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FEDERAL DATA SUMMARY
SCHOOL YEARS 2015-16 THROUGH 2017-18

EDUCATION FOR HOMELESS CHILDREN AND YOUTH

NATIONAL CENTER FOR HOMELESS EDUCATION
UNC GREENSBORO

Federal Data Summary: School Years 2015-16 through 2017-18

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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Summary

Each year, states submit data on the demographics and academic performance of students experiencing homelessness to the U.S. Department of Education (ED) through the *EDFacts* Submission System. This report summarizes that data and examines current trends in the education of these students.

The number of homeless students enrolled in public school districts and reported by state educational agencies (SEAs) during school year (SY) 2017-18 was 1,508,265. This number does not reflect the totality of children and youth experiencing homelessness, as it only includes those students who are enrolled in public school districts or local educational agencies (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 of this report include the following:

- The number of identified, enrolled students reported as experiencing homelessness at some point during the last three school years increased 15 percent, from 1,307,656 students in SY 2015-16 to 1,508,265 students in SY 2017-18.
- Sixteen states experienced growth in their homeless student populations of 10 percent or more during the three-year period covered in this report. In contrast, only five states saw equally large decreases during the same period.
- The number of school districts that received subgrants under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) saw little change; 4,387 school districts, or just under one-quarter of all districts in the country, received either an award as a single school district or an award as part of a regional consortium during SY 2017-18.
- Funding for the Education for Homeless Children and Youth (EHCY) program increased by almost \$12 million between fiscal years (FYs) 2015 and 2017.
- States provided an average per pupil amount of \$76.50 in McKinney-Vento funding to school districts for the additional supports needed by homeless students in SY 2017-18. Due to increases in the number of students identified as homeless, the average per pupil amount increased less than \$3.00 between SYs 2015-16 and 2017-18, despite the increase in funding overall.
- During SY 2017-18, 74 percent of students experiencing homelessness shared housing with others due to loss of housing, economic hardship, or a similar reason. Twelve percent of homeless students resided in shelters. Seven percent had a primary nighttime residence of hotels or motels, and 7 percent were identified as unsheltered.
- Over the three-year period, the number of students in unsheltered situations at the time they were first identified increased by 137 percent. Homeless students living in hotels or motels

increased by 24 percent while students in doubled-up situations increased by 13 percent. In contrast, the number of students staying in shelters decreased by 2 percent.

- The change in the unaccompanied homeless youth subgroup was consistent with the growth of the homeless student population overall, with an increase of 16 percent between SYs 2015-16 and 2017-18. Additionally, unaccompanied homeless youth make up nine percent of the homeless student population.
- Students experiencing homelessness who are also English learners increased by 30 percent between SYs 2015-16 and 2017-18. Despite the large increase in the number of English learners who experienced homelessness, they still make up roughly the same percentage of the homeless student population as they did in SYs 2015-16 and 2016-17 due to the overall increase in the number of students experiencing homelessness.
- The subgroup of homeless students with a disability enrolled in school increased by 15 percent between SYs 2015-16 and 2017-18. Approximately 14 percent of all students have an identified disability. In comparison, 18 percent of homeless students have an identified disability. Additionally, 31 states reported that at least 20 percent of their homeless students had an identified disability.
- During SY 2017-18, approximately 29 percent of students experiencing homelessness achieved academic proficiency in reading (language arts). During the same school year, 24 percent of the students achieved proficiency in mathematics, while 26 percent achieved proficiency in science.

Some important limitations must be considered when interpreting the data summarized in this report. For example, data on academic achievement measures cannot be compared across years when states change academic standards and the related assessments. The duration, cause, and conditions of homelessness are also not controlled for and could impact both demographics of students experiencing homelessness and academic outcomes.

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 that students experiencing homelessness have access to the education and other services they need to meet state academic standards. The U.S. Department of Education (ED) 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 to ensure that schools and states are meeting the goals of the EHCY program.

The EDFacts Submission System is an online system that allows SEAs to securely submit data to ED for all education programs, from preschool through graduation. The data presented in this report reflect data extracted from the EDFacts Repository on May 16, 2017; April 30, 2018; and March 27, 2019.

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/wp-content/uploads/2019/05/Data-Collection-Guide-SY-18.19.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. While enrollment data for homeless students is not collected at the school level, states are required to submit unduplicated counts of students, ensuring that students are counted only one time for each question. However, when providing the SEA with student counts, 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's data, 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, 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.¹ As a result of the

¹The following states were unable to verify that their data were unduplicated, resulting in counts that may contain redundancies: Alabama, Arkansas (SY 2017-18 only), Bureau of Indian Education, Colorado, Connecticut (SY 2017-18 only), Delaware (SYs 2015-16 and 2017-18), Florida (SY 2015-16 only), Indiana, Louisiana (SY 2015-16 only), Maine (SYs 2016-17 and 2017-18), Maryland (SY 2016-17 only), Massachusetts (SYs 2015-16 and 2017-18), Minnesota, Missouri, Nevada, New Hampshire (SYs 2015-16 and 2017-18), New Jersey (SY 2015-16 only), North Dakota (SY 2015-16 only), Oklahoma, Utah, Vermont, Washington, West Virginia (SYs 2015-16 and 2016-17), and

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, including previous versions of this report.

Included States

For the purposes of this report, the term *state* refers to all reporting entities, including the 50 states, the District of Columbia, Puerto Rico, and the Bureau of Indian Education. 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 2015-16, 2016-17, and 2017-18.² Students are included in this report if, at any point during those school years, they were enrolled in a public school and were identified as experiencing homelessness by LEA homeless liaisons. Children and youth who were not enrolled in a public school or were only homeless during a school break are not included in this report. Additionally, data for grade thirteen³ was excluded from tables and figures in this report, unless otherwise noted. As a result, readers are cautioned to read this report with the knowledge that the data are limited, and that more children and

The term “homeless children and youths”—

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

(B) includes—

(i) children and youths 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 youths 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 youths 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).

McKinney-Vento Act section 725(2)

Wisconsin. Kansas did not provide an unduplicated count for SY 2016-17; as a result, this report uses the school district duplicated count provided by the state for that year.

²*Awaiting foster care placement* was removed from the definition of *homeless children and youths* when the McKinney-Vento Act was amended in 2015. For *covered states* (i.e., states that have a statutory law that defines or describes the phrase awaiting foster care placement for the purposes of a program under the McKinney-Vento Act) the effective date for this change was December 10, 2017. For *uncovered states*, the effective date for this change was December 10, 2016. As a result, all states reported students as homeless due to awaiting foster care placement in SY 2015-16, but not all states did so in SYs 2016-17 and 2017-18.

³Grade 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. Only North Carolina reported Grade 13 students; the state identified 26 students experiencing homelessness in grade 13 in SY 2017-18.

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 that students who lack fixed, regular, and adequate nighttime residences are identified and receive educational and related support services. No parameters for the duration of homelessness are included, meaning that students could have been homeless very briefly or for the entire 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 EDFacts 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 EDFacts 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 begin to take effect until

October 1, 2016. As a result, some of the information included in this report reflects 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), unless otherwise noted.

This report includes comparative tables and graphics for descriptive purposes; they 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 and identify needed technical assistance and policy updates; considerations regarding underlying factors 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 those included in the McKinney-Vento Act, as amended in 2002, unless otherwise noted.

State and District Characteristics

To understand the scope and complexities of implementing the McKinney-Vento Act, it helps to understand the school districts that receive funds. An LEA is a public board of education or other public authority legally constituted within a state for administrative control, direction of, or to perform a service function for, public schools (Elementary and Secondary Education Act of 1965 (ESEA), section 8101(30)(A)). During SY 2017-18, states identified and reported a subgrant status for 18,004 operational public-school districts.⁴

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

More than 98 percent of funds allocated by Congress for the EHCY program go to states in order to support subgrant activities and provide technical assistance to LEAs. States must award a minimum of 75 percent of their McKinney-Vento funding to LEAs through subgrants; they may retain the remaining funds for state-level activities (McKinney-Vento Act section 722(e)(1)-(2)). States that are funded at the minimum level set forth in the statute may retain up to 50 percent of their award for state level activities (McKinney-Vento Act section 722(e)(1)-(2)), though no states were minimally funded during the period covered in this report.

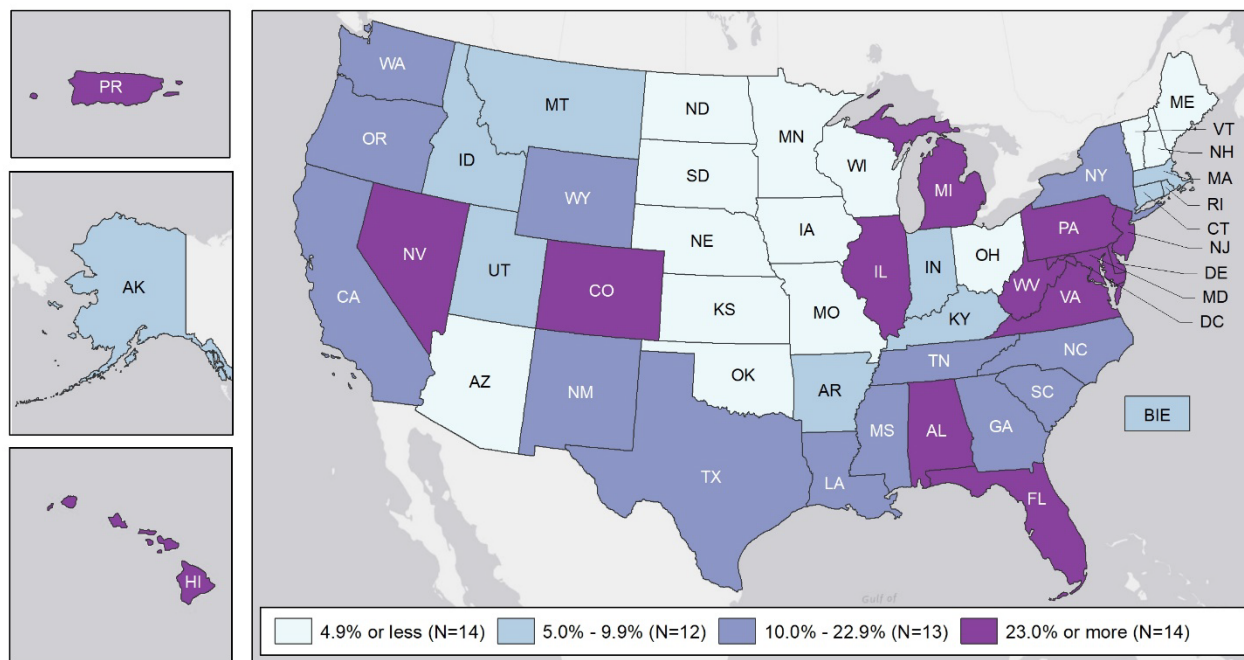
EHCY subgrants are awarded to public school districts based on the quality of applications submitted for funds and the need demonstrated by applicants. Subgrants are used to facilitate the enrollment,

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.

⁴These data were collected under rules outlined in ED Facts file specification 170.

attendance, and success in school of homeless children and youth. Nearly 25 percent of LEAs received a subgrant funded by the McKinney-Vento Act in SY 2017-18. Figure 1 shows the percentage of LEAs with subgrants for each state.⁵

Figure 1. Percentage of LEAs with subgrants: School year 2017-18



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 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 or charter schools that act as administrative units, enroll students, and provide educational services for students. Other regional subgrants, such as those awarded to LEAs 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 regional LEAs may or may not provide direct educational services, such as special education and related services, to students with disabilities. 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. For SY 2017-18, only New Jersey's SEA awarded a McKinney-Vento subgrant to every LEA within the state using regional subgrants.

⁵All tables and maps included in this report use data extracted from the EDCFacts Data Repository unless otherwise noted. SY 2015-16 data was extracted on May 16, 2017, SY 2016-17 data was extracted on April 30, 2018, and SY 2017-18 data was extracted on March 27, 2019. Guidelines for the collection of these data are located at <https://www2.ed.gov/about/inits/ed/edfacts/index.html>.

Table 1 provides a longitudinal snapshot of the change over three years in the number of districts and subgrantees during SYs 2015-16 through 2017-18.⁶ The per pupil amount in individual states ranged between \$24.47 and \$318.18 per student in SY 2017-18. Per pupil funding for the nation as a whole is \$50.15.

Table 1. Number of LEAs with McKinney-Vento subgrants and total LEAs by state: School years 2015-16, 2016-17, and 2017-18

State	Grantee LEAs SY 2015-16	Total LEAs SY 2015-16	Grantee LEAs SY 2016-17	Total LEAs SY 2016-17	Grantee LEAs SY 2017-18	Total LEAs SY 2017-18
United States¹	4,303	17,678	4,321	17,775	4,387	18,004
Alabama	47	138	52	137	46	137
Alaska	4	54	4	54	5	54
Arizona	29	693	29	699	32	700
Arkansas	15	259	17	262	17	263
Bureau of Indian Education	20	174	20	174	16	174
California	88	1,163	97	1,159	126	1,156
Colorado	79	182	77	183	77	187
Connecticut	12	205	12	205	12	205
Delaware	13	49	11	48	11	46
District of Columbia	7	64	6	67	5	68
Florida	52	74	52	75	52	77
Georgia	44	203	44	202	44	212
Hawaii	1	1	1	1	1	1
Idaho	8	159	8	160	10	161
Illinois	783	873	822	904	867	1,056
Indiana	33	417	33	414	33	426
Iowa	9	336	9	333	9	342
Kansas	9	286	9	286	9	317
Kentucky	15	176	14	177	14	177
Louisiana	28	179	28	185	23	200
Oklahoma	10	546	9	543	9	539
Maine	5	266	5	268	10	271
Maryland	11	25	11	25	16	25
Massachusetts	28	408	27	405	30	407
Michigan	828	910	827	901	841	892
Minnesota	11	564	13	567	25	564
Mississippi	15	146	15	147	18	147
Missouri	8	567	10	566	10	566
Montana	19	406	22	486	25	485
Nebraska	12	284	12	284	13	279

⁶Fiscal information in this report was retrieved from www2.ed.gov/about/overview/budget/statetables/index.html.

Table 1. Number of LEAs with McKinney-Vento subgrants and total LEAs by state: School years 2015-16, 2016-17, and 2017-18, cont'd.

State	Grantee LEAs SY 2015-16	Total LEAs SY 2015-16	Grantee LEAs SY 2016-17	Total LEAs SY 2016-17	Grantee LEAs SY 2017-18	Total LEAs SY 2017-18
Nevada	5	19	6	19	6	21
New Hampshire	7	204	5	204	5	204
New Jersey	694	694	678	678	681	681
New Mexico	15	157	15	157	19	151
New York	143	1,022	131	1,032	131	1,044
North Carolina	49	274	49	284	49	293
North Dakota	6	226	5	226	7	225
Ohio	74	1,103	35	1,088	27	1,064
Oregon	48	221	48	221	25	222
Pennsylvania	710	783	715	788	715	787
Puerto Rico	1	1	1	1	1	1
Rhode Island	5	59	4	59	5	63
South Carolina	17	83	17	83	18	101
South Dakota	2	150	2	150	2	149
Tennessee	18	146	22	146	22	147
Texas	126	1,210	126	1,206	127	1,225
Utah	10	152	10	156	10	160
Vermont	29	357	39	343	12	299
Virginia	31	132	31	132	32	132
Washington	34	325	50	332	48	334
West Virginia	16	57	16	57	15	57
Wisconsin	16	448	15	448	18	462
Wyoming	4	48	5	48	6	48

NOTE: Total LEAs includes only those LEAs that indicated a grant status in ED^{Facts} file specification 170.

Funding for the program increased by 18 percent or approximately \$12 million between FYs 2015 and 2017, generally matching the increase in the number of homeless students during this period. The average per pupil amount increased less than \$3.00 over the three-year period. Based on funding levels during SY 2017-18, this allowed states to provide an average per pupil amount of \$76.50 from McKinney-Vento funds to address the unique educational challenges faced by students experiencing homelessness.

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 2015-16	Allocations FY 2015	Homeless students SY 2016-17	Allocations FY 2016	Homeless students SY 2017-18	Allocations FY 2017
United States	1,307,656	\$63,912,505	1,358,077	\$68,844,961	1,508,265	\$75,638,000
Alabama ¹	14,112	980,926	15,931	1,097,307	15,023	1,226,417
Alaska	3,784	164,770	4,041	192,491	3,769	207,680
Arizona	24,770	1,416,334	25,454	1,519,858	24,399	1,701,414
Arkansas	11,984	669,001	13,104	711,661	14,052	788,813
Bureau of Indian Education	2,853	650,420	2,256	700,000	2,420	770,000
California	246,296	7,540,970	262,935	8,176,567	263,058	9,004,642
Colorado	23,014	658,229	21,062	696,654	22,369	739,995
Connecticut	3,759	514,685	4,293	573,359	5,015	639,329
Delaware	3,227	195,641	3,018	218,903	3,484	249,625
District of Columbia	6,260	189,746	6,415	205,265	7,445	234,104
Florida	72,042	3,505,038	75,106	3,805,384	95,167	4,246,399
Georgia	38,474	2,202,823	38,336	2,417,445	39,571	2,648,468
Hawaii	3,790	206,397	2,958	250,839	3,101	263,033
Idaho	7,143	255,262	7,512	266,853	8,080	280,569
Illinois	50,949	2,983,614	51,617	3,105,256	52,978	3,331,432
Indiana	17,863	1,143,010	18,431	1,183,406	18,625	1,297,977
Iowa	6,774	\$407,232	6,789	\$439,270	7,124	\$472,266
Kansas	9,265	462,805	9,297	511,750	8,471	519,178
Kentucky	27,603	922,990	26,826	985,760	23,964	1,139,052
Louisiana	20,254	1,248,853	30,481	1,337,278	18,320	1,552,034
Maine	2,271	219,208	2,515	243,011	2,443	260,890
Maryland	16,267	883,445	17,122	1,030,974	17,601	1,143,797
Massachusetts	20,929	1,041,710	20,872	1,073,618	23,601	1,199,220
Michigan	39,092	2,091,649	36,811	2,171,535	35,193	2,451,845
Minnesota	16,550	664,628	17,750	764,878	16,698	797,462
Mississippi ²	9,284	831,076	9,979	818,753	9,815	976,340
Missouri	32,133	1,065,659	33,857	1,099,270	36,006	1,227,519
Montana	3,003	198,951	3,606	210,834	3,977	232,814
Nebraska	3,422	317,735	3,592	325,732	3,723	362,843
Nevada ³	20,696	523,528	16,765	562,455	20,685	647,028
New Hampshire	3,349	173,611	3,913	198,577	3,982	210,745
New Jersey	10,391	1,487,585	10,994	1,597,434	13,234	1,790,523
New Mexico	10,071	516,819	11,625	514,359	10,683	579,563
New York	139,959	4,971,410	148,418	5,303,566	153,209	5,950,585
North Carolina	26,339	1,870,366	29,297	1,991,387	28,877	2,217,017
North Dakota	2,230	162,605	2,153	175,000	2,156	192,500

Table 2. Number homeless students by state and school year with corresponding McKinney-Vento fiscal year funding: 3- to 5-year-old, kindergarten through grade 12, and ungraded, cont'd.

State	Homeless students SY 2015-16	Allocations FY 2015	Homeless students SY 2016-17	Allocations FY 2016	Homeless students SY 2017-18	Allocations FY 2017
Ohio	29,403	2,455,369	30,385	2,655,242	34,180	2,663,310
Oklahoma	26,268	693,626	27,096	742,595	25,623	826,276
Oregon	22,958	613,967	24,322	670,644	23,141	742,271
Pennsylvania	23,164	2,401,896	25,109	2,668,736	30,624	3,054,701
Puerto Rico	4,001	1,669,651	4,736	1,799,585	6,707	1,961,751
Rhode Island	1,049	221,115	1,231	234,839	1,523	263,235
South Carolina	14,140	1,019,733	11,767	1,120,247	12,426	1,192,315
South Dakota	1,958	192,684	2,018	206,160	2,037	229,740
Tennessee	15,404	1,274,112	16,851	1,410,301	17,766	1,480,148
Texas	115,676	5,862,858	111,177	6,398,616	231,305	6,964,299
Utah	15,094	394,746	15,438	411,241	13,838	424,595
Vermont	1,098	162,605	1,097	175,000	--	192,500
Virginia	18,577	1,093,945	20,593	1,227,620	20,393	1,309,517
Washington	39,127	1,025,134	40,930	1,057,610	40,112	1,102,252
West Virginia	9,320	396,084	9,024	408,193	9,716	475,684
Wisconsin	18,592	933,644	19,264	1,006,643	18,853	1,009,788
Wyoming	1,625	162,605	1,908	175,000	1,703	192,500

¹Alabama counts are not cumulative and only include those students who were homeless at the end of the school year.

²Mississippi did not include data on students who were identified as homeless but declined assistance from schools during SY 2015-16.

³A change in Nevada's data software may have resulted in lower counts for SY 2016-17.

While the majority of this report focuses on students enrolled in public schools, additional information is available on the number of young children served by McKinney-Vento subgrants. These children may or may not be enrolled in public school as the ages of the students range from birth to five years old, but not yet enrolled in kindergarten.

Table 3. Number of children aged birth to 5 but not kindergarten served by McKinney-Vento subgrants: School years 2015-16, 2016-17, and 2017-18

Grade	SY 2015-16	SY 2016-17	SY 2017-18
Total¹	57,706	62,401	71,887
Birth to 2	13,425	15,827	20,697
Age 3 through 5	44,281	46,574	51,190

¹Vermont is excluded for SY 2017-18.

Data on school-aged children and youth served by the McKinney-Vento subgrants are not submitted to ED and are therefore not available.

Characteristics of Homeless Students

SEAs collect general demographic data for students experiencing homelessness who are enrolled in school.⁷ The data focus on the number of students enrolled in each grade, the type of primary nighttime residence used by students, and subgroups of students experiencing homelessness.

Grade Levels of Students Experiencing Homelessness

Available data show there was an increase of 15 percent in the homeless student population over the three-year period covered in this report.⁸ The rates of increases varied. The increase in students identified as experiencing homelessness in kindergarten through third grade was below the national trend. For students identified in first grade the increase was 5 percent while the increase for students identified in second grade was 7 percent. The greatest increases were for students at the upper end of the grade range. Students identified in grades five, six, eleven, and twelve all increased by 20-23 percent.

Table 4. Number of and percent change in homeless students enrolled by grade, school years 2015-16 through 2017-18: Ungraded, 3- to 5-year-old, and kindergarten to grade 12

Grade	SY 2015-16	SY 2016-17	SY 2017-18	Percent change SYs 2015-16 through 2017-18
Total¹	1,307,656	1,358,077	1,508,265	15.3
Age 3 through 5	42,199	43,365	51,165	21.2
Kindergarten	110,328	116,061	123,754	12.2
1 st	117,302	115,974	122,992	4.9
2 nd	115,781	115,484	124,117	7.2
3 rd	111,561	115,946	125,965	12.9
4 th	104,526	109,139	122,687	17.4
5 th	97,701	103,223	117,486	20.3
6 th	91,276	95,405	108,811	19.2
7 th	86,964	89,756	102,048	17.3
8 th	85,813	88,709	99,310	15.7
9 th	95,974	100,243	111,204	15.9
10 th	82,329	85,953	96,310	17.0
11 th	74,057	79,202	89,741	21.2

⁷Enrolled is defined as attending classes and participating fully in school activities (McKinney-Vento Act, section 11434a(1)).

⁸Vermont did not provide data for enrolled students experiencing homelessness during SY 17-18.

Table 4. Number of and percent change in homeless students enrolled by grade, school years 2015-16 through 2017-18: Ungraded, 3- to 5-year-old, and kindergarten to grade 12, cont'd.

Grade	SY 2015-16	SY 2016-17	SY 2017-18	Percent change SYs 2015-16 through 2017-18
12 th	88,635	95,903	108,954	22.9
Ungraded	3,210	3,714	3,721	15.9

¹Alabama counts are not cumulative and only include those students who were homeless at the end of the school year. Mississippi did not include data on students who were identified as homeless but declined assistance from schools during SY 2015-16. A change in Nevada's data software may have resulted in lower counts for SY 2016-17. Vermont is excluded for SY 2017-18.

Sixteen states reported growth in their identified homeless student populations of 10 percent or more; eight states experienced growth in the homeless student population of 20 percent or more. In contrast, only five states reported a reduction of 10 percent or more. Of the five states, only two reported a decrease in the number of homeless students identified by public schools for two consecutive years.

Table 5. Number of and percent change in homeless students enrolled by state: School years 2015-16, 2016-17, and 2017-18

State	SY 2015-16	SY 2016-17	SY 2017-18	Percent change SYs 2015-16 through 2017-18
United States	1,307,656	1,358,077	1,508,265	15.3
Alabama ¹	14,112	15,931	15,023	6.5
Alaska	3,784	4,041	3,769	-0.4
Arizona	24,770	25,454	24,399	-1.5
Arkansas	11,984	13,104	14,052	17.2
Bureau of Indian Education	2,853	2,256	2,420	-15.2
California	246,296	262,935	263,058	6.81
Colorado	23,014	21,062	22,369	-2.8
Connecticut	3,759	4,293	5,015	33.4
Delaware	3,227	3,018	3,484	8.0
District of Columbia	6,260	6,415	7,445	18.9
Florida	72,042	75,106	95,167	32.1
Georgia	38,474	38,336	39,571	2.9
Hawaii	3,790	2,958	3,101	-18.2
Idaho	7,143	7,512	8,080	13.1
Illinois	50,949	51,617	52,978	4.0
Indiana	17,863	18,431	18,625	4.3
Iowa	6,774	6,789	7,124	5.2
Kansas	9,265	9,297	8,471	-8.6
Kentucky	27,603	26,826	23,964	-13.2
Louisiana	20,254	30,481	18,320	-9.6

Table 5. Number of and percent change in homeless students enrolled by state: School years 2015-16, 2016-17, and 2017-18, cont'd.

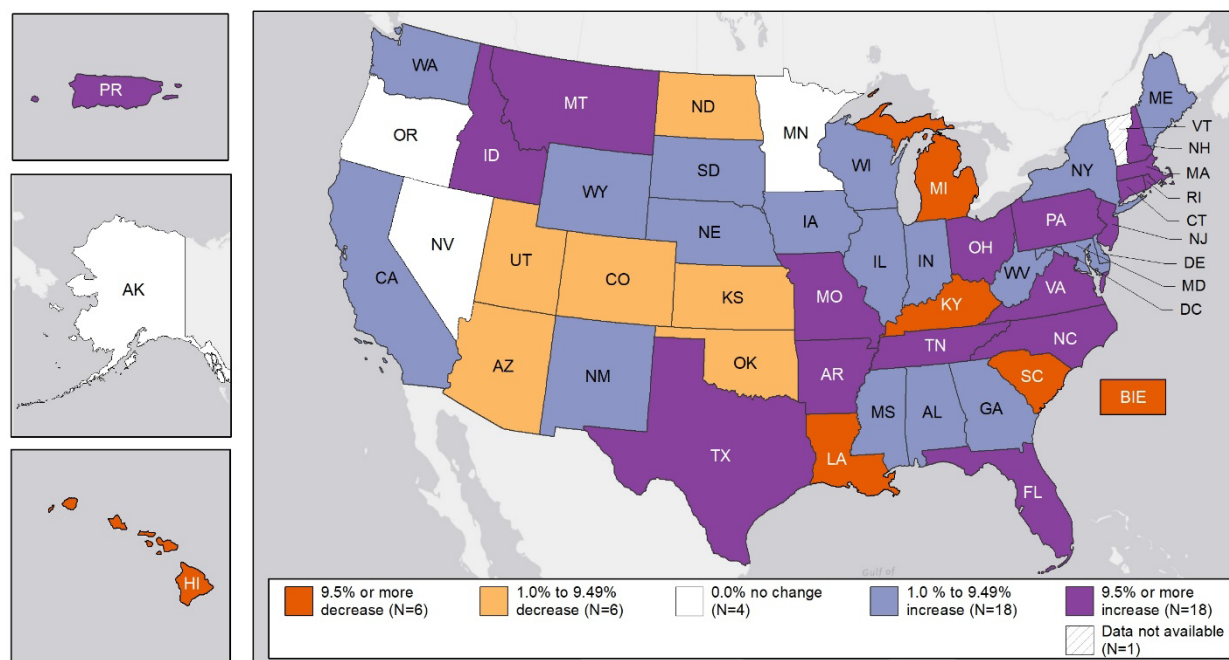
State	SY 2015-16	SY 2016-17	SY 2017-18	Percent change SYs 2015-16 through 2017-18
Maine	2,271	2,515	2,443	7.6
Maryland	16,267	17,122	17,601	8.2
Massachusetts	20,929	20,872	23,601	12.8
Michigan	39,092	36,811	35,193	-10.0
Minnesota	16,550	17,750	16,698	0.9
Mississippi ²	9,284	9,979	9,815	5.7
Missouri	32,133	33,857	36,006	12.1
Montana	3,003	3,606	3,977	32.4
Nebraska	3,422	3,592	3,723	8.8
Nevada ³	20,696	16,765	20,685	-0.1
New Hampshire	3,349	3,913	3,982	18.9
New Jersey	10,391	10,994	13,234	27.4
New Mexico	10,071	11,625	10,683	6.1
New York	139,959	148,418	153,209	9.5
North Carolina	26,339	29,297	28,877	9.6
North Dakota	2,230	2,153	2,156	-3.3
Ohio	29,403	30,385	34,180	16.3
Oklahoma	26,268	27,096	25,623	-2.5
Oregon	22,958	24,322	23,141	0.8
Pennsylvania	23,164	25,109	30,624	32.2
Puerto Rico	4,001	4,736	6,707	67.6
Rhode Island	1,049	1,231	1,523	45.2
South Carolina	14,140	11,767	12,426	-12.1
South Dakota	1,958	2,018	2,037	4.0
Tennessee	15,404	16,851	17,766	15.3
Texas	115,676	111,177	231,305	100
Utah	15,094	15,438	13,838	-8.3
Vermont	1,098	1,097	--	--
Virginia	18,577	20,593	20,393	9.8
Washington	39,127	40,930	40,112	2.5
West Virginia	9,320	9,024	9,716	4.3
Wisconsin	18,592	19,264	18,853	1.4
Wyoming	1,625	1,908	1,703	4.8

¹Counts are not cumulative and only include those students who were homeless at the end of the school year.

²Does not include data on students identified as homeless but who declined assistance from the schools.

³A change in data software may have resulted in lower counts for SY 2016-17.

Figure 2. Percent change in enrolled homeless students by state, school years 2015-16 through 2017-18:
Ungraded, 3- to 5-year-old, and kindergarten to grade 12



Several states experienced large increases in the number of students experiencing homelessness. Texas' homeless student population doubled over the three-year period. Puerto Rico's homeless student population increased by 68 percent and Rhode Island's homeless student population increased by 45 percent. Connecticut, Florida, Montana, and Pennsylvania all had homeless student populations that increased more than 30 percent while New Jersey's homeless student population increased by 27 percent.

Primary Nighttime Residence

Pursuant to the McKinney-Vento Act, to be considered *homeless*, an individual must lack a "fixed, regular, and adequate" nighttime residence (McKinney-Vento Act section 725(2)). A student's primary nighttime residence is determined at the time of the initial identification of a child or youth experiencing homelessness and is divided into four categories for data collection purposes: sheltered, unsheltered, hotels or motels, and doubled-up. The *shelters* 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. 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.

While the type of nighttime residence used by students may change over the course of a school year, LEA liaisons 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, in SY 2017-18, eight states did not provide complete data on primary nighttime residences used by homeless students, while an additional three states provided data for more students by primary nighttime residence than enrolled by grade.⁹ The net result is a total for primary nighttime residence that is lower than the number of homeless students enrolled by grade.

Table 6. Number of enrolled homeless students, by primary nighttime residence: School years 2015-16, 2016-17, and 2017-18

Type of Residence	SY 2015-16	SY 2016-17	SY 2017-18
Total¹	1,303,207	1,355,435	1,507,904
Shelters, transitional housing, awaiting foster care	187,137	187,879	182,659
Unsheltered	43,245	50,187	102,527
Hotels/Motels	85,026	90,087	105,574
Doubled-up	987,799	1,027,282	1,117,144

¹Enrolled students include those aged, 3 through 5, kindergarten through grade 13, and ungraded. North Carolina and North Dakota include children aged Birth to 2 in their counts of enrolled students. Vermont is excluded for SY 2017-18.

Historically, shifts in the type of primary nighttime residence used by students experiencing homelessness have been consistent with increases in the student population. As a result, even as the number of students living in a particular type of nighttime residence increased, the percentage of homeless students living in that type of housing has historically remained relatively stable.¹⁰ In examining changes over the current three-year period, however, some dramatic changes became apparent. The use of hotels and motels by students experiencing homelessness increased by 24 percent, while the number of students living in unsheltered situations jumped by 137 percent. While students living in unsheltered situations only accounted for 7 percent of the homeless student population in SY 2017-18, the recent increase in unsheltered students represents the largest increase in a single type of housing used by students since data has been collected.¹¹ In SY 2016-17, unsheltered students only made up 4 percent of students experiencing homelessness. Despite the

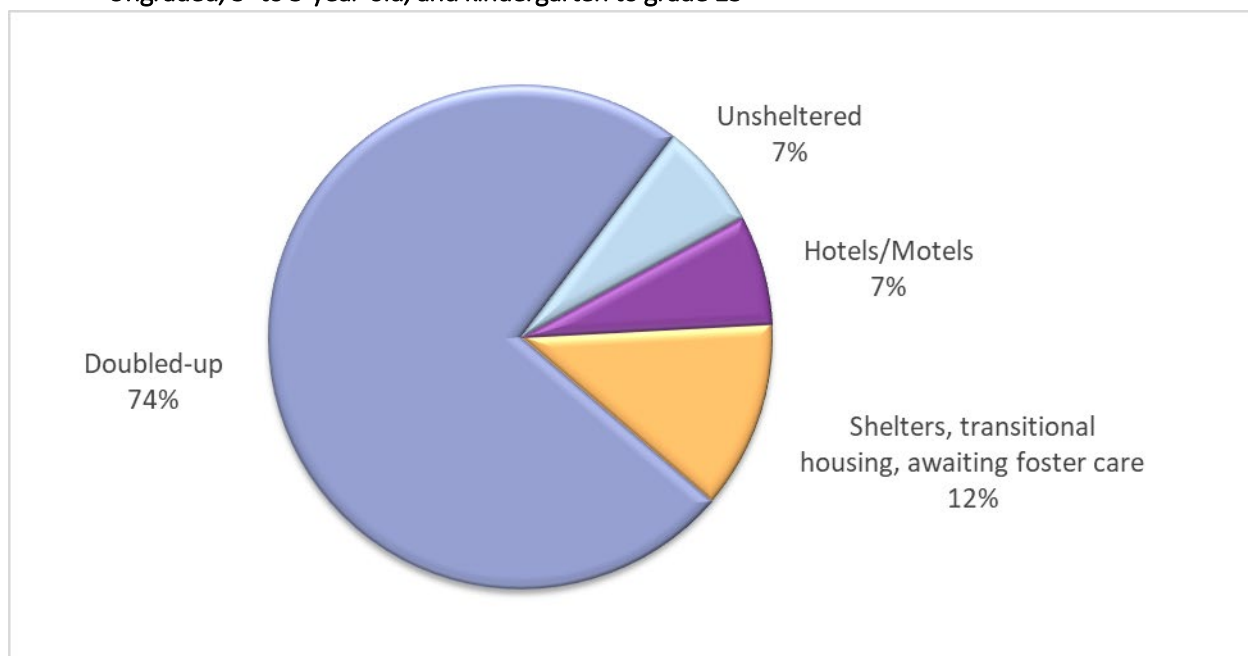
⁹Arizona allowed LEAs to submit “unknown” as a type of primary nighttime residence in 2015-16, which is not allowed by *EDFacts* collections. Additionally, the following states did not provide nighttime residence data for all students: Arizona (SYs 2016-17, 2017-18), Arkansas (SY 2017-18), District of Columbia (SYs 2015-16, 2017-18), Hawaii (SY 2016-17), Illinois (SYs 2015-16, 2017-18), Indiana (SY 2016-17), Nevada (SY 2017-18), New Hampshire (SY 2017-18), New Mexico (SYs 2015-16, 2016-17), Oklahoma (SY 2017-18), Tennessee (all years) and West Virginia (SY 2015-16). North Carolina reported more students by primary nighttime residence than by grade (SYs 2015-16 and 2016-17). West Virginia also reported more students by nighttime residence than grade in SY 2016-17 while Alabama, Pennsylvania, New Mexico did in SY 2017-18. North Dakota reported more students by nighttime residence in SY 2016-17 and 2017-18. States may include students aged birth to two in primary nighttime residence counts, resulting in more students identified by type of residence than grade.

¹⁰Prior year versions of this report may be found at <https://nche.ed.gov/data-and-stats/>.

¹¹Prior year versions of this report may be found at <https://nche.ed.gov/data-and-stats/>.

large increases in students residing in unsheltered situations and hotels, the majority of students experiencing homelessness continue to double-up with others.

Figure 3. Percentage of enrolled homeless students by primary nighttime residence, school year 2017-18:
Ungraded, 3- to 5-year-old, and kindergarten to grade 13



NOTE: Vermont is excluded for SY 2017-18.

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 (IDEA, 2004),
- students who are migratory,
- students who are English learners (previously referred to as students with limited English proficiency), 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 an English learner, be migratory, have a disability, and be unaccompanied. Alternatively, a homeless student may not belong to any of the categories.

Two subgroups of homeless students matched the rate of growth for the overall homeless student population. Homeless students who have disabilities or who are unaccompanied grew at rates of 16 percent, which is relatively consistent with the overall rate of growth in the number of all homeless

students. The change in the English learner subgroup was the most pronounced, with an increase of 59,773 students or 30 percent over the three-year period. Homeless students who are also migratory continued to decrease slightly in number; this trend began with SY 2014-15.

Table 7. Number and percentage of enrolled homeless students, by subgroup: School years 2015-16, 2016-17, and 2017-18

Subgroup ¹	SY 2015-2016		SY 2016-2017		SY 2017-2018	
	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	111,753	8.5	118,364	8.7	129,370	8.6
Migratory students ³	16,628	1.3	16,170	1.2	16,054	1.1
English Learners	201,611	15.4	216,633	16.0	261,384	17.3
Children with disabilities	235,116	18.0	247,597	18.2	271,464	18.0

¹Vermont is excluded from all subgroups for SY 2017-18.

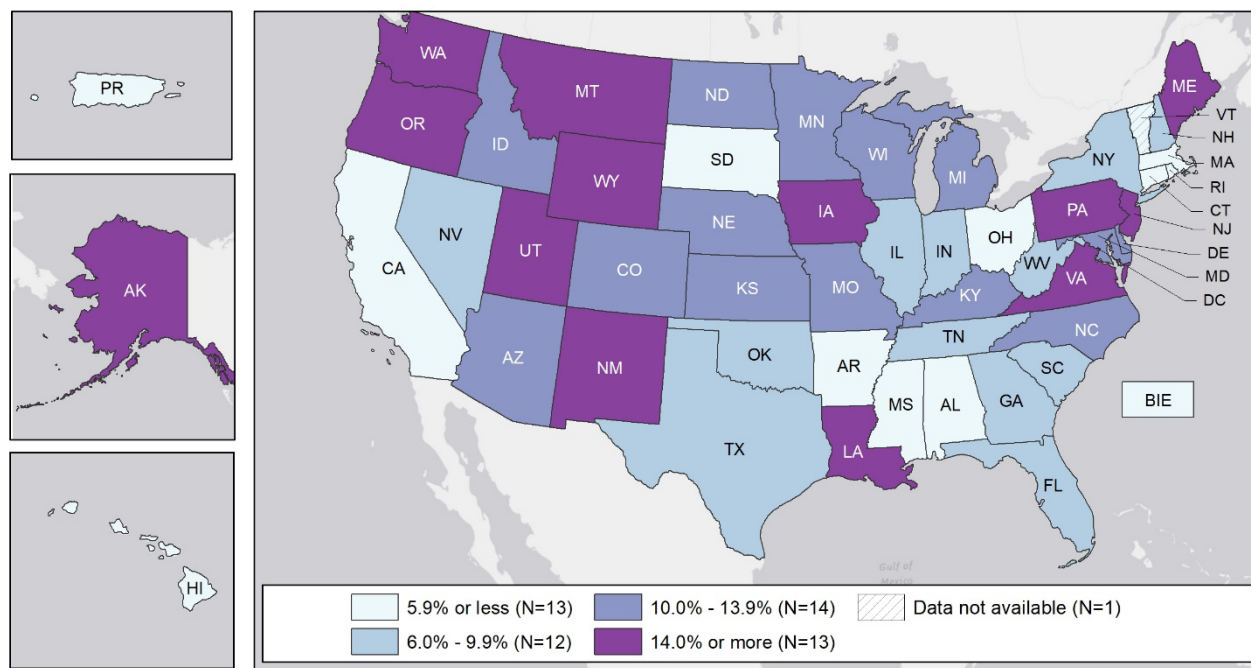
²Excludes New Jersey for SYs 2015-16 and 2016-17.

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

The McKinney-Vento Act defines *unaccompanied youth* as a homeless child and youth not in the physical custody of a parent or guardian (McKinney-Vento Act section 725(6)).¹² While unaccompanied youth are often assumed to be older, no age parameters are set by law, and unaccompanied homeless youth may be very young students in addition to older students. Overall, 43 states indicated unaccompanied youth made up 5 percent or more of the homeless student population, while 29 states indicated unaccompanied youth account for 10 percent or more of their homeless students.

¹²Prior to the passage of the ESSA, the definition of unaccompanied youth was a youth not in the physical custody of a parent or guardian. The definition of an unaccompanied youth was amended by the ESSA and now defines an unaccompanied youth as a homeless child or youth not in the physical custody of a parent or guardian. This change took effect on October 1, 2016. However, to be included in this report, all unaccompanied youth must have been both unaccompanied and homeless.

Figure 4. Percentage of enrolled homeless students who are unaccompanied youth, school year 2017-18:
Ungraded, 3- to 5-year-old, and kindergarten to grade 13



The smallest subgroup of students experiencing homelessness are migratory students (as defined under the Migrant Education program),¹³ with only 16,054 homeless, migratory students identified during SY 2017-18. While the number of migratory students in the U.S. overall has seen a steady decline since 2010, the number of homeless students in this subgroup has remained stable.¹⁴

Homeless students who are English learners make up the second largest subgroup of enrolled students. The definition of an English learner is included in section 8101(20) of the ESEA.¹⁵ While English learners make up 17 percent of the homeless student population, they make up only 10 percent of the total student population.¹⁶

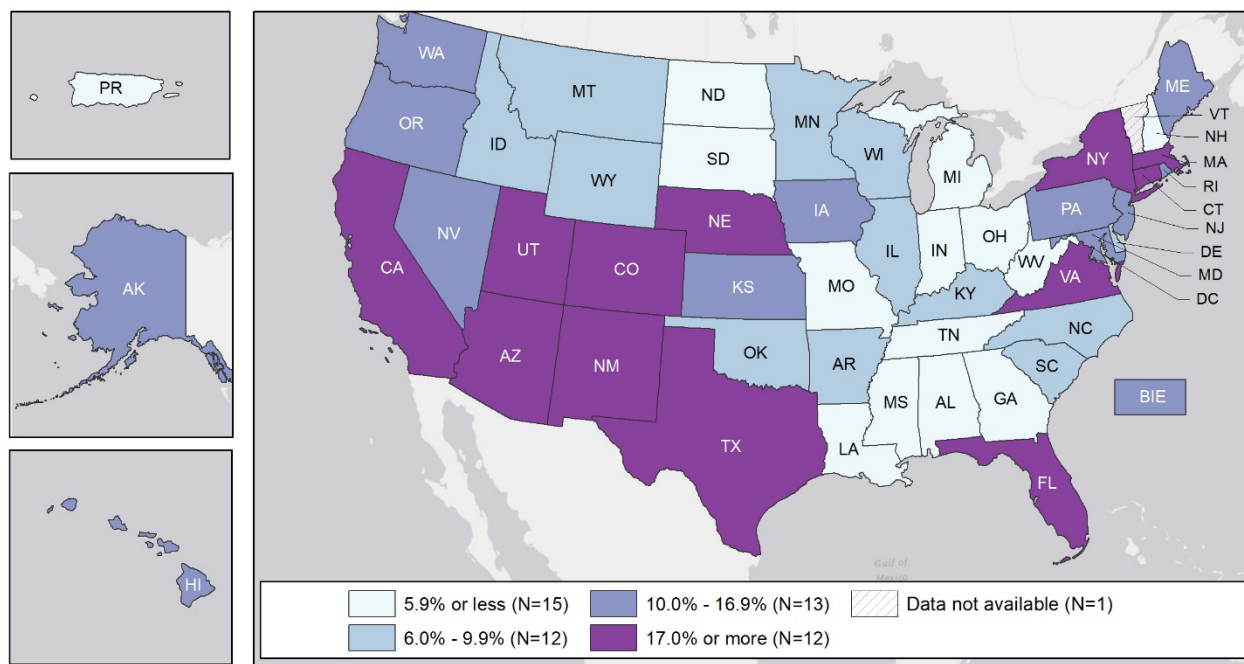
¹³ A migratory child is defined as “a child or youth who made a qualifying move in the preceding 36 months (A) as a migratory worker or a migratory fisher or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or migratory fisher.” (ESEA section 1309(2)).

¹⁴<https://eddataexpress.ed.gov/dashboard/mep>

¹⁵Like the McKinney-Vento Act, the ESEA was reauthorized by the ESSA in December 2015. While the definition of a limited English proficient student did not change, the terminology used to describe those students is now English learners.

¹⁶McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F. and Barmer, A. (2019). *The condition of education 2019* (NCES 2019144). U.S. Department of Education, National Center for Education Statistics. Washington D.C. Retrieved June 21, 2019, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019144>.

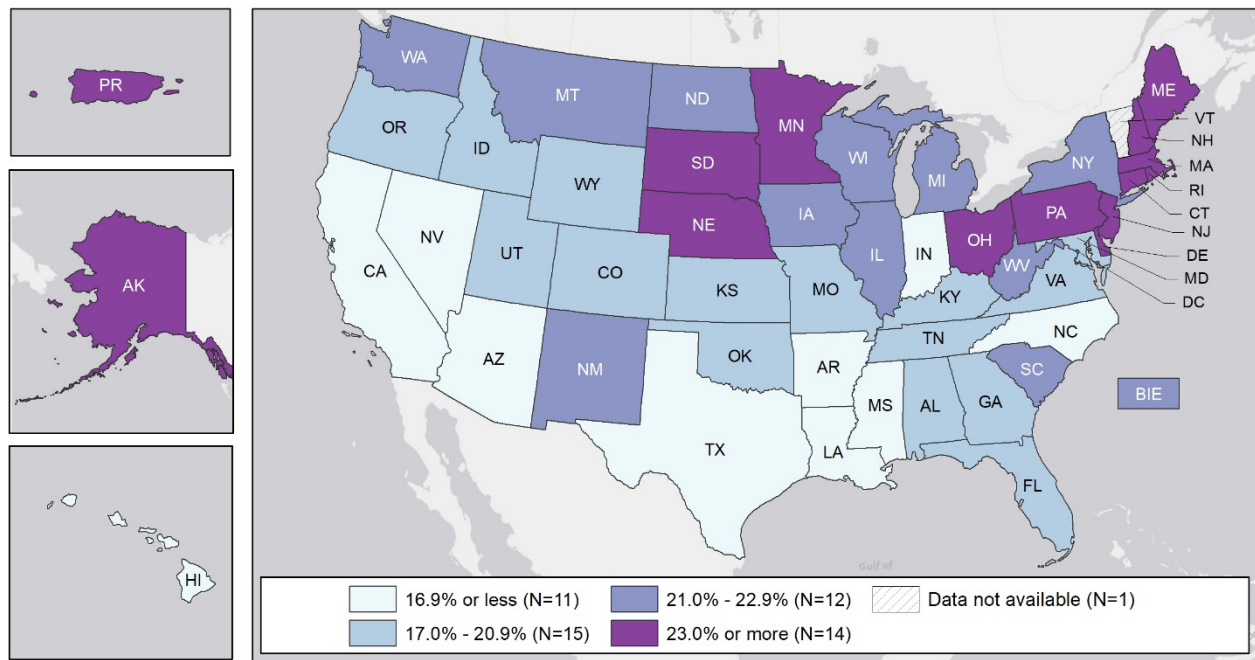
Figure 5. Percentage of enrolled homeless students who are English Learners, school year 2017-18: Ungraded, 3- to 5-year-old, and kindergarten to grade 13



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 under IDEA has now reached 18 percent and the average rate of disabilities among homeless students for states was 21 percent. Eight states had a proportion of homeless students with disabilities of 25 percent or more. While the number and percentage of homeless students with disabilities have grown over the years, the total number of students in the public school population with an identified disability under IDEA has remained stable at less than 14 percent of the overall student population since SY 2012-13.¹⁷

¹⁷McFarland, J., Hussar, B., Zhang, J., Wang, X., Wang, K., Hein, S., Diliberti, M., Forrest Cataldi, E., Bullock Mann, F. and Barmer, A. (2019). *The condition of education 2019* (NCES 2019144). U.S. Department of Education, National Center for Education Statistics. Washington D.C. Retrieved June 21, 2019, from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2019144>.

Figure 6. Percentage of homeless children and youth with disabilities (IDEA), school year 2017-18: Ungraded, 3- to 5-year-old, and kindergarten to grade 13



Academic Achievement

To evaluate the yearly performance of states, LEAs, and schools in enabling all children to meet the state's challenging student academic achievement standards, the ESEA requires states to administer academic assessments to students in reading (language arts), mathematics, and science. All states must administer assessments in reading (language arts) and mathematics to students in grades three through eight and at least once in grades nine through twelve (ESEA section 1111(b)(2)(B)(v)(I)). States must administer science tests to students at least once in each of the following grade ranges: three through five, six through nine, and ten through twelve (ESEA section 1111(b)(2)(B)(v)(II)). *EDFacts* includes data on the performance of homeless students on statewide assessments for each subject area. Data must be reported regardless of how much time the students were enrolled in a school district and includes students who took regular assessments as well as those who took assessments with accommodations or 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 criteria to define homeless, 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 (general, general with accommodations, alternate assessments based on alternate achievement standards) may vary from year to year.¹⁸ The type of assessments taken by homeless students may be particularly relevant given the high rates of disabilities and English learners among homeless students. For these reasons, the best option for evaluating the growth of homeless students as measured by statewide assessments is 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 states adopt new standards, administer new assessments, change scoring related to each level of academic proficiency, or make other significant changes to their statewide assessments.

¹⁸ Alternate assessments based on alternate achievement standards are for students with the most significant cognitive disabilities who, due to their disabilities, are unable to participate in regular assessments, even with accommodations.

With these caveats in mind, the following tables and figures contain a single year snapshot of academic performance that has been aggregated to the national level, limiting state comparisons. Students may be excluded from the count of students receiving a valid score if they did not participate in testing at all or if they had a medical emergency.

Table 8. Number and percentage of homeless students who received valid and proficient scores on state reading (language arts) assessments, by grade: School year 2017-18

Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total¹	561,561	98.7	161,052	28.7
3 rd	92,770	98.6	26,775	28.9
4 th	90,548	98.6	27,038	29.9
5 th	87,158	98.6	25,534	29.3
6 th	79,545	98.8	21,565	27.1
7 th	73,895	98.7	20,191	27.3
8 th	70,838	98.6	19,969	28.2
High School	66,807	99.4	19,980	29.9

¹Excludes Vermont.

Figure 7. Percentage of enrolled homeless students who scored at or above proficient, reading (language arts): School year 2017-18

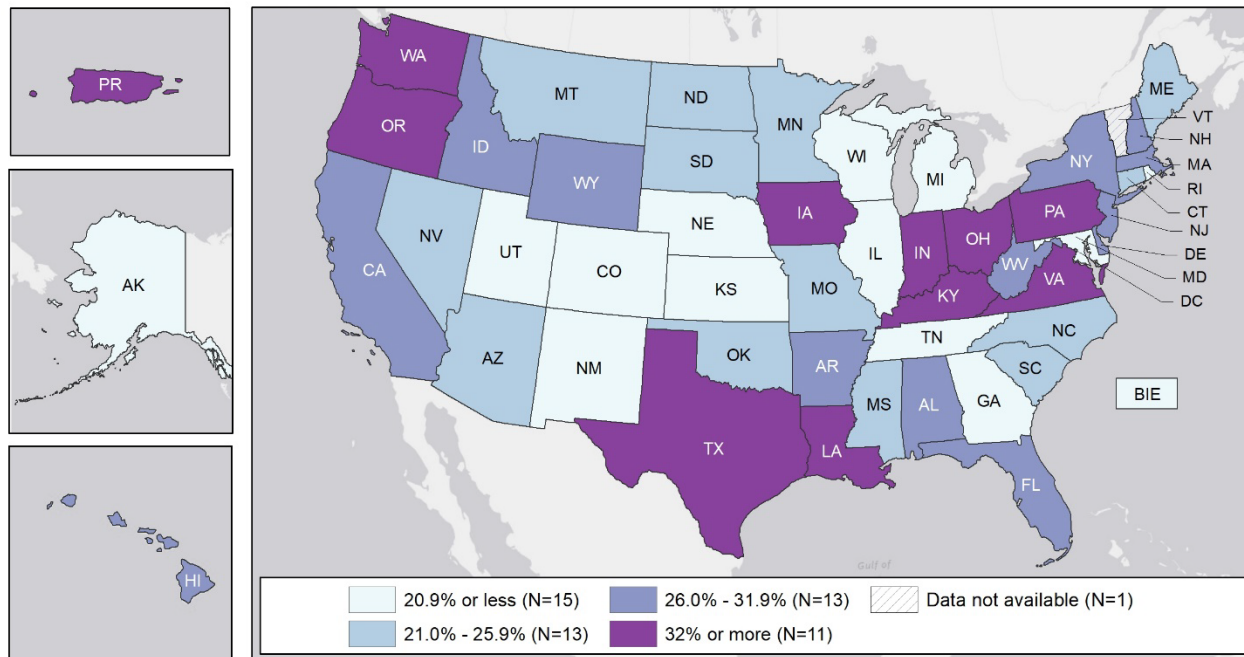


Table 9. Number and percentage of homeless students who received valid and proficient scores on state mathematics assessments, by grade: School year 2017-18

Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total¹	569,035	99.6	134,940	23.7
3 rd	94,193	99.6	28,618	30.4
4 th	92,151	99.5	24,968	27.1
5 th	88,551	99.6	21,239	24.0
6 th	80,916	99.7	17,187	21.2
7 th	74,881	99.7	14,729	19.7
8 th	72,347	99.7	15,545	21.5
High School	65,996	99.6	12,654	19.2

¹Excludes Vermont.

Figure 8. Percentage of enrolled homeless students who scored at or above proficient, mathematics: School year 2017-18

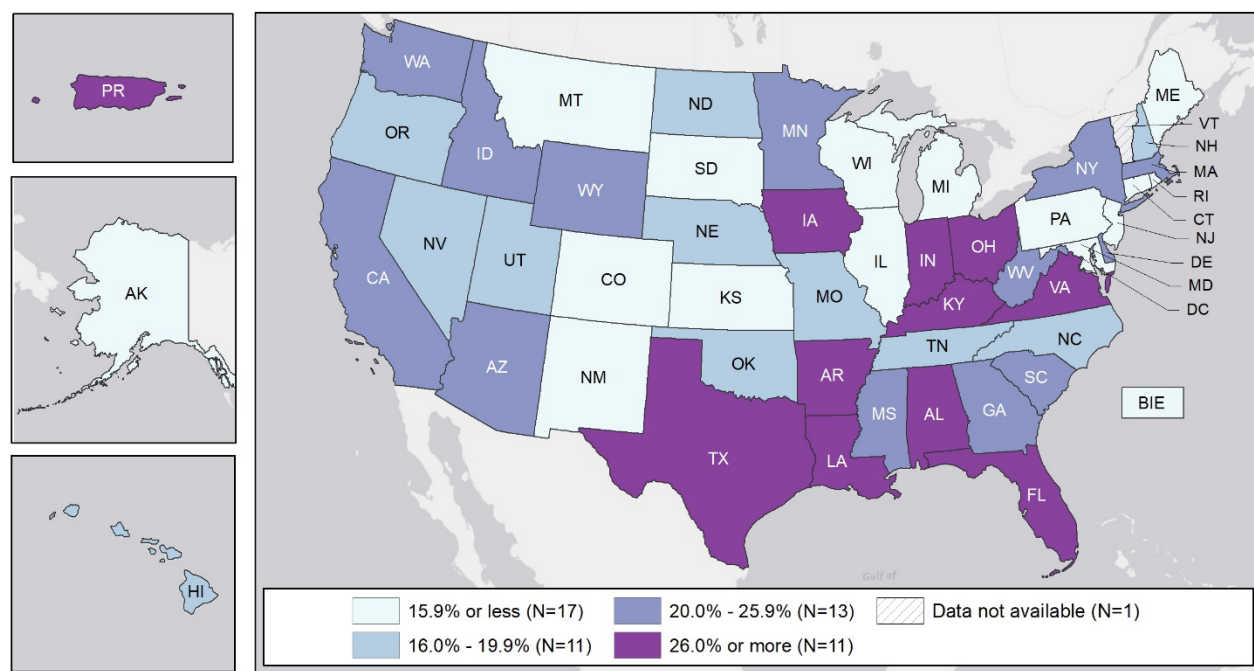


Table 10. Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School year 2017-18

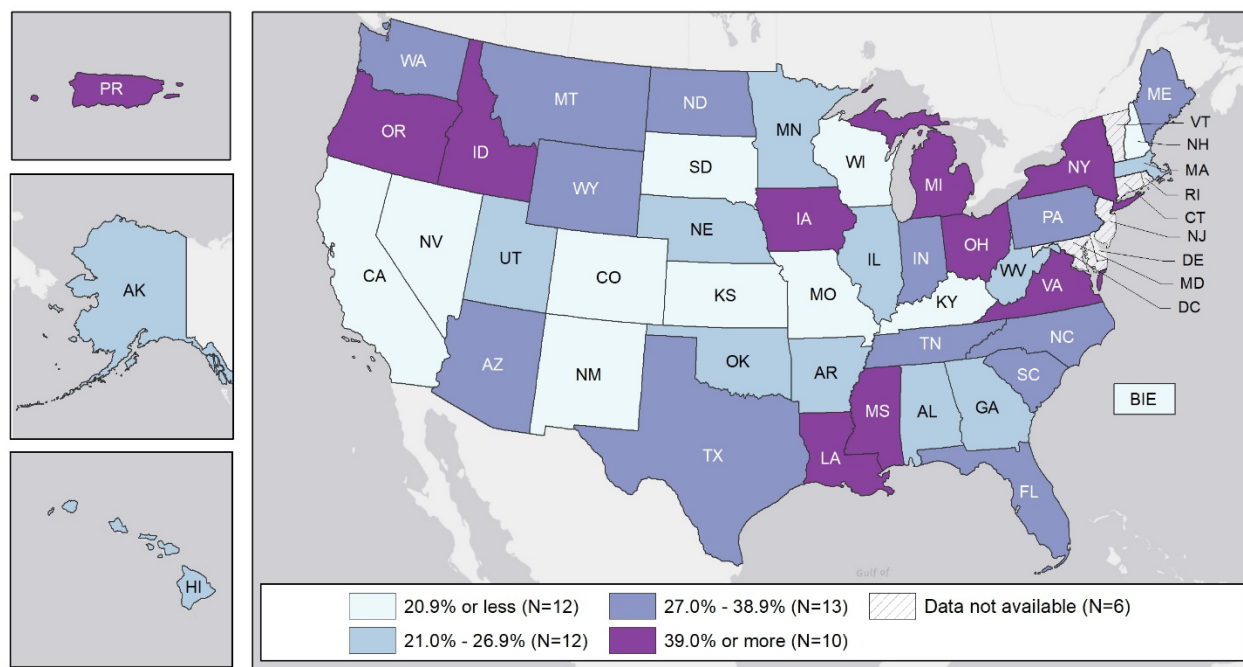
Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total¹	207,989	92.4	53,287	25.6
3 rd	1,199	100.0	310	25.9
4 th	22,638	99.9	11,803	52.1

Table 10. Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School year 2017-18, cont'd.

Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
5 th	60,494	90.1	12,426	20.5
6 th	4,790	100.0	1,456	30.4
7 th	5,894	100.0	1,427	24.2
8 th	60,453	91.9	13,555	22.4
High School	52,521	91.3	12,310	23.4

¹Excludes Connecticut, District of Columbia, Maryland, New Jersey, Rhode Island and Vermont.

Figure 9. Percentage of enrolled homeless students who scored at or above proficient, science: School Year 2017-18



exclusive but it also cannot be assumed that all homeless students are included in counts of economically disadvantaged students.

The purpose of Title I, Part A of the ESEA is to provide all children with a fair, equitable, and high quality education and to close educational achievement gaps, with a focus on schools with high levels of poverty. All school districts that receive funds under this part must include a description of the coordination between the McKinney-Vento and Title I, Part A programs in the district plan (ESEA section 1112(c)(4)). This plan must also include information about the amount and uses of a set-aside to serve students experiencing homelessness (ESEA section 1112(b)(6)). In comparing assessment outcomes for economically disadvantaged and homeless students, economically disadvantaged students outscore homeless students by approximately 10 percentage points in most subjects and grades. This information may be particularly relevant for liaisons and Title I program administrators working together to determine the annual set-aside budget and activities.

Table 11. Percentage of homeless and economically disadvantaged students who received proficient scores on state assessments, by grade: School year 2017-18

Grade	Homeless			Economically disadvantaged		
	Percent proficient in RLA	Percent proficient in mathematics	Percent proficient in science	Percent proficient in RLA	Percent proficient in mathematics	Percent proficient in science
Total¹	28.7	23.7	25.6	37.2	33.2	35.9
3 rd	28.9	30.4	25.9	36.7	39.8	29.9
4 th	29.9	27.1	52.1	37.6	36.7	51.8
5 th	29.3	24.0	20.5	38.0	34.5	30.9
6 th	27.1	21.2	30.4	34.8	29.9	38.6
7 th	27.3	19.7	24.2	36.1	28.9	30.3
8 th	28.2	21.5	22.4	36.3	31.2	32.7
High School	29.9	19.2	23.4	40.7	30.1	39.1

¹Excludes Vermont homeless student data for all subject areas and economically disadvantaged student data for science. Excludes Connecticut, District of Columbia, Maryland, New Jersey, Rhode Island homeless and economically disadvantaged student data for science.

Adjusted Cohort Graduation Rates

All states are required to submit data on the adjusted cohort graduation rate (ACGR) for homeless students. An adjusted cohort rate, as its name implies, follows a cohort of students to determine if they are receiving a regular high school diploma within four years. Students who transfer out of a state, are incarcerated, deceased, or migrate to another country are removed from the cohort. Forty-

nine states submitted a four-year ACGR for SY 2017-18.¹⁹ Between 44 percent and 87 percent of homeless students graduated in four years based on the data reported by states.

Every state must report the four-year ACGR; some states also opt to use an extended ACGR of five or six years. Any state that employs an extended year rate is also required to report that data. While 33 states include a five-year ACGR in their state accountability plans, twenty-two states reported a five-year ACGR for homeless students.²⁰ Based on data submitted by those 22 states, between 41 percent and 83 percent of students graduated from high school in five years.

This data was collected for the first time starting with SY 2016-17, when 44 states submitted data. As a result, some fluctuations in ACGR outcomes are expected as more states and LEAs adjust their data collection systems to be compliant with the new requirement.

Table 12. Adjusted cohort graduation rates among homeless students: School year 2017-18

State ¹	4-Year Homeless Cohort Graduates	4-Year Homeless Student Cohort	4-Year Homeless Student ACGR	5-Year Homeless Cohort Graduates	5-Year Homeless Student Cohort	5-Year Homeless Student ACGR
Alabama	850	1,092	77.8	--	--	--
Alaska	242	427	56.7	279	427	65.3
Arizona	879	1,692	52.0	--	--	--
Arkansas	1,676	2,061	81.3	--	--	--
Bureau of Indian Education	99	132	75.0	--	--	--
California	--	--	--	--	--	--
Colorado	1,747	3,153	55.4	2,108	3,362	62.7
Connecticut	252	358	70.4	--	--	--
Delaware	109	132	82.6	--	--	--
District of Columbia	216	486	44.4	--	--	--
Florida	2,349	3,178	73.9	--	--	--
Georgia	1,015	1,674	60.6	2,141	3,012	71.1
Hawaii	272	410	66.3	--	--	--
Idaho	691	1,183	58.4	681	1,137	59.9
Illinois	3,478	5,133	67.8	3,446	4,752	72.5
Indiana	895	1,088	82.3	--	--	--
Iowa	682	934	73.0	678	851	79.7
Kansas	990	1,446	68.5	--	--	--
Kentucky	1,030	1,229	83.8	1,131	1,360	83.2
Louisiana	680	1,129	60.2	--	--	--

¹⁹California, Maryland, Utah, and Vermont did not submit data on a four-year ACGR for SY 2017-18.

²⁰State plans are available at <https://www2.ed.gov/admins/lead/account/stateplan17/statesubmission.html>. Alabama, Arkansas, Delaware, Indiana, Maryland, Nevada, New Mexico, New York, North Carolina, Ohio, and Oklahoma adopted a five-year ACGR but did not submit related data for homeless students.

Table 12. Adjusted cohort graduation rates among homeless students: School year 2017-18, cont'd.

State	4-Year Homeless Cohort Graduates	4-Year Homeless Student Cohort	4-Year Homeless Student ACGR	5-Year Homeless Cohort Graduates	5-Year Homeless Student Cohort	5-Year Homeless Student ACGR
Maine	277	494	56.1	389	611	63.7
Maryland	--	--	--	--	--	--
Massachusetts	953	1,351	70.5	--	--	--
Michigan	2,054	3,606	57.0	1,997	3,195	62.5
Minnesota	1,357	2,901	46.8	1,538	2,912	52.8
Mississippi	794	1,121	70.8	--	--	--
Missouri	2,093	2,747	76.2	--	--	--
Montana	391	594	65.8	--	--	--
Nebraska	130	220	59.1	29	71	40.9
Nevada	679	895	75.9	--	--	--
New Hampshire	280	433	64.7	301	429	70.2
New Jersey	395	544	72.6	398	503	79.1
New Mexico	761	1,449	52.5	--	--	--
New York	4,109	7,355	55.9	--	--	--
North Carolina	2,813	4,189	67.2	--	--	--
North Dakota	78	151	51.7	94	142	66.2
Ohio	1,958	3,866	50.6	--	--	--
Oklahoma	1,034	1,479	69.9	--	--	--
Oregon	2,198	4,060	54.1	2,268	4,080	55.6
Pennsylvania	1,470	2,115	69.5	1,299	1,710	76.0
Puerto Rico	250	335	74.6	--	--	--
Rhode Island	90	157	57.3	98	139	70.5
South Carolina	1,150	1,784	64.5	--	--	--
South Dakota	45	75	60.0	--	--	--
Tennessee	1,631	2,180	74.8	--	--	--
Texas	18,222	22,768	80.0	12,881	16,689	77.2
Utah	--	--	--	--	--	--
Vermont	--	--	--	--	--	--
Virginia	881	1,462	60.3	848	1,229	69.0
Washington	3,658	5,669	64.5	3,828	5,818	65.8
West Virginia	456	526	86.7	963	1,288	74.8
Wisconsin	1,039	1,489	69.8	--	--	--
Wyoming	179	290	61.7	198	295	67.1

¹California, Maryland, Utah, and Vermont did not submit data on a four-year ACGR. Alabama, Arkansas, Delaware, Indiana, Maryland, Nevada, New Mexico, New York, North Carolina, Ohio, and Oklahoma adopted a five-year ACGR but did not submit data on a five- year ACGR for homeless students.

State to state comparisons of ACGR data are inherently limited in nature due to the variations in collections procedures used by states; as a result, state outcomes should not be compared to one

another. For example, a number of states base the calculation solely on the number of seniors reported in grade 12 who experienced homelessness. Other states include any student who was homeless during high school in the cohort of students who experienced homelessness. The former provides a single year snapshot of homeless students in grade 12 while the latter method provides a more comprehensive description of the number of homeless students who graduate from high school.

Other Federal Agency Programs

The McKinney-Vento Act requires LEAs to coordinate the provision of services to homeless students and their families with local social services agencies and other agencies providing services to homeless children and youth (McKinney-Vento Act section 722(g)(5)(A)). It also 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 (McKinney-Vento Act section 722(g)(5)(B)). 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 (McKinney-Vento Act section 722(g)(5)(C)).

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 the 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 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.²¹

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 local and state 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.

²¹https://www.usich.gov/resources/uploads/asset_library/USICH_Report_to_Congress_Federal_Programs_Serving_Youth_Experiencing_Homelessness_2016.pdf.

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 (PY) 2017-18, Head Start and Early Head Start served 55,394 homeless children. This represents 5 percent of the children served by all Head Start programs with no significant increase from the number of homeless children served in PY 2016-17.²²

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, such as housing or Supplemental Nutrition Assistance Program services.²³

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 data set of all youth served by RHYA programs.²⁴

²²To 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>.

²³To see the latest estimates of children served by the CCDF, visit <http://www.acf.hhs.gov/occ/data>.

²⁴To see data elements collected by RHYA programs, see the RHY Program HMIS Manual available at <https://files.hudexchange.info/resources/documents/RHY-Program-HMIS-Manual.pdf> or visit the Runaway and Homeless Youth Technical Assistance and Training Center at <https://www.rhyttac.net/rhy-hmis>.

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 McKinney-Vento Act authorized the Emergency Solutions Grants (ESG) Program, which funds rapid rehousing, homeless prevention programs, emergency shelters, supportive services and street outreach programs, and the Continuum of Care (CoC) program, which funds transitional housing, rapid rehousing, supportive services, and permanent supportive housing. 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 (Section 426(b)(4)(C), 2009). They must 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 (McKinney-Vento Act section 426(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” (McKinney-Vento Act section 426(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 (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 shelters 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 havens²⁵, transitional housing, rapid rehousing, permanent supportive housing²⁶, and other permanent housing²⁷ programs all participate in the Housing Inventory Count.

The Housing Inventory Count for January 2018 shows 193,277 emergency shelter and transitional housing beds were available for families experiencing homelessness, with an additional 3,667 emergency and transitional housing beds available for child-only households. This represents 51 percent of the emergency and transitional housing beds available to persons experiencing homelessness during January 2018. An additional 125,586 permanent housing beds were available for families experiencing homelessness and 120 permanent housing beds were available for persons in child-only households, representing just under 35 percent of available permanent housing beds.²⁸ PIT counts from that same time show 180,413 family members from 56,342 families were homeless with an additional 4,093 unaccompanied youth under the age of 18 experiencing homelessness. Of the family members who were homeless during the PIT count, 16,390 of them were unsheltered while 2,079 unaccompanied youth under age 18 were unsheltered.²⁹ 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 on the streets, in cars, parks, or abandoned buildings.³⁰

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 section 725(2) of the McKinney-Vento Act, while HUD programs use the definition found in section 103 of the McKinney-Vento Act.
- 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 students are eligible for certain rights and services related to public education, but programs

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

²⁶These programs provide permanent housing and supportive services to formerly homeless persons with disabilities.

²⁷These 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.

²⁸Housing count information is available at <https://www.hudexchange.info/programs/coc/coc-housing-inventory-count-reports/>.

²⁹Henry, M., Mahathey, A., Morrill, T., Robinson, A., Shivji, A., Watt, R., (2018). *The 2018 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 June 28, 2019 from <https://www.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>.

³⁰For more information on the AHAR, visit the AHAR Resource Page available at <https://www.hudexchange.info/homelessness-assistance/ahar/#2018-reports>.

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).