R	R		A	R		R
Performance Management process is executed (minimum quarterly) to continuously improve the model	R	R	C	A/R	R		R
Fiscal budget is reviewed on an semi-annual basis	R			A/R			
Data sharing agreements are reviewed on an annual basis	R	I	C	A/R			C
Relationship management with outside funders	R			A/R			