

Education for Children and Youth Experiencing Homelessness Program 2012-13 State Evaluation Report

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**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION**

333 Market Street
Harrisburg, PA 17126-0333
www.education.state.pa.us



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Harrisburg, PA 17126-0333
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Harrisburg, PA 17126-0333
Voice Telephone: (717) 783-3750
Fax: (717) 783-6802
Text Telephone TTY: (717) 783-8445

If you have any questions about this publication or for additional copies, contact:

Pennsylvania Department of Education
Bureau of Teaching and Learning
333 Market Street, 5th Floor
Harrisburg, PA 17126-0333

Voice: (717) 787-8913
Fax: (717) 783-6617
TTY: (717) 783-8445
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Executive Summary

The Education for Children and Youth Experiencing Homelessness (ECYEH) Program exists to ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youth. As such, the Pennsylvania Department of Education (PDE) created a state plan that outlines Pennsylvania's implementation of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 and issued a *Basic Education Circular* on homeless youth to offer guidance to local education agencies (LEA) regarding implementation of the McKinney-Vento Act. The current *State Plan* and *Basic Education Circular*, as well as other Basic Education Circulars related to homelessness can be found on PDE's website at www.education.state.pa.us, keywords "homeless education."

The ECYEH Program structure is designed so that every child or youth identified as experiencing homelessness has an opportunity to receive needed support and services. Eight regional coordinators and their subcontracted site coordinators provide outreach, training, and technical assistance to LEAs, and work to link children, youth, families, and LEAs to additional support services or resources specializing in serving individuals experiencing homelessness. The Center for Schools and Communities, a subsidiary of the Central Susquehanna Intermediate Unit, provides statewide technical assistance to coordinators and LEAs. The statewide technical assistant is set up to monitor the coordinators to assure compliance with the McKinney-Vento Act and maintains a resource website¹. The state coordinator, based at PDE, is responsible for program coordination and collaboration at the state level, and manages dispute resolutions among LEAs should they occur.

The purpose of the evaluation is to: examine the extent to which coordinators provide support to LEAs to meet the goals and objectives of the ECYEH Program; examine the extent to which children and youth identified as experiencing homelessness receive services and support; identify the types of services and supports children and youth received; build capacity within each region to examine results and make improvements based on data; and provide recommendations for overall program improvement. Evaluators collected and analyzed data for the evaluation from several sources to provide a picture of homelessness as it relates to the McKinney-Vento Act.

PROGRAM IMPLEMENTATION FINDINGS

Evaluators examined the extent to which the ECYEH Program offered outreach, professional development, technical assistance, or support to LEAs, other entities who serve the homeless population, or on behalf of the families, children, and youth experiencing homelessness.

Overall there were 467 unique professional development or training events offered by or in collaboration with ECYEH coordinators. Professional development or technical assistance events occurred most often with LEAs (167 events), social service agencies (102 events), LEAs

¹ <http://homeless.center-school.org/index.cfm>

and agencies together (50 events), and shelters (48 events). The most frequent types of professional development events focused on increasing awareness of the ECYEH Program and the rights of children and youth experiencing homelessness (111 events), interagency collaboration (102) events, and information sharing (91 events). Of the events held in 2012-13 the majority were one-time events (312), the same event at multiple sites (26), an on-going series (111), or an on-going series at multiple sites (18). The total unique number of participants for each professional development or technical assistance event was also documented. There were 114 events with five or fewer participants, 65 events with five to 10 participants, 108 events with 10-20 participants, 98 events with 21-50 participants, and 78 events that had more than 50 participants. Four events did not indicate numbers of participants.

Monitoring of the regions continues to reveal that families' homeless situations (and those of unaccompanied youth) are becoming more complicated. Therefore, these situations take more of the coordinators' time, resources, and collaboration efforts to resolve. There are new outgrowths from monitoring as well. In 2013-14, annual monitoring will be replaced with monitoring that alternates between formal monitoring, which examines the federal requirements in great detail and documents regional compliance, to more informal technical assistance visits, which would change the focus from compliance to program expansion and improvement. Additionally, per federal guidance, coordinators will begin to monitor the LEAs within their regions on a seven-year cycle. Finally, to support the sharing and collaboration among the regions, a new online program resource was developed, which makes descriptions of programs, activities, and events coordinated by regional staff available to the network of ECYEH coordinators.

PROGRAM OUTCOME FINDINGS

As a result of the coordinators' outreach and ongoing collaboration work, 22,618 children or youth were reported as being served during the 2012-13 program year (directly or indirectly)², of which 19,459 were also identified as being enrolled in school³. The 22,618 children and youth represent 98 percent of school districts, 77 percent of charter schools, 100 percent of full-time comprehensive career and technical education centers, and 100 percent of intermediate units. In addition to children and youth who attended public schools, there were children and youth who attended nonpublic, parochial, private schools, and non-LEA pre-kindergarten programs; 84 such facilities were represented. Students experiencing homelessness comprised about 1 percent of the total Pennsylvania public school enrolled population in 2012-13.

Key findings about the children/youth identified as experiencing homelessness include:

- 59 percent (enrolled) were doubled-up; 31 percent were in shelters, transitional housing, or awaiting foster care placement; 6 percent were in hotels or motels; 1 percent was unsheltered; and 2 percent were unknown.

² "Direct services" refers to the 16 authorized activities outlined in the McKinney-Vento Act (Sec. 723). "Indirect services" are those services provided by a staff member whose position is supported through McKinney-Vento Act funds. Included in indirect services is technical assistance, training, or services ECYEH staff provided to an entity.

³ The federal age/grade category designation of a child or youth determines if they are considered served or enrolled.

- 13 percent (served) were identified as being an unaccompanied youth⁴.
- 20 percent (served) were identified as experiencing homelessness in 2011-12, and six percent were also identified as experiencing homelessness 2010-11.
- 74 percent (served) were classified as economically disadvantaged, though it is likely that many of the balance (16 percent) with unknown status may have been economically disadvantaged as well. For the most part, children/youth included in the 16 percent with unknown economic status were children who were birth-2, or ages 3 to 5 and not enrolled in pre-kindergarten and resided in shelters or were migrant children. Migrant out of school youth were also included in the 16 percent.
- 31 percent (served) were White/Caucasian (not Hispanic), 31 percent were Black/African American (not Hispanic), 15 percent were Hispanic (any race), and 6 percent were classified as American Indian/Alaska Native, Asian, Multi-Racial, or Native Hawaiian/Pacific Islander.
- In terms of the state's public school enrollment, students experiencing homelessness comprised 1 percent of the state's White/Caucasian (not Hispanic) population, 3 percent of the state's Black/African American (not Hispanic) population, and 1 percent of the state's Hispanic (any race) population.
- Less than 10 percent (served) were designated as English language learners.
- 5 percent (served) were migrant, which translates to 22 percent of migrant children/youth experiencing homelessness.
- Most enrolled students (75 percent) did not have a special education disability. Of those students with a disability, 46 percent were categorized as having a "specific learning disability."
- 47 percent (enrolled) attended schoolwide Title I schools, 20 percent attended targeted Title I schools, and 26 percent attended non-Title I schools.
- Based on National Center for Education Statistics school classifications⁵, the majority of students attended LEAs classified as large suburban (5,284 students), large city (4,410 students), or small city (2,366 students).
- 51 percent of schools in which enrolled students attended had free or reduced price lunch rates of 40 percent or higher according to the National School Lunch Program.

PROGRAM IMPACTS

Program impacts include findings that document the extent to which the anticipated outcomes of the ECYEH Program are occurring, including reducing or eliminating enrollment or education barriers, remaining in the school of origin, and receiving services aligned with the authorized activities outline in the McKinney-Vento Act. Student academic outcomes are also included.

Barriers are situations that interfere with a child's/youth's enrollment, attendance, and/or educational success; 9 percent of youth and 4 percent of pre-kindergarten children were reported as experiencing one or more barriers to school enrollment. The most common barriers of school-

⁴ An unaccompanied youth is any person age 21 or younger who is not in the physical custody of a parent or guardian.

⁵ http://www.education.state.pa.us/portal/server.pt/community/data_and_statistics/7202/school_locale/509783

age students were determining if a student was eligible for homeless services, obtaining medical records, and transportation responsibilities. For pre-kindergarten children, the most common barriers were determining eligibility for services and transportation.

Mobility findings seem to indicate that for the most part students stayed in the same LEA (72 percent) or LEA-school combination (64 percent) for the entire program year (July 1, 2012 – June 30, 2013). The majority of the remaining students attended two LEAs or LEA-school combinations, 20 and 25 percent of students respectively. However, there is a small percentage of students who experience a great deal of mobility.

Overall, 80 percent of the 22,618 children and youth are documented as receiving services at the individual child/youth level. Tutoring or other instructional support was, by far, the most identified service children/youth received when all three funding categories were combined (70 percent). Other frequently-indicated services were transportation (26 percent of all children/youth), coordination between schools and agencies (25 percent of all children/youth), school supplies (24 percent of all children/youth), and clothing to meet a school requirement (24 percent of all children/youth). Coordination between schools and agencies was the most frequent service provided with McKinney-Vento Act funds and tutoring and instructional support were the most frequent services provided with Title I funds and other district funds.

Of the 19,459 enrolled students, 54 percent were designated as receiving Title I services and 46 percent were designated as not receiving Title I services. Examination of the PSSA/PASA/Keystone Exam proficiency levels of students designated as not receiving Title I services revealed that about half of these students scored proficient or advanced indicating that they did not have an academic need therefore, they did not have a need for Title I academic services.

State assessment results indicated that 41 percent of students enrolled in assessment grades scored in the proficient or advanced levels in reading/literature, 45 percent scored in the proficient or advanced levels in math/Algebra I, and 35 percent scored in the proficient or advanced levels in science/biology.

For students experiencing homelessness in 2011-12 and 2012-13 and having two years of assessment data, 31 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 6 percent did not need to improve (they scored at the advanced level both years), and 27 percent declined on state reading assessments. On the state math assessments, 19 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 13 percent did not need to improve (they scored at the advanced level both years), and 32 percent declined.

Students experiencing homelessness do not, for the most part, score statistically different than other students in their school. As such, outcomes on state assessments appear to be more a factor of their educational experience rather than their homeless status.

Students having a nighttime status of hotels/motels or doubled-up had a larger percentage of students who scored proficient or advanced than students who had a nighttime status of

shelters/transitional housing/awaiting foster care or unsheltered, where students were more likely to score in the below basic or basic levels.

REFLECTIONS AND CONSIDERATIONS

The Pennsylvania regional model to implement the McKinney-Vento Act provides an opportunity for every child or youth identified as experiencing homelessness to access needed resources or services especially related to school enrollment, including pre-kindergarten, and academic success. Regional coordinators and their staff train, troubleshoot, intervene, and collaborate on behalf of children and youth, and their families, the schools they attend, or the shelters in which they reside. The nature of their work and the differences among the regions provide challenges unique to each region.

The 2012-13 reporting was the most complete and accurate reporting to date, which was expected as it typically takes three years of a new program evaluation to address and resolve most major data collection issues. As reporting has become more complete and accurate there are some things that appear to be improving, such as a decrease in barriers, an increase in services, and an increase in the number of pre-kindergarten children being reported. Observed improvements may be a result of better reporting, more entities reporting, and a better understanding of what needs to be reported rather than actual improvements, though it is possible that they are actual improvements as well.

Given the findings that have emerged and previous year's recommendations, evaluators offer several considerations to PDE related to program management of the ECYEH Program to optimize program implementation at the regional and local levels.

- Continue to increase interdepartmental relations with Title I, Special Education, Migrant Education, the Office of Child Development and Early Learning, and Child Accounting within PDE. There needs to be a common voice when it comes to the rights of children and youth experiencing homelessness, the services or guidance provided by these programs, and the coordination of services. It is not enough to present at meetings or conferences.
- State guidance regarding the operation and implementation of the ECYEH Program needs to be more structured. Implementation and operation expectations as well as state priorities should be specifically outlined in the upcoming Request for Applications. Applicants should have to indicate what is currently in place, continuing needs based on data, and how they plan to address those needs.
- PDE should also consider providing guidance on how grantees collaborate within their region with other intermediate units or across regions, how funds are distributed within the region, or where site coordinators are located within a region. Request for Applications applicants should be requested to provide a rationale for how they plan to address these issues.

- The state conference should be for the LEAs and entities with which the coordinators work. Because of frequent turnover, consider having a “Homeless 101” strand for individuals new to their role or unfamiliar with the program.
- Optimize the regional coordinator meetings by considering using virtual meeting options more often, capitalizing on regional expertise, and including updates from the state level that support regions in accomplishing program goals.

Specific suggestions in each of these areas were provided to the program leadership under separate cover for decision making.

Introduction

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT OVERVIEW

In 1987 the Stewart B. McKinney Homeless Assistance Act (McKinney Vento Act) was signed into federal law, requiring states to review and revise residency requirements for the enrollment of children and youth experiencing homelessness. In 1990 the McKinney Act was amended, requiring states to eliminate all enrollment barriers and provide school access and support for academic success for students experiencing homelessness; McKinney Act funds could then be used to provide direct educational services for eligible students. In 1994 the education portion of the McKinney Act was included in the Elementary and Secondary Education Act, adding preschool services, greater parental input, and emphasis on interagency collaboration. The latest revision occurred in 2001 when the Act was reauthorized as the McKinney-Vento Act (Title X, Part C of the Elementary and Secondary Education Act), strengthening legislative requirements and requiring all local education agencies (LEA) to appoint a local liaison to ensure the law is implemented effectively at the local level.

The McKinney-Vento Act outlines how state educational agencies must ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education. This includes a public preschool education as provided to other children and youth. The McKinney-Vento Act defines children and youth experiencing homelessness as:

“Homeless children and youth:

- (A) Means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) Includes:
 - i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason: children and youth living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations. As well as living in emergency or transitional shelters, are abandoned in hospitals; or are awaiting foster care placement;
 - ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - iii. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - iv. Migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).”

Children or youth who meet the McKinney-Vento Act definition of homeless may also be identified as an “unaccompanied homeless youth,” meaning any child who is not in the physical custody of a parent or guardian. There is no age range specified for an unaccompanied youth in

the federal law. The upper age range is determined by what a state defines as school age, unless the child is in special education in which case, the upper age range is 21 years old. There is no lower age range.

The McKinney-Vento Act also outlines the rights of students experiencing homelessness including: the right to immediate enrollment even when records are not present; the right to remain in the school of origin, if in the student's best interest; the right to receive transportation to the school of origin; and the right to support services that promote academic success. The complete McKinney-Vento Act can be found on the United States Department of Education's website: <http://www2.ed.gov/legislation/FedRegister/other/2002-1/030802a.html>.

EDUCATION FOR CHILDREN AND YOUTH EXPERIENCING HOMELESSNESS PROGRAM

The Pennsylvania Department of Education's (PDE) homeless children's initiative, known as the Education for Children and Youth Experiencing Homelessness (ECYEH) Program⁶, exists to ensure that each child of an individual experiencing homelessness and each youth experiencing homelessness have equal access to the same free and appropriate public education, including a public preschool education, as provided to other children and youth. As such, PDE created a state plan that outlines Pennsylvania's implementation of the McKinney-Vento Act and issued a Basic Education Circular on homeless youth to offer guidance to LEAs regarding implementation of the McKinney-Vento Act. The current *State Plan* and Basic Education Circular, as well as other Basic Education Circulars related to homelessness, can be found on PDE's website at www.education.state.pa.us, keywords "homeless education."

Instead of providing federal McKinney-Vento Act funds directly to local education agencies, Pennsylvania employs a regional model for dispersing the funds. Pennsylvania is divided into eight regions with each region having one regional coordinator whose primary responsibility is to implement the goals and objectives of the program. The regional coordinator position is filled by competitive bid on a three-year cycle. In some cases the regional coordinators subcontract for additional support (site coordinators) within their region.

The ECYEH state coordinator, based at PDE, is responsible for program coordination and collaboration at the state level, and manages dispute resolutions among LEAs should they occur.

PDE contracts with the Center for Schools and Communities, a subsidiary of the Central Susquehanna Intermediate Unit, to provide technical assistance to the coordinators and LEAs. As part of that technical support the Center maintains a website that includes statewide directories of the ECYEH Program regional and site coordinators, the LEA homeless liaisons, and Pennsylvania shelters for families, domestic violence, and runaway youth. Other resources are posted there as well. Additionally, the Center conducts compliance monitoring of the regions and prepares a comprehensive monitoring report of each region's monitoring results.

⁶ The program name was changed for the 2011-12 academic year from Pennsylvania's Homeless Children's Initiative (PAHCI) to Education for Children and Youth Experiencing Homelessness (ECYEH).

The goals of Pennsylvania's ECYEH Program are to:

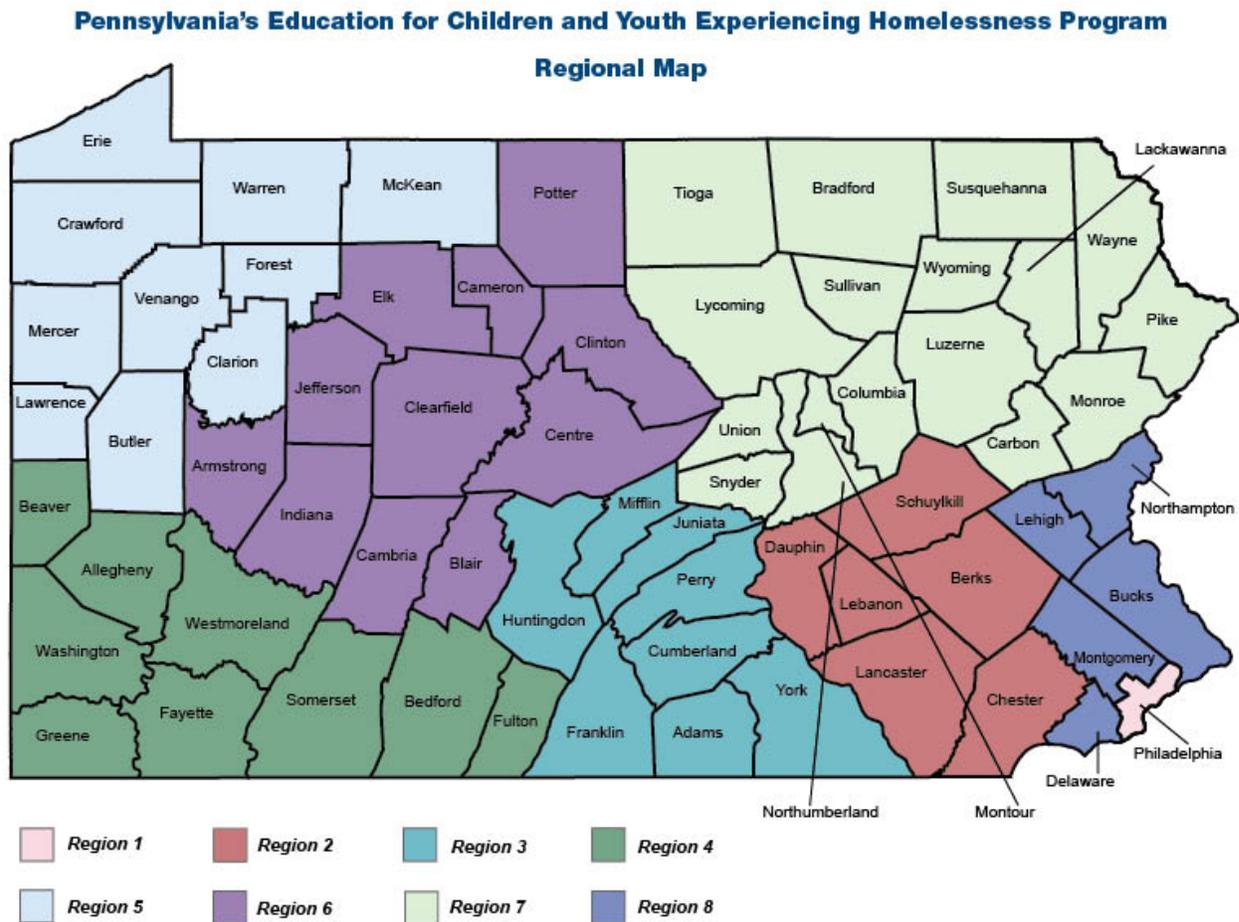
- Ensure that all children and youth experiencing homelessness enroll, participate, and have the opportunity to succeed in school;
- Ensure children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state; and
- Eliminate and/or reduce educational barriers through the use of local best practices and the authorized activities of the McKinney-Vento Act.

The main objectives of Pennsylvania's ECYEH Program are to:

- Reduce the disruption in the educational lives of children and youth experiencing homelessness;
- Increase awareness about the nature and extent of the problems children and youth experiencing homelessness have enrolling in and gaining access to educational programs and services;
- Explain laws and policies already in place that help students overcome these barriers to education;
- Build on laws and policies already in place that help students overcome these barriers to education;
- Build the capacity of others to assist in identifying, enrolling, and ensuring the educational success of children and youth experiencing homelessness; and
- Provide opportunities to collaborate with other statewide initiatives to improve academic achievement of students experiencing homelessness.

The coordinators' primary role is to make sure the McKinney-Vento Act is being followed in every public LEA in Pennsylvania. Coordinators train, troubleshoot, intervene, support, and collaborate with LEAs, shelters, agencies, and organizations to eliminate and/or reduce educational barriers and ensure that all children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state.

The following map illustrates the eight ECYEH regions in Pennsylvania.



EVALUATION DESIGN AND ACTIVITIES

PDE's Division of Student Services contracts with the Allegheny Intermediate Unit to conduct a comprehensive external evaluation of the ECYEH Program to fulfill the federal evaluation requirement. Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.) is amended to read as follows:

SEC. 724. SECRETERIAL REPSONSIBILITES. (d) EVALUATION AND DISSEMINATION- The Secretary shall conduct evaluation and dissemination activities of programs designed to meet the educational needs of homeless elementary and secondary school students, and may use funds appropriated under section 726 to conduct such activities.

The purpose of the evaluation of Pennsylvania's ECYEH Program is to: examine the extent to which coordinators are providing support to LEAs to meet the goals and objectives of the program; examine the extent to which those students identified as experiencing homelessness

receive services and support; identify the types of services and supports students received; build capacity within each region to examine results and make improvements based on data; and provide recommendations for overall program improvement. The 2012-13 program evaluation was the third year of program evaluation.

In addition to program evaluation, which examines the implementation, outcomes, and impacts of the ECYEH Program, evaluators worked with PDE to prepare the homeless portions of required annual federal reporting.

Evaluators used the *EDFacts* file formats and the *Comprehensive State Performance Report* to identify all the required federal reporting data elements. Evaluators also used the National Association for the Education of Homeless Children and Youth quality standards and evaluation guidance to ensure adequate data was included in the evaluation. Evaluators then worked with PDE to ensure that all data elements were identified and no duplication of work was required on the part of the LEAs. This meant that some data was collected at the program level and some data was collected at the state level; whenever possible, existing data sources were to be used to reduce the burden on the LEAs.

To collect data at the program level, evaluators created a spreadsheet template for maintaining student information and service delivery data. The Student Information and Service Delivery data instrument⁷ included individual child/student/youth homeless information and service delivery data, including the type of funding supporting the services(s). The PAsecureID⁸ was one of the data elements collected for students who were enrolled in school. The PAsecureID was used to pull data from other data sources or when matching data from multiple data sources.

The homeless liaison in LEAs where students were enrolled, representatives from shelters where children and youth resided, and regional or site coordinators completed and submitted the data evaluators requested. Each regional coordinator was responsible for collecting and compiling information for their region and submitting it to evaluators at designated times throughout the year.

For the evaluation, evaluators created two additional data collection instruments to collect program implementation information beyond what was provided in the Student Information and Service Delivery instrument. ECYEH coordinators completed these instruments, which included the Technical Assistance and Professional Development and Student Activity and instruments.

⁷ Evaluators offer annual training for data collection via webinar. The webinar is offered to all reporting entities in collaboration with the Center for Schools and Communities and the state coordinator. The webinar is recorded each year and frequently asked questions are compiled and answered. The Center emails to all LEAs and posts to its website a link to the webinar, the PowerPoint, and the frequently asked questions. The evaluation website also includes all information regarding data collection.

⁸ PAsecureID is a unique, permanent, anonymous statewide student identification number assigned to all students upon their first entry into Pennsylvania's public school system. The single, unique PAsecureID remains with an individual student throughout their educational career. The PAsecureID is the key to the Pennsylvania Information Management System (PIMS) longitudinal data system. It does or will in the future:

- Reduce the number of unique reports required by PDE and the effort to produce them,
- Provide districts' access to longitudinal data to support local instructional decision making,
- Link student records between districts and across years to increase the accuracy and utility of data gathered, and
- Streamline reporting processes from LEA to PDE and United States Department of Education.

These instruments captured information related to services coordinators provided to groups of students, parents, LEAs, or other organizations working with this population.

Each region's monitoring reports from monitoring visits that the Center for Schools and Communities conducted were also collected by the evaluators to further examine program implementation.

In addition to information gathered through the Student Information and Service Delivery, Technical Assistance and Professional Development, and Student Activity instruments, evaluators collected individual student information at the state level utilizing existing information in PIMS and MIS2000, the state migrant database, or through the state assessment office⁹. LEA and school Title I funding information and National School Lunch Program school data was also collected at the state level.

Finally, to adhere to confidentiality in reporting afforded to domestic violence shelters, evaluators used a separate data collection instrument and procedure for children and youth residing in domestic violence shelters. Evaluators developed this instrument and procedure in 2010-11 in cooperation with the Pennsylvania Coalition Against Domestic Violence. The instrument captured some demographic information related to school attendance, data related to student services received at the facility, and information related to working with ECYEH. Only domestic violence shelters receiving direct or indirect services from the ECYEH Program are required to be included in reporting.

All of these data elements were pulled together and used for federal reporting or to prepare this evaluation report.

Ultimately, it is the ECYEH Program's responsibility to verify children/youth identified as experiencing homelessness. Given this responsibility, the ECYEH Program staff, evaluators, and PIMS staff worked together after the first year of the evaluation to secure permission for the ECYEH evaluation data collection to serve as the official source for flagging students experiencing homelessness in Pennsylvania. To accomplish this, an extensive cross-referencing process between ECYEH Program data collection and PIMS occurs periodically throughout the year. This cross-referencing process also reveals issues and provides insights to guide ECYEH Program implementation.

As a result of prior year evaluation findings, Migrant Education Program staff has been identified as the best source to identify migrant children/youth and collaborate as needed with the ECYEH Program to determine homeless status. Migrant staff receives ongoing training related to ECYEH eligibility to support this process and collaboration. Migrant Education Program staff document, in the state migrant database, homelessness among migrant children/youth who meet the definition based upon the McKinney-Vento Act. All children/youth eligible for migrant services between July 1 and June 30 are incorporated into the homeless identification and verification process.

⁹ PDE contracted with Allegheny Intermediate Unit to conduct the statewide evaluation. As such, the evaluation team completed the necessary confidentiality protocols for data collection at the state level.

At the end of each program year, after the final cross-referencing process, evaluators compile a unique, comprehensive list of children/youth in order to request additional student information from PIMS, MIS2000, and state assessment data. Once the all the data elements are collected and combined, evaluators: 1) prepare the *EDFacts* files and information for the *Comprehensive State Performance Report* for annual federal reporting; 2) provide the homeless flag for the PIMS system for all other PDE reporting that might include this population; and 3) prepare the annual evaluation report.

HOW TO USE THIS REPORT

The state evaluation of the ECYEH Program for 2012-13 examined the services provided by the ECYEH Program and information about children and youth identified as experiencing homelessness. The Executive Summary provides a condensed representation of the findings explained throughout this report. The Evaluator Reflections and Considerations for Improvement section provides conclusions based on the findings and considerations to guide program management and technical assistance.

The primary audiences for this report are the program management at the Pennsylvania Department of Education, technical assistance providers, and regional staff, though the results can be useful for other groups. The findings and results provided within this report should be used to guide program management and assist the state program team to provide technical assistance to staff in order to improve implementation, outcomes, and results.

Findings presented in this report are provided overall for the state and by region as the regions are the sub-grantees and the means by which the McKinney-Vento Act is implemented in Pennsylvania. This report provides an overall picture of implementation, outcomes, and impacts of the ECYEH Program; and addresses statewide and regional issues. However, detailed information at the county, LEA, or school level, when appropriate, is provided to the regional coordinators and the program staff at PDE to assist with internal program implementation, improvement, and decision making.

Evaluators have included graphical representations of results along with the supporting data table. Pertinent percentages and counts are provided in the narrative sections. Throughout this report, for ease of reading, percentages may be rounded and as such, may not total 100 percent. Furthermore, evaluators have eliminated any instances of zero in tables (shown as a blank cell) or “0%” in graphs where the result represents no instances. In cases where zero percent is included in a graph, it means less than 1 percent.

Throughout this report individuals identified as experiencing homelessness are categorized by being enrolled or served based on the federal reporting definitions, which are described in detail in the report. “Enrolled” includes any student enrolled in an LEA (public or nonpublic). “Served” is any child/youth identified as experiencing homelessness, regardless of their school enrollment status. Enrolled students are a subset of the served population and are included as part of the child/youth counts.

References to relevant prior years' results are provided in the narrative where explanations are pertinent. If the reader is interested, the 2010-11 and the 2011-12 evaluation reports are available on PDE's

website: http://www.education.state.pa.us/portal/server.pt/community/pennsylvania's_education_for_children_and_youth_experiencing_homelessness_program/7491

This report should also be used to highlight especially positive and successful implementation, outcomes, and programs as models. Care should be taken to avoid making comparisons across regions, as each region has differing numbers of LEAs, collaborating entities, ECYEH Program staff, and total child/youth counts. Additionally, regions have differing areas of focus based on regional need within the population experiencing homelessness. However, differences among the regions may also guide program improvement and state level technical assistance.

This report highlights findings regarding the ECYEH Program based on available data from the 2012-13 program year.

Findings

Findings are grouped by program implementation, program outcomes, and program impacts including student outcomes. As described in the Evaluation Design and Activities section of this report, data came from several sources and was pulled together to provide a picture of child/youth homelessness in Pennsylvania as it relates to the McKinney-Vento Act.

Program implementation findings reveal the extent to which the ECYEH Program offered professional development, technical assistance, or support to LEAs, other entities who serve the homeless population, or on behalf of the families, children, and youth experiencing homelessness. This information is collected via the Professional Development and Technical Assistance instrument and from information documented in the region's monitoring report.

Program outcomes findings reveal information about the children/youth identified and served through the ECYEH Program and information about the schools identified students attended. Children/youth information is collected through the Student Information and Service Delivery instrument, PIMS, MIS2000, and domestic violence shelter reporting. School information comes from PDE's Division of Federal Programs for Title I, the National Lunch Program, and the National Center for Education Statistics, and local education agencies (LEA).

Program impact findings reveal the extent to which the anticipated outcomes for children/youth of the ECYEH Program are occurring. Anticipated child/youth outcomes include reducing or eliminating enrollment or education barriers, remaining in the school of origin, and receiving services aligned with the authorized activities outline in the McKinney-Vento Act. Student academic outcomes are also included in this section. This information comes from the service delivery portions of the Student Information and Service Delivery instrument, the Student Activities instrument, PIMS, MIS2000, domestic violence shelter reporting, and the PDE assessment office.

PROGRAM IMPLEMENTATION

Coordinators train, troubleshoot, intervene, support, and collaborate with LEAs, shelters, agencies, and organizations to eliminate and/or reduce educational barriers and ensure that all children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state.

Professional Development and Technical Assistance Services by Regions

Professional development and technical assistance to LEAs, parents, shelters, and other organizations serving the homeless population command a large portion of the coordinators' time and play a very large role in implementing the McKinney-Vento Act as outlined in the state plan.

Evaluators have worked with coordinators to improve the data collection instruments to more precisely capture the work that coordinators do and also to increase the consistency of the information the regions report. As a result of these improvements, evaluators were able to better capture the wealth of professional development and technical assistance that the coordinators offered or where the coordinators were an active collaborator. Based on 2012-13 information, evaluators will continue to work with coordinators to fine-tune data collection.

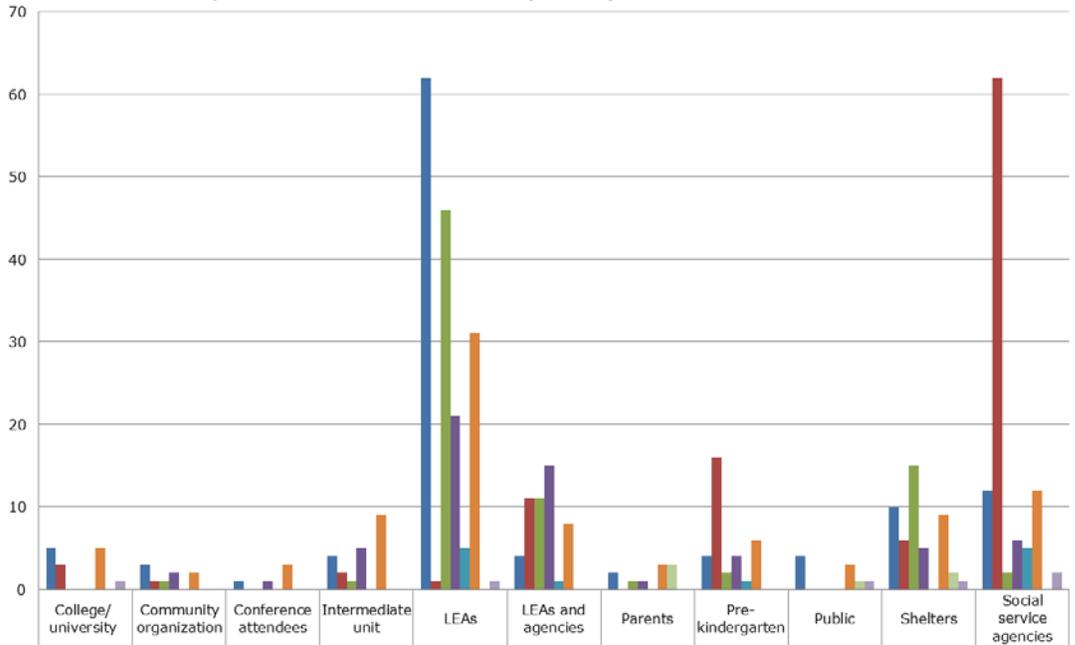
ECYEH Program coordinators reported the services they provided to LEAs, shelters, parents, social service agencies, and other organizations on the Professional Development and Technical Assistance instrument. Overall there were 467 unique events in which the eight regional or 16 site coordinators were involved. These events were designated as a one-time event (312), the same event at multiple sites (26), an on-going series (111), or an on-going series at multiple sites (18). The largest number of professional development or technical assistance events occurred with LEAs (167 events), social service agencies (102 events), LEAs and agencies together (50 events), and shelters (48 events).

In terms of the types of professional development or technical assistance that occurred, 111 of the events focused on increasing awareness of the ECYEH Program and the rights of students experiencing homelessness. LEAs were the largest group of participants for awareness events. Interagency collaboration was the next-largest number of professional development or technical assistance events with 102 events. Interagency collaboration most often involved social service agencies. Information sharing (91 events) was the third most frequent professional development type, with LEAs and social service agencies being the largest numbers of participants.

Coordinators were asked to select a range category that most accurately reflected the total unique number of participants for each professional development or technical assistance event listed. There were 114 events with five or fewer participants, 65 events with five to 10 participants, 108 events had between 10 and 20 participants, 98 events with 21-50 participants, and 78 events that had more than 50 participants. Four events did not indicate numbers of participants.

The graph below shows the different types of professional development or technical assistance and the primary audience that participated. Based on these results, regional and site coordinators are making themselves, the ECYEH Program, and the McKinney-Vento Act known in their communities.

Professional Development and Technical Assistance by Primary Audience



	College/ university	Community organization	Conference attendees	Intermediate unit	LEAs	LEAs and agencies	Parents	Pre- kindergarten	Public	Shelters	Social service agencies
Awareness presentation	5	3	1	4	62	4	2	4	4	10	12
Interagency collaboration	3	1		2	1	11		16		6	62
Technical assistance		1		1	46	11	1	2		15	2
Strategies for working with homeless students		2	1	5	21	15	1	4		5	6
Conference					5	1		1			5
Information sharing	5	2	3	9	31	8	3	6	3	9	12
Parent engagement							3		1	2	
Other	1				1				1	1	2

Regional Monitoring

Historically, coordinators maintain a plethora of information to document their work within the region and are monitored annually by the Center for Schools and Communities, which is PDE’s contractor for ECYEH Program monitoring. Each year the Center for Schools and Communities conducts an extensive review of each region’s program with the regional coordinator. In 2012-13, site coordinators (those who are paid site coordinators were mandated to be at the review) were included in the region’s monitoring.

The monitor examined materials and activities that support services for children and youth experiencing homelessness in the region and recorded detailed documentation on the monitoring form to verify that the monitor reviewed enough information to determine if a requirement was being met. The program requirements that were monitored included the following:

- Homeless children and youth receive educational services for which they are eligible, including access to Head Start, Even Start, and preschool programs administered by the LEAs in the region.
- Homeless children and youth receive K-12 after-school or supplemental instruction in LEA or shelter locations (e.g. tutoring, computer-assisted instruction, enriched educational services such as educational after-school field trips, expedited evaluations, and/or limited English proficiency services).

- Evidence that the region’s school districts review and revise policies and practices (such as those regarding immunization and health records, residency requirements, birth certificates, school records, and guardianship) to ensure they do not act as barriers when enrolling homeless students.
- An appropriate staff person is designated as the LEA liaison for homeless children and youth at each school district in the region to carry out the duties described in Title X, Part C of the McKinney-Vento Act.
- Homeless students are immediately enrolled in school.
- Transportation is provided, at the request of the parent, guardian, or unaccompanied youth, to and from school of origin or appropriate school.
- Homeless children and youth in the region receive free meals through the National School Lunch Program.
- School records are made available in a timely manner.
- Enrollment disputes are mediated in accordance with Pennsylvania’s dispute resolution process.
- The region’s McKinney-Vento Act application/plan includes assessment of the needs of homeless students and the supplemental services provided.
- The regional office expands or improves services for homeless children provided by the regional office and the region’s school districts.
- School personnel, service providers, and advocates working with homeless families are informed of the duties of the local homeless education liaison.
- Public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney-Vento Act such as schools, family shelters, and soup kitchens.
- Homeless children and youth are identified by school staff/homeless liaisons and through coordination activities with other entities and agencies.
- The parents or guardians of homeless children and youth are informed of the educational opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children, including school of origin/transportation options.
- The regional office/school district homeless liaison assists unaccompanied youth with school placement decisions.
- Homeless families, children, and youth receive referrals to health care services, dental services, mental health services, and other appropriate services.
- All of the region’s school districts reserve Title I, Part A funds necessary to provide comparable services to homeless students attending non-Title I schools.
- The regional office submitted all required reports to the Pennsylvania Department of Education for Title I, Part A; Title I, Part D; Title III, Part A; and Title X, Part C.

Evaluators reviewed each region’s monitoring report prepared by the monitor. All regions received a ‘yes’ in each of the above requirements, with ample supporting evidence. Although requirements received a ‘yes’ with ample supporting evidence, the monitor often provided additional comments or recommendations to promote continuous improvement in areas such as program development, collaboration, documentation, and data collection.

Also included as part of the documentation in the monitoring reports were highlights of activities occurring in the region. Common or typical activities, which are reflected in the professional development/technical assistance graph on the previous page, included such things as: serving on the board of local community agencies or groups; collaborating with other agencies that serve the homeless population; making presentations to community or school groups in order to increase awareness about the McKinney-Vento Act and the ECYEH Program; facilitating student access to or LEA provision of transportation to and from school; providing referrals for families and children to other community or government agencies; holding or collaborating on supplemental academic programs or tutoring; providing LEA homeless liaisons with training and technical assistance related to their role as a liaison; developing and maintaining informational websites; summer programs and activities; and facilitating donations of goods and money to serve the needs of children and youth experiencing homelessness.

From regional monitoring reports and other regional submissions, evaluators identified and compiled unique or innovative strategies being used in the regions. From this compilation, evaluators selected one or more especially unique or innovative strategies for inclusion in this report. In some cases, variations of these highlighted activities may also occur in other regions, though they may not be as comprehensive as the highlighted examples.

- Region 1: The regional office hired a full-time teen program coordinator to focus on ensuring that homeless and displaced youth have opportunities and support with their postsecondary plans, including financial assistance. Fundraising events help to support the teen program and other activities to serve students experiencing homelessness. The region raised over \$1,600 during the holiday drive to be used for gift cards as incentives for the students and to provide food for the teen program meetings and activities.
- Region 2: In Berks County, the regional staff work with local recipients of the federal Youth Services Bureau's Runaway and Homeless Youth grants to serve unaccompanied youth. In collaboration with Family Promise/U-Turn Program¹⁰, summer programming for unaccompanied youth is provided to connect youth with local service agencies for assistance with locating and securing housing and life skills training. Partnership with a local resource provides college preparation activities such as applying for financial aid and visiting colleges for interested youth.
- Region 3: Spearheaded by the Region 3 coordinator, a resolution to create an annual PA's Education for Youth Experiencing Homelessness Awareness Week (last week in October) was drafted and presented to and confirmed by the state Senate. November is national Hunger and Homeless Month. Having ECYEH Awareness Week prior to the month of November provided continuity and an additional avenue to promote the ECYEH Program. The goal is for this to become a coordinated annual event that occurs in each region where districts within a region participate in awareness activities, classroom discussions and activities, local and school newspaper articles, and clothing, food, or miscellaneous drives.
- Region 4: The region maintains a part-time community liaison to coordinate the Together Time Program, which is collaboration with the Fred Rogers Company¹¹. Together Time promotes parent/child interaction and parents as a child's first teacher for preschoolers residing in housing programs. Currently occurring only in Allegheny County, the goal is to

¹⁰ <http://www.familypromiseofberks.com/>

¹¹ <http://www.fredrogers.org/>

expand this program into Washington, Fayette, and Westmoreland counties. A recent partnership with Carlow College will allow Together Time to be offered as a service learning option for college students. Collaboration with Washington and Jefferson College is being considered to offer a similar opportunity in Washington County.

- Region 5: The regional office collaborates with the Community Service Corps at Slippery Rock University to offer tutoring for student shelter residents outside of the shelter locations. University students receive credit for this volunteer activity. Westminster College students were also recruited to provide tutoring services to fulfill their volunteer hour requirements. Unique to Region 5 is the close coordination with the Migrant Education Program. One of the ECYEH Program site coordinators is also the program manager of the Migrant Education Program. This arrangement facilitates collaboration and coordination of services and programming, especially for those individuals who meet both programs' eligibility criteria.
- Region 6: Region 6 coordinates efforts and works collaboratively with several existing groups to mitigate barriers efficiently so that children and youth experiencing homelessness receive appropriate services. Groups include LEA Title I coordinators, LEA Student Assistance Program teams, LEA and county pre-kindergarten programs, and Children and Youth Services.
- Region 7: The Region 7 coordinator participates in Continuum of Care and Housing for Urban Development/housing coalition meetings. The regional office has also developed a community resources booklet that is provided to various regional stakeholders and includes contact information (by county and state-level) of agencies and resources for assistance with housing/shelter, food, counseling, medical services, employment, financial services, and child care.
- Region 8: The Region 8 coordinator facilitates a meeting of the Direct Services Coalition, which brings together 70-80 individuals (all of whom work directly with homeless individuals/families) from throughout Bucks County to discuss what their programs, agencies, organizations, churches, schools, and shelters are doing to assist the homeless. They share their eligibility requirements, availability for services, and wait lists with the group to facilitate prompt and accurate referrals.

To support sharing and collaboration among the regions, a new online program resource was developed which makes available to the network of ECYEH coordinators descriptions of programs, activities, and events coordinated by regional staff. This resource will promote the development and enhancement of program activity across the state so that each region can tailor the chosen activities to meet their local needs while using their existing resources. This new online resource grew out of the ECYEH Program marketing committee, comprised of several regional and site coordinators and the statewide technical assistant.

Formal regional monitoring of the ECYEH Program has been conducted for the past several years. Evaluators asked the monitor to comment on trends that appeared across the state, new issues that are emerging, other issues that are resolving, and challenges coordinators are experiencing. This information is useful when evaluators consider program implementation recommendations at the state or program level. The observations of the monitor included:

- The resistance to the individual student data collection requirement continues to lessen due to regional staff's ongoing outreach and coordination, which has increased LEA understanding of the requirement and the need for accurate and thorough data.
- The regional staff continue to report growing numbers of unaccompanied youth. Questions arise occasionally regarding implementation of the Fostering Connections Act¹² and how that law meshes with the McKinney-Vento Act. However, ongoing outreach/training by the regional staff has minimized problems and promoted collaboration with Children and Youth Services and the juvenile courts.
- The reporting of and requested assistance for children/youth experiencing homelessness is increasing. Pennsylvania families' homeless situations (and those of unaccompanied youth) continue to become more complicated, which requires regional staff to expend additional time and resources to effectively support these students and their families. This is especially true in rural regions where other resources and supports to address homelessness are limited.
- There continue to be certain areas and LEAs within the state with conflicting interpretations of the definition of homelessness (contrary to the McKinney-Vento Act definition), including, at times, internal discrepancies in interpretations used by LEA staff. These conflicting interpretations may cause delays in the identification or reporting of students experiencing homelessness and may affect the delivery of appropriate services to meet educational needs.
- The counting of the doubled-up population continues to be a challenge in some regions partially due to the interpretation of what doubled-up means for those families experiencing homelessness while residing with family or friends. Cultural differences and varying levels of acknowledgement or awareness of homeless situations within the community contribute to confusion.
- Challenges also exist within the ECYEH Program. Even though determination of homeless eligibility is conducted on a case-by-case basis and coordinators and the state team use bi-monthly meetings to address these issues, formally determining eligibility continues to be an issue especially in the above-mentioned difficult cases. With more complex situations, increasing numbers of charter and cyber charter schools, natural disasters, and/or work-related migration or mobility issues, the regions do not experience uniformity in the number of children and youth served or sufficient ECYEH Program staff to meet the growing needs. This is especially true in the rural areas of the state where the larger geographic area limits staff's ability to support the work.

One of the outcomes of the 2012-13 monitoring visits was a recommendation from the monitor to begin to alternate annually between formal monitoring, which examines the federal requirements in great detail and documents regional compliance, to more informal technical assistance visits, which would change the focus from compliance to program expansion and improvement. The premise for this recommendation was that the regional staff had demonstrated for contiguous years their compliance with all McKinney-Vento Act components. Additionally, per federal guidance, coordinators will now monitor the LEAs within their regions on a seven-year cycle. Both regional programmatic reviews and the regions' LEA monitoring are to begin in the 2013-14 program year.

¹² <http://www.fosteringconnections.org/>

Evaluators and monitors continue to work in tandem to keep abreast of any documentation or program implementation issues that arise during monitoring or as a part of the ongoing data submissions. A part of that work includes a monthly phone conference with the PDE program officer, bi-monthly regional coordinator meetings with site coordinators attending in the fall and spring, and conference calls with all parties as needed throughout the year.

PROGRAM OUTCOMES

Outreach and increased awareness regarding the McKinney-Vento Act and the rights of children and youth experiencing homelessness are addressed in the objectives of the ECYEH Program and are the primary focus of program implementation. Meeting these objectives is reflected by the number of entities represented in reporting and also the number of children/youth who were identified, served, and reported. Program outcomes include findings about the reporting entities and also demographic and homeless information about the children/youth identified and served through the ECYEH Program.

LEA Representation

As described in the Evaluation Design and Activities section of this report, LEAs provide information on students who are identified as experiencing homelessness and enrolled in their schools. This information is provided to the coordinators via the Student Information and Service Delivery instrument regularly throughout the year. Homeless information is also provided by LEAs as part of the data submission process to PIMS and information is pulled from MIS2000 for children/youth identified by the Migrant Education Program as experiencing homelessness. Each of these data sources are included the cross-referencing verification process for all students identified as experiencing homelessness.

Per federal reporting requirements, all public LEAs are required to report on students attending their schools who are experiencing homelessness. Public LEAs include school districts, charter schools, intermediate unit-operated schools or programs,¹³ and full-time (comprehensive) career and technical centers¹⁴. In Pennsylvania, there were 499 school districts, 173 charter and cyber charter schools, 26 intermediate unit-operated schools (seven of these intermediate units also operated pre-kindergarten programs), and 12 career and technical centers in the 2012-13 academic year.

In addition to public LEAs¹⁵, coordinators provide outreach, technical assistance, or training/professional development to shelters and non-LEA pre-kindergarten programs. Consequently, there were children or youth who were served by the ECYEH Program who attended nonpublic,

¹³ Some intermediate units operate special education centers that serve school-age students or operate pre-kindergarten programs. Some intermediate units do not. The data included here only includes those intermediate units that operate relevant schools or programs.

¹⁴ Students who attend part-time career and technical centers are attributed to their home school for data and reporting purposes. Students who attend full-time career and technical centers are attributed to the career and technical center.

¹⁵ Only students attending public schools are included in federal reporting at the LEA level.

parochial, or private schools or non-LEA pre-kindergarten programs. There are 84 such facilities included in the findings. This is an increase from 51 facilities identified in 2011-12 and 57 such facilities in 2010-11.

Based on the unique, comprehensive list of identified students from across the state, almost all LEAs were represented. Two percent of school districts (9) and 23 percent of charter/cyber charter schools (39) had no homeless students identified as being enrolled. One hundred percent of full-time (comprehensive) career and technical centers and 100 percent of intermediate units were included in the findings. This is an improvement over the prior year where 7 percent of school districts (34), 27 percent of charter and cyber charter schools (43 of 161), 25 percent of full-time (comprehensive) career and technical centers (3), and 46 percent of intermediate unit schools or Head Start programs (14), did not have any students identified. Improved reporting is due, in part, to the outreach conducted by the ECYEH Program staff and also to more complete and accurate reporting so that more LEAs where students attend are able to be identified.

However, the cross-referencing process conducted in order to create the unique, comprehensive list of identified children/youth revealed that there were students reported as homeless by the LEA in PIMS and not identified through the ECYEH Program. The follow-up process to resolve student status revealed some common themes:

1. LEA submission(s) were mistakenly excluded from the ECYEH submission to the evaluators.
2. LEAs only reported to PIMS and not to the ECYEH regional coordinator.
3. Certain students were missed and not reported by the LEA to the ECYEH regional coordinator.
4. Students were identified in the summer and left the district prior to the start of the school year so they were not included in the LEA report to the ECYEH regional coordinator.
5. Confusion existed related to the differences in the definitions of doubled-up nighttime status for homelessness and multiple residency.
6. Interpretations differed about what is considered homeless and/or there was a lack of communication among the LEA homeless liaison, PIMS staff, or individuals registering students.
7. The LEA homeless liaison, if not the person initially identifying the student, was informed of a student's homeless status only when the student was in need of services.
8. The homeless designation in PIMS was a roll-over from the 2011-12 school year, never updated, and no longer accurate.

As a result of this follow-up process, 1,585 students were added to the unique list of children/youth. These findings served as a learning experience for the evaluators, the coordinators, and the LEAs. These findings were provided to the ECYEH regional coordinators to assist with outreach and technical assistance to LEAs. Additionally, these findings helped spark discussion within LEAs. Evaluators will conduct in-depth cross-referencing at mid-year in 2013-14 and will provide findings for immediate regional or state follow-up. Hopefully, the mid-year review will resolve initial discrepancies making the year-end cross-referencing process less cumbersome and time intensive.

Shelter Representation

The ECYEH Program also serves shelters, directly or indirectly. Children/youth who reside in shelters that the ECYEH Program serves are also required, per federal guidance, to be included in reporting. These children/youth are documented in several ways. The preference for documentation is the Student Information and Service Delivery instrument at the child/youth level. Documentation on the Student Information and Service Delivery instrument varies by region and sometimes by shelters within a region. Variations included: documentation by the shelter itself, the LEA the student attends, or the site or regional coordinator who provides services for the individual. As such, the residing shelter was not always identified. Shelters in which children and youth resided are represented in the Professional Development and Technical Assistance Detail, Student Activity, or domestic violence shelter instruments.

Evaluators, in an ongoing attempt to better understand how shelters were included in reporting, asked coordinators to provide additional information on each shelter. For each shelter in their region, coordinators were asked to indicate how individuals were reported on the Student Information and Service Delivery instrument: by the shelter to the coordinator or to the evaluator in the case of domestic violence shelters, by the shelter to the LEA, or by the coordinator. Additionally, coordinators were asked to indicate which shelters were also documented on the Professional Development and Technical Assistance or the Student Activity instruments.

Of the 225 shelters in operation during the 2012-13 program year, coordinators reported serving 203 shelters or approximately 90 percent. Of the 12 shelters not reported as being served, five were reported as not wanting services. In every case, an individual shelter was captured on more than one of the data collection instruments described previously.

Included in the 225 shelters are the domestic violence shelters. As with other shelters, some domestic violence shelters chose to report information in the same fashion as the non-domestic violence shelters, though the child's identity was masked. However, there is a portion of the domestic violence shelters that report directly to the evaluator using the augmented instrument described in the Evaluation Design and Activities section of this report.

Cleaner and more complete data enabled evaluators to include children/youth residing in domestic violence shelters in the unique list of children/youth for the first time in 2012-13. In both 2010-11 and 2011-12 children and youth residing in domestic violence shelters were reported separately in the evaluation report as data was not complete enough to assure unduplicated counts.

Evaluators examined the county, age/grade category, nighttime status, and precipitating event of the individuals who comprised the unique comprehensive list of eligible children/youth with the individuals reported by domestic violence shelters. Individuals reported by the domestic violence shelters and not matching any of the criteria of individuals already in the unique list of identified children and youth were added into the final list¹⁶. There were 1,279 children/youth

¹⁶ Individuals added into the final unique list of students were only counted at the State Education Agency level in federal reporting as they could not be attributed to an LEA. For the evaluation report these individuals are included at the state and regional levels as applicable throughout this report.

who were included in the unique list of identified children and youth, of which 78 percent were birth to age two or ages three to five and not enrolled in pre-kindergarten programs.

Through this process, evaluators learned that some shelters only reported on enrolled students and/or only on individuals in need of services from the ECYEH Program. Consequently, not all individuals residing in a shelter had been reported. These findings were provided to the ECYEH regional coordinators to assist with outreach and technical assistance to shelters in their regions. During the 2013-14 mid-year cross-reference process, evaluators will review with coordinators what progress has been made with shelter reporting and determine what is needed for follow-up or technical assistance to assure more complete reporting for the 2013-14 program year.

Migrant Representation

Children/youth who are identified as migrant may also meet the homeless definition of the McKinney-Vento Act. The Migrant Education Program staff are responsible for identifying migrant children/youth. They are also the most knowledgeable about a migrant child/youth's nighttime status. In 2011-12, documenting nighttime status became part of the Migrant Education data collection through MIS2000 (the state migrant database) and migrant staff continue to receive training on the McKinney-Vento Act definition of homelessness.

Evaluators pulled migrant information for all migrant children/youth during the ECYEH Program year, July 1 through June 30, and incorporated this information into the cross-referencing process and the creation of the final unique list of identified children/youth experiencing homelessness. As a result of this cross-referencing process, 936 migrant children/youth were added to the final unique list of identified children/youth experiencing homelessness. Ongoing training and collaboration between the Migrant Education Program and the ECYEH Program continues to support the identification process and collaborative technical assistance or delivery of services.

As a reminder, regional and state ECYEH Program personnel received specific LEA, shelter, or non-LEA information from the cross-referencing process to guide follow-up and continued outreach and education within their regions.

Served and Enrolled Children and Youth

Children and youth experiencing homelessness are identified by their nighttime status and are reported based on their age or grade category, which determines if they are 'served' by the program and/or 'enrolled' in school. The sections that follow provide demographic and homeless information for identified children/youth experiencing homelessness based upon all reported children/youth included in the unique, comprehensive list of children/youth identified as experiencing homelessness at any point during the ECYEH Program year (July 1, 2012 through June 30, 2013).

The term 'served' includes all children and youth identified as meeting the McKinney-Vento Act definition of homeless by age/grade categories including birth to age two, ages three to five (not

enrolled in pre-kindergarten), pre-kindergarten (LEA or non-LEA pre-kindergarten programs), kindergarten through 12th grade (including ungraded), and out-of-school youth. Pre-kindergarten (LEA only) through 12th grade (including ungraded) students make up the ‘enrolled’ category, which is a subset of the served population.

In 2012-13, a unique count of 22,618 children or youth were identified and reported as experiencing homelessness and receiving direct or indirect services from the ECYEH Program, of which 19,459 were also identified as enrolled in school. Pennsylvania public school enrollment, based on third-day enrollment for the 2012-13 academic year, was 1,800,337 students. Students experiencing homelessness made up about 1 percent of the total public school enrolled population. Even though the numbers of served and enrolled children/youth vary each year, students experiencing homelessness have consistently been about 1 percent of the total public school population. In 2010-11, 20,556 were identified as served and 18,621 were identified as enrolled in school. In 2011-12, 19,914 were identified as served and 18,231 were identified as enrolled in school.

Caution should be used in comparing counts of students. At this point in the program evaluation evolution, fluctuation among years is most likely due to increasing outreach, identification, and reporting of children and youth, not necessarily an increase in the number of children and youth experiencing homelessness. This is especially true for the non-enrolled population, as outreach prior to the evaluation primarily focused on school-age students.

The graphs that follow show the age/grade disaggregations for both the served and enrolled populations. ‘Unknown’ indicates that age/grade category was not provided for an identified individual. The ‘unknown’ counts were excluded from federal reporting in both the served and enrolled reporting as every identified person must have an age/grade designation.¹⁷

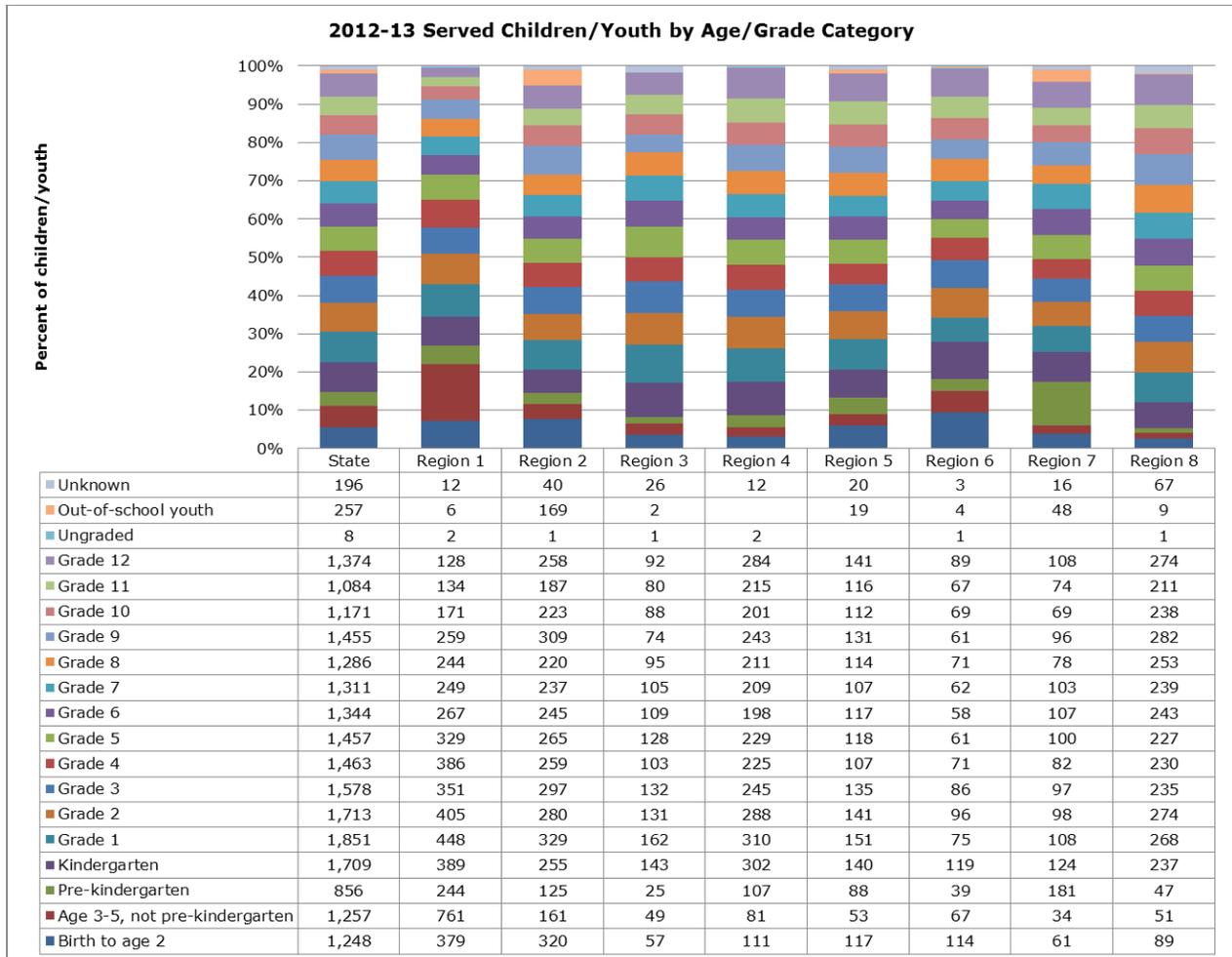
Most notable in the state served counts from the prior year is the increase in the pre-kindergarten, ages three to five not enrolled in kindergarten, and the birth to age two age/grade categories. These three categories combined show an increase of just over 1,500 children from the prior year.

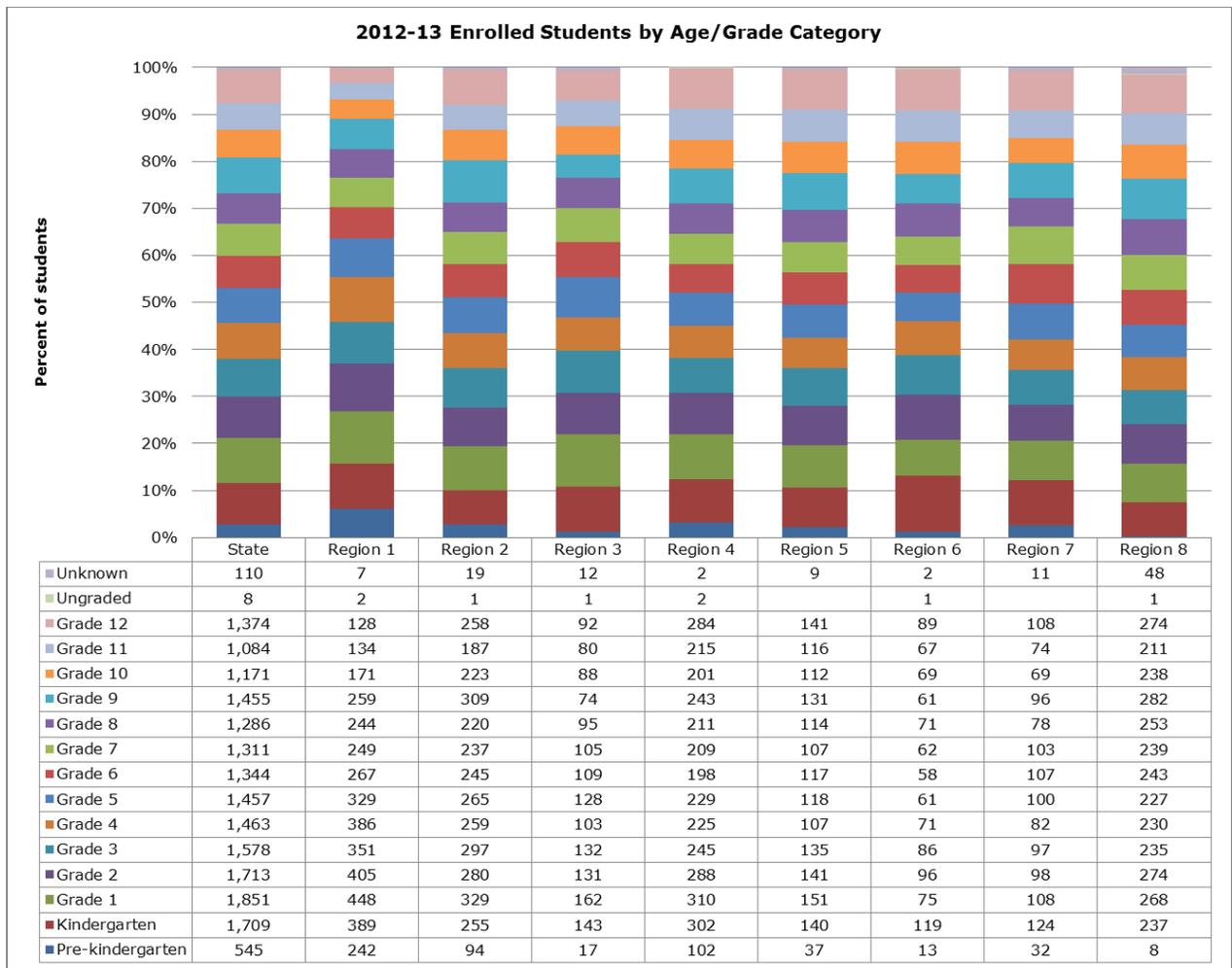
This is a result of better reporting due to a combination of factors: increased outreach to pre-kindergarten programs, increased reporting of non-enrolled children and youth by shelters, more complete reporting by the Migrant Education Program, and the addition of children reported only by domestic violence shelters.

Differences among regions in the pre-kindergarten categories are most likely reflective of differing migrant populations, differing numbers of pre-kindergarten programs, differing numbers of domestic violence shelters among regions and the reporting choices of those shelters, and the extent to which each of these reporting entities reported on children in these pre-kindergarten categories. The large number of out-of-school youth in Region 2 is directly related to the migrant out-of-school population in this area.

¹⁷ ‘Unknown’ counts are included in the evaluation report as they represent individuals identified as experiencing homelessness and contribute to identifying areas for program improvement.

Differences in the pre-kindergarten counts between the served (856 children) and enrolled (545 children) graphs are reflective of non-LEA pre-kindergarten programs that are counted in the served population. As a reminder, only LEA-operated pre-kindergarten programs are counted in the enrolled in school population.

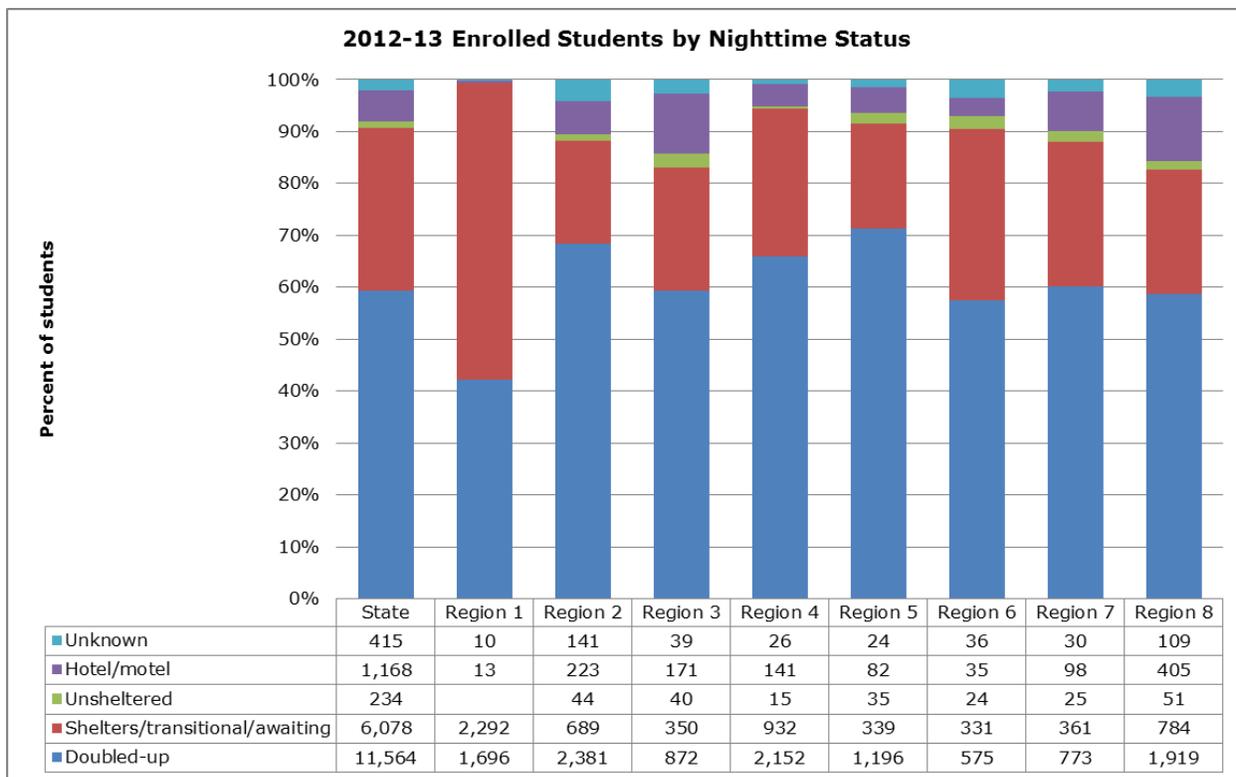




Nighttime Status

As previously stated, nighttime status is what determines if a child or youth is identified as eligible for services under the McKinney-Vento Act. Nighttime status is a required federal reporting category for the enrolled population. Nighttime status reporting categories include doubled-up; hotels/motels; shelters, transitional housing, or awaiting foster care; or unsheltered. The graph that follows shows the nighttime status for the 19,459 enrolled students.

Overall, 59 percent of enrolled students had a nighttime status of doubled-up and 31 percent of enrolled students had a nighttime status of shelter, transitional housing, or awaiting foster care. Region 1, though still lower than the other regions with regard to doubled-up numbers, improved its reporting in this category and has shown increases in child/youth counts each year from 402 students in 2010-11 to 1,624 in 2011-12 to 1,696 in 2012-13. Prior to 2010-11 the focus of programming in this region had been with the shelter, transitional housing, or awaiting foster care population. Consequently, this region had not been systematically collecting information on children/youth having doubled-up status. Region 1 continues to implement specific strategies to better identify the doubled-up population.



Unaccompanied Youth

Unaccompanied youth is a federally-defined term and is reported for the served population. Children or youth who meet the definition of homelessness may also be identified as an “unaccompanied homeless youth,” meaning the child is not in the physical custody of a parent or guardian. An unaccompanied youth can be any age, birth to 21 years old.¹⁸

The graph that follows shows the breakdown of the unaccompanied youth population by region and age/grade category. Overall, 2,943 (13 percent) of the 22,618 served children and youth were identified as being unaccompanied youth. This is down slightly from 19 percent¹⁹ in 2011-12 and 24 percent in 2010-11.

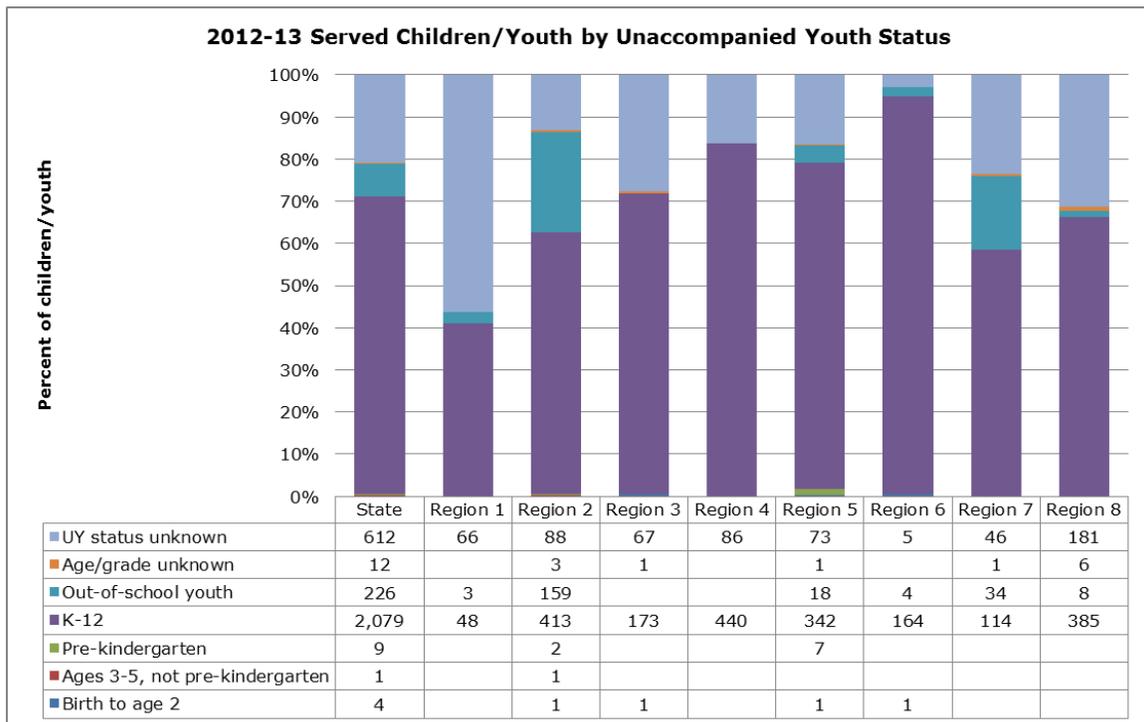
This reporting category has remained problematic for many reporting entities, with each year revealing new issues. Initially, given that unaccompanied youth could be birth through 21 years of age, reporting entities were asked to put the age/grade category of the unaccompanied youth in the unaccompanied youth data field on the Student Information and Service Delivery instrument. Some respondents marked the age/grade category without realizing that they were indicating

¹⁸ This definition of unaccompanied youth differs from the Housing and Urban Development definition, which extends to under 25 years of age <http://www.endhomelessness.org/library/entry/changes-in-the-hud-definition-of-homeless>.

¹⁹ Although the numbers were correct in the graph in the 2011-12 evaluation report, during the analysis and reporting for 2012-13, evaluators found that the percentage (38 percent) in the narrative section of the 2011-12 evaluation report was not correct.

unaccompanied youth status, not the age/grade category, while others did not fully understand the definition of physical custody. To address the issue of documentation for 2012-13, the answer options were changed to ‘unaccompanied youth’ or ‘not unaccompanied youth.’ However, not all reporting entities used the updated Student Information and Service Delivery instrument in 2012-13. The definition of unaccompanied youth was emphasized in the annual data collection webinar and was also addressed by regional coordinators as part of their outreach. Furthermore, during the 2012-13 cross-referencing verification process, it was discovered that unaccompanied youth is not a reporting field in PIMS. Therefore, in cases where students were only identified in this system, this data element was missing. Although follow-up attempts were made through the coordinators, in some instances this determination remained unknown.

Unaccompanied youth was again an area of focus for the 2013-14 annual data collection webinar and remains an ongoing education and awareness effort on the part of the regional coordinators. Evaluators are also working with PIMS staff to assure that unaccompanied youth is added as a PIMS field for 2013-14. Scenarios that included unaccompanied youth remain a key area of technical assistance within the regions.



Demographics

Additional child/youth or school demographic information provides context to the evaluation findings to the extent that it further describes the population that is being identified and served as a result of ECYEH Program outreach and education. Demographic information is not available for every individual identified. What exists is based upon the data system from which the information was collected. Each section that follows will indicate the population of child/youth included in the demographic data element.

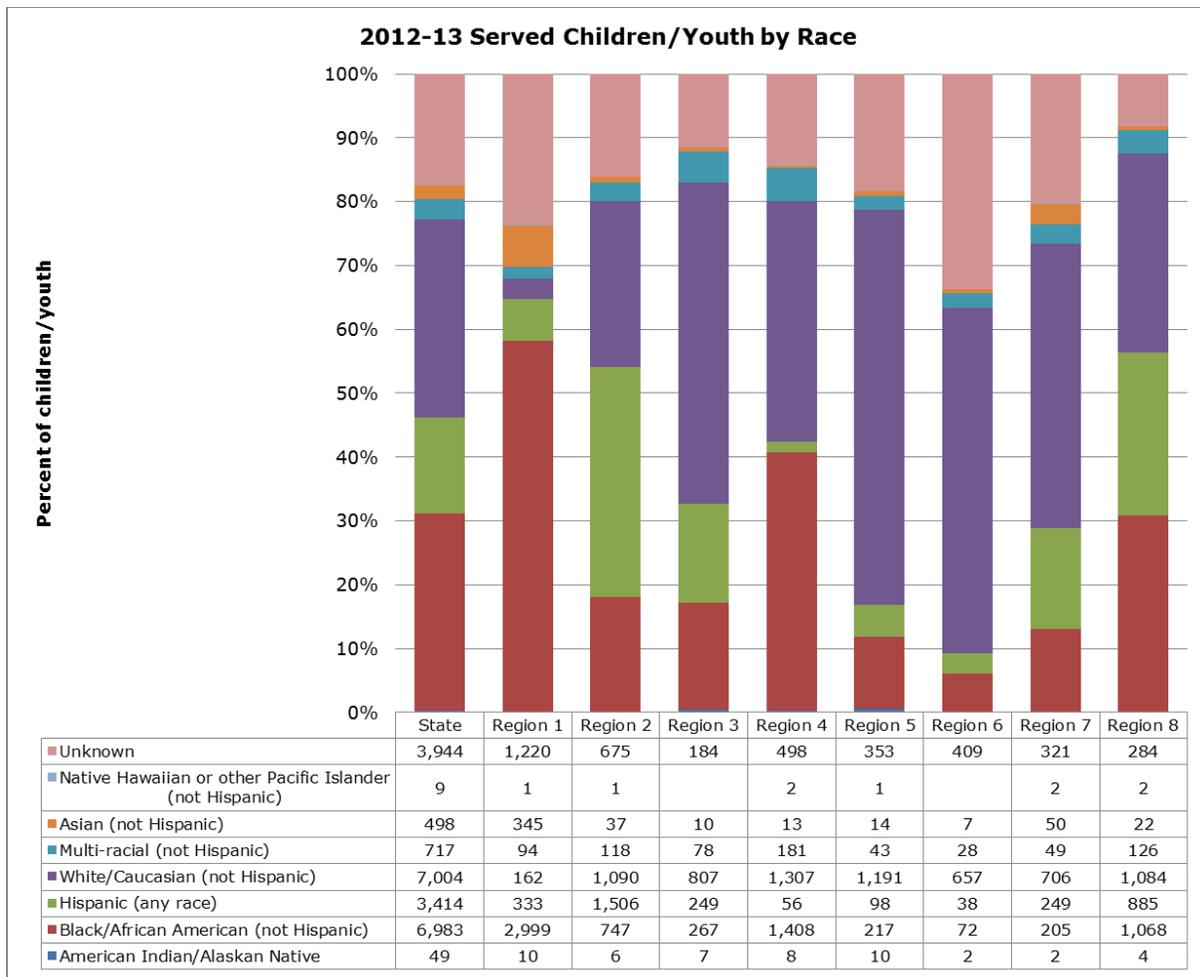
Demographic information presented here includes race, economic status, special education status, English language learner status, migrant status, and history of homelessness of identified children/youth. School demographics, such as receipt of Title I funds and receipt of funding from the National School Lunch program, is also included and provides further information regarding the economic status of the communities of the schools where identified students attend. Urban-centric locale of LEAs is included to show LEA location in context to population and distance variables.

Race information was collected through the PIMS extract for all enrolled students and the MIS2000 extract for migrant children/youth also identified as experiencing homelessness. Therefore, race results are provided for the served population. Race information was not collected for non-enrolled students with the exception of the migrant population. In 2011-12 race was reported for the enrolled population of students experiencing homelessness.

Evaluators used federal race reporting categories in the graph that follows. Similar to 2011-12, the categories of White/Caucasian (not Hispanic) and Black/African American (not Hispanic) were each about a third of the children/youth experiencing homelessness. The Hispanic (any race) category is the next largest with 15 percent of children/youth experiencing homelessness. The Hispanic (any race) category increased from 14 percent of children/youth experiencing homelessness in 2011-12, but this is a result of access to the race designation of all migrant children and youth experiencing homelessness. This is the same percentage for White/Caucasian (not Hispanic) as in 2011-12. However, it is an increase from 2 to 3 percent of the Black/African American (not Hispanic) population. Examination of the Hispanic (any race) category compared to the state data did not occur in 2011-12.

As stated in the enrolled section, students experiencing homelessness were approximately 1 percent of the state public school enrolled population. Seventy percent of the state public school population is White/Caucasian (not Hispanic), 15 percent is Black/African American (not Hispanic), and 9 percent is Hispanic (any race).

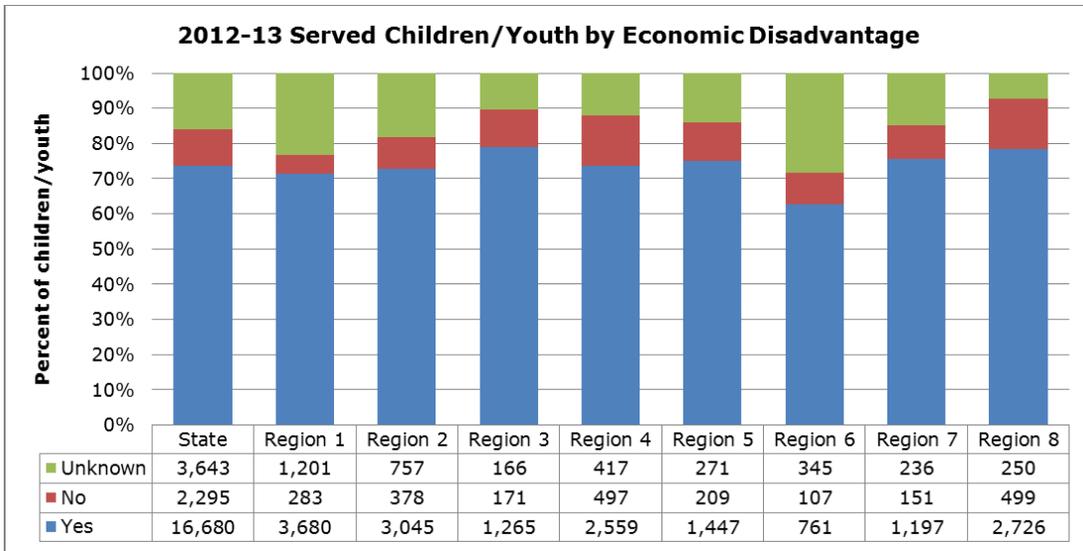
When looking at the race of students experiencing homelessness in comparison to state race categories, White/Caucasian (not Hispanic) students experiencing homelessness were approximately 1 percent of the state White/Caucasian (not Hispanic) public school population, Black/African American (not Hispanic) students experiencing homelessness were approximately 3 percent of the state Black/African American (not Hispanic) population, and Hispanic (any race) students experiencing homelessness were approximately 1 percent of the state Hispanic (any race) student population.



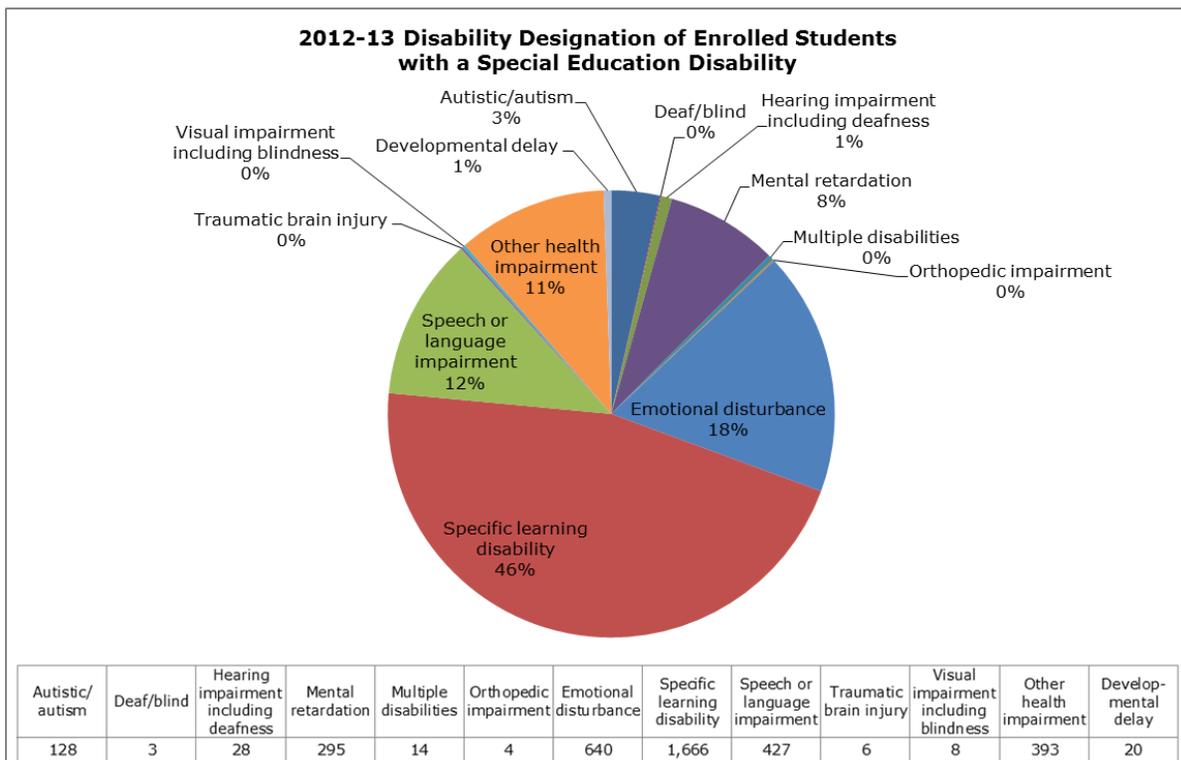
Economic disadvantage information was collected from PIMS for all enrolled students. Additionally, evaluators were also able to include pre-kindergarten children who attended Head Start or Early Head Start programs as being economically disadvantaged because all children who attend such programs are eligible based upon economic need. Because many of the pre-kindergarten programs are not operated by LEAs, economic disadvantage status is provided for the served population.

Economic disadvantaged status is a demographic element collected for all students enrolled in school, not just the homeless population. It is also an eligibility criterion for all children who attend Early Head Start or Head Start programs. Of the 22,618 served children and youth, 74 percent were designated as being economically disadvantaged.

The 16 percent of children/youth whose economic status is unknown includes children/youth that belong to the birth to age two, three to five and not enrolled in a pre-kindergarten program, or out-of-school youth. These individuals, for the most part, would have been identified in shelters or are migrant children/youth not enrolled in school. While some portion, or even a majority, of such children/youth may be economically disadvantaged, because the information is not available consistently, it cannot be assumed.

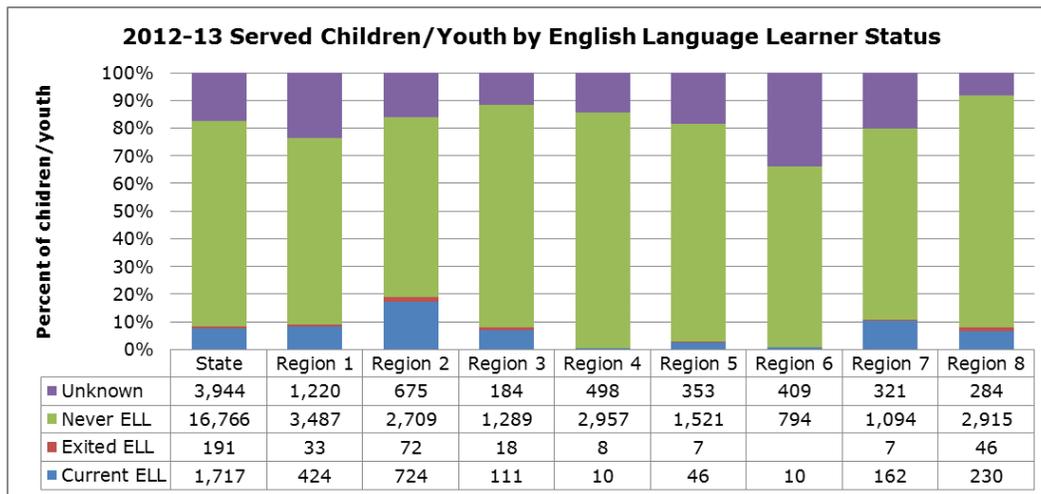


Specific special education status information was collected from the PIMS extract and was available for the 19,459 students enrolled in school. Evaluators used federal reporting categories. Most students (75 percent) had no disability indicated. Six percent were identified as having a disability, but the disability category was not designated. Of the 3,632 students with a designated disability category, the largest percentage of students (46 percent) was categorized as having a “specific learning disability.” The graph that follows shows the breakdown of the disability categories for those students with a disability designation. Because of small numbers in several of the categories, for confidentiality, regional findings are not included.



English language learner information was collected through the PIMS extract for all enrolled students and the MIS2000 extract for migrant children/youth also identified as experiencing homelessness. Therefore, English language learner findings are provided for the served population. English language learner information was not collected for non-enrolled age/grade categories with the exception of the migrant population.

Overall, 2012-13 findings are the same as 2011-12 findings. Children/youth who were English language learners made up less than 10 percent of the children/youth experiencing homelessness. Region 2 had the greatest percentage of English language learners followed by Region 1 and then Region 8. Each of these regions is in the eastern portion of the state and reflect the migrant patterns, which are reported next.



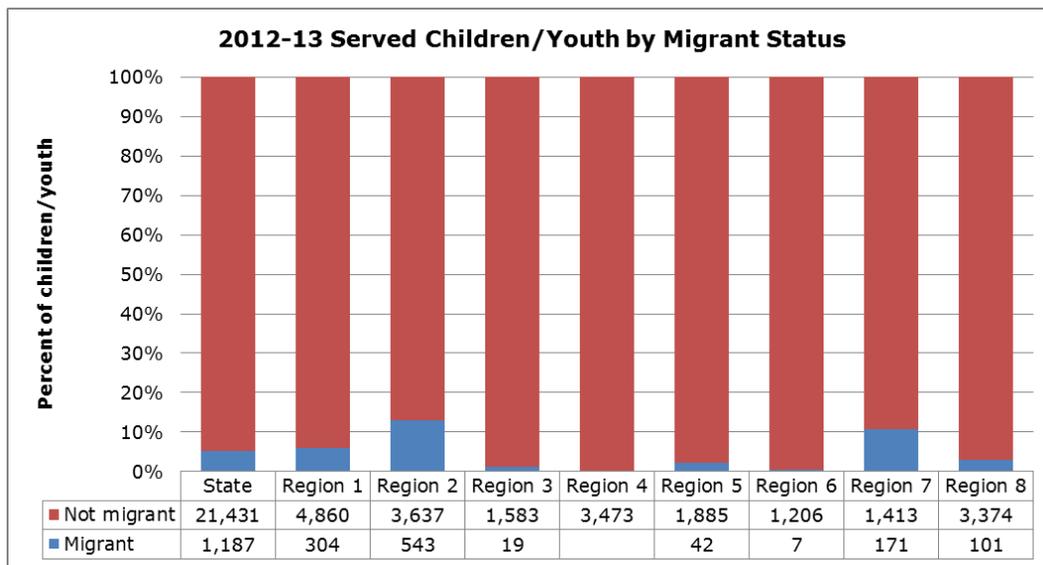
Migrant status can be determined for all children/youth identified as experiencing homelessness. MIS2000, the state migrant education database, captures homeless eligibility information. Additionally, cross-referencing the final unique, comprehensive list of identified children/youth experiencing homelessness with the migrant database ensures that any individual identified as experiencing homelessness confirms migrant status as well.

Of the 22,618 served students, 5 percent (1,187 children and youth) were also identified as eligible for services through the Pennsylvania Migrant Education Program. This is the same percentage as in 2011-12. Of the 1,187 children/youth identified as meeting the McKinney-Vento definition of homelessness by the Migrant Education Program staff, 251 of these children/youth were also identified through the ECYEH Program; the remaining 936 children/youth were identified solely through the Migrant Education Program.

Looking at homelessness within the migrant population, there were 5,322 migrant children and youth between July 1, 2012 and June 30, 2013 (the ECYEH Program year); 22 percent of the migrant population was also identified as homeless during this time period. This is an increase from 18 percent in 2011-12. It is important to note that 2012-13 was the second year that the Migrant Education Program collected specific homeless information. This increase could be due

to better identification and reporting and ongoing training. Ongoing monitoring of this information and collaboration between the programs will continue to be examined.

The numbers of migrant children/youth vary greatly across Pennsylvania depending on where migrant work is located. While migrant children and youth only make up 5 percent of the total homeless served population it is important to see the differences among the homeless regions, especially since these individuals are often only identified by the Migrant Education Program. As can be seen in the graph that follows, ECYEH Program regions 2, 1, 7, and 8 respectively, have the largest numbers of migrant children/youth. Each of these regions are in the eastern part of the commonwealth.



History of Homelessness

Evaluators could examine history of homelessness by comparing the lists of children and youth identified as experiencing homelessness in 2010-11, 2011-12, and 2012-13. Based on information available for these three program years, 20 percent of students identified in 2012-13 were also identified in 2011-12 and 6 percent were also identified in 2010-11. As data becomes more complete in subsequent years, tracking chronically homeless students should become more accurate.

Title I and Lunch Status of Schools Students Attended

Examining Title I and lunch status of the schools²⁰ where students experiencing homelessness attended and the numbers of students attending these schools provides some community economics context. Title I status and lunch status can be determined for enrolled students. Title

²⁰ Title I allocations and free and reduced lunch percentages are done at the school level.

I status²¹ is based on the poverty level of the whole student body attending a school. Title I school status information comes from PDE's Division of Federal Programs.

Free and reduced lunch eligibility is related to an individual student's poverty level and the percentage of students within a school that are eligible for free and reduced lunch is reported. Schools' percentage of students eligible for free or reduced lunch comes from the National Lunch Program.

To examine the Title I and free and reduced lunch status of schools, evaluators matched multiple sources of data including: 1) the list of schools enrolled students attended; 2) documentation of Pennsylvania schools by Title I status for 2012-13 (schoolwide, targeted, non-Title I); and 3) documentation of Pennsylvania schools' free and reduced lunch student percentage for the 2012-13 school year.

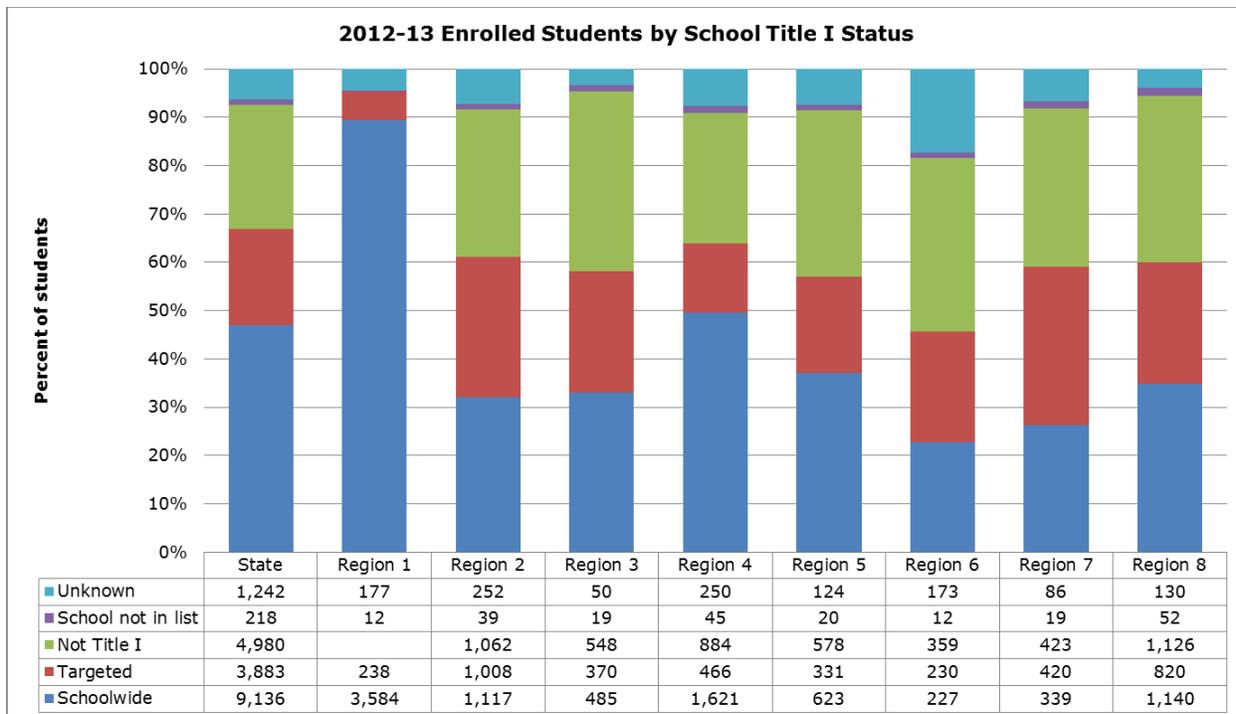
Each school within a district can have a different Title I status. Typically, in buildings with a poverty rate of 40 percent or greater, LEAs may use Title I funds to upgrade the entire curriculum of the school and are schoolwide programs. In buildings with poverty rates of less than 40 percent, programs are designed to help specific children and are targeted assisted programs.

Evaluators linked the type of Title I school funding to each enrolled student. Almost 50 percent of enrolled students identified as homeless attended schoolwide Title I schools, 20 percent attended Title I targeted schools, and 26 percent attended non-Title I schools. This is almost exactly the same as the prior year. This is not surprising since almost all schools are included in the analysis, and schools' Title I status is relatively stable from year to year.

The graph that follows shows enrolled students by their school's Title I status. One percent of schools were not included in any Title I funding list, and 6 percent of schools were 'unknown,' meaning that a student's school was not identified. Information about students' receipt of Title I services is provided later in this report.

What is important to glean from these findings is that almost half of the students (9,136 students) identified as experiencing homelessness attended schools with schoolwide status, meaning that 40 percent or more of all students who attended those schools are experiencing poverty regardless of their homeless status.

²¹ http://www.portal.state.pa.us/portal/server.pt/community/title_i/7382



Lunch status is slightly more complicated. Student eligibility for free and reduced lunch is based upon several criteria.²² The National School Lunch Program reports²³ the percentage of students eligible for a free or reduced lunch for each school that it funds.

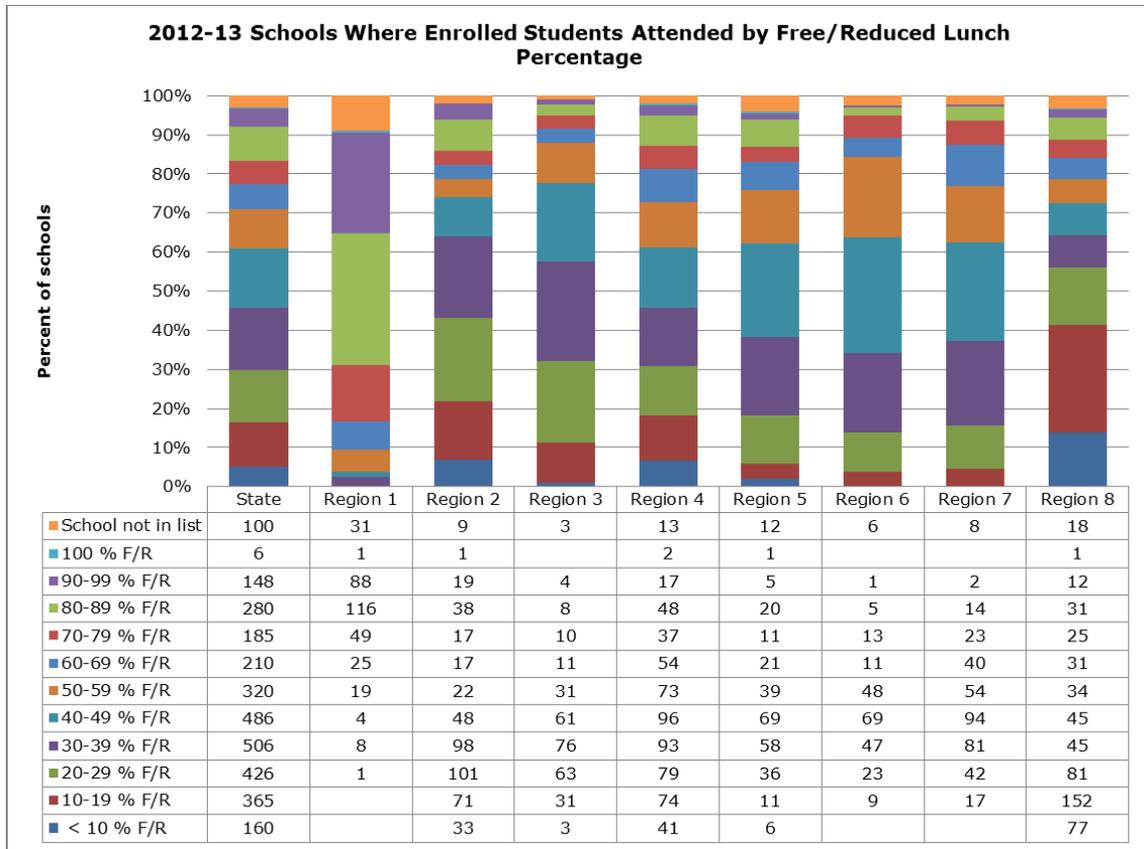
The graph that follows shows the schools enrolled students attended by the percentage of students eligible to receive free or reduced lunch. In 2012-13, there were 3,192 schools in which enrolled students attended. There is variability across the state in terms of the number of schools in each of the categories.

Evaluators used 40 percent of students eligible for free or reduce lunch as a criterion to examine a school’s free and reduce lunch percentage to align with Title I school status determination, as the criterion for the schoolwide Title I designation is 40 percent or more of students experiencing poverty. Overall, 51 percent of schools where enrolled students attended had 40 percent or more of the student population classified as eligible to receive a free or reduced price lunch by the National School Lunch Program. ‘School not in list’ means the school was not on the National School Lunch Program list. There were students who did not have schools identified, but the likelihood that these students attended a school that was not already included is highly unlikely.

What is important to glean from these findings is that about half of the schools (1,635 schools) in which students identified as experiencing homelessness attended had 40 percent or more of all students in the school experiencing poverty.

²² http://www.fns.usda.gov/sites/default/files/EliMan_highlighted.pdf

²³ http://www.education.state.pa.us/portal/server.pt/community/national_school_lunch/7487



To summarize, a schools’ Title I status and the percentage of students who receive free or reduced lunch in a school conveys something about the economic status of the community in which the identified student attends school and/or resides. The above findings indicate that about half of the identified students (9,136 of 19,459 students) attended schools where poverty is prevalent based on the Title I status of the school. Likewise, about half of the schools (1,635 of 3,192 schools) students attended had 40 percent or more of all students experiencing poverty, based on the schools’ percentage of students eligible for free or reduced lunch.

Urban-Centric Locale Code

In 2009-10 public LEAs²⁴ were coded using an urban-centric locale code system from the National Center for Education Statistics (NCES) Common Core of Data (CCD). The urban-centric locale code system uses 12 categories to designate the region type and population size and replaced the previously-used eight metro-centric locale codes. The 12 category descriptions can be found on the NCES website²⁵.

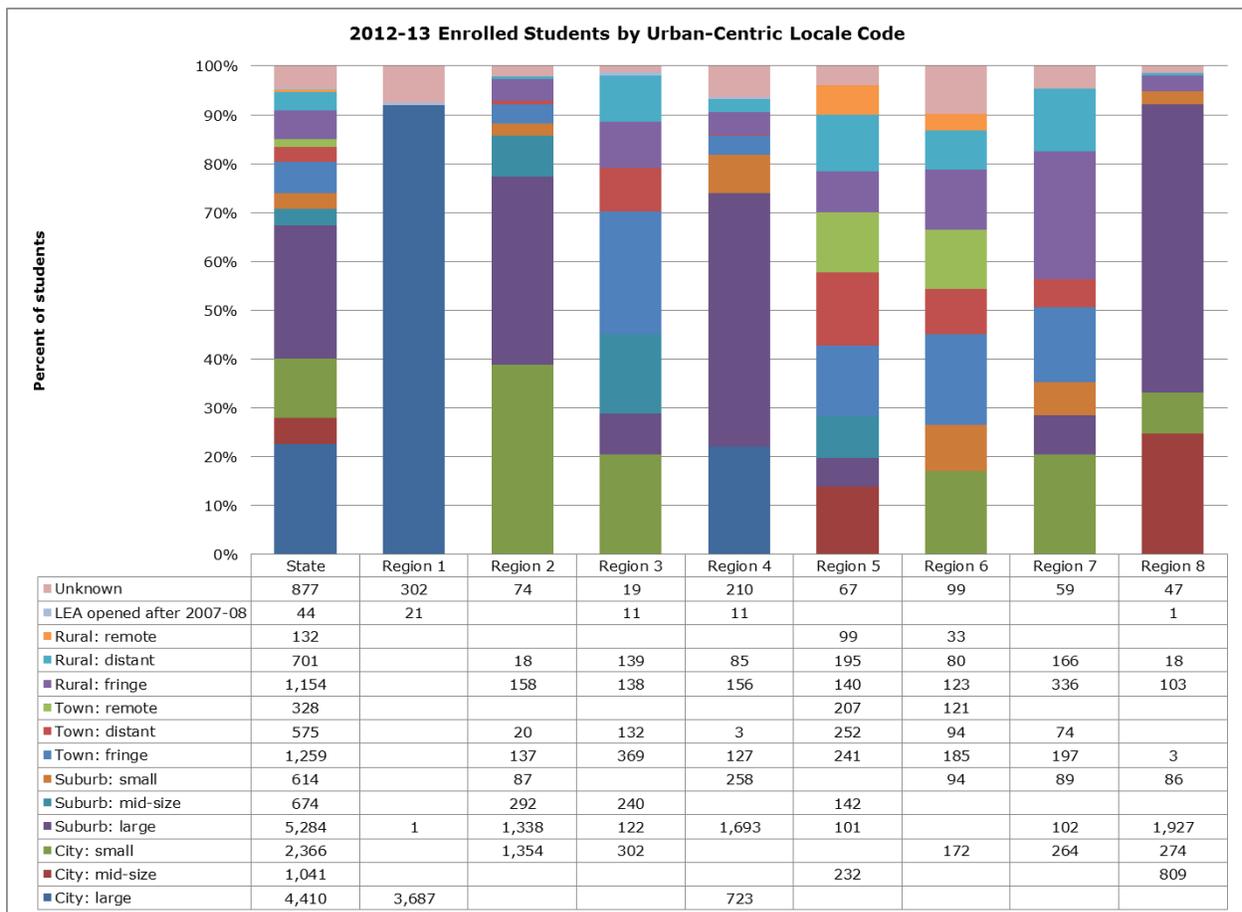
The graph that follows shows the student population by their public school’s locale code. ‘LEA opened after 2007-08’ is an actual category in the data file. The unknown category includes 877 students who attended LEAs that did not appear in the file, most often because they were charter

²⁴ http://www.education.state.pa.us/portal/server.pt/community/data_and_statistics/7202/school_locale/509783

²⁵ http://nces.ed.gov/ccd/rural_locales.asp

schools that were not yet in existence in 2009-10 (357 students), attended nonpublic LEAs (99 students), or the LEA was unknown (421 students).

Overall, 62 percent of the enrolled students (19,459) attended LEAs categorized as: Suburban: Large (5,284 students); City: Large (4,410 students); and City: Small (2,366 students). However, distinct variations can be seen across the regions, with Region 1 being primarily large city, Regions 2, 4, and 8 having large suburban populations, and Regions 3, 5, 6, and 7 having more town or rural designations. The variations across the regions contribute to differences in the numbers and types of agencies and resources that exist to support children, youth, or families experiencing homelessness.



PROGRAM IMPACT

As a result of coordinators' work, LEAs should increase their capacity to assure that students enroll in a timely fashion, remain in the school of origin if it is in the best interest of the student, and receive the services to which they are entitled based upon the student(s) need(s).

This section of the report examines the extent to which the anticipated outcomes of the ECYEH Program are occurring. Included here are reducing or eliminating enrollment or education barriers, remaining in the school of origin, receiving services aligned with the authorized

activities outlined in the McKinney-Vento Act offered through the ECYEH Program, the LEA in which they attended, the Migrant Education Program, and/or the shelter in which they resided.

Barriers

Barriers are situations that interfere with children/youth’s enrollment, attendance, and/or educational success. Barrier data is available for the children/youth identified solely through the ECYEH Program and is provided for those students who were enrolled in school. Of the 19,459 enrolled children and youth, 17,927 (92 percent) have barrier information. The table that follows shows the prevalence of barriers as reported in the Student Information and Service Delivery instrument. Overall, 9 percent of youth were reported as experiencing a barrier to school enrollment. The most common barriers interfering with immediate enrollment were determining if a student was eligible for homeless services, obtaining medical records, and transportation responsibilities.

These three barrier categories have been the top three barriers since the first year of program evaluation, though the percentages of individuals has varied and the percentages of individuals has declined from 35 percent in 2010-11 to 13 percent in 2011-12 and 9 percent in 2012-13.

Evaluators caution against interpreting the decreasing percentages as an actual decrease in barriers. It was revealed in the 2010-11 analysis that there was a misunderstanding of the ‘determining eligibility for homelessness services’ barrier. Ongoing clarification of barrier documentation by coordinators and data collection training for reporting entities has most likely contributed to the decrease in barriers being reported. However, coordinators believe that LEAs are still having difficulty understanding and documenting barriers correctly.

Additionally, obtaining records – immunization, other medical, or school records – are rights of students identified as experiencing homelessness, and should not delay enrollment. Their continued documentation as a barrier indicates that further education is needed in terms of the rights of identified individuals.

Barriers to School Enrollment									
	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Determining eligibility for homeless services	1,227	4	215	283	127	106	277	10	205
Transportation	168	47	25	7	26	10	8	15	30
Obtaining other medical records	351	89	49	23	60	31	16	24	59
Immunization records	121	24	20	7	26	4	7	10	23
School records	111	19	20	6	22	6	6	10	22
School selection	69	11	14	2	16	3	4	5	14
Other	60	10	15	8	9	3	3	2	10
Any barriers	1,697	134	277	312	212	145	288	42	287
Total youth for whom data was available	17,927	3,823	2,997	1,408	3,129	1,574	930	1,063	3,003
Percentage of youth with any barrier	9%	4%	9%	22%	7%	9%	31%	4%	10%

Barriers were examined separately for the pre-kindergarten population (attending both LEA and non-LEA pre-kindergarten programs) regardless of if they were enrolled or served. There were 856 children identified as experiencing homelessness who attended a pre-kindergarten program. Of those 856 children, 38 children (4 percent) were identified as having one or more barriers. Determining eligibility for services and transportation were the primary barriers indicated.

Pre-kindergarten outreach and accurate reporting of pre-kindergarten children experiencing homelessness remains a goal of the ECYEH Program.

Student Mobility

One of the rights of eligible students is to remain in their school of origin if it is in the best interest of the student. To examine student mobility evaluators identified every school in which a student attended during the program year, July 1 through June 30, even if the student was not identified as being homeless by that particular LEA.

As part of building the final, comprehensive, unique child/youth list, evaluators requested from PIMS, via PAsecureID, a data extract that provided student enrollment history showing all the schools/LEAs in which each identified student was enrolled and attended between July 1, 2012 and June 30, 2013. Of the 19,459 students identified as being enrolled in school, LEA and LEA-school mobility could be determined for 19,039 or 98 percent of students. The unknown students (421) group is comprised of two groups of students, those students who were reported through the ECYEH Program, but no school, LEA, or PAsecureID information was provided (137 students) and those students who were identified only by domestic violence shelters (284 students). Students reported in these ways could only be identified at the county or regional level.

The following tables show both the LEA and LEA-school moves, and includes the number of LEAs or LEA-school combinations a student attended, and the number and percentage of students associated with each move. The 2012-13 program year is the first time that school information was complete enough to examine students' various LEA-school combinations. This examination revealed that 72 percent of students remained in the same LEA for the program year²⁶, which is down slightly from 73 percent (of 18,231 students) in 2011-12 and 75 percent (of 18,621 students) in 2010-11. Of the remaining 28 percent of 2012-13 students, almost all attended two LEAs during the program year. This is similar to prior year findings.

In terms of LEA-school combinations, 64 percent of students remained in their LEA-school combination for the program year. Of the remaining 36 percent of 2012-13 students, almost all attended two LEA-school combinations during the program year.

Mobility findings seem to indicate that, for the most part, students stayed in their LEA-school of origin. However, there are a small number of students who experienced a great deal of mobility.

²⁶ Many students move before the school year begins, as such, students enrolled in one LEA or LEA-school combination as of July 1 are counted as a school move if they moved before the school year started, even if they were enrolled in the same district the entire school year.

Students Enrolled in Multiple LEAs																		
# LEAs	State		Region 1		Region 2		Region 3		Region 4		Region 5		Region 6		Region 7		Region 8	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	14,016	72%	3,611	90%	2,452	71%	1,032	70%	2,044	63%	1,088	65%	577	58%	823	64%	2,389	73%
2	3,904	20%	357	9%	738	21%	350	24%	799	24%	412	25%	239	24%	302	23%	707	22%
3	857	4%	35	1%	185	5%	67	5%	222	7%	88	5%	53	5%	78	6%	129	4%
4	189	1%	6	0%	42	1%	12	1%	41	1%	16	1%	30	3%	18	1%	24	1%
5	53	0%	2	0%	12	0%	5	0%	9	0%	10	1%	6	1%	2	0%	7	0%
6	14	0%	0	0%	6	0%	0	0%	1	0%	1	0%	0	0%	6	0%	0	0%
7	4	0%	0	0%	2	0%	0	0%	2	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
9	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	421	2%	0	0%	40	1%	6	0%	148	5%	61	4%	96	10%	58	5%	12	0%
Total	19,459	100.0%	4,011	100%	3,478	100%	1,472	100%	3,266	100%	1,676	100%	1,001	100%	1,287	100%	3,268	100%

Students Enrolled in Multiple LEA-Schools																		
# LEA-Schools	State		Region 1		Region 2		Region 3		Region 4		Region 5		Region 6		Region 7		Region 8	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
1	12,430	64%	2,963	74%	2,233	64%	951	65%	1,873	57%	1,023	61%	514	51%	719	56%	2,154	66%
2	4,844	25%	855	21%	841	24%	378	26%	881	27%	442	26%	263	26%	362	28%	822	25%
3	1,269	7%	160	4%	253	7%	102	7%	269	8%	108	6%	77	8%	101	8%	199	6%
4	353	2%	23	1%	71	2%	23	2%	71	2%	28	2%	35	3%	33	3%	69	2%
5	93	0%	8	0%	21	1%	10	1%	18	1%	11	1%	10	1%	7	1%	8	0%
6	34	0%	0	0%	15	0%	2	0%	2	0%	2	0%	5	0%	6	0%	2	0%
7	11	0%	1	0%	3	0%	0	0%	3	0%	1	0%	1	0%	1	0%	1	0%
8	2	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	1	0%
9	1	0%	0	0%	0	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%
10	1	0%	0	0%	1	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Unknown	421	2%	0	0%	40	1%	6	0%	148	5%	61	4%	96	10%	58	5%	12	0%
Total	19,459	100.0%	4,011	100%	3,478	100%	1,472	100%	3,266	100%	1,676	100%	1,001	100%	1,287	100%	3,268	100%

Service Delivery

One of the rights of students experiencing homelessness is the right to support services that promote academic success. As such, the McKinney-Vento Act outlines authorized activities for which funds can be used. This section of the report addresses services provided to children or youth. Services reported in this section may have been provided by the ECYEH Program directly or through use of McKinney-Vento funds, by an LEA, by a pre-kindergarten program, by the Migrant Education Program, or by domestic violence shelters. The 2012-13 year was the first time documentation of services provided by the Migrant Education Program and domestic violence centers was incorporated into the examination of services children and youth received. Additionally, any children attending an LEA-operated pre-kindergarten program were noted as receiving instructional support and any children attending a non-LEA pre-kindergarten program were noted as receiving early childhood support.

Documentation of these services was reported through the service delivery section of the Student Information and Service Delivery instrument, PIMS Program Fact Template, MIS2000, or the domestic violence shelter spreadsheet. All information was pulled together for each child/youth and categorized under the McKinney-Vento Act authorized activities categories. Those categories include: tutoring or other instructional support; expedited evaluations; referrals for medical, dental, and other health services; transportation; early childhood programs; assistance with participation in school programs; before-school, after-school, mentoring, and summer programs; obtaining or transferring records necessary for enrollment; coordination between schools and agencies; counseling; addressing needs related to domestic violence; clothing to meet school requirements; school supplies; referrals to other programs and services; emergency assistance related to school attendance; and other services not previously listed.

Services in each category were documented by the funding source for the service: McKinney-Vento, Title I, or other funds. Other funds included services or programming offered by the LEA, pre-kindergarten program, Migrant Education Program, domestic violence shelter, collaborating agency/organization, or donations.

In terms of the services provided by the ECYEH Program, evaluators, using findings from the 2011-12 evaluation, worked with the coordinators to clarify the distinction between documenting services at the individual level, which could then be captured in the service delivery portion of the Student Information and Service Delivery instrument, or at the group or unknown individual level, which would be captured in the Student Activity instrument. Evaluators also worked with the coordinators to determine how to best capture those services. Consequently, services provided by the ECYEH Program were documented more precisely in 2012-13 than in the prior two years.

The table that follows shows the services received and the funding source with which the service was affiliated. All services documented here were reported at the child/youth level. Although service delivery documentation has improved, the table should be read with caution as there is no way to assure that individuals completing the spreadsheets selected the correct funding option. However, the table can show what types of services identified children/youth received.

Overall, 80 percent of the 22,618 children and youth are documented as receiving service at the individual child/youth level. Regions 1 and 5 show the largest percentages of youth receiving services, 100 percent and 97 percent, respectively. Regions 3 and 8 show the lowest percentages of youth receiving services, 56 percent and 67 percent, respectively. The remaining regions - 2, 4, 6, and 7 - show percentages of children/youth with documented services in the 70 percent range (74 percent, 76 percent, 77 percent, and 72 percent, respectively). Further exploration is needed to determine differences among the regions. It may be a reporting issue, meaning that although a child/youth received services, it was not documented.

Tutoring or other instructional support was by far the most prevalent service children/youth received when all three funding categories were combined; 70 percent of all children/youth were documented as receiving tutoring or instructional support. This may be due in part to incorporating the other sources of service delivery data described above and also to better documentation of services received. It is possible that children and youth experiencing homelessness always received services to this degree.

Transportation (26 percent of all children/youth), coordination between schools and agencies (25 percent of all children/youth), school supplies (24 percent of all children/youth), and clothing to meet a school requirement (24 percent of all children/youth) were the next cluster of services children/youth received when all three funding categories were combined.

When looking at individual funding sources, coordination between schools and agencies was the most frequent service provided with McKinney-Vento funds. Given the role of the coordinators, it is not surprising that coordination between schools and agencies is the most frequent service.

Documentation of professional development and technical assistance also supports these findings.

Tutoring and instructional support are the most frequent services provided with both Title I funds and other district funds. Again, this is not surprising given that other sources of data that captured tutoring and instructional support activities were included in the analysis.

	Service Delivery by Funding Type																																			
	State			Region 1			Region 2			Region 3			Region 4			Region 5			Region 6			Region 7			Region 8											
	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O	TI	MV	O			
Tutoring or other instructional support	9,841	678	5,265	3,778	5	979	1,776	413	1,361	596	10	287	1,040	8	583	655	69	473	314	21	286	510	1	447	1,172	151	849									
Expedited evaluations	265	41	135	1	0	4	14	6	11	0	0	23	6	57	127	6	0	1	3	11	75	0	0	24	19	52										
Referrals for medical, dental, and other health services	723	993	1,227	6	37	411	413	58	1	16	26	14	413	22	388	422	1	9	34	103	1	13	153	161	234											
Transportation	421	763	4,674	7	4	1,324	42	56	770	21	11	156	88	117	1,129	17	104	124	10	7	353	60	25	237	176	439	581									
Early childhood programs	271	95	740	115	0	324	3	4	97	1	0	6	24	58	116	23	20	83	1	9	26	103	0	41	1	4	47									
Assistance with participation in school programs	413	260	448	7	4	11	40	9	21	0	0	14	98	11	138	6	1	8	6	19	41	102	0	16	154	216	109									
Before-school, after-school, mentoring, summer programs	1,677	828	1,514	1,345	173	293	39	11	442	3	1	12	27	180	277	2	1	42	1	10	16	103	0	156	157	152	278									
Obtaining or transferring records necessary for enrollment	689	626	746	6	5	7	407	413	418	1	1	11	12	9	109	5	1	10	1	5	30	103	1	2	154	191	159									
Coordination between schools and agencies	851	3,244	1,565	7	6	8	440	666	444	1	2	22	89	65	150	40	1,556	363	15	273	279	106	1	16	153	675	283									
Counseling	810	624	1,952	6	5	11	408	414	670	1	1	24	99	13	405	29	28	420	0	9	66	103	1	149	164	153	207									
Addressing needs related to domestic violence	289	180	1,687	5	4	178	5	4	397	0	0	11	13	6	202	13	7	338	1	1	198	101	0	144	151	158	219									
Clothing to meet a school requirement	2,611	1,205	1,079	1,745	6	52	410	457	623	4	1	12	40	121	77	71	331	368	10	91	86	161	40	37	170	158	324									
School supplies	1,698	1,691	2,094	502	6	38	610	438	478	12	2	44	98	151	458	158	634	403	47	246	44	114	36	33	157	178	596									
Referral to other programs and services	831	1,272	1,529	6	5	45	407	420	471	1	2	33	107	10	294	52	313	354	2	16	40	103	1	26	153	505	266									
Emergency assistance related to school attendance	171	52	519	1	0	0	4	5	9	1	0	2	30	7	48	7	8	10	1	2	2	102	0	3	25	30	445									
Other services	87	111	3,315	0	41	1,168	3	5	545	0	1	63	37	7	136	26	9	410	1	27	424	0	0	173	20	21	396									
Unique count of children/youth receiving services	10,838	4,124	12,885	4,280	215	3,279	1,802	698	2,323	616	17	497	1,208	465	2,163	810	1,556	1,256	362	379	874	563	60	813	1,197	734	1,680									
Total children/youth receiving services	18,102		5,158		901		3,076		1,947		949		2,653		1,847		2,003		1,232		1,074		1,489		2,344											
Total children/youth	22,618		5,164		1,602		4,180		3,473		1,602		3,473		2,003		2,003		1,232		1,489		1,489		2,344											
Percentage of children/youth with any services	80%		100%		56%		74%		76%		56%		76%		97%		97%		71%		72%		72%		67%											

Some services provided to children/youth by the ECYEH Program are not captured at the individual student level. The Student Activity instrument was designed to track services provided to youth at the group level and, therefore, not captured in the service delivery portion of the Student Information and Service Delivery instrument. Services documented in this instrument include services where the ECYEH Program provided funds, supplies, and clothing to an entity (school, shelter, or organization) for children or youth experiencing homelessness, but the individual recipient of the service was not known to the ECYEH Program coordinator. The distribution of bus passes, clothing, school supplies (back packs, college preparation materials, curriculum materials, hygiene items), fees for school activities, or recreational, social, or holiday activities and events were the types of services that were provided in bulk, where the recipient was unknown. Evaluators found that most of the services that children/youth received were documented at the individual child/youth level in the service delivery portion of the Student Information and Service Delivery instrument, which is positive.

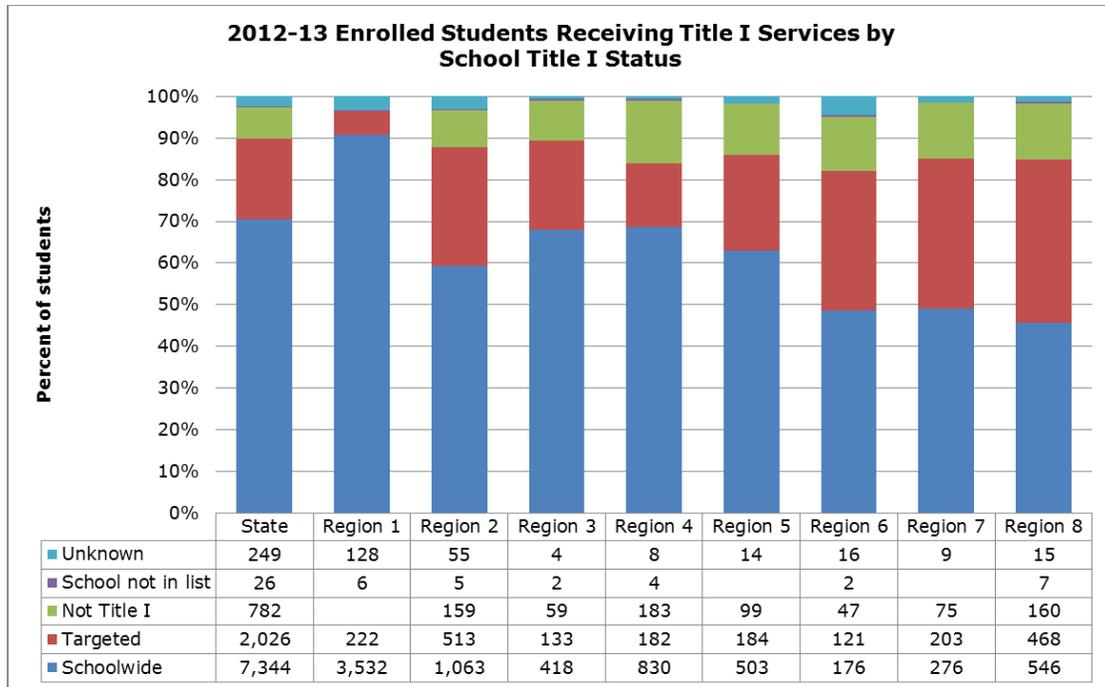
Title I Services by School Type

All students identified as experiencing homelessness are automatically eligible for Title I services, regardless of whether his or her school is a Title I school. LEAs must reserve (or set aside) the funds necessary to serve homeless children and youth who do not attend Title I schools, including educational-related support services.

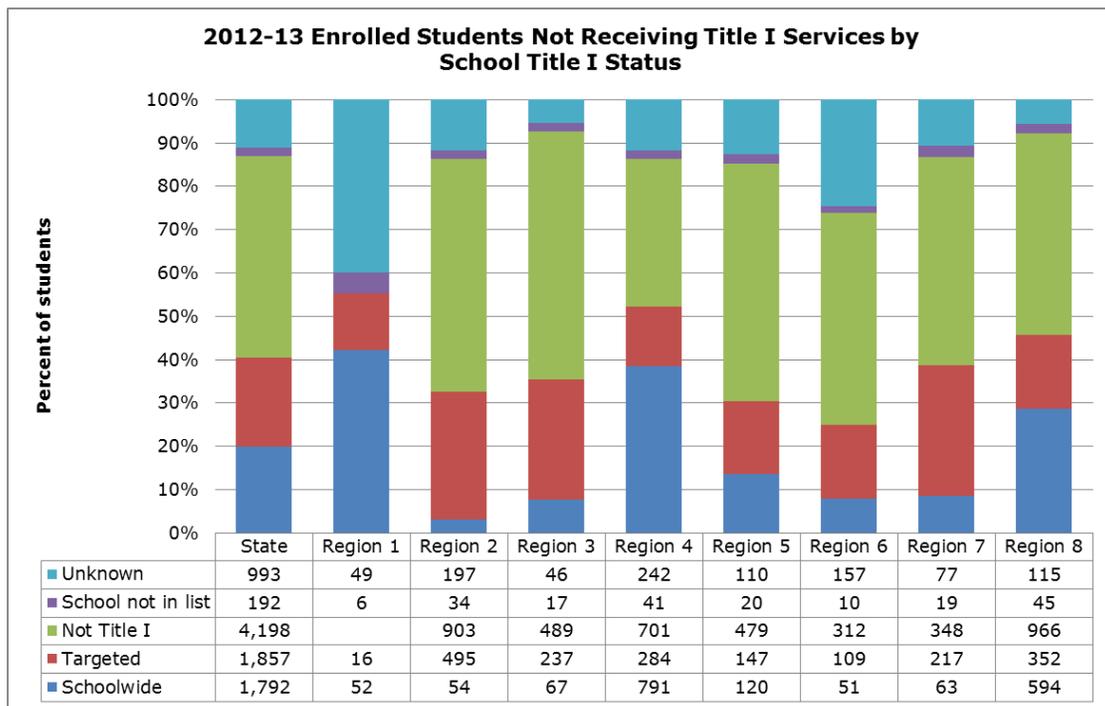
As explained earlier in this report, evaluators identified the Title I status of each school where a student identified as experiencing homelessness attended and matched it to the 19,459 enrolled students. Evaluators then determined if the student was designated as receiving Title I services through service delivery data or as participating in a Title I program documented in PIMS. It is important to note that while a school's Title I status is based on the poverty level of the school, Title I services within a school are provided to students with academic needs, regardless of the student's poverty level.

Of the 19,549 enrolled students experiencing homelessness, 54 percent were determined to have received Title I services and 46 percent as not receiving Title I services for the 2012-13 program year. This is an improvement over the prior year where 39 percent were designated as having received Title I services. However, it is uncertain if this is a result of better documentation of services, more students receiving services, or both.

The first graph on the next page illustrates students' receipt of Title I services by the Title I status of the school. Overall, 70 percent of students designated as receiving Title I services during the 2012-13 program year attended schools that received schoolwide Title I funds, 19 percent attended schools designated as Title I targeted assistance, and 7 percent attended non-Title I schools.



The following graph shows students reported as not receiving Title I services by the Title I status of the school. Overall, 46 percent of students not receiving Title I services attended non-Title I schools, 21 percent attended targeted assistance Title I schools, and 20 percent attended schoolwide Title I schools.



Evaluators also examined academic needs of students, because while a student may be eligible for Title I services by virtue of their homeless status, they are eligible for Title I academic services based on academic need. To examine this, evaluators analyzed students' PSSA/PASA/Keystone Exam proficiency levels for students who were enrolled in a grade where these assessments were administered, 3-8 and 11.

There were 4,372 students in assessment grades who were reported as not receiving Title I services. Of these 4,372 students, 79 percent had reading/literature proficiency levels reported and 80 percent had math/Algebra I proficiency levels reported. Almost half of these students scored proficient or advanced on the reading/literature assessment and 52 percent scored proficient or advanced on the math/Algebra I assessment. These findings are similar to 2011-12, where about half of the students who did not receive Title I services scored proficient or advanced on the reading and math state assessments. Given these results, many of these students were likely not identified as in need of Title I academic services. Furthermore, these students may have received other services through other funding sources or programs.

STUDENT OUTCOMES

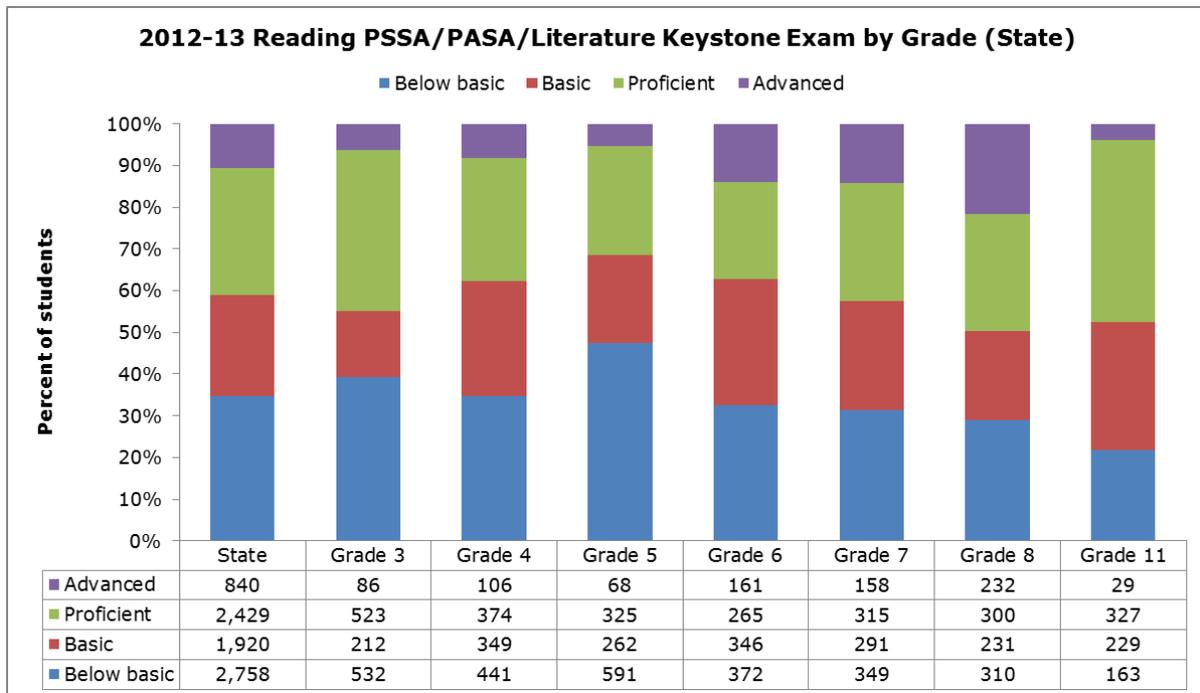
In 2012-13 the Pennsylvania System of School Assessment (PSSA), the Pennsylvania Alternative State Assessment (PASA), and the Keystone Exams were Pennsylvania's state academic assessments. The PSSA is given in reading, mathematics, science, and writing. The reading and math assessments are given in grades three through eight; the science assessment is given in grades four and eight; and the writing assessment is administered in grades five and eight. The PASA assesses students with the most severe cognitive disabilities in four grade level spans (third/fourth, fifth/sixth, seventh/eighth, and eleventh). The Keystone Exams were new for 2012-13 and are offered in literacy, Algebra I, and biology for grades seven through 11 in the fall, spring, and summer. Students can re-take the Keystone Exams until they demonstrate proficiency. Once they score proficient, their scores are banked and used for 11th grade state and federal assessment and accountability reporting. All students enrolled in public school in these grades should participate in the appropriate state assessments unless they meet one of the exemption criteria. For the purposes of this program, evaluators analyzed reading, math, and science PSSA data; reading, math, and science PASA data; and literature, Algebra I, and biology Keystone Exam data.

Reading PSSA/PASA and Literature Keystone Exam

There were 9,536 students experiencing homelessness and enrolled in grade levels eligible to take the PSSA in reading (grades 3-8), the literature Keystone Exam (grade 11), or the PASA in reading (grades 3, 8, or 11) during the 2012-13 school year, of which PSSA, PASA, or Keystone Exam results were available for 7,947 students or 83 percent. In 2011-12 assessment results were reported for 83 percent of students (of 9,049 students).

The graph that follows shows student results in reading/literature by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 41 percent scored in the proficient or advanced levels. This percentage varied by grade with eighth grade having the greatest percentage of students (50 percent) scoring proficient or advanced, and fifth grade having the smallest percentage of students (32 percent) scoring proficient or advanced. The overall percentage of students who scored in the proficient or advanced levels decreased slightly from 2011-12 (44 percent scored proficient or advanced). In both 2012-13 and 2011-12, eighth grade had the greatest percentage of students who scored proficient or advanced, and fifth grade had the smallest percentage of students who scored proficient or advanced.



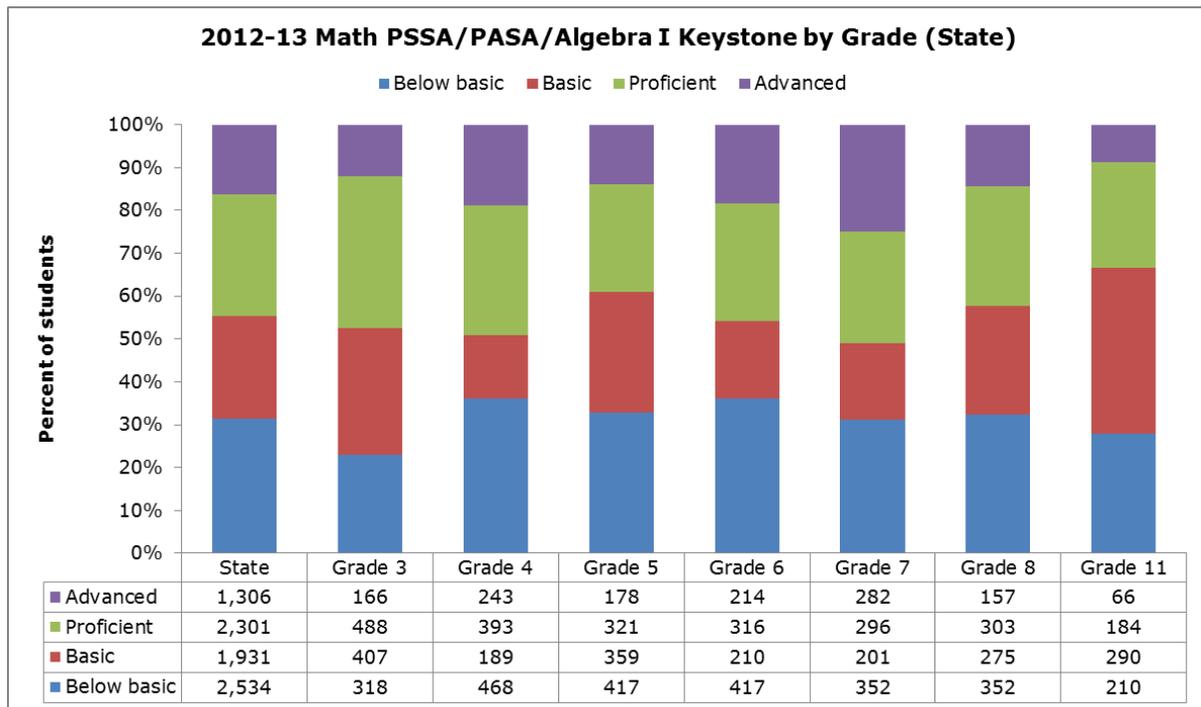
Math PSSA/PASA and Algebra I Keystone Exam

There were 9,536 students experiencing homelessness and enrolled in grade levels eligible to take the PSSA in math (grades 3-8), the Algebra I Keystone Exam (grade 11), or the PASA in math (grades 3, 8, or 11) during the 2012-13 school year, of which PSSA, PASA, or Keystone Exam results were available for 8,072 students or 85 percent. In 2011-12 results were reported for 84 percent of students (of 9,049 students).

The graph that follows shows student results in math/Algebra I by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 45 percent scored in the proficient or advanced levels. This percentage varied by grade with seventh grade having the greatest percentage of students (51 percent) scoring in the proficient or advanced levels, and 11th grade having the smallest percentage of students (33 percent) scoring proficient or advanced. The overall percentage of students who scored proficient or advanced increased from 2011-12 (49 percent scored proficient or advanced). In

2011-12 fourth grade had the greatest percentage of students who scored proficient or advanced and 11th grade had the smallest percentage of students who scored proficient or advanced.

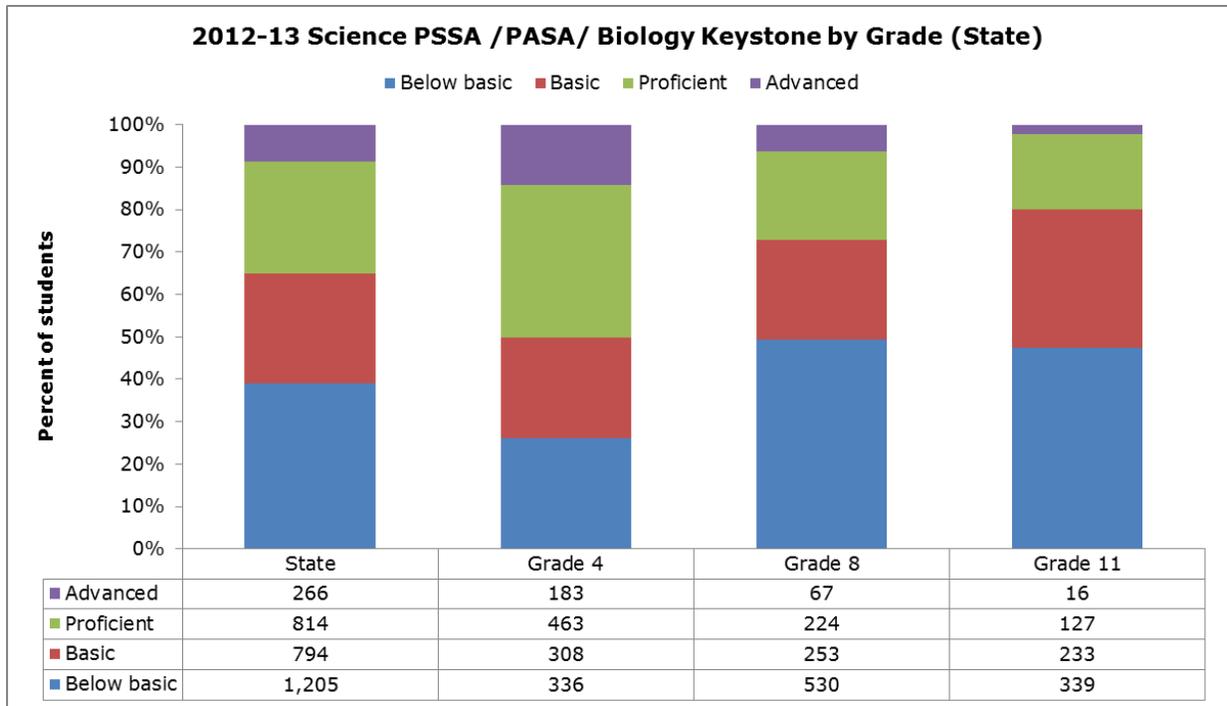


Science PSSA/PASA and Biology Keystone Exam

There were 3,843 students experiencing homelessness and enrolled in a grade level eligible to take the PSSA/PASA in science (grades 4, 8, and 11) during the 2012-13 school year, of which results were available for 3,079 students (80 percent). In 2011-12 results were available for 78 percent of students (of 3,540).

The graph that follows shows student results in science/biology by the proficiency categories: below basic, basic, proficient, and advanced, overall and by grade level.

Overall, 35 percent of students scored in the proficient or advanced levels. This percentage varied by grade with fourth grade having the greatest percentage of students (50 percent) scoring proficient or advanced, and 11th grade having the smallest percentage of students (20 percent) scoring proficient or advanced. The overall percentage of students who scored proficient or advanced decreased slightly from 2011-12 (38 percent scored proficient or advanced). In both years, fourth grade had the greatest percentage of students who scored proficient or advanced and 11th grade had the smallest percentage of students who scored proficient or advanced.



Assessment Progress for Students Experiencing Homelessness in 2011-12 and 2012-13

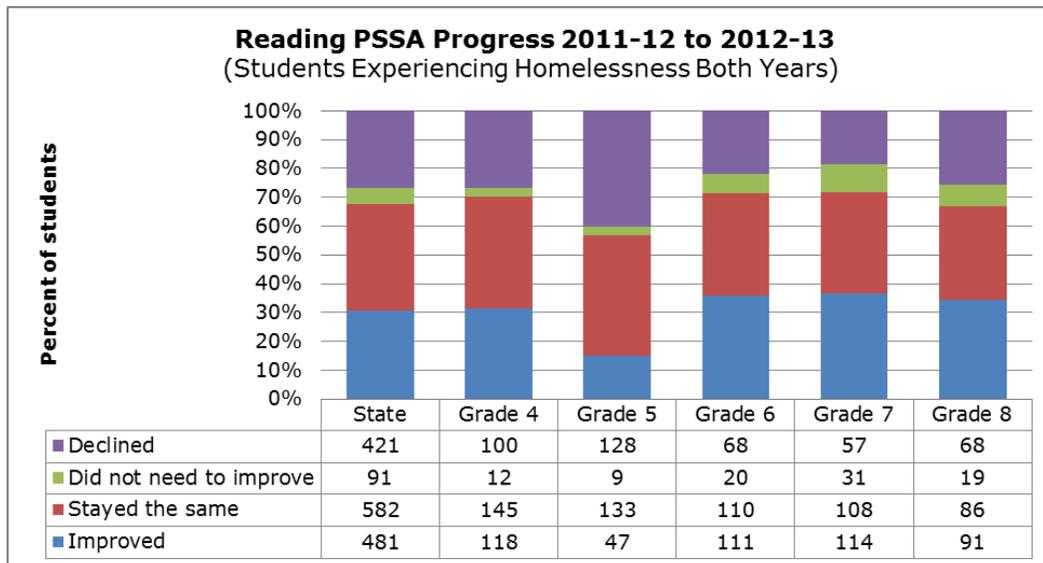
Evaluators were also able to examine reading and math PSSA progress²⁷ from 2011-12 to 2012-13 for those students identified as experiencing homelessness in both years. As shared previously in this report, 20 percent of children and youth (4,520) identified in 2012-13 were also identified in 2011-12. It is not yet possible to examine PSSA progress for students experiencing homelessness for more than two consecutive program years because too few students were identified as experiencing homelessness in all three program years, were in assessment grades all three years, or had assessment data in all three years. As noted earlier in the report, only 6 percent of all 22,618 children and youth in 2012-13 were identified as experiencing homelessness consecutively in the past.

In 2012-13 there were 1,867 students in fourth through eighth grades who were also identified as experiencing homelessness in 2011-12. Of these students, 84 percent had two consecutive years of reading PSSA data and 86 percent had two consecutive years of math PSSA data.

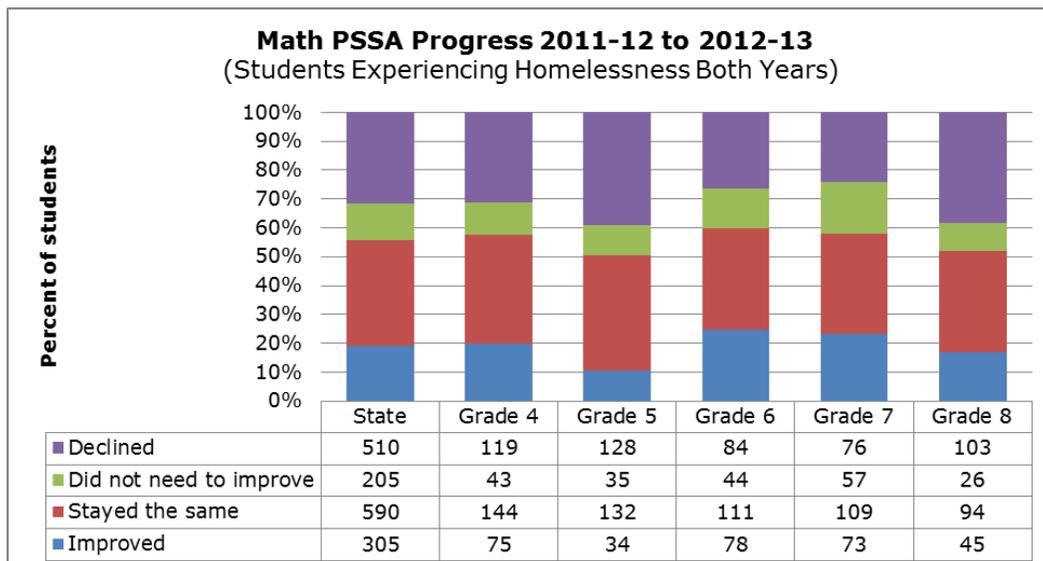
Improvement was defined as moving one or more half proficiency levels. Half proficiency levels only apply to the basic and below basic categories. Based on this definition of change, on the reading PSSA, 31 percent of students improved, 37 percent remained in the same proficiency level, 6 percent did not need to improve (they scored at the advanced level both years), and 27 percent declined.

²⁷ Half proficiency levels can only be calculated for PSSA as scaled scores are provided for PSSA. PASA only provides proficiency levels therefore, half proficiency levels cannot be calculated.

These results indicate that for the most part students who experience homelessness in two program years are maintaining, improving, or do not need to improve their proficiency category. However, slightly more than one quarter of the students did decline in their proficiency category.



Using the same definition of change as reading, on the math PSSA, 19 percent of students improved their proficiency level, 37 percent remained in the same proficiency level, 13 percent did not need to improve (they scored at the advanced level both years), and 32 percent declined.



Other State Assessment Analysis

State assessment results for students experiencing homelessness, and scoring proficient and advanced levels are lower than the state's annual measurable objectives and lower than the state's overall 2012-13 performance in each of these areas. Because of this finding, evaluators further examined assessment results to determine if these lower state assessment results were related to students' homelessness or if they were similar to the assessment results of the schools they attended. Given the school level data available, this analysis was only conducted for reading and math PSSA data in grades three through eight. To examine this, evaluators looked at the PSSA results of the schools where students experiencing homelessness attended and utilized the standard t-test to determine if the proficiency levels of the students experiencing homelessness were statistically different than the proficiency levels of the students (with data) attending those schools.

The analysis of reading PSSA data included 1,845 schools. In most cases (93 percent of the schools) students experiencing homelessness were not statistically different from the academic performance of their peers. In 115 cases (6 percent of the schools) students experiencing homelessness scored significantly lower than their peers and in 11 cases (less than 1 percent of the schools) students experiencing homelessness scored significantly higher than their peers. These findings are very similar to findings from 2011-12. Despite a difference in the number of schools in 2011-12 analysis (1,802 schools) the results were nearly the same. In 94 percent of schools, students experiencing homelessness were not statistically different from the academic performance of their peers; in 6 percent of the schools, students experiencing homelessness scored significantly lower and in less than 1 percent of the schools, students experiencing homelessness scored significantly higher.

The analysis of math PSSA data included 1,845 schools. In most cases (92 percent of the schools) students experiencing homelessness were not statistically different from the academic performance of their peers. In 133 cases (7 percent of the schools) students experiencing homelessness scored significantly lower than their peers and in 15 cases (less than 1 percent of the schools) students experiencing homelessness scored significantly higher than their peers.

Similar to the reading findings, math findings in 2012-13 were almost the same as 2011-12. Like reading, the results from the prior year were similar. In 93 percent of the 1,802 schools in 2011-12, students experiencing homelessness were not statistically different from the academic performance of their peers; in 6 percent of the schools, students experiencing homelessness scored significantly lower and in 1 percent of the schools, students experiencing homelessness scored significantly higher.

Based on the results of this analysis, outcomes on state assessments appear to be more a factor of students' educational experience rather than their homeless status.

Evaluators also examined students' reading assessment results in light of their nighttime status. Evaluators examined reading specifically because, as a group, fewer students were proficient or advanced in reading than in math and reading is given in more grades than science.

Students' reading PSSA results by their nighttime status is shown below. There was less variability in the percentages of students in each proficiency level across the different nighttime statuses than expected. For those students whose nighttime status was known, students residing in hotels/motels or doubled-up had larger percentages of students who scored proficient or advanced than students who were residing in shelters/transitional housing/awaiting foster care or unsheltered, where students were more likely to score in the below basic or basic categories. These patterns mimic 2011-12 findings.

