Fair Housing Assessment Tool

Table of Contents

Legend for Annotations in Section III – Analysis

[Blue Brackets indicate HUD provided tables or maps]

[***Red Bold Italics in blue brackets indicate future HUD provided tables or maps***]

Regular black text indicates portions of questions to be answered with HUD provided data

Orange Italic text in questions indicate portions of questions to be answered with local knowledge

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I: Cover Sheet

1. Submission date:

2. Submitter name:

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

4. Type of program participant (*e.g.*, formula grant recipient, PHA):

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

6. Submitter members (if applicable):

7. Sole or lead submitter contact information:

   a. Name:
   b. Title:
   c. Department:
   d. Street address:
   e. City:
   f. State:
   g. Zip code:

8. Period covered by this assessment:

9. Initial, amended, or renewal AFH:

10. Certification of satisfaction of consultation requirement at 24 CFR 5.158(a).

<div align="center">(signature) (date)</div>

11. By this signature, on behalf of the HUD program participant(s) who prepared and submitted this Assessment of Fair Housing, I certify that the program participant(s) have prepared an assessment that fulfills the requirements at 24 CFR §§ 5.150-5.164 or comparable replacement regulations of the Department of Housing and Urban Development and that all information provided in this assessment by program participant(s) is true and correct as of the date of this submission

<div align="center">(Signature) (date)</div>

12. Departmental acceptance or rejection:

<div align="center">(Signature) (date)</div>

   Comments

II. Executive Summary

III: Community Participation Process

A. Describe outreach activities undertaken to encourage community participation in the AFH process. Identify media outlets used and include a description of efforts made to reach persons who are limited English proficient and persons with disabilities.

B. How successful were these efforts at eliciting public participation?

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

IV: Analysis

Completion of this assessment will be guided by instructions to be provided by HUD, which will provide definitions and contextual information. Furnish the information and analysis sought throughout this assessment by using the maps and tables provided and supplementing with available local data and local knowledge, including information obtained through the public participation process. *[Insert either truncated available local data and local knowledge definitions or refer/hyperlink participants to the preamble]*

When providing requested information and analysis about neighborhoods or areas, use commonly used neighborhood or area names rather than census tract numbers. For purposes of this analysis neighborhood means a district or community within a town, city, or county that has been locally recognized and identified by name because of its proximity to a geographic landmark, social cohesion, and/or common features. Area means a geographic region, such as a part of a neighborhood or a grouping of contiguous neighborhoods, that is a logical unit for AFH analysis purposes because of its common features or characteristics that are relevant to a fair housing analysis.

A: Demographic Summary

[Table 1 - Tabular demographic data for Jurisdiction and Region (including total population, the number and percentage of persons by race/ethnicity, national origin (top 10), LEP (top 10), disability (by disability type), sex, age range (under 18, 18-64, 65-plus), and households with children]

[Table 2 - Tabular demographic trend data for Jurisdiction and Region for above categories except disability, LEP (top 10), and national origin (top 10) (substitution of total LEP and total foreign born trend data)]

1. Describe demographic patterns in the Jurisdiction and Region, and describe trends over the past ten years.

B: Segregation/Integration and R/ECAPs

1. Dissimilarity Index

[Table 3 - Tabular race/ethnicity dissimilarity index for Jurisdiction and Region]

a. Describe and compare segregation levels in the Jurisdiction and Region. Identify the racial/ethnic groups that experience the highest levels of segregation in the Jurisdiction and Region.

[Table 4 - Tabular race/ethnicity dissimilarity index trend data for Jurisdiction and Region]

b. Explain how levels of segregation have changed over time for the Jurisdiction and Region.

2. Geographic Analysis

[Map 1 – Current race/ethnicity dot density map for Jurisdiction and Region with R/ECAPs]

a. Identify *neighborhoods or areas* in the Jurisdiction and Region where racial/ethnic groups are segregated and indicate the predominant groups for each.

b. Describe the extent to which R/ECAP tracts are grouped together or scattered. Identify any groupings of R/ECAP tracts within the jurisdiction.

c. For each identified R/ECAP neighborhood or area, describe the relevant characteristics that set it apart from non-R/ECAPs, including patterns of financial investment, transportation and other basic services, infrastructure, health and safety conditions and geographic isolation.

[Map 2 – Past race/ethnicity dot density map for Jurisdiction and Region with R/ECAPs]

d. Identify and *describe neighborhoods or areas* where either segregation or integration by race/ethnicity has significantly changed over time.

[Map 3 – Current national origin (top 5) dot density map for Jurisdiction and Region with R/ECAPs]

e. Identify neighborhoods or areas in the Jurisdiction and Region where any national origin group is segregated and indicate the predominant groups in each. Identify any neighborhoods or areas where either segregation or integration by national origin has changed over time.

f. Which neighborhoods or areas segregated by race/ethnicity or national origin, including any R/ECAPs, have persisted across multiple decades? Explain.

g. Have any R/ECAP tracts or areas newly emerged or moved out of the R/ECAP definition since 2000? Explain what changes have occurred.

h. Which, if any, neighborhoods or areas are vulnerable to becoming segregated or becoming a R/ECAP. *Describe any factors contributing to such vulnerability.*

[Table 5 - Tabular data for Jurisdiction and Region for numbers and percentages of LEP persons (by top 10 languages)]

[Map 4 - Map of LEP persons (by top 5 languages) for Jurisdiction and Region with R/ECAPs]

i. What populations of limited English proficient persons reside in the Jurisdiction and Region, which languages do they speak, and where are they located?

[Table 6 - Tabular data for the percentage of racial/ethnic groups, families with children, and national origin groups (top 10) in the Jurisdiction and Region who reside in R/ECAPs]

j. Which groups are disproportionately represented in R/ECAPs compared to the Jurisdiction and Region?

4. *Provide additional relevant information, if any, about segregation and R/ECAPs in the Jurisdiction and Region (e.g., information regarding LEP persons, color, religion, and families with children).*

5. **Determinants of Segregation/R/ECAPs**

To what extent do each of the following factors impact the Jurisdiction and the Region by contributing to segregated housing patterns or R/ECAPs? For each factor, select whether its impact on segregation is highly significant, moderately significant or not significant from the drop down menu and explain the basis for the significance level selected in the space provided.

- Land use and zoning laws, such as minimum lot sizes, limits on multi-unit properties, height limits, or bedroom-number limits as well as requirements for special use permits
- Occupancy restrictions
- Residential real estate steering
- Patterns of community opposition
- Economic pressures, such as increased rents or land and development costs
- Major private investments
- Municipal or State services and amenities
- Foreclosure patterns
- Other

6. **Publicly Supported Housing Patterns**

Publicly supported housing shown in the data is grouped into five categories: Public Housing, Project-Based Section 8, other HUD multifamily housing (including Section 202 - Supportive Housing for the Elderly, Section 811 - Supportive housing for Persons with Disabilities, and other multifamily assisted properties), Low Income Housing Tax Credit (LIHTC) housing, and Housing Choice Vouchers (HCV). In answering the below questions, you should also consider publicly supported rental housing funded through state and local programs, and from other agencies such as USDA and VA, as well as any HUD funded housing not captured in the data.

a. Publicly Supported Housing Demographics

[Table 7 - Tabular data for total units by 4 categories of publicly supported housing – Public Housing, Project-Based Section 8, Other Multifamily, and the HCV Program - in Jurisdiction - *and LIHTC and other Federal Housing*]

[Table 8 - Tabular race/ethnicity data for 4 categories of publicly supported – Public Housing, Project-Based Section 8, Other Multifamily, and the HCV Program - compared to the Jurisdiction as a whole and to persons earning 30% AMI - *and LIHTC and other Federal Housing*]

i. Are certain racial/ethnic groups more likely to be residing in one category of publicly supported housing than other categories? Explain.

ii. Compare the demographics of residents in each publicly supported housing category to the population in general, and to persons earning 30% AMI.

iii. *Describe any patterns relating to occupancy of publicly supported housing by color, national origin, family status, or religion.*

   b. Publicly Supported Housing Location and Occupancy

[Map 5 - Public Housing, Project-Based Section 8, Other Multifamily, and LIHTC locations mapped with race/ethnicity dot density map with R/ECAPs, distinguishing categories of publicly supported housing by color]

i. Describe patterns in the siting of the categories of housing presented above. Describe in particular any differences in siting patterns for housing that serves families, elderly, or individuals with disabilities. For example, are all or most family housing developments or housing developments for persons with disabilities located in R/ECAPs or neighborhoods predominately occupied by persons of a specific race or ethnicity?

[Table 9 - Tabular data on Publicly Supported Units and R/ECAPs for Jurisdiction]

* Disability information is often reported for heads of household only. Here, the data reflects, information on all members of the household.

ii. How does the racial composition of occupants in publicly supported housing in R/ECAPs compare to the racial composition of occupants in publicly supported housing in non R/ECAP tracts? Are families with children or persons with disabilities disproportionately concentrated in R/ECAP tracts?

[Table 10 – Development Census tract level demographics by Public Housing, Project-based Section 8, Other Multifamily **and LIHTC and other Federal Housing**]

iii. Discuss the extent to which Public Housing developments in the Jurisdiction are located in segregated neighborhoods or areas. Discuss the extent to which the residents of those Public Housing units are of the same race or ethnicity as the residents of the neighborhood or area in which the development is located. Describe any patterns or outliers with respect to occupancy (for example, a housing development disproportionately occupied by residents of one race/ethnicity or national origin). What does this information suggest about the fair housing implications of project siting or occupancy generally or at any specific project?

iv. Discuss the extent to which Project-Based Section 8 and other HUD multifamily assisted developments are located in segregated neighborhoods or areas. Discuss the extent to which the residents of those units are of the same race or ethnicity as the residents of the neighborhood or area in which the development is located. Describe any patterns or outliers with respect to occupancy (for example, a housing development disproportionately occupied by residents of one race/ethnicity or national origin). What does this information suggest about the fair housing implications of project siting or occupancy generally or at any specific project?

v. Discuss the extent to which LIHTC developments are located in segregated neighborhoods or areas. Discuss the extent to which the residents of those units are of the same race or ethnicity as the residents of the neighborhood or area in which the development is located. Describe any outliers with respect to occupancy (for example, a housing development disproportionately occupied by residents of one race/ethnicity or national origin). What does this information suggest about the fair housing implications of project siting or occupancy generally or at any specific project?

[Map 6 - Voucher dot density map with race/ethnicity dot density map and R/ECAPs]

vi. Describe any patterns of HCV usage in particular neighborhoods or areas, including segregated neighborhoods and R/ECAPs, and identify the predominant race/ethnicity *or national origin groups* in such neighborhoods.

vii. Referring to Table 9, what proportion of HCVs are used in R/ECAPs? *Describe the extent to which tenant-based HCV holders are successful in using their vouchers outside of RECAPS?*

viii. *To what extent are tenant-based HCV holders successful in using their vouchers in LIHTC developments?*

7. **Publicly Supported Housing and Mobility Policies**

a. Publicly Supported Housing Policies

i. *Discuss how admission preferences or designations in each type of publicly supported housing (such as residency preferences or elderly or disability designations) affect residency patterns of publicly supported housing residents (by race/ethnicity, national origin, families with children, and disability)?*

ii. *Discuss how public support or public opposition to different types of publicly supported housing has contributed to decisions regarding the amount of such housing, the populations served, and the siting of developments.*

iii. *Describe any features of state or local plans or funding programs (e.g., preferences, rating points) that affect the location of LIHTC or other public supported housing in a way that contributes to residency patterns (by race/ethnicity, national origin, families with children, and disability) For example, consider state-determined provisions in the applicable LIHTC Qualified Allocation Plan (QAP), HOME scoring criteria, and TIF district allocations.*

b. Mobility Policies

i. *Describe how HCV policies or practices, including mobility counseling and portability impact the ability of persons using HCVs (by race/ethnicity, national origin, age, families with children, household size) to live in neighborhoods of their choice.*

ii. *Is there a mobility counseling program (other than the PHA's), central registry, listing of rental housing available to HCV holders, or other program to ensure that residents, particularly those living in low-asset/high poverty neighborhoods,*

become aware of public or private housing opportunities outside their neighborhood? Explain.

    iii. What barriers do persons using HCV's encounter when attempting to utilize mobility and portability features?

8. ***Provide additional relevant information, if any, about publicly supported housing and mobility programs in the Jurisdiction and Region (e.g., information regarding LEP persons, religion, color and families with children, as well as information about other federally supported housing or state or locally supported housing).***

9. Determinants of Segregation/R/ECAPs related to Publicly Supported Housing Location and Occupancy

To what extent do each of the following or other identified factors act as determinants of segregation in the Jurisdiction or Region by contributing to the segregation of neighborhoods or R/ECAPs? For each factor, select whether the impact on segregation is highly significant, moderately significant or not significant from the drop down menu and explain the basis for the significance level selected in the space provided.

- Land use and zoning laws, such as minimum lot sizes, limits on multi-unit properties, height limits, or bedroom-number limits as well as requirements for special use permits
- Siting decisions for Public Housing
- Siting decisions for LIHTC housing, including discretionary incentives in the relevant Qualified Allocation Plan governing LIHTC distribution
- Siting decisions for other publicly supported housing
- Admission or residency preferences for public housing or other publicly supported housing
- Community resistance to building publicly supported housing in particular areas
- Regional collaboration or the lack of regional collaboration
- Other

10. Determinants of Segregation/R/ECAPs related to Mobility

To what extent do each of the following or other identified factors act as determinants to segregation in the Jurisdiction or Region by contributing to segregation of neighborhoods or R/ECAPs? For each factor, select whether the impact on segregation is highly significant, moderately significant or not significant from the drop down menu and explain the level of significance selected in the space provided.

- Lack of Housing Choice Voucher program
- Admission or residency preferences for Housing Choice Vouchers
- The quality of mobility counseling programs
- Lack of support for voucher mobility
- Lack of landlord participation in the voucher program
- Landlord refusal to accept other sources of income, such as Social Security, disability retirement, or other tenant-based rental assistance
- Other

Section C: Disproportionate Housing Needs

1. Demographic Patterns

[Table 11 - Tabular data of households experiencing one or more housing burdens by race/ethnicity and family size in Jurisdiction and Region - ***and family status and national origin (top 10)***]

[Table 12 - Tabular data of severe housing burdens by race/ethnicity for Jurisdiction and Region]

[Table (forthcoming) - Tabular data of households experiencing each particular burden]

    a. Which groups (by race/ethnicity, *national origin*, family status) are more likely than other groups to experience housing cost burden, overcrowding or substandard housing? Explain.

    b. Which groups disproportionately experience severe housing burdens? Explain.

    c. *To what extent do patterns of housing burdens or housing needs disproportionately affect LEP persons or new immigrants?*

[Table 13 - Tabular data on the number of bedrooms for units for 4 categories of publicly supported housing – Public Housing, Project-Based Section 8, Other Multifamily, and the HCV Program - ***and LIHTC and other Federal Housing – and total households with children in the Jurisdiction***]

    d. Given the supply of units with two, three, four or more bedrooms for each category of publicly supported housing, discuss whether this supply achieves an appropriate balance from a fair housing perspective in serving the needs of families with children, including large families? Please explain.

2. Geographic Patterns

[Map 7 - Map of households experiencing one or more housing burdens in Jurisdiction and Region with R/ECAPs and race/ethnicity dot density]

[Map 8 - Map of households experiencing one or more housing burdens in Jurisdiction and Region with R/ECAPs and national origin dot density]

    a. Summarize and discuss *areas* within the Jurisdiction and Region with notable patterns of housing needs. Which areas experience the greatest housing needs? Which of these areas align with segregated areas or R/ECAPs and what is/are the predominant race/ethnicity or national origin group(s) in such areas?

3. *Provide additional information, if any, about groups experiencing disproportionate housing needs in the jurisdiction (e.g., religion, color, families with children).*

4. Determinants of Disproportionate Housing Needs

To what extent do each of the following or any additional factors act as determinants to disproportionate housing needs in the Jurisdiction? For each factor, select whether the impact on disproportionate housing need is highly significant, moderately significant or not significant from the drop down menu and explain the level of significance selected in the space provided.

- Land use and zoning laws, such as minimum lot sizes, limits on multi-unit properties, height limits, or bedroom-number limits as well as requirements for special use permits
- Occupancy restrictions
- Economic pressures, such as increased rents
- The availability of affordable units with two or more bedrooms
- The supply of publicly supported units with two or more bedrooms
- Housing stock deterioration
- Foreclosure patterns
- Private investments (such as investment exclusively in luxury housing)
- Other

Section D: Disparities in Access to Community Assets and Exposure to Adverse Community Factors

[Table 14 - Tabular school proficiency, jobs proximity, labor-market engagement, transit proximity, poverty exposure, and environmental health hazards exposure indices for Jurisdiction and Region by race/ethnicity, and among poor households]

1. **Disparities in Access to Community Assets**

   a. Schools

[Map 9 - Mapped school proficiency index for Jurisdiction and Region with race/ethnicity, national origin, family status, and R/ECAPs]

   i. Discuss whether students of any particular race/ethnicity or national origin group(s) have far greater access to high-performing elementary schools than students of different race/ethnicity or national origin group(s)? How does the number of high-performing elementary schools located in R/ECAPs compare to the number of high-performing schools located outside of those areas?

   ii. The tables above represent elementary schools. To the extent possible, perform the same analysis for middle schools and high schools.

   iii. *Discuss the extent to which a family's place of residence impacts a student's ability to attend a proficient elementary, middle and high school. For example, where relevant, discuss alternative school assignment policies such as magnet schools, charter schools, school vouchers, and programs to meet the needs of LEP students.*

   b. Access to Jobs and Unemployment

[Map 10 - Mapped jobs proximity index for Jurisdiction and Region with race/ethnicity, national origin, family status and R/ECAPs]

[Map 11 - Mapped labor engagement index with race/ethnicity, national origin, family status and R/ECAPs]

   i. Describe any disparities in proximity to jobs and labor market engagement by race/ethnicity.

     ii. *Compare and contrast neighborhoods with high access to jobs and neighborhoods with low access to jobs for the jurisdiction as a whole. Are there any patterns in terms of race/ethnicity, national origin, family status, etc?*

     iii. *Identify and discuss any job training or employment programs in the Jurisdiction or Region that assist residents of neighborhoods and areas with high unemployment such as R/ECAPs to find and obtain jobs.*

  c. Public Transportation

[Map 12 - Mapped transit proximity index for Jurisdiction and Region with race/ethnicity, national origin, family status and R/ECAPs]

     i. Assess differences, if any, in the availability (*e.g.,* type, frequency, and reliability) of public transportation based on the predominant race/ethnicity or national origin groups of the residents in the neighborhoods or areas served in the Jurisdiction and the Region.

     ii. *To what extent do the public transportation systems of the Jurisdiction and Region provide a reliable bridge between low-asset/high poverty areas such as R/ECAPs and: a. asset-rich/low poverty areas b. proficient schools c. jobs and d. other key community assets?*

     iii. *Describe the effect of laws, policies, or practices in the Jurisdiction, Region, or State that contribute to any differences in the availability, type, frequency, and reliability of public transportation.*

  d. Other Community Assets

Are there neighborhoods or areas stand out as having particularly low or high numbers of other community assets? Include, as applicable, health care facilities, grocery stores, or parks. Identify those neighborhoods and the predominant race/ethnicity, or national origin group(s) of each.

2. Exposure to Adverse Community Factors

  a. Exposure to Neighborhood Poverty

[Map 13 - Mapped poverty exposure index with race/ethnicity, national origin, family status and R/ECAPs]

     i. Describe any disparities in exposure to poverty by race/ethnicity.

     ii. Which *neighborhoods or areas* stand out as having particularly low and particularly high exposure to neighborhood poverty? Identify the predominant race/ethnicity national origin, or family status of the residents of each.

  b. Environmental Health Hazards

[Maps 14 - Mapped environmental health hazards index with race/ethnicity, national origin, family status and R/ECAPs]

     i. Describe any disparities in exposure to poverty by race/ethnicity

     ii. Which *neighborhoods or areas* stand out as having particularly low and particularly high levels of environmental health hazards? Identify the predominant race/ethnicity, or national origin group(s) of the residents of each.

c. Other Adverse Community Factors

Are there neighborhoods or areas stand out as having particularly low or high exposure to other adverse community factors? Include, as applicable, deteriorated and abandoned properties and foreclosure. Identify those neighborhoods and the predominant race/ethnicity, or national origin group(s) of each.

3. Identify and discuss any overarching patterns of access to assets and exposure to adverse community factors based on race/ethnicity, national origin and familial status. For example, identify neighborhoods that experience an aggregate of poor access to assets and high exposure to adverse factors.

4. *Provide additional relevant information, if any, about disparities in access to community assets and services and exposure to adverse community factors (e.g., addressing religion, color, LEP, familial status).*

5. **Determinants of Disparities in Access to Community Assets and Adverse Community Factors**
   a. *To what extent do each of the following factors act as determinants in disparities in access to community assets based on race/ethnicity, or national origin?* For each factor, select whether the impact on disparities in access to community assets is highly significant, moderately significant or not significant from the drop down menu and explain the level of significance selected in the space provided.

   - Presence and location of proficient schools
   - School assignment policies
   - The availability, type, frequency, and reliability of public transportation
   - The location of employers in the Jurisdiction
   - Patterns of public investments/lack of investment in specific neighborhoods
   - Private investments (past, current and planned)
   - Foreclosure patterns
   - Lack of regional collaboration on community assets or adverse factors
   - Other

Section E: Disability and Access

There are limited sources of nationally consistent data on the extent to which individuals with different types of disabilities are able to access housing and community assets. To complete this section, program participants should solicit input from individuals with disabilities and disability advocates, who often have the most relevant information on these topics**.**

1. **Population Profile**

[Table 15 - Tabular data of persons with vision, hearing, cognitive, ambulatory, self-care, and independent living difficulties for the Jurisdiction and Region]

[Map 15 - Dot density map of the population of persons with disabilities by persons with vision, hearing, cognitive, ambulatory, self-care, and independent living difficulties with R/ECAPs for Jurisdiction and Region]

a. Describe how persons with disabilities are geographically dispersed or concentrated in different areas of the Jurisdiction and Region, including R/ECAPs and other areas segregated by race/ethnicity or national origin. Discuss whether these patterns are the same or different for persons with each type of disability.

[Table 16 – Tabular data of persons with disabilities by age range (5-17)(18-64)(65 and over)]

[Map 16 - Map of all persons with disabilities by age range (5-17)(18-64)(65+) with R/ECAPs]

b. Describe how persons with disabilities in different age ranges (*e.g*., under 18, 18-64, 65 and over) are geographically dispersed or concentrated in the Jurisdiction and Region, including R/ECAPs and other areas segregated by race/ethnicity or national origin.

2. **Housing Accessibility**

a. *Do the Jurisdiction and Region have sufficient affordable, accessible housing in a range of unit sizes? Include a discussion of affordable units with accessibility features for individuals who use wheelchairs, individuals who are deaf or hard of hearing, and individuals who are blind or have low vision.*

b. *Discuss where affordable accessible housing units are located. Are they dispersed or concentrated in R/ECAPs or other areas that are segregated by race/ethnicity, or national origin?*

[Table 17 - Tabular data on disability and publicly supported housing for Jurisdiction and Region]

c. *Describe the extent to which persons with different disabilities (e.g., mobility impairments, mental illness, intellectual or cognitive disability, deafness or blindness) are able to access and live in the different types of publicly supported housing (including LIHTC and HCV housing) in the Jurisdiction and Region? How do designations, preferences, waitlist procedures, etc, impact this ability?*

d. *Discuss how land use laws, policies and practices (e.g., special use permits, limits on housing types, spacing requirements, etc.) in the Jurisdiction or Region affect the availability of housing for persons with disabilities in neighborhoods where they may wish to live (including the amount, affordability, quality, type, or location).*

3. **Integration and Olmstead: Enabling Persons with Disabilities to Live in Apartments and Houses instead of Institutions and Other Segregated Settings**

a. *To what extent do persons with disabilities in or from the Jurisdiction or Region reside in segregated settings (e.g., psychiatric hospitals, developmental centers, other institutions, board and care homes, large group homes, nursing homes, personal care homes) instead of integrated settings (apartments, family homes, other integrated, community-based housing)? Please explain.*

b. *To what extent do state or local programs, laws, policies, or practices encourage or discourage placement of persons with disabilities in apartments, family homes, and other integrated settings)? Please explain.*

c. *Describe the range of options for and access to affordable housing and supportive services for persons with disabilities in the Jurisdiction and Region? (e.g., integrated settings versus segregated settings, housing linked with services versus*

choice of service provider, housing with required supportive services versus housing with voluntary supportive services, ability to remain in own home and receive services).

4. **Disparities in access to community assets and exposure to adverse community factors**
   a. *Discuss the extent to which persons with disabilities are able to access the following (include barriers faced and programs or services provided to address those barriers):*
      i. *Public buildings and facilities*
      ii. *Public infrastructure (e.g., sidewalks, pedestrian crossings, pedestrian signals)*
      iii. *Government services*
      iv. *Public transportation, including paratransit services*
      v. *Taxi services*
      vi. *Proficient schools and educational programs*
      vii. *Jobs*
   b. *What processes exist for persons with disabilities to request and obtain reasonable accommodations where needed (e.g. curb ramps, audible pedestrian signals, accessible parking, accessible bus stops)?*
   c. *What do individuals with disabilities and their advocates say are the principal challenges faced by persons with disabilities in the Jurisdiction and Region in acquiring housing, remaining housed, and living in the neighborhood of their choice? (For example, landlords unwilling to rent to them and lack of accessible housing)*
   d. *Provide additional relevant information, if any, about disability and access issues in the Jurisdiction and Region (e.g., relevant information regarding LEP students with disabilities, accessibility of government websites, etc).*

5. **Disability and Access Issues Determinants**

To what extent do each of the following or other identified factors act as determinants for disability and access issues in the Jurisdiction or Region. For each factor, select whether the impact on disability or access issues is highly significant, moderately significant or not significant from the drop down menu and explain the level of significance selected in the space provided.

- Lack of affordable, accessible housing in range of unit sizes
- Siting of accessible housing in R/ECAPs and other segregated areas
- Lack of assistance for housing accessibility modifications
- Restrictive land use and zoning laws, policies, and practices
- Lack of access to public housing, HCV program, LIHTC housing, or supportive housing
- Lack of assistance for transitioning from institutional settings to housing
- Lack of affordable, integrated housing for individuals who need supportive services
- Lack of affordable in-home or community-based supportive services
- Lack of access to proficient schools

- Public transportation and/or private transportation not accessible and/or paratransit services not available, affordable or reliable
- Lack of access to government services
- Inaccessible public buildings, sidewalks, pedestrian crossings, or other infrastructure
- Other

Section F: Fair Housing Compliance and Infrastructure

1. List and summarize any of the following that have not been resolved: 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, 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.

2. Identify fair housing or civil rights agencies and organizations operating in the jurisdiction that may assist in fair housing analysis and investigation.

3. Describe the extent to which the Jurisdiction or Region has provided resources to agencies and organizations that may assist in fair housing analysis and investigation.

4. **Fair Housing and Compliance and Infrastructure Determinants**

To what extent do each of the following or other identified factors act as determinants for fair housing and compliance issues in the Jurisdiction or Region. For each factor, select whether the impact on fair housing compliance or infrastructure issues is highly significant, moderately significant or not significant from the drop down menu and explain the level of significance selected in the space provided.

- Unresolved violations of fair housing or civil rights laws
- Patterns of community opposition
- Support or opposition from public officials
- Discrimination in the housing market
- Lack of fair housing education
- Lack of resources for fair housing agencies and organizations
- Other

Part V: Fair Housing Goals and Priorities

The determinants and level of influence columns will be prepopulated based on responses to inquiries about determinants.

Determinants of:	Level of Influence:

Segregation/Integration and R/ECAPs 　　　Publicly Supported Housing 　　　Mobility 　　　　　○ 　　　　　○ 　　　　　○	
Disproportionate Housing Needs 　　　　　○ 　　　　　○	
Disparities in Access to Community Assets and Exposure to Adverse Community Factors 　　　　　○ 　　　　　○	
Disability and Access Issues 　　　　　○ 　　　　　○	
Fair Housing Compliance and Infrastructure 　　○	

1. For each fair housing issue category with significant determinants identified in the table above, describe one or more goals, how each goal will address identified determinant, and identify metrics for measuring success. Also, for each goal, indicate the time frame for achieving the goal and the level of priority (i.e., highest, moderate, lowest).
   a. Segregation/Integration and R/ECAPs

      - Publicly Supported Housing
      - Mobility

   b. Disproportionate Housing Needs

   c. Disparities in Access to Community Assets and Exposure to Adverse Community Factors

   d. Disability and Access Issues

2. Provide a reason for non-selection of highly and moderately significant determinants as the basis for a goal and discuss any difference of opinion with participants in the community participation process.

   a. Segregation/Integration and R/ECAPs

      - Publicly Supported Housing
      - Mobility

   b. Disproportionate Housing Needs

   c. Disparities in Access to Community Assets and Exposure to Adverse Community Factors

       d.   Disability and Access Issues

3. Indicate what goals were selected by program participant(s) in recent Analyses of Impediments (AIs) and Assessments of Fair Housing and what progress has been made towards their achievement. How has the experience by program participant(s) with past goals influenced the selection of current goals?