

4th Colloquium

Housing Quality, Instability, Mobility, Homelessness and Their Impacts on Students and Schools

Tuesday, December 15, 2015

10:30 am – 12:30 pm



The Pathways from Poverty Consortium

Robert Balfanz, Ph.D., Research Scientist, Co-Director, Center for
Social Organization of Schools (CSOS)

Maxine Wood, Ed.D, Director/Senior Advisor, Pathways from Poverty

Richard Lofton, Ph.D. Post-doctoral Fellow

Daniel Princiotta, Ph.D. Candidate

Christopher Wrightson, Ph.D. Candidate

Order of slides and presentations

Opening/Overview	Robert Balfanz
Housing Quality, Instability and Mobility	Christopher Wrightson
District and School Responses	Maxine Wood
Homelessness	Daniel Princiotta
District and School Responses	Maxine Wood
Housing—History, Descriptions, Characteristics, Solutions	Richard Lofton
Impact of Housing on Students & Schools	
National Responses	Robert, Richard, Daniel, Christopher, Maxine
Questions, Discussion	
Closing Comments	Robert

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Housing—History, Descriptions, Characteristics, Solutions

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National Responses

Robert, Richard, Daniel, Christopher, Maxine

Questions, Discussion

Closing Comments

Robert

Colloquium IV – Pathways from Poverty Consortium

Housing Quality, Instability, Mobility, Homelessness and Their Impacts on Students and Schools

Opening/Overview

Robert Balfanz

Housing Quality, Instability, and Mobility

CHRISTOPHER WRIGHTSON, PhD CANDIDATE



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

Some Definitions

HOUSING AND NEIGHBORHOOD QUALITY:

The physical characteristics that make up the environment in and around the home (e.g., paint, foundation, roof, grass, nearby businesses)

HOUSING MOBILITY AND INSTABILITY:

Moving in and out of a home to, for example, another home or homelessness, that can be caused by any number of factors, including evictions and foreclosures

Comparison of Datasets

AMERICAN HOUSING SURVEY (AHS)

Meant to be nationally representative of the housing stock

Conducted every other year

Sample of roughly 100,000

Pro: more information about housing

AMERICAN COMMUNITY SURVEY (ACS)

Meant to be nationally representative of the human population

Conducted every year

Sample of roughly 3,000,000

Pro: geographic granularity

Housing and Neighborhood Quality

The Research on Housing and Neighborhood Quality

- More than housing stability, type, or cost, housing quality was found to be most predictive of lower emotional, cognitive, and behavioral functioning in a sample of nearly 2,500 residents (ages 2-12) in three urban centers.
- Poor housing quality may also contribute to poor sleep – a possible precursor to problems at school.
- A group of researchers studying elementary schools in New York City found that housing quality, residential crowding, and neighborhood deterioration were among other cumulative neighborhood-level risks associated with school-wide achievement.

The Research on Housing and Neighborhood Quality

- Exposure to air pollution in childhood can have serious negative associations with both neural and cognitive development. There is evidence that air pollution is just as much a concern in rural areas as in urban centers.
- And, finally, environmental causes of childhood disability may include exposure to lead or industrial air pollution, two components of housing and neighborhood quality.

American Housing Survey (AHS, 2013)

Of an estimated 115,852,000 occupied housing units

37,654,000 residences...

reported family income
less than \$30,000

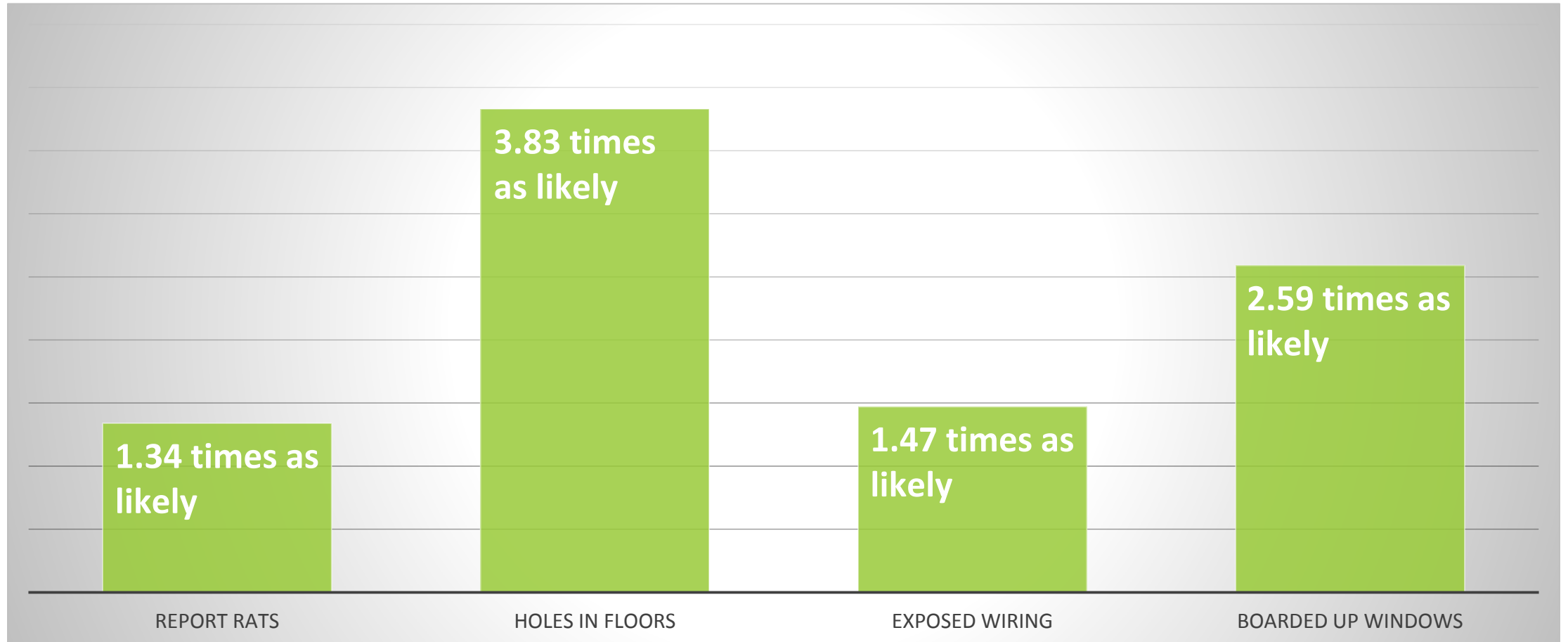
“Low-Income Group”

33,654,000 residences...

reported family income
greater than or equal to \$80,000

“High-Income Group”

Low-Income Residents are More Likely to Experience Poor Housing Quality—AHS (2013)



Standard Metropolitan Statistical Area (SMSA) Rankings

	Holes in Floor			Unconcealed Electrical Wiring			Windows Boarded Up	
	SMSA	% Residences		SMSA	% Residences		SMSA	% Residences
1	Lakeland-Winter Haven, FL	13.79%	1	Boulder-Longmont, CO	7.69%	1	Pensacola, FL	8.82%
2	Mobile, AL	5.56%	2	Salinas-Seaside-Monterey, CA	5.88%	2	Evansville, IN-KY	6.67%
3	Akron, OH	4.55%	3	Peoria, IL	5.26%	3	Montgomery, AL	5.56%
4	Sarasota, FL	4.08%	3	Rockford, IL	5.26%	4	East Saint Louis-Belleville, IL	5.00%
5	Wichita, KS	3.70%	5	Lansing-East Lansing, MI	5.00%	4	Lansing-East Lansing, MI	5.00%
6	Johnson City-Kingsport-Bristol, TN-VA	3.51%	6	Augusta, GA-SC	4.88%	6	Wichita, KS	4.94%
7	Lexington-Fayette, KY	3.37%	7	Providence, RI	4.62%	7	Utica-Rome, NY	4.76%
8	Evansville, IN-KY	3.33%	8	Bakersfield, CA	4.21%	8	Little Rock-North Little Rock, AR	4.60%
9	Flint, MI	3.17%	9	Nassau-Suffolk, NY	4.19%	9	Des Moines, IA	3.77%
10	Birmingham, AL	3.05%	10	Honolulu, HI	4.11%	10	Peoria, IL	3.51%
	NATIONAL AVERAGE	1.32%		NATIONAL AVERAGE	1.49%		NATIONAL AVERAGE	0.89%

*An SMSA is a recognized geographical area with a population of at least 100,000

Amongst households with at least one person 17 years of age or younger

	Holes in Floor			Unconcealed Electrical Wiring			Windows Boarded Up	
	SMSA	% Residences		SMSA	% Residences		SMSA	% Residences
1	Lakeland-Winter Haven, FL	12.50%	1	Daytona Beach, FL	16.67%	1	Utica-Rome, NY	33.33%
2	Flint, MI	9.09%	2	Peoria, IL	15.38%	2	Evansville, IN-KY	14.29%
2	Johnson City-Kingsport-Bristol, TN-VA	9.09%	3	Honolulu, HI	12.12%	3	East Saint Louis-Belleville, IL	12.50%
4	Scranton-Wilkes Barre, PA	8.33%	4	Boulder-Longmont, CO	10.00%	4	Jackson, MS	11.11%
5	Mobile, AL	7.14%	4	Montgomery, AL	10.00%	5	Tacoma, WA	7.14%
6	Corpus Christi, TX	6.25%	6	Rockford, IL	8.33%	6	Corpus Christi, TX	6.25%
6	Springfield, MA	6.25%	7	Providence, RI	6.67%	7	Little Rock-North Little Rock, AR	5.56%
8	Honolulu, HI	6.06%	7	Syracuse, NY	6.67%	7	Wichita, KS	5.56%
9	Lexington-Fayette, KY	5.88%	9	3 tied	6.25%	9	Stockton, CA	5.00%
10	3 tied	5.56%	10	2 tied	5.56%	10	Baton Rouge, LA	4.35%
	NATIONAL AVERAGE	1.20%		NATIONAL AVERAGE	1.78%		NATIONAL AVERAGE	0.80%

*An SMSA is a recognized geographical area with a population of at least 100,000

Adequate Heating

Among those homes that have heating equipment and were occupied in the winter of 2013, low-income residents were 1.23 times more likely to report being uncomfortably cold for 24 hours or more.

Housing Costs

Of the low-income sample, about 19% have monthly housing costs that are 100% or more of their current income.

Compare this with just 0.5% of the high-income sample.

Percent Renter-Occupied Housing Units with Gross Rent 50% or more of Household Income

	Census Tract	% Renter-Occupied Units (Number of Units)
1	Census Tract 149.01, Westchester County, New York	94.59% (70)
2	Census Tract 1137.02, Salt Lake County, Utah	91.49% (43)
3	Census Tract 9400, Cattaraugus County, New York	91.11% (41)
4	Census Tract 47.35, Bernalillo County, New Mexico	89.68% (113)
5	Census Tract 112.02, Pickens County, South Carolina	89.55% (60)
6	Census Tract 164.12, Dallas County, Texas	88.64% (39)
7	Census Tract 562, Kings County, New York	88.10% (37)
8	Census Tract 8016.04, Hampden County, Massachusetts	88.00% (22)
9	Census Tract 5052.05, Carroll County, Maryland	87.50% (14)
10	Census Tract 5345, Wayne County, Michigan	87.43% (153)
	NATIONAL AVERAGE	22.95%

*There are 59 census tracts with 100% of renter-occupied housing units paying gross rent that is 50% or more of household income

Rent at the School District Level

*Occupied housing units with gross rent equaling 50% or more of household income

Rank	School District	Total Units
1	New York City Department Of Education, New York	619628
2	Los Angeles Unified School District, California	321667
3	Chicago Public School District 299, Illinois	152350
4	Dade County School District, Florida	138967
5	Philadelphia City School District, Pennsylvania	82570
6	Clark County School District, Nevada	81543
7	Broward County School District, Florida	75486
8	Houston Independent School District, Texas	68143
9	Puerto Rico Department of Education, Puerto Rico	66341
10	San Diego City Unified School District, California	60540

Rent at the School District Level, continued...

*Occupied housing units with gross rent equaling 50% or more of household income

Rank	School District	% Renter-Occupied Units
1	East Ramapo Central School District (Spring Valley), New York	46.12%
2	Newburgh City School District, New York	42.28%
3	Passaic City School District, New Jersey	42.08%
4	Lakewood Township School District, New Jersey	41.66%
5	Lynwood Unified School District, California	41.65%
6	San Marcos Consolidated Independent School District, Texas	40.78%
7	Antioch Unified School District, California	40.72%
8	Bulloch County School District, Georgia	40.11%
9	Reynolds School District 7, Oregon	39.97%
10	San Luis Coastal Unified School District, California	39.71%

Percentage of Households that Received Public Housing Assistance

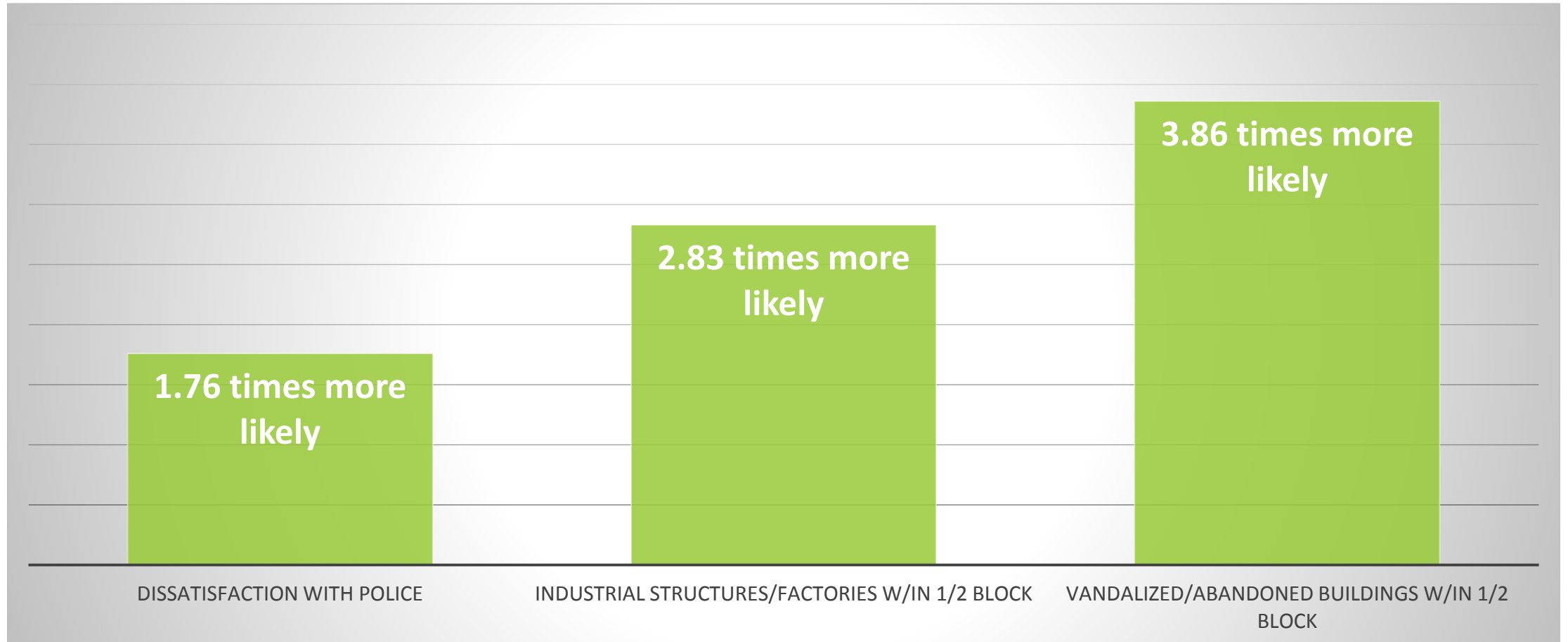
	Standard Metropolitan Statistical Area	% Residences
1	Erie, PA	28.57%
2	Birmingham, AL	21.34%
3	Rockford, IL	18.42%
4	Montgomery, AL	16.67%
5	Akron, OH	15.91%
6	Nashville, TN	15.30%
7	Johnson City-Kingsport-Bristol, TN-VA	14.04%
8	Scranton-Wilkes Barre, PA	13.39%
9	Mobile, AL	12.50%
10	Greensboro-Winston Salem-High Point, NC	12.32%
	NATIONAL AVERAGE	2.18%

Percentage of
Households that
Received Public
Housing Assistance

Amongst
households with
at least one person
17 years of age or
younger

	Standard Metropolitan Statistical Area	% Residences
1	Erie, PA	57.14%
2	Montgomery, AL	50.00%
2	Rockford, IL	50.00%
4	Mobile, AL	42.86%
5	Birmingham, AL	38.30%
6	Akron, OH	38.24%
7	Johnson City-Kingsport-Bristol, TN-VA	36.36%
7	Nashville, TN	36.36%
9	Alton-Granite City, IL	33.33%
10	Cincinnati, OH-KY-IN	32.30%
	NATIONAL AVERAGE	5.14%

Low-Income Residents are More Likely to Experience Poor Neighborhood Quality



Neighborhood Quality

High-income residents are about 1.31 times more likely to have bodies of water, and 1.16 times more likely to have open space, parks, woods, farms, or ranches within a ½ block of their homes.

Combining the three categories of vacant homes:
for sale, for rent, and other

Vacant
Homes as a
Percentage of
Total Housing
Units at the
Census Tract
Level

	Census Tract	Percent Vacant Homes (Number of Units)
1	Census Tract 9642.03, Summit County, Utah	97.45% (1912)
2	Census Tract 801, Lee County, Florida	97.18% (1725)
3	Census Tract 1470.04, Suffolk County, New York	95.79% (2184)
4	Census Tract 319, El Dorado County, California	95.27% (825)
5	Census Tract 1595.10, Suffolk County, New York	95.08% (1817)
6	Census Tract 8047, Monmouth County, New Jersey	94.97% (170)
7	Census Tract 9401, Riverside County, California	94.44% (1275)
8	Census Tract 9801, Keweenaw County, Michigan	93.69% (104)
9	Census Tract 203.07, Brunswick County, North Carolina	93.19% (931)
10	Census Tract 9501, Worcester County, Maryland	92.91% (11683)
	NATIONAL AVERAGE	11.99%

*There are 20 census tracts with 100% vacancy rates

Census tracts with at least one household with one or more people under the age of 18

Vacant Homes
for Rent or for Sale
as a Percentage of
Total Housing
Units

	Census Tract	Percent Vacant Homes (Number of Units)
1	Census Tract 9800, New London County, Connecticut	70.00% (7)
2	Census Tract 9840, Washtenaw County, Michigan	61.11% (11)
3	Census Tract 67, Clark County, Nevada	55.23% (4020)
4	Census Tract 729.06, Pierce County, Washington	54.10% (33)
5	Census Tract 23.02, Clark County, Nevada	50.34% (1120)
6	Census Tract 504.02, Horry County, South Carolina	45.55% (1163)
7	Census Tract 27.05, Bay County, Florida	42.92% (2421)
8	Census Tract 808, Kitsap County, Washington	42.49% (402)
9	Census Tract 26.05, Clark County, Nevada	42.48% (455)
10	Census Tract 504, Bronx County, New York	42.31% (11)
	NATIONAL AVERAGE	3.51%

Vacant Homes *NOT* for Rent or Sale as a Percentage of Total Housing Units

Census tracts with at least one household with one or more people under the age of 18

	Census Tract	Percent Vacant Homes (Number of Units)
1	Census Tract 9642.03, Summit County, Utah	97.02% (1924)
2	Census Tract 1470.04, Suffolk County, New York	95.83% (2231)
3	Census Tract 319, El Dorado County, California	94.94% (844)
4	Census Tract 1595.10, Suffolk County, New York	93.87% (1839)
5	Census Tract 9801, Cache County, Utah	91.20% (425)
6	Census Tract 5.04, Calaveras County, California	89.24% (2089)
7	Census Tract 73.03, Honolulu County, Hawaii	89.09% (49)
8	Census Tract 320, El Dorado County, California	87.23% (2384)
9	Census Tract 9503.07, Nantucket County, Massachusetts	86.86% (998)
10	Census Tract 9603.02, Piscataquis County, Maine	86.72% (1855)
	NATIONAL AVERAGE	8.58%

Vacant Homes NOT for Sale or Rent at the Unified School District Level

Rank	School District	Vacant Units	Rank	School District*	% Vacant
1	Puerto Rico Department of Education, Puerto Rico	245410	1	Ocean City School District, New Jersey	65.72%
2	New York City Department Of Education, New York	207605	2	East Grand School District 2, Colorado	65.02%
3	Dade County School District, Florida	115662	3	Bear Valley Unified School District, California	64.17%
4	Palm Beach County School District, Florida	113411	4	Nantucket School District, Massachusetts	62.83%
5	Broward County School District, Florida	111814	5	Tahoe-Truckee Joint Unified School District, California	62.41%
6	Lee County School District, Florida	109064	6	School of The Osage School District, Missouri	59.72%
7	Chicago Public School District 299, Illinois	100507	7	Summit School District RE-1, Colorado	58.45%
8	Detroit City School District, Michigan	85711	8	Rim of the World Unified School District, California	55.92%
9	Clark County School District, Nevada	81107	9	Gerrish-Higgins School District, Michigan	53.82%
10	Pinellas County School District, Florida	78998	10	Blue Ridge Unified District, Arizona	53.78%

*Among school districts with a total population of at least 10,000

Housing Instability and Mobility

CHRISTOPHER WRIGHTSON, PhD CANDIDATE



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

Housing Instability Defined...

- ...“housing-related distress among families without a stable place to live...”
 - ...“May currently have a place to live, but face multiple on-going difficulties, personal and economic, associated with maintaining a residence.”
 - ...“May lack financial resources and support networks to remain in existing housing.”
-

Residential mobility ...another sign of housing instability

For many poor households, residential mobility is largely unplanned and unpredictable.

It often results from family stress, inability to pay rent and bills, and poor quality or unsafe housing.

<http://partnering-for-change.org/what-is-housing-instability/>

The Research on Housing Mobility and Instability

- A 2012 study of Philadelphia third-graders found a 41% school mobility rate which was negatively associated with these mobile students' academic achievement and engagement. Housing mobility contributes to school mobility.
- Residential mobility is associated with homelessness, and another 2012 study found that students who were homeless or highly mobile faced achievement trajectories worse than similar peers who were only low-income.

The Research on Housing Mobility and Instability

- A study examining over 8,000 urban students in grades 3-8 found that early residential moves have an immediate negative effect on reading and math achievement, as well as potentially longer-lasting impacts of students' growth trajectories.
- And, finally, a 2014 study examined housing instability during the first 5 years of a child's life and found that – among students also experiencing poverty – three or more moves was associated with adverse attention and behavior outcomes.

Classroom-level Challenges re: Student Mobility

- Impacts relationship-building and student engagement
- Can disrupt the pace of learning and amount of material that can be covered by the whole class
- May change the classroom dynamic
- May raise issues of behavior
- Results in weak academic foundation
- Acknowledged loss of instructional time
- Teachers note it is difficult to build and maintain community in the classroom when students enter and leave throughout the year.

Income and Evictions

Of those who moved in the year prior to the 2013 AHS survey, low-income residents were 5.71 times more likely to leave their previous residence due to eviction.

Over 1-year span from 2012-2013

Percentage of
Households
Moving
Due to Eviction

	Standard Metropolitan Statistical Area	% Residences
1	Salem-Gloucester, MA	3.57%
2	Lancaster, PA	3.13%
3	Corpus Christi, TX	2.63%
3	Rockford, IL	2.63%
5	Santa Barbara-Santa Maria-Lompoc, CA	2.44%
6	Bakersfield, CA	2.11%
7	Grand Rapids, MI	1.83%
8	Charleston, SC	1.52%
8	Stockton, CA	1.52%
10	Akron, OH	1.14%
	NATIONAL AVERAGE	0.12%

Percentage of Households Moving Due to Eviction

Over 1-year span from 2012-2013

Amongst households with at least one person 17 years of age or younger

	Standard Metropolitan Statistical Area	% Residences
1	Lancaster, PA	33.33%
2	Corpus Christi, TX	12.50%
3	Rockford, IL	8.33%
4	Santa Barbara-Santa Maria-Lompoc, CA	7.69%
5	Charleston, SC	7.14%
6	Baton Rouge, LA	4.35%
6	Monmouth-Ocean, NJ	4.35%
8	Grand Rapids, MI	4.00%
9	Omaha, NE-IA	3.70%
10	Middlesex-Somerset-Hunterdon, NJ	3.13%
	NATIONAL AVERAGE	0.22%

Percentage of Households Moving Due to Foreclosure

Over 1-year span from 2012-2013

	Standard Metropolitan Statistical Area	% Residences
1	Daytona Beach, FL	4.55%
2	Appleton-Oshkosh-Neenah, WI	4.08%
3	Boulder-Longmont, CO	2.56%
4	Santa Rosa-Petaluma, CA	2.44%
5	Oxnard-Ventura, CA	1.77%
6	Spokane, WA	1.67%
7	Fort Lauderdale-Hollywood, FL	1.55%
8	Greenville-Spartanburg, SC	1.32%
9	Akron, OH	1.14%
9	Riverside-San Bernardino, CA	1.14%
	NATIONAL AVERAGE	0.21%

Percentage of Households Moving Due to Foreclosure

Over 1-year span from 2012-2013

Amongst households with at least one person 17 years of age or younger

	Standard Metropolitan Statistical Area	% Residences
1	Daytona Beach, FL	16.67%
2	Appleton-Oshkosh-Neenah, WI	13.33%
3	Santa Rosa-Petaluma, CA	9.09%
3	Spokane, WA	9.09%
5	Greenville-Spartanburg, SC	5.88%
6	Orlando, FL	2.63%
7	Riverside-San Bernardino, CA	1.67%
8	Minneapolis-Saint Paul, MN	1.53%
9	Chicago, IL	1.52%
10	Columbus, OH	1.49%
	NATIONAL AVERAGE	0.37%

Housing Mobility at the Unified School District Level

Moved to new home – during the year prior to the survey – from another county, state, or country

School districts with at least one household with one or more people under the age of 18

Rank	School District	Total No. Residents
1	New York City Department Of Education, New York	394234
2	Los Angeles Unified School District, California	132274
3	Broward County School District, Florida	105790
4	Clark County School District, Nevada	102293
5	Chicago Public School District 299, Illinois	100998
6	Orange County School District, Florida	98622
7	Dade County School District, Florida	96252
8	Fairfax County Public Schools, Virginia	84448
9	Hawaii Department of Education, Hawaii	80903
10	Hillsborough County School District, Florida	79044

Housing Mobility at the Unified School District Level

Moved to new home – during the year prior to the survey – from another county, state, or country
School districts with at least one household with one or more people under the age of 18

Rank	School District	% of Total Population
1	Queets-Clearwater School District, Washington	62.36%
2	Norris School District, Wisconsin	56.25%
3	Roosevelt School District, Washington	54.38%
4	Fort Huachuca Accommodation District, Arizona	51.38%
5	Dahlgren Department of Defense School District, Virginia	50.30%
6	Lackland Independent School District, Texas	49.87%
7	Quantico Marine Corps Center School District, Virginia	48.32%
8	Fort Sam Houston Independent School District, Texas	46.44%
9	Fort Leavenworth Unified School District 207, Kansas	45.95%
10	Fort Rucker School District, Alabama	44.98%

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The Pathways from Poverty Consortium

4th Colloquium, December 15, 2015



District and School Responses

MAXINE J. WOOD, DIRECTOR/SENIOR ADVISOR



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

Student Mobility

The phenomenon
of students
changing schools for reasons
other than grade promotion.

Students who transfer frequently
between schools during the school year
are at greater risk for academic and
behavior problems (Hartman, 2002).

Education Week

August 2004

Responses to Student Mobility at the District Level

- Develop improvements in the district in-take, assessment and placement processes for students, to establish standards of uniformity
- Create a mechanism for obtaining and sharing promising practices among all schools
- Provide relevant teacher professional development through district-wide and school-based offerings (reflecting diverse needs)

Responses to Student Mobility at the District Level

- Develop more flexible funding systems that respond to changes in size and composition of student body during the school year
- Use an accountability system that takes student mobility into consideration
- Provide additional support staff
- Increase student services (example: school-based health and academic services, support for families, transportation, community partners, other)

Reference:
“A Revolving Door: Challenges and Solutions
to Educating Mobile Students”

How Districts and Schools Can Help Highly Mobile Students, continued

- **INVOLVE** parents in monitoring their children's academic progress
- **PROVIDE** counseling for parents about the effects moving from school to school have on children
- **PROVIDE** tutoring for transferring students to get them up to speed with the class
- **STANDARDIZE** curriculum to reduce variations in content and instruction so mobile students can “catch up” more easily or provide more support for personalized learning.

Reference: “Moving Forward Helping New York’s high-mobility students to succeed.”

By Sheila Kaplan with Clorinda Valenti

EDNY, Education New York

June 2005

School-level Strategies, Responses

Executive Summary, Fall
2011

“A Revolving Door:
Challenges and Solutions to
Educating Mobile Students”

Rennie Center for Education
Research and Policy

<http://www.renniecenter.org/>

1. Increase student engagement through such practices as:
Assigning new students to “a buddy” or ambassador sponsoring schoolwide activities to engage the new student and encourage their participation in extra-curricular activities.”
2. Increase family engagement by creating an orientation video in the dominant language of the school community (as needed).
3. Create a welcoming committee, provide a welcome package including items significant for acclimation to the school (handbook, calendar, school products displaying symbols, mottos, etc.), related information and referral re: resources and services in the community.

Responses

Districts and Schools should:

Encourage collaboration among school-based support staff to respond directly to issues of instability and mobility

Request additional supplemental resources, support for schools having high student mobility enrollment (including federal, state, local funding)

Develop outreach, networking information and referral opportunities and initiatives within districts and school communities

-
- “Educational challenges experienced by homeless and residentially mobile children in urban school districts are inextricably linked and need to be addressed together.”



Educational Researcher, December 2012
“Mobility and Homelessness in School-aged Children.”
(Four studies: Herbers, Voight; Fantuzzo; Masten, et al.)

Housing Instability

- “Stability of the school environment despite homelessness and residential mobility can afford a context for working with students who experience persistent residential instability.”

Adam Voight, et al., Vanderbilt University
American Educational Research Association,

“New Findings on Homelessness and High Mobility in Children.” December 2012

http://articles.baltimoresun.com/2013-09-24/news/bs-md-ci-homeless-transportation-lawsuit-20130924_1_homeless-students-baltimore-school-system-northeast-baltimore

Possible responses by districts

- School districts can be flexible with school boundaries and provide transportation and other support to help students in low-income families remain in their schools.

Reference: Child and Adolescent Development: Overview Student Mobility and academic Achievement, Gracepoint
<http://gracepointwellness.org/128> 2013

Possible responses by administrators, counselors and other school staff

- Counsel students to remain in the school, if at all possible. Staff should “problem solve” with affected students about possible ways he/she could remain in the school – with specific attention to transportation needs, when appropriate.

Reference: Child and Adolescent Development: Overview Student Mobility and academic Achievement, Gracepoint
<http://gracepointwellness.org/128> 2013

Links, References

<http://nationalhomeless.org/references/publications/>

<http://center.serve.org/nche/briefs.php#best>

<http://www.aecf.org/resources/the-2015-kids-count-data-book/>

<http://www.nationalhomeless.org/factsheets/education.html>

<http://www.renniecenter.org/> Executive Summary, Fall 2011, “A Revolving Door: Challenges and Solutions to Educating Mobile Students.”
Rennie Center for Education Research and Policy

<http://www.impactacademycinci.org/policies/mckinney-vento-homeless-act-approved-4-28-2015/> McKinney-Vento Homeless Act –
Approved 4.28.2015 | Impact Academy Cincinnati

A Revolving Door: Challenge and Solutions to Educating Mobile Students. Rennie Center for Education Research & Policy (Fall 2011)

Homelessness Prevention: Creating Programs that Work. The National Alliance to End Homelessness, July 2009

Rapid Re-Housing: Creating Programs that Work. The National Alliance to End Homelessness, July 2009.

Case Management—Homelessness Prevention and Rapid Re-Housing. U.S. Department of Housing and Urban Development, November 2009

National Association for the Education of Homeless Children and Youth (<http://www.naehcy.org/>)

The Role of Child Welfare Agencies in Improving Housing Stability for Families. The National Alliance to End Homelessness.
www.endhomelessness.org, September 2013.

Links, References, continued...

What is Housing Instability? (2014). <http://partnering-for-change.org/what-is-housing-instability/>

Christopher B. Swanson and Barbara Schneider, University of Chicago and National Opinion Research Center Sociology of Education, 1999. Students on the Move: Residential and Educational Mobility in America's Schools., Vol. 72 (January): 54-67.

Donna R. Sanderson, Ed.D. Veteran Teachers' Perspectives on Student Mobility. West Chester University, PA. November 2003.

Russel W. Ramberger. Child and Adolescent Development: Overview-Student Mobility and Academic Achievement. <http://gracepointwellness.org/28-child-adolescent-development-overview>

Basic Facts about Low-Income Children. Children 12 through 17 years. (2013). National Center for Children in Poverty.

Timothy B. Wheeler and Luke Broadwater. *Kids still falling through cracks*. The Baltimore Sun (Sun Investigates). December 6, 2015, www.baltimoresun.com pp. 1, 20-21.

Luke Broadwater. *Rent Court favors owners. Study finds tenants evicted at high rates; their concerns go unheard by judges*. December 7, 2015, The Baltimore Sun. www.baltimoresun.com pp. 1, 3.

Doug Donovan. *The Housing Trap*. December 13, 2015. The Baltimore Sun. www.baltimoresun.com pp. 1, 20-22.

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- Masten, A. S., Miliotis, D., Graham-Bermann, S. A., Ramirez, M., & Neemann, J. (1993). Children in homeless families: Risks to mental health and development. *Journal of Consulting and Clinical Psychology*, 61(2), 335–343. <http://doi.org/10.1037/0022-006X.61.2.335>
- National Center for Homeless Education. (2014). *Children and youth experiencing homelessness: An introduction to the issues*. Greensboro, NC: Author. Retrieved from <http://center.serve.org/nche/downloads/briefs/introduction.pdf>
- Rafferty, Y., Shinn, M., & Weitzman, B. C. (2004). Academic achievement among formerly homeless adolescents and their continuously housed peers. *Journal of School Psychology*, 42(3), 179–199. <http://doi.org/10.1016/j.jsp.2004.02.002>
- U.S. Department of Education (2015, November). Education for Homeless Children and Youth (EHCY) Program Profile. Retrieved from: http://center.serve.org/nche/downloads/ehcy_profile.pdf.

U.S. Homeless Students

Daniel Princiotta

PhD Candidate



Homelessness in the United States

- There are about 2.5 million homeless children in the United States¹
- This translates to 1 in 30 children and youth¹
- About 1.4 million homeless children are school-aged²
- This represents 2.7 percent of the total student population²

¹Bassuk, DeCandia, Beach, & Berman, 2014. ²<http://eddataexpress.ed.gov>.

- Defines homeless children and youth as “individuals who lack a fixed, regular, and adequate nighttime residence.”¹
- Provides homeless children and youth with right to:²
 - Immediate enrollment even without records
 - Remain in school of origin
 - Receive transportation to school of origin
 - Obtain support for academic success
- Provides funds to SEAs and LEAs (\$65M in 2014)^{2,3}
- Establishes district homeless education liaisons, state coordinators, and National Technical Assistance Center²

¹National Center for Homeless Education, 2014. ²U.S. Department of Education, 2015. ³Layton & Brown, 2015.⁵⁹

McKinney-Vento Homeless Assistance Act

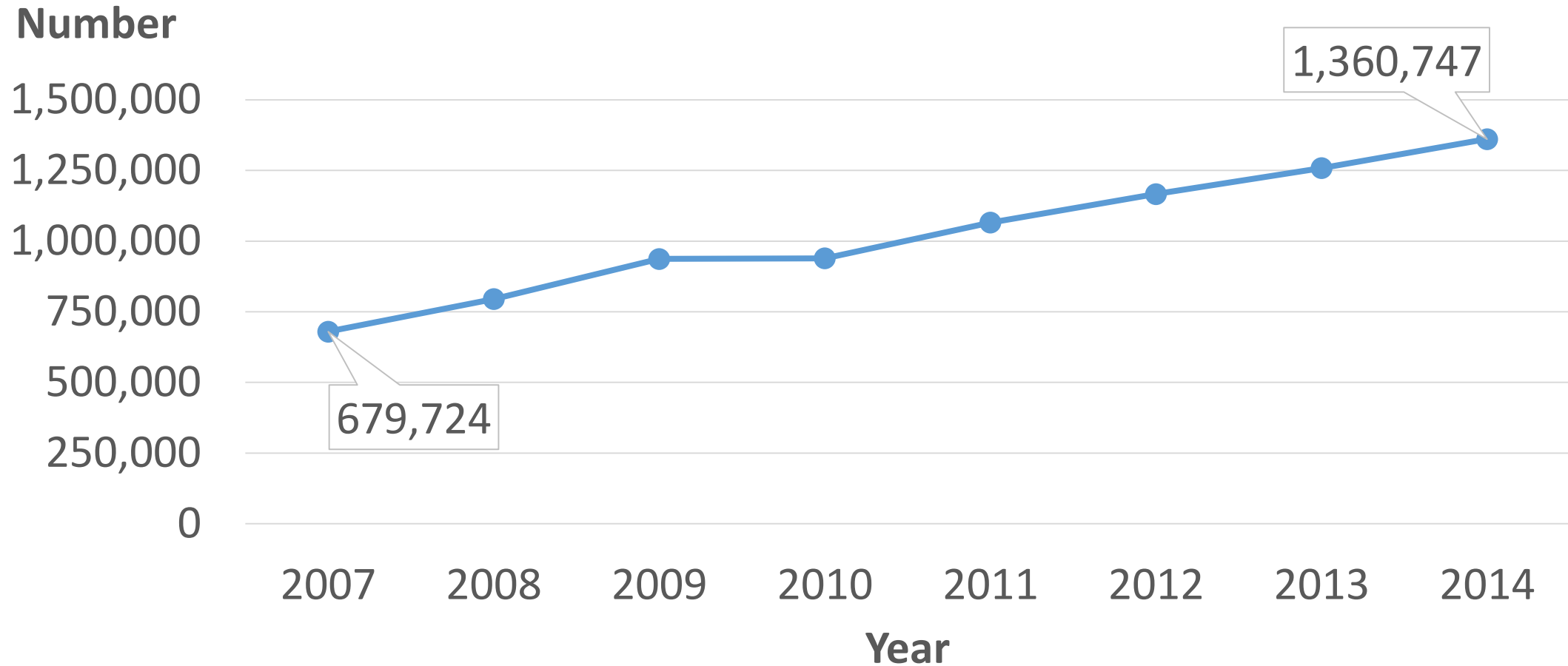
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²U.S. Department of Education, 2015.

³Layton & Brown, 2015.

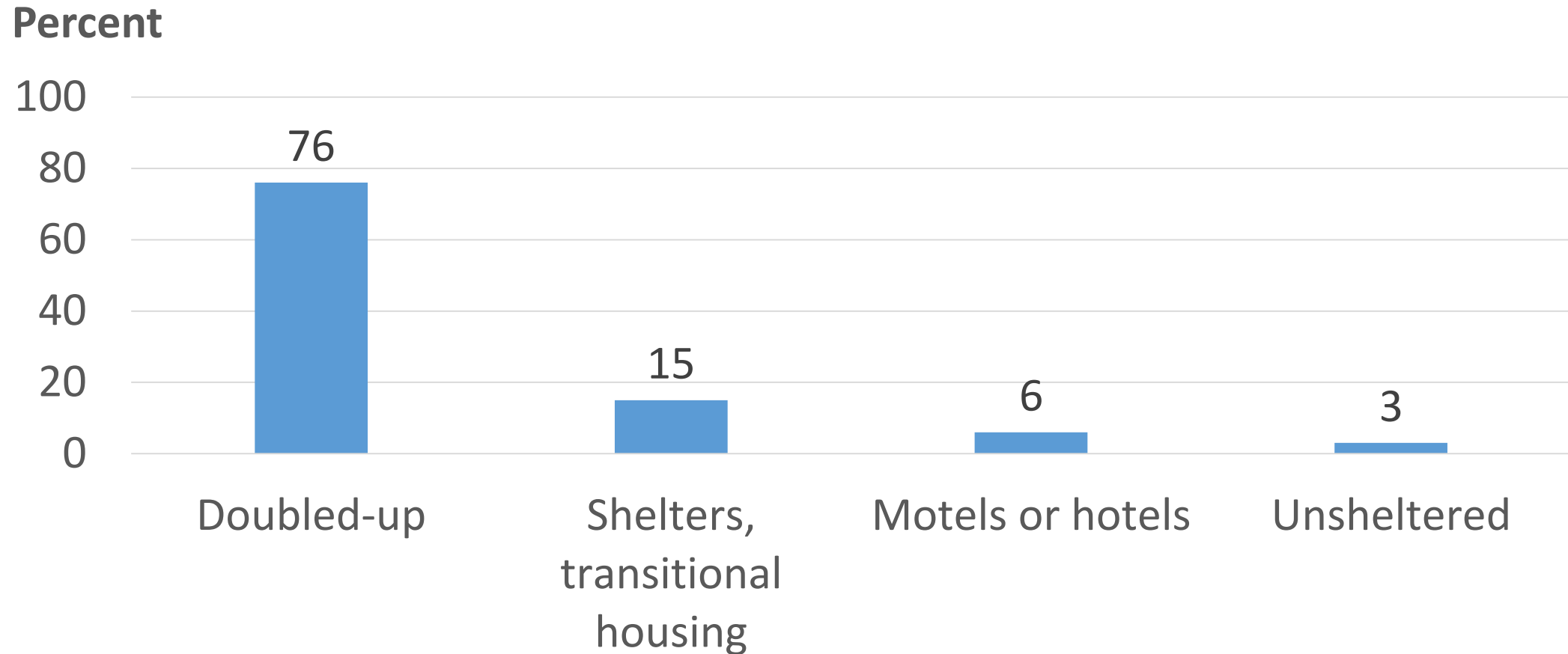
Number of homeless public school students in the United States: 2007-2014



NOTE: Year refers to the Spring of the school year.

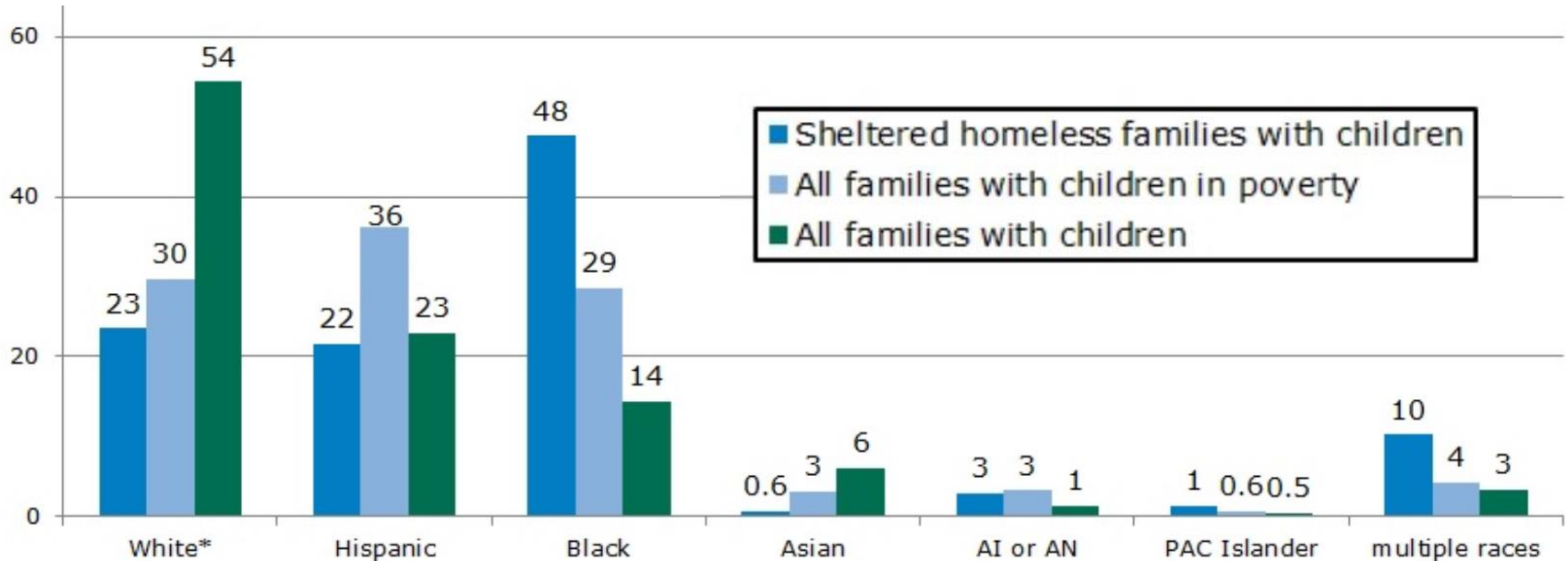
Source: Layton & Brown, 2015. Consolidated State Performance Reports, U.S. Department of Education.

Percentage of enrolled homeless students by primary nighttime residence: 2014



NOTE: Year refers to the Spring of the school year. Transitional housing includes awaiting foster care.
Source: Endres & Cidades, 2015

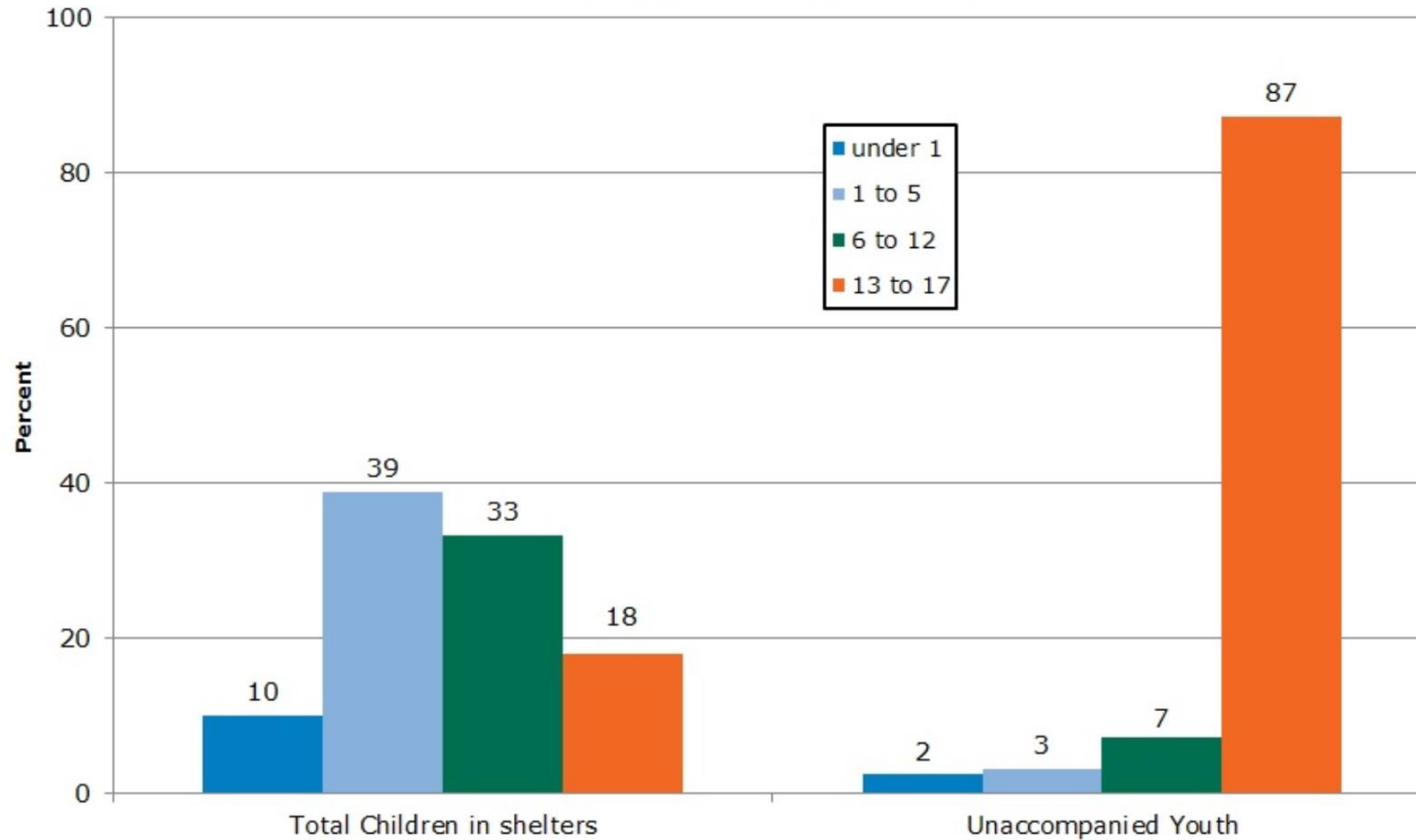
Percentage distribution of sheltered homeless families with children by race/ethnicity: 2012



*Estimates for whites do not include Hispanics.

Source: US Department of Housing and Urban Development, Office of Community Planning and Development. (2013) *The 2012 annual homeless assessment report (AHAR) to Congress: Volume II: Estimates of homelessness in the United States*. Available at: <https://www.hudexchange.info/resource/3297/2012-ahar-volume-2-estimates-of-homelessness-in-the-us/>

Percentage distribution of sheltered homeless children by age: FY2013



Source: US Department of Housing and Urban Development, Office of Community Planning and Development. (2013) *The 2012 annual homeless assessment report (AHAR) to Congress: Volume II: Estimates of homelessness in the United States*. Available at: <https://www.hudexchange.info/resource/3297/2012-ahar-volume-2-estimates-of-homelessness-in-the-us/>

Some causes of student homelessness^{1,2}

- Lack of affordable housing
- Poverty
- Evictions and foreclosures
- Lasting impacts of Great Recession
- Traumatic experiences (especially domestic abuse)
- Mental illness
- Substance abuse
- Single parenthood
- Unemployment
- Low parental education
- Low wages

¹Bassuk et al., 2014. ²Buckner, 2008.

Some consequences of student homelessness¹

- **Educational problems:** grade retention, school mobility, chronic absenteeism, poor grades, poor test performance, and dropout
 - e.g., Half of adolescent homeless students held back one grade, 22 percent for multiple grades (~2x the rate of others receiving public assistance)²
- **Mental and physical health and behavioral problems:**
 - e.g., 24-40 percent of homeless school children have mental health problems (2-4x the rate of poor children)³
- **Stigma and low levels of social support:**
 - e.g., Half of homeless students spent no time with a friend in the last week (2x the rate of poor children)⁴

¹See Buckner (2008) for a review. ²Rafferty, Shinn, & Weitzman, 2004. ³Bassuk, Richard, & Tsertsvadze, 2015.

⁴Masten, Miliotis, Graham-Bermann, Ramirez, & Neemann, 1993.

Do we know how student homelessness varies across states, districts, and schools?

Data availability

- National and state data up to 2014 is publicly available via reports issued by the U.S. Department of Education
- District-level data is collected by the U.S. Department of Education across all grades, but is not presently available to researchers
- However, school and district data for tested grades (3-8 and once in high school) are publicly available for 2011 and 2012 via EDFacts
- Data on student homelessness is mandatorily collected and reported by LEAs and SEAs under the McKinney-Vento program

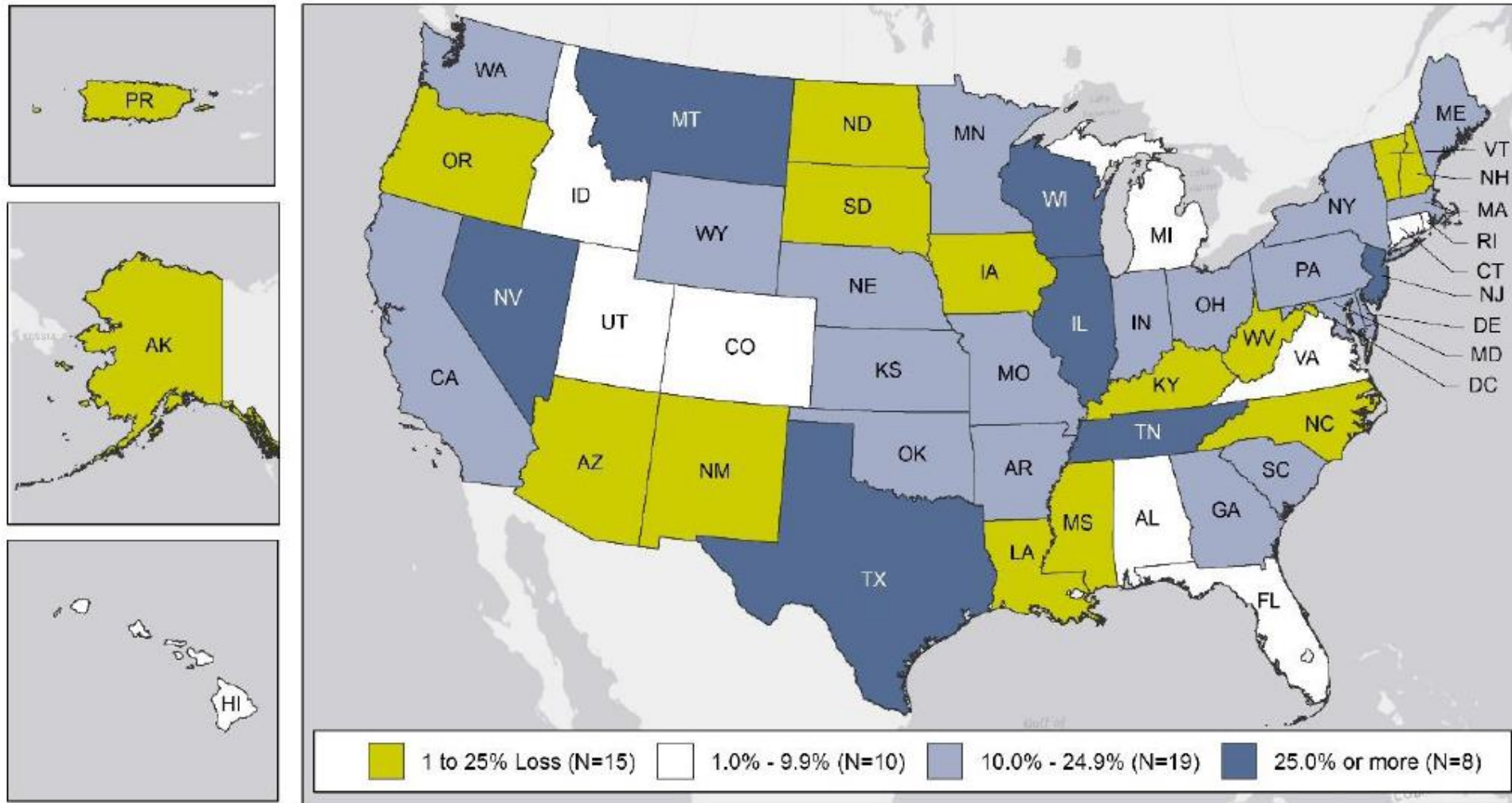
Limitations of EDFacts public assessment data for student homelessness analyses

- Does not cover all grades
- Limited to test-takers: Homeless students less likely to take and count on state assessments than housed peers
- Under-reporting of student homelessness
 - Limited educator knowledge of student situations
 - Stigma may minimize self-report
 - One percent of districts do not report data (substantially higher in prior years)



How does student homelessness
vary by state?

Relative changes in student homelessness by state: 2012-2014

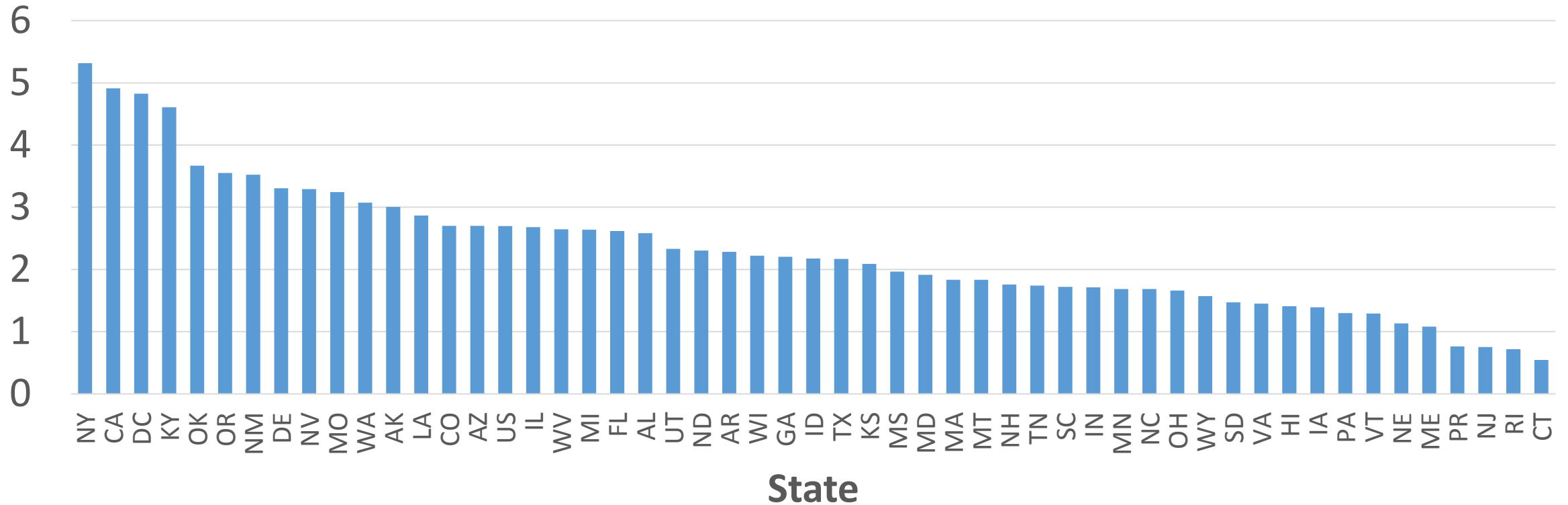


NOTE: Years refer to the Spring of the school year.

Source: Figure reproduced from Endres & Cidades, 2015

Student homelessness rate by state: 2014

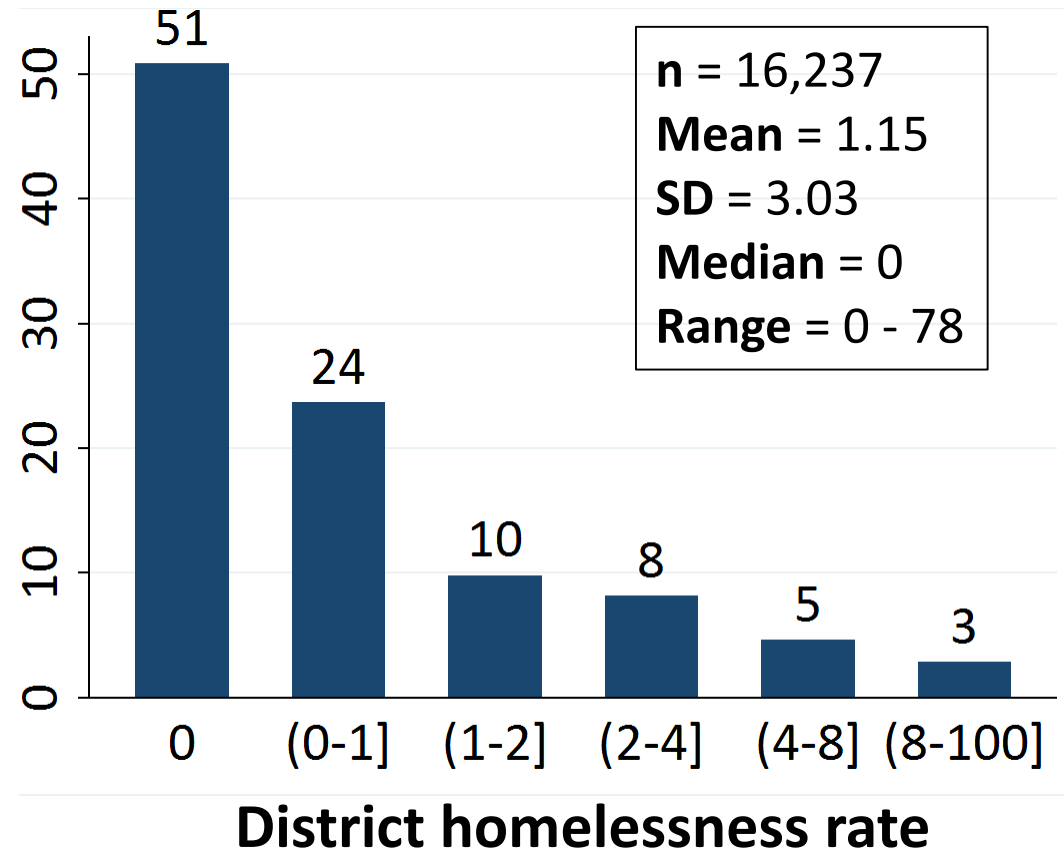
Percent



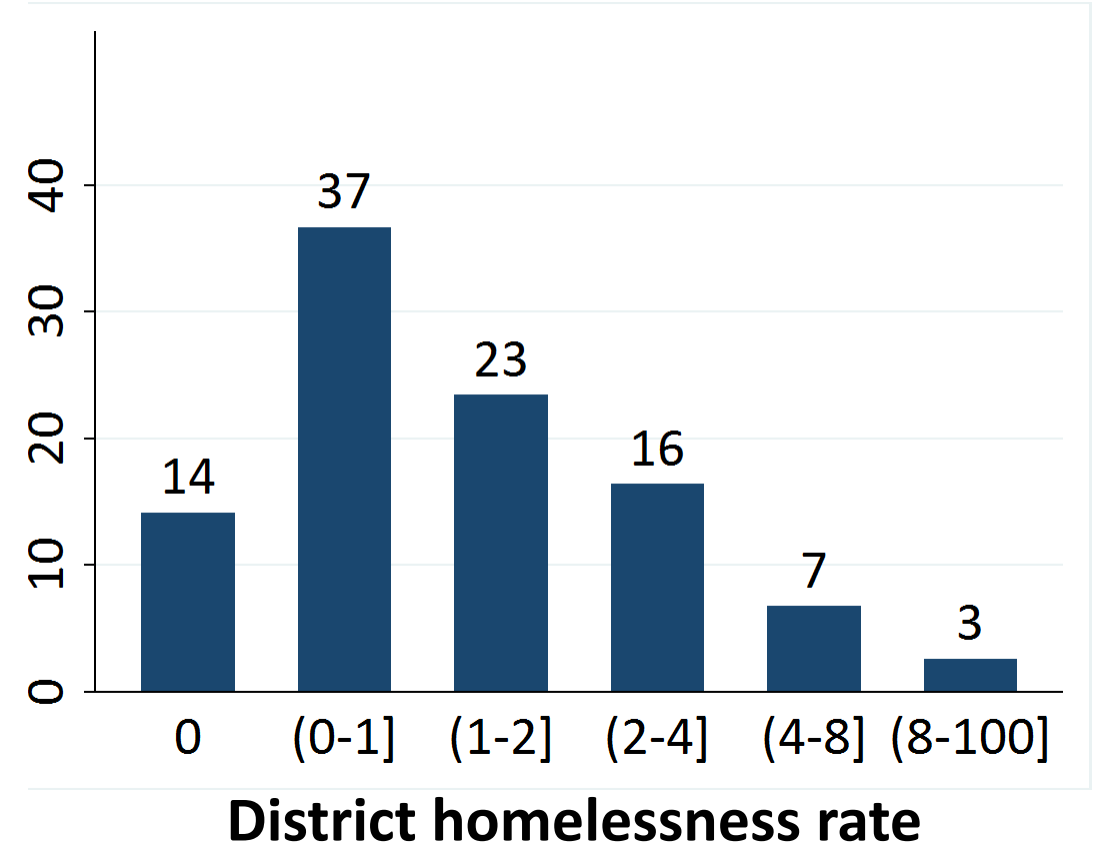
How does student homelessness
vary by district?

Percent of districts and students by district homelessness rate among test-takers: 2012

Percent of districts

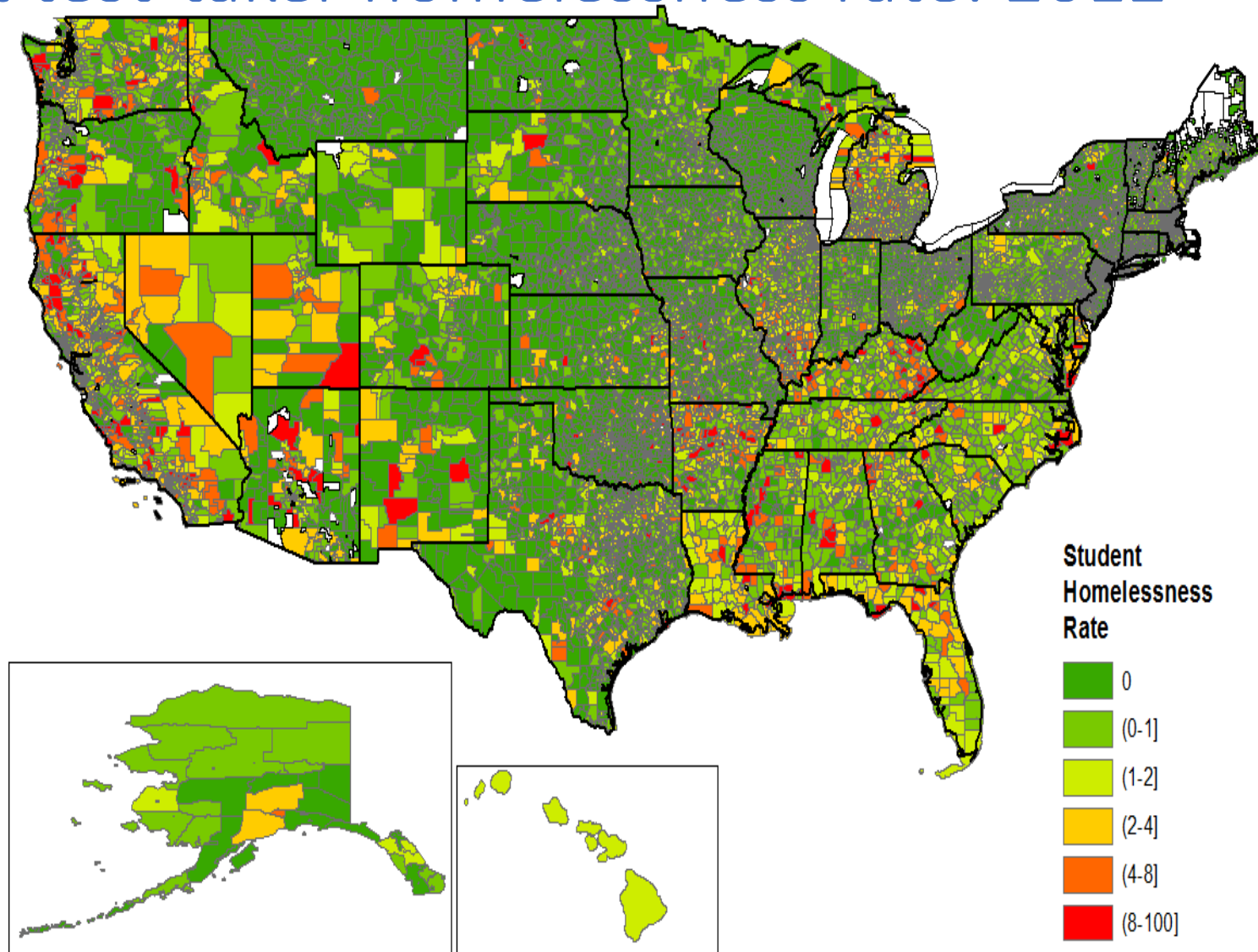


Percent of students



Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

District test-taker homelessness rate: 2012



Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

Top 10 school districts with the highest numbers of homeless test-takers: 2014

School district	State	Number	Percent
New York City Department of Education	NY	9,621	2.0
Los Angeles Unified	CA	8,930	2.6
City of Chicago SD 299	IL	7,313	3.7
Jefferson County (Louisville)	KY	5,252	10.3
Santa Ana Unified	CA	5,022	16.8
Puerto Rico Department of Education	PR	4,234	1.7
Houston ISD	TX	3,013	3.1
Memphis	TN	2,909	5.2
Dade (Miami)	FL	2,718	1.3
Long Beach Unified	CA	2,549	5.9

Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

Top 10 school districts with 25 percent or more test-takers that were homeless

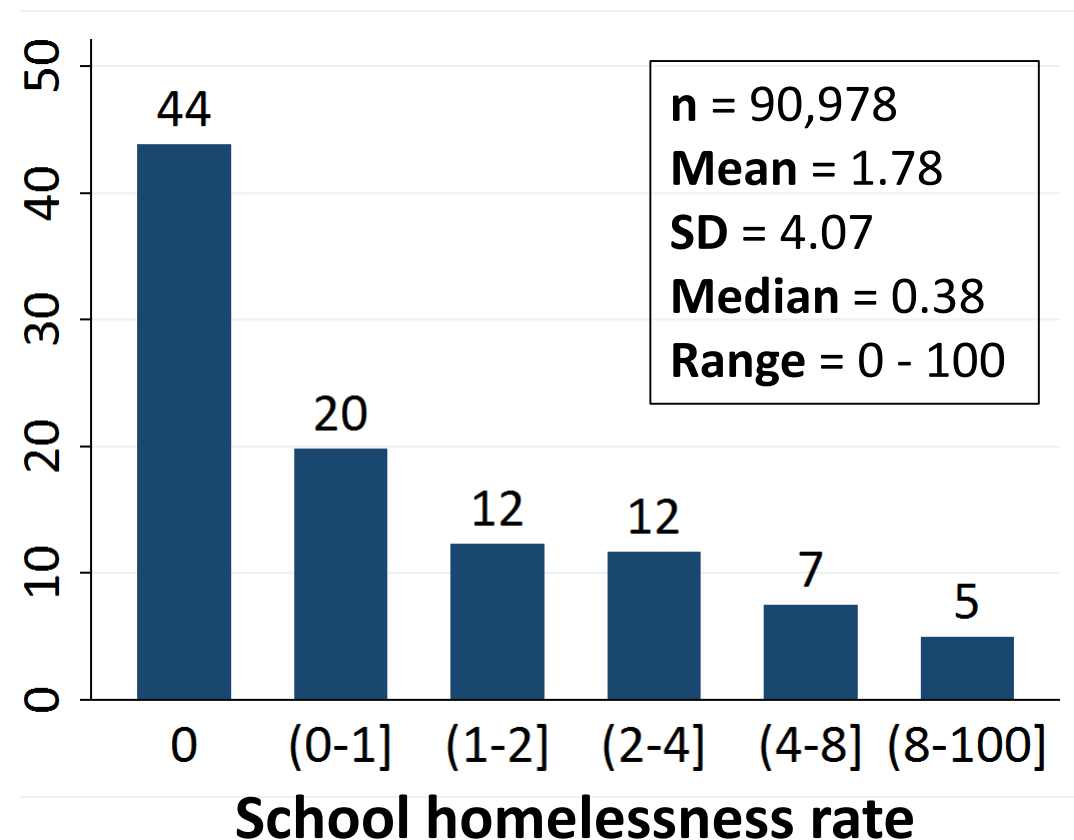
School district	State	Number	Percent
Santa Maria-Bonita	CA	2,424	27.2
South Whittier Elementary	CA	592	25.4
San Juan District	UT	437	27.6
Brownsboro ISD	TX	391	25.8
Edkey Inc. - Sequoia Ranch School	AZ	207	27.7
East Tallahatchie Consol. Sch. Dist.	MS	168	25.9
South Delta School District	MS	156	30.9
Pierre Indian Learning Center	BIA	122	76.3
Bayshore Elementary	CA	82	29.7
Mayer Unified School District	AZ	70	26.2

Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

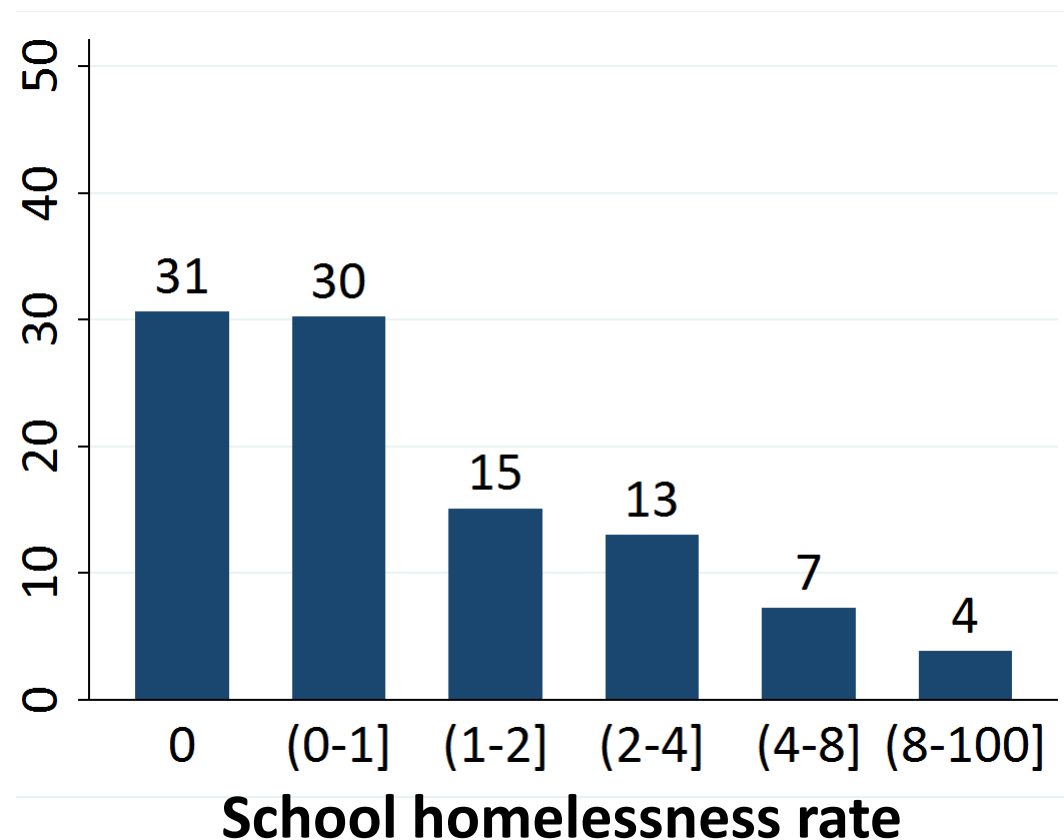
How does student homelessness
vary by school?

Percent of schools and students by school homelessness rate among test-takers: 2012

Percent of schools

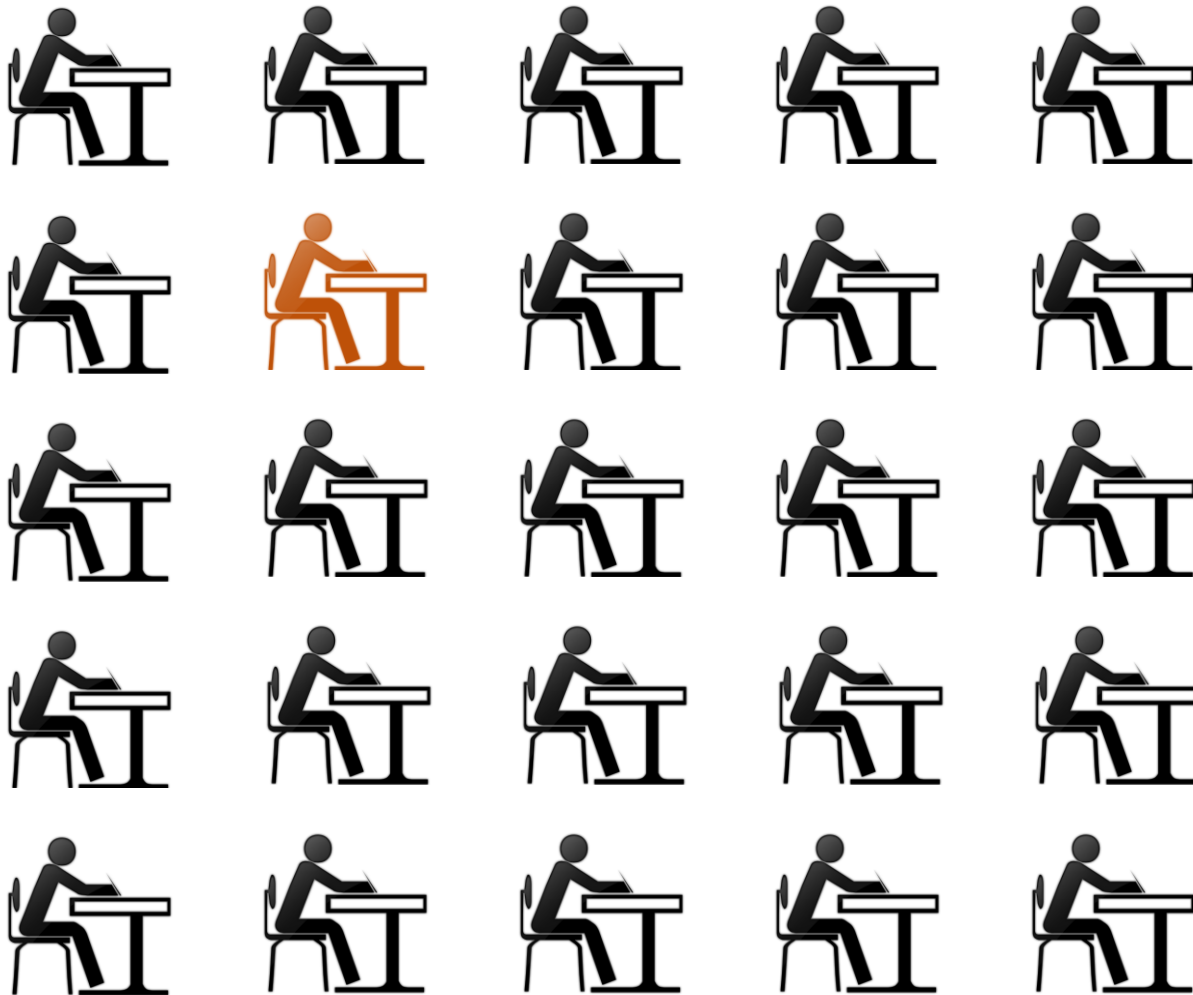


Percent of students



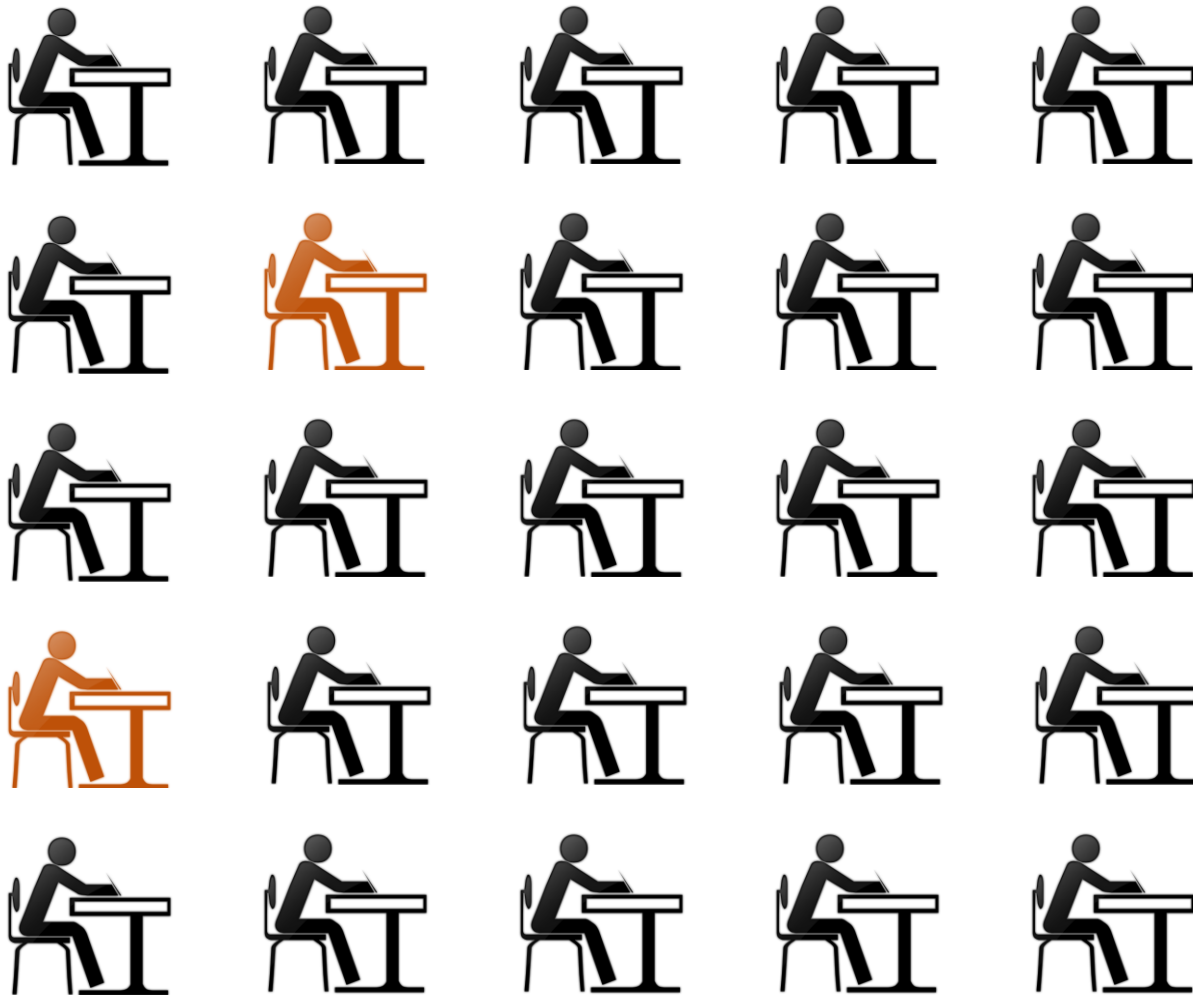
Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

Imagine a Classroom of 25 Students



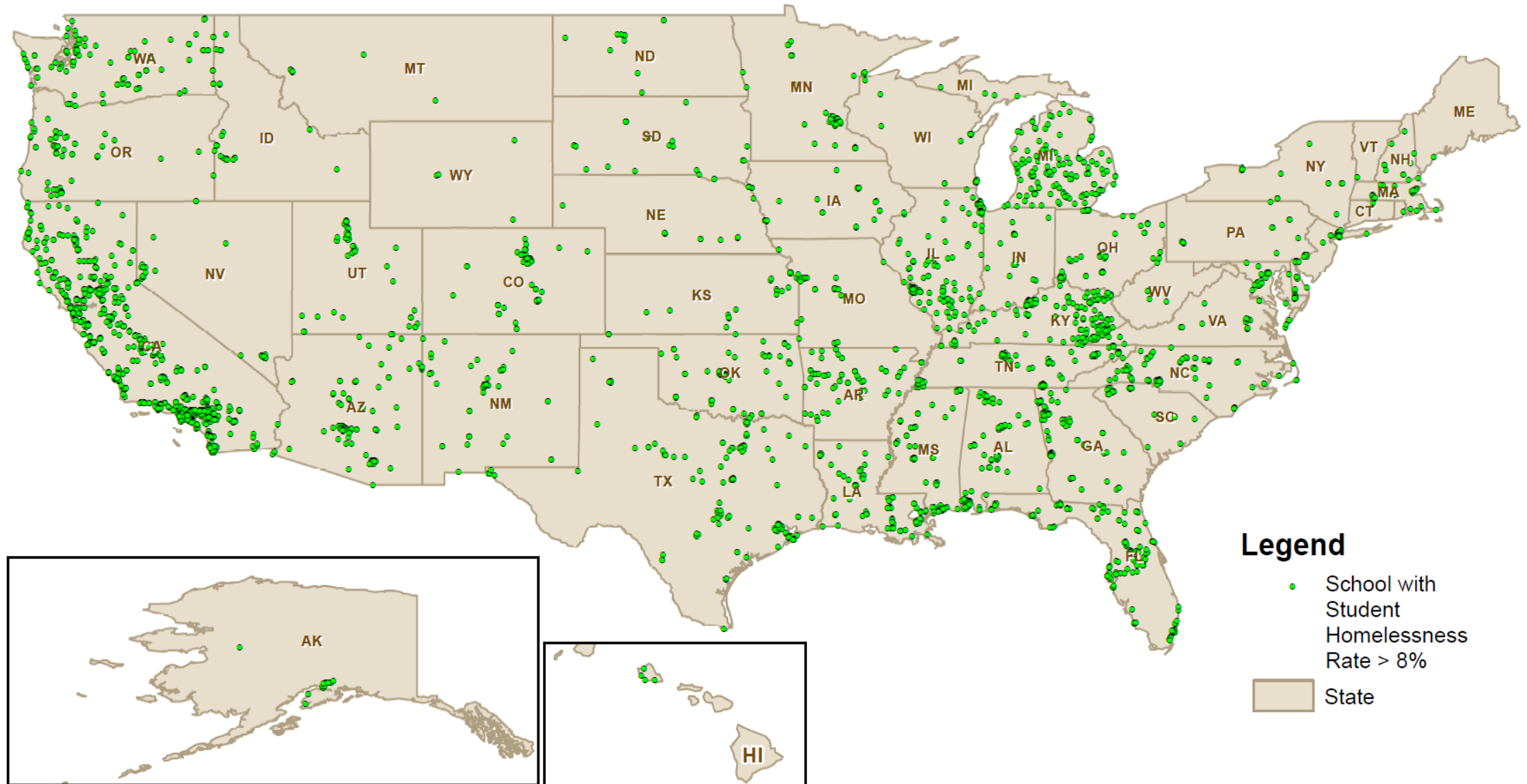
- A **4 percent** student homelessness rate means **1 in 25 students** are homeless
- **12 percent** of schools (about **11,300**) had a student homelessness rate above 4 percent
- These schools served **5.4 million** students

Imagine a Classroom of 25 Students

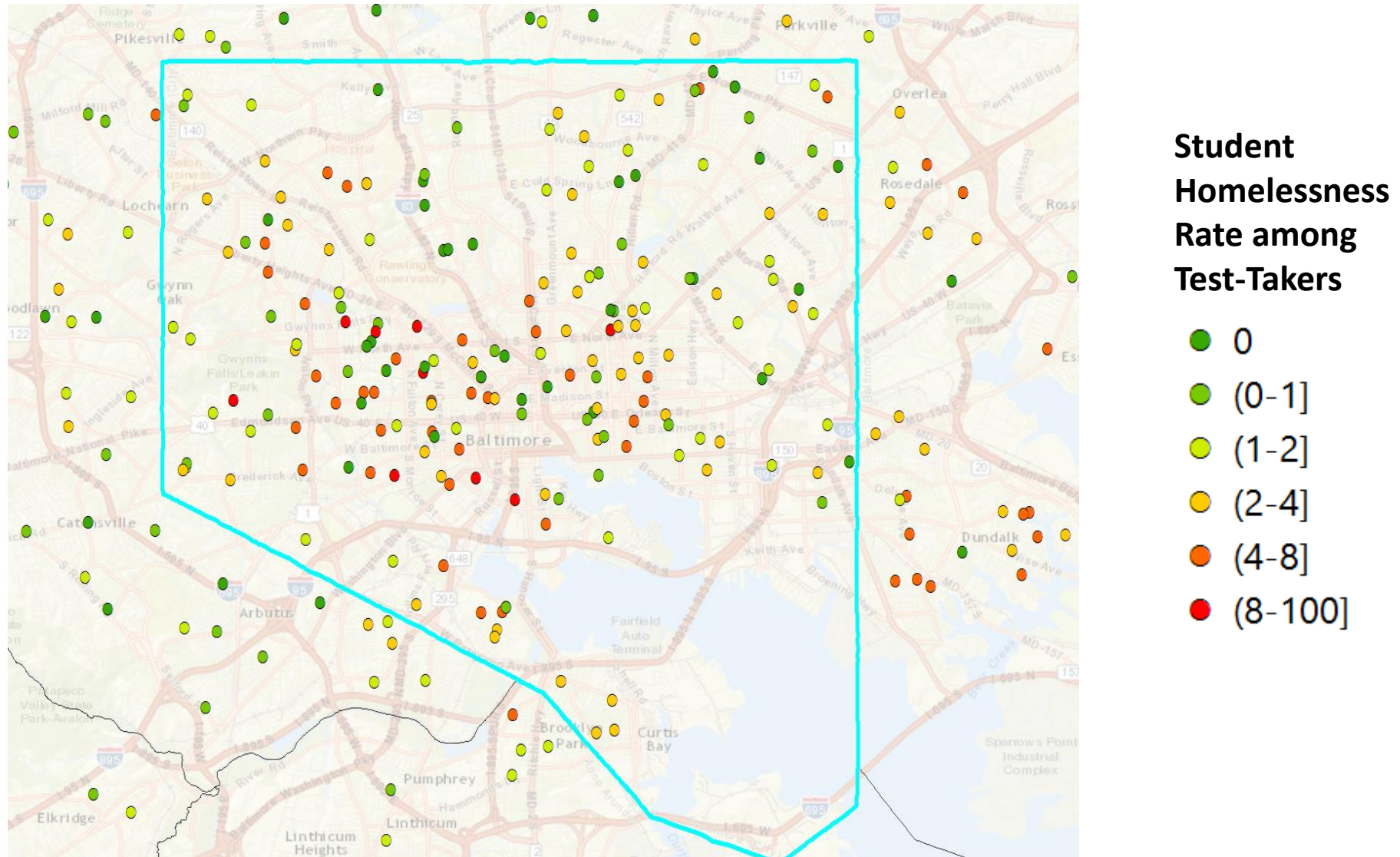


- An **8 percent** student homelessness rate means **2 in 25 students** are homeless
- **5 percent** of schools (about **4,500**) had a student homelessness rate above 8 percent
- These schools served **1.9 million** students

Schools with student homelessness rates above 8 percent: 2012



Baltimore City Schools by Student Homelessness Rate: 2012



Source: Original analyses of public-use data from EDFacts and the Common Core of Data issued by the U.S. Department of Education.

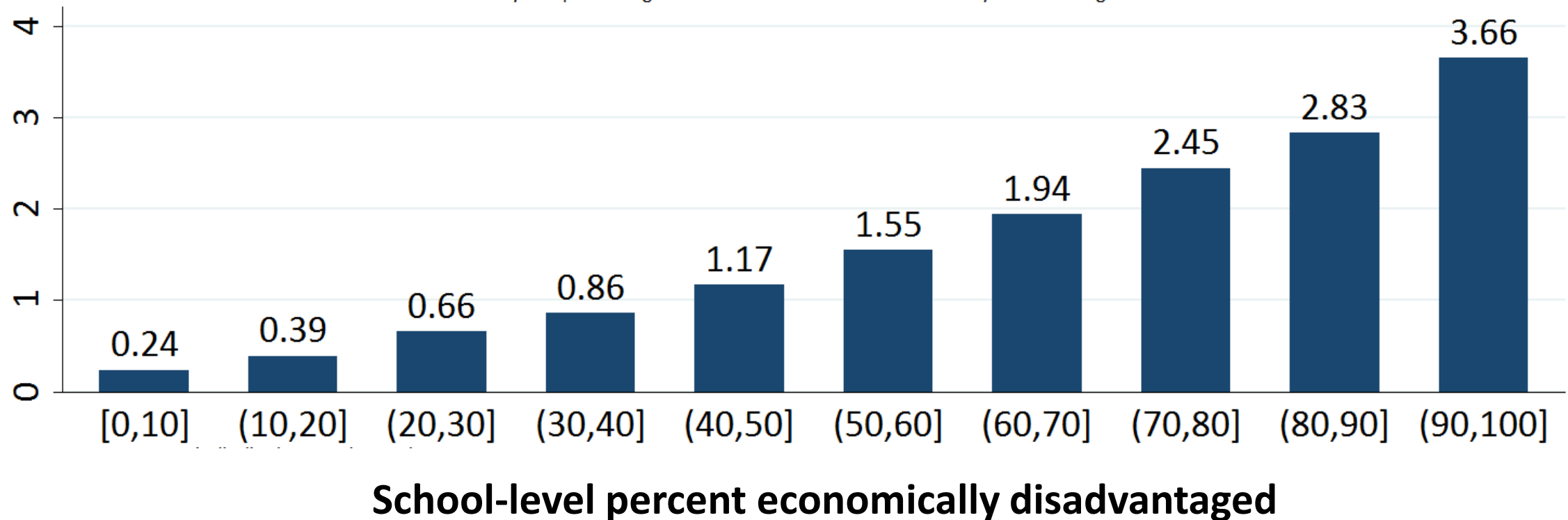
There are 2,950 schools nationwide with 50 or more homeless students

NOTE: Assumes student homelessness rate among test-takers is equal to that of all students in a given school.
Source: Original analyses of public-use data from EDFacts and the Common Core of Data issued by the U.S. Department of Education.

How is school poverty linked to student homelessness?

Weighted average homelessness rate by school level of economic disadvantage: 2014

Percent

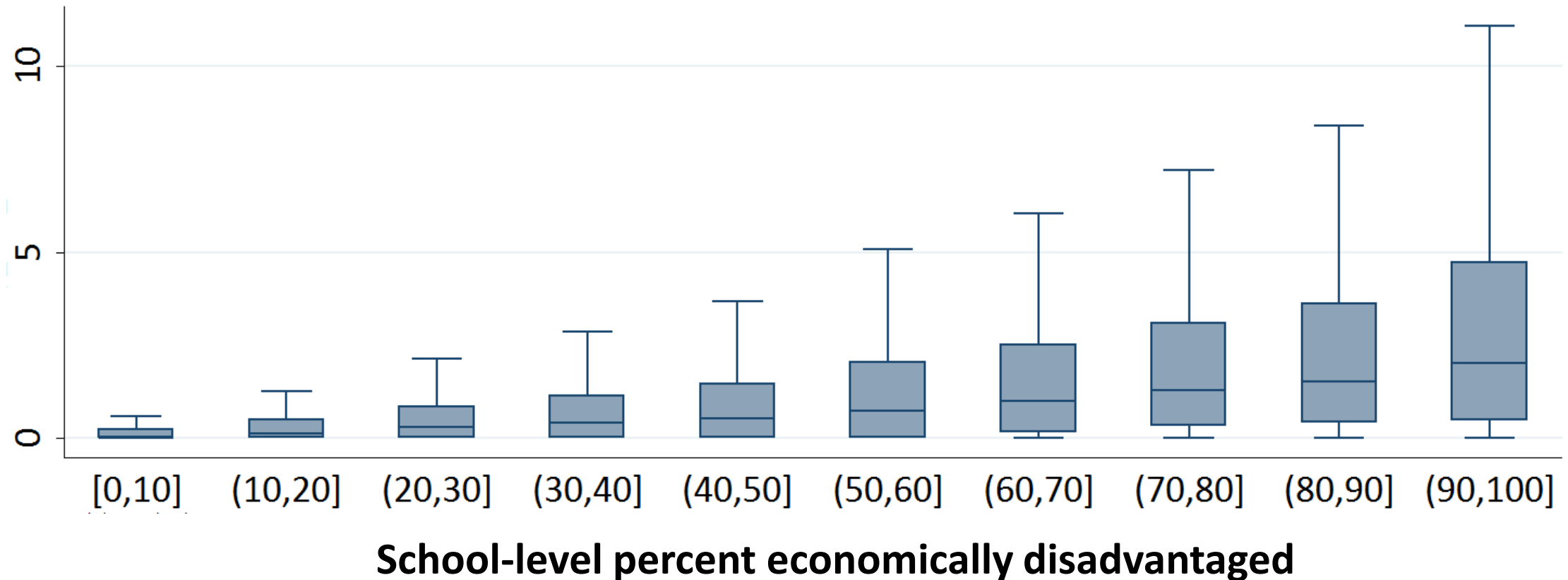


NOTE: Among state assessment test-takers.

Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

Box plot of percent homeless by level of school disadvantage

Percent



NOTE: Tukey box plot excludes outside values. Estimates based on state assessment takers.
Source: Original analyses of public-use EDFacts data from the U.S. Department of Education.

Takeaway 1: Few students are homeless but the problem is widespread and growing

- Less than 3 percent of students are homeless, but there are 1.4 million homeless students nationally
- Most schools (56 percent) report some level of student homelessness among test-takers
- 7 in 10 students attend these schools
- About 86 percent of students attend school in a district with some level of student homelessness among test-takers
- Number of reported homeless students doubled from 2007 to 2014
- Substantial under-reporting of student homelessness likely exists

Takeaway 2: Some schools, districts, and states face a larger homelessness challenge

- About 4,500 schools, serving 1.9M students, have a student homelessness rate above 8 percent (4.5x the national average)
- Nearly 3,000 schools serve 50 or more homeless students
- High-poverty schools face more student homelessness, on average, although there is wide variability across these schools
- Small numbers of school districts serve very large numbers or intense concentrations of homeless students
- Among SEAs, New York, California, Washington DC, and Kentucky have the highest student homelessness rates (all above 4 percent)

Resources on the education of homeless children and youth

- The National Center for Homeless Education
<http://center.serve.org/nche>
- The National Center on Family Homelessness
www.homelesschildrenamerica.org
- The Substance Abuse and Mental Health Services Administration's Homelessness Resource Center <http://homeless.samhsa.gov>
- The National Association for the Education of Homeless Children and Youth <http://www.naehcy.org>

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- Bassuk, E. L., DeCandia, C. J., Beach, C. A., & Berman, F. (2014). *America's youngest outcasts: A report card on child homelessness*. Washington, DC: The National Center on Family Homelessness at the American Institutes for Research. Retrieved from <http://apo.org.au/research/americas-youngest-outcasts-report-card-child-homelessness>
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- U.S. Department of Education (2015, November). Education for Homeless Children and Youth (EHCY) Program Profile. Retrieved from: http://center.serve.org/nche/downloads/ehcy_profile.pdf.

Homelessness School and District Responses

MAXINE J. WOOD, DIRECTOR/SENIOR ADVISOR



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

564,708 individuals were homeless on a single night in January 2015, a 2% decline since January 2014. The number of homeless people in families with children declined by 5% since January 2014.

69%

of homeless individuals counted
were in sheltered locations
(examples: emergency shelters,
transitional housing,
safe havens)

31%

were unsheltered, living in places
not meant for human habitation
(examples: streets,
parks, vehicles, or
abandoned buildings)

**More than 1 in 5
homeless people were located in
either New York City or Los Angeles**

90%

of homeless people in families were sheltered.

10%

of homeless people in families were unsheltered.

32%

(180,760) homeless population were youth under the age of 25.

20%

of these youth were not accompanied by a parent or guardian or a parent sleeping in the same place as their children.

More than half of the
homeless population

were located in five states:

California 21% • New York 16% • Florida 6%
• Texas 4% • Massachusetts 4%

District and School Responses to the needs of Homeless Students

Are guided, directed by the requirements of the McKinney-Vento Homeless Assistance Act (as reauthorized by Title X, Part C of the ESEA Act) and provide services, as required, defined and recommended by the respective Act.

A significant advisement
“Children who meet the Federal definition of “homeless” will be provided a free and appropriate public education in the same manner as all other students of the school

Reference: McKinney-Vento Homeless Act

<http://www.impactacademycinci.org/policies/mckinney-vento-homeless-act-approved-4-28-2015/>

District and Schools Responses must support maintenance of “access to services”

SERVICES MUST BE COMPARABLE TO OTHER STUDENTS IN THE SCHOOL, INCLUDING:

- transportation (if applicable)
- Educational services for which they qualify, including state and local programs (for students with disabilities, for students with limited English)
- Vocational and technical education
- Gifted and talented
- School nutrition programs
- Before and after school programs

District and Schools Responses, as per McKinney-Vento must appoint a “Liaison for Homeless Children” to perform duties assigned by the Superintendent

- Coordinate and collaborate with the state coordinator for Education of Homeless Children and Youth, and with community organizations supporting homeless children and youth programs
- Provide supplemental assistance to homeless students and their parents or guardians
- Assist unaccompanied homeless students in efforts to meet state and local requirements for entering, remaining in school

Housing and urban development (HUD) 2015
Annual homeless Assessment and report (AHAR) to congress

<http://nlihc.org/article/point-time-shows-homelessness-declines-remains-high>

(national low income housing coalition)

Building Housing on Unequal Ground

RICHARD LOFTON, PhD., POST-DOCTORAL FELLOW



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

Housing Quality

Main point

The story of housing quality for poor and low-income people is often a story of intergenerational housing inequalities

Three points

- The role the federal government played in producing and maintaining separate and unequal housing quality in the United States
- Housing Quality in the United States is not necessarily about individual choices and economic disparity
- Evictions as an Epidemic in areas of concentrated poverty, which trigger additional hardship

Federal Housing Authority

NATIONAL HOUSING ACT OF 1934

- Federal Housing Administration
- Federal Savings and Loan Insurance Corporation
- United States Housing Authority (1937)

Federally funded separate and unequal experiences 1937-1968

- African Americans used FHA to **rent** public housing vs. Working-class Whites who benefited from low-interest rate **loans to buy** homes in the suburbs

PUBLIC HOUSING PROGRAM STARTED IN THE 1930S

- Designed to serve the needs of the submerged White middle class during the Great Depression
- Individuals who were temporarily out of work
- The majority of Whites moved out of public housing in the 1940s

Atlas & Drier, 1992; Biles, 2000; Marcuse, 1995 ; Marcuse, 1995; Massey & Denton,1993

Housing and Urban Development

Housing and Urban Development established in 1965

A cabinet-level urban affairs department

- took over the administration of public housing
- high inflation, increased expenses and aging buildings
- higher maintenance cost
- Dilapidated buildings that were built in 40s and 50s

- **In 1969** Brooke Amendment ties public housing rent to tenant income
 - helped pay for shortfalls and deficits
 - Tenants' incomes were not exceed 80% of the area median income
- **In 1974** section 8 recipients will receive either vouchers or certificates to help pay their rent to private landlords

Housing Choice Vouchers

- The bulk of the federal housing dollars are used in vouchers
- Rental housing assistance to private landlords on behalf of approximately 4.8 million households

FHA Maintained Segregation

RACIAL SEGREGATION OF HOUSING PROJECTS WAS OFTEN A DELIBERATE DECISION BY HOUSING AUTHORITIES

Courts have found HUD liable on many occasions for discriminatory policies in site selection and tenant housing procedures.

Thompson v. HUD 2005
Gautreaux v. Romney 1971;
Walker v. HUD 1989;
NACCP v. HUD 1987

Racial segregation continues:

- Most minorities in public housing live in communities largely populated by poor minorities
- Public housing for elderly whites is typically situated in areas with large numbers of whites who are not poor

While Some Live in Decent Housing, Others Report that they Encounter...

Mold

Infestation

- Cockroaches, Mice & Rats

No Heat

Sex demanded before making
repairs (Pending Case where
it is alleged in Baltimore)

Water and gas leaks

Risk of electrocution

Broken security gates

Leaking Roofs

Non-insulated windows

Overflowing trash dumpsters

Water and gas shut off

Leaking raw sewage

Bed bugs

Unsealed Holes in Walls

Abramo, Hogan & Smith, 2014; Wang, Aou El-Nour, Bennett 2008; Durkin, 2014; Harris, 2014

Pictures of conditions



Health in Public Housing

FIGURE 2. Presence of Chronic Illness among HOPE VI Respondents and Black Women Nationwide, 2005 (percent)

Higher Rates of:

Hypertension

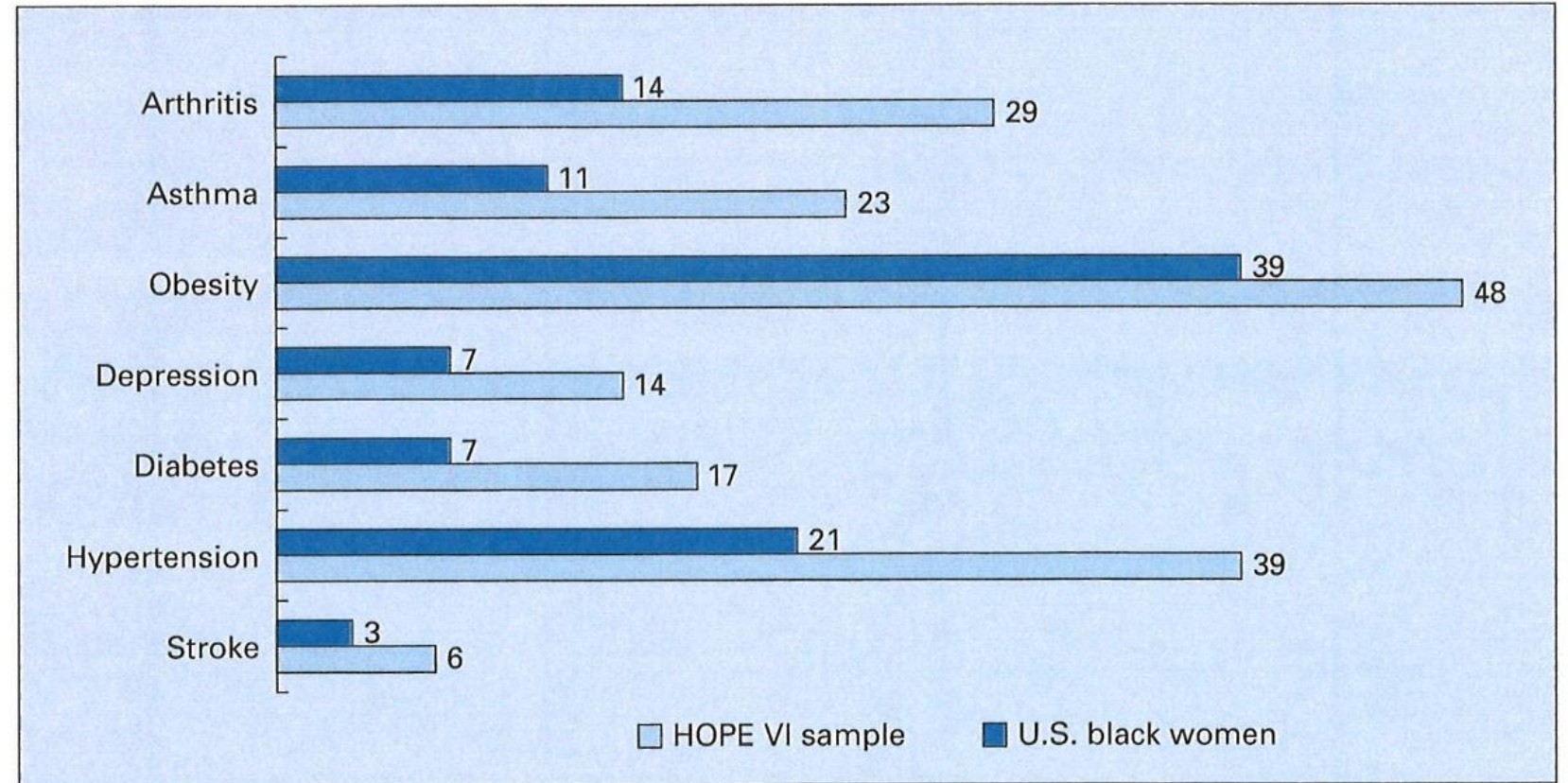
High Cholesterol

Asthma

Diabetes

Obesity

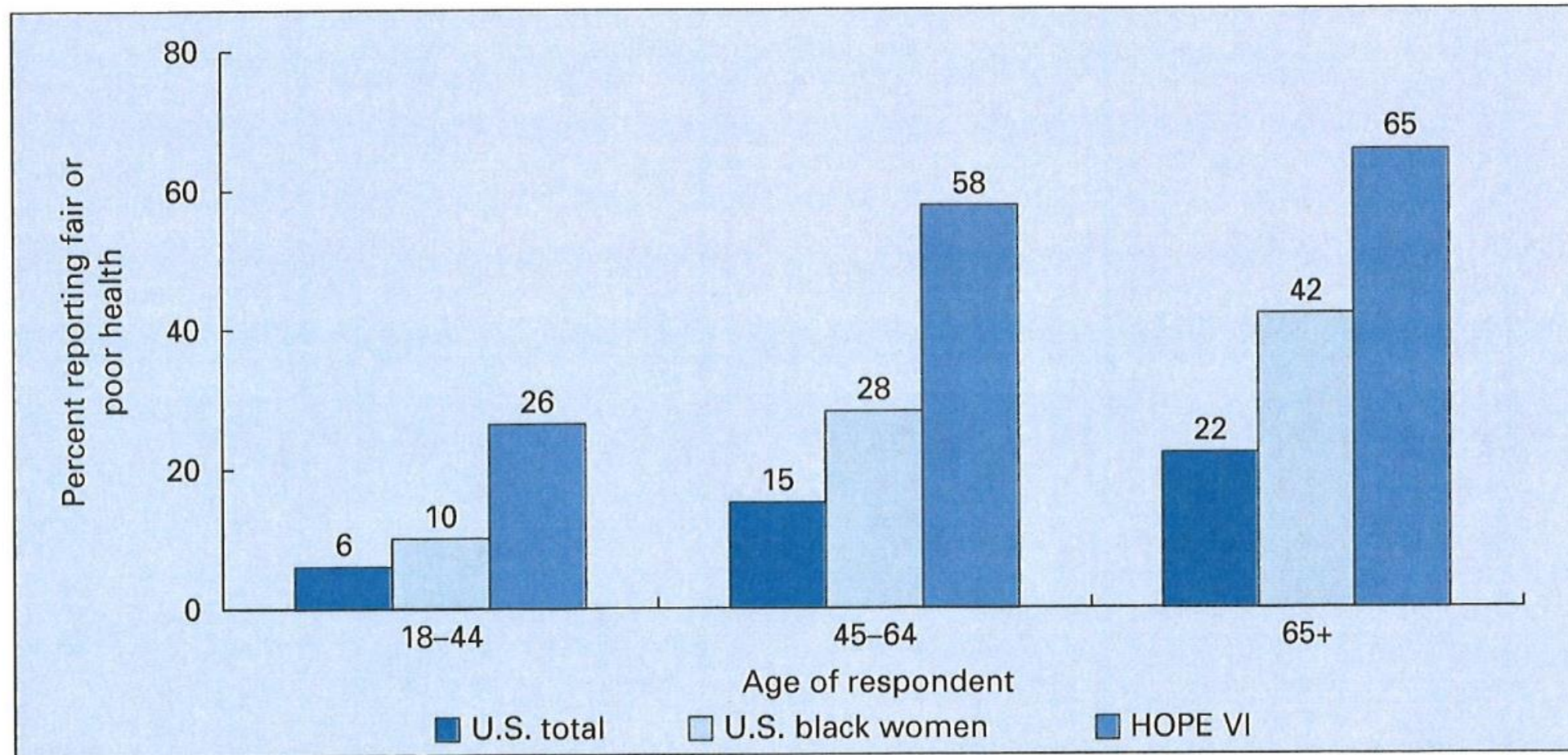
Depression



Sources: 2005 HOPE VI Panel Study and National Health Interview Survey.

“Poor health is an even bigger Conditions problem for HOPE VI families than lack of employment.”

FIGURE 1. *Self-Reported Health Status of HOPE VI Respondents, 2005*



Sources: 2005 HOPE VI Panel Study and National Health Interview Survey.

Youth in Public Housing

Youth are more vulnerable to:

- Victimization
- Violence in public housing continues to outpace violence in surrounding areas
- Physically and socially isolated from important local institutions
- More involved in offending when they reside in public housing than when they move to other communities
- Deteriorating physical conditions
- Exposure to rampant drug dealing
- Often attend failing schools with higher drop-out rates

Durant, 2000; Leech, 2012; Fagan & Davies, 2000; Popkin, 2000; Kling, Ludwig & Katz, 2005

Government Investment in Transportation

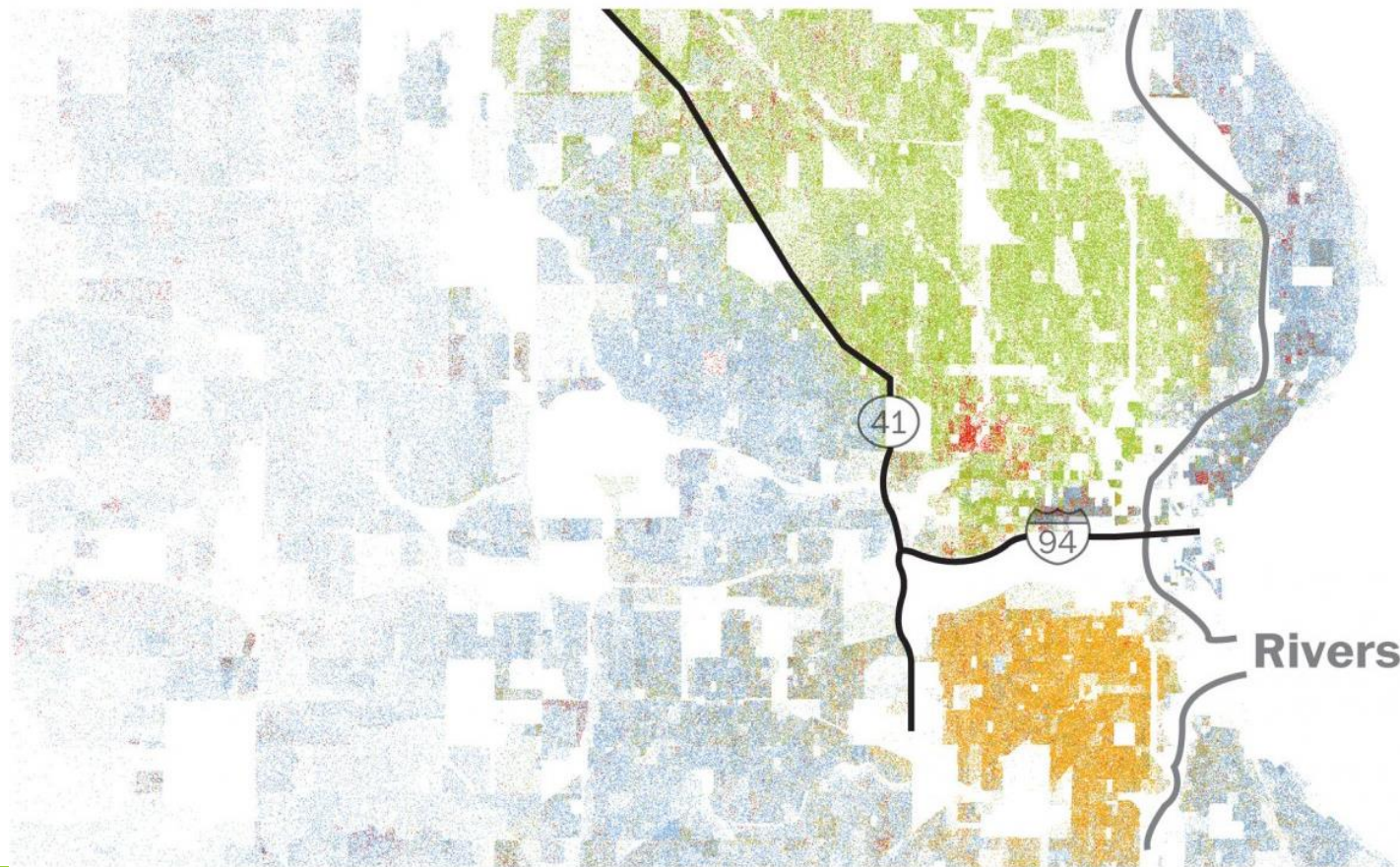
- 1956 Federal-Aid Highway Act
- Conscious decisions determine the location of freeways, bus stops, fueling stations and train stations
- Design and development of many interstate highways segregated African Americans
- Many federally subsidized transportation, construction and infrastructure projects cut wide paths through low-income and people of color's neighborhoods
- Made the journeys to work of several miles easy and inexpensive to people who lived in suburbs

Lewis, 2013

Milwaukee, 2010

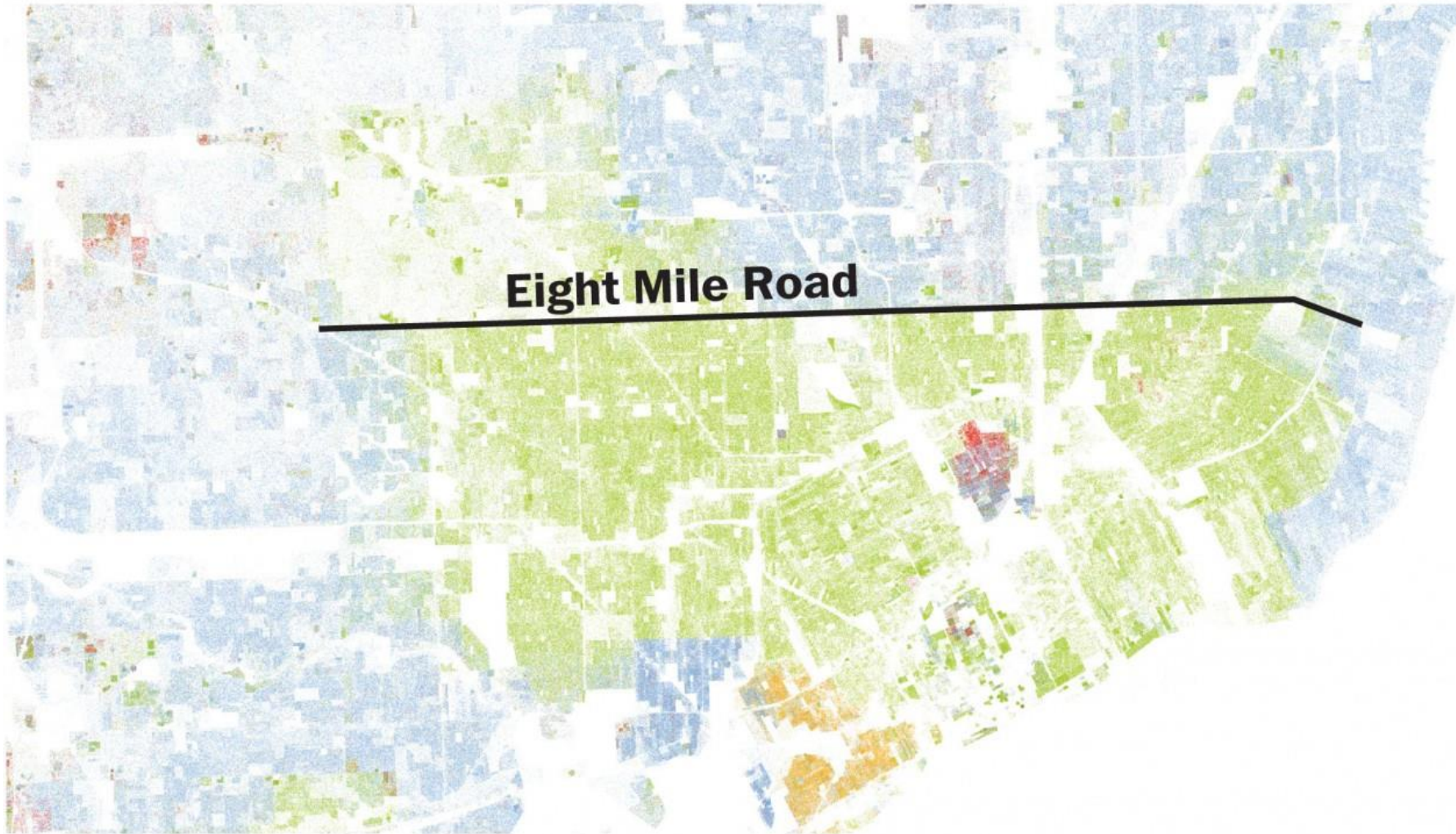
Lines of segregation in Milwaukee

1 dot = 1 person ● White ● Black ● Asian ● Hispanic ● Other



Lines of segregation in Detroit

1 dot = 1 person ● White ● Black ● Asian ● Hispanic ● Other



Lines of segregation in Buffalo

1 dot = 1 person ● White ● Black ● Asian ● Hispanic ● Other



Source: U-Va. Cooper Center analysis of 2010 Census data

THE WASHINGTON POST

The Realm of Choice When it Comes to Housing

RETHINKING CHOICE IN A RACIALIZED MARKET

Racially
segregated
housing patterns
in the United
States exist to a
large degree as
a result of
intentional
discrimination
against
minorities

- **Not personal choice** or economic disparity
 - income differences alone account for only 10% to 35%
- **Steering**
 - minorities are systematically offered houses in different neighborhoods than interested white homebuyers
- **Landlords**
 - taken off market, demand an unreasonably large deposit, promise to put their name on a waiting list that never ends
- **Local banks**
 - refusing to approve mortgages for minorities

Seitles, 1996; Rugh & Massey, 2010; Charles, 2003; Ross & Turner, 2005; Emerson & Yancey, 2001; Clark, 2013; Pager & Shepard, 2008

Exhibit ES-1: Minority Homeseekers Told About and Shown Fewer Housing Units

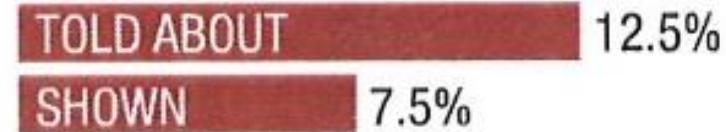
Renting COMPARED TO WHITES

BLACKS



... FEWER UNITS

HISPANICS



... FEWER UNITS

ASIANS



... FEWER UNITS

Buying COMPARED TO WHITES

BLACKS



... FEWER HOMES

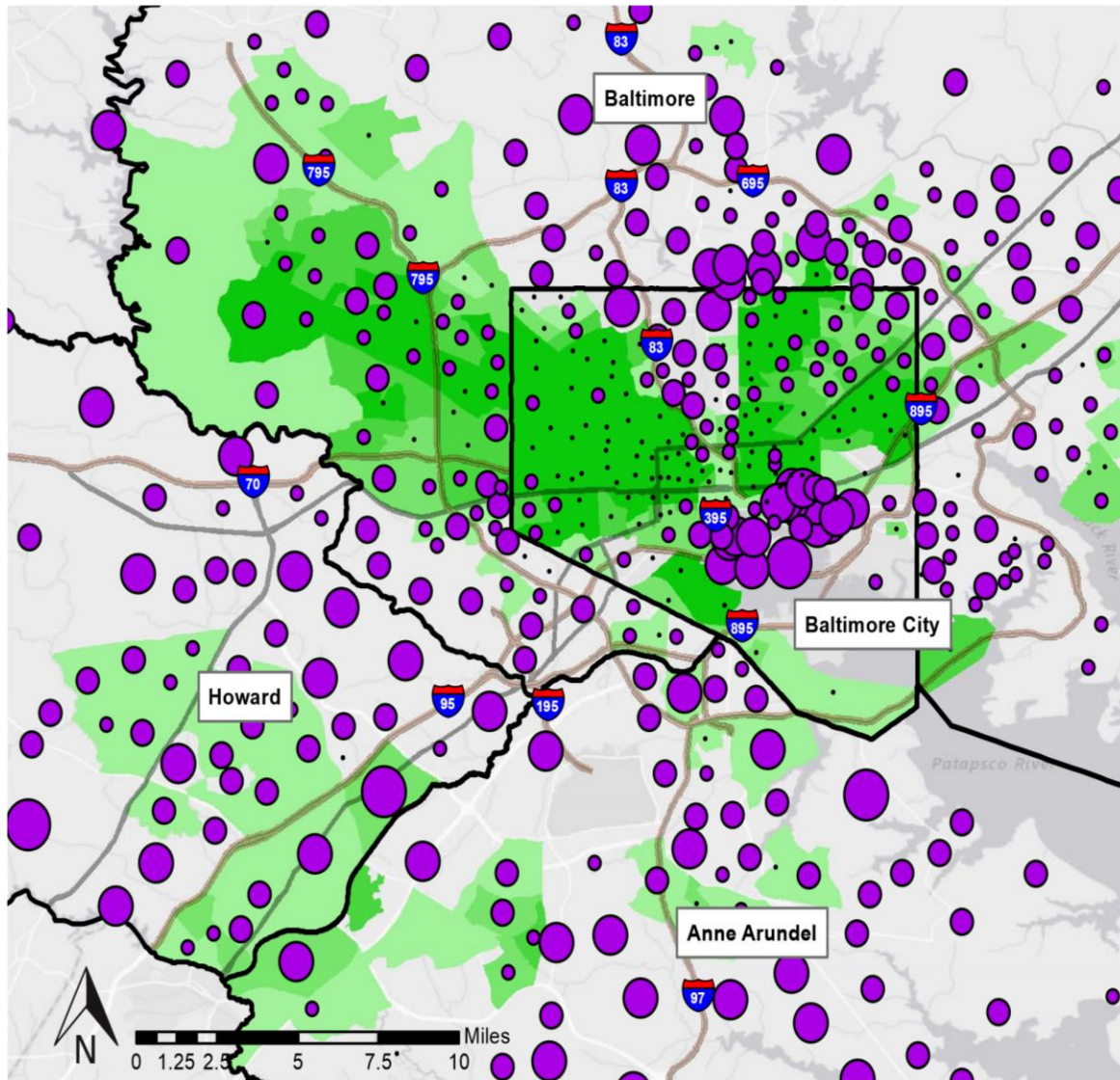
Differences favor neither whites nor Hispanics

ASIANS

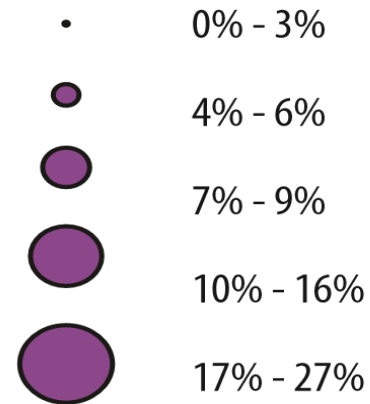


... FEWER HOMES

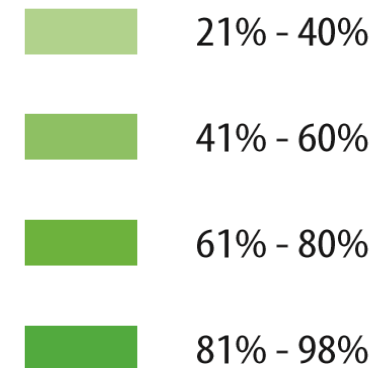
Home Purchase Lending and Race in the Baltimore Region



Home Purchase Activity 2011-2013



Black Percentage of Population

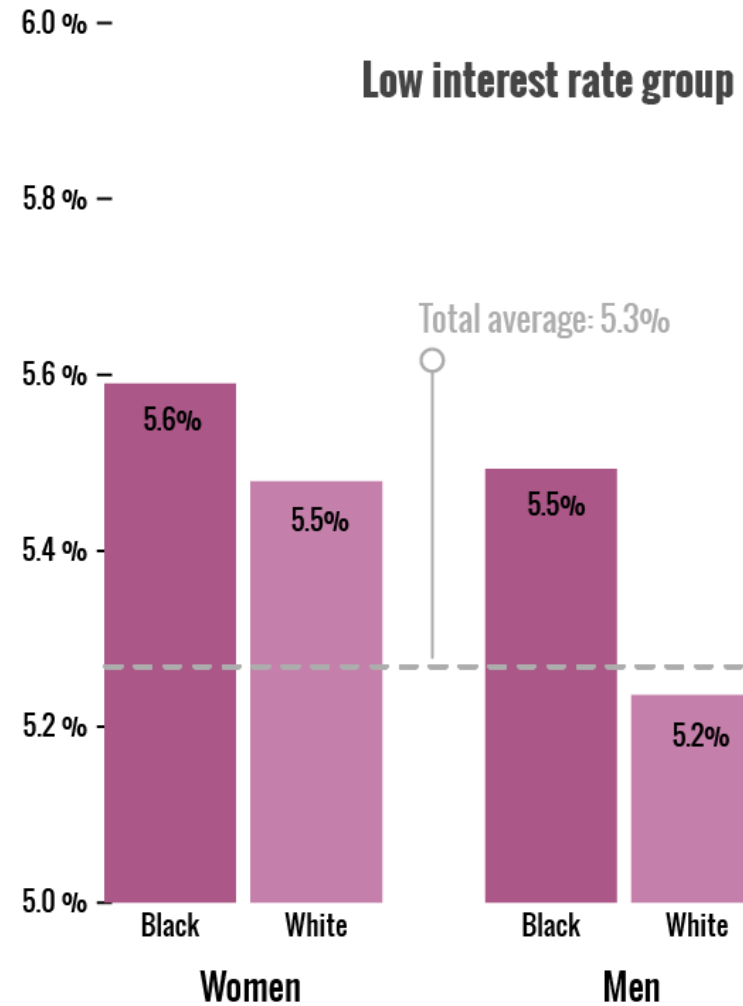
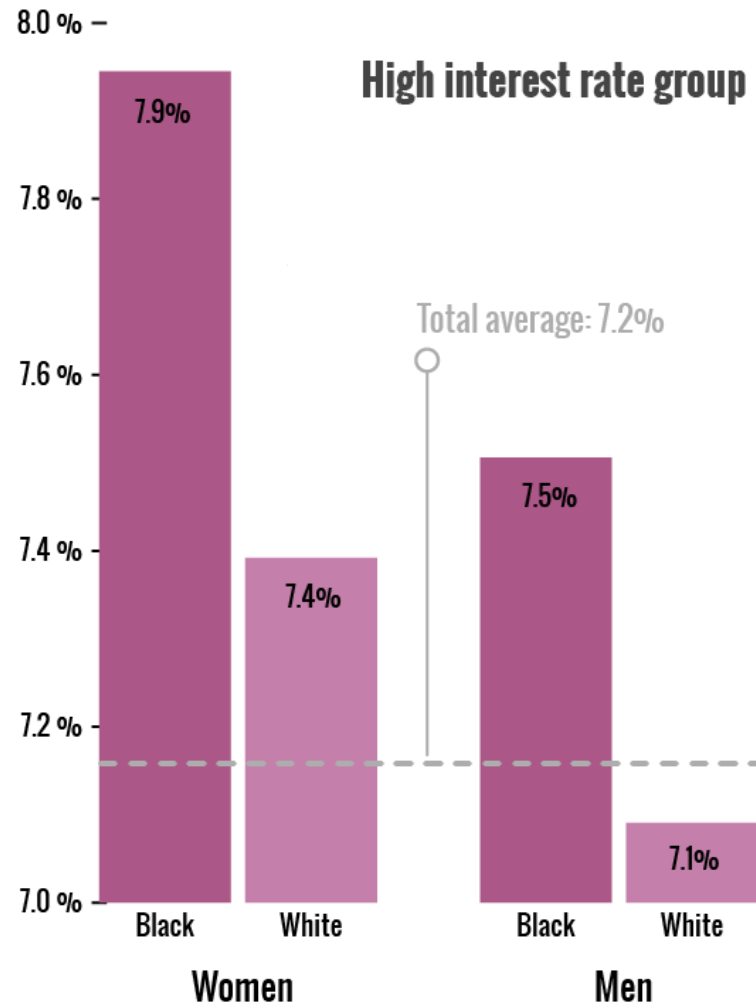


WHAT THIS SHOWS: This is a dramatic visualization of the differences in home mortgage lending between white and African American majority census tracts in Baltimore City. In the suburbs, home purchase lending for African American majority census tracts appears greater than in the city. This is possibly due to the impact of higher median family income in some suburban census tracts.

NOTE: Home purchase lending as a percentage of occupied housing units from 2011 to 2013 within that census tract. Race is the percentage of African American residents within that census tract.

The Mortgage Race and Gender Gap

Average home loan interest rates by race and gender, 2001-07



Source: Ping Cheng, Zhenguo Lin, and Yingchun Liu/US Survey of Consumer Finance

Mother Jones

Consenting to a Narrative

Whites tend to rate neighborhoods that include racial or ethnic minorities as substantially less desirable than predominantly white neighborhoods.

The likelihood that white homeowners will move out of their neighborhood increases with the size of its minority population.

Compared with whites, blacks express considerably greater tolerance for integration.

“Go back to your section 8 homes!”



Jargowski, 2014; Bobo & Zubrinsky, 1996; Charles, 2006; Krysan & Bader, 2007; Crowder & South, 2008

Choosing Neighborhoods Choosing Schools

WHEN PEOPLE CHOOSE NEIGHBORHOODS, THEY ARE CHOOSING SCHOOLS

- | | |
|--|---|
| <ul style="list-style-type: none">◦ School policies are actually housing policies◦ Mechanism that leads to segregation in communities and schools◦ Mental Maps from social networks to inform them about schools | <ul style="list-style-type: none">◦ Black schools were perceived as horrible◦ Black and White parents felt that suburban schools were better◦ Social networks informed how people choose neighborhoods and schools and maintained social class and race |
|--|---|

Lareau, 2014

Evictions

Evictions and the Urban Poverty

The Urban Sociologist and MacArthur Fellow recipient Matthew Desmond studied eviction records in Milwaukee. His study finds:

- 1 in 14 renter-occupied households evicted through the court system every year
- Almost half of the evictions took place in predominantly black inner-city neighborhoods
- Women were more than twice as likely to be evicted as men
 - 9.6 percent of population but accounted for 30 percent of the evictions
- Low wages and the cost of children are two reasons why women are evicted
- Poor black men may be locked up, but poor black women are locked out

<https://www.youtube.com/watch?v=wajNrp43q8M>

Evictions Cause More Double Burdens

Eviction has
“become typical
in the lives of
women from
poor black
neighborhoods”

- ❑ Increases material hardship
- ❑ Decreases residential security
- ❑ Prolonged periods of homeless
- ❑ Job loss
- ❑ Split up families
- ❑ Drive people to depression
- ❑ Decrease one's chances of securing decent and affordable housing
- ❑ Stigma (many landlords will not rent to persons who have been evicted)
- ❑ Lose their possessions
- ❑ Can ban a person from affordable housing program

Thinking About Solutions

Thinking About Solutions

This research raises the question:

Can children and adults benefit by
moving out of high-poverty neighborhoods
and into low-poverty neighborhoods and schools?

Thinking About Solutions

In the 1970s, the **Gautreaux Assisted Housing Program**

- ❑ 7,000 African Americans families moved to middle-class neighborhood white majority suburbs

Findings

- Attended better schools
- Less likely to drop out before completing high school
- Received higher grades
- More likely to attend college
- More likely to be employed full time as adults
- Earn better wages

Moving to Opportunity (MTO)

Randomly assigned to three groups

- **Experimental group**: moved to a low-poverty neighborhood
 - **Section 8 group**: received housing voucher with no special conditions
 - **Control group**: received no assistance through Moving to Opportunity
-

Researchers tracked a broad range of economic, educational, social, and health outcomes for more than 15 years.

Findings From MTO

Only a small share of families remained in low-poverty neighborhoods as a result:

- Substantial mental and physical health benefits for girls and mothers, but not for males
 - Negative mental health outcomes for boys. Researchers generally found **no benefits** among boys
 - No economic gains for adults or educational gains
-

Re-analyzed MTO data by high-opportunity neighborhoods and find:

- Higher Reading and Math scores

The Need for High-Opportunity Neighborhoods

Heather Schwartz tracked 850 students in Montgomery County that are low-income and live in low-poverty neighborhoods and attend low-poverty schools

- Large gains in reading and math scores over a period of seven years
- Low-poverty neighborhoods and schools
- Two-thirds gains came from attending a low-poverty school

Turner, Nichols & Comey, 2012; Schwartz, 2012

Response I:

Building on MTO

The option for people who live in concentrated poverty to move to

- **High-Opportunity Schools**
 - Schools with resources and opportunities
 - AP and honor Classes
 - Mentoring programs
- **High-Opportunity Neighborhoods**
 - Diverse Community and Recreation Center
 - Inclusive Social Networks for parents
- **Sense of Belonging in High Schools and Communities**
 - Disrupting Racialized Tracking in Schools
 - Involving Parents
 - Valuing and Respecting Cultural Knowledge of Students and Parents

Response II—Question

Why should students and families who are faced with concentrated poverty have to leave their community?

What about generating wealth in low-income and impoverished areas and design schools that meet the educational needs in their community?

Response II—Solution

Building Within Community

- | | |
|---|---|
| <ul style="list-style-type: none">• Incentives for businesses to come into areas of concentrated poverty and hire people within the community (ex: Magic Johnson Enterprises)• Low-interest rate loans for small businesses• Stricter discriminatory laws for banks to prevent institutional betrayal | <ul style="list-style-type: none">• Affordable homes for residents• Education under the aegis of wealth• Building Citizens and leaders in these communities to take ownership of the democratic process |
|---|---|

Growing Together—Live. Learn. Thrive.

Mission: to connect organizations, residents, and educators to enable children to live, learn and thrive in their neighborhoods and their schools

The **Growing Together Collective Impact** approach has five pillars:

- Common Agenda
- Share Measurement Systems
- Mutually Reinforcing Activities
- Continuous Communication
- Backbone Organization

Response III: Building on Togetherness

- Growing Together with Organizations, Residents and Educators
- Aim not to displace people of color in this process
- Value and recognize everyone's voice and experiences
- Help foster social networks that are inclusive

Response IV: Reducing Evictions

EMERGENCY RELIEF TO FAMILIES WHO ARE SUFFERING A TEMPORARY LOSS OF INCOME

- loss of job
- illness in family
- public assistance provisionally cut off
- family death

ACCESS TO LEGAL COUNSEL

- 90 percent of tenants are not represented by attorneys while 90 percent of landlords are
- A program in the South Bronx provided more than “1,300 families legal assistance over three years and prevented eviction in more than 85 percent of cases
- - significantly less likely to be evicted than their unrepresented counterparts

Seedco, 2009; Desmond, 2014

Reducing Eviction: Affordable Housing & Fair and Livable Wages

Affordable housing

“The gap between the supply of affordable housing and demand from extremely low-income renters doubled in just four years to 5.3 million units”

- rental housing has grown in recent years
- affordable rental stock has declined

Fair and Livable wage for families

- Black women in areas of concentrated poverty wages are often lower than the wages of working men

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Responses to the Impact of Housing on students and schools

- National Perspectives
- Identified Programs
- Critical Issues
- Current Initiatives



MAXINE J. WOOD, DIRECTOR/SENIOR ADVISOR



CENTER FOR SOCIAL ORGANIZATION OF SCHOOLS

A Response to Homelessness using the Temporary Assistance to Needy Families (TANF) Program

- Providing short-term assistance to help families avoid or quickly escape homelessness

- Rapid re-housing programs return homeless families quickly back to housing through providing help with the housing search and landlord negotiation, modest amounts of rent assistance and time-limited services to help families find employment and become stabilized in their new housing.

National Alliance to End Homelessness
“Making Effective Use of
Temporary Assistance for Needy Families (TANF)
to End Family Homelessness”

A response to homelessness using the **Diversion Program model** -- Diversion Programs for Homeless Families

A strategy that prevents homelessness for people seeking shelter by helping them identify immediate alternative housing arrangements, and, if necessary, connecting them with services and financial assistance to help them return to permanent housing.

*“Closing the Front Door:
Creating a Successful Diversion Program for Homeless Families”*

National Alliance to End Homelessness, August 2011

A successful Diversion Program includes:

- ❑ A Screening Tool and Process to quickly determine a family's eligibility
- ❑ A coordinated process for intake that centers on the point at which the intervention occurs (focused)

Services that families are provided by caseworkers in poverty and homeless assistance organizations include:

- ❖ provision of financial, utility and/or rental assistance
- ❖ Short-term case management
- ❖ Conflict mediation
- ❖ Connection to mainstream services (services from outside of the homeless assistance system, i.e. welfare agencies and/or benefits
- ❖ Housing search

National Alliance to End Homelessness

Diversion Funding

FEDERAL SOURCES (continued):

- **Emergency Solutions Grant (ESG)**

Relevant activities funded:

Short-term rental assistance

Housing relocation and stabilization services

Mediation

Homelessness

McKinney-Vento Act of 1987

“THE ACT REQUIRES SCHOOL DISTRICTS TO IDENTIFY HOMELESS CHILDREN AND YOUTH PROACTIVELY, STABILIZE THEIR EDUCATION AND LINK THEM TO SUPPORTIVE SERVICES.”

Homeless students, defined as those who live on the street, in a shelter, with a friend or family member or who live a transient lifestyle through no fault of their own.

Many homeless students struggle to balance their schoolwork with their lack of stable housing.

Reference: National Association for the Education of Homeless Children and Youth
<http://www.naehcy.org>

“A Revolving Door—”

A research study.
Massachusetts.

...to shed light on
challenges associated with
high rates of student
mobility, to identify and
disseminate promising
strategies for overcoming
them.

Executive Summary, Fall 2011

“A Revolving Door: Challenges and Solutions to
Educating Mobile Students”

Rennie Center for Education Research & Policy

The study identified Challenges (selected
schools in the Gateway Cities School
District, 2009-2010 school year).

Noted:

- Students are behind academically
- Students arrive without academic records, making placement decisions difficult
- Mobile students are often adjusting to myriad changes—a new school is just one
- Student mobility makes meeting accountability targets and timelines more difficult

Recommendation adapted from

“STUDENTS ON THE MOVE,” National Center for Homeless Education

The formation of a state-level interagency task force on student mobility ...

- | | |
|---|---|
| <ul style="list-style-type: none">■ To emphasize the multiple needs of the whole child■ To offer cohesive responses to identified needs of mobile students through<ul style="list-style-type: none">■ Partnerships■ Collaboration | <ul style="list-style-type: none">■ To develop uniform, consistent processes for data collection and use■ To employ, common protocols re: dates, deadlines, communication tools, other |
|---|---|

Students on the Move
National Center for Homeless Education
2003

Recommended members of a state-level task force

- | | |
|---|---|
| <ul style="list-style-type: none">■ State Education Department■ Head Start and early learning agencies■ Children and family services agencies■ Department of Social Services■ Public and Mental Health agencies | <ul style="list-style-type: none">■ Homeless shelter/housing advocacy group■ Immigrant welcome centers■ Family law/family court system■ State teachers unions■ Statewide education associations■ Special education advocacy groups |
|---|---|

Adapted from *Students on the Move*

Example of a National Response to Student Mobility

Proposal for Healthy Transitions for Clinicians

Maryland School Mental Health Alliance

Clinicians can work with school administrators to:

- Develop partnerships with the Department of Social Services, Health Department, Department of Juvenile Services and other community in order to create procedures for helping students successfully transition into the school
- Develop procedures and partnerships to meet tutoring, substance abuse, health and mental health needs
- Survey parents/guardians to identify what they need from the school to help their children be successful
- Expedite efficient, accurate transfer of students' records, as soon as possible
- Encourage development of small, personalized programs, focused on low-performing and failing students, such as after-school and summer tutorial classes and enrichment activities

Responses *Continued*

Student Mobility: Proposal for Healthy Transitions for Clinicians

Maryland School Mental Health Alliance

Clinicians can work with school administrators to:

- Encourage the use of multiple methods of evaluation; de-emphasize competition and grading by helping develop other ways of celebrating student accomplishments (ex. Portfolios, exhibits, etc.)
- Help schools become welcoming communities
 - Bulletin boards
 - Handbooks, information about school programs
 - A buddy system
 - Parent network information and referral

Reference:

The Center for School Mental Health <http://csmh.umaryland.edu>

More information:

“Easing the Impact of Student Mobility: Welcoming and Social Support. Addressing Barriers to Learning. 2(4), Fall 1997 <http://smhp.psych.ucla.edu>

Some Overarching Take-aways

- The quality and status of housing (stability, instability, mobility, homelessness, inadequacy, other) directly and significantly impacts families and the performance of their children in school.
- Identifiable links exist between inadequate housing (affordability, eviction, doubling up, homelessness, residential mobility, etc., and challenges to schools seeking to meet the academic and non-academic needs of affected students.

Some Overarching Take-aways (continued)

- Creating housing stability through diverse initiatives and programs and assisting families with awareness, training, transition and preparatory efforts can improve outcomes for children and youth, and, potentially, reduce recidivism and intergenerational poverty.
- Improved housing quality can be a platform for academic achievement among low-income and poor students, by providing a stable environment where children can access high performing schools and academic success.
- Quality housing can be a positive pathway to achieving better school outcomes.

Questions
Discussion
Closing Comments