



AGENDA

Resident Services

Committee Meeting

June 30, 2014



SAHA | SAN ANTONIO
HOUSING AUTHORITY
Opportunity Lives Here



Create dynamic communities where people thrive

Board of Commissioners

Chairman Ramiro Cavazos	Vice-Chairman Charles R. Muñoz	Commissioner Karina C. Cantu	Commissioner Yolanda Hotman	Commissioner Stella Burciaga Molina	Commissioner Lisa Rodriguez	Commissioner Morris Stribling, MD
----------------------------	-----------------------------------	---------------------------------	--------------------------------	--	--------------------------------	--------------------------------------

Resident Services Committee

Yolanda Hotman, Chair; Stella Burciaga Molina, Member; Charles R. Muñoz, Member

President & CEO

Lourdes Castro Ramirez

**San Antonio Housing Authority
Resident Services Committee Or
Special Board Meeting of the Board of Commissioners**
June 30, 2014**

The San Antonio Housing Authority's Resident Services Committee is one of three committees of the Board of Commissioners and meets monthly at various housing communities. The committee maintains an item on each agenda called Public Comment during which time attendees may voice concerns or share comments with the committee.

The Resident Services Committee will convene for a meeting at Alazan-Apache Courts, 1011 S. Brazos, San Antonio, Texas 78207 on Monday, June 30, 2014 at 1:00 p.m. for discussion and action on the following matters:

1. Meeting called to order.
2. Introduction of officials, guests, CEO and Community Manager.
3. Update and discussion regarding procurement activities for Customer Service Survey Consultant. (David Nisivoccia, Chief Operating Officer, Stephen Morando, Director of Procurement.)
4. Update and discussion on House Bill 5 regarding high school graduation requirements. (Adrian Lopez, Director of Community Development Initiatives.)
5. Update and discussion on the 2nd Annual Education Summit. (Adrian Lopez, Director of Community Development Initiatives.)
6. Update and discussion regarding customer service training for employees. (David Clark, Director for Public Housing).
7. Update and discussion regarding flat rents. (David Clark, Director for Public Housing).
8. Update and discussion regarding air-conditioning expenditures. (David Clark, Director for Public Housing).
9. Public Comment.

10. Briefing on Alazan-Apache Courts and tour of property.

11. Adjournment.

Note: Whenever the Texas Open Meetings Act (Section 551.001 et seq. Of the Texas Government Code) provides for a closed meeting in matters concerning legal advice, real estate, contracts, personnel matters, or security issues, the Board may find a closed meeting to be necessary. For convenience of the citizens interested in an item preceded by an asterisk, notice is given that a closed meeting is contemplated. However, the Board reserves the right to go into a closed meeting at any other item, whether it has an asterisk or not, when the Board determines there is a need, and a closed meeting is permitted under Chapter 551 of the Texas Government Code that permits the closed meeting.

** Note: If a quorum of the Board of Commissioners attends the Committee Meeting, this meeting becomes a Special Meeting of the Board, but no Board action will be taken other than recommendations to the full board, unless the full Board is present.

MEMORANDUM

To: Resident Services Committee

From: Lourdes Castro Ramirez, President and CEO

Presented by: David Nisivoccia, Chief Operating Officer
Steven Morando, Director, Procurement Department

RE: Update and discussion regarding procurement activities for Customer Service Survey Consultant

SUMMARY:

The Customer Satisfaction Survey Request for Proposals (“RFP”) was advertised on March 21, 2014 and closed on May 5, 2014. As described in the RFP, the contractor will provide assistance and services to prepare, conduct, evaluate, interpret and present a comprehensive customer satisfaction survey for SAHA. SAHA received two (2) proposals, one each from Performance Enhancement Group (PEG) and the University of Texas at San Antonio (UTSA).

On April 28, 2014 the status of this solicitation was reported to the Resident Services Committee. At that time, Committee Chair Yolanda Hotman offered to serve on the evaluation panel. The other panel members are SAHA staff and include Brandee Perez, Manager of Budget & Financial Resources for the Assisted Housing Program; Muriel Rhoder, Internal Audit Manager; Tomas Larralde, Business Opportunities Manager, Legal and Compliance; and Vanessa Chavez, Ombudsman. Panel members will evaluate the proposals; meet to discuss scores, and attend vendor presentations, if requested by SAHA.

The updated timeline is as follows:

May 5, 2014 –RFP Closing (extended from April 29, 2014)

Week of June 30, 2014 – Initial Evaluators Meeting

Week of July 14, 2014 – Vendor Presentations/Final Scoring

Week of August 18, 2014 – Resident Services Committee – Discuss selection of contractor

September 4, 2014 – Board of Commissioners – Approval and award of contract

PROPOSED ACTION:

None at this time

FINANCIAL IMPACT:

None at this time

MEMORANDUM

To: Resident Services Committee

From: Lourdes Castro Ramirez, President and CEO

Presented by: Adrian Lopez, Director of Community Development Initiatives

RE: Update on House Bill 5 (High School Graduation Requirements)

SUMMARY:

The 83rd Texas Legislature passed HB 5 during the 2013 Regular Session, effectively changing high school graduation requirements. This legislation was largely pushed by the Texas business community in an effort to offer opportunities for students to determine a “career path” prior to the beginning of the freshman year, with the intent to develop a better prepared future workforce. While the legislation was passed in 2013, the State Board of Education had to refine the programmatic requirements, which were presented in early 2014 and approved in April 2014. These new rules will take effect in the 2014-2015 school year.

Each Texas School District is required to offer a “Foundation High School Program” that provides a basic foundation for educational skills. Further, each school district is then offered the opportunity to offer an “Endorsement” track that promotes the following:

- STEM (Science, Technology, Engineering and Math)
 - Mathematics, Computer Science, Game Programming, Mobile Application
- Business and Industry
 - Agriculture, Food, Architecture and Construction, Business Management & Administration, Marketing, Manufacturing
- Public Services
 - Education and Training, Government and Public Administration, Health Science, Human Services, Law, Public Safety, Corrections, & Security
- Arts and Humanities
 - Literature and Creative Writing, Social Studies, Communications

Over 50% of SAHA residents are 18 years or younger, which makes these changes even more important to the Agency and our program participants. In order to properly inform residents, staff proposes to have informational sessions at the 2nd Annual EIF Education Summit and at back to school events.

PROPOSED ACTION:

None

FISCAL IMPACT:

None

ATTACHMENTS:

FAQs for Endorsements and Foundation High School Programs

Foundation High School Program

Frequently Asked Questions

General

1. What does the term “required course” mean?

The term “required course” includes any course for which a student must earn credit to satisfy graduation requirements. Required courses include specific courses listed in the graduation requirements, electives, courses required for the Foundation High School Program under §74.12, and courses required for endorsements under §74.13.

2. May a course satisfy both a foundation and an endorsement requirement?

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement.

3. Can AP/IB and dual credit courses satisfy elective credit requirements?

Yes. A student may earn state elective credit for any course that is included in or aligns with the TEKS for a course identified in TAC, Chapters 110-118, 126-128, and 130 and for which a student has not already earned credit toward a specific course requirement.

4. May a district require 26 credits for graduation for all students?

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

5. If a specific course can be taught for more than one credit, how will the credit be applied to the new graduation requirements?

If a student earns more than one credit for a specific course, the credit may be applied to an applicable graduation requirement and any additional credit may be applied to an elective and/or endorsement requirement. For example, if a student earns one and one-half credits for successful completion of AP Chemistry, the first credit could satisfy an advanced science requirement and the additional half credit could satisfy an elective requirement.

6. Can a school district that requires additional credits for graduation substitute those additional required credits for Foundation High School Program requirements?

A district has the authority to require credits in addition to those credits required by the state, but they cannot substitute courses/credits for those required by the state.

7. If a school district requires a specific course beyond what the state requires, does that increase the total number of credits a student needs to graduate?

A district has the authority to require credits in addition to those credits required by the state and can choose to increase the total number of credits students are required to earn in order to graduate.

Since a district ultimately decides what courses a student enrolls in, a district also has the authority to require all students to earn credit for a specific course to satisfy an elective requirement. If a district requires a specific course to satisfy an elective requirement, the total number of credits needed to graduate would not be increased.

8. Are there course sequence requirements under the new graduation program?

There are not specific course sequence requirements in the new graduation program. However, districts should pay close attention to prerequisite requirements.

9. How do prerequisites factor into the new graduation requirements?

Prerequisites are identified in the Texas Essential Knowledge and Skills for each course. Prerequisites are requirements unless they are specifically listed as recommended prerequisites.

10. Will the agency provide official forms to document students who choose to graduate foundation only without an endorsement?

Yes. Forms will be available on the TEA website.

English

1. Do districts have the discretion to require English IV as the advanced English course for all students?

Since a district ultimately decides what courses a student enrolls in, a district also has the authority to require all students to earn credit for a specific course to satisfy the advanced English requirement.

2. Can a district limit the options available to students to satisfy the advanced English requirement?

Districts do not have to offer every course option, but if the district does offer a course the SBOE has approved to satisfy an advanced English credit, students may not be denied the credit to satisfy that requirement.

3. Is there a required sequence of courses for English? For example, could a student take Technical Writing then take English III?

There is nothing in rule or law that delineates a specific sequence; however, districts should pay close attention to the prerequisites for each of these courses.

Speech

1. Do districts have the discretion to require a speech course for all students?

Yes. Each school district is responsible for ensuring that students demonstrate proficiency in the speech skills required by §74.11(a)(3). This can be accomplished by requiring a speech course or by other means. This is a local decision.

2. How are school districts supposed to document a student's demonstrated proficiency of the required speech skills?

Documentation of a student's demonstrated proficiency must be included on the Academic Achievement Record (AAR). Additional guidance will be provided in the revised Minimum Standards for the AAR.

3. Can a district use Professional Communications to satisfy the new speech skills requirement?

Yes, school districts have the authority to use Professional Communications to meet the speech requirement. This is a local district decision.

Mathematics

4. Is there still a required sequence for math? For example, does a student have to take Algebra I before taking Math Models with Applications?

No. However, districts should pay close attention to prerequisite requirements when scheduling students in math courses. Please note that prerequisites for some of the high school mathematics courses will change when the revised math TEKS are implemented in the 2015-2016 school year.

5. Is Algebra II a prerequisite for any other advanced math courses?

Algebra II is a prerequisite for some, but not all advanced math courses. Districts should pay close attention to the courses that may satisfy an advanced mathematics course under the foundation program and the courses that may satisfy an advanced mathematics course required for a student to earn an endorsement. Additionally, districts should pay close attention to prerequisite requirements for each advanced mathematics course.

6. May Math Models with Applications be offered first in the sequence of math courses offered by a district?

There is nothing in rule or law that specifically allows or prevents this for the 2014-2015 school year. However, Algebra I will be a prerequisite for Math Models with Applications when the revised TEKS are implemented in the 2015-2016 school year.

7. May Math Models with Applications be offered concurrently with Algebra I or geometry in the sequence of math courses offered?

There is nothing in rule or law that specifically allows or prevents this for the 2014-2015 school year. However, Algebra I will be a prerequisite for Math Models with Applications when the revised TEKS are implemented in the 2015-2016 school year. Beginning in 2015-2016, geometry and Math Models with Applications can be taken concurrently, provided the student has successfully completed Algebra I.

8. Is Math Models with Applications being phased out?

No. The administrative rules allow students to use credit earned in Math Models with Applications as an option for the mathematics credit required to earn an endorsement for the 2014-2015 school year only. This course will continue to be an option for students to earn the advanced credit required under the foundation program.

Science

1. Does the second science credit have to be taken before the third science credit?

No. The use of the terms “second” and “third” in the rule is not intended to imply a sequence. However, districts should pay close attention to prerequisite requirements when scheduling students in science courses.

2. Can a student take IPC after chemistry and/or physics?

There is nothing in rule or law that specifically allows or prevents a specific course sequence. However, districts should pay close attention to prerequisite requirements for each of these courses.

3. How can AP Physics 1 and 2 be used?

AP Physics 1 may count as a second science credit option or a third science credit option. AP Physics 2 may count as a third science credit option only.

4. Is there anything that prevents a district from offering a course other than biology to ninth grade students?

The administrative rules do not prescribe a sequence. Districts should pay close attention to prerequisite requirements when scheduling students in science courses.

5. What is considered an advanced science course?

The State Board of Education has identified a list of science courses that may satisfy each of the advanced science courses required for graduation.

Social Studies

1. Do districts have the discretion to require both World Geography and World History for all students?

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

2. Can districts place students in a semester of World Geography and a semester of World History to satisfy the combined World History/World Geography requirement?

No. The SBOE must adopt Texas Essential Knowledge and Skills for a combined World History/World Geography course before this will be an option available to students.

Health and Physical Education

1. Do districts have the discretion to require a health course for all students?

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

2. Can any TEKS-based course that includes 100 minutes of moderate to vigorous physical activity satisfy the PE requirement?

Yes. In accordance with local district policy, the required PE credit may be earned through completion of any TEKS-based course that meets the requirement for 100 minutes of moderate to vigorous physical activity per five-day school week. Please note that such a course cannot be used to satisfy another specific graduation requirement.

3. Can a school district add a requirement of moderate to vigorous physical activity to any TEKS-based course and award PE credit for that course?

Yes. A school district may add a requirement for 100 minutes of moderate to vigorous physical activity per five-day school week and award PE credit for that course. Please note that such a course cannot be used to satisfy another specific graduation requirement.

Languages Other Than English (LOTE)

1. What courses satisfy the computer programming languages option for the LOTE graduation requirements?

Computer Science I, II, and III may satisfy this requirement until September 1, 2016. The SBOE is expected to revisit these options at a future date.

2. Can CTE computer programming courses satisfy the LOTE requirement?

No. At this time only Computer Science I, II, and III may satisfy this requirement. The SBOE is expected to revisit these options at a future date.

Fine Arts

1. What is a community-based fine arts program?

A community-based fine arts program is a fine arts program that provides instruction in all of the TEKS for a high school fine arts course and that is offered outside of the school day and often off-campus. Examples of community-based fine arts programs include community theatre or dance programs offered at a local dance studio.

Technology Applications

1. May a district continue to require a course such as technology applications for high school graduation that the state no longer requires?

Yes. School districts have the authority to require beyond what the state requires of students for graduation. This is a local decision. If a district requires a TEKS-based course, such as a technology applications course, that is not required by the state, the course could count toward the state elective requirements.

2. What will happen with the computer science courses if they are scheduled to “go away” in 2016?

The computer science courses are not going away. They will continue to be course options for students. These courses are options for satisfying the languages other than English graduation requirement until September 1, 2016. The SBOE is expected to revisit these options at a future date.

Endorsements Frequently Asked Questions

General

1. Does every student have to graduate with an endorsement?

No. A student may opt to graduate Foundation High School Program only without an endorsement if, after the student's sophomore year the student and the student's parent or guardian are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements and the student's parent or guardian files with a school counselor written permission, on a form adopted by the Texas Education Agency (TEA), allowing the student to graduate under the Foundation High School Program without earning an endorsement.

2. Can a student earn more than one endorsement?

Yes. A district must allow a student to enroll in courses under more than one endorsement before the student's junior year.

3. Can a student change endorsements? When?

Yes. While a district is not required to offer all endorsements, a district must allow a student to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated from among the available endorsements.

4. I'm concerned that my small district cannot offer endorsements. What endorsements should a district be able to offer?

Without altering the courses that a school district is currently required by SBOE rule to offer, a district should be able to offer at least three of the five endorsements.

Multidisciplinary (all districts are required to offer at least four courses in each foundation subject area, to include English IV, Chemistry, and/or Physics)

Business and Industry (TAC, §74.3(b)(2)(G) requires a district to offer a coherent sequences of courses from at least three CTE career clusters)

STEM (TAC, §74.3(b)(2)(C) requires a district to offer at least six science courses)

5. Will all high schools be required to offer multiple endorsements, even those that focus 100% on STEM/engineering?

No. Statute requires each school district to make available to high school students courses that allow a student to complete the curriculum requirements for at least one endorsement. A school district that offers only one endorsement curriculum must offer the multidisciplinary studies endorsement curriculum.

6. The new graduation rules include the following statement, “This section does not entitle a student to remain enrolled to earn more than 26 credits.” Does this mean that a student cannot earn more than 26 credits?

No. This statement means that a student is not entitled to continue earning credits to earn endorsements indefinitely. A district may permit a student to earn more than 26 credits, but has the authority to deny a student’s request to continue earning credits beyond the 26 if the district determines that the student has sufficient credits to graduate with an endorsement.

7. May a course satisfy both a foundation and an endorsement requirement?

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

8. Do districts have the authority to require Algebra II or other specific courses for all endorsements?

Yes. School districts have the authority to establish requirements in addition to what the state requires of students for graduation. This is a local decision.

9. Who decides what constitutes a coherent sequence of courses?

Each local school district has the authority to determine a coherent sequence of courses and identify courses within that sequence as advanced courses for the purposes of satisfying an endorsement requirement, provided that prerequisites are followed.

10. In some endorsement options there doesn’t seem to be a clear sequence. Will the district determine the sequence in these cases?

Yes. A school district determines the specific set of courses each student must complete to earn an endorsement, provided that prerequisites are followed and that the set of courses meets the requirements of the options listed for an endorsement in SBOE rule.

11. Should planning be approached by picking an endorsement and then planning the courses necessary to obtain that particular endorsement, or should it be approached by first picking courses and then discovering which endorsement area the sequence fits (at a later time)?

This is a local decision.

12. Are students required to meet each of the options listed under an endorsement area, or they required to only meet one of the options?

To earn an endorsement a student must complete any specific course requirements and one set of requirements identified in the endorsement rules. For example, to earn a business and industry endorsement, a student must complete the course requirements for CTE or the course requirements for English language arts electives, but not both.

13. Under the endorsements for which CTE courses are an option, is there a list of “advanced CTE courses that are the third or higher course in a sequence”?

There is not a list of such courses. A school district may define advanced CTE courses keeping in mind the requirement that the course be the third or higher course in a sequence.

14. Can Career Preparation be used as the final course in a sequence for an endorsement for which there are CTE course options?

No. Career Preparation may be used as one of the courses in the coherent sequence, but the final course must come from one of the career clusters listed in the rule.

15. If a student takes two CTE courses in his/her final semester, each from a different endorsement area, which endorsement would the student earn?

If a student takes two CTE courses that align with two different endorsement areas, the local school district must determine which course is part of the coherent sequence of courses for that student. The career cluster of that course would determine which endorsement the student earns. This is a local decision.

STEM

1. Can AP Physics I satisfy the physics requirement for the STEM endorsement?

Yes. College Board Advanced Placement and International Baccalaureate courses may be substituted as appropriate for required courses.

2. Can Principles of Technology satisfy the physics requirement in the STEM endorsement?

Yes. Principles of Technology addresses all of the TEKS for physics and credit may not be earned for both physics and Principles of Technology to satisfy science credit requirements.

3. The fifth option under the STEM endorsement says “a coherent sequence of three additional credits.” What does this mean?

Students may earn a STEM endorsement by successfully completing Algebra II and three additional credits from no more than two of the following categories: the STEM CTE career cluster, computer science courses that may satisfy a STEM endorsement, mathematics courses beyond Algebra II, or science courses. The three additional credits must be a coherent sequence of courses as determined by the local district.

4. Which science courses may satisfy the science option under the STEM endorsement?

The list of science courses that may satisfy a STEM endorsement are identified in TAC §74.13(e)(5).

5. Why is there a discrepancy between the number of courses required to earn a math STEM endorsement and the number of courses required to earn a science STEM endorsement?

There is not a discrepancy in the number of courses. To earn a STEM endorsement in mathematics, a student must successfully complete a total of five courses: Algebra I, Geometry, Algebra II, and two additional math courses for which Algebra II is a prerequisite. To earn a STEM endorsement in science, a student must successfully complete a total of five courses: biology, chemistry, physics, and two additional science courses.

Business and Industry

If a student on a business and industry endorsement program chooses a computer programming language to meet the foundation program Languages Other Than English (LOTE) requirement, will these courses satisfy both the LOTE requirement and the endorsement requirement under the Information Technology career cluster?

No. The computer programming courses that are part of CTE are not options for satisfying the LOTE requirement. The only courses that are currently approved to satisfy the LOTE requirement are Computer Science I, II, and III. These courses may satisfy the LOTE requirement and may count toward a STEM endorsement, but not a business and industry endorsement. A student must still earn a total of 26 credits to graduate on the Foundation High School Program with an endorsement.

Public Services

May a student seeking a public services endorsement who is taking a sequence of courses in the Human Services career cluster use a course from another career cluster as part of the coherent sequence of courses?

Yes. A coherent sequence of courses may include courses from any CTE career cluster provided that the final course in the sequence is obtained from one of the CTE career clusters identified under the public services endorsement. Districts must determine locally that courses from different career clusters create a coherent sequence of courses.

Arts and Humanities

1. Is it permissible to substitute an additional arts and humanities course for the fourth science requirement if the student is pursuing an arts and humanities endorsement?

A student pursuing an arts and humanities endorsement who has the written permission of the student's parent may substitute an English language arts course, a social studies course, a LOTE course, or a fine arts course for the additional science credit required to earn an endorsement.

2. Under the arts and humanities endorsement, if a student has taken English IV, can it count as part of the four English elective credits?

Yes. A course completed as part of the set of four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the Foundation High School Program, including an elective requirement. A student must still earn a total of 26 credits to graduate Foundation High School Program with an endorsement.

3. How many social studies courses are required for a student to earn an arts and humanities endorsement?

The social studies option under arts and humanities requires that a student complete five credits in social studies.

Multidisciplinary Studies

Under the multidisciplinary studies endorsement, what courses will satisfy the requirement for “four advanced courses that prepare a student to enter the workforce successfully or postsecondary education without remediation”?

Each local school district has the authority to identify advanced courses for the purposes of satisfying an endorsement requirement, provided that they meet the definition above.

MEMORANDUM

To: Resident Services Committee

From: Lourdes Castro Ramirez, President and CEO

Presented by: Adrian Lopez, Director of Community Development Initiatives

RE: Update and discussion regarding the 2nd Annual EIF Education Summit

SUMMARY:

The Education Investment Foundation (EIF) will host the 2nd Annual Education Summit on Saturday, July 26, 2014, from 10:00 a.m. to 2:00 p.m., at the Freeman Coliseum & Exposition Hall, 3201 East Houston St. As we had last year, the summit combines the Scholarship and the R.E.A.C.H Award ceremonies into one event.

The purpose of the Education Summit is to meet the following policy goals: promote economic self-sufficiency, and increase quality of life by providing educational opportunities. Specifically, the event will:

- Recognize the students for their academic achievements
- Emphasize the importance of education
- Introduce the concept of college to students, kinder through 12th
- Highlight SAHA's educational partners
- Highlight SAHA Educational Initiatives
- Increase awareness of organizations and services that support education and other needs
- Provide adults with information on job training, education, and support services
- Host workshops for parents and students (financial literacy, college planning, college experience and expectations)
- Encourage students to sign a "Go To College" pledge
- Create opportunity for college bound kids to be role models for elementary, middle and high school kids

Last year, the event recognized over 300 students and hosted over 40 vendors and over 700 residents. Staff will be recognizing 39 college scholarship recipients and is currently soliciting applications for the REACH Awards; applications are due on June 27, 2014.

PROPOSED ACTION:

None

FISCAL IMPACT:

The costs of the Summit and the Scholarships are covered through fundraising activities.

ATTACHMENTS:

None

MEMORANDUM

To: Resident Services Committee

From: Lourdes Castro Ramirez, President and CEO

Presented by: David Clark, Director for Public Housing

RE: Update and discussion regarding customer service training for employees

SUMMARY:

In an ongoing departmental effort to ensure excellent customer service, Public Housing leadership has instituted additional customer service training for all managers. The training emphasizes proper customer interaction tools and techniques. Omsbudman Vanessa Chavez, who has twenty years of experience in customer service and is a Certified Public Housing Manager, trained all managers, assistant managers, and maintenance supervisors on June 25, 2014. She will train all Customer Service Specialists on June 10, 2014, and all maintenance techs and porters on July 11, 2014. Her training includes "Top 10 Customer Service Skills" that includes techniques regarding attitude, attentiveness, affirmative listening, awareness, empathy, integrity, patience, resourcefulness, responsibility, and promptness.

The Procurement Department issued a solicitation for a customer satisfaction survey vendor. A panel has been formed to review the two proposals received. The vendor selected will be asked to provide training methodologies and referrals, and additional customer service training will be provided to all levels of Public Housing management and maintenance personnel based upon the vendor's recommendations.

Additionally, managers are identifying opportunities to improve employee morale. Staff will also be asked for suggestions of activities and ideas that would create a more pleasant and productive daily work environment.

PROPOSED ACTION:

None

FINANCIAL IMPACT:

None

ATTACHMENTS:

None

MEMORANDUM

To: Resident Services Committee
From: Lourdes Castro Ramirez, President and CEO
Presented by: David Clark, Director for Public Housing
RE: Update and discussion regarding flat rents

SUMMARY:

Housing Authorities are governed by the 1937 U.S. Housing Act and the Code of Federal Regulations, which permit families in Public Housing to select what kind of rent they wish to pay—a rent based on their income or a flat rent.

The income-based rent is calculated as a percentage of income, after it is adjusted for deductions, such as medical expenses and applicable utility allowances. A flat rent is based on market rent for comparable units in the private, unassisted rental market; it does not include any adjustments or utility allowances. Each year, a family is given an option of paying a flat rent or an income-based rent. At SAHA, a family that selects flat rents is on a three-year recertification cycle, although the Agency still offers the choice of flat or income-based rent every year.

Congress passed the 2014 Consolidated Appropriations Act in January, amending the 1937 Housing Act. It mandated that flat rents be established at a minimum of 80% of the area Fair Market Rent if the current flat rents are lower, and that the process of changing this begin by June 1, 2014. On an individual basis, the new flat rent will be effective at the time of the affected family's next annual recertification.

Twenty four (24) of SAHA's 47 residents with flat rents will experience rent increases, by an average \$113. Another provision of the bill states that no rent increase will be more than 35% per year, for both income-based and flat rents; three (3) of SAHA's families fall into this category.

The change will increase the amount of tenant rent SAHA collects each year by approximately \$28,584.

PROPOSED ACTION:

None

FINANCIAL IMPACT:

None

ATTACHMENTS:

None

MEMORANDUM

To: Resident Services Committee
From: Lourdes Castro Ramirez, President and CEO
Presented by: David Clark, Director for Public Housing
RE: Update and discussion regarding air conditioning expenditures

SUMMARY:

Housing Authorities are not required to provide air conditioning for residents, and are not permitted to give residents utility allowances for air conditioning. Nevertheless, SAHA provides air conditioning in many of its communities.

Because of San Antonio's extremely hot summers, air conditioners can become overworked and require repair. In Fiscal Year 2011-2012, SAHA spent \$624,087 on repairs and replacements of air conditioners. In Fiscal Year 2012-2013, SAHA spent \$374,315. August of 2011 was the highest monthly average temperature ever recorded in San Antonio, at 90.0 degrees. By comparison, August of 2012 was 87.2 degrees.

PROPOSED ACTION:

None

FINANCIAL IMPACT:

None

ATTACHMENTS:

None