School-Centered Housing Response Model (SCHORE)

Executive Summary

CONNECTING SCHOOL + HOUSING

Baltimore Context ✚ Site Selection ✚ Program Process ✚ Targeted Research Outcomes ✚ Scaling

SCHORE is a school-centered housing model rooted in improving the linkage between schools and housing. It will provide housing unstable families with an entry into affordable housing and other supportive services, where we can work towards alleviating some of the major consequences that the toxic stress of unstable housing has on young children, families, and schools.

Baltimore Context

This model connects the housing production work of the Department of Housing and Community Development (DHCD) with Baltimore City 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
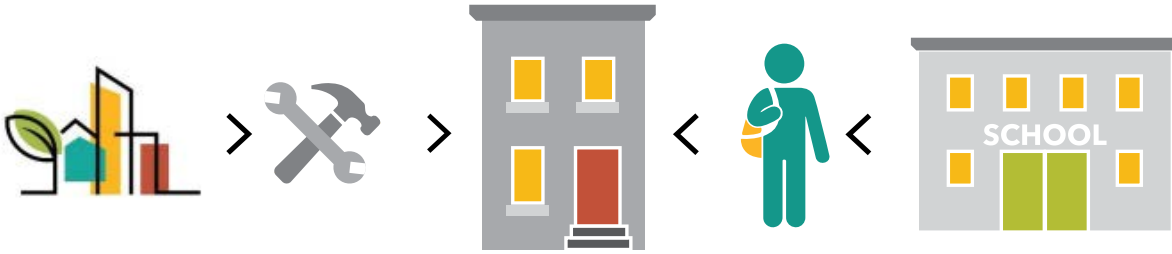
Schools identify students in need of housing intervention

BALTIMORE CITY DEPARTMENT OF HOUSING & COMMUNITY DEVELOPMENT
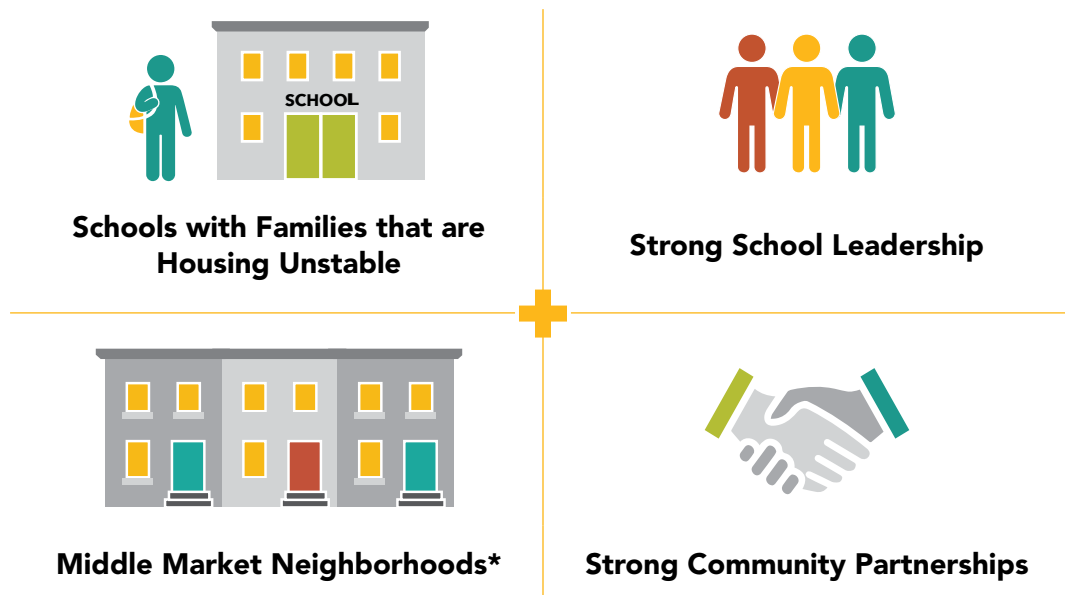
UPD CONSULTING

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.

15,583 Vacant Buildings

2,300 Housing Unstable Students

Strong Community Schools

The SCHORE program used robust data sets from the Baltimore City Public School System (City Schools) 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 were on the edge of these boundaries. This is because the qualitative evidence outweighed this preference.
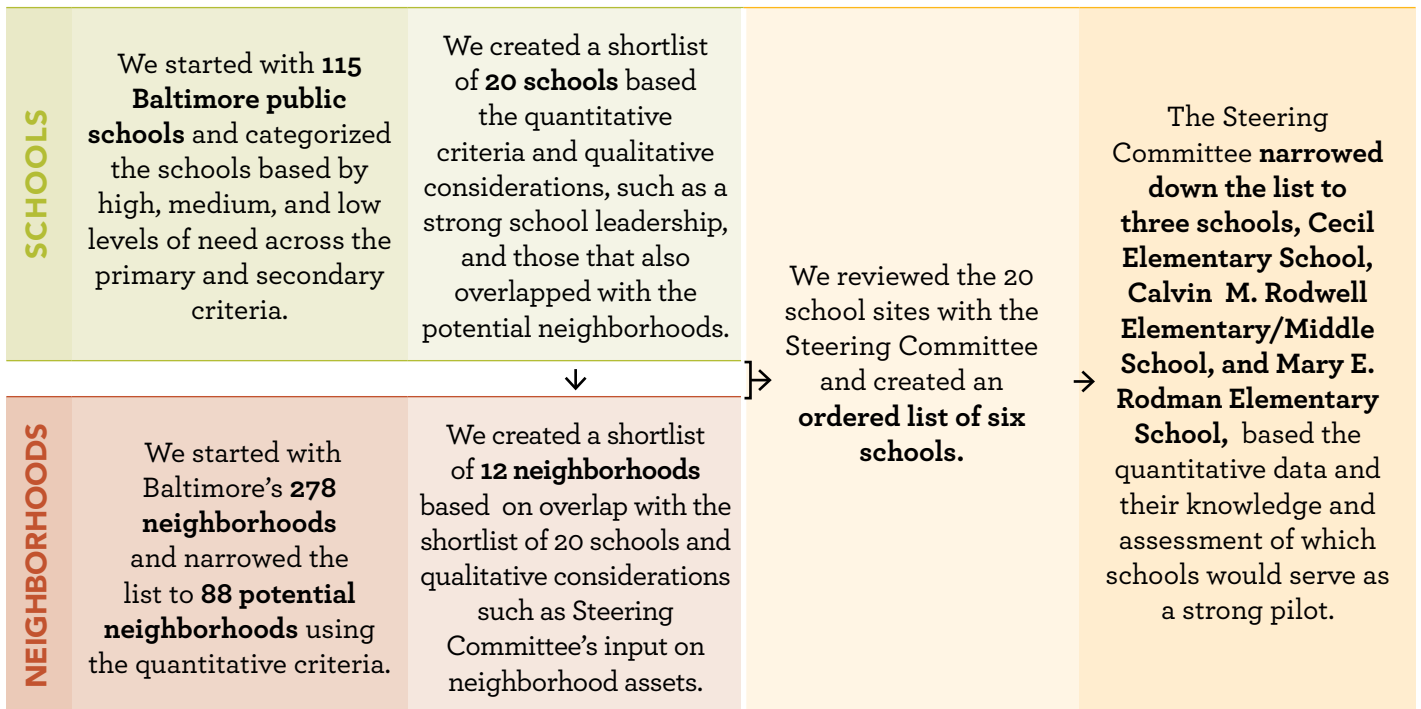
Site Selection

Site and School Selection Criteria

PRIMARY EDUCATION CRITERIA		
Homelessness greater than 5%	Chronic Absenteeism greater than 25%	Transportation Costs for homeless children greater than $100,000 with 20% or more for taxis

SECONDARY EDUCATION CRITERIA		
Exit rates greater than 5% (proportion of homelessness)	Mobility rates greater than 10%	Entry rates greater than 5% (proportion of homelessness)

PRIMARY NEIGHBORHOOD CRITERIA		
Middle Market neighborhood	5+ open Vacant Building Notices (VBNs) in 2020	Neighborhoods experiencing redevelopment

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.

Cecil Elementary School, Calvin M. Rodwell Elementary/Middle School, and Mary E. Rodman Elementary School are the selected pilot sites for SCHORE.

In addition to meeting the education and neighborhood criteria, Cecil Elementary School and Calvin Rodwell Elementary/Middle School also notably ranked highest among schools that spend the most on transporting homeless students.

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.

Program Process

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.

Identifying Families

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.

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.

Connecting Families to Support 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. The following is our model to provide these services to families:

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

Targeted Research Outcomes

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

MANAGEMENT OUTCOMES

PROGRAMMATIC OUTCOMES

EXPLORATORY RESEARCH

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.

Scaling

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.

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Contact:

Ann Willemssen: awillemssen@updconsulting.com

Baltimore Department of Housing and Community Development: dhcd.baltimorecity.gov

UPD Consulting: updconsulting.com

White Paper

Download the full white paper here:

www.updconsulting.com/recent-work/schore/