APRIL 2021

FEDERAL DATA SUMMARY
SCHOOL YEARS 2016-17 THROUGH 2018-19
EDUCATION FOR HOMELESS CHILDREN AND YOUTH

NATIONAL CENTER FOR HOMELESS EDUCATION
UNC GREENSBORO

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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Executive Summary

Every year, states submit data on the demographics and academic performance of students experiencing homelessness to the U.S. Department of Education (ED) through the ED*Facts* Submission System. Those data are made public by ED through the Consolidated State Performance Reports (CSPR) by state and by ED Data Express by data element. The order of presentation in this report follows how the data have been presented in the CSPR for most years since 2005. This report presents national totals for most data elements, with three-year comparisons as well as state-level totals and changes for many of these elements. While the primary audiences for this report are state coordinators and local school district liaisons for the Education for Homeless Children and Youth (EHCY) program, it may be of interest to other administrators, policy makers, educators, and service providers.

The number of homeless students enrolled in public school districts and reported by state educational agencies (SEAs) during School Year (SY) 2018-19 was 1,387,573. This total continues a trend line of more than ten reporting years since SY 2006-07 when homeless student enrollment has generally increased but it represents an 8% decrease from SY 2017-18. 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. It does not capture information about 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 school districts. More information about the limitations of each data element as well as data quality issues presented by states is provided in each section or in footnotes to tables. In the final section there is a summary of annual data on children and youth experiencing homelessness released by other Federal agencies, such as Head Start and Child Care programs administered by the U.S. Department of Health and Human Services and homeless assistance grantees of the U.S. Department of Housing and Urban Development.

Key findings of this report include the following:

National and State Homeless Student Enrollment Totals and Trends

- The number of identified, enrolled students reported as experiencing homelessness at some point during the last three school years increased 2%, from 1,358,077 students in SY 2016-17 to 1,387,573 students in SY 2018-19. The number of homeless students decreased 8% between SYs 2017-18 and 2018-19
- Fourteen states experienced growth in their homeless student populations of 10% or more during the three-year period covered in this report. In contrast, only nine states saw equally large decreases during the same period.

EHCY Subgrants to School Districts and Per Pupil Funding

- The number of school districts that received subgrants under the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) saw little change during the period covered in this report; 4,400 school districts, or 23%, received either an award as a single school district or an award as part of a regional consortium during SY 2018-19.
- Funding for the EHCY program increased by approximately $14.5 million between fiscal years (FYs) 2016 and 2018.
- States provided an average per-pupil amount of $94.99 in McKinney-Vento funding to school districts for the additional supports needed by homeless students in SY 2018-19. The average per-pupil amount increased by approximately $18.00 between SYs 2016-17 and 2018-19.

Primary Nighttime Residence of Homeless Children and Youth at the Point of Identification

- During SY 2018-19, students sharing housing with others due to loss of housing, economic hardship, or a similar reason comprised 77% of the students who experienced homelessness. Twelve percent of homeless students resided in shelters. Seven percent had a primary nighttime residence of hotels or motels, and 4% were identified as unsheltered.
- Over the three-year period, the number of students in sheltered situations at the time they were first identified decreased by 11%. This decrease can be partly attributed to a change in the definition of a homeless student under the McKinney-Vento Act that resulted in the exclusion of students awaiting foster care placement. States began a transition to the new definition starting in SY 2016-17 and completed it in SY 2017-18.
- The number of students in unsheltered situations decreased by 46% between SYs 2017-18 and 2018-19 after having increased by 104% between SYs 2016-17 and 2017-18.
- Similar percentages of unaccompanied homeless youth, who are not in the physical custody of a parent or guardian, resided in shelters, transitional housing and unsheltered situations in comparison to the overall homeless student body. However, unaccompanied homeless youth utilized hotels, motels, and shared housing differently than the overall homeless student body. Less than 2% of unaccompanied homeless youth resided in hotels or motels and 84% resided in doubled-up situations.

Demographic Subgroups of Students Experiencing Homelessness

- While the overall homeless student population increased by 2% over the three years covered in this report, counts of unaccompanied homeless youth grew by more than 6%, counts of homeless migratory students and English learners increased by nearly 5%, and counts of homeless children with disabilities increased by nearly 8%. Despite the faster rate of growth for these groups of students, they still account for approximately the same percentage of the homeless student population at they did in SY 2016-17.

Academic Achievement of Students Experiencing Homelessness

- During SY 2018-19, approximately 30% of students experiencing homelessness achieved academic proficiency in reading/language arts. During the same school year, 25% of the students achieved proficiency in mathematics and 28% achieved proficiency in science.
- Homeless students scored lower than economically disadvantaged students on statewide assessments by approximately eight to nine percentage points.
- States submitted data on the number of students who graduated from high school in SY 2018-19, based on an adjusted cohort graduation rate (ACGR). For the homeless student subgroup, State graduation rates for students who graduated within four years ranged from 49% to 86% of students experiencing homelessness. The five-year ACGR for homeless students was higher than the four-year ACGR in 21 of the 26 states reporting the optional extended year rate.

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. In addition, states each use different academic assessments with different achievement standards. This report also does not control for the duration, cause, and conditions of homelessness; these factors could impact both demographics of students experiencing homelessness and academic outcomes.

Section

1

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, 2015), 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 ED*Facts* Initiative. This is done to ensure that schools and states are meeting the goals of the EHCY program.

The ED*Facts* 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 ED*Facts* Repository. Data for SY 2016-17 and SY 2017-18 were extracted on April 30, 2018 and March 27, 2019, respectively. Data for SY 2018-19 were extracted on April 8, 2020 and July 24, 2020.

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/data-collection/.

Use of Unduplicated Data

SEAs work with public school districts to gather data on a range of topics, including data related to the number of students experiencing homelessness and their educational outcomes. After receiving data from school districts, the SEA removes duplicate counts of students that occur when students attend more than one school district during the school year. Finally, the SEA submits one state level set of data to ED and one set of data for each school district. To provide the most accurate description of the current status of homeless education, this report focuses on the state-level data to the extent that it is available.[1] As a result of the previously noted differences in the dates on which source files were generated and the possibility that school district level data were used in lieu of SEA level data in other

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[1]The following states were unable to verify that their data were unduplicated, resulting in counts that may contain redundancies: Alabama, Arkansas (SYs 2017-18 and 2018-19), Bureau of Indian Education, Colorado (SYs 2016-17 and 2017-18), Connecticut (SY 2017-18), Delaware (SY 2017-18), Indiana, Maine, Maryland (SY 2016-17), Massachusetts (SY 2017-18), Minnesota, Missouri, Nevada, New Hampshire (SYs 2017-18 and 2018-19), Oklahoma, Utah, Vermont (SY 2016-17), Washington (SYs 2016-17 and 2017-18), West Virginia (SY 2016-17), and 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.

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 school district, 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 2016-17, 2017-18, and 2018-19.[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 school district 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 students enrolled in Grade 13[3] were excluded from tables and figures in this report, unless otherwise noted. As a result, more children and youth experience homelessness in the United States than is reflected here.

School district liaisons work with other school personnel, and community and state agencies

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).
42 U.S.C. § 11434a(2)

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[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, some states reported students as homeless due to awaiting foster care placement in SYs 2016-17 and 2017-18, but no state included children awaiting foster care placement as homeless in SY 2018-19.

[3]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. Only North Carolina reported Grade 13 students; the state identified 40 students experiencing homelessness in Grade 13 in SY 2018-19.

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 school district data stewards to provide their SEAs with federally mandated data reports. State coordinators of homeless education then review data submitted by the school districts, 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 the ED*Facts* Submission System, ED, in partnership with 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.

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 are limited to supplemental information provided by states as a part of the annual data quality review process and are therefore only addressed briefly.

Funding

More than 98% of EHCY funds appropriated by Congress go to states based on a formula established in the McKinney-Vento Acts.[4] The majority of states must award a minimum of 75% of their EHCY funding to school districts through subgrants; they may retain the remaining funds for state-level activities such as training and technical assistance for school districts.   States funded at the minimum level set forth in the statute may retain up to 50% of their awards for state-level activities (42 U.S.C. § 11432(e)). North Dakota, Vermont, and Wyoming received the minimum level for SY 2018-19.

Public school districts receive EHCY subgrants based on the quality and need demonstrated by the applications. Subgrants are used to facilitate the enrollment, attendance, and success in school of homeless children and youth. During SY 2018-19, states reported a subgrant status (entities that provided services under the grant but weren't necessarily the fiscal agents for the grants) for 18,953 operational public school districts, including charter schools, education service centers, independent school districts, and supervisory unions. Twenty-three percent of all school districts in the country received an EHCY subgrant or were served by a regional subgrantee in SY 2018-19.

Figure 1. Percentage of school districts with subgrants: School Year 2018-19
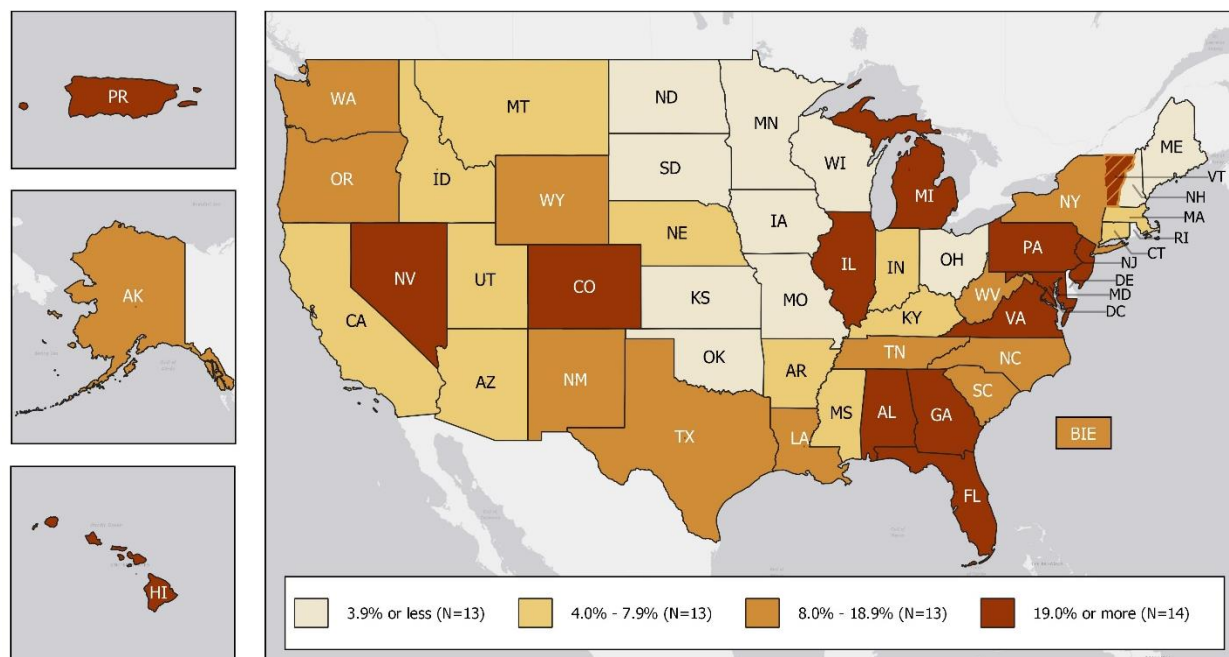
[4]Approximately 1.5% of the annual appropriation has been reserved for technical assistance, dissemination, and evaluation activities as authorized under section 11434(d) of the McKinney-Vento Homeless Assistance Act.

Some states use a regional model to award subgrants in which a single school district acts as the fiscal agent, but two or more school districts 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 school district 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 school districts in Illinois, may provide funds to school districts that provide administrative oversight or professional development for other school districts, but do not actually enroll students. For example, these regional school districts may provide direct educational services, such as special education and related services. Other examples include intermediate school districts, educational service centers, boards of cooperative educational services, county offices of education, and regional educational service agencies. During SY 2018-19, only New Jersey covered every school district within the state by awarding regional subgrants.

Table 1 provides a longitudinal snapshot of the change over three years in the number of districts and subgrantees during SYs 2016-17 through 2018-19. The per pupil amount in individual states ranged between $29.44 and $690.50 per student in SY 2018-19 (ED, n.d.). Per pupil funding for the nation as a whole was $60.12.

Table 1. Number of school districts with McKinney-Vento subgrants and total school districts by state: School years 2016-17, 2017-18, and 2018-19

State	Grantees SY 2016-17	Total school districts SY 2016-17	Grantees SY 2017-18	Total school districts SY 2017-18	Grantees SY 2018-19	Total school districts SY 2018-19
United States[1]	4,321	17,775	4,387	18,004	4,400	18,953
Alabama	52	137	46	137	48	139
Alaska	4	54	5	54	5	54
Arizona	29	699	32	700	40	705
Arkansas	17	262	17	263	17	294
Bureau of Indian Education	20	174	16	174	20	174
California	97	1,159	126	1,156	132	2,170
Colorado	77	183	77	187	76	186
Connecticut	12	205	12	205	12	204
Delaware	11	48	11	46	0	46
District of Columbia	6	67	5	68	4	68
Florida	52	75	52	77	48	76
Georgia	44	202	44	212	48	232
Hawaii	1	1	1	1	1	1
Idaho	8	160	10	161	10	167
Illinois	822	904	867	1,056	860	955
Indiana	33	414	33	426	33	430
Iowa	9	333	9	342	10	339
Kansas	9	286	9	317	10	311

Table 1. Number of school districts with McKinney-Vento subgrants and total school districts by state: School Years 2016-17, 2017-18, and 2018-19, cont'd.

State	Grantees SY 2016-17	Total school districts SY 2016-17	Grantees SY 2017-18	Total school districts SY 2017-18	Grantees SY 2018-19	Total school districts SY 2018-19
Kentucky	14	177	14	177	14	177
Louisiana	28	185	23	200	21	203
Maine	5	268	10	271	8	276
Maryland	11	25	16	25	15	25
Massachusetts	27	405	30	407	28	407
Michigan	827	901	841	892	844	895
Minnesota	13	567	25	564	13	564
Mississippi	15	147	18	147	11	155
Missouri	10	566	10	566	10	564
Montana	22	486	25	485	24	487
Nebraska	12	284	13	279	13	279
Nevada	6	19	6	21	6	21
New Hampshire	5	204	5	204	5	207
New Jersey	678	678	681	681	688	688
New Mexico	15	157	19	151	19	146
New York	131	1,032	131	1,044	131	1,057
North Carolina	49	284	49	293	49	310
North Dakota	5	226	7	225	7	225
Ohio	35	1,088	27	1,064	30	1,043
Oklahoma	9	543	9	539	9	542
Oregon	48	221	25	222	24	222
Pennsylvania	715	788	715	787	716	788
Puerto Rico	1	1	1	1	1	1
Rhode Island	4	59	5	63	0	64
South Carolina	17	83	18	101	18	102
South Dakota	2	150	2	149	2	149
Tennessee	22	146	22	147	22	147
Texas	126	1,206	127	1,225	127	1,226
Utah	10	156	10	160	10	160
Vermont	39	343	12	299	59	235
Virginia	31	132	32	132	32	133
Washington	50	332	48	334	37	336
West Virginia	16	57	15	57	9	57
Wisconsin	15	448	18	462	18	463
Wyoming	5	48	6	48	6	48

Funding for the EHCY program increased by 21% or approximately $14.5 million between FYs 2016 and 2018. The average per-pupil amount increased approximately $18.00 over the three-year period.

Based on funding levels during SY 2018-19, this allowed states to provide an average per pupil amount of $94.99 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 2016-17	Allocations FY 2016	Homeless students SY 2017-18	Allocations FY 2017	Homeless students SY 2018-19	Allocations FY 2018
United States	1,358,077	$68,844,961	1,508,265	$75,638,000	1,387,573	$83,420,000
Alabama[1]	15,931	1,097,307	15,023	1,226,417	16,118	1,318,692
Alaska	4,041	192,491	3,769	207,680	3,576	231,620
Arizona	25,454	1,519,858	24,399	1,701,414	21,062	1,903,346
Arkansas	13,104	711,661	14,052	788,813	13,910	825,329
Bureau of Indian Education	2,256	700,000	2,420	770,000	1,231	850,000
California	262,935	8,176,567	263,058	9,004,642	271,528	10,563,703
Colorado	21,062	696,654	22,369	739,995	21,560	815,878
Connecticut	4,293	573,359	5,015	639,329	4,722	650,436
Delaware	3,018	218,903	3,484	249,625	3,547	270,919
District of Columbia	6,415	205,265	7,445	234,104	6,858	274,538
Florida	75,106	3,805,384	95,167	4,246,399	91,068	4,581,364
Georgia	38,336	2,417,445	39,571	2,648,468	38,891	2,823,303
Hawaii	2,958	250,839	3,101	263,033	3,600	257,105
Idaho	7,512	266,853	8,080	280,569	7,810	311,864
Illinois	51,617	3,105,256	52,978	3,331,432	55,752	3,609,246
Indiana	18,431	1,183,406	18,625	1,297,977	18,252	1,424,492
Iowa	6,789	439,270	7,124	472,266	7,295	517,529
Kansas	9,297	511,750	8,471	519,178	8,369	496,391
Kentucky	26,826	985,760	23,964	1,139,052	24,177	1,270,956
Louisiana	30,481	1,337,278	18,320	1,552,034	17,330	1,812,026
Maine	2,515	243,011	2,443	260,890	2,552	288,739
Maryland	17,122	1,030,974	17,601	1,143,797	16,202	1,285,503
Massachusetts	20,872	1,073,618	23,601	1,199,220	24,658	1,240,131
Michigan	36,811	2,171,535	35,193	2,451,845	34,853	2,539,460
Minnesota	17,750	764,878	16,698	797,462	17,071	902,554
Mississippi	9,979	818,753	9,815	976,340	7,003	1,101,416
Missouri	33,857	1,099,270	36,006	1,227,519	34,029	1,274,901
Montana	3,606	210,834	3,977	232,814	4,216	257,375
Nebraska	3,592	325,732	3,723	362,843	4,375	381,686
Nevada[2]	16,765	562,455	20,685	647,028	18,647	698,674
New Hampshire[3]	3,913	198,577	3,982	210,745	4,021	212,504
New Jersey	10,994	1,597,434	13,234	1,790,523	13,929	1,915,528
New Mexico	11,625	514,359	10,683	579,563	11,588	690,184

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, 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
New York	148,418	5,303,566	153,209	5,950,585	148,485	6,461,653
North Carolina	29,297	1,991,387	28,877	2,217,017	34,725	2,404,094
North Dakota	2,153	175,000	2,156	192,500	2,530	212,500
Ohio	30,385	2,655,242	34,180	2,663,310	32,780	2,945,208
Oklahoma	27,096	742,595	25,623	826,276	23,372	1,003,705
Oregon	24,322	670,644	23,141	742,271	23,765	763,697
Pennsylvania	25,109	2,668,736	30,624	3,054,701	31,822	3,422,968
Puerto Rico	4,736	1,799,585	6,707	1,961,751	4,717	2,070,617
Rhode Island	1,231	234,839	1,523	263,235	1,475	274,753
South Carolina	11,767	1,120,247	12,426	1,192,315	12,545	1,290,323
South Dakota	2,018	206,160	2,037	229,740	1,907	257,233
Tennessee	16,851	1,410,301	17,766	1,480,148	19,747	1,626,191
Texas	111,177	6,398,616	231,305	6,964,299	114,055	8,068,375
Utah	15,438	411,241	13,838	424,595	13,745	418,991
Vermont	1,097	175,000	--	192,500	1,008	212,500
Virginia	20,593	1,227,620	20,393	1,309,517	20,443	1,388,674
Washington	40,930	1,057,610	40,112	1,102,252	39,972	1,176,669
West Virginia	9,024	408,193	9,716	475,684	10,522	519,062
Wisconsin	19,264	1,006,643	18,853	1,009,788	18,394	1,092,895
Wyoming	1,908	175,000	1,703	192,500	1,764	212,500

[1]Alabama counts only include those students who were homeless on the last day of school.
[2]A change in Nevada's data software may have resulted in lower counts for SY 2016-17.
[3]New Hampshire counts only include those students identified by October 1, 2018.

While the majority of this report focuses on students enrolled in public schools, SEAs also provide information on the number of young children served by subgrants. These children received education and related services as a result of the subgrants, but may not be enrolled in public school, due to their age and whether the school district administers universal preschool programs or not.

Table 3. Number of children aged birth to 5 but not enrolled in Kindergarten served by McKinney-Vento subgrants: School Years 2016-17, 2017-18, and 2018-19

Grade	SY 2016-17	SY 2017-18	SY 2018-19
Total[1]	62,401	71,887	67,921
Birth to 2	15,827	20,697	19,567
Age 3 through 5	46,574	51,190	48,354

[1]Vermont is excluded for SY 2017-18.

Section

3

Characteristics of Homeless Students

SEAs collect general demographic data for students experiencing homelessness who are enrolled in school.[5] 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

The number of children experiencing homelessness decreased in the lower grades while simultaneously increasing in the higher grades over the three-year period. Grades 5 through 7 and Grade 12 saw the largest increases in the number of homeless students enrolled in school. Altogether, this resulted in a 2% increase in the number of students experiencing homelessness over the three year period.

Even as the number of homeless students enrolled in a particular grade has increased, the percentage of homeless students enrolled in each grade has remained stable since at least SY 2013-14 (NCHE, 2017, 2018, 2019). Additionally, the experience of homelessness is nearly evenly split across the grades. School districts identified 8% of homeless students in each grade from Kindergarten through Grade 5. Seven percent of homeless students were identified in each of Grades 6 through 9 and Grade 12. School districts identified 6% of homeless students in each of Grades 10 and 11. Only 3% of enrolled homeless students were identified as aged three to five; this is likely impacted by the fact that not all school districts offer public preschool.

Table 4. Number of and percent change in homeless students enrolled by grade, School Years 2016-17 through 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 12

Grade[1]	SY 2016-17[2]	SY 2017-18[3]	SY 2018-19[4]	Percent change SYs 2016-17 to 2018-19
Total	1,358,077	1,508,265	1,387,573	2.1
Age 3 through 5	43,365	51,165	46,673	7.6
Kindergarten	116,061	123,754	114,366	-1.5
1st	115,974	122,992	111,825	-3.6
2nd	115,484	124,117	110,167	-4.6
3rd	115,946	125,965	112,458	-3.0
4th	109,139	122,687	110,679	1.4
5th	103,223	117,486	108,631	5.2
6th	95,405	108,811	103,088	8.5
7th	89,756	102,048	96,127	7.1

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[5]Enrolled is defined as attending classes and participating fully in school activities (42 U.S.C. § 11434a(1)).

Table 4. Number of and percent change in homeless students enrolled by grade, School Years 2016-17 through 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 12, cont'd.

Grade[1]	SY 2016-17[2]	SY 2017-18[3]	SY 2018-19[4]	Percent change SYs 2016-17 to 2018-19
8th	88,709	99,310	91,260	2.9
9th	100,243	111,204	103,402	3.2
10th	85,953	96,310	88,820	3.3
11th	79,202	89,741	83,397	5.3
12th	95,903	108,954	103,408	7.8
Ungraded	3,714	3,721	3,272	-11.9

[1] Alabama counts only include those students who were homeless on the last day of school.
[2] A change in Nevada's data software may have resulted in lower counts for SY 2016-17.
[3] Vermont is excluded for SY 2017-18.
[4] New Hampshire counts only include those students identified by October 1, 2018.

Over this three-year period, 14 states reported growth in their identified homeless student populations of 10% or more; five states experienced growth in the homeless student population of 20% or more. In contrast, nine states reported a reduction of 10% or more. Of the nine states, three reported a decrease of 20% or more in the number of identified homeless students. Furthermore, the number of homeless students decreased 8% between SYs 2017-18 and 2018-19.

In SY 2017-2018, several states experienced large increases in students identified as homeless. While the cause of increased homelessness cannot be determined in each state, significant increases in a few of the states can be attributed in part to severe weather events. For example, Texas' student count increased over 100%, Puerto Rico's student count increased 42%, and Florida's student count increased 27% in SY 2017-18.

Table 5. Number of and percent change in homeless students enrolled by state: School Years 2016-17, 2017-18, and 2018-19

State	SY 2016-17	SY 2017-18	SY 2018-19	Percent change SYs 2016-17 to 2018-19
United States	1,358,077	1,508,265	1,387,573	2.2
Alabama[1]	15,931	15,023	16,118	1.2
Alaska	4,041	3,769	3,576	-11.5
Arizona	25,454	24,399	21,062	-17.3
Arkansas	13,104	14,052	13,910	6.2
Bureau of Indian Education	2,256	2,420	1,231	-45.4
California	262,935	263,058	271,528	3.3
Colorado	21,062	22,369	21,560	2.4
Connecticut	4,293	5,015	4,722	10.0
Delaware	3,018	3,484	3,547	17.5
District of Columbia	6,415	7,445	6,858	6.9
Florida	75,106	95,167	91,068	21.3
Georgia	38,336	39,571	38,891	1.4
Hawaii	2,958	3,101	3,600	21.7
Idaho	7,512	8,080	7,810	4.0
Illinois	51,617	52,978	55,752	8.0
Indiana	18,431	18,625	18,252	-1.0
Iowa	6,789	7,124	7,295	7.5
Kansas	9,297	8,471	8,369	-10.0
Kentucky	26,826	23,964	24,177	-9.9
Louisiana	30,481	18,320	17,330	-43.1
Maine	2,515	2,443	2,552	1.5
Maryland	17,122	17,601	16,202	-5.4
Massachusetts	20,872	23,601	24,658	18.1
Michigan	36,811	35,193	34,853	-5.3
Minnesota	17,750	16,698	17,071	-3.8
Mississippi[2]	9,979	9,815	7,003	-29.8
Missouri	33,857	36,006	34,029	0.5
Montana	3,606	3,977	4,216	16.9
Nebraska	3,592	3,723	4,375	21.8
Nevada[3]	16,765	20,685	18,647	11.2
New Hampshire[4]	3,913	3,982	4,021	2.8
New Jersey	10,994	13,234	13,929	26.7
New Mexico	11,625	10,683	11,588	-0.3
New York	148,418	153,209	148,485	0.0
North Carolina	29,297	28,877	34,725	18.5

Table 5. Number of and percent change in homeless students enrolled by state: School Years 2016-15, 2017-18, and 2018-19, cont'd.

State	SY 2016-17	SY 2017-18	SY 2018-19	Percent change SYs 2016-17 to 2018-19
North Dakota	2,153	2,156	2,530	17.5
Ohio	30,385	34,180	32,780	7.9
Oklahoma	27,096	25,623	23,372	-13.7
Oregon	24,322	23,141	23,765	-2.3
Pennsylvania	25,109	30,624	31,822	26.7
Puerto Rico	4,736	6,707	4,717	-0.4
Rhode Island	1,231	1,523	1,475	19.8
South Carolina	11,767	12,426	12,545	6.6
South Dakota	2,018	2,037	1,907	-5.5
Tennessee	16,851	17,766	19,747	17.2
Texas	111,177	231,305	114,055	2.6
Utah	15,438	13,838	13,745	-11.0
Vermont	1,097	--	1,008	-8.1
Virginia	20,593	20,393	20,443	-0.7
Washington	40,930	40,112	39,972	-2.3
West Virginia	9,024	9,716	10,522	16.6
Wisconsin	19,264	18,853	18,394	-4.5
Wyoming	1,908	1,703	1,764	-7.5

[1]Alabama counts only include those students who were homeless on the last day of school.

[2]Mississippi counts do not include data on students identified as homeless but who declined assistance from the schools.

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

[4]New Hampshire counts only include those students identified by October 1, 2018.

Figure 2. Percent change in enrolled homeless students by state, School Years 2016-17 through 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 12

| 8.6% or more decrease (N=9) | 8.5% - 0.5% decrease (N=11) | 0.0% no change (N=3) | 0.5% - 8.5% increase (N=15) | 8.5% or more increase (N=15) |
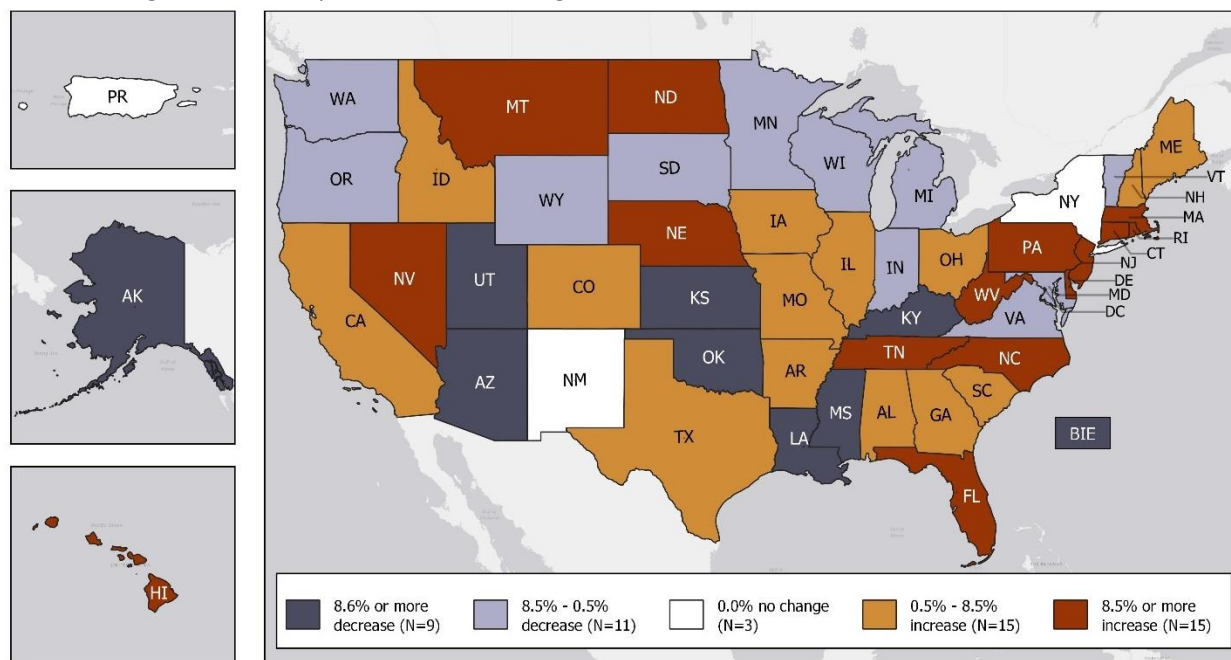
Primary Nighttime Residence

Pursuant to the McKinney-Vento Act, to be considered *homeless*, an individual must lack a "fixed, regular, and adequate" nighttime residence (42 U.S.C. § 11434a(2)). For data collection purposes, the various housing situations that qualify as homeless are divided into four categories: shelters and transitional housing, unsheltered, hotels or motels, and doubled-up. The *shelters and transitional housing* category includes all types of homeless shelters and transitional living programs. During SYs 2016-17 and 2017-18, the shelters and transitional housing category also included students awaiting foster care placement; this language was removed from the definition for all states in SY 2018-19. *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, school district liaisons submit data based on the type of housing used by the students 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 2018-19, seven states did not provide complete data on primary nighttime residences used by homeless students, while an additional four

states provided data for more students by primary nighttime residence than enrolled by grade.[6] 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 and percent change, by primary nighttime residence: School Years 2016-17, 2017-18, and 2018-19

Type of Residence[1]	SY 2016-17	SY 2017-18	SY 2018-19	Percent Change SY 2016-17 to SY 2018-19
Total	1,355,435	1,507,904	1,379,043	1.7
Shelters, transitional housing[2]	187,879	182,659	167,634	-10.8
Unsheltered	50,187	102,527	55,306	10.2
Hotels/Motels	90,087	105,574	97,640	8.4
Doubled-up	1,027,282	1,117,144	1,058,463	3.0

[1]Enrolled students include those aged 3 through 5, Kindergarten through Grade 13, and Ungraded. The following states included children aged Birth to 2: Colorado (SY 2018-19), North Carolina (SY 2017-18) and North Dakota (SYs 2017-18, 2018-19). Vermont is excluded for SY 2017-18.
[2]This category includes students awaiting foster care placement for SYs 2016-17 and 2017-18.

Over a three-year period, the percentage of homeless students living in a particular type of housing remained relatively stable in SY 2016-17 to SY 2018-19, with one exception. The number of students in the sheltered category has decreased by 11% over the three year period. This can be partly attributed to the removal of awaiting foster care placement from the homeless definition when the McKinney-Vento Act was reauthorized in 2015. States that did not have a statutory law that defined or described awaiting foster care placement stopped including students awaiting placement in their homeless counts on December 10, 2016. States with such a statutory law stopped including students awaiting foster care placement in their homeless counts on December 10, 2017. As a result, students in the sheltered category made up 14% of homeless students in SY 2016-17 but only accounted for 12% of students in SY 2018-19.

In examining single-year changes a dramatic trend became apparent in the unsheltered category. The number of students living in unsheltered situations jumped by 104% between SYs 2016-17 and 2017-18 and subsequently decreased by 46% during SY 2018-19. While students living in unsheltered situations only accounted for 7% of the homeless student population in SY 2017-18, the increase in unsheltered students during SY 2017-18 represents the largest increase in a single type of housing used

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[6]Arizona allowed school districts to submit "other" as a type of primary nighttime residence in SYs 2015-16 and 2018-19. Additionally, the following states did not provide nighttime residence data for all students: Arizona, Arkansas (SYs 2017-18, 2018-19), District of Columbia (SYs 2017-18 and 2018-19), Hawaii (SY 2016-17), Illinois, Indiana (SY 2016-17), Montana (SY 2018-19), Nevada (SY 2017-18), New Hampshire (SY 2017-18), New Mexico (SYs 2016-17, 2018-19), Oklahoma (SY 2017-18), South Carolina (SY 2018-19), Tennessee (SYs 2016-17, 2017-18), and West Virginia (SY 2015-16). The following states reported more students by nighttime residence than grade, possibly due to the inclusion of children under the age of five who are not enrolled in school or students in grade 13: Alabama (SYs 2017-18), Colorado (SY 2018-19), Hawaii (SY 2018-19), New Mexico (SY 2017-18), North Carolina (SYs 2016-17, 2018-19), North Dakota, Pennsylvania (SY 2017-18), and West Virginia (SY 2016-17).

by students since data have been collected (NCHE, 2019). The sudden rise and drop in the number of students living in unsheltered situations can be attributed in part to a number of severe weather events based on information provided by states.

Figure 3. Percentage of enrolled homeless students by primary nighttime residence, School Year 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 13
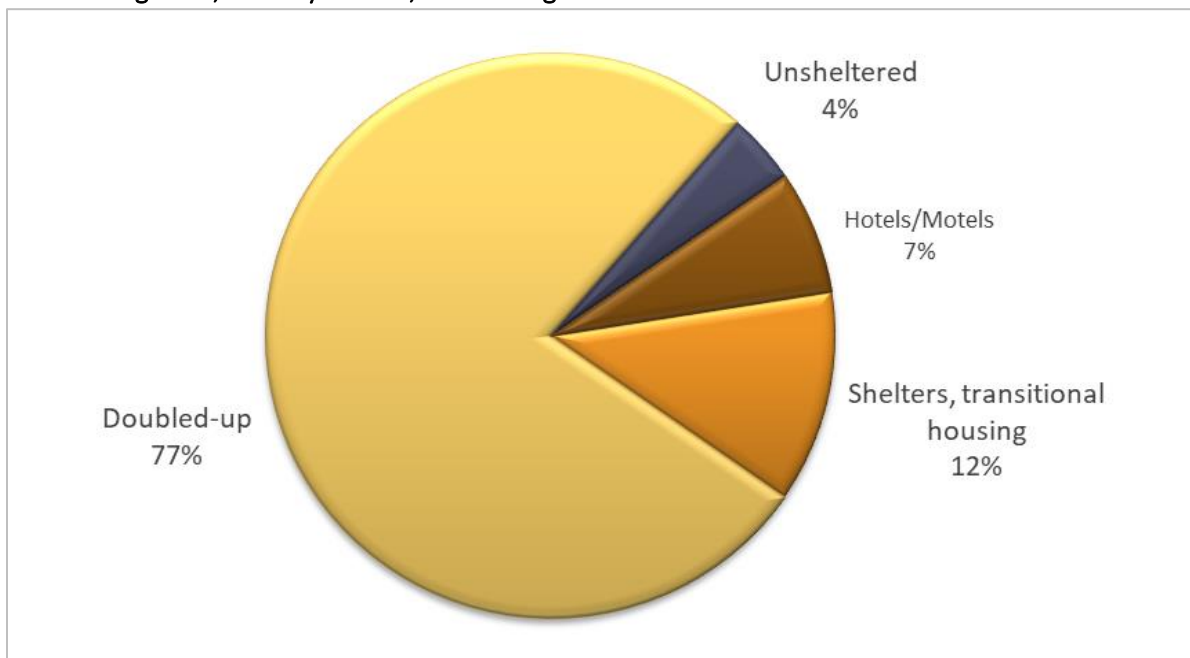
Starting with SY 2017-18, school districts began reporting the primary nighttime residence of unaccompanied homeless youth. The percentage of unaccompanied homeless youth residing in shelters or in unsheltered situations is similar to the rates for homeless students overall. However, while 77% of homeless students overall lived doubled-up with others in SY 2018-19, 84% of unaccompanied homeless youth lived in doubled-up situations that year. Additionally, while 7% of homeless students overall resided in hotels or motels in SY 2018-19, less than 2% of unaccompanied homeless youth did that year.

Table 7. Number and percent of enrolled unaccompanied homeless youth, by primary nighttime residence: School Years 2017-18 and 2018-19

Type of Residence[1]	SY 2017-18	Percent of Unaccompanied Homeless Youth	SY 2018-19[4]	Percent of Unaccompanied Homeless Youth	Percent Change SYs 2017-18 to 2018-19
Total	116,067	100.0	124,255	100.0	7.1
Shelters, transitional housing[2]	16,300	14.0	13,221	10.6	-18.9
Unsheltered	5,067	4.4	5,041	4.1	-0.5
Hotels/Motels	2,093	1.8	1,838	1.5	-12.2
Doubled-up	92,607	79.8	104,155	83.8	12.5

[1]Enrolled students include those aged 3 through 5, Kindergarten through Grade 13, and Ungraded. The following states included children aged Birth to 2: Colorado (SY 2018-19), North Carolina (SY 2017-18), and North Dakota (SYs 2017-18, 2018-19). Puerto Rico is excluded.
[2]This count includes students awaiting foster care placement for SY 2017-18.
[3]Alabama, Delaware, Minnesota, Ohio, Oklahoma, Puerto Rico, Vermont, and Virginia did not provide residence data for SY 2017-18. Arizona, North Dakota, Oregon, and Tennessee did not provide residence data for all unaccompanied homeless youth.
[4]Arizona, the District of Columbia, New Mexico, and South Carolina did not provide residence data for all unaccompanied homeless youth enrolled in school. Illinois provided residence data for more unaccompanied homeless youth than were enrolled in school.

Subgroups of Enrolled Homeless Students

ED*Facts* data include 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 or only some of the categories.

Table 8. Number and percentage of enrolled homeless students, by subgroup: School Years 2016-17, 2017-18, and 2018-19

Subgroup[1]	SY 2016-2017		SY 2017-2018[2]		SY 2018-2019[3]	
	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students	Enrolled Homeless Students	Percent of Homeless Students
Unaccompanied homeless youth[4]	118,364	8.7	129,370	8.6	125,729	9.1
Migratory students[5]	16,170	1.2	16,054	1.1	16,938	1.2
English Learners	216,633	16.0	261,384	17.3	226,724	16.3
Children with disabilities	247,597	18.2	271,464	18.0	266,739	19.2

[1]Alabama counts only include those students who were homeless on the last day of school.
[2]Vermont is excluded from all subgroups for SY 2017-18.
[3]New Hampshire counts only include those students identified by October 1, 2018.
[4]This count excludes New Jersey for SY 2016-17.
[5]Connecticut, the District of Columbia, Puerto Rico, Rhode Island, and West Virginia do not operate migrant programs.

The McKinney-Vento Act defines an *unaccompanied youth* as a homeless child or youth not in the physical custody of a parent or guardian (42 U.S.C. § 11434(a)(6)).[7] 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 reported that unaccompanied youth made up 5% or more of the homeless student population, while 25 states indicated unaccompanied youth account for 10% or more of their homeless students.

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[7]Prior to the reauthorization of the Elementary and Secondary Education Act (ESEA) by the Every Student Succeeds Act (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 2018-19:
Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 13
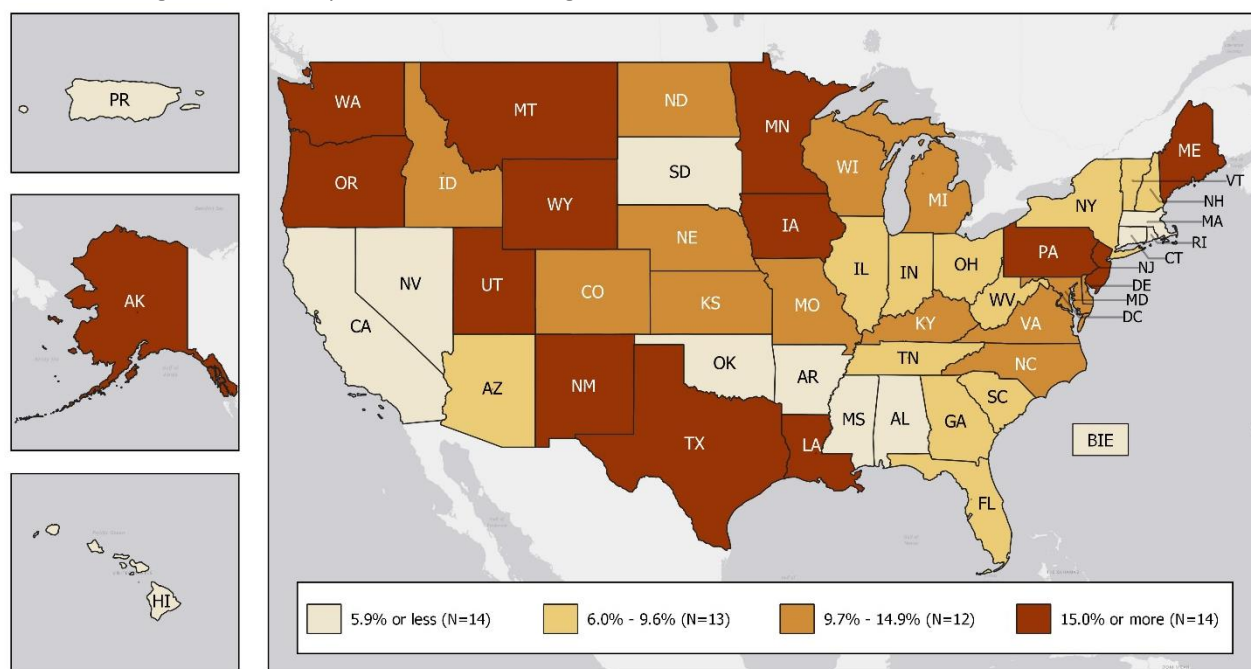
The smallest subgroup of students experiencing homelessness are migratory students (as defined under the Migrant Education program),[8] with only 16,938 homeless, migratory students identified during SY 2018-19. The number of homeless students in this subgroup has remained stable.

Homeless students who are English learners make up the second largest subgroup of enrolled students. The definition of *English learner* is included in section 8101(20) of the ESEA. While English learners make up 16% of the homeless student population, they make up only 10% of the total student population (Hussar et al, 2020).

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[8]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" (20 U.S.C. § 6399).

Figure 5. Percentage of enrolled homeless students who are English Learners, School Year 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 13
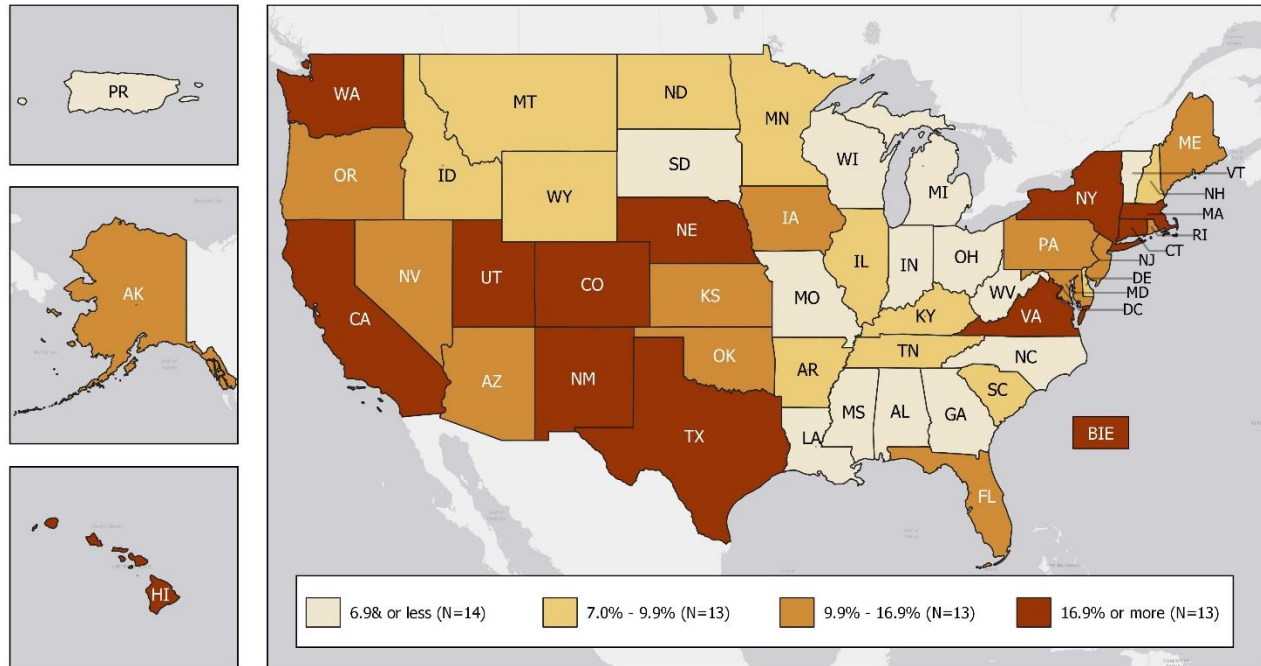
Children with disabilities, as defined by IDEA, comprise the largest subgroup of homeless students enrolled in public schools. The percentage of homeless students with an identified disability under IDEA has increased to 19%. Eleven states reported that the percentage of homeless youth who are students with disabilities is 25% 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 14% of the overall student population since SY 2012-13 (Hussar et al, 2020).

Figure 6. Percentage of homeless children and youth with disabilities (IDEA), School Year 2018-19: Ungraded, 3- to 5-year-olds, and Kindergarten to Grade 13

Legend: 17.8% or less (N=13) | 17.9% - 20.8% (N=14) | 20.9% - 23.8% (N=13) | 23.9% or more (N=13)

Section

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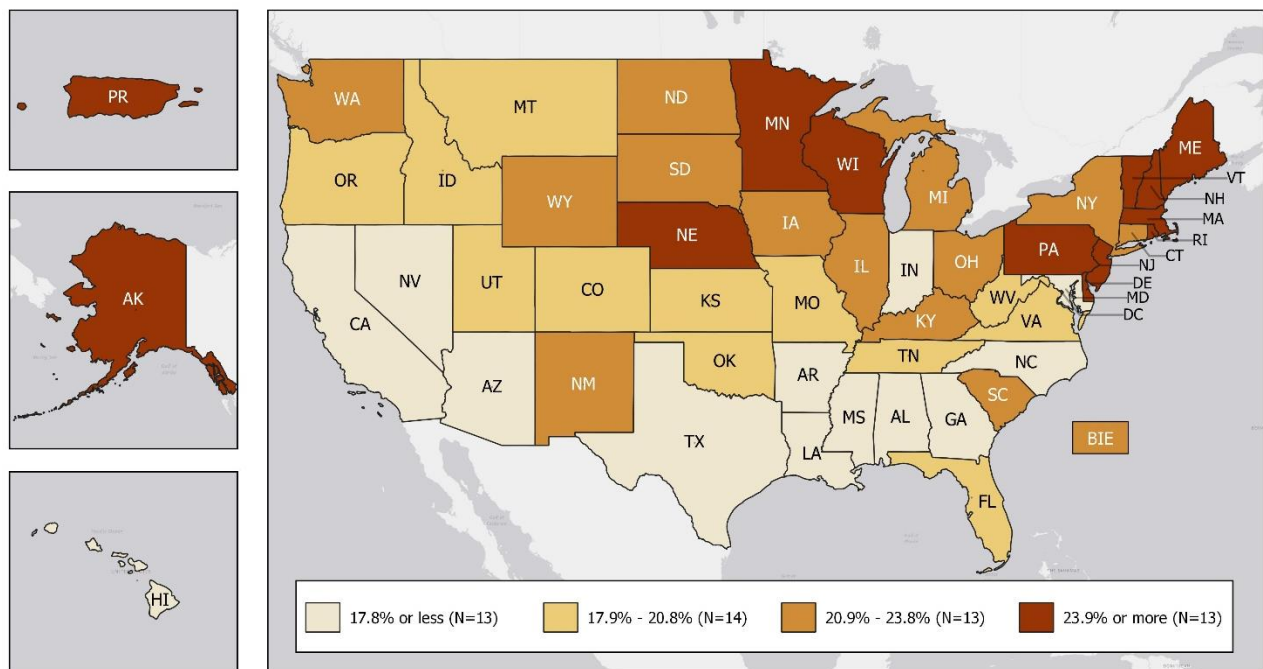
Academic Achievement

To evaluate the yearly performance of states, school districts, 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 (20 U.S.C. § 6311(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 (20 U.S.C. § 6311(2)(B)(v)(II)). ED*Facts* includes data on the performance of homeless students on statewide assessments for each subject area. Data are reported for all students enrolled in the school during the administration of the state's assessments, regardless of how long the students were enrolled in a school.

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, or alternate assessments based on alternate achievement standards) may vary from year to year.[9] 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.

The coronavirus pandemic complicated the collection and quality review of assessment data for SY 2018-19. While states submitted data to ED*Facts* before March 2020, ED was working with states to

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[9]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.

finalize quality reviews as SEAs and school districts closed their buildings in response to the virus. This resulted in a number of unresolved data quality issues. For example, as indicated in footnotes to each table, one State did not provide data for any subject area. Additionally, two states needed part or all of their reading/language arts data suppressed due to inconsistencies between the number of students who participated and who received valid scores. Five states needed part or all of their data suppressed due to the same inconsistencies for mathematics. One state needed its science data suppressed due to the same inconsistencies while two additional states did not provide science assessment data.

With these caveats in mind, the following tables and figures contain snapshots of academic performance aggregated for each state.

Table 9. Number of homeless students who received valid scores and percent proficient on state reading/language arts assessments, by state: School Years 2016-17, 2017-18, and 2018-19

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
United States	533,814	30.0	561,561	28.7	556,488	29.6
Alabama[2]	7,885	23.1	7,884	27.38	8,497	28.6
Alaska	1,639	17.7	1,378	20.10	1,341	18.3
Arizona	9,055	21.5	8,112	23.52	7,302	23.5
Arkansas	7,437	38.6	8,364	28.74	8,413	29.2
Bureau of Indian Education	642	24.1	1,231	7.64	90	7.8
California	126,460	28.6	126,176	30.65	129,995	31.8
Colorado	7,224	18.9	7,153	18.93	7,406	22.1
Connecticut	1,906	19.9	1,974	23.61	2,112	24.6
Delaware	1,272	30.8	791	27.94	609	27.8
District of Columbia	1,999	13.0	2,329	18.46	2,054	19.7
Florida	27,056	31.3	34,214	30.61	33,406	36.0
Georgia	14,592	20.8	15,455	20.96	16,129	23.6
Hawaii	1,591	24.3	1,551	29.14	1,765	27.6
Idaho	3,110	27.0	3,356	31.59	3,268	32.3
Illinois	19,961	13.8	20,813	13.52	20,857	13.9
Indiana	8,237	41.4	8,617	40.93	7,691	25.6
Iowa	2,148	47.7	2,217	47.90	1,974	37.3
Kansas	3,394	18.9	3,376	16.74	3,301	17.8
Kentucky	10,208	41.3	7,836	44.50	10,939	39.2
Louisiana	13,325	62.3	7,739	52.60	7,288	52.7
Maine	596	22.1	811	25.52	817	31.1
Maryland	7,108	16.1	6,652	19.26	6,308	20.3
Massachusetts	8,503	25.9	8,893	26.52	10,342	22.6
Michigan	13,799	26.7	13,231	20.49	13,237	27.0
Minnesota	6,437	26.0	7,375	25.83	6,464	25.8

Table 9. Number of homeless students who received valid scores and percent proficient on state reading/language arts assessments, by state: School Years 2016-17, 2017-18, and 2018-19 cont'd.

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
Mississippi	5,768	20.2	5,461	22.54	3,335	29.6
Missouri	11,176	35.5	13,396	24.84	13,174	22.7
Montana	1,031	26.2	1,450	21.59	1,135	23.1
Nebraska	1,491	21.2	1,445	20.00	1,771	21.3
Nevada	6,943	28.0	2,848	24.26	7,100	28.4
New Hampshire	1,729	29.7	1,720	30.52	1,805	27.3
New Jersey	6,048	25.9	6,859	26.07	7,255	28.2
New Mexico	3,976	14.8	4,408	14.52	--	--
New York	49,087	24.3	49,224	27.80	52,273	34.3
North Carolina	12,645	21.1	12,424	22.11	15,528	23.9
North Dakota	771	21.8	780	22.18	899	25.0
Ohio	11,522	34.0	13,422	33.87	14,410	35.8
Oklahoma	8,531	24.8	9,274	21.16	9,175	19.7
Oregon	9,459	29.7	9,037	32.42	9,185	31.2
Pennsylvania	9,275	33.7	10,834	32.98	12,073	34.1
Puerto Rico	1,293	44.0	3,777	42.65	2,281	39.4
Rhode Island	559	18.8	705	15.32	741	20.9
South Carolina	4,847	22.0	5,341	23.68	5,396	28.6
South Dakota	743	25.3	741	22.94	732	21.2
Tennessee	4,945	18.1	6,902	17.10	7,430	17.0
Texas	34,348	55.1	51,696	33.37	36,426	29.4
Utah	7,063	19.7	6,086	20.00	6,069	20.8
Vermont	289	22.5	--	--	--	--
Virginia	8,889	57.1	8,840	55.44	8,848	51.6
Washington	15,235	34.4	15,728	34.42	15,378	33.9
West Virginia	3,264	31.5	3,927	28.88	4,280	31.8
Wisconsin	6,678	14.4	7,058	14.21	7,507	11.9
Wyoming	625	31.8	650	28.77	677	30.7

[1]Data from SY 2018-19 do not include Vermont due to lack of reported test scores. This count excludes data reported from the following states and grades due to inconsistencies between the number of students who participated and those with valid scores: Montana, Grades 5 and 11; New Mexico, all grades. New Hampshire counts only include those students identified by October 1, 2018.
[2]Alabama counts only include those students who were homeless on the last day of school.

Table 10. Number of homeless students who received valid scores and percent proficient on state mathematics assessments, by state: School Years 2016-17, 2017-18, and 2018-19

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
United States	541,888	25.4	569,035	23.7	553,202	24.5
Alabama[2]	7,912	27.1	7,905	28.8	8,554	29.8
Alaska	1,653	13.9	1,399	15.4	1,354	16.7
Arizona	9,105	21.6	8,160	23.6	7,300	21.2
Arkansas	7,546	34.1	8,381	31.4	8,419	31.7
Bureau of Indian Education	618	19.6	1,138	4.4	92	2.2
California	128,035	19.2	127,277	20.9	131,704	21.7
Colorado	7,284	10.8	7,214	10.9	7,445	12.1
Connecticut	1,995	11.9	2,441	12.8	2,318	13.4
Delaware	1,276	22.5	789	21.4	599	20.5
District of Columbia	2,001	13.3	2,373	15.8	2,065	15.6
Florida	27,068	35.3	33,342	34.5	31,865	39.0
Georgia	16,347	20.1	17,274	20.8	14,472	23.4
Hawaii	1,603	19.2	1,579	19.8	1,810	18.5
Idaho	3,131	20.2	3,383	22.4	3,338	23.0
Illinois	20,323	9.5	21,130	9.2	20,791	9.2
Indiana	8,403	31.5	8,743	32.2	7,810	22.5
Iowa	2,170	47.2	2,241	46.3	851	38.8
Kansas	3,471	14.5	3,487	12.8	3,427	13.8
Kentucky	10,412	30.1	7,887	33.4	11,191	27.7
Louisiana	13,075	53.8	7,926	45.4	7,299	43.8
Maine	618	15.4	878	12.4	920	12.6
Maryland	7,330	15.5	6,561	11.9	6,348	12.7
Massachusetts	8,541	20.6	8,918	20.1	1,592	20.8
Michigan	13,856	17.3	13,315	15.2	13,290	17.0
Minnesota	6,367	22.4	7,284	20.8	6,520	19.2
Mississippi	5,690	17.8	5,464	21.5	3,300	31.5
Missouri	11,221	22.5	13,397	18.2	13,225	16.4
Montana	1,071	18.6	1,434	14.0	1,099	16.0
Nebraska	1,590	37.6	1,434	19.4	1,767	20.8
Nevada	7,295	24.6	2,841	16.3	7,057	19.1
New Hampshire	1,757	22.0	1,774	19.7	1,835	19.3
New Jersey	6,103	15.4	7,106	15.5	7,437	16.2
New Mexico	3,952	9.3	4,371	9.2	5,082	9.4
New York	51,728	22.6	51,690	24.0	54,590	32.2
North Carolina	12,601	20.9	12,201	18.9	15,300	19.1
North Dakota	768	13.8	787	19.7	919	20.9

Table 10. Number of homeless students who received valid scores and percent proficient on state mathematics assessments, by state: School Years 2016-17, 2017-18, and 2018-19, cont'd.

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
Ohio	11,130	34.3	13,149	31.6	14,103	32.1
Oklahoma	8,618	22.8	9,253	17.9	9,141	18.8
Oregon	9,597	18.0	9,108	18.2	9,318	17.6
Pennsylvania	9,590	18.4	11,997	15.0	12,405	17.7
Puerto Rico	1,290	37.7	3,768	37.9	2,276	34.4
Rhode Island	570	11.1	744	9.0	736	9.6
South Carolina	4,856	24.3	5,345	24.8	5,394	28.0
South Dakota	750	19.1	752	15.7	741	12.4
Tennessee	4,827	19.1	6,984	16.5	7,536	19.0
Texas	32,957	63.3	50,380	35.8	34,240	32.8
Utah	7,035	21.0	6,044	19.8	6,090	18.8
Vermont	297	15.8	--	--	--	--
Virginia	11,013	48.4	10,673	47.1	10,373	55.1
Washington	14,727	25.1	15,576	24.9	15,299	22.9
West Virginia	3,265	21.2	3,927	23.0	4,276	26.6
Wisconsin	6,816	12.2	7,154	13.0	7,591	11.8
Wyoming	634	24.6	657	23.1	698	26.4

[1]Data from SY 2018-19 do not include Vermont due to lack of reported test scores. This count excludes data reported from the following states and grades due to inconsistencies between student participated and scored counts: Georgia, Grades 9 through 12; Iowa, Grades 4,5,7, and 11; Massachusetts, Grades 3,4,6,7,8, and 10; Montana, Grades 5 and 8; New Mexico, Grade 8. New Hampshire counts only include those students identified by October 1, 2018.
[2]Alabama counts only include those students who were homeless on the last day of school.

Table 11. Number of homeless students who received valid scores and percent proficient on state science assessments, by state: School Years 2016-17, 2017-18, and 2018-19

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
United States	164,330	37.8	207,989	25.6	213,988	28.4
Alabama[2]	3,053	18.6	3,030	23.56	3,285	24.4
Alaska	557	23.3	592	23.14	503	21.5
Arizona	3,046	34.9	3,117	31.57	2,814	30.5
Arkansas	7,479	27.0	8,304	25.35	8,400	25.3
Bureau of Indian Education	--	--	447	9.17	18	11.1
California	--	--	51,568	0.20	48,623	14.2
Colorado	2,701	11.2	2,529	9.61	2,673	10.2
Connecticut	707	40.0	--	--	883	21.4
Delaware	537	22.9	10	0.00	247	15.4
District of Columbia	--	--	--	--	713	3.1
Florida	8,785	33.0	11,587	34.06	11,080	37.3
Georgia	5,962	21.4	6,179	21.48	6,362	23.3
Hawaii	589	23.9	633	23.22	645	25.1
Idaho	1,229	39.5	1,230	40.98	1,288	36.3
Illinois	0		7,517	23.80	7,686	22.8
Indiana	3,307	37.3	3,422	33.26	2,994	24.0
Iowa	833	53.5	857	54.26	841	28.7
Kansas	1,326	20.2	1,317	16.70	1,309	16.3
Kentucky	1,055	26.3	3,136	18.43	4,378	16.6
Louisiana	12,913	56.0	757	75.96	7,085	39.2
Maine	319	34.2	341	31.67	398	31.2
Maryland	813	66.9	--	--	2,507	21.9
Massachusetts	3,453	20.1	3,405	21.76	3,943	21.7
Michigan	5,864	10.9	178	61.24	177	53.1
Minnesota	2,358	21.2	2,664	21.51	2,338	18.9
Mississippi	2,254	36.6	2,296	40.59	1,285	39.4
Missouri	5,098	25.4	79	18.99	5,345	17.3
Montana	463	44.3	564	31.74	616	31.2
Nebraska	673	31.8	613	26.75	752	28.6
Nevada	2,490	13.5	1,568	13.27	2,557	12.1
New Hampshire	552	13.6	561	16.22	660	16.5
New Jersey	2,214	50.2	--	--	2,449	6.5
New Mexico	1,342	21.9	1,625	20.00	--	--
New York	18,074	58.6	16,259	61.57	21,057	63.6
North Carolina	4,747	32.5	4,670	34.30	5,794	39.9
North Dakota	285	34.7	255	34.51	170	37.1

Table 11. Number of homeless students who received valid scores and percent proficient on state science assessments, by state: School Years 2016-17, 2017-18, and 2018-19, cont'd

Grade	SY 2016-17		SY 2017-18		SY 2018-19[1]	
	Received valid score	Percent proficient	Received valid score	Percent proficient	Received valid score	Percent proficient
Ohio	4,541	37.2	5,093	39.66	5,515	37.1
Oklahoma	3,113	24.4	2,540	25.87	3,478	21.5
Oregon	3,531	40.6	3,609	39.98	--	--
Pennsylvania	3,784	33.9	4,422	33.74	4,895	39.1
Puerto Rico	470	44.7	1,427	48.91	845	44.5
Rhode Island	200	16.5	--	--	264	17.0
South Carolina	4,053	30.2	2,867	30.07	2,887	33.2
South Dakota	261	18.0	267	14.23	262	12.6
Tennessee	4,955	38.2	4,534	33.77	--	--
Texas	13,394	63.2	21,468	37.11	14,527	34.3
Utah	5,841	23.6	4,995	22.48	5,171	23.8
Vermont	111	9.9	--	--	--	--
Virginia	5,089	53.7	5,009	52.80	3,654	49.0
Washington	5,842	41.9	5,888	29.40	5,822	27.6
West Virginia	1,194	25.8	1,487	24.21	1,599	22.3
Wisconsin	2,618	15.7	2,851	17.19	2,948	16.5
Wyoming	255	23.9	222	30.63	246	19.9

[1]Data from SY 2018-19 do not include Oregon, Tennessee, and Vermont due to lack of reported test scores. This count excludes data reported from New Mexico due to inconsistencies between student participated and scored counts. New Hampshire counts only include those students identified by October 1, 2018.
[2]Alabama counts only include those students who were homeless on the last day of school.

Figure 7. Percentage of enrolled homeless students who scored at or above proficient, reading/language arts: School Year 2018-19

Legend:
- 21.9% or less (N=11)
- 22.0% - 25.9% (N=13)
- 25.9% - 30.9% (N=12)
- 30.9% or more (N=15)
- Data not available (N=2)
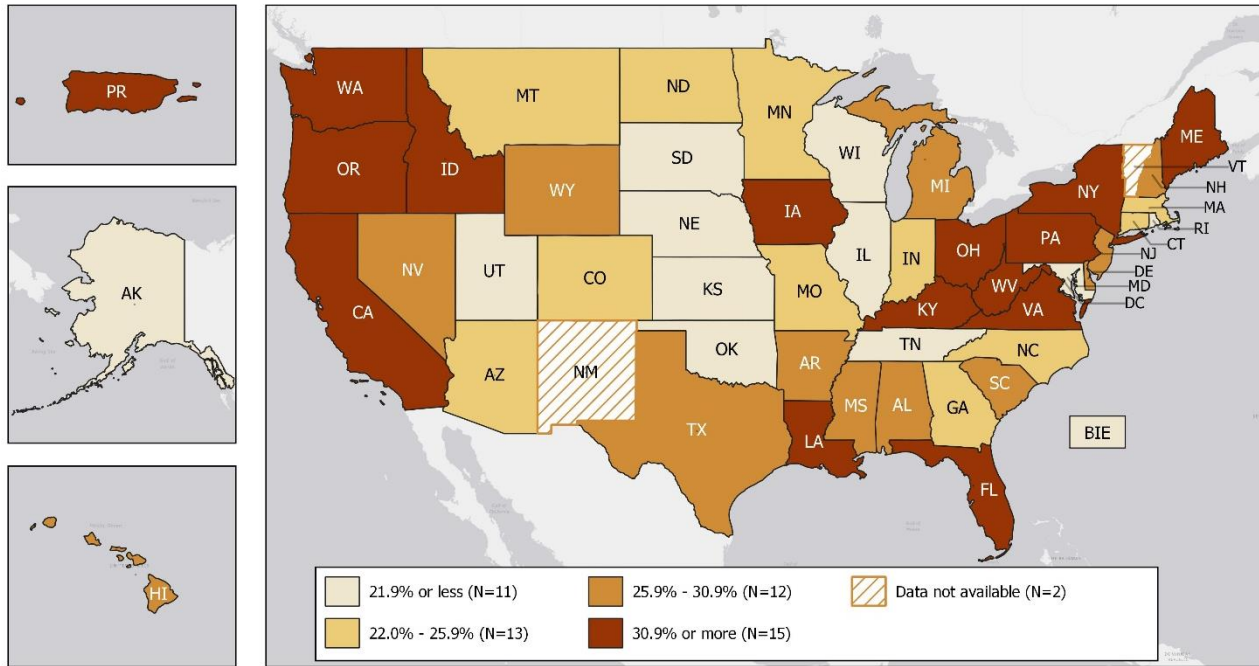
Figure 8. Percentage of enrolled homeless students who scored at or above proficient, mathematics: School Year 2018-19
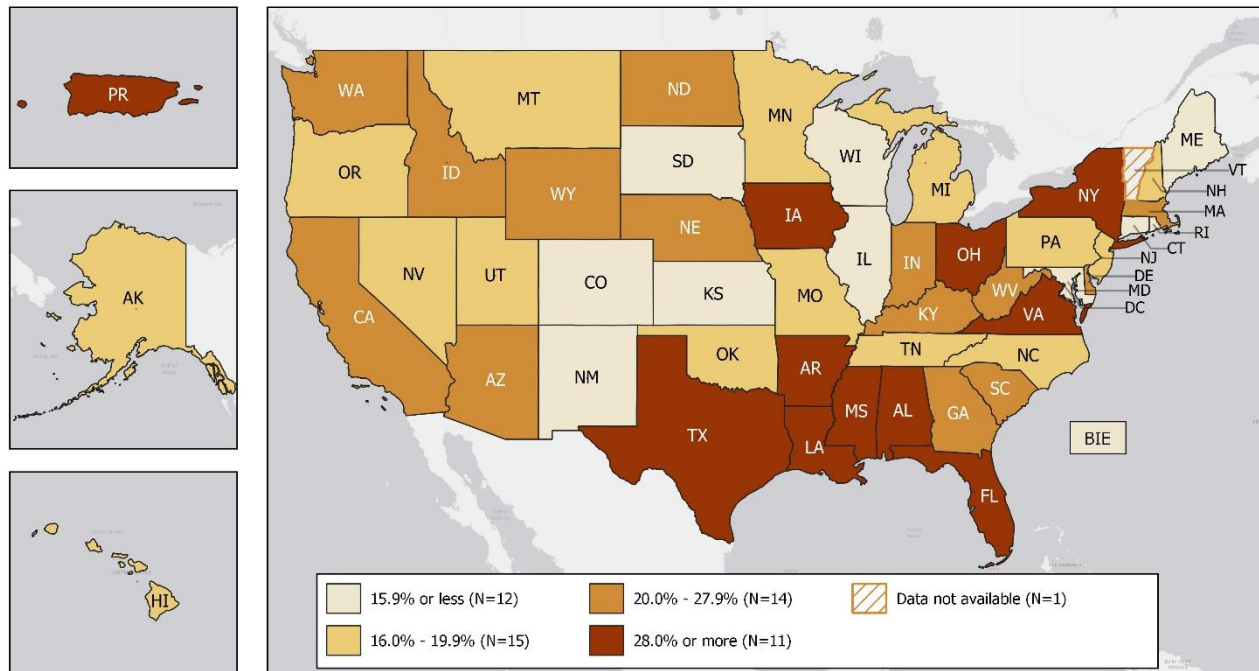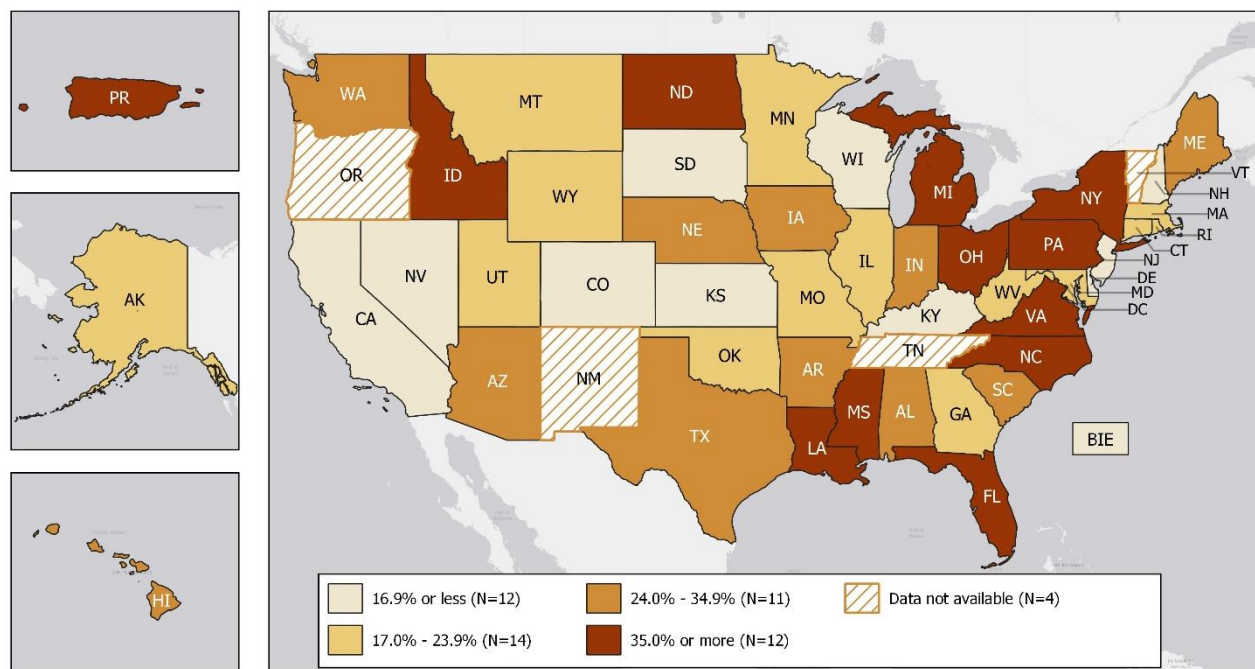

Legend:
- 15.9% or less (N=12)
- 16.0% - 19.9% (N=15)
- 20.0% - 27.9% (N=14)
- 28.0% or more (N=11)
- Data not available (N=1)

Figure 9. Percentage of enrolled homeless students who scored at or above proficient, science: School Year 2018-19

Legend:
- 16.9% or less (N=12)
- 17.0% - 23.9% (N=14)
- 24.0% - 34.9% (N=11)
- 35.0% or more (N=12)
- Data not available (N=4)

In addition to submitting data on the academic achievement of homeless students, states submit data on the academic achievement in reading/language arts, mathematics, and science for other groups of students, including students who are economically disadvantaged. States have the authority to define *economically disadvantaged*. While many states define the term based on eligibility for the school meals program, other states use economic indicators, such as eligibility for social safety net programs like Temporary Aid to Needy Families. Students experiencing homelessness are categorically eligible for the school meals program, but homeless students sometimes encounter barriers that prevent them from accessing the programs. Additionally, depending on the criteria used by the state, it is possible that a homeless student may not qualify as economically disadvantaged. As a result, the two groups are not mutually exclusive but it also cannot be assumed that all homeless students are included in counts of economically disadvantaged students.

Nationally, economically disadvantaged students outscore homeless students by approximately eight to nine percentage points in most subjects and grade levels. All school districts that receive funds under Title I, Part A of the ESEA must include a description of the coordination between the EHCY and Title I, Part A programs in their district plans (20 U.S.C. § 6312(a)(1)(B)) as well as information about the amount and uses of a Title I, Part A set-aside to serve students experiencing homelessness (20 U.S.C. § 6313(c)(3)(A)). Given the differences in assessment scores for economically disadvantaged and homeless students, this information may be particularly relevant for liaisons and Title I, Part A program administrators working together to determine the annual set-aside budget and activities.

Table 12. Percentage of homeless and economically disadvantaged students who received proficient scores on state assessments, by state: School Year 2018-19

State	Homeless			Economically Disadvantaged		
	Percent proficient in RLA[3]	Percent proficient in mathematics[4]	Percent proficient in science[1]	Percent proficient in RLA	Percent proficient in mathematics	Percent proficient in science
United States	29.6	24.5	28.4	37.9	33.9	37.3
Alabama[1]	28.6	29.8	24.4	32.0	33.4	25.5
Alaska	18.3	16.7	21.5	25.7	23.2	29.8
Arizona	23.5	21.2	30.5	32.8	31.9	40.9
Arkansas	29.2	31.7	25.3	34.7	37.9	30.4
Bureau of Indian Education	7.8	2.2	11.1	15.5	10.2	17.8
California	31.8	21.7	14.2	39.2	27.5	18.4
Colorado	22.1	12.1	10.2	29.0	18.1	14.7
Connecticut	24.6	13.4	21.4	37.8	27.0	32.4
Delaware	27.8	20.5	15.4	35.5	25.9	17.5
District of Columbia	19.7	15.6	3.1	21.4	16.6	3.3
Florida	36.0	39.0	37.3	45.6	49.4	46.0
Georgia	23.6	23.4	23.3	32.6	31.8	32.3
Hawaii	27.6	18.5	25.1	40.2	30.3	31.8
Idaho	32.3	23.0	36.3	42.1	32.1	46.8
Illinois	13.9	9.2	22.8	22.6	17.2	32.8
Indiana	25.6	22.5	24.0	34.9	31.8	32.6
Iowa	37.3	38.8	28.7	52.8	54.6	40.7
Kansas	17.8	13.8	16.3	22.9	19.3	22.7
Kentucky	39.2	27.7	16.6	46.3	35.7	20.7
Louisiana	52.7	43.8	39.2	64.1	56.8	50.9
Maine	31.1	12.6	31.2	41.3	22.1	47.2
Maryland	20.3	12.7	21.9	26.6	18.5	24.3
Massachusetts	22.6	20.8	21.7	33.3	29.2	34.5
Michigan	27.0	17.0	53.1	34.3	24.4	56.0
Minnesota	25.8	19.2	18.9	40.0	34.2	30.1
Mississippi	29.6	31.5	39.4	31.3	36.5	43.4
Missouri	22.7	16.4	17.3	34.8	28.3	27.9
Montana	23.1	16.0	31.2	36.0	28.1	50.1
Nebraska	21.3	20.8	28.6	35.4	35.2	45.5
Nevada	28.4	19.1	12.1	38.4	26.9	19.2
New Hampshire[2]	27.3	19.3	16.5	35.6	27.4	23.0
New Jersey	28.2	16.2	6.5	39.6	25.8	10.3
New Mexico	--	9.4	--	26.1	15.1	28.0
New York	34.3	32.2	63.6	43.2	43.4	74.4

Table 12. Percentage of homeless and economically disadvantaged students who received proficient scores on state assessments, by state: School Year 2018-19, cont'd.

State	Homeless			Economically Disadvantaged		
	Percent proficient in RLA[3]	Percent proficient in mathematics[4]	Percent proficient in science[1]	Percent proficient in RLA	Percent proficient in mathematics	Percent proficient in science
North Carolina	23.9	19.1	39.9	30.5	26.8	48.3
North Dakota	25.0	20.9	37.1	32.1	27.0	44.8
Ohio	35.8	32.1	37.1	49.3	46.9	52.9
Oklahoma	19.7	18.8	21.5	25.1	23.8	26.8
Oregon	31.2	17.6	--	41.2	27.5	--
Pennsylvania	34.1	17.7	39.1	45.7	27.8	50.6
Puerto Rico	39.4	34.4	44.5	42.1	29.1	44.2
Rhode Island	20.9	9.6	17.0	23.4	15.4	15.2
South Carolina	28.6	28.0	33.2	36.7	35.0	40.5
South Dakota	21.2	12.4	12.6	35.9	27.7	24.4
Tennessee	17.0	19.0	--	19.9	23.7	--
Texas	29.4	32.8	34.3	36.2	41.5	42.1
Utah	20.8	18.8	23.8	31.1	29.5	33.7
Vermont	--	--	--	--	--	--
Virginia	51.6	55.1	49.0	64.8	72.2	66.8
Washington	33.9	22.9	27.6	44.3	33.4	35.3
West Virginia	31.8	26.6	22.3	33.7	27.5	21.9
Wisconsin	11.9	11.8	16.5	24.2	24.4	29.6
Wyoming	30.7	26.4	19.9	41.7	37.2	34.7

[1]Alabama counts only include those students who were homeless on the last day of school.

[2]New Hampshire counts only include those students identified by October 1, 2018.

[3]This count excludes data reported from the following states and grades due to inconsistencies between the number of students who participated and those with valid scores: Montana, Grades 5 and 11; New Mexico, all grades.

[4]This count excludes data reported from the following states and grades due to inconsistencies between the number of students who participated and those with valid scores: Georgia, Grades 9 through 12; Iowa, Grades 4, 5, 7, and 11; Massachusetts, Grades 3, 4, 6, 7, 8, and 10; Montana, Grades 5 and 8; New Mexico, Grade 8.

Adjusted Cohort Graduation Rates

All states are required to submit data on the adjusted cohort graduation rate (ACGR) for homeless students. An ACGR, as its name implies, follows a cohort of students to determine if they are receiving a regular high school diploma or state approved alternate diploma within four years. Students who transfer out of a state, are incarcerated, deceased, or migrate to another country are removed from the cohort. Between 49% and 86% of homeless students graduated in four years based on the data reported by states.

Every state must report the four-year ACGR; all states except Utah met the requirement for homeless students. Five states reported cohorts that were not consistent with the number of enrolled homeless

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

In addition to the mandatory 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. In reporting graduation rate data to the Department for 2018-2019, 26 States reported a five-year ACGR for homeless students.[10] The five-year ACGR for homeless students was higher than the four-year ACGR in 21 of the 26 states reporting. In 13 of the states, the five-year ACGR was higher than the four-year ACGR by five or more percentage points.

Table 13. Adjusted cohort graduation rates among homeless students: School Year 2018-19

State	4-Year[1]			5-Year[2]		
	Homeless Graduates	Homeless Cohort	Homeless ACGR	Homeless Graduates	Homeless Cohort	Homeless ACGR
Alabama[3]	863	1,062	81.3	--	--	--
Alaska	208	373	55.8	289	415	69.64
Arizona	803	3394	56.8	--	--	--
Arkansas	1,843	2,438	75.6	--	--	--
Bureau of Indian Education	96	149	64.4	--	--	--
California	24,122	34,470	70.0	--	--	--
Colorado	1,783	3,210	55.6	2,061	3,325	61.98
Connecticut	172	259	66.4	--	--	--
Delaware	313	427	73.3	--	--	--
District of Columbia	280	566	49.5	247	510	48.43
Florida	2,534	3,412	74.3	--	--	--
Georgia	3,323	5,198	63.9	2,869	4,307	66.61
Hawaii	231	364	63.5	--	--	--
Idaho	703	1,232	57.1	748	1,172	63.82
Illinois	2,999	4,209	66.5	287	728	71.50
Indiana	844	1,093	77.2	--	--	--
Iowa	674	900	74.9	736	934	78.80
Kansas	894	1,348	66.3	--	--	--
Kentucky	1,276	1,542	82.7	1,116	1,288	86.6
Louisiana	713	1,079	66.1	--	--	--
Maine	329	531	62.0	307	503	61.03
Maryland	720	1,112	64.8	810	1,147	70.62
Massachusetts	1,700	2,786	61.0	--	--	--
Michigan	2,027	3,472	58.4	2,128	3,264	65.20

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[10]State plans are available at https://oese.ed.gov/offices/office-of-formula-grants/school-support-and-accountability/essa-consolidated-state-plans/.

Table 13. Adjusted cohort graduation rates among homeless students: School Year 2018-19, cont'd.

State	4-Year			5-Year[1]		
	Homeless Graduates	Homeless Cohort	Homeless Student ACGR	Homeless Graduates	Homeless Cohort	Homeless ACGR
Minnesota	1,415	2,910	48.6	1,643	3,052	53.83
Mississippi	568	813	69.9	--	--	--
Missouri	2,188	2,878	76.0	--	--	--
Montana	454	644	70.5	--	--	--
Nebraska	194	324	59.9	218	289	75.43
Nevada	706	819	86.2	--	--	--
New Hampshire[4]	312	485	64.3	311	448	69.42
New Jersey	434	582	74.6	425	543	78.27
New Mexico	1,340	2,599	51.6	1,336	2,251	59.35
New York	4,881	8,235	59.3	--	--	--
North Carolina	3,415	4,915	69.5	2,988	4,189	71.33
North Dakota	102	167	61.1	83	150	55.33
Ohio	2,441	4,520	54.0	--	--	--
Oklahoma	1,034	1,444	71.6	--	--	--
Oregon	2,280	4,115	55.4	2,502	4,187	59.76
Pennsylvania	1,514	2,159	70.1	1,629	2,111	77.17
Puerto Rico	317	431	73.6	--	--	--
Rhode Island	122	189	64.6	95	157	59.76
South Carolina	1,279	1,909	67.0	--	--	
South Dakota	43	73	58.9	--	--	--
Tennessee	2,006	2,556	78.5	--	--	--
Texas	19,140	23,975	79.8	19,187	22,828	84.05
Utah[5]	--	--	--	--	--	--
Vermont	95	140	67.9	--	--	--
Virginia	848	1,389	61.1	952	1,429	66.62
Washington	3,601	6,450	55.8	3,897	6,520	59.77
West Virginia	1,030	1,316	78.3	881	1,107	79.58
Wisconsin	1,045	1,532	68.2	--	--	--
Wyoming	216	334	64.7	198	308	64.29

[1]Florida, Illinois, and New Jersey all reported a cohort that is inaccurate due to being smaller than the number of identified homeless students enrolled in Grade 12.

[2]Alabama, Arkansas, Delaware, Indiana, Nevada, New York, Ohio, and Oklahoma adopted a five-year ACGR but did not submit data on a five- year ACGR for homeless students.

[3]Alabama counts only include those students who were homeless on the last day of school.

[4]New Hampshire counts only include those students identified by October 1, 2018.

[5]Utah did not submit any ACGR data for homeless students for SY 2018-19.

Other Federal Agency Programs

The McKinney-Vento Act requires school districts to coordinate the provision of services to homeless students and their families with local social service agencies and other agencies providing services to homeless children and youth (42 U.S.C. § 11432(g)(5)(A)). It also requires each SEA and school district 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)). 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)).

This section provides 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 program administered by the U.S. Department of Health and Human Services' Administration for Children and Families (ACF) and homeless assistance programs administered by the U.S. Department of Housing and Urban Development (HUD). Each program uses different definitions of homelessness, which are outlined in the U.S. Interagency Council on Homelessness publication, *Key Federal Terms and Definitions of Homelessness Among Youth*. .[11]

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.

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 families

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[11] The publication is available at https://www.usich.gov/resources/uploads/asset_library/Federal-Definitions-of-Youth-Homelessness.pdf.

experiencing homelessness, 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) 2018-19, Head Start and Early Head Start served 58,773 homeless children. This represents approximately 6% of the children served by all Head Start programs with no significant increase from the number of homeless children served in PY 2017-18 (HHS, n.d.).

Programs funded by ACF as a part of the CCDF are also required to submit information. CCDF programs gather data on types of child care provided, amounts paid to providers, hours of care provided, and sources of family income, such as housing or Supplemental Nutrition Assistance Program services,[12] as well as information about whether families receiving CCDF services are experiencing homelessness.[13] States are still working to improve their reporting of the new CCDF data element related to homelessness; for FY 2018 preliminary data, nine States and Territories reported missing or invalid data for over 10 percent of their caseload. In the remaining States and Territories, the percentage of families experiencing homelessness ranged from zero to 10 percent. This may be an undercount in some States since the data may not be capturing the full range of circumstances of "children experiencing homelessness" according to the definition in section 725 of Subtitle VII–B of the McKinney-Vento Act, and families may not always self-report accurately their status due to stigma associated with homelessness.

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 through programs administered by HUD. 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 (42 U.S.C. § 11386(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 (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

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[12]To see the latest estimates of children served by the CCDF, visit http://www.acf.hhs.gov/occ/data.

[13] https://www.acf.hhs.gov/occ/resource/fy-2018-preliminary-data-table-19 This table is new for FY 2018, which partially overlaps with SY 2018-19 by 3 months. The table provides the percentage of families served who were identified as experiencing homelessness during FY 2018.

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 by homeless programs, including programs that do not receive HUD funding, into the Homeless Management Information System (HMIS). HUD program data are publicly reported in the Annual Homeless Assessment Report (AHAR). The report is released in two parts: the first provides estimates at the national, state, and local level based on a count of sheltered and unsheltered persons on a single designated night. Part II includes national estimates based on in-depth information gathered over the course of a year about the characteristics of people residing in shelters and their use of the homeless services system. The expanded scope of Part II includes data on outcomes and performance of the homeless service which provides unique insights that cannot be found in Part I. 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 havens,[14] transitional housing, rapid rehousing, permanent supportive housing,[15] and other permanent housing[16] programs all participate in the Housing Inventory Count.

The Housing Inventory Count for January 2019 shows 186,849 emergency shelter and transitional housing beds were available for families experiencing homelessness, with an additional 3,424 emergency and transitional housing beds available for child-only households. This represents 49% of the emergency and transitional housing beds available to persons experiencing homelessness during January 2019. An additional 125,676 permanent housing beds were available for families experiencing homelessness and 89 permanent housing beds were available for persons in child-only households, representing 34% of available permanent housing beds (HUD, 2019). PIT counts from that same time show 171,670 family members from 53,692 families were homeless with an additional 3,976 unaccompanied youth under the age of 18 experiencing homelessness. Of the family members who were homeless during the PIT count, 14,779 of them were unsheltered while 2,102 unaccompanied youth under age 18 were unsheltered (Henry et al, 2020). 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.

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[14]These 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.

[15]These programs provide permanent housing and supportive services to formerly homeless persons with disabilities.

[16]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.

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. § 11434(a)(2), while HUD programs use the definition found in 42 U.S.C. § 114302.
- 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 some Head Start programs have defined program years that operate for less than a calendar year. For example, Migrant and Seasonal Head Start programs operate based on harvesting seasons while other Head Start programs follow the public school calendar.
- 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 like Head Start must consider the needs of all applicants while also prioritizing services for children and families experiencing homelessness.
- 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).

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