Utilizing a Community Integrated Data System to Understand Homelessness in a Large, Southeastern United States City

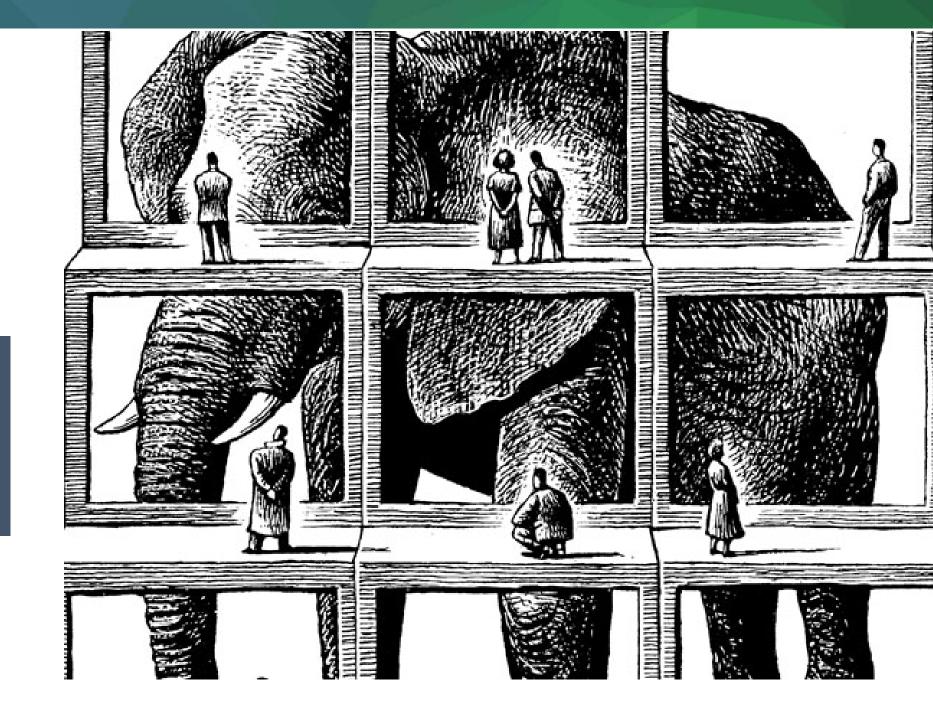
Justin T. Lane

Associate Director, Institute for Social Capital



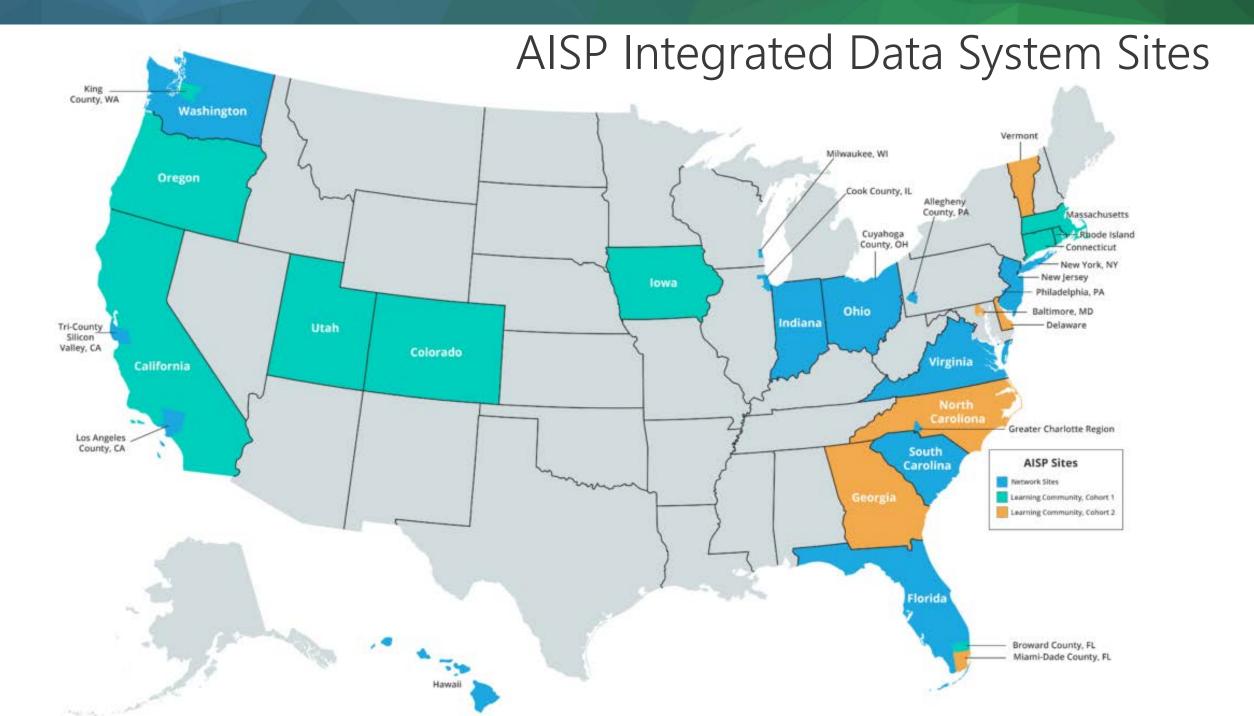
GOALS

View the whole picture

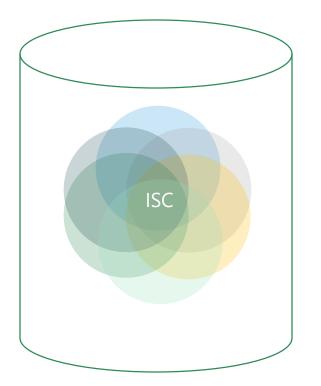




What is an IDS?



What is the ISC Community Database?



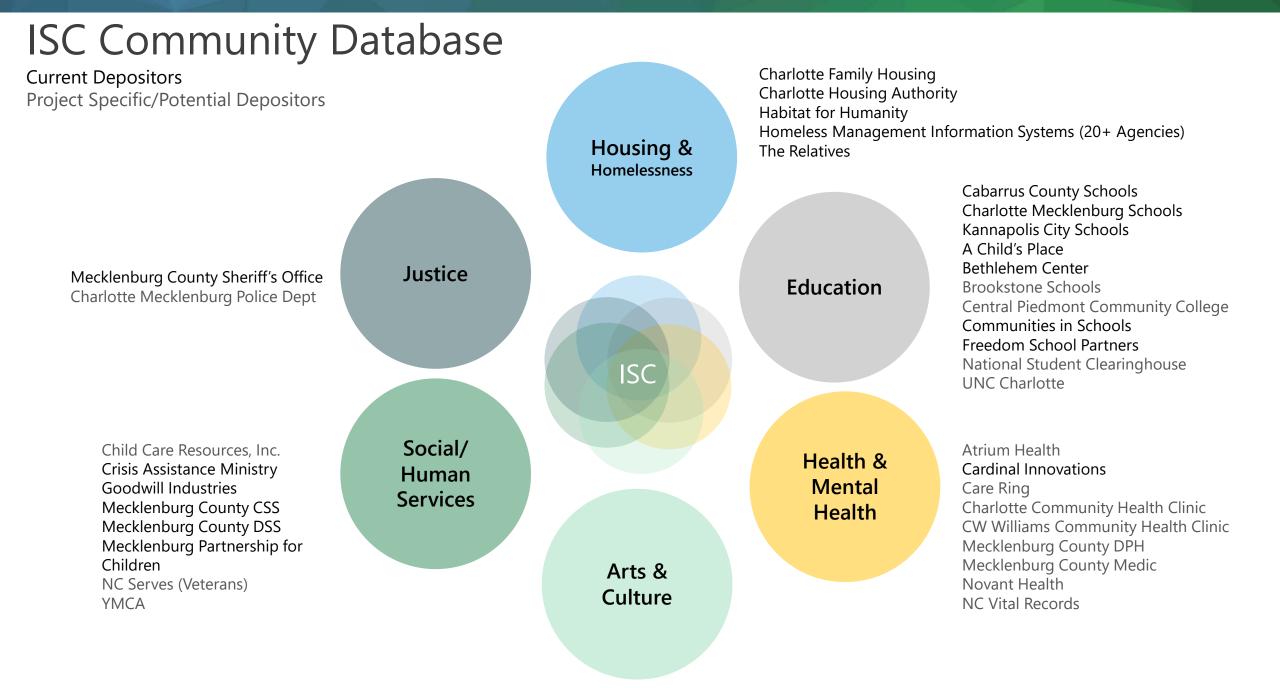
An **integrated database** that **links administrative data** on individual people across multiple agencies.



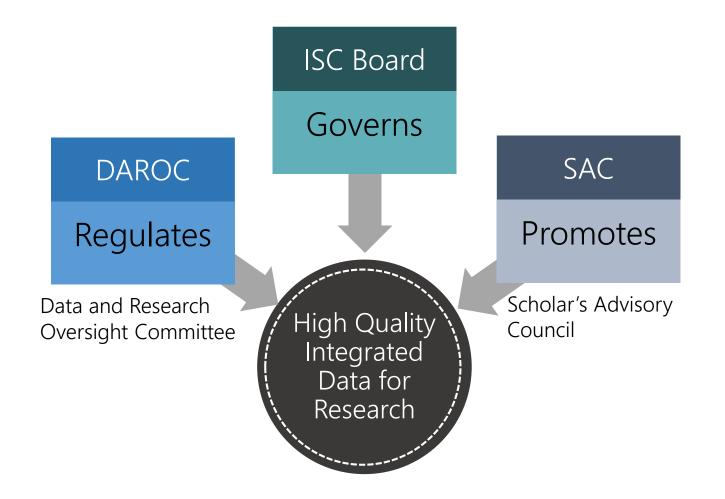
Advance university research



Increase the community's capacity for data-informed decision making



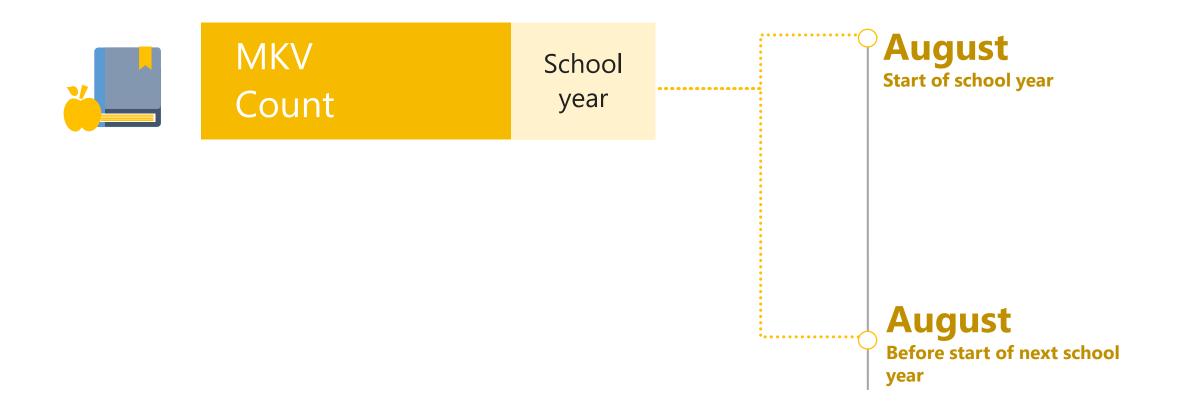
ISC Governance and Advisory Structures



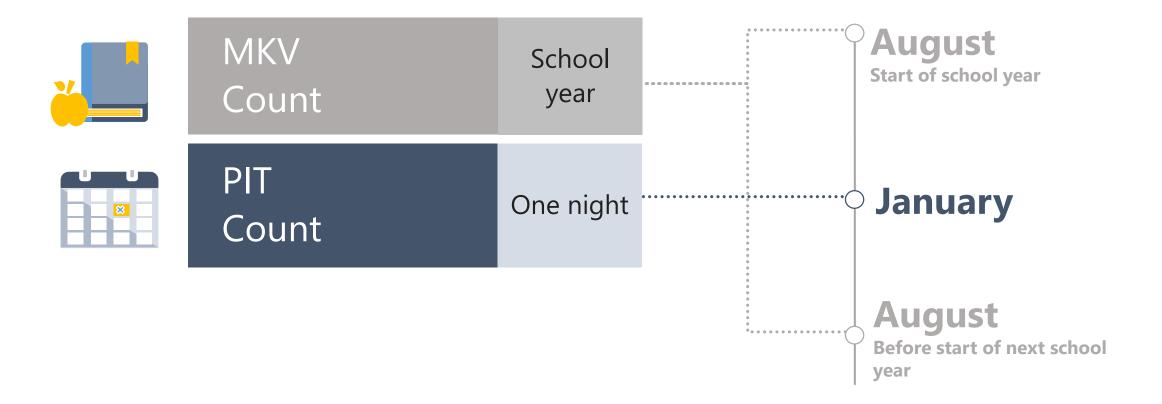
What does this look like in practice?

Example: Family Homelessness in Mecklenburg County

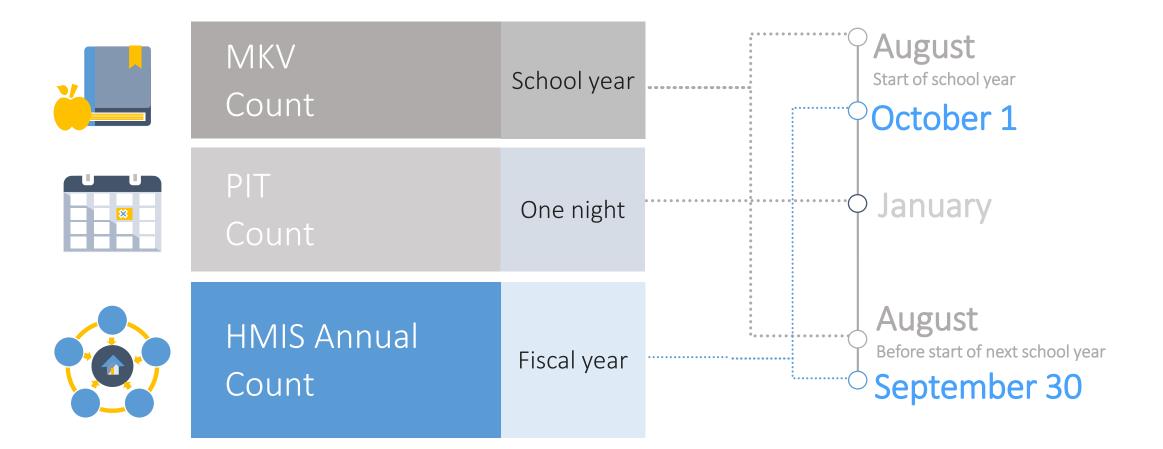
Measuring Family Homelessness



Measuring Family Homelessness



Measuring Family Homelessness



ANNUAL COUNT



People in sheltered families experiencing homelessness in **Fiscal Year 2015**

2,405

ANNUAL COUNT

PIT COUNT



People in sheltered families experiencing homelessness in **Fiscal Year 2015**

2,405



People in sheltered and unsheltered families experiencing homelessness **on one night in 2015**



■ 8% from 2014

ANNUAL COUNT

PIT COUNT



People in sheltered families experiencing homelessness in **Fiscal Year 2015**

2,405



People in sheltered and unsheltered families experiencing homelessness **on one night in 2015**

758

♦ 8% from 2014

MCKINNEY-VENTO COUNT



MKV Students 2014/2015 School Year

4,388

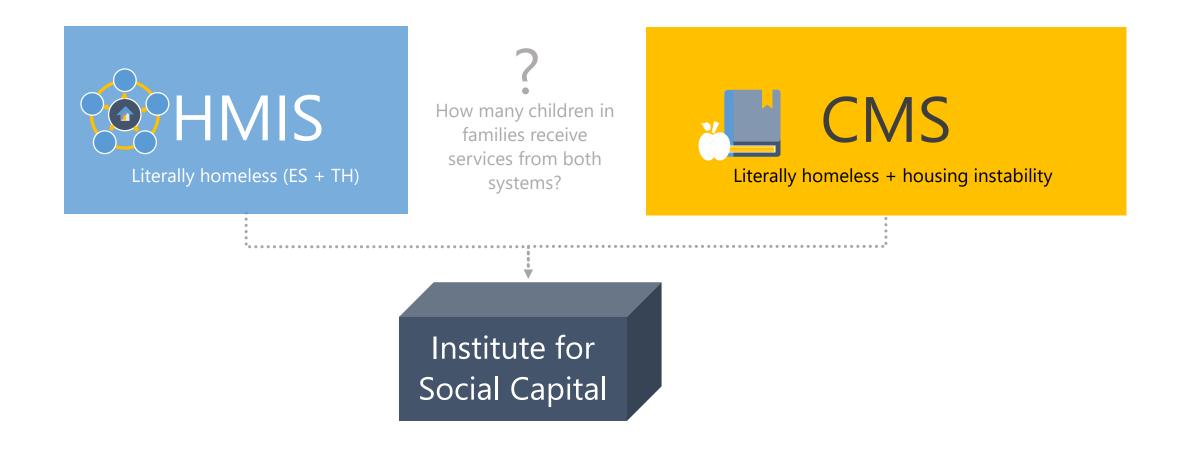


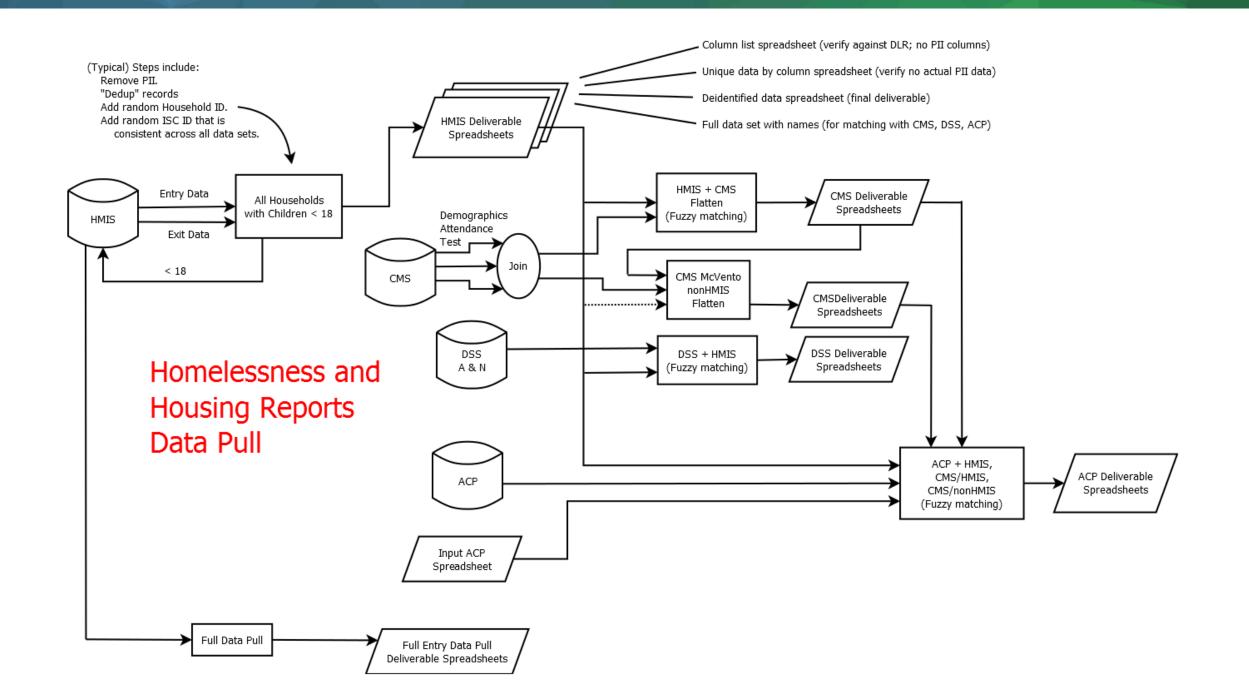


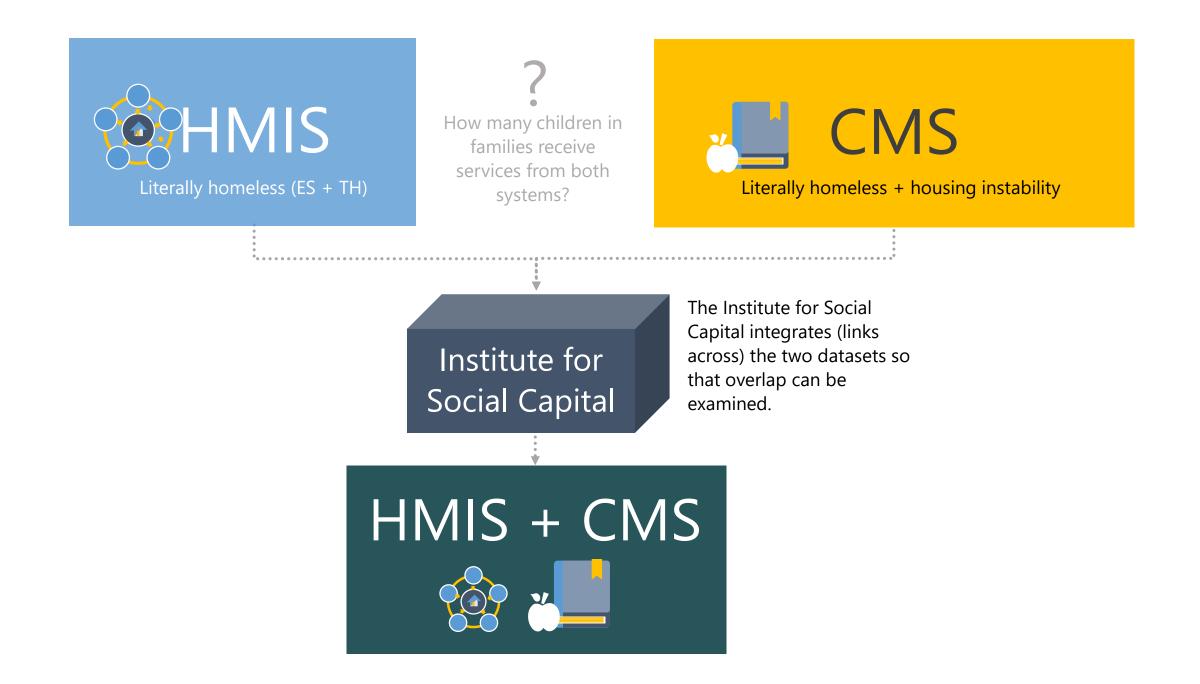


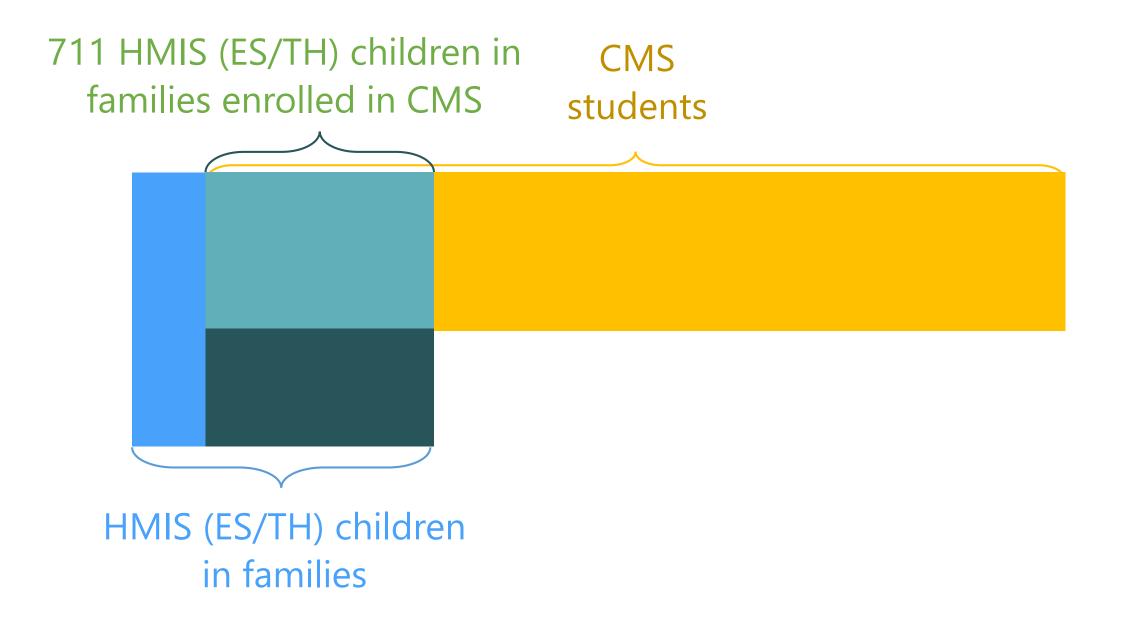
How many children in families receive services from both systems?

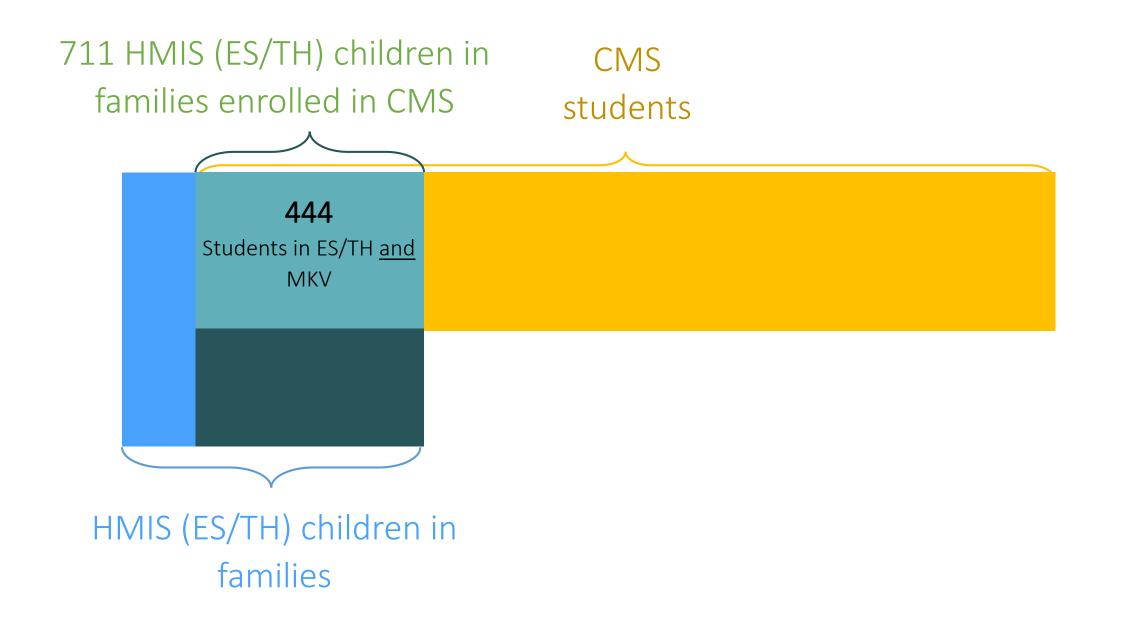


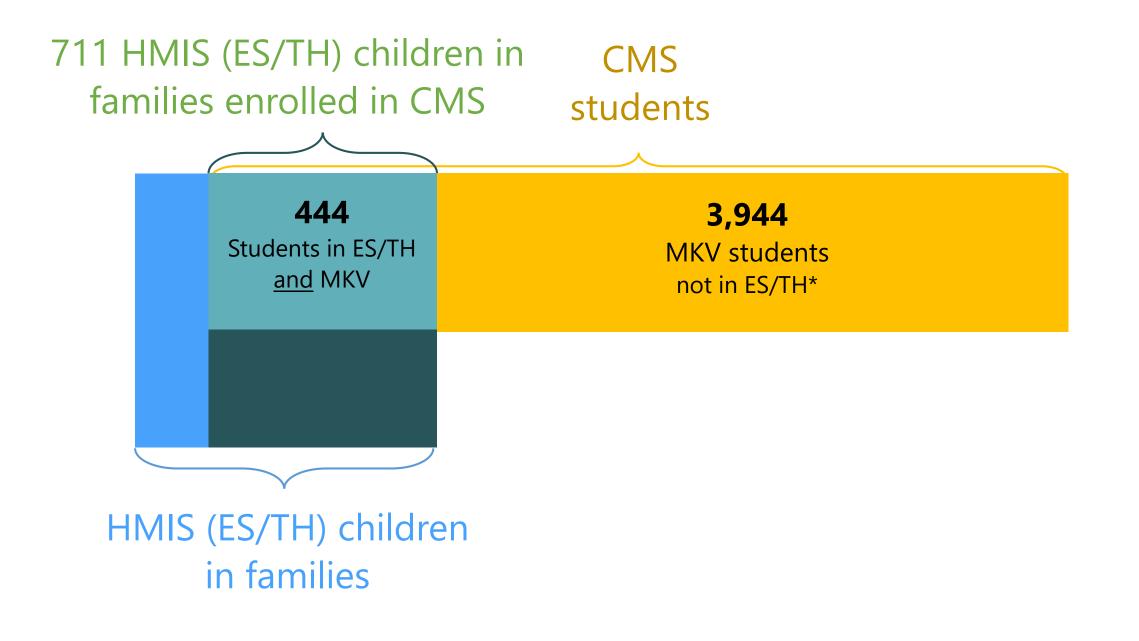


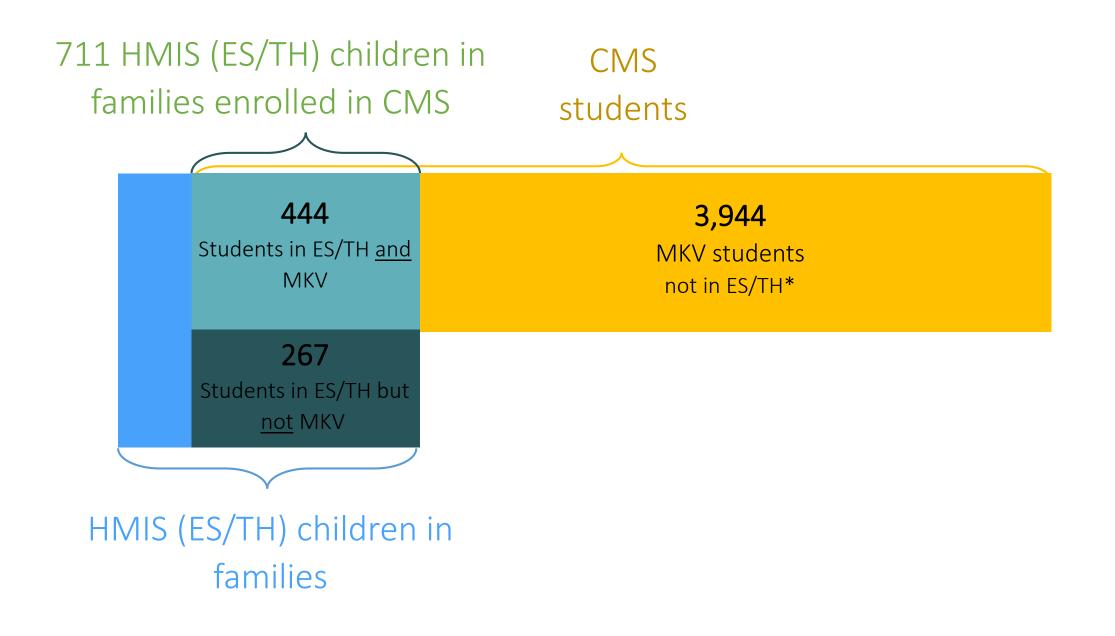


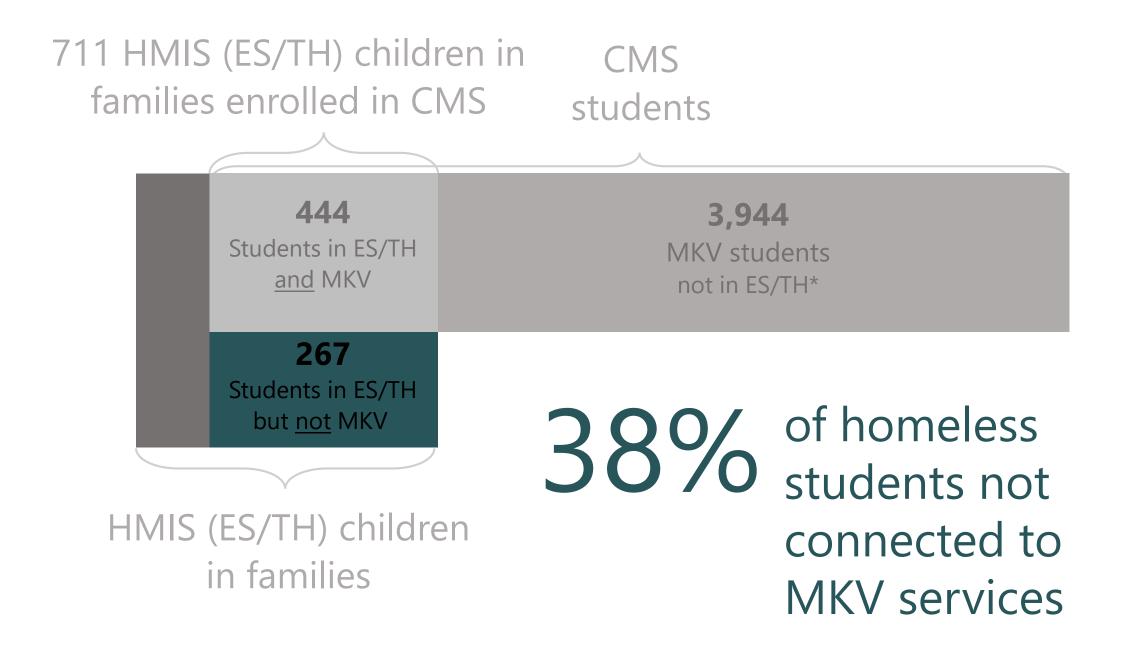












READING



Students experiencing homelessness and/or receiving MKV services have

lower reading proficiency



Students experiencing homelessness and/or receiving MKV services have

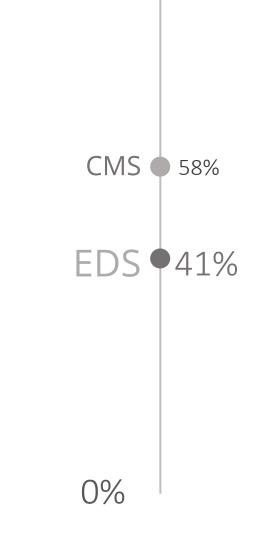
lower reading proficiency

58% CMS 0%

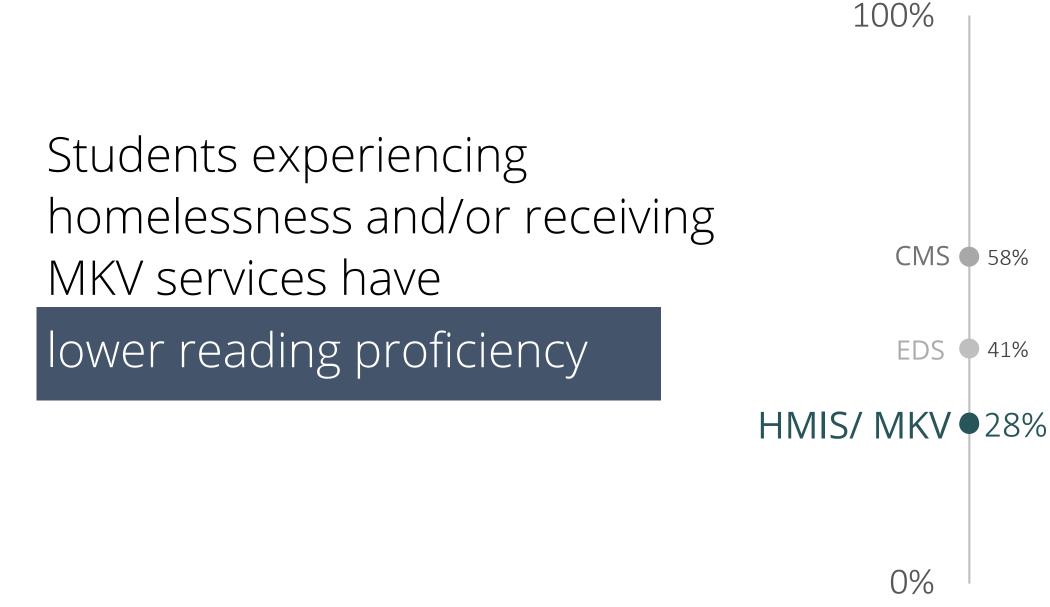
100%

Students experiencing homelessness and/or receiving MKV services have

lower reading proficiency



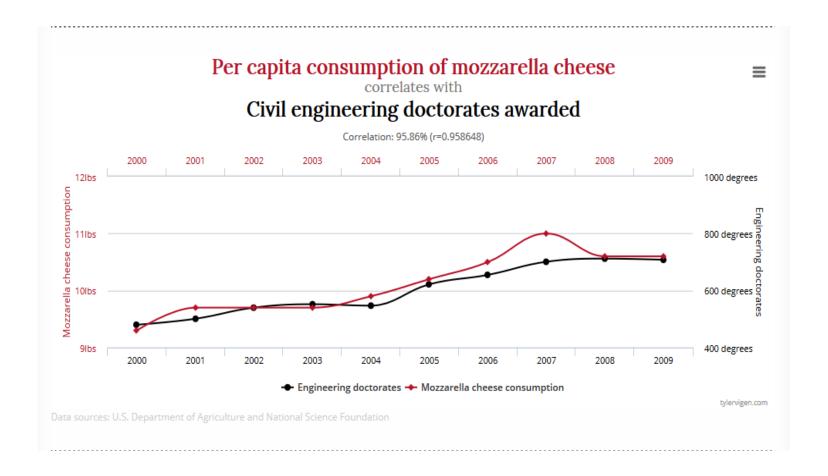
100%



58%

41%

Correlation ≠ **Causation**



LIKELIHOOD

What is the likelihood of being proficient in reading for students experiencing homelessness?



LEVELS OF DATA Familial School Student • Shelter status • Demographics • Demographic composition • MKV status • Suspensions • Performance • Attendance







Familial



School



Student



Nested Predictive Growth Model of Reading Proficiency for Students Experiencing Homelessness

		Model 1	Model 2	Model 3	Model 4	Model 5
	Intercept	-0.8571	-0.6367	-0.3750	-0.427	-0.748
		(0.053)	(0.278)	(0.338)	(0.333)	(0.346)
Familial	MKV		0.2149	0.1774	0.1178	0.0524
			(0.2726)	(0.280)	(0.2828)	(0.289)
	Shelter		-0.1115	-0.0621	-0.0683	-0.0409
			(0.162)	(0.166)	(0.168)	(0.171)
Student	Male			-0.2422*	-0.1811	-0.1824
				(0.097)	(0.099)	(0.101)
	Black			0.8432***	0.7919***	0.6848**
				(0.1798)	(0.182)	(0.187)
	Hispanic			-0.5761*	-0.6079*	-0.5434
				(0.2636)	(0.265)	(0.271)
	Exceptional Child			-2.5545***	- 2.5422***	-2.5691***
				(0.310)	(0.3121)	(0.3153)
	Chronically Absent				0.2467*	0.2357*
					(0.116)	(0.1184)
	Suspended				0.5751***	0.5125***
					(0.1311)	(0.134)
School	NC School Performance Grade of D or F					-0.3265*
						(0.144)
	School identified as Economically					-0.4296**
	Disadvantaged					(0.192)

Race

A black CMS student experiencing homelessness has

50% lower odds

of being proficient in reading than non-black peers experiencing sheltered homelessness.

Exceptional child status

EC students are 93% less likely

than non-exceptional students experiencing homelessness to be proficient in reading.

Chronic absence

Chronically absent students that experience homelessness are **21% less likely** to be proficient in reading.

Suspension

Students who were suspended at least one time are **40% less likely** to be proficient in reading.

Low Performing School

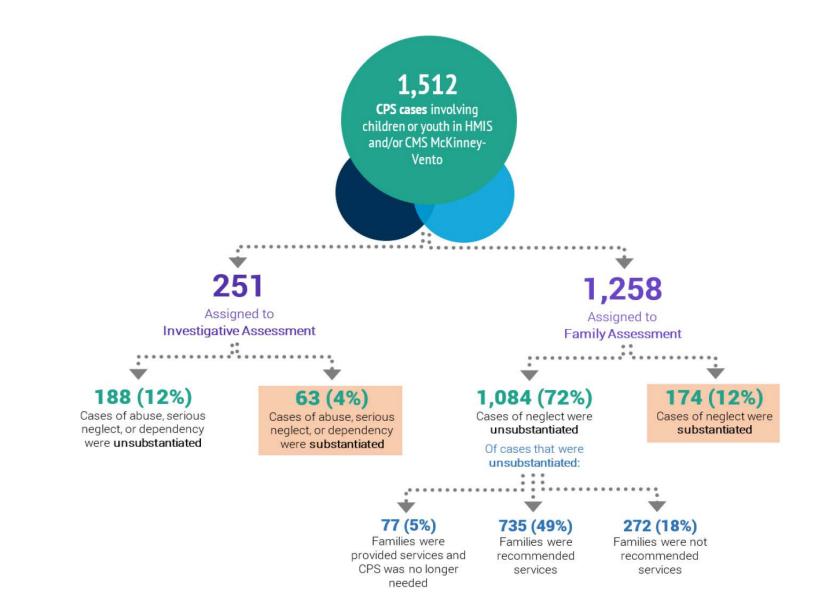
Students experiencing homelessness who attend a school with a NC School performance grade of D or F are **28% less likely** to be proficient in reading.

Low SES School

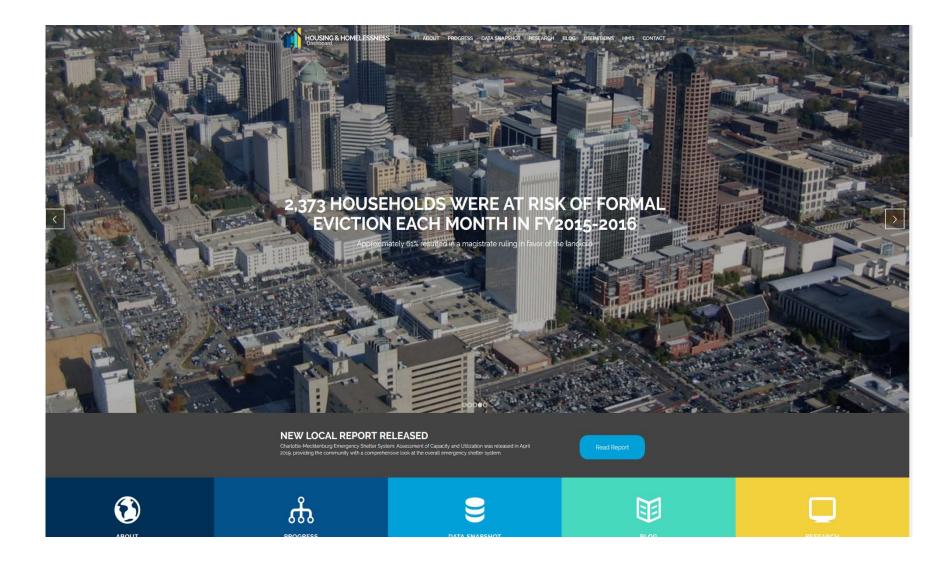
Homeless students attending a school that qualifies for the Community Eligibility Provision are

35% less likely

to be proficient in reading.









Thank You

Questions? Comments? Concerns? Ideas? Revelations?

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UNC Charlotte Urban Institute Institute for Social Capital, Inc.

