



# Housing and Education Partnerships

## A Case Study of New Haven, Connecticut

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## Introduction

The housing and education sectors are being asked to do more with fewer resources. School districts often struggle to meet the needs of low-income students who deal with challenges outside of school and to connect them to resources that can strengthen their academic competencies. Public housing authorities and other assisted-housing providers similarly recognize the need for an array of support services to help their clients achieve financial and family stability. Housing providers have been exploring the role they can play, particularly in improving child outcomes overall and educational outcomes specifically. The premise is that housing providers have a unique opportunity and entry point to improve children's outcomes by connecting them to services and by bringing opportunities right into their homes or developments. Housing authorities in particular are in a favored position to reach low-income families and connect educators, low-income students, and their caregivers outside the school day. By partnering, school districts and housing authorities can begin to identify and tackle barriers to learning that poor students may face, such as housing instability, truancy, and health problems. By combining their resources and leveraging their individual strengths—programmatic, financial, and social—educators and housing authorities are learning how they can have a greater impact on low-income students' lives. Those partnerships represent uncharted territory for many school districts and housing authorities.

The Council of Large Public Housing Authorities (CLPHA) is a membership association that represents 70 of the largest public housing authorities in the country. To support and expand its members' ambition and capacity to support educational outcomes, CLPHA kicked off an education initiative in 2013. As part of that initiative, CLPHA is providing technical assistance and field-building support to practitioners, conducting policy advocacy on Capitol Hill, and entering partnerships with other national organizations to advance meaningful and sustainable partnerships between the housing

and education sectors. In 2014, with the support of the Bill and Melinda Gates Foundation, CLPHA enlisted the Urban Institute to examine promising practices emerging from partnerships in three cities: Akron, Ohio; New Haven, Connecticut; and Vancouver, Washington. The overview of findings from case studies in three sites, “Developing Housing and Education Partnerships: Lessons from the Field,” documents some creative approaches and promising practices to inform local efforts to launch partnerships, as well as national-level policy and advocacy efforts. This brief focuses on one partnership site: New Haven, Connecticut.

## Study Site and Partnership

New Haven is the second-largest city in Connecticut, with a population of just over 130,000. Despite being home to one of the world’s most prestigious universities, New Haven is economically depressed. It has an unemployment rate of 11 percent, the median income is just over \$36,000 (two-thirds of the national median of \$52,250), and 24 percent of residents’ incomes are below the poverty level (US Census Bureau 2014).<sup>1</sup> The city of New Haven has a large minority population; likewise, 69 percent of public housing residents are black, and 24 percent are Hispanic. The city and Elm City Communities (ECC), formerly the Housing Authority of New Haven or HANH, see educational improvements as the linchpin to rebuilding New Haven’s middle class. ECC is the only Moving to Work (MTW)<sup>2</sup> agency in Connecticut and has a total of 7,086 assisted-housing units, including 2,607 public housing units and 4,479 housing choice vouchers.<sup>3</sup>

The New Haven Public School (NHPS) district has just over 20,000 students and is home to the largest magnet program in Connecticut. The district has 20 magnet schools, and about one-third of students attend those schools through lottery-based school choice. In addition to magnet schools, students may attend other NHPS charter schools and interdistrict magnet schools through school choice. As a result, ECC has students attending all 48 schools in NHPS. NHPS serves more than 3,000 preschool children through Head Start, school readiness, and magnet prekindergarten school programs. NHPS students’ academic performance has traditionally lagged behind that of other Connecticut public school students.

In 2009, New Haven rolled out a new school reform initiative, which was spearheaded by former mayor John DeStefano Jr. The goal of the reform initiative is to close the achievement gap between NHPS students and students across the state of Connecticut. The reform changed the way schools were managed so it could provide greater flexibility to high-performing schools and greater oversight and supports to low-performing schools. It also negotiated a new performance-based contract for teachers and principals and, through the United Way, instituted a system for providing wraparound supports for students outside school. ECC supported the school district’s interventions but also acknowledged the need for those activities to be supplemented. Although Elm City Believes shares many of the same goals as the larger school reform effort, it is a distinct initiative led by the housing authority. The key differences are that Elm City Believes provides educational supports to ECC residents attending NHPS, as well as children in early childhood programs, students in regional magnet and local charter schools, and young adults trying to get a GED certificate. Also, under Elm City Believes, the housing authority is

responsible for providing case management and wraparound services in coordination with the school system.

## Key Elements of Partnership

The Elm City Believes initiative is designed to assist students in achieving academic excellence, to support parents as they engage in their children’s education, and to help avail postsecondary opportunities to ECC’s young people (HANH 2014). Although HANH has always provided a variety of youth programming to residents, Elm City Believes amplifies those services and adds new partnerships with NHPS, as well as with magnet and charter schools. ECC also puts new emphasis on changing the culture of assisted housing to prioritize academic achievement.

### Shared Goals and Joint Strategies

Through its MTW flexibility, ECC has long sought to invest in services to help its residents achieve self-sufficiency. The inspiration for Elm City Believes came from executive director Dr. Karen Dubois-Walton’s belief that this work would have the greatest impact if it extended its reach to helping ECC youth graduate high school and move on to college, the military, or a career. The momentum of the larger New Haven school reform effort provided ECC with a framework of goals to consider for their own initiative. Elm City Believes supports NHPS’s goals by offering activities and supports on site to reduce transportation barriers and to create an ongoing culture of academic excellence within their developments. HANH relied heavily on the expertise of its newly hired special assistant for education policy to design recruitment strategies and outcome-driven activities based on her prior work in education policy at the state level.

In the design and implementation of Elm City Believes, ECC has offered robust services that it believes will increase students’ academic success, and has worked to instill a culture of high academic expectations for ECC students, parents, and staff (HANH 2014). ECC expects the long-term effects of the programming will better prepare ECC youths for financial stability in adulthood and will help revive New Haven’s middle class.

ECC’s stated theory of change for Elm City Believes is this: “If HANH leverages smart housing policy to advance academic outcomes for student residents, then HANH will see success among New Haven’s young people through increased high school graduation, postsecondary completion, and employment attainment” (HANH 2014, 10). Furthermore, HANH committed to “empowering [its] residents to reach their full potential” by raising ECC’s expectations for residents regarding academics. ECC and NHPS are working on a shared statement of goals to demonstrate how each partner contributes to the initiative’s theory of change.

Elm City Believes is intended to structure its services into a “cradle-to-career pipeline” for children and youths in assisted housing. Elm City Believes is a comprehensive initiative that starts with access to quality early childhood programs, such as Head Start, and continues with after-school tutoring and truancy prevention for primary and secondary school students, mentorship and college preparation

programs for teens, and adult education for residents 18 to 30 years of age. The initiative also strives to instill a culture of academic excellence within ECC developments by training ECC staff about the importance of education, providing youth internship opportunities to work side by side with ECC staff, and developing a parent support network to help ECC parents be more engaged in their children's academic progress. Through Elm City Believes, ECC has formed partnerships with local public, charter, and magnet schools that involve direct coordination between the ECC staff and the school staff to "cater to the individual needs of each student within his or her respective school" (HANH 2014).

ECC drew from evidence-based best practices, such as mentorship programs, when designing Elm City Believes. However, ECC understood that no roadmap exists of effective interventions led by public housing authorities that have improved academic outcomes for low-income students. The closest available model to ECC's approach is the Harlem Children's Zone, which provides wraparound services to support academic achievement for low-income students in Harlem, New York City. A key feature of ECC's theory of change is that public housing authorities are in a unique position to improve children's educational outcomes because of the level of access they have to students and their families outside the school day.

## **Leadership**

The New Haven school reform initiative helped inspire ECC's educational efforts. ECC's executive director, Dr. Karen DuBois-Walton, used data from the school system to determine that one-third of NHPS students were served by the housing authority. In seeing the large overlap between ECC and NHPS youth (more than 1,000 ECC students attended NHPS schools), she realized those youths would need additional supports to succeed academically. DuBois-Walton has been with ECC since 2007 and has deep roots in the New Haven community, having previously served as chief of staff for the city of New Haven and receiving her bachelor's degree from Yale University. DuBois-Walton recruited Emily Byrne to be the point person for designing and implementing the initiative. Byrne is an expert in education policy. She was part of the mayor's team that launched the New Haven school reform in 2009, and she started the New Haven Promise program, which provides a four-year full college scholarship to every student who graduates from New Haven high schools with a B average or better. Partners talked about their willingness to sign on to the initiative because of the work they knew Byrne was capable of doing. They also believed that having someone in that role who understands education policy was essential because school systems can be distrustful of outsiders and because most organizations are difficult to understand unless operating from within them. Sheila Allen-Bell, deputy executive director for community and economic development at ECC, is responsible for integrating Elm City Believes' activities into ECC's resident services for youths and families, thus emphasizing the importance of critically understanding the community's needs in shaping programs and services.

Although Elm City benefited from the momentum of New Haven school reform and some of its goals, to reach the outcomes that ECC wanted for its residents, it would need to make some internal changes. More specifically, ECC spent time educating its staff members about the initiative and getting them to view education as a core part of their responsibilities. Before rolling out the official Elm City

Believes partnership, ECC offered an array of educational services. Those services included (a) placements into Head Start and similar prekindergarten programs, (b) after-school programming led by the Boys and Girls Club, (c) homework help and tutoring for middle and high school students, (d) a youth leadership council that pays teens to tackle an issue within their community and teaches them leadership skills, and (e) learning labs (on-site computer labs paired with after-school programming at two ECC developments). As part of the new initiative, more marketing was done to make sure parents and students were aware of the resources. Additionally, homework and tutoring help became more targeted as families began to share report cards with ECC.

## **Staff**

DuBois-Walton hired Byrne as ECC's special assistant for education policy to design and implement the Elm City Believes initiative. Byrne is dedicated full time to education initiatives for ECC. Her responsibilities vary widely, but they include managing the school-based partnerships, running the parent support networks, negotiating data-sharing agreements, and providing case management to ECC youth. In that role, she often acts as a liaison between the school and the family to help students access the resources they need to succeed. In some cases, that approach means personally ensuring that students and their parents attend court hearings, counseling sessions, or other critical appointments.

ECC has received a grant from the state of Connecticut to hire a full-time student engagement officer, Johanna Davis, for its antitruancy efforts. Elm City Believes is also supported by teachers, who provide after-school tutoring, and a part-time coordinator for the Connecticut Center for Arts and Technology (ConnCAT) after-school program.

Although Elm City Believes is Byrne's brainchild, it has grown into an effort toward which all ECC staff members contribute. Moreover, ECC resident services staff members support the initiative in a variety of ways, including conducting a needs assessment with all families entering housing assistance, managing the youth leadership councils, and operating learning labs at each family housing development. ECC staff members also host outreach events—such as back-to-school fairs and neighborhood barbecues—for students and parents. Those events help build the parent support network and provide opportunities for parents to sign the data-sharing consent forms. In addition, ECC has vans that can take students to and from school and after-school activities.

## **Partners**

ECC initially focused its efforts on building a partnership with NHPS. Although that effort remains a key element of Elm City Believes, ECC has expanded its partnerships to include charter and magnet schools, as well as educational service providers. Many of the partners reported that although they never would have considered partnering with a housing authority on their own, once they were presented the opportunity, they quickly grasped how working with the housing authority could advance their own objectives.

## NHPS

Elm City Believes was launched during a transition period for NHPS, with a new school superintendent, Garth Harries, replacing the previous superintendent, Dr. Reginald Mayo, who had been in the position for 21 years. The change in leadership at NHPS created some initial uncertainty for the ECC staff regarding whom to contact when ECC residents needed assistance from the schools. ECC staff members now report that they have close working relationships with the NHPS staff that allow them to move issues forward. The NHPS superintendent has a strong relationship with DuBois-Walton and keeps in periodic contact about the development of Elm City Believes. As of December 2014, the main point of contact at NHPS was the chief of wraparound services for NHPS, Susan Weisselberg, who communicated mostly with Byrne about how to integrate the wraparound services being offered by the housing authority with those available at the school. However, NHPS—like ECC—is a large bureaucracy with many responsibilities, a fact that has made some aspects of the partnership, such as data-sharing agreements for individual student records, move more slowly than either side would have liked.

## OTHER PARTNERS

ECC is a key partner in the city of New Haven's YouthStat initiative, which uses data to monitor the well-being of school-age youths. Through YouthStat, the ECC student engagement officer works with the mayor's office, the school system, the police department, and the United Way to identify disengaged youths and to address the reasons that they are not regularly attending classes. Often the absence is a symptom of larger issues—such as violence in the home—that the ECC student engagement officer is able to address in coordination with the ECC youth and family services team.

ECC has also developed partnerships with individual schools that include data-sharing agreements, after-school tutoring, and coordinated case management. Each individual school partner has a designated person, such as a principal or dean of students, who communicates directly with Byrne on a consistent basis to share updates on any student progress and to ensure that students are receiving the necessary resources to improve their academic performance.

In addition, ECC reached out to partner with ConnCAT to provide summer and after-school art activities for ECC youth. ConnCAT's program targets struggling students, those who have a C or D average and who have no prior interest in art, in the hope that being exposed to beautiful amenities and arts projects will be transformative for them. ConnCAT's executive director, who is also on the board of ECC, agreed to set aside 30 spots in the summer arts program for ECC residents. The ECC staff was responsible for filling the slots, getting the kids to the arts center on time, and addressing any behavioral issues. The program was a success and has carried over to ConnCAT's after-school program.

## Funding sources

Sustaining Elm City Believes throughout the year (school year plus summer) currently costs approximately \$360,000. The funding for this initiative comes primarily from ECC's budget, through its flexibility as an MTW agency, as well as a \$250,000 grant from the state of Connecticut. That one-time grant, combined with the ECC budget, supports the salaries and benefits for the education policy special assistant and student engagement officer. The HANH budget and state grant also support stipends for

teachers for the after-school tutoring programs, as well as contracted mental health and legal services, special events, parent networks, and computers and Internet access for ECC residents.

ECC would like to hire at least one more full-time staff person to assist with managing school-based partnerships and student case management. ECC is developing a fundraising strategy for Elm City Believes that will target public, corporate, and philanthropic funding so that it can expand some of the school-specific partnerships to additional places and put learning labs in each of its developments. ECC is considering forming a 501(c)(3) to give it more flexibility to raise funds by allowing it to apply for a wider range of grants.

## **Programs and services**

Elm City Believes provides a coordinated array of programs and services for ECC youths, starting with early childhood education and continuing through college preparation, as well as supports for ECC parents. In addition to those programs, ECC uses incentives to help promote participation in Elm City Believes. For example, the family development with the highest percentage of students sharing their winter report cards with the ECC staff receives either a pizza party or a mobile game truck event.

### **EARLY LEARNING**

ECC's early learning efforts include a summer reading program, an early learning literacy campaign, and assistance to help families enroll young children in early childhood development programs, such as Early Head Start. The outcome measures for those programs are the percentage of children 2 to 5 years old who enroll and complete early learning programs; the prekindergarten oral language assessment; and the percentage of students entering kindergarten with age-level expectations in socio-emotional behavior, physical build, cognitive processing, and language, literacy, and math skills. Impacts of ECC efforts on those outcomes have not yet been measured.

### **FAMILY ENGAGEMENT**

ECC organizes formal and informal platforms for engaging families about the importance of education and academic opportunities for their children. ECC emphasizes parental engagement with the school system through parent support networks, summer barbecues, and workshops and training. The networks provide a supportive space for parents to problem-solve among themselves and hold bimonthly discussions on a range of topics focused on education, including how to navigate the school system, question-and-answer sessions with teachers, Common Core standards, and college costs and scholarships. Translation services are offered to families with limited English-speaking ability.

### **OUT-OF-SCHOOL TIME**

ECC offers a variety of out-of-school enrichment programs to students across ECC developments, such as after-school programming led by the Boys and Girls Club, Solar Youth, or ConnCAT; homework help and tutoring for middle and high school students; and learning labs (on-site computer labs paired with after-school programming). ECC is looking at multiple indicators for those programs, including an increase in student participation in community programs, improved quality of community programs, percentage of 12th graders receiving a high school diploma, increase in 12th-grade cohort, academic

increase on state standardized tests, decrease in D and F marks, school attendance increase, school discipline decrease, number of students graduating, number of students matriculating to college, and number of students graduating from college.

### **ABSENTEEISM AND ATTENDANCE**

ECC is committed to identifying and resolving the problem of chronic absenteeism. Its anti-truancy program will measure the percentage of kindergarten to fifth-grade students who are missing fewer than 10 days per school year and the percentage of ninth graders with six or more absences, one or more course failures, and one or more suspensions or expulsions. ECC recently received a one-year grant from the state to hire a truancy officer for this program. The truancy officer will also be ECC's representative for YouthStat, a citywide effort to address truancy among students of high school age.

### **POSTSECONDARY PREPARATION**

ECC provides support during academic transitions from middle to high school, high school to postsecondary, and postsecondary to employment and self-sufficiency. That support is extended through informational sessions for parents and students about New Haven scholarship programs, PSAT and SAT supports, an apprenticeship program, an after-school job-shadowing program, a student training and employment program, and a youth leadership council. ECC will track the following: percentage of eligible students who complete the New Haven Promise Scholarship application; percentage of graduating college-bound students who complete the Free Application for Federal Student Aid (FAFSA); developmental assets data (such as savings); increase in percentage of high school seniors who take the PSAT and SAT; percentage of students receiving New Haven Promise awards; percentage of graduates who enroll in postsecondary college or technical school; percentage of students at state universities, community colleges, and technical colleges who are enrolling in precollege or remedial coursework; percentage of students continuing past the first year of postsecondary education; and percentage of students who graduate from two- and four-year colleges and universities.

College Week provides intensive supports for five days during winter break for grades 9–12. Those supports are geared toward postsecondary opportunities, including informational sessions for parents and students about scholarships and help with preparation for the PSAT and SAT tests. To assess this program, ECC will monitor the following: the percentage of eligible students applying for and receiving college scholarships through New Haven Promise, which offers full college tuition for every student who graduates from NHPS high schools with at least a B average; the percentage of graduating college-bound students completing the FAFSA; the percentage of high school graduates who enroll in postsecondary college; the percentage of students continuing past the first year of postsecondary education; and the percentage of students who graduate from two- and four-year colleges and universities.

### **SCHOOL PARTNERSHIPS**

School partnerships coordinate with local schools to identify child-level needs and to provide individualized case management and increased supports for families and students who are attending



that school and who live in ECC developments. Current schools involved in this level of intense partnership include Common Ground High School (grades 9–12 environmental charter school), ACES Wintergreen Interdistrict Magnet School (kindergarten through 8th grade), Lincoln Basset School (prekindergarten through 6th grade), New Haven Public School system, and Adult Education. Supports include homework help and tutoring, attendance assistance, technology assistance, whole-family evaluations, mental health supports for students and families, after-school enrichment, and parent engagement.

ECC will track academic increase on a state standardized test, decrease in Ds and Fs, school attendance, school discipline, number of students graduating, number of students matriculating to college, number of students graduating from college, number of students 17 to 30 years of age who receive a GED certificate, and number of formerly incarcerated students 17 to 30 years of age who complete the GED equivalency program.

## **Data for decisionmaking**

ECC has worked diligently to gain access to the academic records of ECC youth as part of Elm City Believes. For school-specific partnerships, ECC is viewed by the school as providing “institutional” services or functions that the school system would otherwise directly provide (HANH 2014). After signing a confidentiality pledge, ECC’s special assistant for education policy was allowed on-site access to NHPS records for a one-time data merge with ECC’s administrative data. After that data merge in April 2014, Byrne was able to determine how many ECC students attended NHPS schools; which schools they attended; and their grades, standardized test scores, attendance rates, and in-school and out-of-school suspensions.

Once obtained, the data are first used to identify the ECC students at each school. After ECC can identify the students and their academic and social needs, it can determine specific school programming for those students and can connect them with appropriate wraparound services. ECC shared high-level results in a policy brief titled “Smart Housing Policy Is Good Education Policy,” which shows the achievement gap between ECC youths and all NHPS students and which outlines the Elm City Believes’ plan for closing that gap (HANH 2014).

ECC’s data analysis showed that 30 percent of NHPS students receive housing assistance from ECC. It also showed that, starting in grade four, ECC students were significantly less likely to be proficient in math and reading than are other NHPS students. On average, ECC students missed 13 days of school during the academic year, with high school students missing between 16 and 24 days per year. Ten percent of ECC students, including 23 percent of ECC sixth-graders, received one or more out-of-school suspensions during the school year. ECC has been able to use those data to better understand the academic and behavioral challenges of students living in its properties and to demonstrate to NHPS and other partners the importance of improving academic outcomes for ECC residents.

ECC has successfully executed two data-sharing agreements with Common Ground (a charter school for grades 9 to 12) and Wintergreen (an interdistrict magnet school for kindergarten through 8th

grade) and has secured both summary-level and individual student-level data from NHPS. Those agreements, in the case of the school system, have required legal approval and input to protect the privacy of students and to ensure compliance with the Family Educational Rights and Privacy Act. With smaller and more autonomous schools, such as charter schools, the approval was executed much quicker with the consent of just the principal and board.

As of December 2014, ECC has access to individual-level data for students whose parents submit consent forms. Tutors at learning labs and tutors used through the school partnerships may have access to students' grades, but other formal plans are still being developed for how to use individual data more strategically, such as tracking individual academic performance.

## **Systems and Protocols for Coordination**

### **COMMUNICATION**

Maintaining the partnership on a day-to-day basis requires great effort and coordination among the key staff members mentioned earlier. Key staff members at ECC hold a weekly intra-agency meeting to provide updates on programming and to address any challenges that may arise. Although stakeholders in the Elm City Believes initiative—which include partners from ECC, NHPS, service providers, and nonprofits across New Haven—have no set meetings, staff members connect with each other as needed and in a more informal way. By using service providers with their own established and reputable programs, ECC relies heavily on their expertise to carry out programming and does not communicate as much with them. They do not receive funding from ECC or formally report to the ECC staff except to provide updates on the progress of program participants.

### **COLOCATION**

As stated before, an important change in youth services offered by ECC is being intentional about bringing the resources on site to the families served. On-site services are particularly helpful for ECC families because NHPS relies heavily on school choice, which means students may go to school very far from their neighborhood and cannot always easily access services outside the school day. In addition, ECC provides program space at no cost to Solar Youth, a youth developmental organization that offers out-of-school enrichment focused on environmental education and community services at the Westville Manor development. ECC also receives a certain number of set-aside slots, at no cost, for ConnCAT youth programs and receives a discounted rate for services from the Boys and Girls Club.

ECC is currently seeking approval from the US Department for Housing and Urban Development for a teacher-in-residence program, which would set aside units in public housing and mixed-income developments where teachers could live rent-free in exchange for providing tutoring services. The goal of this program is not only to have on-site volunteers but also to have ECC students and their parents feel more comfortable around their teachers and more willing to engage with and challenge them.

## Summary and Next Steps

Elm City Believes is demonstrating the important role of housing authorities in improving academic performance for low-income New Haven students. Although too early to assess the initiative's full effect, some promising signs exist. Elm City Believes has increased access to after-school tutoring and enrichment programs, as well as case management to help students address behavioral and family challenges that have been affecting their academic performance.

ECC is guided by a belief that youths living in its properties are as capable as those not living in subsidized housing when given the right resources and supports. By decreasing the opportunity gap, ECC will consequently reduce the achievement gap, and it has developed educational programming that it believes will do just that. ECC staff members report that they initially were worried that families would resent their landlord playing such an active role in their children's education. Instead, the staff has been energized by how excited families are about participating in the parent support network and other school-related activities. In addition, the apprenticeship program, a component of ECC programs to support postsecondary opportunities that gives older ECC youth jobs at the housing authority, has helped the ECC staff see the potential of ECC students.

ECC is working on a funding strategy that will include corporate, philanthropic, and public dollars for three programs that would require a total of \$500,000 to support from now until 2017. ECC is seeking \$75,000 to support both its parent support networks and youth leadership councils and an additional \$350,000 for a new program, Text 4 Education. This educational text-message application would be developed by an outside vendor service and offered to parents to provide monthly tips that support student learning, reminders for parent-teacher meetings and school events, deadlines for required college materials, and other ECC-specific information.

Because Elm City Believes launched in April 2014 and is in only its first year, it is just now beginning to track its initiatives and identify any areas of effect. Partners at ECC and the school district are working on a shared statement of goals to ensure that all stakeholders are operating from the same guiding principles and to ensure that each activity in the partnership relates to stated goals. Additionally, ECC will focus on the branding and rolling out of this initiative so that all families are aware of the resources ECC is offering across properties and so that it continues scaling up the partnership across the city.

## Notes

1. US Census Bureau, "2013 American Community Survey 1-Year Estimates," accessed March 30, 2015, <http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?refresh=t>.
2. MTW is a US Department of Housing and Urban Development (HUD) demonstration program that provides designated public housing authorities (PHAs) greater flexibility to make administrative and programmatic reforms. As of October 2014, HUD had conferred MTW status to 39 PHAs. MTW authorizes the use of HUD funding otherwise earmarked for voucher, public housing, or capital funds to invest in programs and services to promote employment and self-sufficiency for households in the public housing and voucher programs. Thus,

although MTW status is not a requirement for PHAs interested in educational partnerships, it does provide advantages for funding educational services and implementing policies to promote academic success.

3. US Department of Housing and Urban Development, "Picture of Subsidized Households—New Haven, CT," accessed January 12, 2015. <http://www.huduser.org/portal/datasets/picture/yearlydata.html>.

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