



Miami-Dade County Public Schools

Project UP-START Program for Youth and Children in Transition Evaluation Report 2017-18

February 2019

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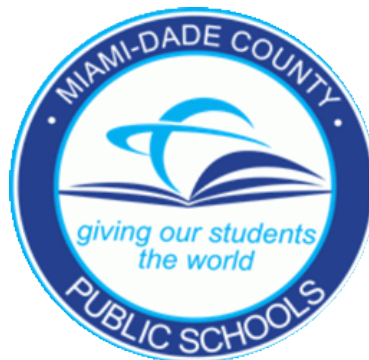
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TABLE OF CONTENTS

EXECUTIVE SUMMARY	2
INTRODUCTION	3
Background	3
Program Description	4
METHODOLOGY	6
Implementation	6
Mitigation.....	7
Remediation	8
SRA Skills Assessment.....	8
Standardized Achievement Tests.....	8
RESULTS	10
Return Rates	10
Implementation	10
Mitigation	14
Remediation	17
SRA Skills Assessment.....	17
Standardized Achievement Tests.....	18
DISCUSSION	20
Summary	20
Conclusions.....	21
REFERENCES	22
APPENDIX A: STAKEHOLDER SURVEYS	23
APPENDIX B: REGRESSION ANALYSIS: EFFECT OF THE PRETEST ON THE POSTTEST	35

LIST OF TABLES

Table 1:	Students Identified as Homeless by the District by Grade, 2017-18	3
Table 2:	Parent and Liaison Survey Return Rates	10
Table 3:	Parents' Endorsement of Items Addressing Services	11
Table 4:	Number and Percent of Homeless Liaisons Endorsing Items Addressing Notification and Training/Support	11
Table 5:	Number and Percentage of School Referrals Per Liaison to The Shop	12
Table 6:	Outreach Strategies Utilized by Homeless Liaisons	12
Table 7:	Topics Discussed With UP-START Staff at Meetings Conducted by Homeless Liaisons	13
Table 8:	School Homeless Liaisons Familiarity With Identification, Attendance, And Academic Achievement Topics	13
Table 9:	Number and Percent of Homeless and Non-Homeless Students by Number of Prior Schools, 2017-18.....	15
Table 10:	Attendance Rates of Homeless and Non-Homeless Students by Grade, 2017-18.....	15
Table 11:	Retention Rates of Homeless and Non-Homeless Students by Grade, 2017-18	16
Table 12:	Students with Beginning Reading Levels of Primer.....	17
Table 13:	Spearman Rank Order Correlation Between Tutoring Dosage and SRA Reading Level Gain	18
Table 14:	Mann-Whitney U Tests of the Effect of Tutoring on the Impact Scores.....	19
Table B1:	Regression Analysis: Effect of the Pretest on the Posttest	36

EXECUTIVE SUMMARY

Title IX of the Every Student Succeeds Act (2015), formerly known as the McKinney-Vento Act, provides the Department of Education with funds to award grants to enable states and districts to deliver services to homeless families. The Project UP-START Program (UP-START) is a District program designed to assist homeless students and families. Funded through Titles I, Part A Homeless Set-Aside and IX, Part A, it is comprised of four main components: (a) identification, enrollment, and attendance of homeless students; (b) academic assistance including tutoring provided at participating homeless shelters; (c) general assistance including The Shop, counseling, and case management provided at participating homeless shelters (d) professional development for staff. This evaluation report examines the implementation of the program, as well as the opinions of stakeholders. Additionally, it examines the academic progression of homeless students and the academic achievement of the subset of homeless students in selected homeless shelters participating in UP-START after-school tutoring program.

The results from the evaluation of UP-START implemented during the 2017-18 school year indicate that the program continues to be successful at identifying and providing services and academic assistance to homeless students and their families. Feedback received by the parents and stakeholders reflect the satisfaction with the services and support provided by the program. Additionally, UP-START's education and outreach efforts have been accompanied by marked reductions in the percentage of homeless students who attend multiple schools, and although other progress indicators for homeless students continue to trail those of non-homeless students, the gaps have remained stable over time (Tirado & Urdegar, 2018; Urdegar, 2015, 2016). An examination of the tutoring program using the SRA/Skills Series at the four participating homeless shelters found a significant relationship between increased tutoring and reading level gain for students in first and seventh grades. These results must be interpreted with caution given only 2.7% of homeless students participated in this portion of the program. Finally, District personnel, in response to survey responses, continue to work and improve the services provided as evidenced by the planned increase in training locations and the opening of a mini "Shop" to serve students in the South Region of the District.

INTRODUCTION

Title IX of the Every Student Succeeds Act (2015), 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 support homeless families. Grant funding is intended to be used to identify homeless students and help them to access and succeed in public school. 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 (Every Student Succeeds Act, 2015).

Background

Miami-Dade County Public Schools (M-DCPS) 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 persisted even as local economic conditions have improved. According to the official single point in time count during the 2017-18 school year, there were 3,843 homeless people in Miami-Dade County. Of that population, 1,105 lived on the streets and 2,738 homeless resided in shelters (Miami-Dade County, 2018, August). 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 who are identified by the District as homeless can be larger than the County point-in-time estimate because the indicator remains in place for one year and the definition utilized by the District is more expansive than the County's definition. Because of changes in the way students are counted, caution should be exercised when attempting to glean the true incidence of homelessness from this indicator. Table 1 lists by grade, the number and percent of M-DCPS students who were identified as homeless during the 2017-18 school year¹.

Table 1
Students Identified as Homeless by the District by Grade, 2017-18

Grade	n	%
PK	256	2.9
K	741	8.5
1	710	8.1
2	696	8.0
3	731	8.4
4	668	7.6
5	609	7.0
6	658	7.5
7	547	6.3
8	596	6.8
9	516	5.9
10	534	6.1
11	608	6.9
12	881	10.1
Total	8,751	100.0

¹ The number of homeless students, 8,751, reflects only homeless students with a student status code of Active (A), Inactive (I), and Other (O).

Table 1 shows that students in grades K – 3 and 12 had the highest incidence of homelessness. To ensure a successful educational experience for children and youth living in transition, Miami-Dade County Public Schools has instituted a comprehensive program known as the Project UP-START Program (UP-START). A total of \$675,000, from Title I, Part A Homeless Set-Aside and Title IX, Part A, was budgeted in 2017-18 for UP-START to provide services to homeless students. This evaluation is designed to examine the impact of the services provided through these funds. It examines the implementation of the program, as well as the opinion of stakeholders for the program that operated in the District during the 2017-18 school year. Additionally, this evaluation examines the academic progression of homeless students and the academic achievement of the subset of homeless students who lived in one of the four shelters with after-school UP-START tutoring programs.

Program Description

UP-START is primarily designed to identify homeless children and youth and to ensure their academic success, as well as access to appropriate educational placements. There are four main components to the program: identification, enrollment and attendance; academic assistance; general assistance; and professional development.

Identification, Enrollment and Attendance. All homeless students are identified and placed in an educational setting as soon as possible. Transportation is also provided for homeless students from their school of origin (the school they previously attended) if the students live two or more miles from their address of record. Caregivers of all homeless students 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 is 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.

Academic Assistance. As part of the academic assistance offered by the program, UP-START provides after school tutoring by hourly certified teachers at the four residential homeless shelters served by UP-START. Tutoring using the SRA Reading Lab curriculum is available to all homeless children in kindergarten through twelfth grade who reside at participating shelters. Skills covered include sentence completion, identification of main idea and author’s purpose, and the use of transition words. Tutors work through a series of story cards to determine the color/level in which each student should begin and assess them periodically to gauge their proficiency, measured in grade equivalents. The self-paced program is delivered 4 days a week for 30 minutes each day. Homework assistance is also provided. The tutoring was conducted from October 2017 through June 2018 by certified M-DCPS teachers. Two of the homeless shelters provided tutoring year-round, one was open later in the school year, and a fourth one began offering tutoring toward the end of the school year. Prior to implementation, each tutor also received a mandatory orientation session to acclimate them to the rules and regulations of that center.

General Assistance is provided to all students enrolled in the program and their families in the form of parent education, referrals to housing providers, health and mental health providers, immediate free lunch, and materials and supplies for students. The Shop is also available where families can obtain clothes/shoes/toiletries as well as school materials/supplies free of charge. Group, individual, and family counseling by hourly counselors/social workers is also available at participating shelters.

Professional Development. All designated School 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 UP-START Program (UP-START) for children and youth in transition examined the impact of the 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 2017-18 school year. The analysis of process outcomes compared all homeless and non-homeless students, while the analysis of achievement outcomes included only homeless students and compared UP-START tutored and non-tutored students. The evaluation was guided by a series of questions:

- 1. Was UP-START implemented according to program specifications?**
- 2. How did indicators which are negatively associated with success in school compare for homeless and non-homeless students in the M-DCPS?**
- 3. How did the achievement outcomes for homeless students who received tutoring services through UP-START compare with that of other homeless M-DCPS students who did not receive such services?**

Implementation

In order to examine program implementation, data were obtained from three sources: (a) a needs assessment survey of School Homeless Liaisons located throughout the District, (b) surveys of parents of participating students, and (c) student demographic data obtained from the District's data warehouse. A copy of the surveys may be found in Appendix A.

The first source of data was a needs assessment survey of the School Homeless Liaisons in the District. The survey was distributed to all school principals who were asked to facilitate the completion of the survey by their School Homeless Liaisons. The needs assessment survey comprised 33 items: five measured information, six measured identification, four measured attendance, five measured academic achievement, three items measured compliance, five addressed training and support, four items measured outreach, and one item provided respondents with the opportunity to share additional thoughts and concerns.

Response options for the identification, attendance, and academic achievement items adhered to a Likert-type format that ranged from Very Unfamiliar to Very Familiar. Similarly, a Likert-type format was used to the compliance items and three of the training items ranging from Strongly Disagree to Strongly Agree, with Not Applicable provided as an alternate selection. Response options for the other items including outreach, information, and two training items varied and included drop down lists, radio buttons, and checkboxes. The needs assessment survey was administered online using Survey Gold 8.0 software from March – May 2018.

The second source of data was surveys of two groups of parents/guardians of homeless students. The first group was residents of the two participating homeless shelters. The second group was seekers of assistance through the main UP-START office located at Lindsey Hopkins Technical College.

The Parent Surveys with versions in English, Spanish, and Haitian Creole, had two forms: one for residents of Chapman Partnership North and South Centers, and one for the school/District groups previously described. The Shelter Form contained ten items that adhered to a Likert-type format.

Six items gauged the extent that parents were informed of services available to homeless students and their families such as registration, transportation, lunch assistance, tutoring, counseling, and school materials/supplies; two items addressed satisfaction with tutoring and counseling; and one item gauged satisfaction with the totality of the services offered. As such, six of the items addressed implementation and four of items addressed attitude. The UP-START Shelter Liaisons assigned to the shelters distributed surveys during scheduled visits to one parent in each family whose child/ren received tutoring from March – April 2018.

The Non-Shelter Form, for seekers of assistance through the central office, contained nine items that adhered to the same Likert-type format described above. Six items gauged the extent that parents were informed of services available to homeless students and their families such as: registration, transportation, lunch assistance, clothes/shoes/toiletries, referral hotlines, and school materials/supplies; two items addressed satisfaction with the responsiveness, accessibility, and friendliness of UP-START staff; and one item gauged satisfaction with the totality of the services offered. As such, six of the items addressed implementation and three of items addressed attitude. District Outreach Liaisons from UP-START assigned to a region distributed Parent Surveys to the homeless students for them to have their parents complete and return. Key parallel items were organized into one of three implementation categories: Services, Notification and Training/Support.

In order to determine whether The Shop was experiencing greater utilization in situations where homelessness was more prevalent, the association between each school's referrals to The Shop and its percentage of homeless students was assessed through correlation. Additional data analyses were limited to descriptive statistics.

Mitigation

One of the central goals of UP-START is to provide services that mitigate the negative effects of homelessness on the academic progression of homeless students. Therefore, several indicators associated with success in school were examined including the number of prior schools attended, retention, and rates of high-school completion and early termination. Data were drawn from archival District records to examine these indicators. 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 2017-18 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. Five student mitigation 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. Non-parametric tests were then performed to compare the percentages of students in each group. The practical significance of any statistically significant differences was gauged using the effect sizes Phi or Cramer's V, as appropriate, each of which has been classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong).

Remediation

Another goal of the program is to provide services that compensate for academic difficulties that result from homelessness. Therefore, after-school tutoring in reading is offered to homeless students at selected residential facilities; only a small subset of students participate in this activity. This portion of the evaluation examined students' performance on three direct measures of student achievement: the SRA/Skills Series Assessment, the Stanford Achievement Test, Tenth Edition (SAT-10), and the Florida Standards Assessment/English Language Arts (FSA/ELA). Data to address these issues were drawn from implementation logs, student assessment records stored on the data warehouse, and student demographic and enrollment information maintained on the District's mainframe computer system.

The SRA/Skills Series Assessment: Students' response to tutoring (i.e. the influence of amount of tutoring on students' SRA reading levels) was examined for students with beginning reading levels at the primer level and for students with beginning reading levels of first grade or higher. Only homeless students who resided at selected shelter sites and received tutoring through UP-START were included in the analysis. Placement tests are used to assign each student a starting point which is equivalent to their instructional reading level. Each placement test, with a level of difficulty expressed in grade equivalents, is divided into a series of sections that measure basic comprehension. Students who demonstrate proficiency in the content in their present section are assigned to a more advanced section.

Response to tutoring was examined separately for students with beginning reading levels at the primer level and those with beginning reading levels of first grade and higher. Due to the small number of students with beginning reading levels at the primer level only descriptive statistics could be conducted for this group of students.

For students whose beginning reading levels were first grade or higher; separate Spearman correlation coefficients, which measured the association between tutoring dosage and the reading level gain (i.e., the difference between students' beginning and ending reading levels) were computed for each beginning reading level within each grade level. Results for comparisons conducted on fewer than five students were omitted. A statistically significant positive coefficient was considered evidence of a positive effect for tutoring dosage. The effect size ρ , classified by Cohen (1988) as .10 (weak), .30 (moderate), and .50 (strong), was used to determine the practical significance of any such differences.

Standardized Achievement Tests: 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 sample included only those students tutored for ten hours or more by UP-START tutors. A comparison group defined for this analysis consisted of those students who were identified as homeless, but did not receive any tutoring through the Program. The instrumentation used in this study comprised two different standardized achievement tests, SAT-10 and the FSA/ELA which were administered to students at different grade levels in 2017 and 2018.

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 estimate the effect of each student's demographic characteristics (i.e., gender, ethnicity, free/reduced price lunch eligibility, English Language Learner status, Special Education status, and over age relative to grade status) and prior

achievement (i.e., pretest score) on their posttest score, then to compute an expected score for each student. Then, "impact scores" (i.e., difference between students' actual and expected posttest 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 significantly 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.

RESULTS

The evaluation of the Project UP-START Program (UP-START) for Homeless Children and Youth was guided by a series of research questions that addressed implementation, mitigation, and remediation for the program that operated in the District. The results of the evaluation follow.

Return Rates

The Needs Assessment/School Homeless Liaison Survey was made available online to homeless liaisons in 476 locations; of these locations, 313 homeless liaisons completed the survey. Non-Shelter Parent Surveys were distributed to parents or guardians who met with UP-START staff at either the Project UP-START office or the school site. Finally, Shelter Parent Surveys were distributed at the homeless shelters in which UP-START had an after-school tutoring program during the 2017-18 school year. The return rates for those administrations are presented in Table 2.

Table 2
Parent and Liaison Survey Return Rates

Group	Respondents		
	Targeted Number	Returned	
		Number	Percent
Homeless Liaisons	467	313	67.02
Parents			
Shelter	--	38	--
UP-START Office	--	50	--

Table 2 shows that 67.0% (n=313) of the targeted School Homeless Liaisons responded to the survey; as did all of the parents who were given surveys. The response rate for the School Homeless Liaison survey, 67.0%, was sufficient to generalize to the respective population. Although all the surveys administered to the parents were completed, the results may not be generalizable, as only parents who met with UP-START staff or whose children received tutoring services at one of the shelters had the opportunity to complete a survey.

Implementation

Data to address proper implementation and the program stakeholders' attitudes toward the program were obtained from three sources: (a) a survey of School Homeless Liaisons located throughout the District, (b) surveys of the parents of participating students, and (c) student demographic data obtained from the District's data warehouse. The adequacy of implementation (services, notification, training/support, and effectiveness) was gauged based on the responses of the parents and the School Homeless Liaisons.

Table 3 lists, by survey form (Shelter and Non-Shelter), the number and percentage of parents who endorsed survey items that addressed services. The table shows that the majority of parents endorsed all areas.

Table 3
Parents' Endorsement of Items Addressing Services

Item	Survey Form			
	Shelter		Non-Shelter	
	n	%	n	%
I was provided with information on how to register my child for school.	38	100.0	49	98.0
I was made aware that my child could have transportation to any of the schools that s/he previously attended that were two or more miles from my address of record.	38	100.0	50	100.0
I was informed about my child's eligibility for the free lunch program.	38	100.0	50	100.0
I was informed that tutoring is available to my child if s/he needs it.	38	100.0	--	--
I was informed that counseling is available to my family, if we need assistance.	20	52.6	--	--
I was made aware of referral hotlines, verification for the Homeless Assistance Network of Dade program, and other services available to families in transition.	--	--	50	100.0
My child has been offered backpacks, materials, and/or supplies.	38	100.0	50	100.0
I was made aware of supplies such as clothes/shoes, and toiletries available free of charge through the UP-START Shop to families in transition.	--	--	49	98.0

Table 4 lists the number and percentage of School Homeless Liaisons who endorsed selected items on the Needs Assessment/Homeless Liaison Survey regarding the notification of services provided and training/support received. The table shows a high level of endorsement for all areas, with the highest pertaining to support received from the District. Regarding the notification of services provided, 90.5% indicated always having flyers displayed in their offices. Over 85% of the Liaisons also indicated that the UP-START Questionnaire is included with all enrollment packages and distributed to all students with the Free and Reduced-Price Lunch application.

Table 4
Homeless Liaisons Endorsing Items
Addressing Notification and Training/Support

Item	n	%
Notification		
Doubled-up flyers are always displayed in the office.	323	90.5
The 7378 Residency Questionnaire is included with all of the school enrollment packets provided to parents.	323	85.9
The 7378 Residency Questionnaire was distributed to the entire student body at the beginning of the school year with the Free and Reduced Price Lunch application.	323	87.1
Training/Support		
I have received sufficient training to enable me to effectively perform my duties related to serving families in transition.	323	87.5
I receive the support I need from the school site to effectively perform my duties as related to serving families living in transition.	323	95.1
I receive the support I need from the District to effectively perform my duties as related to serving families living in transition.	323	93.7

Note. Results from locations with multiple respondents are averaged.

Another area addressed by the School Homeless Liaison Survey was the utilization of the Shop, where families in transition are offered basic need supplies (e.g. food, toiletries, schools supplies, clothing). Table 5 lists the number and percentage of school referrals per School Homeless Liaison.

Table 5
School Referrals Per Liaison to The Shop

Referrals/ Liaison	Schools	
	n	%
None	110	34.0
1 – 3	125	38.7
4 – 6	47	14.6
7 – 9	11	3.4
10 or more	30	9.2
Total	323	100.0

Table 5 shows the usage of the Shop varied with the number of referrals, as 34% of the schools did not make any referrals to the Shop, while 38.7% made between one and three, and only 9.2% made 10 or more. To more fully understand utilization, the relationship between the schools' referrals and concentration of homeless students was explored. The observed correlation ($\rho=.36$, $n=309$, $p < .01$) shows that proportionally more referrals were generated in schools with higher concentrations of homeless children and youth.

UP-START staff asked School Homeless Liaisons to indicate the strategies they found to be most effective when helping students in transitions. Table 6 lists the number and percentage of respondents that selected each of the listed choices.

Table 6
Outreach Strategies Utilized by Homeless Liaisons

Item	n	%
Information obtained from School Homeless Liaison meetings	191	59.3
Information obtained from telephone consultations with UP-START staff	191	59.3
Information obtained from UP-START update emails	177	54.6
Information obtained from in-person visits from the District Homeless Liaisons	128	39.6
Supplies made available through The UP-START Shop	88	27.1
Referrals to outside agencies by UP-START staff	94	29.1

Information obtained from School Homeless Liaison meetings (59.3%) and from telephone conversations with UP-START staff (59.3%) were selected as the most effective, followed by information received via email (54.6%), in-person visits from the District homeless liaisons (39.6%). Supplies available through the Shop and referrals to outside agencies were identified as effective strategies by about a quarter of the liaisons.

Because the success of outreach efforts and the effectiveness of the program in general is thought to be linked to training, the Needs Assessment/Homeless Liaison Survey addressed the nature and frequency of professional development. One of the items asked School Homeless Liaisons whether they had received sufficient training that enabled them to effectively perform their duties; over 85% of the respondents agreed or strongly agreed with this statement. School Homeless Liaisons were also asked how many times during the 2017-18 school year they met with school staff to discuss the McKinney-Vento Act. A total of 11.7% reported meeting zero times, 35.5% met one time, 23.6% two times, 8.9% three times, and 20.0% reported meeting four or more times. Table 7 lists the number and percentage who reported discussing each of a set of listed topics.

Table 7
Topics Discussed With UP-START Staff at Meetings Conducted by Homeless Liaisons

Topic	n	%
Supplies	201	62.2
Counseling	172	53.3
Transportation	210	65.0
Residential Services	190	58.9
The Shop	145	44.9
Free and Reduced Price Lunch	164	50.7
Other	41	12.6

Table 7 shows that the topics of supplies, counseling, transportation, residential services, and Free/Reduced Price Lunch were each reported by more than half of the respondents; and The Shop was addressed by 44.9% of the respondents. An additional fourteen items were also included in the survey to identify topics and areas in which School Homeless Liaisons might need additional training. School Homeless Liaisons were asked to indicate their familiarity with items related to the identification, attendance, and academic achievement of students in transition; items are listed in Table 8, along with the percentage of respondents who indicated being very familiar or familiar with the area/topic.

Table 8
School Homeless Liaisons' Familiarity with Identification, Attendance, and Academic Achievement Topics

Item	n	%
The signs exhibited by children and youth who have lost their housing and qualify for McKinney-Vento Benefits (i.e. Project UP-START services)	300	93.1
The educational rights of children and youth who lost their housing and qualify for McKinney-Vento benefits	284	87.9
The definition of homelessness in M-DCPS's Homeless Students Policy	307	94.9
The process for determining whether a student qualifies for McKinney-Vento benefits	271	84.0
The enrollment process for students who qualify for McKinney-Vento benefits	268	82.8
The referral process for homeless children and youth	302	93.4
The barriers to regular school attendance for children and youth experiencing homelessness	306	94.7
The effect of absenteeism on academic performance	312	96.7
The McKinney-Vento Act provisions for responding to absences related to homelessness	220	68.0
The best practices for increasing regular school attendance	295	91.3
The impact of the trauma of homelessness on academic achievement	310	95.9
The personal needs of students experiencing homelessness: physical, social, emotional	310	96.0
The M-DCPS policy on classroom placement of homeless students with no available academic records	239	74.1
The academic resources available for homeless students (e.g. tutoring, supplemental books, etc.)	251	77.7

Perceptions of the program's effectiveness were also addressed through the parent surveys. Results showed that nearly all the parents surveyed endorsed the effectiveness of the program, believed the services provided were beneficial to their child(ren), and found staff to be helpful, friendly, and responsive.

Space was also provided for School Homeless Liaisons to provide open-ended comments, of which about a third did so. Of those, over half expressed their satisfaction with the support received from the District Homeless Liaisons and District personnel and endorsed the effectiveness of the program and services provided. One said, “support staff in the program are so competent, helpful, compassionate, and caring. Thank you for your ongoing support and readiness to be of assistance to our children.” Another one stated, “This is a great program that has helped many of my students; the entire team work endless hours to service every referral.” School Homeless Liaisons also called for improvements to service, such as more training and/or training closer to their schools and a shop closer to the families they serve.

In sum, adequate implementation was gauged through the stakeholder surveys (services, notifications, training/support, effectiveness) and achieved for all areas. School Homeless Liaisons’ survey responses and open-ended comments were favorable to the program; a few areas of concern, including more training and a shop closer to their locations, were also identified. Nearly all responding parents endorsed the services provided and program staff. However, most parents selected the same answer to all the survey items, calling into question the validity of their responses. Finally, the program may be considered properly implemented.

Mitigation

A central goal of UP-START is to provide services that reduce the negative effects of homelessness on the academic progression of homeless students. Therefore, several indicators associated with success in school, including the number of prior schools attended, retention, and rates of high-school completion, and high-school early termination, were examined for this evaluation. The indicators used in this part of the evaluation were compared for all homeless and non-homeless students in the District. The first mitigation indicator was the number of prior schools attended during the school year.

Table 9 displays the number and percent of homeless and non-homeless students who attended multiple schools during the 2017-2018 school year. The table shows that while the vast majority of homeless and non-homeless students did not change schools during the school year, the proportion of homeless students that did change schools was higher than that of their non-homeless peers. Of the homeless students, 80.8% did not change schools, 14.0% changed schools once, and 5.2% changed schools two or more times. Of the non-homeless students, 93.9% did not change schools, 5.1% changed schools once, and less than 1.0% changed schools twice or more.

Table 9
Mobility of Homeless and Non-Homeless Students
Number of Prior Schools, 2017-18

Prior Schools	Homeless		Non-Homeless	
	<i>n</i>	%	<i>n</i>	%
0	7,067	80.8	336,802	93.9
1	1,227	14.0	18,278	5.1
2	335	3.8	2,679	0.7
3	97	1.1	508	0.1
4	17	0.2	170	0.0
5 – 21	8	0.1	109	0.0
Total	8,751	100.0	358,546	100.0

Note. Percentages may not add to 100 due to rounding. A Cramer’s V test, used to gauge differences in the distributions of prior schools attended by homeless and non-homeless students, was found to be statistically significant, $V(5) = .09$, $N = 367,297$, $p < .001$.

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

The differences represent weak effect sizes. Changes in school attendance may be partially exacerbated by variations in length of stay policies at the shelters. Yet despite these constraints, the efforts of Project UP-START to identify and place students and transport them to their current school may have helped to reduce the percentage of students attending two or more schools in the last three years from 12.6 in 2014-15 to 5.1 in 2017-18 (Tirado & Urdegar, 2018; Urdegar, 2015, 2016).

The second mitigation indicator was the students’ attendance rates. Table 10 displays for each grade and overall the total number of students and the attendance rate for homeless and non-homeless children and youth, followed by Chi-square (χ^2) and Phi (ϕ) statistics which measure the statistical and practical significance of any difference in the rates.

Table 10
Attendance Rates of Homeless and Non-Homeless Students by Grade, 2017-18

Grade	Homeless		Non-Homeless		Differences ^a	
	<i>N</i>	%	<i>N</i>	%	χ^2	ϕ
PK	256	85.7	10,647	91.0	1,200.8	-.03
00	741	90.0	23,476	94.3	3,505.3	-.03
01	710	90.7	25,293	95.0	3,988.0	-.03
02	696	91.6	25,719	95.3	3,033.6	-.03
03	731	91.8	27,757	95.5	3,324.2	-.03
04	668	92.2	27,116	95.6	2,488.3	-.02
05	609	91.8	26,530	95.7	3,181.3	-.03
06	658	91.2	27,607	95.2	3,221.2	-.03
07	547	89.4	26,524	94.8	4,244.1	-.03
08	596	88.6	26,695	94.4	5,020.8	-.03
09	516	87.9	27,915	93.6	3,637.2	-.03
10	534	87.1	28,022	92.6	2,883.7	-.03
11	608	87.5	27,528	91.9	1,664.5	-.02
12	881	86.6	27,717	89.1	869.5	-.01
ALL	8,751	89.7	358,546	94.0	38,920.7	-.03

Note. Attendance rates are determined by dividing the total school days enrolled less the total absent/outdoor suspension days by the total school days enrolled.

^aAll χ^2 and ϕ values are statistically significant ($p < .001$).

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

Compared to non-homeless students, homeless students had significantly lower attendance rates at all grade levels, with the largest differences found in grades 7 and 8. Though pervasive, the effect sizes of the differences were weak at each grade, based on Cohen's (1988) classification scheme. The difference in the attendance rates of homeless and non-homeless students has remained stable during the last three school years, with less than a seven-point difference (Tirado & Urdegar, 2018; Urdegar, 2015, 2016).

The third mitigation indicator 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 11 displays for each grade and overall the total number of students and the percentage of students who were retained for homeless and non-homeless students. Results are presented by grade because retention policies vary across grade levels.

Table 11
Retention Rates of Homeless and Non-Homeless Students by Grade, 2017-18

Grade	Homeless		Non-Homeless		Differences	
	<i>N</i>	%	<i>N</i>	%	χ^2	ϕ
K	677	8.0	22,662	3.7	33.6***	-.04
1	649	8.5	24,573	4.2	27.6***	-.03
2	636	7.9	25,004	3.4	36.4***	-.04
3	644	16.6	26,701	8.6	50.4***	-.04
4	609	1.0	26,453	0.7	0.7	-.01
5	554	0.7	25,772	0.4	1.2	-.01
6	596	2.0	26,946	1.1	4.2*	-.01
7	489	6.1	25,661	1.2	93.3***	-.06
8	513	4.3	25,627	1.3	34.6***	-.04
9	441	2.9	26,883	1.2	11.6**	-.02
10	423	1.9	26,709	0.9	4.8*	-.01
11	384	0.5	25,957	0.5	0.0	.00
Total	6,615	5.5	308,898	2.2	303.2***	-.03

Note. χ^2 and ϕ represents the practical significance (i.e., effect size) of the difference between the homeless and non-homeless students' retention rates.

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

Source: Course and demographic files, Information Technology Services.

Table 11 shows that homeless students had significantly higher retention rates than non-homeless students did at all grades, except 4, 5, and 11. The largest differences were found in grades 3, and 7. To gauge the practical significance of these differences, the effect size Phi was used. An examination of the effect sizes revealed them to be weak at each grade. During the last three school years, the difference in the retention rates of homeless and non-homeless students has remained stable (Tirado & Urdegar, 2018; Urdegar, 2015, 2016).

The objective of the high school completion/early termination analyses was to determine if homelessness had an impact on those indicators. 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.

There was no statistically significant difference in the traditional measures of dropout rates for homeless (2.5%, $n = 63$) and non-homeless (2.1%, $n = 2,353$) students in 2018, $\chi^2(1, N = 115,103) = 1.61, p = .20, \Phi = .00$. Similarly, the high-school completion-rate for homeless students (78.3%, $n = 648$) was lower than the high-school completion-rate for non-homeless students (80.5%, $n = 21,550$), but again the differences were not statistically significant, $\chi^2(1, N = 27,582) = 2.68, p = .10, \Phi = -.01$, with week effect sizes in both instances. The differences in the early-termination and graduation rates of homeless and non-homeless students have remained stable over time (Tirado & Urdegar, 2018; Urdegar, 2015, 2016).

Remediation

Another goal of UP-START is to provide services that compensate for academic difficulties that result from homelessness. Therefore, tutoring in reading is offered to homeless students at selected residential facilities; a total of 237 (2.7%) students participated in this component during the 2017-18 school year. This portion of the evaluation examined students' performance on three direct measures of student achievement: the SRA/Skills, the SAT-10, and the FSA/ELA.

SRA/Skills Series Assessment. Due to the small sample size of students whose beginning reading levels were Primer, analyses were limited to descriptive statistics for this group. Separate analyses of the students' responses to reading tutoring were conducted for students whose beginning reading levels were at first grade or higher.

Table 12 lists the number of students at Primer level by grade and the number of students with an ending level at grade level or higher. All of the students in kindergarten ($n = 21$) and 78.6% of the students in first grade ($n = 11$) had an ending SRA at their grade level or higher. One student in second grade ($n = 9$) had an ending SRA level of second grade and none of the students in third and fifth grade were at grade level.

Table 12
Students with Beginning Reading Levels of Primer

Grade	N	Ending SRA At Grade Level or Higher	
		n	%
K	21	21	100.0
1	14	11	78.6
2	9	1	11.1
3	7	0	0.0
5	1	0	0.0

Table 13 lists for each grade the number of students followed by the value and the significance of the Spearman Rank Order correlation (ρ) between students' reading level gain and tutoring dosage. The table shows a significant dosage effect in first and seventh grade, such that the higher the number of tutoring hours received by the students the higher the SRA reading level gain. Correlations in other grades were not statistically significant.

Table 13
Spearman Rank Order Correlation
Between Tutoring Dosage and SRA
Reading Level Gain

Grade	Association	
	n	ρ
K	1	--
1	20	.59**
2	20	.35
3	34	.03
4	25	.07
5	19	.28
6	23	.15
7	15	.76**
8	14	.19
9	6	.71
10	5	.45
11	3	--

Note. Cells with fewer than five subjects are displayed with dashes.
 *** $P < .01$.

Standardized Achievement Tests

The influence of tutoring on students' standardized achievement test scores contrasted the performance of homeless students who were tutored for ten hours or more at the selected homeless shelters with a comparison group that consisted of those students who were identified as homeless but did not receive any tutoring through the program. First, regression analyses were conducted at each grade to estimate the effect of each student's pretest scores and demographic characteristics on their posttest scores and to compute expected scores for each student (see Appendix B). Then, "impact scores," equal to the difference between students' actual and expected posttest scores, were computed for each student. Finally, the mean ranks of the impact scores of tutored and non-tutored students were compared using the Mann-Whitney U test.

Table 14 lists for each grade, the number and mean rank of the impact 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 14
Mann-Whitney U Tests of the Effect of Tutoring on the Impact Scores

Post Grade	Tutored		Non-Tutored		Difference	
	N	Mean Rank ^a	n	Mean Rank ^a	U	Z
1	14	144.36	447	233.71	1916.00 *	-2.47
2	20	206.60	441	232.11	3922.00	-0.84
3	31	232.95	445	238.89	6725.50	-0.23
4	21	192.88	395	209.33	3819.50	-0.61
5	14	192.89	342	177.91	2192.50	-0.53
6	16	194.75	372	194.49	2972.00	-0.01
7	9	113.83	300	159.24	979.50	-1.40
8	8	167.56	328	168.52	1304.50	-0.03
9	2	--	279	--	--	--
10	2	--	259	--	--	--

Note. ^aImpact 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 ten or more hours were included. Results for grades with group sizes less than five are displayed as dashes.

*p < .05

Table 14 shows that the difference between the post-test scores of tutored and non-tutored students was statistically significant for first grade. Homeless students in first grade who did not participate in tutoring had statistically significant higher impact scores than tutored students. No statistically significant differences were found for other grades.

DISCUSSION

The Every Student Succeeds Act (2015) provides the Department of Education with funds to award grants in accordance with the provisions of Title IX 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 (UP-START) for this purpose. 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 either the home school for their current address or their school of origin, and that caregivers of all homeless students are also provided with information relating to their school option rights. Case management services, immediate access to free lunch, and academic and general assistance are available to all students identified through UP-START. In addition, students living at selected homeless shelters receive after-school tutoring and individual counseling when requested.

Summary

The evaluation of UP-START examined the impact of the homeless services, provided at homeless shelters and schools within the M-DCPS, as specified in the grant. The evaluation was conducted by the Office of Program Evaluation based on data gathered during the 2017-18 school year. It was guided by a series of questions that can now be answered.

1. Was UP-START implemented according to program specifications?

Results from the evaluation showed that adequate implementation was achieved for all areas (services, notifications, training/support, effectiveness). Nearly all responding parents endorsed the services and support provided by the program. Overall, School Homeless Liaisons responses and open-ended comments were favorable. A few areas of concern were identified by the School Homeless Liaisons. District personnel report that these concerns are being addressed by providing additional training locations and opening a mini-shop to serve schools in the Southern region of the county. In sum, the program may be considered properly implemented.

2. How did indicators which are negatively associated with success in school compare for homeless students and non-homeless students in the M-DCPS?

An analysis compared all M-DCPS homeless students with their non-homeless peers and found homeless students' attendance rates to be lower than those of their non-homeless peers. Homeless students were also found to experience more frequent school changes and higher retention rates in all grades except 4, 5, and 11. No statistically significant differences were found in the early termination or high school completion rates of homeless and non-homeless students.

3. How did the achievement of homeless students who received tutoring services through UP-START compare with that of other homeless students in the M-DCPS who did not receive such services?

The instrumentation developed by the program vendor was utilized to explore the impact of tutoring. Due to the small sample size of students with beginning reading levels at the primer level, analyses were limited to descriptive statistics. Analyses conducted with students who began tutoring at first grade level or higher showed a significant relationship between increased tutoring and reading level gains for students in first and seventh grade. Finally, results from the effect of tutoring on standardized achievement scores showed non-tutored homeless

students in first grade to have higher scores than tutored students, while differences at grades 2 – 11 were not statistically significant.

Conclusions

The 2017-18 evaluation of the Project UP-START Program indicates that the program continues to be successful at identifying and providing services and academic assistance to homeless students and their families. Feedback received by the parents and stakeholders reflect satisfaction with the services and support provided by the program. Additionally, UP-START's education and outreach efforts have been accompanied by marked reductions in the percentage of homeless students who attend multiple schools, and although other progress indicators for homeless students continue to trail those of non-homeless students, the gaps have remained stable over time (Tirado & Urdegar, 2018; Urdegar, 2015, 2016). Although less than 3% of homeless students participated in tutoring, a comparison of homeless students who participated in the tutoring program using the SRA/Skills Series at the two homeless shelters with non-tutored homeless counterparts found a significant relationship between increased tutoring and reading level gain for students in first and seventh grade. But results comparing standardized test scores of students who did not receive tutoring with tutored students were mixed. Finally, District personnel continue to work to improve the services provided as evidenced by the increase in training locations and the opening of a mini shop to serve students and schools in the South Region of the District.

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Appendix A
Stakeholder Surveys

Needs Assessment Survey, School Homeless Liaison Survey, 2018

The purpose of this survey is to gather information that will help administrators improve the operation of Project UP-START, the Homeless Education Program of Miami-Dade County Public Schools. Please answer the questions to the best of your ability. If you are responsible for more than one location, please complete this survey for the school in which you serve as liaison. Your responses are anonymous.

For each item that follows, choose the most accurate selection(s), check the most applicable box(es), or fill in the blank(s), as required.

Section 1

1. Are you one of the designated Project UP-START Homeless Liaisons at a school or department?

- Yes
- No

Section 1.1

2. Please select the school or department for which you are a designated Project UP-START Homeless Liaison

(Select one from drop down list)

3. How many locations do you serve in the capacity of School Homeless Liaison?

- 1
- 2
- 3
- 4
- 5 or more

4. Do you know the contact information for the M-DCPS District Homeless Liaison/ Project Up-START office?

- Yes
- No

5. Are you able to contact the M-DCPS District Homeless Liaison for assistance?

- Yes
- No

Identification

The following section lists issues that relate to the needs of youth and families in transition. Please rate your familiarity with each one using the scale provided.

6. The signs exhibited by children and youth who have lost their housing and qualify for McKinney-Vento Benefits (i.e. Project UP-START services)

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

7. The educational rights of children and youth who lost their housing and qualify for McKinney-Vento benefits

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

8. The definition of homelessness in M-DCPS's Homeless Students Policy

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

9. The process for determining whether a student qualifies for McKinney-Vento benefits

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

10. The enrollment process for students who qualify for McKinney-Vento benefits

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

11. The referral process for homeless children and youth

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

Attendance

The following section lists issues that relate to the needs of youth and families in transition. Please rate your familiarity with each one using the scale provided.

12. The barriers to regular school attendance for children and youth experiencing homelessness

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

13. The effect of absenteeism on academic performance

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

14. The McKinney-Vento Act provisions for responding to absences related to homelessness

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

15. The best practices for increasing regular school attendance

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

Academic Achievement

The following section lists issues that relate to the needs of youth and families in transition. Please rate your familiarity with each one using the scale provided.

16. The impact of the trauma of homelessness on academic achievement

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

17. The personal needs of students experiencing homelessness: physical, social, emotional

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

18. The M-DCPS policy on classroom placement of homeless students with no available academic records

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

19. The academic resources available for homeless students (e.g. tutoring, supplemental books, etc.)

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

20. The other school staff who are knowledgeable about one or more of the above topics

- Very unfamiliar
- Unfamiliar
- Unsure
- Familiar
- Very familiar

Section 3

21. How comfortable do you feel discussing and/or sharing information about the previously mentioned topics with staff at your school?

- Very comfortable
- Comfortable
- Unsure
- Uncomfortable
- Very uncomfortable

Section 4

22. Please elaborate why you feel unsure or uncomfortable discussing or sharing information with staff at your school

Section 5

23. How many times during the current school year have you met with school staff regarding the services of Project UP-START under the McKinney-Vento Act?

- 0
- 1
- 2
- 3
- 4 or more

24. During the meetings with Project UP-START staff, which topics were discussed more frequently? (select all that apply)

- Counseling
- Free and Reduced Price Lunch Registration
- Residential Services
- Supplies
- Transportation
- The Shop
- Other (please specify):

25. How many families in transition have you referred to The Shop so far this year?
(Select one from drop down list)

26. Which of the following strategies have you found to be most effective at helping students in transition? (select all that apply)

- Information obtained from the "UP-START Update" email messages
- Information obtained from School Homeless Liaison technical assistance trainings
- Information obtained from telephone consultations with UP-START staff members
- Information obtained from in-person visits from the District Homeless Liaisons
- Referrals to outside agencies by UP-START staff members
- Supplies made available through The Shop
- None of the above
- Other (please specify):

Section 6

Please use the scale provided to indicate the extent of your agreement to each of the following statements

27. Project UP-START posters and/or "Doubled-Up?" flyers are always displayed in the school front office

- Strongly disagree

- Disagree
- Agree
- Strongly agree
- Do not know

28. The Project UP-START Student Questionnaire (FM-7378) is included with all of the school enrollment packets provided to parents/guardians.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know

29. The Project UP-START Student Questionnaire (FM-7378) was distributed to the entire student body at the beginning of the school year with the Free and Reduced Price Lunch application.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Do not know

Section 7

30. I receive the support I need from the District to effectively perform my duties as related to serving families living in transition.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Not applicable

31. I receive the support I need from the school site to effectively perform my duties as related to serving families living in transition.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Not applicable

32. I have received sufficient training to enable me to effectively perform my duties related to serving families living in transition.

- Strongly disagree
- Disagree
- Agree
- Strongly agree
- Not applicable

Section 8

33. Please share any additional thoughts you might have about the Project UP-START Program

Miami-Dade County Public Schools



Miami-Dade County Public Schools
giving our students the world

Project UP-START PROGRAM FOR YOUTH & CHILDREN IN TRANSITION SHELTER PARENT SURVEY

This survey is being conducted as part of an evaluation of the *Project UP-START - Program for Youth and Children in Transition*. 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 27, 2018**. If you have any questions, please contact Dr. Steven M. Urdegar at 305-995-7538.

INSTRUCTIONS

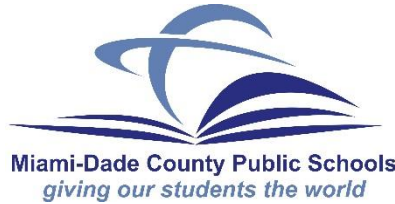
Please read each of the following items. Then, fill in the circle under the response option that best reflects your opinions or experiences at this facility. Please respond to all items.

	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 the school that s/he previously attended that is two or more miles from my current address.	①	②	③	④	⑤
3. I was informed about my child's eligibility for the free lunch program.	①	②	③	④	⑤
4. I was informed that tutoring is available to my child if s/he needs it.	①	②	③	④	⑤
5. I was informed that counseling is available to my child, if we need assistance.	①	②	③	④	⑤
6. My child has been offered backpacks, 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 children.	①	②	③	④	⑤
9. Staff in the after-school program have been helpful in ensuring that my child attends school.	①	②	③	④	⑤
10. 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*

Escuelas Públicas del Condado Miami-Dade



Proyecto UP-START ENCUESTA PARA LOS PADRES DE FAMILIA EN REFUGIOS PROGRAMA PARA NIÑOS Y JÓVENES DESAMPARADOS

Esta encuesta se lleva a cabo como parte de una evaluación del programa para niños y jóvenes desamparados del Proyecto UP-START (*Project UP-START -Program For Youth & Children In Transition*). Sus opiniones representan una parte importante de esta evaluación. Le tomará alrededor de cinco minutos llenar el formulario. Por favor, una vez que haya terminado devuélvalo al tutor de su hijo a más tardar el **27 de abril del 2018**. Si tuviese alguna pregunta, por favor, comuníquese con el Dr. Steven M. Urdegar al 305-995-7538.

INSTRUCCIONES

Por favor, lea cada una de las siguientes secciones. Después, rellene el círculo que mejor refleje sus opiniones o experiencias respecto a esta institución. Por favor, responda a todas las secciones.

	Firmemente en desacuerdo	En desacuerdo	De acuerdo	Firmemente de acuerdo	No aplica
1. Se me proporcionó información sobre cómo matricular a mi hijo en la escuela.	①	②	③	④	⑤
2. Se me hizo saber que mi hijo podía obtener servicios de transporte a cualquiera de las escuelas a la que asistió previamente y ubicadas a dos millas o más de la dirección actual.	①	②	③	④	⑤
3. Se me informó acerca de la elegibilidad de mi hijo para el programa de almuerzos gratuitos.	①	②	③	④	⑤
4. Se me informó que hay servicios de clases particulares en el caso de que mi hijo las necesitase.	①	②	③	④	⑤
5. Se me informó que hay servicios de asesoramiento en el caso de que mi hijo lo necesitase.	①	②	③	④	⑤
6. A mi hijo le ofrecieron mochilas, materiales y útiles escolares.	①	②	③	④	⑤
7. Los servicios de clases particulares que ofrece el programa han sido beneficiosos para la educación de mi hijo.	①	②	③	④	⑤
8. Los servicios de asesoramiento que ofrece el programa han servido de ayuda para mi hijo.	①	②	③	④	⑤
9. El personal del programa de cuidados después de las horas de clase ha sido de ayuda para garantizar que mi hijo asista a clases.	①	②	③	④	⑤
10. Los servicios que proporciona el programa han sido beneficiosos para mi hijo	①	②	③	④	⑤

Muchas gracias por llenar esta encuesta.

Por favor, devuelva este formulario a la persona que se lo entregó.

Si tuviese más preguntas, por favor, comuníquese con el Dr. Steven M. Urdegar al 305-995-7538

Lekòl Leta Miami-Dade County



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SONDAJ PARAN KI NAN ABRI Pwojè UP-START (Pwogram pou Timoun ak Jèn Sanzabri)

Nou ap fè sondaj sa a kòm pati yon evalyasyon pou *Project UP-START - Program For Youth & Children In Transition*. (Pwogram Pwojè 'UP-START' pou Timoun ak Jèn Sanzabri). Opinyon ou se yon pati trèzenpòtan nan evalyasyon sa a. Li ta dwe pran ou 5 minit pou w ranpli fòm sondaj la. Silvoulè retounen fòm ou ranpli a bay moun ki ap bay pitit ou a leson patikilye a vè **27 avril 2018**. Si w gen nenpòt kesyon, silvoulè kontakte Dtè. Steven M. Urdegar nan 305-995-7538.

ENSTRIKSYON

Silvoulè li chak liy ki ap suiv yo. Epi, ranpli sèk anba opsyon repons ki pi byen reflekte opinyon oubyen eksperyans ou nan andwa sa a. Silvoulè reponn tout atik yo.

	Pa Dakò Ditou	Pa Dakò	Dakò	Trè Dakò	Pa Aplikab
1. Yo te ban mwen enfòmasyon sou kòman pou m enskri pitit mwen an nan lekòl.	①	②	③	④	⑤
2. Yo te mete m okouran pitit mwen an kab jwenn transpòtasyon pou nenpòt lekòl li te ale anvan ki de (2) kilomèt oubyen plis de adrès mwen ye kounye a.	①	②	③	④	⑤
3. Yo te enfòme m sou elijibilite pitit mwen an pou pwogram repa midi gratis la.	①	②	③	④	⑤
4. Yo te enfòme m sou disponiblite leson patikilye pou pitit mwen an si li bezwen sa.	①	②	③	④	⑤
5. Yo te enfòme m sou disponiblite sèvis konseye pou pitit mwen an, si nou bezwen asistans.	①	②	③	④	⑤
6. Yo te ofri pitit mwen an sak-ado, materyèl ak/oubyen founiti klasik.	①	②	③	④	⑤
7. Leson patikilye yo ofri nan pwogram nan te benefisyè edikasyon pitit mwen an.	①	②	③	④	⑤
8. Sèvis konseye yo ofri nan pwogram nan te byen itil pitit mwen.	①	②	③	④	⑤
9. Anplwaye pwogram aprè-Lekòl la ede nan asire pitit mwen an ale lekòl.	①	②	③	④	⑤
10. Sèvis yo bay nan pwogram nan benefisyè pitit mwen an.	①	②	③	④	⑤

Mèsi dèske ou ranpli sondaj sa a.

Silvoulè retounen fòm sa a bay moun ki te distribye l ba ou a.
Kontakte Dtè. Steven M. Urdegar nan 305-995-7538 si ou gen nenpòt kesyon

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Project UP-START PROGRAM FOR YOUTH & CHILDREN IN TRANSITION NON-SHELTER PARENT SURVEY

This survey is being conducted as part of an evaluation of the Project UP-START – Program for Youth and Children in Transition. 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 Project UP-START staff by **April 27, 2018**. If you have any questions, please contact Dr. Steven M. Urdegar at 305-995-7538.

INSTRUCTIONS

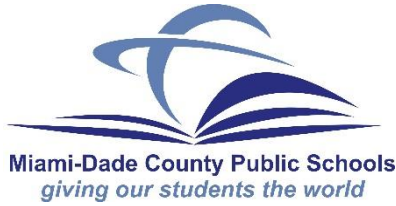
Please read each of the following items. Then, fill in the circle under the response option that best reflects your opinions or experiences. Please respond to all items.

	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 the school that s/he previously attended that is two or more miles from my current address.	①	②	③	④	⑤
3. I was informed about my child's eligibility for the free lunch program.	①	②	③	④	⑤
4. I was made aware of supplies such as clothes, shoes, and toiletries available free of charge through the UP-START shop to families in transition.	①	②	③	④	⑤
5. I was made aware of referrals to hotlines, verification for the Homeless Assistance Network of Dade program, and other services available to families in transition.	①	②	③	④	⑤
6. My child has been offered backpacks, materials, and/or supplies.	①	②	③	④	⑤
7. Project UP-START staff has been responsive to my needs.	①	②	③	④	⑤
8. Project UP-START has been friendly and accessible.	①	②	③	④	⑤
9. The services provided by Project UP-START 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

Escuelas Públicas del Condado Miami-Dade



Proyecto UP-START ENCUESTA PARA LOS PADRES DE FAMILIA QUE NO ESTÁN EN REFUGIOS PROGRAMA PARA NIÑOS Y JÓVENES DESAMPARADOS

Esta encuesta se lleva a cabo como parte de una evaluación del programa para niños y jóvenes desamparados del Proyecto UP-START (*Project UP-START -Program For Youth & Children In Transition*). Sus opiniones representan una parte importante de esta evaluación. Le tomará alrededor de cinco minutos llenar el formulario. Por favor, una vez que lo haya terminado, devuélvalo al personal del Proyecto UP-START a más tardar el **27 de abril del 2018**. Si tuviese alguna pregunta, por favor, comuníquese con el Dr. Steven M. Urdegar al 305-995-7538.

INSTRUCCIONES

Por favor, lea cada una de las siguientes secciones. Después, rellene el círculo que mejor refleje sus opiniones o experiencias. Por favor, responda a todas las secciones.

	Firmemente en desacuerdo	En desacuerdo	De acuerdo	Firmemente de acuerdo	No aplica
1. Se me proporcionó información sobre cómo matricular a mi hijo en la escuela.	①	②	③	④	⑤
2. Se me hizo saber que mi hijo podía obtener servicios de transporte a cualquiera de las escuelas a la que asistió previamente y ubicadas a dos millas o más de la dirección actual.	①	②	③	④	⑤
3. Se me informó acerca de la elegibilidad de mi hijo para el programa de almuerzos gratuitos.	①	②	③	④	⑤
4. Se me hizo saber que hay artículos de ropa, zapatos y artículos de tocador gratis que las familias desamparadas pueden obtener por medio de la tienda UP-START.	①	②	③	④	⑤
5. Se me hizo saber que hay líneas directas para referidos, verificación para el programa de la Red de Asistencia al Desamparado de Dade (<i>Homeless Assistance Network of Dade</i>) y de otros servicios que están disponibles para las familias desamparadas.	①	②	③	④	⑤
6. A mi hijo le ofrecieron mochilas, materiales y útiles escolares.	①	②	③	④	⑤
7. El personal del Proyecto UP-START ha sido receptivo a mis necesidades.	①	②	③	④	⑤
8. El Proyecto UP-START es fácil y accesible.	①	②	③	④	⑤
9. Los servicios que me ha proporcionado el Proyecto UP-START han resultado beneficiosos para mi hijo.	①	②	③	④	⑤

Muchas gracias por llenar esta encuesta.

*Por favor, devuelva este formulario a la persona que se lo entregó.
Si tuviese más preguntas, por favor, comuníquese con el Dr. Steven M. Urdegar al 305-995-7538*

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SONDAJ PARAN KI PA NAN ABRI Pwojè UP-START (Pwogram Timoun ak Jèn ki an Tranzisyon)

Nou ap fè sondaj sa a kòm pati yon evalyasyon pou *Project UP-START - Program For Youth & Children In Transition*. (Pwogram Pwojè 'UP-START' pou Timoun ak Jèn Sanzabri). Opinyon ou se yon pati trèzenpòtan nan evalyasyon sa a. Li ta dwe pran ou 5 minit pou w ranpli fòm sondaj la. Silvouplè retounen fòm ou ranpli a bay moun ki ap bay pitit ou a leson patikilye a vè **27 avril 2018**. Si w gen nenpòt kesyon, silvouplè kontakte Dètè. Steven M. Urdegar nan 305-995-7538.

ENSTRIKSYON

Silvouplè li chak liy ki ap suiv yo. Epi, ranpli sèk anba opsyon repons ki pi byen reflekte opinyon oubyen eksperyans ou nan andwa sa a. Silvouplè reponn tout atik yo.

	Pa Dakò Ditou	Pa Dakò	Dakò	Trè Dakò	Pa Aplikab
1. Yo te ban mwen enfòmasyon sou kòman pou m enskri pitit mwen an nan lekòl.	①	②	③	④	⑤
2. Yo te mete m okouran pitit mwen an kab jwenn transpòtasyon pou nenpòt lekòl li te ale anvan ki de (2) kilomèt oubyen plis de adrès mwen ye kounye a.	①	②	③	④	⑤
3. Yo te enfòme m sou elijibilite pitit mwen an pou pwogram repa midi gratis la.	①	②	③	④	⑤
4. Yo te enfòme m sou disponibilite founiti tankou rad, soulye, ak, atik pou twalèt gratis atravè magazen UP-START pou fanmi ki an tranzisyon yo.	①	②	③	④	⑤
5. Yo te enfòme m sou referal pou liy enfòmasyon, verifikasyon pou pwogram Rezo Asistans pou Moun ki Sanzabri Dade, ak lòt sèvis ki disponib pou fanmi an tranzisyon.	①	②	③	④	⑤
6. Yo te ofri pitit mwen an sakado, materyèl ak/oubyen founiti klasik.	①	②	③	④	⑤
7. Anplwaye Pwojè UP-START yo reponn a bezwen mwen yo.	①	②	③	④	⑤
8. Pwojè UP-START akeyan e aksesib.	①	②	③	④	⑤
9. Sèvis yo bay nan Pwojè UP-START la benefisye pitit mwen an.	①	②	③	④	⑤

Mèsi dèske ou ranpli sondaj sa a.

Silvouplè retounen fòm sa a bay moun ki te distribye l ba ou a.
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Appendix B
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, regression analyses were conducted at each grade to estimate the effect of each student's pretest scores on their posttest scores and to compute expected scores for each student. Then, scores were computed to account for differences in their pretest scores. Then, "impact scores" (i.e., difference between students' actual and expected posttest 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 *B1* 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 B1
Regression Analysis
Effect of the Pretest on the Posttest

		Coefficients					
		Unstandardized (B)					
Grade	Predictor	M	S.E.	Standardized (β)	t	n	R ²
1	Intercept	221.27	20.77		10.65	436	.52
	Pretest	0.66	0.04	0.59	15.33		
2	Intercept	268.75	15.53		17.31	434	.70
	Pretest	0.58	0.03	0.70	20.44		
3	Intercept	259.09	4.25		70.00	451	.34
	Pretest	0.06	0.01	0.37	8.33		
4	Intercept	77.07	9.00		8.56	388	.79
	Pretest	0.78	0.03	0.79	25.48		
5	Intercept	85.66	10.50		8.16	333	.77
	Pretest	0.76	0.04	0.77	21.87		
6	Intercept	79.45	9.68		8.21	340	.80
	Pretest	0.76	0.03	0.80	24.44		
7	Intercept	49.80	10.78		4.62	266	.84
	Pretest	0.87	0.04		4.62		
8	Intercept	74.65	9.76		7.65	305	.83
	Pretest	0.80	0.03	0.83	26.01		
9	Intercept	60.66	11.17		5.43	239	.84
	Pretest	0.83	0.03	0.84	24.25		
10	Intercept	39.89	10.98		3.63	219	.82
	Pretest	0.90	0.03	0.88	27.63		

Note. All coefficients are statistically significant ($p < .001$), based on the results of $n - 2$ degree of freedom t - tests.

The table shows that the influence of the pretest on the posttest is consistent at all grades except third as evidenced by R^2 coefficients and strong at each grade according to Cohen's classification: .02 (weak), .13 (moderate), and .26 (strong).