What You'll Learn Today

1. Tools to learn more about student homelessness in your community
2. Case study: Homeless student outcomes in NYC
3. How data can be used to impact policy

FamilyPromise
30 Years of Transformation

ICPH: Bringing Family Homelessness into Focus

- The Institute for Children, Poverty, and Homelessness (ICPH) is a New York City-based policy research organization focused on family homelessness in New York City and throughout the United States

- All materials we produce are available for free at **www.ICPHusa.org**

Reports

ICPH researches the causes of family homelessness, the demographics of this growing population, the conditions that make it difficult for homeless families to become self-sufficient, and the programs that are most effective in helping them transition out of poverty. ICPH works with programs and partners across the U.S. to conduct and disseminate this research in order to improve services and influence public policy.

Community

September 11, 2018

One-Third of Georgia's Homeless Students Live in Rural Areas

Education

September 6, 2018

Learning English While Homeless: Fast Fluency Drives Academic Success—Part Two


Education

August 22, 2018

On The Map: The Atlas of Student Homelessness in New York City 2018 —Section 1

Interactive Data

ICPH produces interactive tools and data for users to further explore the effects of homelessness on children and their families. These tools allow people from different fields to tailor and engage with ICPH data in a way that is meaningful to them and the unique needs of their organization.
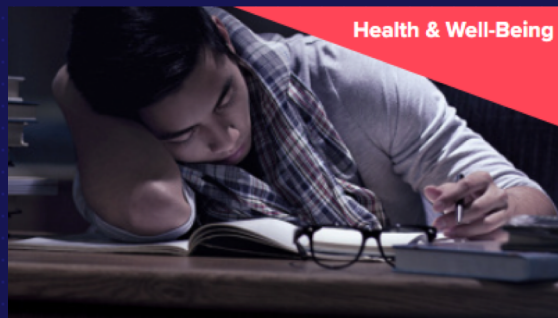
United States of Homelessness

- Interactive web tool utilizing 4 years of publicly-available data from ED

- Look at nationwide and local trends

- Zoom in on your areas of interest

- United States of Homelessness
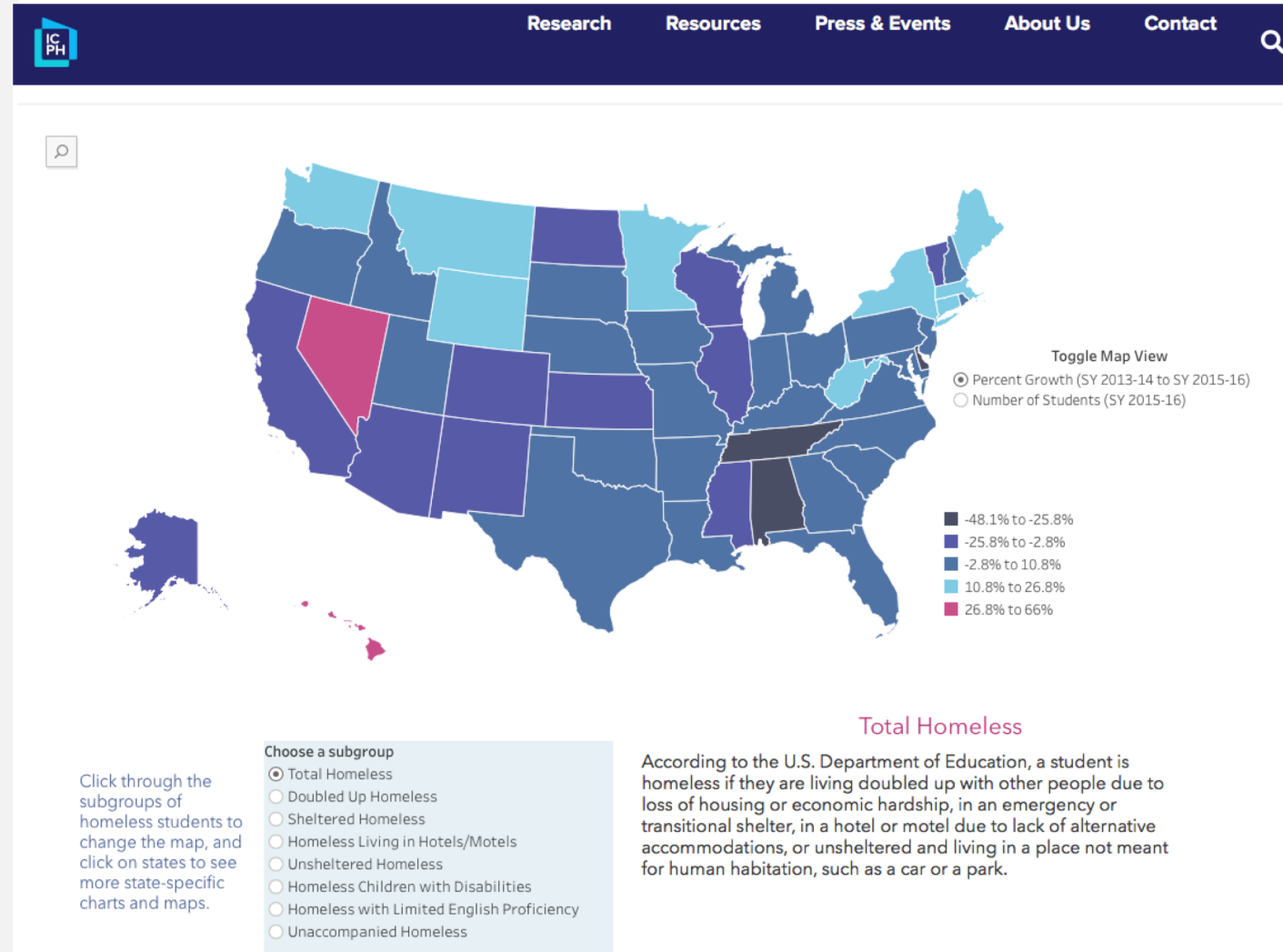
Discussion

- What role do data collection and analysis play in helping homeless families?

- Could a tool like the *United States of Homelessness* help you in your work? If so, how?

- What data, or tools for interpreting data, do you wish you had?

Using Data to Study the Educational Impacts of Homelessness in NYC

- Demographic and Geographic Trends

- Mid-Year Transfers

- Chronic Absenteeism

- Children with IEPs
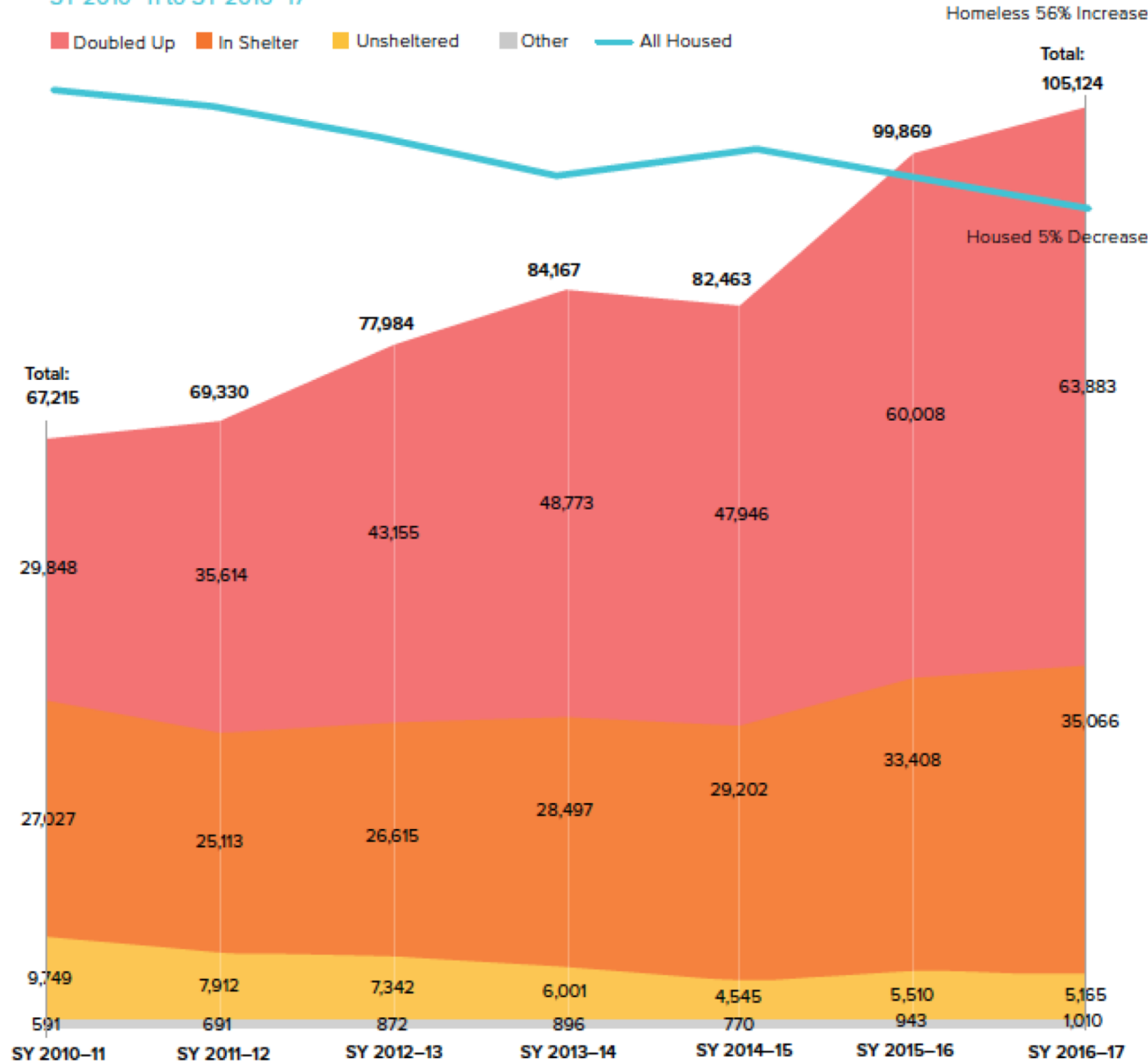
- English Language Learners

Demographic Trends

- Data sharing agreement with NYC DOE

- Over 105,000 homeless students in NYC

- 56% increase in student homelessness over 6 years

- Rise in doubled-up students

Homeless Students in New York City Public Schools
by Type of Homelessness
SY 2010–11 to SY 2016–17

Legend: Doubled Up | In Shelter | Unsheltered | Other | All Housed

Homeless 56% Increase

Housed 5% Decrease

| Category	SY 2010–11	SY 2011–12	SY 2012–13	SY 2013–14	SY 2014–15	SY 2015–16	SY 2016–17
Total	67,215	69,330	77,984	84,167	82,463	99,869	105,124
Doubled Up	29,848	35,614	43,155	48,773	47,946	60,008	63,883
In Shelter	27,027	25,113	26,615	28,497	29,202	33,408	35,066
Unsheltered	9,749	7,912	7,342	6,001	4,545	5,510	5,165
Other	591	691	872	896	770	943	1,010

Demographic Trends

- Black and Hispanic students over-represented in homeless population

- Black students were more likely to be in shelter, while Hispanic students were most likely to be doubled up

Race and Ethnicity of Homeless Students
SY 2016–17

- Hispanic 53%
- Black 32%
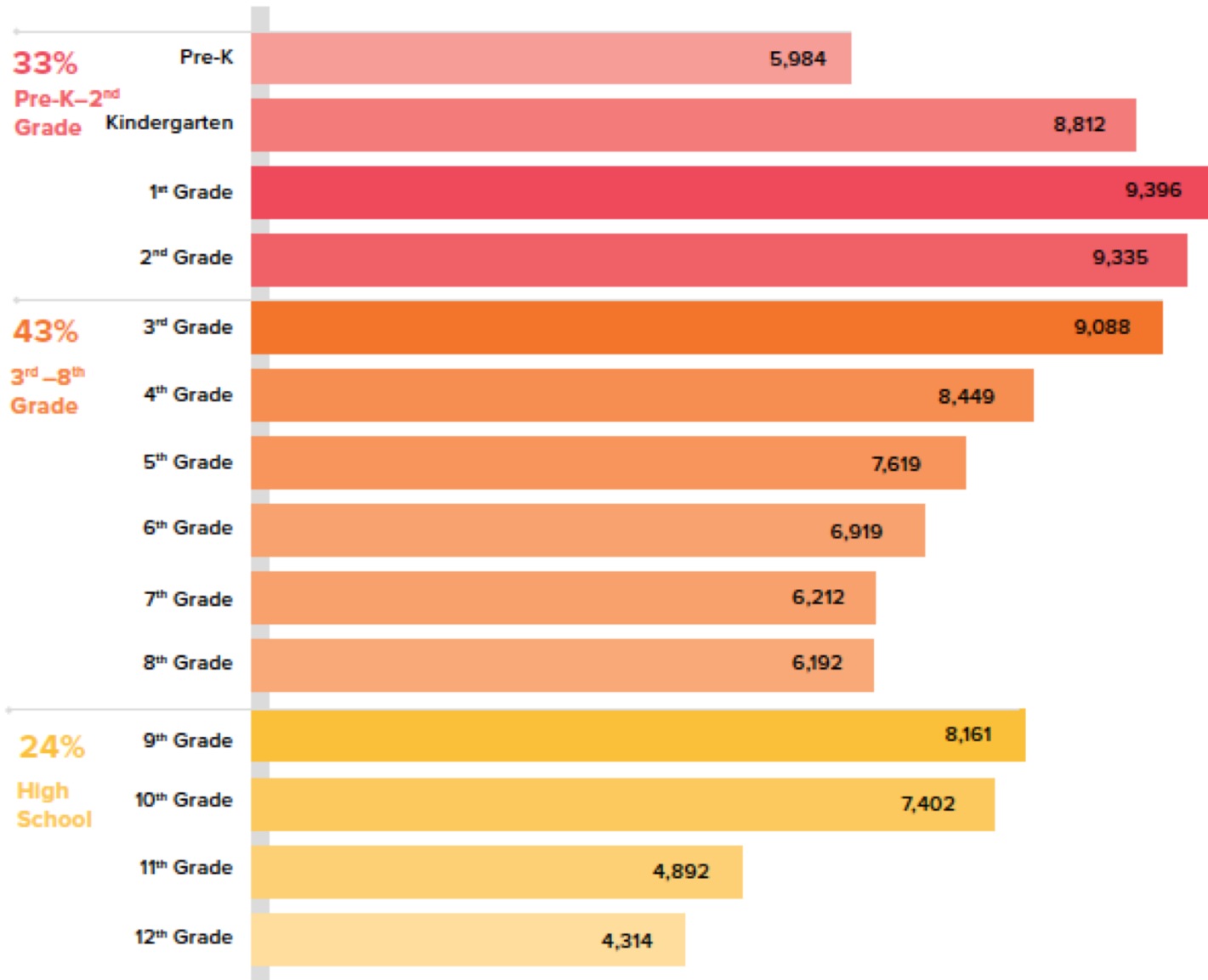- Asian 10%
- White 4%
- Other 1%
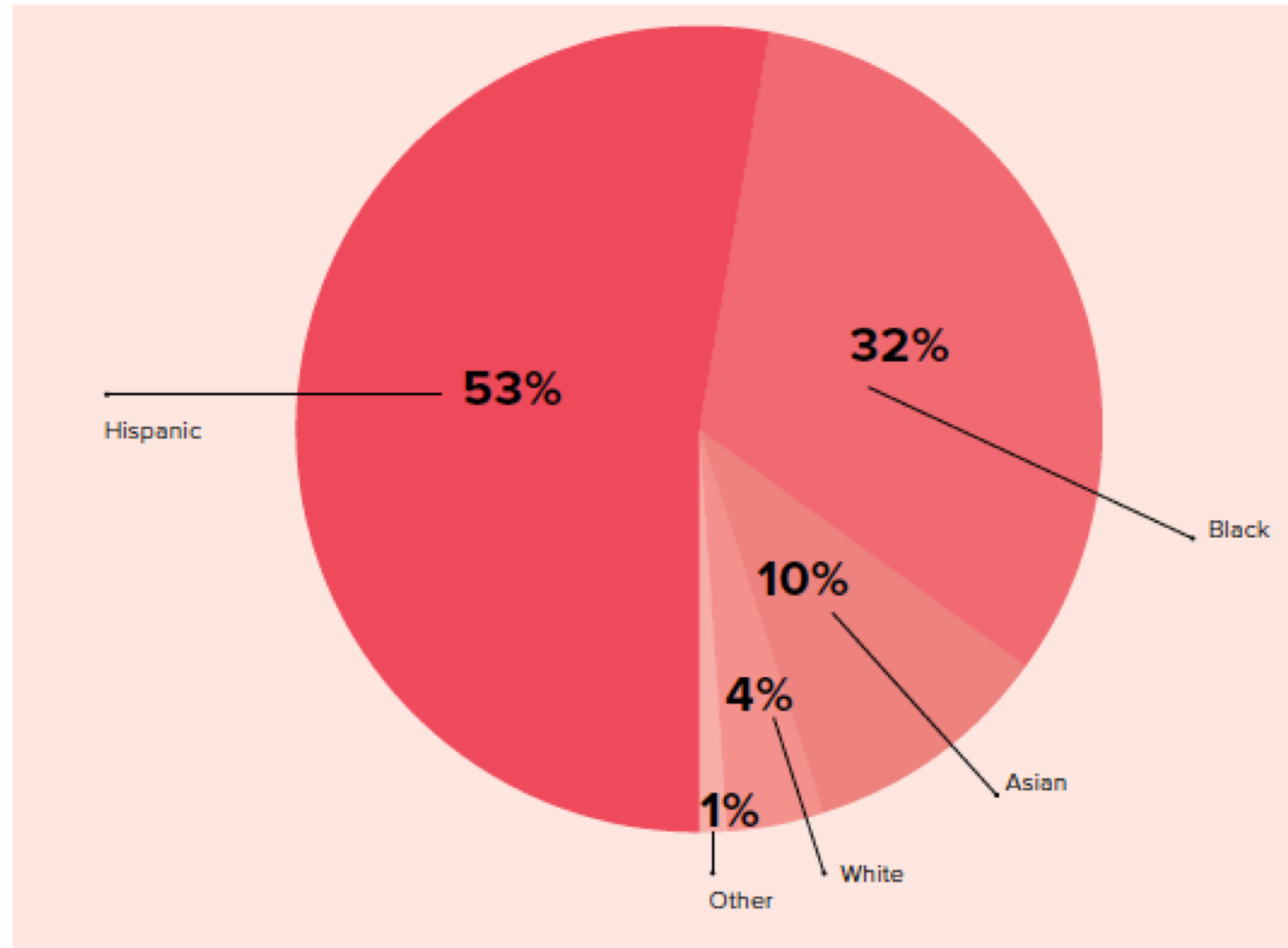
Demographic Trends

- Younger students are most at risk for homelessness

- Largest gap from pre-K to Kindergarten

- Number of homeless students tapers off toward the end of high school

What dynamics might account for fluctuations in homeless students across grades?

How Are Homeless Students Distributed Across Grade Level?

SY 2016–17

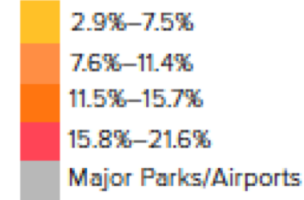|	Grade	Students
33% Pre-K–2nd Grade	Pre-K	5,984
	Kindergarten	8,812
	1st Grade	9,396
	2nd Grade	9,335
43% 3rd–8th Grade	3rd Grade	9,088
	4th Grade	8,449
	5th Grade	7,619
	6th Grade	6,919
	7th Grade	6,212
	8th Grade	6,192
24% High School	9th Grade	8,161
	10th Grade	7,402
	11th Grade	4,892
	12th Grade	4,314

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Geographic Snapshot

- At least one in 10 students experienced homelessness in half of the districts

- High concentrations in districts in northern Manhattan, southern Bronx, and central Brooklyn
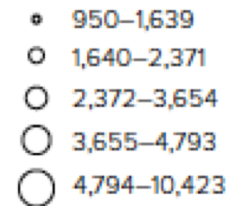
Where Do Homeless Students Attend School?

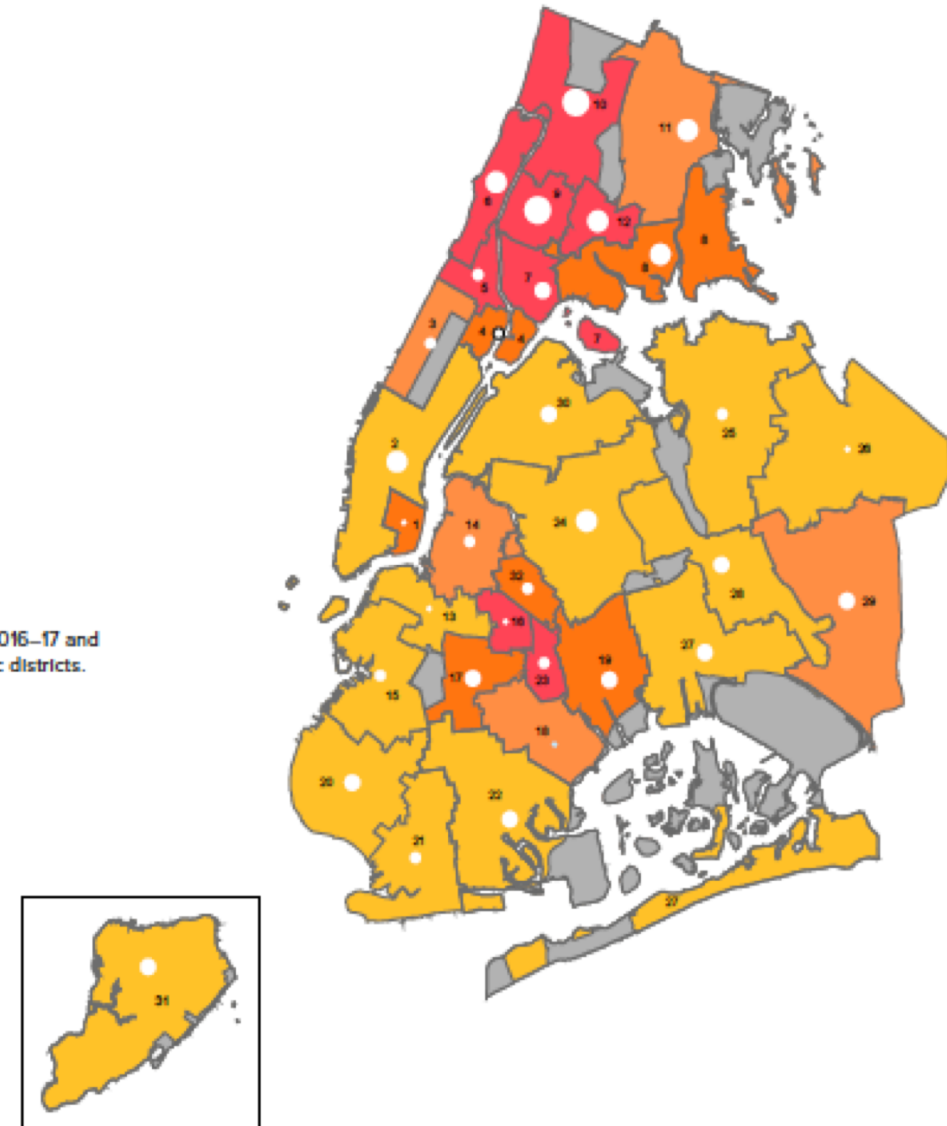Number and Percent of Homeless Students, by School District

SY 2016–17

Percent of Homeless Students

- 2.9%–7.5%
- 7.6%–11.4%
- 11.5%–15.7%
- 15.8%–21.6%
- Major Parks/Airports

Number of Homeless Students

- 950–1,639
- 1,640–2,371
- 2,372–3,654
- 3,655–4,793
- 4,794–10,423

Note: Data are by school district for SY 2016–17 and do not include schools in non-geographic districts.
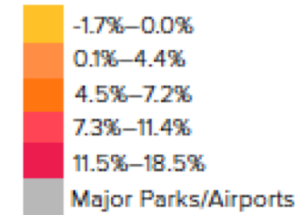
Geographic Trends

- Queens school districts saw the largest growth in homeless students over the past year

- Growth could be an increase in number of homeless students and/or better identification practices
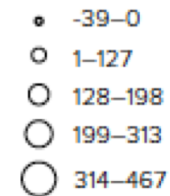

Where is Student Homelessness Growing?
Percent Increase in Student Homelessness, by School District
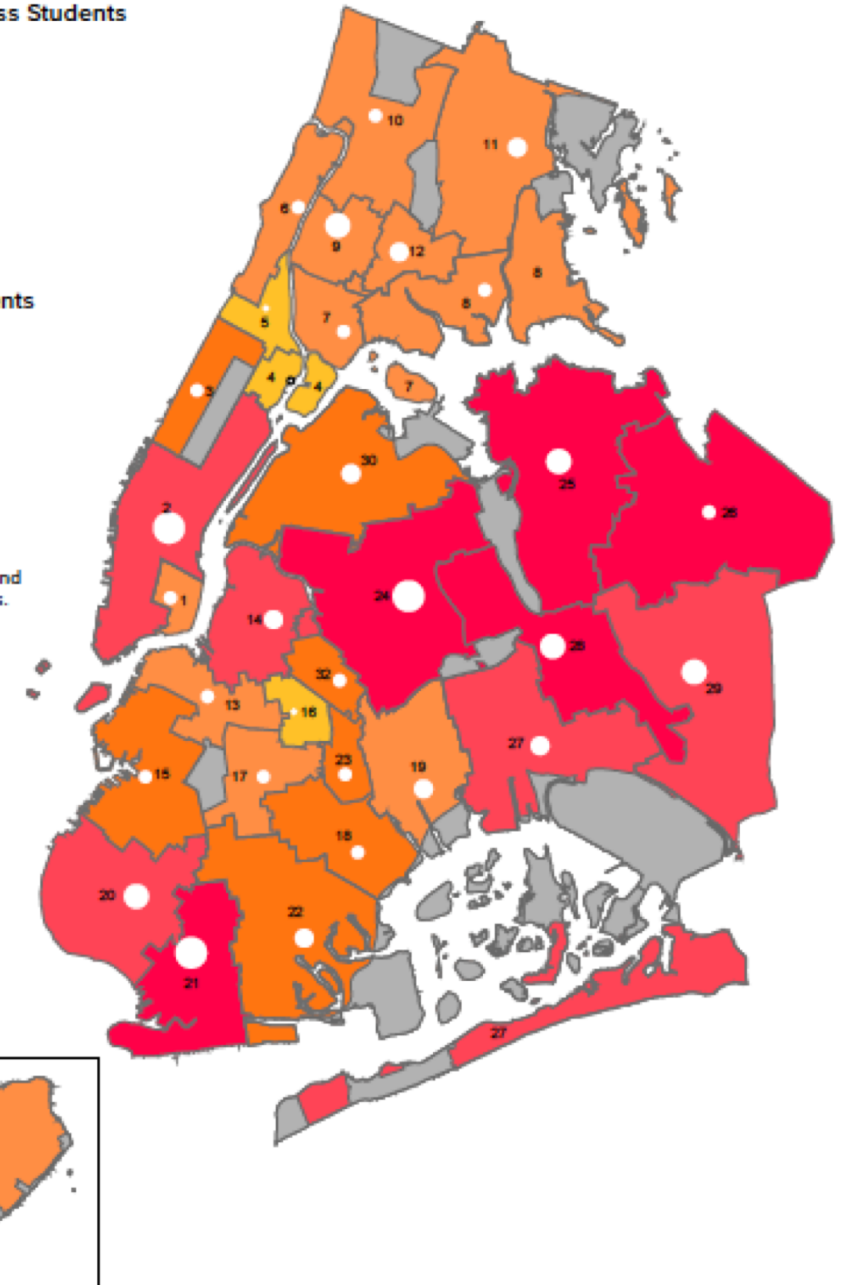SY 2015–16 to SY 2016–17

Percent Change in Number of Homeless Students

- -1.7%–0.0%
- 0.1%–4.4%
- 4.5%–7.2%
- 7.3%–11.4%
- 11.5%–18.5%
- Major Parks/Airports

Change in Number of Homeless Students

- -39–0
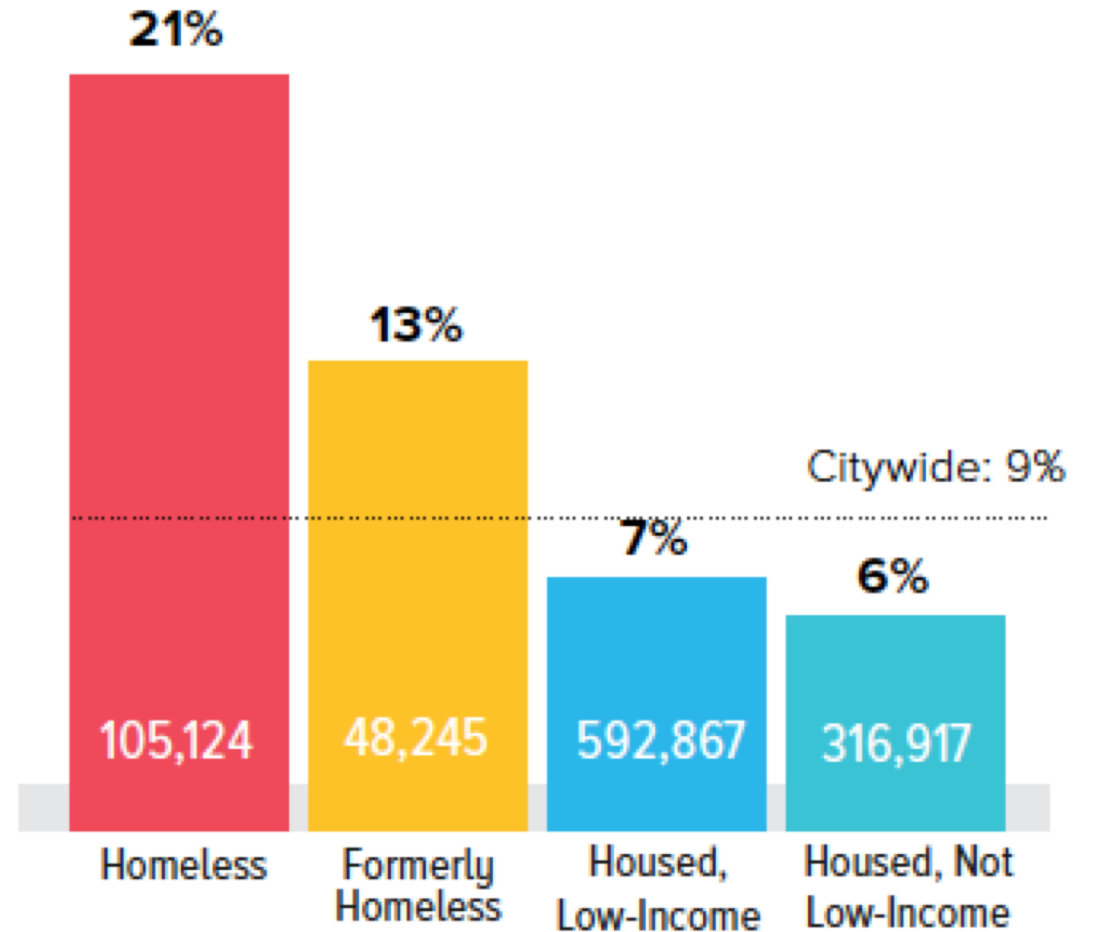- 1–127
- 128–198
- 199–313
- 314–467

Note: Data are by school district for SY 2016–17 and do not include schools in non-geographic districts.

Mid-Year Transfers Snapshot

- One in five homeless students transferred schools mid-year — more than double the citywide rate
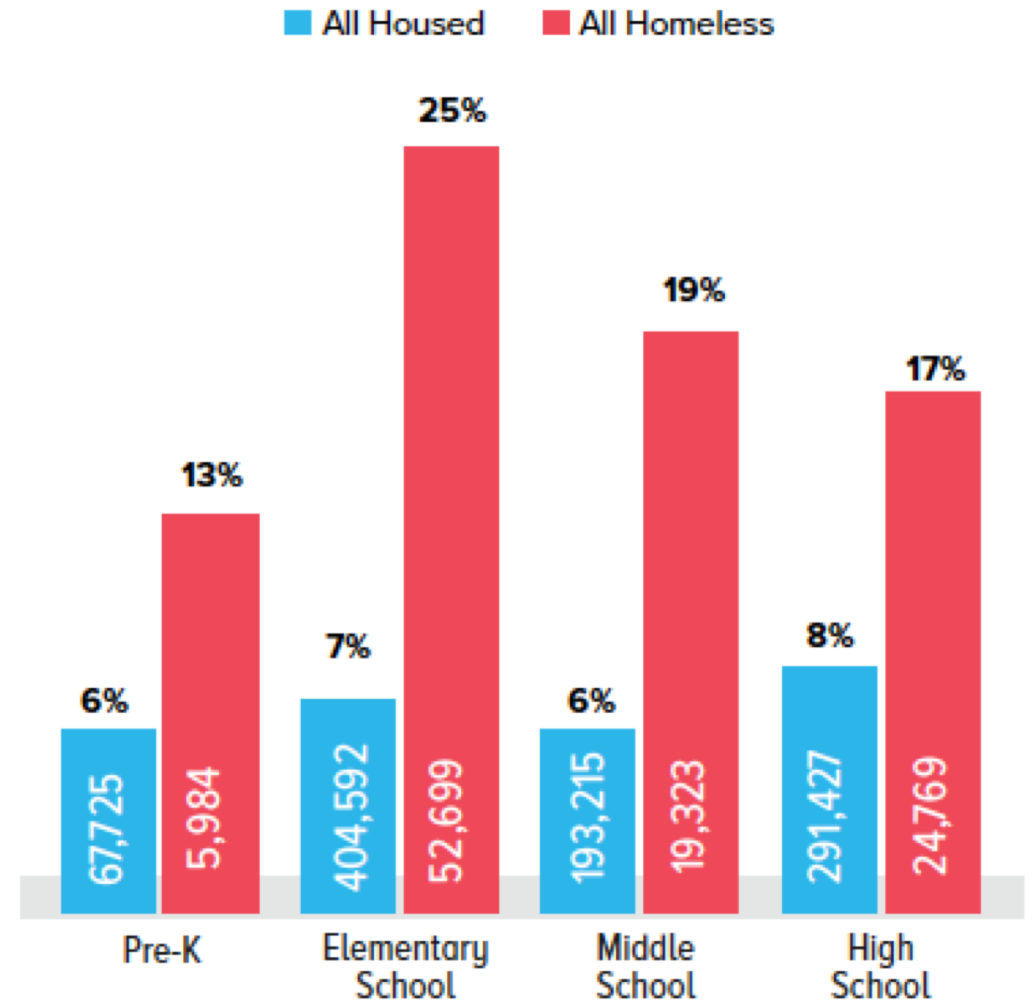
Percent of Students Who Transferred Schools Mid-Year, by Housing Status
SY 2016–17

21% — Homeless — 105,124

13% — Formerly Homeless — 48,245

Citywide: 9%

7% — Housed, Low-Income — 592,867

6% — Housed, Not Low-Income — 316,917

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Mid-Year Transfers by Grade Level

- Homeless students consistently have higher transfer rates than their housed peers

- One in four homeless elementary schoolers transferred mid-year

Percent of Students Who Transferred Mid-Year, by Housing Status and Grade Level
SY 2016–17

■ All Housed   ■ All Homeless

|	Pre-K	Elementary School	Middle School	High School
All Housed	6%	7%	6%	8%
All Homeless	13%	25%	19%	17%
All Housed (count)	67,725	404,592	193,215	291,427
All Homeless (count)	5,984	52,699	19,323	24,769

Trends in Mid-Year Transfers

- Students in shelter most likely to transfer schools

- Transfer rates decreasing for all housing types

Percent of Students Who Transferred Mid-Year, by Housing Status and Year
SY 2010–11 to SY 2016–17

— All Homeless   — Homeless, In Shelter   — Homeless, Doubled Up   — All Housed
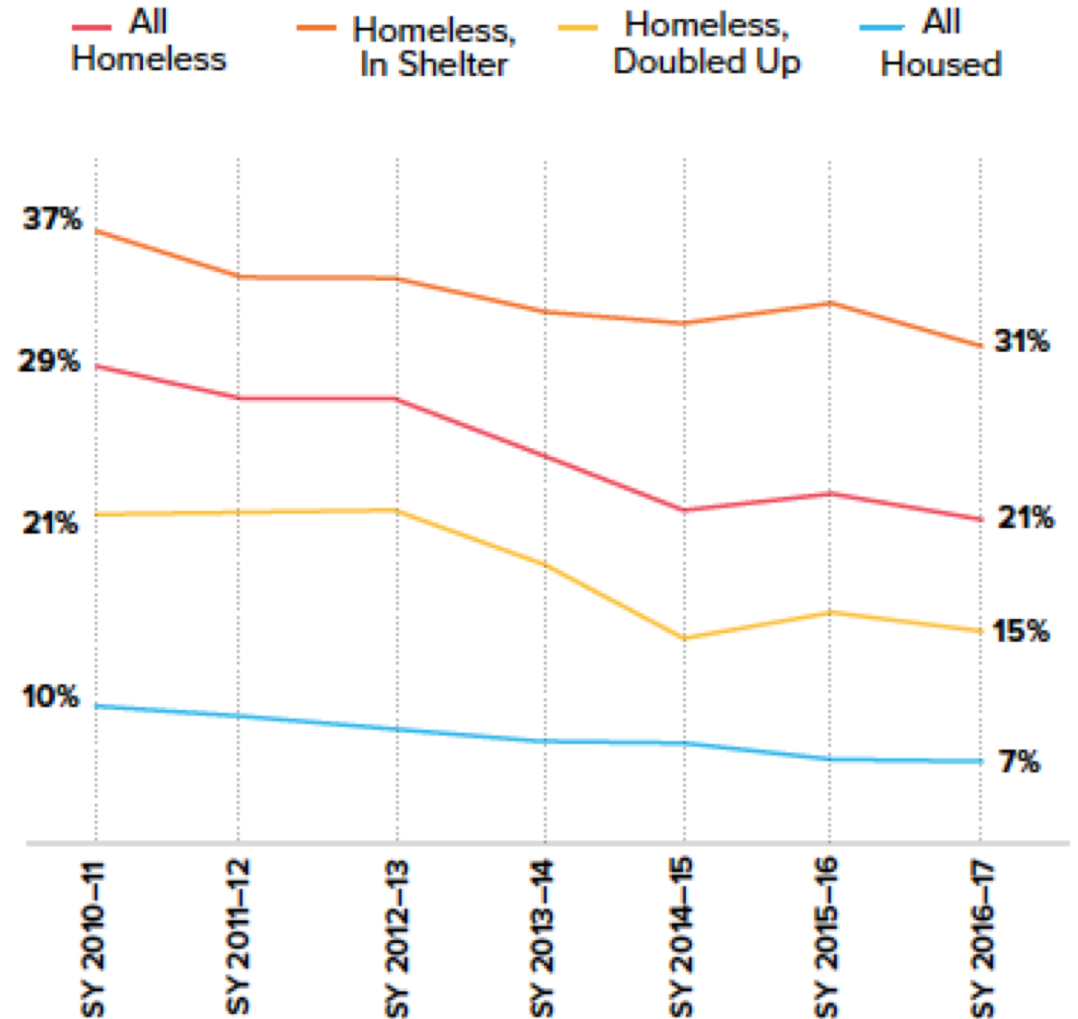
Percent of Homeless Students Who Transferred Mid-Year Into or Within the School District SY 2016–17

- 11.0%
- 11.2%–15.9%
- 16.0%–19.6%
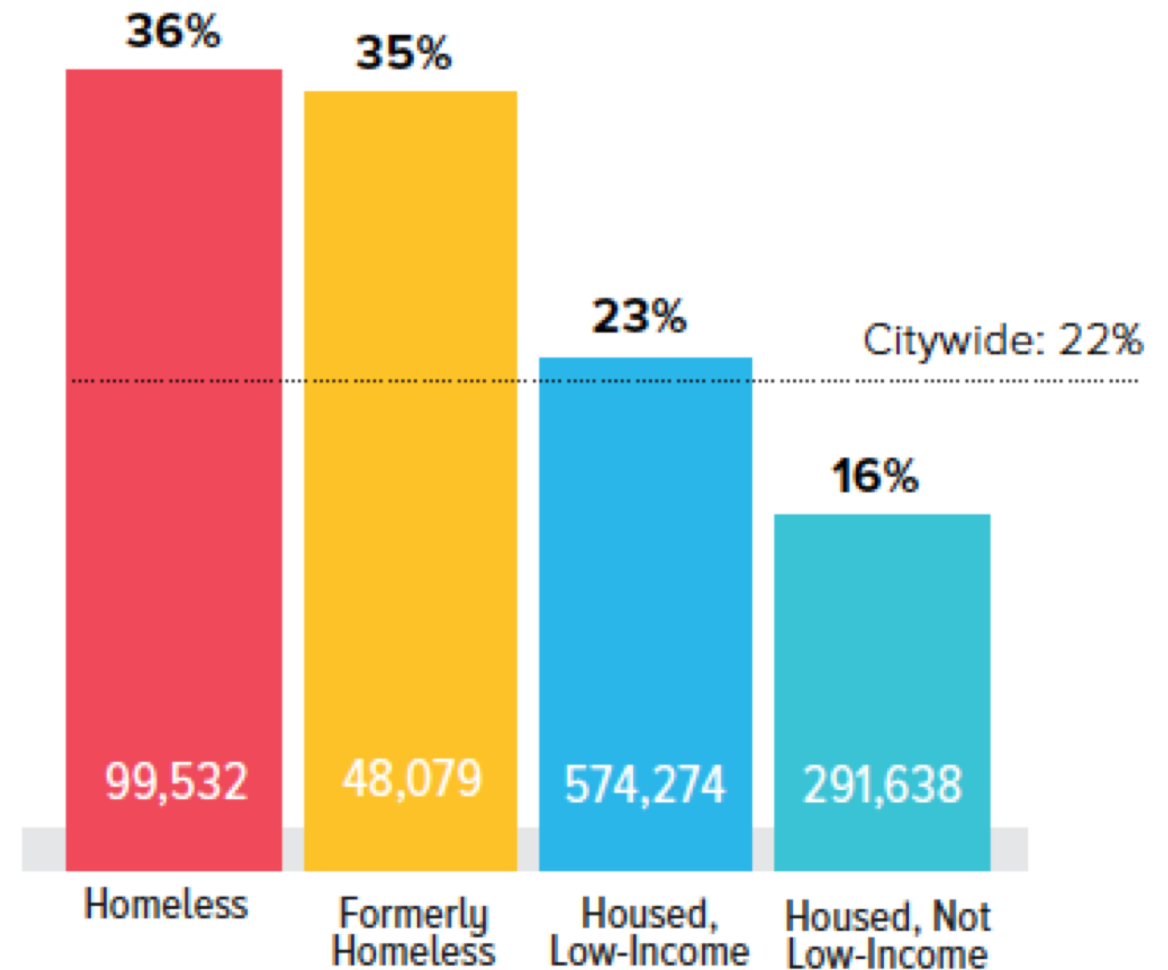- 19.7%–24.1%
- 24.2%–29.7%
- Major Parks/Airports
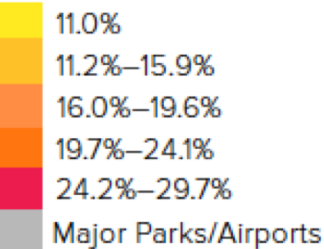
- Even in the district with the lowest mid-year transfer rate, more than one in ten homeless students transferred.
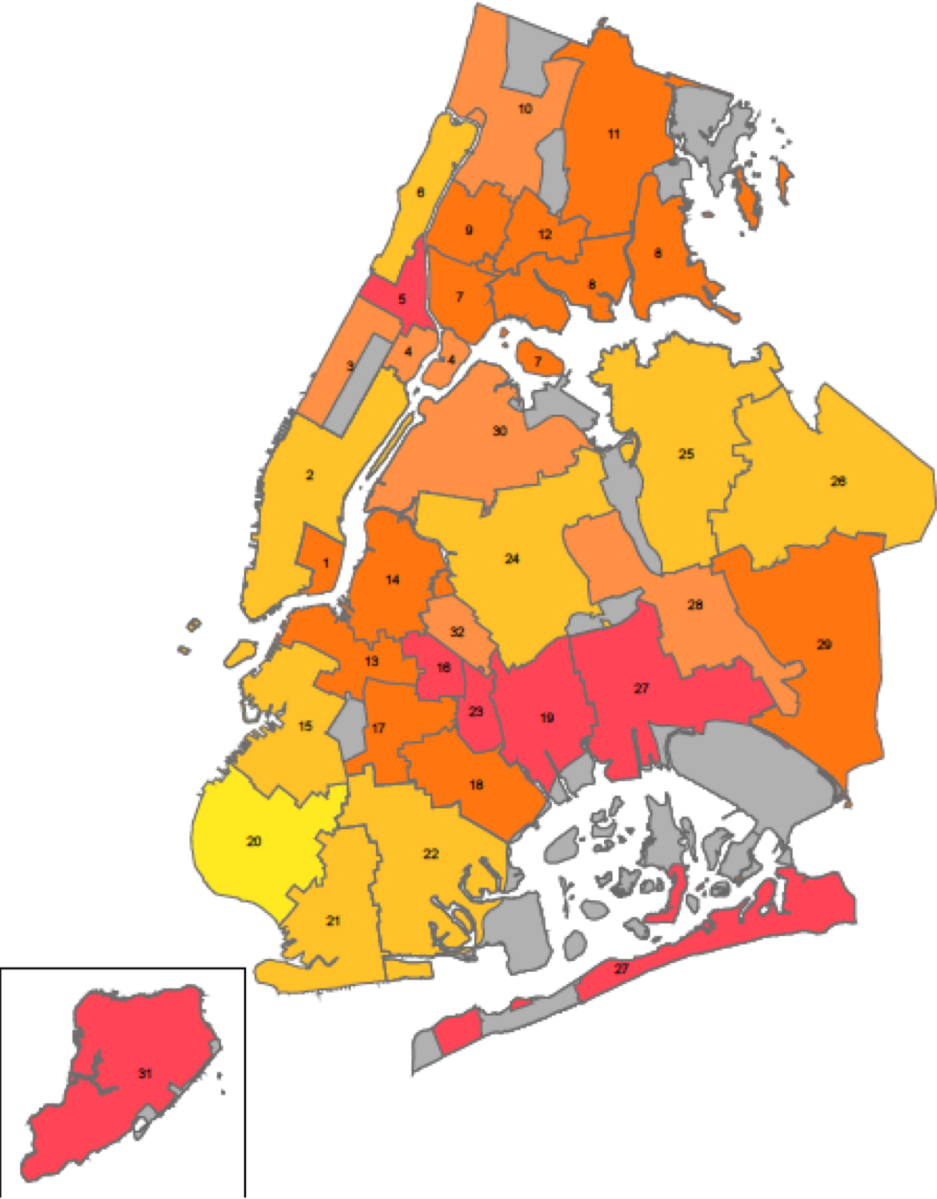
Chronic Absenteeism Snapshot

- Over one-third of homeless students were chronically absent in SY 2016–17

- Effects of homelessness on chronic absenteeism persist even after a student is housed

Percent of Students Who were Chronically Absent, by Housing Status SY 2016–17

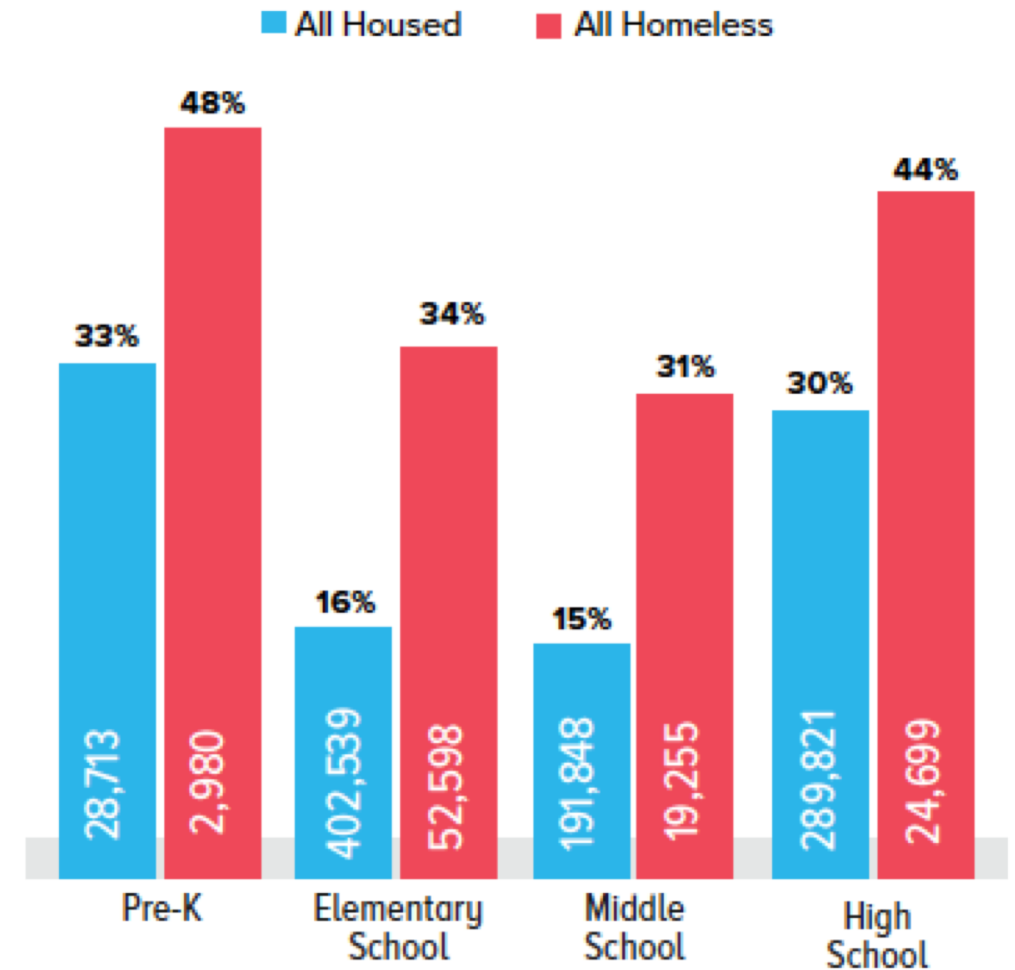|	36%	35%	23%	16%
	99,532	48,079	574,274	291,638
	Homeless	Formerly Homeless	Housed, Low-Income	Housed, Not Low-Income

Citywide: 22%

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Chronic Absenteeism by Grade Level

- Highest rates of chronic absenteeism in pre-K and high school

Why might chronic absenteeism among homeless students be highest in pre-K and high school?

Percent of Students Chronically Absent, by Housing Status and Grade Level
SY 2016–17

■ All Housed   ■ All Homeless

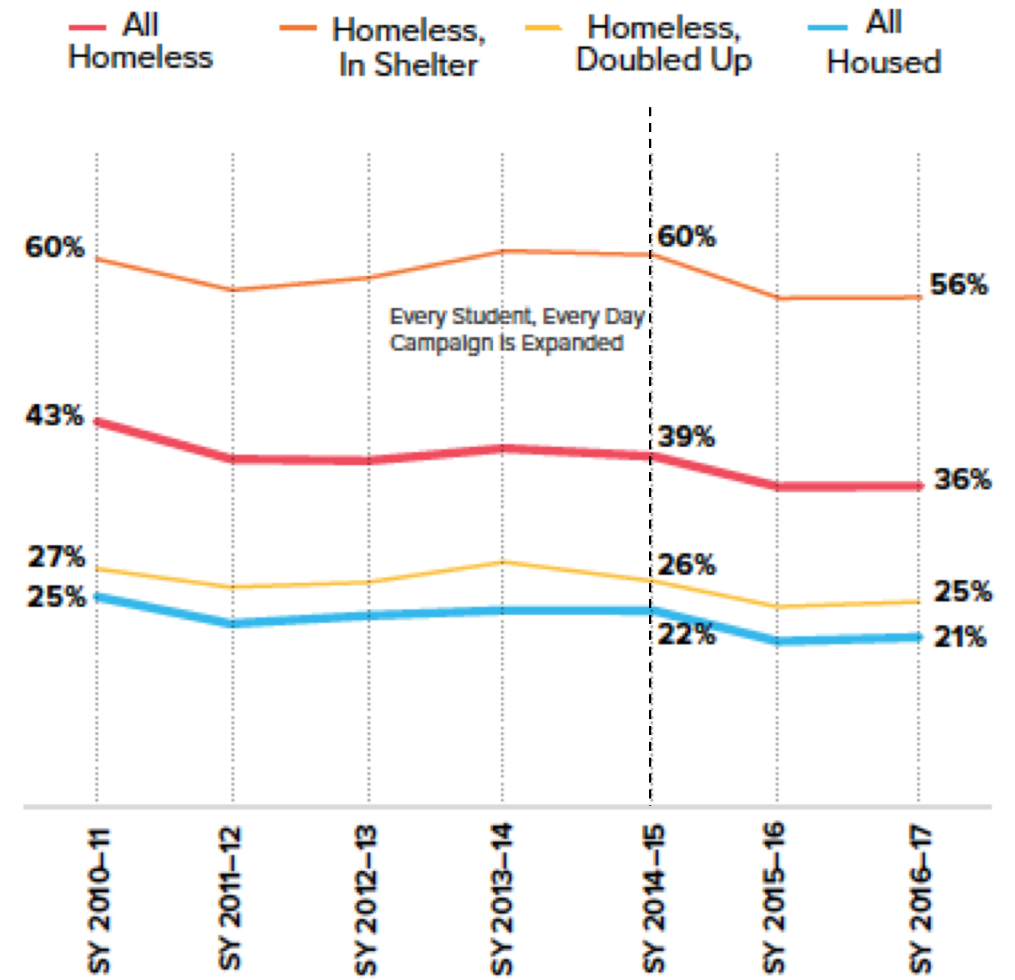| Grade	All Housed	All Homeless
Pre-K	33% (28,713)	48% (2,980)
Elementary School	16% (402,539)	34% (52,598)
Middle School	15% (191,848)	31% (19,255)
High School	30% (289,821)	44% (24,699)

Note: Pre-K absenteeism data shown here do not include New York City Early Education Centers (NYCEEC).

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Trends in Chronic Absenteeism

- 36% of homeless students were chronically absent in SY 2016–17

- Attendance initiative implemented in NYC Community schools improved chronic absenteeism rates after SY 2014–15

Percent of Students Chronically Absent, by Housing Status
SY 2010–11 to SY 2016–17

— All Homeless   — Homeless, In Shelter   — Homeless, Doubled Up   — All Housed

Every Student, Every Day Campaign Is Expanded

60%
60%
56%

43%
39%
36%

27%
26%
25%
25%
22%
21%

SY 2010–11   SY 2011–12   SY 2012–13   SY 2013–14   SY 2014–15   SY 2015–16   SY 2016–17

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Geography of Chronic Absenteeism

- In 20 of the 32 school districts (60%), at least one out of three homeless students was chronically absent

Percent of Homeless Students Who Were Chronically Absent, by School District
SY 2016–17

- 16.0%–25.3%
- 25.4%–33.0%
- 33.1%–37.8%
- 37.9%–41.3%
- 41.4%–50.5%
- Major Parks/Airports
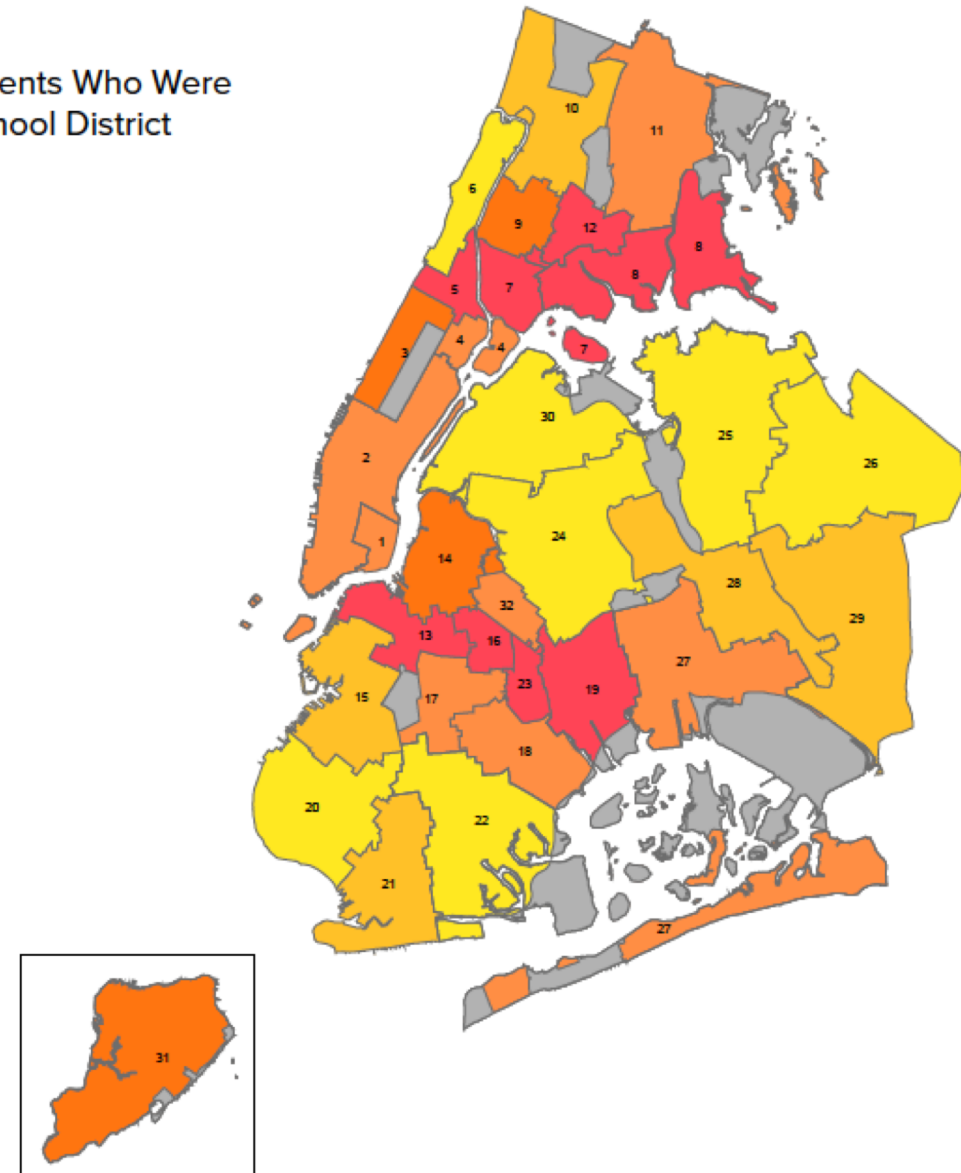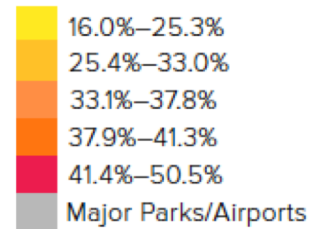
Snapshot of Students with Individual Education Plans

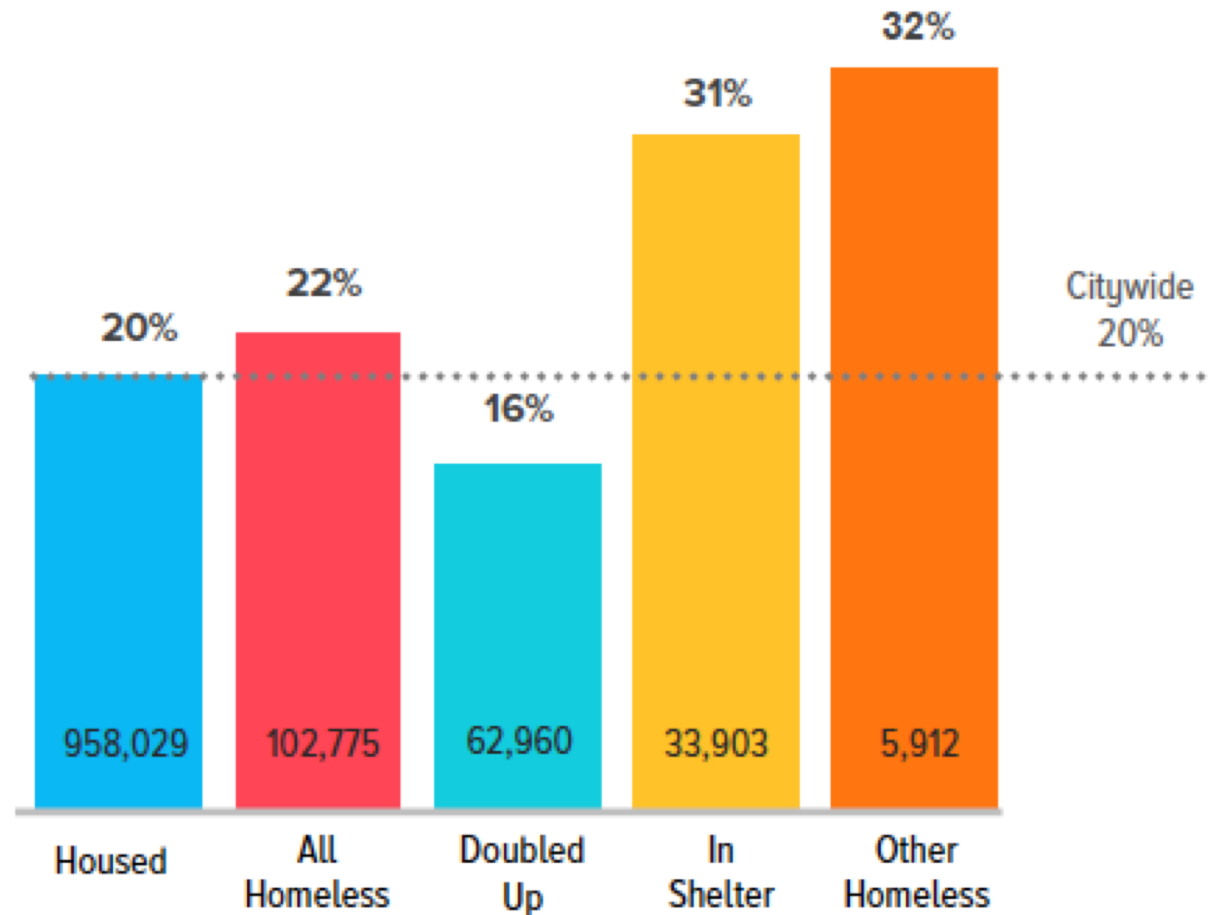- Homeless and low-income students were more likely to need special education supports

Percent of Students With Special Needs, by Housing Status
SY 2016-17

22%	22%	16%
102,775	633,909	324,120
Homeless	Housed, Low-Income	Housed, Not Low-Income

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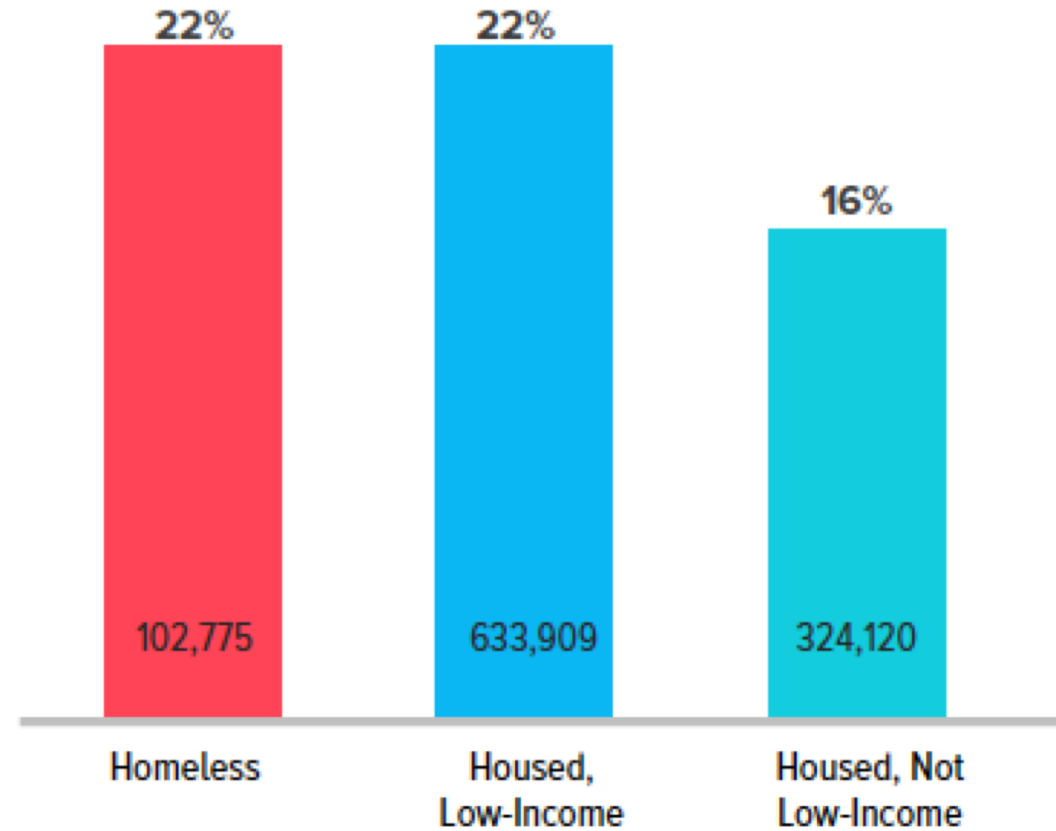
Students with IEPs by Where Students Sleep

- Students in shelter or other temporary arrangements are about twice as likely as students living doubled up to have an IEP

Percent of Students With Special Needs, by Housing Status
SY 2016-17

20%	22%	16%	31%	32%
958,029	102,775	62,960	33,903	5,912
Housed	All Homeless	Doubled Up	In Shelter	Other Homeless

Citywide 20%

Timing of IEPs

- Only half of homeless students received IEPs on time (by Kindergarten), compared with 71% of housed, not low-income students

Why might homeless students be less likely to receive IEPs on time?

Timing of IEP Received, by Housing Status
SY 2013–14 to 2016–17

■ IEP on Time   ■ Late IEP

Always Housed, Never Low-Income (N=2,351)

71%   29%

Always Housed, Ever Low-Income (N=11,619)

63%   37%

Ever Homeless (N=2,999)

50%   50%

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Snapshot of Homeless English Language Learners

- One in four homeless students in NYC is an English Language Learner (ELL)—3x the rate of housed, not low-income students

- Spanish speakers represented the majority of homeless ELLS, but other common languages included Bengali, Mandarin, and Arabic.
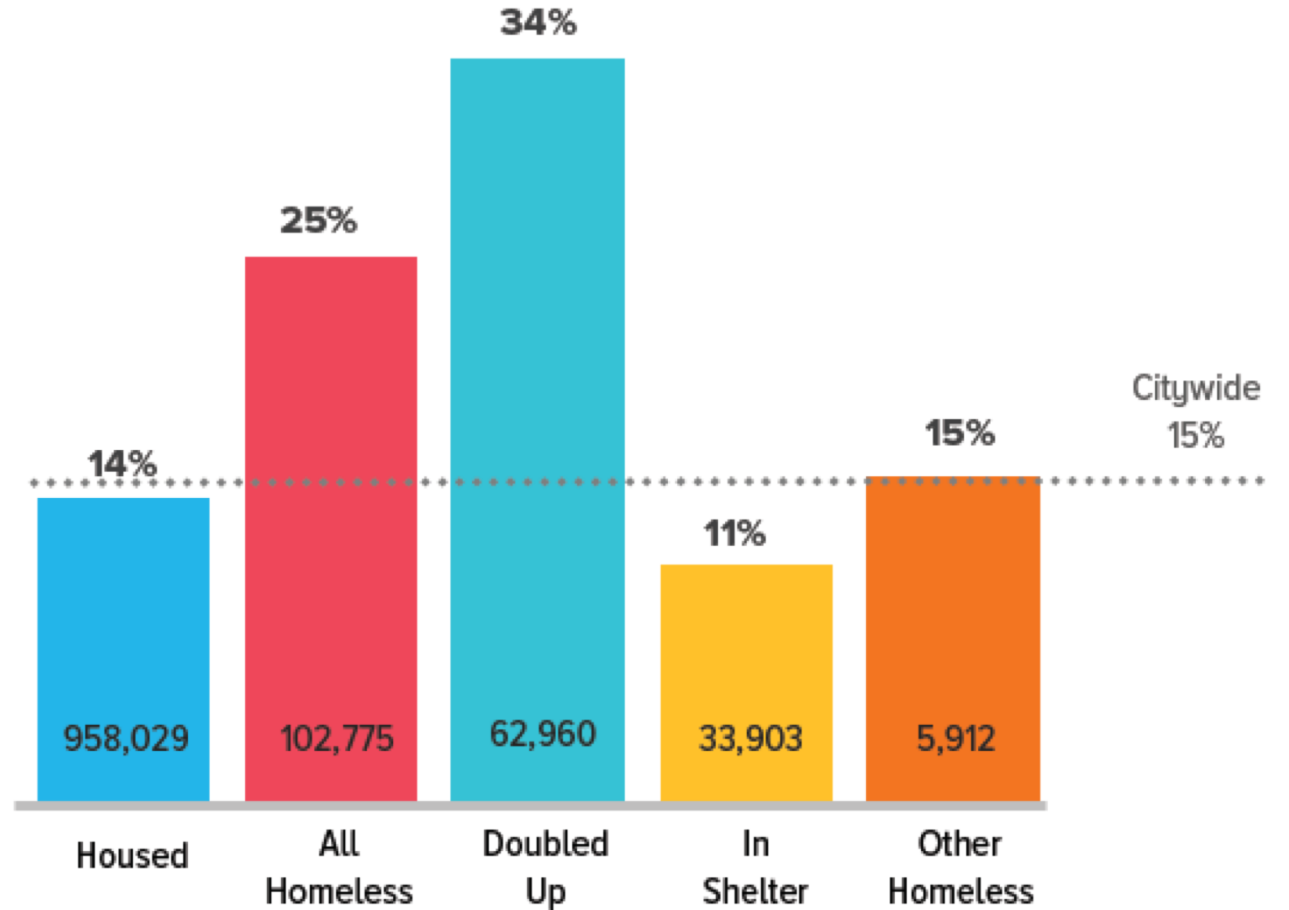
Percent of Students Who Are ELLs, by Housing Status
SY 2016-17

25%	16%	9%
102,775	633,909	324,120
Ever Homeless	Housed, Low-Income	Housed, Not Low-Income

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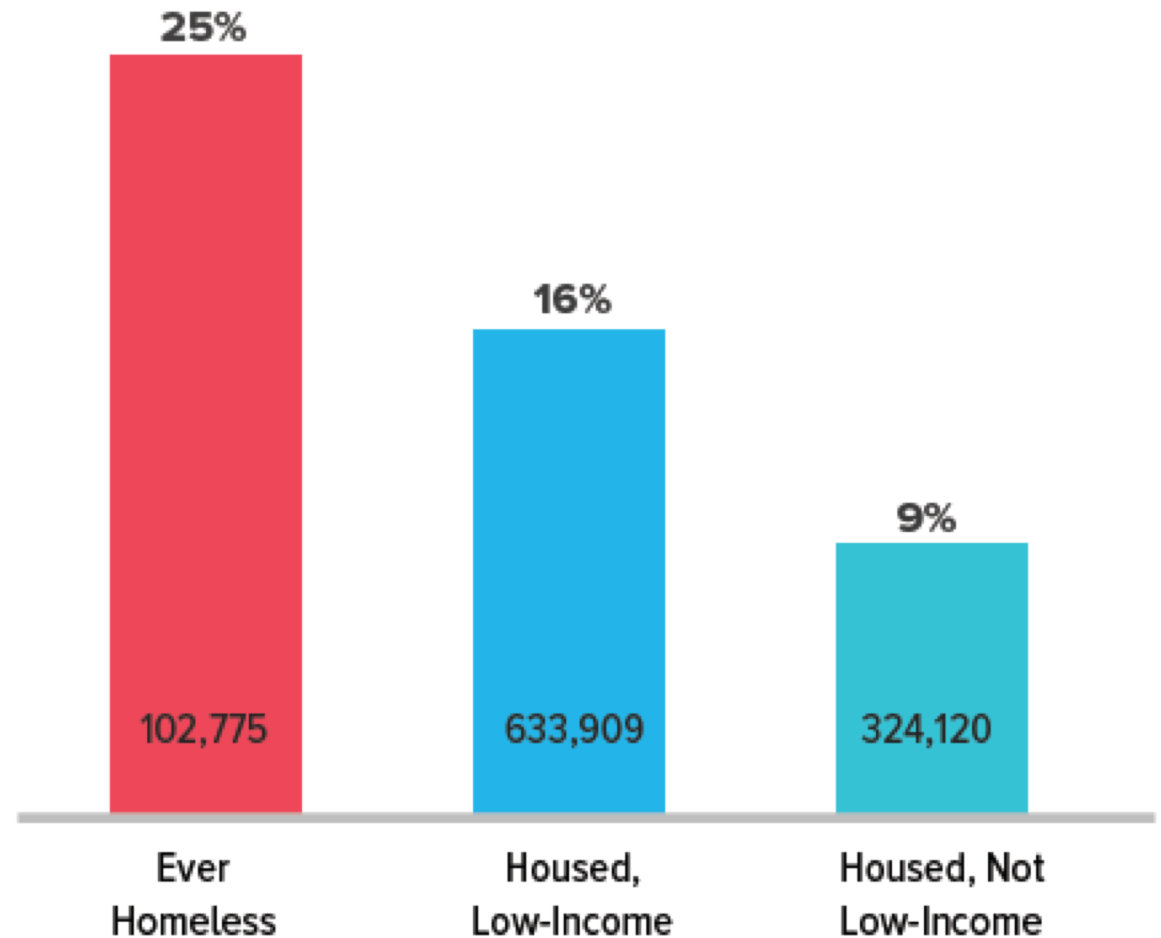
Students Who Are ELLS by Where Students Sleep

- Over one-third of doubled-up students are ELLs, compared with just 11% of sheltered students

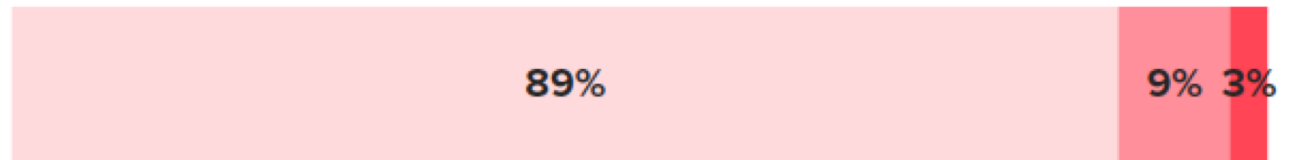**Percent of Students Who Are ELLs, by Where Students Sleep**
SY 2016-17

	Housed	All Homeless	Doubled Up	In Shelter	Other Homeless
Percent	14%	25%	34%	11%	15%
Count	958,029	102,775	62,960	33,903	5,912

Citywide 15%

Time Spent in ELL Services

- Homeless students require more time in ELL services to become fluent

- Less than half (40%) of ELL students who were ever homeless became fluent in English within three years

Time Spent in ELL Services, by Housing Status
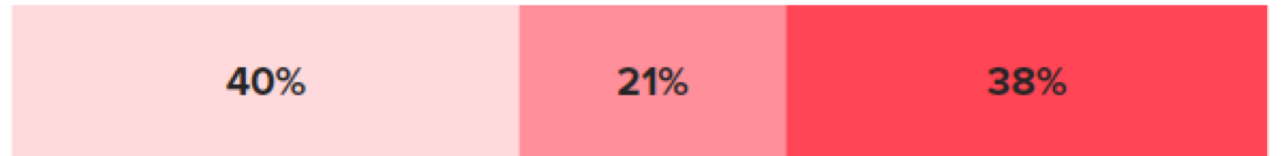SY 2010-11 to 2016-17

■ ELL 1-3 Years ■ ELL 3-6 Years ■ ELL 7+ Years

Always Housed, Not Low-Income (N=149)

| 89% | 9% | 3% |

Always Housed, Low-Income (N=9,795)

| 50% | 21% | 29% |

Ever Homeless (N=1,393)

| 40% | 21% | 38% |

Note: Percentages may not add to 100% due to rounding.

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Geography of Homeless ELLs

- Bay Ridge (53%), Flushing (44%), and Hamilton (41%) had the highest percentages of homeless students who are ELLs (Districts 20, 25, and 6).

- Does a similar pattern persist when you break it down by language spoken at home?

Percent of Homeless Students Who Are ELLs, by School District

- 5.9%–12.3%
- 12.4%–19.0%
- 19.1%–25.3%
- 25.4%–33.1%
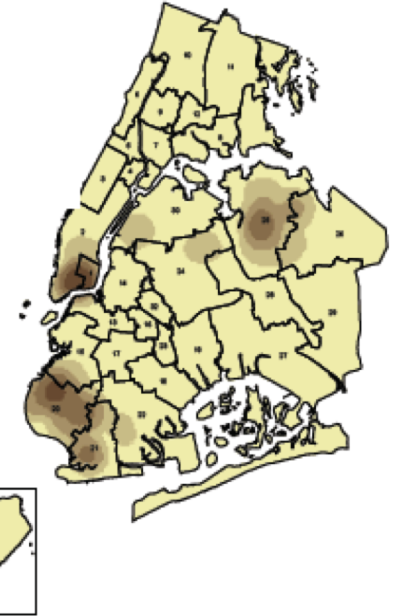- 33.2%–52.8%
- Major Parks/Airports

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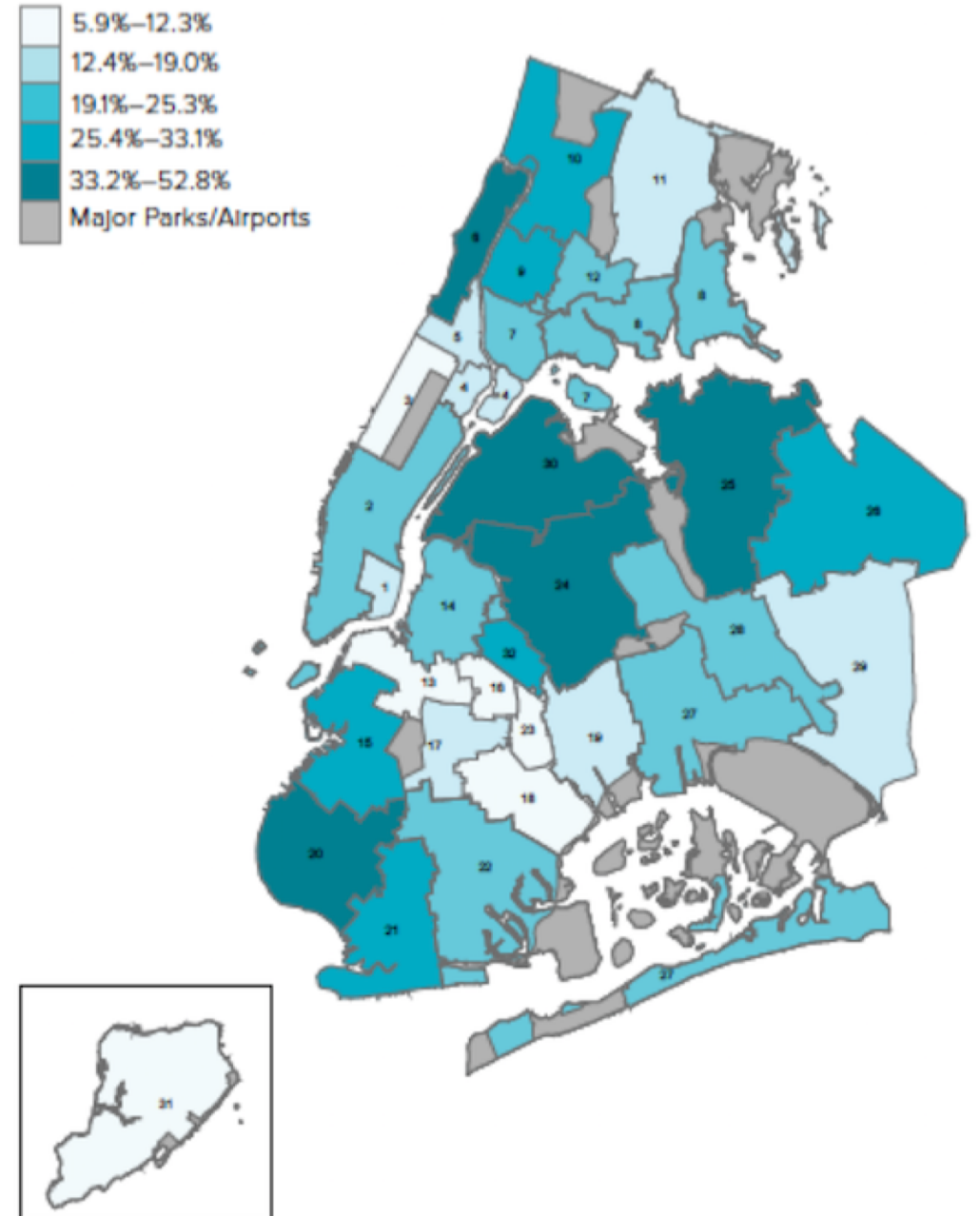
Geography of Homeless ELLs, by Primary Language

- When looking at these most commonly spoken languages, the clustering can help coordinate potential services to meet linguistic needs in those neighborhoods
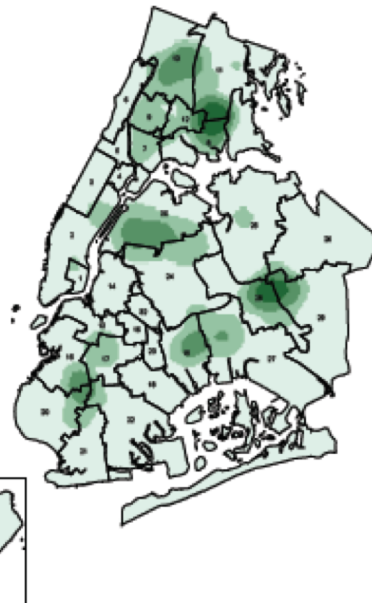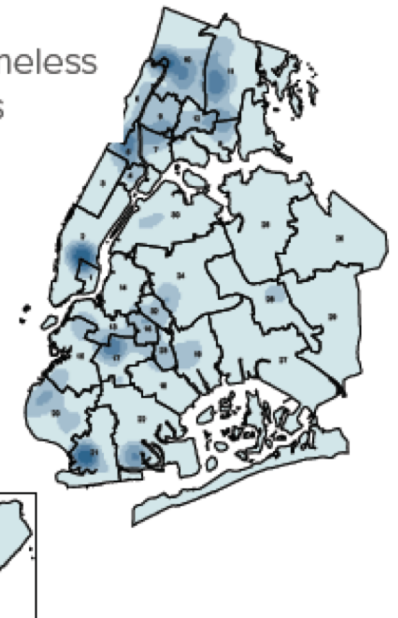
Spanish Speaking ELLS
18,748 Homeless Students
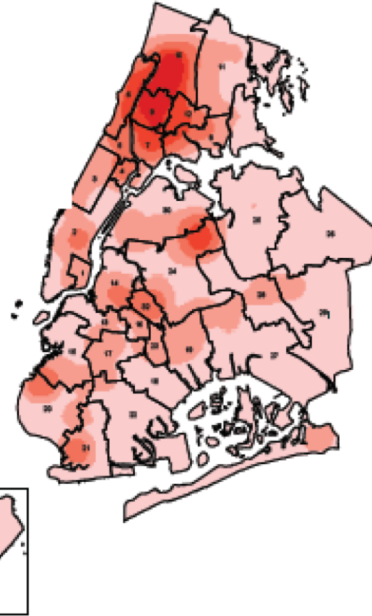
Chinese Speaking ELLS
1,925 Homeless Students

Bengali Speaking ELLS
1,330 Homeless Students

Arabic Speaking ELLS
839 Homeless Students

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How Can Data Guide Reform?

- Help raise awareness

- Address questions of under-identification and enrollment

- Improve data collection processes

- Underscore need for greater staff training

- Mapping resources can lead to improved funding for underserved areas

Discussion

- Does data currently inform your practice? For example, does data support programs offered to homeless children in your community?

- Do you know of any data-driven reforms that have been successfully implemented in your state or school district?

- How can we improve identification on homeless students?

- What barriers exist that prevent you from fully maximizing the data?

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Questions?

Thank You!

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