

1                   **Assessment of Fair Housing Tool for Local Governments**

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1 **I. Cover Sheet**

2 1. Submission date:

3 2. Submitter name:

4 3. Type of submission (*e.g.*, single program participant, joint submission):

5 4. Type of program participant(s) (*e.g.*, consolidated plan participant, PHA):

6 5. For PHAs, Jurisdiction in which the program participant is located:

7 6. Submitter members (if applicable):

8 7. Sole or lead submitter contact information:

9 a. Name:

10 b. Title:

11 c. Department:

12 d. Street address:

13 e. City:

14 f. State:

15 g. Zip code:

16 8. Period covered by this assessment:

17 9. Initial, amended, or renewal AFH:

18 10. To the best of its knowledge and belief, the statements and information contained herein are true,  
19 accurate, and complete and the program participant has developed this AFH in compliance with  
20 the requirements of 24 C.F.R. §§ 5.150-5.180 or comparable replacement regulations of the  
21 Department of Housing and Urban Development;

22  
23 11. The program participant will take meaningful actions to further the goals identified in its AFH  
24 conducted in accordance with the requirements in §§ 5.150 through 5.180 and 24 C.F.R. §§  
25 91.225(a)(1), 91.325(a)(1), 91.425(a)(1), 570.487(b)(1), 570.601, 903.7(o), and 903.15(d), as  
26 applicable.  
27

28 \*\*\*(Print Name) (Program Participant/Title) (Signature) (date)

29

30

31 \*\*\*(Print Name) (Program Participant/Title) (Signature) (date)

32

33 \*\*\*(Print Name) (Program Participant/Title) (Signature) (date)

34

35

36 Comments

1 **II. Executive Summary**

- 2 1. Summarize the fair housing issues, significant contributing factors, and goals. Also include an  
3 overview of the process and analysis used to reach the goals.

4 **III. Community Participation Process**

- 5 1. Describe outreach activities undertaken to encourage and broaden meaningful community  
6 participation in the AFH process, including the types of outreach activities and dates of  
7 public hearings or meetings. Identify media outlets used and include a description of efforts  
8 made to reach the public, including those representing populations that are typically  
9 underrepresented in the planning process such as persons who reside in areas identified as  
10 R/ECAPs, persons who are limited English proficient (LEP), and persons with disabilities.  
11 Briefly explain how these communications were designed to reach the broadest audience  
12 possible. For PHAs, identify your meetings with the Resident Advisory Board and other  
13 resident outreach.

- 14 2. Provide a list of organizations consulted during the community participation process.

- 15 3. Describe whether the outreach activities elicited broad community participation during the  
16 development of the AFH. If there was low participation, or low participation among  
17 particular protected class groups, what additional steps might improve or increase  
18 community participation in the future, including overall participation or among specific  
19 protected class groups?

- 20 4. Summarize all comments obtained in the community participation process. Include a  
21 summary of any comments or views not accepted and the reasons why.

22 **IV. Assessment of Past Goals, Actions and Strategies**

- 23 1. Indicate what fair housing goals were selected by program participant(s) in recent Analyses of  
24 Impediments, Assessments of Fair Housing, or other relevant planning documents:

- 25 a. Discuss what progress has been made toward the achievement of fair housing goals.  
26  
27 b. Discuss how successful in achieving past goals, and/or how it has fallen short of achieving  
28 those goals (including potentially harmful unintended consequences).  
29

- 30  
31 c. Discuss any additional policies, actions, or steps that the program participant could take to  
32 achieve past goals, or mitigate the problems it has experienced.

- 33 d. Discuss how the experience of program participant(s) with past goals has influenced the  
34 selection of current goals.  
35

36 **V. Fair Housing Analysis**

37 **A. Demographic Summary**

38

- 1 1. Describe demographic patterns in the jurisdiction and region, and describe trends over time (since  
2 1990).  
3

4 **B. General Issues**

5  
6 i. **Segregation/Integration**

7  
8 **1. Analysis**

- 9  
10 a. Describe and compare segregation levels in the jurisdiction and region. Identify the  
11 racial/ethnic groups that experience the highest levels of segregation.  
12  
13 b. Identify areas in the jurisdiction and region with relatively high segregation and integration  
14 by race/ethnicity, national origin, or LEP group, and indicate the predominant groups living  
15 in each area.  
16  
17 c. Explain how these segregation levels and patterns in the jurisdiction and region have changed  
18 over time (since 1990).  
19  
20 d. Consider and describe the location of owner and renter occupied housing in the jurisdiction  
21 and region in determining whether such housing is located in segregated or integrated areas,  
22 and describe trends over time.  
23  
24 e. Discuss whether there are any demographic trends, policies, or practices that could lead to  
25 higher segregation in the jurisdiction in the future. Participants should focus on patterns that  
26 affect the jurisdiction and region rather than creating an inventory of local laws, policies, or  
27 practices.  
28

29 **2. Additional Information**

- 30  
31 a. Beyond the HUD-provided data, provide additional relevant information, if any, about  
32 segregation in the jurisdiction and region affecting groups with other protected  
33 characteristics.  
34  
35 b. The program participant may also describe other information relevant to its assessment  
36 of segregation, including activities such as place-based investments and geographic  
37 mobility options for protected class groups.  
38

39 **3. Contributing Factors of Segregation**

40 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
41 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
42 *segregation.*

- 43
  - Community opposition
  - Displacement of residents due to economic pressures
  - Lack of community revitalization strategies
  - Lack of private investments in specific neighborhoods
  - Lack of public investments in specific neighborhoods, including services or amenities
  - Lack of regional cooperation

44  
45  
46  
47  
48

- 1 • Land use and zoning laws
- 2 • Lending discrimination
- 3 • Location and type of affordable housing
- 4 • Loss of Affordable Housing
- 5 • Occupancy codes and restrictions
- 6 • Private discrimination
- 7 • Source of income discrimination
- 8 • Other

9  
10 **ii. Racially or Ethnically Concentrated Areas of Poverty (R/ECAPs)**

11 **1. Analysis**

- 12 a. Identify any R/ECAPs or groupings of R/ECAP tracts within the jurisdiction and  
13 region.
- 14 b. Describe and identify the predominant protected classes residing in R/ECAPs in the  
15 jurisdiction and region. How do these demographics of the R/ECAPs compare with the  
16 demographics of the jurisdiction and region?
- 17 c. Describe how R/ECAPs have changed over time in the jurisdiction and region (since  
18 1990).

19 **2. Additional Information**

- 20 a. Beyond the HUD-provided data, provide additional relevant information, if any,  
21 about R/ECAPs in the jurisdiction and region affecting groups with other protected  
22 characteristics.
- 23 b. The program participant may also describe other information relevant to its  
24 assessment of R/ECAPs, including activities such as place-based investments and  
25 geographic mobility options for protected class groups.

26 **3. Contributing Factors of R/ECAPs**

27 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
28 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
29 *R/ECAPs.*

- 30 • Community opposition
- 31 • Deteriorated and abandoned properties
- 32 • Displacement of residents due to economic pressures
- 33 • Lack of community revitalization strategies
- 34 • Lack of local or regional cooperation
- 35 • Lack of private investments in specific neighborhoods
- 36 • Lack of public investments in specific neighborhoods, including services or amenities
- 37 • Land use and zoning laws
- 38 • Location and type of affordable housing
- 39 • Loss of Affordable Housing
- 40 • Occupancy codes and restrictions
- 41 • Private discrimination

- Source of income discrimination
- Other

**iii. Disparities in Access to Opportunity**

**1. Analysis**

**a. Education**

- i. For the protected class groups HUD has provided data, describe any disparities in access to proficient schools in the jurisdiction and region.
- ii. For the protected class groups HUD has provided data, describe how the disparities in access to proficient schools relate to residential living patterns in the jurisdiction and region.
- iii. Informed by community participation, any consultation with other relevant government agencies, and the participant's own local data and local knowledge, discuss programs, policies, or funding mechanisms that affect disparities in access to proficient schools.

**b. Employment**

- i. For the protected class groups HUD has provided data, describe any disparities in access to jobs and labor markets by protected class groups in the jurisdiction and region.
- ii. For the protected class groups HUD has provided data, describe how disparities in access to employment relate to residential living patterns in the jurisdiction and region.
- iii. Informed by community participation, any consultation with other relevant government agencies, and the participant's own local data and local knowledge, discuss whether there are programs, policies, or funding mechanisms that affect disparities in access to employment.

**c. Transportation**

- i. For the protected class groups HUD has provided data, describe any disparities in access to transportation related to costs and access to public transit in the jurisdiction and region.
- ii. For the protected class groups HUD has provided data, describe how disparities in access to transportation related to residential living patterns in the jurisdiction and region.
- iii. Informed by community participation, any consultation with other relevant government agencies, and the participant's own local data and local knowledge, discuss whether there are programs, policies, or funding mechanisms that affect disparities in access to transportation.

**d. Access to Low Poverty Neighborhoods**

- i. For the protected class groups HUD has provided data, describe any disparities in access to low poverty neighborhoods in the jurisdiction and region.

- 1           ii. For the protected class groups HUD has provided data, describe how disparities in access  
2 to low poverty neighborhoods relate to residential living patterns of those groups in the  
3 jurisdiction and region.
- 4           iii. Informed by community participation, any consultation with other relevant government  
5 agencies, and the participant’s own local data and local knowledge, discuss whether there  
6 are programs, policies, or funding mechanisms that affect disparities in access to low  
7 poverty neighborhoods.

8           **e. Access to Environmentally Healthy Neighborhoods**

- 9           i. For the protected class groups HUD has provided data, describe any disparities in access  
10 to environmentally healthy neighborhoods in the jurisdiction and region.
- 11          ii. For the protected class groups HUD has provided data, describe how disparities in access  
12 to environmentally healthy neighborhoods relate to residential living patterns in the  
13 jurisdiction and region.
- 14          iii. Informed by community participation, any consultation with other relevant government  
15 agencies, and the participant’s own local data and local knowledge, discuss whether there  
16 are programs, policies, or funding mechanisms that affect disparities in access to  
17 environmentally healthy neighborhoods.

18          **f. Patterns in Disparities in Access to Opportunity**

- 19          i. For the protected class groups HUD has provided data, identify and discuss any  
20 overarching patterns of access to opportunity and exposure to adverse community factors.  
21 Include how these patterns compare to patterns of segregation, integration, and R/ECAPs.  
22 Describe these patterns for the jurisdiction and region.
- 23          ii. Based on the opportunity indicators assessed above, identify areas that experience: (a)  
24 high access; and (b) low access across multiple indicators.

25          **2. Additional Information**

- 26          a. Beyond the HUD-provided data, provide additional relevant information, if any, about  
27 disparities in access to opportunity in the jurisdiction and region affecting groups with  
28 other protected characteristics.
- 29          b. The program participant may also describe other information relevant to its assessment  
30 of disparities in access to opportunity, including any activities aimed at improving  
31 access to opportunities for areas that may lack such access, or in promoting access to  
32 opportunity (e.g., proficient schools, employment opportunities, and transportation).  
33  
34  
35

36          **3. Contributing Factors of Disparities in Access to Opportunity**

37               *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
38               *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
39               *disparities in access to opportunity.*

- 40               • Access to financial services



- 1 • Availability, type, frequency, and reliability of public transportation
- 2 • Impediments to mobility
- 3 • Lack of access to opportunity due to high housing costs
- 4 • Lack of private investments in specific neighborhoods
- 5 • Lack of public investments in specific neighborhoods, including services or
- 6 amenities
- 7 • Lack of local or regional cooperation
- 8 • Land use and zoning laws
- 9 • Lending discrimination
- 10 • Location and type of affordable housing
- 11 • Location of employers
- 12 • Location of environmental health hazards
- 13 • Location of proficient schools and school assignment policies
- 14 • Loss of Affordable Housing
- 15 • Occupancy codes and restrictions
- 16 • Private discrimination
- 17 • Source of income discrimination
- 18 • Other

19

20 **iv. Disproportionate Housing Needs**

21 **1. Analysis**

- 22 a. Which protected class groups (by race/ethnicity and familial status) experience higher rates
- 23 of housing cost burden, overcrowding, or substandard housing when compared to other
- 24 groups for the jurisdiction and region? Which groups also experience higher rates of severe
- 25 housing burdens when compared to other groups?
- 26
- 27 b. Which areas in the jurisdiction and region experience the greatest housing burdens? Which
- 28 of these areas align with segregated areas, integrated areas, or R/ECAPs and what are the
- 29 predominant race/ethnicity or national origin groups in such areas?
- 30
- 31 c. Compare the needs of families with children for housing units with two, and three or more
- 32 bedrooms with the available existing housing stock in each category of publicly supported
- 33 housing for the jurisdiction and region.
- 34
- 35 d. Describe the differences in rates of renter and owner occupied housing by race/ethnicity in
- the jurisdiction and region.

36 **2. Additional Information**

- 37 a. Beyond the HUD-provided data, provide additional relevant information, if any, about
- 38 disproportionate housing needs in the jurisdiction and region affecting groups with other
- 39 protected characteristics.
- 40
- 41 b. The program participant may also describe other information relevant to its assessment of
- 42 disproportionate housing needs. For PHAs, such information may include a PHA's
- overriding housing needs analysis.

43 **3. Contributing Factors of Disproportionate Housing Needs**

1 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
2 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
3 *disproportionate housing needs.*

- 4 • Availability of affordable units in a range of sizes
- 5 • Displacement of residents due to economic pressures
- 6 • Displacement of and/or lack of housing support for victims of domestic violence, dating  
7 violence, sexual assault, and stalking
- 8 • Lack of access to opportunity due to high housing costs
- 9 • Lack of private investments in specific neighborhoods
- 10 • Lack of public investments in specific neighborhoods, including services or amenities
- 11 • Land use and zoning laws
- 12 • Lending discrimination
- 13 • Loss of Affordable Housing
- 14 • Source of income discrimination
- 15 • Other

16  
17 **C. Publicly Supported Housing Analysis**

18  
19 **1. Analysis**

20  
21 **a. Publicly Supported Housing Demographics**

- 22 i. Are certain racial/ethnic groups more likely to be residing in one program category of  
23 publicly supported housing than other program categories (public housing, project-based  
24 Section 8, Other Multifamily Assisted developments, and Housing Choice Voucher  
25 (HCV)) in the jurisdiction?
- 26 ii. Compare the racial/ethnic demographics of each program category of publicly supported  
27 housing for the jurisdiction to the demographics of the same program category in the  
28 region.
- 29 iii. Compare the demographics, in terms of protected class, of residents of each program  
30 category of publicly supported housing (public housing, project-based Section 8, Other  
31 Multifamily Assisted developments, and HCV) to the population in general, and persons  
32 who meet the income eligibility requirements for the relevant program category of  
33 publicly supported housing in the jurisdiction and region. Include in the comparison, a  
34 description of whether there is a higher or lower proportion of groups based on protected  
35 class.

36  
37 **b. Publicly Supported Housing Location and Occupancy**

- 38 i. Describe patterns in the geographic location of publicly supported housing by  
39 program category (public housing, project-based Section 8, Other Multifamily  
40 Assisted developments, HCV, and LIHTC) in relation to previously discussed  
41 segregated areas and R/ECAPs in the jurisdiction and region.
- 42 ii. Describe patterns in the geographic location for publicly supported housing that  
43 primarily serves families with children, elderly persons, or persons with disabilities in

1 relation to previously discussed segregated areas or R/ECAPs in the jurisdiction and  
2 region.

3 iii. How does the demographic composition of occupants of publicly supported housing in  
4 R/ECAPS compare to the demographic composition of occupants of publicly  
5 supported housing outside of R/ECAPs in the jurisdiction and region?

6 iv. (A) Do any developments of public housing, properties converted under the RAD, and  
7 LIHTC developments have a significantly different demographic composition, in terms  
8 of protected class, than other developments of the same category for the jurisdiction?  
9 Describe how these developments differ.

10 (B) Provide additional relevant information, if any, about occupancy, by protected  
11 class, in other types of publicly supported housing for the jurisdiction.

12 v. Compare the demographics of occupants of developments in the jurisdiction, for each  
13 category of publicly supported housing (public housing, project-based Section 8, Other  
14 Multifamily Assisted developments, properties converted under RAD, and LIHTC) to  
15 the demographic composition of the areas in which they are located. For the  
16 jurisdiction, describe whether developments that are primarily occupied by one  
17 race/ethnicity are located in areas occupied largely by the same race/ethnicity.  
18 Describe any differences for housing that primarily serves families with children,  
19 elderly persons, or persons with disabilities.

### 20 c. Disparities in Access to Opportunity

21  
22 i. Describe any disparities in access to opportunity for residents of publicly supported  
23 housing in the jurisdiction and region, including within different program  
24 categories (public housing, project-based Section 8, Other Multifamily Assisted  
25 Developments, HCV, and LIHTC) and between types (housing primarily serving  
26 families with children, elderly persons, and persons with disabilities) of publicly  
27 supported housing.  
28

## 29 2. Additional Information

- 30  
31 a. Beyond the HUD-provided data, provide additional relevant information, if any, about  
32 publicly supported housing in the jurisdiction and region, particularly information about  
33 groups with other protected characteristics and about housing not captured in the HUD-  
34 provided data.  
35  
36 b. The program participant may also describe other information relevant to its assessment of  
37 publicly supported housing. Information may include relevant programs, actions, or  
38 activities, such as tenant self-sufficiency, place-based investments, or geographic mobility  
39 programs.  
40

## 41 3. Contributing Factors-of Publicly Supported Housing Location and Occupancy

42 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
43 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
44 *fair housing issues related to publicly supported housing, including Segregation, R/ECAPs,*  
45 *Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each*

1 *contributing factor that is significant, note which fair housing issue(s) the selected*  
2 *contributing factor relates to.*

- 3 • Admissions and occupancy policies and procedures, including preferences in
- 4 publicly supported housing
- 5 • Community opposition
- 6 • Displacement of residents due to economic pressures
- 7 • Displacement of and/or lack of housing support for victims of domestic violence,
- 8 dating violence, sexual assault, and stalking
- 9 • Impediments to mobility
- 10 • Lack of access to opportunity due to high housing costs
- 11 • Lack of meaningful language access
- 12 • Lack of local or regional cooperation
- 13 • Lack of private investment in specific neighborhoods
- 14 • Lack of public investment in specific neighborhoods, including services and amenities
- 15 • Land use and zoning laws
- 16 • Loss of Affordable Housing
- 17 • Occupancy codes and restrictions
- 18 • Quality of affordable housing information programs
- 19 • Siting selection policies, practices and decisions for publicly supported housing,
- 20 including discretionary aspects of Qualified Allocation Plans and other programs
- 21 • Source of income discrimination
- 22 • Other

23  
24 **D. Disability and Access Analysis**

25  
26 **1. Population Profile**

- 27 a. How are persons with disabilities geographically dispersed or concentrated in the
- 28 jurisdiction and region, including R/ECAPs and other segregated areas identified in
- 29 previous sections?
- 30 b. Describe whether these geographic patterns vary for persons with each type of disability or
- 31 for persons with disabilities in different age ranges for the jurisdiction and region.

32 **2. Housing Accessibility**

- 33 a. Describe whether the jurisdiction and region have sufficient affordable, accessible
- 34 housing in a range of unit sizes.
- 35 b. Describe the areas where affordable accessible housing units are located in the
- 36 jurisdiction and region. Do they align with R/ECAPs or other areas that are
- 37 segregated?
- 38 c. To what extent are persons with different disabilities able to access and live in the
- 39 different categories of publicly supported housing in the jurisdiction and region?

40 **3. Integration of Persons with Disabilities Living in Institutions and Other Segregated Settings**

1 a. To what extent do persons with disabilities in or from the jurisdiction or region  
2 reside in segregated or integrated settings?

3 b. Describe the range of options for persons with disabilities to access affordable  
4 housing and supportive services in the jurisdiction and region.

5 **4. Disparities in Access to Opportunity**  
6

7 a. To what extent are persons with disabilities able to access the following in the jurisdiction and  
8 region? Identify major barriers faced concerning:

9 i. Government services and facilities

10 ii. Public infrastructure (e.g., sidewalks, pedestrian crossings, pedestrian signals)

11 iii. Transportation

12 iv. Proficient schools and educational programs

13 v. Jobs

14 b. Describe the processes that exist in the jurisdiction and region for persons with disabilities to  
15 request and obtain reasonable accommodations and accessibility modifications to address the  
16 barriers discussed above.

17 c. Describe any difficulties in achieving homeownership experienced by persons with  
18 disabilities and by persons with different types of disabilities in the jurisdiction and region.  
19  
20

21 **5. Disproportionate Housing Needs**  
22

23 a. Describe any disproportionate housing needs experienced by persons with disabilities and by  
24 persons with certain types of disabilities in the jurisdiction and region.  
25

26 **6. Additional Information**  
27

28 a. Beyond the HUD-provided data, provide additional relevant information, if any, about  
29 disability and access issues in the jurisdiction and region including those affecting persons  
30 with disabilities with other protected characteristics.  
31

32 b. The program participant may also describe other information relevant to its assessment of  
33 disability and access issues.  
34

35 **7. Disability and Access Issues Contributing Factors**

36 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
37 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
38 *disability and access issues and the fair housing issues, which are Segregation, R/ECAPs,*  
39 *Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each*  
40 *contributing factor, note which fair housing issue(s) the selected contributing factor relates*  
41 *to.*

- 1 • Access for persons with disabilities to proficient schools
- 2 • Access to publicly supported housing for persons with disabilities
- 3 • Access to transportation for persons with disabilities
- 4 • Inaccessible government facilities or services
- 5 • Inaccessible public or private infrastructure
- 6 • Lack of access to opportunity due to high housing costs
- 7 • Lack of affordable in-home or community-based supportive services
- 8 • Lack of affordable, accessible housing in range of unit sizes
- 9 • Lack of affordable, integrated housing for individuals who need supportive services
- 10 • Lack of assistance for housing accessibility modifications
- 11 • Lack of assistance for transitioning from institutional settings to integrated housing
- 12 • Lack of local or regional cooperation
- 13 • Land use and zoning laws
- 14 • Lending discrimination
- 15 • Location of accessible housing
- 16 • Loss of Affordable Housing
- 17 • Occupancy codes and restrictions
- 18 • Regulatory barriers to providing housing and supportive services for persons with
- 19 disabilities
- 20 • Source of income discrimination
- 21 • State or local laws, policies, or practices that discourage or prohibit individuals with
- 22 disabilities from living in apartments, family homes, supportive housing, shared housing
- 23 and other integrated settings
- 24 • Other

25  
26 **E. Fair Housing Enforcement, Outreach Capacity, and Resources Analysis**

- 27 1. List and summarize any of the following that have not been resolved:
- 28 • A charge or letter of finding from HUD concerning a violation of a civil rights-related
  - 29 law;
  - 30 • A cause determination from a substantially equivalent state or local fair housing agency
  - 31 concerning a violation of a state or local fair housing law;
  - 32 • Any voluntary compliance agreements, conciliation agreements, or settlement agreements
  - 33 entered into with HUD or the Department of Justice;
  - 34 • A letter of findings issued by or lawsuit filed or joined by the Department of Justice
  - 35 alleging a pattern or practice or systemic violation of a fair housing or civil rights law;
  - 36 • A claim under the False Claims Act related to fair housing, nondiscrimination, or civil
  - 37 rights generally, including an alleged failure to affirmatively further fair housing; or
- 38 ○ A pending administrative complaints or lawsuits against the locality alleging fair housing
  - 39 violations or discrimination.
- 40 2. Describe any state or local fair housing laws. What characteristics are protected under each law?
- 41 3. Identify any local and regional agencies and organizations that provide fair housing information,
- 42 outreach, and enforcement, including their capacity and the resources available to them.
- 43 4. **Additional Information**

- 1 a. Provide additional relevant information, if any, about fair housing enforcement, outreach  
2 capacity, and resources in the jurisdiction and region.  
3  
4 b. The program participant may also include information relevant to programs, actions, or  
5 activities to promote fair housing outcomes and capacity.

6 **5. Fair Housing Enforcement, Outreach Capacity, and Resources Contributing Factors**

7 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
8 *Identify factors that significantly create, contribute to, perpetuate, or increase the lack of fair*  
9 *housing enforcement, outreach capacity, and resources and the severity of fair housing*  
10 *issues, which are Segregation, R/ECAPs, Disparities in Access to Opportunity, and*  
11 *Disproportionate Housing Needs. For each significant contributing factor, note which fair*  
12 *housing issue(s) the selected contributing factor impacts.*

- 13
  - Lack of local private fair housing outreach and enforcement
  - 14 • Lack of local public fair housing enforcement
  - 15 • Lack of resources for fair housing agencies and organizations
  - 16 • Lack of state or local fair housing laws
  - 17 • Unresolved violations of fair housing or civil rights law
  - 18 • Other

19  
20 **F. QPHA Insert**

21  
22 *This section is only to be completed when a Qualified PHA partners with a Local Government,*  
23 *when the Local Government is the lead entity in the joint or regional Assessment of Fair Housing.*  
24 *A collaborating QPHA's analysis of fair housing issues in its Assessment of Fair Housing may*  
25 *either be conducted by using this section or sections V.A.-E. of the Assessment Tool for its service*  
26 *area and region, along with all other sections in this Assessment Tool, and as directed by the*  
27 *questions and instructions.*

28 **1. Demographics**

29  
30 Describe demographic patterns in the QPHA's service area (and region, if applicable). Explain  
31 how demographic trends have changed over time.

32  
33 **2. Segregation/Integration**

34  
35 Describe any areas of segregation and integration in the QPHA's service area (and region, if  
36 applicable). Identify the protected class groups living in any such area. Explain how any area of  
37 segregation has changed over time.

38  
39 **3. R/ECAPs**

40  
41 Describe the locations of R/ECAPs, if any, in the QPHA's service area (and region, if applicable).  
42 Identify the protected class groups living in R/ECAPs and describe how R/ECAPs have changed  
43 over time.

44  
45 **4. Disparities in Access to Opportunity**

1 Describe any disparities in access to the following opportunities for households in the service  
2 area (and region, if applicable), based on protected class:  
3

- 4 • Educational opportunities
- 5 • Employment opportunities
- 6 • Transportation opportunities
- 7 • Low poverty exposure opportunities
- 8 • Environmentally healthy neighborhood opportunities

9  
10 **5. Disproportionate Housing Needs**

11 Describe which protected class groups in the QPHA’s service area (and region, if applicable)  
12 experience higher rates of housing problems (housing cost burden, severe housing cost burden,  
13 substandard housing conditions, and overcrowding).  
14

15  
16 **6. Contributing Factors of Segregation, R/ECAPs, Disparities in Access to Opportunity, and**  
17 **Disproportionate Housing Needs**

18  
19 *Consider the factors listed that are generally applicable to Segregation, R/ECAPs, Disparities*  
20 *in Access to Opportunity, and Disproportionate Housing Needs and any other factors affecting*  
21 *the service area (and region, if applicable). Identify factors that significantly create, contribute*  
22 *to, perpetuate, or increase the severity of one or more fair housing issues. For each*  
23 *contributing factor that is significant, note which fair housing issue(s) the selected contributing*  
24 *factor relates to.*  
25

26 **Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access**  
27 **to Opportunity, and Disproportionate Housing Needs)**

- 28 • Community opposition
- 29 • Displacement of residents due to economic pressures
- 30 • Lack of community revitalization strategies
- 31 • Lack of local or regional cooperation
- 32 • Lack of public and private investments in specific neighborhoods, including services or  
33 amenities
- 34 • Lack of access to opportunity due to high housing costs
- 35 • Land use and zoning laws
- 36 • Location and type of affordable housing
- 37 • Loss of affordable housing
- 38 • Occupancy codes and restrictions
- 39 • Policies related to payment standards, FMR, and rent subsidies
- 40 • Private discrimination
- 41 • Source of income discrimination
- 42 • Other

43  
44 **Additional Contributing Factors Related to Disparities in Access to Opportunity**

- 45 • Access to financial services
- 46 • Availability, type, frequency, and reliability of public transportation
- 47 • Impediments to mobility
- 48 • Impediments to portability
- 49 • Lack of job training programs



- Location of employers
- Location of environmental health hazards
- Location of proficient schools and school assignment policies
- Other

**Additional Contributing Factors Related to Disproportionate Housing Needs**

- Availability of affordable units in a range of sizes
- Other

**7. Publicly Supported Housing Section**

Questions on the location and occupancy of the QPHA’s publicly supported housing

*a. Demographics*

Provide demographic information, including protected class groups, on the residents of the QPHA and compare these with the demographics of the service area (and region, if applicable).

*b. Segregation and R/ECAPs*

- i. Describe the location of the QPHA’s properties in relation to areas of segregation and R/ECAPs in the service area).
- ii. Describe the location of the QPHA’s Housing Choice Vouchers in relation to areas of segregation and R/ECAPs in the service area (and region, if applicable).
- iii. If there are R/ECAPs, describe any differences in the demographics, including by protected class group, of QPHA assisted households who live in R/ECAPs versus those who live outside of R/ECAPs in the service area.
- iv. Describe the demographics, by protected class group, of each of the QPHA’s publicly supported developments.

*c. Disparities in Access to Opportunity*

Describe any disparities in access to opportunity for residents of publicly supported housing in the jurisdiction (and region, if applicable), including within different program categories of publicly supported housing.

*d. Disproportionate Housing Needs*

- i. Compare the demographics, including by protected class group, of the QPHA’s assisted households to households in the service area with disproportionate housing needs in the service area (and region, if applicable).
- ii. Compare the needs of families with children in the QPHA’s service area (and region, if applicable) for housing units with two, and three or more bedrooms, with the QPHA’s available stock of assisted units.

1 e. *Policies and Practices*

2  
3 Describe any policies and practices of the QPHA and how they relate to fair housing choice  
4 including:

- 5  
6 • Access for persons with disabilities (e.g., processing of reasonable accommodation  
7 requests, program access, and providing auxiliary aids and services necessary for  
8 effective communication)
- 9 • Admissions policies, preferences, and housing designations (including grounds for denial  
10 of admission, eviction, and subsidy termination)
- 11 • Affirmative marketing plan
- 12 • Comprehensive Community Revitalization Plans
- 13 • Meaningful access for persons with limited English proficiency (e.g., language assistance  
14 plans, interpretation assistance, and translation of vital documents)
- 15 • Voucher mobility and portability policies and practices
- 16

17 f. *Questions on other categories of publicly supported housing*

18  
19 Describe other publicly supported housing programs, if any, in the QPHA's service area.  
20 Identify the location by category of publicly supported housing in relation to areas of  
21 segregation and R/ECAPs and the demographics of the households of each category of  
22 publicly supported housing, by protected class in the service area (and region, if applicable).  
23

24 g. *Contributing Factors of Publicly Supported Housing*

25  
26 *Consider the listed factors and any other factors affecting the service area and region.*  
27 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
28 *fair housing issues related to publicly supported housing, including Segregation, R/ECAPs,*  
29 *Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each*  
30 *contributing factor that is significant, note which fair housing issue(s) the selected*  
31 *contributing factor relates to.*

- 32
- 33 • Admissions and occupancy policies and procedures, including preferences in publicly
  - 34 supported housing
  - 35 • Community opposition
  - 36 • Displacement of residents due to economic pressures
  - 37 • Impediments to mobility
  - 38 • Impediments to portability
  - 39 • Lack of access to opportunity due to high housing costs
  - 40 • Lack of meaningful language access
  - 41 • Lack of local or regional cooperation
  - 42 • Lack of public and private investment in specific neighborhoods, including services
  - 43 and amenities
  - 44 • Land use and zoning laws
  - 45 • Loss of affordable housing
  - 46 • Occupancy codes and restrictions
  - 47 • Policies related to payment standards, FMR, and rent subsidies
  - 48 • Quality of affordable housing information programs
  - 49 • Siting selection policies, practices and decisions for publicly supported housing,
  - 50 including discretionary aspects of Qualified Allocation Plans and other programs
  - 51 • Source of income discrimination

- Other

## 8. Disability and Access

- Describe how persons with disabilities are geographically dispersed or concentrated in the QPHA’s service area (and region, if applicable), including whether persons with disabilities reside in R/ECAPs and other segregated areas identified previously, and describe whether these geographic patterns vary for persons with each type of disability of persons with disabilities in different age ranges.
- Describe whether the QPHA’s service area (and region, if applicable) has sufficient affordable, accessible housing in a range of unit sizes, describe the areas where affordable accessible housing units are located, and identify to what extent persons with different disabilities are able to access and live in the different categories of publicly supported housing.
- Describe to what extent persons with disabilities in the QPHA’s service area (and region, if applicable) reside in segregated or integrated settings.
- Contributing Factors of Disability and Access

*Consider the listed factors and any other factors affecting the service area and region. Identify factors that significantly create, contribute to, perpetuate, or increase the severity of fair housing issues related to disability and access, including Segregation, R/ECAPs, Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each contributing factor that is significant, note which fair housing issue(s) the selected contributing factor relates to.*

- Access to publicly supported housing for persons with disabilities
- Access for persons with disabilities to proficient schools
- Access to transportation for persons with disabilities
- Admissions and occupancy policies and procedures including preferences in publicly supported housing
- Inaccessible public or private infrastructure
- Lack of access to opportunity due to high housing costs
- Lack of affordable, accessible housing in range of unit sizes
- Lack of affordable in-home or community-based supportive services;
- State or local laws, policies, or practices related to integrated settings;
- Lack of affordable, integrated housing for individuals who need supportive services
- Lack of assistance for transitioning from institutional settings to integrated housing;
- Lack of public and private investment in specific neighborhoods including services and amenities
- Lack of local or regional cooperation
- Land use and zoning laws
- Location of accessible housing
- Laws, policies, regulatory barriers to providing housing and supportive services for persons with disabilities
- Siting selection policies, practices and decisions for publicly supported housing
- Source of income discrimination
- Other

1 **9. Fair Housing Enforcement**

- 2
- 3 a. Describe whether the QPHA is currently the subject of any of the following:
- 4 • A charge or letter of finding from HUD concerning a violation of a civil rights-
  - 5 related law;
  - 6 • A cause determination from a substantially equivalent state or local fair housing
  - 7 agency concerning a violation of a state or local fair housing law;
  - 8 • Any voluntary compliance agreements, conciliation agreements, or settlement
  - 9 agreements entered into with HUD or the Department of Justice;
  - 10 • A letter of findings issued by or lawsuit filed or joined by the Department of Justice
  - 11 alleging a pattern or practice or systemic violation of a fair housing or civil rights
  - 12 law; or
  - 13 • A claim under the False Claims Act related to fair housing, nondiscrimination, or
  - 14 civil rights generally, including an alleged failure to affirmatively further fair
  - 15 housing.

16

17 b. **Contributing Factors of Fair Housing Enforcement**

18

19 *Consider the listed factors and any other factors affecting the service area and region.*

20 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*

21 *fair housing issues related to fair housing enforcement, including Segregation, R/ECAPs,*

22 *Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each*

23 *contributing factor that is significant, note which fair housing issue(s) the selected*

24 *contributing factor relates to.*

- 25
- 26 • Lack of local private fair housing outreach and enforcement
  - 27 • Lack of local public fair housing enforcement
  - 28 • Lack of resources for fair housing agencies and organizations
  - 29 • Lack of state or local fair housing laws
  - 30 • Unresolved violations of fair housing or civil rights law
  - 31 • Other

32

33 **10. Additional QPHA Information**

34

35 The QPHA may also describe other information relevant to its assessment of fair housing.

36

37 **G. \$500,000 or Less Local Government Insert<sup>1</sup>**

38

39 *This section is only to be completed when a local government that received a CDBG grant of*

40 *\$500,000 or less, including a HOME consortia whose members collectively received \$500,000 or*

41 *less in CDBG funds or whose members received no CDBG funds, in the most recent fiscal year*

42 *prior to the due date for the joint or regional AFH collaborates with a local government that*

43 *received a CDBG grant larger than \$500,000, including a HOME consortia whose members*

44 *collectively received more than \$500,000, in the most recent fiscal year prior to the due date for*

45 *the joint or region AFH (collectively, “\$500,000 or Less Local Government”) The \$500,000 or*

46 *less local government’s analysis of fair housing issues in its Assessment of Fair Housing may*

47 *either be conducted by using this section or sections V.A.-E. of the Assessment Tool for its*

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1 <sup>1</sup> Per the agreement at the Principals level meeting held on October 7, 2016, the \$500,000 or Less Local Government

2 Insert will mirror the QPHA Insert.

1 jurisdiction and region, along with all other sections in this Assessment Tool, and as directed by  
2 the questions and instructions.

3 **1. Demographics**

4 Describe demographic patterns in the jurisdiction (and region, if applicable). Explain how  
5 demographic trends have changed over time?  
6

7  
8 **2. Segregation/Integration**

- 9
- 10 a. Describe any areas of segregation and integration in the jurisdiction (and region, if  
11 applicable). Identify the protected class groups living in any such areas. Explain how areas  
12 of segregation have changed over time.
- 13
- 14 b. Discuss whether there are any demographic trends, policies, or practices in the jurisdiction  
15 and (and region, if applicable) that could lead to higher segregation in the future. Participants  
16 should focus on patterns that affect the jurisdiction (and region, if applicable) rather than  
17 creating an inventory of local laws, policies, or practices.  
18

19 **3. R/ECAPs**

20 Describe the locations of R/ECAPs, if any, in the jurisdiction (and region, if applicable).  
21 Identify the protected class groups living in R/ECAPs and describe how R/ECAPs have  
22 changed over time.  
23

24  
25 **4. Disparities in Access to Opportunity**

26 Describe any disparities in access to the following opportunities for households in the  
27 jurisdiction (and region, if applicable), based on protected class:  
28

- 29
- 30 • Educational opportunities
  - 31 • Employment opportunities
  - 32 • Transportation opportunities
  - 33 • Low poverty exposure opportunities
  - 34 • Environmentally healthy neighborhood opportunities  
35

36 **5. Disproportionate Housing Needs**

37 Describe which protected class groups in the jurisdiction (and region, if applicable) experience  
38 higher rates of housing problems (housing cost burden, severe housing cost burden, substandard  
39 housing conditions, and overcrowding).  
40

41  
42 **6. Contributing Factors of Segregation, R/ECAPs, Disparities in Access to Opportunity, and**  
43 **Disproportionate Housing Needs**

44 Consider the factors listed that are generally applicable to Segregation, R/ECAPs, Disparities  
45 in Access to Opportunity, and Disproportionate Housing Needs and any other factors affecting  
46 the jurisdiction and region. Identify factors that significantly create, contribute to, perpetuate,  
47 or increase the severity of one or more fair housing issues. For each contributing factor that is  
48 significant, note which fair housing issue(s) the selected contributing factor relates to.  
49

1  
2 **Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access**  
3 **to Opportunity, and Disproportionate Housing Needs)**

- 4
- 5 • Community opposition
  - 6 • Deteriorated and abandoned properties
  - 7 • Displacement of residents due to economic pressures
  - 8 • Lack of access to opportunity due to high housing costs
  - 9 • Lack of community revitalization strategies
  - 10 • Lack of local or regional cooperation
  - 11 • Lack of private investments in specific neighborhoods
  - 12 • Lack of public investments in specific neighborhoods, including services or amenities
  - 13 • Land use and zoning laws
  - 14 • Lending discrimination
  - 15 • Location and type of affordable housing
  - 16 • Occupancy codes and restrictions
  - 17 • Private discrimination
  - 18 • Source of income discrimination
  - 19 • Other

20 **Contributing Factors Related to Disparities in Access to Opportunity**

- 21
- 22 • Access to financial services
  - 23 • Availability, type, frequency, and reliability of public transportation
  - 24 • Impediments to mobility
  - 25 • Location of employers
  - 26 • Location of environmental health hazards
  - 27 • Location of proficient schools and school assignment policies
  - 28 • Other

29 **Contributing Factors Related to Disproportionate Housing Needs**

- 30
- 31 • Availability of affordable units in a range of sizes
  - 32 • Displacement of and/or lack of housing support for victims of domestic violence, dating  
33 violence, sexual assault, and stalking
  - 34 • Other

35 **7. Publicly Supported Housing Section**

36  
37 *a. Publicly Supported Housing Demographics and Policies*

38  
39 Compare the demographic populations by protected class group of residents living in each  
40 category of publicly supported housing with the demographics of the population in general in  
41 the jurisdiction (and region, if applicable). Are certain protected class groups more likely to  
42 be residing in one program category of publicly supported housing than other program  
43 categories?  
44

45 *b. Segregation and R/ECAPs*

- 46  
47 i. Describe the location of publicly supported housing in relation to areas of segregation  
48 and R/ECAPs in the jurisdiction (and region, if applicable).

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48

- ii. If there are R/ECAPs, describe any differences in the demographics, including by protected class group, of assisted households who live in R/ECAPs versus those who live outside of R/ECAPs in the jurisdiction (and region, if applicable).
- iii. Compare the demographics, by protected class group, of each program category of publicly supported housing to the demographic composition of the areas in which they are located in the jurisdiction (and region, if applicable).

c. *Disparities in Access to Opportunity*

- i. Describe any disparities in access to opportunity for residents of publicly supported housing in the jurisdiction (and region, if applicable), including within different program categories of publicly supported housing.

d. *Disproportionate Housing Needs*

- i. Compare the demographics of assisted households of publicly supported housing in the jurisdiction with the disproportionate housing needs, based on protected class identified for the jurisdiction (and region, if applicable).
- ii. Compare the needs of families with children in the jurisdiction (and region, if applicable) for housing units with two, and three or more bedrooms, with the available stock of assisted units.

e. *Contributing Factors of Publicly Supported Housing*

*Consider the listed factors and any other factors affecting the jurisdiction and region. Identify factors that significantly create, contribute to, perpetuate, or increase the severity of fair housing issues related to publicly supported housing, including Segregation, R/ECAPs, Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each contributing factor that is significant, note which fair housing issue(s) the selected contributing factor relates to.*

- Admissions and occupancy policies and procedures, including preferences in publicly supported housing
- Community opposition
- Displacement of residents due to economic pressures
- Displacement of and/or lack of housing support for victims of domestic violence, dating violence, sexual assault, and stalking
- Impediments to mobility
- Lack of access to opportunity due to high housing costs
- Lack of meaningful language access
- Lack of local or regional cooperation
- Lack of public and private investment in specific neighborhoods, including services and amenities
- Land use and zoning laws
- Loss of affordable housing
- Occupancy codes and restrictions
- Quality of affordable housing information programs

- 1 • Siting selection policies, practices and decisions for publicly supported housing,  
2 including discretionary aspects of Qualified Allocation Plans and other programs
- 3 • Source of income discrimination
- 4 • Other

5 **8. Disability and Access**

- 6
- 7 a. Describe how persons with disabilities are geographically dispersed or concentrated in the  
8 jurisdiction (and region, if applicable), including whether persons with disabilities reside in  
9 R/ECAPs and other segregated areas identified previously, and describe whether these  
10 geographic patterns vary for persons with each type of disability of persons with disabilities  
11 in different age ranges.
- 12
- 13 b. Describe whether the jurisdiction (and region, if applicable) has sufficient affordable,  
14 accessible housing in a range of unit sizes, describe the areas where affordable accessible  
15 housing units are located, and identify to what extent persons with different disabilities are  
16 able to access and live in the different categories of publicly supported housing.
- 17
- 18 c. Describe to what extent persons with disabilities in the jurisdiction (and region, if applicable)  
19 reside in segregated or integrated settings.
- 20
- 21 d. Describe the processes that exist in the jurisdiction (and region, if applicable) for persons  
22 with disabilities to request and obtain reasonable accommodations and accessibility  
23 modifications to address any barriers faced in accessing government facilities, public  
24 infrastructure, transportation, proficient schools and educational programs, and jobs.
- 25 e. Contributing Factors of Disability and Access

26 *Consider the listed factors and any other factors affecting the jurisdiction and region.*  
27 *Identify factors that significantly create, contribute to, perpetuate, or increase the severity of*  
28 *fair housing issues related to disability and access, including Segregation, R/ECAPs,*  
29 *Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each*  
30 *contributing factor that is significant, note which fair housing issue(s) the selected*  
31 *contributing factor relates to.*

- 32
- 33 • Access for persons with disabilities to proficient schools
- 34 • Access to publicly supported housing for persons with disabilities
- 35 • Access to transportation for persons with disabilities
- 36 • Inaccessible public or private infrastructure
- 37 • Lack of access to opportunity due to high housing costs
- 38 • Lack of affordable, accessible housing in range of unit sizes
- 39 • Lack of affordable in-home or community-based supportive services;
- 40 • Lack of affordable, integrated housing for individuals who need supportive services
- 41 • Lack of assistance for transitioning from institutional settings to integrated housing;
- 42 • Lack of local or regional cooperation
- 43 • Land use and zoning laws
- 44 • Lending discrimination
- 45 • Location of accessible housing
- 46 • Loss of Affordable Housing
- 47 • Occupancy codes and restrictions



- Regulatory barriers to providing housing and supportive services for persons with disabilities
- Source of income discrimination
- State or local laws, policies, or practices that discourage or prohibit individuals with disabilities from living in apartments, family homes, supportive housing, shared housing and other integrated settings
- Other

**9. Fair Housing Enforcement**

- a. Describe whether the program participant is currently the subject of any of the following:
- A charge or letter of finding from HUD concerning a violation of a civil rights-related law;
  - A cause determination from a substantially equivalent state or local fair housing agency concerning a violation of a state or local fair housing law, any voluntary compliance agreements, conciliation agreements, or settlement agreements entered into with HUD or the Department of Justice;
  - A letter of findings issued by or lawsuit filed or joined by the Department of Justice alleging a pattern or practice or systemic violation of a fair housing or civil rights law; or
  - A claim under the False Claims Act related to fair housing, nondiscrimination, or civil rights generally, including an alleged failure to affirmatively further fair housing.

b. Contributing Factors of Fair Housing Enforcement

*Consider the listed factors and any other factors affecting the jurisdiction and region. Identify factors that significantly create, contribute to, perpetuate, or increase the severity of fair housing issues related to fair housing enforcement, including Segregation, R/ECAPs, Disparities in Access to Opportunity, and Disproportionate Housing Needs. For each contributing factor that is significant, note which fair housing issue(s) the selected contributing factor relates to.*

- Lack of local private fair housing outreach and enforcement
- Lack of local public fair housing enforcement
- Lack of resources for fair housing agencies and organizations
- Lack of state or local fair housing laws
- Unresolved violations of fair housing or civil rights law
- Other

**10. Additional Program Participant Information**

The program participant may also describe other information relevant to its assessment of fair housing.

**VI. Fair Housing Goals and Priorities**

1. For each fair housing issue as analyzed in the Fair Housing Analysis section, prioritize the identified contributing factors. Justify the prioritization of the contributing factors that will be addressed by the goals set below in Question 2. Give the highest priority to those factors that limit or deny fair housing choice or access to opportunity, or negatively impact fair housing or civil rights compliance.

- 1           2. For each fair housing issue with significant contributing factors identified in Question 1, set one  
 2 or more goals. Using the table below, explain how each goal is designed to overcome the  
 3 identified contributing factor and related fair housing issue(s). For goals designed to overcome  
 4 more than one fair housing issue, explain how the goal will overcome each issue and the related  
 5 contributing factors. For each goal, identify metrics and milestones for determining what fair  
 6 housing results will be achieved, and indicate the timeframe for achievement.

<b><u>Goal</u></b>	<b><u>Contributing Factors</u></b>	<b><u>Fair Housing Issues</u></b>	<b><u>Metrics, Milestones, and Timeframe for Achievement</u></b>	<b><u>Responsible Program Participant(s)</u></b>
<b>Discussion:</b>				

7

## Assessment Tool Instructions

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2

### APPENDIX A – Assessment of Fair Housing (AFH) Instructions

3

#### **Introduction**

5 Program participants conducting an assessment of fair housing as required under the affirmatively  
6 furthering fair housing rule, published at 80 FR 42272, are required to complete and submit an  
7 Assessment Tool. For regulatory requirements of the AFFH rule and the AFH, see 24 C.F.R. §§  
8 5.150-5.180.

#### *The Assessment Tool and Inserts*

10 This Assessment Tool, including these instructions, will be used by local governments that receive  
11 Community Development Block Grants (CDBG), HOME Investment Partnerships Program  
12 (HOME), Emergency Solutions Grants (ESG), or Housing for Persons with AIDS (HOPWA)  
13 formula funding from HUD when conducting and submitting their own Assessment of Fair  
14 Housing (AFH). The Assessment Tool will also be used for AFHs conducted by joint and regional  
15 collaborations between: (1) local governments; (2) one or more local governments with one or  
16 more public housing agency (PHA) partners; and (3) other collaborations in which a local  
17 government (described above) is designated as the lead entity for the collaboration. A joint or  
18 regional AFH does not relieve such collaborating program participant from its obligation to analyze  
19 and address local and regional fair housing issues and contributing factors that affect fair housing  
20 choice, and set priorities and goals for its geographic area. The QPHA and \$500,000 or less local  
21 government inserts may be used for when these entities collaborate to conduct and submit a joint or  
22 regional AFH where a local government that received more than \$500,000 in the fiscal year prior to  
23 the date the AFH is due acts as the lead entity. However, the inserts only cover the “Fair Housing  
24 Analysis” portion of the required analysis contained in the Assessment Tool. The other sections of  
25 the Assessment Tool (in particular the community participation process, assessment of past goals  
26 and actions, and fair housing goals and priorities) must be completed to reflect the analysis of each  
27 collaborating program participant, even if eligible program participants choose to use the insert to  
28 conduct the Fair Housing Analysis. Program participants that conduct and submit either a joint or  
29 regional AFH must provide HUD with a copy of their written agreement prior to submitting the  
30 AFH. Please see the following chart identifying which program participants will use this  
31 Assessment Tool, and the program participants that will use a different Assessment Tool.

Who must use this Assessment Tool	Who will use a different Assessment Tool
1. Local governments (that receive CDBG, HOME, ESG or HOPWA funds) submitting an AFH alone	1. States and Insular Areas submitting alone
2. Joint or Regional Collaborations between:	2. Joint or regional collaborations (with local governments and/or PHAs) where the State is designated as the lead entity
a. Only local governments	3. PHAs submitting alone
b. One or more local governments with one or more PHAs	4. Joint collaborations among only PHAs
c. Other collaborations in which a local	

<p>government is designated as the lead entity, including small program participants (i.e., local governments that received a CDBG grant of \$500,000 or less in the most recent fiscal year prior to the due date for the joint or regional AFH due date and QPHAs) electing to complete the applicable insert.</p>	
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1

2 If conducting a joint or regional AFH, program participants will submit a single AFH that covers  
3 all program participants. The User Interface allows program participants to add other program  
4 participants to the same Assessment. The “Add a Program Participant” page of the User Interface  
5 provides a space to add Consolidated Plan or PHA Plan Program Participants to the Assessment.  
6 More than one program participant can be added for joint or regional submission. Once program  
7 participants are added to the Assessment, all program participants will be able to view and edit the  
8 entire Assessment in the User Interface.

9 *HUD-Provided Data*

10 All program participants must use the HUD-provided data, which includes data for the jurisdiction  
11 and region, to complete the AFH. A joint or regional AFH must reference the HUD-provided data  
12 for each program participant’s jurisdiction and region.<sup>2</sup> The Assessment Tool and HUD-provided  
13 data will be used by various types of program participants (e.g. those in urban areas, rural areas,  
14 suburban areas, majority-minority communities), which may have unique characteristics, issues  
15 and challenges. The HUD-provided data will help program participants assess local and regional  
16 fair housing issues and contributing factors and set priorities and goals to overcome them.  
17 However, certain HUD-provided data may have limitations, including limitations in how they  
18 apply to geographic areas with different characteristics (e.g., rural versus urban, majority minority  
19 areas). For this reason, program participants must supplement the HUD-provided data with local  
20 data and local knowledge outlined in 24 C.F.R. § 5.152 and discussed below.

21 Where HUD has not provided data for a specific question in the Assessment Tool and program  
22 participants do not have local data or local knowledge that would assist in answering the question,  
23 program participants are expected to note this rather than leaving the question blank. Program  
24 participants may indicate this by stating, “No information is available to answer this question.”

25 The questions in the Assessment Tool are written broadly by HUD to enable program participants  
26 in many different parts of the country to identify the fair housing issues that are present in their  
27 jurisdictions and regions. Program participants should provide an analysis based on the HUD-  
28 provided data with respect to the fair housing issues analyzed in the AFH, as opposed to providing  
29 an inventory of what the data show.

30 This Assessment Tool provides a structure for program participants to assess fair housing issues  
31 that may be affecting their jurisdictions and regions. The HUD-provided data and the questions in  
32 the Assessment Tool were developed to allow the program participant to match the necessary data,  
33 maps and information with the questions, along with local data and local knowledge. Program  
34 participants should use the HUD-provided data to understand the fair housing issues that may be  
35 present in their jurisdictions and regions. Program participants have discretion, within the  
36 requirements of the AFFH Rule, to analyze and interpret data and information, identify significant

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1 <sup>2</sup> For PHAs, including QPHAs that collaborate with a local government, their jurisdiction is the same as their  
2 service area.

1 contributing factors, and set goals and priorities using the Assessment Tools provided by HUD. As  
2 more fully discussed in the guidance on HUD’s review of AFHs, HUD will consider local context  
3 and the resources the program participant has available. For additional information on how HUD  
4 will review AFHs, please refer to the Guidance on HUD’s Review of Assessments of Fair Housing,  
5 available at [https://www.hudexchange.info/resources/documents/Guidance-on-HUDs-Review-of-](https://www.hudexchange.info/resources/documents/Guidance-on-HUDs-Review-of-Assessments-of-Fair-Housing-AFH.pdf)  
6 [Assessments-of-Fair-Housing-AFH.pdf](https://www.hudexchange.info/resources/documents/Guidance-on-HUDs-Review-of-Assessments-of-Fair-Housing-AFH.pdf).

### 7 *Local Data, and Local Knowledge*

8 HUD is only able to provide data for those protected class groups for which nationally uniform  
9 data are available. For this reason, some questions focus on specific protected classes based on the  
10 availability of such data. For those questions, local data and local knowledge may provide  
11 information to supplement the analysis for protected classes not covered by the HUD-provided  
12 data. Local data and local knowledge can be particularly helpful when program participants have  
13 local data that are more up-to-date or more accurate than the HUD-provided data or when the  
14 HUD-provided data do not cover all of the protected classes that would be relevant to program  
15 participants’ analyses.

16 Although HUD will provide nationally available data to program participants, the regulations  
17 recognize the value of local data and knowledge. Local data is defined in the Final Rule at 24  
18 C.F.R. § 5.152, and refers to metrics, statistics, and other quantified information, subject to a  
19 determination of statistical validity by HUD, that are relevant to program participants’ geographic  
20 areas of analyses, can be found through a reasonable amount of searching, are readily available at  
21 little or no cost, and are necessary for the completion of the AFH using the Assessment Tool.  
22 Examples of local data include relevant demographic data or program-related data maintained by  
23 program participants, another public agency, or another entity that are readily available and easily  
24 accessible to program participants at little or no cost.

25 Local knowledge is defined in the Final Rule at 24 C.F.R. § 5.152, and means information to be  
26 provided by program participants that relates to program participants’ geographic areas of analyses  
27 and that is relevant to program participants’ AFH, is known or becomes known to program  
28 participants, and is necessary for the completion of the AFH using the Assessment Tool. Examples  
29 of local knowledge include laws and policies, common neighborhood names and borders, and  
30 information about the housing market and housing stock. HUD does not expect program  
31 participants to review every possible source to search out local knowledge. However, local  
32 knowledge includes information obtained through the community participation process. Program  
33 participants are required to consider the information received during the community participation  
34 process as they conduct an AFH using the Assessment Tool.

35 Program participants are required to comply with the Privacy Act of 1974 (5 U.S.C. § 552a), and  
36 applicable State laws in the collection, maintenance, use and dissemination of personally  
37 identifiable information. These requirements have particular relevance for the release of personal  
38 information, such as race/ethnicity or incomes, of assisted tenants.

39  
40 Program participants must use reasonable judgment in deciding what supplemental information  
41 from among the numerous sources available would be most relevant to their analysis. HUD does  
42 not expect program participants to hire statisticians or other consultants to locate and analyze all  
43 possible sources of local data. Program participants are not generally expected to conduct primary  
44 data gathering or analysis, or a quantitative impact evaluation requiring empirical research to  
45 objectively determine causation. Note that, subject to the community participation, consultation  
46 and coordination process outlined in the Final Rule at 24 C.F.R. § 5.158, program participants are  
47 required to consider information relevant to the jurisdiction or region submitted during the  
48 community participation process, including recommendations of other data sources for program  
49 participants to assess. Program participants are not required to incorporate all possible information

1 submitted or recommended to them in the community participation process, but they are required to  
2 at least summarize and describe such comments and recommendations, including the reasons for  
3 not including them. HUD is aware that many private organizations may wish to provide their own  
4 analyses, which may include complex data and analysis. Program participants are not required to  
5 expend extensive staff time or funding to corroborate or verify all such information.  
6 Note, however, that program participants must comply with the requirements for local data and  
7 local knowledge outlined in 24 C.F.R. § 5.152 and as discussed in these instructions.

8  
9 When relying on local data or local knowledge, program participants are advised to provide the  
10 information to HUD, to the extent available, by citing/linking to the source or uploading relevant  
11 data (e.g., maps, tables, etc.) to the User Interface using the upload function in the “Supporting  
12 Documents” menu. Program participants should be cautious to comply with all Privacy Act  
13 requirements, as described above.

14  
15 Where HUD has not provided data for a specific question and program participants do not have  
16 local knowledge or local data that is relevant to answering the question and as otherwise outlined in  
17 24 C.F.R. § 5.152, participants must note the lack of such available information. Program  
18 participants should not leave the response blank.

### 19 *Contributing Factors*

20  
21  
22 In conducting the analysis, program participant must identify significant contributing factors in  
23 each section of the analysis. When identifying contributing factors, each section of the analysis  
24 contains a discrete list of suggested factors for consideration, which includes factors commonly  
25 associated with that section of the analysis. The list contains an “other” option, for program  
26 participants to use in identifying other significant contributing factors not included in the list. A  
27 more exhaustive list of possible contributing factors is contained in Appendix C, which also  
28 includes a description of each contributing factor. Program participants are permitted to include  
29 contributing factors that are not listed in Appendix C.

30  
31 A contributing factor may be outside the ability of program participants to directly control or  
32 influence; however, such factors must be identified if they are significant. Identifying “external  
33 factors” and barriers to achieving goals is, among other things, a useful planning and performance  
34 management component.

35  
36 For program participants submitting jointly, each program participant is responsible for identifying  
37 contributing factors within its jurisdiction. These factors will be prioritized in Section VI and used  
38 as a basis for establishing goals.

39  
40 HUD recognizes that some obstacles to fair housing choice may be outside the scope of the  
41 program participants’ control. The analysis required by the AFH is to identify contributing factors  
42 to fair housing issues as a means of better planning how to address the fair housing issues.  
43 Program participants are required to identify those factors that significantly create, contribute to,  
44 perpetuate, or increase the severity of one or more fair housing issues. However, program  
45 participants are not required to conduct separate statistical or similar analyses to determine which  
46 factors to identify and need only rely on the information considered in the community participation  
47 process, assessment of past goals and actions, and fair housing analysis sections of the Assessment  
48 Tool, including information obtained through the community participation process to meet its  
49 obligations to identify contributing factors under the AFFH Rule.

50  
51 Furthermore, program participants have flexibility in how they choose to prioritize significant  
52 contributing factors, so long as they give highest priority to those factors that limit or deny fair  
53 housing choice, access to opportunity, or negatively impact fair housing or civil rights compliance.  
54 Once fair housing issues and contributing factors have been identified and prioritize, the program

1 participant has options in how to set goals for overcoming the effects of contributing factors and  
2 related fair housing issues. Relevant considerations for doing so may include the resources, the  
3 likely effectiveness of the policy options that are available to the program participant, and  
4 collaborative goals among joint or regional partners. An objective of the AFFH Rule is to have  
5 program participants consider all available means to address fair housing issues and contributing  
6 factors that arise within their geographic area of analysis or impact their geographic area. It is  
7 important to note that program participants are required to, “set goals for overcoming the effects of  
8 contributing factors as prioritized,” in this process. It would be expected, therefore, that a “high  
9 priority” contributing factor would have a corresponding goal established to overcome the effects  
10 of that factor.

11  
12 The Assessment Tool also contains the required analysis of fair housing issues and contributing  
13 factors that program participants must undertake in order for an AFH to meet the requirements set  
14 forth in 24 C.F.R. §§ 5.150 through 5.180. The content required in the AFH can be found at 24  
15 C.F.R. § 5.154 and is outlined in the applicable Assessment Tool for each program participant.  
16 However, please note that different program participants may work through the Assessment of Fair  
17 Housing in different ways. Depending on each program participants’ familiarity with fair housing  
18 planning and planning style, each program participant may choose to complete the required  
19 components of an Assessment of Fair Housing in a variety of ways. For example, while the AFFH  
20 rule requires that program participants identify significant contributing factors, prioritize such  
21 factors, and justify the prioritization of the contributing factors that will be addressed in the  
22 program participant’s fair housing goals, it does not specify a specific process for meeting these  
23 requirements. Program participants may choose to complete the AFH in any order they choose, so  
24 long as all requirements are met. Rather than follow the assessment tool in exact order, they may  
25 choose to complete analysis of certain fair housing issues first and then consider contributing  
26 factors. Some program participants may find this method more efficient. For example, some  
27 contributing factors may be relevant for more than one fair housing issue.

28  
29 **Part I: Cover Sheet with Certification**

30 Complete the cover sheet with all requested information. The official authorized representative of  
31 each program participant must print their name, indicate which program participant they are  
32 signing on behalf of, state their position with the program participant, and sign and date the  
33 certification. In order to complete this document, download the document from the User Interface.  
34 Once it has been completed and signed, upload the document to the “Supporting Documents” page  
35 of the User Interface.

36 All joint or regional participants are bound by the certifications, except that some of the analysis,  
37 goals, or priorities included in the AFH may only apply to an individual program participant as  
38 expressly stated in the AFH.

39 **Part II: Executive Summary**

40 To complete the Executive Summary, refer to fair housing contributing factors, issues and goals  
41 identified in parts IV and V of the Assessment Tool, as well as goals identified in the most recent  
42 previous Analyses of Impediments to Fair Housing Choice or Assessments of Fair Housing. There  
43 is no prescribed format for the Executive Summary—program participant(s) have discretion in this  
44 section as to how to summarize their findings in the AFH.

45 Note that all program participants in a collaboration, including any QPHAs and any local  
46 governments receiving \$500,000 or less in the fiscal year prior to when a collaborative AFH is due,  
47 are responsible for completing the Executive Summary as it relates to their portion of the AFH.  
48 Refer to the prior paragraph for how to complete the Executive Summary.

1 **Part III: Community Participation Process**

2 Complete all three questions based on the community participation, consultation and coordination  
3 process outlined in the Final Rule at 24 C.F.R. § 5.158. Program participants should employ  
4 communications means designed to reach the broadest possible audience. Such communications  
5 may be met as appropriate, by publishing a summary of each document in one or more newspapers  
6 of general circulation, and by making copies of each document available on the Internet, on  
7 program participants' official government Web sites, and as well at libraries, government offices,  
8 and public places. Note that all program participants in a collaboration, including any QPHAs and  
9 any local governments receiving \$500,000 or less in the fiscal year prior to when a collaborative  
10 AFH is due, are responsible for answering the community participation questions.

11 Please note that for public housing agencies, community participation requirements are described  
12 in 24 C.F.R. §§ 903.13, 903.15, 903.17, and 903.19. For consolidated plan program participants,  
13 Citizen Participation requirements are described in 24 C.F.R. part 91. As required by applicable  
14 regulations, program participants must ensure meeting are held in physically accessible locations,  
15 provide appropriate auxiliary aids and services necessary to ensure effective communication with  
16 individuals with disabilities, and provide limited English proficient persons meaningful access to  
17 programs and services.

18 For question (1), provide a summary of the outreach activities undertaken. For PHAs, also include  
19 any meetings with the Resident Advisory Board, as well as residents of impacted developments  
20 proposed for demolition/disposition, required or voluntary conversion and conversion under RAD.

21 For question (2), provide a list of any organizations consulted during the community participation  
22 process. For consolidated plan program participants, 24 C.F.R. § 5.158(a)(1), states that  
23 consolidated plan program participants must follow the policies and procedures described in 24  
24 C.F.R. part 91 (see 24 C.F.R. §§ 91.100, 91.105, 91.110, 91.115, 91.235, and 91.401). For PHAs,  
25 24 C.F.R. § 5.158(a)(2) states that PHAs must follow policies and procedures described in 24  
26 C.F.R. part 903. Refer to the Affirmatively Furthering Fair Housing Rule Guidebook for additional  
27 guidance.

28 For question (3), describe how the outreach activities described in question (1) operated to elicit  
29 broad community participation. State whether there was low participation generally, and with  
30 respect to particular protected class groups, and provide an explanation for any low participation  
31 rates. For example, were all protected class groups represented during the process? If there was  
32 low participation, explain how participation can be increased in the future generally, and among  
33 specific protected class groups for which there was low participation.

34 In question (4), pursuant to 24 C.F.R. § 5.154(d)(6), program participants must include an  
35 explanation for why any comments or views submitted through the community participation  
36 process were not accepted – note that this includes information, such as supplemental data and  
37 reports.

38 **Part IV: Assessment of Past Goals, Actions, and Strategies**

39 For question (1)(a), provide an explanation of what past goals program participants selected and  
40 what progress has been made toward their achievement. Use the metrics and milestones identified  
41 in past Analyses of Impediments or past Assessments of Fair Housing in assessing progress. New  
42 program participants may still answer this question based on any other relevant planning  
43 documents and/or any past fair housing goals, actions, or strategies.

44 To answer question (1)(b), explain how the past goals selected influenced the selection of current  
45 goals.



1 For question (1)(c), program participants may provide any additional information about policies,  
2 actions, or steps that address fair housing issues in program participants’ geographic areas of  
3 analyses.

4 Note that all program participants in a collaboration including any QPHAs and any local  
5 governments receiving \$500,000 or less in the fiscal year prior to when a collaborative AFH is due,  
6 are responsible for answering the Assessment of Past Goals, Actions, and Strategies questions.

7 **Part V: Fair Housing Analysis**

8 For all questions, program participants must use the HUD-provided data and supplement that  
9 information with local data and local knowledge when it meets the criteria under 24 C.F.R. § 5.152  
10 (described above). HUD-provided maps are located in Appendix A and HUD-provided tables are  
11 located in Appendix B. When relying on local data or local knowledge, and that information is  
12 contained in a document, report, map, or other tangible material, program participants should  
13 provide such information to HUD through the User Interface using the upload function in the  
14 “Supporting Documents” menu.

15 In general, HUD is providing data related to a program participant’s region at the Core Based  
16 Statistical Area (CBSA) level (as defined by the Office of Management and Budget (OMB)) as a  
17 way to provide a relative statistical benchmark for certain portions of the fair housing analysis. A  
18 CBSA is made up of one or more counties that are part of a metropolitan or micropolitan area.<sup>3</sup> A  
19 CBSA may cover a single county or more than one county and may cross state boundaries.<sup>4</sup> OMB’s  
20 guidance states that “This classification is intended to provide nationally consistent definitions for  
21 collecting, tabulating, and publishing Federal statistics for a set of geographic areas.”<sup>5</sup> OMB has  
22 also offered guidance relating to program uses of the statistical area definition and explained that  
23 CBSA delineations “should not serve as a general-purpose geographic framework for non-  
24 statistical activities.” Because of this limitation of the CBSA level data, it may not always serve as  
25 the most relevant reference point when conducting a fair housing analysis. For example, local data  
26 and local knowledge may show fair housing issues not depicted at the CBSA level. The outer  
27 bounds of a CBSA (e.g. in the case of a larger CBSA) may not always be relevant when viewing  
28 regional maps. There may also be situations where relevant patterns related to the fair housing  
29 analysis extend beyond the CBSA. When conducting a regional analysis, HUD does not generally  
30 expect a program participant to conduct a neighborhood-by-neighborhood analysis of the entire  
31 CBSA, but rather to use the maps as a contextual tool and to focus on the fair housing patterns and  
32 trends in the region as they relate to fair housing choice.

33 When assessing tables that provide summary data at the regional level, distinct patterns across  
34 multiple jurisdictions or service areas may not be apparent from the HUD provided data. Use of  
35 local data and local knowledge may allow for a more refined fair housing analysis beyond that  
36 which may be conducted with the HUD-provided data alone.

37  
38 Where HUD has not provided data for a specific question in the Assessment Tool and program  
39 participants do not have local data or local knowledge that would assist in answering the question,  
40 program participants are expected to note this rather than leaving the question blank.

---

1 <sup>3</sup> Metropolitan areas have an urban core of 50,000 or more residents and any adjacent counties that have a  
2 high degree of social and economic integration with the urban core (as measured by commuting to work).  
3 Micropolitan areas have a smaller population in the urban core—at least 10,000 but less than 50,000—and  
4 also include adjacent counties with a high degree of social and economic integration with the urban core.  
5 The CBSA includes all adjacent counties that are within a metropolitan or micropolitan area.

6 <sup>4</sup> Maps of CBSA boundaries can be found on the U.S. Census Bureau website at:  
7 <https://www.census.gov/geo/maps-data/maps/statecbsa.html>.

8 <sup>5</sup> OMB Bulletin No. 04-03, available at [https://www.whitehouse.gov/omb/bulletins\\_fy04\\_b04-03](https://www.whitehouse.gov/omb/bulletins_fy04_b04-03).

1 **A. Demographic Summary**

2 HUD is providing the following information for use in this section. Table 1 contains demographic  
3 data for the jurisdiction and region. Table 1 includes the total population, 7 racial/ethnic groups,  
4 the 10 most populous countries of origin, the 10 most common languages, disability by type, sex,  
5 age, and families with children. Table 2 contains this demographic data, but displays trends for the  
6 jurisdiction and region over time, including data from 1990, 2000, and 2010.

7 For question (1), refer to Tables 1 and 2, which present demographic summary data for the  
8 jurisdiction and region. The demographics analyzed must include an overview of: racial/ethnic  
9 populations; national origin populations, including any limited English proficient populations;  
10 individuals with disabilities by disability type; and families with children. Program participants  
11 have discretion in this section as to how to structure the answers to these questions. Though there is  
12 no prescribed format to provide the answers, program participants must analyze the HUD-provided  
13 data in their responses.

14 **B. Fair Housing Issue Analysis**

15 **i. Segregation/Integration**

16 For the questions in this section, HUD is providing two main sources of data. The Dissimilarity  
17 Index is provided for race/ethnicity groups for both the jurisdiction and region (Table 3). Dot  
18 density maps are provided for race/ethnicity, national origin and Limited English Proficiency  
19 (LEP) for both the jurisdiction and region (Maps 1-4). HUD is also providing a map that depicts  
20 where owner occupied housing and renter occupied housing is located (Map 16).

21 Table 3 presents the Dissimilarity Index for the jurisdiction and region for white/non-white,  
22 black/white, Hispanic/white, and Asian/white populations for multiple census years. This  
23 Dissimilarity Index measures the degree to which two groups are evenly distributed across a  
24 geographic area and is commonly used for assessing residential segregation between two groups.  
25 Values range from 0 to 100, where higher numbers indicate a higher degree of segregation among  
26 the two groups measured.

27 Dissimilarity Index values between 0 and 39 generally indicate low segregation, values between 40  
28 and 54 generally indicate moderate segregation, and values between 55 and 100 generally indicate  
29 a high level of segregation. However, context is important in interpreting the dissimilarity index.  
30 The index measures the degree two groups are segregated in a particular geographic area; however,  
31 the index alone does not provide the location of the segregation within the geographic area. For  
32 this reason, using the index in conjunction with the dot density maps may provide a more robust  
33 picture of segregation in a particular area within the jurisdiction. Additionally, when populations  
34 are a very small proportion of the jurisdiction's population, program participants should exercise  
35 caution in interpreting associated dissimilarity indices. Also, because the index measures only two  
36 groups at a time, it is less reliable as a measure of segregation in areas with multiple demographic  
37 groups.

38  
39 In addition, dot density maps are provided showing the residential distribution of racial/ethnic,  
40 national origin, and limited English proficient (LEP) populations in the jurisdiction and region. A  
41 dot density map (also known as dot distribution map) uses a color-coded dot symbols representing  
42 the presence of a specified number of individuals sharing a particular characteristic to show a  
43 spatial pattern. The presence of residential segregation may appear as clusters of a single color of  
44 dots representing one protected class, or as clusters of more than one color of dots representing a  
45 number of protected classes but still excluding one or more protected classes. More integrated  
46 areas will appear as a variety of colored dots.

47

1 While dot density maps are useful in demonstrating residential patterns, they also have limitations.  
2 Dot placement does not represent actual addresses – rather individual dots are randomly located  
3 within a particular census block to match aggregate population totals for that block group. Note  
4 also that the data provided for national origin is based on census data for the 5 most populous  
5 “foreign born” populations by country of origin, however, some jurisdictions may have other  
6 significant populations not included in the HUD-provided data but reflected in local data or local  
7 knowledge. In addition, the “foreign born” population does not track exactly with the definition of  
8 national origin under the Fair Housing Act, which includes place of birth as well as place of  
9 ancestor’s birth. LEP data shows residential segregation by language for speakers of the five most  
10 populous limited English proficient groups in the jurisdiction and region. Again, some  
11 jurisdictions may have other significant populations not included in the HUD-provided data but  
12 reflected in local data or local knowledge.

13 Program participants should note that the term segregation, for purposes of the AFFH rule, means a  
14 condition within the program participant’s geographic area of analysis, as guided by this  
15 Assessment Tool, in which there is a high concentration of persons of a particular race, color,  
16 religion, sex, familial status, national origin, or having a disability or a type of disability in a  
17 particular geographic area when compared to a broader geographic area. Conversely, integration  
18 means, for purposes of the AFFH Rule, a condition within the program participant’s geographic  
19 area of analysis, as guided by this Assessment Tool, in which there is not a high concentration of a  
20 particular race, color, religion, sex, familial status, national origin, or having a disability or a  
21 particular type of disability when compared to a broader geographic area. In identifying areas that  
22 may be segregated or integrated, program participants should take care to ensure they are focusing  
23 on all protected characteristics, and not solely focus on minority populations in their jurisdictions  
24 and regions. For example, when identifying areas of segregation and integration program  
25 participants should not only focus on areas of minority concentration in their jurisdictions and  
26 regions, but also areas of majority concentration.

27  
28 For question 1(a) indicate whether the measures shown in Table 3 generally indicate that  
29 segregation in the jurisdiction and region is low, moderate or high for each racial/ethnic group  
30 represented in the table, and note which groups experience the highest levels of segregation for the  
31 jurisdiction and region.

32  
33 For question 1(b), refer to Maps 1, 3, and 4, to identify areas on the map that reveal clusters of  
34 race/ethnicity, national origin, or LEP groups, and areas that the map indicates are particularly  
35 segregated or integrated. In identifying those areas, and throughout the tool, use commonly used  
36 neighborhood or area names.

37  
38 For question (1)(c), refer to Table 3, which also provides dissimilarity index values for 1990, 2000,  
39 and 2010. Note whether the dissimilarity index values have increased or decreased over time.  
40 Increasing values may indicate increasing segregation, and decreasing values may indicate  
41 decreasing segregation. Maps 1 and 2 provide residential living patterns by race/ethnicity over  
42 time (1990, 2000, 2010) with dot density.

43  
44 For question (1)(d), refer to Map 16, which shows the locations of owner occupied housing and  
45 renter occupied housing in the jurisdiction and region. Note whether each type of housing is  
46 located in segregated or integrated areas. Local data and local knowledge may also be particularly  
47 useful in answering this question. Local data and local knowledge may also be particularly useful  
48 in answering this question, including for the portion of the question relating to trends for  
49 homeownership and rental housing over time. Include any geographic patterns in the location of  
50 owner-occupied properties compared to renter-occupied properties over time. Program participants  
51 may also describe trends in the availability of affordable housing in the jurisdiction and region for  
52 that time period.

1 For question (1)(e), local data and local knowledge may be particularly useful in answering this  
2 question.

3 Understanding the limitations of the HUD-provided data discussed in the introduction to these  
4 instructions, using local data and knowledge, complete question (2)(a). The Fair Housing Act  
5 protects individuals on the basis of race, color, religion, sex, familial status, national origin, or  
6 having a disability or a particular type of disability. HUD has provided data for this section only  
7 on race/ethnicity and national origin. Include any relevant information about other protected  
8 characteristics - such as characteristics protected by State or local law (*e.g.*, source of income  
9 protection, LGBT protection, among others). Note, the analysis of disability is specifically  
10 considered in Section V(D). Program participants may include relevant information relating to  
11 persons with disabilities here, but still must address the questions in Section V(D).

12 For question (2)(b), program participants may include any additional relevant information related  
13 to their analysis of segregation in the jurisdiction and region, including the removal of barriers that  
14 prevent people from accessing housing in areas of opportunity, the development of affordable  
15 housing in such areas, housing mobility programs, housing preservation, and community  
16 revitalization efforts, where any such actions are designed to achieve fair housing outcomes such as  
17 increasing integration.

18 For question (3), identify all significant contributing factors. Consider the non-exhaustive list of  
19 factors provided and identify those factors that significantly create, contribute to, perpetuate, or  
20 increase the severity of segregation. For additional instructions on selecting contributing factors,  
21 refer to the introduction of these instructions.

22 If the contributing factors identified are applicable to all program participants in a joint or regional  
23 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
24 to only certain program participants in a joint or regional collaboration, note which program  
25 participant the contributing factor relates to.<sup>6</sup>

26 **ii. Racially or Ethnically Concentrated Areas of Poverty (R/ECAPs)**

27 For the questions in this section HUD is providing maps and tables. The HUD-provided maps  
28 depict the residential distribution of racial/ethnic, national origin, and limited English proficient  
29 (LEP) populations in the jurisdiction and region. These maps also include outlined overlays of  
30 R/ECAPs. The presence of residential segregation in R/ECAPs may appear as clusters of a single  
31 color of dots representing one protected class, or as clusters of more than one color of dots  
32 representing a number of protected classes but still excluding one or more protected classes. More  
33 integrated areas will appear as a variety of colored dots. The HUD-provided table provides the  
34 demographics by protected class of the population living within R/ECAPs. It does not show the  
35 proportion of each protected class group that live in R/ECAPs compared to the proportion of each  
36 protected class that live in the jurisdiction outside of R/ECAPs or the jurisdiction as a whole.

37 For question (1)(a), refer to Maps 1, 3 and 4, which include outlined census tracts that meet the  
38 threshold criteria for racially or ethnically concentrated areas of poverty (R/ECAPs). The area  
39 within the outline meets the definition of an R/ECAP, as set forth in the rule at 24 C.F.R. § 5.152.

40 To answer question (1)(b), use Maps 1, 3, and 4 and Table 4. Maps 1, 3, and 4 are dot density  
41 maps showing the residential distribution of racial/ethnic, national origin, and limited English  
42 proficient (LEP) populations in the jurisdiction and region. Table 4 shows the percentage of  
43 persons living in R/ECAPS with certain protected characteristics (race/ethnicity, families with  
44 children, national origin) in the jurisdiction and the region. The table provides the demographics

1 <sup>6</sup> HUD anticipates that additional functionality in the User Interface will facilitate the identification of  
2 contributing factors by program participant in the case of a joint or regional AFH.

1 by protected class of the population living within R/ECAPs. It does not show the proportion of  
2 each protected class group that live in R/ECAPs compared to the proportion of each protected class  
3 that live in the jurisdiction outside of R/ECAPs or the jurisdiction as a whole. Table 4 can be  
4 compared to Table 1, which shows the total population in the jurisdiction and region for each of the  
5 groups shown in Table 4.

6 To answer question (1)(c), refer to Maps 1 and 2. Map 1 shows the outlines of current R/ECAPs.  
7 Map 2 shows the outlines of R/ECAPs in past years (1990 and 2000). Map 2 will include  
8 functionality allowing the user to view demographic changes over time (1990, 2000, and 2010).  
9 Compare the current R/ECAP outlines with previous R/ECAP outlines and describe whether  
10 R/ECAPs have remained constant, whether new R/ECAPs have emerged, or whether certain  
11 R/ECAPs no longer exist. Maps 1, 2, 3, and 4 also show dot density distributions by race/ethnicity,  
12 national origin and LEP, including R/ECAP outlines. Note whether the maps show any changes in  
13 areas that have moved in or out of R/ECAP status over time and the groups most affected by  
14 R/ECAPs.

15 Understanding the limitations of the HUD-provided data discussed in the instruction's introduction,  
16 using local data and knowledge, complete question (2)(a). The Fair Housing Act protects  
17 individuals on the basis of race, color, religion, sex, familial status, national origin, or having a  
18 disability or a particular type of disability. HUD has provided data for this section only on  
19 race/ethnicity and national origin. Include any relevant information about other protected  
20 characteristics, but note that the analysis of disability is specifically considered in Section V(D).  
21 Program participants may include relevant information relating to persons with disabilities here,  
22 but still must address the questions in Section V(D).

23 For question (2)(b), program participants may include any additional relevant information related  
24 to their analysis of R/ECAPs in the jurisdiction and region, including the removal of barriers that  
25 prevent people from accessing housing in areas of opportunity, the development of affordable  
26 housing in such areas, housing mobility programs, housing preservation and community  
27 revitalization efforts, where any such actions are designed to achieve fair housing outcomes such as  
28 expanding opportunity into R/ECAPs by addressing the combined effects of segregation and  
29 poverty. Relevant information may also include local assets and organizations.

30 For question (3), consider the non-exhaustive list of factors provided, which are those most  
31 commonly associated with R/ECAPs, and identify those factors that significantly create, contribute  
32 to, perpetuate, or increase the severity of R/ECAPs. For additional instructions on selecting  
33 contributing factors, refer to the introduction of these instructions.

34 If the contributing factors identified are applicable to all program participants in a joint or regional  
35 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
36 to only certain program participants in a joint or regional collaboration, note which program  
37 participant the contributing factor relates to.

### 38 **iii. Disparities in Access to Opportunity**

39 The Fair Housing Act prohibits discrimination on the basis of race, color, religion, sex, familial  
40 status, national origin, and disability. As noted, HUD provides to program participants certain  
41 nationally-uniform data in the form of maps and tables to answer specific questions. Where HUD  
42 does not provide maps and tables, program participants must supplement the HUD-provided data  
43 with local data and local knowledge outlined in 24 C.F.R. § 5.152. In this section of the  
44 Assessment Tool, HUD asks specific questions about disparities for protected classes for which  
45 HUD is providing data and notes in these instructions which HUD-provided maps and tables  
46 should be used to answer particular questions. Note, however, that Question 2(a) asks about these

1 disparities in access to opportunity for all protected classes using local data and local knowledge  
2 beyond the HUD-provided data.

### 3 Using the Opportunity Indices

4 Questions in this section rely on the Opportunity Indices in the HUD-provided data. Table 12  
5 provides index values for the following opportunity indicator indices: Low Poverty; School  
6 Proficiency; Labor Market Engagement; Jobs Proximity; Low Transportation Costs; Transit Trips  
7 Index; and Environmental Health. The Opportunity Indices are provided by race/ethnicity,  
8 including for income adjusted comparisons (i.e., households below the poverty line by  
9 race/ethnicity). A higher value on each of the indices would indicate: higher levels of school  
10 proficiency; higher levels of labor engagement; closer proximity to jobs; lower transportation costs;  
11 better access to public transportation; lower neighborhood poverty rates; and greater neighborhood  
12 environmental quality (i.e., lower exposure rates to harmful toxins). Using the indices provided,  
13 program participants will be able to compare access to key opportunity assets with relative ease by  
14 consulting a single table. The HUD-provided Opportunity Indices are based on specific national  
15 data sources and program participants may find it useful to supplement these with additional local  
16 data or local knowledge, including information obtained through the community participation  
17 process.

18 For the questions that rely on the Opportunity Indices (Table 12), the HUD-provided data includes  
19 information for protected class groups by race/ethnicity. For the questions that rely on the  
20 Opportunity Maps (Maps 7-13), the HUD-provided data includes information on protected class  
21 groups by race/ethnicity, national origin and familial status. There is one map for each Opportunity  
22 Index. All of these maps also show R/ECAP boundaries and are provided for both the jurisdiction  
23 and region. Darker shading on these maps generally indicates greater access to that opportunity  
24 indicator.

### 25 Education

26 For the questions in (1)(a)(i), use the School Proficiency Index in Table 12. The School  
27 Proficiency Index measures which neighborhoods have high-performing elementary schools nearby  
28 and which are near lower performing elementary schools. The values for the School Proficiency  
29 Index are determined by the performance of 4th grade students on state exams.<sup>7</sup> The Index uses  
30 data for elementary schools because they are much more likely to have neighborhood-based  
31 enrollment policies. Note that local data or local knowledge may be useful in assessing access to  
32 higher-grade level schools.

33 For question (1)(a)(ii), refer to Map 7, which shows residential living patterns by race/ethnicity,  
34 national origin, and familial status. The map can be used to assess how residency patterns for each  
35 of these protected classes compares to the location of proficient schools. The map shows values for  
36 the School Proficiency Index with shading at the neighborhood (census tract) level. Darker shaded  
37 tracts indicate better access to higher proficiency schools. Lighter shading indicates lower index  
38 values, with these neighborhoods being near lower performing elementary schools (as measured by  
39 the Index).

40 Note that, to the extent the questions require consideration of middle and high schools, or local  
41 policies and practices such as school enrollment policies, then local knowledge (as defined at 24  
42 C.F.R. § 5.152) will be relevant.

---

1 <sup>7</sup> The School Proficiency Index uses two methods for linking schools to census tracts: either 1) using the  
2 attendance area (where this information is available) of individuals sharing a protected characteristic; or 2)  
3 using the proficiency of elementary schools within 1.5 miles of individuals with a protected characteristic  
4 where attendance boundary data are not available

1 Question (1)(a)(iii), may be answered using local data or local knowledge. Program participants  
2 should consider whether local school policies provide for alternative means of access to schools,  
3 such as local enrollment policies, that are not reflected in the HUD-provided data.

#### 4 Employment

5 For the questions (1)(b)(i), refer to the Jobs Proximity Index and Labor Market Engagement Index  
6 in Table 12. The Jobs Proximity Index measures the physical distances between place of residence  
7 and jobs by race/ethnicity. The Labor Market Engagement Index provides a measure of  
8 unemployment rate, labor-force participation rate, and percent of the population ages 25 and above  
9 with at least a bachelor's degree, by neighborhood (census tract).

10 To answer questions (1)(b)(ii), refer to Maps 8 and 9. Maps 8 and 9 both show residency patterns  
11 of racial/ethnic and national origin groups and families with children. Map 8 shows values for the  
12 Jobs Proximity Index with shading at the neighborhood (census tract) level. Map 9 shows values  
13 for the Labor Market Engagement Index with shading at the neighborhood (census tract) level.  
14 Darker shaded tracts indicate a higher (better) value for the Index being used. Thus, darker shaded  
15 tracts would indicate closer proximity to jobs or a higher level of "labor engagement" (employment  
16 rate, labor-force participation rate, and percent of the population age 25 and above with at least a  
17 bachelor's degree) for the households living there. Lighter shaded tracts would show lower  
18 (worse) index values for these index measures.

#### 19 Transportation

20 For the questions in (1)(c)(i), refer to Table 12 (Low Transportation Cost Index and the Transit  
21 Trips Index). The Low Transportation Cost Index measures cost of transportation and proximity to  
22 public transportation by neighborhood. The Transit Trips Index measures how often low-income  
23 families in a neighborhood use public transportation.

24 To answer questions (1)(c)(ii), refer to Maps 10 and 11. These maps both show residency patterns  
25 of racial/ethnic and national origin groups and families with children. Map 10 shows values for the  
26 Low Transportation Cost Index with shading at the neighborhood (census tract) level. Map 11  
27 shows values for the Transit Trips Index with shading at the neighborhood (census tract) level. For  
28 these maps, darker shading in a tract indicates a higher (better) value for the Index being used.  
29 Thus, darker shaded tracts would indicate lower transportation costs or better access to public  
30 transit for the households living there. Lighter shaded tracts would show higher transportation  
31 costs and less access to transit.

32 For question (1)(c)(iii), program participants should consider whether transportation-related local  
33 programs, policies, and practices affect a person's access to proficient school, jobs, and other areas  
34 with opportunities. In answering this question, local knowledge (as defined at 24 C.F.R. § 5.152)  
35 will be relevant. Program participants should consider whether transportation systems designed for  
36 use of personal vehicles impact the ability of protected class groups' access to transportation due to  
37 the lack of vehicle ownership.

#### 38 Access to Low Poverty Neighborhoods

39 For question (1)(d)(i), refer to the Low Poverty Index in Table 12. The Low Poverty Index  
40 measures concentration of poverty by neighborhood. In effect, a higher value on this index  
41 indicates a higher likelihood that a family may live in a low poverty neighborhood. A lower value  
42 on the Index indicates that households in the protected group have a higher likelihood of living in a  
43 neighborhood with higher concentrations of poverty.

1 For question (1)(d)(ii) use Map 12, which shows residency patterns of racial/ethnic and national  
2 origin groups and families with children. The map also shows values for the Low Poverty Index  
3 with shading at the neighborhood (census tract) level. Darker shading (i.e. a higher value on the  
4 index) in a tract indicates a lower level of poverty. Lighter shading in a tract indicates a lower  
5 (worse) value on the Index and thus a higher concentration of poverty in that tract.

6 For question (1)(d)(iv), to the extent local policies and practices are discussed, local knowledge (as  
7 defined at 24 C.F.R. § 5.152) will be relevant.

#### 8 Access to Environmentally Healthy Neighborhoods

9 For question (1)(e)(i), refer to the Environmental Health Index in Table 12. The Environmental  
10 Health Index measures exposure based on EPA estimates of air quality carcinogenic, respiratory  
11 and neurological toxins by neighborhood.

12 For question (1)(e)(ii), use Map 13, which shows residency patterns of racial/ethnic and national  
13 origin groups and families with children. The map also shows values for the Environmental Health  
14 Index with shading at the neighborhood (census tract) level indicating levels of exposure to  
15 environmental health hazards for the jurisdiction and the region. To answer the question, examine  
16 Map 13, by race/ethnicity, national origin, and familial status, to identify differences in exposure to  
17 environmental health hazards by protected characteristic. In general, Map 13 may be more useful  
18 in showing broader overall patterns, rather than in differences between individual neighborhoods.

19 While the Environment Health Index is limited to issues related to air quality, for these questions  
20 on environmentally healthy neighborhoods program participants may also discuss other indicators  
21 of environmental health, based on local data and local knowledge. Environmental-related policies  
22 may include the siting of highways, industrial plants, or waste sites.

#### 23 Patterns in Disparities in Access to Opportunity

24 For question (1)(f)(i), refer to the answers provided in question (1)(a)-(e).

25 For question (1)(f)(ii), refer to the answers provided in questions (1)(a)-(e) identify areas that  
26 experience high access and low access across multiple opportunity indicators. Include in the  
27 response whether these areas align with previously identified patterns of segregation, integration,  
28 and R/ECAPs for both the jurisdiction and the region. Program participants may also refer to Maps  
29 7-13.

#### 30 Additional Information

31 Understanding the limitations of the HUD-provided data discussed in the introduction to the  
32 instructions, using local data and knowledge, complete question (2)(a). The Fair Housing Act  
33 protects individuals on the basis of race, color, religion, sex, familial status, national origin, or  
34 having a disability or a particular type of disability. HUD has provided data for this section only  
35 on race/ethnicity, national origin, and familial status. Include any relevant information about other  
36 protected characteristics, but note that the analysis of disability is specifically considered in Section  
37 V(D). Program participants may include relevant information relating to persons with disabilities  
38 here, but still must address the questions in Section V(D). Program participants should provide any  
39 relevant information relating to disparities in access to opportunity based on protected class for  
40 each opportunity area (education, employment, transportation, low poverty, and environmental  
41 health).

42 For question (2)(b), program participants may include any additional relevant information related  
43 to their analysis of disparities in access to opportunity in the jurisdiction and region, including the



1 removal of barriers that prevent people from accessing housing in areas of opportunity, the  
2 development of affordable housing in such areas, housing mobility programs, housing preservation  
3 and community revitalization efforts, where any such actions are designed to achieve fair housing  
4 outcomes such as increasing access to opportunity.

5 Disparities in Access to Opportunity: Contributing Factors

6 For question (3), consider the non-exhaustive list of factors provided, which are those most  
7 commonly associated with disparities in access to opportunity, and identify those factors that  
8 significantly create, contribute to, perpetuate, or increase the severity of disparities in access to  
9 opportunity. For additional instructions on selecting contributing factors, refer to the introduction  
10 of these instructions.

11 If the contributing factors identified are applicable to all program participants in a joint or regional  
12 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
13 to only certain program participants in a joint or regional collaboration, note which program  
14 participant the contributing factor relates to.

15 **iv. Disproportionate Housing Needs**

16 HUD is providing both maps and tables applicable to this section. Map 6 displays the prevalence  
17 of any of four housing problems (housing cost burden greater 30 percent of income), inadequate  
18 housing conditions (incomplete kitchen or plumbing), or overcrowding.) Darker shading on the  
19 map indicates a higher prevalence of any of the four housing problems for that census tract. The  
20 map also displays residential living patterns by race/ethnicity, national origin, and families with  
21 children with a dot density overlay, as well as R/ECAP outlines.

22 The HUD-provided tables show the number and percent of households by race/ethnicity and family  
23 size that are experiencing housing-related problems. Table 9 shows the number and percent of  
24 households experiencing “one of four housing problems”: housing cost burden (defined as paying  
25 more than 30% of income for monthly housing costs including utilities), overcrowding, lacking a  
26 complete kitchen, or lacking plumbing. The second category is households experiencing “one of  
27 four severe housing problems” which are: severe housing cost burden (defined as paying more than  
28 half of one’s income for monthly housing costs including utilities), overcrowding, and lacking a  
29 complete kitchen, or lacking plumbing.

30 Table 10 shows the number and percent of households by race/ethnicity and family size  
31 experiencing severe housing cost burden.

32 Table 11 provides data for four publicly supported housing program categories (public housing,  
33 project-based section 8, Other Multifamily, and HCV), as well as households occupying units with  
34 different numbers of bedrooms. The table also contains the number of households with children  
35 occupying units with certain numbers of bedrooms.

36 Table 16 provides both homeownership and rental rates by race/ethnicity for the jurisdiction and  
37 region.

38 Local data and local knowledge may be particularly useful in answering the Disproportionate  
39 Housing Needs questions. For instance, the HUD-provided tables do not include data on homeless  
40 persons. Information on homeless individuals and families, including some information on their  
41 demographic characteristics (e.g., race/ethnicity, persons with disabilities) is available from a  
42 variety of sources. HUD guidance can provide additional information on this topic.

1 For question (1)(a), refer to Tables 9 and 10. Table 9 shows the number and percent of households  
2 that are experiencing either 1) any of four housing problems; or 2) any of four severe housing  
3 problems. Table 10 shows the number and percent of households experiencing severe housing cost  
4 burden (usually the most common of any of the severe housing problems. Table 10 depicts the  
5 same data, but for those experiencing severe housing burdens.

6 For question (1)(b), refer to Map 6 showing the residential living patterns for persons by  
7 race/ethnicity, national origin, and families with children overlaid on shading indicating the  
8 percentage of households experiencing one or more housing problems in a particular census tract.  
9 Darker shading indicates a higher prevalence of such problems. The map also includes R/ECAP  
10 outlines.

11 For question (1)(c), local data and local knowledge may be particularly useful. Tables 9 and 11  
12 may also be useful in providing some relevant information for the jurisdiction. Table 9 shows  
13 housing needs experienced by families with 5 or more persons (used to approximate the population  
14 of families with children). Table 11 shows the number of households occupying units of various  
15 sizes (0-1 bedrooms, 2 bedrooms, 3 or more bedrooms) in four publicly supported housing program  
16 categories (public housing, Project-based Section 8, Other Multifamily, and HCV). Table 11  
17 shows the number of households with children currently residing in each of those four program  
18 categories.

19 For question (1)(d), refer to Table 16, which shows homeownership and rental rates by  
20 race/ethnicity for the jurisdiction. Local data and local knowledge may also be particularly useful  
21 in answering this question.

22 Understanding the limitations of the HUD-provided data discussed in the introduction to the  
23 instruction, using local data and knowledge, complete question (2). The Fair Housing Act protects  
24 individuals on the basis of race, color, religion, sex, familial status, national origin, or having a  
25 disability or a particular type of disability. HUD has provided data for this section only on  
26 race/ethnicity, national origin, and familial status. Include any relevant information about other  
27 protected characteristics, but note that the analysis of disability is specifically considered in Section  
28 V(D). Program participants may include any relevant information relating to persons with  
29 disabilities here, but still must address the questions in Section V(D).

30 For question (2)(b), program participants may include any additional relevant information related  
31 to their analysis of disproportionate housing needs in the jurisdiction and region, including the  
32 removal of barriers that prevent people from accessing housing in areas of opportunity, the  
33 development of affordable housing in such areas, housing mobility programs, housing preservation  
34 and community revitalization efforts, where any such actions are designed to achieve fair housing  
35 outcomes such as reducing disproportionate housing needs.

36 For question (3), consider the non-exhaustive list of factors provided, which are those most  
37 commonly associated with disproportionate housing needs, and identify those factors that  
38 significantly create, contribute to, perpetuate, or increase the severity of disproportionate housing  
39 needs. For additional instructions on selecting contributing factors, refer to the introduction of these  
40 instructions.

41 If the contributing factors identified are applicable to all program participants in a joint or regional  
42 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
43 to only certain program participants in a joint or regional collaboration, note which program  
44 participant the contributing factor relates to.

1 **C. Publicly Supported Housing<sup>8</sup> Analysis**

2 Data on publicly supported housing is grouped into five program categories: public housing;  
3 project-based Section 8; Section 8 tenant-based Housing Choice Vouchers (HCV); Other  
4 Multifamily housing (including Section 202 Supportive Housing for the Elderly and Section  
5 811Supportive Housing for Persons with Disabilities); and Low-Income Housing Tax Credit  
6 (LIHTC) housing. Relevant information may also include housing converted through the Rental  
7 Assistance Demonstration (RAD), which may be analyzed as part of Housing Choice Vouchers.  
8 HUD has included RAD as a separate category for two specific questions in this section for policy  
9 reasons. Some tables and maps provided include information on some of the program categories  
10 but not others based on availability of the data. Where a housing development includes more than  
11 one category of publicly supported housing, this development is reported in data for each housing  
12 category (e.g., project-based Section 8 combined with LIHTC). Note that other publicly supported  
13 housing programs, for instance those funded through state and local programs or by other federal  
14 agencies, such as USDA’s Rural Housing Service and the Veteran’s Administration, or other HUD  
15 programs that are not covered in the HUD-provided data may be relevant to the analysis.  
16

17 In answering questions related to Low Income Housing Tax Credits, program participants may  
18 distinguish between different uses of LIHTC, including new construction and rehabilitation (which  
19 may include the preservation of HUD assisted developments as long-term affordable housing) as  
20 well as between four percent and nine percent LIHTC developments, which have different  
21 selection criteria. Four percent LIHTCs may be awarded to developments that have received a  
22 tax-exempt bond allocation, but may also be subject to threshold criteria in the State’s Qualified  
23 Allocation Plan (QAP). Nine percent LIHTCs are competitively awarded and governed by the  
24 QAP selection criteria. Distinguishing between how four percent and nine percent LIHTC  
25 developments may be useful in understanding how they influence the location of new construction  
26 of affordable housing and how they can be used to meet a wide variety of key policy objectives  
27 consistent with fair housing requirements.  
28

29 Data related to public housing may be affected by asset management project (AMP) groupings.<sup>9</sup>  
30 For instance, where public housing agencies report data for developments located at different sites  
31 as one AMP, the map showing the locations of the categories of publicly supported housing will  
32 only display this data at one location. Similarly, the table showing the census tract and occupancy  
33 of public housing will only show AMP groupings once, rather than for each site. In certain  
34 circumstances AMP groupings may affect the fair housing analysis. For example, AMP groupings  
35 will impede siting and occupancy analyses where AMP groupings have combined buildings that  
36 are in demographically different neighborhoods. For this reason, local data and local knowledge  
37 relating to the siting and occupancy of publicly supported housing may be particularly useful in  
38 answering the questions in this section.

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1 <sup>8</sup> The term “publicly supported housing” refers to housing assisted, subsidized, or financed with funding  
2 through Federal, State, or local agencies or programs as well as housing that is financed or administered by  
3 or through any such agencies or programs. HUD is currently providing data on five specific categories of  
4 housing: Public Housing; Project-Based Section 8; “Other Multifamily Housing” (including Section 202 –  
5 Supportive Housing for the Elderly and Section 811 – Supportive Housing for Persons with Disabilities);  
6 Low Income Housing Tax Credit (LIHTC) housing; and Housing Choice Vouchers (HCV). Other publicly  
7 supported housing relevant to the analysis includes housing funded through state and local programs, other  
8 federal agencies, such as USDA and VA, or other HUD-funded housing not captured in the five categories  
9 listed above.

10 <sup>9</sup> The Operating Fund Program final rule, published on September 19, 2005, required PHAs to convert to  
11 asset management. In practice, this allowed PHAs to group buildings under asset management. All of the  
12 AMP groupings are reported as one unit and tied together through the assignment of the same project  
13 number.

1 Note that each publicly supported housing program has its own unique ownership and operations as  
2 well as eligibility requirements. Note also that for “Other Multifamily” program category includes  
3 separate individual programs (Section 202 with Project Rental Assistance Contracts; and Section  
4 811) that each have separate admissions and eligibility requirements and, like Project-based  
5 Section 8, are managed and operated by separate private ownership entities.

6 HUD also recognizes that the demographics of assisted housing residents can be impacted by a  
7 variety of factors including the demographic composition of waiting lists and income targeting  
8 requirements of publicly supported housing programs. Note that fair housing issues and  
9 contributing factors related to tenant selection and waiting lists may still be relevant.

10 Conducting a regional analysis can help identify fair housing issues in a broader context, for  
11 instance if fair housing issues in the jurisdiction are affected by regional factors, and can inform  
12 regional solutions and goal setting. For example, depending on what the regional analysis shows,  
13 and always dependent on local conditions, regional solutions could include coordinated or merged  
14 waitlists, increasing HCV portability opportunities, affirmative marketing across jurisdictional  
15 lines, administering Section 8 vouchers on a regional basis with active mobility counseling,  
16 landlord recruitment (including sharing of landlord lists across PHAs) to provide greater access to  
17 housing in areas with opportunity or the need for the preservation of affordable housing. This  
18 regional analysis can also be compared to the Disproportionate Housing Needs conducted above.

#### 19 Publicly Supported Housing Demographics

20 For questions (1)(a)(i) refer to Tables 6 and 7. Tables 6 and 7 present data by race/ethnicity for  
21 persons occupying four categories of publicly supported housing (public housing, project-based  
22 Section 8, Other Multifamily, and HCV) in the jurisdiction. Relevant information may also include  
23 housing converted through RAD, which may be analyzed as part of Housing Choice Vouchers.

24 For question (1)(a)(ii), use Tables 6 and 7 to compare the demographics of assisted residents in  
25 each program category to the assisted demographics of the same program category in the overall  
26 region. For example, compare the demographics of public housing residents in the jurisdiction to  
27 the demographics of public housing residents in the overall region.

28 For question (1)(a)(iii), refer to Table 6, which includes race/ethnicity data for the total population  
29 in the jurisdiction and for persons meeting the income eligibility requirements for a relevant  
30 category of publicly supported housing.

#### 31 Publicly Supported Housing Location and Occupancy

32 For questions (1)(b)(i) and (ii) refer to Map 5, which are race/ethnicity dot density maps with a  
33 publicly supported housing overlay, including outlines of R/ECAPS. In Map 5, symbols  
34 representing four categories of publicly supported housing indicate the location of a development  
35 of that category of housing. Note that some developments may represent multiple buildings or  
36 projects that are not necessarily located at the same address the symbol represents.<sup>10</sup> Map 5 also  
37 contains a thematic map layer depicting the density of HCV usage by census tract. Darker shading  
38 represents a heavier concentration of vouchers. Map 5 does not distinguish between developments  
39 that serve families, elderly, or persons with disabilities; however, projects serving these populations  
40 are often affected differently by laws, policies and practices, resulting in significantly different

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1 <sup>10</sup> HUD notes that the Data and Mapping Tool currently incorrectly notes the locations of scattered site  
2 developments by assigning a single location to the entire “development.” While the tenant data for such  
3 development may still be useful, the census tract demographic information for these developments may be  
4 incorrect when such developments are actually located across multiple census tracts. This data may be  
5 present in Map 5, the Map 5 Query tool and in the data in Tables 7 and 8. Local data or local knowledge may  
6 be particularly useful in addressing locations of scattered site developments

1 siting patterns. Local knowledge may be particularly useful in answering this portion of the  
2 question.

3 For question (1)(b)(iii), use Table 7, which shows the percentage of occupants in four publicly  
4 supported housing program categories (public housing, project-based Section 8, Other Multifamily,  
5 and HCV) in units located either within R/ECAPs or outside of R/ECAPs. The table also breaks  
6 out this information by race/ethnicity, elderly and disability status. To answer the question,  
7 compare the percentage of occupants sharing a protected characteristic living in units located in  
8 R/ECAPS to the percentage of occupants sharing the same protected characteristic living in units  
9 outside of R/ECAPS. Relevant information may also include housing converted through RAD,  
10 which may be analyzed as part of Housing Choice Vouchers.

11 For question (1)(b)(iv)(A), refer to both the HUD-provided data and local data and local  
12 knowledge. Table 8 shows the racial/ethnic composition and percentage of households with  
13 children occupying public housing in the jurisdiction. Local data and local knowledge may be  
14 informative for both properties converted under RAD and for LIHTC developments.

15 Compare the demographic occupancy data of developments to other developments of the same  
16 category in the jurisdiction. In analyzing Table 8, be aware that the demographic occupancy  
17 information is affected by the size of the development – smaller developments may appear to have  
18 greater variance, but note that in small developments, a difference of a few units may alter the  
19 overall percentage of the occupancy demographic composition.

20 For question (1)(b)(iv)(B), Table 8 is provided for program participants’ use, however neither  
21 Table 8 nor the Map Query Tool are required to be used for this question. Local data and local  
22 knowledge, including information obtained through the community participation process, may be  
23 particularly useful in answering this portion of the question.

24 In answering the questions in (1)(b)(iv), program participants should take efforts to comply with  
25 the Privacy Act of 1974 (5 U.S.C. § 552a), and applicable State laws in the collection,  
26 maintenance, use and dissemination of personally identifiable information. HUD privacy  
27 requirements restrict the reporting of tenant information, including race or ethnicity or income  
28 levels for tenant households in projects with 10 or fewer units.

29 For question (1)(b)(v), refer to Table 8 and Map 5 and the Map 5 Query Tool. Table 8 includes  
30 development-level demographic characteristics of residents of three program categories (public  
31 housing, project-based Section 8, and Other Multifamily) for the jurisdiction. Map 5 shows the  
32 location of individual developments for four program categories (public housing, project-based  
33 Section 8, Other Multifamily, and LIHTC). Note that census tract boundaries may not align with  
34 “neighborhoods” or “areas” as commonly understood at the local level, and local knowledge may  
35 be useful to assist in the comparison.

36 The Map 5 Query Tool allows sorting and exporting of census tract and occupancy demographic  
37 data from Map 5 to generate a table for the categories of publicly supported housing (i.e., public  
38 housing, project-based Section 8, Other Multifamily assisted developments (e.g., Sections 202 and  
39 811), and LIHTC, provided that it excludes occupancy demographic data for LIHTC developments,  
40 which should be analyzed using local data and local knowledge).

41 For question (1)(b)(v),, compare the demographic occupancy data of developments in the  
42 jurisdiction to the areas in which they are located.

43 Publicly Supported Housing: Disparities in Access to Opportunity

1 For question (1)(c)(i), refer to the opportunity indicators analyzed in Section B Maps 7 through 13,  
2 which depict the opportunity indicators with the location of publicly supported housing.<sup>11</sup> Note that  
3 while the location of housing may be relevant to analysis, it is not the only factor in analyzing  
4 disparities in access to opportunity. “Access” in this context encompasses consideration of  
5 infrastructure or policies related to where a person lives that impact an individual’s ability to  
6 benefit from an opportunity, such as available transportation to a job, school enrollment policies,  
7 program eligibility criteria, or local labor laws. As noted above, the HUD-provided maps do not  
8 distinguish between developments that serve families, elderly, or persons with disabilities;  
9 however, projects serving these populations often reveal distinct patterns. Local knowledge may  
10 be particularly useful in answering this portion of the question.

#### 11 Publicly Supported Housing: Additional Information

12 For question 2(a), understanding the limitations of the HUD-provided data discussed in the  
13 introduction to the instructions, using local data and knowledge, complete question (2). The Fair  
14 Housing Act protects individuals on the basis of race, color, religion, sex, familial status, national  
15 origin, or having a disability or a particular type of disability. HUD has provided data for this  
16 section only on race/ethnicity, national origin, familial status, and limited data on disability.  
17 Include any relevant information about other protected characteristics – but note that the analysis of  
18 disability is also specifically considered in Section V(D). Program participants may include an  
19 analysis of disability here, but still must include such analysis in Section V(D).

20 For question (2)(b), program participants may include any additional relevant information related  
21 to their analysis of publicly supported housing in the jurisdiction and region, including the removal  
22 of barriers that prevent people from accessing housing in areas of opportunity, the development of  
23 affordable housing in such areas, housing mobility programs, housing preservation and community  
24 revitalization efforts, where any such actions are designed to achieve fair housing outcomes such as  
25 reducing disproportionate housing needs, expanding opportunity into R/ECAPs by addressing the  
26 combined effects of segregation coupled with poverty, increasing integration, and increasing access  
27 to opportunity, such as high-performing schools, transportation, and jobs. Program participants  
28 may describe efforts aimed at preserving affordable housing, including use of funds for  
29 rehabilitation, enacting tenant right to purchase requirements, providing incentives to extend  
30 existing affordable use agreements and preventing Section 8 opt-outs, encouraging the use of RAD  
31 conversion and the PBRA transfer authority. Program participants may also describe positive  
32 community assets and organizations, including community development corporations, non-profits,  
33 tenant organizations, community credit unions and community gardens.

34 Publicly Supported Housing: Contributing Factors For question (3), consider the non-exhaustive  
35 list of factors provided, which are those most commonly associated with publicly supported  
36 housing, and identify those factors that significantly create, contribute to, perpetuate, or increase  
37 the severity of the fair housing issues of segregation, R/ECAPs, access to opportunity and  
38 disproportionate housing needs in relation to publicly supported housing. For additional  
39 instructions on selecting contributing factors, refer to the introduction of these instructions.

40 If the contributing factors identified are applicable to all program participants in a joint or regional  
41 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
42 to only certain program participants in a joint or regional collaboration, note which program  
43 participant the contributing factor relates to.

#### 44 **D. Disability and Access Analysis**

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1 <sup>11</sup> Please note HUD anticipates that this additional layer to Maps 7-13 depicting the locations of publicly  
2 supported housing will be available at a future date, but may not be available at the time this Assessment  
3 Tool is finalized. .

1 There are limited sources of nationally uniform data on the extent to which individuals with  
2 disabilities are able to access housing and other community assets. Local data and local knowledge  
3 may be particularly useful in completing this section, including, but not limited to, information  
4 provided by the public, outside organizations and other government agencies in the community  
5 participation process.

6 For question (1)(a), refer to Map 14 and Table 13. Map 14 depicts a dot density distribution by  
7 disability type (hearing, vision, cognition, ambulatory, self-care, independent living) for the  
8 jurisdiction and the region. The map also includes R/ECAP outlines. Table 13 provides data on  
9 the percentage of the population with types of disabilities in the jurisdiction and the region.

10 For question (1)(b), refer to Maps 14 and 15 and Table 15. Map 14 depicts a dot density  
11 distribution of persons with disabilities by age (5-17, 18-64, and 65+) for the jurisdiction and the  
12 region. Table 15 provides data on the percentage of the population with disabilities by age for the  
13 jurisdiction and the region.

14 For questions (2)(a) HUD is unable to provide data at this time, as there is limited nationally  
15 available disability-related data at this time, including data relating to accessible housing; however,  
16 to assist with answering these questions, program participants may refer to the maps provided by  
17 HUD to identify R/ECAPs or other segregated areas identified in previous sections.

18 For questions (2)(b) HUD is unable to provide data at this time. Single-family housing is generally  
19 not accessible to persons with disabilities unless state or local law requires it to be accessible or the  
20 housing is part of a HUD-funded program or other program providing for accessibility features.  
21 The Fair Housing Act requires that most multifamily properties built after 1991 meet federal  
22 accessibility standards. As a result, multifamily housing built after this date, if built in compliance  
23 with federal law would meet this minimum level of accessibility, while buildings built before this  
24 date generally would not be accessible. The age of housing stock can be a useful measure in  
25 answering this question. In addition, affordable housing subject to Section 504 of the  
26 Rehabilitation Act must include a percentage of units accessible for individuals with physical  
27 mobility impairments and units accessible for individuals with hearing or vision impairments. Map  
28 5, which shows the location of four types of publicly supported housing, may also be useful in  
29 answering this question.

30 For question (2)(c), refer to Table 15. Table 15 provides data on the number and percentage of  
31 persons with disabilities residing in four categories of publicly supported housing in both the  
32 jurisdiction and the region. In answering the question, consider policies and practices that impact  
33 individuals' ability to access the housing, including such things as wait list procedures, admissions  
34 or occupancy policies (e.g., income targeting for new admissions), residency preferences,  
35 availability of different accessibility features, and website accessibility.

36 The Fair Housing Act, Section 504, and the ADA contain mandates related to integrated settings  
37 for persons with disabilities. Integrated settings are those that enable individuals with disabilities  
38 to live and interact with individuals without disabilities to the greatest extent possible and receive  
39 the healthcare and supportive services from the provider of their choice. To answer questions (3)  
40 (a) and (b), refer to HUD's "Statement of the Department of Housing and Urban Development on  
41 the Role of Housing in Accomplishing the Goals of *Olmstead*."<sup>12</sup>

42 Local data and local knowledge will likely be particularly useful in answering the questions in the  
43 Disability and Access section. Sources of location data and local knowledge may include, among  
44 others, data Centers for Medicare & Medicaid Services' data from the Money Follows the Person  
45 demonstration or on persons with disabilities living in nursing facilities and intermediate care

1 <sup>12</sup> HUD's *Olmstead* Statement can be found at: [http://portal.hud.gov/hudportal/documents/huddoc?](http://portal.hud.gov/hudportal/documents/huddoc?id=OlmsteadGuidnc060413.pdf)  
2 [id=OlmsteadGuidnc060413.pdf](http://portal.hud.gov/hudportal/documents/huddoc?id=OlmsteadGuidnc060413.pdf).

1 facilities, HUD data on persons with disabilities experiencing homelessness, information provided  
2 by individuals with disabilities, federally-funded independent living centers, state protection and  
3 advocacy organizations, advocacy organizations representing the spectrum of disabilities, state  
4 developmental disability councils and agencies, and state mental health/behavioral health agencies.  
5 Topics for consideration may include the length of wait lists for accessible units in publicly  
6 supported housing, availability of accessible units in non-publicly supported housing available to  
7 HCV participants, whether public funding (e.g. CDBG funds) or tax credits are available for  
8 reasonable modifications in rental units and/or for homeowners, whether accessible units are  
9 occupied by households requiring accessibility features, and whether publicly supported housing is  
10 in compliance with accessibility requirements.

11 To ensure meaningful analysis of these questions, program participants may need to obtain  
12 information from state disability service authorities, which may include, for example, the  
13 developmental disabilities authority, mental health authority, social or human services department,  
14 and the state Medicaid agency, each of which is likely to have ready access to reliable information  
15 concerning the location and frequency of individuals with disabilities. A state's Olmstead Plan  
16 may contain useful information in answering these questions.

17 For questions (4)(a)-(c), HUD is unable to provide data, as there is limited nationally available  
18 disability-related data. Local data and local knowledge will likely be particularly useful in  
19 answering questions.

20 For question (5)(a), program participants may refer to Tables 9, 10, and 11 and Map 6 for data  
21 relating to disproportionate housing needs. However, this data is not specific to individuals with  
22 disabilities, as such local data and local knowledge may be particularly useful in answering this  
23 question. Program participants should also include whether there is a loss of affordable housing for  
24 persons with disabilities in the jurisdiction or region.

25 Understanding the limitations of the HUD-provided data discussed above, complete question (6)  
26 (a). The Fair Housing Act protects individuals on the basis of race, color, religion, sex, familial  
27 status, national origin, or having a disability or a particular type of disability. HUD has provided  
28 data for this section only on certain types of disabilities and for the ages of persons with  
29 disabilities. Include any relevant information about other protected characteristics.

30 For question (6)(b), program participants may include any additional relevant information related  
31 to their analysis of disability and access in the jurisdiction and region, including the removal of  
32 barriers that prevent people from accessing housing in areas of opportunity, the development of  
33 affordable housing in such areas, housing mobility programs, housing preservation, and community  
34 revitalization efforts, where any such actions are designed to achieve fair housing outcomes such as  
35 reducing disproportionate housing needs, expanding opportunity into R/ECAPs by addressing the  
36 combined effects of segregation coupled with poverty, increasing integration, and increasing access  
37 to opportunity, such as high-performing schools, transportation, and jobs.

38 For question (7), consider the list of factors provided, which are those most commonly associated  
39 with disability and access, and identify those factors that significantly create, contribute to,  
40 perpetuate, or increase the severity of the fair housing issues of segregation, R/ECAPs, access to  
41 opportunity and disproportionate housing needs in relation to disability and access. For additional  
42 instructions on selecting contributing factors, refer to the introduction of these instructions.

43 If the contributing factors identified are applicable to all program participants in a joint or regional  
44 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
45 to only certain program participants in a joint or regional collaboration, note which program  
46 participant the contributing factor relates to.



1 **E. Fair Housing Enforcement, Outreach Capacity, and Resources Analysis**

2 Complete question (1). A summary of cases would typically include the parties, claims, and  
3 current status.

4 Complete question (2). Note that in the context of state and local fair housing and civil rights laws  
5 and ordinances, program participants may also discuss additional protected classes covered under  
6 those laws and ordinances.

7 For question (3), list the agencies and organizations that provide fair housing information in the  
8 jurisdiction and region. Include a description of their capacity and resources available to them.

9 For questions (4)(a) and (b), program participants may include any additional relevant information  
10 related to their analysis of fair housing enforcement, outreach capacity, and resources in the  
11 jurisdiction and region, including the removal of barriers that prevent people from accessing  
12 housing in areas of opportunity, where any such actions are designed to achieve fair housing  
13 outcomes such as reducing disproportionate housing needs, transforming expanding opportunity  
14 into R/ECAPs by addressing the combined effects of segregation coupled with poverty, increasing  
15 integration, and increasing access to opportunity, such as high-performing schools, transportation,  
16 and jobs.

17 For question (5), consider the list of factors provided, which are those most commonly associated  
18 with fair housing enforcement, outreach capacity, and resources, and identify those factors that  
19 significantly create, contribute to, perpetuate, or increase the severity of the fair housing issues of  
20 segregation, R/ECAPs, access to opportunity and disproportionate housing needs in relation to fair  
21 housing enforcement, outreach capacity, and resources. For additional instructions on selecting  
22 contributing factors, refer to the introduction of these instructions.

23 If the contributing factors identified are applicable to all program participants in a joint or regional  
24 collaboration, indicate that they are applicable to all. If certain contributing factors are applicable  
25 to only certain program participants in a joint or regional collaboration, note which program  
26 participant the contributing factor relates to.

27 **F. Instructions for Qualified PHA Insert**

28 This section is only to be completed when a Qualified PHA partners with a Local Government,  
29 when the Local Government is the lead entity in the joint or regional Assessment of Fair Housing.  
30 A collaborating QPHA's analysis of fair housing issues in its Assessment of Fair Housing may  
31 either be conducted by using this section or sections V.A.-E. of the Assessment Tool for its service  
32 area and region, along with all other sections in this Assessment Tool, and as directed by the  
33 questions and instructions.

34  
35 When collaborating to submit a joint or regional AFH, program participants may divide work as  
36 they choose. However, this assessment tool provides a potential division of work local  
37 governments partnering with one or more QPHAs.

38  
39 QPHA may use either the QPHA insert or the main portion of the assessment tool to analyze the  
40 QPHA's service area (and region, if applicable). The QPHA insert is intended to reduce burden for  
41 QPHAs by providing a streamlined set of questions for their service area. A QPHA insert needs to  
42 be completed for each collaborating QPHA. Additionally, for QPHAs in the same CBSA as the  
43 Local Government acting as the lead entity for the collaboration, the lead entity's analysis is  
44 expected to meet the requirements of the QPHA's region. However, answers need not be  
45 duplicated and the QPHA can reference the applicable answer in the main Assessment Tool if the  
46 answer is also responsive to the QPHA's service area. For QPHAs whose service area extends

beyond, or is outside of, the lead entity’s CBSA, the analysis conducted using the insert must cover the QPHA’s service area and region. For purposes of this Assessment Tool, the QPHA region is defined as the CBSA if the QPHA service area is within the CBSA. The language in the questions in this insert referring to “region, if applicable” is intended to apply to program participants whose service area extends beyond, or is outside of, the lead Local Government’s region.

QPHA Regional Analysis

The following identifies the required regional analysis for QPHAs in different geographic areas.

<b>QPHA Jurisdiction/Service Area</b>	<b>QPHA Region</b>	<b>HUD-Provided Data for QPHA Region</b>
Metropolitan and Micropolitan QPHAs: QPHA jurisdiction/service area is located within a CBSA	CBSA	Maps and Tables for the CBSA
Rural QPHAs: QPHA jurisdiction/service area is outside of a CBSA and smaller than a county or statistically equivalent (e.g., Parish)	The county or statistically equivalent (e.g., Parish) in which the QPHA is located.	Tables for the county or statistically equivalent. Maps are available for the county and if patterns of segregation, R/ECAPs, disparities in access to opportunity extend into a broader area, maps are also available to identify such patterns, trends, and issues.
Rural QPHAs: QPHA jurisdiction/service area is outside of a CBSA and boundaries are consistent with the county	All contiguous counties to the QPHA’s jurisdiction/service area including the QPHA’s county	Tables for all contiguous counties or statistically equivalent, including QPHA county, in the same state. Maps are available for all counties and statistically equivalent and if patterns of segregation, R/ECAPs, disparities in access to opportunity extend into a broader area, maps are also available to identify such patterns, trends, and issues.
QPHAs with statewide jurisdiction: The QPHA’s jurisdiction/service area is the State.	State and areas that extend into another state or broader geographic area.	HUD will generally provide data consistent with that provided to State program participants. Maps may be used to analyze fair housing issues that extend beyond the state’s borders, where applicable, but tables are provided with data within the state’s borders.

\* All references to counties include counties or statistically equivalent areas (e.g. parishes)

HUD-Provided Data to Facilitate QPHA Regional Analysis

In general, HUD is providing data related to a program participant’s region at the Core Based Statistical Area (CBSA) level (as defined by the Office of Management and Budget (OMB)) as a

1 way to provide a relative statistical benchmark for certain portions of the fair housing analysis. A  
2 CBSA is made up of one or more counties that are part of a metropolitan or micropolitan area.<sup>13</sup> A  
3 CBSA may cover a single county or more than one county and may cross state boundaries.<sup>14</sup>  
4 OMB’s guidance states that “This classification is intended to provide nationally consistent  
5 definitions for collecting, tabulating, and publishing Federal statistics for a set of geographic  
6 areas.”<sup>15</sup> OMB has also offered guidance relating to program uses of the statistical area definition  
7 and explained that CBSA delineations “should not serve as a general-purpose geographic  
8 framework for non-statistical activities.” Because of this limitation of the CBSA level data, it may  
9 not always serve as the most relevant reference point when conducting a fair housing analysis. For  
10 example, local data and local knowledge may show fair housing issues not depicted at the CBSA  
11 level. The outer bounds of a CBSA (e.g. in the case of a larger CBSA) may not always be relevant  
12 when viewing regional maps. There may also be situations where relevant patterns related to the  
13 fair housing analysis extend beyond the CBSA. When conducting a regional analysis, HUD does  
14 not generally expect a program participant to conduct a neighborhood-by-neighborhood analysis of  
15 the entire CBSA, but rather to use the maps as a contextual tool and to focus on the fair housing  
16 patterns and trends in the region as they relate to fair housing choice.

17 **[HUD is continuing to deliberate on PHA specific regional instructions and will modify**  
18 **language in instructions based on resolution of PHA template.]**  
19

20 HUD is providing certain data to assist QPHAs in conducting the regional analysis. For QPHAs  
21 that are located within a CBSA, the HUD-provided data will include the CBSA as the QPHA’s  
22 region. For QPHAs that are located outside of a CBSA with a service area that is smaller than a  
23 county or statistically equivalent (e.g., parish), the HUD-provided data will include the county or  
24 statistically equivalent as the QPHA’s region. For QPHAs located outside of a CBSA with a  
25 service area whose boundary is consistent with the county or statistically equivalent, the HUD-  
26 provided data will show all contiguous counties within the State in which the QPHA is located. In  
27 this instance, for QPHAs whose service area is adjacent to the border with another State, the HUD-  
28 provide data will not include data for the county or statistically equivalent in that State. For  
29 QPHAs with a service area that is the State, the HUD-provided data will be provided for that State,  
30 but not include areas outside the State. These QPHAs may “pan” on the HUD-provided maps in  
31 order to view patterns in other States, but no tabular data for other States will be provided. To  
32 conduct a regional analysis, these QPHAs will need to rely on local data and local knowledge,  
33 including information obtained through the community participation process.  
34

35 HUD is aware of some limitations of the HUD-provided data, especially for rural areas, and for  
36 small geographies such as those where many QPHAs are often located. As such, local data and  
37 local knowledge, including information gathered from community participation, including from the  
38 Resident Advisory Board, may be particularly useful in addressing the questions below.  
39 Information to supplement the HUD-provided data may come from a variety of sources.  
40 Community participation may include requesting consultation from non-profits, neighborhood and  
41 tenant organizations, community colleges and other civic groups. QPHAs may coordinate with  
42 their municipal, County and State agencies, regional Councils of Government and other planning  
43 organizations. Additional information on disparities in access to opportunity may be obtained from  
44 school districts, workforce investment agencies, transportation planning authorities and regional  
45 consortia.

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1 <sup>13</sup> Metropolitan areas have an urban core of 50,000 or more residents and any adjacent counties that have a  
2 high degree of social and economic integration with the urban core (as measured by commuting to work).  
3 Micropolitan areas have a smaller population in the urban core—at least 10,000 but less than 50,000—and  
4 also include adjacent counties with a high degree of social and economic integration with the urban core.  
5 The CBSA includes all adjacent counties that are within a metropolitan or micropolitan area.

6 <sup>14</sup> Maps of CBSA boundaries can be found on the U.S. Census Bureau website at:  
7 <https://www.census.gov/geo/maps-data/maps/statecbsa.html>.

8 <sup>15</sup> OMB Bulletin No. 04-03, available at [https://www.whitehouse.gov/omb/bulletins\\_fy04\\_b04-03](https://www.whitehouse.gov/omb/bulletins_fy04_b04-03).

1  
2 Where HUD has not provided data for a specific question in the Assessment Tool and program  
3 participants do not have local data or local knowledge that would assist in answering the question,  
4 program participants are expected to note this rather than leaving the question blank.  
5 The QPHA insert is offered only for the purposes of submitting the service area/jurisdictional  
6 analysis of a QPHA collaborating with a local government. If the QPHA analysis does not meet the  
7 requirements under the AFFH Rule, then HUD may decide not to accept the AFH with respect to  
8 the QPHA, while still accepting the local government's AFH. By collaborating with a QPHA, the  
9 local government is not making itself responsible for carrying out the QPHA portion of the  
10 assessment nor accountable for AFH goals that are specifically designated as QPHA goals, unless  
11 the local government and QPHA have joint goals.

12  
13 If the local government and QPHA believe the QPHA insert provided in this assessment tool is not  
14 beneficial for the purposes of conducting the required analysis for the QPHA, they may exclude  
15 this set of questions from their analysis, provided the main assessment tool questions are completed  
16 for the QPHA. All program participants are accountable for the analysis conducted at the  
17 jurisdictional and regional levels as well as any joint goals and priorities. Program participants are  
18 also accountable for their individual analysis, goals, and priorities. (See § 5.156(a)(3).) For  
19 example, in a joint collaboration involving a local government and two QPHAs, the local  
20 government may conduct certain parts of the joint analysis and the QPHAs may conduct other  
21 parts, provided all necessary parts are completed. HUD believes it is best left to the program  
22 participants in a joint or regional collaboration to decide how their individual expertise may best  
23 contribute to a joint or regional AFH, provided it is consistent with the AFFH rule.

#### 24 Demographics

25 For question (1), use Tables 1 and 2 to describe demographic patterns in the service area. Use  
26 Table 2 to explain how trends have changed over time (since 1990). Local data and local  
27 knowledge, including information obtained through the community participation process may be  
28 particularly useful in answering the question

#### 29 Segregation/Integration

30 For question (2), refer to Maps 1, 2, 3 and 4. Maps 1 and 2 provide residential living patterns by  
31 race/ethnicity, and Map 2 provides for how these patterns have changed between 1990, 2000, and  
32 2010. Map 3 provides residential living patterns for national origin and Map 4 provides residential  
33 living patterns for limited English proficient (LEP) individuals. These maps also contain R/ECAP  
34 outlines. Local data and local knowledge, including information obtained through the community  
35 participation process, will be particularly useful in answering the question. Program participants  
36 may refer to the instructions for the Segregation section of the main Assessment Tool.

#### 37 R/ECAPs

38 For question (3), refer to Maps 1, 2, 3, and 4, and Table 4. Maps 1 and 2 provide residential living  
39 patterns by race/ethnicity, and Map 2 provides for how these patterns have changed between 1990,  
40 2000, and 2010. Map 3 provides residential living patterns for national origin and Map 4 provides  
41 residential living patterns for limited English proficient (LEP) individuals. These maps also contain  
42 R/ECAP outlines. Table 4 contains the demographics of those living in R/ECAPs. Local data and  
43 local knowledge, including information obtained through the community participation process, will  
44 be particularly useful in answering the question. Program participants may refer to the instructions  
45 for the R/ECAPs section of the main Assessment Tool for additional information related to the  
46 maps and tables.

#### 47 Disparities in Access to Opportunity

1 For question (4), refer to Maps 7-13. Maps 7-13 depict the opportunity indices by census tract and  
2 contain residential living patterns by race/ethnicity, national origin, and families with children.  
3 Darker shading on these maps generally indicates greater access to that opportunity indicator.  
4 Table 12 is provided for use, but is not required for use by QPHAs. Table 12 contains the  
5 opportunity indices, by race/ethnicity. Program participants may refer to the instructions for the  
6 Disparities in Access to Opportunity section of the main assessment tool for additional information  
7 related to the maps and tables.

8 HUD recognizes that the subjects covered in the Disparities in Access to Opportunity Section may  
9 be beyond the control of the QPHA performing the analysis. Local data and local knowledge,  
10 including information obtained through the community participation process, will be particularly  
11 useful in answering questions beyond the HUD provided Data. PHAs may wish to consult with  
12 local entities such as local school districts or state or local governments to inform their analysis for  
13 this section.

14 Analysis of disparities in access to opportunity for the PHA's service area can be helpful for  
15 considering how the PHA's own assets (and HCVs where applicable) are positioned and in  
16 identifying places in the surrounding area that might be appropriate for additional new affordable  
17 housing opportunities when possible. The analysis will also be applied in the following section for  
18 a more specific comparison of the location of PHA assets. Examining any disparities in access to  
19 opportunity for the QPHA's own residents and HCV holders based on protected class in  
20 comparison to the general population may inform the QPHA's goal setting. For example, it may  
21 assist PHAs in considering the potential need for place-based community revitalization or services  
22 for assisted households, or the need for additional mobility options or siting of new affordable  
23 housing opportunities where those are possible.

#### 24 Disproportionate Housing Needs

25 For question (5), refer to Tables 9 and 10 Local data and local knowledge, including information  
26 obtained through the community participation process, will be particularly useful in answering the  
27 question. Program participants may refer to the instructions for the Disproportionate Housing  
28 Needs section of the main assessment tool for additional information related to the maps and tables.

29 The analysis questions on Disproportionate Housing Needs may be useful for informing the  
30 overriding housing needs analysis that is required for the 5-Year PHA plan. The analysis can help  
31 inform goals related to affirmative marketing, interagency coordination, HCV policies on  
32 portability, shared waiting lists, as well as admissions preferences and similar policies. However,  
33 please note that the disproportionate housing analysis in this Assessment Tool seeks a fair housing  
34 analysis.

#### 35 Contributing Factors

36 QPHAs must also identify any contributing factors for each fair housing issue assessed in the  
37 insert, as well as establish individual goals in that section of the Assessment Tool.  
38 The potential contributing factors listed in this section have been divided into factors that are likely  
39 to be crosscutting across all fair housing issues, and other that are more likely to relate to a  
40 particular fair housing issue. The lists are non-exhaustive and program participants may identify  
41 any factor on any list or other factors not listed for a particular fair housing issue. To answer  
42 question (6), consider the listed factors and identify any factors that significantly create, contribute  
43 to, perpetuate, or increase the severity of one or more fair housing issues. Once identified, program  
44 participants must specify which fair housing issue(s) the factor has been identified for.

#### 45 Publicly Supported Housing

1 The term “publicly supported housing” refers to housing assisted, subsidized, or financed with  
2 funding through Federal, State, or local agencies or programs as well as housing that is financed or  
3 administered by or through any such agencies or programs.<sup>16</sup>

4 For question (7)(a), refer to Tables 17 and 18. Table 17 provides the demographics of the PHA’s  
5 assisted households by race/ethnicity, families with children, elderly, and persons with disabilities.  
6 Table 18 provides data by race/ethnicity for the PHA’s assisted households (public housing and  
7 HCV), as well as the income-eligible and total population in the PHA’s service area. Local data  
8 and local knowledge, including information obtained through the community participation process,  
9 will be particularly useful in answering the question. Program participants may refer to the  
10 instructions for the Demographics subsection of the Publicly Supported Housing section of the  
11 main Assessment Tool for additional information related to the maps and tables.

12 For question (7)(b)(i), refer to Map 5. Map 5 includes the locations of publicly supported housing  
13 properties in the service area, as well as a thematic layer showing the density of HCV usage by  
14 census tract, where darker shading indicates a higher concentration of vouchers, overlaid by  
15 race/ethnicity dot density. The Map 5 Query Tool allows sorting and exporting of census tract and  
16 occupancy demographic data from Map 5 to generate a table for the categories of publicly  
17 supported housing. QPHAs may isolate their stock, and can generate a table using the Query Tool  
18 to assist in this analysis. Local data and local knowledge, including information obtained through  
19 the community participation process, will be particularly useful in answering the question.  
20 Program participants may refer to the instructions for the Segregation and R/ECAPs subsection of  
21 the Publicly Supported Housing section of the main Assessment Tool for additional information  
22 related to the maps and tables.

23 For question (7)(b)(ii), refer to Table 7. Table 7 provides the demographics of publicly supported  
24 housing, by program category, of developments located in R/ECAPs and developments located  
25 outside of R/ECAPs. Local data and local knowledge, including information obtained through the  
26 community participation process, will be particularly useful in answering the question. Program  
27 participants may refer to the instructions for the Segregation and R/ECAPs subsection of the  
28 Publicly Supported Housing section of the main Assessment Tool for additional information  
29 related to the maps and tables.

30 For question (7)(b)(iii), refer to Table 8 and the Map 5 Query Tool. Local data and local  
31 knowledge, including information obtained through the community participation process, will be  
32 particularly useful in answering the question. Program participants may refer to the instructions for  
33 the Segregation and R/ECAPs subsection of the Publicly Supported Housing section of the main  
34 Assessment Tool for additional information related to the maps and tables.

35 For question (7)(c), refer to Map 5 and Maps 7-13. Map 5 provides information about where  
36 publicly supported housing developments and HCVs are located in the services area, and Maps 7-  
37 13 display the opportunity indices overlaid by dot density displaying race/ethnicity, national origin,  
38 families with children, and the location of publicly supported housing. Local data and local  
39 knowledge, including information obtained through the community participation process, will be  
40 particularly useful in answering the question. Program participants may refer to the instructions for  
41 the Disparities in Access to Opportunity subsection of the Publicly Supported Housing section of  
42 the main Assessment Tool for additional information related to the maps and tables. Using the  
43 HUD-provided maps, answer the questions by describing areas in the service area (and region, if

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1 <sup>16</sup> HUD is currently providing data on five specific categories of housing: Public Housing; Project-Based  
2 Section 8;” Other Multifamily Housing” (including Section 202 – Supportive Housing for the Elderly and  
3 Section 811 – Supportive Housing for Persons with Disabilities); Low Income Housing Tax Credit (LIHTC)  
4 housing; and Housing Choice Vouchers (HCV). Other publicly supported housing relevant to the analysis  
5 includes housing funded through state and local programs, other federal agencies, such as USDA and VA, or  
6 other HUD-funded housing not captured in the five categories listed above.

1 applicable) that have access to opportunity and identify any disparities in access to opportunity  
2 based on protected class. Program participants should note whether the QPHA’s developments  
3 and/or Housing Choice Vouchers, as applicable, are concentrated in areas that have greater or  
4 lower access to opportunity indicators.

5 For questions (7)(d)(i) and (7)(d)(ii), refer to Tables 17 and 18 and the analysis conducted above  
6 under “Disproportionate Housing Needs” (based on Tables 9,10 and 11). Tables 17 and 18 contain  
7 demographic data for the QPHA’s assisted households. Table 9 provides the demographics of  
8 households with disproportionate housing needs in the service area, Table 10 provides the  
9 demographics of households with severe housing cost burden, and Table 11 provides information  
10 on publicly supported housing by program category and the units by number of bedrooms, as well  
11 as families with children. Local data and local knowledge, including information obtained through  
12 the community participation process, will be particularly useful in answering the question.  
13 Program participants may refer to the instructions for the Disproportionate Housing Needs  
14 subsection of the Publicly Supported Housing section of the main Assessment Tool for additional  
15 information related to the maps and tables.

16 The comparison of assisted households with Disproportionate Housing Needs in the service area  
17 (and region, if applicable) may be used to inform the overriding housing needs analysis that is  
18 required for the 5-Year PHA plan. The analysis can inform goals related to affirmative marketing,  
19 interagency coordination, HCV policies on portability, shared waiting lists, as well as admissions  
20 preferences and similar policies. However, please note that the disproportionate housing analysis in  
21 this Assessment Tool seeks a fair housing analysis.

22 For question (7)(e), local data and local knowledge, including information obtained through the  
23 community participation process, will be particularly useful.

24 For question (7)(f), QPHAs should refer to Table 6 as well as Map 5 to describe other publicly  
25 supported housing program categories in the service area, including how the locations of such  
26 housing aligns with segregated areas, integrated areas, and R/ECAPs. Local data and local  
27 knowledge, including information obtained through the community participation process, will also  
28 be particularly useful.

29 Several important notes apply to this question, as follows. First, the question applies to the  
30 program categories of Project-based Section 8 and Other Multifamily (Section 202 and Section  
31 811). Second, if a regional analysis is applicable under the question, QPHAs are not required to  
32 conduct a full comparison of all assisted resident demographics to the demographics of the  
33 locations (census tracts) in which they are located. For this question any regional analysis, if  
34 applicable, does not require the use of Table 8 or the Map 5 Query Tool. On a policy note, the  
35 question is intended to elicit information regarding other publicly supported housing that the  
36 QPHA may find useful in relation to its own program operations and scope of authority in  
37 identifying fair housing issues and related contributing factors.

38

39 Identify all significant contributing factors in (7)(g). Consider the non-exhaustive list of factors  
40 provided, which are those most commonly associated with publicly supported housing, and identify  
41 those factors that significantly create, contribute to, perpetuate, or increase the severity of the fair  
42 housing issues of segregation, R/ECAPs, access to opportunity and disproportionate housing needs  
43 in relation to publicly supported housing. For additional instructions on selecting contributing  
44 factors, refer to the introduction of these instructions.

45 Disability and Access

1 For questions (8)(a)-(c), local data and local knowledge, including information obtained through  
2 the community participation process, will be particularly useful in answering these questions, as  
3 there is limited nationally-uniform data relating to persons with disabilities. Program participants  
4 may refer to the instructions for the Disability and Access section of the main Assessment Tool for  
5 additional information related to the maps and tables, as well as the instructions below.

6 For questions (8)(a), refer to Maps 14 and 15. Map 14 provides a dot density map of the residential  
7 living patterns of persons with certain types of disabilities in the service area. Map 15 provides a  
8 dot density map of the residential living patterns of persons with disabilities by age group in the  
9 service area.

10 For question (8)(b), Local data and local knowledge, including information obtained through the  
11 community participation process will also be particularly useful in answering this question.  
12 QPHAs may refer to Map 5, which may be helpful in identifying the locations of publicly  
13 supported housing in the service area (and region, if applicable).

14 For question (8)(c), QPHAs may refer to Maps 14 and 15, which depict where in the service area  
15 persons with disabilities reside. However, this question also refers to institutional, and other  
16 segregated settings. Local data and local knowledge, including information obtained through the  
17 community participation process will also be particularly useful in answering this question.

18 Identify all significant contributing factors. Consider the non-exhaustive list of factors provided,  
19 which are those most commonly associated with disability and access, and identify those factors  
20 that significantly create, contribute to, perpetuate, or increase the severity of the fair housing issues  
21 of segregation, R/ECAPs, access to opportunity and disproportionate housing needs in relation to  
22 disability and access. For additional instructions on selecting contributing factors, refer to the  
23 introduction of these instructions.

#### 24 Fair Housing Enforcement

25 For question (9)(a), local data and local knowledge, including information obtained through the  
26 community participation process, will be particularly useful in answering the question. Program  
27 participants may refer to the instructions for the Fair Housing Enforcement section of the main  
28 assessment tool for additional information.

29 Identify all significant contributing factors in (9)(b). Consider the non-exhaustive list of factors  
30 provided, which are those most commonly associated with fair housing enforcement, and identify  
31 those factors that significantly create, contribute to, perpetuate, or increase the severity of the fair  
32 housing issues of segregation, R/ECAPs, access to opportunity and disproportionate housing needs  
33 in relation to fair housing enforcement. For additional instructions on selecting contributing factors,  
34 refer to the introduction of these instructions.

#### 35 Additional QPHA Information

36 For question (10), local data and local knowledge, including information obtained through the  
37 community participation process, will be particularly useful in answering the question.

#### 38 **G. \$500,000 or Less Local Government Insert**

39 This section is only to be completed when either a local government that received a CDBG grant of  
40 \$500,000 or less, including a HOME consortia whose members collectively received \$500,000 or  
41 less in CDBG funds or whose members received no CDBG funds, in the most recent fiscal year  
42 prior to the due date for the joint or regional AFH collaborates with a local government that  
43 received a CDBG grant larger than \$500,000, including a HOME consortia whose members



1 collectively received more than \$500,000 in the most recent fiscal year prior to the due date for the  
2 joint or region AFH (collectively, “\$500,000 or Less Local Government”) The \$500,000 or less  
3 local government’s analysis of fair housing issues in its Assessment of Fair Housing may either be  
4 conducted by using this section or sections V.A.-E. of the Assessment Tool for its jurisdiction and  
5 region, along with all other sections in this Assessment Tool, and as directed by the questions and  
6 instructions

7  
8 For small program participants in the same CBSA as the lead Local Government, the analysis is  
9 intended to meet the requirements of jurisdictional analysis while relying on the lead Local  
10 Government to complete the regional analysis. For small program participants whose service area  
11 extends beyond, or is outside of, the lead Local Government’s CBSA, the analysis must cover the  
12 small program participant’s jurisdiction and region. Small program participants should refer to the  
13 Contributing Factors listed in each section above and will have to identify Contributing Factors.  
14 Small program participants must also identify any individual goals

15 When collaborating to submit a joint or regional AFH, program participants may divide work as  
16 they choose. However, this assessment tool provides a potential division of work for a local  
17 government that received a CDBG grant of \$500,000 or less, including a HOME consortia whose  
18 members collectively received \$500,000 or less in CDBG funds or whose members received no  
19 CDBG funds, in the most recent fiscal year prior to the due date for the joint or regional AFH  
20 collaborates with a local government that received a CDBG grant larger than \$500,000, including a  
21 HOME consortia whose members collectively received more than \$500,000, in the most recent  
22 fiscal year prior to the due date for the joint or region AFH.

23  
24 Program participants that collaborate with such local governments may use either this insert or the  
25 main portion of the assessment tool to analyze the local government’s jurisdiction. This insert is  
26 also intended to reduce burden for small program participants by providing a streamlined set of  
27 questions for their jurisdiction. If the collaboration elects to this division of work, this insert needs  
28 to be completed for each collaborating small program participant. Additionally, the regional  
29 portion of the small program participant’s analysis is expected to be fulfilled by the lead entity’s  
30 analysis of the entire CBSA, provided the local government’s region falls within the scope of  
31 analysis conducted in the main portion of this assessment tool. For purposes of this assessment  
32 tool, the small program participant’s region is defined as the CBSA, if the local government is  
33 within the CBSA. The language in the questions in this insert referring to “region, if applicable” is  
34 intended to apply to program participants whose service area extends beyond, or is outside of, the  
35 lead Local Government’s region.

36  
37 HUD is aware of the data limitations of the HUD-provided data, especially for rural areas, and for  
38 small geographies such as those where many small program participants are often located. As  
39 such, local data and local knowledge, including information gathered from community  
40 participation, will be particularly useful in answering questions.

41  
42 Where HUD has not provided data for a specific question in the Assessment Tool and program  
43 participants do not have local data or local knowledge that would assist in answering the question,  
44 program participants are expected to note this rather than leaving the question blank

45  
46 This insert is offered only for the purposes of submitting the jurisdictional analysis of a small  
47 program participant collaborating with a local government that receives more than \$500,000 in  
48 CDBG funding. If the small program participant’s analysis does not meet the requirements of the  
49 AFFH Rule, HUD may decide not to accept the AFH with respect to the small program participant,  
50 while still accepting the AFH of the local government serving as the lead entity. By collaborating  
51 with a small program participant, the local government that is serving as the lead entity is not  
52 making itself responsible for carrying out the small program participant’s portion of the assessment  
53 nor accountable for AFH goals that are specifically designated as small program participant goals,

1 unless the local government that is serving as the lead entity and the small program participant  
2 have joint goals.

3

4 If the local government serving as the lead entity and the small program participant believe the  
5 small program participant insert provided in this assessment tool is not beneficial for the purposes  
6 of conducting the required analysis, they may exclude this set of questions from their analysis and  
7 complete the questions in the main assessment tool instead for all program participant jurisdictions  
8 and regions. All program participants are accountable for the analysis conducted at the  
9 jurisdictional and regional level as well as any joint goals and priorities. Program participants are  
10 also accountable for their individual analysis, goals, and priorities. (See § 5.156(a)(3).) For  
11 example, in a regional collaboration involving two local governments and a small program  
12 participant, the local government may conduct certain parts of the joint analysis and the small  
13 program participants may conduct other parts, provided all necessary parts are completed. HUD  
14 believes it is best left to the program participants in a joint or regional collaboration to decide how  
15 their individual expertise may best contribute to a joint or regional AFH, provided it is consistent  
16 with the AFFH rule.

### 17 Demographics

18 For question (1), refer to Tables 1 and 2. Tables 1 and 2 provide demographic data for the  
19 jurisdiction, as well as demographic information from 1990, 2000, and 2010 (Table 2). Local data  
20 and local knowledge, including information obtained through the community participation process,  
21 will be particularly useful in answering the question. Program participants may refer to the  
22 instructions for the Demographics section of the main assessment tool for additional information  
23 related to the maps and tables.

### 24 Segregation/Integration

25 For question (2)(a), refer to Maps 1, 2, 3 and 4. These maps are dot density maps by race/ethnicity,  
26 national origin, and limited English proficiency (LEP). Map 2 contains data from 1990, 2000, and  
27 2010 by race/ethnicity. Local data and local knowledge, including information obtained through  
28 the community participation process, will be particularly useful in answering the question.  
29 Program participants may refer to the instructions for the Segregation section of the main  
30 assessment tool for additional information related to the maps and tables.

31 For question (2)(b), local data and local knowledge, including information obtained through the  
32 community participation process will be particularly useful in answering this question.

### 33 R/ECAPs

34 For question (3), refer to Maps 1, 2, 3, and 4, and Table 4. These maps are dot density maps by  
35 race/ethnicity, national origin, and limited English proficiency (LEP). Map 2 contains data from  
36 1990, 2000, and 2010 by race/ethnicity. Table 4 contains the demographics of those living in and  
37 R/ECAPs. Local data and local knowledge, including information obtained through the  
38 community participation process, will be particularly useful in answering the question. Program  
39 participants may refer to the instructions for the R/ECAPs section of the main assessment tool for  
40 additional information related to the maps and tables.

### 41 Disparities in Access to Opportunity

42 For question (4), refer to Table 12 and Maps 7-13. Table 12 provides the opportunity indices by  
43 race/ethnic and Maps 7-13 map the indices and are overlaid with dot density by race/ethnicity,  
44 national origin, and families with children. Darker shading on the maps indicates a higher value on  
45 the opportunity index. Local data and local knowledge, including information obtained through the

1 community participation process, will be particularly useful in answering the question. Program  
2 participants may refer to the instructions for the Disparities in Access to Opportunity section of the  
3 main assessment tool for additional information related to the maps and tables.

#### 4 Disproportionate Housing Needs

5 For question (5), refer to Tables 9 and 10. Table 9 provides the demographics of households with  
6 disproportionate housing needs in the service area and Table 10 provides the demographics of  
7 households with severe housing cost burden. Local data and local knowledge, including  
8 information obtained through the community participation process, will be particularly useful in  
9 answering the question. Program participants may refer to the instructions for the Disproportionate  
10 Housing Needs section of the main assessment tool for additional information related to the maps  
11 and tables.

#### 12 Contributing Factors

13 The potential contributing factors listed in this section have been divided into factors that are likely  
14 to be crosscutting across all fair housing issues, and other that are more likely to relate to a  
15 particular fair housing issue. The lists are non-exhaustive and program participants may identify  
16 any factor on any list or other factors not listed for a particular fair housing issue. To answer  
17 question (6), consider the listed factors and identify any factors that significantly create, contribute  
18 to, perpetuate, or increase the severity of one or more fair housing issues. Once identified, program  
19 participants must specify which fair housing issue(s) the factor has been identified for.

#### 20 Publicly Supported Housing

21 For question (7)(a), refer to Table 6. Table 6 provides the demographics of residents of publicly  
22 supported housing program category by race/ethnicity, as well as the demographics of the overall  
23 population and income-eligible population of the jurisdiction. Local data and local knowledge,  
24 including information obtained through the community participation process, will be particularly  
25 useful in answering the question. Program participants may refer to the instructions for the  
26 Demographics subsection of the Publicly Supported Housing section of the main assessment tool  
27 for additional information related to the maps and tables.

28 For question (7)(b)(i), refer to Map 5. Map 5 includes the locations of publicly supported housing  
29 properties in the service area, as well as a thematic layer showing the location of Housing Choice  
30 Vouchers by census tract, where darker shading indicates a higher concentration of vouchers,  
31 overlaid by race/ethnicity dot density. Local data and local knowledge, including information  
32 obtained through the community participation process, will be particularly useful in answering the  
33 question. Program participants may refer to the instructions for the Segregation and R/ECAPs  
34 subsection of the Publicly Supported Housing section of the main assessment tool for additional  
35 information related to the maps and tables. Describe any disparities in access to opportunity by  
36 type of publicly supported housing (housing primarily serving families with children, elderly, and  
37 persons with disabilities).

38 For question (7)(b)(ii), refer to Table 7. Table 7 provides the demographics of publicly supported  
39 housing, by program category, of developments located in R/ECAPs and developments located  
40 outside of R/ECAPs. Local data and local knowledge, including information obtained through the  
41 community participation process, will be particularly useful in answering the question. Program  
42 participants may refer to the instructions for the Segregation and R/ECAPs subsection of the  
43 Publicly Supported Housing section of the main assessment tool for additional information related  
44 to the maps and tables.

1 For question (7)(b)(iii), refer to Table 8 and the Map 5 Query Tool. The Map 5 Query Tool allows  
2 sorting and exporting of census tract and occupancy demographic data from Map 5 to generate a  
3 table for the categories of publicly supported housing for the jurisdiction. Local data and local  
4 knowledge, including information obtained through the community participation process, will be  
5 particularly useful in answering the question. Program participants may refer to the instructions for  
6 the Segregation and R/ECAPs subsection of the Publicly Supported Housing section of the main  
7 assessment tool for additional information related to the maps and tables.

8 For question (7)(c)(i), refer to Maps 7-13 and Table 12. Table 12 provides the opportunity indices  
9 by race/ethnic and Maps 7-13 map the opportunity indices overlaid with dot density showing  
10 residential living patterns by race/ethnicity, national origin, and families with children. Darker  
11 shading on the maps indicates a higher value on the opportunity index representing greater access  
12 to that opportunity indicator. Local data and local knowledge, including information obtained  
13 through the community participation process, will be particularly useful in answering the question.  
14 Program participants may refer to the instructions for the Disparities in Access to Opportunity  
15 subsection of the Publicly Supported Housing section of the main assessment tool for additional  
16 information related to the maps and tables.

17 For question (7)(d)(i) and (7)(d)(ii), refer to the analysis conducted under “Disproportionate  
18 Housing Needs” above (based on Tables 9, 10 and 11). For reference, Table 9 provides the  
19 demographics of households with disproportionate housing needs in the service area, Table 10  
20 provides the demographics of households with severe housing cost burden, and Table 11 provides  
21 information on publicly supported housing by program category and the units by number of  
22 bedrooms, as well as families with children. Local data and local knowledge, including  
23 information obtained through the community participation process, will be particularly useful in  
24 answering the question. Program participants may refer to the instructions for the Disproportionate  
25 Housing Needs subsection of the Publicly Supported Housing section of the main assessment tool  
26 for additional information related to the maps and tables.

27 Identify all significant contributing factors in (7)(e). Consider the non-exhaustive list of factors  
28 provided, which are those most commonly associated with publicly supported housing, and identify  
29 those factors that significantly create, contribute to, perpetuate, or increase the severity of the fair  
30 housing issues of segregation, R/ECAPs, access to opportunity and disproportionate housing needs  
31 in relation to publicly supported housing. For additional instructions on selecting contributing  
32 factors, refer to the introduction of these instructions.

### 33 Disability and Access

34 For questions (8)(a)-(c), local data and local knowledge, including information obtained through  
35 the community participation process, will be particularly useful in answering these questions, as  
36 there is limited nationally-uniform data relating to persons with disabilities. Program participants  
37 may refer to the instructions for the Disability and Access section of the main Assessment Tool for  
38 additional information related to the maps and tables, as well as the instructions below.

39 For questions (8)(a), refer to Maps 14 and 15. Map 14 provides a dot density map of the residential  
40 living patterns of persons with certain types of disabilities in the jurisdiction. Map 15 provides a  
41 dot density map of the residential living patterns of persons with disabilities by age group in the  
42 jurisdiction.

43 For question (8)(b), Local data and local knowledge, including information obtained through the  
44 community participation process will also be particularly useful in answering this question.

45 For question (8)(c), program participants may refer to Maps 14 and 15, which depict where in the  
46 jurisdiction persons with disabilities reside. However, this question also refers to institutional, and

1 other segregated settings. Local data and local knowledge, including information obtained through  
2 the community participation process will also be particularly useful in answering this question.

3 Identify all significant contributing factors (8)(e). Consider the non-exhaustive list of factors  
4 provided, which are those most commonly associated with disability and access, and identify those  
5 factors that significantly create, contribute to, perpetuate, or increase the severity of the fair  
6 housing issues of segregation, R/ECAPs, access to opportunity and disproportionate housing needs  
7 in relation to disability and access. For additional instructions on selecting contributing factors,  
8 refer to the introduction of these instructions.

### 9 Fair Housing Enforcement

10 For question (9)(a), local data and local knowledge, including information obtained through the  
11 community participation process, will be particularly useful in answering the question. Program  
12 participants may refer to the instructions for the Fair Housing Enforcement section of the main  
13 assessment tool for additional information.

14 Identify all significant contributing factors (9)(b). Consider the non-exhaustive list of factors  
15 provided, which are those most commonly associated with fair housing enforcement, and identify  
16 those factors that significantly create, contribute to, perpetuate, or increase the severity of the fair  
17 housing issues of segregation, R/ECAPs, access to opportunity and disproportionate housing needs  
18 in relation to fair housing enforcement. For additional instructions on selecting contributing factors,  
19 refer to the introduction of these instructions.

### 20 Additional Information

21 For question (10), local data and local knowledge, including information obtained through the  
22 community participation process, will be particularly useful in answering the question.

### 23 **Part VI: Fair Housing Goals and Priorities**

24 Note that all program participants in a collaboration are responsible for the Fair Housing Goals and  
25 Priorities questions in this section, including those eligible program participants that choose to use  
26 the inserts provided for the Fair Housing Analysis section.

27 To answer question (1), use the contributing factors selected in prior sections and prioritize them,  
28 as they apply to each program participant, including as identified in any inserts for smaller program  
29 participants.<sup>17</sup> In prioritizing contributing factors, program participants shall give the highest  
30 priority to those factors that limit or deny fair housing choice or access to opportunity, or  
31 negatively impact fair housing or civil rights compliance. Provide a justification for the  
32 prioritization of the factors. Also describe the prioritization method used. For example, if using a  
33 1 through 5 ranking system, identify whether 1 or 5 reflects the highest priority.

34 Note that contributing factors may be outside the ability of program participants to directly control  
35 or influence. In such cases, those factors must be included in the prioritization. There still may be  
36 policy options or goals that program participants should identify, while recognizing the limitations  
37 involved. For additional information on contributing factors, please refer to the general instructions  
38 to this Assessment Tool.

39 For question (2), set one or more goals to address each fair housing issue with significant  
40 contributing factors. For each goal, program participants must identify one or more contributing  
41 factors that the goal is designed to address, describe how the goal relates to overcoming the

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1 <sup>17</sup> Please note that these inserts may only be used by eligible program participants, as described in the general  
2 instructions to this Assessment Tool.

1 identified contributing factor(s) and related fair housing issue, and identify metrics and milestones  
2 for determining what fair housing results will be achieved. For instance, where segregation in a  
3 development or geographic area is determined to be a fair housing issue, with at least one  
4 significant contributing factor, HUD would expect the AFH to include one or more goals to reduce  
5 the segregation. Additionally, in the case of a joint or regional AFH, the goals established can be  
6 individual goals relating to a single program participant in the collaboration or joint goals among  
7 some or all of the program participants in the collaboration. Whether goals are individual or joint,  
8 each program participant in the collaboration must establish goals in accordance with the  
9 requirements described above.

10 In answering question (2), use the table provided. Provide at least one goal addressing each fair  
11 housing issue. In the “Goals” column, state the goal that is being set. In the “Contributing  
12 Factors” column, identify the contributing factors the goal is designed to overcome. In the “Fair  
13 Housing Issues” column, identify the related fair housing issues the goal is designed to address. In  
14 the “Metrics and Milestones” column, identify the metrics and milestones program participants will  
15 use for determining what fair housing results will be achieved and a timeframe for achievement.

16 Finally, in the “Discussion” row, provide an explanation of how the goal being set is going to  
17 address the contributing factors and related fair housing issues. For program participants  
18 submitting jointly, denote which program participant is responsible for each particular goal. If  
19 program participants are setting joint goals, explain the responsibilities of each program participant  
20 with respect to the joint goal. Please note that the number of goals is not limited by the table  
21 provided. Program participants are encouraged to set more goals than the table allows for  
22 currently.<sup>18</sup>

23 While the statutory duty to affirmatively further fair housing requires program participants to  
24 affirmatively further fair housing, the final rule does not mandate specific outcomes for the  
25 planning process. Instead, recognizing the importance of local decision-making, the analysis  
26 conducted in the AFH is meant to help guide public sector housing and community development  
27 planning and investment decisions in being better informed about fair housing concerns and  
28 consequently help program participants to be better positioned to fulfill their obligation to  
29 affirmatively further fair housing.

30 Program participants should note that the strategies and actions, and the specifics of funding  
31 decisions, subject to the consolidated plan, PHA plan, or other applicable planning process are not  
32 required to be in the AFH. However, the goals set by program participants will factor into these  
33 planning processes. These goals will form the basis for strategies and actions in the subsequent  
34 planning documents. As stated in the regulatory text at 24 C.F.R. § 5.150, “a program participant’s  
35 strategies and actions must affirmatively further fair housing and may include various activities,  
36 such as developing affordable housing, and removing barriers to the development of such housing,  
37 in areas of high opportunity; strategically enhancing access to opportunity, including through  
38 targeted investment in neighborhood revitalization or stabilization; through preservation or  
39 rehabilitation of existing affordable housing; promoting greater housing choice within or outside  
40 areas of concentrated poverty and access to areas of high opportunity; and improving community  
41 assets such as quality schools, employment, and transportation.” Goals addressing fair housing  
42 choice may include, for example, enhanced geographic mobility options that afford access to areas  
43 of high opportunity.

#### 44 **Certification and Submission**

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1 <sup>18</sup> HUD anticipates that the online user interface that is currently under development will allow for program  
2 participants to set as many goals as a program participant wishes. The paper form of this Assessment Tool is  
3 only meant to illustrate the table.

1 Please note, for a joint or regional AFH, each collaborating program participant must authorize a  
2 representative to sign the certification on the program participant's behalf. In a joint or regional  
3 AFH, when responding to each question, collaborating program participants may provide joint  
4 analyses and individual analyses. The authorized representative of each program participant  
5 certifies only to information the program participant provides individually or jointly in response to  
6 each question in the assessment. The authorized representative does not certify for information  
7 applicable only to other collaborating program participants' analyses, if any.

**APPENDIX A – HUD-Provided Maps**

1  
2

3 **Map 1 Race/Ethnicity** – Current (2010) race/ethnicity dot density map for Jurisdiction  
4 and Region with R/ECAPs

5 **Map 2 Race/Ethnicity Trends** – Current and past race/ethnicity dot density maps for  
6 Jurisdiction and Region with R/ECAPs with time slider from 1990 to 2010

7 **Map 3 National Origin** – Current (2010) 5 most populous national origin groups dot  
8 density map for Jurisdiction and Region with R/ECAPs

9 **Map 4 LEP** – Current (2010) LEP persons by 5 most populous languages dot density map  
10 for Jurisdiction and Region with R/ECAPs

11 **Map 5 Publicly Supported Housing and Race/Ethnicity** – Housing Choice Voucher  
12 thematic map overlaid with Public Housing, Project-Based Section 8, Other Multifamily,  
13 and LIHTC locations with race/ethnicity dot density and R/ECAPs, distinguishing  
14 categories of publicly supported housing by color, for the Jurisdiction and Region

15 OGCFH Concurrence: this map is being combined with Map 5 (based on public comment  
16 from the 60-day notice) to show the density of voucher usage by census tract in the same  
17 map as publicly supported housing developments

18 **Map 6 Housing Burden**– Households experiencing one or more housing burdens in  
19 Jurisdiction and Region with race/ethnicity, national origin, and families with children dot  
20 density maps and R/ECAPs

21 **Map 7 Demographics and School Proficiency**<sup>19</sup> – School proficiency thematic map for  
22 Jurisdiction and Region with race/ethnicity, national origin, and familial status maps and  
23 R/ECAPs

24 **Map 8 Demographics and Job Proximity** – Job proximity thematic map for Jurisdiction  
25 and Region with race/ethnicity, national origin, and familial status maps and R/ECAPs

26 **Map 9 Demographics and Labor Market** – Labor engagement thematic map for  
27 Jurisdiction and Region with race/ethnicity, national origin, and familial status maps and  
28 R/ECAPs

29 **Map 10 Demographics and Transit Trips** – Transit proximity thematic map for  
30 Jurisdiction and Region with race/ethnicity, national origin, and familial status maps and  
31 R/ECAPs

32 **Map 11 Demographics and Low Transportation Costs** – Low transportation cost  
33 thematic map for Jurisdiction and Region with race/ethnicity, national origin, and familial  
34 status maps and R/ECAPs

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1 <sup>19</sup> Please note that HUD anticipates adding a layer to Maps 7-13 to display the location of publicly supported  
2 housing; however, this layer may not be available at the time this Assessment Tool is finalized.



- 1 **Map 12 Demographics and Poverty** – Low poverty thematic map for Jurisdiction and  
2 Region with race/ethnicity, national origin, and familial status maps and R/ECAPs
- 3 **Map 13 Demographics and Environmental Health** – Environmental health thematic  
4 map for Jurisdiction and Region with race/ethnicity, national origin, and familial status  
5 maps with R/ECAPs
- 6 **Map 14 Disability by Type** – Population of persons with disabilities dot density map by  
7 persons with vision, hearing, cognitive, ambulatory, self-care, and independent living  
8 difficulties with R/ECAPs for Jurisdiction and Region
- 9 **Map 15 Disability by Age Group** – All persons with disabilities by age range (5-17; 18-  
10 64; and 65+) dot density map with R/ECAPs for Jurisdiction and Region
- 11 **Map 16 – Housing Tenure** – Thematic map of percent of units occupied by homeowners  
12 and thematic map of percent of units occupied by renters and R/ECAPs
- 13 **Maps Specifically for Use by PHAs**
- 14 **Map 17 – Location of Affordable Rental Housing (Percent of Rental Units Affordable**  
15 **to 50% AMI)<sup>20</sup>** – Thematic map of affordable rental units (defined as units renting at or  
16 less than 30% of household income for a household at 50% AMI) with Housing Choice  
17 Vouchers as dot density or symbol by census tract
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1 <sup>20</sup> Please note this map is provided, but is not required for use in the analysis by Local Governments.

**APPENDIX B – HUD-Provided Tables**

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**Table 1 Demographics** – Demographic data for Jurisdiction and Region (including total population, the number and percentage of persons by race/ethnicity, national origin (10 most populous), LEP (10 most populous), disability (by disability type), sex, age range (under 18, 18-64, 65+), and households with children)

**Table 2 Demographic Trends** –Demographic trend data for Jurisdiction and Region (including the number and percentage of persons by race/ethnicity, total national origin (foreign born), total LEP, sex, age range (under 18, 18-64, 65+), and households with children)

**Table 3 Racial/Ethnic Dissimilarity** –Race/ethnicity dissimilarity index for Jurisdiction and Region

**Table 4 R/ECAP Demographics** –Data for the percentage of racial/ethnic groups, families with children, and national origin groups (10 most populous) for the Jurisdiction and Region who reside in R/ECAPs

**Table 5 Publicly Supported Housing Units by Program Category** – Data for total units by 4 categories of publicly supported housing in the Jurisdiction (Public Housing, Project-Based Section 8, Other Multifamily, Housing Choice Voucher (HCV) Program) for the Jurisdiction

**Table 6 Publicly Supported Households by Race/Ethnicity** – Race/ethnicity data for 4 categories of publicly supported housing (Public Housing, Project-Based Section 8, Other Multifamily, HCV) in the Jurisdiction compared to the population as a whole, and to persons earning 30% AMI, in the Jurisdiction

**Table 7 R/ECAP and Non-R/ECAP Demographics by Publicly Supported Housing Program Category** – Data on publicly supported housing units and R/ECAPs for the Jurisdiction

**Table 8 Demographics of Publicly Supported Housing Developments by Program Category** – Development level demographics by Public Housing, Project-Based Section 8, and Other Multifamily<sup>21</sup> for the Jurisdiction

**Table 9 Demographics of Households with Disproportionate Housing Needs** – Tabular data of total households in the Jurisdiction and Region and the total number and percentage of households experiencing one or more housing burdens by race/ethnicity and family size in the Jurisdiction and Region

**Table 10 Demographics of Households with Severe Housing Cost Burden** – Data of the total number of households in the Jurisdiction and Region and the number and percentage

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1 <sup>21</sup> Please note that, for the first year, census tract level demographic data in which publicly supported housing  
2 developments are located, also including LIHTC developments, are available through the AFFH Data and  
3 Mapping Tool which includes a data query function and ability to export tables.

1 of households experiencing severe housing burdens by race/ethnicity for the Jurisdiction  
2 and Region

3 **Table 11 Publicly Supported Housing by Program Category: Units by Number of**  
4 **Bedrooms and Number of Children** – Data on the number of bedrooms for units of 4  
5 categories of publicly supported housing (Public Housing, Project-Based Section 8, Other  
6 Multifamily, HCV) for the Jurisdiction

7 **Table 12 Opportunity Indicators by Race/Ethnicity** – Data of opportunity indices for  
8 school proficiency, jobs proximity, labor-market engagement, transit trips, low  
9 transportation costs, low poverty, and environmental health for the Jurisdiction and Region  
10 by race/ethnicity and among households below the Federal poverty line.

11 **Table 13 Disability by Type** – Data of persons with vision, hearing, cognitive,  
12 ambulatory, self-care, and independent living disabilities for the Jurisdiction and Region

13 **Table 14 Disability by Age Group** – Data of persons with disabilities by age range (5-17,  
14 18-64, and 65+) for the Jurisdiction and Region

15 **Table 15 Disability by Publicly Supported Housing Program Category** – Data on  
16 disability and publicly supported housing for the Jurisdiction and Region

17 **Table 16 – Homeownership and Rental Rates by Race/Ethnicity** – Data of  
18 homeownership and rental rates by race/ethnicity for the Jurisdiction and Region

19 **Tables Specifically for Use by PHAs**

20 **Table 17 – Demographics of PHA Assisted Households<sup>22</sup>** – Data of the demographics by  
21 race/ethnicity, families with children, and disability for a PHA’s assisted households for  
22 the Service Area

23 **Table 18 – PHA Assisted Residents by Race/Ethnicity<sup>23</sup>** – Data of the PHA’s assisted  
24 residents by race/ethnicity with total population for the Service Area

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1 <sup>22</sup> Please note this table is provided, but is not required for use in the analysis by Local Governments.

2 <sup>23</sup> Please note this table is provided, but is not required for use in the analysis by Local Governments.

1 **APPENDIX C – Contributing Factors Descriptions**

2

3 **Access to financial services**

4 *(Disparities in Access to Opportunity)*

5 The term “financial services” refers here to economic services provided by a range of quality  
6 organizations that manage money, including credit unions, banks, credit card companies, and  
7 insurance companies. These services would also include access to credit financing for mortgages,  
8 home equity, and home repair loans. Access to these services includes physical access - often  
9 dictated by the location of banks or other physical infrastructure - as well as the ability to obtain  
10 credit, insurance or other key financial services. Access may also include equitable treatment in  
11 receiving financial services, including equal provision of information and equal access to mortgage  
12 modifications. For purposes of this contributing factor, financial services do not include predatory  
13 lending including predatory foreclosure practices, storefront check cashing, payday loan services,  
14 and similar services. Gaps in banking services can make residents vulnerable to these types of  
15 predatory lending practices, and lack of access to quality banking and financial services may  
16 jeopardize an individual’s credit and the overall sustainability of homeownership and wealth  
17 accumulation.

18

19 **Access for persons with disabilities to proficient schools**

20 *(Disability and Access)*

21 Individuals with disabilities may face unique barriers to accessing proficient schools. In some  
22 jurisdictions, some school facilities may not be accessible or may only be partially accessible to  
23 individuals with different types of disabilities (often these are schools built before the enactment of  
24 the ADA or the Rehabilitation Act of 1973). In general, a fully accessible building is a building  
25 that complies with all of the ADA's requirements and has no barriers to entry for persons with  
26 physical mobility impairments. It enables students and parents with physical or sensory disabilities  
27 to access and use all areas of the building and facilities to the same extent as students and parents  
28 without disabilities, enabling students with disabilities to attend classes and interact with students  
29 without disabilities to the fullest extent. In contrast, a partially accessible building allows for  
30 persons with physical mobility impairments to enter and exit the building, access all relevant  
31 programs, and have use of at least one restroom, but the entire building is not accessible and  
32 students or parents with disabilities may not access areas of the facility to the same extent as  
33 students and parents without disabilities. In addition, in some instances school policies steer  
34 individuals with certain types of disabilities to certain facilities or certain programs or certain  
35 programs do not accommodate the disability-related needs of certain students.

36

37 **Access to publicly supported housing for persons with disabilities**

38 *(Disability and Access)*

39 The lack of a sufficient number of accessible units or lack of access to key programs and services  
40 poses barriers to individuals with disabilities seeking to live in publicly supported housing. For  
41 purposes of this assessment, publicly supported housing refers to housing units that are subsidized  
42 by federal, state, or local entities. “Accessible housing” refers to housing that accords individuals  
43 with disabilities equal opportunity to use and enjoy a dwelling. The concept of “access” here  
44 includes physical access for individuals with different types of disabilities (for example, ramps and  
45 other accessibility features for individuals with physical mobility impairments, visual alarms and  
46 signals for individuals who are deaf or hard of hearing, and audio signals, accessible signage, and  
47 other accessibility features for individuals who are blind or have low vision), as well as the  
48 provision of auxiliary aids and services to provide effective communication for individuals who are

1 deaf or hard of hearing, are blind or have low vision, or individuals who have speech impairments.  
2 The concept of “access” here also includes programmatic access, which implicates such policies as  
3 application procedures, waitlist procedures, transfer procedures and reasonable accommodation  
4 procedures.

5 **Access to transportation for persons with disabilities**

6 *(Disability and Access)*

7 Individuals with disabilities may face unique barriers to accessing transportation, including both  
8 public and private transportation, such as buses, rail services, taxis, and para-transit. The term  
9 “access” in this context includes physical accessibility, policies, physical proximity, cost, safety,  
10 reliability, etc. It includes the lack of accessible bus stops, the failure to make audio  
11 announcements for persons who are blind or have low vision, and the denial of access to persons  
12 with service animals. The absence of or clustering of accessible transportation and other  
13 transportation barriers may limit the housing choice of individuals with disabilities.

14  
15 **Admissions and occupancy policies and procedures, including preferences in publicly**  
16 **supported housing**

17 *(Publicly Supported Housing)*

18 The term “admissions and occupancy policies and procedures” refers here to the policies and  
19 procedures used by publicly supported housing providers that affect who lives in the housing,  
20 including policies and procedures related to marketing, advertising vacancies, applications, tenant  
21 selection, assignment, and maintained or terminated occupancy. Procedures that may relate to fair  
22 housing include, but are not limited to:

- 23 • Admissions preferences (e.g. residency preference, preferences for local workforce, etc.)
- 24 • Application, admissions, and waitlist policies (e.g. in-person application requirements,  
25 rules regarding applicant acceptance or rejection of units, waitlist time limitations, first  
26 come first serve, waitlist maintenance, etc.).
- 27 • Income thresholds for new admissions or for continued eligibility.
- 28 • Designations of housing developments (or portions of developments) for the elderly and/or  
29 persons with disabilities.
- 30 • Occupancy limits.
- 31 • Housing providers’ policies for processing reasonable accommodations and modifications  
32 requests.
- 33 • Credit policies.
- 34 • Policies related to criminal records including arrests and convictions
- 35 • Eviction policies and procedures.

36 **Availability of affordable units in a range of sizes**

37 *(Disproportionate Housing Needs)*

38 The provision of affordable housing is often important to individuals with certain protected  
39 characteristics because groups are disproportionately represented among those who would benefit  
40 from low-cost housing. What is “affordable” varies by circumstance, but an often used rule of  
41 thumb is that a low- or moderate-income family can afford to rent or buy a decent-quality dwelling  
42 without spending more than 30 percent of its income. This contributing factor refers to the  
43 availability of units that a low- or moderate-income family could rent or buy, including one-  
44 bedroom units and multi-bedroom units for larger families. When considering availability,  
45 consider transportation costs, school quality, and other important factors in housing choice.  
46 Whether affordable units are available with a greater number of bedrooms and in a range of  
47 different geographic locations may be a particular barrier facing families with children.

48  
49 **Availability, type, frequency, and reliability of public transportation**

1 *(Disparities in Access to Opportunity)*

2 Public transportation is shared passenger transport service available for use by the general public,  
3 including buses, light rail, and rapid transit. Public transportation includes paratransit services for  
4 persons with disabilities. The availability, type, frequency, and reliability of public transportation  
5 affect which households are connected to community assets and economic opportunities.  
6 Transportation policies that are premised upon the use of a personal vehicle may impact public  
7 transportation. “Availability” as used here includes geographic proximity, cost, safety and  
8 accessibility, as well as whether the transportation connects individuals to places they need to go  
9 such as jobs, schools, retail establishments, and healthcare. “Type” refers to method of  
10 transportation such as bus or rail. “Frequency” refers to the interval at which the transportation  
11 runs. “Reliability” includes such factors as an assessment of how often trips are late or delayed, the  
12 frequency of outages, and whether the transportation functions in inclement weather.

13

14 **Community opposition**

15 *(Segregation/Integration, R/ECAPs, Publicly Supported Housing)*

16 The opposition of community members to proposed or existing developments—including housing  
17 developments, affordable housing, publicly supported housing (including use of housing choice  
18 vouchers), multifamily housing, or housing for persons with disabilities—is often referred to as  
19 “Not in my Backyard,” or NIMBY-ism. This opposition is often expressed in protests, challenges  
20 to land-use requests or zoning waivers or variances, lobbying of decision-making bodies, or even  
21 harassment and intimidation. Community opposition can be based on factual concerns (concerns  
22 are concrete and not speculative, based on rational, demonstrable evidence, focused on measurable  
23 impact on a neighborhood) or can be based on biases (concerns are focused on stereotypes,  
24 prejudice, and anxiety about the new residents or the units in which they will live). Community  
25 opposition, when successful at blocking housing options, may limit or deny housing choice for  
26 individuals with certain protected characteristics.

27 **Deteriorated and abandoned properties**

28 *(R/ECAPS)*

29 The term “deteriorated and abandoned properties” refers here to residential and commercial  
30 properties unoccupied by an owner or a tenant, which are in disrepair, unsafe, or in arrears on real  
31 property taxes. Deteriorated and abandoned properties may be signs of a community’s distress and  
32 disinvestment and are often associated with crime, increased risk to health and welfare, plunging  
33 decreasing property values, and municipal costs. The presence of multiple unused or abandoned  
34 properties in a particular neighborhood may have resulted from mortgage or property tax  
35 foreclosures. The presence of such properties can raise serious health and safety concerns and may  
36 also affect the ability of homeowners with protected characteristics to access opportunity through  
37 the accumulation of home equity. Demolition without strategic revitalization and investment can  
38 result in further deterioration of already damaged neighborhoods.

39

40 **Displacement of and/or lack of housing support for victims of domestic violence, dating**  
41 **violence, sexual assault, and stalking**

42 *(Disproportionate Housing Needs, Publicly Supported Housing)*

43 Federal laws, such as the Violence Against Women Act (VAWA) and the Fair Housing Act (FHA),  
44 offer protections from housing discrimination to survivors of domestic violence, dating violence,  
45 sexual assault, and stalking because of the abuse committed against them. Despite these safeguards,  
46 many victims continue to experience adverse housing decisions made by housing providers due to  
47 their status as victims. Though some states and local jurisdictions may have housing laws that are  
48 designed to protect victims, many do not, which impedes victims’ ability to access and maintain  
49 their current housing as well as quickly find safe alternative housing. Local nuisance and crime-

1 free ordinances that punish victims of crime or who otherwise need emergency assistance can  
2 violate federal and state civil rights laws.

### 3 **Displacement of residents due to economic pressures**

4 *(Segregation/Integration, R/ECAPs, Disproportionate Housing Needs, Publicly Supported*  
5 *Housing)*

6 The term “displacement” refers here to a resident’s undesired departure from a place where an  
7 individual has been living. “Economic pressures” may include, but are not limited to, rising rents,  
8 rising property taxes related to home prices, rehabilitation of existing structures, demolition of  
9 subsidized housing, loss of affordability restrictions, and public and private investments in  
10 neighborhoods. Such pressures can lead to loss of existing affordable housing in areas  
11 experiencing rapid economic growth and a resulting loss of access to opportunity assets for lower  
12 income families that previously lived there. Where displacement disproportionately affects persons  
13 with certain protected characteristic, the displacement of residents due to economic pressures may  
14 exacerbate patterns of residential segregation.

15

### 16 **Impediments to mobility**

17 *(Disparities in Access to Opportunity, Publicly Supported Housing)*

18 The term “impediments to mobility” refers here to barriers faced by individuals and families when  
19 attempting to move to a neighborhood or area of their choice, especially integrated areas and areas  
20 of opportunity. This refers to both Housing Choice Vouchers and other public and private housing  
21 options. Many factors may impede mobility, including, but not limited to:

- 22 • Lack of quality mobility counseling. Mobility counseling is designed to assist families in  
23 moving from high-poverty to low-poverty neighborhoods that have greater access to  
24 opportunity assets appropriate for each family (e.g. proficient schools for families with  
25 children or effective public transportation.). Mobility counseling can include a range of  
26 options including, assistance for families for “second moves” after they have accessed  
27 stable housing, and ongoing post-move support for families.
- 28 • Lack of appropriate payment standards, including exception payment standards to the  
29 standard fair market rent (FMR). Because FMRs are generally set at the 40th percentile of  
30 the metropolitan-wide rent distribution, some of the most desirable neighborhoods do not  
31 have a significant number of units available in the FMR range. Exception payment  
32 standards are separate payment standard amounts within the basic range for a designated  
33 part of an FMR area. Small areas FMRs, which vary by zip code, may be used in the  
34 determination of potential exception payment standard levels to support a greater range of  
35 payment standards.
- 36 • Jurisdictional fragmentation among multiple providers of publicly supported housing that  
37 serve single metropolitan areas and lack of regional cooperation mechanisms, including  
38 PHA jurisdictional limitations.
- 39 • HCV portability issues that prevent a household from using a housing assistance voucher  
40 issued in one jurisdiction when moving to another jurisdiction where the program is  
41 administered by a different local PHA.
- 42 • Lack of a consolidated waitlist for all assisted housing available in the metropolitan area.
- 43 • Discrimination based on source of income, including SSDI, Housing Choice Vouchers, or  
44 other tenant-based rental assistance.
- 45 • Lack of source of income protection or discrimination based on source of income,  
46 including SSDI, Housing Choice Vouchers, or other tenant-based rental assistance.

### 47 **Inaccessible public or private infrastructure**

48 *(Disability and Access)*

49 Many public buildings, sidewalks, pedestrian crossings, or other infrastructure components are  
50 inaccessible to individuals with disabilities including persons with physical mobility impairments,

1 individuals who are deaf or hard of hearing, and persons who are blind or have low vision. These  
2 accessibility issues can limit realistic housing choice for individuals with disabilities.  
3 Inaccessibility is often manifest by the lack of curb cuts, lack of ramps, and the lack of audible  
4 pedestrian signals. While the Americans with Disabilities Act and related civil rights laws  
5 establish accessibility requirements for infrastructure, these laws do not apply everywhere and/or  
6 may be inadequately enforced.

### 7 **Inaccessible government facilities or services**

8 *(Disability and Access)*

9 Inaccessible government facilities and services may pose a barrier to fair housing choice for  
10 individuals with disabilities by limiting access to important community assets such as public  
11 meetings, social services, libraries, and recreational facilities. Note that the concept of accessibility  
12 includes both physical access (including to websites and other forms of communication) as well as  
13 policies and procedures. While the Americans with Disabilities Act and related civil rights laws  
14 require that newly constructed and altered government facilities, as well as programs and services,  
15 be accessible to individuals with disabilities, these laws may not apply in all circumstances and/or  
16 may be inadequately enforced.

### 17 18 **Lack of access to opportunity due to high housing costs**

19 *(Disparities in Access to Opportunity, Disproportionate Housing Needs, Publicly Supported*  
20 *Housing, Disability and Access)*

21 Housing that affords access to opportunities, such as proficient schools, public transportation,  
22 employment centers, low poverty, and environmentally healthy neighborhoods may be cost  
23 prohibitive for low income persons, including those receiving assistance through the Housing  
24 Choice Voucher program. High costs can have a greater effect on families with children who need  
25 multiple bedrooms and individuals with disabilities who need accessible housing or housing  
26 located close to accessible transportation. Lack of strategies to overcome barriers imposed by  
27 housing costs can deny access to opportunity. Such strategies may include Small Area fair market  
28 rents (FMRs), exception payment standards, siting of Project-Based Vouchers, buying down  
29 affordability of existing rental housing using HOME or LIHTC, inclusionary zoning (including  
30 when combined with ongoing affordability at voucher payment standards or acceptance of  
31 vouchers), and use of LIHTC for new construction of affordable housing opportunities.

### 32 **Lack of affordable, accessible housing in a range of unit sizes**

33 *(Disability and Access)*

34 What is “affordable” varies by circumstance, but an often used rule of thumb is that a low- or  
35 moderate-income family can afford to rent or buy a decent-quality dwelling without spending more  
36 than 30 percent of its income. For purposes of this assessment, “accessible housing” refers to  
37 housing that accords individuals with disabilities equal opportunity to use and enjoy a dwelling.  
38 Characteristics that affect accessibility may include physical accessibility of units and public and  
39 common use areas of housing, as well as application procedures, such as first come first serve  
40 waitlists, inaccessible websites or other technology, denial of access to individuals with assistance  
41 animals, or lack of information about affordable accessible housing. The clustering of affordable,  
42 accessible housing with a range of unit sizes may also limit fair housing choice for individuals with  
43 disabilities.

### 44 45 **Lack of affordable in-home or community-based supportive services**

46 *(Disability and Access)*

47 The term “in-home or community-based supportive services” refers here to medical and other  
48 supportive services available for targeted populations, such as individuals with mental illnesses,  
49 cognitive or developmental disabilities, and/or physical disabilities in their own home or  
50 community (as opposed to in institutional settings). Such services include personal care, assistance  
51 with housekeeping, transportation, in-home meal service, integrated adult day services and other



1 services (including, but not limited to, medical, social, education, transportation, housing,  
2 nutritional, therapeutic, behavioral, psychiatric, nursing, personal care, and respite). They also  
3 include assistance with activities of daily living such as bathing, dressing, eating, and using the  
4 toilet, shopping, managing money or medications, and various household management activities,  
5 such as doing laundry. Public entities must provide services to individuals with disabilities in  
6 community settings rather than institutions when: 1) such services are appropriate to the needs of  
7 the individual; 2) the affected persons do not oppose community-based treatment; and 3)  
8 community-based services can be reasonably accommodated, taking into account the resources  
9 available to the public entity and the needs of others who are receiving disability-related services  
10 from the entity. Assessing the cost and availability of these services is also an important  
11 consideration, including the role of state Medicaid agencies. The outreach of government entities  
12 around the availability of community supports to persons with disabilities in institutions may  
13 impact these individuals' knowledge of such supports and their ability to transition to community-  
14 based settings.

### 15 **Lack of affordable, integrated housing for individuals who need supportive services**

#### 16 *(Disability and Access)*

17 What is "affordable" varies by the circumstances affecting the individual, and includes the cost of  
18 housing and services taken together. Integrated housing is housing where individuals with  
19 disabilities can live and interact with persons without disabilities to the fullest extent possible. In  
20 its 1991 rulemaking implementing Title II of the ADA, the U.S. Department of Justice defined "the  
21 most integrated setting appropriate to the needs of qualified individuals with disabilities" as "a  
22 setting that enables individuals with disabilities to interact with nondisabled persons to the fullest  
23 extent possible." By contrast, segregated settings are occupied exclusively or primarily by  
24 individuals with disabilities. Segregated settings sometimes have qualities of an institutional  
25 nature, including, but not limited to, regimentation in daily activities, lack of privacy or autonomy,  
26 policies limiting visitors, limits on individuals' ability to engage freely in community activities and  
27 manage their own activities of daily living, or daytime activities primarily with other individuals  
28 with disabilities. For purposes of this tool "supportive services" means medical and other  
29 voluntary supportive services available for targeted populations groups, such as individuals with  
30 mental illnesses, intellectual or developmental disabilities, and/or physical disabilities, in their own  
31 home or community (as opposed to institutional settings). Such services may include personal  
32 care, assistance with housekeeping, transportation, in-home meal service, integrated adult day  
33 services and other services. They also include assistance with activities of daily living such as  
34 bathing, dressing, and using the toilet, shopping, managing money or medications, and various  
35 household management activities, such as doing laundry.  
36

### 37 **Lack of assistance for housing accessibility modifications**

#### 38 *(Disability and Access)*

39 The term "housing accessibility modification" refers here to structural changes made to existing  
40 premises, occupied or to be occupied by a person with a disability, in order to afford such person  
41 full enjoyment and use of the premises. Housing accessibility modifications can include structural  
42 changes to interiors and exteriors of dwellings and to common and public use areas. Under the Fair  
43 Housing Act, landlords are required by fair housing laws to permit certain reasonable modifications  
44 to a housing unit, but are not required to pay for the modification unless the housing provider is a  
45 recipient of Federal financial assistance and therefore subject to Section 504 of the Rehabilitation  
46 Act or is covered by the Americans with Disabilities Act (in such cases the recipient must pay for  
47 the structural modification as a reasonable accommodation for an individual with disabilities).  
48 However, the cost of these modifications can be prohibitively expensive. Jurisdictions may  
49 consider establishing a modification fund to assist individuals with disabilities in paying for  
50 modifications or providing assistance to individuals applying for grants to pay for modifications.  
51

### 52 **Lack of assistance for transitioning from institutional settings to integrated housing**

1 *(Disability and Access)*

2 The integration mandate of the ADA and *Olmstead v. L.C.*, 527 U.S. 581 (1999) (*Olmstead*)  
3 compels states to offer community-based health care services and long-term services and supports  
4 for individuals with disabilities who can live successfully in housing with access to those services  
5 and supports. In practical terms, this means that states must find housing that enables them to  
6 assist individuals with disabilities to transition out of institutions and other segregated settings and  
7 into the most integrated setting appropriate to the needs of each individual with a disability. A  
8 critical consideration in each state is the range of housing options available in the community for  
9 individuals with disabilities and whether those options are largely limited to living with other  
10 individuals with disabilities, or whether those options include substantial opportunities for  
11 individuals with disabilities to live and interact with individuals without disabilities. For further  
12 information on the obligation to provide integrated housing opportunities, please refer to HUD's  
13 Statement on the Role of Housing in Accomplishing the Goals of *Olmstead*, the U.S. Department  
14 of Justice's Statement on *Olmstead* Enforcement, as well as the U.S. Department of Health and  
15 Human Services' Centers for Medicare and Medicaid Services final rule and regulations regarding  
16 Home and Community-Based Setting requirements. Policies that perpetuate segregation may  
17 include: inadequate community-based services; reimbursement and other policies that make needed  
18 services unavailable to support individuals with disabilities in mainstream housing; conditioning  
19 access to housing on willingness to receive supportive services; incentivizing the development or  
20 rehabilitation of segregated settings. Policies or practices that promote community integration may  
21 include: the administration of long-term State or locally-funded tenant-based rental assistance  
22 programs; applying for funds under the Section 811 Project Rental Assistance Demonstration;  
23 implementing special population preferences in the HCV and other programs; incentivizing the  
24 development of integrated supportive housing through the LIHTC program; ordinances banning  
25 housing discrimination on the basis of source of income; coordination between housing and  
26 disability services agencies; increasing the availability of accessible public transportation.

27  
28 **Lack of community revitalization strategies**

29 *(Segregation/Integration, R/ECAPs)*

30 The term "community revitalization strategies" refers here to realistic planned activities to improve  
31 the quality of life in areas that lack public and private investment, services and amenities, have  
32 significant deteriorated and abandoned properties, or other indicators of community distress.  
33 Revitalization can include a range of activities such as improving housing, attracting private  
34 investment, creating jobs, and expanding educational opportunities or providing links to other  
35 community assets. Strategies may include such actions as rehabilitating housing; offering  
36 economic incentives for housing developers/sponsors, businesses (for commercial and employment  
37 opportunities), bankers, and other interested entities that assist in the revitalization effort; and  
38 securing financial resources (public, for-profit, and nonprofit) from sources inside and outside the  
39 jurisdiction to fund housing improvements, community facilities and services, and business  
40 opportunities in neighborhoods in need of revitalization. When a community is being revitalized,  
41 the preservation of affordable housing units can be a strategy to promote integration.

42  
43 **Lack of local private fair housing outreach and enforcement**

44 *(Fair Housing Enforcement, Outreach Capacity, and Resources Analysis)*

45 The term "local private fair housing outreach and enforcement" refers to outreach and enforcement  
46 actions by private individuals and organizations, including such actions as fair housing education,  
47 conducting testing, bring lawsuits, arranging and implementing settlement agreements. A lack of  
48 private enforcement is often the result of a lack of resources or a lack of awareness about rights  
49 under fair housing and civil rights laws, which can lead to under-reporting of discrimination,  
50 failure to take advantage of remedies under the law, and the continuation of discriminatory  
51 practices. Activities to raise awareness may include technical training for housing industry  
52 representatives and organizations, education and outreach activities geared to the general public,  
53 advocacy campaigns, fair housing testing and enforcement.

54

1 **Lack of local public fair housing enforcement**

2 *(Fair Housing Enforcement, Outreach Capacity, and Resources Analysis)*

3 The term “local public fair housing enforcement” refers here to enforcement actions by State and  
4 local agencies or non-profits charged with enforcing fair housing laws, including testing, lawsuits,  
5 settlements, and fair housing audits. A lack of enforcement is a failure to enforce existing  
6 requirements under state or local fair housing laws. This may be assessed by reference to the  
7 nature, extent, and disposition of housing discrimination complaints filed in the jurisdiction.

8 **Lack of local or regional cooperation**

9 *(Segregation, R/ECAPs, Disparities in Opportunity, Publicly Supported Housing, Disability and*  
10 *Access)*

11 The term “local or regional cooperation” refers here to formal networks or coalitions of  
12 organizations, people, and entities working together to plan for local or regional development.  
13 Cooperation in local or regional planning can be a useful approach to coordinate responses to  
14 identified fair housing issues and contributing factors because fair housing issues and contributing  
15 factors not only cross multiple sectors—including housing, education, transportation, and  
16 commercial and economic development—but these issues are often not constrained by political-  
17 geographic boundaries. When there are local or regional patterns in segregation or R/ECAP,  
18 access to opportunity, disproportionate housing needs, or the concentration of affordable housing  
19 there may be a lack of local or regional cooperation and fair housing choice may be restricted.  
20

21 **Lack of meaningful language access for individuals with limited English proficiency**

22 *(Publicly Supported Housing)*

23 A limited English proficient (LEP) person is anyone, who due to national origin, does not speak  
24 English as his/her primary language and who has a limited ability to read, write, speak, or  
25 understand English, or who speaks English “less than very well.” Public housing agencies (PHAs)  
26 and other federally-assisted housing providers have obligations under Title VI of the Civil Rights  
27 of 1964 as well as other federal and related state legal authorities not to discriminate against  
28 housing applicants and tenants who are LEP. Both HUD and USDA Rural Development have  
29 issued LEP guidance outlining a series of steps that certain recipients of HUD and RD funding  
30 should take to further Title VI compliance. These steps include conducting a four-factor analysis  
31 to assess the need for language assistance; creating a language assistance plan based on the findings  
32 of the four-factor analysis; translating documents (i.e., those documents necessary to ensure  
33 meaningful access); and offering oral interpretation, if needed. HUD has further recognized the  
34 relationship between national origin discrimination and limited English proficiency under the Fair  
35 Housing Act through administrative enforcement. Therefore, private housing providers who  
36 discriminate against prospective or existing tenants who are LEP on the basis of national origin  
37 may violate the Fair Housing Act.  
38

39 **Lack of private investment in specific neighborhoods**

40 *(Segregation, R/ECAPs, Disparities in Opportunity, Disproportionate Housing Needs, Publicly*  
41 *Supported Housing)*

42 The term “private investment” refers here to investment by non-governmental entities, such as  
43 corporations, financial institutions, individuals, philanthropies, and non-profits, in housing and  
44 community development infrastructure. Private investment can be used as a tool to advance fair  
45 housing, through innovative strategies such as mixed-use developments, targeted investment, and  
46 public-private partnerships. Private investments may include, but are not limited to: housing  
47 construction or rehabilitation; investment in businesses; the creation of community amenities, such  
48 as recreational facilities and providing social services; and economic development of the  
49 neighborhoods that creates jobs and increase access to amenities such as grocery stores,  
50 pharmacies, and banks. It should be noted that investment solely in housing construction or

1 rehabilitation in areas that lack other types of investment may perpetuate fair housing issues.  
2 While “private investment” may include many types of investment, to achieve fair housing  
3 outcomes such investments should be strategic and part of a comprehensive community  
4 development strategy.

5 **Lack of public investment in specific neighborhoods, including services or amenities**  
6 *(Segregation, R/ECAPs, Disparities in Opportunity, Disproportionate Housing Needs, Publicly*  
7 *Supported Housing)*

8 The term “public investment” refers here to the money government spends on housing and  
9 community development, including public facilities, infrastructure, and services. Services and  
10 amenities refer to services and amenities provided by local or state governments. These services  
11 often include sanitation, water, streets, schools, emergency services, social services, parks and  
12 transportation. Lack of or disparities in the provision of municipal and state services and amenities  
13 have an impact on housing choice and the quality of communities. Inequalities can include, but are  
14 not limited to disparity in physical infrastructure (such as whether or not roads are paved or  
15 sidewalks are provided and kept up); differences in access to water or sewer lines, trash pickup, or  
16 snow plowing. Amenities can include, but are not limited to recreational facilities, libraries, and  
17 parks. Variance in the comparative quality and array of municipal and state services across  
18 neighborhoods impacts fair housing choice.

19  
20 **Lack of resources for fair housing agencies and organizations**  
21 *(Fair Housing Enforcement, Outreach Capacity, and Resources Analysis)*

22 A lack of resources refers to insufficient resources for public or private organizations to conduct  
23 fair housing activities including testing, enforcement, coordination, advocacy, and awareness-  
24 raising. Fair housing testing has been particularly effective in advancing fair housing, but is rarely  
25 used today because of costs. Testing refers to the use of individuals who, without any bona fide  
26 intent to rent or purchase a home, apartment, or other dwelling, pose as prospective buyers or  
27 renters of real estate for the purpose of gathering information, which may indicate whether a  
28 housing provider is complying with fair housing laws. “Resources” as used in this factor can be  
29 either public or private funding or other resources. Consider also coordination mechanisms  
30 between different enforcement actors.

31  
32 **Lack of state or local fair housing laws**  
33 *(Fair Housing Enforcement, Outreach Capacity, and Resources Analysis)*

34 State and local fair housing laws are important to fair housing outcomes. Consider laws that are  
35 comparable or “substantially equivalent” to the Fair Housing Act or other relevant federal laws  
36 affecting fair housing laws, as well as those that include additional protections. Examples of state  
37 and local laws affecting fair housing include legislation banning source of income discrimination,  
38 protections for individuals based on sexual orientation, age, survivors of domestic violence, or  
39 other characteristics, mandates to construct affordable housing, and site selection policies. Also  
40 consider changes to existing State or local fair housing laws, including the proposed repeal or  
41 dilution of such legislation.

42  
43 **Land use and zoning laws**  
44 *(Segregation, R/ECAPs, Disparities in Opportunity, Disproportionate Housing Needs, Publicly*  
45 *Supported Housing, Disability and Access)*

46 The term “land use and zoning laws” generally refers to regulation by State or local government of  
47 the use of land and buildings, including regulation of the types of activities that may be conducted,  
48 the density at which those activities may be performed, and the size, shape and location of  
49 buildings and other structures or amenities. Zoning and land use laws affect housing choice by  
50 determining where housing is built, what type of housing is built, who can live in that housing, and  
51 the cost and accessibility of the housing. Participants should consider the following examples of

1 such laws and policies, and any other public policies that limit or promote the production of  
2 affordable housing:

- 3 • Limits on multi-unit developments, which may include outright bans on multi-unit  
4 developments or indirect limits such as height limits, limits on project scale and density,  
5 and minimum parking requirements.
- 6 • Minimum lot sizes, which require residences to be located on a certain minimum sized  
7 area of land.
- 8 • Occupancy restrictions, which regulate how many persons may occupy a property and,  
9 sometimes, the relationship between those persons (refer also to occupancy codes and  
10 restrictions for further information).
- 11 • Lack of inclusionary zoning practices that mandate or incentivize the creation of  
12 affordable units.
- 13 • Lack of support for development and preservation of affordable housing (may include  
14 efforts for neighborhood stabilization, green building, transit oriented development, and  
15 smart growth development)
- 16 • Requirements for special use permits for all multifamily properties or multifamily  
17 properties serving individuals with disabilities, including group and nursing homes.
- 18 • Growth management ordinances.
- 19 • Provision of local financial resources, assistance with site selection, fee reductions or  
20 waivers for affordable housing, reduction of administrative delays.
- 21 • Restrictions on manufactured housing.
- 22 • Restriction or allowance of provision of services to persons experiencing homelessness,  
23 such as limiting transitional shelters, day shelters, soup kitchens, the provision of other  
24 services, or limitations on homeless persons' access areas that are open to the public (e.g.,  
25 anti-loitering or nuisance ordinances).
- 26 • Restrictions on halfway houses, transitional housing, or other housing or programs for  
27 people leaving jails and prisons and reentering society.
- 28 • Restrictions on group homes and foster care homes.

### 29 **Lending Discrimination**

30 *(Segregation, R/ECAPs, Disparities in Opportunity, Disproportionate Housing Needs, Disability*  
31 *and Access)*

32 The term “lending discrimination” refers here to unequal treatment based on protected class in the  
33 receipt of financial services and in residential real estate related transactions. These services and  
34 transactions encompass a broad range of transactions, including but not limited to: the making or  
35 purchasing of loans or other financial assistance for purchasing, constructing, improving, repairing,  
36 or maintaining a dwelling, as well as the selling, brokering, or appraising or residential real estate  
37 property. Discrimination in these transaction includes, but is not limited to: refusal to make a  
38 mortgage loan or refinance a mortgage loan; refusal to provide information regarding loans or  
39 providing unequal information; imposing different terms or conditions on a loan, such as different  
40 interest rates, points, or fees; discriminating in appraising property; refusal to purchase a loan or set  
41 different terms or conditions for purchasing a loan; discrimination in providing other financial  
42 assistance for purchasing, constructing, improving, repairing, or maintaining a dwelling or other  
43 financial assistance secured by residential real estate; and discrimination in foreclosures and the  
44 maintenance of real estate owned properties.

### 45 **Location of accessible housing**

46 *(Disability and Access)*

47 The location of accessible housing can limit fair housing choice for individuals with disabilities.  
48 An important consideration of the location of accessible housing includes the distribution of  
49 accessible units throughout the jurisdiction and whether the accessible units are concentrated in a  
50 particular area within the jurisdiction. For purposes of this assessment, accessible housing refers to

1 housing opportunities in which individuals with disabilities have equal opportunity to use and  
2 enjoy a dwelling. Characteristics that affect accessibility may include physical accessibility of  
3 units and public and common use areas of housing, as well as application procedures, such as first  
4 come first serve waitlists, inaccessible websites or other technology, denial of access to individuals  
5 with assistance animals, lack of familiarity of the building and safety and permitting departments  
6 with accessibility standards, or lack of information about affordable accessible housing. Federal,  
7 state, and local laws apply different accessibility requirements to housing. Generally speaking,  
8 multifamily housing built in 1991 or later must have accessibility features in units and in public  
9 and common use areas for persons with disabilities in accordance with the requirements of the Fair  
10 Housing Act. Housing built by recipients of Federal financial assistance or by, on behalf of, or  
11 through programs of public entities must have accessibility features in units and in public and  
12 common use areas, but the level of accessibility required may differ depending on when the  
13 housing was constructed or altered. Single-family housing is generally not required to be  
14 accessible by Federal law, except accessibility requirements typically apply to housing constructed  
15 or operated by a recipient of Federal financial assistance or a public entity. State and local laws  
16 differ regarding accessibility requirements. An approximation that may be useful in this  
17 assessment is that buildings built before 1992 tend not to be accessible.

### 18 **Location of employers**

19 *(Disparities in Opportunity)*

20 The geographic relationship of job centers and large employers to housing, and the linkages  
21 between the two (including, in particular, public transportation) are important components of fair  
22 housing choice. Include consideration of the type of jobs available, variety of jobs available, job  
23 training opportunities, benefits and other key aspects that affect job access.

### 24 **Location of environmental health hazards**

25 *(Disparities in Opportunity)*

26 The geographic relationship of environmental health hazards to housing is an important component  
27 of fair housing choice. When environmental health hazards are concentrated in particular areas,  
28 neighborhood health and safety may be compromised and patterns of segregation entrenched.  
29 Environmental issues affecting health can include access to safe and clean drinking water, soil  
30 contamination, excessive air pollution, and indoor health hazards (lead based paint, radon, mold,  
31 asbestos). Relevant factors to consider include the type and number of hazards, the degree of  
32 concentration or dispersion (including in older housing stock), and health effects such as asthma,  
33 cancer clusters, obesity, etc. Additionally, industrial siting policies and incentives for the location  
34 of housing may be relevant to this factor.

### 35 **Location of proficient schools and school assignment policies**

36 *(Disparities in Opportunity)*

37 The geographic relationship of proficient schools to housing, and the policies that govern  
38 attendance, are important components of fair housing choice. The quality of schools is often a  
39 major factor in deciding where to live and school quality is also a key component of economic  
40 mobility. Relevant factors to consider include whether proficient schools are clustered in a portion  
41 of the jurisdiction or region, the range of housing opportunities close to proficient schools, and  
42 whether the jurisdiction has policies that enable students to attend a school of choice regardless of  
43 place of residence. Policies to consider include, but are not limited to: inter-district transfer  
44 programs, limits on how many students from other areas a particular school will accept, and  
45 enrollment lotteries that do not provide access for the majority of children.

### 46 **Location and type of affordable housing**

47 *(Segregation/Integration, R/ECAPS, Disparities in Opportunity)*

48 Affordable housing includes, but is not limited to publicly supported housing; however, each  
49 category of publicly supported housing often serves different income-eligible populations at  
50 different levels of affordability. What is “affordable” varies by circumstance, but an often used

1 rule of thumb is that a low- or moderate-income family can afford to rent or buy a decent-quality  
2 dwelling without spending more than 30 percent of its income. The location of housing  
3 encompasses the current location as well as past siting decisions. The location of affordable  
4 housing can limit fair housing choice, especially if the housing is located in segregated areas,  
5 R/ECAPs, or areas that lack access to opportunity. The type of housing (whether the housing  
6 primarily serves families with children, elderly persons, or persons with disabilities) can also limit  
7 housing choice, especially if certain types of affordable housing are located in segregated areas,  
8 R/ECAPs, or areas that lack access to opportunity, while other types of affordable housing are not.  
9 The provision of affordable housing is often important to individuals with protected characteristics  
10 because they are disproportionately represented among those that would benefit from low-cost  
11 housing.  
12

### 13 **Loss of Affordable Housing**

14 *(Segregation/Integration, R/ECAPs, Disparities in Access to Opportunity, Disproportionate*  
15 *Housing Needs, Publicly Supported Housing Location and Occupancy, Disability and Access)*  
16 The loss of existing affordable housing can limit the housing choices and exacerbate fair housing  
17 issues affecting protected class groups. Affordable housing may be lost from the long-term stock  
18 due to deterioration, abandonment, or conversion to more expensive housing types, especially in  
19 sub-markets experiencing economic improvement. Buildings can leave the affordable inventory  
20 through owner opt outs from project-based Section 8 contracts, maturing long-term mortgages and  
21 expiration of use agreements (e.g. LIHTC at 15 or 30 years). Loss of this housing can affect  
22 multiple fair housing issues. For example, loss of affordable housing can lead to reduced access to  
23 areas with access to opportunity; displacement of protected class residents which may result in  
24 increased levels of segregation; a decrease in availability of affordable units resulting in  
25 disproportionate housing needs; or to disinvestment in segregated neighborhoods or R/ECAP  
26 communities. Potential efforts to prevent loss of existing affordable housing can include funding  
27 and indirect subsidies for rehabilitation and recapitalization to maintain physical structures,  
28 refinancing, renewal and extension of affordable use agreements, conversion to alternative subsidy  
29 types (e.g. Rental Assistance Demonstration), transfer of assistance to newer buildings or in  
30 alternative locations (e.g. PBRA Transfer Authority), and incentives for owners to maintain  
31 affordability (e.g. property tax abatement). Similarly, such efforts can also include addressing  
32 backlogs of repairs and maintaining the infrastructure of existing affordable housing, including  
33 publicly supported housing, such as through modernization or other improvements, when such  
34 efforts are part of concerted housing preservation and community revitalization efforts designed to  
35 affirmatively further fair housing. Efforts to prevent the loss of affordable housing can be part of a  
36 balanced approach to affirmatively further fair housing consistent with the Rule and HUD  
37 Guidance.  
38

### 39 **Occupancy codes and restrictions**

40 *(Segregation, R/ECAPs, Disparities in Opportunity, Publicly Supported Housing, Disability and*  
41 *Access)*

42 The term “occupancy codes and restrictions” refers here to State and local laws, ordinances, and  
43 regulations that regulate who may occupy a property and, sometimes, the relationship between  
44 those persons. Standards for occupancy of dwellings and the implication of those standards for  
45 persons with certain protected characteristics may affect fair housing choice. Occupancy codes and  
46 restrictions include, but are not limited to:

- 47 • Occupancy codes with “persons per square foot” standards.
- 48 • Occupancy codes with “bedrooms per persons” standards.
- 49 • Restrictions on number of unrelated individuals in a definition of “family.”
- 50 • Restrictions on occupancy to one family in single family housing along with a restricted  
51 definition of “family.”

- 1 • Restrictions that directly or indirectly affect occupancy based on national origin, religion,  
2 or any other protected characteristic.
- 3 • Restrictions on where voucher holders can live.
- 4 • Restriction or allowance of provision of housing or services to persons experiencing  
5 homelessness, such as limiting transitional shelters, day shelters, soup kitchens, or other  
6 provision of services

### 7 **Private Discrimination**

8 *(Segregation, R/ECAPs, Disparities in Opportunity)*

9 The term “private discrimination” refers here to discrimination in the private housing market that is  
10 illegal under the Fair Housing Act or related civil rights statutes. This may include, but is not  
11 limited to, discrimination by landlords, property managers, home sellers, real estate agents, lenders,  
12 homeowners’ associations, and condominium boards. Some examples of private discrimination  
13 may include: Refusal of housing providers to rent to individuals because of a protected  
14 characteristic.

- 15 • Refusal of housing providers to rent to individuals because of a protected characteristic.
- 16 • The provision of disparate terms, conditions, or information related to the sale or rental of a  
17 dwelling to individuals with protected characteristics.
- 18 • Steering of individuals with protected characteristics by a real estate agent to a particular  
19 neighborhood or area at the exclusion of other areas.
- 20 • Failure to grant a reasonable accommodation or modification to persons with disabilities.
- 21 • Prohibitions, restrictions, or limitations on the presence or activities of children within or  
22 around a dwelling.
- 23 • Refusal to rent or termination of leases based on the application of a policy relating to  
24 criminal records (including arrest and conviction) or credit policies that limit access to  
25 housing or fair housing choice for members of protected class groups in a manner  
26 inconsistent with fair housing or civil rights laws.
- 27 • Harassment in the form of quid pro quo harassment or hostile environment by a landlord,  
28 an owner, a property manager, other tenants, among others resulting in the loss of housing,  
29 limited access to housing or fair housing choice for members of protected class groups.

30 Useful references for the extent of private discrimination may be number and nature of complaints  
31 filed against housing providers in the jurisdiction, testing evidence, and unresolved violations of  
32 fair housing and civil rights laws.

### 33 **Quality of affordable housing information programs**

34 *(Publicly Supported Housing)*

35 The term “affordable housing information programs” refers here to the provision of information  
36 related to affordable housing to potential tenants and organizations that serve potential tenants,  
37 including the maintenance, updating, and distribution of the information. This information  
38 includes: but is not limited to, listings of affordable housing opportunities or local landlords who  
39 accept Housing Choice Vouchers; mobility counseling programs; and community outreach to  
40 potential beneficiaries. The quality of such information relates to, but is not limited to:

- 41 • How comprehensive the information is (e.g. that the information provided includes a  
42 variety of neighborhoods, including those with access to opportunity indicators)
- 43 • How up-to-date the information is (e.g. that the publicly supported housing entity is taking  
44 active steps to maintain, update and improve the information).
- 45 • Pro-active outreach to widen the pool of participating rental housing providers, including  
46 both owners of individual residences and larger rental management companies.

### 47 **Regulatory barriers to providing housing and supportive services for persons with disabilities**

48 *(Disability and Access)*



1 Some local governments require special use permits for or place other restrictions on housing and  
2 supportive services for persons with disabilities, as opposed to allowing these uses as of right.  
3 These requirements sometimes apply to all groups of unrelated individuals living together or to  
4 some subset of unrelated individuals. Such restrictions may include, but are not limited to,  
5 dispersion requirements or limits on the number of individuals residing together. Because special  
6 use permits require specific approval by local bodies, they can enable community opposition to  
7 housing for persons with disabilities and lead to difficulty constructing this type of units in areas of  
8 opportunity or anywhere at all. Other restrictions that limit fair housing choice include  
9 requirements that life-safety features appropriate for large institutional settings be installed in  
10 housing where supportive services are provided to one or more individuals with disabilities. Note  
11 that the Fair Housing Act makes it unlawful to utilize land use policies or actions that treat groups  
12 of persons with disabilities less favorably than groups of persons without disabilities, to take  
13 action against, or deny a permit, for a home because of the disability of individuals who live or  
14 would live there, or to refuse to make reasonable accommodations in land use and zoning policies  
15 and procedures where such accommodations may be necessary to afford persons or groups of  
16 persons with disabilities an equal opportunity to use and enjoy housing.

17 **Siting selection policies, practices and decisions for publicly supported housing, including**  
18 **discretionary aspects of Qualified Allocation Plans and other programs**

19 *(Publicly Supported Housing)*

20 The term “siting selection” refers here to the placement of new publicly supported housing  
21 developments. Placement of new housing refers to new construction or acquisition with  
22 rehabilitation of previously unsubsidized housing. State and local policies, practices, and decisions  
23 can significantly affect the location of new publicly supported housing. Local policies, practices,  
24 and decisions that may influence where developments are sited include, but are not limited to, local  
25 funding approval processes, zoning and land use laws, local approval of LIHTC applications, and  
26 donations of land and other municipal contributions. For example, for LIHTC developments, the  
27 priorities and requirements set out in the governing Qualified Allocation Plan (QAP) influence  
28 where developments are located through significant provisions in QAPs such as local veto or  
29 support requirements and criteria and points awarded for project location.

30

31 **Source of income discrimination**

32 *(Segregation/Integration, R/ECAPs, Disparities in Opportunity, Disproportionate Housing Needs,*  
33 *Publicly Supported Housing, Disability and Access)*

34 The term “source of income discrimination” refers here to the refusal by a housing provider to  
35 accept tenants based on type of income. This type of discrimination often occurs against  
36 individuals receiving assistance payments such as Supplemental Security Income (SSI) or other  
37 disability income (such as SSDI), social security or other retirement income, or tenant-based rental  
38 assistance, including Housing Choice Vouchers. Source of income discrimination may  
39 significantly limit fair housing choice for individuals with certain protected characteristics. The  
40 elimination of source of income discrimination and the acceptance of payment for housing,  
41 regardless of source or type of income, or housing subsidy, increases fair housing choice and  
42 access to opportunity. Additionally, some jurisdictions have laws that protect against source of  
43 income discrimination and the acceptance of payment for housing regardless of the source or type  
44 of income. Having such legislation and enforcement of such legislation may increase fair housing  
45 choice and access to opportunity. Other efforts to increase fair housing choice could include  
46 outreach and actions to increase participation in the Housing Choice Voucher program. Examples  
47 of these outreach and actions may include, demonstrating effective business or administrative  
48 processes, such as expediting inspections or the use of innovative practices such as repair funds or  
49 security deposit assistance.

50

51 Some service areas require additional inspections, licenses, permits, paperwork, etc. for landlords  
52 hoping to rent to voucher holders. Some service areas also maintain stricter regulations on Section

1 8 landlords than market rate landlords or place restrictions on the number of vouchers that can be  
2 used in a given area.

3 **State or local laws, policies, or practices that discourage or prohibit individuals with**  
4 **disabilities from living in apartments, family homes, supportive housing and other integrated**  
5 **settings**

6 *(Disability and Access)*

7 State and local laws, policies, or practices may discourage or prohibit individuals with disabilities  
8 from living in apartments, family homes, supportive housing and other integrated settings. Such  
9 laws, policies, or practices may include medical assistance or social service programs that require  
10 individuals to reside in institutional or other segregated settings in order to receive services, a lack  
11 of supportive services or affordable, accessible housing, or a lack of access to transportation,  
12 education, or jobs that would enable persons with disabilities to live in integrated, community-  
13 based settings.

14  
15 **Unresolved violations of fair housing or civil rights law**

16 *(Fair Housing Enforcement, Outreach Capacity, and Resources Analysis)*

17 Unresolved violations of fair housing and civil rights laws include determinations or adjudications  
18 of a violation or relevant laws that have not been settled or remedied. This includes determinations  
19 of housing discrimination by an agency, court, or Administrative Law Judge; findings of  
20 noncompliance by HUD or state or local agencies; and noncompliance with fair housing settlement  
21 agreements.

22 **APPENDIX D – Contributing Factors Descriptions Applicable to the QPHA Insert**

23

24 **Access to financial services**

25 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

26 The term “financial services” refers here to economic services provided by a range of quality  
27 organizations that manage money, including credit unions, banks, credit card companies, and  
28 insurance companies. These services would also include access to credit financing for mortgages,  
29 home equity, and home repair loans. Access to these services includes physical access - often  
30 dictated by the location of banks or other physical infrastructure - as well as the ability to obtain  
31 credit, insurance or other key financial services. Access may also include equitable treatment in  
32 receiving financial services, including equal provision of information and equal access to mortgage  
33 modifications. For purposes of this contributing factor, financial services do not include predatory  
34 lending including predatory foreclosure practices, storefront check cashing, payday loan services,  
35 and similar services. Gaps in banking services can make residents vulnerable to these types of  
36 predatory lending practices, and lack of access to quality banking and financial services may  
37 jeopardize an individual’s credit and the overall sustainability of homeownership and wealth  
38 accumulation.

39 **Access for persons with disabilities to proficient schools**

40 *(Disability and Access)*

41 Individuals with disabilities may face unique barriers to accessing proficient schools. In some  
42 service areas, some school facilities may not be accessible or may only be partially accessible to  
43 individuals with different types of disabilities (often these are schools built before the enactment of  
44 the ADA or the Rehabilitation Act of 1973). In general, a fully accessible building is a building  
45 that complies with all of the ADA's requirements and has no barriers to entry for persons with  
46 mobility impairments. It enables students and parents with physical or sensory disabilities to  
47 access and use all areas of the building and facilities to the same extent as students and parents  
48 without disabilities, enabling students with disabilities to attend classes and interact with students  
49 without disabilities to the fullest extent. In contrast, a partially accessible building allows for  
50 persons with mobility impairments to enter and exit the building, access all relevant programs, and

1 have use of at least one restroom, but the entire building is not accessible and students or parents  
2 with disabilities may not access areas of the facility to the same extent as students and parents  
3 without disabilities. In addition, in some instances school policies steer individuals with certain  
4 types of disabilities to certain facilities or certain programs or certain programs do not  
5 accommodate the disability-related needs of certain students.

### 7 **Access to publicly supported housing for persons with disabilities**

#### 8 *(Disability and Access)*

9 The lack of a sufficient number of accessible units or lack of access to key programs and services  
10 poses barriers to individuals with disabilities seeking to live in publicly supported housing. For  
11 purposes of this assessment, publicly supported housing refers to housing units that are subsidized  
12 by federal, state, or local entities. “Accessible housing” refers to housing that accords individuals  
13 with disabilities equal opportunity to use and enjoy a dwelling. The concept of “access” here  
14 includes physical access for individuals with different types of disabilities (for example, ramps and  
15 other accessibility features for individuals with mobility impairments, visual alarms and signals for  
16 individuals who are deaf or hard of hearing, and audio signals, accessible signage, and other  
17 accessibility features for individuals who are blind or have low vision), as well as the provision of  
18 auxiliary aids and services to provide effective communication for individuals who are deaf or hard  
19 of hearing, are blind or have low vision, or individuals who have speech impairments. The concept  
20 of “access” here also includes programmatic access, which implicates such policies as application  
21 procedures, waitlist procedures, transfer procedures and reasonable accommodation procedures.

### 22 **Access to transportation for persons with disabilities**

#### 23 *(Disability and Access)*

24 Individuals with disabilities may face unique barriers to accessing transportation, including both  
25 public and private transportation, such as buses, rail services, taxis, and para-transit. The term  
26 “access” in this context includes physical accessibility, policies, physical proximity, cost, safety,  
27 reliability, etc. It includes the lack of accessible bus stops, the failure to make audio  
28 announcements for persons who are blind or have low vision, and the denial of access to persons  
29 with service animals. The absence of or clustering of accessible transportation and other  
30 transportation barriers may limit the housing choice of individuals with disabilities.

### 32 **Admissions and occupancy policies and procedures, including preferences in publicly supported housing**

#### 33 *(Disability and Access; Publicly Supported Housing)*

34 The term “admissions and occupancy policies and procedures” refers here to the policies and  
35 procedures used by publicly supported housing providers that affect who lives in the housing,  
36 including policies and procedures related to marketing, advertising vacancies, applications, tenant  
37 selection, assignment, and maintained or terminated occupancy. Procedures that may relate to fair  
38 housing include, but are not limited to:

- 39 • Admissions preferences (e.g. residency preference, preferences for local workforce, etc.)
- 40 • Application, admissions, and waitlist policies (e.g. in-person application requirements,  
41 rules regarding applicant acceptance or rejection of units, waitlist time limitations, first  
42 come first serve, waitlist maintenance, etc.).
- 43 • Credit or criminal record policies.
- 44 • Designations of housing developments (or portions of developments) for the elderly and/or  
45 persons with disabilities.
- 46 • Domestic Violence (displacement due to domestic violence, defined as actual or threatened  
47 physical violence directed against another person, and accessibility to permanent  
48 affordable housing is a crucial step toward safety and stability for domestic violence  
49 survivors).
- 50 • Eviction policies and procedures.
- 51 • Housing providers’ policies for processing reasonable accommodations and modifications  
52 requests  
53 Income thresholds for new admissions or for continued eligibility.

- 1 • Occupancy limits.

## 2 **Availability of affordable units in a range of sizes**

3 *(Additional Contributing Factors: Disproportionate Housing Needs)*

4 The provision of affordable housing is often important to individuals with certain protected  
5 characteristics because groups are disproportionately represented among those who would benefit  
6 from low-cost housing. What is “affordable” varies by circumstance, but an often used rule of  
7 thumb is that a low- or moderate-income family can afford to rent or buy a decent-quality dwelling  
8 without spending more than 30 percent of its income. This contributing factor refers to the  
9 availability of units that a low- or moderate-income family could rent or buy, including one-  
10 bedroom units and multi-bedroom units for larger families. When considering availability,  
11 consider transportation costs, school quality, and other important factors in housing choice.  
12 Whether affordable units are available with a greater number of bedrooms and in a range of  
13 different geographic locations may be a particular barrier facing families with children.

## 15 **Availability, type, frequency, and reliability of public transportation**

16 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

17 Public transportation is shared passenger transport service available for use by the general public,  
18 including buses, light rail, and rapid transit. Public transportation includes paratransit services for  
19 persons with disabilities. The availability, type, frequency, and reliability of public transportation  
20 affect which households are connected to community assets and economic opportunities.  
21 Transportation policies that are premised upon the use of a personal vehicle may impact public  
22 transportation. “Availability” as used here includes geographic proximity, cost, safety and  
23 accessibility, as well as whether the transportation connects individuals to places they need to go  
24 such as jobs, schools, retail establishments, and healthcare. “Type” refers to method of  
25 transportation such as bus or rail. “Frequency” refers to the interval at which the transportation  
26 runs. “Reliability” includes such factors as an assessment of how often trips are late or delayed, the  
27 frequency of outages, and whether the transportation functions in inclement weather.

## 28 **Community opposition**

29 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
30 *Opportunity, and Disproportionate Housing Needs); Publicly Supported Housing)*

31 The opposition of community members to proposed or existing developments—including housing  
32 developments, affordable housing, publicly supported housing (including use of housing choice  
33 vouchers and source of income discrimination based on housing choice vouchers), multifamily  
34 housing, or housing for persons with disabilities—is often referred to as “Not in my Backyard,” or  
35 NIMBY-ism. This opposition is often expressed in protests, challenges to land-use requests or  
36 zoning waivers or variances, lobbying of decision-making bodies, or even harassment and  
37 intimidation. Community opposition can be based on factual concerns (concerns are concrete and  
38 not speculative, based on rational, demonstrable evidence, focused on measurable impact on a  
39 neighborhood) or can be based on biases (concerns are focused on stereotypes, prejudice, and  
40 anxiety about the new residents or the units in which they will live). Community opposition, when  
41 successful at blocking housing options, may limit or deny housing choice for individuals with  
42 certain protected characteristics.

## 44 **Displacement of residents due to economic pressures**

45 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
46 *Opportunity, and Disproportionate Housing Needs); Publicly Supported Housing)*

47 The term “displacement” refers here to a resident’s undesired departure from a place where an  
48 individual has been living. “Economic pressures” may include, but are not limited to, rising rents,  
49 rising property taxes related to home prices, rehabilitation of existing structures, demolition of  
50 subsidized housing, loss of affordability restrictions, and public and private investments in  
51 neighborhoods. Such pressures can lead to loss of existing affordable housing in areas  
52 experiencing rapid economic growth and a resulting loss of access to opportunity assets for lower

1 income families that previously lived there. Where displacement disproportionately affects persons  
2 with certain protected characteristic, the displacement of residents due to economic pressures may  
3 exacerbate patterns of residential segregation.

#### 4 5 **Impediments to mobility**

6 *(Additional Contributing Factors: Disparities in Access to Opportunity; Publicly Supported*  
7 *Housing)*

8 The term “impediments to mobility” refers here to barriers faced by individuals and families when  
9 attempting to move to a neighborhood or area of their choice, especially integrated areas and areas  
10 of opportunity. This refers to both Housing Choice Vouchers and other public and private housing  
11 options. Many factors may impede mobility, including, but not limited to:

- 12 • Lack of quality mobility counseling. Mobility counseling is designed to assist families in  
13 moving from high-poverty to low-poverty neighborhoods that have greater access to  
14 opportunity assets appropriate for each family (e.g. proficient schools for families with  
15 children or effective public transportation.). Mobility counseling can include a range of  
16 options including, assistance for families for “second moves” after they have accessed  
17 stable housing, and ongoing post-move support for families.
- 18 • Jurisdictional fragmentation among multiple providers of publicly supported housing that  
19 serve single metropolitan areas and lack of regional cooperation mechanisms, including  
20 PHA jurisdictional limitations.
- 21 • Lack of a consolidated waitlist for all assisted housing available in the metropolitan area.
- 22 • Lack of source of income protection or discrimination based on source of income,  
23 including SSDI, Housing Choice Vouchers, or other tenant-based rental assistance.

#### 24 25 **Impediments to Portability**

26 *(Additional Contributing Factors: Disparities in Access to Opportunity; Publicly Supported*  
27 *Housing)*

28 Impediments to Portability refers to challenges that make it difficult for PHAs to coordinate  
29 program operations with other PHAs in order to maximize HCV mobility at the regional level.  
30 These impediments can include administrative issues in coordinating portability moves. Porting  
31 families from one locality to another can pose logistical challenges for both the sending and  
32 receiving PHAs. Poor communication procedures and contacts between PHAs can create  
33 impediments to families porting outside the PHA’s service area. Low FMRs and payment  
34 standards in costly rental markets can prohibit mobility and portability. Issues like delays in  
35 HQS inspection by the receiving PHA can also inhibit portability moves.

#### 36 37 **Inaccessible public or private infrastructure**

38 *(Disability and Access)*

39 Many public buildings, sidewalks, pedestrian crossings, or other infrastructure components are  
40 inaccessible to individuals with disabilities including persons with mobility impairments,  
41 individuals who are deaf or hard of hearing, and persons who are blind or have low vision. These  
42 accessibility issues can limit realistic housing choice for individuals with disabilities.  
43 Inaccessibility is often manifest by the lack of curb cuts, lack of ramps, and the lack of audible  
44 pedestrian signals. While the Americans with Disabilities Act and related civil rights laws  
45 establish accessibility requirements for infrastructure, these laws do not apply everywhere and/or  
46 may be inadequately enforced. Inaccessible government facilities and services may pose a barrier  
47 to fair housing choice for individuals with disabilities by limiting access to important community  
48 assets such as public meetings, social services, libraries, and recreational facilities. Note that the  
49 concept of accessibility includes both physical access (including to websites and other forms of  
50 communication) as well as policies and procedures. While the Americans with Disabilities Act and  
51 related civil rights laws require that newly constructed and altered government facilities, as well as

1 programs and services, be accessible to individuals with disabilities, these laws may not apply in all  
2 circumstances and/or may be inadequately enforced.

3  
4 **Lack of access to opportunity due to high housing costs**

5 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
6 *Opportunity, and Disproportionate Housing Needs); Disability and Access; Publicly Supported*  
7 *Housing)*

8 Housing that affords access to opportunities, such as proficient schools, public transportation,  
9 employment centers, low poverty, and environmentally healthy neighborhoods may be cost  
10 prohibitive for low income persons, including those receiving assistance through the Housing  
11 Choice Voucher program. High costs can have a greater effect on families with children who need  
12 multiple bedrooms and individuals with disabilities who need accessible housing or housing  
13 located close to accessible transportation. Lack of strategies to overcome barriers imposed by  
14 housing costs can deny access to opportunity. Such strategies may include Small Area fair market  
15 rents (FMRs), exception payment standards, siting of Project-Based Vouchers, buying down  
16 affordability of existing rental housing using HOME or LIHTC, inclusionary zoning (including  
17 when combined with ongoing affordability at voucher payment standards or acceptance of  
18 vouchers), and use of LIHTC for new construction of affordable housing opportunities.

19 **Lack of affordable, accessible housing in a range of unit sizes**

20 *(Disability and Access)*

21 What is “affordable” varies by circumstance, but an often used rule of thumb is that a low- or  
22 moderate-income family can afford to rent or buy a decent-quality dwelling without spending more  
23 than 30 percent of its income. For purposes of this assessment, “accessible housing” refers to  
24 housing that accords individuals with disabilities equal opportunity to use and enjoy a dwelling.  
25 Characteristics that affect accessibility may include physical accessibility of units and public and  
26 common use areas of housing, as well as application procedures, such as first come first serve  
27 waitlists, inaccessible websites or other technology, denial of access to individuals with assistance  
28 animals, or lack of information about affordable accessible housing. The clustering of affordable,  
29 accessible housing with a range of unit sizes may also limit fair housing choice for individuals with  
30 disabilities.

31  
32 **Lack of affordable in-home or community-based supportive services**

33 *(Disability and Access)*

34 The term “in-home or community-based supportive services” refers here to medical and other  
35 supportive services available for targeted populations, such as individuals with mental illnesses,  
36 cognitive or developmental disabilities, and/or physical disabilities in their own home or  
37 community (as opposed to in institutional settings). Such services include personal care, assistance  
38 with housekeeping, transportation, in-home meal service, integrated adult day services and other  
39 services (including, but not limited to, medical, social, education, transportation, housing,  
40 nutritional, therapeutic, behavioral, psychiatric, nursing, personal care, and respite). They also  
41 include assistance with activities of daily living such as bathing, dressing, eating, and using the  
42 toilet, shopping, managing money or medications, and various household management activities,  
43 such as doing laundry. Public entities must provide services to individuals with disabilities in  
44 community settings rather than institutions when: 1) such services are appropriate to the needs of  
45 the individual; 2) the affected persons do not oppose community-based treatment; and 3)  
46 community-based services can be reasonably accommodated, taking into account the resources  
47 available to the public entity and the needs of others who are receiving disability-related services  
48 from the entity. Assessing the cost and availability of these services is also an important  
49 consideration, including the role of state Medicaid agencies. The outreach of government entities  
50 around the availability of community supports to persons with disabilities in institutions may  
51 impact these individuals’ knowledge of such supports and their ability to transition to community-  
52 based settings.

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**Lack of affordable, integrated housing for individuals who need supportive services**

*(Disability and Access)*

What is “affordable” varies by the circumstances affecting the individual, and includes the cost of housing and services taken together. Integrated housing is housing where individuals with disabilities can live and interact with persons without disabilities to the fullest extent possible. In its 1991 rulemaking implementing Title II of the ADA, the U.S. Department of Justice defined “the most integrated setting appropriate to the needs of qualified individuals with disabilities” as “a setting that enables individuals with disabilities to interact with nondisabled persons to the fullest extent possible.” By contrast, segregated settings are occupied exclusively or primarily by individuals with disabilities. Segregated settings sometimes have qualities of an institutional nature, including, but not limited to, regimentation in daily activities, lack of privacy or autonomy, policies limiting visitors, limits on individuals’ ability to engage freely in community activities and manage their own activities of daily living, or daytime activities primarily with other individuals with disabilities. For purposes of this tool “supportive services” means medical and other voluntary supportive services available for targeted populations groups, such as individuals with mental illnesses, intellectual or developmental disabilities, and/or physical disabilities, in their own home or community (as opposed to institutional settings). Such services may include personal care, assistance with housekeeping, transportation, in-home meal service, integrated adult day services and other services. They also include assistance with activities of daily living such as bathing, dressing, and using the toilet, shopping, managing money or medications, and various household management activities, such as doing laundry.

**Lack of assistance for transitioning from institutional settings to integrated housing**

*(Disability and Access)*

The integration mandate of the ADA and *Olmstead v. L.C.*, 527 U.S. 581 (1999) (*Olmstead*) compels states to offer community-based health care services and long-term services and supports for individuals with disabilities who can live successfully in housing with access to those services and supports. In practical terms, this means that states must find housing that enables them to assist individuals with disabilities to transition out of institutions and other segregated settings and into the most integrated setting appropriate to the needs of each individual with a disability. A critical consideration in each state is the range of housing options available in the community for individuals with disabilities and whether those options are largely limited to living with other individuals with disabilities, or whether those options include substantial opportunities for individuals with disabilities to live and interact with individuals without disabilities. For further information on the obligation to provide integrated housing opportunities, please refer to HUD’s Statement on the Role of Housing in Accomplishing the Goals of *Olmstead*, the U.S. Department of Justice’s Statement on *Olmstead* Enforcement, as well as the U.S. Department of Health and Human Services’ Centers for Medicare and Medicaid Services final rule and regulations regarding Home and Community-Based Setting requirements. Policies that perpetuate segregation may include: inadequate community-based services; reimbursement and other policies that make needed services unavailable to support individuals with disabilities in mainstream housing; conditioning access to housing on willingness to receive supportive services; incentivizing the development or rehabilitation of segregated settings. Policies or practices that promote community integration may include: the administration of long-term State or locally-funded tenant-based rental assistance programs; applying for funds under the Section 811 Project Rental Assistance Demonstration; implementing special population preferences in the HCV and other programs; incentivizing the development of integrated supportive housing through the LIHTC program; ordinances banning housing discrimination on the basis of source of income; coordination between housing and disability services agencies; increasing the availability of accessible public transportation.

**Lack of community revitalization strategies**

*(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to Opportunity, and Disproportionate Housing Needs))*

1 The term “community revitalization strategies” refers here to realistic planned activities to improve  
2 the quality of life in areas that lack public and private investment, services and amenities, have  
3 significant deteriorated and abandoned properties, or other indicators of community distress.  
4 Revitalization can include a range of activities such as improving housing, attracting private  
5 investment, creating jobs, and expanding educational opportunities or providing links to other  
6 community assets. Strategies may include such actions as rehabilitating housing; offering  
7 economic incentives for housing developers/sponsors, businesses (for commercial and employment  
8 opportunities), bankers, and other interested entities that assist in the revitalization effort; and  
9 securing financial resources (public, for-profit, and nonprofit) from sources inside and outside the  
10 jurisdiction to fund housing improvements, community facilities and services, and business  
11 opportunities in neighborhoods in need of revitalization. When a community is being revitalized,  
12 the preservation of affordable housing units can be a strategy to promote integration.

13  
14 **Lack of job training programs**

15 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

16 Lack of job training programs hinders employment opportunities in a community, and contributes  
17 to income and locational-based segregation by denying access to opportunity. The existence of job  
18 training programs can create strong, stable, and diverse communities.

19  
20 **Lack of local or regional cooperation**

21 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to  
22 Opportunity, and Disproportionate Housing Needs); Disability and Access; Publicly Supported  
23 Housing)*

24 The term “local or regional cooperation” refers here to formal networks or coalitions of  
25 organizations, people, and entities working together to plan for local or regional development.  
26 Cooperation in local or regional planning can be a useful approach to coordinate responses to  
27 identified fair housing issues and contributing factors because fair housing issues and contributing  
28 factors not only cross multiple sectors—including housing, education, transportation, and  
29 commercial and economic development—but these issues are often not constrained by political-  
30 geographic boundaries. When there are local or regional patterns in segregation or R/ECAP,  
31 access to opportunity, disproportionate housing needs, or the concentration of affordable housing  
32 there may be a lack of local or regional cooperation and fair housing choice may be restricted.

33  
34 **Lack of local private fair housing outreach and enforcement**

35 *(Fair Housing Enforcement)*

36 The term “local private fair housing outreach and enforcement” refers to outreach and enforcement  
37 actions by private individuals and organizations, including such actions as fair housing education,  
38 conducting testing, bring lawsuits, arranging and implementing settlement agreements. A lack of  
39 private enforcement is often the result of a lack of resources or a lack of awareness about rights  
40 under fair housing and civil rights laws, which can lead to under-reporting of discrimination,  
41 failure to take advantage of remedies under the law, and the continuation of discriminatory  
42 practices. Activities to raise awareness may include technical training for housing industry  
43 representatives and organizations, education and outreach activities geared to the general public,  
44 advocacy campaigns, fair housing testing and enforcement.

45  
46 **Lack of local public fair housing enforcement**

47 *(Fair Housing Enforcement)*

48 The term “local public fair housing enforcement” refers here to enforcement actions by State and  
49 local agencies or non-profits charged with enforcing fair housing laws, including testing, lawsuits,  
50 settlements, and fair housing audits. A lack of enforcement is a failure to enforce existing  
51 requirements under state or local fair housing laws. This may be assessed by reference to the  
52 nature, extent, and disposition of housing discrimination complaints filed in the service area.



1 **Lack of meaningful language access**

2 *(Publicly Supported Housing)*

3 Individuals with limited English proficiency (LEP) includes anyone “who does not speak English  
4 as their primary language and who has a limited ability to read, write, speak, or understand  
5 English...” (HUD LEP Guidance, 6872 Fed. Reg. 273244) (Jan. 22, 2007). The lack of meaningful  
6 language access poses barriers to LEP individuals seeking publicly supported housing. It is  
7 important that housing providers are in compliance with language access requirements to ensure  
8 that all individuals have access to information regarding affordable housing.

9  
10 **Lack of public and private investment in specific neighborhoods, including services or**  
11 **amenities**

12 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
13 *Opportunity, and Disproportionate Housing Needs); Disability and Access; Publicly Supported*  
14 *Housing)*

15 The term “public investment” refers here to the money government spends on housing and  
16 community development, including public facilities, infrastructure, and services. Services and  
17 amenities refer to services and amenities provided by local or state governments. These services  
18 often include sanitation, water, streets, schools, emergency services, social services, parks and  
19 transportation. Lack of or disparities in the provision of municipal and state services and amenities  
20 have an impact on housing choice and the quality of communities. Inequalities can include, but are  
21 not limited to disparity in physical infrastructure (such as whether or not roads are paved or  
22 sidewalks are provided and kept up); differences in access to water or sewer lines, trash pickup, or  
23 snow plowing. Amenities can include, but are not limited to recreational facilities, libraries, and  
24 parks. Variance in the comparative quality and array of municipal and state services across  
25 neighborhoods impacts fair housing choice.

26  
27 The term “private investment” refers here to investment by non-governmental entities, such as  
28 corporations, financial institutions, individuals, philanthropies, and non-profits, in housing and  
29 community development infrastructure. Private investment can be used as a tool to advance fair  
30 housing, through innovative strategies such as mixed-use developments, targeted investment, and  
31 public-private partnerships. Private investments may include, but are not limited to: housing  
32 construction or rehabilitation; investment in businesses; the creation of community amenities, such  
33 as recreational facilities and providing social services; and economic development of the  
34 neighborhoods that creates jobs and increase access to amenities such as grocery stores,  
35 pharmacies, and banks. It should be noted that investment solely in housing construction or  
36 rehabilitation in areas that lack other types of investment may perpetuate fair housing issues.  
37 While “private investment” may include many types of investment, to achieve fair housing  
38 outcomes such investments should be strategic and part of a comprehensive community  
39 development strategy.

40 **Lack of resources for fair housing agencies and organizations**

41 *(Fair Housing Enforcement)*

42 A lack of resources refers to insufficient resources for public or private organizations to conduct  
43 fair housing activities including testing, enforcement, coordination, advocacy, and awareness-  
44 raising. Fair housing testing has been particularly effective in advancing fair housing, but is rarely  
45 used today because of costs. Testing refers to the use of individuals who, without any bona fide  
46 intent to rent or purchase a home, apartment, or other dwelling, pose as prospective buyers or  
47 renters of real estate for the purpose of gathering information, which may indicate whether a  
48 housing provider is complying with fair housing laws. “Resources” as used in this factor can be  
49 either public or private funding or other resources. Consider also coordination mechanisms  
50 between different enforcement actors.

51  
52 **Lack of state or local fair housing laws**

53 *(Fair Housing Enforcement)*

1 State and local fair housing laws are important to fair housing outcomes. Consider laws that are  
2 comparable or “substantially equivalent” to the Fair Housing Act or other relevant federal laws  
3 affecting fair housing laws, as well as those that include additional protections. Examples of state  
4 and local laws affecting fair housing include legislation banning source of income discrimination,  
5 protections for individuals based on sexual orientation, age, survivors of domestic violence, or  
6 other characteristics, mandates to construct affordable housing, and site selection policies. Also  
7 consider changes to existing State or local fair housing laws, including the proposed repeal or  
8 dilution of such legislation.

9  
10 **Land use and zoning laws**

11 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
12 *Opportunity, and Disproportionate Housing Needs); Disability and Access; Publicly Supported*  
13 *Housing)*

14 The term “land use and zoning laws” generally refers to regulation by State or local government of  
15 the use of land and buildings, including regulation of the types of activities that may be conducted,  
16 the density at which those activities may be performed, and the size, shape and location of  
17 buildings and other structures or amenities. Zoning and land use laws affect housing choice by  
18 determining where housing is built, what type of housing is built, who can live in that housing, and  
19 the cost and accessibility of the housing. Participants should consider the following examples of  
20 such laws and policies, and any other public policies that limit or promote the production of  
21 affordable housing:

- 22 • Limits on multi-unit developments, which may include outright bans on multi-unit  
23 developments or indirect limits such as height limits, limits on project scale and density,  
24 and minimum parking requirements.
- 25 • Local nuisance ordinances designed to address the number of emergency services calls  
26 resulting from, for example, assault, harassment, stalking, disorderly conduct, and many  
27 other kinds of behavior, situations, or conditions that result in the need for emergency  
28 services, that result in loss of housing or limit fair housing choice for victims of crime or  
29 persons with disabilities.
- 30 • Minimum lot sizes, which require residences to be located on a certain minimum sized  
31 area of land.
- 32 • Occupancy restrictions, which regulate how many persons may occupy a property and,  
33 sometimes, the relationship between those persons (refer also to occupancy codes and  
34 restrictions for further information).
- 35 • Lack of inclusionary zoning practices that mandate or incentivize the creation of  
36 affordable units.
- 37 • Lack of support for development and preservation of affordable housing (may include  
38 efforts for neighborhood stabilization, green building, transit oriented development, and  
39 smart growth development)
- 40 • Requirements for special use permits for all multifamily properties or multifamily  
41 properties serving individuals with disabilities, including group and nursing homes.
- 42 • Growth management ordinances.
- 43 • Provision of local financial resources, assistance with site selection, fee reductions or  
44 waivers for affordable housing, reduction of administrative delays.
- 45 • Restrictions on manufactured housing.
- 46 • Restriction or allowance of provision of services to persons experiencing homelessness,  
47 such as limiting transitional shelters, day shelters, soup kitchens, the provision of other  
48 services, or limitations on homeless persons’ access areas that are open to the public (e.g.,  
49 anti-loitering or nuisance ordinances).
- 50 • Restrictions on halfway houses, transitional housing, or other housing or programs for  
51 people leaving jails and prisons and reentering society.
- 52 • Restrictions on group homes and foster care homes.

1 **Laws, policies, regulatory barriers to providing housing and supportive services for persons**  
2 **with disabilities**

3 *(Disability and Access)*

4 Some local governments require special use permits for or place other restrictions on housing and  
5 supportive services for persons with disabilities, as opposed to allowing these uses as of right.  
6 These requirements sometimes apply to all groups of unrelated individuals living together or to  
7 some subset of unrelated individuals. Such restrictions may include, but are not limited to,  
8 dispersion requirements or limits on the number of individuals residing together. Because special  
9 use permits require specific approval by local bodies, they can enable community opposition to  
10 housing for persons with disabilities and lead to difficulty constructing this type of units in areas of  
11 opportunity or anywhere at all. Other restrictions that limit fair housing choice include  
12 requirements that life-safety features appropriate for large institutional settings be installed in  
13 housing where supportive services are provided to one or more individuals with disabilities. Note  
14 that the Fair Housing Act makes it unlawful to utilize land use policies or actions that treat groups  
15 of persons with disabilities less favorably than groups of persons without disabilities, to take  
16 action against, or deny a permit, for a home because of the disability of individuals who live or  
17 would live there, or to refuse to make reasonable accommodations in land use and zoning policies  
18 and procedures where such accommodations may be necessary to afford persons or groups of  
19 persons with disabilities an equal opportunity to use and enjoy housing.

20  
21 **Location of accessible housing**

22 *(Disability and Access)*

23 The location of accessible housing can limit fair housing choice for individuals with disabilities.  
24 For purposes of this assessment, accessible housing refers to housing opportunities in which  
25 individuals with disabilities have equal opportunity to use and enjoy a dwelling. Characteristics  
26 that affect accessibility may include physical accessibility of units and public and common use  
27 areas of housing, as well as application procedures, such as first come first serve waitlists,  
28 inaccessible websites or other technology, denial of access to individuals with assistance animals,  
29 or lack of information about affordable accessible housing. Federal, state, and local laws apply  
30 different accessibility requirements to housing. Generally speaking, multifamily housing built in  
31 1991 or later must have accessibility features in units and in public and common use areas for  
32 persons with disabilities in accordance with the requirements of the Fair Housing Act. Housing  
33 built by recipients of Federal financial assistance or by, on behalf of, or through programs of public  
34 entities must have accessibility features in units and in public and common use areas, but the level  
35 of accessibility required may differ depending on when the housing was constructed or altered.  
36 Single-family housing is generally not required to be accessible by Federal law, except  
37 accessibility requirements typically apply to housing constructed or operated by a recipient of  
38 Federal financial assistance or a public entity. State and local laws differ regarding accessibility  
39 requirements. An approximation that may be useful in this assessment is that buildings built before  
40 1992 tend not to be accessible.

41  
42 **Location of employers**

43 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

44 The geographic relationship of job centers and large employers to housing, and the linkages  
45 between the two (including, in particular, public transportation) are important components of fair  
46 housing choice. Include consideration of the type of jobs available, variety of jobs available, job  
47 training opportunities, benefits and other key aspects that affect job access.

48 **Location of environmental health hazards**

49 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

50 The geographic relationship of environmental health hazards to housing is an important component  
51 of fair housing choice. When environmental health hazards are concentrated in particular areas,  
52 neighborhood health and safety may be compromised and patterns of segregation entrenched.  
53 Environmental issues affecting health can include access to safe and clean drinking water, soil

1 contamination, excessive air pollution, and indoor health hazards (lead based paint, radon, mold,  
2 asbestos). Relevant factors to consider include the type and number of hazards, the degree of  
3 concentration or dispersion (including in older housing stock), and health effects such as asthma,  
4 cancer clusters, obesity, etc. Additionally, industrial siting policies and incentives for the location  
5 of housing may be relevant to this factor.

6 **Location of proficient schools and school assignment policies**

7 *(Additional Contributing Factors: Disparities in Access to Opportunity)*

8 The geographic relationship of proficient schools to housing, and the policies that govern  
9 attendance, are important components of fair housing choice. The quality of schools is often a  
10 major factor in deciding where to live and school quality is also a key component of economic  
11 mobility. Relevant factors to consider include whether proficient schools are clustered in a portion  
12 of the service area or region, the range of housing opportunities close to proficient schools, and  
13 whether the PHA or local government has policies that enable students to attend a school of choice  
14 regardless of place of residence. Policies to consider include, but are not limited to: inter-district  
15 transfer programs, limits on how many students from other areas a particular school will accept,  
16 and enrollment lotteries that do not provide access for the majority of children.

17

18 **Location and type of affordable housing**

19 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
20 *Opportunity, and Disproportionate Housing Needs))*

21 Affordable housing includes, but is not limited to publicly supported housing; however, each  
22 category of publicly supported housing often serves different income-eligible populations at  
23 different levels of affordability. What is “affordable” varies by circumstance, but an often used  
24 rule of thumb is that a low- or moderate-income family can afford to rent or buy a decent-quality  
25 dwelling without spending more than 30 percent of its income. The location of housing  
26 encompasses the current location as well as past siting decisions. The location of affordable  
27 housing can limit fair housing choice, especially if the housing is located in segregated areas,  
28 R/ECAPs, or areas that lack access to opportunity. The type of housing (whether the housing  
29 primarily serves families with children, elderly persons, or persons with disabilities) can also limit  
30 housing choice, especially if certain types of affordable housing are located in segregated areas,  
31 R/ECAPs, or areas that lack access to opportunity, while other types of affordable housing are not.  
32 The provision of affordable housing is often important to individuals with protected characteristics  
33 because they are disproportionately represented among those that would benefit from low-cost  
34 housing. The location and type of affordable housing can also include the location of Housing  
35 Choice Voucher households, which may be a result of inadequate Fair Market Rents,  
36 payment standards that are too low, the failure of PHAs to provide sufficient landlord  
37 outreach, or other reasons.

38 **Loss of affordable housing**

39 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
40 *Opportunity, and Disproportionate Housing Needs); Publicly Supported Housing)*

41 The loss of existing affordable housing can limit the housing choices and exacerbate fair housing  
42 issues affecting protected class groups. Affordable housing may be lost from the long-term stock  
43 due to deterioration, abandonment, or conversion to more expensive housing types, especially in  
44 sub-markets experiencing economic improvement. Buildings can leave the affordable inventory  
45 through owner opt outs from project-based Section 8 contracts, maturing long-term mortgages and  
46 expiration of use agreements (e.g. LIHTC at 15 or 30 years). Loss of this housing can affect  
47 multiple fair housing issues. For example, loss of affordable housing can lead to reduced access to  
48 areas with access to opportunity; displacement of protected class residents which may result in  
49 increased levels of segregation; a decrease in availability of affordable units resulting in  
50 disproportionate housing needs; or to disinvestment in segregated neighborhoods or R/ECAP  
51 communities. Potential efforts to prevent loss of existing affordable housing can include funding

1 and indirect subsidies for rehabilitation and recapitalization to maintain physical structures,  
2 refinancing, renewal and extension of affordable use agreements, conversion to alternative subsidy  
3 types (e.g. Rental Assistance Demonstration), transfer of assistance to newer buildings or in  
4 alternative locations (e.g. PBRA Transfer Authority), and incentives for owners to maintain  
5 affordability (e.g. property tax abatement). Similarly, such efforts can also include addressing  
6 backlogs of repairs and maintaining the infrastructure of existing affordable housing, including  
7 publicly supported housing, such as through modernization or other improvements, when such  
8 efforts are part of concerted housing preservation and community revitalization efforts designed to  
9 affirmatively further fair housing. Efforts to prevent the loss of affordable housing can be part of a  
10 balanced approach to affirmatively further fair housing consistent with the Rule and HUD  
11 Guidance.

### 12 **Occupancy codes and restrictions**

13 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
14 *Opportunity, and Disproportionate Housing Needs); Publicly Supported Housing)*

15 The term “occupancy codes and restrictions” refers here to State and local laws, ordinances, and  
16 regulations that regulate who may occupy a property and, sometimes, the relationship between  
17 those persons. Standards for occupancy of dwellings and the implication of those standards for  
18 persons with certain protected characteristics may affect fair housing choice. Occupancy codes and  
19 restrictions include, but are not limited to:  
20

- 21 • Occupancy codes with “persons per square foot” standards.
- 22 • Occupancy codes with “bedrooms per persons” standards.
- 23 • Restrictions on number of unrelated individuals in a definition of “family.”
- 24 • Restrictions on occupancy to one family in single family housing along with a restricted  
25 definition of “family.”
- 26 • Restrictions that directly or indirectly affect occupancy based on national origin, religion,  
27 or any other protected characteristic.
- 28 • Restrictions on where voucher holders can live.

### 29 **Policies related to payment standards, FMR, and rent subsidies**

30 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
31 *Opportunity, and Disproportionate Housing Needs); Publicly Supported Housing)*

32 HUD fair market rents (FMRs), and payment standards set by PHAs may limit mobility for some  
33 HCV-assisted households in some markets or to some areas within markets. Because FMRs are  
34 generally set at the 40th percentile of the metropolitan-wide rent distribution and PHAs only have  
35 authority to set rents between 90-110 percent (basic range) of the applicable Fair Market Rent,  
36 some neighborhoods may have few or no units available. Exception payment standards allow for a  
37 higher payment standard amount for a designated part or parts of an FMR area. Exception payment  
38 standards exceed the PHA's basic range, and are determined in accordance with section 982.503(c).

39  
40 HUD approval is required for exception payment standards. PHAs may propose using Small area  
41 FMRs, which vary by zip code, in the determination of potential exception payment standards. A  
42 PHA's policies regarding the use of exception payment standards and small area FMRs may affect  
43 the extent to which HCV-assisted households may be able to find housing in different  
44 neighborhoods with varying rents. HUD also recognizes that setting the basic payment standard  
45 between 90 and 110 percent of FMR involves important policy and financial considerations,  
46 including the total number of families served, success and leasing rates and the need to avoid  
47 displacement of existing families. Additionally, low FMRs and payment standards in costly  
48 rental markets can prohibit mobility and portability  
49

### 50 **Private Discrimination**

1 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
2 *Opportunity, and Disproportionate Housing Needs))*

3 The term “private discrimination” refers here to discrimination in the private housing market that is  
4 illegal under the Fair Housing Act or related civil rights statutes. This may include, but is not  
5 limited to, discrimination by landlords, property managers, home sellers, real estate agents, lenders,  
6 homeowners’ associations, and condominium boards. Some examples of private discrimination  
7 may include: Refusal of housing providers to rent to individuals because of a protected  
8 characteristic.

- 9 • Refusal of housing providers to rent to individuals because of a protected characteristic.
- 10 • The provision of disparate terms, conditions, or information related to the sale or rental of a  
11 dwelling to individuals with protected characteristics.
- 12 • Steering of individuals with protected characteristics by a real estate agent to a particular  
13 neighborhood or area at the exclusion of other areas.
- 14 • Failure to grant a reasonable accommodation or modification to persons with disabilities.
- 15 • Prohibitions, restrictions, or limitations on the presence or activities of children within or  
16 around a dwelling.
- 17 • Refusal to rent or termination of leases based on the application of a policy relating to  
18 criminal records (including arrest and conviction) or credit policies that limit access to  
19 housing or fair housing choice for members of protected class groups in a manner  
20 inconsistent with fair housing or civil rights laws.
- 21 • Harassment in the form of quid pro quo harassment or hostile environment by a landlord,  
22 an owner, a property manager, other tenants, among others resulting in the loss of housing,  
23 limited access to housing or fair housing choice for members of protected class groups.

24 Useful references for the extent of private discrimination may be number and nature of complaints  
25 filed against housing providers in the jurisdiction, testing evidence, and unresolved violations of  
26 fair housing and civil rights laws.

### 27 **Quality of affordable housing information programs**

28 *(Publicly Supported Housing)*

29 The term “affordable housing information programs” refers here to the provision of information  
30 related to affordable housing to potential tenants and organizations that serve potential tenants,  
31 including the maintenance, updating, and distribution of the information. This information  
32 includes: but is not limited to, listings of affordable housing opportunities or local landlords who  
33 accept Housing Choice Vouchers; mobility counseling programs; and community outreach to  
34 potential beneficiaries. The quality of such information relates to, but is not limited to:

- 35 • How comprehensive the information is (e.g. that the information provided includes a  
36 variety of neighborhoods, including those with access to opportunity indicators)
- 37 • How up-to-date the information is (e.g. that the publicly supported housing entity is taking  
38 active steps to maintain, update and improve the information).
- 39 • Pro-active outreach to widen the pool of participating rental housing providers, including  
40 both owners of individual residences and larger rental management companies.

### 41 **Siting selection policies, practices and decisions for publicly supported housing**

42 *(Disability and Access; Publicly Supported Housing)*

43 The term “siting selection” refers here to the placement of new publicly supported housing  
44 developments. Placement of new housing refers to new construction or acquisition with  
45 rehabilitation of previously unsubsidized housing. State and local policies, practices, and decisions  
46 can significantly affect the location of new publicly supported housing. Local policies, practices,  
47 and decisions that may influence where developments are sited include, but are not limited to, local  
48 funding approval processes, zoning and land use laws, local approval of LIHTC applications, and  
49 donations of land and other municipal contributions. For example, for LIHTC developments, the  
50 priorities and requirements set out in the governing Qualified Allocation Plan (QAP) influence

1 where developments are located through significant provisions in QAPs such as local veto or  
2 support requirements and criteria and points awarded for project location.

3 **Source of income discrimination**

4 *(Generally Applicable Contributing Factors (Segregation, R/ECAPs, Disparities in Access to*  
5 *Opportunity, and Disproportionate Housing Needs); Disability and Access; Publicly Supported*  
6 *Housing)*

7 The term “source of income discrimination” refers here to the refusal by a housing provider to  
8 accept tenants based on type of income. This type of discrimination often occurs against  
9 individuals receiving assistance payments such as Supplemental Security Income (SSI) or other  
10 disability income (such as SSDI), social security or other retirement income, or tenant-based rental  
11 assistance, including Housing Choice Vouchers. Source of income discrimination may  
12 significantly limit fair housing choice for individuals with certain protected characteristics. The  
13 elimination of source of income discrimination and the acceptance of payment for housing,  
14 regardless of source or type of income, increases fair housing choice and access to opportunity.  
15 Additionally, some jurisdictions have laws that protect against source of income discrimination and  
16 the acceptance of payment for housing regardless of the source or type of income. Having such  
17 legislation and enforcement of such legislation may increase fair housing choice and access to  
18 opportunity. Other efforts to increase fair housing choice could include outreach and actions to  
19 increase participation in the Housing Choice Voucher program. Examples of these outreach and  
20 actions may include, demonstrating effective business or administrative processes, such as  
21 expediting inspections or the use of innovative practices such as repair funds or security deposit  
22 assistance.

23 Some service areas require additional inspections, licenses, permits, paperwork, etc. for landlords  
24 hoping to rent to voucher holders. Some service areas also maintain stricter regulations on Section  
25 8 landlords than market rate landlords or place restrictions on the number of vouchers that can be  
26 used in a given area.

27 **State or local laws, policies, or practices that discourage individuals with disabilities from**  
28 **being placed in or living in apartments, family homes, and other integrated settings**  
29 *(Disability and Access)*

30 State and local laws, policies, or practices may discourage individuals with disabilities from  
31 moving to or being placed in integrated settings. Such laws, policies, or practices may include  
32 medical assistance or social service programs that require individuals to reside in institutional or  
33 other segregated settings in order to receive services, a lack of supportive services or affordable,  
34 accessible housing, or a lack of access to transportation, education, or jobs that would enable  
35 persons with disabilities to live in integrated, community-based settings.

36  
37 **Unresolved violations of fair housing or civil rights laws**

38 *(Fair Housing Enforcement)*

39 Unresolved violations of fair housing and civil rights laws include determinations or adjudications  
40 of a violation or relevant laws that have not been settled or remedied. This includes determinations  
41 of housing discrimination by an agency, court, or Administrative Law Judge; findings of  
42 noncompliance by HUD or state or local agencies; and noncompliance with fair housing settlement  
43 agreements.