



The **Homeless Education Program (HEP)** facilitates enrollment, attendance, and academic success of homeless students in the Dallas Independent School District. Primary services include (a) Drop-In Centers at 15 Dallas ISD high school campuses and six middle school campuses, (b) removing enrollment barriers for homeless students, and (c) working with the Dallas ISD Transportation Department to ensure homeless students have access to school transportation. HEP also provides homeless students with resources such as backpacks, clothes, hygiene items, school supplies; mentoring services; out-of-school programs; and post-secondary school preparation.

Key Findings

Implementation

- Dallas ISD enrolled 3,514 homeless students, representing about three percent of the total district population, a decrease of 19 percent compared to the previous year (N=4,354). Approximately 64 percent of these students were in grades Early Childhood (EC) through 5.
- The Roving Outreach Center successfully completed 31 events and conducted intake interviews with 1,154 students (Goal: interviewing 600 homeless students/families).
- A total of 1,089 district staff members completed the HEP training (Goal: at least 600 district staff members will receive training on the McKinney-Vento law).
- In addition to federal funding (\$658,054), the HEP received 13 donations totaling \$153,075 from several organizations.
- The HEP established Drop-In Centers at 21 Dallas ISD campuses (15 high schools and six middle schools), providing homeless students with essential materials and case management services, and referring them to additional support services as needed.

Stakeholder Feedback

- Thirty percent of campus administrators saw homelessness as a significant issue at their campus, and 28 percent believed it caused enrollment delays for students.
- Fifty-four percent of administrators reported they received no training on supporting homeless students, and only 26 percent felt their campus staff received sufficient training.
- Key challenges mentioned by administrators included identifying homeless students, securing resources, facilitating transportation, improving attendance, and enhancing communication between campuses and homeless families.

Student Outcomes

STAAR

- HEP students met Approaches+ standards at lower rates than the district, with the largest gap in grades 6-8 Reading and Mathematics tests (18 percentage points).
- HEP students met Meets+ standards at lower rates than the district, with the largest gaps in grades 3-5 Mathematics, grades 6-8 Reading, and grades 9-12 U.S. History (17 percentage points).

MAP

- EOY MAP Achievement Quintiles show minimal differences (from 1 to 3 percentage points) in Reading and Mathematics between homeless students and their matched peers, indicating the HEP's effectiveness in helping homeless students catch up.

Graduation

- Of the 171 homeless seniors enrolled at the end of the 2023-24 school year, 95 percent graduated, which was three percent higher than the district rate.

Recommendations

- **Continue identifying and providing essential services to HEP students, parents, and campuses.**

The HEP assisted campus staff in identifying homeless students, arranged transportation, and advocated for students when needed. These efforts helped prevent enrollment delays and other barriers to regular attendance, thus promoting student success. Furthermore, the program supplied essential hygiene items, clothing, and school supplies to help reduce the social stigma of homelessness.

- **Continue working with program partners that provide HEP students with quality tutoring at community and drop-in centers.** Academic achievement for homeless students in Dallas ISD is generally lower than that of the district overall. However, when more precise comparisons are made, the HEP proves effective in helping these students catch up with their matched peers. Therefore, it is recommended that the HEP continues to collaborate with program partners to monitor tutoring services. Ensuring homeless students receive adequate and relevant tutoring, particularly in Mathematics where they struggle more, is essential for improving their academic performance.