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BrainGain@PEC provides brief summaries of research or publications on family homelessness and related issues. Previous issues of BrainGain@PEC can be found at <http://bit.ly/2iaczvQ>.

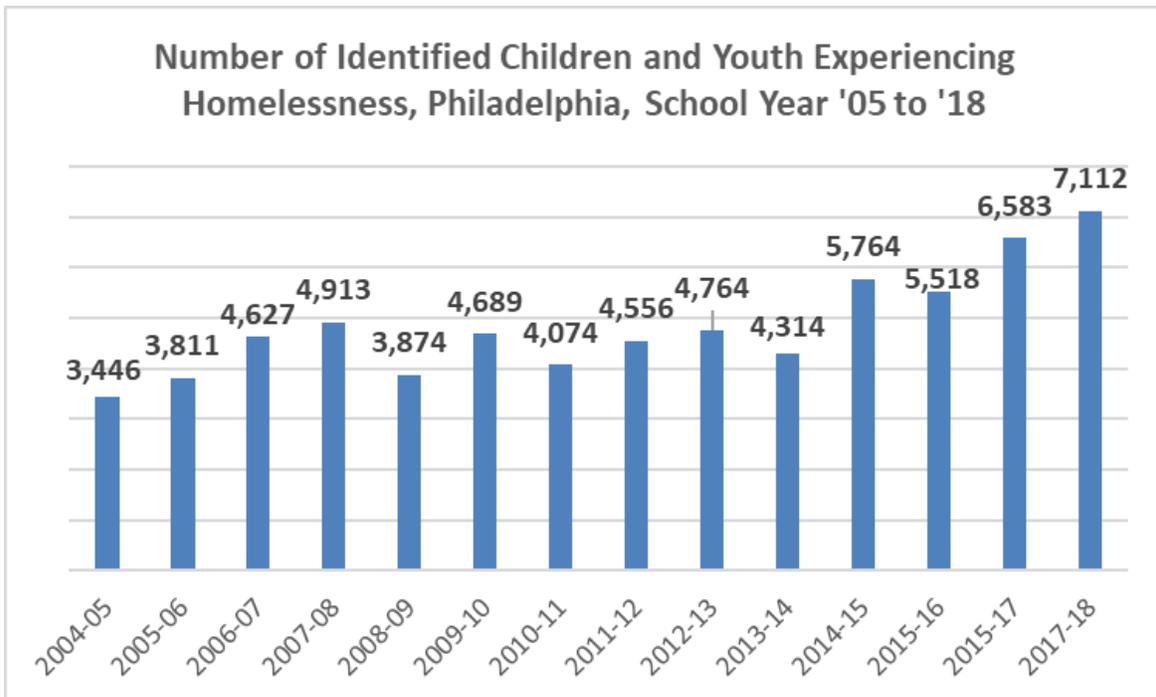
7,112 Children and Youth in Philadelphia Experienced Homelessness during the 2017-2018 School Year

Part I

The number of children and youth who experienced homelessness in school year (SY) 2017-2018 was **7,112**, according to a report by the School District of Philadelphia (SDP). This is an **increase of 529 children compared to the 2016-2017** school year.

If the average classroom contained 33 students each, this number would fill 216 classrooms (See <http://bit.ly/2LYBsHx>), or 70% of the 10,000 seats of Temple University’s Liacouras Center.

In addition, **one in five** Pennsylvanian children and youth identified as experiencing homelessness resided in Philadelphia.

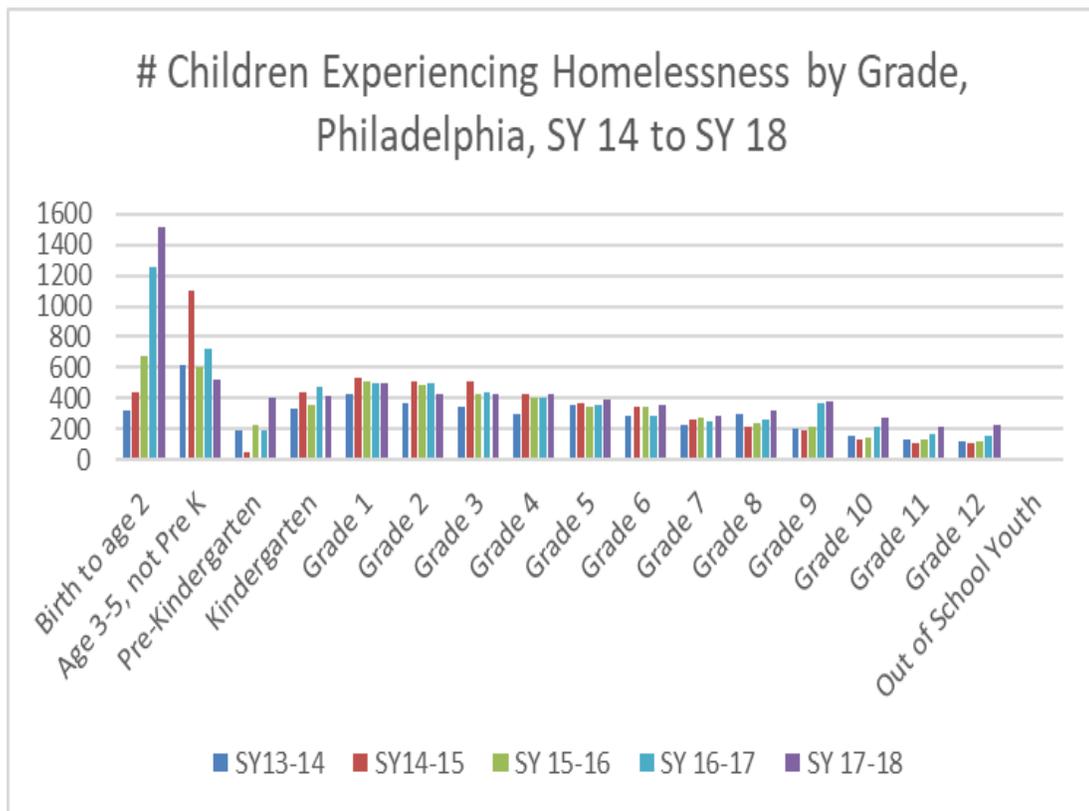


People’s Emergency Center summarized reports from the School District of Philadelphia and the Pennsylvania Department of Education to inform the region’s leadership about children and youth experiencing homelessness. The reports can be found at the websites of the [School District of Philadelphia](#) and at the [PA Department of Education](#).

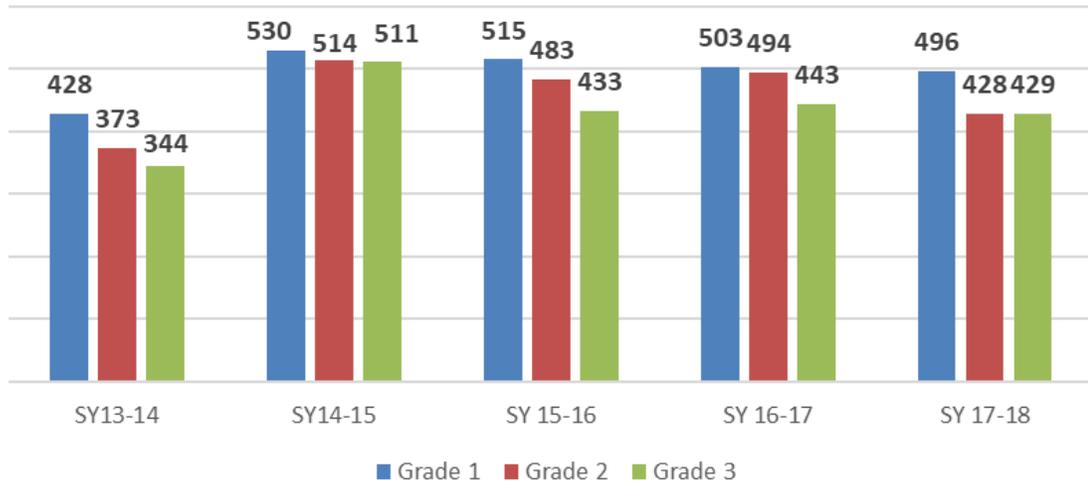
Note: This is Part 1 of a two-part brief. Part 2 is upcoming and will include data from the newly released Pennsylvania Department of Education report.

HIGHLIGHTS:

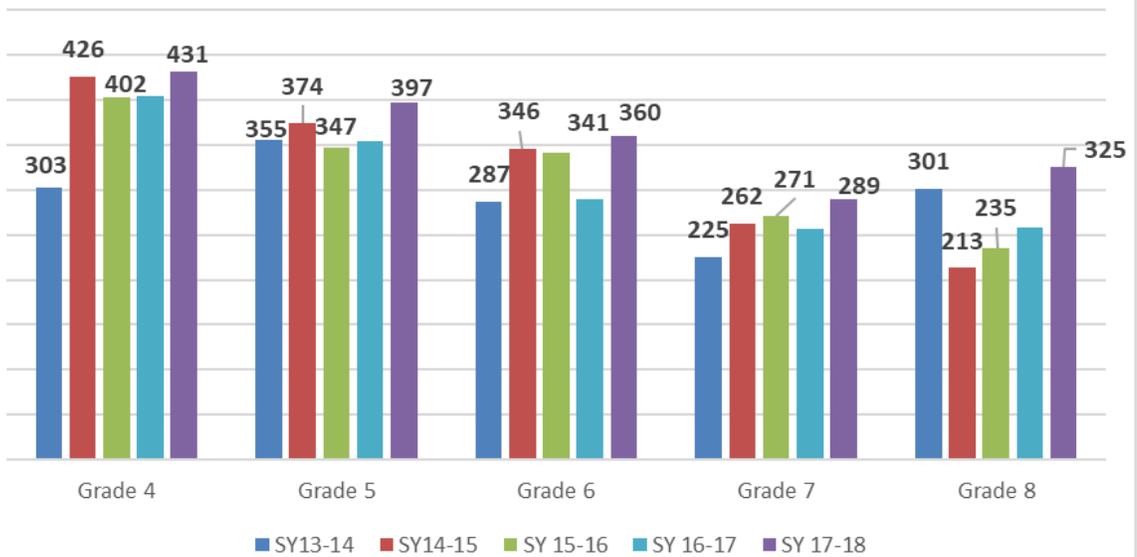
- Philadelphia identified **7,112 children and youth identified as experiencing homelessness** (using the Education definition of homelessness). **Included in this number are:**
 - 2,754 enrolled School District students
 - 288 enrolled charter school students
 - 596 children ages 0-5
 - 261 ‘other students identified,’ i.e., students without IDs and students that could not be located in the Districts business data warehouse

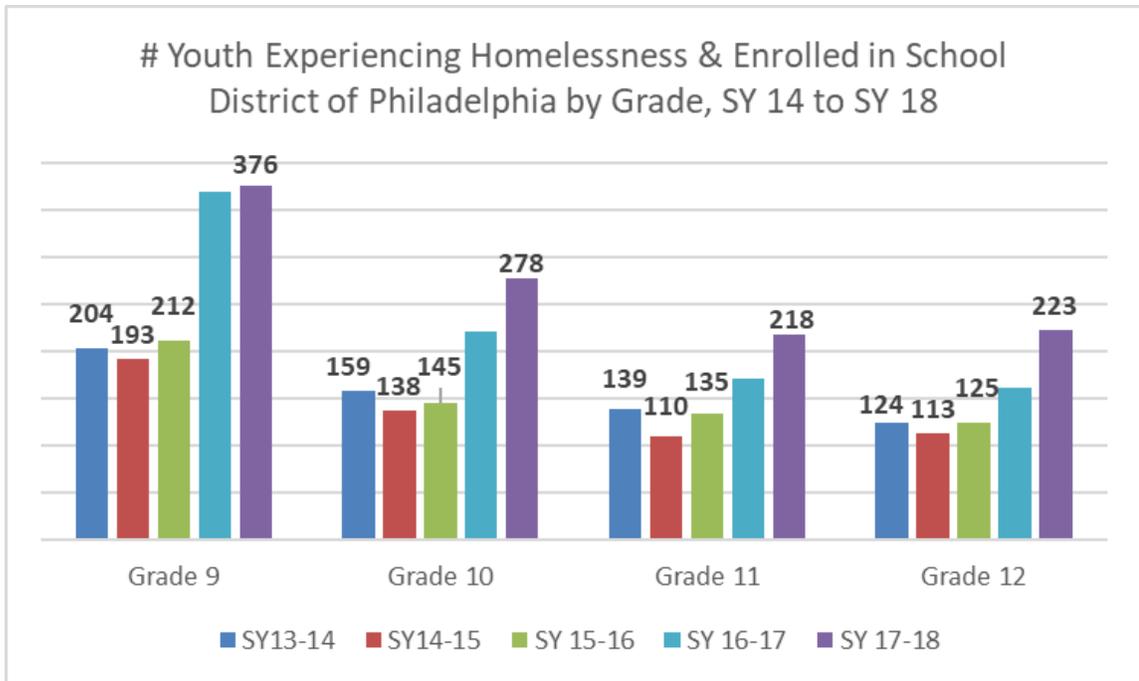


Children in 1st through 3rd Grade Experiencing Homelessness, Philadelphia, SY 14-18



Children in Grade 4 through Grade 8 Experiencing Homelessness, Philadelphia, SY 14-18





Housing Situation/Nighttime Residence: Children were identified as living Doubled Up, in Shelter, in Transitional Housing, Unaccompanied, in Other/Hotel, and Unsheltered. The definition of homelessness, in accordance with the McKinney-Vento Homeless Act, includes individuals whose “**nighttime residence**” is a public or private place not designed for humans to sleep (such as cars, bus and train stations).

- Of the children identified as homeless in the SDP report:

Table 4: Most students identified as homeless are living in shelters in SY 2017-2018	
Living Arrangement	Total K-12 Students (N=4,778)
Unsheltered	9 (<1%)
Shelter/awaiting	1,228 (36%)
Doubled Up	1,869 (56%)
Transitional*	281 (8%)
Other/Hotel	78 (2%)

*Transitional was defined by ECYEH on July 14, 2014, as transitional housing.

- The number of **K-12 children and youth who were doubled-up** was 1,869, or 56 percent of the total for this age group.
- The number of K-12 children and youth who resided **in shelters** was 1,054, or **31 percent** of the total for this age group.
- 281 youth in the K-12 group (8%) were identified as residing in **transitional housing**.
- 174 youth in the K-12 group (5%) were identified as being **unaccompanied** by a parent or other adult guardian or caregiver.
- 78 K-12 youth (2%) were identified as primarily residing in **hotels or “other” shelter sources**.
- The number of **0-5-year-old children who were doubled-up** was 268, or 45 percent of children in this age group identified as experiencing homelessness.
- The number of **0-5-year-old children residing in shelters** was 321, or 54 percent of the total for this age group.

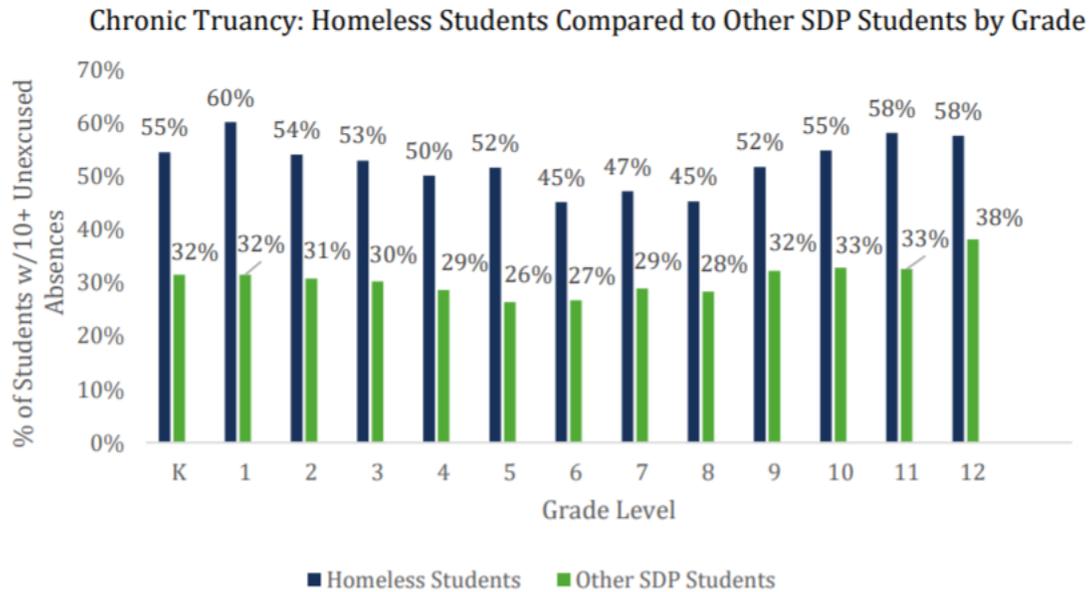
PEC Comment: Data on doubled up children suggests that efforts to serve these children need to consider an outreach strategy that does not rely solely on approaching shelters. This may affect efforts to connect young children to high-quality **early learning** programs, or homeless **prevention** programs.

- Only 9 (<1%) were identified as **‘unsheltered,’** i.e., living outdoors or in a place considered not fit for human habitation.
- **Services:** In order to assist homeless students, the SDP’s homeless education program offers several services to help alleviate the costs of a child going to school. The number of students who received uniform vouchers and transportation services for the past three school years is displayed below. Slightly under one-half of these students needed uniform assistance.

Table 5: Services Provided by the SDP Office SY 2015-2016 thru SY 2017-2018			
Service	Total # Students 2015-2016	Total # Students 2016-2017	Total # Students 2017-2018
Uniform Voucher	1,516 (46%)	1,517 (49%)	1,987 (60%)
Transportation	1,167 (35%)	450 (15%)	556 (17%)

- There was a **dramatic change** in the number of identified students **who received transportation services**. In SY 2016, **1,167 students, or 15 percent**, received transportation assistance; in SY 18, **556 students, or 17 percent**, received this service. The reports under review do not explain the change. The report suggests that, perhaps related, 52 percent of homeless-identified students had **10 or more unexcused absences**, compared to 31 percent of other District students.
- **Thirty percent** of K-12 homeless students required **enrollment** assistance.

- **Sixty percent** of K-12 students received **uniform** vouchers.
- **Chronic Truancy:** Chronic truancy is defined as having ten or more unexcused absences.
 - **52 percent** of homeless students were chronically absent, compared to 31 percent of all District students. These percentages are **lower** than the report of the previous year of 62 percent for homeless students and 38 percent for all District students.



Academic Achievement

Tables 1 and 2 suggest that homeless Philadelphia 3rd Grade students are not achieving at the same rate as Pennsylvania 3rd Graders throughout the state. Neither the PDE nor the SDP reports show the data to better understand achievement scoring.

PEC Comment: 54% of 3rd grade children experiencing homelessness score 'Below Basic' in math, while 24% score "Below Basic" in Reading. This suggests the need to increase access to high quality early learning programs for young homeless children.

	% Proficient or Advanced
% SDP Homeless 3 rd Graders (n=199)	24
% All PA 3 rd Graders (n=3,541)	34

Table 2: Comparing MATH Results of Grade 3 Homeless Students to All 3rd Grade Students, PSSA, PASA, or Keystone Exam Performance Level, Philadelphia, SY 2017-18	
	% Proficient Advanced
% SDP Homeless 3 rd Graders (n=231)	13
% All PA 3 rd Graders (n=10,472)	23
These figures are found in the PDE report and the SDP data from the Office of Research and Evaluation report.	

Student Grade Promotion

High Schools in the SDP have defined policies regarding what students are required to accomplish to be promoted to the next grade. Grade promotion for high school students (for the period of 2017-2018 to 2018-2019) was compared for homeless students receiving services to other SDP high school students. At the level of high school, students experiencing homelessness were promoted at approximately equal rates as their peers in the 9th and 11th grades, but at lower rates than their peers in the 10th grade. See Table #3.

Table 3: Homeless Students Advancing to Next Grade Compared to Other SDP Students*			
Grade	Number of Homeless Students	Percent of Homeless Students Promoted to the Next Grade	Percent of Other SDP Students Promoted to the Next Grade
9	172	93.6%	93.8%
10	120	87.5%	94.1%
11	59	93.2%	95.9%

* Students were included in these counts if they had a record of SDP enrollment for both the 2017-2018 and 2018-2019 academic years. Grade indicates the student's grade level for the 2017-2018 year. Grade 12 is not included, as those students would constitute a rate of graduation rather than of grade promotion.

The **People's Emergency Center's** mission is to nurture families, strengthen neighborhoods and drive change in West Philadelphia. Through a community of more than 240 housing units and five educational centers offering parenting and early childhood education and more, PEC seeks to change the life trajectory for the women and children who seek its services and inspire them to aspire to new heights. All inquiries can be sent to policy@pec-cares.org.