

Miami-Dade County Public Schools

Project Up-START Homeless Children and Youth Program Evaluation Report 2011-12

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EXECUTIVE SUMMARY

Title X of the No Child Left Behind (NCLB) Act of 2001 (2002), formerly known as the McKinney-Vento Act, provides the Department of Education with funds to award grants to enable states and districts to provide services to homeless families. Project Up-START is a District program funded through Titles I and X, which is comprised of four main components: (a) identification and enrollment of all homeless students; (b) academic assistance provided at participating homeless shelters; (c) general assistance including counseling and social support provided at participating homeless shelters; and, (d) professional development for staff. This evaluation report examined the impact of the homeless services provided by Project Up-START program in participating homeless shelters and at schools within the M-DCPS.

The results from the evaluation of the Project Up-START after three full years of operation are mixed. It remains successful at its primary mission of identifying and providing services and academic assistance to homeless youngsters and their families as evidenced by observations and stakeholders' perceptions of the program. Survey data have consistently shown administrators, parents, and tutors to be very satisfied with the services provided and to agree that the program has been helpful to the students as well as the families. On the issue of promoting academic achievement, the program's decision to focus the tutoring component on literacy by adopting the SRA Reading Labs curriculum in 2009-10, has begun to pay dividends. Analyses of the program's effectiveness have shown tutoring to significantly improve the SRA reading levels of students in Grades 2-6, as measured by proprietary instrumentation. There is also some evidence that students show more improvement as the amount of tutoring received increases. However, little, if any, significant impact on students' standardized test scores was found at any grade. Nor was any significant improvement in teacher assigned grades attributable to tutoring. Although Project Up-START provides needed support for these vulnerable students, the process outcomes for homeless students remained consistently negative when compared to their non-homeless peers.

INTRODUCTION

Title X of the No Child Left Behind (NCLB) Act of 2001 (2002), formerly known as the McKinney-Vento Act, provides the Department of Education with funds to award grants to enable states and districts to provide activities and services to homeless families. Grant funding is intended to be used to identify homeless youngsters and help them to access and succeed in regular education programs. Grant funding may also be used to establish a coordinator for the education of homeless children, provide professional development designed to heighten school personnel's awareness of homeless issues, and to offer material assistance to homeless children (No Child Left Behind Act of 2001, 2002).

Background

Miami-Dade County Public Schools is the fourth largest district in the nation. Its students comprise one of the most ethnically and racially diverse populations in the United States. One out of three students comes from a family with an income below the poverty line and one out of every four students speaks a language other than English at home. The problem of homelessness has also increased in prevalence as the local economic outlook has become increasingly troubled. According to the latest official single point in time count, there were 3,954 homeless people in Miami-Dade County. Of this population, 868 lived on the streets and 3,086 homeless resided in shelters (Miami Coalition for the Homeless, 2012, January).

The classification of "homelessness" for school systems, defined under McKinney-Vento, also includes students who are doubled-up; or, living in shelters, hotels, motels, or public spaces. The number of students that are designated by the District as homeless is even larger than the county estimate, as it includes students who become homeless at any given time of the year, and because the indicator remains in place for at least one year. Table 1 lists by grade, the number and percent of M-DCPS students during who were so designated during 2011-12, and shows that students of all ages had similar chances of becoming homeless.

Table 1
Number and Percent of M-DCPS Homeless Students by Grade, 2011-12

Grade	n	%
PK	40	0.7
K	214	3.7
1	297	5.2
2	378	6.6
3	443	7.7
4	419	7.3
5	459	8.0
6	491	8.5
7	562	9.8
8	531	9.2
9	598	10.4
10	504	8.8
11	430	7.5
12	378	6.6
Total	5,744	100.0

The prevalence of homelessness among students has increased from 2009-10 to 2011-12 (see Urdegar, 2010, 2012) just as the prospects for successful outcomes have diminished. To mitigate this problem, the Miami-Dade County Public Schools has instituted a comprehensive program known as the Project Up-START Homeless Children and Youth Program designed to assist homeless students and their families and to help these students to succeed in school. Funds exceeding \$250,000, from Titles I and X, have been budgeted for Project Up-START to provide services to homeless students. This evaluation is designed to examine the impact of the program provided through these funds. It examined the academic achievement of the students who participated as well as the opinion of stakeholders for the program that operated in the district during the 2011-12 school year.

Program Description

Project Up-START is primarily designed to identify homeless youngsters and to ensure that such students have access to appropriate educational placements. There are four main components to the program: identification and enrollment, academic assistance, general assistance, and professional development.

Identification and enrollment. All homeless students are identified and placed in an educational setting as soon as possible. Transportation is also provided for homeless students to attend either the home school for their current address or their school of origin. Caregivers of all homeless youngsters are also provided with information relating to their school option rights and instructed on how to register their children at the appropriate school. Central among the services provided to homeless families are helping them to access housing through the three levels of the Continuum of Care Plan (i.e., temporary, primary, and advanced) offered at shelters throughout the county. A description of this service may be found in Appendix A.

Academic Assistance provided in the form of after school tutoring by part-time hourly certified teachers who tutor at participating homeless shelters throughout the District. Tutoring in reading is available to all homeless children in kindergarten through twelfth grade who reside at participating shelters. The goal of the program is to strengthen skills in sentence completion, identifying author's purpose and main idea, and the use of transition words.

The tutoring curriculum is the SRA Reading Lab, a collection of fiction and non-fiction short stories and interesting articles that students can use to increase their vocabulary. The principal goal of the program is to increase students' reading ability and promote the love for independent reading. Program materials include (a) a record book where each student is able to write his or her answers, correct mistakes, record scores, and chart progress; (b) Power Builders comprised of fiction and nonfiction reading selections that use multilevel questions, words to build vocabulary, and reasoning and comprehension activities; (c) Power Builder Key Cards which are use to score the students' work; and, (d) a CD-Rom to assist students in reading and responding to questions on the computer.

Tutors work through a series of "Started Sessions" to determine the color/level in which each student should begin. Using the "Started Sessions" allows the teacher to create a baseline on the student's previous knowledge. Reading selections are provided on story cards, which are

categorized into one of thirteen color-coded sections separated in difficulty by 0.2 grade equivalents, with 12 cards in each section. The length and difficulty of the story selections on the cards progress with the level of the kit. For example, the 1A kit has story cards whose difficulty levels span grade equivalents Pre-primer to 3.5. Stories at the lower end of the 1A kit range in length from 30 – 60 words, whereas stories at the upper end of the 1A kit range in length from 70 – 120 words.

Stories in the SRA 2C kit range in difficulty from 3.0 to 8.0 G.E. and in length from 120 words to 250 words. The first section is composed of 5 – 10 comprehension questions each having four possible responses. The second section, entitled “Learn about Words,” has 33 questions each of which has four response options. The SRA 2C kit includes higher level skills in both comprehension and word analysis. The comprehension section focuses on cause and effect, sequence, problem/solution, main idea, character, setting/mood, comparison/contrast and purpose/conclusion. While the “Learn about Words,” section provides practice in using words in context, prefixes, part of speech, word analogies-synonyms, antonyms, figurative language, and study skills.

The program is delivered 4 days a week for 30 minutes each day. Each week the tutors discuss the progress with the students. Student pacing is self determined, but mastery is gauged based on the reading levels, A (low) to F (high), that derive from an intake/assessment process conducted upon entry into the program and repeated at the beginning of each day.

Objectives include developing comprehension, expanding vocabulary, improving study skills, reinforcing student’s areas of weakness, increasing students' knowledge, developing independent work, and empowering students to take charge of their own learning. The activities support diversity and overall cultural literacy by enabling students to explore their culture/heritage in an entertaining manner. The tutoring was conducted from October, 2011 through April, 2012 by certified Miami-Dade County Public School teachers who received program-specific training from Lead Tutors who were previously trained by agents of the program developers during an orientation session. Prior to implementation, each tutor also received a mandatory orientation session in addition to training at their various facilities designed to acclimate them to the rules and regulations of that center.

General assistance is provided by part-time hourly counselors/social workers at participating residential homeless shelters throughout the District. Assistance is provided in the form of group, individual, and family counseling; parent education; assistance applying for reduced price lunch, and materials and supplies for students. The shelters that participated in counseling and tutoring are listed in Table 2.

Professional Development. All designated homeless liaisons who are assigned to schools and all school registrars are trained in the provisions of the McKinley-Vento Act. Participating tutors also receive training on issues relevant to homelessness. Additional program goals include facilitation of school participation in a community awareness program and collaboration with community organizations.

Table 2
Project Up-START Homeless Shelters Offering Tutoring and Counseling

Camillus House
Homeless Assistance Center North
Homeless Assistance Center South
Inn Transitions North
Inn Transitions South
New Life Family
Safe Space North
Salvation Army

METHODOLOGY

The evaluation of the Project Up-START program examined the impact of the homeless services provided as specified in the grant throughout homeless shelters and at schools within the M-DCPS. The evaluation was conducted by the Office of Program Evaluation based on data gathered during the 2011-12 school year. It should be noted that the analysis of outcomes included students identified as homeless, who participated in the tutoring component of Project Up-Start, while the analysis of process indicators included all students identified as homeless. The evaluation was guided by a series of questions:

- 1. Was the tutoring component of Project Up-START implemented according to program specifications?**
- 2. What were the attitudes of stakeholders toward the Up-START program?**
- 3. How did the educational outcomes for homeless students who received tutoring services through Project Up-START compare with those of other homeless M-DCPS students who did not receive such services?**
- 4. How did the process indicators for students who received homeless services through Project Up-START compare with those of other M-DCPS students who did not receive such services?**

Implementation and Attitude

In order to examine the implementation of the tutoring component and the attitudes of key stakeholders toward the overall program, data were obtained from classroom observations conducted by evaluation staff and surveys of administrators of the homeless shelters, parents of students who participated in the tutoring component, and tutors.

The first source of data consisted of classroom observations conducted by evaluation staff. This data source was used to provide a snapshot of the skill and knowledge levels of the tutors, and a supplemental view of the implementation of instructional practices in program shelters. One tutoring session at each of the eight participating shelters was observed. An Implementation Checklist was designed to assess various aspects of the learning environment (i.e., instructional strategies, student engagement, lesson content, interpersonal relations, and setting) of the

tutoring sessions as measured by 12 indicators with dichotomous response options of "no" or "yes." A copy of the Implementation Checklist may be found in Appendix B.

Observations were conducted by a single observer during January 2012. The sample for this part of the study included all homeless shelters that operated the tutoring program. Data analysis of the classroom observations was limited to descriptive statistics.

Surveys of stakeholders were conducted to glean their perceptions of the delivery of the tutoring program and of the other services provided to homeless families. Curriculum specific items were provided to the tutors. Instrumentation took the form of an Administrator Survey, a Parent Survey, and a Tutor Survey developed by the Office of Program Evaluation. The tutors distributed surveys during scheduled visits to the shelter administrator and one parent in each family whose children received tutoring. The data analysis for this portion of the evaluation was limited to descriptive statistics.

The Administrator Survey, which targeted all administrators of the homeless shelters that implemented the tutoring component, contained seven items that adhered to a forced-response Likert-scale format that ranged from 1 (strongly disagree) to 4 (strongly agree) with 0 available as a "not applicable" response. Five items (1, 2, 4, 5, and 6) addressed implementation of the tutoring program, one item (3) addressed transportation, and one item (7) gauged satisfaction with the totality of services offered to homeless families.

The Parent Survey with versions in English, Spanish, and Haitian Creole contained nine items that adhered to the same Likert-scale format. Three items addressed satisfaction with services offered to homeless families such as transportation, lunch assistance, and school registration; five items (4 through 8) addressed the tutoring program; and one item (9) gauged satisfaction with the totality of services offered to homeless families. As such, six of the items on the Parent Survey (1–6) addressed implementation and three of items on the Parent Survey (7-9) addressed attitude.

The Tutor Survey addressed attitudes toward the reading program that forms the core of curricular delivery for the tutoring component. It contained 13 items that adhered to the same Likert-scale format. Eight items (1 – 8) addressed the effectiveness of specific aspects of the reading program, one item (9) gauged the availability of materials, three items (10 – 12) assessed training and support, and one item (13) appraised the overall benefit of the instruction. As such, twelve of the items on the Tutor Survey (1-12) measured implementation and one item (13) measured attitudes. A copy of the survey forms may be found in Appendix C.

Educational Outcomes

This portion of the evaluation compared the groups' performance on three direct measures of student achievement: the SRA/Skills Assessment, the Florida Comprehensive Assessment Test, and teacher assigned grades. In addition, indirect measures were examined including attendance rates, high school completion and early termination rates, retention rates, and the number of school changes during the same year. Data to address these issues were drawn from implementation logs, student assessment records, teacher assigned grades, and the data warehouse.

Student Achievement

SRA/Skills Assessment

The SRA/Specific Skills Series Assessment was the primary measure of achievement used in this analysis. The instrument is used to determine the program levels that a student has mastered since beginning instruction.

Design and Samples

A one group pretest posttest non-experimental design (Campbell & Stanley, 1963), was used to gauge students' growth. This design is considered non-experimental because the students were not randomly selected and a comparison group was not defined. The program group consisted of students who received tutoring from the Project Up-START program¹. While the effect of dosage included all students who were tutored, the analysis of program impact was limited to students who were tutored for 20 or more instructional hours, over the course of the school year.

Instrumentation

As part of the SRA program, placement tests are used to assign each student a starting point which is equivalent to their instructional reading level. Each placement test is comprised of a series of questions with two response options each, at the lower levels (Primer – 2B) which measure basic comprehension. Higher levels of the 1C kit are comprised of three response options and more advanced kits, (i.e., 2C or higher) are comprised of questions with four response options). A tutor first administers the placement test one level below the student's current grade level. If the student scores 80% or higher on a placement test, the tutor assesses at progressively higher levels of difficulty until the student's mastery on the placement test at that level is less than 75%. If the student scores below 75%, the tutor assesses at progressively lower levels of difficulty until the student's mastery on the placement test is greater than or equal to 75%. If that is not obtained, the student is moved to a lower kit, if available, or is started at the beginning of the kit in the first section. Once placed, the student works through the story cards independently and checks his or her answers with the tutor. Students who master all sections with 100% accuracy, may be moved to the next level. While others may need to complete six or more cards until they show progress (i.e., 80% in each section), other students may need to work through all of the cards in order to demonstrate mastery.

Data Analyses

The students' beginning and ending reading levels were compared using the Sign Test, a distribution-independent non-parametric test. Response to tutoring (i.e., dosage effects) were then examined separately for students whose beginning reading levels were pre-primer/primer and first grade and above. For the two lowest beginning levels, the Mann-Whitney U test was used to examine whether there was a significant difference in the dosage needed to reach either pre-primer/primer or first grade. For students whose beginning reading levels were first grade or higher, separate Spearman correlation coefficients by grade were computed, which measured the

¹ Only student who were designated as homeless were eligible to receive services.

association between tutoring dosage and the reading level gain (i.e., the difference between students' beginning and ending reading levels). A statistically significant positive coefficient was considered evidence of a positive effect for tutoring dosage. The practical significance of any significant correlations found was categorized as .10 (weak), .30 (moderate), and .50 (strong) in accordance with Cohen's (1988) classification scheme.

Standardized Achievement Tests

Stanford Achievement Test (SAT-10) and Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) were the primary pre- and post- measures of achievement used in this evaluation. The results of these instruments are used by the state and district to report student progress and/or to assign grades to schools.

Design and Samples

A non-equivalent control group quasi-experimental design (Campbell & Stanley, 1963) was used to gauge the impact of the program on students' test scores. The program group was the same as was used in the analysis of student performance of the SRA Skills Assessment. A comparison group was also defined. The comparison group was drawn from those students who were designated as homeless, but did not receive any tutoring through the Project Up-START program. Only students who were enrolled in the district during the October and February students counts were included.

Instrumentation

The instrumentation used in this study comprised two different achievement measures, SAT-10 and FCAT 2.0, which were administered to students at different grade levels in 2011 and 2012. The SAT-10 is a standardized norm-referenced test designed to measure students' performance in comparison to a national normative sample. Students' performance is measured in scale scores that are equal units of achievement that vertically align across grades, are amenable to mathematical manipulation, and specifically designed to compare individuals and groups. The SAT-10 is administered locally to all students in Grades K through 2 during the spring of each school year. Table 3 lists the pretests and posttests that were administered to students.

The FCAT 2.0, a criterion referenced test designed to measure students' mastery of the state's Next Generation Sunshine State Standards, is the primary accountability measure used by the state of Florida. FCAT is administered to students in Grades 3 through 10 during April of each school year. Students' performance is measured in scale scores and reported in achievement levels that range from 1 (low) to 5 (high).

Table 3
Reading Achievement Test Administration by Grade

Grade (2012)	Pretest (2011)	Posttest (2012)
2	SAT-10	SAT-10
3	SAT-10	FCAT 2.0
4	FCAT2.0	FCAT 2.0
5	FCAT2.0	FCAT 2.0
6	FCAT2.0	FCAT 2.0
7	FCAT2.0	FCAT 2.0
8	FCAT2.0	FCAT 2.0
9	FCAT2.0	FCAT 2.0
10	FCAT2.0	FCAT 2.0

Note. The achievement tests listed above were administered to students during Spring of 2011 and 2012.

Data Analyses

The data analysis used a two-stage process to compare the differences in tutored and non-tutored students' post test scores, once their pretest scores were taken into account. First, regression analyses were conducted at each grade to adjust students' posttest scores to account for differences in their pretest scores. Then, the adjusted scores of tutored and non-tutored students were compared using the Mann-Whitney U test. A statistically significant effect for tutoring, at a particular grade, indicated that the posttest scores of tutored students were different than their non-tutored peers, once their pretest scores were taken into account. The effect size r , classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong), was used to determine the practical significance of any such differences.

Teacher Assigned Grades

Teacher assigned grades in reading provide an important indication of students' success in mastering content in the classroom. Therefore, the evaluation compared the change in this indicator from the first to the third grading period experienced by two groups of homeless students: those tutored by Project Up-START and those who were not.

Design and Samples

The design and samples were the same as those used for the analysis of the SRA, SAT-10, and FCAT tests described above.

Data Analysis

The students' teacher assigned grades during the first and third grading period were examined. A student who earned a grade of D or F during the first grading period was assumed to have "improved" if s/he earned a higher grade during the third grading period. A student who earned a

grade of C or higher during the first grading period was assumed to have “improved” if s/he maintained that grade or earned a higher grade during the third grading period.

Chi-Square tests were performed to compare the percentages of each groups’ students who made progress. The effect size Phi, classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong), was then used to determine the practical significance of any statistically significant differences found.

Process Indicators

Several other indicators were examined for this evaluation because of their demonstrated association with student achievement and success in school. These included the number of prior schools attended and retention, high-school completion, and high-school early termination rates. Data were drawn from archival district records to examine these indicators.

Design and Samples

A non-equivalent control group design was employed for these analyses. The target group consisted of all students enrolled in the district who were designated as homeless within the district at any time during the 2011-12 school year. The comparison group was drawn from those students who were enrolled in the district, but were not designated as homeless during that time. All students who were enrolled in the district for one or more days were included in the analysis.

Data Analysis

Five student process indicators were examined: (a) attendance rate, (b) the number of prior schools attended during the past year, (c) retention rate, (d) high school completion rate, and (e) high school early termination rate. The percentages of the groups’ students’ who completed their high school education and who terminated their high school education early were computed based upon withdrawal codes defined by the state. Chi-square tests were then performed to compare the percentages of students in each group. The effect size Phi was also computed to determine the practical significance of any statistically significant differences found.

RESULTS

The evaluation of the Project Up-START Program for Homeless Children and Youth was guided by a series of research questions that addressed implementation, context, and outcomes for the program that operated in the district. The results of the evaluation follow.

Implementation and Attitude

Data to address proper implementation of the program and stakeholders' satisfaction with the services provided were obtained from (a) site visits to the shelters by evaluation staff and (b) surveys of administrators, parents, and tutors. The tutoring component operated at eight homeless shelters throughout the district. Homeless students needing assistance on areas of their choosing attended on a voluntary basis.

Table 4 summarizes the results of the classroom observations conducted at eight of the shelters, as recorded on the Implementation Checklist. It gives the extent to which full program implementation was seen for each indicator by listing the number and percent of shelters at which each indicator was observed. For the purposes of this evaluation, indicators observed in at least 70% of the shelters were considered “fully implemented.” Indicators observed in 50% to 69% of the shelters were considered “partially implemented.” Indicators observed in less than 50% of the shelters were not considered implemented.

The table shows that partial implementation was achieved for one indicator (i.e., "the classroom is relatively free from interruptions"), while full implementation was achieved for the remaining nine indicators. All students were tutored in small groups, in classrooms that were clean and well maintained, with lesson planning and adequate materials evident in all cases. Moreover, students were engaged by the lessons and found to interact appropriately with each other and the teacher. Behavior management techniques were adequate to maintain order. The greatest problem pertained to noise and interruptions, which were cited in more than a quarter of the shelters. The appropriateness of timing could not be assessed.

Table 4
Tutoring Program Site Visits:
Number and Percent of Shelters in which Indicators were Observed

Indicator	<i>n</i>	%
The classroom is clean/maintained/organized.	7	87.5
The behavior management techniques are adequate to maintain order.	8	100.0
The students interact or work in groups in a productive manner.	8	100.0
Lesson planning is evident.	6	100.0
The students are engaged by the lesson.	8	100.0
Teacher and students interact appropriately.	8	100.0
There is adequate space.	6	75.0
There are adequate materials.	8	100.0
The classroom is sufficiently free from noise to permit tutoring to be conducted	6	75.0
The classroom is relatively free from interruptions	5	62.5

Implementation was also assessed through the number and percentage of indicators that were observed at any given shelter. Using the guidelines described above, full implementation was achieved at seven of the eight shelters with only partial implementation achieved at the remaining one. Therefore, the tutoring component seems to have been properly implemented based on observations.

Implementation was also gauged through surveys of Administrators, Parents, and Tutors pertaining to the extent to which various elements of the program were available and various services were provided. Of the stakeholders targeted, 75.0% of the eight administrators completed the Administrator Survey, 96.8% of the 63 parents completed the Parent Survey, and 70.6% of the 17 tutors completed the Tutor Survey. The high return rates are sufficient to generalize the results to each population of stakeholders targeted.

Table 5 lists the number and percent of each stakeholder group that endorsed those items. Table 5 shows a strong degree of agreement among the stakeholder groups with all of the administrators endorsing all the items. The sentiments of parents were nearly as positive. Almost all of the parents agreed or strongly agreed to the statements contained in the items.

Table 5
Number and Percent of Stakeholders Who Endorsed Implementation

Item	Administrators		Parents		Tutors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I was provided with information on how to register my child for school.	--	--	50	90.9	--	--
I was informed about the reduced price lunch program and my child's eligibility was determined.	--	--	54	91.5	--	--
Parents were informed that children could have transportation to their school of choice.	4	100.0	52	91.2	--	--
My child has been offered school books, materials, and/or supplies.	6	100.0	51	91.1	--	--
Family counseling is available to my child, our family, and me if we need assistance.	4	100.0	54	93.1	--	--
Tutoring is available to my child if s/he needs it.	6	100.0	58	95.1	--	--
The reading program provides training that was accessible.	--	--	--	--	10	83.3
The reading program provides sufficient training to enable me to deliver the instruction effectively.	--	--	--	--	11	91.7
The reading program contains sufficient materials to enable me to deliver instruction effectively.	--	--	--	--	11	91.7
The reading program provides sufficient support to enable me to deliver the instruction effectively.	--	--	--	--	12	100.0

Note. Item wording has been modified for clarity and consistency among forms.

A final measure of implementation was a series of items on the Tutor Survey that were specifically targeted toward the effectiveness of the new curriculum. These items were designed to gauge various components of reading comprehension and language development strategies

including main idea, sequencing, age appropriateness, skills progression, comparing and contrasting, and main idea. Table 6 lists the number and percent of tutors that agreed or strongly agreed to those items. The table shows that the tutors were very satisfied with the materials and strategies provided by the program.

Table 6
Tutors' Endorsement of Items Pertaining to Curricular Aspects of the Reading Program

Item	n	%
Helps students to comprehend written material.	12	100.0
Contains materials that allow a progression of skills leading to grade level mastery.	12	100.0
Contains materials that are age appropriate	12	100.0
Helps students to make inferences from ideas contained in written passages.	12	100.0
Helps students to understand the sequence of events in written passages.	12	100.0
Helps students to compare and contrast ideas in written passages.	11	91.7
Helps students to identify the details in written passages.	12	100.0
Helps students to determine the main ideas of written passages.	12	100.0

Stakeholders' perceptions of a program are an important barometer of its effectiveness. The attitudes of homeless students' parents toward the tutoring component were gauged through surveys. Table 7 presents the number and percent of each stakeholder group who endorsed survey items that specific addressed the services delineated. Table 7 shows that the stakeholders were satisfied with the program. Both administrators and tutors expressed universal satisfaction and almost all of the parents were just as satisfied.

Table 7
Stakeholders' Endorsement of Parallel Items Measuring Attitudes Toward the Program

Item	Administrators		Parents		Tutors	
	n	%	n	%	n	%
Tutoring offered by the program has been beneficial to my child's education.	--	--	59	96.7	12	100.0
Counseling offered by the program has been helpful to my child, our family, and me.	--	--	48	94.1	--	--
The services provided by the program have been beneficial to my child. ^a	6	100.0	49	95.0	--	--

Note. Item wording has been modified for clarity and consistency across forms.

In sum, full implementation of the tutoring component was achieved for nearly all the indicators and shelters according to observations conducted by the evaluator and stakeholder surveys. Tutors surveyed universally supported the curriculum that was used and surveys of stakeholders confirmed the availability of the tutoring services. Therefore, the program can be considered to be properly implemented.

Educational Outcomes

This portion of the evaluation compared the groups' performance on a variety of measures related to student achievement. The direct measures included performance of the Florida Comprehensive Assessment Test (FCAT/FCAT 2.0) and teacher assigned grades. Indirect measures included attendance, high-school completion and early termination, retention, and the number of school changes during the same year.

Student Achievement

SRA/Skills Assessment

An analysis of students' reading level growth on the SRA Skills Assessment was conducted to address the issue of student progress from one mastery level to another. The beginning and ending reading levels of students who completed 20 or more hours of tutoring were compared using the distribution-independent non-parametric Sign Test.

Table 8 lists the status of comparisons between students' beginning and ending reading levels in terms of the number of positive, negative, and tie comparisons, and the statistical significance of the ratio of positive to negative comparisons. Positive comparisons represent increased growth, negative comparisons represent decreased growth, and ties represent no change.

Table 8
Improvement in Tutored Students' SRA Reading Levels

Grade	n	Negative	Positive	Ties
1	4	--	--	--
2	6	0	6	0
3	10	0	10	0
4	11	0	11	0
5	6	0	6	0
6	3	--	--	--
7	4	--	--	--

Note. Cells with fewer than five cases are displayed as dashes.
Cells shaded in green represent grades with statistically significant ($p < .05$) improvement between students' beginning and ending reading levels was seen.

Table 8 shows that the all of the tutored homeless students showed improvement on SRA, in Grades 2-5, where data from a sufficient number of students were available to complete the statistical test.

An analysis of the students' responses to reading tutoring was also conducted separately for students whose beginning reading levels were Pre-primer/Primer and those who began with higher levels. For the two lowest beginning levels, a two-stage test was used to examine whether there was a significant difference in the dosage needed to either of the two observed ending reading levels (Pre-Primer/Primer or First Grade). First, the students' tutoring hours were ranked

from 1 (lowest) to n (highest), where n is the number of students. Then, a statistical test called the Mann-Whitney U was used to compare the mean of the tutoring hour ranks for students who advanced to first grade with that of students who remained at the Pre-Primer/Primer levels.

Table 9 lists for each ending reading level, the number of students and the mean rank of students' tutoring hours (1=lowest to n=highest), followed by a statistical test that gauges the statistical significance of the difference between the means of the groups' tutoring hour ranks.

Table 9
Students with Beginning Reading Levels at Pre-Primer/Primer Levels:
Mann-Whitney U Test
Comparing the Effect of Tutoring on Students' Ending Reading Levels

Pre Primer/Primer		First Grade		Difference	
<i>n</i>	Mean Rank ^a	<i>n</i>	Mean Rank ^a	<i>U</i>	<i>Z</i>
6	4.00	17	14.82	3.00	3.37***

^aTutoring hours are converted to ranks that range from 1 (lowest) to n (highest), where n is the number of students..

*** p < .001.

Table 9 shows that the mean of the tutoring hour ranks of the students who advanced to the First Grade level (14.82) was significantly higher than that of students who remained at the Pre-Primer/Primer levels (4.00). This indicates that students who advanced to the First Grade level received significantly more tutoring than students who did not.

For students whose beginning reading levels were first grade or higher, separate Spearman correlation coefficients by grade were computed, which measured the association between tutoring dosage and the reading level gain (i.e., the difference between students' beginning and ending reading levels). A statistically significant positive coefficient was considered evidence of a positive effect for tutoring dosage.

Table 10 lists for each grade, the number of students followed by the value and the significance of the Spearman Rank Order correlation between students reading level gain and dosage. The table shows that strong² significant effects for dosage were found in all Grades 1 through 8, except Grade 5.

² The effect size of ρ has been classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong).

Table 10
Spearman Rank Order Correlation
Between Tutoring Dosage and Reading Level Gain

Grade	n	ρ
K	4	--
1	13	.65*
2	11	.72*
3	17	.78***
4	16	.85***
5	10	.57
6	13	.78**
7	13	.84***
8	6	.84*
9	9	.45
10	4	--

* $p < .05$. ** $p < .01$. *** $p < .001$.

Standardized Achievement Tests

The influence of tutoring on students' standardized achievement test scores was compared using a two-stage process. First, separate regression analyses at each grade were conducted to adjust students' posttest scores to account for differences in their pretest scores (see Appendix D). Then, the adjusted scores of tutored and non-tutored students were contrasted using the Mann-Whitney U, which ranked the students' adjusted posttest scores from 1 (lowest) to n (highest), where n is the number of students, and compared the mean of the adjusted posttest ranks for students who were tutored with that of those who were not.

Table 11 lists for each grade, the number and mean rank of the adjusted posttest scores of students who were tutored and not tutored followed by the results of statistical tests that gauge the statistical significance of the difference between the groups' mean rank scores.

Table 11
Mann Whitney U Tests of the Effect of Tutoring on the Adjusted Posttest

Post Grade	Tutored		Non-Tutored		Difference	
	n	Mean Rank ^a	n	Mean Rank ^a	U	Z
2	4	--	276	--	--	--
3	5	120.30	291	148.98	586.50	-0.74
4	7	204.14	329	167.74	902.00	-0.98
5	6	266.00	358	181.10	573.00	-1.96*
6	3	--	350	--	--	--
7	4	--	395	--	--	--

^aAdjusted posttest scores are converted to ranks that range from 1 (lowest) to n (highest), where n is the number of students. Only students who were tutored for 20 or more hours were included. Results for grades with group sizes less than five are displayed as dashes.

* $p < .05$.

Table 11 shows that the difference between the posttest scores of tutored and non-tutored students was statistically significant in fifth grade once their pretest scores were taken into account. Although, the power of this analysis was limited by the small number of tutored participants, it is notable that significant progress was seen at most grade levels on the SRA and in Grade 5 on the FCAT.

Teacher Assigned Grades

The students' teacher assigned grades during the first and third grading period were also examined. A student who earned a grade of D or F during the first grading period was assumed to have "improved" if s/he earned a higher grade during the third grading period. A student who earned a grade of C or higher during the first grading period was assumed to have "improved" if s/he maintained that grade or earned a higher grade during the third grading period. The results are based on the total number of courses completed by homeless students. Therefore, the counts are duplicated. Unlike, the test results presented previously, these outcome measures examine student performance on different course content that is not comparable across grade levels.

Table 12 examines the changes in students' reading/language arts teacher assigned grades from the first to the third grading periods of the 2011-12 school year, and lists the number and percent of tutored and non-tutored students by first grading period grades (vertically), and by third grading period grades (horizontally), followed by the Chi-square (χ^2) and Phi (ϕ) statistics. Cells where gains occur (i.e., improvement from grading period 1 to grading period 3), are shaded in gray.

Table 12
Comparison of Tutored and Non-Tutored Homeless Students'
First and Third Grading Period Teacher Assigned Reading Grades

Grading Period 1		Grading Period 3										Significance		
		F		D		C		B		A				
Level	Group	n	%	n	%	N	%	n	%	n	%	n	%	
F	Tutored	3	4.5	1	33.3	1	33.3	1	33.3	0	0.0	0	0.0	--
	Not Tutored	640	8.1	302	47.2	148	23.1	133	20.8	51	8.0	6	0.9	--
D	Tutored	4	6.0	0	0.0	3	75.0	1	25.0	0	0.0	0	0.0	--
	Not Tutored	995	12.6	212	21.3	279	28.0	393	39.5	99	9.9	12	1.2	--
C	Tutored	31	46.3	2	6.5	4	12.9	16	51.6	7	22.6	2	6.5	--
	Not Tutored	2,901	36.8	231	8.0	442	15.2	1,404	48.4	744	25.6	80	2.8	--
B	Tutored	22	32.8	2	9.1	1	4.5	5	22.7	12	54.5	2	9.1	--
	Not Tutored	2,572	32.7	54	2.1	145	5.6	767	29.8	1,265	49.2	341	13.3	--
A	Tutored	7	10.4	0	0.0	0	0.0	1	14.3	2	28.6	4	57.1	--
	Not Tutored	765	9.7	9	1.2	18	2.4	81	10.6	297	38.8	360	47.1	--
ALL	Tutored	67	100.0	5	7.5	9	13.4	24	35.8	21	31.3	8	11.9	
	Not Tutored	7,873	100.0	808	10.3	1,032	13.1	2,778	35.3	2,456	31.2	799	10.1	

Note. Significance levels are based on Fisher's Exact tests when expected cell counts are less than five and on chi-squared tests when expected cell counts are five or more. Non significant test results are shown as dashes.

Table 12 shows that the percentage of homeless students earning an A increased from grading period 1 to grading period 3 for the tutored group, from 10.4% to 11.9%, as well as for the non-tutored group, from 9.7% to 10.1%, but this difference was not statistically significant. The

percentage of homeless students earning a B and C also decreased from grading period 1 to grading period 3 for both groups, but these differences were not statistically significant either.

Process Indicators

Several other indicators were examined for this evaluation because of their demonstrated association with student achievement and success in school. As required by the grant application, the indicators used in this part of the evaluation were compared for all homeless and non-homeless students in the district. The first of these was the number of prior schools attended during the school year. Table 13 displays the number and percent of homeless and non-homeless students who attended up to five prior schools during the last year. The table shows that the vast majority of homeless and non-homeless students do not change schools during the school year. Of the homeless students, 78.1% did not change schools, 14.9% changed schools once, and 7.0% changed schools twice or more. Smaller percentages of non-homeless students changed schools. Of the non-homeless students, 93.3% did not change schools, 5.5% changed schools once, and 1.2% changed schools twice or more. The differences, which represent weak effect sizes, may be expected because residential moves are both initiated by homelessness and also triggered by length of stay policies at the shelters.

Table 13
Number and Percent of Homeless and Non-Homeless Students
By Number of Prior Schools

Prior Schools	Homeless		Non-Homeless	
	<i>n</i>	%	<i>n</i>	%
	(N = 5,744)		(N = 375,484)	
0	4,486	78.1	350,452	93.3
1	856	14.9	20,597	5.5
2	258	4.5	3,343	0.9
3	81	1.4	671	0.2
4	29	0.5	229	0.1
5	34	0.6	192	0.1

Note. Percentages may not add to 100 due to rounding. Differences are statistically significant ($\chi^2(5) = 2,688.1, N=381,228, \phi = -.08, p < .001$)

The second process indicator that was examined was the students’ attendance rates. Table 14 displays for each grade and overall the total number of students and the attendance rate for homeless and non-homeless youngsters, followed by Chi-square (χ^2) and (ϕ) statistics which measure the statistical and practical significance of any difference in the rates.

Table 14
Attendance Rates of Homeless and Non-Homeless Students by Grade

Grade	Homeless		Non-Homeless		Differences	
	<i>n</i>	%	<i>n</i>	%	X^2	ϕ
PK	40	92.0	15,172	94.5	64.9***	-.01
K	214	91.4	27,034	95.1	966.9***	-.01
1	297	92.8	27,029	95.7	1,017.6***	-.01
2	378	94.0	26,708	96.2	821.6***	-.01
3	443	94.3	28,655	96.5	1,019.1***	-.01
4	419	94.2	27,530	96.7	1,361.1***	-.02
5	459	94.7	27,934	96.7	949.1***	-.01
6	491	92.6	28,362	96.3	2,936.7***	-.02
7	562	92.3	28,733	95.6	2,323.3***	-.02
8	531	91.4	28,550	95.4	3,057.0***	-.02
9	598	89.3	30,622	94.2	4,030.3***	-.03
10	504	88.7	28,622	93.8	3,474.0***	-.03
11	430	89.0	26,390	93.1	1,757.6***	-.02
12	378	88.8	24,143	92.3	1,049.6***	-.02
ALL	5,744	91.8	375,484	95.2	23,860.9***	-.02

Note. Students whose absences exceeded their days of instruction are excluded.

^a Attendance rates are determined by dividing the number of student-days present by the number of student-days of enrollment.

*** $p < .001$

Source: Data warehouse with computations provided by the Office of Program Evaluation

Compared to non-homeless students, homeless students have significantly lower attendance rates at all grade levels. The smallest differences were usually found in the elementary grades (Prekindergarten through 5) and the most pronounced differences occurred during the middle grades (6 through 8) and the beginning grades of high school (9 and 10). This might be expected given the expected dislocation of homelessness. An examination of the effect sizes reveals them to be weak at each grade according to Cohen's (1988) classification scheme.

The third process indicator that was examined was the students' progression through the grades. The disruptive effect of homelessness may have adversely impacted students' retention at selected points in their academic careers. Table 15 displays for each grade and overall the total number of students and the percentage of students who were retained for homeless and non-homeless youngsters. Results are presented by grade because retention policies vary across grade levels.

Table 15 shows that homeless students have significantly higher retention rates than non-homeless students do at all grades, other than fourth and fifth. This might be expected given the expected dislocation of homelessness. The largest differences are found at third, sixth, and eighth grades. To gauge the practical significance of these differences, the effect size Phi was used. An examination of the effect sizes reveals them to be weak at each grade.

Table 15
Retention Rates of Homeless and Non-Homeless Students by Grade

Grade	Homeless		Non-Homeless		Differences	
	<i>N</i>	%	<i>N</i>	%	Δ	Φ
K	196	6.6	25,976	2.1	4.5 ^a	--
1	288	2.4	25,956	2.4	0.0 ^b	.00
2	357	4.8	25,696	2.2	2.6 ^b	-.02
3	413	18.6	27,189	10.3	8.5 ^b	-.03
4	398	1.0	25,643	0.4	0.6	
5	428	0.2	25,993	0.2	0.0	
6	453	4.9	26,708	1.4	3.5 ^a	--
7	518	3.7	26,896	1.2	2.5 ^b	-.03
8	465	4.3	26,276	1.3	3.2 ^b	-.03
9	529	1.1	28,241	0.9	0.4	.00
10	448	2.5	26,582	0.7	1.8 ^a	--
11	383	0.8	24,423	0.4	0.4	
ALL	4,876	4.1	315,579	2.0	106.6	-.02

Note. Chi-squared tests are only appropriate for expected cell counts greater than five. For smaller counts, Fisher's Exact test is used. Δ is the difference between Homeless and Non-Homeless students' retention rates. Φ is the effect size of that difference. Cells with Φ values that are undefined are displayed as dashed. Cells with Φ values that are not significant are left blank.

^a Statistically significance based on Fisher's Exact test. ^b Statistical significance based on χ^2 analysis.

Source: Student counts are based on data drawn from the student database system with grade levels defined on the end of year student database. Retention status is based on data from the course file for cycle 111.

The objective of the last two analyses was to determine if homelessness had an impact on students' likelihood of either completing high school or terminating their high-school education early. Cross-sectional rates were computed³ for both indicators, with the high-school completion rate based on the proportion of the twelfth-grade aggregate-membership (i.e., students enrolled for at least one day), and the early-termination rate based on the proportion of the ninth through twelfth-grade aggregate-membership. The results show that the early-termination rate for homeless (4.5%, $n = 86$) students was more than twice as large as the rate for non-homeless students (1.8%, $n = 2,009$), and the difference in the rates was statistically significant, $\chi^2(1, N = 111,687) = 72.85, p = .00, \Phi = .03$. The results also show that the high-school completion-rate for homeless students (60.0%, $n = 198$) was lower than the high-school completion-rate for non-homeless students (80.1%, $n = 18,153$), and the difference in the rates was statistically significant, $(\chi^2(1, N = 22,986) = 81.83, p < .00, \Phi = -.06$. The effect sizes of the differences were weak in both instances.

DISCUSSION

The No Child Left Behind (NCLB) Act of 2001 (2002) provides the Department of Education with funds to award grants in accordance with the provisions of Title X in order to enable states and districts to provide activities and services to homeless students and their families. M-DCPS has implemented the Project Up-START program for this purpose. The program is designed to

³ Computations by the Office of Program Evaluation based on withdrawal and graduation codes obtained from the student database system archived on September 28, 2012 .

ensure that all homeless students are identified and placed in an educational setting as soon as possible, that transportation is provided to homeless students to either the home school for their current address or their school of origin and that caregivers of all homeless youngsters are also provided with information relating to their school option rights. Academic and general assistance is also available in the form of after school tutoring, individual/family counseling, automatic enrollment in the reduced price lunch program, and material and supplies provided at participating homeless shelters.

Summary

The evaluation of the Project Up-START program examined the impact of the homeless services provided as specified in the grant throughout homeless shelters and at schools within the M-DCPS. The evaluation was conducted by the Office of Program Evaluation based on data gathered during the 2011-12 school year. It was guided by a series of questions that can now be answered.

1. Was the Tutoring Component of Project Up-START implemented according to program specifications?

Full implementation of the tutoring component was achieved for nearly all the indicators and at each shelter according to a site visit checklist. Surveys of administrators and parents confirmed the availability of the tutoring services and the tutors surveyed universally supported the curriculum that was used. Therefore, the tutoring program can be considered to be properly implemented.

2. What were the attitudes of stakeholders toward the Up-START program?

Attitudes toward the program components were gauged through surveys completed by administrators, parents, and tutors. Nearly all administrators and parents surveyed agreed that the support services (i.e., counseling, enrollment, identification, and parental education/notification) offered by the program were available and operating. Most stakeholders were very satisfied with the services provided and thought that they were helpful to the students as well as the families.

3. How did the educational outcomes for homeless students who received tutoring services through Project Up-START compare with those of other homeless M-DCPS students who did not receive such services?

An analysis conducted of the tutoring program showed tutoring to significantly improve the SRA reading levels of students in Grades 2 through 5, as measured by instrumentation provided by the program. Using this same instrumentation, it was found that students whose beginning reading levels were at the pre-primer level improved more as the amount of tutoring they received increased. Students in Grades 1 through 8, except Grade 5, whose beginning reading levels were at first grade or higher also improved more as the amount of tutoring they received increased. Moreover, the tutoring program was found to have a significant impact on students FCAT 2.0 scores of fifth grade students. No significant improvement in teacher assigned grades was attributable to tutoring.

4. How did the process indicators for students who received homeless services through Project Up-START compare with those of non-homeless M-DCPS students?

An analysis of process indicators compared all M-DCPS homeless students with their non-homeless peers and found homeless students' attendance rates tended to be lower than that of their non-homeless peers. Homeless students were also found to experience more frequent school changes, higher retention rates, lower high-school completion-rates, and higher high-school early-termination rates than did their non-homeless counterparts.

Conclusions

The results from the evaluations of the Project Up-START after three full years of operation are mixed. It remains successful at its primary mission of identifying and providing services and academic assistance to homeless youngsters and their families as evidenced by observations and stakeholders' perceptions of the program. Survey data have consistently shown administrators, parents, and tutors to be very satisfied with the services provided and to agree that the program has been helpful to the students as well as the families. On the issue of promoting academic achievement, the assumption of a literacy focus by adopting the SRA Reading Labs curriculum two years prior has begun to pay dividends. Subsequent analyses of the program have shown tutoring to significantly improve the SRA reading levels of students in most grades 1 -8, as measured by proprietary instrumentation. There is also evidence that students show more improvement as the amount of tutoring they receive increases. In addition, a significant impact on students standardized test scores was found at one grade. No significant improvement in teacher assigned grades was attributable to tutoring. Although Project Up-START provides needed support for these vulnerable students, the process outcomes for homeless students remained consistently negative when compared to their non-homeless peers.

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Appendix A
Overview of Residential Services

Three Stages of Care

The Continuum of Care Plan is a "three stage plan" to meet the needs of homeless students and their families. Residential facilities are available to satisfy varying levels of need as follows.

- Emergency Housing (Temporary Care) adds new beds in up to three new Homeless Assistance Centers to provide an alternative to sleeping on the street. The Homeless Assistance Center (HAC) is a new concept that provides shelter, showers, clothing, food, mail, telephones along with counseling, and the development of a "case plan" for each individual.
- A homeless person's stay in such a center would be "short-term" - approximately 60 days. A Homeless Assistance Center (HAC) is the "intake" facility for those entering the "system of care," and provides the needed stabilization and needs assessment.
- Transitional Housing (Primary Care) provides a six to nine months stay with a focus on intensive case management, to include treatment, rehabilitation, employment, and job training. This care is specialized treatment (mental health; substance abuse; separate programs for men, women and children, AIDS patients, etc.) with the goal of preparing individuals to be self-sufficient.
- Permanent, Supported Housing (Advanced Care) provides supported long-term permanent housing such as church assisted housing, SRO's, voucher-based programs, scattered site leasing, etc. Programs providing move-in assistance are also available.

Participating Shelters

Camillus House/ Somerville (Permanent Supported Housing)

Serving the South Florida community since 1960, Camillus House is a non-profit organization that provides humanitarian services to men, women, and children who are poor and homeless. Camillus offers a full continuum of services that includes food, shelter, housing, rehabilitative treatment, and health care. Each service is carried out with the deeply held belief that every human being deserves love, respect and an opportunity to live.

Somerville residents are homeless families who are also either have a mental health diagnoses or are a recovering addict. This program is long term (60 days and more), where residents live in apartments.

Community Partnership for Homeless—HAC North and South (Emergency)

These shelters offer a holistic approach through many supportive programs for residents to reach the ultimate goal of self-sufficiency and independence. Residents are provided three meals per day, clothing, showers, temporary housing, laundry facilities, transportation, case management, job development and training, permanent housing assistance, and an on-site child care program. This program is emergency and temporary. Most residents live at the shelter for less than 90 days.

Inn Transition North/South (Transitional)

These shelters provide long-term transitional housing for homeless women and their minor children who are victims of domestic violence. Referrals for this program are received from the

Miami-Dade Department of Human Services Advocates for Victims Program -
Inn Transition North offers a full range of supportive services based on the needs of the program participants. Services include but not limited to: individual and group counseling, vocational and educational opportunities, childcare referrals, transportation assistance, tutoring and mentoring, structured recreational activities, and information and referrals to assist the participants to become economically and emotionally independent. Program participants may stay in the program up to two years. Inn Transition North is a 22-unit complex whereby 19 apartment units are rented to families and one unit is used for administrative purposes.

Safe Space North & South (Emergency)

These shelters address the complex and specific needs of survivors of domestic violence and sexual assault. Preventative efforts continue to be a priority in our program, as community education and awareness campaigns are at the foundation of our philosophy statement and the services offered by Safe Space. Safe Space provides clients with the tools needed to break the inter-generational cycles of violence, and helps in recognizing that they can gain control of their lives. They assist in identifying the avenues for emotional self-sufficiency, as well as the strength and right to refuse the unacceptable. This is an emergency shelter for women experience domestic violence.

The Salvation Army's (Emergency)

This shelter is 88-bed women's and family shelter that provides a safe haven for both homeless, displaced, or battered women and their children and for homeless intact families. Case managers provide a plethora of services focusing on the clients' psychological, sociological, physiological and concrete needs. These services include, but are not limited to

- Drug and alcohol counseling
- Job training and placement
- Legal assistance
- NA an AA meetings
- Life skills
- Nutrition
- Effective parent classes

Appendix B
Implementation Checklist

Project Upstart - Tutoring Implementation Checklist

Shelter Name: _____

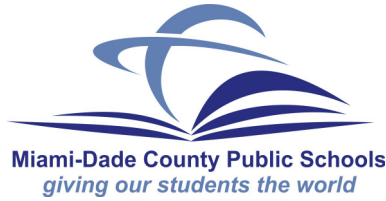
Date: _____

Yes	No	N/A	1. The classroom is clean/maintained/organized.
Yes	No	N/A	2. The behavior management techniques are adequate to maintain order.
Yes	No	N/A	3. The students interact or work in groups in a productive manner.
Yes	No	N/A	4. Timing is appropriate (start, end, and learning).
Yes	No	N/A	5. Students are tutored individually or in small groups.
Yes	No	N/A	6. Lesson planning is evident.
Yes	No	N/A	7. The students are engaged by the lesson.
Yes	No	N/A	8. Teacher and students interact appropriately.
Yes	No	N/A	9. There is adequate space.
Yes	No	N/A	10. There are adequate materials.
Yes	No	N/A	11. The classroom is sufficiently free from noise so the tutoring can be conducted properly
Yes	No	N/A	12. The classroom is relatively free from interruptions

Indicators: _____ / _____

Appendix C
Stakeholder Surveys

Miami-Dade County Public Schools



Project Upstart Homeless Children and Youth Program ADMINISTRATOR SURVEY

This survey is being conducted as part of an evaluation of the Project Upstart Homeless Children and Youth program. Your opinions are an important part of this evaluation. It should take about 15 minutes to complete the survey form. Your identity will be kept confidential. Please return the completed form in the envelope provided by **April 20, 2012**. If you have any questions, please contact Dr. Steven M. Urdegar at 305-995-7538.

INSTRUCTIONS

Please read each of the following items. Based on your experience in this shelter, select the choice that most closely corresponds to your response to each item, using the scale provided below. Please respond to every item to the best of your ability.

1	2	3	4	0
Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. The lead tutor regularly visits the shelter to ensure that program activities are coordinated appropriately.	①	②	③	④	⑤
2. The lead tutor interacts effectively with both the shelter staff and the participating families.	①	②	③	④	⑤
3. Transportation is offered to students and if elected provided to them.	①	②	③	④	⑤
4. Tutors from the program offer services to students at this shelter on a regular basis.	①	②	③	④	⑤
5. Counselors from the program offer services to families at this shelter on a regular basis.	①	②	③	④	⑤
6. Materials and supplies are provided to students at the shelters.	①	②	③	④	⑤
7. The services provided by the program are beneficial to homeless families.	①	②	③	④	⑤

Thank you for completing this survey.

Please return this form to the person who distributed it to you.
Contact Dr. Steven M. Urdegar at 305-995-7538 if you have any questions

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Project Upstart Homeless Children and Youth Program PARENT SURVEY

This survey is being conducted as part of an evaluation of the Project Upstart -- Homeless Children and Youth Program. Your opinions are an important part of this evaluation. It should take about 5 minutes to complete the survey form. Please return the completed form to your child's tutor by **April 20, 2012**. If you have any questions, please contact Dr. Steven M. Urdegar at 305-995-7538.

INSTRUCTIONS

Please read each of the following items. Then, fill in the circle under the response option that best reflects your opinions or experiences at this facility. Please respond to all items.

	Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable
1. I was provided with information on how to register my child for school.	①	②	③	④	⑤
2. I was made aware that my child could have transportation to his or her school of choice.	①	②	③	④	⑤
3. I was informed about the reduced price lunch program and my child's eligibility was determined.	①	②	③	④	⑤
4. Tutoring is available to my child if s/he needs it.	①	②	③	④	⑤
5. Family counseling is available to my child, our family, and me if we need assistance.	①	②	③	④	⑤
6. My child has been offered school books, materials, and/or supplies.	①	②	③	④	⑤
7. Tutoring offered by the program has been beneficial to my child's education.	①	②	③	④	⑤
8. Counseling offered by the program has been helpful to my child, our family, and me.	①	②	③	④	⑤
9. The services provided by the program have been beneficial to my child.	①	②	③	④	⑤

Thank you for completing this survey.

Please return this form to the person who distributed it to you.
Contact Dr. Steven M. Urdegar at 305-995-7538 if you have any questions

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Proyecto "UPSTART" Programa Para Estudiantes Desamparados Encuesta para Padres

Ésta encuesta es parte de una evaluación del Proyecto "Upstart" -- Programa de Niños y Jóvenes Desamparados. Sus opiniones son de mucha importancia para la evaluación. La encuesta requiere aproximadamente 5 minutos de su tiempo. Por favor, complétela y devuélvasela a la persona que se la dio antes del **20 de abril del 2012**. Si tiene algunas preguntas, por favor llame al Dr. Steven M. Urdegar, al 305 995 7538.

INSTRUCCIONES

Por favor, lea cada uno de los siguientes puntos. Después, rellene el círculo bajo la opción que mejor refleja su opinión o experiencia en este local. Por favor, responda a todos los puntos.

	Totalmente Desacuerdo	En Desacuerdo	En Acuerdo	Totalmente de Acuerdo	No Aplica
1. Me dieron información sobre cómo matricular a mi hijo(a) en la escuela.	①	②	③	④	⑤
2. Me informaron que mi hijo(a) tendría transporte a su escuela preferida.	①	②	③	④	⑤
3. Me informaron del programa de Comida Escolares Gratis y a Precios Reducidos y también determinaron que mi hijo(a) era elegible.	①	②	③	④	⑤
4. Hay tutores disponibles para mi hijo(a) si lo necesita.	①	②	③	④	⑤
5. Consejería familiar esta disponible para mi hijo(a), para nuestra familia, y para mí si necesitamos asistencia.	①	②	③	④	⑤
6. A mi hijo(a) le ofrecieron libros, materiales, y provisiones escolares.	①	②	③	④	⑤
7. La tutoría ofrecida por el programa ha sido de mucho beneficio para la educación de mi hijo(a).	①	②	③	④	⑤
8. La consejería ofrecida por el programa ha ayudado a mi hijo(a), a nuestra familia, y a mí.	①	②	③	④	⑤
9. Los servicios ofrecidos por el programa han sido beneficiosos para mi hijo(a).	①	②	③	④	⑤

Gracias por completar ésta encuesta.

Por favor devuelva éste formulario a la persona que se lo distribuyó.
Llame al Dr. Steven M. Urdegar al 305 995 7538 si tiene algunas preguntas.

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Lekòl Leta Miami-Dade County lage mond la nan plamen elèv nou yo

Pwojè Upstart Pwogram pou Timoun ak Jèn ki Sanzabri SONDAJ PARAN

Yo ap fè sondaj sa a pou fè pati yon evalyasyon Pwojè Upstart la—Pwogram pou Timoun ak Jèn Sanzabri. Opinyon ou se yon pati enpòtan nan evalyasyon sa a. Sa ap pran anviwon 5 minit pou ranpli fòm sondaj sa a. Silvouplè ranpli e retounen fòm nan bay moun ki ap bay pitit ou a leson patikilye a anvan **20 avril 2012**. Si ou genyen nenpòt kesyon silvouplè kontakte Doktè Steven M. Urdegar nan 305-995-7538.

ENSTRIKSYON

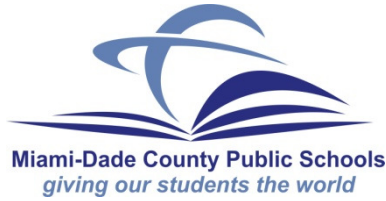
Silvouplè li chak kesyon ki suiv yo. Epi, ranpli sèk dapre opsyon repons ki pi byen reflete opinyon ou oubyen eksperyans ou ak andwa sa a. Silvouplè reponn tout kesyon yo.

	1 Pa Dakò Ditou	2 Pa Dakò	3 Dakò	4 Dakò Anpil	0 Pa Aplikab		
1. Yo te ban mwen enfòmasyon sou jan pou mwen enskri pitit mwen lekòl.			1	2	3	4	0
2. Yo te fè m konnen pitit mwen an kab jwenn transpòtasyon nan lekòl li chwazi a.			1	2	3	4	0
3. Yo te enfòme mwen sou pwogram manje nan pri redui nan lekòl la e yo te detèmine pitit mwen an elijib.			1	2	3	4	0
4. Leson patikilye disponib si pitit mwen an bezwen li.			1	2	3	4	0
5. Konseye pou fanmi disponib pou pitit mwen an ak mwen si nou bezwen asistans.			1	2	3	4	0
6. Yo ofri pitit mwen an liv, materyèl e/oubyen lòt founiti klasik pou lekòl.			1	2	3	4	0
7. Leson patikilye pwogram nan te ofri a benefisye edikasyon pitit mwen an.			1	2	3	4	0
8. Sèvis konseye pwogram nan te ofri a te itil pitit mwen, fanmi nou ak mwen.			1	2	3	4	0
9. Sèvis yo te bay nan pwogram nan te benefisye pitit mwen an.			1	2	3	4	0

Mèsi dèske ou ranpli sondaj sa a.

Silvouplè retounen fòm sa a bay moun ki ba ou li a.
Kontakte Doktè. Steven M. Urdegar, 305-995-7538 si ou gen nenpòt kesyon

Miami-Dade County Public Schools



Project Upstart Homeless Children and Youth Program TUTOR SURVEY

This survey is being conducted as part of an evaluation of the Project Upstart Homeless Children and Youth program. Your opinions are an important part of this evaluation. It should take about 15 minutes to complete the survey form. Your identity will be kept confidential. Please return the completed form in the envelope provided by **April 20, 2012**. If you have any questions, please contact Dr. Steven M. Urdegar at 305-995-7538.

INSTRUCTIONS

Please read each of the following items. Based on your experience in this shelter, select the choice that most closely corresponds to your response to each item, using the scale provided below. Please choose the response option that best completes the prompt. Respond to each item to the best of your ability.

1	2	3	4	0
Strongly Disagree	Disagree	Agree	Strongly Agree	Not Applicable

The reading program . . .	Strongly Disagree	Disagree	Agree	Strongly Aagree	Not Applicable
1. helps students to comprehend written material.	①	②	③	④	⑤
2. contains materials that allow a progression of skills leading to grade level mastery.	①	②	③	④	⑤
3. contains materials that are age appropriate	①	②	③	④	⑤
4. helps students to make inferences from ideas contained in written passages.	①	②	③	④	⑤
5. helps students to understand the sequence of events in written passages.	①	②	③	④	⑤
6. helps students to compare and contrast ideas in written passages.	①	②	③	④	⑤
7. helps students to identify the details in written passages.	①	②	③	④	⑤
8. helps students to determine the main ideas of written passages.	①	②	③	④	⑤
9. contains sufficient materials to enable me to deliver instruction effectively.	①	②	③	④	⑤
10. provides sufficient training to enable me to deliver the instruction effectively.	①	②	③	④	⑤
11. provides training that was accessible.	①	②	③	④	⑤
12.. provides sufficient support to enable me to deliver the instruction effectively.	①	②	③	④	⑤
13. has been beneficial to the students.	①	②	③	④	⑤

Thank you for completing this survey.

Please return this form to the person who distributed it to you.
Contact Dr. Steven M. Urdegar at 305-995-7538 if you have any questions

Appendix D

Regression Analysis Effect of the Pretest on the Posttest

The data analysis, which compared the differences in tutored and non-tutored students' post test scores once their pretest scores were taken into account used a two-stage process. First, separate statistical techniques, regression analyses, were conducted at each grade to adjust students' posttest scores to account for differences in their pretest scores. Then, the adjusted scores of tutored and non-tutored students were compared using the Mann-Whitney U test. The results of the second part of this process are presented in the body of the report. The results of the first part of this process follow.

Table D1 lists the results of the regression analyses for each predictor, statistics for the unstandardized coefficients (i.e., mean and standard error), the standardized coefficients, and the results of significance tests on the coefficients for each predictor.

Table D1
Regression Analysis
Effect of the Pretest on the Posttest

Grade	Predictor	Unstandardized Coefficients		Standardized Coefficients (β)	t
		B	S.E.		
2	Intercept	592.32	1.82		324.91
	Pretest	0.56	0.04	0.68	15.58
3	Intercept	188.61	0.89		213.06
	Pretest	0.40	0.02	0.73	18.22
4	Intercept	199.87	0.69		290.58
	Pretest	0.25	0.01	0.74	20.36
5	Intercept	207.97	0.69		303.49
	Pretest	0.25	0.01	0.77	22.77
6	Intercept	210.66	0.63		332.09
	Pretest	0.25	0.01	0.80	25.18
7	Intercept	218.43	0.62		350.12
	Pretest	0.25	0.01	0.81	27.29
8	Intercept	224.05	0.68		327.21
	Pretest	0.28	0.01	0.79	25.17
9	Intercept	223.77	0.69		322.55
	Pretest	0.24	0.01	0.71	19.09
10	Intercept	227.23	0.77		296.18
	Pretest	0.28	0.01	0.74	19.50

Note. All coefficients are statistically significant ($p < .001$).

The table shows that the influence of the pretest on the posttest is consistent across the grades as evidenced by standardized coefficients that are similar in magnitude and strong according to Cohen's classification: .10 (weak), .30 (moderate), and .50 (strong).