

## The Foundation of Dropout Prevention

*Analyzing Assessment Data and Determining Strategies to Support Academic Success for Students Experiencing Homelessness*

## Meet Your Presenters

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## About NCHE

• NCHE is the U.S. Department of Education's technical assistance center for the federal Education for Homeless Children and Youth (EHCY) Program.

- Website: <http://nche.ed.gov>
- Helpline: 800-308-2145 or [homeless@serve.org](mailto:homeless@serve.org)
- Products: <http://nche.ed.gov/products.php>
- Webinars: <http://nche.ed.gov/web/group.php>
- Listserv: <http://nche.ed.gov/listserv.php>
- Social media: <https://nche.ed.gov/social-media.php>



## About NDPC

• The mission of the National Dropout Prevention Center is to increase graduation rates through research and evidence-based solutions.

- Customized support services (DPI)
- Conferences, Forums and Events
- Webcasts
- Research
- Website
- Strategic Partnerships
- Member Services
- Print (issue briefs, position papers, products for sale, newsletter)
  - <http://dropoutprevention.org/>



## Session Outline

- Institute Review
- Understanding Homelessness
- Strategies to Meet Students' Specific Needs
- Understanding and Utilizing Data
- Action Planning to Promote Student Success
- Discussion and Q&A

## Institute Overview

Context Setting: Why are we here today?

## The Preventative Value of Education

- Children in quality preschool programs are more likely to graduate from high school and own homes
- High school graduation is associated with an array of positive life outcomes (↓ unemployment, ↓ criminal justice involvement, ↑ income, ↑ health outcomes, ↑ life span)
- 95%+ of the jobs created since the Great Recession have gone to workers with at least some post-secondary education

## Economics Of High School Dropouts

- Earn less
- Pay less in taxes
- Rely more on public health
- More involved in criminal justice system
- More likely to use welfare services
- Have shorter life expectancy

## Focus: Preventing Dropouts

**Dropouts aren't qualified for 90% of all jobs.**

**NATIONAL DROPOUT PREVENTION CENTER**

WE ARE TEACHERS

## The High Cost of Dropout – Medical

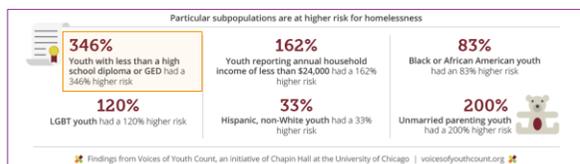
Cutting the number of high school dropouts in half nationally would save \$7.3 billion in annual Medicaid spending – looking at overall spending and particularly on four key afflictions:

- Alcoholism
- Heart Disease
- Obesity
- Smoking

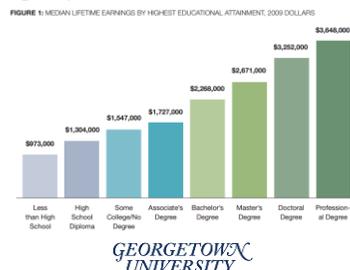
College graduates have better health, and lower medical costs, than high school graduates, while high school graduates have better health, and lower medical costs, than high school dropouts.

On average, a high school graduate lives six to nine years longer than a high school dropout.

## Risk of Experiencing Homelessness



## Earnings by Educational Attainment Level



## Which of the students will dropout?



Family is homeless

Has not passed math for 2 consecutive years

New to community. Family has moved three times this school year.

Absent from school 22 days last school year

Averages 15 office referrals/year for disruptive behavior

## Homelessness Creates Barriers

- Students experiencing homelessness may...
  - Be unable to meet standard school enrollment requirements.
  - Move around and change schools a lot.
  - Be hungry, tired, and stressed.
  - Not have school supplies or a quiet place to study.
  - Not have access to reliable transportation.
  - Not have a parent or guardian to help them (unaccompanied youth).

## Homelessness Impacts Education

- Students experiencing homelessness are more likely to:
  - Be chronically absent from school
  - Get lower grades
  - Have special education needs
  - Score poorly on assessment tests
  - Drop out of school

## Homelessness Impacts Education

- High mobility and its trickle-down effects
- Higher than average rates of:
  - Emotional, behavioral, and health problems
  - Developmental delays and school problems
  - Hunger and food insecurity
  - Witnessing violence
- Correlation between adverse childhood experiences and experiencing homelessness as an adult
- Difficulty in school

## Educational Challenges

- Homeless students face unique educational challenges including:
  - Developmental issues, especially for younger children (toxic stress interfering with development, disproportionate rates of special education needs)
  - Financial issues (struggles to meet basic needs and purchase school supplies)
  - Logistical issues (often lack an appropriate study space and needed materials, high mobility, missing documentation)

## Understanding Family Homelessness

- Common causes of family homelessness
  - Economic challenges (lack of affordable housing, poverty, unemployment/underemployment, single parenting/single income)
  - Health challenges (disabilities, mental health issues, substance abuse)
  - Domestic violence

## Understanding Youth Homelessness

- Common causes of youth homelessness
  - Abuse or neglect
  - Acute conflict (pregnancy, sexual orientation, gender identity, blended family issues, substance abuse)
  - Economic challenges (pressure for older children to be financially independent)
  - Shelter policies (lack of space for whole family, adolescent boys sent to adult shelters)

## Understanding The Homeless Definition

- Shelters often are not an option
  - Not all communities have shelters
  - Shelter demand often exceeds supply (no space available)
  - Families and youth may avoid entering shelter due to concerns regarding safety and the shelter environment
  - Shelter policies (no adolescent boys, stay limits, curfews, etc.)
  - Shared housing arrangements often are unsustainable or are offered by unscrupulous hosts

## McKinney-Vento Definition of Homeless

- Children or youth who **lack a fixed, regular, and adequate nighttime residence**, including children and youth:
  - Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason
  - Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations
  - Living in emergency or transitional shelters, or are abandoned in hospitals

## McKinney-Vento Definition of Homeless

- Living in a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children living in the above circumstances 42 U.S.C. § 11434a(2)
- The term *unaccompanied youth* includes a homeless child or youth not in the physical custody of a parent or guardian 42 U.S.C. § 11434a(6)

## Unaccompanied Homeless Youth

1. Student's living arrangement must meet the definition of homeless, AND
2. Student must be considered *unaccompanied*, defined as "not in the physical custody of a parent or guardian"



NCHC's *Unaccompanied Youth Eligibility Flowchart*

[https://www.google.com/url?sa=https://nche.ed.gov/downloads/toolkit2/app%20doc&sa=US&red=9ahUKFwiv-4ch778vYAHUSK1AKHYDZAKwQFggEAAA&client=internal-sds&usq=AFQjCNHr8xZi2jImY57Ha\\_6x8jqUVdW](https://www.google.com/url?sa=https://nche.ed.gov/downloads/toolkit2/app%20doc&sa=US&red=9ahUKFwiv-4ch778vYAHUSK1AKHYDZAKwQFggEAAA&client=internal-sds&usq=AFQjCNHr8xZi2jImY57Ha_6x8jqUVdW)

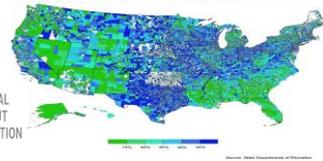
## Dropout Pathway

Dropping out of school is the result of a long process of disengagement that may begin before a child enters school.

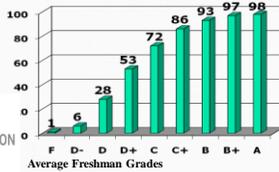


## High School Graduation Rates – Nationwide

High school graduation rates from coast to coast



## Understanding The Relationship Between Grades and Graduation



## Grade Retention

- Retention of one grade – increases risk by 40%
- Retention of two grades – increases risk by 90%

Also note that a student suspended one time in the ninth grade is twice as likely to dropout.

(Dinkels, et al., 2004, Journal of Research in Education, 24(1), 15-17)

## Push, Pull and “Falling Out” of School

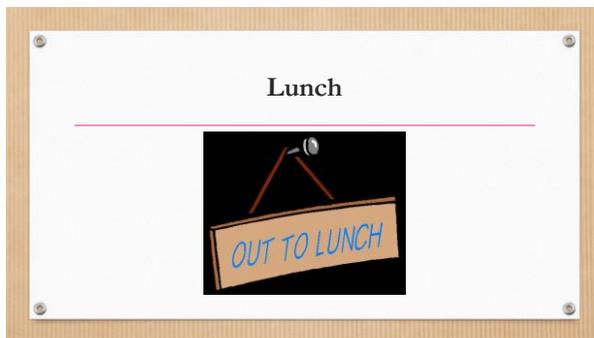
- When adverse structures within the school environment lead to consequences, ultimately resulting in dropping out.
  - Discipline practices
  - Did not feel safe
  - Missed too much school
  - Poor grades
  - Failing
  - Could not keep up with the work
  - Did not get along with their teachers



## Push, Pull and “Falling Out” of School

- When factors inside the student divert them from completing school.
  - May think getting a GED is easier
  - Got a job
  - Has a family to support
  - Pregnant
  - Could not go to work and school at the same time
- The student does not show significant academic progress in school and becomes apathetic. This is not necessarily an active decision but rather a side effect of insufficient persona and educational supports.
  - Did not like school
  - Did not feel like they belonged at school





## Organizing The 15 Effective Strategies



## Credit Accrual

- States and school districts must implement procedures to identify and remove barriers to McKinney-Vento students receiving appropriate **credit for full or partial coursework** satisfactorily completed at a prior school (42 U.S.C. § 11432(g)(1)(F)(ii))

EHCY Guidance, Question O-2

## Credit Accrual and Recovery

- Homeless students face challenges in accruing credits
- Transient
- Varying factors across districts
  - Class offerings
  - Credit calculations
  - Graduation requirements
  - Seat time rules
- School policies can have a negative effect on students changing schools mid-year

## Organizing The 15 Effective Strategies



## How To Support Student Success

- Keep students in SOO
- Award partial credit
- Suggest independent study, learning labs, online learning
- Explore work-experience programs
- Offer alternative education programs
- After school classes

## How to Support Student Success

- Opportunities to make up time and missed assignments
- Saturday schools
- Collaborate with community agencies to ensure basic needs are met
- Create buy in
- Portfolios
- Address barriers – foundational pieces of dropout prevention

## Understanding Your Homeless Population

A deeper dive into the who, what, when, where and why of data.

## Data

National and state specific data on homeless children and youth

### NATIONAL SCHOOL DATA, 2015-2016

U.S. public schools enrolled 1,304,803 homeless children and youth (including in public preschool) during the 2015-2016 school year, including

111,708 unaccompanied youth (8.6 %)

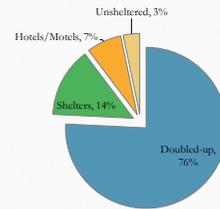
201,124 homeless students with limited English proficiency (15.4%)

234,506 homeless students with disabilities under IDEA (18%)



### NATIONAL SCHOOL DATA, 2015-2016

Enrolled by Primary Nighttime Residence



### Pennsylvania DATA, 2016-17

- 30,264 Children/Youth Birth through Grade 13
- 25,113 Students enrolled in LEAs prekindergarten through Grade 13
- 5,151 Children ages birth through age 5 (not enrolled in LEA kindergarten or prekindergarten programs)

### Pennsylvania DATA, 2016-17

#### Demographics

- 33% Black
- 29% White
- 17% Hispanic
- 7% ELL
- 3% Migrant
- 23% had a disability

## Pennsylvania DATA, 2016-17

- 14% Unaccompanied Youth
- 63% Doubled-up
- 28% shelter/transitional housing
- 8% hotel/motel
- 1% unsheltered

## Data Sources: Where Identified

### Primary Sources of Identification (captures student ID)

- ECYEH web-based system – primarily completed by the LEA Homeless Liaison although ECYEH regional staff and some non-LEAs prekindergarten programs, shelters also use. Includes date of identification. Captures homeless and LEA/school demographics, barriers to enrollment, attendance or education, documentation of services received.
- PIMS state data system (program facts template) – completed by LEA data person. Captures homeless and LEA/school demographics, program start and end date.
- MIS2000 State Migrant Education database – completed by migrant staff who determine migrant eligibility; nighttime and unaccompanied youth status are collected along with migrant data elements.

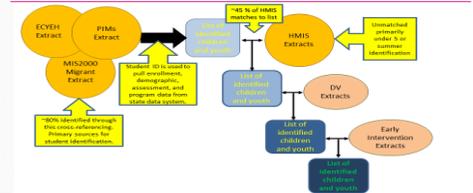
~ 80% of all identified children and youth are identified in this fashion.

## Data Sources: Where Identified

### Secondary Sources of Identification (entities that receive direct or indirect services)

- HMIS or shelter extract – key fields to determine McKinney-Vento eligibility are pulled by designated shelter or HMIS staff. Depending on agreement, extract is provided to regional ECYEH staff or directly to evaluator. Identified by child record.
- DV extract - Key fields that include age/grade category, summer, school enrollment, ECYEH support, and services received. De-identified by child record.
- Early Intervention extract – aggregated by grantee name; separate for birth-2 and prekindergarten. Includes nighttime status and unaccompanied youth status.

## The Data Sources/Verification Process



## Data is currently used for?

One record for each identified individual with all information for that individual is created from which .....

- Homeless Flag for all state homeless reporting is created
- ED Facts files: 118 and 170 and 194 are created
- Information for the evaluation report is pulled
- At a Glance Reports highlighting key data elements and outcomes are created at the county and regional, and state levels
- LEA level information is aggregated for internal program -- demographics, assessment, graduation, drop-out attendance

## What Is? Based on 2016-17 Outcomes

- 55% of students enrolled in school for 60+days had a 90%+ attendance rate.
- 5% of students enrolled in Grades -12 dropped out of school.
- 66% of Grade 12 students graduated.
- 10% of Grade 12 students dropped out of school.
- 34% of students assessed scored at the proficient or advanced levels on state literacy assessments (2017).
- 18% of students assessed scored at the proficient or advanced levels on state assessments in math (2017).

## Participant Activity

- Use your ECYEH Data Worksheet if you represent a school or district.
- If you are with a team of colleagues, work together.
- If you are alone, or do not represent an LEA (school or district), find someone with an ECYEH Data Worksheet to partner with, or use a sample data sheet (available per region).
- If you brought agency or other data to review, form a group with others without a data worksheet.

## Participant Activity

- Review the data.
- Discuss the accessibility of these data – were the data difficult to find/access?
- What do the data reveal about the academic success of the students you are serving?
- Are there other data you will need to assess to determine students' needs?

## Participant Activity

- Discuss how your school/district/agency can use student data to determine the dropout prevention strategies that will increase student attendance, engagement and/ or academic success.
- Each school/district/agency should develop at least one action step that they can take immediately to increase student success/achievement.
- If time is available, develop additional action step/s for the next week, month, or year to increase student success/achievement.

## Discussion & Questions



## Thank you for joining us!

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