



## MDE-CEPI Research Collaborative Confidential Data Request Application

To obtain individual level confidential data a completed Confidential Data Request Application from the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) is necessary. To provide the Research Collaborative with a clear understanding of your data request, please provide detailed, complete information in the all application sections.

Please note the following:

- Completing this form does not guarantee data availability.
- This application is for individual level data and **must** clearly identify why individual-level confidential data is needed instead of publicly available, aggregate data.
  - If needing any form of aggregate data please visit [www.mischooldata.org](http://www.mischooldata.org) prior to completing this application to ensure the data is not already available publicly.
  - If you need additional aggregate data that is not currently available through the MI School Data site please complete the [CEPI data request](#).
- Research confidential data requests should demonstrate a direct relationship between the data requested and the research questions posed.
- While a vast array of information is collected at all levels of education, data provided for a single research request are limited to the extent possible to maintain the confidentiality and integrity of the data.

For assistance in drafting your application or for further information on FERPA or MDE and CEPI policies on data sharing please see MDE-CEPI Research Collaborative Confidential Data Request Application Instructions.

Date of Application: 3/1/18

### Requestor Information

Principal Investigator: Luke Shaefer, Ph.D.

Title: Director, Poverty Solutions

Organization: University of Michigan

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Email: lshaefer@umich.edu Phone: (734) 936-5065

## Project Information

Project Title:

Understanding Differences in the Impact of Homelessness and Housing Instability on Educational Outcomes Among Michigan Students

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Funding Source (type "N/A" if none):

N/A

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Requested Data Loan Period: 3/30/18 to 3/30/21

Does this confidential data request include data available in future years for the length of the requested data loan period?

Yes

No

## Organization-Specific IRB Approval

Any project submitted to the MDE-CEPI Research Collaborative must have already received approval through the applicant's organization's IRB, and be able to provide documentation of this approval along with the approved application detailing the research protocol. If there are multiple institutions involved in this research project, each institution's IRB documentation is required.

*NOTE: If this application is approved by MDE-CEPI Research Collaborative IRB, you will be expected to submit your updated annual IRB approval letter if your institution IRB expires during the agreed upon data loan period.*

IRB Protocol Number: \_\_\_\_\_

IRB Expiration Date: \_\_\_\_\_

Name of Institution granting IRB approval: \_\_\_\_\_

Please attach your IRB approval letter and protocol documentation to your application. If you did not attach the requested documentation, please explain why. Applications by researchers at institutions with existing organization-specific IRBs who do not provide IRB approval with their application will not be approved.

## FERPA

### A. Compliance Training:

All researchers listed on this application must have completed FERPA training and submit proof of certification with this application. All training must have been completed within 12 months of the application submission date. If this is a longitudinal request please note that the Collaborative will require an update of certificates every 5 years.

If you are unable to provide FERPA certification please go to the Michigan Virtual University's site and take their *free* course on FERPA (see the Application Instructions, Appendix B, page 9 for the link).

I have attached proof of FERPA certifications for myself and all listed study team members

### B. Exceptions:

Research projects which require individual student level data **must** meet a FERPA exception in order for student data to be disclosed without prior parental consent. For further information on FERPA and the exceptions please see the Application Instructions, Appendix B.

Please note that requests for **only** educator level confidential data or data aggregated with cell suppression are not required to meet one of the FERPA exceptions. In this case please select the appropriate box in the 'Other' section below.

Indicate which FERPA exception this data request falls under (select one):

Audit or evaluation *for, or on behalf of an educational agency*, for the purpose of:

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- Auditing or evaluating a Federal or State-supported education program;
- Enforcing or complying with Federal legal requirements related to those programs.

Studies for the purpose of:

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- Developing, validating, or administering predictive tests
- Administering student aid programs
- Improving instruction

Other:

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- Educator individual level data only

### C. Exception Explanation:

Please provide a detailed description that clearly specifies how the request fits into the FERPA exception or "other" category selected above. Please see Application Instructions, Appendix B

## Project Description:

### A. Purpose.

Provide an abstract or general summary of purpose that is no more than one page in length. An answer must be provided, please do not reference another section here. The summary of the research project should include a clear description of the relationship between the research purpose, research questions and the data being requested.

According to the U.S. Department of Education in school year 2015-16 the state of Michigan was responsible for the education of the 6th largest number of homeless students in the United States with over 36,000 homeless students enrolled in its elementary, middle and high schools. While on average roughly 3% of all students experienced homelessness during the school year, in some school districts this percent ranged as high as 25%. Further, in over 40% of all Local Education Authorities one out of every ten low-income students was also homeless during the school year (Erb-Downward, 2018). These numbers are significant because research on homeless students in New York City has show that homeless student are more likely to be chronically absent, to transfer schools mid-year, to not meet grade level proficiency standards, to not graduate on time and to drop out of school than both their low-income and non low-income peers who are stably housed (ICPH, 2016). Further, research in the state of Michigan by J. Cowen has found homelessness to be an independent educational factor impacting 3rd through 8th grade achievement in the State (Cowen, 2017). These studies along with the large number of students experiencing homelessness in the state of Michigan provide strong support for the need for further research to more fully understand educational outcomes of homeless students. Specifically more information is needed on how the educational outcomes of homeless students differ by geography (urban, suburban and rural), by type of homelessness, by how long a student has remained stably housed after experiencing homelessness and by other student and school level demographic factors.

The proposed study seeks to fill the present information gap on the educational outcomes, differences and needs of homeless students in Michigan by examining longitudinal individual level student data in Michigan through the lense of "Primary Nighttime Residence" (i.e. shelter, doubledup, hotel/motel, unsheltered). Outcomes that will be explored include: school absences, mid-year school transfers, timing of Individual Education Plans among students with special educaiton needs, durration of English language learner status, 3rd - 8th grade level proficiency, school suspensions, high school dropout status, and four year graduation. The relationship between homelessness and other individual level student characteristics, such as race/ethnicity, gender, poverty, and fostercare will be both explored and controled for in analysis. Ultimately the purpose of this study will be to provide data capable of suporting the development of effective policies and programs at both the state and local level that meet the needs of these highly vulnerable students while furthing the state's goal to become one of the top ten education states within ten years.

Jennifer Erb-Downward and Michael Evangelist. "A Snapshot of Homelessness and Housing Instability in Michigan Schools," Poverty Solutions at the University of Michigan (2018): 1-7.

<https://poverty.umich.edu/research-publications/policy-briefs/homelessness-michigan-schools/> (accessed February 28, 2018).

Institute for Children Poverty and Homelessness. "The Atlas of Student Homelessness in New York City, 2016," (2016): 1-155.

[http://www.icphusa.org/new\\_york\\_city/on-the-map-the-atlas-of-student-homelessness-in-new-york-city-2016/](http://www.icphusa.org/new_york_city/on-the-map-the-atlas-of-student-homelessness-in-new-york-city-2016/) (accessed January 30, 2018).

Joshua Cowen. " Who Are the Homeless? Student Mobility and Achievement in Michigan 2010–2013," Education Researcher (2017): 33-43.

## Research Questions

List all research question(s)/hypotheses to be answered by the proposed project, ensuring there is a clear connection between the research questions identified and the data being requested in the application.

Aim 1: To compare educational outcomes of homeless students with stably housed students and to explore whether these outcomes differ by school, school district, or geographic region after controlling for individual student characteristics. (Outcomes that will be explored include: school absences, mid-year school transfers, timing of Individual Education Plans among students with special education needs, duration of English language learner status, 3rd - 8th grade level proficiency, school suspensions, high school dropout status, and four year graduation).

(1) \_\_\_\_\_

Aim 2: To compare educational outcomes of homeless students by nighttime residence (i.e. shelter, doubled up, hotel/motel, unsheltered), and to explore whether these outcomes differ by school, school district, or geographic region after controlling for individual student characteristics. (Outcomes that will be explored include: school absences, mid-year school transfers, timing of Individual Education Plans among students with special education needs, duration of English language learner status, 3rd - 8th grade level proficiency, school suspensions, high school dropout status, and four year graduation).

(2) \_\_\_\_\_

Aim 3: To explore the duration of educational impact that homelessness and housing instability has educationally, after a student becomes stably housed. (Outcomes that will be explored include: school absences, mid-year school transfers, timing of Individual Education Plans among students with special education needs, duration of English language learner status, 3rd - 8th grade level proficiency, school suspensions, high school dropout status, and four year graduation).

(3) \_\_\_\_\_

Aim 4. To identify potential opportunities for both programmatic and policy interventions to improve educational outcomes for homeless students in Michigan.

(4) \_\_\_\_\_

(5) \_\_\_\_\_

(6) \_\_\_\_\_

## **B. Data Justification**

Provide a statement explaining why published data and reports readily available on [www.mischooldata.org](http://www.mischooldata.org) are not sufficient to answer the research questions posed.

You **must** include specific justification for why individual-level (student or educator) confidential data is necessary to answer the research questions posed.

The proposed questions cannot be answered by readily available reports because the proposed questions seek to explore the relationship between a student's experience of homelessness both in a given school year and in prior school years to further understanding of whether there is a relationship in Michigan between homelessness and a variety of educational outcomes. In order to accomplish this individual longitudinal data that allows students to be linked over time and enables analysis that can control for both other student level and school level demographics is needed. Aggregated data would not provide the ability to conduct this type of analysis. Further, while mischooldata.org did not have aggregate homelessness data when the research team last checked, the team has already explored available aggregate data on student homelessness for the state of Michigan that is available from the Federal Department of Education. This data showed the State of Michigan to have both a large number of homeless students (over 36,000), and rates of homelessness by school district that were high enough to warrant further exploration as to the educational impact of homelessness.

### C. Data Files Requested

Select each data source(s)/file(s) you are requesting. See the Application Instructions, Appendix D for further detail on each source/file.

*NOTE: The Research Collaborative may ask that you amend your data request if there is insufficient evidence to show how a requested data file relates to the research questions/hypotheses.*

#### Preferred Data Output:

Please indicate the preferred format you would like to receive your data in. While we cannot guarantee this format as a possibility, if it is in our ability, you will receive your data in this manner.

.csv     
  .txt     
  .xlsx, .xls     
  Other (please specify): \_\_\_\_\_

Data Source	Variable(s)/ Element(s)	Years	Grade Levels	Relationship to Research Study <i>Please indicate the research question this data will be used to answer</i>
CEPI-Specific Data	<b>See below</b>	2010-2017	<b>all</b>	Independent and Dependent variables for the research question

## MDE-Specific Data

Please indicate the specific MDE data necessary to answer your research question(s). MDE-specific data encompasses Assessment, Accountability, and Educator Certification (MOECS) data files.

### Accountability/Assessment Data

#### *Year(s):*

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> 2017/2018 | <input type="checkbox"/> 2014/2015 | <input type="checkbox"/> 2011/2012 | <input type="checkbox"/> 2008/2009 |
| <input type="checkbox"/> 2016/2017 | <input type="checkbox"/> 2013/2014 | <input type="checkbox"/> 2010/2011 | <input type="checkbox"/> 2007/2008 |
| <input type="checkbox"/> 2015/2016 | <input type="checkbox"/> 2012/2013 | <input type="checkbox"/> 2009/2010 |                                    |

This project requires the following future years not currently available: \_\_\_\_\_

#### *Assessment(s):*

- |                                 |                                    |                                      |                               |
|---------------------------------|------------------------------------|--------------------------------------|-------------------------------|
| <input type="checkbox"/> M-STEP | <input type="checkbox"/> PSAT Only | <input type="checkbox"/> MI-Access   | <input type="checkbox"/> ELPA |
| <input type="checkbox"/> MEAP   | <input type="checkbox"/> ACT Only  | <input type="checkbox"/> MEAP-Access | <input type="checkbox"/> WIDA |
| <input type="checkbox"/> MME    | <input type="checkbox"/> SAT Only  |                                      |                               |

#### *Subject(s):*

- |                                       |                               |                                  |   |
|---------------------------------------|-------------------------------|----------------------------------|---|
| <input type="checkbox"/> All subjects | <input type="checkbox"/> Math | <input type="checkbox"/> Reading | <input type="checkbox"/> Science        |
|                                       | <input type="checkbox"/> ELA  | <input type="checkbox"/> Writing | <input type="checkbox"/> Social studies |

#### *Grade(s)*

- |  |  |  |   |   |
|--|--|--|---|---|
| <input type="checkbox"/> All Grades      | <input type="checkbox"/> 2 <sup>nd</sup> | <input type="checkbox"/> 5 <sup>th</sup> | <input type="checkbox"/> 8 <sup>th</sup>  | <input type="checkbox"/> 11 <sup>th</sup> |
| <input type="checkbox"/> Kindergarten    | <input type="checkbox"/> 3 <sup>rd</sup> | <input type="checkbox"/> 6 <sup>th</sup> | <input type="checkbox"/> 9 <sup>th</sup>  | <input type="checkbox"/> 12 <sup>th</sup> |
| <input type="checkbox"/> 1 <sup>st</sup> | <input type="checkbox"/> 4 <sup>th</sup> | <input type="checkbox"/> 7 <sup>th</sup> | <input type="checkbox"/> 10 <sup>th</sup> |   |

#### *Variables: (at time of testing, for status throughout school year see CEPI's MSDS data)*

- |   |  |
|---|--|
| <input type="checkbox"/> Gender   | <input type="checkbox"/> Cycle                               |
| <input type="checkbox"/> Racial/ethnic  | <input type="checkbox"/> Z score – research (all students)   |
| <input type="checkbox"/> Age  | <input type="checkbox"/> Z score – accountability (FAY only) |
| <input type="checkbox"/> Students with disabilities                                     | <input type="checkbox"/> Student Growth Percentile (SGP)     |
| <input type="checkbox"/> Economically disadvantaged                                     | <input type="checkbox"/> Performance level                   |
| <input type="checkbox"/> English Learners   | <input type="checkbox"/> Performance level change            |
| <input type="checkbox"/> Migrant  | <input type="checkbox"/> Scale score                         |
| <input type="checkbox"/> Homeless   | <input type="checkbox"/> Theta                               |
| <input type="checkbox"/> Full Academic Year (FAY) status                                |  |
| <input type="checkbox"/> Testing Accommodations Type                                    |  |
| <input type="checkbox"/> Conditional Standard Error of Measurement (Scale Score metric) |  |
| <input type="checkbox"/> Conditional Standard Error of Measurement (Theta metric)       |  |
| <input type="checkbox"/> Code and name for the feeder district and school               |  |
| <input type="checkbox"/> Code and name for the tested district and school               |  |

#### *Additional Variables requested (if not listed above or if you need some form of aggregation):*

Michigan Online Educator Certification (MOECS) Data

**Year(s):**

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> 2017/2018 | <input type="checkbox"/> 2014/2015 | <input type="checkbox"/> 2011/2012 | <input type="checkbox"/> 2008/2009 |
| <input type="checkbox"/> 2016/2017 | <input type="checkbox"/> 2013/2014 | <input type="checkbox"/> 2010/2011 | <input type="checkbox"/> 2007/2008 |
| <input type="checkbox"/> 2015/2016 | <input type="checkbox"/> 2012/2013 | <input type="checkbox"/> 2009/2010 |                                    |

This project requires the following future years not currently available: \_\_\_\_\_

**Data Level(s):**

- All Staff                                       Administrators only                                       Teachers only
- Other: \_\_\_\_\_

**Variables:**

*Educator Demographic Information:*

- |                                    |                                   |
|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Name      | <input type="checkbox"/> Age      |
| <input type="checkbox"/> Ethnicity | <input type="checkbox"/> Zip Code |
| <input type="checkbox"/> Gender    |                                   |

*Certificate Information:*

*Level of Certificates to Include:*

- All historical certificates                                       Valid certificates only

*Certification Detail*

- |   |  |
|---|--|
| <input type="checkbox"/> Educator Preparation Institution | <input type="checkbox"/> License Type    |
| <input type="checkbox"/> In-State/Out-of-State            | <input type="checkbox"/> Issue Date      |
| <input type="checkbox"/> Alternative Route Flag           | <input type="checkbox"/> Expiration Date |
| <input type="checkbox"/> Program Type                     |  |

*Certificate Endorsement:*

- Endorsement Type
- Endorsement Code
- Educator Preparation Institution
- Date Endorsement added
- Grade Level of Endorsement

*Permit Information:*

- Permit Type
- School District that applied for the permit
- School Year
- Endorsement
- Endorsement Level

**Additional Variables requested (if not listed above):**

## CEPI-Specific Data

Please indicate the specific CEPI data necessary to answer your research question(s).

### Data Level:

Student       School       District       ISD       State

### Grade(s)

Early Childhood/PreK       3<sup>rd</sup>       7<sup>th</sup>       11<sup>th</sup>  
 Kindergarten       4<sup>th</sup>       8<sup>th</sup>       12<sup>th</sup>  
 1<sup>st</sup>       5<sup>th</sup>       9<sup>th</sup>       Ungraded  
 2<sup>nd</sup>       6<sup>th</sup>       10<sup>th</sup>       Post-secondary

### K-12 Student (MSDS/Graduation Cohort) Data

Student-level data from the pre-set file will always include Research Identification Code (RIC), school year, collection period, and indicator variables that provide several methods for de-duplicating multiple values for a student.

### School Year(s):

\*Note: Data available prior to 2010-11 will not be in the researcher standard format for “Students enrolled that school year”.

2017/2018       2014/2015       2011/2012       2008/2009\*  
 2016/2017       2013/2014       2010/2011       2007/2008\*  
 2015/2016       2012/2013       2009/2010\*

This project requires the following future years not currently available: 2018-19, 2019-20

### Graduation Year(s)—if applicable:

2017/2018       2014/2015       2011/2012       2008/2009  
 2016/2017       2013/2014       2010/2011       2007/2008  
 2015/2016       2012/2013       2009/2010

This project requires the following future years not currently available: 2018-19, 2019-20

### Data Filter(s):

Students enrolled in that school year       Students graduating in that school year

### Variables:

Demographic Subgroups       English Learner & Immigrant      Geocode  
 District & School       Personal Curriculum       All census blocks for each student/building  
 Basic Enrollment       First census block for each student/building

### Variables requested (see Instructions for availability):

Homelessness Status (primary nighttime residence), fostercare, economic disadvantage, educational disability/IEP, school address, school transfer data, attendance and absences, suspension and discipline data.

Postsecondary Student (STARR/NSC) Data

Student-level data from the pre-set file will always include Researcher Identification Code (RIC), school year, academic session, and an indicator variable showing when the data was only available from the National Student Clearinghouse (NSC).

*Enrollment School Year(s)—if applicable:*

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> 2017/2018 | <input type="checkbox"/> 2015/2016 | <input type="checkbox"/> 2013/2014 | <input type="checkbox"/> 2011/2012 |
| <input type="checkbox"/> 2016/2017 | <input type="checkbox"/> 2014/2015 | <input type="checkbox"/> 2012/2013 | <input type="checkbox"/> 2010/2011 |

This project requires the following future years not currently available: \_\_\_\_\_

*Data Filter(s):*

- Students enrolled in that school year
- Students graduating in that school year
- Students who graduated high school that school year

*Variables requested (see Instructions for availability):*

Registry of Educational Personnel (REP) Data

*Year(s):*

- |                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| <input type="checkbox"/> 2017/2018 | <input type="checkbox"/> 2015/2016 | <input type="checkbox"/> 2013/2014 | <input type="checkbox"/> 2011/2012 |
| <input type="checkbox"/> 2016/2017 | <input type="checkbox"/> 2014/2015 | <input type="checkbox"/> 2012/2013 |                                    |

This project requires the following future years not currently available: \_\_\_\_\_

*Data Level(s):*

- |                                       |  |  |
|---------------------------------------|--|--|
| <input type="checkbox"/> All Staff    | <input type="checkbox"/> Administrators only | <input type="checkbox"/> Teachers only |
| <input type="checkbox"/> Other: _____ |  |  |

*Variable Group(s):*

- |                                     |                                       |
|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> Employment | <input type="checkbox"/> Measurement  |
| <input type="checkbox"/> Assignment | <input type="checkbox"/> Demographics |

*Variable Group(s):*

**D. Data Description**

List any specific inclusionary/exclusionary characteristics required for your dataset (e.g., Title I schools, schools running a specific program, high school on-time graduates, all students tested, etc.). If you need comparison schools, you must fill out the comparison section on page 15.

See the Application Instructions, Appendix D for a description of the data available.

There are no exclusionary characteristics for the requested data. The data requested is for all students for the above selected years.

**E. Additional Data Sources Needed**

If data from other State of Michigan agencies/departments are required in addition to data from MDE and/or CEPI to answer the research questions, please list the additional data source(s) along with the name, phone number, and email for the point of contact at the relevant agency/department. When submitting your application you will need to provide letters from the sources listed below of support and commitment to provide the data necessary for your project. Letters should explicitly state what data is approved to be provided for this project.

*NOTE: Individual(s) from the source(s) listed below may be invited to the Research Collaborative IRB Committee’s meeting to review and discuss the application as the Collaborative cannot authorize or approve release of data from other state agencies/departments.*

Data Source: \_\_\_\_\_

Point of Contact: \_\_\_\_\_

Organization: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Data Source: \_\_\_\_\_

Point of Contact: \_\_\_\_\_

Organization: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## **F. Analytical Plan**

Describe the methodology planned for this analysis, the primary outcome variables to be examined, whether matching of external data to state data will be required, and, if appropriate, comparison group to be utilized.

*NOTE: If any data calculation is required for your analysis that is not available in the data from MDE/CEPI, you will need to request the individual data elements necessary for the calculation and describe how you plan to perform the calculation.*

### **(1) Primary outcome variables**

(The variable(s) of greatest importance that directly address the hypotheses/research questions of this study):

Outcomes that will be explored include: school absences, mid-year school transfers, timing of Individual Education Plans among students with special education needs, duration of English language learner status, 3rd - 8th grade level proficiency, school suspensions, high school dropout status, and four year graduation.

These outcomes will be explored by comparing differing groups of students based on their experience (or lack thereof) of homelessness as well as by the type of homelessness that students experience.

### **(2) Methodology (If applicable please detail your statistical model(s)):**

The analytical framework will consist of both bivariate and multivariate analyses testing for the effects of the predictors on the dependent variable. The bivariate analyses will be tested for statistical significance using either ttests or ANOVA's. Tukey's B posthoc tests will also be used to test mean group differences on the selected variables. The multivariate analytical component will consist of applying a hierarchical linear model (HLM) in order to explore the independent effects of individual school, and school district characteristics. Patterns will also be visualized and explored geographically using ArcGIS.

### (3) Comparison Group

This project will utilize a comparison group. If so, describe how you are defining and creating this group. Please be explicit. *MDE/CEPI will **not** create a comparison group for you.*

*NOTE: Comparison groups may not be defined as “all students.” They must be a subset of students related to the subject matter being studied.*

This study will use the universe of all students to create the following groups:

1. Students who are currently homeless vs. students who are not currently homeless
2. Students who have experienced homelessness at any point during the study years vs. students who have never experienced homelessness during those times.
3. Students who are currently housed but have previously experienced homelessness during the study period vs. students who are currently homeless vs. students who have never experienced homelessness during the study period.

This project does **not** utilize a comparison group

### (4) Matched Dataset

Student-level data collected by the researcher, program, or district can be connected to MDE/CEPI data through a student matching process completed by the State, if required to answer the project’s question(s).

I will provide a dataset of identifiable information to be matched. I understand that first name, last name, date of birth, and gender are the minimum elements required to identify a match.

*NOTE: Please do not submit your dataset with this request. If approved, you will be sent instructions regarding the format and submission requirements. You will be expected to submit your dataset within **two weeks** of receipt of approval and instructions.*

*Requests requiring matched datasets may experience longer queue times due to limited resources and capacity.*

I am **not** using another dataset that needs to be matched to this data request.

## Timeline Requirements & Publications

### A. Timeline:

Please provide an anticipated timeline for the entire research project.

Phase	Start Date	Finish Date
Data Collection	Administrative data	
Data Analysis	3/30/18	3/30/20
Report Writing	9/1/18	3/30/21
Final Report/Publication	9/1/20	3/30/21

## **B. Dissemination:**

How do you plan to disseminate the results?

*NOTE: Any results must be shared with the MDE-CEPI Research Collaborative at least 30 days prior to submission of any form of data dissemination (reports, manuscripts, presentations, etc.) as well as requested revisions made.*

Results from this study will be disseminated in the following ways:

1. Publication in peer reviewed journals
2. Presentations to key state and national stakeholders including policy makers, educators, and community representatives
3. Presentations at national and regional conferences
4. Posting on the Poverty Solutions website
5. Media outreach by Poverty Solutions Community Outreach department to print, web, radio and television outlets

## **Statement of Benefit**

Describe how your findings contribute to the priorities of MDE. Further demonstrate what impact this research will have on the Michigan student population. Please see the Application Instructions, Appendix A for a description of current priority areas (Michigan's Top 10 in 10 Years Goals and Strategies).

Student homelessness is a growing problem nationally and is a significant problem in the state of Michigan which is responsible for educating the sixth largest number of homeless students in the United States. Evidence suggests that homelessness impacts educational outcomes in ways that range from school attendance to graduation and dropout rates and that these educational impacts often last beyond when a student returns to stable housing. Students experiencing homelessness and housing instability in Michigan represent a uniquely vulnerable group of students who, to date, have received little attention in the conversation about how to improve educational outcomes in the state. Increasing understanding of the experience of homeless students in Michigan, how these experiences differ geographically and by type of homelessness can help the state to improve educational outcomes for a group of highly vulnerable children that are at great risk for poor educational achievement. If the state is to achieve its goal of becoming a top 10 education state in 10 years, meeting the educational needs of homeless students will need to be a part of the strategy.

## Security & Risks

Describe your plan for reducing any potential risks and ensuring compliance with FERPA regulations. Detail:

- the steps you will take to protect the privacy and confidentiality of individuals (e.g. handling small sample sizes, reporting, including encryption techniques, handling, transmitting and/or storing of the data.);
- where the data will be stored (if this is a multisite project indicate whether there will be a primary location for the storage of data or whether each site will house any data);
- and include a proposed method for maintaining security when reporting results (these must adhere to FERPA regulations; see Data Security Checklist, Appendix C).

All research will follow the standard security protocol used at the Education Policy Initiative at the University of Michigan. This will included the following:

1. All data used will be deidentified, reported only in groups.
2. All reported data will follow requirements for minimal cell counts.
3. Data will be stored in a locked office in a locked cabinet or storage unit with restricted access
4. Restrictions on copying study-related materials will be applied
5. Access rights to data will be terminated when authorized users leave the project or unit
6. Only secure laptops will be used
7. All project staff will have an individual ID plus password protection
8. Routine electronic back ups of data will be conducted
9. Disaster recovery plan for data will be in place
10. Digital encryption of digital data will be used
11. Network restrictions will be employed
12. No non-UM devices will be used to access project data, or any that are used to access project data will use secure connections to communicate with U-M services (e.g. VPN - " virtual private network" )
13. Security software (firewall, anti-virus, anti-intrusion) will be installed and regularly updated on all servers, workstations, laptops, and other devices used in the project
14. Safe disposition/destruction of data or devices, as appropriate (e.g., shredding paper documents, destroying disks or thumb drives, secure erasure of electronic media) will be employed

## Additional Investigators

Contact information and signatures must be obtained for all investigators participating in the proposed research study. **All investigators must also sign and submit the Data Confidentiality & Security Agreement Form at the end of this application.**

*As an additional investigator, my signature acknowledges that I have read, agree to and will adhere to the researcher requirements/policies described in the Confidential Data Request Packet.*

Name: \_\_\_\_\_

Research Role:  Co-PI  Secondary Investigator  Project Coordinator  Data Manager

Affiliation: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Research Role:  Co-PI  Secondary Investigator  Project Coordinator  Data Manager

Affiliation: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Research Role:  Co-PI  Secondary Investigator  Project Coordinator  Data Manager

Affiliation: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

Research Role:  Co-PI  Secondary Investigator  Project Coordinator  Data Manager

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Email: \_\_\_\_\_

Name: \_\_\_\_\_

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Affiliation: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

Name: \_\_\_\_\_

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Email: \_\_\_\_\_

Name: \_\_\_\_\_

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Email: \_\_\_\_\_

Name: \_\_\_\_\_

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Email: \_\_\_\_\_

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Email: \_\_\_\_\_

Name: \_\_\_\_\_

Research Role:  Co-PI  Secondary Investigator  Project Coordinator  Data Manager

Affiliation: \_\_\_\_\_ Title: \_\_\_\_\_

Email: \_\_\_\_\_

## PI Signature Page

In submitting this application,

I agree to comply with all policies and legal requirements for and conditions of data access, security, privacy and confidentiality documented within this application and corresponding Confidential Data Request Packet.

\_\_\_\_\_ Initial here

I understand and agree that the data provided under this request are a loan and that the license for use is restricted to only those designated in this application for the specific purposes stated above.

\_\_\_\_\_ Initial here

I understand and agree that all data shared through this request is to be deleted within 30 days following the data loan period.

\_\_\_\_\_ Initial here

I understand and agree to share all findings with the MDE-CEPI Research Collaborative. In the event that findings are to be disseminated to the public in any format, I will share the documents with the Collaborative 30 days prior to the submission of results/documents for dissemination to allow the Committee's review and input.

\_\_\_\_\_ Initial here

I agree to supply the MDE-CEPI Research Collaborative with the most up-to-date IRB approvals through my organization and to reporting any protocol changes or deviations in a timely manner.

\_\_\_\_\_ Initial here

I have included all necessary documentation with the application:

- Institute-Specific IRB approval letter(s) and protocol(s)
- FERPA Certification (completed by all investigators)
- Data Confidentiality & Security Agreement (completed by all investigators)
- Additional Data Source(s) Letter of Support & Commitment (if applicable)

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Signature of Principal Investigator

Date

*Note:* If you are a graduate student your advisor must be listed as a study team member and must complete the data confidentiality & security agreement form.

## Data Confidentiality & Security Agreement Form

**All** research study investigators who will have access to the confidential data requested in the *Confidential Data Request Application* must sign this form and submit it with the Application.

I \_\_\_\_\_, as a research study investigator, agree to receive confidential data from the Michigan Department of Education (MDE) and/or the Center for Educational Performance and Information (CEPI), and to observe the following security provisions in transferring, storing, analyzing and reporting of the data.

1. Policy for data storage
  - a. The location of **all copies** of the data must be carefully tracked.
  - b. The data must be stored where **only** the Confidential Data Request Application designated investigator(s) may access the data.
  - c. Data files **must** remain secure throughout the duration of data storage. All data in storage and in transit must adhere to 128-bit encryption.
  
2. Policy for data usage
  - a. Data may be accessed **only** by the Confidential Data Request Application designated investigator(s).
  - b. Data **may not** be shared with any other individuals outside those designated as the investigator(s) in the Confidential Data Request Application.
  - c. Data may be used **only** for analyses that respect privacy and confidentiality of all concerned parties including students, teachers, classrooms, schools, districts, intermediate school districts and the State of Michigan.
  - d. Data may **only** be used for the purposes of answering the research questions and/or hypotheses presented in the Confidential Data Request Application.
  - e. Publically available discussions, presentations and reports based upon the confidential data **may not** include information that would make it possible to identify a student, teacher, classroom, school, district, intermediate school district or the State of Michigan unless specific permission has been granted in writing to do so.
  - f. Internal discussions and reports should protect the privacy, anonymity and confidentiality of all concerned parties if there is any reasonable possibility that the internal document may become publically available.
  - g. Internal documents that contain any identifying information must clearly be marked "confidential—for internal use only".
  - h. Investigators will adhere to the Family Educational Rights and Privacy Act (FERPA) at all times.
  
3. Policy for data disposal and reporting of results
  - a. The data **must** be destroyed in accordance with the date designated for destruction in the signed Confidential Data Request Application.
  - b. If an extension on the data destruction deadline is needed, the Research Collaborative Internal Review Board **must** be contacted, in writing, to approve an extension.
  - c. A certificate of destruction must be sent via US mail to the Research Collaborative Internal Review Board on the date of the data loan expiration.
  - d. The preliminary or final study results must be submitted at least 30 days prior to any public release.

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Signature of Investigator

Date

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E-mail

Phone (area code and extension)