

**01. General Study Information**

All questions marked with a red asterisk (\*) require a response. Questions without a red asterisk may or may not require a response, depending on those questions' applicability to this study.

**1.1\* Study Title:**

Homelessness and Educational Outcomes

**1.1.1 Full Study Title:**

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

**1.1.2 If there are other U-M studies related to this project, enter the eResearch ID number (HUM#) or IRBMED Legacy study number. Examples of related projects include, but are not limited to:**

- Projects funded under the same grant
- IRBMED Legacy study being migrated into eResearch
- Previously approved Umbrella applications (such as Center Grants or approvals for release of funding)
- Previously approved projects for which this is a follow up study

**1.2\* Principal Investigator:**

Luke Shaefer

**Note:** If the user is not in the system, you may [Create A New User Account...](#)**1.3 Study Team Members:**

Study Team Member	Study Team Role	Appointment Dept	Appointment Selection Complete?	Student	Friend Account	COI Review Required	Edit Rights	Accepted Role?	PEERRS Human Subjects?
Luke Shaefer	PI	Poverty Solutions at U-M	Yes	no	No	no	yes	N/A	yes
Jennifer Erb-Downward	Co-Investigator	Poverty Solutions at U-M	Yes	no	No	no	yes	Yes	yes
Brian Jacob	Co-Investigator	G. Ford Sc Pub Pol	Yes	no	No	no	yes	Yes	yes
Michael Evangelist	Research Staff		No	yes	No	no	yes	Yes	yes
Jasmina Camo-Biogradija	Administrative Staff	G. Ford Sc Pub Pol	Yes	no	No		yes	N/A	yes

**1.8\* Project Summary:**

By examining Michigan public school data through the lens of nighttime residence, the proposed study seeks to increase understanding of the educational needs of homeless and housing unstable students as well as potential differences in academic outcomes within the homeless student population by the type of homelessness that a student experiences (i.e. shelter, doubled up, hotel/motel, unsheltered). Differences in the educational impact of homelessness will be explored geographically in order to identify schools and school districts in Michigan where homeless students are succeeding educationally. Additionally the duration of the educational impact of homelessness after stable housing is secured will also be explored.

**1.9\* Select the appropriate IRB:**

Health Sciences and Behavioral Sciences

**1.10\* Estimated Study Start Date (Not required for IRBMED): (mm/dd/yyyy)**

3/30/2018

**1.11\* Estimated Duration of Study:**

3 years

**01-1. Application Type**

1-1.1\* Select the appropriate application type.

Secondary Use of Existing Identifiable Data/Records/Specimens

01-2. Standard Study Information

1-2.1\* Who initiated this study?

Investigator

If other, please specify:

1-2.2\* Are you or any students working on this project being paid from a federally funded training grant?

Yes  No

1-2.3 This study is currently associated with the following department. To associate this research with a different department, click Select. If the department has defaulted to "student", click select to specify the department through which this application is being submitted.

School of Social Work

1-2.6\* Has the scientific merit of this study already been peer reviewed (i.e., reviewed by one or more recognized authorities on the subject)?

Yes  No

1-2.7\* Is this a clinical trial?

Yes  No

Study Team Detail

1.4 Team Member:

Luke Shaefer

Preferred email: lshaefer@umich.edu

Business phone 734-647-4029

Business address: SRC-PSID 3104 ISR-Thompson 426 Thompson St 48104-1248

1.5 Function with respect to project:

PI

1.6 Allow this person to EDIT the application, including any supporting documents/stipulations requested during the review process:

Yes

1.7 Include this person on all correspondences regarding this application: (Note: This will include all committee correspondence, decision outcomes, renewal notices, and adverse event submissions.)

Credentials: Required for PI, Co-Is and Faculty Advisors

Upload or update your CV, resume, or biographical sketch.

Name	Version
 Shaefer-CV-5-2-17.doc	0.02

Conflict of Interest Detail: Required for all roles except Administrative Staff

Study Team Detail

1.4 Team Member:

Jennifer Erb-Downward

Preferred email: jerbdown@umich.edu

Business phone 734-764-5435

Business address: Dept Epidemiology 1415 Washington Heights 48109-2029

**1.5 Function with respect to project:**

Co-Investigator

**1.6 Allow this person to EDIT the application, including any supporting documents/stipulations requested during the review process:**

Yes

**1.7 Include this person on all correspondences regarding this application: (Note: This will include all committee correspondence, decision outcomes, renewal notices, and adverse event submissions.)**

Yes

**Credentials: Required for PI, Co-Is and Faculty Advisors**

Upload or update your CV, resume, or biographical sketch.

Name	Version
 JErBDownwardBio	0.01

**Conflict of Interest Detail: Required for all roles except Administrative Staff****Study Team Detail****1.4 Team Member:**

Brian Jacob

Preferred email: bajacob@umich.edu

Business phone 734-615-6994

Business address: Gerald R Ford Sch of Public Policy 5236 Weill Hall 48109-3091

**1.5 Function with respect to project:**

Co-Investigator

**1.6 Allow this person to EDIT the application, including any supporting documents/stipulations requested during the review process:**

Yes

**1.7 Include this person on all correspondences regarding this application: (Note: This will include all committee correspondence, decision outcomes, renewal notices, and adverse event submissions.)**

No

**Credentials: Required for PI, Co-Is and Faculty Advisors**

Upload or update your CV, resume, or biographical sketch.

Name	Version
 Brian Jacob's C.V.	0.02

**Conflict of Interest Detail: Required for all roles except Administrative Staff****Study Team Detail****1.4 Team Member:**

Michael Evangelist

Preferred email: kmev@umich.edu

Business phone

Business address: School of Social Work 1080 S University Ave, 3704 SSWB 48109-1106

**1.5 Function with respect to project:**

Research Staff

**1.6 Allow this person to EDIT the application, including any supporting documents/stipulations requested during the review process:**

Yes

1.7 Include this person on all correspondences regarding this application: (Note: This will include all committee correspondence, decision outcomes, renewal notices, and adverse event submissions.)

No

**Credentials: Required for PI, Co-Is and Faculty Advisors**

Upload or update your CV, resume, or biographical sketch.

Name	Version
 evangelistCVnov2017.pdf	0.03

**Conflict of Interest Detail: Required for all roles except Administrative Staff**

**Study Team Detail**

**1.4 Team Member:**

Jasmina Camo-Biogradlija

Preferred email: camoj@umich.edu

Business phone 734-763-2993

Business address: G. Ford Sc Pub Pol 735 South State Street 48109-3091

**1.5 Function with respect to project:**

Administrative Staff

**1.6 Allow this person to EDIT the application, including any supporting documents/stipulations requested during the review process:**

Yes

**1.7 Include this person on all correspondences regarding this application: (Note: This will include all committee correspondence, decision outcomes, renewal notices, and adverse event submissions.)**

Yes

**Credentials: Required for PI, Co-Is and Faculty Advisors**

Upload or update your CV, resume, or biographical sketch.

Name	Version
There are no items to display	

**Conflict of Interest Detail: Required for all roles except Administrative Staff**

## 02. Sponsor/Support Information

The following sections request details about the current or pending sponsorship/support of this study. Consider all of the choices below and complete the appropriate sections.

\* Note: At least one of the following sections must be answered. Multiple sponsors or sources of support must be added one at a time.

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### 2.1 External Sponsor(s)/Support:

Type	Name	Other Direct Sponsor/Support	Support Type	Has PAF?
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There are no items to display

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### 2.5 Internal UM Sponsor(s)/Support: [Including department or PI discretionary funding]

Type	Department Sponsor	Support Type
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There are no items to display

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### 2.8 Check here if the proposed study does not require external or internal sponsorship or support:



### 03. UM Analysis Functions

3.1\* Indicate all functions that will be performed at University of Michigan locations.

Select all that apply:

Secondary data collection (e.g., medical chart review, data abstraction from existing records, etc.)

Primary or secondary analysis (data/specimen)

Storage (data and/or specimen): Responsible for the management, security and transfer of study data and/or specimens.

If other, please specify.

#### 03-1. Performance Sites

3-1.1\* Performance Sites:

Location	Country	"Engaged" in the research?	Performance Site Type	Site Function
University of Michigan	USA	yes		Storage, Analysis, Secondary data collection

#### Performance Site Detail

3-1.2\* Location or Institution:

University of Michigan

3-1.3 Address:

City

State

Country\* USA

3-1.4\* Function of this location with respect to this study:

Select all that apply:

Secondary data collection (e.g., medical chart review, data abstraction from existing records, etc.)

Primary or secondary analysis (data/specimen)

Storage (data and/or specimen): Responsible for the management, security and transfer of study data and/or specimens.

If other, please specify:

3-1.5\* Will this site be "engaged" in the conduct of the research?

Yes  No

3-1.6 If known, provide the Federalwide Assurance (FWA) number for this location.

FWA00004969

3-1.7 If applicable, indicate what organization, agency or government office has reviewed this research and provided its approval (e.g., IRB, ethics committee, school district office, prison official, nursing home administrator).

3-1.8 Upload any location site approval documentation here:

Name

Version

There are no items to display

### 05. Research Design

5.1\* Is there a stand-alone scientific protocol document and/or research plan associated with this application?

Yes  No

5.2\* Will the involvement of ANY subjects in this study be limited to analysis of their existing data or specimens?

Yes  No

5.2.1\* How many subjects are represented in the data or specimens to be analyzed?

500000 (do not enter commas, dots, or special characters)

**5.3\* Will the study involve recruitment and/or participation of subjects in order to produce new data (e.g., surveys, interaction, intervention)? [Require sections 8-1 and 11-3]**

Yes  No

**5.4\* List the inclusion and exclusion criteria for this study population and/or data set. (If covered in attached protocol, indicate section)**

All Students from the State of Michigan educational records database from school year 2010-11 through school year 2016-17.

Note: all students are needed so that accurate comparisons can be made between students experiencing homelessness and those who have not experienced homelessness. Longitudinal data is needed in order to examine the duration of educational impact that homelessness has and in order to create accurate comparison groups of students who have ever or never experienced homelessness. Additional flags (e.g. homelessness, SNAP/TANF eligibility, foster care etc.) marking types of instability and disadvantage will be used to understand the impact of homelessness in relation to other forms of poverty and instability experienced by students.

**5.5 Identify any racial, ethnic, or gender group(s) that will be specifically excluded from participation in this research study and provide a compelling justification for such exclusion:**

There will be no groups excluded from this study

**5.6\* Indicate the age range (in years) of the subject population in this study.**

**Minimum Age:** 4

**Maximum Age:** 21 If no upper limit, enter "999"

## 05-1. Research Design

In its review of research applications, the IRB considers whether research procedures are consistent with sound research design in order to yield the expected results. Scientific merit is examined in relationship to the risks and benefits of the research. This section covers the overall research design of the project. Later sections will ask more specific questions about benefits, risks, special review considerations, targeted populations, recruitment strategies, and experimental methodologies/procedures.

**5-1.1\* Objective: What is the overall purpose of this research study?**

By examining Michigan education data through the lens of nighttime residence, the proposed study seeks to increase understanding of the educational needs of homeless students as well as potential differences in academic outcomes within the homeless student population. Improved understanding of these differences will be used to identify opportunities for programmatic and policy interventions aimed at supporting some of Michigan's most highly mobile and vulnerable children.

**5-1.2\* Specific Aim(s): What is (are) the specific aim(s) of this study and/or what hypothesis (hypotheses) is (are) to be tested?**

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 attendance, reading and math proficiency, suspensions, dropout rates and graduation rates).

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 attendance, reading and math proficiency, suspensions, dropout rates and graduation rates).

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 attendance, reading and math proficiency, suspensions, dropout rates and graduation rates).

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

**5-1.3\* Background: What prior information or knowledge exists to support the conduct of this study?**

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. 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 the factors impacting the educational outcomes of homeless students, as well as how educational outcomes differ by geography (urban, suburban and rural), type of homelessness, and how long a student has remained stably housed after experiencing homelessness.

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.

**5-1.4\* Briefly outline the special expertise and qualifications of the PI, Co-Investigators, and/or**

**Faculty Advisors to conduct and/or oversee the particular procedures or activities involved in this particular study. This will supplement information provided in the study team CVs.**

PI Luke Shaefer, PhD is the Director of Poverty Solutions and is an expert on the social safety, poverty, and policy. He also has extensive expertise in the area of large data set analysis and the translation of research finding into policy recommendations.

Co-I Brian Jacob is the Co-Director at the Education Policy Initiative and has a strong working relationship with Michigan's State Department of Education and extensive experience working with and overseeing projects that use the education data for research and policy purposes.

Co-I Jennifer Erb-Downward previously worked at the Institute for Children Poverty and Homelessness where she oversaw and conducted the analysis of homeless student outcomes in New York City using the NYC Department of Education's individual student level data.

**5-1.5\* Methodology: Describe the design and procedures to be used to accomplish the specific aims of the study. Describe the advantages of any innovative methodologies.**

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 between SY 2011-12 and SY 2016-17 vs. students who have never experienced homelessness during those times.
3. Students who are currently housed (SY 2016-17) but have previously experienced homelessness (at some point between SY 2011-12 and 2015-16) vs. students who are currently homeless (SY 2016-17) vs. students who have never experienced homelessness during SY 2011-12 through SY 2016-17.

These groups will be created using Stata.

Educational outcomes that will be explored will include: number of absences, truancy and chronic absenteeism; grade level proficiency; suspensions; and drop out and graduation rate. Student characteristics that will be explored include: race; poverty; homelessness; foster care; ELL; IEP/disability type; and geographic location.

Students will be mapped to their schools so that the relationship of geography to outcomes can be explored using ArcGIS.

**5-1.6\* Statistical Design: Describe the statistical design of the research study, including methods used to analyze data.**

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 t-tests or ANOVA's. Tukey's B post hoc 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.



**06-1. Benefits and Risks - Secondary Use**

Completion of this section is required based on the response provided to questions 1-1.1, 5.2 and 5.3.

**6-1.1 \* Describe the potential benefits of this research to society.**

Homelessness has become a growing reality for school children across the state of Michigan and the country. This research will benefit our education system and society at large by identifying the unique needs and challenges homeless students face as well as strategies that are presently working that have potential for replication in other areas. According to aggregate national data, in SY 2015-16 in 10% of Michigan's Local Education Authorities at least one out of every ten students had been homeless during the school year. Despite the large number of students now facing homelessness in the State, little is known about this group. This research will help to fill the knowledge gap that currently exists around the educational impact of homelessness on children in the state of Michigan and will lay the groundwork for identifying opportunities to best meet the needs of some of the state's most vulnerable children.

**6-1.2 \* Will results of the research be communicated back to the subjects?**

Yes  No

**6-1.3 \* Are multiple benefit or multiple risk levels applicable?**

Yes  No

**6-1.4 \* Benefits and Risks:**

Click "Add" to begin entering the benefit and risk level detail information associated with this study.

Name	Risk Level	Direct Benefit
<a href="#">View</a> HUM00141824	No more than minimal risk	no

**Benefits and Risk Level Detail - Secondary Use**

If the study involves multiple arms or phases that pose different levels of risks or direct benefits to subjects, then create an entry for each arm or phase using the "OK and Add Another" option at the bottom of this page. Only one entry is necessary if the risk level and the direct benefit to subjects is the same for the entire project, even if the study involves multiple arms or phases.

**6-1.4.1 \* Name of Arm.**

HUM00141824

**6-1.5 \* Are there potential direct benefits of this research to the subjects?**

Yes  No

**6-1.6 \* The primary risk of conducting research with secondary data or specimens is a breach of confidentiality or privacy, which may cause psychological, social/reputation, legal, or financial harm. Indicate any risks to subjects other than these risks from a breach of confidentiality or privacy.**

The secondary data is the student's education record. If disclosed, it should not cause the subject psychological, social/reputation, legal, or financial harm.

**6-1.7 \* What is the level of risk of harm to the subjects, resulting from this arm of the research? For studies involving multiple arms or phases, enter the level of risk for this arm or phase only.**

[No more than minimal risk](#)

**07. Special Considerations**

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**7.1\*** Does this study involve human tissue or biological specimens (use, collection, or secondary analysis) (e.g. blood, urine, bone marrow, skin, etc.)? [Require Section 18]

Yes  No

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**7.2\*** Does this study involve the [secondary analysis](#) of a [pre-existing data set](#), including data associated with any specimens identified in response to question 7.1? [Require Section 24]

Yes  No

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**7.3\*** Will the research involve the access, collection, use, maintenance, or disclosure of protected health information (PHI)? PHI is:

- information about a subject's past, present, or future physical or mental health, the provision of healthcare to a subject, or payment for the provision of healthcare to a subject; AND
- maintained by a HIPAA-covered entity (e.g. healthcare provider, healthcare plan, or healthcare clearinghouse).

[Require Section 25]

Yes  No

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**09-2. Subject Populations - Secondary Use****9-2.1\* Is the research designed to include or allow the following populations?**

Select all that apply

- Normal, healthy subjects**
- Adults age 18 and older**
- Minors able to consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted (e.g. emancipated minors or minors seeking treatment for certain conditions.)**
- Children and/or Viable Neonates (i.e. persons who have not yet reached the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted) [Require Section 33-1.]**
- Neonates of uncertain viability and/or nonviable neonates (do not check this box if the research is solely retrospective. For retrospective research regarding neonates of uncertain viability, check the box for "Children". See Help for additional information.) [Require Section 34]**
- Individuals and/or products involving human in vitro fertilization**
- Pregnant women and/or fetuses [Section 35-1]**
- Lactating women**
- Women of child-bearing potential**
- Prisoners (If the research includes a study population that is likely to become incarcerated during the conduct of the research, also select this category) [Require Section 38]**
- Cognitively impaired adults**
- College students**
- Economically or educationally disadvantaged persons**
- Patients of the study team**
- Employees, students, trainees of the study team**
- Family members of the study team**
- Unknown, unspecified population**

## 10. Informed Consent - Secondary Use of Existing Data/Records/Specimens

Completion of this section is required based on the response provided to questions 1-1.1, 5.2 and 5.3.

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**10.3\* What type of informed consent will be obtained from subjects for the use of their data, records and/or specimens?**

Select all that apply:

Request for waiver of informed consent/parental permission/legally authorized representative consent

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### 10-3. Informed Consent Waiver

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**10-3.1\* This request is for:**

Select all that apply:

Waiver of informed consent for ALL of the project (Note: Consent cannot be waived if the study is subject to FDA oversight)

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**10-3.1.1 If this request is for PART of the project, identify the specific research procedures (e.g., screening interview) and/or the specific subject populations (e.g., parents of child-subjects) involved.**

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**10-3.1.2 Explain any requested alterations to the informed consent process.**

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**10-3.2\* Check below to affirm that this study meets each of the following four criteria for waiver or alteration of informed consent and explain how:**

The research involves no more than minimal risk to the subjects.

**Explain:**

The analysis includes school enrollment and performance, using deidentified data sets. No results will be reported on individual level.

The waiver or alteration will not adversely affect the rights and welfare of the subjects.

**Explain:**

The research team will work with the Michigan Department of Education to ensure that all activities follow the FERPA guidelines and exception. The data already exist in the state of Michigan longitudinal data sets utilized for the purposes of accountability and research.

Research could not practicably (i.e., feasibly) be carried out without the waiver or alteration.

**Explain:**

State data sets include longitudinal data. The data in this study go back to the school year 2011-12 and only include deidentified records, making it impossible to pursue a separate consent process.

Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

**Explain:**

This study will be registered with the state of Michigan Department of Education using state-regulated processes that allow researchers to access educational data. These mechanisms allow for subjects and guardians to make inquiries regarding which researchers and research studies have requested their data.

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## 11. Confidentiality/Security/Privacy

**11.1\* Will the study team access any data that is linked to a subject's identity by name or other identifier or code? [Require Section 11-1]**

Yes  No

**11.2\* Explain how the subjects' privacy will be protected.**

The data used will be deidentified, reported only in groups. All reported data will follow requirements for minimal cell counts.

**11.3\* How will the study team protect research records, data, and/or specimens against inappropriate use or disclosure, or malicious or accidental loss or destruction in order to protect the confidentiality of subject data?**

**Select all that apply:**

Locked office

Locked cabinet or storage unit

Restricted access

Restrictions on copying study-related materials

Access rights terminated when authorized users leave the project or unit

Secure laptop



Individual ID plus password protection

Routine electronic back up

Disaster recovery plan

Encryption of digital data

Network restrictions

No non-UM devices are used to access project data, or any that are used to access project data use secure connections to communicate with U-M services (e.g. VPN  virtual private network )

Security software (firewall, anti-virus, anti-intrusion) is installed and regularly updated on all servers, workstations, laptops, and other devices used in the project

Safe disposition/destruction of data or devices, as appropriate (e.g., shredding paper documents, destroying disks or thumb drives, secure erasure of electronic media)

Climate-control environment

**If other please specify:**

**11.4\* Will the research generate information that, if revealed, might place the subjects at risk of personal safety, criminal or civil liability, or damage to their financial standing, employability, or reputation [Require Section 11-2]**

Yes  No

**11.5\* Will data be provided to a repository as part of a data sharing agreement?**

Yes  No

**11.6\* What will happen to the data and/or any specimens at the conclusion of this study?**

**Select all that apply:**

Retain for study recordkeeping purposes

**11.6.2\* If the data and/or specimens will be retained for study recordkeeping purposes, provide the following information (if covered in the attached protocol, please indicate section):**

- expected duration of the retention period,
- any changes in the conditions or arrangements for storage of research data/specimens during the retention period, if different from those listed above in question 11.3.

The data will be kept for a period of 3 years, in order to address any questions or issues raised by researchers or stakeholders, and consider expansion of research activities.

**24. Secondary Data Analysis**

Completion of this section is required based on the response provided to either question 4-1.1 or 7.2.

**24.1\*** List each pre-existing data set that will be used in the study.

Name	Identifying Info	Is Publicly Available
Michigan Department of Education Data (MSDS, School level)	MSDS will establish demographic information for students and school attendance. Assessment will be used to match students to building locations and characteristics.	no

**Secondary Data Set Detail**

**24.2\*** Name and source/location of data set:

Michigan Department of Education Data (MSDS, School level)

**24.3\*** Describe the type of information contained in the data set, including any potential subject identifiers.

MSDS will establish demographic information for students and school attendance. Assessment will School-level data will be used to match students to building locations and characteristics.

**24.4\*** Is the data set you are analyzing publicly available?



Yes  No

**24.5\*** Does the data set contain:

**Identifier**

Coded Identifiers

**24.6** Upload any Data Use Agreement, letter of permission, or other access documentation for this data set

Name	Version
 15-UFA01114_MCER Data Security MOU_031615_Final.pdf	0.01
 Shaefer_Jacob_Erb_Homelessness_Education_MDE_Application.pdf	0.01

**24.7\*** Was prior consent from the subjects obtained to utilize the data set for this study (or for unspecified future research)?

No

**24.7.1\*** Indicate intention to obtain a waiver of informed consent (and, if applicable, HIPAA authorization) or describe the plan to re-establish the identifying links and re-consent individuals.

The data are collected by the state for accountability purposes. The researchers have access to the data under FERPA exceptions related to evaluation and improving instruction.

**24.8\*** Will you have access to a key that deciphers the code, thereby enabling linkage of identifying information to an individual subject's private information or samples?

Yes  No

**24.8.1\*** Identify the mechanism that precludes access to the codes, and upload (in Question 24.6) copies of any agreements or documents that explain these protections.

Honest broker (centralized custodian who controls data and will not release codes or IDs)

If other, please specify:

**33-1. Children - Secondary Analysis-Only Studies**

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**33-1.1\* Permitted Categories of Research:** The federal policy and regulations governing human subject protections specify that research involving children must fall into one of the following permitted categories. Check all categories of permitted research that apply to this study. The information provided here must be consistent with the information provided in Section 6.

**Regulatory Category****Criteria**

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The research does not involve greater than minimal risk [45 CFR 46.404].

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**33-1.1.1\* Provide a justification for how the study complies with the selected requirement.**

The research poses no more than minimal risk, as it utilizes existing data sets, with deidentified records, and will be reported only in group or aggregate levels.

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#### 44. Additional Supporting Documents

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44.1 Please upload any additional supporting documents related to your study that have not already been uploaded. Examples include, but are not limited to, data collection sheets, newsletters, subject brochures, and instructional brochures.

Name	Version
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There are no items to display

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45. End of Application

The form was successfully submitted. Click 'Exit' or 'Finish' to leave the form.