

**The School District of Philadelphia
Office of Research and Evaluation**

**Education for Homeless Children and Youth
Annual Performance Report (2007-2008)**

Report 0808

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Education for Homeless Children and Youth 2007-2008 Annual Performance Report

Executive Summary

The Pennsylvania Department of Education provides the School District of Philadelphia (SDP) with yearly funding to participate in the *Education for Homeless Children and Youth Grant*. For the past 18 years, the funding has supported the School District's Homeless Children's Initiative (HCI), a program that provides information, resources, and consultation to homeless families of public school students, to shelter and transitional housing staff, and to School District personnel.

During the 2007-2008 school year, the HCI office, in collaboration with the School District's Office of Research and Evaluation (ORE), continued to expand and implement its homeless student tracking system, which led to the identification of more homeless students than in any previous year of operation. Moreover, surveys of housing providers and parents indicated that all parties are continuing to access pertinent information about resources and the educational rights of homeless students. However, the HCI Office continues to be challenged with ensuring that information is filtered down to its intended parties. Outreach efforts are producing gradual improvements over those services offered to homeless students in Philadelphia in previous years.

Major Findings: Program Implementation and General Outcomes

The Homeless Children's Initiative had two overarching goals:

1. To reduce and/or eliminate educational barriers for homeless students through the use of local "best practices" and activities aligned with the provisions of the McKinney-Vento Homeless Education Assistance Act;
2. To ensure that all homeless children enroll in school and have opportunities to succeed academically.

The Homeless Children's Initiative met 11, partially met five, and did not meet one of its 18 performance objectives in AY 2007-2008. One objective pertaining to parent perceptions of workshops was not measured due to insufficient data. In general, however, homelessness still remains a challenge in areas of attendance and truancy, which affects academic outcomes. Specifically, the project evaluation yielded the following findings:

HCI expanded and improved the existing computerized tracking system for homeless students enrolled in Philadelphia public schools.

- In 2007-2008, address searches included students in pre-kindergarten and day care programs. The City of Philadelphia's Office of Supportive Housing (OSH) assisted in the identification of homeless youth ages 0-5. In total, those efforts led to the identification of 3,129 children. However, only 3,060 students were identified as enrolled in the School District of Philadelphia, as well as 1,784 students (ages 0-5) served by OSH. This totals 4,913 youth, a

nearly 6% increase over last year (2006-07 grant year), when a total of 4,627 youth were identified.

- Homeless students continue to be concentrated in relatively few schools. While homeless students were enrolled in 354 public schools (310 District-managed-- including 55 Head Start locations—and 44 charters), 42% (1,287 students) were concentrated in 31 schools (29 District and two charter schools). Compared to the total student population, there were higher percentages of homeless students in grades 1, 2, and 3, and lower percentages of homeless students in grades 10, 11, and 12.
- While charter schools served 15.7% of the overall student population in Philadelphia's public schools in 2007-2008, 7.4% (N=227) of homeless students were enrolled in charter schools.

The HCI Office continued to provide program supports designed to improve homeless students' school attendance and academic performance.

- On average, parents received materials and school supplies for homeless students within 5 days of their requests to the HCI Office.
- School is often interrupted when families relocate to shelters or transitional housing. This transitional period may require that students be absent from school, and parents often need to reenroll their children in schools that are more conveniently located to their new location. Housing Directors reported that the average number of days between a family's initial homelessness (shelter intake) and a child's re-enrollment in school was 2.7 days, a decrease from the 3.2 days reported in 2006-2007.
- Homeless students exhibited lower attendance rates than the overall public school student population and were more likely (25.4%) than students from the total population (14.6%) to be truant (25 or more unexcused absences). These figures do, however, show improvements from 2005-2006. In fact, the 2007-2008 truancy rate amongst homeless students declined by 2 percentage points.
- Students enrolled in the HCI-sponsored after-school programs demonstrated increases in PSSA proficiency levels in 2007-2008 (as compared to 2006-2007). In 2006-2007, there were increases in the percentages of students who were Advanced and Proficient in math. In addition, there were increases in percentage of students who were Proficient and Basic in Reading. There were decreases in the percentage of students who were Below Basic in Reading.

The HCI Office expanded its already considerable efforts to communicate with parents, housing staff, SDP staff, and external advocacy agencies about the McKinney-Vento Homeless Assistance Act, the educational rights of homeless children, and services/resources available through SDP.

- HCI personnel conducted four quarterly meetings with all housing providers across the 2007-2008 school year. Almost all housing directors reported having received verbal advice/consultation and information on homeless students' educational rights and available resources through the School District.
- The HCI Office provided 14 parent training workshops across the city, yet fewer parents participated than in all prior years. Fifty percent of parents surveyed reported that they had received information about their children's educational rights and available resources/services within the first few weeks of moving to the residential facility. This represents a 16% decrease from the previous year. Parent training workshops may be an area that the program office would want to focus more heavily on during the 2008-2008 AY.
- The HCI Office mailed informational packets to 100% of school counselors four times during the 2007-2008 school year. Of the counselors surveyed, 81% reported receiving information regarding educational rights of homeless children. Eighty percent of the counselors reported receiving education resources, while 75 % reported receiving transportation services for homeless children.

Education for Homeless Children and Youth 2007-2008 Annual Performance Report

I. Introduction

The School District of Philadelphia (SDP) receives funding annually from the Commonwealth of Pennsylvania (PDE) to participate in the *Education for Homeless Children and Youth Grant*. This grant has funded the School District of Philadelphia's Homeless Children's Initiative (HCI) for the past 18 years. The HCI Office is charged with providing information, resources, and consultation to homeless families of public school students, shelter and transitional housing staff, and School District personnel related to the McKinney-Vento Homeless Assistance Act, the educational rights of homeless children, and available services and resources. The HCI Office is also responsible for providing educational advocacy for homeless families. The HCI serves homeless families with school-aged children throughout the city of Philadelphia. As such, their efforts are not limited to District-managed schools, but extend to all students enrolled in both District and charter schools.

During the 2007-2008 school year, the HCI continued to provide support and services to Philadelphia's homeless student population. The HCI Office disseminated integral information and provided services/resources, both directly and indirectly (through referral) to approximately 4900 homeless students and their families residing in 41 different shelters and transitional housing facilities/organizations and attending at least 354 public schools and preschools. These efforts, along with a wide assortment of complementary activities, were intended to facilitate the educational transitions and support the academic performance of homeless children attending public schools in Philadelphia.

Of the 18 performance objectives set forth to assess the efficacy of the HCI grant in 2007-2008, the program met 11, partially met five, and did not meet one of its 18 performance objectives in AY 2007-2008. One objective pertaining to parent perceptions of workshops was not measured due to insufficient data. The following describes the methods and detailed findings of the grant evaluation for 2007-2008.

II. Data Collection and Evaluation Methods

The 2007-2008 evaluation utilized documents analysis, surveys, and analyses of student outcomes. In combination, these methods enabled ORE staff to gain a more comprehensive understanding of homelessness in Philadelphia public schools, monitor and evaluate the fidelity of program implementation, and provide formative feedback to HCI staff.

Documents Analysis. The evaluation included a review of documentation of meetings, professional development sessions, and programs that were either hosted or attended by HCI staff. The resources and services provided by HCI to families and housing facilities were reviewed along with intake records from shelter and transitional housing facilities/organizations.

Surveys. In the Summer of 2008, surveys were administered to housing directors at identified shelter/transitional housing facilities and homeless parents of school-aged children living in non-emergency shelters and transitional housing facilities.

The Shelter and Transitional Housing Director Survey was distributed to 29 of the 38 identified shelters and transitional housing providers. The other 11 transitional houses were not administered surveys due to scattered sites that included multiple addresses and apartments without directors. A total of 14 directors completed and returned the survey. This survey return rate of 48% represents a significant increase from the 19.6% return rate obtained in AY 2006-2007.

Parent Surveys were mailed to housing directors at 29 housing facilities. Housing directors were asked to distribute surveys to parents who had resided at the facility for at least three months to ensure that respondents would have some experiences with the school system while homeless. Sixty-four parents completed the survey. Of the respondents, 67% reported that they had been homeless and had resided in their present homeless facility for three or more months. The average length of stay for a parent residing in a shelter or transitional facility was approximately five months, but 12% reported residing there for a year or more. On average, parents reported two school aged children living with them (5-18 years old). Slightly over a quarter (26.79%) of parents reported having three or more children of school age living with them in the shelter.

Student Outcomes. ORE staff utilized all available addresses associated with homeless housing facilities (including shelters and transitional housing units) to identify individual homeless students. These searches enabled point-in-time data collection and six-year trend information on the distribution of homeless student enrollment by school and grade-level along with school attendance and truancy rates.

III. Goals and Objectives

The Homeless Children's Initiative is guided by two overarching goals:

1. To reduce and/or eliminate educational barriers for homeless students through the use of local "best practices" and activities aligned with the provisions of the McKinney-Vento Homeless Education Assistance Act;
2. To ensure that all homeless children enroll in school and have opportunities to succeed academically.

Under these overarching goals, four major program goals specified multiple performance objectives and associated success criteria. The status of each of these performance objectives for the 2007-2008 school year is reported below.

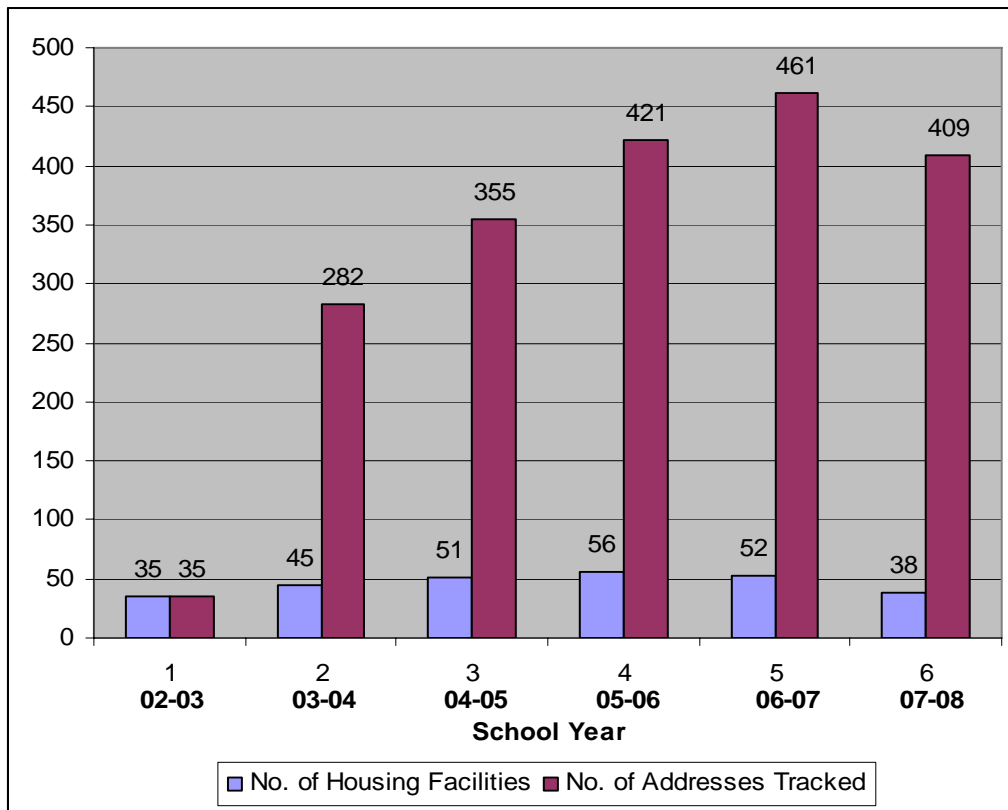
Program Goal 1: To expand and improve the existing computerized tracking system for homeless students enrolled in Philadelphia public schools.

The Homeless Children’s Initiative (HCI), in collaboration with the Office of Research and Evaluation (ORE), met all four performance objectives specified under Program Goal 1.

1. Continued Expansion of Housing Provider Database and Bi-monthly Address Tracking

This performance objective was met. Between September 2007 and June 2008, HCI and ORE identified 38 homeless housing providers across the city of Philadelphia— 31 shelters and 7 transitional housing organizations. As of June 2007, HCI and ORE found 409 homeless housing addresses that were managed by these providers, representing an 11% decrease from the number of addresses found in 2006-2007 (see Figure 1 for the six-year trend)¹. Although there was a decrease in the number of identified housing facilities, this goal was met as the Provider Database and Bi-monthly address tracking consistently occurred. Four monthly address searches provided updated student data, and each new search was combined into a cumulative file.

Figure 1. Shelter and Transitional Housing Identification/Tracking by School Year



¹Most transitional housing organizations were scattered-site and included multiple addresses and apartments.

2. Enhancement of Collaborative Relationships with Philadelphia's Office of Emergency Shelter Services (OESS), housing facilities/agencies serving homeless families, and the Department of Human Services.

This performance objective was met. During the 2007-2008 AY the HCI Office collaborated with the Office of Transition and Alternative Education, High School Office, Office of School Management, Office of Strategic Planning, Office of Attendance and Truancy, Office of Climate and Safety, Office of Specialized Instructional Services, and the Office of Grants Development and Support. HCI was able to sponsor an Alternative Education Program at the City of Philadelphia's Office of Supportive Housing. Through existing relationships with numerous housing facilities and agencies, the HCI Office continued to obtain additional resources for homeless students and their families by continuing community outreach and informational campaigns. The HCI Office continued its collaboration with the Philadelphia Health Management Corporation to implement the *Teen Education Project*. The program is designed to provide intensive support (e.g., mentoring, academic tutoring, counseling) to students ages 13 to 18 in the two largest shelters in Philadelphia. During the 2007-2008 AY 81 teens were served by HCI's sponsored Teen Education Program. The HCI Office also maintained its partnership with the Office of Early Childhood to secure space for pre-school students. Additionally, the HCI Office partnered with the Office of Communication to assist with their Parent Call Center and the Citywide Resource Fair.

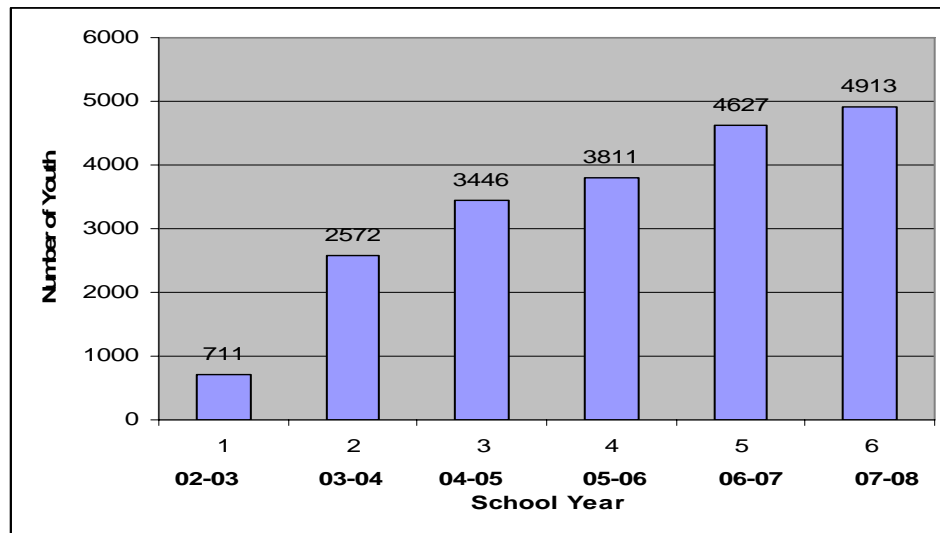
The HCI Coordinator attended and presented the HCI mission during 31 interagency meetings, which represents 35% more presentations than the 2006-2007 AY. In addition to attending meetings of the Mayors Task Force to end Homelessness, the HCI Coordinator's presentations included but were not limited to, 181 providers, 203 parents, 261 counselors, 122 nurses, and 16 Parent Truancy Officers.

3. Supplementation and Expansion of Computerized Student Tracking System

This performance objective was met. In 2005-2006, HCI and ORE continued to implement multiple strategies for tracking homeless students to improve identification efforts. In 2006-2007, homeless student address searches were conducted, and searches were expanded to include students in publicly-funded pre-kindergarten and day care programs (serving students aged 3-5). These efforts were continued with success in AY 2007-2008 and included the following: (1) the distribution and collection of homeless student registration forms for school personnel; (2) the collection of monthly intake reports from the City of Philadelphia's Office of Emergency Shelter Services (OESS); (3) collection of attendance data from shelter after-school programs; (4) collection of data from School District Transportation Services records; and (5) collection of data from resource distribution lists maintained by the HCI Office. In addition, collaboration with the City of Philadelphia's Office of Supportive Housing enabled the Office of Research and Evaluation to identify students from birth to three years of age who received services. Subsequently, 4,913 homeless youths were identified. Of the 4,913 youth, 749 were identified as homeless solely due to an address search. This means 15% of the youth identified as homeless via the address search did not receive HCI services and would not have been identified with out the address search in enrollment records.

The identification of 4,913 homeless youth in AY 2007-2008 represents approximately 6% increase over the 4,627 youth identified in the previous (2006-2007) academic year (Figure 2 illustrates the six year trend in homeless youth identification). Of these 4,913 youth, 3,129 were enrolled in public schools or publicly funded pre-kindergarten and day care programs. However, ORE’s computerized student tracking system led to the verification of only 3,060 students enrolled in 2007-2008. These 3,060 students attended a total of 354 public schools—310 District-managed (including 55 Head Start locations) and 44 Charter Schools.

Figure 2. Number of Homeless Students Tracked by School Year



Importantly, the actual number of homeless students in Philadelphia public schools is presumably higher for two reasons: (1) an unknown percentage of families residing in identified (tracked) housing facilities had not updated their addresses with their children’s schools, and (2) homeless students were likely to have lived in other types of temporary and/or unsheltered living conditions (e.g., “doubled-up” with extended family or friends, awaiting foster care, in vehicles). ORE was not able to identify children in these categories, but perhaps the HCI Office could work with school counselors in an effort to identify these youth in the future.

4. Provision of Information on Homeless Concentrations to HCI Office

This performance objective was met. ORE provided HCI with reports of the number of homeless students enrolled in the School District by school and by housing facility/organization. The HCI Office used the reports to direct attention and/or services to schools that enrolled the highest concentrations of homeless students. Since April 2005, the School District’s Title I Office has used these cumulative homeless enrollment figures to allocate additional funds to schools in the District with high concentrations of homeless students.

The number and percentage of homeless students enrolled in each school is displayed in the Appendix. Head Start locations and Charter schools are reported separately. While homeless students were enrolled in 354 public schools (310 District-managed-- including 55 Head Start locations—and 44 charters), 42% (1287 students) were concentrated in 31 schools (29 District

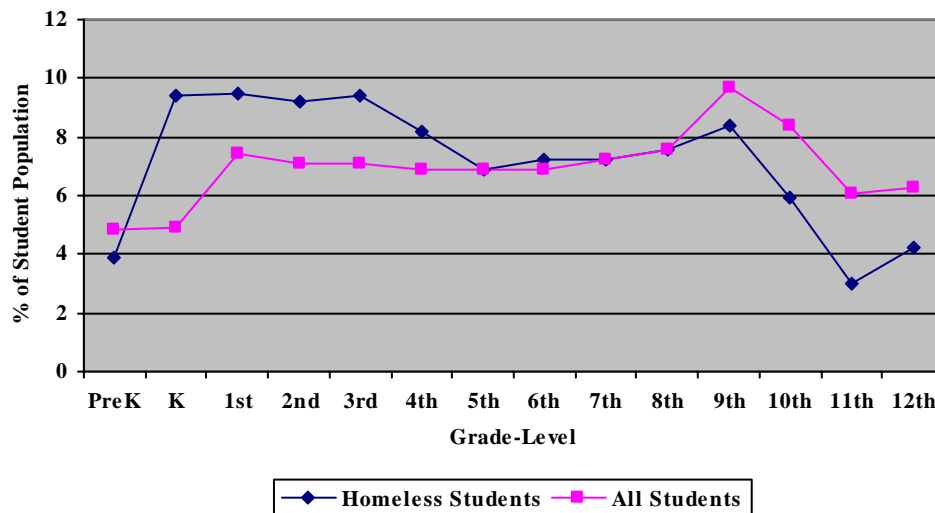
and two charter schools). Table 1 presents the number and percentage of homeless students attending charter and District-managed schools and Pre-K programs.² While charter schools served 15.7% of the overall student population in Philadelphia’s public schools in 2007-2008, 7.4% (N=227) of homeless students were enrolled in charter schools.

Table 1. Enrollment of Homeless Students within District and Charter Schools

School Type	Number of Homeless Students	Percentage of Homeless Students
District	2,833	92.6%
Charter	227	7.4%

Figure 3 displays the distribution of homeless students in each grade-level during the 2007-2008 academic year. Also included is the distribution of the total population of students within each grade-level. For both homeless students and the total student population, students were distributed evenly across Pre-K through grade 8, with the exception of grades K through 3. In those grades, there appeared to be a higher percentage of homeless students. The total student population showed an increase in enrollment at grade 9 followed by a decline in grades 11 and 12. The homeless student population remained virtually the same in 9th grade, but declined in grades 10, 11, and 12. This decrease may be due to higher drop-out rates among the homeless student population. Alternatively, high school students who are homeless may be less likely than younger students (and/or their parents) to report their homeless status to schools and/or less likely to move with their families to shelters and transitional housing. It is also possible that some of these youth are living in “double-up” housing arrangements.

Figure 3. Homeless Students and the Total Student Population³ Enrolled in Each Grade-Level



² Of the 4,913 youth (ages 0-18) identified, enrollment and academic data was available for 3,060 students. This only included students who were enrolled in the District for 45 days or more (25% of the school year).

³ District student totals are based on October 2007 enrollment data.

Program Goal 2: Maintain and expand program supports designed to improve homeless students' attendance and academic performance.

The Homeless Children's Initiative met two, partially met two, and did not meet one of the five performance objectives specified under Program Goal 2.

School is often interrupted when families relocate to shelters or transitional housing. This transitional period may require that students be absent from school, and parents often need to reenroll their children in schools that are more conveniently located to their new location. While the McKinney-Vento provisions permit homeless families to retain their children in their schools of origin (original schools of attendance prior to homelessness), this is often not practical. The School District provides these children with SEPTA (Southeastern Pennsylvania Transportation Authority) tokens, but new locations often require students to take circuitous routes including multiple buses and/or trains. While high school students may be capable of navigating such distances, many elementary and middle school children are not. Therefore, parents of younger children often choose to enroll their children in new schools that serve the neighborhoods in which their shelters/transitional housing facilities are located.

1. Re-enrollment of students during homeless transitions will average no more than three days.

This performance objective was met. The HCI Office engaged in a number of strategies designed to facilitate the re-enrollment or continued attendance of homeless students in school. At four points during the 2007-2008 school year (September 2007, January 2008, March 2008, and May 2008), HCI personnel mailed informational packets on rights, resources, and services for homeless students to all schools. The HCI Office also sponsored 14 workshops/trainings for parents, with over 200 parents in attendance. The HCI Office provided professional development to school staff in the EMO region, including members of school support teams, secretaries and members of school leadership teams. In addition, HCI staff provided 15 in-service programs to more than 400 School District staff. These efforts were designed to educate homeless parents and School District personnel about the educational rights of homeless students and to provide information about how to more efficiently obtain needed support related to enrollment, school of origin, and transportation.

Re-enrollment facilitation and troubleshooting continued to be a significant part of HCI staff's role during the 2007-2008 school year. Yet, the HCI Coordinator estimated the average number of weekly calls to HCI to intervene in the re-enrollment process in 2007-2008 was 10, a significant decrease over last year's 29-30.

Housing Director Survey. The principal source of information about re-enrollment during transition periods was obtained from the survey of housing directors. Housing directors were asked to estimate the average number of days required in 2007-2008 to enroll (or re-enroll) incoming school-aged children in school. Their responses indicated that the average re-enrollment period across their facilities was 2.7 days. This represents a decrease from the 3.2 days reported by directors in AY 2006-2007. When asked how the amount of time to enroll students compared to that of the prior year, 33% of directors believed that the period had "gotten shorter" and 67% believed the timeframe had "not changed."

Parent Survey. Thirty-nine percent of parents surveyed reported having enrolled their child(ren) in a new school when they moved to their current housing facility. This represents a decrease from the 43% of parents who reported likewise during the 2006-2007 AY. Sixty-one percent of parents reported they were informed that they had the right to keep their children in their school of origin. This reporting was consistent with 2006-2007 AY parent survey results.

2. Receipt of transportation assistance and other school supplies from the School District of Philadelphia will average no more than 10 days.

This objective was partially met. HCI staff reported in 2007-2008 that the State Department of Transportation provided 588 transpasses. HCI staff also reported that transpasses were distributed within 7 days of request from schools. This goal was partially met because while the program office reported distributing requested items within 7 days, parents had a mixed response.

Parent Surveys. Parents who requested assistance with transportation or school supplies were asked to report the number of days it took them to receive assistance. Approximately 58% of parents reported having asked for transportation assistance. Of these parents, nearly 13% reported receiving tokens within 1 to 2 days, 13% reported receiving them in 3 to 5 days and virtually 4% reported receiving them within 6 to 10 days. Forty-two percent of parents reported they requested supplies. Thirty-one percent of parents who requested supplies reported they received them. Of these parents, 13% received supplies within 1 to 2 days. This is a significant decrease (54%) from 2006-2007 AY when 67% of parents reported receiving supplies within 1-2 days of request. Thus, it took longer to receive supplies during the 2007-2008 school year than in the previous school year. Six percent of parents received materials requested within 3 to 5 days, and 6% reported they received supplies within 6 to 10 days.

3. The rate of truancy for homeless students will decrease by 10%.

This performance objective was not met. Students in the Philadelphia public schools are considered truant (according to the operational definition utilized by Philadelphia Truancy Court in 2003-2004) if they have been absent without a written excuse for 25 or more school days. Using this definition, homeless students were nearly twice as likely to be truant as students from the total population (See Table 2)⁴. This rate of truancy (25.4%) during the 2007-2008 AY decreased by 2 percentage points from AY 2006-2007 (27.4%). Overall, homeless students in 2007-2008 were more likely to be absent from school than were students from the total population. While the average student was absent 10.8% of the total days they were enrolled, the average homeless student was absent for 18.3% of total days enrolled.

⁴ All attendance data pertains only to those students who were enrolled in SDP for at least 25% of the school year (45 or more days).

Table 2. Attendance and Truancy Rates for Homeless Students and the Total Public School Population (AY 2007-2008)

	Homeless Population ⁵	Total Public School Pop. (Phila.)
Attendance Rate	81.7%	89.2%
Percent Truant 1 (absent 25+days w/o excuse)	25.4%	14.6%

Figure 4. Percent of Students who were Truant within the Homeless and Total Student Populations

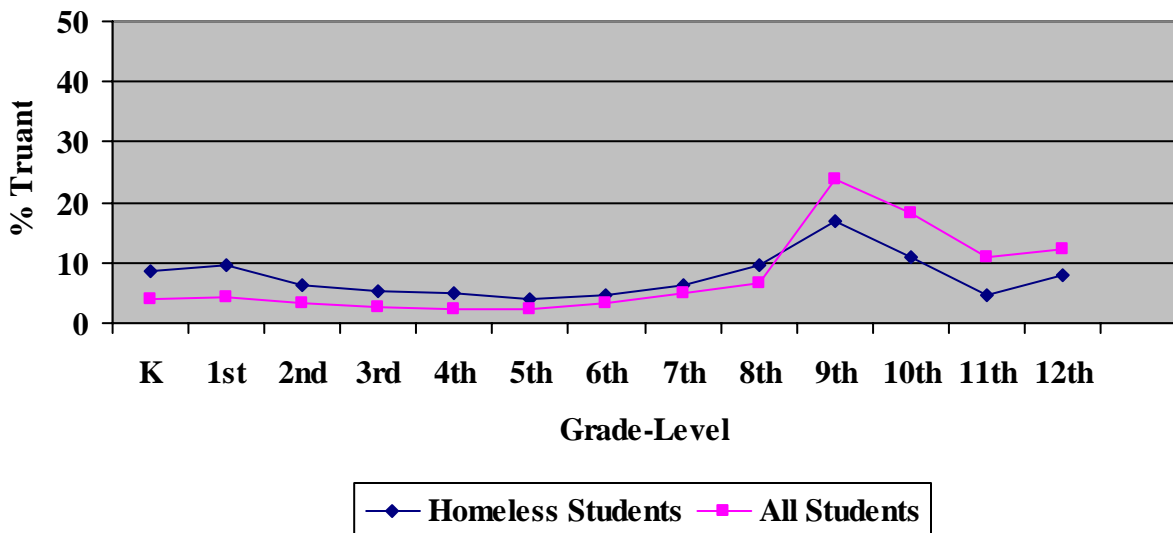


Figure 4 presents the truancy rates for homeless students and the total student population within each grade-level. Truancy rates for both groups presented a fairly similar pattern across grade-level. However, the gap was largest in grades 9 through 11.

Homeless students exhibited a higher incidence of truancy than did students who were not homeless in 2007-2008.

4. Enrollment in HCI-sponsored after-school and summer enrichment programs funded by HCI will be maintained at 2005-2006 levels.

⁵ Totals for homeless students and the total student population based on students who were enrolled in 2007-2008 for 45 or more days.

This objective was met. Sixteen after-school enrichment programs were sponsored by the HCI Office operating in 8 homeless shelters in Philadelphia and four community centers. Also, 10 shelters sponsored 18 summer enrichment programs. Summer enrichment programs were also hosted by five community centers.

In 2007-2008, the HCI Coordinator visited all of the 16 after-school programs on a bi-weekly basis, and the Teen Education Program was visited at least once a week. HCI personnel made bi-weekly site visits to the 16 shelters that housed these programs in order to meet with shelter directors and staff, monitor and assess the quality of program implementation, and provide consultation and assistance as needed.

5. Math and Reading scores on PSSA assessments (Spring 2008) for homeless students enrolled in HCI-sponsored after-school programs will equal or exceed their performance levels in the previous academic year (Spring 2007).

This objective was partially met. HCI sponsored after-school programs in order to provide homeless children with additional academic and recreational opportunities. Based on student enrollment in these programs, Math and Reading PSSA scores were analyzed for those students who took the PSSA test. Table 3 (below) suggests students enrolled in the after-school programs demonstrated increases in PSSA proficiency levels in 2007-2008 (as compared to 2006-2007). In 2006-2007, there were increases in the percentages of students who were Advanced and Proficient in math. In addition, there were increases in percentage of students who were Proficient and Basic in Reading. Fewer students were identified as Below Basic in Reading. Although there were academic gains, fewer students were identified as Basic in Math and advanced in Reading.

Table 3. PSSA Proficiency Levels for Students Enrolled in HCI sponsored After-school Programs

	2006-2007 Math	2007-2008 Math	2006-2007 Reading	2007-2008 Reading
Advanced	10.7%	12.5%	6.5%	5.6%
Proficient	25.9%	26.5%	25.2%	27.5%
Basic	27.5%	25.8%	23.9%	28.2%
Below Basic	34.1%	35%	44.3%	38.7%

Program Goal 3: To maintain and enhance communication and coordination between HCI, parents, shelter/transitional housing staff, schools, and regional academic offices.

The Homeless Children’s Initiative met one and partially met four of the five performance objectives specified under Program Goal 3.

- 1. All (100%) public school counselors (or administrators in charters without counselors) will receive information packets on the educational rights, resources, and services available**

to homeless students in the School District, and will report awareness of these rights, resources, and services.

This performance objective was partially met. The HCI Office mailed informational packets about McKinney-Vento provisions and existing homeless housing resources to all (100%) of counselors and/or administrators in all District and Charter schools in September 2007, January 2008, March 2008, and May 2008. Information packets on rights, resources, and services were mailed to all schools September 2007 and January 2008. Materials mailed to counselors and/or administrators also included the following:

- September 2007 - Policy and Procedures for Homeless Students, Title I Usage for Homeless Students, General Literature and Information and Homeless ID Forms.
- January 2008 - Updates on Policies and Procedure – Title 1 Funds
- March 2008 - New Procedures for Title I Funding
- May 2008- Year-end Procedures

However, counselors surveyed during 2007-2008 AY reported differently. Of the counselors surveyed, 81% reported receiving information regarding educational rights of homeless children. Eighty percent of the counselors reported receiving education resources, while 75 % reported receiving transportation services for homeless children.

2. All (100%) public school counselors (or administrators) will have received the up-to-date homeless housing resource list from HCI and will be able to identify housing resources in their residential feeder areas.

This performance objective was partially met. The HCI Office, in September 2007, mailed the most up-to-date directory of homeless housing facilities to all (100%) public schools in Philadelphia. Sixty-three percent of school counselors reported that they were able to identify housing facilities that lie within their school’s enrollment feeder area. Eighty-three percent of counselors reported that they are ‘Very’ to ‘Somewhat’ familiar with housing resources for homeless families and or children in the Philadelphia area.

3. For schools enrolling five or more homeless students across the school year,

- (a) 100% of school counselors (or lead administrators) will have specific knowledge of HCI-sponsored after-school and summer enrichment programs;*
- (b) 100% of school counselors (or lead administrators) will work collaboratively with the HCI Office to secure needed resources/services for homeless students*

This performance objective was partially met. The HCI Office provided professional development to 261 school counselors and to 45 members of charter school leadership teams. However, a survey was conducted with school counselors during the 2007-2008 AY. Of the counselors surveyed, only 33% reported they were aware of HCI-sponsored after-school programs and 22% reported that they were aware of HCI –sponsored summer enrichment programs. Eighty-three percent of counselors rated the general accessibility with the HCI Office as “fair” to “very good.”

4. Ninety Percent (90%) of identified shelter and transitional housing directors will receive, at minimum bi-annually, information packets from HCI on educational rights, resources, and services available to homeless students in public schools, and will report awareness of these rights, resources, and services.

This performance objective was met. HCI personnel conducted four quarterly meetings with all housing providers across the 2007-2008 school year in which informational and resource packets were distributed and topical issues were addressed. Information packets contained updated housing resources, documentation about McKinney-Vento provisions, information about the educational rights of homeless children, resources and services provided by the School District of Philadelphia, and contact information for the HCI Office. The average attendance at each meeting was 45 attendees. Documentation was mailed to housing providers not in attendance at the meetings.

Housing Director Surveys. Housing directors reported that they received assistance in 2007-2008 from the HCI Office in the following areas: verbal advice/consultation (93%), other funds or resources (92%), information on homeless students' educational rights (100%), and resources available through the School District (100%).

5. Ninety percent (90%) of parents who are homeless for two or more weeks (in identified housing facilities) will have received information on educational rights, resources, and services available to their children.

This performance objective was partially met. HCI provided 14 parent training workshops across the city with over 200 attendees. At each meeting, parents received information packets containing updated housing resources, and information about McKinney-Vento provisions, educational rights of homeless children, and resources and services provided by the School District. However, a survey was conducted with parents that contained differing responses.

Parent Surveys. Of the 64 parents who completed and returned the Parent Survey, only 58 responded to the question, Did you receive information on the educational rights of children who are homeless within the first few weeks after you moved into this housing facility? Fifty percent of respondents reported that they had received information about their children's educational rights and nearly half (49%) reported they received information about available resources/services within the first few weeks of moving to their present residential facilities. The percentage of parents that reported receiving this information decreased over the previous year (2006-2007), when 70% of parents reported receiving information about available resources and 66% reported receiving information about educational rights.

Program Goal 4: To increase the capacity of parents, shelter/transitional housing staff, and schools to help minimize disruptions in the education of homeless children and youth, and provide related services and activities.

The Homeless Children's Initiative essentially met three of the four performance objectives specified under Program Goal 4. One objective could not be measured due to insufficient data.

1. All (100%) requests for special services (including Special Education, E.L.L. Programs, Gifted Programs, and non-SDP services), associated evaluations and records transfers, and transportation assistance will be facilitated by HCI staff within three days of receipt.

This performance objective was met. HCI records indicate that HCI staff processed 4 requests for Special Education services. HCI staff processed Special Education and transportation requests in 2007-2008 within 24 hours of receipt, which a significant improvement over 2006-2007 three day average response time.

2. A minimum of 15 parent workshops/trainings will be sponsored and/or organized by the HCI Office at no fewer than 10 different housing sites (or other provider locations).

This performance objective was essentially met. The HCI office conducted 14 workshops for homeless parents at seven different housing sites during the 2007-2008 school year. Records indicate that these workshops were attended by 203 parents, an 18.8% decrease from the 250 parents attending during the prior year. Workshops provided parents with information on educational rights, resources, services available to homeless children, and the McKinney-Vento Homeless Assistance Act.

3. HCI will conduct bi-annual meetings with identified housing providers to share and update information and resources.

This performance objective was met. The HCI Office held four meetings for all housing providers throughout the 2007-2008 school year. All providers were invited to attend, and averaged an attendance rate of 45 persons. HCI staff provided directors with information relating to the following areas: McKinney-Vento legislation, District services and resources for homeless families/children, a directory of offices and functions in the Office of Specialized Services (OSS) and the School District, after-school programs, truancy services, Head Start services, parent support services, health services, Comprehensive Student Assistance Process (CSAP), pre-school programs, employment, peer mediation, safety and climate issues, Post-Traumatic Stress Disorder, the Fast Math program, and summer camp opportunities.

4. At least 80% of participants (providers and parents) in workshops, trainings, and meetings will rate them as beneficial.

There was insufficient data to evaluate this objective. Trainings and Professional Developments were conducted with providers, counselors, early childhood staff, parents and principals. HCI staff reported that all trainings and Professional Developments were evaluated. However, the data was not made available to ORE staff at the time of this report.

IV. Conclusion

During the 2007-2008 school year, the Homeless Children's Initiative (HCI) Office continued its efforts to identify and serve homeless families with school-aged children in Philadelphia's public schools. The HCI Office and ORE tracked more homeless students than in any previous year of operation. The HCI Office successfully provided information, consultation, resources, and/or services to homeless families, housing facilities, external advocacy agencies, and public schools across Philadelphia. HCI staff hosted a number of meetings and workshops with directors of housing facilities, school personnel, parents, and external agencies. Finally, the HCI Office sponsored after-school and summer enrichment programs for homeless students in homeless shelters across Philadelphia.

Surveys conducted by ORE with shelter/transitional housing directors, homeless parents, as well as counselors indicated that a significant number are learning about the educational rights of homeless children and available resources/services, and for the most part, services are being provided to more people than in previous years. However, homelessness continues to present challenges with respect to attendance and truancy, which impacts academic achievement. In addition, communication continues to present challenges for the HCI office as information sent to schools and facilities does not consistently reach all intended parties.

Since 2004-2005, the HCI Office and ORE has made great strides in developing and implementing innovative systems for identifying and subsequently supporting homeless students in Philadelphia. These efforts yielded vast improvements over past years in terms of the District's ability to pinpoint concentrated areas of homeless students, and therefore, areas of increased need. HCI will continue to work with ORE to expand and improve the homeless student tracking system, while HCI continues to deliver efficient, effective, and comprehensive services to homeless students.

Appendix
Homeless Enrollment by School (shaded school codes enroll 20 or more homeless students)

School Code	No. of Homeless Students	Percentage of Homeless Students
District Schools		
031	2	.1
101	20	.7
102	24	.8
103	5	.2
105	2	.1
106	2	.1
108	72	2.4
110	11	.4
111	13	.4
112	45	1.5
113	10	.3
115	13	.4
116	4	.1
119	2	.1
120	20	.7
123	20	.7
125	9	.3
126	15	.5
127	44	1.4
128	13	.4
129	22	.7
130	14	.5
131	14	.5
133	38	1.2
134	11	.4
135	20	.7
136	6	.2
137	4	.1
138	15	.5
139	5	.2
140	6	.2
141	19	.6
142	3	.1
143	6	.2
144	4	.1
145	19	.6
146	8	.3
147	184	6.0
149	15	.5
153	15	.5

158	4	.1
200	16	.5
201	19	.6
209	5	.2
211	12	.4
212	5	.2
213	14	.5
216	13	.4
219	3	.1
220	8	.3
221	9	.3
224	3	.1
226	7	.2
231	13	.4
232	16	.5
234	27	.9
237	8	.3
238	1	.0
239	23	.8
242	15	.5
244	3	.1
245	6	.2
247	5	.2
248	4	.1
249	12	.4
251	1	.0
254	2	.1
258	2	.1
259	2	.1
263	3	.1
264	1	.0
267	2	.1
269	9	.3
272	2	.1
273	3	.1
380	4	.1
381	1	.0
383	2	.1
385	2	.1
386	2	.1
387	3	.1
388	1	.0
389	6	.2
401	48	1.6
402	25	.8
403	3	.1
406	5	.2

410	10	.3
411	9	.3
412	7	.2
414	8	.3
415	6	.2
421	71	2.3
422	14	.5
424	10	.3
426	7	.2
427	4	.1
428	1	.0
429	46	1.5
430	9	.3
431	6	.2
432	8	.3
433	3	.1
434	12	.4
437	6	.2
438	10	.3
439	4	.1
440	16	.5
443	14	.5
444	9	.3
445	4	.1
446	26	.8
447	4	.1
448	1	.0
451	43	1.4
453	5	.2
456	6	.2
457	12	.4
502	8	.3
503	18	.6
504	1	.0
505	2	.1
506	7	.2
509	1	.0
510	17	.6
511	3	.1
512	14	.5
515	3	.1
517	4	.1
521	3	.1
522	10	.3
523	2	.1
525	11	.4
526	9	.3

528	9	.3
529	8	.3
530	5	.2
531	2	.1
532	27	.9
533	4	.1
534	22	.7
535	2	.1
537	2	.1
538	9	.3
539	3	.1
540	3	.1
541	5	.2
542	7	.2
543	2	.1
544	13	.4
547	1	.0
548	10	.3
549	4	.1
550	6	.2
551	6	.2
552	4	.1
553	16	.5
555	4	.1
556	84	2.7
559	10	.3
565	3	.1
568	2	.1
601	5	.2
602	32	1.0
603	4	.1
604	2	.1
605	2	.1
606	30	1.0
607	1	.0
609	5	.2
610	5	.2
611	10	.3
620	65	2.1
621	2	.1
622	9	.3
623	2	.1
624	18	.6
625	5	.2
626	10	.3
628	12	.4
629	5	.2

630	7	.2
631	4	.1
632	2	.1
633	15	.5
634	8	.3
635	8	.3
639	8	.3
641	2	.1
643	6	.2
644	6	.2
646	1	.0
647	24	.8
648	2	.1
654	1	.0
701	38	1.2
704	15	.5
705	6	.2
710	7	.2
711	13	.4
712	7	.2
713	11	.4
715	6	.2
721	16	.5
722	6	.2
724	2	.1
725	9	.3
726	12	.4
727	1	.0
728	4	.1
729	12	.4
730	7	.2
731	5	.2
732	4	.1
735	10	.3
736	14	.5
737	3	.1
738	11	.4
739	5	.2
740	10	.3
742	9	.3
743	8	.3
744	8	.3
746	8	.3
749	4	.1
750	7	.2
751	19	.6
753	6	.2

773	8	.3
801	48	1.6
802	8	.3
803	3	.1
806	1	.0
807	3	.1
808	2	.1
809	2	.1
811	5	.2
812	3	.1
814	20	.7
817	5	.2
818	1	.0
819	7	.2
820	3	.1
821	16	.5
825	4	.1
827	5	.2
829	2	.1
830	3	.1
831	3	.1
833	9	.3
834	2	.1
835	5	.2
841	1	.0
852	4	.1
854	2	.1
Pre-K (Head Start) Locations		
A01	2	.1
A02	1	.0
A14	1	.0
A15	1	.0
A27	1	.0
A31	1	.0
A56	4	.1
A59	1	.0
A60	2	.1
A64	1	.0
A68	1	.0
A70	1	.0
A87	1	.0
B11	2	.1
B16	1	.0
B17	1	.0
C13	2	.1
C24	2	.1

C34	5	.2
C85	1	.0
C86	1	.0
C93	1	.0
C97	1	.0
D11	1	.0
D12	1	.0
D23	1	.0
D84	1	.0
E12	1	.0
E21	1	.0
F03	1	.0
F06	1	.0
F10	1	.0
F17	1	.0
F26	1	.0
G26	1	.0
G27	6	.2
G28	3	.1
G37	4	.1
G60	10	.3
G62	1	.0
G70	1	.0
G75	1	.0
G79	1	.0
H08	1	.0
H56	11	.4
H61	1	.0
N08	1	.0
N12	1	.0
N34	2	.1
N40	1	.0
N50	2	.1
N56	1	.0
N61	1	.0
N63	3	.1
S43	6	.2
Charter Schools		
W03	1	.0
W04	4	.1
W06	1	.0
W08	19	.6
W09	1	.0
W10	1	.0
W13	2	.1
W14	2	.1
W15	6	.2

W17	2	.1
W18	1	.0
W19	2	.1
W20	3	.1
W21	4	.1
W23	4	.1
W26	2	.1
W29	1	.0
W31	1	.0
W32	2	.1
W33	1	.0
W35	44	1.4
W36	2	.1
W37	12	.4
W39	6	.2
W40	5	.2
W42	2	.1
W50	4	.1
W57	15	.5
W58	1	.0
W59	3	.1
W60	1	.0
W61	1	.0
W62	1	.0
W63	7	.2
W64	2	.1
W66	1	.0
W68	35	1.1
W70	2	.1
W72	7	.2
W78	2	.1
W83	6	.2
W86	4	.1
W91	1	.0
W93	4	.1
Total	3060	100.0

Number of Youth Ages 0-5 identified by Office of Supportive Housing (Non-Duplicate Count)

