

EXECUTIVE SUMMARY

The Homeless Education Program (HEP) was designed to serve homeless students and their families, primarily within the Dallas Independent School District (Dallas ISD). The purpose of the HEP was to facilitate the enrollment, attendance, and academic success of homeless students. Primary program services included Drop-In Centers at 17 Dallas ISD high school campuses and one middle school campus, removing enrollment barriers for homeless students, and working with the Dallas ISD Transportation Department to assure homeless students have access to transportation to their schools of origin¹. The HEP also provided homeless students with materials to help them succeed such as backpacks, uniforms and other clothing, hygiene items, and school supplies. Additionally, the program provided students with support such as mentoring, enrichment-filled out-of-school programs, and for post-secondary school preparation. The HEP provided tutoring services through the After8toEducate Collaborative (After8) and the Fannie C. Harris Youth Center, a shelter to help house and support unaccompanied youths. Finally, the HEP strove to indirectly assist homeless students and their families by reducing the stigma and stereotypes attached to homelessness. Training sessions and videos were provided to educate school personnel and the community on homeless student rights, issues facing homeless students, and services that the HEP provides.

The HEP was federally funded through the McKinney-Vento Homeless Assistance Act, which is a U.S. federal law that provides funding and protections for homeless individuals. The total budget for the 2021-22 school year was \$537,435 (\$355,541 from the McKinney-Vento Homeless Assistance Act and \$181,894 from Title I, Part A),² a decrease from \$613,184 during the 2020-21 school year.

PURPOSE OF THE EVALUATION

The purpose of this evaluation was to describe the context of the program and examine implementation of activities and outcomes of the HEP program for the 2021-22 school year.³ Specifically, this evaluation reports 1) services the HEP provided, 2) characteristics of Dallas ISD homeless students, 3) the status of homeless students in 2021-22 as compared to 2020-21, 4) how attendance and graduation rates for homeless students in 2021-22 compared to past

rates, and 5) academic achievement results for homeless students in the Dallas ISD.

EVALUATION QUESTIONS/OUTCOMES

What services did the HEP provide in 2021-22?

Methodology

The evaluator collected information about HEP services through interviews with program staff members, as well as review of program documents and websites. Program staff members provided lists of material requests, transportation requests, and trainings conducted during the 2021-22 school year. These data were used to examine the extent to which HEP met its 2021-22 Title I workscope goals.

Results

The HEP Title I workscope goals and results are summarized in Table 1. The program met 5 of 8 goals.

- HEP staff members completed 986 materials requests for 483 elementary school, 227 middle school, and 276 high school students across the Dallas ISD. Eighty percent of the requests included books; 63 percent included school supplies; and 10 percent included socks, hats, or other clothing.
- The HEP worked with Dallas ISD Student Transportation Services, Dallas Area Rapid Transit (DART), and the transportation services of nearby districts to ensure that all homeless students had consistent transportation to their school of origin. In 2021-22, the HEP fulfilled 159 in-district transportation requests. In addition, the HEP split transportation costs with other school districts to transport students that either lived within the Dallas ISD boundary and attended other school districts or lived within other school district boundaries and attended the Dallas ISD.
- The HEP provided training for homeless students and their families at seven shelters and six nonprofit/community organizations to reduce the stigma and stereotypes surrounding homelessness. In addition to 50 parents, the program also provided training and

¹ The public school the student attended when permanently housed or the school at which the student was last enrolled.

² As reported by Special Revenue Funds Management on 4/22/22.

³ Portions of this report were adapted from Mickelson (2021). More detailed methodological considerations are also available in those reports. Because of the transient nature of homeless students in the Dallas ISD, this evaluation reports data for homeless students who were enrolled at any

time during the school year. Thus, homeless student analyses were conducted using the end-of-year (EOY) district demographic files whereas districtwide analyses were conducted using active students enrolled on the Public Education Information Management System (PEIMS) dates.

videos to help educate teachers, campus staff members, and staff members at 10 shelters on the rights and issues of homeless individuals, the services the HEP provided, and what role individuals could play in assisting the homeless community. The department also deployed the Roving Outreach Center, a mobile information booth to three motels and five other events.

- The program provided over 100 shelter/motel students with out-of-school programming through the Ben Milam Afterschool Program, Spring Break Camp, Kids University, and Camp Bravo.

Table 1. 2021-22 HEP Title I Workscape Goals and Services Provided

Workscope Goal	Summary of Services Provided	Goal Met
Provide materials, supplies, or transportation to 200 students or families.	Fulfilled 986 materials requests and 159 transportation requests.	Yes
Provide training to 7 shelters and 4 nonprofits.	Provided training to 7 shelters and 6 nonprofits/community organizations	Yes
Train 100 parents (50 shelter parents) on rights under the McKinney-Vento law regarding education.	Basic training provided to 50 parents	No
Hold eight shelter and case manager meetings to support services.	Provided 10 case manager meetings to support shelters and their staff	Yes
Provide information and resources to parents at four motels using the Roving Outreach Center.	Used the Roving Outreach Center to provide information at 3 motels and 5 other events.	No
Provide out-of-school programming and materials to 20 students at three different motels.	Provided programming and materials for over 100 shelter/motel students at the Ben Milam Afterschool Program, Spring Break Camp, Kids University, and Camp Bravo.	Yes
Work with donors and to procure \$5,000 in materials donations.	Secured \$54,737 in donations, including Undies For Everyone and Soles4Souls	Yes
Share Amazon Wishlist once per month and secure \$1,000 in hygiene supplies and emergency food.	The Amazon wish list was shared monthly via social media platforms.	No

Source: Data received from HEP on 07/26/22.

- The program acquired \$54,737 in donations from organizations such as Undies For Everyone (providing underwear to children in need) and Soles4Souls (providing shoes for children in need) and by sharing the

HEP Amazon wish list on social media platforms at least once per month.

- The HEP worked with After8⁴ to operate the Fannie C. Harris Youth Center, a drop-in center supporting unaccompanied high school youth in Dallas. After8 provided drop-in services, tutoring, and helped students move into transitional housing or reunify with their families.
- In partnership with Promise House⁵, a Dallas-based non-profit organization, the HEP provided Drop-In Centers at 14 Dallas ISD campuses (13 high schools and 1 middle school). Drop-In Centers served as hubs for homeless students to access helpful and necessary materials, such as food, backpacks, uniforms, hygiene items, and school supplies. Drop-In Center leaders also referred students to additional services (e.g., mental health services) and organized presentations from outside agencies about numerous topics (e.g., college admissions, career options, etc.). Drop-In Centers also worked with the Food and Childhood Nutrition Services Department to provide students with healthy breakfasts. Beyond Drop-In Centers, the HEP worked to ensure that homeless students were provided the same enrichment opportunities and experiences that other students received, including sports teams, afterschool programs, and summer camps.

What were the characteristics of HEP students in 2021-22?

Methodology

The evaluator conducted descriptive analyses to summarize the characteristics of HEP students using the 2021-22 end-of-year (EOY) demographic file dated 6/21/22. Descriptive analyses of district students overall were conducted using the 2021-22 Public Education Information Management System (PEIMS) snapshot demographic file date 11/01/21

Results

Throughout the 2021-22 school year, 3,904 homeless students enrolled in the Dallas ISD. Data by grade are shown in Table 2. HEP students made up approximately three percent of the total district population. Homeless students in the Dallas ISD were more likely to be in grades Early Childhood (EC)-5 (58%) than the district overall (50%). A smaller percentage of homeless students (24%) were in grades nine to 12 than the district overall (29%).

⁴ For more information, see <http://after8toeducate.com/>.

⁵ For more information, see <https://promisehouse.org/>.

Table 2: 2021-22 Homeless Student and District Student Enrollment by Grade Level

Grade Levels	Homeless Students (N = 3,904)		District Students (N = 143,665)	
	n	%	n	%
EC-5	2,272	58.2	72,385	50.4
6-8	702	18.0	29,991	20.9
9-12	930	23.8	41,289	28.7

Source: PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22.

A larger percentage of homeless students were African American (43%) compared to the district overall (21%), and a smaller percentage were Hispanic (49%) than the district overall (71%). A smaller percentage were considered Emergent Bilingual (29%) than the district overall (48%). Other characteristics of homeless students were similar to the district overall.

What was the status of homeless students in 2021-22 compared to 2020-21?

Methodology

For 2020-21 homeless students⁶, the evaluator used frequency analyses to determine if homeless students stayed within the Dallas ISD, left the district, or changed homeless status for the 2021-22 school year. For 2021-22 homeless students⁷, the evaluator used frequency analyses to determine if students were or were not enrolled in Dallas ISD in 2020-21.

Results

Of students who were homeless in 2020-21 ($n = 4,390$), 3,541 (81%) graduated or stayed in the Dallas ISD in 2021-22 and 849 (19%) were no longer enrolled in the district. Of the 3,904 Dallas ISD students identified as homeless in 2021-22, 404 were also flagged as homeless in 2020-21 (10%), and 3,500 were newly flagged as homeless (90%). Of the 3,500 students who were newly flagged as homeless in 2021-22, 1,503 were in the Dallas ISD during the 2020-21 school year (43%) and 1,997 were newly enrolled (57%).

How did attendance rates and graduation rates for HEP students in 2021-22 compare to previous years?

Methodology

Attendance Rates

The evaluator conducted descriptive analyses to compare semester attendance rates for HEP students and the district overall during fall 2019-20⁸, fall and spring 2021-22, and fall and spring 2021-22.

⁶ Identified in demographic data files dated and 06/21/21.

⁷ Identified in demographic data files dated and 06/21/22.

⁸ Spring 2020 rates were not included because recording changes after the district transitioned to at-home learning on 03/23/20 resulted in poor data reliability.

Annual Graduation Rates

To analyze annual graduation rates, the evaluator conducted descriptive analyses to compare the 2019-20, 2020-21, and 2021-22 annual grade 12 graduation rates for HEP students in the Dallas ISD with the district overall. Data from the 2019-20 and 2020-21 school years was retrieved from Mickelson (2021).

Results

Attendance⁹

The 2021-22 fall and spring semester attendance rates for homeless students were 88 percent and 86 percent, respectively (Table 3). These rates were slightly lower than semester rates during the 2019-20 and 2020-21 school years. Rates were lower than overall district rates of 91 percent for fall 2020-21 and 94 percent for spring 2020-21.

Table 3: 2019-20 through 2021-22 Homeless and District Overall Attendance

Year	Sem	Homeless		District	
		N	%	N	%
2019-20 ¹	Fall	3,964	91.9	153,416	94.9
	Fall	4,289	88.3	145,056	91.2
2020-21	Spring	4,289	91.2	145,056	93.9
	Fall	3,257	87.6	150,664	91.8
2021-22	Spring	3,314	85.8	147,879	90.5

Source: District PEIMS data files dated, 10/31/19 (2019-20), 10/30/21 (2020-21), and 11/01/21 (2021-22). EOY demographic files dated 05/29/20 (2019-20), 06/21/21 (2020-21), and 06/21/22 (2021-22). District attendance files dated 01/24/20 (2019-20), 08/20/21 (2020-21), and 06/29/22 (2021-22).

Note: Sem = Semester. ¹Spring 2020 rates were not included due to poor data reliability after the district transitioned to at-home learning.

Annual Graduation Rates

Of the 130 homeless seniors enrolled at the end of the 2021-22 school year, 89% graduated (Table 4). Annual graduation rates for HEP students were consistently lower than district rates each of the three years (89% in 2019-20; 89% in 2020-21; and 92% in 2021-22). However, since the 2019-20 school year, the rate has risen almost three percent for district students and over six percent for HEP students.

Table 4: 2019-20 through 2021-22 Annual Grade 12 Homeless Student and District Overall Graduation Rates

Year	Homeless Students		District Students	
	N	%	N	%
2019-20	110	82.7	8,325	89.0
2020-21	159	86.7	8,777	89.1
2021-22	130	89.2	8,691	91.8

Source: EOY demographic files dated 05/29/20 (2019-20), 06/21/21 (2020-21), and 06/21/22 (2021-22). District graduation files dated 06/17/20 (2019-20), 07/21/21 (2020-21), and 07/18/22 (2021-22). Homeless students include only seniors enrolled at the end of the year.

⁹ Results should be viewed with caution because some students were learning remotely due to the impact of COVID after spring 2020 and continued to do so in 2020-21, which could lead to discrepancies in the data.

What were the academic achievement outcomes for HEP students?

Methodology

HEP students were identified in the 2021-22 EOY demographic file and students in the district overall were identified in the PEIMS demographic snapshot file. The evaluator conducted frequency analyses to determine the percentage of students at the Approaches Grade Level or Above (Approaches+; Table 5) and Meets Grade Level or Above (Meets+; Table 6) standards on the *State of Texas Assessments of Academic Readiness (STAAR; grades 3-5 and 6-8)*, and Algebra I, English I, and English II *STAAR End of Course (EOC)* exams.

Results

Across all tests and grade levels, HEP students met Approaches+ and Meets+ standards at lower rates than the district as a whole. For the Approaches+ standard, the largest differences between district and HEP students were on the grades 3-5 mathematics tests (20 percentage points difference) and the English I *STAAR EOC* (15 percentage points difference).

Table 5: 2021-22 Percentage of Homeless and District Students at Approaches+ on STAAR and STAAR EOC

	Homeless		District	
	Tested N	App+ %	Tested N	App+ %
STAAR (Grades 3-5)				
Reading	593	59.4	28,887	70.0
Mathematics	595	49.7	28,895	70.0
STAAR (Grades 6-8)				
Reading	522	59.6	27,858	70.6
Mathematics	482	50.0	23,997	63.2
STAAR EOC (Grades 9-12)				
Algebra I	244	48.8	9,609	55.9
Biology	229	62.9	11,977	75.8
English I	314	36.9	15,139	52.1
English II	239	47.3	12,500	59.3
US History	144	71.5	9,736	83.4

Source. District PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22. *STAAR* and *STAAR EOC* district data files dated 07/15/22.

Note: App+ = Approaches+. US = United States. Data include all versions of *STAAR* and first and second administrations of all versions of *STAAR EOCs*.

For the Meets+ standard, the largest differences between district students and HEP students were on the grades 3-5

mathematics tests (18 percentage points difference), US History *STAAR EOC* (12 percentage points difference), and English II *STAAR EOC* (12 percentage points difference).

Table 6: 2021-22 Percentage of Homeless and District Students at Meets+ on STAAR and STAAR EOC

	Homeless		District	
	Tested N	Meets+ %	Tested N	Meets+ %
STAAR (Grades 3-5)				
Reading	585	32.1	28,207	45.0
Mathematics	587	23.0	28,215	40.9
STAAR (Grades 6-8)				
Reading	505	32.7	27,260	43.3
Mathematics	465	17.0	23,398	30.6
STAAR EOC (Grades 9-12)				
Algebra I	237	13.9	9,405	22.8
Biology	222	32.0	11,771	45.3
English I	307	19.9	14,937	33.9
English II	234	26.5	12,305	42.8
US History	143	41.3	9,562	58.1

Source. District PEIMS demographic file dated 11/01/21 and EOY demographic file dated 06/21/22. *STAAR* and *STAAR EOC* district data files dated 7/15/22.

Note: US = United States. Data include all versions of *STAAR* and first and second administrations of all versions of *STAAR EOCs*.

RECOMMENDATIONS

Based on results, the evaluator made two recommendations.

Continue to provide essential services to HEP students, parents, and campuses. The HEP aided in identification of homeless students by campus staff, facilitated transportation needs, and advocated for students as necessary. These services promoted student success by avoiding enrollment delays and other obstacles to consistent attendance. Additionally, the program provided essential hygiene items, clothing, and school supplies to ease the social stigma associated with homelessness.

Ensure that program partners provide HEP students with quality tutoring at community and drop-in centers. Academic achievement for Dallas ISD homeless students was lower than the district. The HEP should work with program partners such as After8 and Promise House to track tutoring services and ensure that homeless students receive adequate and relevant tutoring.

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