



Education and Workforce Outcomes for Children and Youth Experiencing Homelessness

2021 Report



Education Research and Data Center

Forecasting and Research

Office of Financial Management



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About the ERDC

The research presented here uses data from the Education Research and Data Center, located in the Washington Office of Financial Management. ERDC works with partner agencies to conduct powerful analyses of learning that can help inform the decision-making of Washington legislators, parents, and education providers. ERDC's data system is a statewide longitudinal data system that includes de-identified data about people's preschool, educational and workforce experiences.

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Executive Summary

The 2020 Washington State Legislature directed the Education Research and Data Center (ERDC) with SHB 2711 to prepare annual reports on educational progress and outcomes for children and youth experiencing homelessness or in foster care in 2021 through 2024.

The ERDC completed the 2021 analysis with findings for children and youth experiencing homelessness between 2012 and 2020 summarized below.

Here are the most important takeaways from this study:

1. Gaps in educational progression and achievement between students experiencing homelessness and their peers persisted from 2015 to 2020.
2. Compared to their peers, students experiencing homelessness went through higher school mobility, had a higher risk of being absent, and they were more likely to experience school disciplinary action during their middle and high school years.
 - Students experiencing homelessness were more likely to change schools during high school, especially in 9th and 10th grade, and more likely to be absent in 11th and 12th grade.
 - Students experiencing homelessness had a higher proportion of facing school disciplinary action during middle school and their freshman year in high school.
3. The gap in Washington young adults' employment between those experiencing homelessness and those had not was quite close. However, the median earnings gap expanded over the same time. Those that did not experience homelessness had higher median earnings and their earnings increased at a higher rate over time.

Background

The 2020 Washington State Legislature directed the Education Research and Data Center (ERDC) to provide annual reports on the educational outcomes of students in foster care and students who had experienced homelessness, compared to their general peers¹. The budget bill identified ten indicators to be reported, including kindergarten readiness, early grade reading and math test scores, ninth-grade students on track to graduate, high school completion, postsecondary enrollment, postsecondary completion, school attendance, school mobility, special education status, and school discipline. The Legislature also requested an analysis to examine racial/ethnic disparities. Additionally, the Project Education Impact (PEI) workgroup recommended examining the workforce outcomes for students as they transitioned into adulthood. This report specifically presents the findings for children and youth who experienced homelessness².

Data and analytical approach

The samples of this study include children and youth who enrolled in Washington public K-12 schools and public postsecondary institutions any time between the 2012 and 2020 school years. The focus of the analysis is to descriptively compare the education and workforce outcomes between students experiencing homelessness to their housed peers.

The data employed was from the Washington State P-20 Data Warehouse (WA P-20 DW) housed at ERDC³. For the indicators representing only the K-12 in-sector analysis, the Office of Superintendent of Public Instruction State Report Card ([OSPI-SRC](#)) was utilized.

This study utilized descriptive analysis to measure changes in disparities over time. The table below describes the six student samples used for different analytical purposes⁴. Cross-sectional samples depicted the trend of educational and workforce gaps between homeless and non-homeless students in Washington from 2015 to 2020. Alternatively, longitudinal samples allowed for identifying gaps between the homeless and non-homeless youth, as well as identifying the direction of changes by following the same group of students for nine years. The latter is crucial for evaluating policy intervention.

¹ Substitute House Bill 2711, Chapter 233, Law of 2020.

² For findings from foster care analysis, see Chen, V. W. and Hough, G. (2021). *Education and Workforce Outcomes for Children and Youth in Foster Care*. Olympia, WA: Education Research and Data Center, Office of Financial Management.

³ See Technical Notes in Appendix A for details about data resources.

⁴ The sample selection is based on data availability and quality. Details about data, measurements, and samples are available in Appendix A.

Table 1: Study Samples

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|----------------------------|---------|---------|---------|---------|---------|---------|---------|---------|------|
| Study samples | | | | | | | | | |
| Cross-sectional | | | | | | | | | |
| All K-12 | | | | K-12 | K-12 | K-12 | K-12 | K-12 | K-12 |
| All HSG | | | | HSG | HSG | HSG | HSG | HSG | |
| All Adult age 18+ | | | | Age 18+ | Age 18+ | Age 18+ | Age 18+ | Age 18+ | |
| Longitudinal | | | | | | | | | |
| 2012 Kindergarten | K | G1 | G2 | G3 | G4 | G5 | G6 | G7 | G8 |
| 2012 8 th grade | G8 | G9 | G10 | G11 | G12 | PS1 | PS2 | PS3 | PS4 |
| 2012 Adult age 18+ | Age 18+ | Age 19+ | Age 20+ | Age 21+ | Age 22+ | Age 23+ | Age 24+ | Age 25+ | |

Note: K: kindergarten; G: grade level; HSG: high school graduate; PS: postsecondary education.

What are the educational outcomes for students experiencing homelessness over the past 5 years?

Cross-Sectional Analysis of Education Outcomes

This section summarizes the key takeaways from the cross-sectional analysis. The findings below portray the trend of educational gaps between students experiencing homelessness and students not experiencing homelessness. Detailed tables that support corresponding findings can be found in Appendix B.

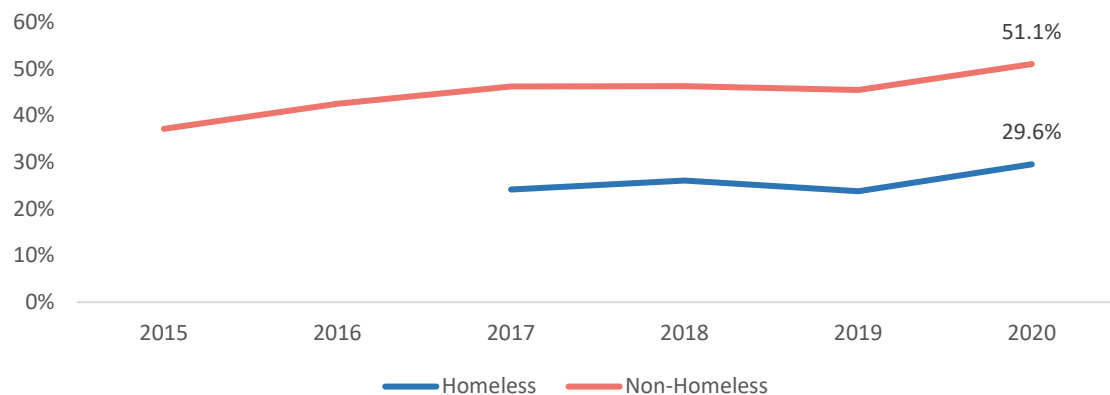
Key Finding

Gaps in educational progression and achievement between students experiencing homelessness and their peers persisted from 2015 to 2020.

Kindergarten readiness

Figure 1-1 indicates that students experiencing homelessness were less likely to meet kindergarten readiness standards compared to their non-homeless peers from 2017 to 2020. The gap between students experiencing homelessness and those not experiencing homelessness has been steady at about 21% over time.

Figure 1-1. Percent of Students Kindergarten Ready in 6 Assessment Domains, by Homeless Status for 2015-2020.

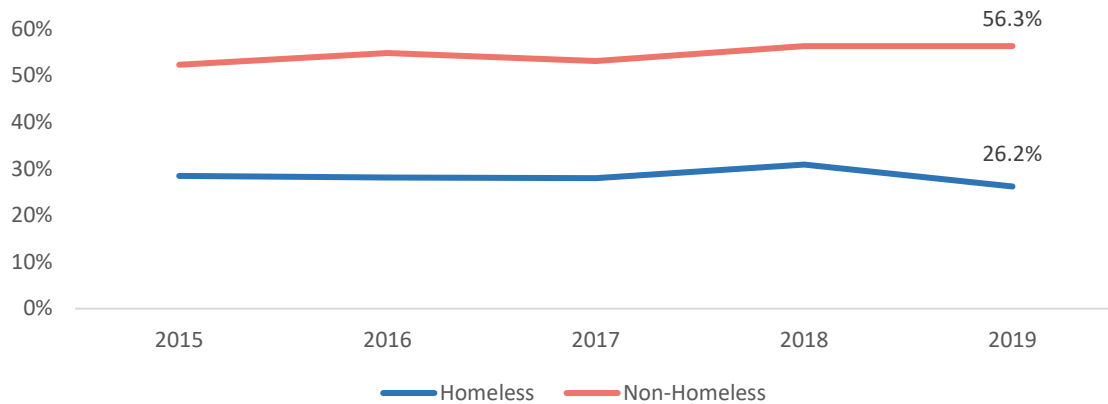


Data source: OSPI-SRC. Blank trends refer to no data. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See Table 1 in Appendix B for details.

Early grade academic achievement: ELA

Students experiencing homelessness were less likely to meet 3rd grade English Language Arts (ELA) standards than their non-homeless peers in 2015 to 2019 (Figure 1-2). The percentage of students meeting ELA standard has increased slightly for non-homeless students. However, the percentage of students experiencing homelessness that met standards has remained flat, even dropping in 2019. As a result, the gap between the two groups was at its widest in 2019.

Figure 1-2. Percent of Students Meeting 3rd Grade English Language Arts Standard, by Homeless Status for 2015-2019

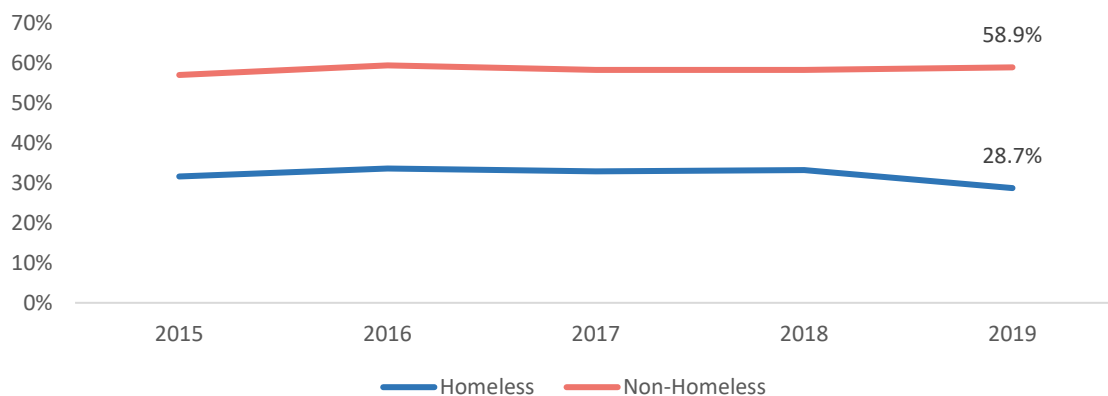


Data source: OSPI-SRC. See also Table 1 in Appendix B for details.

Early grade academic achievement: Math

Figure 1-3 finds that the percentage of students meeting 3rd grade Math standards remained almost constant from 2015 to 2018 for both groups of students. The percentage of students experiencing homelessness that met Math standards dropped by about 4.5% from 2018 to 2019, which increased the gap between the two groups of students in 2019.

Figure 1-3. Percent of students Meeting 3rd Grade Mathematics Standard, by Homeless Status for 2015-2019

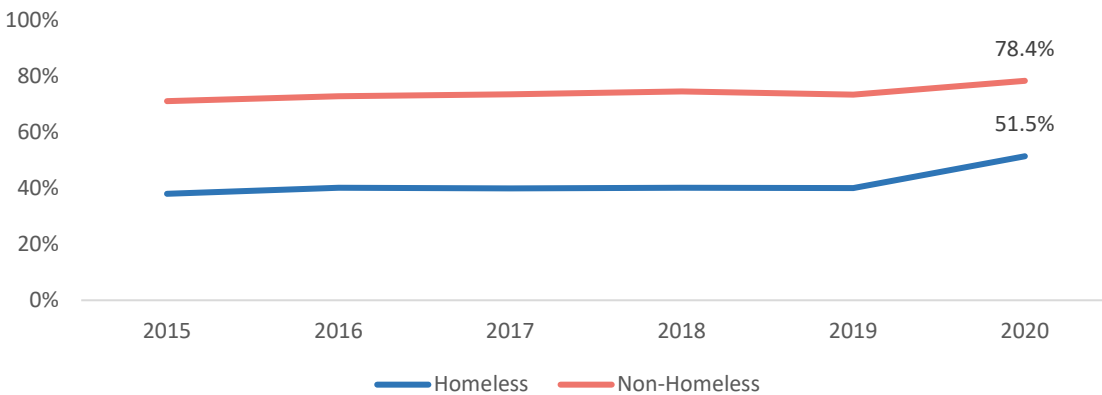


Data source: OSPI-SRC. See also Table 1 in Appendix B for details.

Ninth grade on-track to graduate

Between 2015 and 2019, less than half of 9th graders experiencing homelessness were on track to graduate from high school, compared to over 70% of non-homeless students. Although the percentage went up in 2020, the gap in 9th grade on track to graduate between the two groups was consistently about 25 or more percentage points in each year examined (Figure 1-4).

Figure 1-4. Percent of Students 9th Grade On-Track, by homeless Status for 2015-2020.

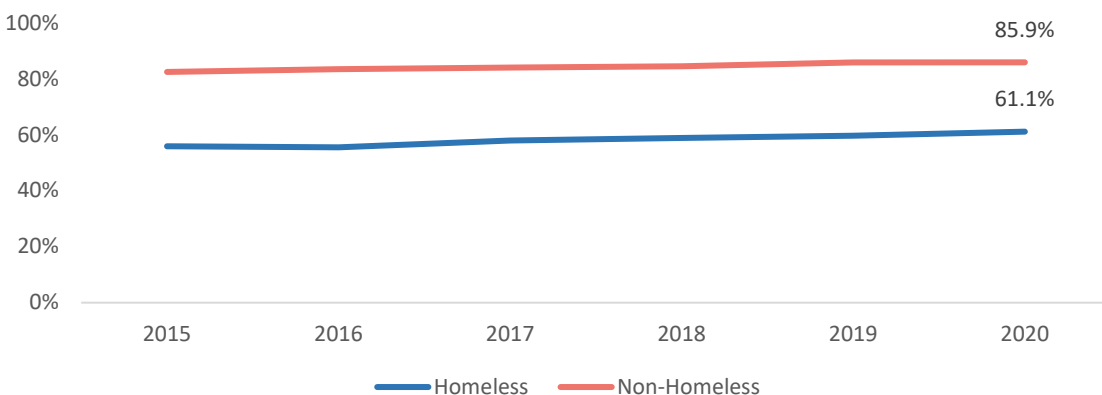


Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

Five-year graduation rates

The five-year graduation rate for students experiencing homelessness has improved since 2015 (Figure 1-5). However, it is still much lower (by about 26 percentage points) than the graduation rate of non-homeless students.

Figure 1-5. Percent of Students Graduating in 5 Years, by Homeless Status for 2015-2020.

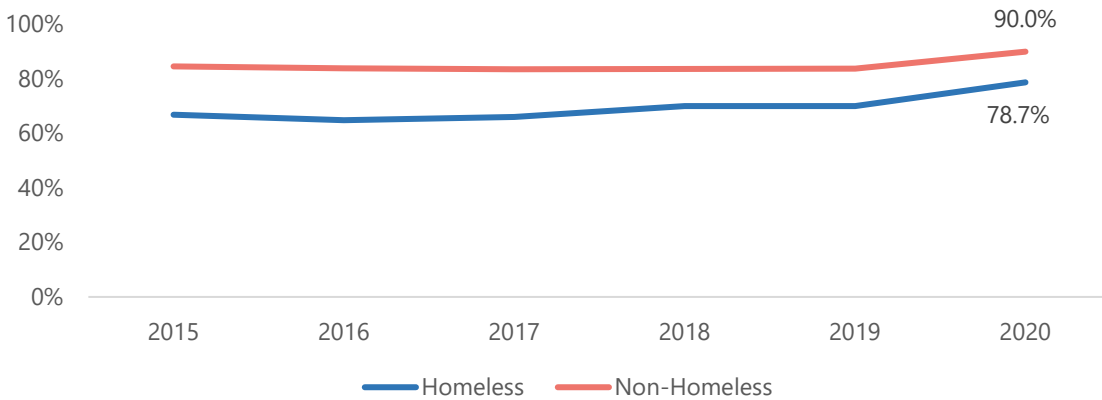


Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

School Attendance

Students not experiencing homelessness had better school attendance than students experiencing homelessness. The gap in attendance between these two groups has gradually narrowed over time, as attendance for homeless students improved.

Figure 1-6. Percent of Students with Regular Attendance, by Homeless Status for 2015-2020.

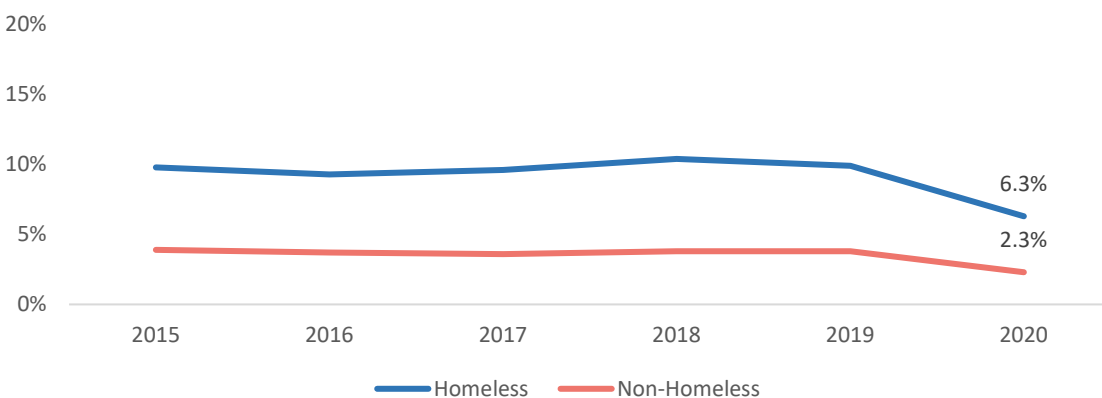


Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

School discipline

Figure 1-7 indicates that students experiencing homelessness were more likely to experience disciplinary action, defined as at least one school exclusion in the school year, compared to their non-homeless peers. Even as both groups trended towards less disciplinary actions, the gap in discipline rates remained constant between 2015 and 2019.

Figure 1-7. Percent of Students with Disciplinary Action, by Homeless Status for 2015-2020.

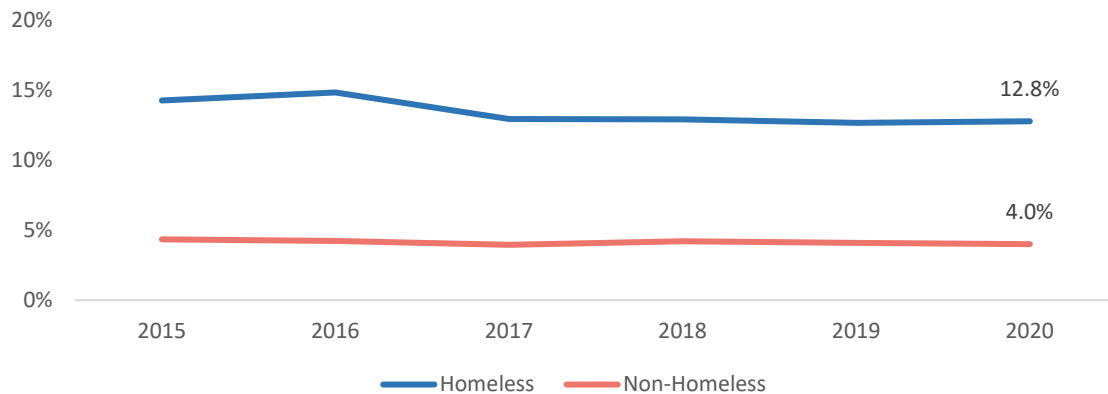


Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

School mobility⁵

Students experiencing homelessness were more likely to change schools compared to their non-homeless peers. School mobility rates for homeless students experiencing homelessness has slightly declined in 2017 and have remained relatively constant since then (Figure 1-8).

Figure 1-8. Percent of Students with Mobility, by Homeless Status for 2015-2020.

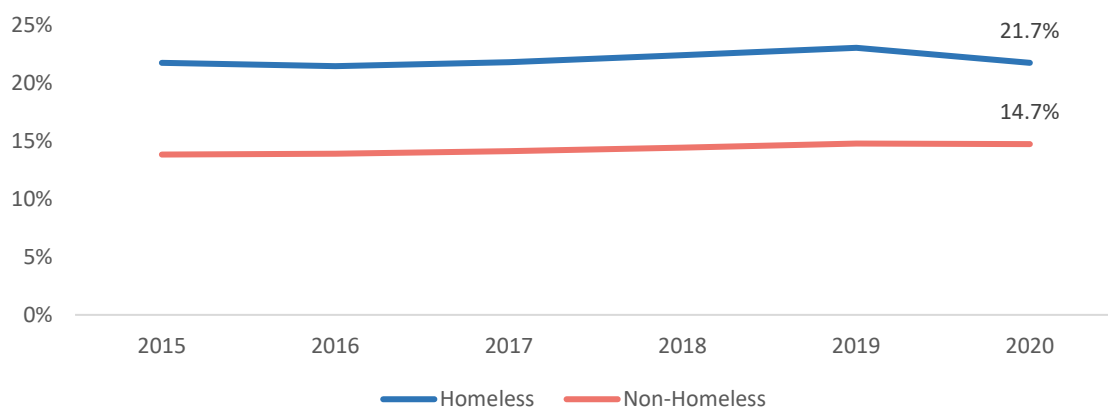


Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

Students with disabilities

Figure 1-9 indicates that students experiencing homelessness were more likely to have a disability compared to their housed peers. The gap remained constant by about 7 to 8 percent point difference.

Figure 1-9. Percent of Students with Disability, by Homeless Status for 2015-2020.



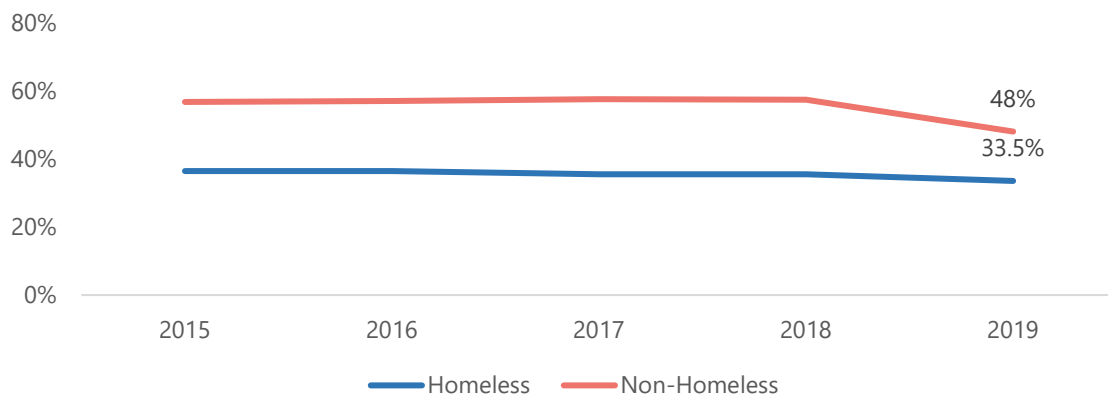
Data source: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. See also Table 1 in Appendix B for details.

⁵ See glossary in Appendix A for school mobility definition

College going rate

College going rate refers to postsecondary enrollment one year after a student graduates from high school. Figure 1-10 demonstrates that a higher percentage of non-homeless students go to college compared to students experiencing homelessness. The gap in college going rate between these two groups remained at a 20 to 22 percentage point difference through the Class of 2018. Even though the gap was the smallest for the Class of 2019, it is unclear to what degree this result was impacted by 2020 college enrollment during COVID-19.

Figure 1-10. College Going Rate in One Year after High School Graduation, by Homeless Status for Graduation Class of 2015 to 2019



Data source: ERDC's analysis using data from CEDARS, PCHEES, and SBCTC. The analysis for the Class of 2019 includes 2020 college enrollment data which was impacted by COVID-19. The result is recommended to be interpreted with caution. See also Table 1 in Appendix B for details.

What are the educational outcomes for a group of students that experienced homelessness over time?

Longitudinal Analysis of Education Outcomes

In a prior report⁶, ERDC researchers found racial/ethnic disparities in K-12 academic achievements between students experiencing homelessness and their peers that were not experiencing homelessness. To identify potential factors associated with achievement gaps, this study further examined the racial/ethnic disparities of three risk factors addressed in SHB 2711: student mobility, chronic absenteeism, and school discipline.

This section summarizes the key takeaways from the longitudinal analysis of the three risk factors. Rather than reporting on a snapshot in time, a longitudinal analysis studies the same cohort of students over an extended period. This type of analysis helps investigate when and whether there is impact of these factors on achievements and gaps over time⁷. This study follows the same group of individuals enrolled in the 2011-12 school year over nine years. There are three cohorts in this study: 2012 kindergarteners, 2012 8th graders, and 2012 young adults age 18 or older. Detailed tables that support corresponding findings can be found in Appendix B.

Key Finding

Compared to their non-homeless peers, homeless students experienced higher school mobility, were at a higher risk of being absent, and were more likely to experience exclusionary school discipline actions during their middle and high school years.

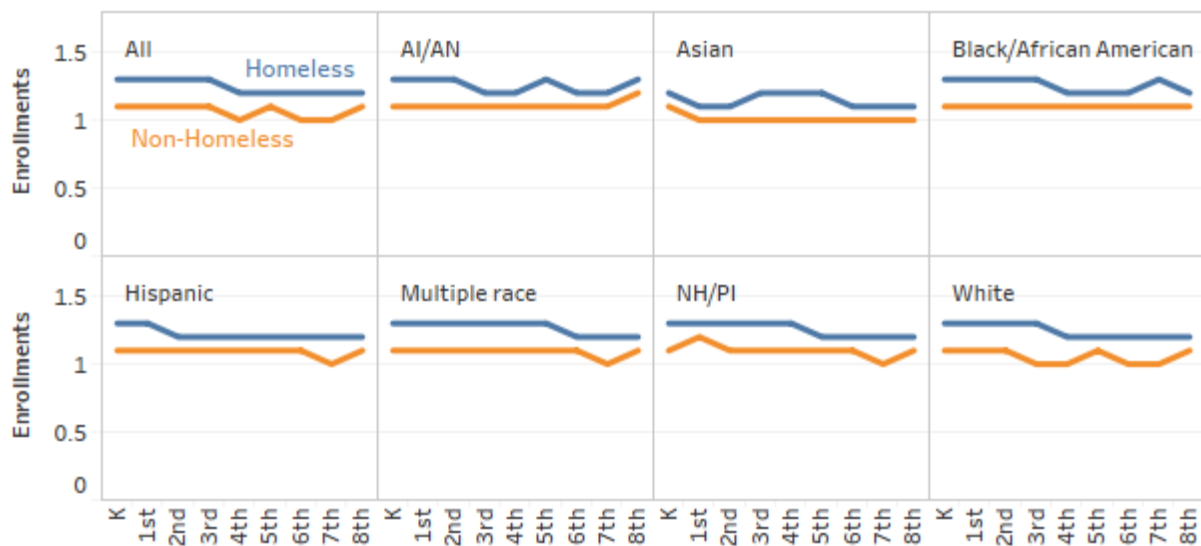
⁶ Chen, V., Pyle, K., and Aldrich, T. (2019). [Educational Outcomes of Children and Youth Experiencing Homelessness](#). Olympia, WA: Education Research and Data Center, Office of Financial Management.

⁷ The findings presented here focus on the overall patterns and less on discussions about racial/ethnic disparity, due to small sample size for homeless students after desegregating by race/ethnicity. It is required that ERDC reports need to follow the [data privacy regulations](#) to suppress records with sample size less than 10.

Frequency of school enrollments from 1st to 8th grade

Figure 2-1 indicates that regardless of race, the 2012 cohort of kindergarteners experiencing homelessness enrolled in more schools each school year than their non-homeless peers from elementary to middle school. Students experiencing homelessness became less mobile in middle school, thus narrowing the gap in school mobility between the two groups.

Figure 2-1. Average Number of School Enrollments for 2012 Kindergarten Cohort from kindergarten to 8th grade (2012 to 2020), by Homeless Status and Race/Ethnicity

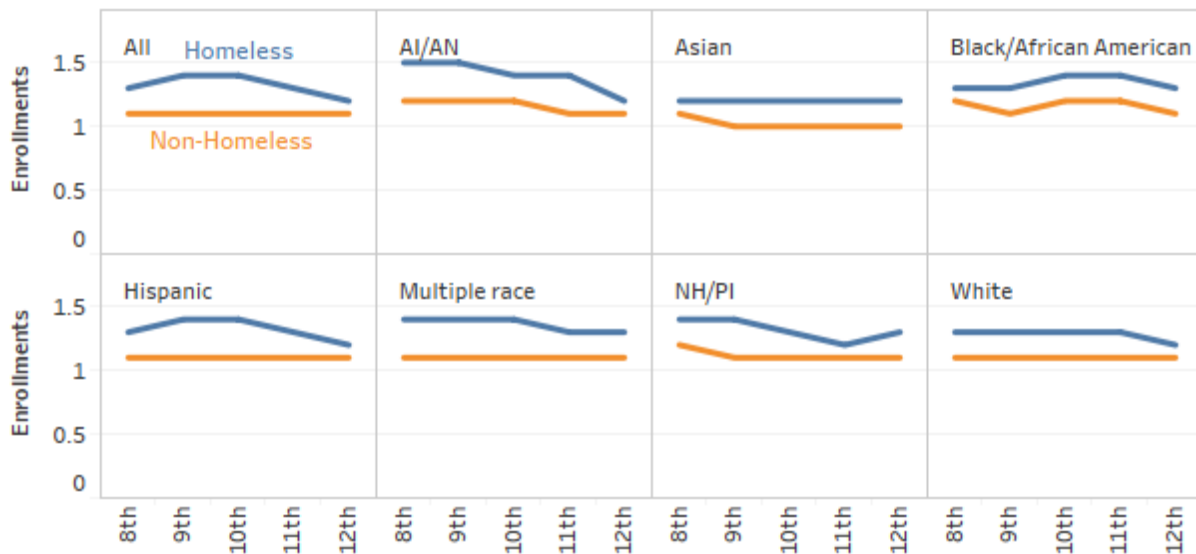


Data source: ERDC analysis using OSPI CEDARS data. The 8th grade result is from 2020 enrollment data which was impacted by COVID-19. See Table 2-1 in Appendix B for details.

Frequency of school enrollments from 8th to 12th grade

Similarly, the 2012 8th graders experiencing homelessness were more likely to change schools than their counterparts, especially in 9th and 10th grade (Figure 2-2). This trend is consistent across the racial/ethnic groups. The gap in school mobility between the two groups almost disappeared by the senior year of high school. Among students experiencing homelessness, students identified as Asian American or White were more likely to stay in the same school over time.

Figure 2-2. Average Number of School Enrollments for 2012 8th Grade Cohort from 8th to 12th grade (2012 to 2016), by Homeless Status and Race/Ethnicity

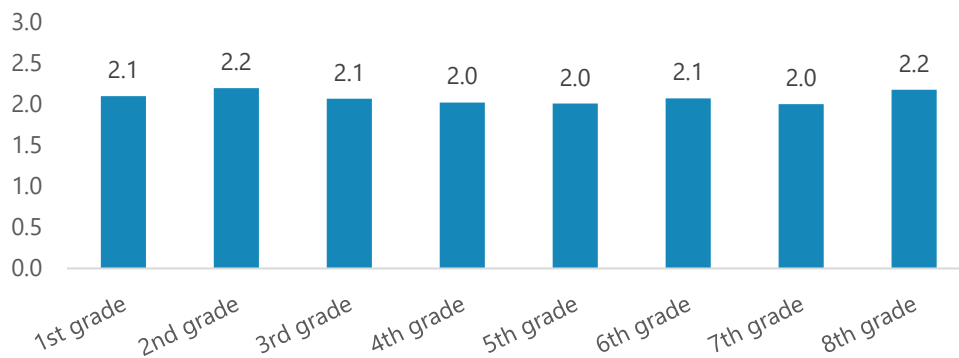


Data source: ERDC analysis using OSPI CEDARS data. See Table 2-2 in Appendix B for details.

Chronic absenteeism⁸ over time

Figure 2-3 presents the odds ratio of chronic absenteeism for the 2012 kindergartener cohort. Students experiencing homelessness were about 2 times more likely to experience chronic absenteeism than students not experiencing homelessness from 1st to 8th grade⁹.

Figure 2-3. Odds of Chronic Absenteeism between Homeless and Non-Homeless over Grade Level (2013-2020), for 2012 Kindergarten Cohort



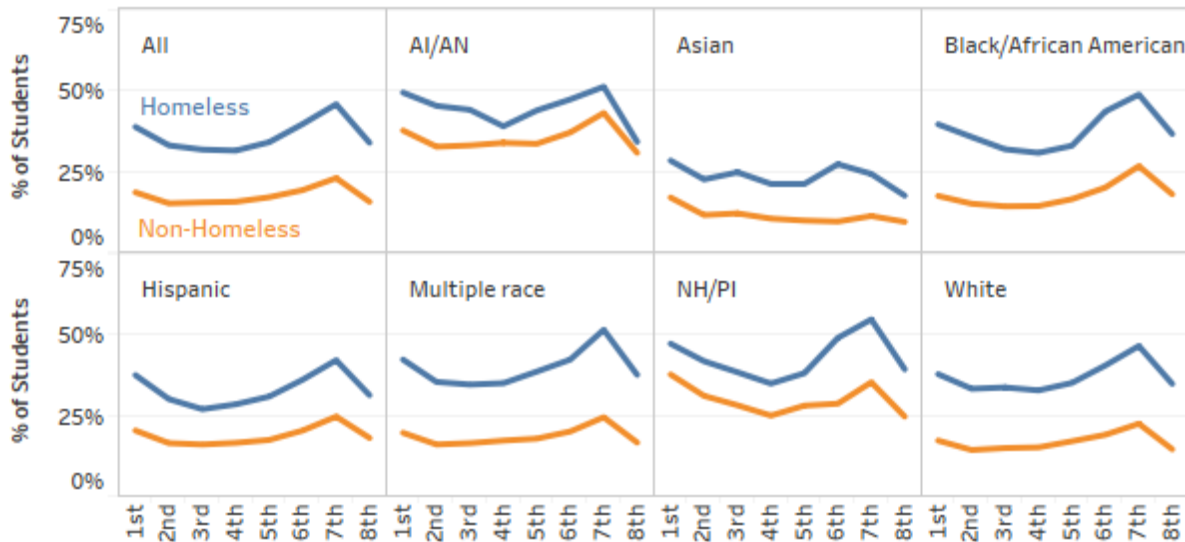
Data source: ERDC analysis using OSPI CEDARS data. The 8th grade result is from 2020 enrollment data which was impacted by COVID-19. See Table 2-3 in Appendix B for details.

⁸ Chronic absenteeism is defined as a student being absent from school for 15 or more days within a school year. (<https://www2.ed.gov/datastory/chronicabsenteeism.html>)

⁹ The increase in 8th grade may be due to inconsistent data collection in 2020 during COVID-19.

Figure 2-4 shows the percentage of chronic absenteeism disaggregated by race. Similar to other findings, students experiencing homelessness are more likely to be chronically absent, regardless of their racial/ethnic identity. Among students experiencing homelessness, American Indians/Alaskan Natives students were more likely to be absent than other racial/ethnic groups, whereas Asian American students had the lowest rates of chronic absenteeism. Amongst the racial/ethnic groups, the gap in chronic absenteeism between the two groups is smallest for students identified as American Indians/Alaskan Natives (by about 5% to 12% difference over time). For the other racial groups, the gap ranges from 10% to 27% difference.

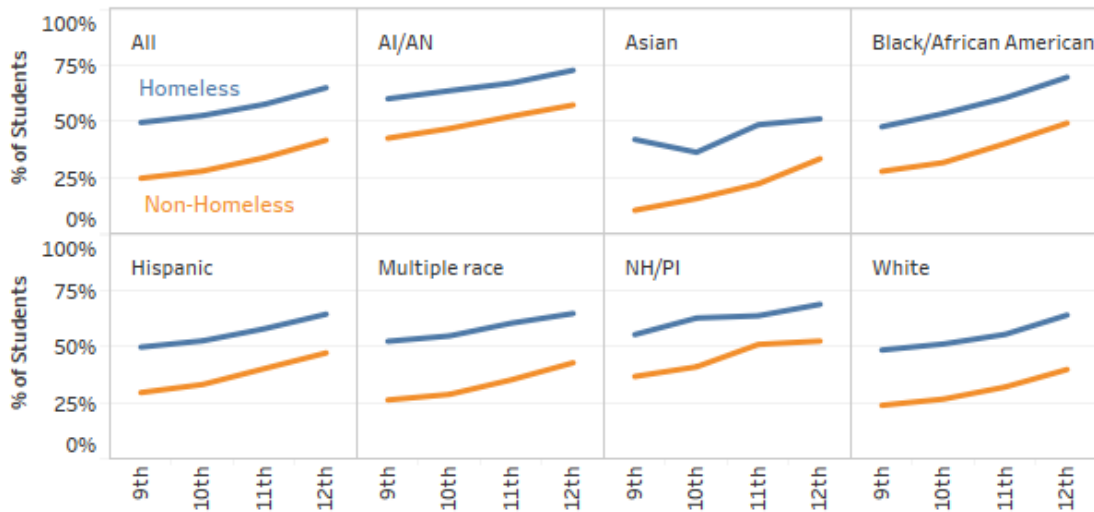
Figure 2-4. Percent Chronic Absenteeism between Homeless and Non-Homeless over Grade Level for 2012 Kindergarten Cohort, by Race/Ethnicity



Data source: ERDC analysis using OSPI CEDARS data. The 8th grade result is from 2020 enrollment data which was impacted by COVID-19. Blank trends refer to data with sample size <10, which need to be suppressed in the report. See Table 2-3 in Appendix B for details.

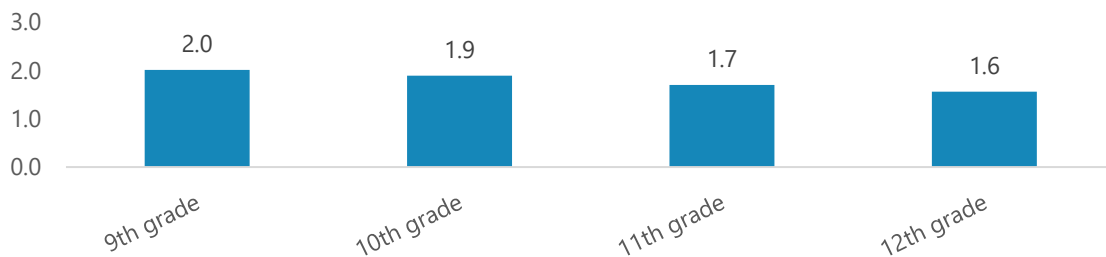
For the 2012 8th grade cohort, the chronic absenteeism rate grew during high school regardless of a student’s homeless status or race, but students experiencing homelessness are still at a greater risk of being chronically absent (Figure 2-5). However, the gap in chronic absenteeism between homeless students and their non-homeless peers decreased from 9th to 12th grade (Figure 2-6).

Figure 2-5. Percent Chronic Absenteeism between Homeless and Non-Homeless Students over High School (2013-2016) for 2012 8th graders, by Race/Ethnicity



Data source: ERDC analysis using OSPI CEDARS data. Blank trends refer to data with sample size <10, which need to be suppressed in the report. See Table 2-4 in Appendix B for details.

Figure 2-6. Odds of Chronic Absenteeism between Homeless and non-Homeless over High School (2013-2016), for 2012 8th Grade Cohort

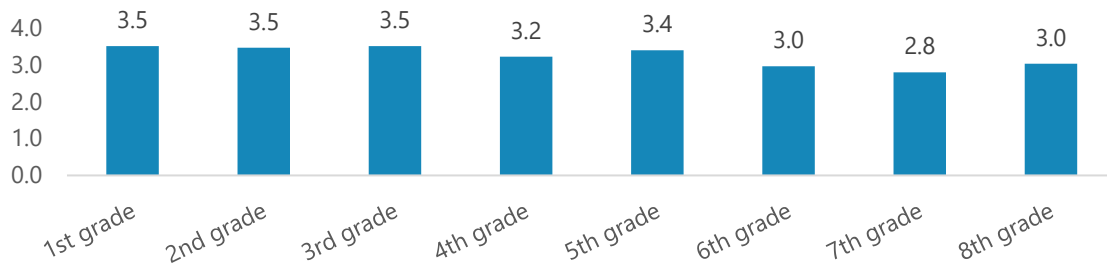


Data source: ERDC analysis using OSPI CEDARS data. See Table 2-4 in Appendix B for details.

School disciplinary exclusion over time

Among the 2012 kindergarten cohort, students experiencing homelessness were 3.2 to 3.5 times more likely to face school disciplinary exclusion than their non-homeless peers through 5th grade (Figure 2-7). The gap persisted through middle school, though it did decline slightly.

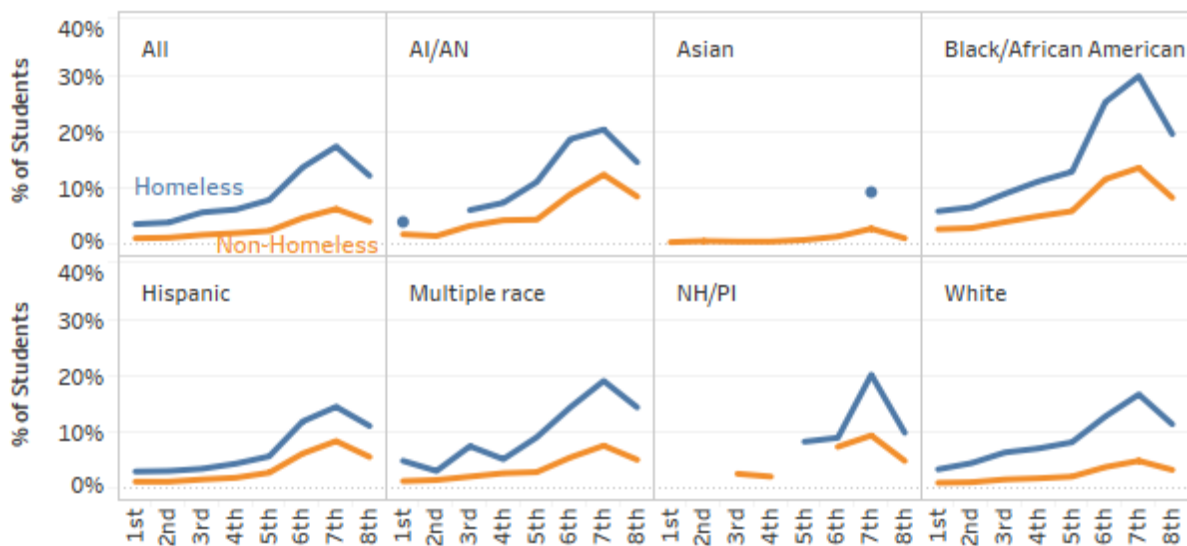
Figure 2-7. Odds of School Disciplinary Exclusion between Homeless and Non-Homeless over Grade Level (2013-2020), for 2012 Kindergarten Cohort



Data source: ERDC analysis using OSPI CEDARS data. The 8th grade result is from 2020 enrollment data which was impacted by COVID-19. See Table 2-5 in Appendix B for details.

The gap in school exclusion rates is particularly pronounced for Black/African American students in 7th grade, with a 16-percentage point difference between homeless and non-homeless students (Figure 2-8). Overall, the 2012 kindergarten cohort had an increasing proportion of disciplinary exclusion as they proceeded to middle school.

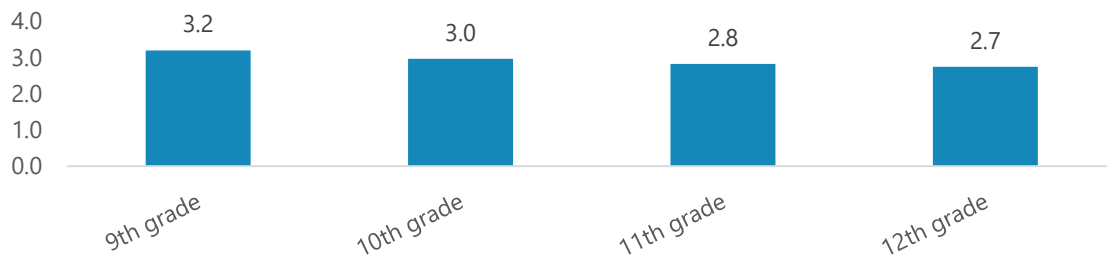
Figure 2-8. Percent Experiencing School Disciplinary Exclusion between Homeless and Non-Homeless over Grade Level (2013-2020) for 2012 kindergarten cohort, by Race/Ethnicity



Data source: ERDC analysis using OSPI CEDARS data. The 8th grade result is from 2020 enrollment data which was impacted by COVID-19. Blank trend refers to no data or cell size < 10, which need to be suppressed in the report See Table 2-5 in Appendix B for details.

For the 2012 8th grade cohort, students experiencing homelessness were more likely than their peers to receive school disciplinary exclusion between 9th and 12th grade. The odds of facing disciplinary exclusion dropped slightly from 3.2 to 2.7 times across a student’s high school career (Figure 2-9).

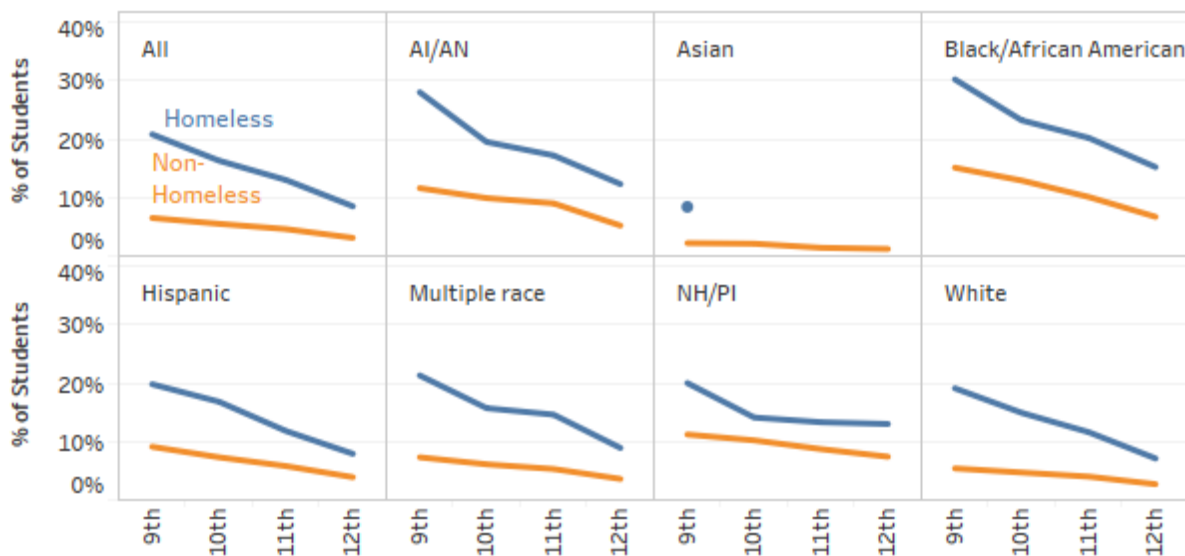
Figure 2-9. Odds of School Disciplinary Exclusion between Homeless and non-Homeless over High School, for 2012 8th Grade Cohort



Data source: ERDC analysis using OSPI CEDARS data. See Table 2-6 in Appendix B for details.

Similar to elementary and middle school, high schoolers experiencing homelessness received higher rates of school disciplinary exclusion than their non-homeless peers (Figure 2-10). The gap in school exclusion rate between is the largest among Black/African American students over four years. However, all racial/ethnic groups saw a decline over their high school career.

Figure 2-10. Percent School Disciplinary Exclusion for 2012 8th Grade Cohort over High School (2013-2016), by Homeless and Race/Ethnicity



Data source: ERDC analysis using OSPI CEDARS data. Blank trend refers to no data or cell size < 10. See Table 2-6 in Appendix B for details.

What are the employment outcomes for young adults that experienced homelessness over the past 5 years?

Cross-sectional Analysis of Employment Outcomes

This section summarizes the main findings from the cross-sector analysis. Cross-sectional samples demonstrate the trend of employment gaps between students experiencing homelessness and those that are not. The analytical sample includes young adults who had enrolled in Washington public schools or colleges between 2012 and 2020 and reached age 18 between 2015 and 2019. All the data related to workforce outcomes are for young adults that were employed in Washington state (see Table A in Appendix A for age distribution of these young adults in the study sample).

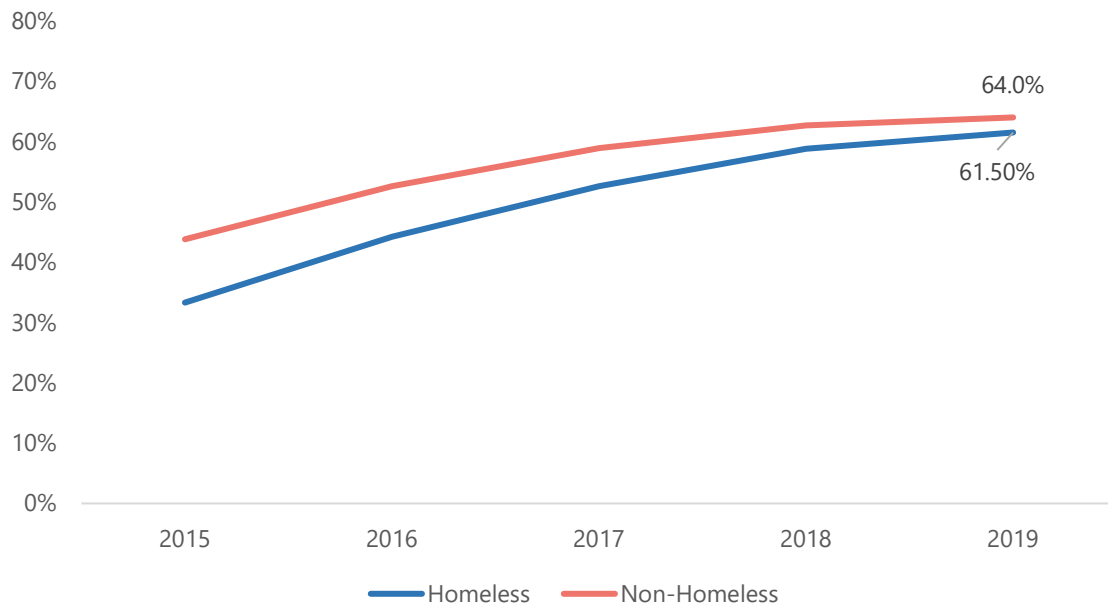
Key Findings

- Young adults who did not experience homelessness had a higher percentage of employment, worked more hours, and had higher median annual earnings.
- The employment gap between young adults that had experienced homelessness and those that had not decreased and almost closed as of 2019. However, the median earnings gap expanded during that same time.

Employment rate

The percentage of employment increased for all young adults who were age 18 or older between 2015 and 2019, regardless of their housing status, as most aged and some gained more education and work experience. Figure 3-1 indicates that the gap between the two groups steadily closed between 2015 and 2019, reaching just a 2.5 percentage point difference in 2019.

Figure 3-1. Percent Employed for Young Adults Age 18 or Older, by Homeless Status for 2015 to 2019

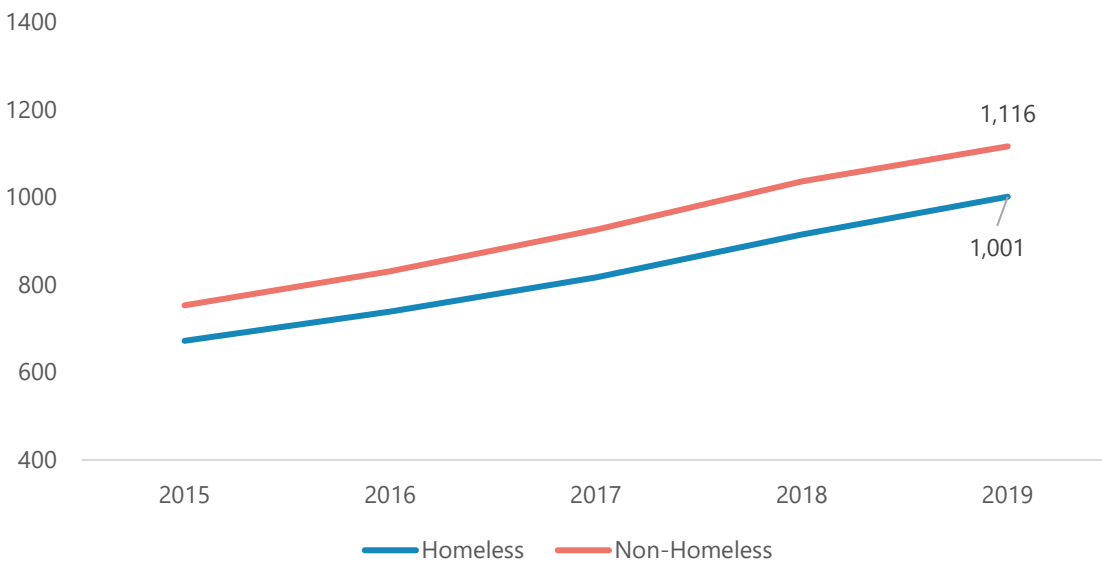


Data source: ERDC's analysis with homeless data from OSPI and UI Wage data from the Employment Security Department. See also Table 3 in Appendix B for details.

Work Hours

In addition to a higher rate of employment, young adults that did not experience homelessness worked more hours each year compared to their peers that had experienced homelessness. Non-homeless young adults had increasing work hours at a slightly higher pace. The gap in annual work hours thus expanded between 2015 and 2019.

Figure 3-2. Average Annual Work Hours for Young Adults Age 18 or Older, by Homeless from 2015 to 2019

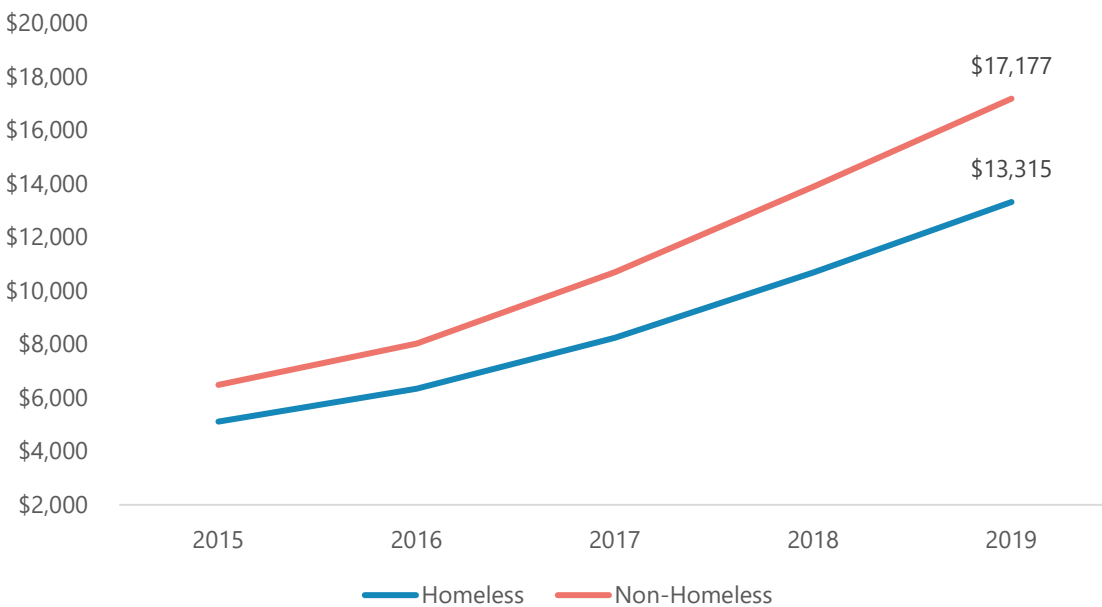


Data source: ERDC's analysis with homeless data from OSPI and UI Wage data from the Employment Security Department. See also Table 2 in Appendix B for details.

Annual Earnings

Finally, young adults who did not experience homelessness had higher median annual earnings compared to young adults that had experienced homelessness. The gap in median annual earnings has expanded as most of them aged (Figure 3-3).

Figure 3-3. Median Annual Earnings for Young Adults Age 18 or Older, by Homeless Status from 2015 to 2019



Data source: ERDC's analysis with homeless data from OSPI and UI Wage data from the Employment Security Department. See also Table 3 in Appendix B for details. Earnings are adjusted to 2019 Consumer Price Index (CPI)

These findings from the cross-sectional analysis suggest that improving employment opportunities for young adults that had experienced homelessness does not reduce inequity. Even as the rate of employment increased, inequities persist and seem to be growing, both in terms of the number of hours worked and the annual earnings.

What are the educational outcomes for a group of young adults that experienced homelessness over time?

Longitudinal Analysis of Employment Outcomes

This section summarizes the key findings from the longitudinal analysis of employment outcomes. The analysis on longitudinal cohorts follows the same group of young adults who were age 18 or older in 2012¹⁰ and had enrolled in Washington public schools and colleges between the 2012 and 2020 school years. Again, the data related to workforce outcomes are for young adults that were employed in Washington state. Detailed tables can be found in Appendix B.

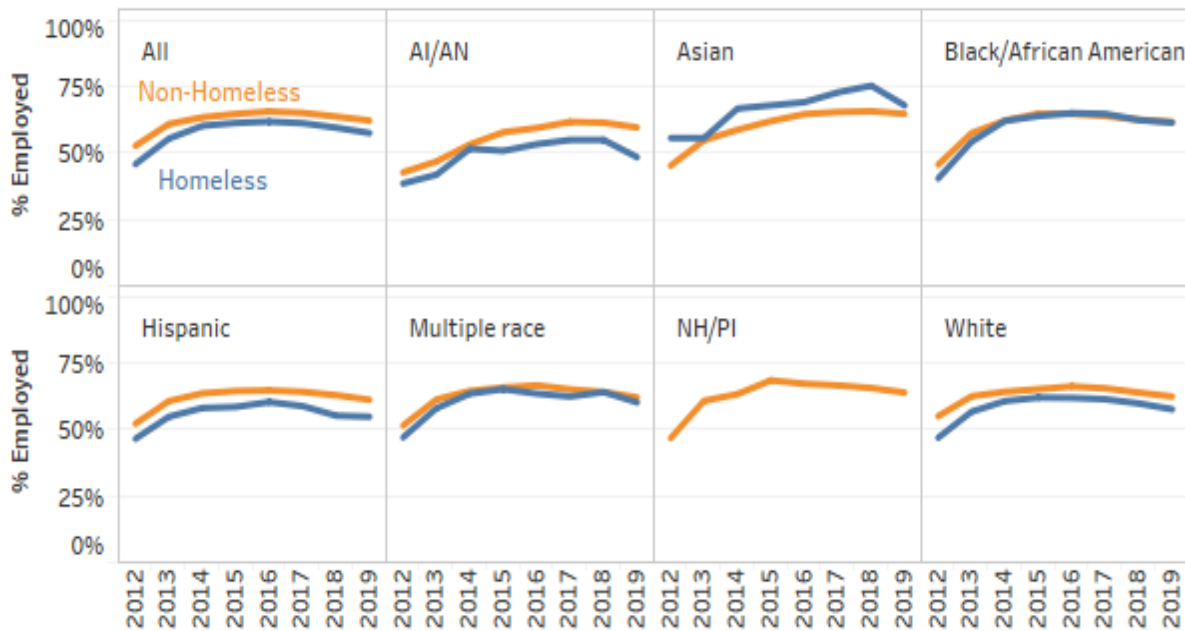
Key Findings

- There was a very slight gap in the employment rate between young adults that had experienced homelessness and their counterparts as workforce participation increased from 2012 to 2019.
- However, gaps in work hours and median earnings gradually expanded over the same time, with non-homeless young adults earning more.

¹⁰ See table A in Appendix A for the age distribution in 2012 for this longitudinal cohort.

Figure 4-1 indicates that the employment gap between homeless and non-homeless young adults was present between 2012 and 2019. The gap changed from about 7% in 2012 to 5% in 2019 (Table 4-1 in Appendix B).

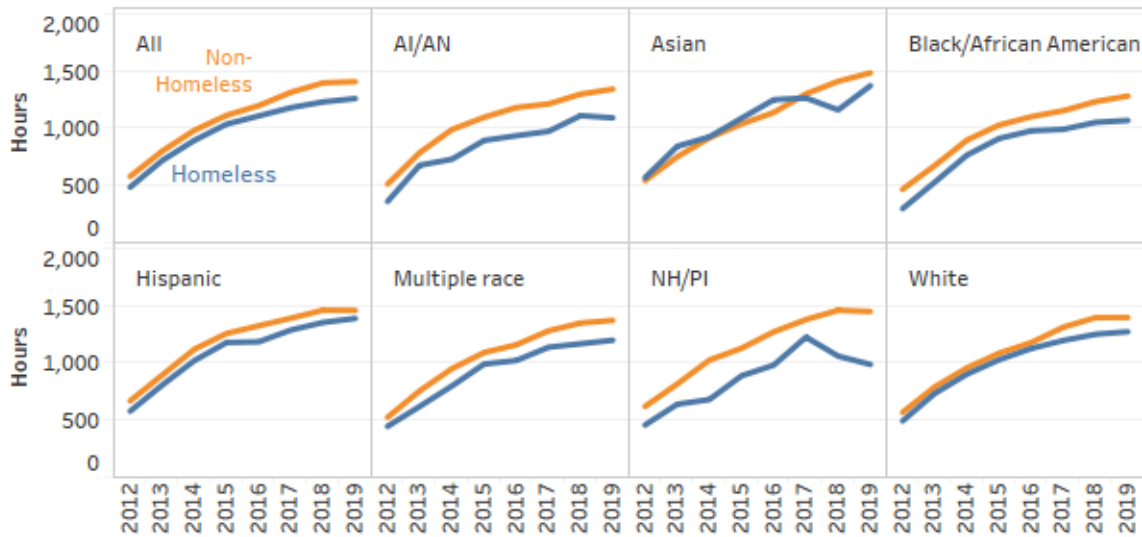
Figure 4-1. Percent Employed for 2012 Age 18+ Cohort from 2012 to 2019, by Homeless and Race/Ethnicity



Data source: ERDC analysis using UI Wage data from ESD and homeless data from OSPI. Blank trend refers to no data or cell size < 10. See Table 4-1 in Appendix B for details.

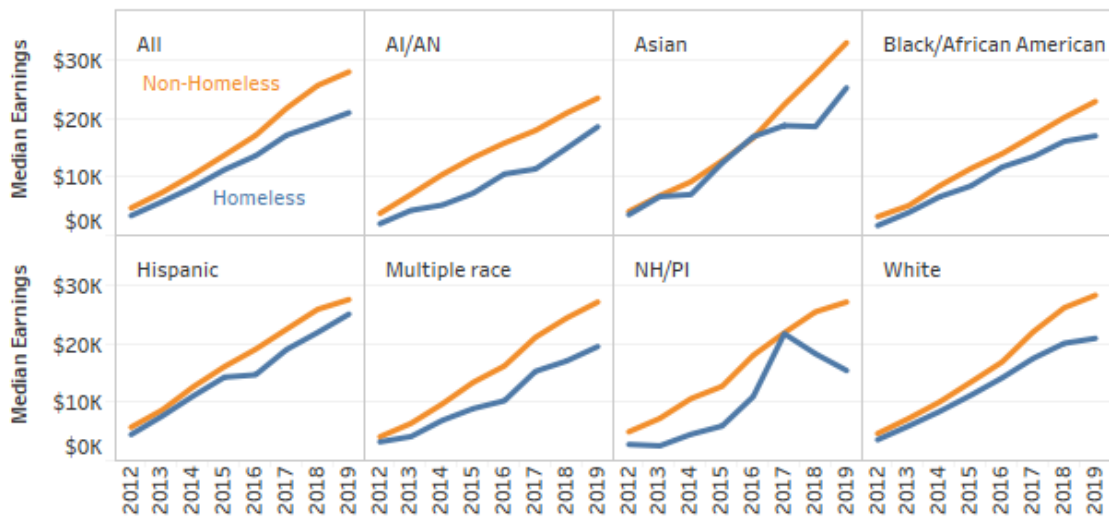
Similar to the results from the cross-sectional analysis, young adults who had experienced homelessness worked fewer hours and earned lower median earnings than their peers that had not experienced homelessness (Figures 4-2 and 4-3). Even though there was not a large employment gap, the gaps in work hours and median earnings expanded over time for the same cohort of young adults.

Figure 4-2. Average Annual Work Hours for 2012 Age 18+ Cohort from 2012-2019, by Homeless Status and Race/Ethnicity



Data source: ERDC analysis using UI Wage data from ESD and homeless data from OSPI. See Table 4-2 in Appendix B for details.

Figure 4-3. Median Earnings for 2012 18+ Age Group from 2012-2019, by Homeless Status and Race/Ethnicity



Data source: ERDC analysis using UI Wage data from ESD and homeless data from OSPI. See Table 4-3 in Appendix B for details.

Conclusion

Using both cross-sectional and longitudinal analyses, this study highlights persistent gaps in educational and employment outcomes between students that experienced homelessness and students that did not. The trends in this report illuminate potential areas for educators and policymakers to focus on to improve the Washington education system's ability to serve students that experienced homelessness.

The cross-sectional analysis revealed that gaps between the two groups in academic outcomes either perpetuated or slightly narrowed. During the same time, gaps in risk factors associated with negative academic outcomes remained with mixed trends. For students experiencing homelessness, the likelihood of facing school exclusion or having a disability was higher. However, compared to prior years, homeless students were more stable at enrolling in the same school and had higher rate of regular attendance since 2017. While employment among young adults improved over time, earnings disparities between the two groups continued to expand.

The longitudinal analysis tracked the same student cohorts over nine years. Findings indicate that students, especially those going through homelessness, were more likely to experience chronic absenteeism and school disciplinary exclusion during high school years. Washington young adults who had homeless experience did not differ much from their non-homeless counterparts in workforce participation. However, employment inequity between these two groups existed as number of work hours and earnings gaps expanded.

In addition to examining the outcome disparities by homeless status, this study disaggregated findings by race/ethnicity. However, the findings of racial/ethnic disparity are less conclusive due to data limitations. First, some racial/ethnic groups had lower numbers of students experiencing homelessness, so findings were either skewed or needed to be omitted in the report to protect student privacy. Second, the educational outcome measures are only available for students enrolled in Washington public K-12 schools or colleges. The enrollments from private schools or out-of-state postsecondary institutions were not accessible. Lastly, UI wage data used in the employment analysis offered a limited amount of information about the Washington workforce. Other records for employees that are self-employed or federal employees are not included. These limitations need to be taken into consideration while interpreting the findings and for future research.

Future research

This 2021 report provides an overview of education and workforce outcomes for students that experienced homelessness and their housed peers. The Legislature directed ERDC to continue partnering with the PEI workgroup to provide data-driven evidence for policies aiming to improve lifelong outcomes for students experiencing homelessness. Based on the findings of this study and the research priorities addressed with the workgroup, several directions or research questions for future studies are recommended.

First, the mechanisms through which homelessness impacts individual short- and long-term outcomes are not fully examined yet. For example, this study has portrayed several risk factors potentially disrupting student progression. The extent to which those factors associate with the outcome disparities between students that experienced homelessness and their housed peers need further investigation.

Second, examining whether students that experience homelessness have equitable access to educational and workforce opportunities as their housed peers will shed light on explaining outcome disparities. For example, whether there is variation in districts that successfully improved education outcomes or closing the opportunity gap for homeless students¹¹ needs further research.

Third, future research can investigate the impacts of homeless policy or program intervention. For example, in 2016, the Washington State Legislature passed the [Homeless Student Stability and Opportunity Gap Act](#) (HSSA) to improve education outcomes of homeless students. The state law provides grants for school districts to serve students experiencing homelessness through in-school supports and housing stability. This study found that students experiencing homelessness were less mobile and more likely to attend schools since 2017, compared to previous years. Whether the improved school stability and attendance found is attributed to the HSSA needs further investigation.

Fourth, the association between living conditions and outcomes can be explored. In other words, do different living conditions, such as couch-surfing, doubling-up, or staying in temporary housing like hotels or shelters make a difference in terms of student learning outcomes.

Finally, early evidence suggests that the COVID-19 pandemic exacerbated inequities, particular for already vulnerable groups such as the homeless population. It is critical to analyze the impact of COVID-19 on education and workforce outcomes for all students, paying particular attention to those who experienced homelessness¹².

This report serves the first of the SHB 2711 research series. More in-depth studies on equity will contribute to evidence-based policymaking dedicated to close outcome gaps.

¹¹ Dhaliwal, T. K. Gregorio, S. DE, Owens, A., and Painter, G. (2021). *Putting Homelessness in Context: The Schools and Neighborhoods of Students Experiencing Homelessness*. The ANNALS of the American Academy of Political and Social Science, 693, January.

¹² National Academies of Sciences, Engineering, and Medicine (2021). *Addressing Disaster Vulnerability among Homeless Populations during COVID-19*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/26220>.

Appendix A. Technical Notes

Data

Two data sources contributed to this study:

1. The WA P-20 Data Warehouse maintained by ERDC provides administrative records about public K-12 enrollment, student homeless status, assessment outcomes, high school graduation, school disciplinary exclusion, absence, enrollment in public institutions, hours employed, and wage in Washington. It also provides demographic characteristics. Data sources include the Comprehensive Education Data and Research System (CEDARS) from the Office of Superintendent of Public Instruction (OSPI), State Board for Community and Technical Colleges (SBCTC) Data Warehouse from the WA SBCTC, the Public Centralized Higher Education Enrollment System (PCHEES) housed at the Office of Financial Management (OFM), and Unemployment Insurance wage (UI Wage) from Washington's Employment Security Department (ESD).
2. OSPI provided aggregated data from the OSPI State Report Card (OSPI-SRC) for the trend analysis.

The annual records used in this study summarize record-level data by screening enrollment, progression, achievement, and employment outcomes by time sequence in each year.

Table A. Number of Young Adults Employed in Washington from 2015 to 2019, by Age

| Age as of Jan 1 | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|--------|--------|--------|---------|---------|---------|---------|---------|
| Cross-sectional: All Adult age 18+ | | | | | | | | |
| 18 | | | | 12,334 | 24,522 | 40,274 | 53,580 | 60,074 |
| 19 | | | | 23,469 | 39,332 | 52,566 | 60,256 | 60,822 |
| 20 | | | | 36,987 | 51,314 | 58,904 | 60,100 | 59,800 |
| 21 | | | | 48,253 | 58,200 | 58,969 | 58,605 | 58,757 |
| 22 | | | | 53,612 | 57,282 | 58,239 | 58,310 | 57,839 |
| 23 | | | | 51,119 | 53,303 | 55,511 | 57,017 | 56,349 |
| 24 | | | | 46,342 | 48,595 | 50,562 | 52,596 | 53,851 |
| 25 | | | | 24,462 | 25,644 | 26,619 | 27,593 | 29,059 |
| 26 | | | | 5,320 | 5,575 | 5,733 | 5,933 | 6,258 |
| 27 | | | | 1,753 | 1,826 | 1,850 | 1,934 | 2,082 |
| 28 | | | | 327 | 341 | 355 | 372 | 395 |
| Total | | | | 303,978 | 365,934 | 409,582 | 436,296 | 445,286 |
| Longitudinal: 2012 Adult age 18+ | | | | | | | | |
| 18 | 24,631 | 28,548 | 29,581 | 30,160 | 30,626 | 30,491 | 29,831 | 29,059 |
| 19 | 5,127 | 5,953 | 6,380 | 6,569 | 6,615 | 6,521 | 6,376 | 6,258 |
| 20 | 1,833 | 2,076 | 2,172 | 2,203 | 2,235 | 2,156 | 2,114 | 2,082 |
| 21 | 363 | 419 | 425 | 427 | 415 | 413 | 407 | 395 |
| Total | 31,954 | 36,996 | 38,558 | 39,359 | 39,891 | 39,581 | 38,728 | 37,794 |

Data source: ERDC's analysis of UI Wage data. Earnings are adjusted to 2019 Consumer Price Index (CPI). The Sample includes only those who ever enrolled in Washington public schools between 2012 and 2020.

Glossary

Chronic absenteeism refers to a student being absent from school for 15 or more days within a school year.

College going rate is calculated by $(\text{total number of the graduation class enrolling in WA public institutions in one year after high school graduation}) / (\text{total number of the graduation class})$

Early grade academic achievements are presented by whether a student met 3rd-grade assessment standard in English Language Art or in Math.

Employment outcomes refer to employment status, average annual work hours, and median annual earnings calculated from the Unemployment Insurance Wage records.

Five-year graduation rate refers to the percent of the first-time ninth graders who stayed in high school and graduated in five years.

Homeless flag indicates whether or not the student was homeless at any time during the current school year as defined in McKinney–Vento Act, Section 725(2). The identification of homeless status represents those who ever enrolled in Washington public K-12 schools or higher education institutions any time point between 2012 and 2020 school/academic years.

Kindergarten readiness is a flag identifying whether a kindergartener met the WAKIDs assessment standard in six domain areas – social emotional, physical, cognitive, language, literacy, mathematics.

Ninth-grade on track is defined as first time ninth graders who passed all credits they attempted in their ninth grade year.

Number of school enrollment is a measure of school mobility directly calculated from CEDARS enrollment file. It indicates the total number of enrollments in that school year.

Odds ratios demonstrated in some figures are calculated by $(\text{percent of indicator for Homeless Care}) / (\text{percent of indicator for non-Homeless Care})$

Race/ethnicity is a categorical measure for seven categories from CEDARS.

School discipline is a flag to identify whether a student experiencing disciplinary action in school.

School disciplinary exclusion refers to the status that a student being excluded from school due to disciplinary action.

School mobility is defined as changing schools at least one time during the school year. Non-mobile students are students enrolled on October 1st of the school year and are continuously enrolled in the same school for 150 days in the school year. Mobile students enroll with inverse pattern.

Young adults refer to those who were age 18 or older as of January 1 in the year.

Appendix B. Supplemental Tables

Table 1. Ten Project Education Impact (PEI) Disparity Indicators for Homeless Students

| | School Year | | | | | |
|---|-------------|-------|-------|-------|-------|-------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percent Ready in 6 Assessment Domains | | | | | | |
| All Students | 37.2% | 42.6% | 45.7% | 45.9% | 44.9% | 50.6% |
| Homeless | | | 24.2% | 26.1% | 23.8% | 29.6% |
| Non-Homeless | 37.2% | 42.6% | 46.2% | 46.4% | 45.5% | 51.1% |
| Percent Meeting 3rd grade English Language Arts standard | | | | | | |
| All Students | 51.7% | 54.0% | 52.4% | 55.6% | 55.4% | |
| Homeless | 28.5% | 28.1% | 28.0% | 30.9% | 26.2% | |
| Non-Homeless | 52.3% | 54.8% | 53.1% | 56.3% | 56.3% | |
| Percent Meeting 3rd grade Mathematics standard | | | | | | |
| All Students | 56.4% | 58.6% | 57.6% | 57.6% | 58.0% | |
| Homeless | 31.6% | 33.6% | 32.9% | 33.2% | 28.7% | |
| Non-Homeless | 57.0% | 59.4% | 58.3% | 58.3% | 58.9% | |
| Percent 9th grade on-track | | | | | | |
| All Students | 70.4% | 72.1% | 72.7% | 73.7% | 72.5% | 77.7% |
| Homeless | 38.1% | 40.2% | 39.9% | 40.2% | 40.0% | 51.5% |
| Non-Homeless | 71.2% | 72.9% | 73.6% | 74.7% | 73.5% | 78.4% |
| Percent Graduating in 5 years | | | | | | |
| All Students | 81.1% | 81.9% | 82.4% | 82.7% | 83.8% | 83.9% |
| Homeless | 55.9% | 55.5% | 58.0% | 58.9% | 59.7% | 61.1% |
| Non-Homeless | 82.5% | 83.5% | 84.1% | 84.5% | 85.9% | 85.9% |
| Percent with Regular Attendance | | | | | | |
| All Students | 83.9% | 83.1% | 82.7% | 82.7% | 82.9% | 89.4% |
| Homeless | 66.9% | 64.8% | 66.0% | 70.0% | 70.1% | 78.7% |
| Non-Homeless | 84.6% | 83.9% | 83.5% | 83.6% | 83.8% | 90.0% |
| Percent with Disciplinary Action | | | | | | |
| All Students | 4.1% | 3.8% | 3.8% | 4.1% | 4.0% | 2.4% |
| Homeless | 9.8% | 9.3% | 9.6% | 10.4% | 9.9% | 6.3% |
| Non-Homeless | 3.9% | 3.7% | 3.6% | 3.8% | 3.8% | 2.3% |

Table 1. Ten Project Education Impact (PEI) Disparity Indicators for Homeless Students (Continued)

| | School Year | | | | | |
|--|------------------|--------|--------|--------|--------|-------|
| | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
| Percent with mobility | | | | | | |
| All Students | 4.6% | 4.5% | 4.2% | 4.4% | 4.3% | 4.2% |
| Homeless | 14.3% | 14.8% | 12.9% | 12.9% | 12.7% | 12.8% |
| Non-Homeless | 4.3% | 4.2% | 4.0% | 4.2% | 4.1% | 4.0% |
| Percent with disability | | | | | | |
| All Students | 14.0% | 14.1% | 14.3% | 14.6% | 15.0% | 14.9% |
| Homeless | 21.7% | 21.5% | 21.8% | 22.4% | 23.0% | 21.7% |
| Non-Homeless | 13.8% | 13.9% | 14.1% | 14.4% | 14.8% | 14.7% |
| College Going Rate | | | | | | |
| | Graduation Class | | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 | |
| Enroll in WA public institution one year after graduation | | | | | | |
| Total | 37,878 | 38,698 | 39,611 | 41,058 | 34,418 | |
| | 55.8% | 56.0% | 56.3% | 56.0% | 47.1% | |
| Homeless | 1,085 | 1,224 | 1,373 | 1,538 | 1,484 | |
| | 36.4% | 36.4% | 35.5% | 35.5% | 33.5% | |
| Non-Homeless | 36,793 | 37,472 | 38,236 | 39,513 | 32,934 | |
| | 56.7% | 57.0% | 57.5% | 57.3% | 48.0% | |

Data source for top 9 indicators on the table: OSPI-SRC. The 2020 data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. Therefore, the 2020 result needs to be used with caution. See <https://www.k12.wa.us/data-reporting/data-displays> for details. Data source for college going rate comes from PCHEES and SBCTC.

Table 2-1. Average Number of School Enrollments for 2012 Kindergarteners from kindergarten to 8th grade (2012 to 2020), by Homeless Status and Race/Ethnicity

| | Kindergarten | 1 st grade | 2 nd grade | Grade Level | | 5 th grade | 6 th grade | 7 th grade | 8 th grade |
|---|--------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | | | | 3 rd grade | 4 th grade | | | | |
| Total | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.0 | 1.1 | 1.0 | 1.0 | 1.1 |
| Total | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| American Indian/Alaska Native | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.3 | 1.2 | 1.2 | 1.3 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.2 |
| Total | 1.2 | 1.2 | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.2 |
| Asian | | | | | | | | | |
| Homeless | 1.2 | 1.1 | 1.1 | 1.2 | 1.2 | 1.2 | 1.1 | 1.1 | 1.1 |
| Non-Homeless | 1.1 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Total | 1.1 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 |
| Black/African American | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 | 1.3 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Total | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Hispanic/Latino | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.0 | 1.1 |
| Total | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Native Hawaiian/Pacific Islander | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.0 | 1.1 |
| Total | 1.2 | 1.2 | 1.2 | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Multiple race | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.0 | 1.1 |
| Total | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| White | | | | | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.0 | 1.0 | 1.1 | 1.0 | 1.0 | 1.1 |
| Total | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |

Data source: ERDC’s analysis of OSPI CEDARS data. The 8th-grade (2020) data is impacted by Covid-19, which only reflects the records collected from September of 2019 to February of 2020, not the whole year. Therefore, the 2020 result needs to be used with caution. See <https://www.k12.wa.us/data-reporting/data-displays> for details.

Table 2-2. Average Number of School Enrollments for 2012 8th Graders from 8th to 12th grade (2012 to 2016), by Homeless Status and Race/Ethnicity

| | 8 th grade | 9 th grade | Grade Level 10 th grade | 11 th grade | 12 th grade |
|---|-----------------------|-----------------------|---------------------------------------|------------------------|------------------------|
| All race/ethnicity | | | | | |
| Total | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Homeless | 1.3 | 1.4 | 1.4 | 1.3 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| American Indian/Alaska Native | | | | | |
| Homeless | 1.5 | 1.5 | 1.4 | 1.4 | 1.2 |
| Non-Homeless | 1.2 | 1.2 | 1.2 | 1.1 | 1.1 |
| Asian | | | | | |
| Homeless | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| Non-Homeless | 1.1 | 1.0 | 1.0 | 1.0 | 1.0 |
| Black/African American | | | | | |
| Homeless | 1.3 | 1.3 | 1.4 | 1.4 | 1.3 |
| Non-Homeless | 1.2 | 1.1 | 1.2 | 1.2 | 1.1 |
| Hispanic | | | | | |
| Homeless | 1.3 | 1.4 | 1.4 | 1.3 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| Native Hawaiian/Pacific Islander | | | | | |
| Homeless | 1.4 | 1.4 | 1.3 | 1.2 | 1.3 |
| Non-Homeless | 1.2 | 1.1 | 1.1 | 1.1 | 1.1 |
| Multiple race | | | | | |
| Homeless | 1.4 | 1.4 | 1.4 | 1.3 | 1.3 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |
| White | | | | | |
| Homeless | 1.3 | 1.3 | 1.3 | 1.3 | 1.2 |
| Non-Homeless | 1.1 | 1.1 | 1.1 | 1.1 | 1.1 |

Data source: ERDC's analysis of OSPI CEDARS data.

Table 2-3. Percent Chronic Absenteeism for 2012 Kindergarteners from 1ST to 8th grade (2013-2020), by Homeless Status and Race/Ethnicity

| | Grade Level | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 st grade | 2 nd grade | 3 rd grade | 4 th grade | 5 th grade | 6 th grade | 7 th grade | 8 th grade |
| | N % | N % | N % | N % | N % | N % | N % | N % |
| All race/ethnicity | | | | | | | | |
| Homeless | 3,120 38.6% | 2,534 32.9% | 2,485 31.6% | 2,420 31.3% | 2,614 33.9% | 3,005 39.5% | 3,427 45.6% | 2,418 33.7% |
| Non-Homeless | 11,678 18.4% | 8,936 15.0% | 9,093 15.3% | 9,019 15.5% | 9,712 16.9% | 10,774 19.1% | 12,771 22.8% | 8,206 15.5% |
| American Indian/Alaska Native | | | | | | | | |
| Homeless | 118 49.2% | 106 45.1% | 105 43.9% | 92 38.8% | 100 43.7% | 114 47.1% | 122 51.0% | 73 34.0% |
| Non-Homeless | 272 37.5% | 224 32.5% | 236 32.9% | 246 33.7% | 230 33.4% | 262 36.9% | 301 42.9% | 195 30.6% |
| Asian | | | | | | | | |
| Homeless | 35 28.2% | 26 22.4% | 30 24.6% | 25 21.0% | 25 21.0% | 29 27.1% | 27 24.1% | 19 17.4% |
| Non-Homeless | 688 16.8% | 438 11.4% | 452 11.9% | 374 10.3% | 346 9.7% | 321 9.4% | 385 11.1% | 292 9.3% |
| Black/African American | | | | | | | | |
| Homeless | 271 39.4% | 231 35.5% | 209 31.7% | 198 30.6% | 209 32.8% | 271 43.4% | 306 48.6% | 216 36.4% |
| Non-Homeless | 406 17.3% | 325 14.9% | 298 14.1% | 294 14.2% | 330 16.3% | 385 19.9% | 504 26.5% | 315 17.8% |
| Hispanic | | | | | | | | |
| Homeless | 968 37.3% | 750 29.9% | 680 26.8% | 708 28.3% | 766 30.7% | 885 35.9% | 1,025 41.9% | 740 31.1% |
| Non-Homeless | 3,062 20.2% | 2,344 16.3% | 2,290 15.9% | 2,289 16.4% | 2,430 17.3% | 2,810 20.2% | 3,383 24.5% | 2,353 17.9% |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| Homeless | 85 47.0% | 69 41.6% | 66 38.2% | 59 34.7% | 64 37.9% | 80 48.8% | 91 54.5% | 61 39.1% |
| Non-Homeless | 199 37.5% | 152 30.9% | 137 28.0% | 117 24.8% | 130 27.9% | 129 28.5% | 154 35.1% | 105 24.5% |
| Multiple race | | | | | | | | |
| Homeless | 360 42.1% | 281 35.2% | 292 34.4% | 288 34.8% | 316 38.4% | 339 42.1% | 403 51.3% | 282 37.4% |
| Non-Homeless | 1,034 19.5% | 784 15.9% | 806 16.3% | 832 17.1% | 850 17.7% | 938 19.9% | 1,137 24.3% | 731 16.5% |
| White | | | | | | | | |
| Homeless | 1,282 37.6% | 1,070 33.1% | 1,101 33.5% | 1,050 32.6% | 1,132 34.9% | 1,286 40.3% | 1,453 46.3% | 1,026 34.6% |
| Non-Homeless | 6,016 17.1% | 4,669 14.2% | 4,873 14.8% | 4,867 15.0% | 5,396 16.9% | 5,927 18.9% | 6,905 22.3% | 4,215 14.4% |

Data source: ERDC's analysis of OSPI CEDARS data. The 8th-grade (2020) data is impacted by Covid-19. Therefore, the 2020 result needs to be used with caution.

Table 2-4. Percent Chronic Absenteeism for 2012 8th Graders from 9th to 12th grade (2013-2016), by Homeless Status and Race/Ethnicity

| | Grade Level | | | |
|---|-----------------------|------------------------|------------------------|------------------------|
| | 9 th grade | 10 th grade | 11 th grade | 12 th grade |
| | N % | N % | N % | N % |
| All race/ethnicity | | | | |
| Homeless | 2,775 49.5% | 2,813 52.6% | 2,856 57.6% | 2,735 65.0% |
| Non-Homeless | 16,011 24.6% | 17,669 27.8% | 19,755 33.8% | 22,612 41.6% |
| American Indian/Alaska Native | | | | |
| Homeless | 137 60.1% | 142 63.7% | 139 67.1% | 123 72.8% |
| Non-Homeless | 406 42.5% | 425 46.8% | 443 52.3% | 422 57.3% |
| Asian | | | | |
| Homeless | 44 41.9% | 38 36.2% | 47 48.5% | 47 51.1% |
| Non-Homeless | 442 10.3% | 677 15.5% | 925 22.1% | 1,376 33.3% |
| Black/African American | | | | |
| Homeless | 274 47.6% | 298 53.5% | 313 60.5% | 334 69.7% |
| Non-Homeless | 724 27.7% | 804 31.6% | 962 40.1% | 1,100 49.2% |
| Hispanic | | | | |
| Homeless | 668 49.8% | 678 52.6% | 687 58.0% | 656 64.5% |
| Non-Homeless | 3,627 29.5% | 3,988 33.1% | 4,510 40.2% | 4,923 47.2% |
| Native Hawaiian/Pacific Islander | | | | |
| Homeless | 56 55.4% | 59 62.8% | 60 63.8% | 51 68.9% |
| Non-Homeless | 186 36.7% | 196 41.0% | 231 51.0% | 221 52.5% |
| Multiple race | | | | |
| Homeless | 244 52.4% | 244 54.8% | 262 60.5% | 239 64.8% |
| Non-Homeless | 1,004 26.2% | 1,055 28.7% | 1,223 35.2% | 1,382 42.8% |
| White | | | | |
| Homeless | 1,350 48.5% | 1,350 51.2% | 1,344 55.5% | 1,283 64.1% |
| Non-Homeless | 9,616 23.8% | 10,513 26.6% | 11,455 32.0% | 13,181 39.8% |

Data source: ERDC's analysis of OSPI CEDARS data.

Table 2-5. Percent School Disciplinary Exclusion 2012 Kindergarteners from 1ST to 8th grade (2013-2020), by Homeless Status and Race/Ethnicity

| | Grade Level | | | | | | | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 1 st grade | 2 nd grade | 3 rd grade | 4 th grade | 5 th grade | 6 th grade | 7 th grade | 8 th grade |
| | N % | N % | N % | N % | N % | N % | N % | N % |
| All race/ethnicity | | | | | | | | |
| Homeless | 297 3.5% | 317 3.8% | 458 5.6% | 502 6.1% | 633 7.8% | 1,084 13.6% | 1,366 17.3% | 943 12.1% |
| Non-Homeless | 704 1.0% | 736 1.1% | 1,021 1.6% | 1,173 1.9% | 1,431 2.3% | 2,842 4.6% | 3,720 6.2% | 2,416 4.0% |
| American Indian/Alaska Native | | | | | | | | |
| Homeless | 10 3.9% | N/A N/A | 15 6.0% | 18 7.3% | 27 11.0% | 46 18.6% | 50 20.3% | 34 14.5% |
| Non-Homeless | 14 1.7% | 11 1.4% | 25 3.2% | 32 4.2% | 32 4.3% | 65 8.8% | 91 12.3% | 61 8.4% |
| Asian | | | | | | | | |
| Homeless | N/A N/A | N/A N/A | N/A N/A | N/A N/A | N/A N/A | N/A N/A | 12 9.2% | N/A N/A |
| Non-Homeless | 13 0.3% | 22 0.5% | 18 0.4% | 19 0.4% | 28 0.7% | 55 1.3% | 111 2.7% | 41 1.0% |
| Black/African American | | | | | | | | |
| Homeless | 41 5.8% | 45 6.5% | 61 8.9% | 75 11.1% | 85 12.8% | 164 25.2% | 194 29.8% | 123 19.5% |
| Non-Homeless | 67 2.6% | 68 2.8% | 91 3.9% | 110 4.9% | 128 5.8% | 245 11.5% | 280 13.5% | 168 8.2% |
| Hispanic | | | | | | | | |
| Homeless | 81 2.9% | 82 3.0% | 91 3.4% | 115 4.3% | 147 5.6% | 307 11.8% | 371 14.4% | 280 11.0% |
| Non-Homeless | 180 1.1% | 179 1.1% | 231 1.5% | 272 1.8% | 404 2.7% | 916 6.1% | 1,237 8.3% | 811 5.5% |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| Homeless | N/A N/A | N/A N/A | N/A N/A | N/A N/A | N/A N/A | N/A N/A | 34 20.1% | N/A N/A |
| Non-Homeless | N/A N/A | N/A N/A | 13 2.5% | 10 2.0% | N/A N/A | 35 7.3% | 43 9.3% | 22 4.8% |
| Multiple race | | | | | | | | |
| Homeless | 43 4.8% | 26 3.0% | 64 7.4% | 44 5.1% | 77 9.0% | 119 14.3% | 157 19.0% | 115 14.3% |
| Non-Homeless | 70 1.2% | 77 1.4% | 107 2.0% | 135 2.6% | 147 2.8% | 275 5.4% | 378 7.5% | 248 5.0% |
| White | | | | | | | | |
| Homeless | 119 3.3% | 154 4.4% | 216 6.3% | 238 7.0% | 275 8.1% | 427 12.7% | 548 16.6% | 366 11.3% |
| Non-Homeless | 354 0.9% | 371 1.0% | 536 1.5% | 595 1.7% | 683 2.0% | 1,250 3.7% | 1,580 4.8% | 1,065 3.2% |

Data source: ERDC's analysis of OSPI CEDARS data. The 8th-grade (2020) data is impacted by Covid-19. Therefore, the 2020 result needs to be used with caution. N/A refers to sample size < 10, which needs to be suppressed in the report.

Table 2-6. Percent School Disciplinary Exclusion for 2012 8th Graders over High School (2013-2016), by Homeless Status and Race/Ethnicity

| | Grade Level | | | |
|---|-----------------------|------------------------|------------------------|------------------------|
| | 9 th grade | 10 th grade | 11 th grade | 12 th grade |
| | N % | N % | N % | N % |
| All race/ethnicity | | | | |
| Homeless | 1,243 20.8% | 942 16.3% | 735 13.0% | 444 8.5% |
| Non-Homeless | 4,670 6.5% | 3,833 5.5% | 3,101 4.6% | 2,031 3.1% |
| American Indian/Alaska Native | | | | |
| Homeless | 68 28.0% | 47 19.5% | 40 17.2% | 25 12.3% |
| Non-Homeless | 124 11.6% | 102 9.9% | 88 9.0% | 45 5.2% |
| Asian | | | | |
| Homeless | 10 8.4% | N/A N/A | N/A N/A | N/A N/A |
| Non-Homeless | 117 2.2% | 107 2.1% | 70 1.4% | 62 1.2% |
| Black/African American | | | | |
| Homeless | 184 30.2% | 138 23.2% | 117 20.2% | 84 15.2% |
| Non-Homeless | 442 15.1% | 355 12.9% | 271 10.1% | 172 6.7% |
| Hispanic | | | | |
| Homeless | 282 19.8% | 231 16.8% | 158 11.8% | 98 7.9% |
| Non-Homeless | 1,213 9.1% | 950 7.3% | 730 5.8% | 471 3.9% |
| Native Hawaiian/Pacific Islander | | | | |
| Homeless | 21 20.0% | N/A N/A | N/A N/A | N/A N/A |
| Non-Homeless | 61 11.2% | 52 10.2% | 43 8.7% | 35 7.4% |
| Multiple race | | | | |
| Homeless | 106 21.3% | 77 15.7% | 70 14.6% | 39 8.9% |
| Non-Homeless | 309 7.3% | 246 6.1% | 211 5.3% | 138 3.6% |
| White | | | | |
| Homeless | 571 19.1% | 428 14.9% | 327 11.6% | 183 7.1% |
| Non-Homeless | 2,401 5.4% | 2,017 4.7% | 1,688 4.0% | 1,107 2.7% |

Data source: ERDC's analysis of OSPI CEDARS data. N/A refers to sample size < 10, which needs to be suppressed in the report.

Table 3. Employment Outcomes for Young Adults Age 18 or Older by Homeless Status, 2015 to 2019

| | | Employment Year | | | | |
|---------------------------|---|-----------------|---------|----------|----------|----------|
| | | 2015 | 2016 | 2017 | 2018 | 2019 |
| Percent employed | | | | | | |
| Homeless | N | 17,144 | 22,772 | 27,105 | 30,307 | 31,695 |
| (N=51,551) | % | 33.3% | 44.2% | 52.6% | 58.8% | 61.5% |
| Non-Homeless | N | 286,834 | 343,162 | 382,477 | 405,989 | 413,591 |
| (N=645,294) | % | 44.5% | 53.2% | 59.3% | 62.9% | 64.1% |
| Average work hours | | | | | | |
| Homeless | | 672 | 739 | 817 | 915 | 1,001 |
| Non-Homeless | | 753 | 831 | 926 | 1,036 | 1,116 |
| Median earnings | | | | | | |
| Homeless | | \$5,110 | \$6,344 | \$8,242 | \$10,676 | \$13,315 |
| Non-Homeless | | \$6,482 | \$8,032 | \$10,687 | \$13,889 | \$17,177 |

Data source: ERDC's analysis of UI Wage and OSPI CEDARS data. Earnings are adjusted to 2019 Consumer Price Index (CPI)

Table 4-1. Percent Employed for 2012 18+ Age Group from 2012 to 2019, by Homeless Status and Race/Ethnicity

| | Work Year | | | | | | | |
|---|-----------|--------|--------|--------|--------|--------|--------|--------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| Total N | 61,011 | 61,011 | 61,011 | 61,011 | 61,011 | 61,011 | 61,011 | 61,011 |
| | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |
| All Employed | | | | | | | | |
| Total | 31,954 | 36,996 | 38,558 | 39,359 | 39,891 | 39,581 | 38,728 | 37,794 |
| | 52.4% | 60.6% | 63.2% | 64.5% | 65.4% | 64.9% | 63.5% | 61.9% |
| Homeless | 1,505 | 1,821 | 1,978 | 2,015 | 2,031 | 2,012 | 1,955 | 1,890 |
| | 45.8% | 55.4% | 60.2% | 61.3% | 61.8% | 61.2% | 59.5% | 57.5% |
| Non-Homeless | 30,449 | 35,175 | 36,580 | 37,344 | 37,860 | 37,569 | 36,773 | 35,904 |
| | 52.7% | 60.9% | 63.4% | 64.7% | 65.6% | 65.1% | 63.7% | 62.2% |
| American Indian/Alaska Native | | | | | | | | |
| Homeless | 47 | 51 | 63 | 62 | 65 | 67 | 67 | 59 |
| | 38.5% | 41.8% | 51.6% | 50.8% | 53.3% | 54.9% | 54.9% | 48.4% |
| Non-Homeless | 511 | 560 | 637 | 692 | 711 | 738 | 735 | 714 |
| | 42.7% | 46.8% | 53.2% | 57.8% | 59.4% | 61.7% | 61.4% | 59.6% |
| Asian | | | | | | | | |
| Homeless | 45 | 45 | 54 | 55 | 56 | 59 | 61 | 55 |
| | 55.6% | 55.6% | 66.7% | 67.9% | 69.1% | 72.8% | 75.3% | 67.9% |
| Non-Homeless | 1,841 | 2,231 | 2,389 | 2,522 | 2,631 | 2,662 | 2,675 | 2,632 |
| | 45.2% | 54.8% | 58.7% | 62.0% | 64.6% | 65.4% | 65.7% | 64.7% |
| Black/African American | | | | | | | | |
| Homeless | 158 | 212 | 243 | 250 | 254 | 253 | 244 | 240 |
| | 40.4% | 54.2% | 62.1% | 63.9% | 65.0% | 64.7% | 62.4% | 61.4% |
| Non-Homeless | 1,498 | 1,890 | 2,044 | 2,129 | 2,128 | 2,100 | 2,055 | 2,029 |
| | 45.6% | 57.5% | 62.2% | 64.8% | 64.7% | 63.9% | 62.5% | 61.7% |
| Hispanic | | | | | | | | |
| Homeless | 308 | 363 | 385 | 388 | 400 | 390 | 366 | 363 |
| | 46.5% | 54.8% | 58.1% | 58.5% | 60.3% | 58.8% | 55.2% | 54.8% |
| Non-Homeless | 5,815 | 6,757 | 7,078 | 7,179 | 7,203 | 7,155 | 7,006 | 6,811 |
| | 52.2% | 60.7% | 63.6% | 64.5% | 64.7% | 64.2% | 62.9% | 61.2% |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| Homeless | 15 | 20 | 21 | 22 | 23 | 21 | 21 | 23 |
| | 36.6% | 48.8% | 51.2% | 53.7% | 56.1% | 51.2% | 51.2% | 56.1% |
| Non-Homeless | 242 | 315 | 328 | 355 | 348 | 345 | 340 | 331 |
| | 46.7% | 60.8% | 63.3% | 68.5% | 67.2% | 66.6% | 65.6% | 63.9% |
| Multiple race | | | | | | | | |
| Homeless | 85 | 105 | 115 | 118 | 115 | 113 | 116 | 109 |
| | 47.0% | 58.0% | 63.5% | 65.2% | 63.5% | 62.4% | 64.1% | 60.2% |
| Non-Homeless | 1,285 | 1,529 | 1,608 | 1,640 | 1,661 | 1,622 | 1,598 | 1,549 |
| | 51.5% | 61.3% | 64.5% | 65.8% | 66.6% | 65.1% | 64.1% | 62.1% |
| White | | | | | | | | |
| Homeless | 847 | 1,024 | 1,096 | 1,119 | 1,117 | 1,108 | 1,079 | 1,040 |
| | 46.9% | 56.7% | 60.7% | 62.0% | 61.9% | 61.4% | 59.8% | 57.6% |
| Non-Homeless | 19,253 | 21,889 | 22,493 | 22,825 | 23,176 | 22,944 | 22,362 | 21,836 |
| | 55.0% | 62.5% | 64.2% | 65.2% | 66.2% | 65.5% | 63.9% | 62.4% |

Data source: ERDC's analysis of UI Wage data. Employment records are only available for those worked in WA.

Table 4-2. Average Annual Work Hours for 2012 18+ Age Group from 2012-2019, by Homeless Status and Race/Ethnicity

| | Work year | | | | | | | |
|---|-----------|------|-------|-------|-------|-------|-------|-------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All race/ethnicity | | | | | | | | |
| Homeless | 483 | 716 | 892 | 1,033 | 1,105 | 1,177 | 1,227 | 1,256 |
| Non-Homeless | 577 | 798 | 980 | 1,110 | 1,195 | 1,311 | 1,393 | 1,403 |
| American Indian/Alaska Native | | | | | | | | |
| Homeless | 359 | 675 | 727 | 891 | 932 | 970 | 1,107 | 1,088 |
| Non-Homeless | 510 | 785 | 986 | 1,093 | 1,178 | 1,209 | 1,295 | 1,338 |
| Asian | | | | | | | | |
| Homeless | 567 | 840 | 922 | 1,085 | 1,246 | 1,261 | 1,157 | 1,368 |
| Non-Homeless | 541 | 749 | 914 | 1,035 | 1,135 | 1,297 | 1,406 | 1,480 |
| Black/African American | | | | | | | | |
| Homeless | 296 | 527 | 763 | 908 | 975 | 988 | 1,049 | 1,065 |
| Non-Homeless | 465 | 672 | 894 | 1,025 | 1,098 | 1,151 | 1,230 | 1,278 |
| Hispanic | | | | | | | | |
| Homeless | 576 | 804 | 1,018 | 1,175 | 1,181 | 1,284 | 1,350 | 1,385 |
| Non-Homeless | 666 | 891 | 1,117 | 1,254 | 1,321 | 1,387 | 1,457 | 1,455 |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| Homeless | 456 | 637 | 678 | 885 | 978 | 1,222 | 1,056 | 984 |
| Non-Homeless | 618 | 813 | 1,022 | 1,125 | 1,268 | 1,375 | 1,456 | 1,445 |
| Multiple race | | | | | | | | |
| Homeless | 444 | 618 | 796 | 987 | 1,018 | 1,134 | 1,164 | 1,195 |
| Non-Homeless | 523 | 754 | 947 | 1,088 | 1,155 | 1,277 | 1,345 | 1,368 |
| White | | | | | | | | |
| Homeless | 491 | 731 | 899 | 1,025 | 1,123 | 1,193 | 1,247 | 1,269 |
| Non-Homeless | 566 | 788 | 953 | 1,082 | 1,174 | 1,309 | 1,392 | 1,393 |

Data source: ERDC's analysis of UI Wage data. Employment records are only available for those worked in WA.

Table 4-3. Median Earnings for 2012 18+ Age Group from 2012-2019, by Homeless Status and Race/Ethnicity

| | Work year | | | | | | | |
|---|-----------|---------|----------|----------|----------|----------|----------|----------|
| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
| All race/ethnicity | | | | | | | | |
| Homeless | \$3,375 | \$5,761 | \$8,269 | \$11,234 | \$13,616 | \$17,152 | \$19,028 | \$20,989 |
| Non-Homeless | \$4,698 | \$7,343 | \$10,398 | \$13,721 | \$17,102 | \$21,780 | \$25,674 | \$27,977 |
| American Indian/Alaska Native | | | | | | | | |
| Homeless | \$1,994 | \$4,279 | \$5,180 | \$7,213 | \$10,504 | \$11,359 | \$14,913 | \$18,577 |
| Non-Homeless | \$3,762 | \$7,016 | \$10,397 | \$13,304 | \$15,799 | \$17,956 | \$20,938 | \$23,481 |
| Asian | | | | | | | | |
| Homeless | \$3,544 | \$6,645 | \$6,987 | \$12,384 | \$16,900 | \$18,793 | \$18,626 | \$25,258 |
| Non-Homeless | \$4,087 | \$6,811 | \$9,180 | \$12,767 | \$16,670 | \$22,396 | \$27,551 | \$32,986 |
| Black/African American | | | | | | | | |
| Non-Homeless | \$1,680 | \$3,907 | \$6,621 | \$8,452 | \$11,694 | \$13,460 | \$16,096 | \$17,012 |
| Homeless | \$3,190 | \$5,096 | \$8,496 | \$11,447 | \$13,965 | \$17,053 | \$20,174 | \$22,916 |
| Hispanic | | | | | | | | |
| Homeless | \$4,467 | \$7,631 | \$11,089 | \$14,290 | \$14,694 | \$19,037 | \$21,955 | \$25,077 |
| Non-Homeless | \$5,726 | \$8,668 | \$12,650 | \$16,099 | \$19,064 | \$22,508 | \$25,910 | \$27,577 |
| Native Hawaiian/Pacific Islander | | | | | | | | |
| Homeless | \$2,777 | \$2,538 | \$4,510 | \$5,929 | \$10,973 | \$21,730 | \$18,297 | \$15,434 |
| Non-Homeless | \$4,939 | \$7,239 | \$10,625 | \$12,724 | \$18,032 | \$21,898 | \$25,475 | \$27,156 |
| Multiple race | | | | | | | | |
| Homeless | \$3,217 | \$4,121 | \$6,890 | \$8,920 | \$10,252 | \$15,297 | \$17,066 | \$19,528 |
| Non-Homeless | \$4,086 | \$6,384 | \$9,694 | \$13,414 | \$16,202 | \$21,124 | \$24,416 | \$27,149 |
| White | | | | | | | | |
| Homeless | \$3,579 | \$5,937 | \$8,432 | \$11,206 | \$14,163 | \$17,500 | \$20,091 | \$20,936 |
| Non-Homeless | \$4,643 | \$7,230 | \$10,069 | \$13,455 | \$16,885 | \$22,046 | \$26,182 | \$28,308 |

Data source: ERDC's analysis of UI Wage data. Earnings are adjusted to 2019 Consumer Price Index (CPI) and are available for those who were employed in WA only.