The Educational Well-Being of Young Children Experiencing Homelessness and School Mobility

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Sponsored by the Institute of Educational Sciences
Overview

1. National and local context
2. What the research says
3. Innovative capacity in Philadelphia
4. Findings
5. Implications and future research

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National and Local Context
Age of Children in Homeless Families

- 51% < 6
- 34% 6-12 years
- 15% 13-17 years

Data from 2009 AHAR

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What Research Tells Us
What we Know about Early Homelessness, and Educational Well-Being

Lower academic achievement than housed peers
(Masten, et al., 1997; Obradovic, et al., 2009; Rouse, Fantuzzo, & LeBoeuf, 2011)

Mixed findings for behavioral adjustment
(Bassuk et al., 1997; Fantuzzo & Perlman, 2007; Rescorla, et al., 1991; Zima, et al., 1994)

Linked to greater likelihood of school mobility
(Buckner, et al., 2001; Cunningham, et al., 2010)
What we Know about Homelessness, School Mobility and Educational Well-Being?

Homeless and/or highly mobile evidence lower achievement
(Obradovic, et al., 2009; Rouse, Cutuli, et al., 2012)

Mobility not homelessness related to academic achievement
(Buckner et al., 2001)
McKinney-Vento Homelessness Assistance Act

Equal access to public education as housed peers
Equal opportunity to meet academic standards

Only 22% of public school districts receive funding

(National Center for Homeless Education, 2012)
Innovative Capacity
In Philadelphia

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Kids Integrated Data System (KIDS)

**School District**
- Enrollment records
- Achievement
- Classroom engagement

**Office of Supportive Housing**
- Emergency housing episodes

**Department of Human Services**
- Child maltreatment
- Out-of-home placement

**Public Health**
- Birth records
- TANF receipt
- Lead exposure

**Behavioral Health Services**
- Diagnosis
- Therapy
- Prescription medications

Population-based Longitudinal Public surveillance

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Innovative Uses of Integrated Data Systems

Homelessness, School mobility and Early Educational Well Being

Birth Risks

Early School Success

Youth Transition to Adulthood

Adult & Senior Welfare

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Objectives

1. **Prevalence rates** of unique or combined experiences of homelessness and school mobility

2. **Disproportionate representation** by sex, race, and receipt of free or reduced lunch

3. **Unique and combined effects** of homelessness and school mobility on children’s educational well being in 3rd grade

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Cohort Selection and Integrated Data

8,672 Third Graders (2005-2006):
- Born in Philadelphia
- Enrolled in the district-operated schools

Integrated Data:
- Homelessness: Mother in emergency housing (HMIS)
- School Mobility: Yearly intradistrict enrollment changes

Academic Achievement: TerraNova reading and math scores
Classroom engagement: Academic and social on report card

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Findings
Neither homeless or mobile = 56%
Mobile only = 36%
Homeless only = 3%
Homeless and mobile = 5%
Neither homeless or mobile = 56%

Prevalence Rates

Homelessness = 9%
School Mobility = 41%

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## Disproportionate Representation (%)

<table>
<thead>
<tr>
<th></th>
<th>Neither Homeless or Mobile</th>
<th>Homeless Only</th>
<th>Mobile Only</th>
<th>Both Homeless and Mobile</th>
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<tr>
<td>Male</td>
<td>51</td>
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<tr>
<td>African American</td>
<td>59</td>
<td>90</td>
<td>71</td>
<td>92</td>
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<tr>
<td>Latino</td>
<td>15</td>
<td>4</td>
<td>16</td>
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<tr>
<td>White</td>
<td>19</td>
<td>5</td>
<td>9</td>
<td>5</td>
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<td>Free/Reduced Lunch</td>
<td>58</td>
<td>80</td>
<td>72</td>
<td>87</td>
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</tbody>
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Effects on Educational Well-Being

Multilevel linear regression models → reading, math, academic engagement, social engagement

Controls: Sex, Race, F/R Lunch, Prior achievement/engagement

Effect sizes: What???

• Magnitude of the difference in outcome between student groups of interest
• Can compare across different outcomes
• Greater than 0.20 considered meaningful
Effects on Achievement

<table>
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<th></th>
<th>Reading</th>
<th>Math</th>
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</thead>
<tbody>
<tr>
<td>Homeless</td>
<td>-0.25</td>
<td>-0.05</td>
</tr>
<tr>
<td>Mobile</td>
<td>-0.20</td>
<td>-0.10</td>
</tr>
<tr>
<td>Both</td>
<td>-0.15</td>
<td>-0.15</td>
</tr>
</tbody>
</table>

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Effects on Classroom Engagement

Academic Engagement

- Homeless
- Mobile
- Both

Social Engagement

- Homeless
- Mobile
- Both

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Summary

1. Almost half of all students experience homelessness and/or school mobility by the end of third grade

2. Disproportionate representation for students with known vulnerability for poor educational outcomes

3. Greatest risk to educational well-being for children experiencing both homelessness and school mobility

4. Pronounced for classroom engagement outcomes – particularly social engagement

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Implications and Future Research
Implications

Policy
Support for McKinney-Vento
Strategic collaboration with Title I Part A

Services
Promoting academic achievement
Need targeted intervention for early social-emotional skills

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Future Research using Integrated Data

- Homelessness Characteristics
- Multiple risk context
- Compare definitions of homelessness
- Increase precision of school mobility

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