

Submitting a strong application: Sample responses to questions

This document contains examples of strong responses to questions from past applications to help guide you through the application process. The questions are not all exactly the same as in this cycle's application, but you can get an idea of what cities are looking for in an application.

There is no right or wrong answer to any question. Each city has its own set of priorities when reviewing applications, but there are ways to make your application stronger.

Overall, the application needs to tell a compelling story that demonstrates:

- The need your program is addressing (including recent data sources and citations)
- How your agency meets that need
- Why you are the best organization to meet that need

Use quantitative and qualitative data together to tell this story. Show the success of your program with:

- Relevant, recent data with citations as needed
- Clear, positive outcomes with appropriate indicators
- Appropriate methods of measurement
- Clear and concise writing

Don't forget to include any additional information required by the city supplemental. More specific information on what should be included in your response can be found in the help section which is accessed by clicking on the question marks in the application.

What are the existing needs that your program will address?

Sample Response 1:

Volunteer Transportation connects, empowers and serves seniors throughout King County. The 2010 Census indicates that 312,624 people age 60 and older live in King County, up 30% since 2000. By 2025 nearly one in four county residents will be age 65 or older. [Data sources: Aging & Disability Services, 2014 - 2015 Area Plan Update.]

According to Washington State's Office of Financial Management, the increase in our aging population will have profound implications for policy-making and planning at all levels of government. Tax revenues for new government programs are scarce, KC Metro is threatening to cut bus routes by 17% and the public transportation system will struggle to keep pace with population growth. Yet seniors need transportation options that preserve dignity, maximize independence and provide access to the full range of community services that contribute to quality of life.

The City of Bellevue's 2013 – 2014 Human Services Needs Update states that older adults lack affordable and accessible transportation options. The Update also finds that many seniors wish to age in place and the result is an increased demand for in-home services, including volunteer transportation programs and other appropriate transportation options. Numerous community planning processes cite transportation as a critical need faced by King County seniors, including:

- Aging and Disability Services' 2014 - 2015 Area Plan Update
- Puget Sound Regional Council's (PSRC) Coordinated Transit/Human Services Transportation Plan 2011 - 2014
- KC Metro's Strategic Plan for Transportation 2007-2016

These plans recognize that there are insufficient transportation options for people who need a higher level of assistance than transit agencies provide. Many seniors will outlive their ability to drive safely by ten years and public transportation cannot address their specialized transportation needs for a variety of reasons:

Seniors are living longer: All seniors may need assistance but the 85 years and older age group tends to be the frailest, medically and financially vulnerable, and most likely to need assisted transportation services. The number of KC residents 85 and older has almost doubled since 1995 and by 2035 will almost quadruple in size.

Seniors find it difficult to navigate the public transportation system: Only 38% of older people in King County use public transit due to concerns about safety, schedules and connections to needed destinations. The AARP Public Policy Institute estimates that 1 in 5 people age 65+ do not drive and more than 50 percent of these non-drivers stay home due to a lack of transportation options. In addition, KC Metro's strict eligibility requirements for

Access paratransit service create service barriers. Limited proficiency in English and other cultural barriers also hinder access to public transportation.

Limited income: Many seniors cannot afford to own cars, use taxis or pay for public transportation. 9.3% of King County residents age 65 and older live in poverty. People over 65 spend more on transportation costs than food or health care.

Infrastructure barriers hinder access to services: The topography of King County, its urban and rural sprawl, as well as automobile-dominated planning and development, limit the mobility of older adults. Lack of cross-community transportation poses a problem in particular for seniors living in cities south, north and east of urban centers where specialized care is located.

Seniors are choosing to live independently: According to the City of Bellevue's Needs Update, fewer seniors are moving into nursing homes as they age; the overall numbers of beds, residents and occupancy rate have declined or remained static in the last ten years. The result is an increased demand for a diverse range of services that allow seniors to age in place.

The Volunteer Transportation Program has a long history of connecting King County's aging residents with caring community members willing and able to help. Constrained government resources and a rapidly aging population render it even more critical to tap into the goodwill of members of our community. United Way's 2013 Community Assessment promotes volunteerism as a way to keep our communities strong. Aging and Disability Services, the Puget Sound Regional Council, the City of Bellevue and KC Metro recognize the importance of volunteer driver programs in supplementing existing transportation options and support local efforts to maintain funding for them. They agree that volunteer driver programs are a critical, appropriate and cost-effective means to closing transportation gaps in King County. ●

Sample Response 2:

The Seattle/King County Coalition on Homelessness 2014 One Night Count (ONC) tallied 96 unsheltered homeless individuals in Renton, representing an increase of 14%, with a 16% overall increase in South King County compared to 2013. According to 2012 U. S. Census data, Renton has a population of 95,448, with 11.9% of its citizens living in poverty. The City of Renton has identified nine Results along with strategies for achieving them. The ARISE program provides services to address Result 8, "End Homelessness in Renton." Increased competition for housing resources and growing housing cost burden make attaining and maintaining housing more difficult for low-income single adults. This increases the risk of homelessness due to loss of income or change in relationship status.

The ARISE program provides a safety net for men in Renton who need a place to sleep tonight and assistance to get back on their feet. ARISE offers Housing Tonight, a vital component in the community response to homelessness in South King County. Until more affordable and permanent supportive housing becomes available, individuals will continue to become homeless and remain homeless for long periods of time. As noted by the Housing Development Consortium, 12% of King County households are considered Very

Low Income but only 4% of South King County homes are affordable to them. According to the US Department of Housing and Urban Development (HUD) households and individuals who pay more than 30% of their income for housing are considered cost-burdened, putting them at risk of homelessness. 92% of Very Low Income renters are cost-burdened. The King County area median income (AMI) for an individual is \$60,700; 50% AMI for an individual is \$30,350. Average rent in South King County is \$959 for a one bedroom apartment, \$774 for a studio. Maximum affordable rent for an individual at 50% of AMI is \$759. King County 211 reported that nearly 50% of all call received are housing related, with the largest number of calls coming from South King County.

Homelessness both causes and results from serious health care issues, including addiction, psychological disorders, HIV/AIDS, and a host of other ailments that require long-term, consistent care. Homelessness inhibits this care, as housing instability detracts from the ability to receive regular medical attention and have the resources for recuperation. This inability to receive care aggravates health issues, making them both more dangerous and more costly. The rate of victimization in a national sample of people experiencing homelessness was almost 25 times that found in the general U.S. population (49% vs. 2%), with those older than 43 and who had been homeless longer than two years more likely to report being the victim of a violent attack. Fifteen percent of the sample reported that they were victims of a hate crime based on their housing status. Not only are these individuals more vulnerable to violent attacks, they also face challenges in seeking assistance and treatment. Nearly half of the victims (49%) reported they suffered longterm consequences as a result of the attack. (Meinbresse M, Brinkley-Rubinstein L, Grassetto A, Benson J, Hall C, Hamilton R, Malott M, Jenkins D. (2014). Exploring the Experiences of Violence Among Individuals Who Are Homeless Using a Consumer-Led Approach. Violence and Victims29(1):122-136.

ARISE draws from the community to serve those unsheltered within the community, in turn enriching and strengthening the whole community. ARISE offers the opportunity for Renton residents to connect and share with their city's most vulnerable members, helping them regain lasting housing stability. ●

Who is the target population served by your program?

Sample Response 1:

Volunteer Transportation serves seniors 60 years of age and older who reside in King County and are able to transfer in and out of a private vehicle with minimal assistance. We focus on seniors who cannot use or have no other transportation options available to them and on seniors whose physical and/or mental condition requires them to have an escort to their appointments. While we are flexible in terms of eligibility requirements to accommodate individual need, we target vulnerable elderly who are 75 years of age or older; limited in English proficiency; disabled; living alone; income below 40% of the State Median Income; and/or refugee and immigrant populations. We also strive to ensure equitable geographic access to our program.

In 2013, 60% of the clients we served were 75 years of age or older; 83% were low-income; 71% lived alone and 82% had a disability. In addition, 29% of our clients lived in Seattle; 33% in North and East King County; 36% in South King County and the remaining 2% in Vashon and/or outside of King County. We serve seniors living within the city limits of Auburn and Bothell, even though city limits fall inside Pierce and Snohomish counties.

As King County becomes more diverse, we are actively involved in building and strengthening relationships with community-based organizations serving refugees, immigrants and people with limited proficiency in English in order to more effectively and appropriately serve their clients. We also recognize the need for transportation resource information to be available in languages other than English. Recently, in partnership with KC Metro, Sound Transit and the King County Mobility Coalition, we translated our three part transportation resource video series into five additional languages. It is now available in thirteen languages and appears on the King County Mobility Coalition's website as well as Senior Services' website.

Sample Response 2:

The target population of New Futures, a program of Southwest Youth and Family Services, is very low and low income academically at risk children and youth in grades pre-K through 12 and their families, living in three low income apartment complexes in South King County. Specifically, the apartment complexes are: Arbor Heights and Woodridge Park in Burien and Windsor Heights in SeaTac. Approximately 90% of program participants are immigrants or refugees; nearly half of the adults in the families served speak little or no English; and 98% earned 30% or less of the median income for King County. The families served are ethnically and culturally diverse: about 75% identify as Latino; 10% as African or African American; 10% as multiethnic or other; and 5% as Asian. Their countries of origin include Bhutan, Eritrea, Ethiopia, Iran, Iraq, Mexico, Nepal, the Pacific Islands, Somalia and Sudan.

Program participants and other residents share similar challenges. Many face isolation and depression as a result of immigration process, which is often difficult or even traumatic. Arriving in new, unfamiliar, and sometimes unwelcoming, environment brings inherent stress, further complicating isolation and depression. Cultural and language barriers; unfamiliarity with local education, healthcare and social service systems; working long hours, often at more than one job; and lack of transportation combine to make it difficult for schools and other social and public services to connect with residents of the communities we serve.

Thus, the target population for New Futures programs is defined as much by needs created by their circumstances as by their demographics. New Futures programs offer the opportunity to interact, share experiences with and support others in similar circumstances, and to observe role models for success in meeting the challenges of raising physically and mentally healthy, well-educated children.

Describe how and when services will be provided, and how this addresses the needs identified above

Sample Response 1:

Three professional staff provide centralized intake, assessment and scheduling to ensure easy access to service for King County seniors, efficient use of volunteer drivers and to maximize the number of rides we provide. Our corps of volunteers lives throughout King County and takes pride in helping seniors living in their own communities.

Clients sign up and arrange for Volunteer Transportation services by phone. We offer toll-free and Language Line services and access to service on our agency website. Clients do not need to fill out a long application, we do not require in-person eligibility screening and there is no waiting period to determine eligibility. We ask clients to request service by the Wednesday before their appointment, but we accommodate late requests depending upon driver availability. On Thursdays and Fridays we contact our volunteer drivers and assign rides for the following week. We call clients on Friday afternoon to let them know the name of their driver, and the volunteer drivers in turn call clients the day before their appointment to introduce themselves and arrange for a mutually agreeable pick up time. Our program is not constrained by boundary limitations and we transport seniors anywhere they need to go for their appointments, including downtown Seattle and Pierce and Snohomish Counties. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday. Service is donation-based.

Sample Response 2:

1. Early Education: Preschool programs occur twice a week at 2 sites for 1.5 to 2 hours. SWYFS also offers the Parent Child Home Program, a home visiting program promoting pre-literacy skills for very low income 2 and 3 year old children at all 3 sites, with 2 visits a week for 23 weeks in the school year.
2. After School: Academic support programs are held 4 days a week for 3- 4 hours a day during the school year at all 3 sites. An extended program is held 4 hours a day for 6 weeks July and August.
3. Youth Programs: Academic support, leadership skill building, and social activities are held 3 hours a day 4 days a week in the school year, with occasional evening and weekend enrichment activities. An extended program is held 4 hours a day, 4 days a week for 6 weeks July and August.
4. Parent Involvement: Individual assistance is offered as needed and at least quarterly workshops for parents are offered at all 3 sites in the school year.
5. Family Advocacy: Monday through Thursday, year-round; no appointments required.
6. Community Building: Weekly ESL and other classes are offered during the school year. Typically workshops, community celebrations and meetings are held monthly. Academic support activities help students achieve in school and overcome barriers to success.

What are the core components of your program and how will they address the needs identified above?

Sample Response 1:

At each of its three sites, New Futures creates youth and family centers that provide the following core services:

1. Early Childhood Education - Preschoolers learn skills to be kindergarten ready, and parents build skills to support their children's development and education.
2. After School Programs - Students in grades 1-6 build academic and other skills needed to succeed in school. Communication with staff and teachers helps assure students stay on track.
3. Youth Programs - Students in grades 7-12 engage in academic skill building, leadership skill development, creating healthy support networks and planning for graduation and careers.
4. Parent Involvement - Parents learn to overcome barriers to participating in children's schools/educations by working with advocates who provide resources such as translation and transportation; by learning about schools' and parents' roles in education; and how to help with homework.
5. Family Advocacy - Family advocates work with families to meet their goals and assist with basic needs, translation, transportation, skill building and navigating systems. Through engagement with Family Advocates, family members build skills, access community resources, develop support networks and solve challenges.
6. Community Building - Activities such as community meetings and events, English Language Learning classes, and women's groups ease feelings of isolation, increase the likelihood of maintaining positive life changes, and help reduce crime.

Sample Response 2:

The core components of the ARISE program are providing homeless men with a safe place to sleep, nutritious meals, and case management that helps them find housing and connect to services that enable them to meet needs, overcome challenges, and maintain housing. Shelter is provided through partnerships with area churches. The host churches provide space as an overnight shelter site, rotating among churches on a monthly basis. Volunteers from churches and community organizations provide food for program participants through the Renton Meal Coalition at the Salvation Army.

Catholic Community Services (CCS) provides staffing and logistical support to ensure that the shelters offer men a welcoming, clean, safe, and resource-rich respite from the streets. CCS also employs a full time case manager dedicated to working with the men enrolled in the ARISE program. Clients meet with the case manager to complete a needs assessment and develop an action plan. They are connected to resources for employment, benefits, housing, education, medical and mental health services, veteran's services, and chemical dependency treatment. Through these resources clients are better prepared to make the transition from homelessness to stable permanent housing.

What factors demonstrate that your agency is able to manage this program successfully?

Sample Response 1:

SWYFS and New Futures have a successful track record of serving South King County and a long history of outcomes evaluation and financial stability.

Staff at all levels participate in data collection and are responsible for conducting, monitoring, and analyzing evaluation tools and processes as well as results. University of Washington statistics expert Dr. Susan Hautala contributes time and expertise to New Futures programs to oversee the effectiveness of evaluation systems. Additionally, staff members hear first-hand about the program's positive impact, which is supported by a robust evaluation and process that incorporates results into program design. In May 2013, New Futures released "Evaluation Brief: New Futures Outcome Evaluation," prepared by Clarus Research with funding from Bill and Melinda Gates Foundation. This summary of outcomes was based on a study of New Futures participants from 2000 through 2010, as well as a comparative sample of students in the same school district. Some highlights of the report include that New Futures students had: significantly higher rates of high school graduation than comparison students; significantly higher rates of 4-year college attendance than comparison students; and those who attended college spent significantly more time in the program than students who did not.

These findings demonstrate that New Futures programs work, and that funding invested in New Futures makes a significant difference in children's lives.

Sample Response 2:

To ensure CISR runs a high-quality mentoring program we adhere to the Elements of Effective Practice for Mentoring, a best practice, evidence-based model that provides standards and benchmarks for mentoring program design such as training, monitoring, match support, and match closure (Mentor, 2009). Successful for nearly 20 years, the CISR Mentor Program has supported over 1,200 Mentor/Mentee matches. Matches often begin in the early elementary years and continue as the student moves through grade levels from year to year. Since the program founding, 92 matches have been active from four to ten years with several ending at high school graduation.

Longevity, like that found in CISR matches is important; research has proven that relationships lasting one year or longer lead to positive outcomes in youth (Grossman and Rhodes, 2002). Retention of current Mentors is an important part of a successful program. Currently, 115 Mentors are in matches and we have had 22 Mentors who have volunteered their time for over 10 years.

Recruiting of new Mentors is paramount to our program and we are constantly innovating how we recruit Mentors. Each year we have a goal of increasing or volunteer Mentors by 10%. In the 2011- 2012 school year we recruited 38 new mentors and exceeded our goal. Another indicator of our success is reflected in our surveys; in 2013 100% of teachers who

currently had students in the Mentor Program would recommend this program to other students in their classroom.

The Accessibility questions have been reconfigured for this application. Selections below may not correlate exactly.

Describe how the program reaches out and is accessible in terms of:

a) Affordability (sliding fee scale, scholarships, etc)

Sample Response 1:

Patients without insurance are eligible for discounted fees based on their income and are asked to pay what they can of that fee. No one is turned away due to inability to pay.

Sample Response 2:

We suggest a donation of \$3 per meal, but no one is turned away due to inability to contribute.

b) Physical accessibility and communication capability for persons with disabilities

Sample Response 1:

Because our volunteer drivers escort and wait with seniors at their appointments, we are uniquely positioned to help people with physical disabilities and/or developmental delays, including those who are visually impaired, people with dementia, people who use canes, walkers and portable oxygen. Volunteer Transportation staff work directly with doctors' offices, social workers, family and friends if clients are unable to make arrangements for service on their own. Harborview's Getting There Resource Center refers many clients to our program who are not eligible for KC Metro's Access service or are unable to use it due to their disability. Additionally, all of Senior Services' facilities are accessible and ADA approved. All of our Hyde Shuttles are wheelchair-lift equipped.

Sample Response 2:

Catholic Community Services is ADA certified and all our Family Center buildings are wheelchair accessible. All church buildings are accessible to persons with physical disabilities by way of ramps, railings, and/or parking. Accommodations are routinely made to serve people with disabilities. We assist those who are hearing impaired by accessing Washington State's 700 relay telephone system. We also collaborate with service providers to meet the needs of those with mental health issues and/or developmental delays.

c) Transportation (proximity to public transportation, proximity to special transportation programs, vouchers, etc)

Sample Response 1:

1. Offices located on bus lines; taxi vouchers available, Access Transportation used.
2. Services offered in multiple locations: law enforcement offices, courthouses & other community settings (neighborhoods, schools, faith communities).
3. Provides parent education through Skype & by phone, helping parents/caregivers overcome transportation barriers.
4. Recently opened a new office on Eastside.
5. Services provided onsite at homeless youth agencies to reach this hard-to-reach population.

Sample Response 2:

All shelter locations are in close proximity to bus lines. Clients with disabilities and/or special needs are assisted in accessing transportation through programs such as Hopelink's DART and Metro's Access bus. Although limited, bus passes are provided to program participants to assist them in searching for employment, going to medical and mental health appointments, attending school, meeting legal obligations, and connecting with their families.

d) Immediacy of services (waiting lists, prioritization of client need, availability in the evening, etc.)¹**e) Language****Sample Response 1:**

CCR has a long history of culturally sensitive work to reduce racial and economic disparities and other barriers for the county's diverse communities in support of preparing young children to be ready for and succeed in school. Our website offers child care information in Amharic, English, Russian, Somali, Spanish and Vietnamese, and we distribute hard-copy materials in Chinese, English, Russian, Somali, Spanish and Vietnamese. We distribute books at events and to local providers to encourage literacy in many languages. We contract with Pacific Interpreters and Dynamic Language for real-time communication with families whose language needs extend beyond our capacity. Over 200 languages and dialects are covered. Services include telephonic interpretation, document translation and consulting services for human services and medical needs. Our staff caucuses – Undoing Institutional Racism, People of Color Caucus and White Allies – meet regularly to address cultural competency issues.

Sample Response 2:

New Futures hires staff members who reflect the diversity of the communities served. Forty six per cent of staff members share a history of immigration; and 60% are bilingual in English and Spanish. Other SWYFS staff who speak Arabic and

¹ This question was not included in last two application cycles.

Somali assist with translation as needed. Staff members participate in cultural competency training, and information and knowledge about cultures is regularly shared among staff members to support increased cultural competency.

Because it occurs within the confines of the apartment complexes, most outreach can be accomplished in participants' native languages. In many cases, written materials can also be translated into participants' native languages by staff.

When services or materials cannot be provided in participants' native languages, New Futures staff either engages the assistance of or refers residents to culturally specific organizations such as the Somali Community Services Coalition or the Coalition for Refugees from Burma.

f) Diverse Cultures

Sample Response 1:

The Mentor program markets to and recruits Mentors from our diverse community and has been successful in increasing the diversity of Mentors. The program reaches out to local large and small businesses, churches, and cultural groups to recruit Mentors.

During initial training, Mentors learn how to work with students from diverse cultures and backgrounds. We offer ongoing training for Mentors around issues regarding privilege, class, and bias.

The initial point of contact for students and parents in the Mentor Program are CISR Liaisons, highly trained in areas of cultural competency. The CISR Liaison at Highlands Elementary is bi-lingual and assigned where the Spanish speaking population is highest. She provides interpreter services for families and students at her site and ensures forms and letters home are translated.

The Family Liaison at Lakeridge is connected to the Somali Youth and Family Club and accesses resources such as interpreters for families and students.

Sample Response 2:

Senior Services is committed to building cultural competence and undoing institutional racism. We are actively involved in strengthening relationships with community-based agencies serving refugees, immigrants and people with limited proficiency in English to ensure our services are culturally sensitive and enhance our ability to serve their clients in better, more equitable and innovative ways. Some examples of our many diverse partners include Asian Counseling and Referral Service, Pacific Asian Empowerment Program, Ukrainian Community Center, Jewish Family Services and SeaMar.

We recently signed a Memorandum of Understanding with SeaMar and translated

all of our volunteer driver materials into Spanish. We regularly participate on their Spanish-language radio program. We subscribe to the Language Line and translated program brochures into nine languages. Working with the KC Mobility Coalition we helped develop a transportation resource video series narrated in 13 languages.

What written, formal partnerships and/or collaborations are in place to assist clients in achieving long-term positive outcomes?

Note: The 2016-17 application asks for up to 5 partnerships/collaborations.

Sample Response 1:

Sound Mental Health – the Children’s DV Response Team - coordinated mental health counseling and DV advocacy to children.

DSHS" King East CSO - DV advocacy to poor survivors.

API Chaya, Consejo, Jewish Family Services, Korean Women’s Association, Refugee Women’s Alliance, Seattle Indian Health Board, the Northwest Network of Bi, Trans, Lesbian, and Gay Survivors of Abuse.

King County Coalition Against DV - DV Mental Health Project to increase legal system access for survivors with mental health issues.

Therapeutic Health Services Eastside - safety, sobriety and self-sufficiency for survivors.

Eastside Legal Assistance Program and the DV Impact Initiative’s attorney assistance.

Sample Response 2:

We have formal agreements with the City of Renton, Renton School District, Salvation Army, and the Renton Clothing Bank. We are part of the 12 affiliate network of Communities In Schools of Washington State and an affiliate of the National Communities In Schools organization. We are active participants in Washington State Mentors, which is a group that provides support to Mentor programs in the state and collaborates to provide Mentor training opportunities and group events for Mentors and Mentees. Recently the program has been asked to contribute to national study projects to study the impact of long term mentoring on student success.

Program Outcomes

Sample Response 1:

Outcomes: Academic success

A) In achieving success toward this outcome area, what is the measurement indicator you use (e.g. % of clients moving into permanent housing or % clients becoming gainfully employed)

To address the outcome, Increased Academic Success, the measurement indicator we will use is: 70% of students matched with a Mentor will report they feel better about who they are and more positive about their future. Developing a close relationship with a mentor led to better academic outcomes for students who were in School based Mentor Programs (Bayer, Grossman & DuBois, 2013).

B) Summarize your outcome targets and results for this measurement indicator, expressed as a percentage.

2015 Outcome Target	2015 Outcome Result	2017 Outcome Target
70% of students matched with a Mentor will report feeling better about who they are and more positive about their future.	98%	75%

C) Provide a brief explanation of the outcomes results and the data collection method)

The CISR Mentor Program is measured through outcome-based surveys given to Mentors, participating students, teachers/school staff, and parents/caregivers of students in the program. Mentor weekly attendance and outcomes are tracked through our database system where individual goals and risk factors are tracked. Attendance, academics and behavior are tracked quarterly.

Outcome surveys were distributed at the end of the school year to each student, Mentor, teacher and parent/caregiver who was active in the program either online or in person. Surveys are offered to all program participants when a match ends earlier than the end of the school year. Beginning in 2013, CISR is piloting a new CIS National database that will gather data on social emotional indicators. The database system tracks student demographics, risk factors, goals, indicators, and outcomes.

Student data is tracked quarterly with data collected at beginning of the year compared to the end of the year data, and the database will compare data and outcomes from year to year.

Sample Response 2:

Outcomes: Housing

A) In achieving success toward this outcome area, what is the measurement indicator you use (e.g. % of clients moving into permanent housing or % clients becoming gainfully employed

1. Agency seeks a success rate of 65-70% of clients moving into stable housing. Sheltering individuals helps them to access basic needs and to overcome their homelessness. At Agency, clients are given the time, program and safe space to foster empowerment, and to bring health, hope and security to their lives. While they have a safe haven at Agency, clients have direct access to training, case management and resources to help stabilize them. Finding permanent housing is priority number one. A three month plan is followed with steps to help clients find housing. Housing applications are filled out and followed up on weekly and case management is directed at moving clients into permanent housing.

B) Summarize the program's outcome results expressed as a percentage:

2015 Outcome Target	2015 Outcome Result	2017 Outcome Target
65-70% of clients successfully move into stable housing.	71%	65-70%

C) Provide a brief explanation of the outcomes results and the data collection method

The project is monitored through a detailed reporting structure. House case managers report client demographics, presenting problems, and housing status at entry into the program and again at exit from the program. Data is compiled and analyzed to determine whether outcome objectives have been met. An extensive tracking database is maintained to manage client success. Case notes are updated weekly throughout case management. Client completes a survey when exiting the program regarding services provided throughout their stay and capturing any gaps in services they may have experienced.