

Miami-Dade County Public Schools

Project Upstart Homeless Children and Youth Program Interim Evaluation Report 2010-11

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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 activities and services designed to identify homeless youngsters, to help them access regular education programs, and to succeed in those programs. Project Upstart is a District program funded through Title X that was 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: (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. The evaluation of the Project Upstart program examined the impact of the homeless services specified above throughout participating homeless shelters and at schools within the M-DCPS.

Full implementation of the academic assistance component was achieved for nearly all the indicators and shelters according to a site visit checklist. Surveys of administrators, parents, and tutors confirmed the availability of tutoring services, and the tutors universally supported the curriculum that was used and that the general services offered by the program were available and operating. The reading tutoring program was shown to significantly improve the reading levels of students in grades K-2, with significantly greater benefits resulting from greater exposure. However, no significant impact was seen in the higher grades, on students' norm or criterion referenced test scores, or their teacher assigned grades. The surveys revealed that stakeholders were mostly very satisfied with the services provided and thought that they were helpful to the students as well as the families. Homeless students' attendance rates tended to be lower compared to their non-homeless peers, and they generally experienced more frequent school changes, higher retention rates, lower high-school completion-rates, and higher high-school early-termination rates than their non-homeless counterparts.

The Project Upstart program remains successful at its primary mission of identifying and providing a wide range of services and academic assistance to homeless youngsters. Only, minimal significant programmatic effects on participating students' academic outcomes were found, possibly due to the small number of participants, the limited duration of those services, or latent factors other than homelessness that remained unmeasured.

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 designed to identify homeless youngsters, to help them access regular education programs, and to succeed in those programs. Additionally, grant funding may be used to establish a coordinator for the education of homeless children, to provide professional development programs to heighten school personnel's awareness of homeless issues, and to provide other 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. It has been reported that 3,227 homeless live in shelters while 4,574 live unsheltered, and that more than one in five of the homeless are children. Additionally, the two homeless teen shelters reported serving approximately 785 runaways and lockouts (Miami-Dade County, 2007). Table 1 lists the number and percent of M-DCPS students who were designated as homeless sometime during 2010-11, by grade, and shows that students of all ages had similar chances of becoming homeless.

Table 1
Number and Percent of Homeless Students
by Grade

Grade	n	%
PK	42	0.8
K	201	3.9
1	312	6.0
2	344	6.7
3	422	8.2
4	388	7.5
5	388	7.5
6	487	9.4
7	460	8.9
8	487	9.4
9	507	9.8
10	446	8.6
11	324	6.3
12	362	7.0
Total	5,170	100.0

The prevalence of homelessness, which has increased from 2009-10 to 2010-11 (see Urdegar, 2010) has burgeoned 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 Upstart 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 have been budgeted for Project Upstart 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 2010-11 school year.

Program Description

Project Upstart 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 their school of choice upon request. 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 30 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 in students 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 45 minutes. Each week the tutors discuss the progress with the students, in order facilitate understanding the progress and goals associated with their learning. 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 April through October 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 15 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.

Table 2
Project Upstart Homeless Shelters Offering Tutoring and Counseling

Camillus House
Emergency Housing North
Homeless Assistance Center North
Homeless Assistance Center South
Inn Transitions North
Inn Transitions South
New Life Family
Safe Space North
Sommerville

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.

METHODOLOGY

The evaluation of the Project Upstart 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 2010-11 school year. It was guided by a series of questions:

- 1. Was Project Upstart implemented according to program specifications?**
- 2. How did educational outcomes for students who received homeless services through Project Upstart compare with those of other M-DCPS students who did not receive such services?**
- 3. How did the process indicators for students who received homeless services through Project Upstart 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 overall program, data were obtained from (a) classroom observations conducted by evaluation staff and, (b) surveys of administrators of the homeless shelters, parents, 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 level 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 to assess implementation of the tutoring component at the shelters. An Implementation Checklist was designed to assess various aspects of the learning environment (i.e., instructional strategies, student engagement, lesson content, interpersonal relations, and milieu) present during tutoring sessions as measured by 12 indicators with dichotomous response options of 0 (no) or 1 (yes). A copy of the Implementation Checklist may be found in Appendix B.

Observations ranging in duration from 5 to 20 minutes were conducted by a single observer during January. The typical observation lasted 10 minutes. The sample for this part of the study was the same as the sample used for the review of participation. 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 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 a "not applicable" response. Five items (1, 2, 4, 5, and 6) addressed the tutoring program, one item (3) addressed transportation, and one item (7) gauged satisfaction with the totality of services offered to homeless families. Six of the items on the Administrator Survey (1 – 6) measured implementation and one item (7) measured attitudes.

The Parent Survey with versions in English, Spanish, and Haitian Creole contained nine items that adhered to a forced-response Likert-scale format that ranged from 1 (strongly disagree) to 4 (strongly agree) with 0 a "not applicable" response. 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. 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 a forced-response Likert-scale format that ranged from 1 (strongly disagree) to 4 (strongly agree) with 0 a "not applicable" response. 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. 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.

The tutors visited the shelters during scheduled visits and distributed surveys to the shelter administrator and one parent survey to each family whose children received tutoring. Data analysis for this portion of the evaluation was limited to descriptive statistics.

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 were drawn from implementation logs, student assessment records, teacher assigned grades, and the data warehouse to address this issue.

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

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 subjects were not randomly assigned to treatment and a comparison group was not assigned.

Samples

The treatment group consisted of those students who were designated as homeless and who received assistance from the Project Upstart tutoring program. 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. No comparison group was defined.

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 – 2.5) 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 will first administer 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, 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. To examine dosage effects, an analysis of the students' responses to tutoring was also conducted for reading using a multi-stage process. First, students' dosage and beginning/ending reading levels were rescaled to restore normality. Then, separate partial correlation coefficients by grade were computed, which measured the association between dosage and ending reading level controlling for beginning reading level. 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 .02 (weak), .13 (moderate), and .26 (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

A non-equivalent control group quasi-experimental design (Campbell & Stanley, 1963), which involves using pretest and posttest scores to compare the performance of a group that is exposed to an experimental treatment (i.e., program participants), with that of a group that is not (i.e., non-participants), was used to gauge the impact of the program on students' test scores. The two groups are considered "nonequivalent," because the subjects were not randomly assigned to them, as would have been the case in a true experimental design.

Samples

The treatment group consisted of those students who were designated as homeless and who received assistance from the Project Upstart tutoring program. While the effect of dosage included all students who were tutored, the analysis of program impact was limited to those students who were tutored for 20 or more instructional hours prior to the administration of the statewide assessment and who were enrolled in the district during the October and February students counts.

A comparison group was also defined. The comparison group was drawn from those students who were designated as homeless, but did not receive any assistance through the tutoring 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 four different achievement measures which have been administered to students at different grades and levels in 2010 and 2011. Table 3 lists the pretest and posttest that was administered to students.

Table 3
Reading Achievement Test Administration by Grade

Grade (2011)	Pretest (2010)	Posttest (2011)
2	SAT-10	SAT-10
3	SAT-10	FCAT 2.0
4	FCAT	FCAT 2.0
5	FCAT	FCAT 2.0
6	FCAT	FCAT 2.0
7	FCAT	FCAT 2.0
8	FCAT	FCAT 2.0
9	FCAT	FCAT 2.0
10	FCAT	FCAT 2.0

Note. The achievement tests listed above were administered to students during March during of 2010 and during April of 2011.

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 1 and 2 during the spring of each school year.

The FCAT, a criterion referenced test designed to measure students' mastery of the state's Sunshine State Standards, which through 2010 was the primary accountability measure used by the state of Florida. FCAT was administered to students in Grades 3 through 10 during the March of each school year. Students' performance is measured in scale scores (i.e., equal units of achievement amenable to mathematical manipulation and specifically designed to compare individuals and groups) and reported in achievement levels that range from 1 (low) to 5 (high). The scale scores are also converted into developmental scale scores that are used to compare student performance across years.

The latest version of FCAT, FCAT 2.0, was introduced in 2010 and the reading portion is administered statewide to students in Grades 3 through 10 during April of each school year. Students' performance is measured in scale scores (i.e., equal units of achievement amenable to mathematical manipulation and specifically designed to compare individuals and groups), which are vertically aligned across grades, and reported in achievement levels that range from 1 (low) to 5 (high).

Data Analyses

The data analysis compared the differences in tutored and non-tutored students' post test scores once their pretest scores were taken into account. Separate statistical techniques, regression analyses, were conducted at each grade to estimate the influence of tutoring (coded 1=yes or 0=no), and pretest on the posttest. An pretest x tutoring term was also included in each regression analysis to test whether the effect of tutoring varied with students' initial ability level.

A statistically significant effect for tutoring, at a particular grade, indicated that the posttest scores of tutored students were higher than their non-tutored peers, once their pretest scores were taken into account. The effect size r^2 , classified by Cohen (1988) as .02 (weak), .13 (moderate), and .26 (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. Consequently, the evaluation compared the change in these indicators from the first to the third grading period for homeless students and for students in a designated comparison group.

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' teacher assigned grades. The treatment and control groups were those used for the analysis of the norm- and criterion-referenced testes 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 treatment group comprised all students enrolled in the district who were designated as homeless within the district at any time during the 2010-11 school year. The comparison group was drawn from those students who were enrolled in the district and 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 Upstart 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 this issue 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 six of the shelters, as recorded on the Implementation Checklist. It gives the extent to which full program implementation is 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 full implementation was achieved for nine of the eleven indicators (1 – 3, 5 – 7, and 10 - 11). 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. Classrooms were mostly free from noise and generally free from interruption. The table also shows that partial implementation was achieved for one of the eleven indicators (12). However, the greatest problem pertained to space, which was limited at half the shelters. The appropriateness of timing could not be assessed.

Table 4
Tutoring Services:
Number and Percent of Centers at which Indicators were Observed During Site Visits

No.	Indicator	Observed	
		Yes % (n)	No % (n)
1.	The classroom is clean/maintained/organized.	100.0 (6)	0.0 (0)
2.	The behavior management techniques are adequate to maintain order.	83.3 (5)	16.7 (1)
3.	The students interact or work in groups in a productive manner.	100.0 (3)	0.0 (0)
4.	Timing is appropriate (start, end, and learning).	-- --	-- --
5.	Students are tutored individually or in small groups.	100.0 (6)	0.0 (0)
6.	Lesson planning is evident.	100.0 (6)	0.0 (0)
7.	The students are engaged by the lesson.	100.0 (6)	0.0 (0)
8.	Teacher and students interact appropriately.	100.0 (6)	0.0 (0)
9.	There is adequate space.	50.0 (3)	50.0 (3)
10.	There are adequate materials.	100.0 (6)	0.0 (0)
11.	The classroom is sufficiently free from noise so the tutoring can be conducted properly	83.3 (5)	16.7 (1)
12.	The classroom is relatively free from interruptions	66.7 (4)	33.3 (2)

Note. Observations conducted at ($n = 6$) shelters lasted between 10 and 20 minutes.

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 five of the six 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. Four of the six administrators completed the Administrator Survey, 49 of the fifty parents completed the Parent Survey, and all tutors completed the Tutor Survey. The high return rates are sufficient to generalize the results to each population 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 with about four-fifths endorsing all of the items except those regarding information about the availability of choice with transportation and eligibility for reduced price lunch. Nearly three in four parents agreed or strongly agreed to the statements contained in those 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.	--	--	44	81.5	--	--
I was informed about the reduced price lunch program and my child's eligibility was determined	--	--	40	71.4	--	--
Parents were informed that children could have transportation to his or her school of choice. ^a	4	100.0	40	74.1	--	--
My child has been offered school books, materials, and/or supplies.	4	100.0	46	82.1	--	--
Family counseling is available to my child, our family, and me if we need assistance.	3	100.0	48	84.2	--	--
Tutoring is available to my child if s/he needs it.	4	100.0	50	86.2	--	--
The reading program provides training that was accessible.	--	--	--	--	8	72.7
The reading program provides sufficient training to enable me to deliver the instruction effectively.	--	--	--	--	10	90.1
The reading program contains sufficient materials to enable me to deliver instruction effectively.	--	--	--	--	12	100.0
The reading program provides sufficient support to enable me to deliver the instruction effectively.	--	--	--	--	10	100.0

Note. Item wording on the three survey forms may differ slightly.

^a Item wording modified for clarity and consistency.

A final measure of implementation were 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 all of the tutors were very satisfied with the materials and strategies provided by the program.

Table 6
Total Number and Percent of Tutors Who Endorsed Items Pertaining to Curricular Aspects of the Tutoring Program

No.	Item	<i>n</i>	%
1.	The reading program helps students to comprehend written material.	12	100.0
2.	The reading program contains materials that allow a progression of skills leading to grade level mastery.	12	100.0
3.	The reading program contains materials that are age appropriate	12	100.0
4.	The reading program helps students to make inferences from ideas contained in written passages.	12	100.0
5.	The reading program helps students to understand the sequence of events in written passages.	12	100.0
6.	The reading program helps students to compare and contrast ideas in written passages.	12	100.0
7.	The reading program helps students to identify the details in written passages.	12	100.0
8.	The reading program 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
Total Number and Percent of Stakeholders Who Endorsed Parallel Items Measuring Attitudes Toward the Program

Item ^a	Administrators		Parents		Tutors	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Tutoring offered by the program has been beneficial to my child's education.	--	--	48	87.3	11	100.0
Counseling offered by the program has been helpful to my child, our family, and me.	--	--	39	81.3	--	--
The services provided by the program have been beneficial to my child. ^a	4	100.0	49	87.5	--	--

Note. Item wording on the three survey forms may differ slightly.

^a Item wording modified for clarity and consistency.

The table shows that the stakeholders were satisfied with the program. Both administrators and tutors expressed universal satisfaction. The parents were slightly more reticent.

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 achievement growth computation in reading 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	Frequencies		
		Negative	Positive	Ties
K	12	0	11	1
1	6	0	6	0
2	15	0	14	1
3	11	1	9	1
4	5	3	2	0
5	11	1	8	2
6	13	1	12	0
7	4	--	--	--
8	6	1	4	1
9	2	--	--	--
10	2	--	--	--

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 proportion of tutored homeless students, whose reading levels improved was significantly greater than that than those who did not in grades K-4 and 6.

An analysis of the students' responses to tutoring was also conducted for reading using a multi-stage process. First, students' dosage and beginning/ending reading levels were rescaled to restore normality. Then, separate partial correlation coefficients by grade were computed, which measured the association between dosage and ending reading level controlling for beginning reading level. A statistically significant positive coefficient was considered evidence that each additional hour of tutoring had a beneficial effect on students' ending reading levels.

Table 9 lists the degrees of freedom, partial correlation, and the statistical significance of the correlation and its effect size for each grade.

Table 9
Correlation Between Tutoring Dosage and Ending Reading Level

Grade	<i>df</i>	<i>r</i>	Effect Size
K	19	.565 **	.32
1	15	.565 *	.32
2	26	.620 ***	.38
3	19	.198	
4	8	-.324	
5	10	-.164	
6	18	.137	
7	--	--	
8	5	-.353	

Note. Students' ending reading levels are adjusted to account for differences in their beginning reading levels.

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

The table shows that significant effects for dosage were only found in grades K – 2, and all of those effects were moderate¹ in strength.

Standardized Achievement Tests

Separate regression analyses conducted at each grade were used to estimate the relative degree of influence of tutoring and pretest on the posttest. A significant effect for tutoring would indicate that the posttest scores of tutored students were higher than those of their non-tutored peers after their pretest scores were taken into account.

Table 10 presents the results of the regression analyses and lists the number of students who were tutored and not tutored followed by statistics for the unstandardized (i.e., mean and standard error), the standardized coefficients, the results of significance tests on the coefficients for each predictor, and the effect size of each coefficient or the overall model on intercept line. The unstandardized tutoring coefficient gives the difference between the posttest scores of tutored and non-tutored students when their pretest scores are taken into account.

¹ The effect size of r has been classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong).

Table 10 shows that the difference between the posttest scores of tutored and non-tutored students was not statistically significant at any grade once their pretest scores were taken into account. In other words, based on the small number of students included in this analysis, the tutoring program did not have an effect on tutored students' norm and criterion referenced test scores.

Table 10
Regression Analysis
Effect of Tutoring and Pretest^a on the Posttest^a

Grade	Predictors	# Tutored		Unstandardized		Standardized	<i>t</i>	<i>R</i> ²
		Yes	No	<i>M</i>	<i>S.E.</i>			
2	Intercept			587.28	2.20		266.35 ***	.43
	Pretest			0.52	0.04	0.63	11.64 ***	.39
	Tutored	8	195	-21.41	11.21	-0.10	-1.91	.01
3	Intercept			1190.59	16.18		73.59 ***	.41
	Pretest			5.07	0.41	0.64	12.45 ***	.41
	Tutored	5	221	3.01	109.06	0.00	0.03	.00
4	Intercept			1434.37	12.88		111.37 ***	.59
	Pretest			0.80	0.04	0.77	18.45 ***	.58
	Tutored	5	241	-57.45	90.60	-0.03	-0.63	.00
5	Intercept			--	--	--	--	--
	Pretest			--	--	--	--	--
	Tutored	3	217	--	--	--	--	--
6	Intercept			1582.80	13.77		114.92 ***	.46
	Pretest			0.67	0.05	0.67	14.80 ***	.45
	Tutored	7	259	-65.81	85.00	-0.04	-0.77	.00
7	Intercept			--	--	--	--	--
	Pretest			--	--	--	--	--
	Tutored	1	247	--	--	--	--	--
8	Intercept			1764.57	10.16	--	173.71 ***	.53
	Pretest			0.56	0.03	0.72	16.30 ***	.52
	Tutored	5	239	-73.01	71.11	-0.05	-1.03	.00

Note. Grades in which fewer than five students were tutored for 20 or more hours are displayed as dashes. Effect size *R*² has been classified by Cohen (1988) as .01 (weak), .13 (moderate), and .26 (strong). Model effect size listed on the Intercept line.

^aFCAT/FCAT 2.0

*** *p* < .001

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 11 examines the changes in students' reading/language arts teacher assigned grades from the first to the third grading periods of the 2010-11 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 11
Comparison of Tutored and Non-Tutored Homeless Students'
First and Third Grading Period Teacher Assigned Reading Grades

Grading Period 1		Grading Period 3										χ^2	ϕ		
		F		D		C		B		A					
Level	Group	N	%	N	%	n	%	N	%	n	%	n	%		
F	Tutored	9	10.3	0	0.0	1	11.1	7	77.8	1	11.1	0	0.0	7.2*** ^a	.11
	Not Tutored	563	8.2	252	44.8	147	26.1	121	21.5	37	6.6	6	1.1		
D	Tutored	14	16.1	5	35.7	5	35.7	4	28.6	0	0.0	0	0.0	2.8	-.06
	Not Tutored	843	12.2	162	19.2	249	29.5	335	39.7	95	11.3	2	0.2		
C	Tutored	31	35.6	1	3.2	5	16.1	18	58.1	7	22.6	0	0.0	0.4	.01
	Not Tutored	2,494	36.2	200	8.0	402	16.1	1,235	49.5	605	24.3	52	2.1		
B	Tutored	25	28.7	0	0.0	0	0.0	15	60.0	9	36.0	1	4.0	3.9** ^a	-.04
	Not Tutored	2,299	33.3	60	2.6	127	5.5	743	32.3	1,085	47.2	284	12.4		
A	Tutored	8	9.2	0	0.0	0	0.0	2	25.0	4	50.0	2	25.0	0.9	-.04
	Not Tutored	697	10.1	6	0.9	20	2.9	72	10.3	312	44.8	287	41.2		
ALL	Tutored	87	100.0	6	6.9	11	12.6	46	52.9	21	24.1	3	3.4		
	Not Tutored	6,896	100.0	680	9.9	945	13.7	2,506	36.3	2,134	30.9	631	9.2		

Note. Chi-square is only appropriate where expected cell counts are greater than five.

^a Significance based on Fisher's Exact test

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

Table 11 shows that the percentage of homeless students earning an F decreased significantly from grading period 1 to grading period 3 for the tutored group, from 10.3% to 6.9%, but increased for the non-tutored group, from 8.2% to 9.9%. The percentage of homeless students earning a D also decreased from grading period 1 to grading period 3 for the tutored group, from 16.1% to 12.1%, and increased for the non-tutored group from 12.2% to 13.7%, but this difference was not statistically significant.

Chi-square analyses and the Phi coefficients were used to summarize the trends in the relative shifts in performance seen for tutored and non-tutored students and also to assess the statistical and practical significance of these trends.

Tutoring appears only have had a significant effect for students who initially earned teacher assigned grades of F and B and not for other students. Tutoring had a positive effect for students who initially earned teacher assigned grades of F and a negative effect on the teacher assigned grades of students who initially earned teacher assigned grades of B. The effect of the program was weak² in both instances. It should be noted that only 82 homeless students participated in the tutoring program for the minimum of 20 hours required to be included in this analysis.

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

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 12 displays the number and percent of homeless and non-homeless students who attended each of 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, 76.8% did not change schools, 16.2% changed schools once, and 7.0% changed schools twice or more. Smaller percentages of non-homeless students changed schools. Of the non-homeless students, 92.1% did not change schools, 6.4% changed schools once, and 1.5% 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 12
Number and Percent of Homeless and Non-Homeless Students
By Number of Prior Schools

Number of Prior Schools	Homeless (N = 5,170)		Non-Homeless (N = 374,185)	
	N	%	N	%
0	3,969	76.8	345,471	92.1
1	836	16.2	23,455	6.4
2	244	4.7	3,904	1.1
3	69	1.3	846	0.2
4	36	0.7	269	0.1
5	16	0.3	240	0.1

Note. Percentages may not add to 100 due to rounding. Differences are statistically significant ($\chi^2(5) = 2,097.7, N = 379,355, \Phi = .07, p < .001$)

The second process indicator that was examined was the students' attendance rates. Table 13 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 Phi (ϕ) statistics which measure the statistical and practical significance of any difference in the rates.

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 first half of high school (grades 9 through 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.

Table 13
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	41	90.3	14,542	94.6	212.9***	-.01
K	201	91.3	26,166	94.8	751.2***	-.01
1	311	93.5	26,442	95.6	512.2***	-.01
2	345	94.0	26,876	96.1	674.1***	-.01
3	421	93.7	29,313	96.5	1,536.2***	-.02
4	389	94.5	27,776	96.5	779.4***	-.01
5	387	94.6	27,866	96.6	792.1***	-.01
6	487	92.9	28,334	96.2	2,357.2***	-.02
7	460	91.9	28,510	95.7	2,580.5***	-.02
8	488	91.3	28,617	95.5	3,154.7***	-.03
9	505	89.6	30,216	94.1	2,780.5***	-.02
10	445	89.1	28,381	93.8	2,609.3***	-.02
11	326	90.6	23,870	93.3	603.8***	-.01
12	362	90.1	26,247	92.7	583.2***	-.01
ALL	5,168	92.0	373,156	95.2	18,001.6***	-.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

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 14 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 in order to avoid distributional effects because retention policies differ at selected levels.

Table 14 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 and sixth 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 14
Retention Rates of Homeless and Non-Homeless Students by Grade

Grade	Homeless		Non-Homeless		Differences	
	<i>n</i>	%	<i>n</i>	%	χ^2	Φ
K	195	7.7	25,393	2.4	25.6***	-.03
1	301	6.3	25,620	2.7	14.5***	-.02
2	327	4.0	25,975	2.5	2.9	-.01
3	386	15.8	27,259	9.8	15.3***	-.02
4	378	1.1	26,338	0.5	2.8	-.01
5	367	0.8	26,532	0.2	6.9**	-.02
6	444	7.2	26,810	2.1	55.6***	-.05
7	423	6.6	26,900	2.2	35.5***	-.04
8	439	5.0	26,764	1.8	24.2***	-.03
9	459	5.7	28,237	2.4	20.9***	-.03
10	410	4.6	26,594	1.7	19.5***	-.03
11	296	4.7	22,368	1.6	18.7***	-.03
ALL	4,225	5.8	314,790	2.6	188.0***	-.02

Note. Retention status is based on course file information on the data warehouse for cycle 101.

Source: Student counts are based on data drawn from the student database system with grade levels defined on the end of year student database.

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

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 computed 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 (6.1%, $n = 100$) students was more than twice as large as the rate for non-homeless students (2.8%, $n = 3,129$), and the difference in the rates was statistically significant, $\chi^2(1, N = 110,682) = 63.54, p = .00, \Phi = .02$. The results also show that the high-school completion-rate for homeless students (52.7%, $n = 192$) was lower than the high-school completion-rate for non-homeless students (72.6%, $n = 19,011$), and the difference in the rates was statistically significant, $(\chi^2(1, N = 26,532) = 72.52, p < .00, \Phi = -.05$. 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 designed to identify homeless youngsters and to help such students access regular education and preschool programs and to succeed in those programs. M-DCPS has implemented the Project Upstart program to identify homeless youngsters and to ensure that such students have access to appropriate educational placements. The program is designed to 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

their school of choice upon request 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, assistance in applying for reduced price lunch, and material and supplies provided at participating homeless shelters.

Summary

The evaluation of the Project Upstart 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 2010-11 school year. It was guided by a series of questions that can now be answered.

1. Was Project Upstart implemented according to program specifications?

Full implementation of the tutoring component was achieved for nearly all the indicators and shelters according to a site visit checklist. Surveys of administrators and parents confirmed the availability of the tutoring services and tutors surveyed universally supported the curriculum that was used. Moreover, 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. Therefore, the program can be considered to be properly implemented. The attitudes of toward the program components were gauged through surveys completed by administrators, parents, and tutors. Most were very satisfied with the services provided and thought that they were helpful to the students as well as the families.

2. How did educational outcomes for students who received homeless services through Project Upstart compare with those of other 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 K-4 and 6, as measured by instrumentation provided by the program. Using this same instrumentation, it was found that students in grades K-2 improved more as the amount of tutoring they received increased. The tutoring program was, however, not found to have a significant impact on students FCAT 2.0 scores at any grade. Little significant improvement in teacher assigned grades was attributable to tutoring, although students who received D's and F's, during grading period 1, seemed to have benefited.

3. How did the process indicators for students who received homeless services through Project Upstart compare with those of other M-DCPS students who did not receive such services?

Homeless students' attendance rates tended to be lower compared to their non-homeless peers. Homeless students also experienced 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 Project Upstart program 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. The tutoring program appears to produce some benefits for elementary students on proprietary instruments, but these benefits do not appear on statewide assessments. However, the limited impact of tutoring identified on standardized achievement tests may be due largely to the small number of students who met the criteria for participation (i.e., 20 or more hours of tutoring and valid pre-/post- test data). Process outcomes for homeless students were 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: _____

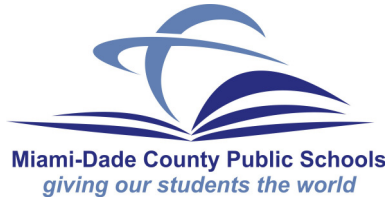
Date: _____

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 **March 11, 2011**. 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 **March 11, 2011**. 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 **11 de marzo del 2011**. 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 **11 mars 2011**. Si ou genyen nenpòt kesyon silvouplè kontakte Doktè Steven M. Urdegar nan 305-995-7538.

ENSTRIKSYON

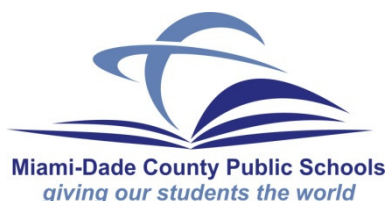
Silvouplè li chak kesyon ki suiv yo. Epi, ranpli sèk dapre opsyon repons ki pi byen reflekte opinyon ou oubyen eksperyans ou ak andwa sa a. Silvouplè reponn tout kesyon yo.

	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 **March 11, 2011**. 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