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FEDERAL DATA SUMMARY
SCHOOL YEARS 2013-14 TO 2015-16

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

NATIONAL CENTER FOR HOMELESS EDUCATION
UNC GREENSBORO



Federal Data Summary: School Years 2013-14 to 2015-16

National Center for Homeless Education THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO



With funding from the U.S. Department of Education, the National Center for Homeless Education (NCHE) at the University of North Carolina at Greensboro provides critical information to those who seek to remove educational barriers and improve educational opportunities and outcomes for children and youth experiencing homelessness.

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Table of Contents

[Summary](#) iii

[Introduction](#) 1

[State and District Characteristics](#) 4

[Characteristics of Homeless Students](#) 10

[Academic Achievement](#) 21

[Other Federal Programs](#) 26

List of Tables and Figures

[Table 1.](#) Number of LEAs with McKinney-Vento subgrants and total LEAs by state: School Years 2013-14, 2014-15, and 2015-16 5

[Figure 1.](#) Percentage of LEAs with subgrants: School Year 2015-16..... 7

[Table 2.](#) Number of homeless students by state and school year with corresponding McKinney-Vento fiscal year funding: 3 to 5 year olds, Kindergarten through Grade 12, and Ungraded 8

[Table 3.](#) Number of homeless students enrolled by grade: School Years 2013-14, 2014-15, and 2015-16..... 11

[Table 4.](#) Number of homeless students enrolled by state: School Years 2013-14, 2014-15, and 2015-16..... 12

[Figure 2.](#) Percentage change in enrolled homeless students by state, School Years 2013-14, 2014-15, and 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 12..... 14

[Table 5.](#) Number of enrolled homeless students, by primary nighttime residence: School Years 2013-14, 2014-15, and 2015-16 15

[Figure 3.](#) Percentage of enrolled homeless students by primary nighttime residence, School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13..... 16

[Table 6.](#) Number and percentage change in enrolled homeless students, by subgroup: School Years 2013-14, 2014-15, and 2015-16 17

[Figure 4](#). Percentage of enrolled homeless students who are unaccompanied homeless youth, School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13.....18

[Figure 5](#). Percentage of enrolled homeless students with limited English proficiency, School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13.....19

[Figure 6](#). Percentage of homeless children and youth with disabilities (IDEA), School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13.....20

[Table 7](#). Number and percentage of homeless students who received valid and proficient scores on state reading (language arts) assessments, by grade: School Year 2015-16.....22

[Figure 8](#). Percentage of enrolled homeless students who scores at or above proficient, reading (language arts): School Year 2015-1623

[Table 8](#). Number and percentage of homeless students who received valid and proficient scores on state mathematics assessments, by grade: School Year 2015-1623

[Figure 9](#). Percentage of enrolled homeless students who scores at or above proficient, mathematics: School Year 2015-16.....24

[Table 9](#). Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School Year 2015-16.....24

[Figure 10](#). Percentage of enrolled homeless students who scored at or above proficient, science: School Year 2015-16.....25

Summary

This report marks the twelfth school year for which the U.S. Department of Education (ED) has collected annual performance data from all states for the Education for Homeless Children and Youth (EHCY) program.¹ The ED*Facts* Submission System allows for the collection of unduplicated data on students who experienced homelessness and were reported as enrolled in public schools, even if they attend more than one local educational agency (LEA) during the school year. This report uses that data to provide the only publicly available compilation of unduplicated data for the EHCY program.

The number of homeless students enrolled in public school districts and reported by state educational agencies (SEAs) during School Year (SY) 2015-16 was 1,304,803.² This total is not intended to indicate the prevalence of children and youth experiencing homelessness, as it only includes those students who are enrolled in public school districts or LEAs. It does not capture school-aged children and youth who experience homelessness during the summer only, those who dropped out of school, or young children who are not enrolled in preschool programs administered by LEAs.

Key findings over the three school year comparison period, provided in the order that they appear in this report, include the following:

- The number of school districts that received EHCY subgrants under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) saw little change, with only 4,303, or just under one-quarter, of school districts receiving a subgrant.
- Funding for the EHCY program remained at roughly the same level between fiscal years 2014 and 2016, increasing by less than five million dollars.
- States provided an average per pupil rate of \$57.43 in federal McKinney-Vento funding to school districts for the additional supports needed by homeless students.
- The number of identified, enrolled students reported as experiencing homelessness at some point during SY 2015-16 increased 4% over the last three school years, when controlling for a state error in data reporting.
- Fifteen states experienced a growth in their homeless student populations of 10% or more during the three-year period covered in this report.³

¹ Copies of this report from previous years are archived at http://nche.ed.gov/pr/data_comp.php.

² California experienced an error resulting in a minimum estimated loss of 48,103 student records during SY 2014-15. While the state experienced an average three year growth of 9% since SY 2006-07, the state experienced a 13% decrease during the three year period including SYs 2013-14 to 2015-16.

³ Alabama, California, and Tennessee all experienced data quality issues in the three year period that exclude them from this calculation.

- The majority of students identified as experiencing homelessness, 76%, share housing with others due to loss of housing, economic hardship, or a similar reason. Shelters are the next most commonly used type of housing, as 14% of homeless students resided in shelters. Seven percent had a primary nighttime residence of hotels or motels, and 3% were identified as unsheltered.
- The use of hotels and motels grew the most, seeing an increase in use of 6%, with unsheltered students increasing in number by 3%. No increases were seen in the number of homeless students utilizing shelters or doubled-up housing.
- The change in the unaccompanied homeless youth subgroup was the most marked of the subgroups, with an increase of 26%. Additionally, unaccompanied youth make up 10% or more of the homeless student population in 20 states.
- The category for homeless students with a disability enrolled in school saw another increase, with a change of 6%. While only 13% of all students have an identified disability, 54% of states reported a proportion of homeless students with disabilities of 20% or more.
- Students with limited English proficiency make up more than 10% of the homeless student population in nearly 40% of states.
- Due to testing waivers granted during the years covered by this report and many other changes in the standards and administration of assessments, this report does not compare achievement trends over the three years included. However, during SY 2015-16, approximately 31% of students experiencing homelessness achieved academic proficiency in reading (language arts) and 25% of them were proficient in mathematics.

In addition to data quality, there are some other important caveats to consider when interpreting the data summarized in this report. For example, many states recently made changes to their academic standards and assessments; the impact of those changes may explain the decreasing or irregular performance by homeless students on academic achievement measures. Duration of homelessness is also not controlled for and could impact academic outcomes for some students.

In addition to the description of data collected by ED provided in this report, a chapter highlights publicly available data from other federal agencies regarding children and youth experiencing homelessness. The information is aligned as closely as possible to ED data included in this report and covers the reporting periods closest to SY 2015-16. Programs incorporated into this report include

- the Head Start program overseen by the Administration of Children and Families,
- the Child Care Development Fund overseen by the Administration of Children and Families,
- Runaway and Homeless Youth programs administered by the U.S. Department of Health and Human Services, and
- homeless assistance programs funded by the U.S. Department of Housing and Urban Development.

Introduction

The purpose of the Education for Homeless Children and Youth Program (EHCY), authorized under Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act), is to ensure students experiencing homelessness have access to the education and other services they need to meet state academic standards. The Office of Safe and Healthy Schools, within the U.S. Department of Education's Office of Elementary and Secondary Education, requires all state educational agencies (SEAs) to submit information regarding the education of students experiencing homelessness as a part of the *EDFacts* Initiative. This is done in order to ensure schools and states are meeting the goals of the homeless education program.

The *EDFacts* Submission System was created in 2005. This online system allows SEAs to securely submit data to the U.S. Department of Education (ED) for all education programs, from preschool through graduation. Some ED programs allowed voluntary participation prior to School Year (SY) 2008-09; however, all states were required to use the system for data submissions beginning that year.

While *EDFacts* data may be corrected for approximately two years after the data is due to ED, data used in this report mirrors the timelines required for the Consolidated State Performance Report. As such, the data presented in this report reflect data extracted from the *EDFacts* Repository on July 1, 2015, April 28, 2016, and May 16, 2017.

For more information on the EDFacts Initiative, visit <http://www2.ed.gov/about/inits/ed/edFacts/index.html>. More information on the collection of data describing the Education for Homeless Children and Youth Program can be found in the Guide to Collecting and Reporting Federal Data: <https://nche.ed.gov/downloads/data-guide-16-17.pdf>.

Use of Unduplicated Data

Data stored in *EDFacts* includes information collected at the school, local educational agency (LEA or school district), and SEA levels. States are required to submit unduplicated counts of students, ensuring that students are counted only one time for each question. However, an LEA can only edit student data for those students provided educational services within its own district. As a result, when LEA data are aggregated to represent the state, duplicate counts of students occur if students have attended more than one LEA during the school year. For this reason, file specifications governing the collection of data also require SEAs to report the cumulative, unduplicated number of homeless students enrolled in public schools, resulting in counts with fewer redundancies. Therefore, in order to provide the most accurate description of the current status of homeless education, this

report focuses on SEA level data to the extent that it is available.⁴ As a result of the previously noted differences in the dates on which source files were generated and the possibility that LEA level data were used in lieu of SEA level data in other reports, information in this report may or may not match other published reports, such as previous versions of this report,⁵ or data from EDDataExpress.ed.gov.

Included States

For the purposes of this report, the term *state* refers to all reporting entities, including the 50 States, the District of Columbia, and Puerto Rico. Data from schools administered by the Bureau of Indian Education (BIE) were previously included; however, *EDFacts* only contains BIE provided data for SY 2015-16. As a result, BIE schools were excluded from the report. Hawaii and Puerto Rico each report only one LEA, which is also the SEA.

Information Included in This Report

The information in this report is a compilation of data about students who experienced homelessness during SYs 2013-14, 2014-15, and 2015-16. Students are included in this report if, at any point during those school years, they were enrolled in school and determined to be homeless by LEA homeless liaisons. Children and youth who were not enrolled in school are not included in this report. Additionally, *EDFacts* also contains data for Grade 13.⁶ It was excluded from tables and figures in this report, unless otherwise noted, due to the fact that only North Carolina reported Grade

The term “homeless children and youth”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence...and

(B) includes—

(i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings...

(iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

42 U.S.C. § 11434a(2) (2002)

⁴ The following states were unable to verify that their data were unduplicated, resulting in counts that may contain redundancies: Alabama, Colorado, Delaware, Indiana, Louisiana, Massachusetts, Minnesota, Missouri, Nevada, New Hampshire, New Jersey, North Dakota, Oklahoma, Utah, Vermont, Washington, West Virginia, and Wisconsin.

⁵ During SYs 2011-12 and 2012-13, LEA level data, which included duplicates, were used for this report.

⁶ Grade 13 is used to indicate students who have successfully completed Grade 12, but stay in high school to participate in a bridge to higher education program. These programs allow students to simultaneously earn credit for both high school and college; examples include early or middle college programs. Note that successful completion of Grade 12 does not indicate the student has graduated in this context, as the students are still considered enrolled in high school.

13 students; the state identified 13 students experiencing homelessness. As a result, readers are cautioned to read this report with the knowledge that the data are limited, and more children and youth experience homelessness in the United States than is reflected here.

School district liaisons work with other school personnel, community, and state agencies to ensure students who lack fixed, regular, and adequate nighttime residences are identified and receive educational and related services. No parameters for the duration of homelessness are included, meaning that students could have been homeless very briefly or for the full time period covered in this report.

Each year, liaisons work with LEA data stewards to provide their SEAs with federally mandated data reports. State Coordinators of homeless education then review data submitted by the LEAs, work with the liaisons and their data stewards to address data quality issues, and approve the data for submission to ED. This requires State Coordinators to also work with the SEA's ED*Facts* Coordinator, who submits the reports to ED. Reports submitted to ED include only de-identified data; SEAs never disclose personally identifiable information to ED.

Once data are submitted to ED, the National Center for Homeless Education (NCHE) reviews the submissions and related comments, noting data discrepancies. Comments about potential errors or other quality concerns are then provided to the ED*Facts* and State Coordinators for review. At that point, State Coordinators work with the liaisons and data stewards to make necessary corrections, and data are resubmitted to ED. Any remaining issues related to data quality for various elements are discussed in this report, as necessary.

It is important to note that while Congress amended the McKinney-Vento Act with the Every Student Succeeds Act (ESSA) in December 2015, the changes included in those amendments did not take effect until October 1, 2016. As a result, the information included in this report reflects terminology, program, and legal requirements based on the 2002 reauthorization of the McKinney-Vento Act through the No Child Left Behind Act of 2001 (NCLB), Pub. L. No. 107-110 (2002).

While some comparative tables or graphics are included in this report, they are meant for descriptive purposes only and do not address factors that lead to homelessness experienced by students, the educational outcomes they achieved, or the complex variables that impact the implementation of programs under the McKinney-Vento Act. Information in this report may be used to answer critical questions about the program, technical assistance that should be provided by states, policy changes that should be made, etc., but such considerations go beyond the scope of the report and are, therefore, omitted.

All references in this report to the McKinney-Vento Homeless Assistance Act and its mandates reflect only those included in the McKinney-Vento Act, as amended in 2002.

State and District Characteristics

To understand the scope and complexities of implementing the McKinney-Vento Act, it helps to understand the school districts it governs. An LEA, or school district, is a public board of education or other public authority legally constituted within a state for either administrative control, direction of, or to perform a service function for public schools [20 U.S.C. § 7801(26)(A), 2002]. During the 2015-16 School Year, 17,678 public school districts operated and enrolled students. Of those districts, 93% reported data on students experiencing homelessness. The 7% of districts that failed to report data were limited to five states.⁷

Two unique characteristics of LEAs must be noted. First, based on the structure of a state's charter school laws, a charter school may be considered an LEA, or they may be considered a school within an LEA. Secondly, because some LEAs exist to provide a service for the public schools, they may provide educational services for students who are actually enrolled in another LEA. For example, cooperative LEAs that exist for the purpose of providing special education services provide direct education services to students, but the students are often considered enrolled in the school that sent them to the co-op.

EHCY subgrants are awarded to public school districts based on the quality of applications submitted for funds and the need demonstrated by applicants. They are used to facilitate the enrollment, attendance, and success in school of homeless children and youth. Nearly 25% of LEAs received a subgrant funded by the McKinney-Vento Act in SY 2015-16. Only two states had subgrantees that failed to report data.⁸

Some states use a regional model to award subgrants in which a single LEA acts as the fiscal agent, but two or more LEAs apply for the funds together. In these instances, subgrant recipients

An LEA is a public board of education or other public authority legally constituted within a State to provide administrative control or a service for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State. LEAs may provide administrative control for a single entity or for a combination of school districts or counties. Examples of LEAs include traditional or intermediate school districts, districts that act as a component of a supervisory union, supervisory union administrative centers, regional education service and cooperative agencies that provide specialized services to other agencies, state or federal agencies that provide education services to specific populations of students, and independent charter schools.

⁷ Alabama, North Dakota, Oregon, Pennsylvania, and Wisconsin. Illinois omitted how many of its LEAs reported data.

⁸ Oregon, Pennsylvania. Illinois omitted how many of its LEAs reported data.

within the state may include only regional subgrantees or a mixture of regional subgrantees and single LEA subgrantee recipients. Regional subgrants may be given to traditional school districts that act as administrative units, enroll students, and provide educational services for students. Other regional subgrants, such as those provided in Illinois, may provide funds to regional LEAs that provide administrative oversight or professional development for other LEAs, but do not actually enroll students. In some instances, these LEAs may or may not provide direct educational services, such as special education services, to students. Examples of regional LEAs that fall into this category include intermediate school districts, educational service units, boards of cooperative educational services, county offices of education, and regional educational service agencies, etc. For SY 2015-16, only New Jersey’s SEA awarded a McKinney-Vento subgrant to every LEA within the state through the use of regional subgrants. Table 1 provides a longitudinal snapshot of the change over three years in the number of districts and subgrantees during SYs 2013-14 through 2015-16. Figure 1 shows the percentage of LEAs with subgrants for each state.

Table 1. Number of LEAs with McKinney-Vento subgrants and total LEAs by state: School Years 2013-14, 2014-15, and 2015-16

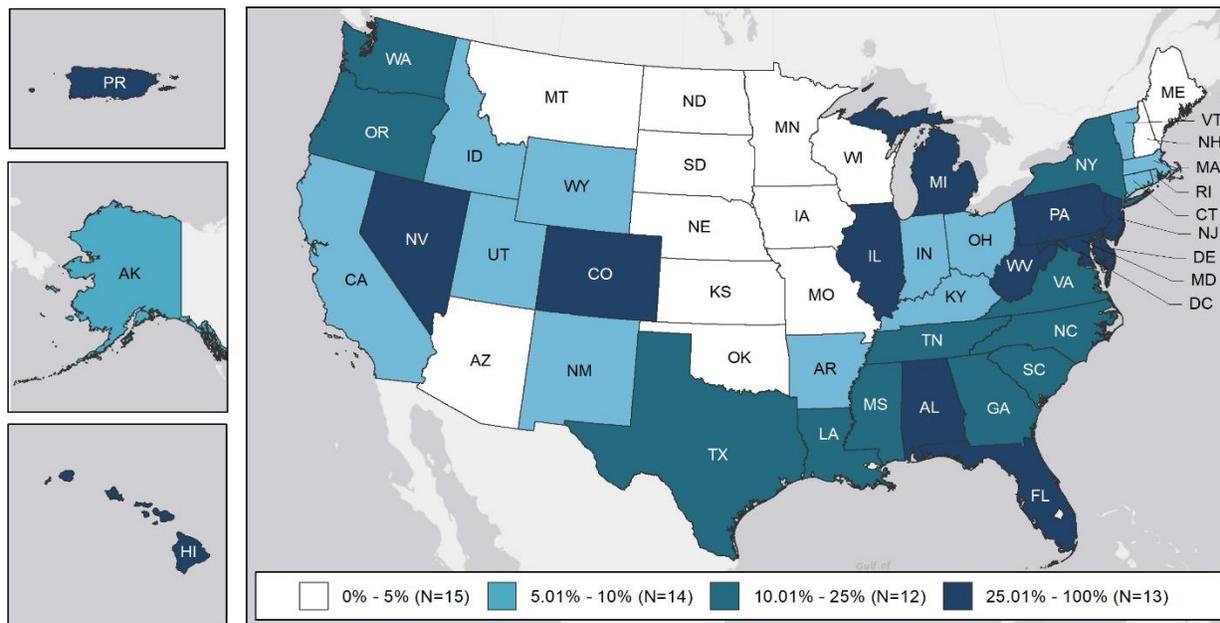
State	Grantee LEAs SY 2013-14	Total LEAs SY 2013-14	Grantee LEAs SY 2014-15	Total LEAs SY 2014-15	Grantee LEAs SY 2015-16	Total LEAs SY 2015-16
United States¹	4,261	17,170	4,311	17,395	4,303	17,678
Alabama	40	135	46	136	47	138
Alaska	5	54	4	54	4	54
Arizona	26	685	29	692	29	693
Arkansas	15	258	15	257	15	259
California	126	1,174	118	1,163	88	1,163
Colorado	51	182	80	182	79	182
Connecticut	12	200	12	204	12	205
Delaware	12	42	13	45	13	49
District of Columbia	9	53	9	64	7	64
Florida	48	74	48	74	52	74
Georgia	55	198	50	198	44	203
Hawaii	1	1	1	1	1	1
Idaho	7	152	8	158	8	159
Illinois	795	880	790	876	783	873
Indiana	26	407	30	410	33	417
Iowa	11	346	11	338	9	336
Kansas	9	286	9	286	9	286
Kentucky	17	176	17	176	15	176
Louisiana	15	132	27	139	28	179
Maine	5	254	6	261	5	266
Maryland	14	25	11	25	11	25

Table 1. Number of LEAs with McKinney-Vento subgrants and total LEAs by state: School years 2012-13, 2013-14, and 2014-15, cont'd.

State	Grantee LEAs SY 2013-14	Total LEAs SY 2013-14	Grantee LEAs SY 2014-15	Total LEAs SY 2014-15	Grantee LEAs SY 2015-16	Total LEAs SY 2015-16
Massachusetts	22	408	27	406	28	408
Michigan	824	908	823	912	828	910
Minnesota	11	548	11	554	11	564
Mississippi	15	151	14	146	15	146
Missouri	8	567	8	567	8	567
Montana	21	409	19	408	19	406
Nebraska	11	287	11	284	12	284
Nevada	6	18	5	19	5	19
New Hampshire	7	197	7	201	7	204
New Jersey	691	691	681	681	694	694
New Mexico	19	149	15	152	15	157
New York	147	1,003	143	1,015	143	1,022
North Carolina	42	115	49	266	49	274
North Dakota	5	226	6	225	6	226
Ohio	66	1,116	72	1,106	74	1,103
Oklahoma	10	540	10	542	10	546
Oregon	41	220	41	220	48	221
Pennsylvania	721	788	723	795	710	783
Puerto Rico	1	1	1	1	1	1
Rhode Island	5	55	5	58	5	59
South Carolina	14	83	17	83	17	83
South Dakota	2	151	2	151	2	150
Tennessee	24	140	18	146	18	146
Texas	128	1,230	128	1,222	126	1,210
Utah	10	138	10	148	10	152
Vermont	4	360	35	360	29	357
Virginia	31	132	31	132	31	132
Washington	34	296	34	302	34	325
West Virginia	11	57	11	57	16	57
Wisconsin	25	424	16	449	16	448
Wyoming	6	48	4	48	4	48

¹Totals include Puerto Rico.

Figure 1. Percentage of LEAs with subgrants: School Year 2015-16



States must award a minimum of 75% of their McKinney-Vento funding to LEAs through subgrants; they may retain the remaining funds for state level activities [42 U.S.C. §§ 11432(e)(1)-(2) (2002)]. States that are funded at the minimum level set forth in the statute may retain up to 50% of their award for state level activities [42 U.S.C. §§ 11432(c)(1), and 1(e)(1) (2002)]. No state is currently considered minimally funded.

The number of LEAs and the number of LEAs receiving subgrants saw little change over the three year period. Funding for the program remained at roughly the same level between federal fiscal years 2014 and 2016, increasing by less than five million dollars. Based on funding levels during SY 2015-16, this allowed states to provide an annual average per pupil rate of \$57.43 from McKinney-Vento funds to address the unique educational challenges faced by students experiencing homelessness. However, there is a wide range in this calculation across states, from \$20.27 to \$337.34 per student.⁹

⁹ Fiscal information included in this report was retrieved from <http://www2.ed.gov/about/overview/budget/statetables/index.html>.

Table 2. Number of homeless students by state and school year with corresponding McKinney-Vento fiscal year funding: 3 to 5 year olds, Kindergarten through Grade 12, and Ungraded

State	Homeless students SY 2013-14	Allocations FY 2014	Homeless students SY 2014-15	Allocations FY 2015	Homeless students SY 2015-16	Allocations FY 2016
United States¹	1,301,239	\$63,282,957	1,263,323	\$63,262,085	1,304,803	\$68,144,961
Alabama	19,266	987,126	19,373	980,926	14,112	1,097,307
Alaska	3,934	168,641	4,018	164,770	3,784	192,491
Arizona	28,777	1,422,929	28,393	1,416,334	24,770	1,519,858
Arkansas	11,180	701,739	10,756	669,001	11,984	711,661
California ²	284,086	7,623,234	235,983	7,540,970	246,296	8,176,567
Colorado	23,681	686,387	24,146	658,229	23,014	696,654
Connecticut	2,964	516,605	3,192	514,685	3,759	573,359
Delaware	4,351	194,161	3,098	195,641	3,227	218,903
District of Columbia	3,772	189,585	3,551	189,746	6,260	205,265
Florida	67,402	3,538,297	73,117	3,505,038	72,042	3,805,384
Georgia	36,845	2,264,988	37,791	2,202,823	38,474	2,417,445
Hawaii	2,634	242,517	3,526	206,397	3,790	250,839
Idaho	6,447	262,279	7,162	255,262	7,143	266,853
Illinois	54,452	2,924,369	52,333	2,983,614	50,949	3,105,256
Indiana	17,926	1,164,301	19,205	1,143,010	17,863	1,183,406
Iowa	6,828	365,075	6,936	407,232	6,774	439,270
Kansas	10,378	467,752	9,715	462,805	9,265	511,750
Kentucky	27,227	989,053	27,836	922,990	27,603	985,760
Louisiana	20,402	1,284,073	20,277	1,248,853	20,254	1,337,278
Maine	1,986	231,277	1,934	219,208	2,271	243,011
Maryland	16,239	899,065	16,096	883,445	16,267	1,030,974
Massachusetts	17,538	961,811	19,353	1,041,710	20,929	1,073,618
Michigan	38,117	2,234,452	40,861	2,091,649	39,092	2,171,535
Minnesota	14,343	647,502	15,196	664,628	16,550	764,878
Mississippi ³	9,680	814,288	10,309	831,076	9,284	818,753
Missouri	29,784	1,046,820	30,650	1,065,659	32,133	1,099,270
Montana	2,640	195,908	3,075	198,951	3,003	210,834
Nebraska	3,449	313,327	3,317	317,735	3,422	325,732
Nevada	14,865	526,193	17,178	523,528	20,696	562,455
New Hampshire	3,276	189,363	3,335	173,611	3,349	198,577
New Jersey	10,303	1,363,440	10,150	1,487,585	10,391	1,597,434
New Mexico	11,949	482,888	10,279	516,819	10,071	514,359
New York	116,700	4,853,128	118,435	4,971,410	139,959	5,303,566
North Carolina	24,492	1,874,706	26,613	1,870,366	26,339	1,991,387
North Dakota	2,395	162,605	2,715	162,605	2,230	175,000

Table 2. Number homeless students by state and school year with corresponding McKinney-Vento fiscal year funding: 3 to 5 year olds, Kindergarten through Grade 12, and Ungraded, cont'd.

State	Homeless students SY 2013-14	Allocations FY 2014	Homeless students SY 2014-15	Allocations FY 2015	Homeless students SY 2015-16	Allocations FY 2016
Ohio	28,632	2,525,315	27,939	2,455,369	29,403	2,655,242
Oklahoma	25,008	687,105	26,979	693,626	26,268	742,595
Oregon	21,058	\$657,555	22,637	\$613,967	22,958	670,644
Pennsylvania	21,309	2,452,072	22,014	2,401,896	23,164	2,668,736
Puerto Rico	3,224	1,662,919	3,628	1,669,651	4,001	1,799,585
Rhode Island	997	213,020	1,004	221,115	1,049	234,839
South Carolina	12,809	964,324	13,353	1,019,733	14,140	1,120,247
South Dakota	1,835	187,144	2,156	192,684	1,958	206,160
Tennessee	29,663	1,253,754	13,259	1,274,112	15,404	1,410,301
Texas	111,759	5,833,850	113,063	5,862,858	115,676	6,398,616
Utah	14,579	402,330	14,999	394,746	15,094	411,241
Vermont	1,145	162,605	1,124	162,605	1,098	175,000
Virginia	18,026	1,043,882	17,876	1,093,945	18,577	1,227,620
Washington	32,539	961,986	35,511	1,025,134	39,127	1,057,610
West Virginia	7,430	394,101	7,955	396,084	9,320	408,193
Wisconsin	19,471	928,506	18,366	933,644	18,592	1,006,643
Wyoming	1,447	162,605	1,556	162,605	1,625	175,000

¹Total includes Puerto Rico.

² California experienced an error resulting in a minimum estimated loss of 48,103 student records during SY 2014-15. While the state experienced an average three year growth of 9% since SY 2006-07, the state experienced a 13% decrease during the three year period including SYs 2013-14 to 2015-16.

³Does not include data on students who were identified as homeless but declined assistance from the schools.

Characteristics of Homeless Students

General demographic data are collected for students experiencing homelessness who are enrolled in school. The data focuses on the number of students enrolled in each grade, the type of primary nighttime residence used by students, and subgroups of students experiencing homelessness. While the reasons for changes in the data points and related trends cannot be explained within the scope of this report, each of the data points and the trends related to them are described below.

Based on available data, when examining the change in the number of students over the three year period using data submitted by all states, the homeless student population saw no growth. For both SYs 2014-15 and 2015-16, two states¹⁰ experienced significant data quality challenges with their collection and reporting methods during the years used to calculate the percent change. These data quality issues skewed the growth rate for identified homeless students, leading to considerably lower rates than expected. In contrast, the rate of growth between SYs 2011-12 and 2013-14 was 15%, and the rate of growth between SYs 2010-11 and 2012-13 was 18%. When controlling for the state errors in data reporting, the number of identified, enrolled students reported as experiencing homelessness at some point during SY 2015-16 increased 4% over the last three school years.

Enrolled is defined as attending classes and participating fully in school activities.

42 U.S.C. § 11434a(1), 2002

Growth rates across individual grades were variable. A decrease in the number of students identified as experiencing homelessness was observed in Kindergarten and First Grade. Grades 5 through 9 saw growth consistent with the overall rate of change, while the number of homeless students in Grade 10 and Ungraded¹¹ grew 10 and 13%, respectively. Overall, high school grades saw the greatest increases in homeless students over the three years.

¹⁰ Alabama experienced an error resulting in a count 10,376 students higher than later data records indicated for SY 2012-13. California experienced an error resulting in a minimum estimated loss of 48,103 student records during SY 2014-15. Changes to the California data system also resulted in lower than expected counts of identified homeless students for SY 2015-16.

¹¹ The ungraded designation is assigned to students who are enrolled in a class that is not organized on the basis of grade grouping and has no standard grade designation. For example, Montessori schools often use a system that incorporates classrooms with students of mixed ages.

Table 3. Number of homeless students enrolled by grade: School Years 2013-14, 2014-15, and 2015-16

Grade	SY 2013-14	SY 2014-15	SY 2015-16
Total¹	1,301,239	1,263,323	1,304,803
Age 3 through 5	48,121	39,369	42,199
Kindergarten	113,756	118,684	110,328
1st	122,909	116,848	117,302
2nd	114,906	111,517	115,781
3rd	109,199	106,044	111,561
4th	100,418	98,552	104,526
5th	95,248	91,928	97,701
6th	91,113	88,044	91,276
7th	87,718	84,028	86,964
8th	84,358	82,214	85,813
9th	98,178	94,543	95,974
10th	78,232	76,966	82,329
11th	70,144	68,740	74,057
12th	84,150	83,014	88,635
Ungraded	2,789	2,832	3,210

¹Total includes Puerto Rico.

When growth is examined at the state level, 15 states reported growth in their reported homeless student populations of 10% or more during the three-year period; eight states experienced growth in the homeless student population of 20% or more. In contrast, only seven states reported a reduction of 10% or more.¹² Of the seven states, only three reported a decrease in the number of homeless students identified by public schools for two consecutive years, and they accounted for only 3% of the students. Three of the seven states with a decrease in the number of identified homeless students of 10% or more included states that experienced technical issues that impacted their data collection and may partially account for the significant decrease. These trends indicate that states experiencing large amounts of growth in their homeless student populations far outnumber the states experiencing large decreases in the number of homeless students.

The following table includes a breakdown of the reported public school enrollment of students who experienced homelessness by state. The percent change in the number of enrolled students who experienced homelessness reported for each state is represented in Figure 2.

¹² Alabama

Table 4. Number of homeless students enrolled by state: School Years 2013-14, 2014-15, and 2015-16

State	SY 2013-14	SY 2014-15	SY 2015-16
United States¹	1,301,239	1,263,323	1,304,803
Alabama	19,266	19,373	14,112
Alaska	3,934	4,018	3,784
Arizona ²	28,777	28,393	24,770
Arkansas	11,180	10,756	11,984
California ³	284,086	235,983	246,296
Colorado	23,681	24,146	23,014
Connecticut	2,964	3,192	3,759
Delaware	4,351	3,098	3,227
District of Columbia	3,772	3,551	6,260
Florida	67,402	73,117	72,042
Georgia	36,845	37,791	38,474
Hawaii	2,634	3,526	3,790
Idaho	6,447	7,162	7,143
Illinois	54,452	52,333	50,949
Indiana	17,926	19,205	17,863
Iowa	6,828	6,936	6,774
Kansas	10,378	9,715	9,265
Kentucky	27,227	27,836	27,603
Louisiana	20,402	20,277	20,254
Maine	1,986	1,934	2,271
Maryland	16,239	16,096	16,267
Massachusetts	17,538	19,353	20,929
Michigan	38,117	40,861	39,092
Minnesota	14,343	15,196	16,550
Mississippi ⁴	9,680	10,309	9,284
Missouri	29,784	30,650	32,133
Montana	2,640	3,075	3,003
Nebraska	3,449	3,317	3,422
Nevada	14,865	17,178	20,696
New Hampshire	3,276	3,335	3,349
New Jersey	10,303	10,150	10,391
New Mexico	11,949	10,279	10,071
New York	116,700	118,435	139,959
North Carolina	24,492	26,613	26,339
North Dakota	2,395	2,715	2,230
Ohio	28,632	27,939	29,403
Oklahoma	25,008	26,979	26,268
Oregon	21,058	22,637	22,958

Table 4. Number of homeless students enrolled by state: School Years 2012-13, 2013-14, and 2014-15, cont'd.

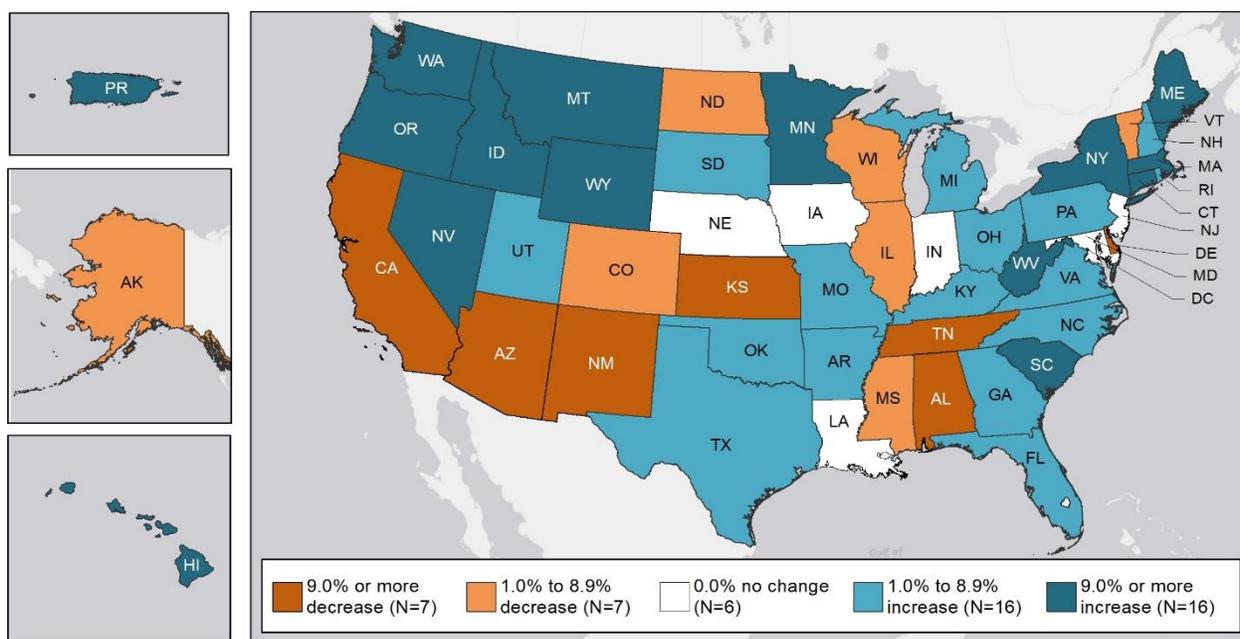
State	SY 2013-14	SY 2014-15	SY 2015-16
Pennsylvania	21,309	22,014	23,164
Puerto Rico	3,224	3,628	4,001
Rhode Island	997	1,004	1,049
South Carolina	12,809	13,353	14,140
South Dakota	1,835	2,156	1,958
Tennessee	29,663	13,259	15,404
Texas	111,759	113,063	115,676
Utah	14,579	14,999	15,094
Vermont	1,145	1,124	1,098
Virginia	18,026	17,876	18,577
Washington	32,539	35,511	39,127
West Virginia	7,430	7,955	9,320
Wisconsin	19,471	18,366	18,592
Wyoming	1,447	1,556	1,625

¹Total includes Puerto Rico.

² California experienced an error resulting in a minimum estimated loss of 48,103 student records during SY 2014-15. While the state experienced an average three year growth of 9% since SY 2006-07, the state experienced a 13% decrease during the three year period including SYs 2013-14 to 2015-16.

³Does not include data on students who were identified as homeless but declined assistance from the schools.

Figure 2. Percentage change in enrolled homeless students by state, School Years 2013-14 to 2014-15: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 12



Primary Nighttime Residence

A student’s primary nighttime residence is determined at the time of the initial identification of a child or youth as experiencing homelessness and is divided into four categories for data collection purposes: sheltered, unsheltered, hotels or motels, and doubled-up. The *sheltered* category includes all types of homeless shelters and transitional living programs, as well as students awaiting foster care placement. *Unsheltered* students include those living in cars, abandoned buildings, places not meant for humans to live, and substandard housing. Students living in *hotels and motels* are included when they lack alternative, adequate accommodations and their housing cannot be considered fixed, regular, and adequate. Students who are *doubled-up* are those who are sharing housing with others due to a loss of housing, economic hardship, or a similar reason. To be considered homeless, students sharing housing must also be determined to lack fixed, regular, and adequate nighttime residence. Common roommate situations do not qualify as homeless as they are considered fixed, regular, and adequate.

The type of nighttime residence for students may change over the course of a school year; however, liaisons for homeless education submit data based on the type of housing used by the student at the time they were initially identified as homeless. Thus, the data provided in the table below only includes a snapshot of the types of housing students used and is not a comprehensive overview of all types of housing used by students over the full course of the year. Additionally, six states did not

provide complete data on primary nighttime residences used by homeless students, while one provided data for more students by primary nighttime residence than enrolled by grade.¹³ The net result is a total for primary nighttime residence that is lower than the number of homeless students enrolled by grade.

Table 5. Number of enrolled homeless students, by primary nighttime residence: School Years 2013-14, 2014-15, and 2015-16

Type of Residence	2013-14	2014-15	2015-16
Total¹	1,298,236	1,261,461	1,300,957
Shelters, transitional housing, awaiting foster care	186,265	181,386	186,868
Doubled-up ²	989,844	958,495	985,932
Unsheltered ³	42,003	39,421	43,194
Hotels/Motels ⁴	80,124	82,159	84,963

¹ The United States total includes Puerto Rico. Enrolled students includes those aged Birth to 2, 3 through 5, Kindergarten through Grade 13, and Ungraded.

² i.e., living with others due to loss of housing, economic hardship, or a similar reason.

³ i.e., cars, parks, campgrounds, temporary trailer, abandoned buildings, or other places not intended for human habitation.

⁴ Due to the lack of alternate, adequate accommodations.

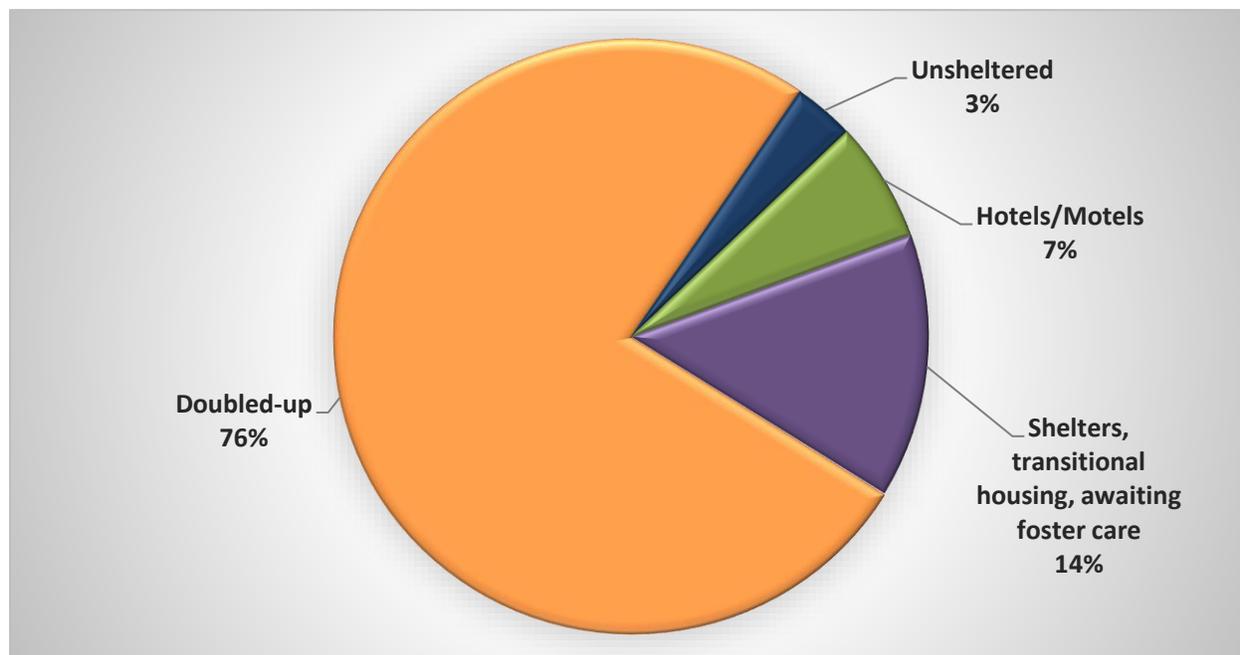
When comparing the types of primary nighttime residence used by students experiencing homelessness against each other, the percentage of students using a particular type of nighttime residence have remained fairly steady. Three-fourths of homeless students relied on doubled-up housing. Shelters were the next most commonly used type of nighttime residence, with 14% of students residing there at the time they were identified by LEA liaisons. Hotels and motels, along with the unsheltered category, were the least utilized of the housing options, at 7% and 3%, respectively.

While the overall breakdown for the type of primary nighttime residence used by students experiencing homelessness has remained fairly steady over the course of the three years, use of individual types of nighttime residence grew. The use of hotels and motels has grown the most among youth and families experiencing homelessness, seeing a change of 6% between SYs 2013-14 and 2015-16. The unsheltered category grew by 3%. This does not represent a substantial change in

¹³ Arizona allowed LEAs to submit “unknown” as a type of primary nighttime residence, which is not allowed by *EDFacts* collections. Kentucky included unaccompanied youth as a type of primary nighttime residence during SYs 2013-14 and 2014-15, resulting in the loss of data on the primary nighttime residence of any student in the unaccompanied youth subgroup. Additionally, the following states did not provide nighttime residence data for all students: District of Columbia (SY 2015-16), Illinois (SYs 2014-15, 2015-16), New Mexico (all years), Pennsylvania (SY 2013-14), Tennessee (SY 2015-16) and West Virginia (SY 2015-16). North Carolina reported more students by primary nighttime residence than by grade (SYs 2014-15, 2015-16). Wisconsin also reported more students by nighttime residence than grade in SY 2014-15. States may include students aged birth to two in primary nighttime residence counts, resulting in more students identified by type of residence than grade.

the number of students, but it is surprising in that the rate of use for the two most frequently used types of nighttime residence, doubled-up and shelters, saw no growth while the least used types of housing, unsheltered and hotels, saw increases in their rates of use. While individual primary nighttime residence categories underwent variable growth rates, the overwhelming majority of students share housing with others due to loss of housing, economic hardship, or a similar reason.

Figure 3. Percentage of enrolled homeless students by primary nighttime residence, School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13



Subgroups of Enrolled Homeless Students

EDFacts data includes information on four subgroups of homeless students:

- students with disabilities as defined by the Individuals with Disabilities Education Act of 2004 (IDEA),
- students who are migratory,
- students with limited English proficiency (LEP), and
- students who are unaccompanied youth.

As these categories describe non-exclusive student attributes, it is possible for a single student to belong to, and therefore be represented in, more than one category. In other words, a homeless student could theoretically be LEP and migratory, have a disability, and be unaccompanied.

With the exception of migratory students, the subgroups of homeless students all increased in size at a rate that outpaced the growth of the homeless student body as a whole. The change in the unaccompanied homeless youth subgroup was the most marked, with an increase of nearly 26%.

Homeless students with an identified disability grew by 6%, while LEP students increased by more than 10,000 students, representing a growth of 5%.

Table 6. Number and percentage change in enrolled homeless students, by subgroup: School Years 2013-14, 2014-15, and 2015-16

Subgroup	2013-2014 ¹		2014-2015		2015-2016	
	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students
Unaccompanied homeless youth ²	88,966	6.8	95,032	7.5	111,708	8.6
Migratory students ³	18,512	1.4	17,748	1.4	16,628	1.3
LEP students	190,785	14.7	181,949	14.4	201,124	15.4
Children with disabilities	220,405	16.9	216,477	17.4	234,506	18

¹Excludes Alabama LEAs that did not receive subgrants.

²Excludes California for SY 2013-14, Wyoming for SY 2014-15, New Jersey for all years. New collection processes instituted in New Hampshire may have resulted in under-reporting of students (SY 2014-15).

³Connecticut, District of Columbia, Puerto Rico, Rhode Island, and West Virginia do not operate migrant programs.

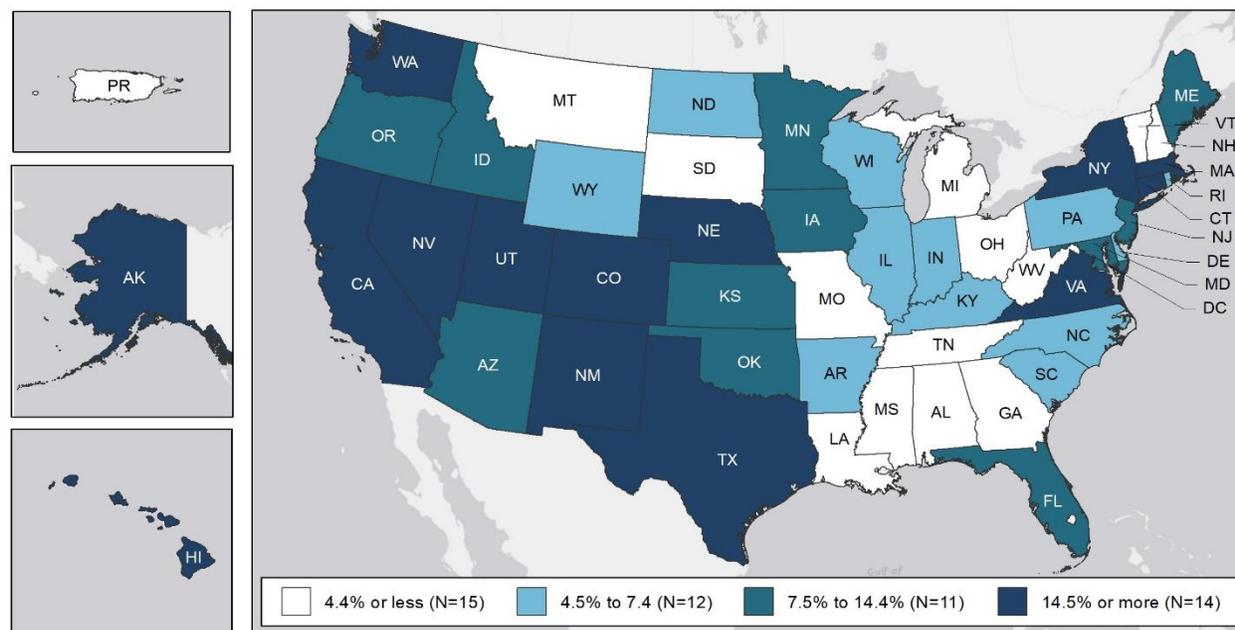
The McKinney-Vento Act defines unaccompanied youth as those who are not in the physical custody of a parent or guardian, 42 U.S.C. § 11434a(6), (2002). To be included in this report, a student must be both unaccompanied and homeless; not all unaccompanied youth are homeless. While unaccompanied youth are often assumed to be older students, no age parameters are set by law, and unaccompanied homeless youth may be represented as very young students in addition to older students.

In SY 2013-14, only nine states indicated they had fewer than 100 homeless students who are also unaccompanied¹⁴; in SY 2015-16, that number dropped to four states¹⁵. The four states- Hawaii, Puerto Rico, Rhode Island, and Vermont- have small homeless student populations in general. Overall, 37 states indicated unaccompanied youth made up 5% or more of the homeless student population, while 20 states indicated unaccompanied youth account for 10% or more of their homeless students. The average number of unaccompanied homeless youth identified by states in SY 2015-16 was 2,190.

¹⁴ California and New Jersey did not report data for UHY in SY 2013-14.

¹⁵ New Jersey and Wyoming did not provide data on unaccompanied homeless youth for SY 2015-16.

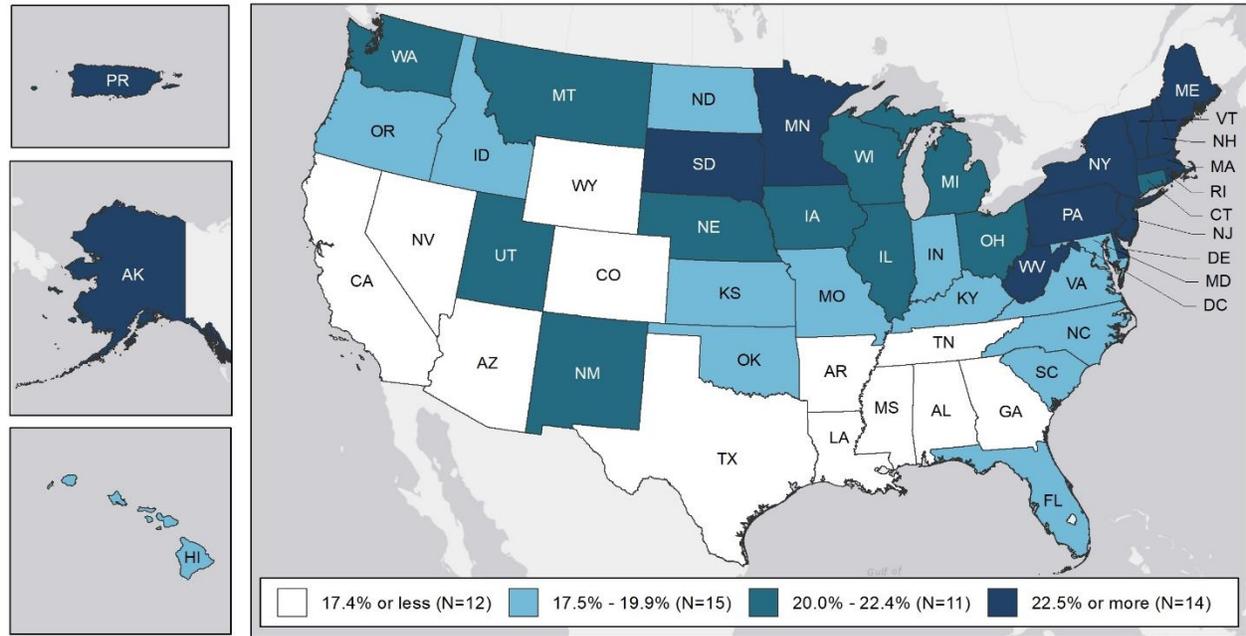
Figure 5. Percentage of enrolled homeless students with limited English proficiency, School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13



Children with disabilities, as defined by IDEA, comprise the largest subgroup of homeless students enrolled in public schools. The percentage of homeless students with an identified disability has now reached 18% and the average rate of disabilities among homeless students for states was 21%. Only Texas has a proportion of homeless students with disabilities under 13% of their total homeless populations, while nearly 54% of states had a proportion of homeless students with disabilities of 20% or more. This represents an increase from SY 2013-14, in which less than half of states had rates of disabilities at 20% or larger among their homeless students. In contrast, the total number of students in the public school population who possess an identified disability decreased between SYs 2004-05 and 2011-12. Additionally, the total number of students in the public school population with an identified disability has remained stable at 13% of the overall student population since SY 2012-13.¹⁸

¹⁸ McFarland, J., Hussar, W., deBrey, C., Snyder, T., Wang, X., Wilkinson-Flicker, S., Gebrekristos, S., Zhang, J., Rathburn, A., Barmer, A., Bullock Mann, F., and Hinz, S. (2016). *The condition of education 2017* (NCES 2017144). U.S. Department of Education, National Center for Education Statistics. Washington D.C. Retrieved July 17, 2017 from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2017144>.

Figure 6. Percentage of homeless children and youth with disabilities (IDEA), School Year 2015-16: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13



Academic Achievement

In order to evaluate the yearly performance of the states, LEAs, and schools in enabling all children to meet the state's challenging student academic achievement standards, states are required to administer academic assessments to students in reading/language arts, mathematics, and science under ESEA, 20 U.S.C. § 6311(b)(3) (2002). All states must administer assessments in reading/language arts and mathematics to students in Grades Three through Eight and at least once in Grades 10 through 12. States must administer science tests to students at least once in each of the following grade ranges: three through five, six through nine, and 10 through 12 [20 U.S.C. § 6311(b)(3), 2002]. *EDFacts* includes data for each subject area on the performance of homeless students on statewide assessments. Data must be reported regardless of how much time the students were enrolled in a school district and includes regular assessments, as well as, those with accommodations and alternate assessments.

Several considerations must be weighed when evaluating statewide assessment data, especially when considering comparisons across years or states. First, while all states use the same definitions to measure areas of homeless education, such as homelessness or enrollment status, the definitions for and measurements of student achievement vary across states. Each state may independently develop its own assessments to measure student achievement. Assessments are based on academic standards that each state is similarly tasked with developing for its students. In addition to variances between states, differences exist in how many years a particular test has been used, the time of year that statewide assessments are given, and the format in which they are given (e.g., paper versus computer administered tests). Furthermore, while some students may experience homelessness in consecutive years, others will not.

As a result, the students included in the data set experiencing homelessness this year may not be the same students included in another year, and the number of students taking each type of assessment may vary from year to year (regular, regular with accommodations, alternate assessments, etc.)¹⁹ The type of assessments taken by homeless students may be particularly relevant given the high rates of disabilities and limited English proficiency among homeless students. For all of these reasons, the best option for evaluating the growth of homeless students as measured by statewide assessments is

¹⁹ See *EDFacts* file specifications C175, C178, C179, C185, C188, and C189 for more information on the types of assessments states use: <https://www2.ed.gov/about/inits/ed/edfacts/sy-15-16-nonxml.html>. Regular assessments with accommodations are used for students with disabilities but who are expected to perform on grade level. Alternative assessments are used to measure the performance of students who are unable to participate in general, large-scale assessments, even with accommodations.

to compare each state’s data against itself across a period of years, with limited comparisons across states. However, even that method is limited, as at least 22 states adopted new standards, administered new assessments, changed scoring related to each level of academic proficiency, or made other significant changes to their statewide assessments between SYs 2012-13 and 2013-14. For many states, SY 2014-2015 is the first year for which they have valid data for their new assessments; some states are planning or implementing additional changes.

Given all the factors impacting data reliability, the following tables and figures contain a single year snapshot of academic performance that has largely been aggregated to the national level, limiting state comparisons. The tables include information on both the number and percentage of students tested, as the group size could skew or otherwise reveal helpful information. For example, students in high school had the highest scores on reading (language arts) assessments, yet that same subgroup of students had the lowest number of students receiving valid scores. As a result, it would require a smaller number of students either passing or failing the tests to change the percentage of students passing the test than one of the larger grade groups would require to move the percent passing mark. The only legitimate reasons to exclude homeless students from the number of students receiving a valid score include exemptions due to medical emergencies or if the students did not participate in testing at all.²⁰

Table 7. Number and percentage of homeless students who received valid and proficient scores on state reading (language arts) assessments, by grade: School Year 2015-16

Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total¹	514,274	93.6	157,551	30.6
3rd	87,602	95.5	25,120	28.7
4th	82,381	95.4	24,168	29.3
5th	77,493	95.3	23,894	30.8
6th	71,112	94.6	20,170	28.4
7th	66,499	93.4	18,764	28.2
8th	64,607	92.8	20,168	31.2
High School	64,580	87.5	25,267	39.1

¹Total includes Puerto Rico. Alaska did not provide assessment data; Tennessee provided only alternate assessment data for Grades 3-8.

²⁰ For more information on which students are included in testing, see file specifications C175, C178, C179, C185, C188, and C189 at <https://www2.ed.gov/about/inits/ed/edfacts/sy-15-16-nonxml.html>.

Figure 9. Percentage of enrolled homeless students who scored at or above proficient, mathematics: School Year 2015-16

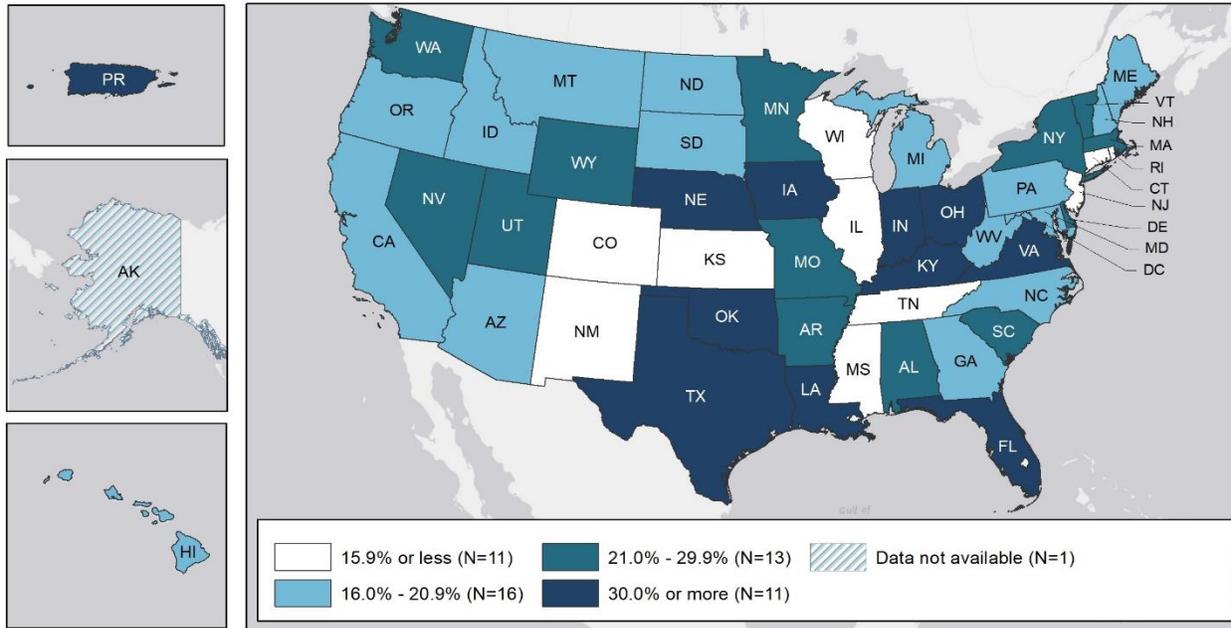
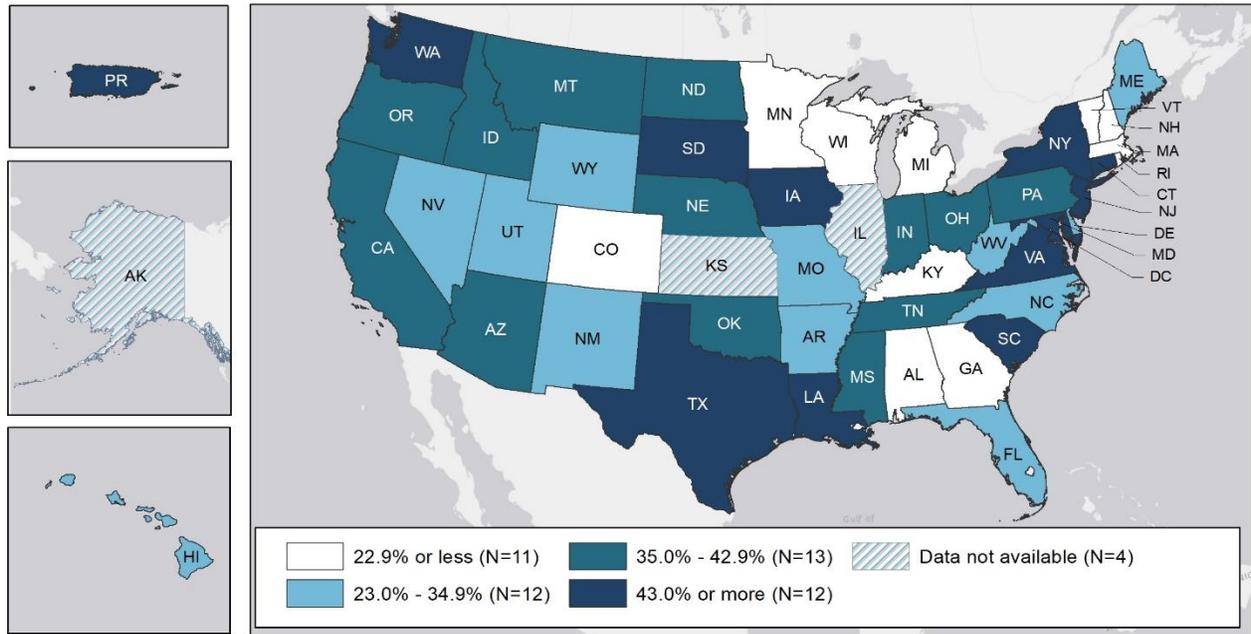


Table 9. Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School Year 2015-16

Grades	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total¹	206,531	92.8	76,592	37.1
3rd	4,877	99.4	1,379	28.3
4th	26,360	95.5	12,179	46.2
5th	54,045	95.7	19,224	35.6
6th	7,737	97.1	2,608	33.7
7th	9,987	97.8	2,477	24.8
8th	53,755	91.8	19,848	36.9
High School	49,770	87.6	18,877	37.9

¹Total includes Puerto Rico. Alaska and Illinois did not provide assessment data. Tennessee provided high school data only.

Figure 10. Percentage of enrolled homeless students who scored at or above proficient, science: School Year 2015-16



Other Federal Programs

The McKinney-Vento Act requires LEAs to coordinate the provision of services under the EHCY program to homeless students and their families with local social services agencies and other agencies providing services to homeless children and youth (42 U.S.C. § 11432(g)(5)(A), 2002), and requires each SEA and LEA to coordinate with housing agencies responsible for developing the comprehensive housing affordability strategy described in Section 105 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. § 11432(g)(5)(B), 2002). This coordination ensures that homeless students have access and reasonable proximity to available education and related support services. It also serves to raise the awareness of both school personnel and service providers of the effects of short term stays in shelters and other challenges experienced by students as a result of their homelessness (42 U.S.C. § 11432(g)(5)(C), 2002).

Since 2010, ED has been an active participant in federal interagency coordination to prevent and end homelessness, including for families, children, and youth, by 2020. ED encourages counterpart agencies that serve homeless children and youth at the state and local level to use data across agencies to build a system with the capacity and resources to create a pathway to end all forms of homelessness. In the U.S. Interagency Council on Homelessness' (USICH's) framework for a [*Coordinated Community Response to Preventing and Ending Youth Homelessness*](#),²¹ communities are encouraged to develop a model of what the community needs towards this end, and to identify how they can fill gaps and sustain progress. This includes developing a governance structure that involves local homeless educators in ongoing oversight and monitoring of programs and services to ensure increasing effectiveness through system enhancements and modifications.

This section aims to provide information on agencies or programs that collect data beyond that collected by ED, including data that potentially addresses the causes and conditions of homelessness experienced by students. By examining the services and outcomes from other programs that serve homeless students, more robust interventions can be developed to address the complex variables that impact the implementation of programs, leading to more success in ameliorating the impact of homelessness on students and communities. Programs highlighted in this section include Head Start and Runaway and Homeless Youth programs, both of which are administered by the U.S. Department of Health and Human Services' Administration for Children and Families (ACF). Highlighted programs also include homeless assistance programs administered by the U.S. Department of Housing and Urban Development (HUD), such as emergency shelter and program components funded under the

²¹ Released on September 18, 2015.

Continuum of Care Program. Each program uses different definitions of homelessness, which are referenced in Appendix A of USICH's [Report to Congress on How to Better Coordinate Federal Programs Serving Youth Experiencing Homelessness](#).

Early Childhood Programs

ACF oversees early childcare and education programs such as Early Head Start, Head Start, and the Child Care and Development Fund (CCDF). While the programs are administered at the state and local level, respectively, these programs have legal requirements for prioritizing homeless children for services. The programs also require the use of flexible policies for enrollment, allowing homeless families to submit documentation typically required for enrollment at a later date.

Head Start and Early Head Start programs submit data to ACF through the Head Start Enterprise System, or HSES. The Program Information Report (PIR) is due in late summer of each year and includes data on the number of children who were homeless at the time of enrollment, the number of homeless children served, and the number of families who found housing while in the program.

Based on the cumulative count included in the PIR for Program Year 2015-16, Head Start and Early Head Start served 52,708 homeless children. This represents nearly 5% of the children served by all Head Start programs and a nearly 5% increase in the number of homeless children served in 2014-15. To see more information about the questions included in the PIR form or to see Service Snapshots, visit <https://eclkc.ohs.acf.hhs.gov/hslc/data/pir>.

Programs funded by ACF as a part of the CCDF are also required to submit information. CCDF programs gather data on types of childcare provided, amounts paid to providers, hours of care provided, and other types of services, like housing or Supplemental Nutrition Assistance Program services. To see the latest estimates of children served by the CCDF, visit <http://www.acf.hhs.gov/occ/data>.

Runaway and Homeless Youth Act Programs

The Runaway and Homeless Youth Act (RHYA), administered by the Family and Youth Services Bureau within the Administration on Children, Youth and Families in ACF, authorizes funding for the Street Outreach, Basic Center, and Transitional Living Programs. These programs help thousands of youth who run away from home or become homeless each year by providing preventive and reunification services, connecting runaway and homeless youth to stable housing and supportive services, and supporting emergency shelter and longer-term transitional living and maternity group home programs. RHYA was most recently reauthorized by the Reconnecting Homeless Youth Act of 2008.

RHYA programs use local Homeless Management Information System (HMIS) software to collect and track data on youth served, including youth served by the Street Outreach, Basic Center, and Transitional Living Programs. The use of HMIS allows communities to track the prevalence, characteristics, outcomes, and service utilization of runaway and homeless youth across programs

funded by multiple funding streams, including federal and non-federal partners. In addition to collecting and tracking data on the local level, RHYA grantees upload client-level data on all youth served by RHYA-funded programs to ACF twice a year, allowing for a national dataset of all youth served by RHYA programs.

To see data elements collected by RHYA programs, see the [RHY-HMIS User Guide](#) or visit the Runaway and Homeless Youth Technical Assistance and Training Center [website](#).

Homeless Assistance Programs

While provisions impacting the education of homeless children and youth are contained within Subtitle VII-B of the McKinney-Vento Act, the rest of the law addresses other needs of persons experiencing homelessness. The Emergency Solutions Grants (ESGs) and program components funded under the Continuum of Care (CoC) Program, including transitional housing, rapid rehousing, and homeless prevention programs, emergency shelters, supportive services, and permanent supportive housing, are all authorized by the McKinney-Vento Act. The Act requires programs that receive funding under CoC Program provisions and the community of stakeholders known collectively as the CoC to assure the education rights of the children and families that they serve. For example, providers are required to “establish policies and practices that are consistent with, and do not restrict the exercise of or rights provided by” subtitle B of title VII of the McKinney-Vento Act (42 U.S.C. § 11386(b)(4)(C), 2009). They must also designate a liaison to work with schools, as well as, ensure that children and youth are enrolled in schools and connected to the appropriate community services (42 U.S.C. § 11386(b)(4)(D), 2009). The CoC also must ensure that community-wide policies take into account the educational needs of children and youth, including the location of housing “so as not to disrupt such children’s education” (42 U.S.C. § 11386(b)(7), 2009). CoC Program regulations established by HUD further require that the CoC membership includes representation from school districts and universities to the extent that they exist within the CoC’s geographic area (24 CFR §§ 578.3 and 578.5).

HUD compiles data entered from homeless programs, including programs that do not receive HUD funding, into the HMIS. HUD program data is publicly reported in the Annual Homeless Assistance Report, or AHAR. The report is released in two parts: the first provides data based on one-night national, state, and local estimates of sheltered and unsheltered homelessness. Part II includes one-year national estimates of people in shelter and in-depth information about their characteristics and use of the homeless services system. The annual data provide a more comprehensive picture of homelessness that can be considered with other related federal datasets.

In addition to the HMIS data used for Part II, HUD grantees and community partners conduct a Point in Time (PIT) count and Housing Inventory Count on a designated day at the end of January each year. PIT counts provide estimates of persons experiencing homelessness based on the type of shelter they use, if any, and estimates of the subgroups of persons experiencing homelessness. Subgroups include persons who experience chronic homelessness, veterans, persons with specific disabilities, families with children, and unaccompanied youth. Housing Inventory Counts are similar, but focus on the

number of beds available to homeless persons through shelters or other housing programs. Emergency shelters, safe havens²², transitional housing, rapid rehousing, supportive permanent housing²³, and other permanent housing²⁴ programs all participate in the Housing Inventory Count.

The Housing Inventory Count for January 2016 shows 209,122 emergency shelter and transitional housing beds were available for families experiencing homelessness, with an additional 3,916 emergency and transitional housing beds available for child-only households. This represents 52% of the emergency and transitional housing beds available to persons experiencing homelessness during January 2016. An additional 204,104 permanent housing beds were available for families experiencing homelessness and 107 permanent housing beds were available for persons in child-only households, representing just under 45% of available permanent housing beds. PIT counts from that same time show 194,716 family members from 61,265 families were homeless with an additional 3,824 unaccompanied youth under the age of 18 experiencing homelessness. Of the family members who were homeless during the PIT count, 19,153 of them were unsheltered while 1,606 unaccompanied youth under age 18 were unsheltered.²⁵ This aligns to the same definition of unsheltered used by education programs and includes people living in places not meant for human habitation, such as the streets, in cars, parks, or abandoned buildings.

For more information on the AHAR, visit the [AHAR Resource Page](#) on the [HUD Exchange](#).

Considerations When Using Multiple Sources of Data

All of the sources of data noted in this report are valuable; however, they are also all tailored to the programs requiring them. Of particular note:

- The programs use different definitions of the term *homeless* for the purposes of eligibility. ED and HHS programs use the definition found in 42 U.S.C. § 11434a, while HUD programs use the definition found in 42 U.S.C. § 11302.
- The programs use different timelines for program years and program reporting. Some programs focus on a particular point in time, while others look at outcomes over the course of an entire year. Some programs also operate 365 days a year, while schools and Head Start programs have defined program years that operate less than a calendar year.
- The types of services provided by the programs are based on the goals of the program; therefore, the eligibility requirements vary across programs. For example, all homeless

²² These programs provide private or semi-private housing for persons with mental illness. The housing is long-term, but must constitute no more than 25% of the housing provided by a facility.

²³ These programs provide permanent housing and supportive services to formerly homeless persons with disabilities.

²⁴ These programs provide housing and may or may not provide supportive services. Program participants must be homeless to be eligible, but are not required to have a disability.

²⁵ Henry, M., Watt, R., Rosenthal, L., Shivji, A. (2016). *The 2016 annual homeless assessment report to Congress: Part 1 point-in-time estimates of homelessness*. U.S. Department of Housing and Urban Development. Washington D.C. Retrieved July 17, 2017 from <https://www.hudexchange.info/resources/documents/2016-AHAR-Part-1.pdf>.

students are eligible for certain rights and services related to public education, but programs like Head Start must consider the overall needs of applicants and prioritize services for homeless students.

- Data sources may reflect actual counts of homeless persons who were identified or served for administrative reporting purposes, as included in ED or HHS data, or an estimated count based on sampling methodology (e.g., the AHAR Part II).