



BOSTON COLLEGE
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Early Homelessness Intervention and Prevention Research Update



Who we are

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- **Our partners** at at United Way of Massachusetts Bay, FamilyAid, and Boston Public Schools



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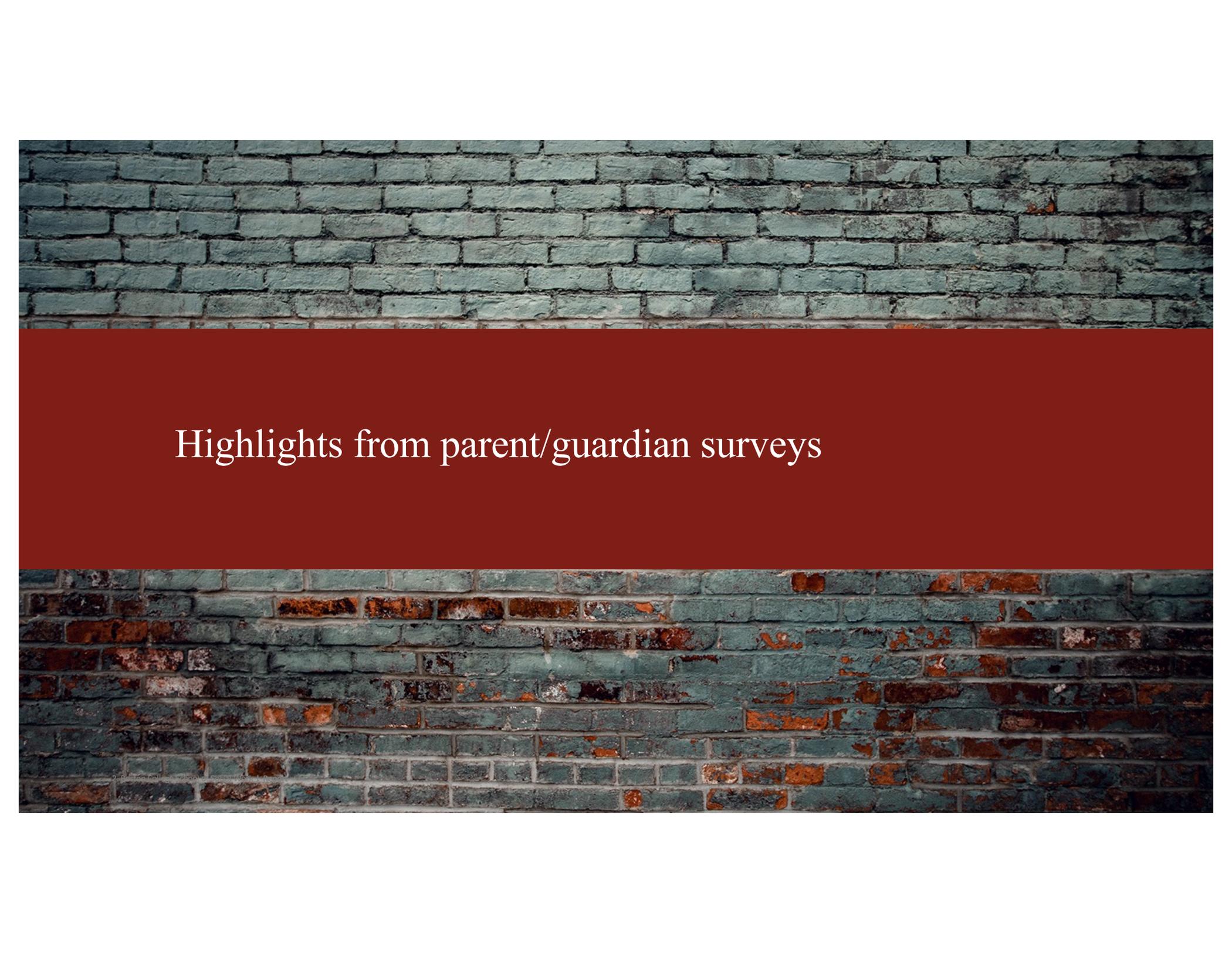


Current research portfolio

How can school-housing partnership-based homelessness prevention support child wellbeing and educational equity?

- **Main study (2022-2025)**: Surveys of BPS parents/guardians referred to FA for EHIP; examination of BPS & FA administrative data
- **In-depth parent/guardian interviews (2022)**: Exploration of experiences
- **Staff surveys (2022)**: Exploration of experiences



The image features a brick wall background. The top and bottom portions of the wall are visible, showing a mix of dark grey and reddish-brown bricks. A solid dark red horizontal band runs across the middle of the image, containing the text "Highlights from parent/guardian surveys" in a white, serif font.

Highlights from parent/guardian surveys

Timeline of parent/guardian surveys

Phone interviews: 45 min - 1 hour

Wave 1

Wave 3

Wave 5



Wave 2

Wave 4

Online surveys: 10 - 15 min

Parent/guardian survey results: Waves 1-3

Housing situations are improving

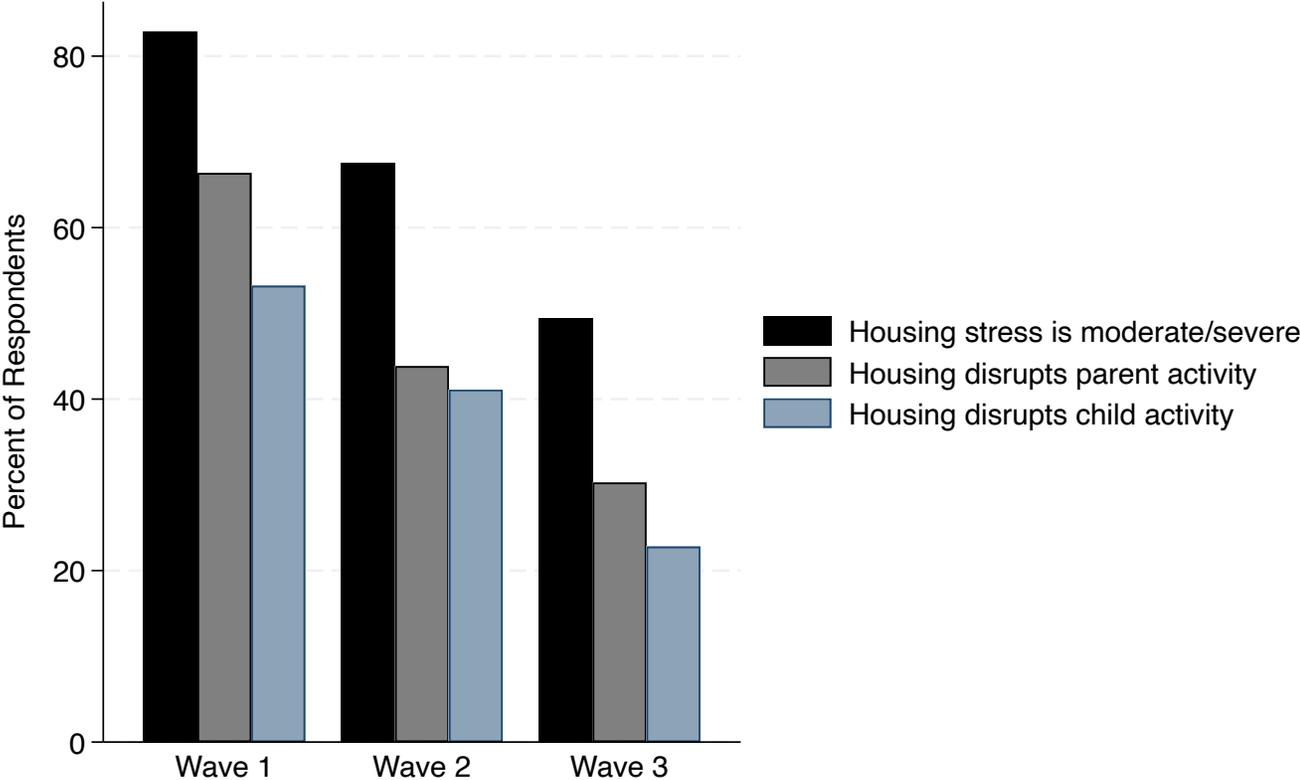
- Fewer experiencing homelessness
- Greater satisfaction with housing/neighborhood

Parent and child wellbeing are generally improving

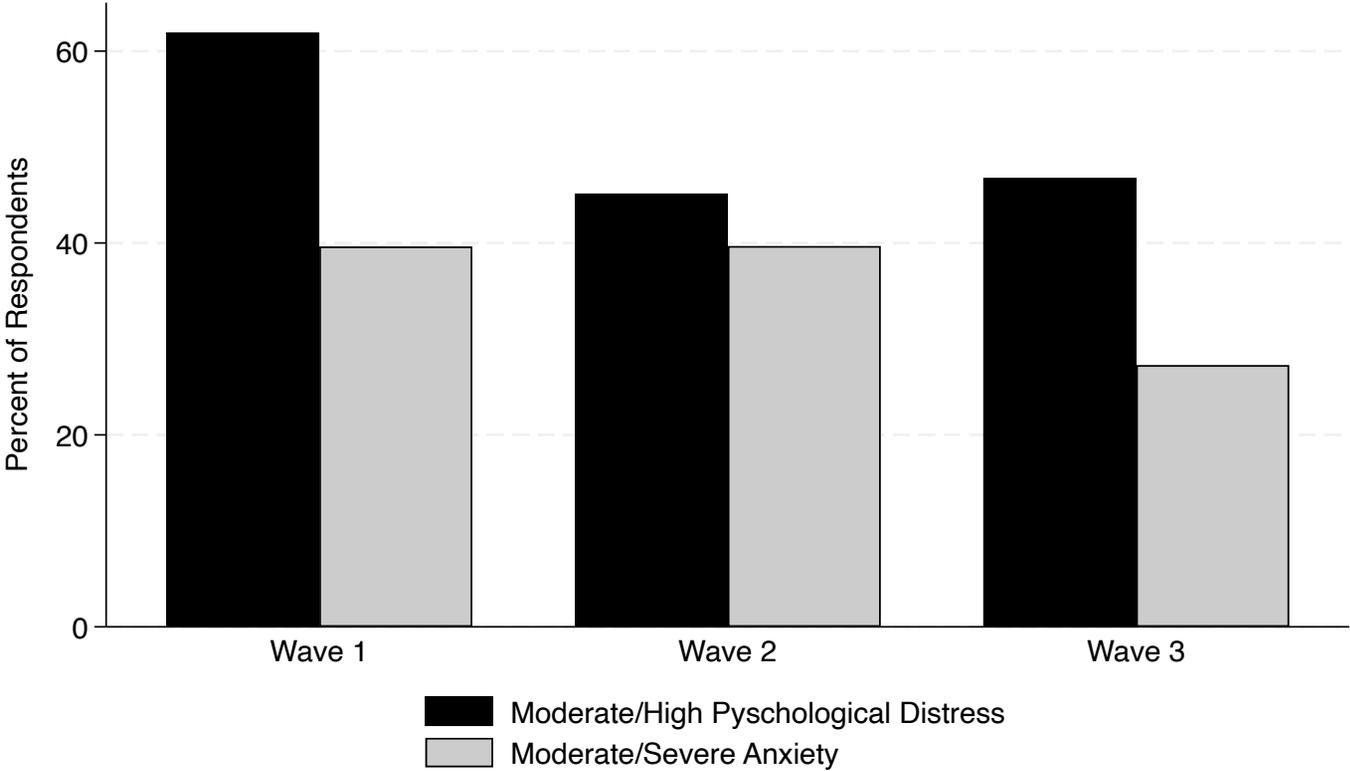
- Lower parent anxiety
- Improved child mental health



Housing stress/disruptions decreasing



Parent wellbeing improving



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Highlights from in-depth parent/guardian interviews

Qualitative interview results

- Housing stabilization positively impacted program participants
- Participants appreciated staff support
- Participants had mixed experiences using the vouchers



Positive impacts on program participants

“He’s doing amazing. The day I told him...the day that I showed him our apartment, he just cried and cried. He was so happy. He loves that he has his own space...He loves everything.”



Appreciation for staff support

“They paid the realtors fee, they paid the security deposit. You know, they followed up weekly checking in, stuff like that. So, they were very helpful.”

“It’s been good. They’ve been, you know, trying really hard to help, um, coming up with different ideas.”

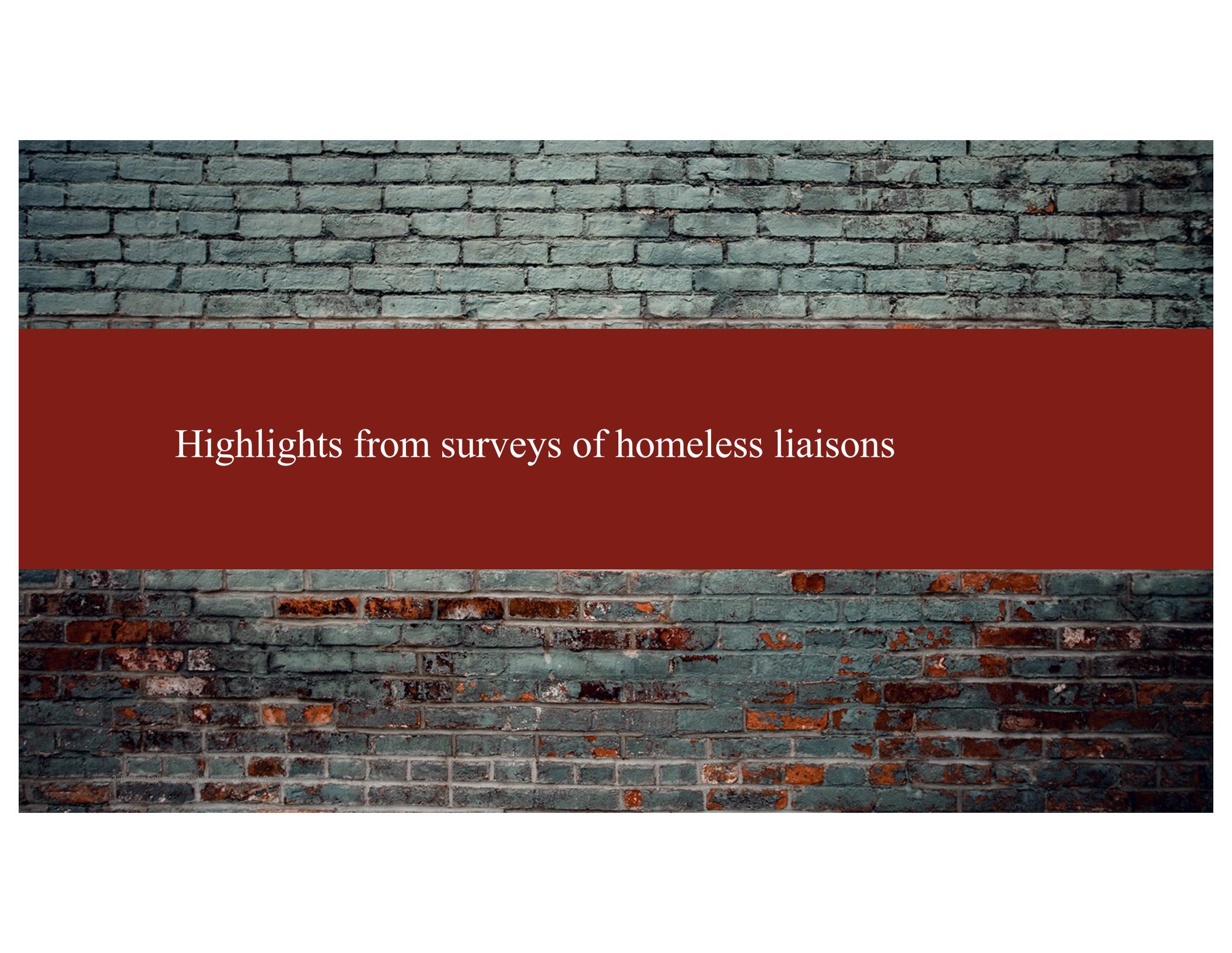


Mixed experiences using the voucher

“Everything was easy.”

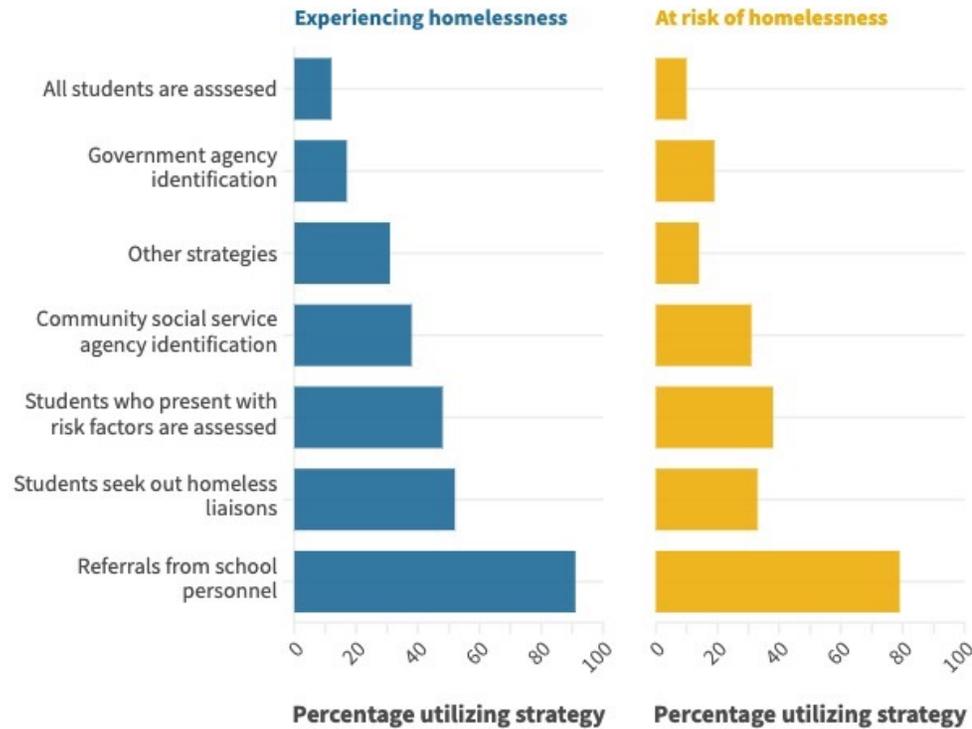
“Oh, yeah, I searched for a place. I got approved for one place 30 days after I got the voucher. I waited for maybe a month for inspection. And then once they did the inspection, they denied the unit because there was lead on outside. So, then I had to start my research all over again.”



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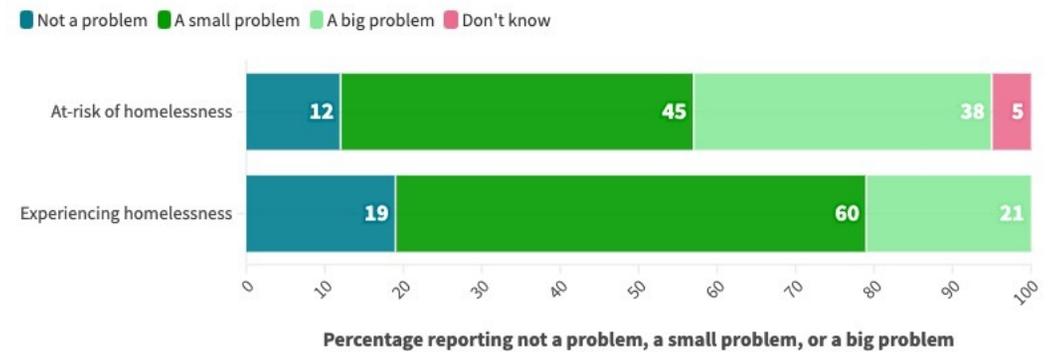
Highlights from surveys of homeless liaisons

How homeless liaisons identify students (N=42)

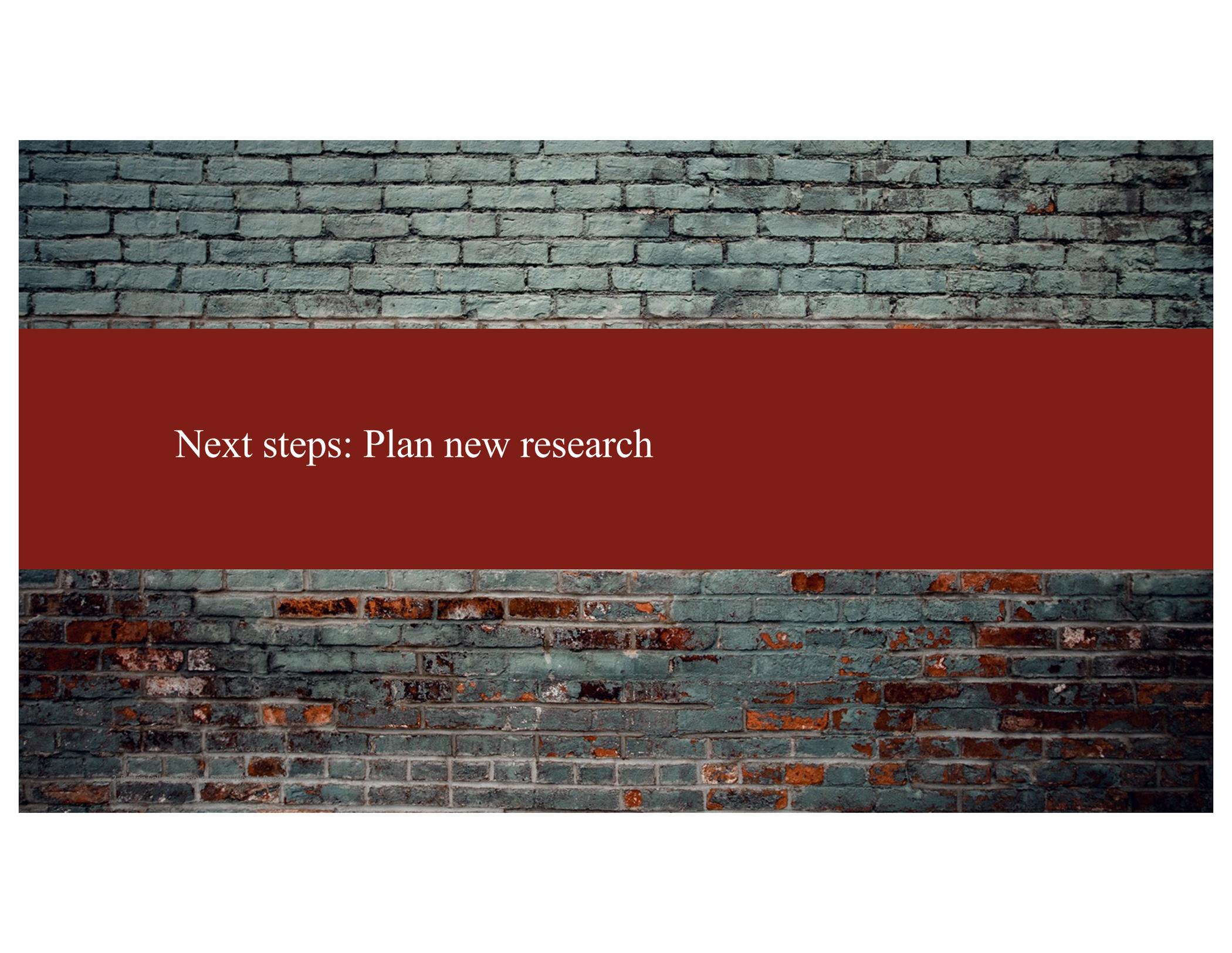


Note: Approximately 5% and 10% responded with “Don’t know” when they were asked about how they identify students experiencing and at risk of homelessness, respectively. In addition, 2% of respondents indicated that they preferred not to answer when they were asked about how they identify students at risk of homelessness. “Other strategies” included hearing from parents, consulting with data pertaining to family housing status stored in the Student Information System, and receiving notifications from the district-level BPS Department of Opportunity Youth.

Homeless liaison problems identifying students (N=42)



Improving homeless liaison capacity to identify families, particularly those at risk of homelessness, would expand family access to services and supports, thereby further reducing inequities.

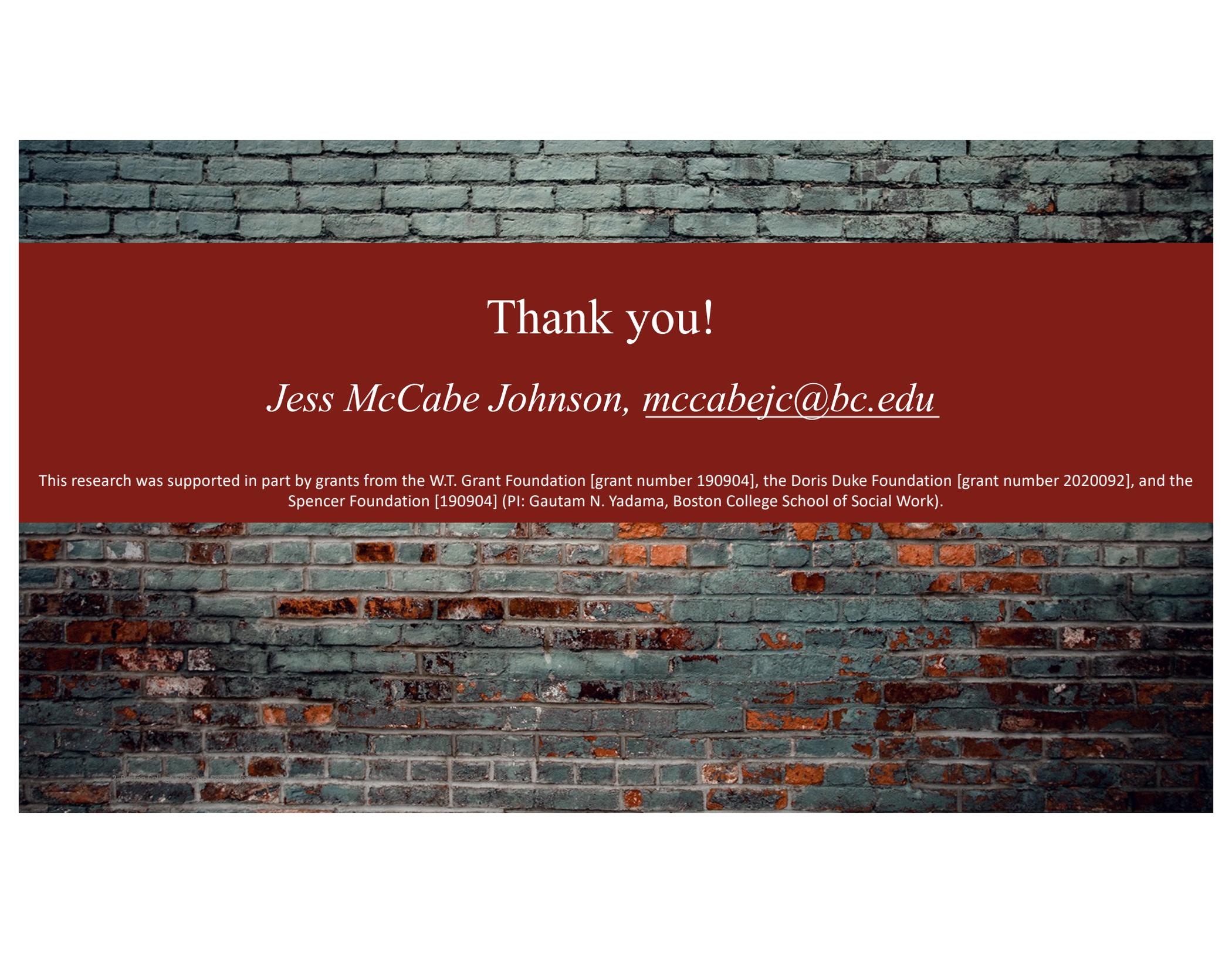
The image features a brick wall with a dark red horizontal band in the center. The bricks are a mix of dark grey and reddish-brown colors, with some showing signs of wear and discoloration. The text "Next steps: Plan new research" is written in a white, serif font on the red band.

Next steps: Plan new research

New Research: Interviews and Testing

1. Interviews with BPS staff and families to develop new methods and tools to identify students in SY 24-25.
2. Testing how well the proposed system works in SY 25-26.



The image features a brick wall background. The top and bottom portions show a brick wall with a dark teal or blue-green patina. A solid dark red horizontal band runs across the middle of the image, containing the text. The bottom portion shows a brick wall with a similar patina but with some reddish-brown bricks visible, suggesting wear or a different section of the wall.

Thank you!

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