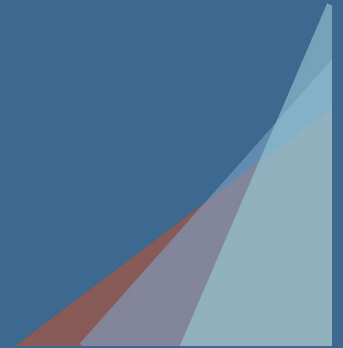


Experiencing Homelessness: The Conditions and Outcomes of Homelessness Among California Students

Forthcoming report from the
Learning Policy Institute



Presenter: Dion Burns

October 19, 2020



Homelessness & McKinney-Vento

Students experiencing homelessness

- “Children who lack a fixed, regular, and adequate nighttime residence.”

“...equal access to the same free, appropriate public education...as provided to other children and youths.”

Establishes protections and required supports for students experiencing homelessness

2



*You can
ENROLL
in school!*

Even if you have:

- Uncertain housing
- A temporary address
- No permanent physical address

You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:

- In a house or apartment with more than one family due to loss of housing or economic hardship
- With friends or family because you are a runaway or an unaccompanied youth
- In substandard housing (without electricity, water, or heat)
- In a shelter, family domestic violence, or youth shelter or transitional living program
- In a motel, hotel, or weekly rate housing
- In an abandoned building, in a car, at a campground, or on the streets

You can enroll in school immediately even without the documents normally required for enrollment, such as:

- Proof of residency
- Immunization records or other required health records
- School records
- Legal guardianship papers

Your child may:

- Participate fully in all school activities and programs for which he/she is eligible
- Receive transportation to and from the school of origin if you request it
- Continue to attend the school in which he/she was last enrolled even if you have moved away from that school's attendance area
- Qualify automatically for school nutrition programs

Your responsibilities are to:

- Make sure your child gets to school on time and ready to learn
- Stay informed of school rules, regulations, and activities
- Contact the homeless liaison for assistance in removing barriers to your child's education
- Attend parent/teacher conferences, Back-to-School Nights, and other school-related activities

For questions about enrolling in school or for assistance with school enrollment, contact:

• Your local school district homeless liaison:

• Your county homeless liaison:

• Your homeless state coordinator:
Leanne Wheeler
State Coordinator
California Department of Education
1430 N Street, Suite 8408
Sacramento, CA 95814
Phone: 1-866-856-8214

10-000 English 10/09 10/09

Source: <https://www.cde.ca.gov/sp/hs/cy/documents/homelesspostereng.pdf>

LPI's Study



Two key aims:

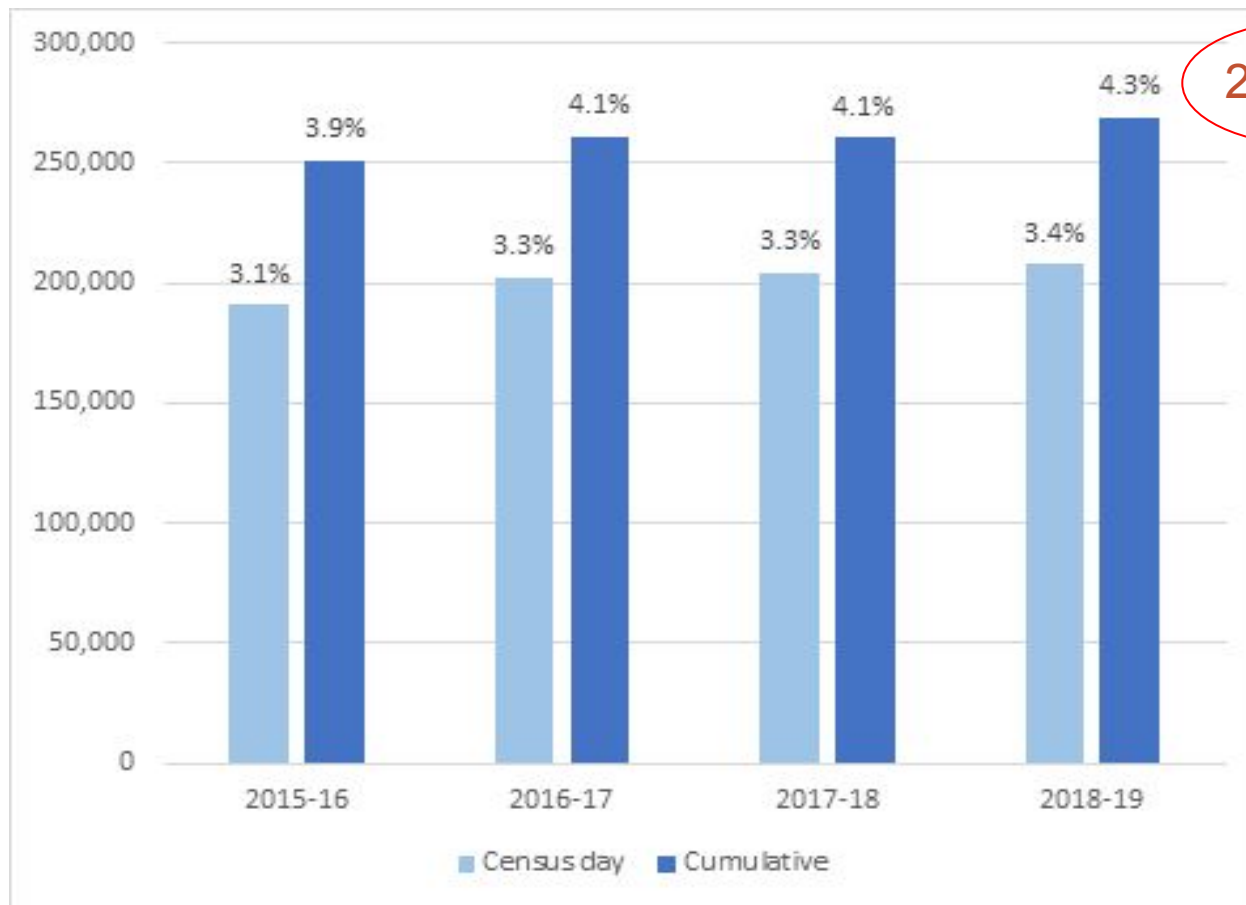
1. Understand the characteristics of students experiencing homelessness in California
2. Understand the factors influencing achievement for students experiencing homelessness

Datasets:

- CDE Dataquest, 2018–19
- CALPADS and CAASPP, 2015–16
- School-level data

The Number of Students Identified as Experiencing Homelessness is Increasing

Students experiencing homelessness in California, 2014–15 to 2018–19

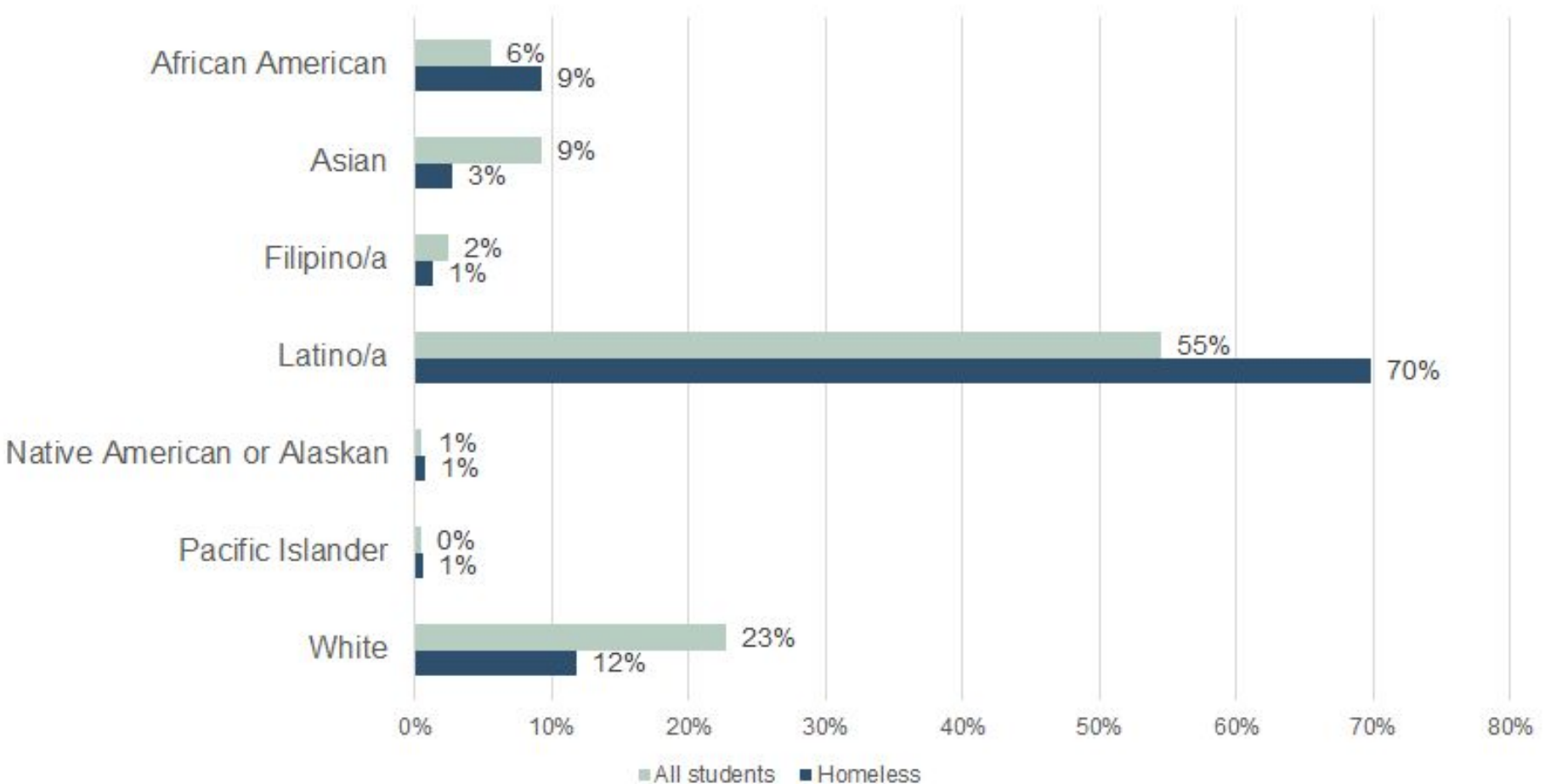


1 in 23

269,269

Homelessness Disproportionately Affects Black and Latinx Students

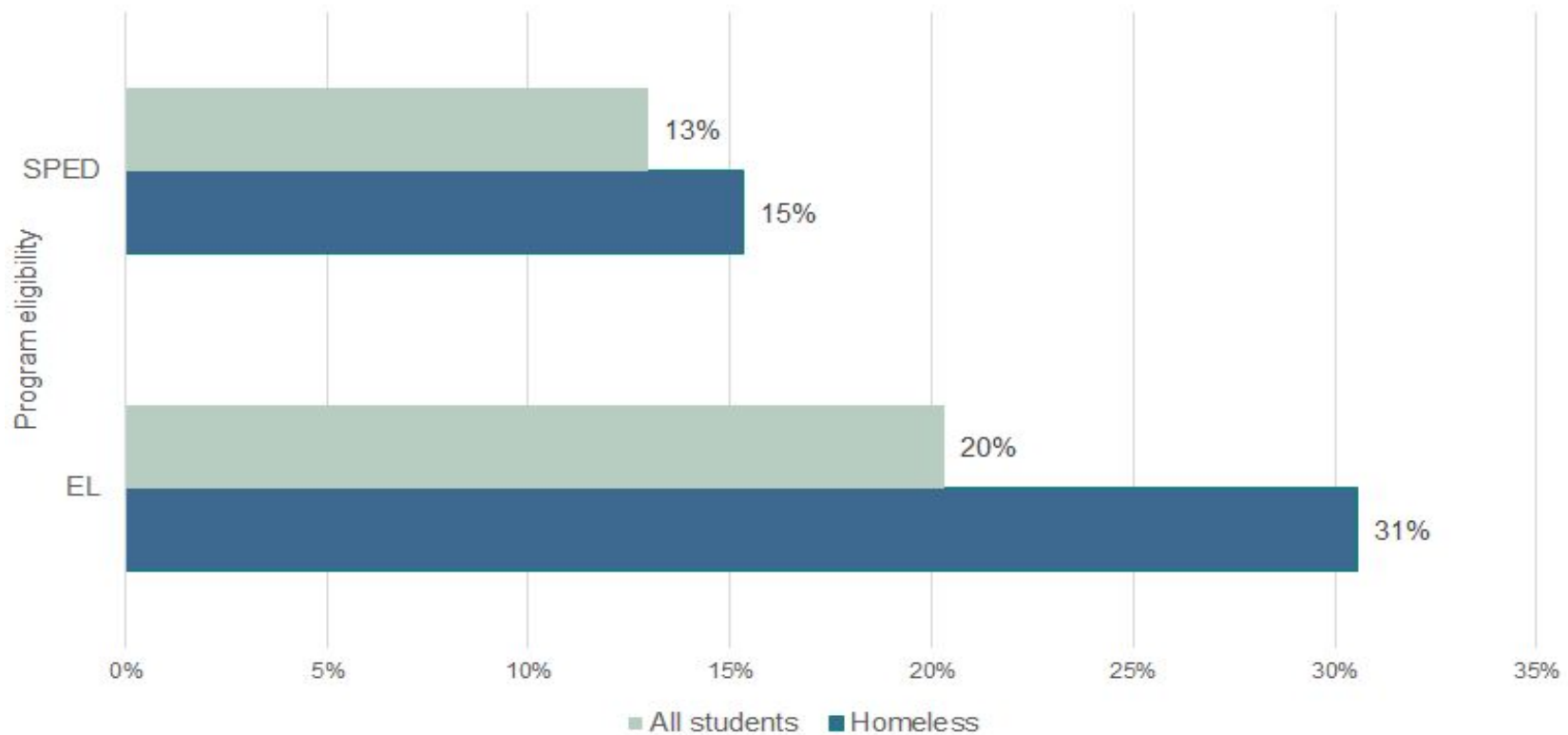
Students experiencing homelessness by race/ethnicity, 2018–19



Note: Percentages are based on cumulative enrollment. Figures do not add to 100%. This chart does not display figures for students with two or more races and students whose race/ethnicity was not reported.

Homelessness Disproportionately Affects English Learners and Students with Disabilities

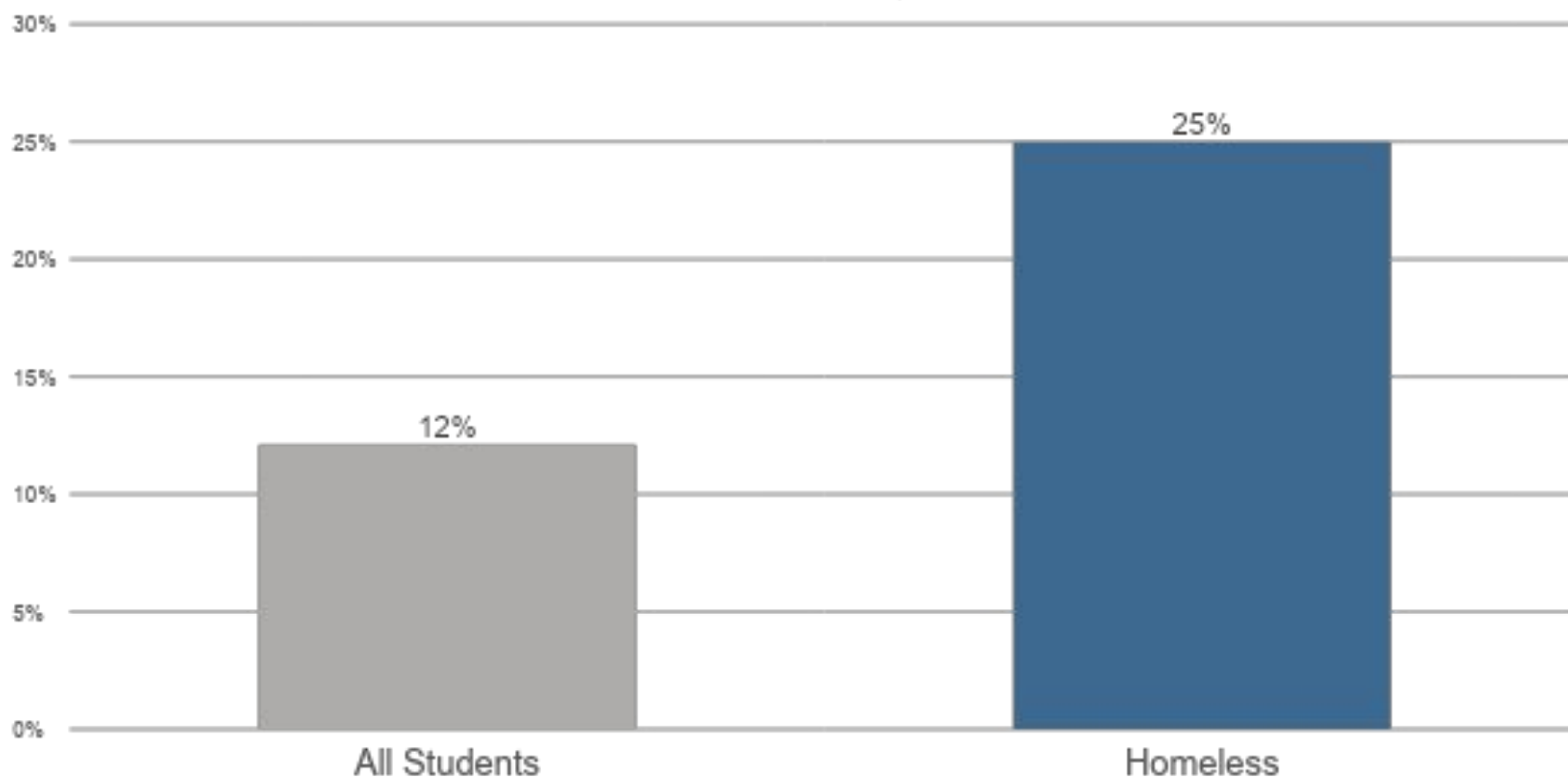
Eligibility for English language and special education services, grades k–12, 2018–19



Homelessness Impact Attendance

Proportion of students chronically absent, grades k–12, 2018–19

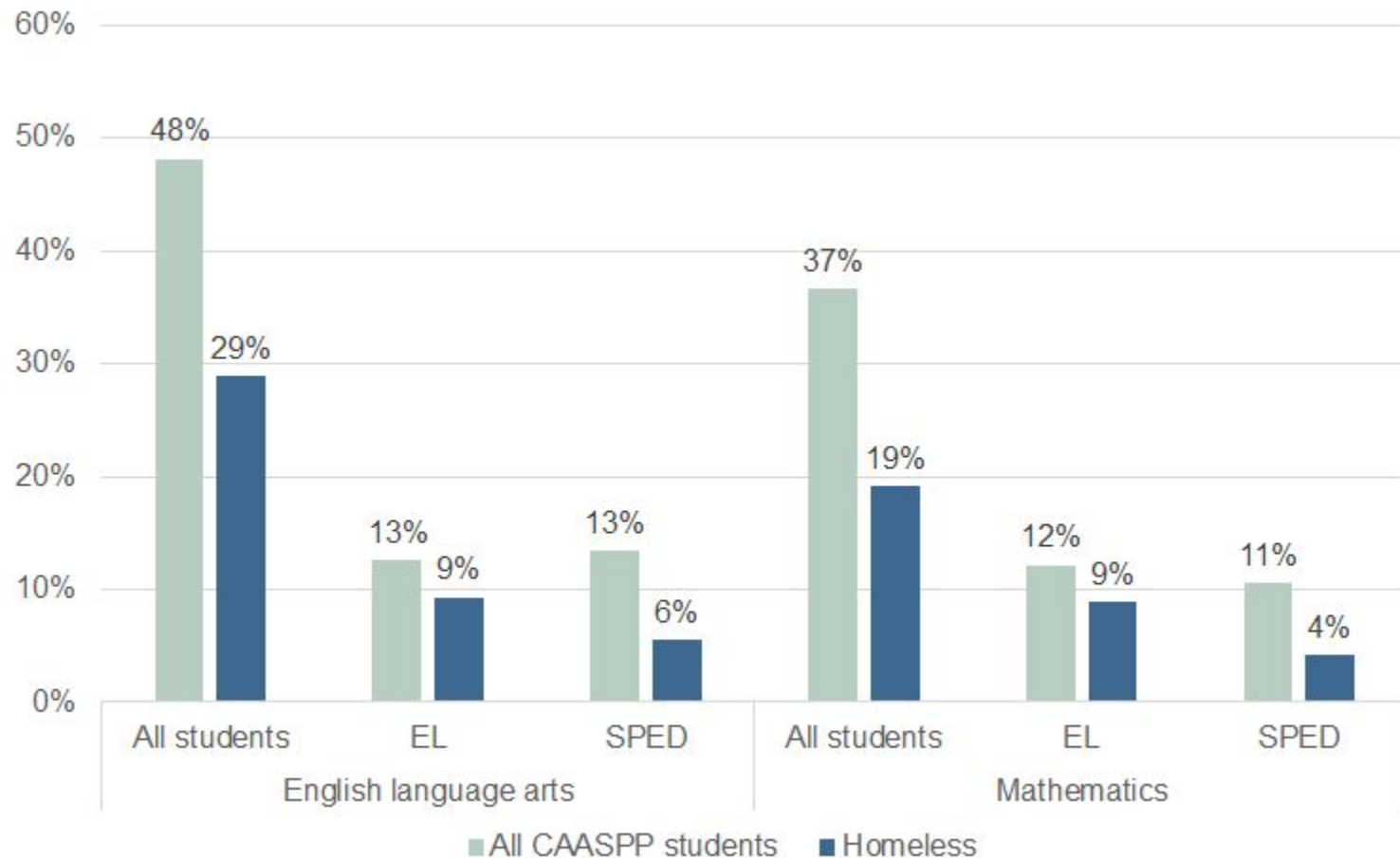
Chronic absenteeism, 2018–19



Achievement

Homelessness Impacts Achievement

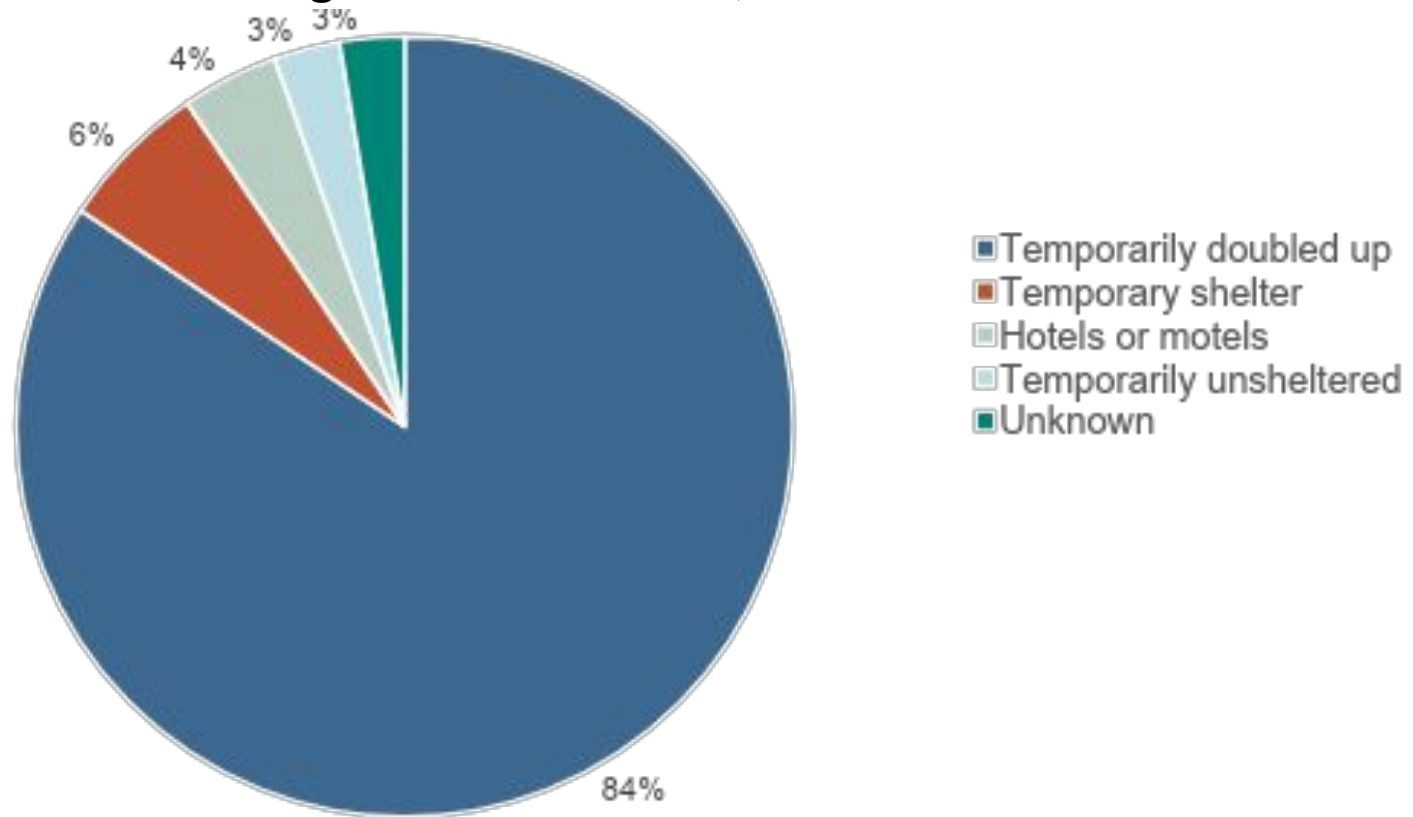
Proportion of students meeting or exceeding state standards, grades 3–8 and 11, 2015–16



Source: Data provided by the California Department of Education through a special request.

Most Students Experiencing Homelessness Are Doubled Up

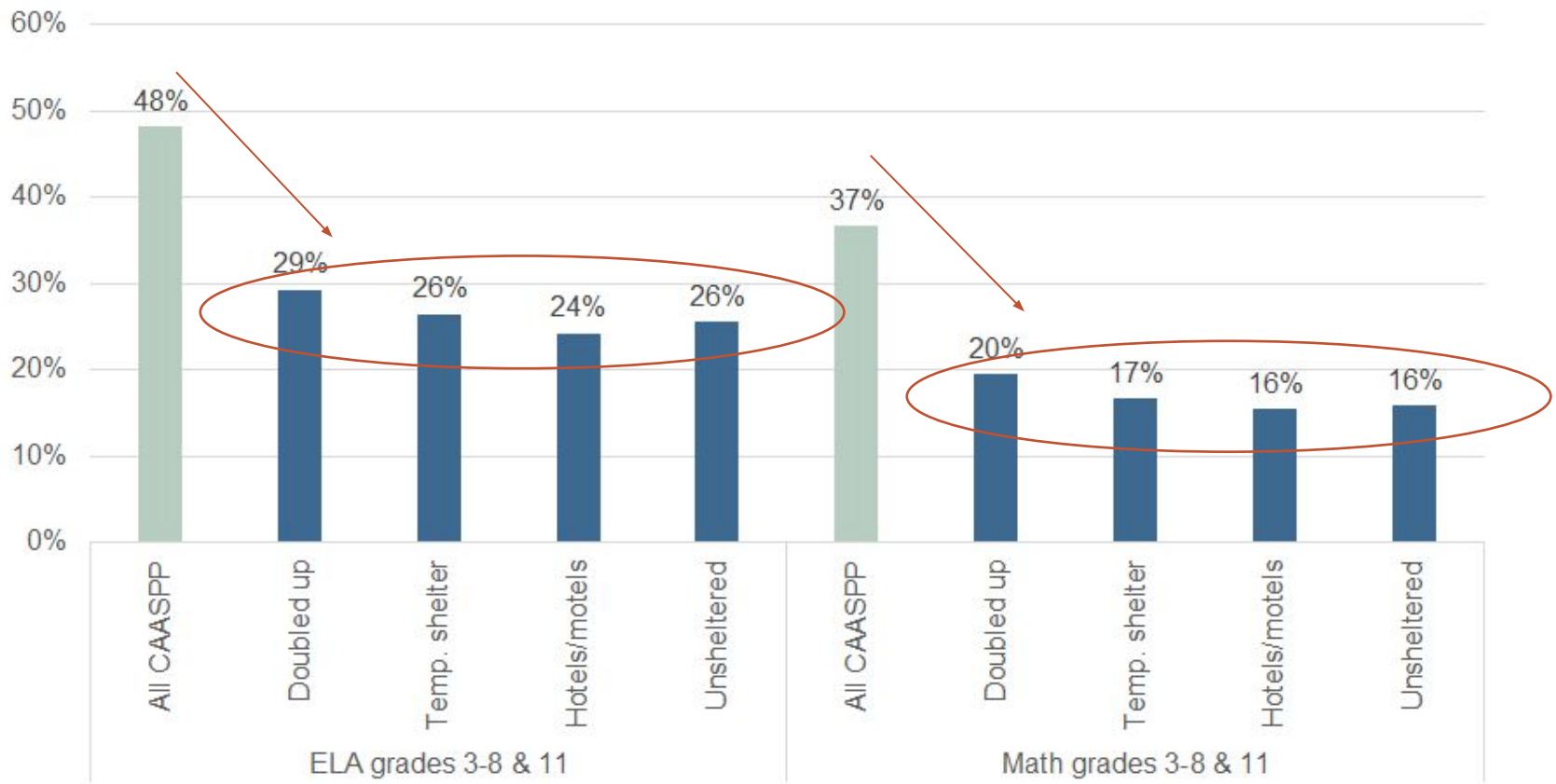
Percentage of students experiencing homelessness by shelter type, grades 3–8 and 11, 2015–16



Source: Data provided by the California Department of Education through a special request.

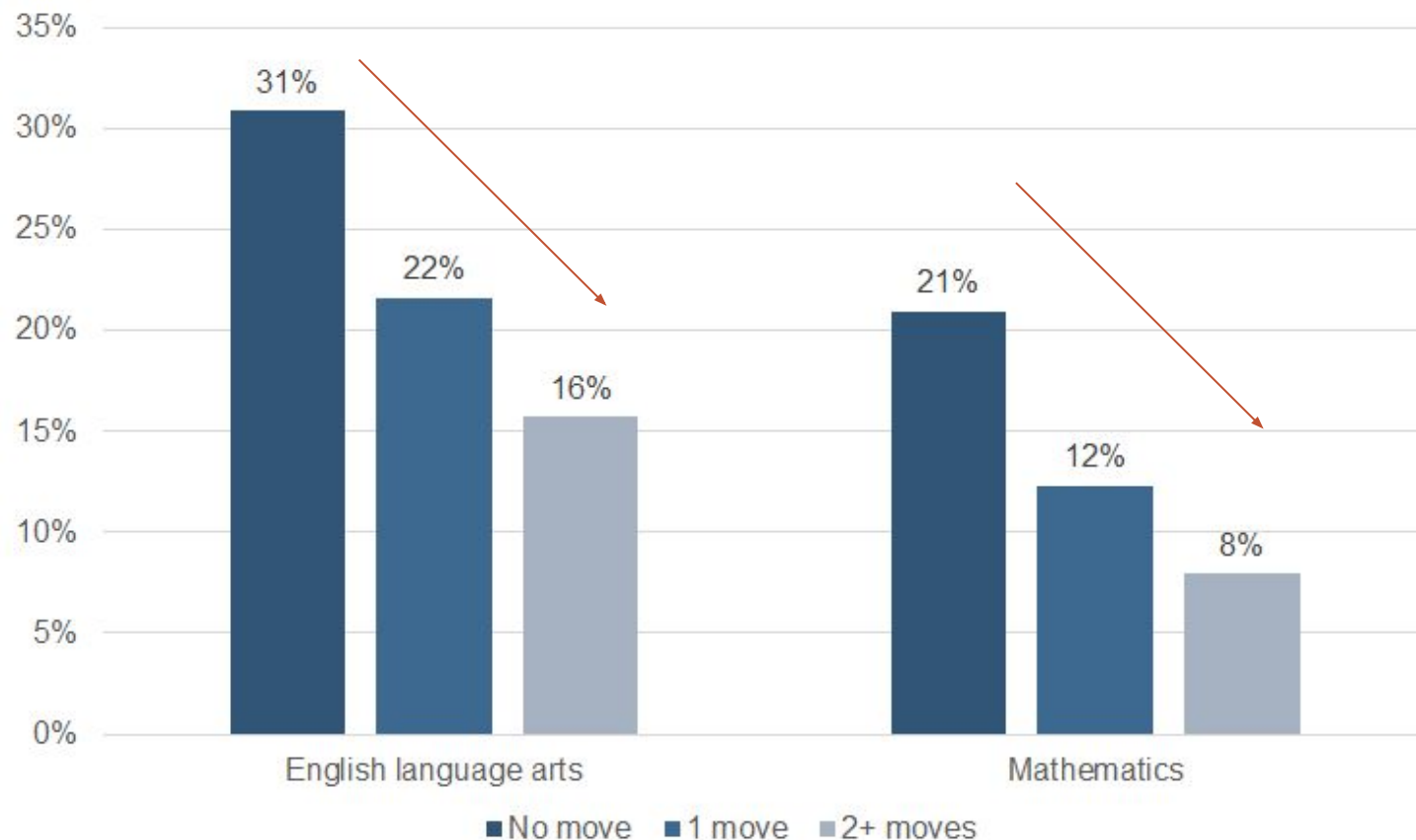
Homelessness Impacts Achievement Regardless of Living Arrangement

Proportion of students meeting or exceeding state standards by shelter type for students experiencing homelessness, grades 3–8 and 11, 2015–16



Homelessness and Mobility Impact Achievement

Proportion of students experiencing homelessness meeting or exceeding standards on SBAC ELA and math by school mobility, 2015–16



Source: Data provided by the California Department of Education through a special request.

Summary



- The number of students identified as experiencing homelessness is high and increasing in California, even before Covid-19. Current numbers likely represent an undercount
- Students experiencing homelessness are more likely to be students of color, English learners, students with disabilities and enrolled in high-poverty schools
- The experience of homelessness is strongly and negatively associated with student learning outcomes, including achievement and attainment

Yet many students experiencing homelessness display resilience. Local and state decisionmakers can create environments that help foster resilience.



REPORT BRIEFING

State *of* Crisis:

Dismantling Student
Homelessness in California



Dr. Joseph Bishop
Director, Center for the
Transformation of Schools at UCLA

Methodology:

155 participants



Interview Settings	Stakeholders	Number of Participants
Focus Groups	Nonprofit organizations, Service providers, Foundation Organizations, State agencies, McKinney-Vento Liaisons, K-12 school staff, K-12 school educators, K-12 District and County Partners, Higher Education partners	115
Individual interviews	Nonprofit organizations	4
Individual interviews	Students	13
Individual interviews	Higher Education campus and systemwide leaders	8
Individual interviews	Early Childhood Education partners	7

County Statistics



Students Experiencing Homelessness for Counties with Highest Number of Homeless Students, 2018-2019

County	# of Total Students	# of Students Experiencing Homelessness	% of Homeless Students
Los Angeles	1,518,501	66,566	4.4%
San Bernardino	427,769	31,180	7.3%
Orange	494,031	29,424	6.0%
San Diego	526,792	20,631	3.9%
Riverside	449,055	19,675	4.4%
Sacramento	260,470	10,470	4.0%
Monterey	80,153	9,079	11.3%
Santa Barbara	71,006	8,316	11.7%
Ventura	139,636	6,247	4.5%
Butte	33,142	5,638	17.0%



Key Findings

from Stakeholders in the Field
of Early Childhood Education,
K-12 & Higher Education

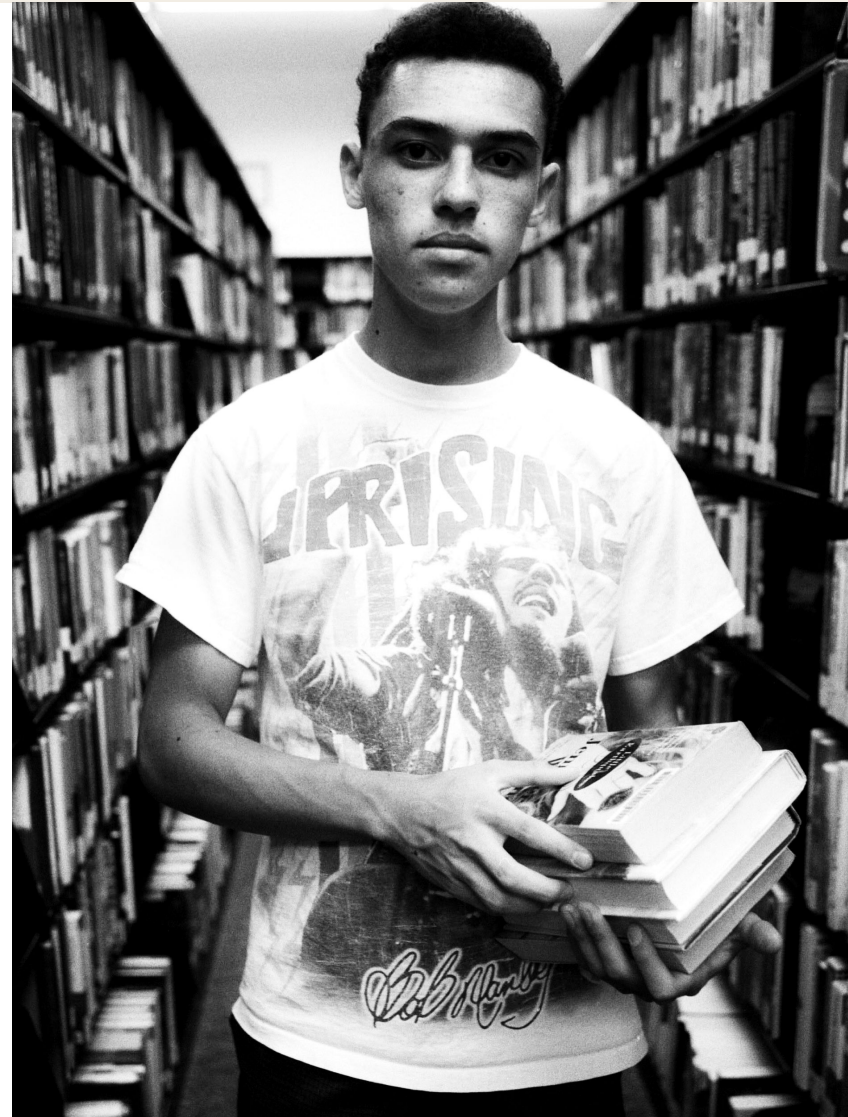


- 1. Current professional capacity to support students impacted by homelessness is inadequate:** comprehensive, targeted and coordinated training is needed.
- 2. Homeless liaisons are struggling to effectively respond to growing needs in their community,** requiring more resources and staffing.
- 3. The prevalence of Black and Latinx students experiencing homelessness** requires more racially and culturally responsive strategies in education practice and policy.
- 4. Students experiencing homelessness are often overlooked or misunderstood** in school settings, which can result in negative educational experiences.
- 5. Better coordination is needed between child welfare, housing and education stakeholders** to alleviate barriers for students and families.
- 6. Community-based organizations and nonprofits provide a critical function** as part of an ecosystem of support for students and can get out resources to families quickly.
- 7. The bookends of education, early education and higher education are an often-overlooked yet essential part** of a coordinated response to student homelessness, from cradle to college.

Student Perspectives

Interviews with young people revealed a common set of patterns that can help inform the types of services and supports that are currently lacking in existing educational structures and services.

- **A lack of early mentorship and stability** can fuel a sense of distrust and isolation.
- **Adverse life experiences have changed the educational and employment trajectory of students** (e.g. death in the family, abuse, traumatic life events, loss of school equipment, job loss).
- **Students experiencing homelessness often lack the supports they need to fully engage in learning**, ranging from basic needs to emotional and physical safety.
- **Education institutions must be more flexible in how they extend educational opportunities** (e.g. credit recovery, remediation).



Policy Implications



School District Policies

- **Ensure that district resources for students experiencing homelessness are aligned with Local Control Accountability Plan (LCAP) goals.**
- **Encourage the development and sharing of common district-wide strategies for identifying and serving students experiencing homelessness.**
- **Adopt a Multi-Tiered System of Support (MTSS) framework to organize schools around the needs and learning interests of students experiencing homelessness.**

Policy Implications



Cities & County Policies

- **Work between school districts, city and county agencies to provide and coordinate access to resources to support students and families experiencing homelessness.**
- **Encourage the support of development for after-school programming and community services.**
- **Improve coordination across city departments to ensure more efficient service delivery and access to basic needs.**
- **Focus on improving access to affordable housing options.**
- **Establish city-led efforts that focus more deliberately on K-12 and college level rapid rehousing partnerships.**

Policy Implications



State Policies

- **Provide more targeted funding to augment Local Control Funding Formula (LCFF).**
- **Continue to invest in data systems like the Cradle to Career longitudinal data system.**
- **Increase access to high-quality early education programs as a foundational strategy.**
- **Expand investments in the college-focused rapid rehousing and basic needs efforts.**

Policy Implications



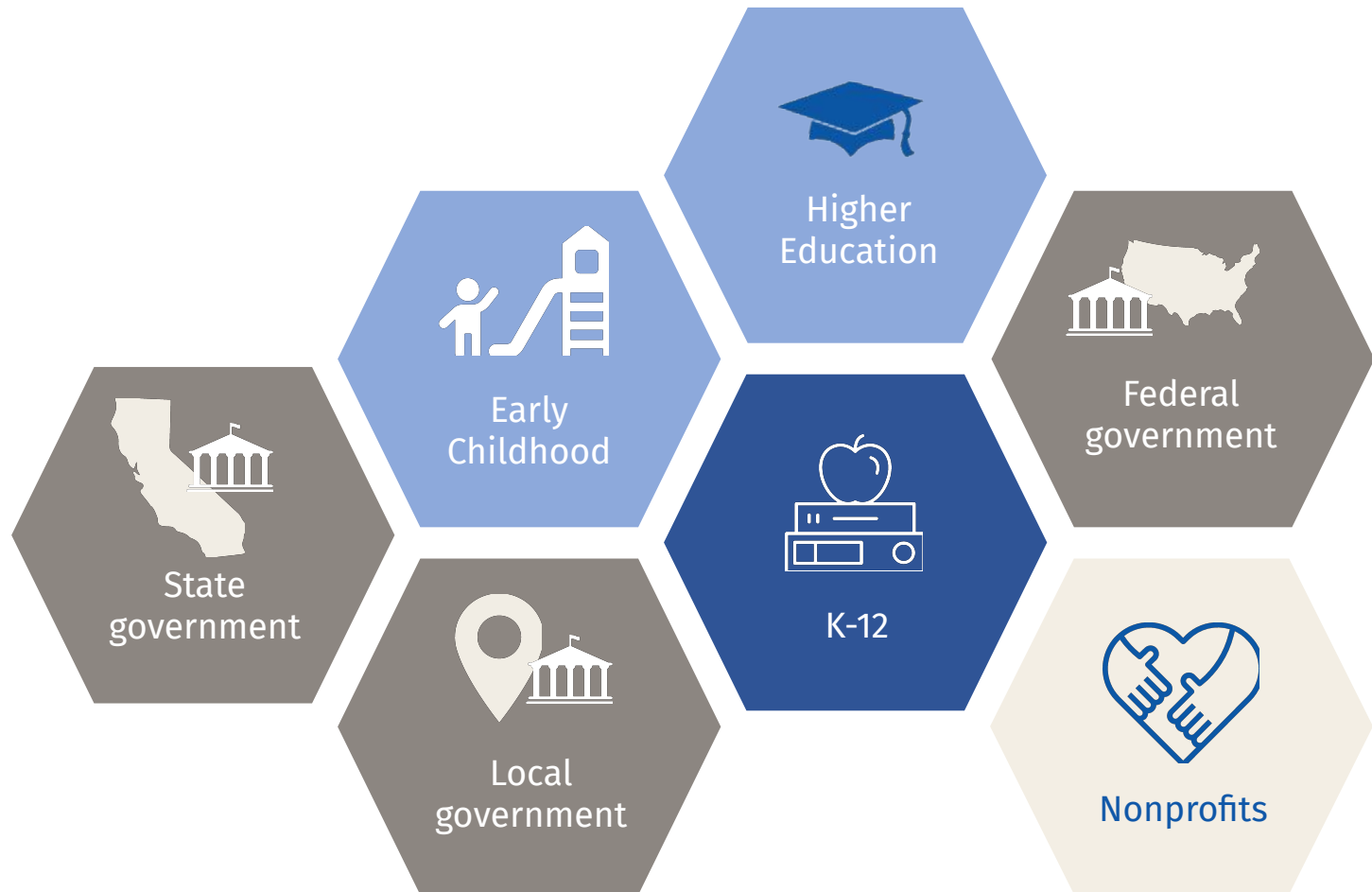
Federal Policies

Establish a standard definition for student homelessness to improve the identification of young people for targeted support and resources to eliminate confusion that multiple definitions create for educators and school systems.

- **Adequately fund the McKinney Vento Act (MVA) to allow for federal resources to be directed to the state and local systems at a much larger scale.**
- **Expand funding for full-service community schools to support primary health, mental health, and dental care.**
- **Incentivize state efforts through federal funding streams that strengthen coordination.**
- **Increase financial aid packages to cover the total cost of attendance.**

Key Takeaway

No one system can address homelessness in isolation. **A coordinated, multi-pronged approach is needed.**





CONTACT



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