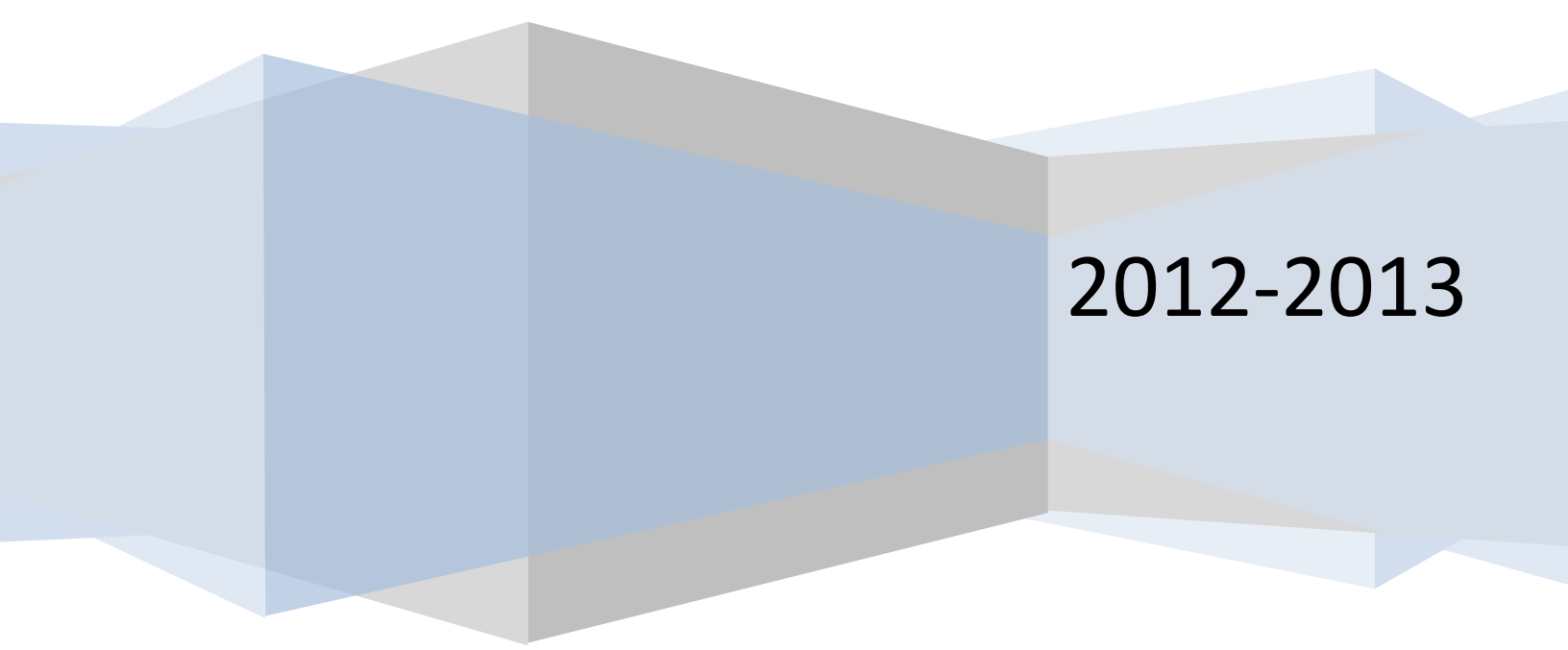


School District of Philadelphia  
*Office of Research and Evaluation*

# **Educating Children and Youth Experiencing Homelessness**

**2012-2013 Evaluation Report**



**2012-2013**

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The School District of Philadelphia  
Educating Children and Youth Experiencing Homelessness  
Evaluation Report

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# Table of Contents

<b>Executive Summary</b> .....	<b>1</b>
<b>Introduction</b> .....	<b>2</b>
<b>Methods</b> .....	<b>2</b>
<b>Evaluation Results</b> .....	<b>3</b>
<i>a. Did the computerized tracking system for students experiencing homelessness enrolled in Philadelphia public schools expand and improve?</i> .....	3
<i>b. How accessible were ECYEH services to identified students?</i> .....	7
<i>c. What is the performance gap between ECYEH identified students and their peers?</i> .....	10
<i>d. Was communication and coordination between the ECYEH office, parents, and shelter or transitional housing staff, schools, and regional academic offices maintained and enhanced?</i> .....	16
<i>e. Was capacity of parents, shelter/transitional housing staff, and schools increased to help minimize disruptions and close the performance gap in education of children and youth experiencing homelessness?</i> .....	19
<b>Limitations</b> .....	<b>22</b>
<b>Recommendations</b> .....	<b>22</b>
<b>Appendix A: Providers Survey</b> .....	<b>24</b>
<b>Appendix B: Parent Workshop Survey</b> .....	<b>26</b>
<b>Appendix C: Counselor Survey</b> .....	<b>28</b>
<b>Appendix D: Parent Survey</b> .....	<b>32</b>

## List of Tables and Figures

Table 1. Number of Identified Students by School Type.....	4
Table 2. Percent of ECYEH Students per District and Charter Enrollment by Year .....	5
Table 3. 2012-13 Homeless Student District Enrollment and ADA compared to District.....	6
Table 4. 2012-13 Homeless Student Charter/Alternative Enrollment.....	6
Table 5. Identified K-12 District and Charter Students by Living Arrangement.....	7
Table 6. Frequency of Services Provided by the ECYEH Office in 2012-2013.....	8
Table 7. ECYEH Services Provided by Grade.....	9
Table 8. Percentage of K-12 Students Receiving Service by Housing Category.....	10
Table 9. Rates of Days Tardy by Grade Compared to District.....	11
Table 10. ECYEH District Students Scoring Advanced or Proficient on PSSA Math 2012-13 by Grade...	12
Table 11. ECYEH District Students Scoring Advanced or Proficient on PSSA Reading 2012-13 by Grade	13
Table 12. Number of ECYEH Students: PSSA Math Proficiency Level to Truancy Indicator.....	14
Table 13. Number of ECYEH students: PSSA Reading Proficiency Level to Truancy Indicator.....	14
Table 14. Comparison of ECYEH Student Scores to the Scores of Schools with >20 ECYEH Students Enrolled.....	15
Table 15. Two-year Comparison of Training Sessions and Attendance by Type.....	16
Table 16. Services and Resources Provided to Students as Identified by School Counselors.....	18
Table 17. Counselor Responses: Ways ECYEH Office Could be More Helpful to Schools.....	19
Figure 1. Number of Identified Students Experiencing Homelessness by School Year.....	5
Figure 2. Truancy Rates of ECYEH Students Compared to District by Grade.....	12
Figure 3. ECYEH Counselor Survey: During the past year have you.....	17
Figure 4. ECYEH Counselor Survey: Are you aware of the following ECYEH-funded programs operating in area homeless shelters and transitional housing facilities?.....	18

## **Executive Summary**

The Office of Research and Evaluation (ORE) reported on the Educating Children and Youth Experiencing Homelessness (ECYEH) program for 2012-13. Funds are provided by the McKinney-Vento Act federal program and overseen by the Pennsylvania Department of Education (PDE). The District's ECYEH office seeks to educate members of the community about homeless students' rights and the resources available to them through training sessions for school staff members, and separate workshops for parents and teens. Also with the help of Title I funding, various services are provided to homeless students, including uniform vouchers, transportation passes, and after school/summer programs.

During the 2012-13 year, the program successfully increased the number of participating staff members in training sessions, the number of Teen Evolution Experience Network (TEEN) workshops, the number of 0-5 year old children identified as homeless, and the percentage of students provided with helpful services. Providing comprehensive education to homeless students is contingent on the availability of relevant resources and staff.

## **Process Findings**

- In 2012-13, the ECYEH office identified 3,595 students enrolled in District schools as homeless, which is consistent with previous years. An additional 1,169 children ages 0-5 were identified as homeless in 2012-13, a sharp increase from previous years.
- District staff participation records showed an increase in McKinney-Vento training sessions provided by the ECYEH office.
- Principals, counselors, and providers all received information via e-mail from the ECYEH office, thereby maintaining communication between offices. Information was also made available on the District website.
- Teen Evolution Experience Network (TEEN) workshops increased in amount and variety for high school students.
- Contracts were maintained with 12 community providers, which supported after-school and summer programs for students.

## **Outcome Evaluation**

- In 2012-13 attendance rates of homeless students were lower compared to attendance rates for District students as a whole.
- During the 2012-13 school year, homeless students were tardy an average of six days more than non-homeless students in the District.
- In 2012-13, homeless students scored, on average, 10% lower than their non-homeless peers on the Math and Reading PSSA exams.
- The percentage of homeless students provided with services (uniform voucher, school supply voucher, transportation pass, etc.) has increased from 83% in the 2011-12 SY to 92% in 2012-13.
- According to surveys distributed by ORE and ECYEH to counselors and providers, most homeless students received requested services within one to two weeks of the request.
- In a separate survey from the ECYEH office, 74% of homeless students' parents responded that they are knowledgeable of their child's rights to an education as stipulated by the McKinney-Vento Act.

## Introduction

The School District of Philadelphia receives annual funding from the McKinney-Vento Homeless Assistance Act (2002), a piece of federal legislation that provides funds to states in an effort to assist homeless children in receiving the same educational rights as their peers. The main goals of McKinney-Vento are to provide homeless children with equal access to schools, the ability to stay in their school of origin, and support to heighten academic success. The overarching definition of homelessness is: “anyone who lacks a fixed, regular, and adequate nighttime residence.”<sup>1</sup> This definition includes children who are sharing housing due to the loss of their own; living in motels, trailer parks, etc. due to a lack of alternatives; living in emergency or transitional shelters; awaiting permanent foster care placement; living in a public or private area not designated for a person to live (cars, parks, train stations, etc.); and migratory children who also encounter the above-mentioned circumstances. In order to establish more effective implementation, the reauthorization of the McKinney-Vento Act in 2002 added a required liaison at the local level.<sup>2</sup> The liaison coordinates the identification of homeless students in schools and the community, secures that each homeless student is provided with an equal opportunity to be in school and succeed, makes referrals for health services, and informs parents, schools, and shelters of homeless students’ educational rights. Title I funds are also available to homeless youth whether or not they attend a school that receives Title I funding. The Pennsylvania Department of Education (PDE) materializes the goals of the McKinney-Vento Act through the Educating Children and Youth Experiencing Homelessness (ECYEH) Program.

## Methods

The ECYEH program was evaluated over July 2012 – June 2013 using qualitative and quantitative analyses. The evaluation revolved around five research questions:

1. Did the computerized tracking system for students experiencing homelessness enrolled in Philadelphia public schools expand and improve?
2. How accessible were ECYEH services to identified students?
3. What is the performance gap between ECYEH identified students and their peers?
4. Was communication and coordination between the ECYEH office, parents, and shelter or transitional housing staff, schools, and regional academic offices maintained and enhanced?
5. Was the capacity of parents, shelter/transitional housing staff, and schools increased to help minimize disruptions and close the performance gap in the education of children and youth experiencing homelessness?

Measures used to analyze the program’s five research questions include a student data file provided by the District’s ECYEH office, student outcome data, survey data, observations, and review of program documents.

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<sup>1</sup> Quarles, A. (2013). McKinney-Vento 101: Law and implementation [PowerPoint slides].

<sup>2</sup> US Department of Education, Bureau of Teaching and Learning. (2013). *Education for children and youth experiencing homelessness program 2011-12 state evaluation report*. Retrieved from website: <http://homeless.center-school.org/>

### *Student Data*

A file provided by the District's ECYEH office includes student data such as date of birth, living arrangements, as well as services received by the office. This data was used to assess the quality of services provided to homeless students in the program's ongoing effort to reduce the performance gap between homeless students and other District students. The performance gap was analyzed using student outcome data gathered from the District's Enterprise Data Warehouse (EDW) in July, August, and October 2013.

### *Surveys*

A feedback survey was administered to a total of 179 session participants including parents, counselors, and providers. Surveys were administered at various training sessions and workshops. Participants were asked to rate the relevance of the ECYEH session they had attended as well as to estimate the amount of time it took to receive requested services. A survey was also administered specifically to school counselors, which was used to determine whether counselors were knowledgeable regarding basic ECYEH procedures and to assess frequency of communication between offices.

An additional survey was administered only to parents of homeless students. This survey was designed to check on the communication between parents and their shelter/school, and to determine whether parents were knowledgeable of their students' rights to an education.

### *Observations*

Two ORE evaluators visited an after-school program at Gloria's Place, provided by the People's Emergency Center shelter on June 11, 2013. The purpose of this visit was to examine student engagement and understand more thoroughly the activities provided by after-school programs. An ORE evaluator also attended a counselor training session held on February 27, 2013, a providers' meeting held on April 26, 2013, and an educational workshop provided by Children's Work Group and Temple University School of Social Work. Information provided to attendees included homeless students' rights under the McKinney-Vento Act.

### *Documents Analysis*

In order to measure the effectiveness of communication between the District's office, schools, parents, and shelters, ORE reviewed documents (i.e. agendas and sign-in sheets) from ECYEH functions. These functions included training sessions, meetings, and presentations.

## **Evaluation Results**

### **1. Did the computerized tracking system for students experiencing homelessness enrolled in Philadelphia public schools expand and improve?**

The ECYEH office at the School District of Philadelphia (SDP) works to identify and keep record of students experiencing homelessness. Students can be referred to the office for services by school counselors, shelters, and self-referrals. The ECYEH office updates a spreadsheet of student data that includes a record of housing arrangements, student identification numbers, dates of birth, and services provided to the students. This data is provided by the 12 shelters that have contracted with the District's ECYEH office.

During the 2012-13 school year, the ECYEH office identified a total of 4,764 children experiencing homelessness, including both district and charter school students. Of those identified 1,169 were 0-5 year olds, which is a large increase from last year’s total of 789 children. This may be explained by the fact that in previous years, shelters may not have been aware that information regarding this age group was necessary, since these children are not of school-age. There were approximately 137,500 K-12 students enrolled in District schools in 2012-13,<sup>3</sup> including 2,979 homeless students. Approximately 55,600 students were enrolled in charter and alternative schools in 2012-13, with 616 identified as homeless. The distribution of students in public school, charter, and alternative schools is shown in Table 1. The ECYEH office provides services to all homeless students regardless of their school of origin. Students experiencing homelessness attended 236 public schools (including 7 Head Starts), 65 charter schools, and 31 alternative education schools, totaling 332 institutions. There were 22 schools with at least 30 homeless students; eight of those schools had a population of 50 homeless students or more.

**Table 1. Number of Identified Students by School Type**

School Type	Identified Students, N (%)
SDP Public	2,979 (63%)
Charter/Alternative	616 (13%)
Children Age 0-5	1,169 (24%)
<b>Total</b>	<b>4,764 (100%)</b>

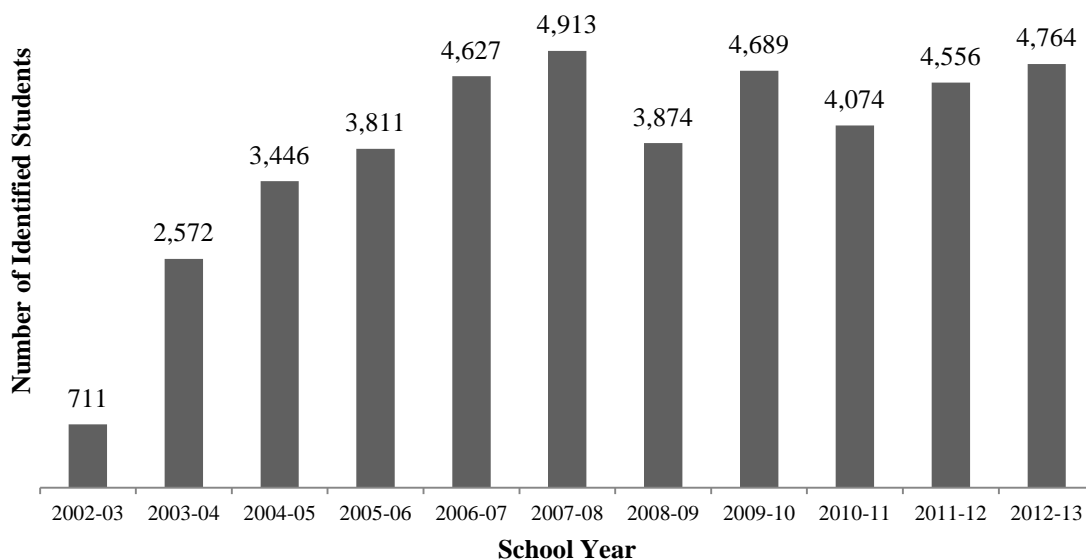
*Source: 2012-13 ECYEH student data file, EDW July 2013*

An eleven-year comparison of the total identified students experiencing homelessness is presented in Figure 1. The proportions of identified homeless students compared to the total number of District students are shown in Table 2. The total identified students in 2012-13 increased slightly from 2011-12. However, when compared to the total number of District students, the total identified homeless students in 2012-13 has remained consistent with the three previous years.

<sup>3</sup> The School District of Philadelphia website: <http://www.philasd.org/about/#enrollment>



**Figure 1. Number of Identified Students Experiencing Homelessness by School Year**



Source: 2011-12 ECYEH District Report, 2012-13 ECYEH student data file

**Table 2. Percent of ECYEH Students per District and Charter Enrollment by Year**

School Year	Number of K-12 District & Charter Students Enrolled	Total ECYEH K-12 Students Identified	Percent of Total Student Enrollment Represented by ECYEH Students
2009-2010	207,056	3,929	1.9%
2010-2011	206,396	3,699	1.8%
2011-2012	204,363	3,767	1.8%
2012-2013	205,160	3,595	1.8%

Source: EDW July 2013, 2012-13 ECYEH student data file, 2011-12 ECYEH District Report

Grade level distribution of students experiencing homelessness is presented in Table 3. Fewer high school students are identified as homeless, and therefore homeless high school students are underrepresented compared to homeless students in grades K-8. This decrease in homeless student representation could also be due to lack of parental involvement at the high school level.<sup>4</sup> A parent may be less likely to apply for help with services for their child. Without parents as a driving force, the student may be less likely to know what services are available to him or her.

Another trend visible in Table 3 is lower average daily attendance (ADA) rates of homeless students compared to the District wide ADA. Average daily attendance is calculated by aggregating the target population's total days absent and dividing by the same population's total days enrolled. One of the services in place to decrease this gap in attendance is transportation assistance. Overall homeless student ADA is three percentage points less compared to the previous year (2011-12), which was 88%.

<sup>4</sup> Epstein, J. L., & Sheldon, S. B. (2002). Present and accounted for: Improving student attendance through family and community involvement. *The Journal of Educational Research*, 95(5), 308-318.

**Table 3. 2012-13 Homeless Student District Enrollment and ADA Compared to District**

Grade	Homeless District Student Enrollment	District Wide Enrollment	% of Homeless Students Enrolled Per Grade	Homeless Student ADA	District Wide ADA
K	298	13,119	2.3%	87%	92%
1	379	12,774	3.0%	86%	92%
2	339	12,099	2.8%	87%	93%
3	290	11,778	2.5%	87%	93%
4	334	11,459	2.9%	88%	93%
5	263	10,402	2.5%	89%	93%
6	209	9,938	2.1%	88%	93%
7	190	9,291	2.0%	88%	92%
8	190	9,338	2.0%	86%	92%
9	186	10,313	1.8%	73%	84%
10	118	9,512	1.2%	75%	84%
11	83	8,708	1.0%	76%	85%
12	93	8,018	1.2%	74%	84%
NG*	12	763	1.6%	-	-
Total	2,979	137,512	2.2%	85%	90%

Source: EDW July 2013, 2012-13 ECYEH student data file, School Net Dashboard July 2013

\*Non-graded students included 5 indentified special education students.

**Table 4. 2012-13 Homeless Student Charter/Alternative Enrollment**

Grade	Homeless Charter/Alternative Student Enrollment	Total Charter/Alternative Student Enrollment	% of Homeless Students Enrolled Per Grade
K	55	4,267	1.3%
1	57	4,005	1.4%
2	61	4,036	1.5%
3	49	3,733	1.3%
4	44	3,692	1.2%
5	56	4,241	1.3%
6	48	4,701	1.0%
7	46	4,936	0.9%
8	42	4,660	0.9%
9	50	5,223	1.0%
10	42	4,567	0.9%
11	28	3,952	0.7%
12	33	3,612	0.9%
Total	616	55,625	1.1%

Source: EDW 2013, 2012-13 ECYEH student data file

Table 4 shows the distribution by grade level of homeless student enrollment in charter and alternative schools. There are substantially fewer homeless students enrolled in charter schools than regular neighborhood schools. This may be attributed to the fact that charter schools often require admissions procedures, which may be especially difficult for homeless students to

accomplish. Tables 10 and 11 illustrate the performance gap between homeless students' PSSA scores as compared to their non-homeless peers.

Limited English proficiency (LEP) indicators as well as disability indicators for homeless students were also analyzed. Two students out of the 3,595 students from the ECYEH file did not have data available for these student-level indicators. A total of 302 homeless students were identified as LEP (8.4%), and 524 students (14.6%) identified as having a disability. These numbers compare similarly to the 2011-12 school year, which recognized 8% of homeless students as LEP learners and 16% as having a disability.

Housing information is a component of the student data file that is collected by the ECYEH office. Living arrangements of students experiencing homelessness are reported in Table 5. In 2012-13, more than half of homeless school-aged students (54%) were living in a shelter, 41% were in a doubled-up arrangement<sup>5</sup> with another family, 4% were in transitional housing, and less than 1% were staying in a hotel or had another type of living situation. Children ages 0-5 are most highly represented in shelter arrangements (84%).

**Table 5. Identified K-12 District and Charter Students by Living Arrangement**

<b>Living Arrangement</b>	<b>Total K-12 Students (N=3,595)</b>	<b>Total 0-5 Children (N=1,169)</b>
Shelter	1,940 (54%)	977 (84%)
Doubled up with another family	1,480 (41%)	80 (7%)
Transitional housing	161 (4%)	111 (9%)
Other/Hotel	12 (<1%)	0 (0%)
No Data	2	1

*Source: 2012-13 ECYEH student data file*

The data above show that for 2012-13, the computerized tracking system had not expanded or improved, but roughly maintained the amount of students identified in the previous three years. However, one area with noticeable improvement is the identification of 0-5 year old children, which expanded from 789 children identified in 2011-12 to 1,169 in 2012-13. The ECYEH office collected data on homeless 0-5 year olds via email correspondence with shelters, and through biannual providers meetings. Furthermore, the ECYEH office's relocation to the Office of Student Placement allowed them to identify homeless students awaiting school placement.

**b. How accessible were ECYEH services to identified students?**

The District's ECYEH office provides a number of services to students. These services include school uniform vouchers, transportation assistance to and from school and their housing arrangements, after-school and summer programs, as well as additional funding to assist with school-related expenses.

<sup>5</sup> For the purpose of this evaluation, "doubled-up" housing includes any arrangement in which more than one family shares a single family home.

Based on the 2011-12 ECYEH program report, 83% of K-12 identified students received services during the previous program year. Based on the 2012-13 ECYEH program report, of the 3,595 K-12 students identified as homeless, 3,321 (92%) received a service and 1,260 (35%) received more than one service. This finding indicates that the accessibility of services is expanding. Table 6 displays the amount of students receiving the services provided. A uniform voucher was the most frequently provided service in K-12 students. Children ages 0-5 are less likely to have received services displayed in Table 6 because most of these services are provided to children in schools; for instance, transportation assistance is provided to help children get to school. Most of the 0-5 year old children were enrolled in an after-school program with shelters (33%).

**Table 6. Frequency of Services Provided by the ECYEH Office in 2012-13**

<b>Service received by District ECYEH Office</b>	<b>Total K-12 Students (N=3,595)</b>	<b>Total 0-5 Children (N=1,169)</b>
Transportation	1,313 (36%)	2 (<1%)
Additional Funding	598 (17%)	3 (<1%)
Uniform Voucher	1,893 (53%)	9 (<1%)
After School Program	1,030 (29%)	386 (33%)
Summer Program	143 (4%)	37 (3%)
No Services Received	274 (8%)	732 (67%)

*Source: 2012-13 ECYEH student data file*

The distribution of services provided by grade level is displayed in Table 7. Because students could receive more than once service, percentages were calculated according to the total students receiving that particular service as opposed to calculating across grade level. The 274 K-12 students who did not receive a service included 10% of the identified kindergarten students, 11% of 9<sup>th</sup> grade students, 13% of 11<sup>th</sup> grade students and 26% of 12<sup>th</sup> grade students. The students who did not receive services were most likely identified and placed in the ECYEH file based on a referral by a shelter. The students who received services would have been referred by their counselors, who likely suggested the services to the homeless student. The total amount of students receiving services per grade is also included.

**Table 7. ECYEH Services Provided by Grade**

<b>Grade</b>	<b>Transportation</b>	<b>Additional Funding</b>	<b>Voucher</b>	<b>After School</b>	<b>Summer Program</b>	<b>Total</b>	<b>No Service</b>
K	83 (6%)	68 (11%)	205 (11%)	118 (11%)	4 (3%)	316	37 (10%)
1	160 (12%)	73 (12%)	244 (13%)	149 (14%)	22 (15%)	413	23 (5%)
2	159 (12%)	52 (9%)	221 (12%)	111 (11%)	28 (20%)	375	25 (6%)
3	153 (12%)	56 (9%)	199 (10%)	87 (8%)	28 (20%)	327	12 (4%)
4	183 (14%)	51 (8%)	205 (11%)	84 (8%)	18 (13%)	361	17 (4%)
5	142 (11%)	46 (8%)	170 (9%)	81 (8%)	13 (9%)	304	15 (5%)
6	125 (9%)	25 (4%)	114 (6%)	66 (6%)	14 (10%)	240	17 (7%)
7	90 (7%)	36 (6%)	115 (6%)	67 (6%)	5 (3%)	223	14 (6%)
8	85 (6%)	29 (5%)	114 (6%)	65 (6%)	9 (6%)	212	20 (9%)
9	53 (4%)	47 (8%)	117 (6%)	90 (9%)	1 (<1%)	210	26 (11%)
10	40 (3%)	42 (7%)	76 (4%)	54 (5%)	1 (<1%)	144	16 (10%)
11	23 (2%)	26 (4%)	61 (3%)	29 (3%)	0	97	14 (13%)
12	16 (1%)	46 (8%)	49 (2%)	24 (2%)	0	92	33 (26%)
NG	1 (<1%)	1 (<1%)	2 (<1%)	4 (<1%)	0	7	5 (42%)
<b>Total</b>	<b>1,313</b>	<b>598</b>	<b>1,893</b>	<b>1,030</b>	<b>143</b>	<b>3,321</b>	<b>274 (8%)</b>

*Source: 2012-13 ECYEH student data file*

Twelve shelters were contracted with the ECYEH office. Of those, 11 shelters have established after-school programs, with the exception of the City of Philadelphia’s Office of Supportive Housing. This particular program is aimed at providing alternative schooling to students who are transitioning and awaiting housing placement. The other eleven contracted after-school programs provide general academic support, which can take the form of tutoring, lessons in core academic skills, as well as development of technological skills with scheduled computer time.

Two of the shelter contracts were analyzed to assess the goals of their after-school programs. Travelers Aid Society of Philadelphia provides after-school programming that helps grade school kids prepare for high school, and prepares high school students to begin thinking about college and careers. Youth Service, Inc. works with their students to develop life skills and leadership characteristics. All of these programs are designed to create and nurture students’ desire to learn and further their education.

As shown in Table 8, summer programs cater specifically to students in shelters, as well as the City of Philadelphia’s Office of Supportive Housing. Students participating in the summer program were in transition as their families sought housing placement, which is why the program is shown to only cater to students in shelters.

**Table 8. Percentage of K-12 Students Receiving Service by Housing Category**

	<b>Total Students</b>	<b>Transportation</b>	<b>Uniform Voucher</b>	<b>Additional Funding</b>	<b>After School Program</b>	<b>Summer Program</b>
Shelter	1,940	524 (27%)	963 (50%)	153 (8%)	932 (48%)	143 (7%)
Doubled Up	1,480	729 (49%)	806 (54%)	423 (29%)	66 (4%)	0
Transitional	161	56 (35%)	118 (73%)	18 (11%)	31 (19%)	0
Other/Hotel	12	4 (33%)	6 (50%)	4 (33%)	1(8%)	0

Source: 2012-13 ECYEH student data file

This data indicates that the ECYEH office successfully increased the amount of services provided to students experiencing homelessness since the 2011-12 SY. As evidenced by Table 6 and Table 7, services available to students were highly accessible as students were provided with services at a rate of 92%; however, there were some categories of students who received services less frequently than others. The percentages of kindergarten and high school students receiving ECYEH services are extremely low relative to other grade levels. Kindergarteners generally received fewer services than older students, particularly in the area of transportation assistance. This disparity may be accounted for by the relatively greater risk of younger children using public transportation unaccompanied. High school students may have received comparatively fewer services due to lack of parental involvement or lack of knowledge of the available services.

**c. What is the performance gap between ECYEH identified students and their peers?**

Available literature indicates that tardiness and truancy are both historically higher for homeless students.<sup>6,7,8</sup> Along with attempting to improve academic achievement, after-school program services offered to homeless students through ECYEH attempted to increase the desire of students to attend and stay in school. Additionally, transportation passes were distributed to assist students in getting to school.

Table 9 compares the ratio of tardy days per ECYEH students to the ratio of tardy days per all District students. ECYEH students have, on average, six more days tardy compared to the District overall. ECYEH students in 12<sup>th</sup> grade display the largest difference of 12 more total days tardy compared to all 12<sup>th</sup> grade students in the District.

<sup>6</sup> Kearney, C. A. (2008). School absenteeism and school refusal behavior in youth: A contemporary review. *Clinical psychology review, 28*(3), 451-471.

<sup>7</sup> MacKenzie, D., & Chamberlain, C. (1995). The national census of homeless school students. *Youth Studies Australia, 14*(1), 22-28.

<sup>8</sup> Rafferty, Y., & Shinn, M. (1991). The impact of homelessness on children. *American Psychologist, 46*(11), 1170.

**Table 9. Rates of Days Tardy by Grade Compared to District**

Grade	ECYEH Tardy* (ratio of days per student)	District Tardy* (ratio of days per student)	Difference
K	15	7	8
1	16	8	8
2	14	7	7
3	14	7	7
4	12	6	6
5	10	5	5
6	16	6	10
7	12	7	5
8	13	8	5
9	20	14	6
10	22	16	6
11	25	16	9
12	30	18	12
Average	16	10	6

Source: EDW July 2013

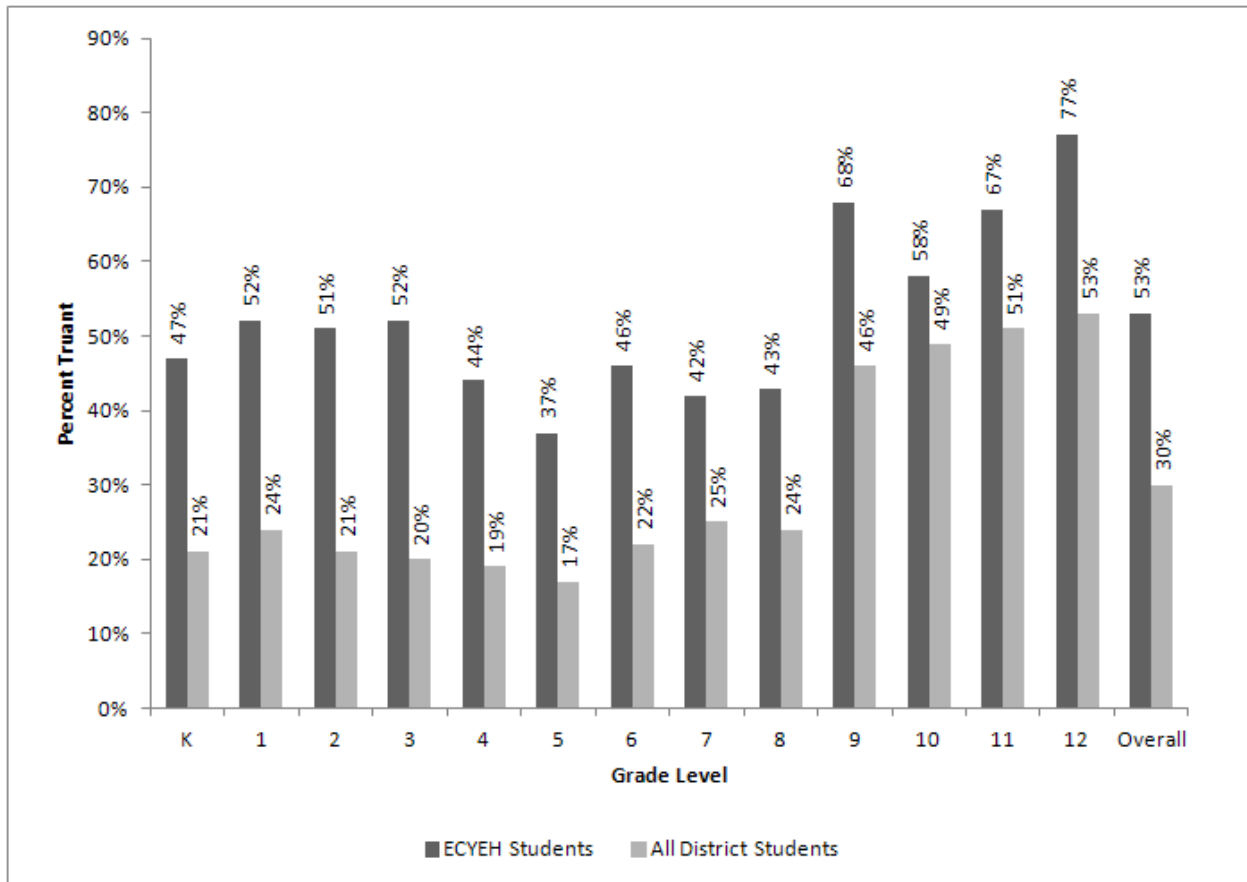
\*Charters excluded from tardy analysis

Truancy is defined by the District as ten total unexcused absences or more.<sup>9</sup> As shown in Figure 2, the average difference in truancy rates between all District and homeless students is 23%. Grades K-3 showed a larger difference from the District in truancy rates than all other grade levels (26%, 27%, 30%, and 32%, respectively). This may be due to the District's reliance on the use of public transportation, which is often a safety concern for younger children traveling alone, as indicated in the parent survey. Parent involvement is also more crucial to student attendance for the youngest grades. Homeless parents, a demographic who show historically lower involvement in their children's academic achievement, may contribute to this attendance disparity.<sup>10</sup>

<sup>9</sup> <http://webgui.phila.k12.pa.us/offices/a/attendance--truancy/faqs>

<sup>10</sup> Evans, V. The School District of Philadelphia, Office of Research and Evaluation. (2012). *Educating children and youth experiencing homelessness evaluation report*

**Figure 2. Truancy Rates of ECYEH Students Compared to District\* by Grade**



Source: 2012-13 ECYEH student data file, EDW July 2013

\*Charter schools excluded from truancy analysis

**Table 10. ECYEH District Students Scoring Advanced or Proficient on PSSA Math 2012-13 by Grade**

Grade	# of ECYEH Students who took PSSA Math	# of ECYEH Students who Scored Advanced or Proficient	% of ECYEH Students who Scored Advanced or Proficient	% All District Students* who Scored Advanced or Proficient
3	260	80	31%	46%
4	302	103	34%	49%
5	241	72	30%	40%
6	188	63	34%	47%
7	172	64	37%	52%
8	169	49	29%	49%
<b>Total</b>	<b>1332</b>	<b>431</b>	<b>32%</b>	<b>47%</b>

Source: EDW October 2013

\*Charters excluded from District totals



Notable performance gaps have historically existed between students experiencing homelessness and District-wide averages.<sup>11</sup> Table 10 examines gaps in PSSA performance levels between the ECYEH and overall District populations for the 2012-13 SY.

The differences in achievement on the PSSA Math between these populations range from 10 to 20 percentage points. The largest disparity in performance is observed at the eighth grade level, with the percentage of students scoring advanced or proficient district-wide surpassing that of ECYEH students by 20 percentage points. This data indicates a decrease in the Math PSSA performance gap between District and homeless students since 2012.

Table 11 shows the difference in the percentage of students who scored advanced or proficient between ECYEH and District populations on the PSSA Reading for 2012-13.

**Table 11. ECYEH District Students Scoring Advanced or Proficient on PSSA Reading 2012-13 by Grade**

Grade	# of ECYEH Students who took PSSA Reading	# of ECYEH Students who Scored Advanced or Proficient	% of ECYEH Students who Scored Advanced or Proficient	% All District Students* who Scored Advanced or Proficient
3	249	84	34%	45%
4	296	81	27%	38%
5	237	47	20%	33%
6	187	48	26%	41%
7	167	38	23%	47%
8	167	65	39%	56%
Total	1305	364	28%	43%

Source: EDW October 2013

\*Charters excluded from District totals

Variability in the percent differences of scores is wider in the PSSA Reading than in the PSSA Math. Differences in achievement on the PSSA Reading between populations range from 11% to 24%. The largest performance gap on this test is shown at the 7<sup>th</sup> grade level. The average percent difference between populations in all grades is 15%. This data indicates an increase in the Reading PSSA performance gap between District and homeless students since 2012.

Factors that co-vary with homelessness, such as truancy and enrollment in low-performing schools, may contribute to the PSSA performance gap shows in Tables 10 and 11.<sup>12,13</sup> In other words, the standardized test performance gap exhibited among homeless students may be

<sup>11</sup> Rafferty, Y., Shinn, M., & Weitzman, B. C. (2004). Academic achievement among formerly homeless adolescents and their continuously housed peers. *Journal of School Psychology, 42*(3), 179-199.

<sup>12</sup> Rafferty, Y., Shinn, M., & Weitzman, B. C. (2004). Academic achievement among formerly homeless adolescents and their continuously housed peers. *Journal of School Psychology, 42*(3), 179-199.

<sup>13</sup> Rafferty, Y., & Shinn, M. (1991). The impact of homelessness on children. *American Psychologist, 46*(11), 1170

attributed to factors other than their housing status, such as truancy and low-performing school enrollment. A chi-square test for independence was used to explore the relationship between truancy and PSSA proficiency levels, in an effort to control for the covariate factor of truancy.

Table 12 shows truancy by PSSA Math proficiency category. It is important to note that both student enrollment in District schools, and achievement on the PSSA have decreased for both ECYEH and District-wide populations since the 2011-12 SY. Of the 432 ECYEH students who achieved an advanced or proficient score on PSSA Math, 33% were chronically truant during 2012-13. Of the 588 truant ECYEH students who took the Math PSSA in 2012-13, 24% achieved an advanced or proficient score, and 76% scored in the basic or below basic range. Both calculations indicate a decrease in chronically truant ECYEH students' PSSA performance since 2011-12. The chi-square analysis showed a statistically significant difference on the Math PSSA for homeless students who were truant and those who were not ( $X^2(2) = 40.78, p < 0.001$ ). The odds ratio (2.05) indicates that students who were not chronically truant were approximately twice as likely to score advanced or proficient on the Math PSSA as students who were chronically truant.

**Table 12. Number of ECYEH Students: PSSA Math Proficiency Level to Truancy Indicator**

	Basic/Below Basic	Advanced/Proficient
Truant	447	141
Not Truant	449	291

Source: EDW October 2013

Table 13 shows chronic truancy by PSSA Reading proficiency level. Of the 359 ECYEH students who achieved an advanced or proficient score on PSSA Reading, 35% were chronically truant. Of the 580 truant ECYEH students who took the Reading PSSA, 22% achieved an advanced or proficient score and 78% scored in the basic or below basic range. Again, the chi-square test showed a statistically significant difference, with truancy associated with lower performance ( $X^2(2) = 20.89, p < 0.001$ ). The odds ratio of 1.73 indicates that ECYEH students who were not chronically truant had a 73% greater chance of scoring advanced or proficient on the Reading PSSA than students who were chronically truant.

**Table 13. Number of ECYEH Students: PSSA Reading Proficiency Level to Truancy Indicator**

	Basic/Below Basic	Advanced/Proficient
Truant	454	126
Not Truant	486	233

Source: EDW October 2013

Another possible factor contributing to the performance gap may be ECYEH students enrollment patterns. Forty-five percent of the 2013 ECYEH students attended 14% of the schools represented by the ECYEH population; that is, a small percentage of schools have a large percentage of ECYEH students. All 47 schools represented by 45% of the ECYEH students enrolled more than 20 ECYEH students each during 2012-13. A comparison of PSSA percentage proficient/advanced for only these selected schools and their ECYEH students is shown in Table 14.<sup>14</sup> This analysis narrows the performance gap between ECYEH students and their peers. Compared to the overall District scores, the high ECYEH enrollment schools included in Table 14 had lower percentage advanced/proficient (by eleven percentage points in both PSSA Math and PSSA Reading). Using this comparison, the difference between ECYEH students and their peers is seven percentage points in math (down from 15 percentage points in 2011-12) and nine percentage points in reading (down from 15 percentage points in 2011-12). This analysis provides a more fair and valid representation of the performance gap than comparison with District-wide performance.

**Table 14. Comparison of ECYEH Student Scores to the Scores of Schools with >20 ECYEH Students Enrolled**

	ECYEH students in selected schools (n=636)	All students in selected schools (n=9811 Math, n= 9791 Reading)	Difference
Math % Proficient or Advanced	29%	36%	7 percentage points
Reading % Proficient or Advanced	23%	32%	9 percentage points

*Source: EDW October 2013*

This data indicates that the performance gap between ECYEH students and non-ECYEH students still exists. ECYEH students were more likely than other District students to be both tardy, by an average of 6 percentage points, and truant, by an average of 22 percentage points. Furthermore, ECYEH students exhibited lower PSSA performance than their non-ECYEH identified peers. These performance gaps may be partially attributed to homelessness. However, homeless students are also more likely to be enrolled in the most underperforming District schools, which could contribute to their disparities in performance. Since low-performing school enrollment co-varies with homelessness, it is difficult to attribute the resultant performance gap to either factor.

<sup>14</sup> PSSA scores were not available for 12 of the 47 schools qualifying for the analysis (3 were charter schools and 9 were high schools). The students from these schools were excluded from the analysis (n=398). A total of 44 schools and 636 students were included (representing 46% of all ECYEH students taking the PSSA).

**d. Was communication and coordination between the ECYEH office, parents, and shelter or transitional housing staff, schools, and regional academic offices maintained and enhanced?**

Table 15 shows the amount of training sessions by type and the amount of attendees at each. Data from 2011-12 are included as a comparative tool in order to assess whether coordination has been maintained/enhanced.

**Table 15. Two-year Comparison of Training Sessions and Attendance by Type**

Target Population	# of Trainings		# of Attendees	
	2011-2012	2012-2013	2011-2012	2012-2013
Counselors	2	4	165	117
Parents	12	10	114	114
Providers	6	4	253	171
School Staff	6	14	139	335
Students	15	30	218	141

*Source: Agendas and sign-in sheets provided by ECYEH office and 2011-2012 ECYEH evaluation report*

There was a large increase in staff participation in the 2012-13 school year training sessions from the 2011-12 school year. In February 2013, a secretary training session had 111 participants in attendance, and in May 2013 another secretary training session had 99 participants. The number of training sessions provided to school staff increased. Parent participation has been maintained, even with two fewer training sessions. Trainings provided to parents, counselors, staff, and providers meet the requirements of the McKinney-Vento Act, which stipulates student rights to an education and certain services.

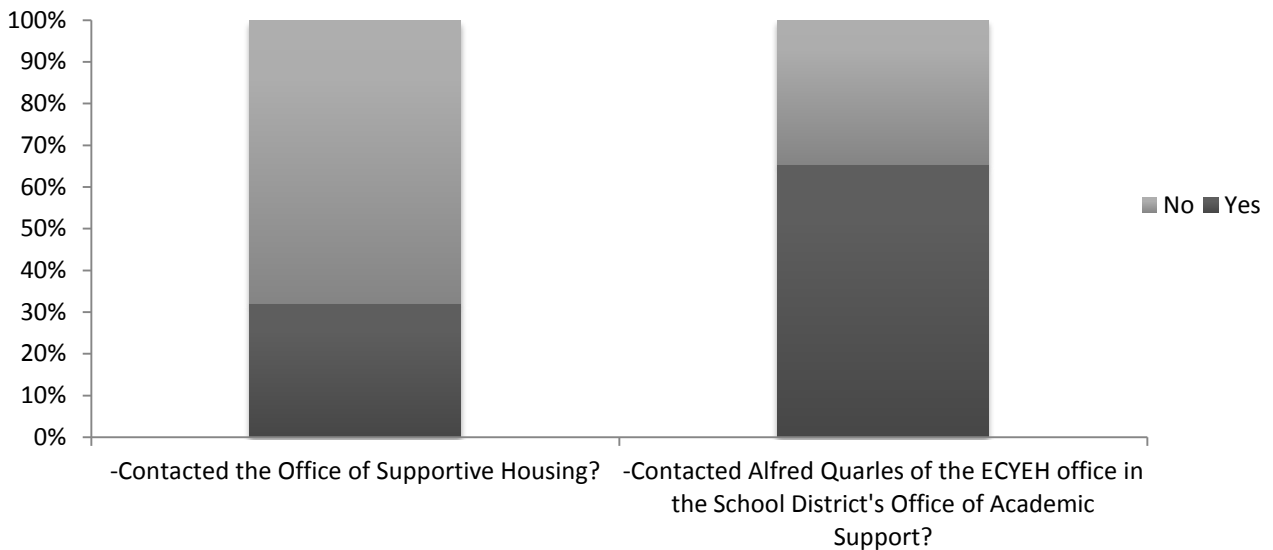
For students, the Teen Evolution Experience Network (TEEN) held twice the amount of meetings compared to 2011-12 in an effort to provide a wider variety of topics covered. These meetings were sponsored by the ECYEH office and were aimed to help students become college and career oriented through goal-setting, assisting with college searches, helping build resumes, and other useful activities. Despite the increase in sessions, there was a decrease in the total amount of students who participated. The average amount of students who attended per workshop decreased from about 12 students during the 2011-12 school year to an average of 5 students during 2012-13. A college visit was arranged, but failed to occur due to an error in confirming the trip date. It is likely that this event contributed to the decrease in student participation.

A survey was administered specifically to parents of students residing in shelters. A total of 121 surveys were collected and analyzed. The purpose of this survey was to gather information on parent knowledge of their children's rights to services and an education based on their communication with shelters, schools, and the ECYEH office. To assess the communication between parents and assistive offices, parents were asked to indicate whether they had been invited to a parent workshop meeting at their housing facility. Of the 117 respondents to this question, 74% (n=86) responded that they had been invited to one. Parent workshops were

overseen by the ECYEH program manager, who provided parents with information on Title I funding as well as the McKinney-Vento Act. Thirty two percent (n=39) of respondents indicated that they had spoken with someone at their child’s school about the services available to them. When asked if they had been aware of the ECYEH office in the District, 41 (30%) respondents answered yes, and 79 (65%) answered no.

Another survey was administered to 202 school counselors. The purpose of this survey was to gather information about the frequency and quality of communication between the schools, the ECYEH office, and local shelters. When asked how often the counselors corresponded with homeless housing facilities, 55% (n=32) responded that they did not communicate with these staff more than once or twice per year, and 17% (n=10) responded that they never did. Other survey questions evaluated the communication between schools and the ECYEH office. Response data for these questions are outlined in Figures 3 and 4.

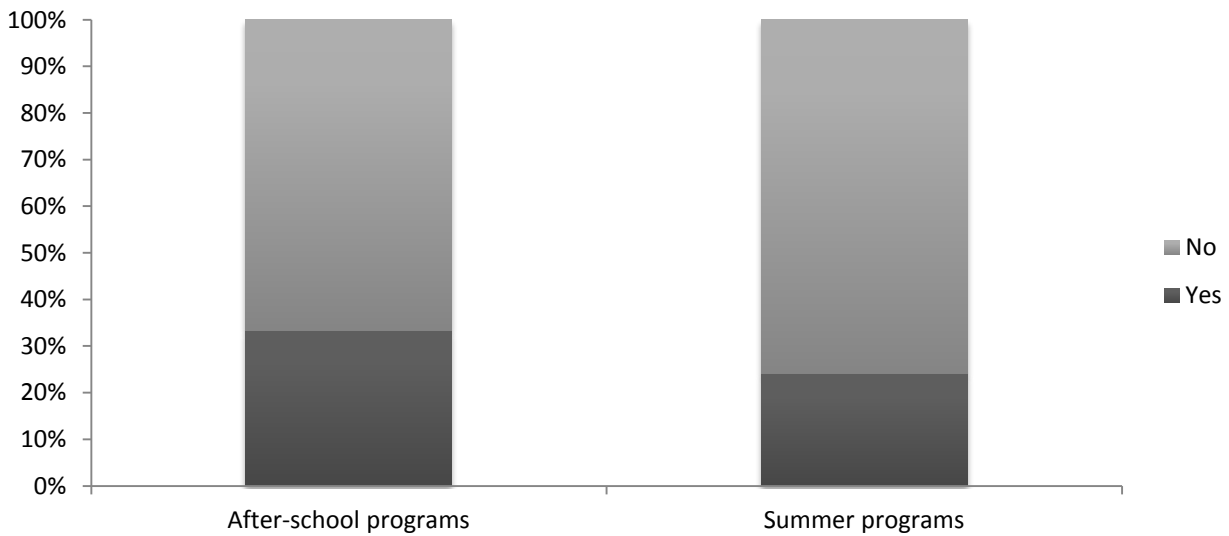
**Figure 3. ECYEH Counselor Survey: During the past year have you...**



Source: Survey Monkey Counselor survey 2013

As shown in Figure 3, 32% (n=18) of teachers contacted the Office of Supportive Housing in 2012-13, and 65.5% (n=38) contacted the ECYEH Office.

**Figure 4. ECYEH Counselor Survey: Are you aware of the following ECYEH-funded programs operating in area homeless shelters and transitional housing facilities?**



Source: Survey Monkey Counselor survey 2013

This data indicates room for improvement in the area of communication between schools, shelters and the ECYEH office. The majority of counselors reported being completely unaware of both after-school and summer programs for ECYEH students (n=18 and 36, respectively). Furthermore, while 65.5% (n=38) of counselors were in contact with the ECYEH office over the 2012-13 SY, a large majority (68%, n=56) had never contacted the Office of Supportive Housing, which is the city’s main intake shelter. This lack of communication is reflected in some schools’ access to and implementation of ECYEH resources. For example, 29% (n=15) of survey respondents reported that their school did not have any posters or documents on public display. Twenty seven percent (n=14) were unaware that their schools were required to complete and submit the Homeless Student Identification Form. Both of these data sets highlight obstacles to homeless student identification in the District.

**Table 16. Services and Resources Provided to Students as Identified by School Counselors**

	<b>N=38</b>	<b>Percent</b>
Clothing assistance (uniforms, winter coats)	24	63.2%
Transportation assistance (trans passes, bus tokens, bus service)	16	42.1%
Referrals (shelters, counseling, housing)	10	26.3%
School supplies	9	23.7%
On-site behavioral health services	6	15.8%
Title I funds	5	13.2%
Emergency funds	5	13.2%
Donations from staff and parents	4	10.5%
Payment of class dues	3	7.9%
Inter-agency meetings	3	7.9%
None/Not applicable	3	7.9%
Other	9	23.7%

\*Respondents could select more than one category.

Source: Survey Monkey Counselor survey 2013

Table 16 outlines the services and resources provided by counselors to homeless students in the 2012-13 SY. The two most common forms of assistance are with clothing (n=24) and transportation (n=16).

Counselors were also asked for ways in which the District’s ECYEH office could be more helpful to schools and their homeless student population. Counselors’ most frequent request (n=8) was better communication between offices. Counselors also indicated that it would be helpful to obtain more information about area shelters. In “Other” responses, counselors made recommendations including, but not limited to, intervention with other school district offices on behalf of homeless students, amnesty for unexcused absences at previous schools, more vendors that honor vouchers, easier access to funds, receipts for student uniform vouchers, uniform vouchers on reserve for counselors to distribute, and posters to display in schools.

**Table 17. Counselor responses: Ways ECYEH office could be more helpful to schools**

	<b>N=32</b>	<b>Percent</b>
Better communication between counselors and ECYEH office	8	25.0%
More information about area shelters	5	15.6%
Expedited delivery of vouchers/trans passes/checks	4	12.5%
Professional development	3	9.4%
Encouraging students to transfer into schools with the easiest commute	2	6.3%
Alternative transportation assistance for younger students who are uncomfortable with traveling alone	2	6.3%
Nothing/Not applicable/Unsure	9	28.1%
Other	9	28.1%

*Source: Survey Monkey Counselor survey 2013*

This data indicates that communication between the counselors and the ECYEH office has been maintained in some areas and expanded in others. Trainings for school staff expanded to include more participants, and workshops for teens also increased, as evidenced in Table 15. Parent participation has been maintained, also shown in Table 15. Figure 3 shows that a majority of counselors are in contact with the ECYEH office. However, findings displayed in Figure 4 show that school counselors should be made more aware of services available to students. Responses shown in Table 17 also indicate a lack of communication between counselors and the ECYEH office.

**e. Was capacity of parents, shelter/transitional housing staff, and schools increased to help minimize disruptions and close the performance gap in education of children and youth experiencing homelessness?**

*Assistance with Education-Related Expenses*

The McKinney-Vento Act is in place to ensure that students experiencing homelessness are provided with the same educational opportunities and treatment that other students receive. It also spells out the services available to, and legal rights of, homeless students and their parents. The purpose of the available services is to facilitate the enrollment process, increase school

attendance, and hopefully foster a mentality of success in these students. The ECYEH office keeps a file of identified homeless students and reaches out to unidentified homeless students by distributing information for homeless students to schools. The school counselors mediate and distribute to students the available services, which include transportation assistance, school uniform vouchers, and assistance with purchasing school supplies. The ECYEH office also assists with Title I funding, which is provided to District schools. Title I funding also helps homeless parents/guardians provide school supplies, clothing, and payment of graduation fees or school trips in order for their child to receive equal educational opportunities.

Feedback surveys were administered to providers, counselors, and parents to assess the delivery of services provided by the ECYEH office. Participants were asked to estimate the duration of time between applying for a service and receiving it. Of the providers that requested transportation assistance to school, 46.7% (n=7) reported receiving assistance within a week (See Appendix A). Three respondents indicated waiting more than two weeks, and 13.3% (n=2) reported never receiving transportation services. Within a week of requesting assistance with school supplies and materials, 75% (n=12) of providers responded that they received assistance. Four respondents indicated they had waited more than two weeks for school supplies. The response rate was low for providers. Sixty-three surveys were analyzed; 35% (n=22) responded to the duration of transportation services and 33% (n=21) responded to the duration of assistance with school supplies.

Of the counselors that requested transportation assistance, 35% (n=17) indicated they received services within a week (Appendix C). More than half of the counselors, 57% (n=28), reported waiting up to two weeks for transportation services. Three out of the 49 respondents requesting assistance reported waiting two weeks or more. One respondent indicated they never received assistance. Of the counselors that requested assistance with school supplies and materials, 21% (n=13) received assistance within a week, 40.3% (n=25) waited up to two weeks for assistance and 39% (n=24) reported that receiving assistance could take more than two weeks, if they received it at all. Counselor response rates were higher. Of the 82 surveys analyzed, 84% provided a response to the duration of transportation assistance and 89% provided a response to the duration of school supplies assistance.

Only a small amount of parents completed the feedback survey and response rates were low (Appendix C). Of the 19 parent surveys returned, there were only eight respondents for both questions. However, the parents that did request transportation assistance responded that they received help within two weeks (n=2) and those that requested assistance with school supplies received assistance within one week (n=4).

### *Educational Programming*

The District's ECYEH office contracted with 12 shelter agencies for educational programming support. One contract with the City of Philadelphia's Office of Supportive Housing supports students who are in the process of receiving housing placements while in temporary shelters. The



purpose of this program is to ensure that transitioning students will be provided with a full-time education despite their circumstances. The other 11 contracts were used to support after-school programming at shelters. After-school programs occurred Monday through Friday from 3:00pm to 6:15pm, with modified scheduling to accommodate school closures.

Two ORE evaluators visited one such program at Gloria's Place shelter provided by the People's Emergency Center, one of the ECYEH contractors, on Tuesday, June 11, 2013. The participating children ranged from grades K-12 and activity sessions were separated by age, such that students had the opportunity to work in groups of peers their own age. The sessions were held in a series of conjoined activity rooms, including a playroom, computer lab, and exclusive teen lounge. The walls were decorated with student art, motivational posters and outlines of the activity rules. Children arrived from school between 3:15 and 4:00 p.m. and were immediately given a snack. Instructors explained that many of their students choose not to eat lunch at school, so the snack is often the size of a regular meal. On that day, the children were given ravioli and trail mix. After their snack, the children must complete their schoolwork, with optional tutoring from St. Joe's Hospital and Drexel University volunteers, or spent fifteen minutes on silent reading. Then, they may use the computers, attend the day's planned activity, or use any of the program's available facilities independently. On Mondays in 2012-13, another ECYEH contractor, Build-A-Bridge, ran an arts program, which was evaluated last year by ORE. On Wednesdays in 2012-13, the Children's Crisis Treatment Center ran a confidential group therapy session known to the kids as the "safe space group." This group takes place in a secluded room used exclusively for therapy sessions, which is decorated with an illustration of good and bad coping strategies called the "coping skills tree."

The Tuesday activity, which the ORE evaluators attended, was a self-defense class run by a visiting karate instructor. The instructor showed the class examples of various moves and stances, and then worked with each child individually to help them reproduce a move to the best of their ability. The learning environment was lively, most of the children appeared to be actively engaged, and the instructor was vigilant to the changing attitudes of his students. One child became increasingly distracted toward the end of the lesson, but the instructor was able to encourage him to rejoin the class and demonstrate his skill to the younger classmates. When a student became particularly disruptive or unmotivated, the activity directors worked with that student one-on-one, and if necessary, they would meet with the student's mother. Overall, the sessions observed could be characterized as engaging, inclusive, challenging, and educational, especially for children with emotional or mental frustrations. Skills covered by the program include reading, writing, oral communication, social engagement, physical education, music, and visual arts. Additional tutoring is also offered in every core subject field, including math, science, and social studies.

The Teen Evolution Experience Network (TEEN) program is run by the District's ECYEH office. This program provides high school students with information on college and career readiness in order to help prepare them for their future. Specific workshop topics included conflict resolution, help with job applications, college searches, and resume development. Criteria for student participation in the program include a review of school attendance and GPA

requirements. A total of 30 workshops took place during the 2012-13 school year, with five students on average attending per session. The highest attendance rate for a workshop was 11 students, which occurred in March 2013. In the past, the TEEN program had provided students with the opportunity to attend an over-night college visit as well as a career fair. During the 2012-13 year, these opportunities were not fulfilled and may have contributed to a decrease in overall participation compared to last year.

The previous year's data (2011-12) reported that counselors received services within two weeks at a rate of 92%. Data collected from counselors for 2012-13 reported the same rate of receiving services (92%). It should be noted there were far fewer counselor respondents this year (n=49) compared to the amount in 2011-12 (n=151). This data indicates that the efforts to decrease the performance gap through assistive services have been maintained, but not expanded. The previous year's report also examines parent survey data, but it cannot be compared due to extremely low parent survey response rates collected in 2012-13.

During 2011-12, the ECYEH office contracted with 13 shelters; during 2012-13 there were contracts with 12 shelter agencies for educational programming support. Based on the Gloria's Place shelter visit conducted by ORE, students showed active engagement in their after-school programming. Although the ORE visited Jane Adams Place shelter last year and this data was not directly comparable, it was sufficient to enable the conclusion that the after-school programs are still providing ECYEH students with helpful educational interaction.

Regarding the TEEN program, the data above indicates that the ECYEH office was not able to keep its participation rates up compared to the previous year. However, efforts have been made to expand the amount of information provided to teens in order to help decrease the performance gap and assist in college readiness.

## **Limitations**

Some limitations on the evaluation of the 2012-13 ECYEH program include:

- The parent survey data in regards to the timeline of the services requested (within a week, within two weeks, two weeks or more, or not at all) was largely unavailable. Nineteen parents were provided with the survey and most of them failed to answer the questions.
- For the same feedback survey mentioned above, despite having reached more providers (n=63) than parents (n=19), providers response rates were also low. Less than half responded in regards to the timeline of receiving requested services.
- PSSA data, typically available during or shortly after the summer, was not available for the 2013 PSSA exam until October 2013.

## **Recommendations**

Based on the evaluation, some suggestions for future implementation are as follows:

- The ECYEH Office should work on identifying more high school students. Students at the high school level accounted for only 18% of those identified as homeless. Informative

posters, brochures, or assemblies could be provided to educate students about the services available to them.

- Counselors are a main source of support for ECYEH at the school-level, providing many students with information and references to the District's office. However, in this upcoming year (2013-14) schools will not have counseling positions. In an effort to compensate for this, teachers should be provided with more information about homeless students: signs to look for, brochures about students' rights, etc.
- Less parent and provider training sessions were held in 2012-13 compared to 2011-12, possibly due to TEEN meetings doubling in amount. Although it is important to reach high school students, parents and providers must be provided with information so they can reach out to more students overall.

The ECYEH program as implemented throughout the 2012-13 school year met the program's goals of expanding and improving the homeless student data file, providing support to homeless students in an effort to improve attendance and academic performance, and communicating with school counselors, providers, and other community members about homeless student rights.

# Appendix A: Providers Survey

## School District of Philadelphia Office of Student Enrollment & Placement *ECYEH Providers Meeting*

HCI Presenter:

Date:

Time:

Location:

**Directions:** Please evaluate your experience today by checking the appropriate categories. Your name is not required on this survey.

**Content:** Was this session appropriate for you?

Appropriate 5\_4\_3\_2\_1\_\_ Not Appropriate

**Interest:** How interesting was this session?

Very Interesting 5\_4\_3\_2\_1\_\_ Not Interesting

**Practicality:** Can the information be used to support your facility?

Useful 5\_4\_3\_2\_1\_\_ Not Useful

**Septa Assistance:** If you or your agency asked for SEPTA passes or any other type of transportation assistance for your child (or children) to travel to and from school, about how many days from your request did it take to receive this assistance?

1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	<u>I never received my</u> transportation assistance	<b>Not Applicable</b> (I never asked for transportation assistance.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School Supply/Uniform Assistance:** If you or your agency asked for any types of school supplies or materials for your child (or children), about how many days from your request did it take to receive this assistance?

1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	<u>I never received my</u> school supplies	<b>Not Applicable</b> (I never asked for school supplies.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Please Tell Us About Any Helpful/Interesting Aspect of Session:**

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**Questions/Concerns That I Have:**

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**Would you like additional information or to be contacted by the HCI Staff?**

**If yes, please provide your contact information below.**

**Name:**

**Contact Number:**

**Or contact us directly:**

**[HCISupport@philasd.org](mailto:HCISupport@philasd.org)**

**Philadelphia HCI Coordinator: Al B. Quarles Jr., M. Ed. 215-400-6045**

# Appendix B: Parent Workshop Survey

**School District of Philadelphia**  
**Office of Student Enrollment & Placement**  
*Education of Children & Youth Experiencing Homelessness Program*  
**PARENT WORKSHOP**

**Presenter:**

**Date:**

**Time:**

**Location:**

**Directions:** Please evaluate your experience today by checking the appropriate categories. Your name is not required on this survey.

**Content:** Was this session appropriate for you?

Appropriate 5    4    3    2    1    Not Appropriate

**Knowledge:** Do you understand your child's rights under the McKinney-Vento Act?

Understand Completely 5    4    3    2    1    Do Not Understand

**Practicality:** Can the information be used to support your child/children?

Useful 5    4    3    2    1    Not Useful

**Septa Assistance:** If you asked for SEPTA tokens or any other type of transportation assistance for your child (or children) to travel to and from school, about how many days from your request did it take to receive this assistance?

1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	<u>I never received</u> my transportation assistance	Not Applicable (I never asked for transportation assistance.)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**School Supply/Uniform Assistance:** If you asked for any types of school supplies or materials for your child (or children), about how many days from your request did it take to receive this assistance?

1-2 days	3-5 days	6-10 days	11-14 days	More than 14 days (2 weeks)	<u>I never received</u> my school supplies	Not Applicable (I never asked for school supplies.)
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**Please Tell Us About Any Helpful/Interesting Aspect of Session:**

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**Questions/Concerns That I Have:**

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**Would you like additional information or to be contacted by the School District ECEYEH Staff?  
If yes, please provide your contact information below.**

**Name:**

**Contact Number:**

**Or contact us directly:**

**[HCISupport@philasd.org](mailto:HCISupport@philasd.org)**

**Philadelphia HCI Coordinator: Al B. Quarles Jr., M. Ed. 215-400-6045**

# Appendix C: Counselor Survey

**Educating Children and Youth Experiencing Homelessness: Counselor**

**1. Name of your school:**

**2. Your position/title:**

**3. Please estimate the number of students at your school who**

live in a shelter

live in transitional housing

are doubled-up with family or friends

**4. Do any housing facilities for homeless families and/or children (shelters, transitional housing, etc.) lie within your school's enrollment feeder area?**

Yes  
 No  
 I don't know

**5. Please estimate the amount of time you or another staff member is in communication with staff from homeless housing facilities (shelters, transitional housing, foster care, etc.) regarding homeless students attending your school**

Never  
 A few times this year  
 Monthly  
 Weekly  
 Almost daily  
 Not applicable

Not applicable (please specify)

**6. How familiar are you with:**

	Very familiar	Somewhat familiar	Not familiar
Resources for homeless families and/or children in the Philadelphia area?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Office of Supportive Housing?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The provisions of the McKinney-Vento Homeless Assistance Act?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Educating Children and Youth Experiencing Homelessness: Counselor

### 7. During this school year have you

	Yes	No
Contacted the Office of Supportive Housing?	<input type="radio"/>	<input type="radio"/>
Contacted Alfred Quarles of the Educating Children and Youth Experiencing Homelessness (ECYEH) office in the School District's Office of Academic Support?	<input type="radio"/>	<input type="radio"/>

### 8. Have you, or your school, received any information this year regarding:

	Yes	No
Education rights of homeless children	<input type="radio"/>	<input type="radio"/>
Educational resources for homeless children (such as school supplies, uniforms, etc.)	<input type="radio"/>	<input type="radio"/>
Transportation services for homeless children	<input type="radio"/>	<input type="radio"/>
The McKinney-Vento Homeless Assistance Act	<input type="radio"/>	<input type="radio"/>

Other (please specify)

### 9. How did you receive the information and/or materials? Check all that apply.

- During a workshop
- From my principal
- Via email (from the ECYEH office or School Counselor Office)
- Do not know
- I did not receive materials

Other (please specify)

# Educating Children and Youth Experiencing Homelessness: Counselor

## Survey

**10. Does your school have any posters or documents displayed in public areas (school office or on walls where parents can see them) on the education right, services, and/or resources available to homeless students?**

Yes

No

**11. How would you rate the following**

	Very Good	Good	Poor	Very Poor	Not Applicable
Accessibility of the district's ECYEH office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication between your school and housing facilities serving students in your school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not applicable (why?)	<input type="text"/>				
	<input type="text"/>				

**12. Are aware that schools are supposed to complete the Homeless Student Identification Form and submit it by fax to ECYEH office?**

Yes

No

**13. Are you aware of the following ECYEH-funded programs operating in area homeless shelters and transitional housing facilities?**

	Yes	No
After-school programs	<input type="radio"/>	<input type="radio"/>
Summer programs	<input type="radio"/>	<input type="radio"/>

**14. If your school enrolls any homeless students, please estimate the average number of school days it generally takes to obtain transportation assistance (Septa tokens) through the School District for homeless students in your school (from date of request to actual receipt):**

**15. If you reported any homeless students, please briefly describe any services or resources you have provided them that you think were effective:**

## **Educating Children and Youth Experiencing Homelessness: Counselor**

**16. Briefly describe one or two ways in which the ECYEH office could be more helpful to your school and its homeless student population:**

# Appendix D: Parent Survey

PARENT SURVEY: HOMELESS CHILDREN'S INITIATIVE  
School District of Philadelphia  
Office of Research Evaluation

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Do you have children in your care?

NO  YES

Did anyone help you enroll your child in school?

NO  YES who helped? \_\_\_\_\_

Were your children transferred to a different school when you came to this shelter?

NO  YES

Since kindergarten, how many times has your child transferred to a different school? \_\_\_\_\_

Which is your preference?

I want my children to remain at the same school, even when we move  
 I want my children to be in the closest neighborhood school to our current location

Did you receive information on the educational rights of children experiencing homelessness?

NO  YES

Did you receive any of the following?

	YES	NO
School uniform voucher	<input type="radio"/>	<input type="radio"/>
School supplies	<input type="radio"/>	<input type="radio"/>
Medical services	<input type="radio"/>	<input type="radio"/>
Tokens or bus passes	<input type="radio"/>	<input type="radio"/>
Help with school registration	<input type="radio"/>	<input type="radio"/>

Is there anything from the above list that you did not receive but would like?

NO  YES, I would like \_\_\_\_\_.

Since you began experiencing homelessness, have you ever been invited to a parent workshop at your housing facility?

NO  YES

Did you ever speak to anyone at your child's school about services available to you?

NO  YES, I spoke to the \_\_\_\_\_.

Were you aware that the district has a Homeless Children's Initiative office? The office provides assistance to students experiencing homelessness.

NO  YES

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How can we better serve you?

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Please return this survey to the School District of Philadelphia's Office of Research and Evaluation  
If you have any questions, please call (215) 400-6516