DECEMBER 2016

FEDERAL DATA SUMMARY
SCHOOL YEARS 2012-13 TO 2014-15

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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Table of Contents

Summary

This report marks the eleventh school year or reporting year for which the U.S. Department of Education (ED) has collected annual performance data from all states for the Education for Homeless Children and Youth (EHCY) Program[1]. The collection of data through the ED*Facts* Submission System allows the use of unduplicated data for homeless students reported as enrolled in more than one LEA during the reporting year. As a result, this is the only report from ED that makes unduplicated EHCY data publicly available.

The number of homeless students reported as enrolled in public school districts by state educational agencies (SEAs) during School Year 2014-15 was 1,263,323.[2] This total is not intended to indicate the prevalence of children and youth experiencing homelessness. 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 over the three school year comparison period, provided in the order that they appear in the report, include the following:

- The number of school districts which received McKinney-Vento EHCY subgrants increased by nearly 17%, allowing almost one-quarter of school districts to receive a subgrant.
- Funding for the EHCY program remained at roughly the same level between fiscal years 2013 and 2015, increasing by less than 3.5 million dollars.
- States provided an average per pupil rate of $50.08 in federal funding to school districts for the additional supports needed by homeless students.
- The number of identified, enrolled students reported as experiencing homelessness at some point during School Year 2014-15 increased 3.5% over the last three school years.
- Twenty-one states experienced a growth in their homeless student populations of 10% or more during the three year period covered in this report, while only five states experienced a reduction of 10% or more.[3]
- The majority of students experiencing homelessness, 76%, share housing with others due to loss of housing, economic hardship, or a similar reason. Shelters are the next most commonly

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

[2] The California Department of Education encountered significant technical issues during its data collection process for SY 14-15, resulting in many homeless children and youth not being accurately recorded. Their comment should be available at http://www2.ed.gov/admins/lead/account/consolidated/index.html by December 2016.

[3] One of the five States with a decrease in the number of homeless students of 10% or more included Alabama, which experienced technical issues that impacted its data.

used type of housing, as 14% of homeless students resided in shelters. Seven percent had a primary nighttime residence of hotels or motels and 3% were identified as unsheltered.

- The use of hotels and motels grew the most, seeing an increase in use of nearly 19%.
- The change in the unaccompanied homeless youth subgroup was the most marked of the subgroups, with an increase of 21%. Additionally, unaccompanied youth make up 10% or more of the homeless student population in 23 states.
- The category for homeless students with a disability enrolled in school saw a considerable increase, with a change of 13%. While only 13% of all students have an identified disability, 52% of states reported a proportion of homeless students with disabilities of 20% or more.
- Students with limited English proficiency make up more than 10% of the homeless student population in more than one-third of states.
- Due to testing waivers granted during the years covered by this report and many other changes in the standards and administration of assessments, this report does not compare achievement trends over the three years included. Nevertheless, academic proficiency for students identified as homeless at the time of their assessments in reading (language arts) and mathematics decreased to 30% and 25%, respectively.

There are some important caveats besides data quality to consider when interpreting the data summarized in this report. For example, some of the decreasing or irregular performance by homeless students on academic achievement measures may be attributed to the many changes in state curriculum standards and assessments during the comparison period. Reporting on homeless student achievement and graduation rates will become a statutory requirement for SEAs and LEAs starting with School Year 2017-18. This will allow comparisons to be made more easily with other subgroups within a state or school district.

Also, for the first time in our national summary report, a chapter has been included on publicly available data from other federal agencies regarding children and youth experiencing homelessness. The information is aligned as closely as possible to the data included in this report and covers the reporting periods closest to School Year 2014-15. Programs incorporated into this report include Head Start, Child Care Development Fund programs, and Runaway and Homeless Youth programs administered by the U.S. Department of Health and Human Services (HHS), as well as, homeless assistance programs funded by the U.S. Department of Housing and Urban Development (HUD). In recent years, ED agency and program office staff have been working in close coordination through the U.S. Interagency Council on Homelessness to develop interagency plans for ending family, child, and unaccompanied youth homelessness. As ED's legislative reporting requirements, reporting formats, and interagency efforts to prevent and end homelessness develop over the next few years, the content and format of future reports may change.

Section

1

Introduction

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

The ED*Facts* Submission System was created in 2005. This online system allows SEAs to submit data to the U.S. Department of Education (ED) for all education programs, Kindergarten through graduation. Some ED programs allowed voluntary participation prior to School Year (SY) 2008-09; however, all states were required to use the system for data submissions beginning that year. While ED*Facts* data may be corrected at any point during a three-year period prior to archiving, data used in this report mirrors the timelines required for the Consolidated State Performance Report. As such, the data presented in this report reflect submissions made by SEAs to ED prior to July 1, 2015 and April 28, 2016.

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*: http://nche.ed.gov/downloads/data-guide-14-15.pdf.*

Use of Unduplicated Data

Data stored in ED*Facts* includes information collected at the school, local educational agency (LEA), and SEA levels. Prior to submitting student data to the SEA, school districts are to eliminate duplicate counts of students, ensuring that students are represented only one time for each question. However, an LEA can only edit student data for those students provided educational services within its own district. As a result, when LEA data are aggregated to represent the state, duplicate counts of students occur if students have attended more than one LEA during the school year. For this reason, file specifications governing the collection of data also require SEAs to remove duplicate counts of students from data submitted by the LEAs, resulting in counts with fewer redundancies. Therefore, in order to provide the most accurate description of the current status of homeless education, this

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

Included States

For the purposes of this report, the term *state* refers to all reporting entities, including the 50 States, the District of Columbia, and Puerto Rico. Data from schools administered by the Bureau of Indian Education (BIE) were previously included; however, ED*Facts* currently does not contain data for BIE beyond the 2011-12 School Year. As a result, BIE schools were excluded from the report. Hawaii and Puerto Rico each report only one LEA, which is also the SEA.

Information Included in This Report

The information in this report is a compilation of data about students who experienced homelessness during School Years 2012-13, 2013-14, and 2014-15. Students are included in this report if, at any point during those school years, they were determined to be homeless by LEA homeless liaisons and enrolled in school. Children and youth who were not enrolled in school are not

The term "homeless children and youth"—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence…and
(B) includes—
(i) children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
(ii) children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings…
(iii) children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

42 U.S.C. § 11434a(2), 2001

included in this report. Additionally, ED*Facts* also contains data for Grade 13[5]. It was excluded from tables and figures in this report, unless otherwise noted, due to the fact that it was only allowed for School Years 2013-14 and 2014-15. Additionally, only North Carolina reported Grade 13 students; the state identified 23 students experiencing homelessness. As a result, readers are cautioned to read this report with the knowledge that the data are limited; more children and youth experience homelessness in the United States than is reflected here.

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

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

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

Once data is submitted to ED, the National Center for Homeless Education (NCHE) reviews the submissions and related comments, noting data discrepancies. Comments about potential errors or other quality concerns are then provided to the ED*Facts* and State Coordinators for review. At that point, State Coordinators work with the liaisons and data stewards to make necessary corrections, and data is 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 took effect starting on October 1, 2016. As a result, the information included in this report reflects program and legal requirements based on the 2001 reauthorization of the McKinney-Vento Act.

All references in this report to the McKinney-Vento Homeless Assistance Act and its mandates reflect only those included in the McKinney-Vento Act, as amended in 2001.

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

Section

2

State and District Characteristics

To understand the scope and complexities of implementing the McKinney-Vento Act, it helps to understand the school districts it governs. An LEA, or school district, is defined as a public board of education or other public authority that exists to provide administrative control, direction, or services for public schools [20 U.S.C. § 1401(19), 2001]. During the 2014-15 School Year, 17,395 public school districts operated and enrolled students. Of those districts, 91% reported data on students experiencing homelessness. Districts that failed to report data were limited to five states.[6]

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

EHCY subgrants are awarded to public school districts based on the quality of applications submitted for funds and the need demonstrated by applicants. They are used to facilitate the enrollment, attendance, and success in school of homeless children and youth. Nearly 25% of LEAs received a subgrant funded by the McKinney-Vento Act in School Year 2014-15. Only two states had subgrantees that failed to report data.[7]

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

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.

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[6] Illinois, North Carolina, Oregon, Pennsylvania, and Wisconsin. These five states represent roughly 13% of the overall student population experiencing homelessness.

[7] Illinois, Pennsylvania

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 that act as administrative units, enroll students, and provide educational services for students. Other regional subgrants, such as those provided in Illinois, may provide funds to regional LEAs that provide administrative oversight or professional development for other LEAs, but do not actually enroll students. In some instances, these LEAs may or may not provide direct educational services, such as special education services, to students. Examples of regional LEAs that fall into this category include intermediate school districts, educational service units, boards of cooperative educational services, county offices of education, and regional educational service agencies, etc. For the 2014-15 School Year, only New Jersey's SEA awarded a McKinney-Vento subgrant to every LEA within the state through the use of regional subgrants. Table 1 provides a longitudinal snapshot of the change over three years in the number of districts and subgrantees during School Years 2012-13 through 2014-15. Figure 1 shows the percentage of LEAs subgrants for each state.

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

| State	Grantee LEAs SY 12-13	Total LEAs SY 12-13	Grantee LEAs SY 13-14	Total LEAs SY 13-14	Grantee LEAs SY 14-15	Total LEAs SY 14-15
United States	3,688	17,008	4,261	17,170	4,311	17,395
Alabama	42	134	40	135	46	136
Alaska	5	54	5	54	4	54
Arizona	26	666	26	685	29	692
Arkansas	15	258	15	258	15	257
California	143	1,181	126	1,174	118	1,163
Colorado	51	182	51	182	80	182
Connecticut	10	199	12	200	12	204
Delaware	12	43	12	42	13	45
District of Columbia	10	60	9	53	9	64
Florida	48	76	48	74	48	74
Georgia	55	198	55	198	50	198
Hawaii	1	1	1	1	1	1
Idaho	7	149	7	152	8	158
Illinois	780	880	795	880	790	876
Indiana	23	406	26	407	30	410
Iowa	11	348	11	346	11	338
Kansas	9	286	9	286	9	286
Kentucky	17	176	17	176	17	176
Louisiana	15	126	15	132	27	139
Maine	5	245	5	254	6	261
Maryland	14	25	14	25	11	25
Massachusetts	22	403	22	408	27	406

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

State	Grantee LEAs SY 12-13	Total LEAs SY 12-13	Grantee LEAs SY 13-14	Total LEAs SY 13-14	Grantee LEAs SY 14-15	Total LEAs SY 14-15
Michigan	771	891	824	908	823	912
Missouri	11	566	8	567	8	567
Minnesota	11	553	11	548	11	554
Mississippi	18	151	15	151	14	146
Montana	19	412	21	409	19	408
Nebraska	11	286	11	287	11	284
Nevada	6	18	6	18	5	19
New Hampshire	3	195	7	197	7	201
New Jersey	6	672	691	691	681	681
New Mexico	19	146	19	149	15	152
New York	293	981	147	1,003	143	1,015
North Carolina	42	115	42	115	49	266
North Dakota	5	227	5	226	6	225
Ohio	70	1,093	66	1,116	72	1,106
Oklahoma	10	524	10	540	10	542
Oregon	65	197	41	220	41	220
Pennsylvania	715	778	721	788	723	795
Puerto Rico	1	1	1	1	1	1
Rhode Island	5	52	5	55	5	58
South Carolina	14	82	14	83	17	83
South Dakota	2	151	2	151	2	151
Tennessee	13	141	24	140	18	146
Texas	129	1,231	128	1,230	128	1,222
Utah	10	132	10	138	10	148
Vermont	4	361	4	360	35	360
Virginia	31	132	31	132	31	132
Washington	41	295	34	296	34	302
West Virginia	11	57	11	57	11	57
Wisconsin	25	424	25	424	16	449
Wyoming	6	48	6	48	4	48

Figure 1. Percentage of LEAs with subgrants: School Year 2014-15
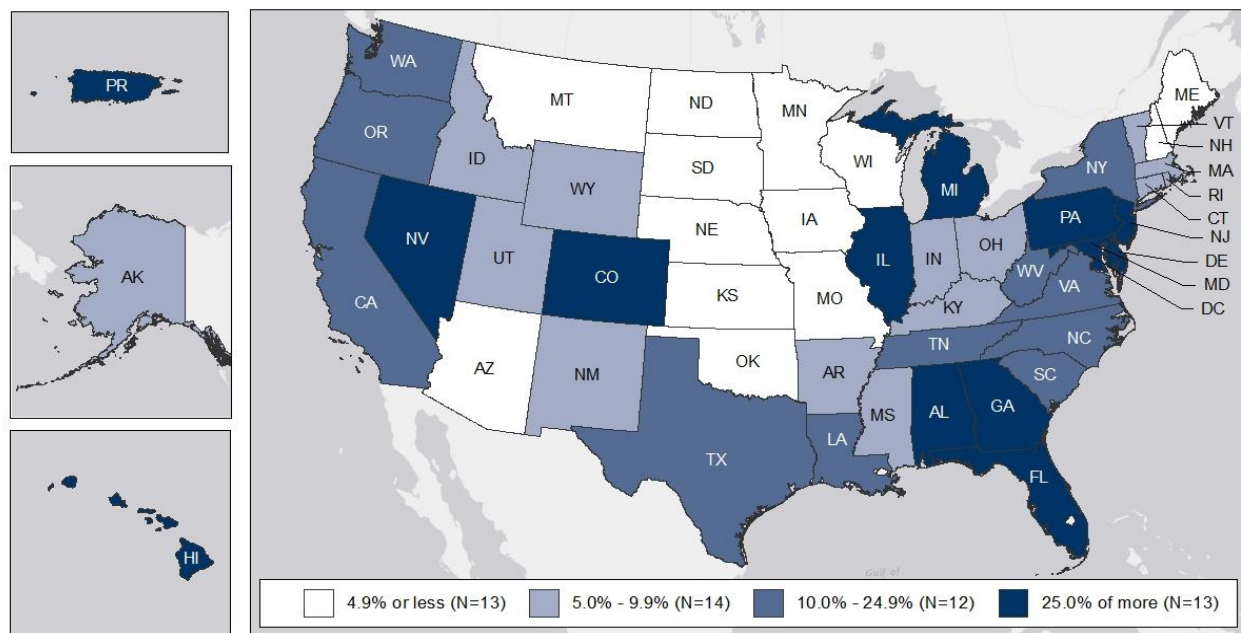
States must award a minimum of 75% of their McKinney-Vento funding to LEAs through subgrants; they may retain the remaining funds for state level activities [42 U.S.C. §§ 11432(e)(1)-(2), 2001]. The law also provides that no state shall receive less than $150,000; those states that are minimally funded may retain up to 50% of their award for state level activities [42 U.S.C. §§ 11432(c)(1), and 11432(e), 2001]. While nine states receive less than $200,000, no state is currently considered minimally funded.

In contrast to the negligible growth in the number of LEAs overall during the three year period, the number of LEAs with subgrants increased by nearly 17%. Despite the increase in the number of districts receiving subgrants, funding for the program remained at roughly the same level between federal fiscal years 2013 and 2015, increasing by less than 3.5 million dollars. Based on funding levels during School Year 2014-15, this allowed states to provide an annual average per pupil rate of $50.08 to address the unique educational challenges faced by students experiencing homelessness. However, there is a wide range in this calculation across states, from $25.71 to $460.21 per student.[8]

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[8] Fiscal information included in this report was retrieved from http://www2.ed.gov/about/overview/budget/statetables/index.html.

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

State	Homeless students SY 2012-13	Allocations FY 2013	Homeless students SY 2013-14	Allocations FY 2014	Homeless students SY 2014-15	Allocations FY 2015
United States [1]	1,219,818	$60,197,989	1,301,239	$63,282,957	1,263,323	$63,262,085
Alabama	29,749[2]	948,420	19,266	987,126	19,373	980,926
Alaska	3,972	166,616	3,934	168,641	4,018	164,770
Arizona	29,895	1,372,486	28,777	1,422,929	28,393	1,416,334
Arkansas	10,851	628,905	11,180	701,739	10,756	669,001
California	251,984	6,856,136	284,086	7,623,234	235,983[3]	7,540,970
Colorado	22,958	620,653	23,681	686,387	24,146	658,229
Connecticut	2,826	499,502	2,964	516,605	3,192	514,685
Delaware	3,857	186,204	4,351	194,161	3,098	195,641
District of Columbia	3,756	184,482	3,772	189,585	3,551	189,746
Florida	69,956	3,274,156	67,402	3,538,297	73,117	3,505,038
Georgia	35,922	2,106,646	36,845	2,264,988	37,791	2,202,823
Hawaii	2,312	230,069	2,634	242,517	3,526	206,397
Idaho	6,118	244,866	6,447	262,279	7,162	255,262
Illinois	49,623	2,857,927	54,452	2,924,369	52,333	2,983,614
Indiana	15,777	1,100,098	17,926	1,164,301	19,205	1,143,010
Iowa	6,809	399,144	6,828	365,075	6,936	407,232
Kansas	9,330	427,021	10,378	467,752	9,715	462,805
Kentucky	31,179	921,811	27,227	989,053	27,836	922,990
Louisiana	20,476	1,228,832	20,402	1,284,073	20,277	1,248,853
Maine	2,070	215,653	1,986	231,277	1,934	219,208
Maryland	15,663	851,922	16,239	899,065	16,096	883,445
Massachusetts	15,774	921,747	17,538	961,811	19,353	1,041,710
Michigan	37,738	2,143,532	38,117	2,234,452	40,861	2,091,649
Minnesota	11,874	639,320	14,343	647,502	15,196	664,628
Mississippi	12,845	726,604	9,680	814,288	10,309	831,076
Missouri	26,506	968,886	29,784	1,046,820	30,650	1,065,659
Montana	2,551	188,752	2,640	195,908	3,075	198,951
Nebraska	3,247	287,280	3,449	313,327	3,317	317,735
Nevada	12,054	481,627	14,865	526,193	17,178	523,528
New Hampshire	3,319	175,858	3,276	189,363	3,335	173,611
New Jersey	8,660	1,219,108	10,303	1,363,440	10,150	1,487,585
New Mexico	11,661	483,644	11,949	482,888	10,279	516,819
New York	108,603	4,635,804	116,700	4,853,128	118,435	4,971,410
North Carolina	27,050	1,737,717	24,492	1,874,706	26,613	1,870,366
North Dakota	2,122	154,428	2,395	162,605	2,715	162,605
Ohio	23,748	2,479,861	28,632	2,525,315	27,939	2,455,369
Oklahoma	22,805	635,907	25,008	687,105	26,979	693,626

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

State	Homeless students SY 2012-13	Allocations FY 2013	Homeless students SY 2013-14	Allocations FY 2014	Homeless students SY 2014-15	Allocations FY 2015
Oregon	19,189	$671,176	21,058	$657,555	22,637	$613,967
Pennsylvania	19,349	2,345,862	21,309	2,452,072	22,014	2,401,896
Puerto Rico	3,701	1,685,911	3,224	1,662,919	3,628	1,669,651
Rhode Island	907	207,507	997	213,020	1,004	221,115
South Carolina	11,436	927,738	12,809	964,324	13,353	1,019,733
South Dakota	1,839	183,247	1,835	187,144	2,156	192,684
Tennessee	14,319	1,193,907	29,663	1,253,754	13,259	1,274,112
Texas	101,088	5,828,336	111,759	5,833,850	113,063	5,862,858
Utah	15,321	394,145	14,579	402,330	14,999	394,746
Vermont	1,055	154,428	1,145	162,605	1,124	162,605
Virginia	17,538	978,323	18,026	1,043,882	17,876	1,093,945
Washington	30,609	919,172	32,539	961,986	35,511	1,025,134
West Virginia	8,168	410,716	7,430	394,101	7,955	396,084
Wisconsin	18,637	941,469	19,471	928,506	18,366	933,644
Wyoming	1,022	154,428	1,447	162,605	1,556	162,605

[1] The United States total includes District of Columbia and Puerto Rico.

[2] Alabama experienced an error resulting in a count 10,376 students higher than later data records indicated for SY 2012-13.

[3] California experienced an error resulting in a minimum estimated loss of 48,103 homeless student records during SY 2014-15 based on historical enrollment.

Section

3

Characteristics of Homeless Students

General demographic data is collected for students experiencing homelessness who are enrolled in school. The data focuses on the number of students enrolled in each grade, the type of primary nighttime residence used by students, and subgroups of students experiencing homelessness. Each of these data points and trends related to them are described below.

The total number of students reported by states who were identified as homeless and enrolled in school has increased 3.5% over the last three school years. This is a notably lower rate of growth than in previous years. However, two states[9] experienced significant data quality challenges with their collection and reporting methods during the years used to calculate the percent change. These data quality issues skewed the growth rate for identified homeless students considerably lower than expected. In contrast, the rate of growth between School Years 2011-12 and 2013-14 was 15% and the rate of growth between School Years 2010-11 and 2012-13 was 18%.

Growth across individual grades was relatively stable and consistent with the overall population growth among homeless students, with an average increase of 3%. Students in the ungraded group were the only ones to experience a decrease in numbers. The ungraded designation is assigned to students who are enrolled in a class that is not organized on the basis of grade

Enrolled is defined as attending classes and participating fully in school activities.
42 U.S.C. § 11434a(1), 2001

grouping and has no standard grade designation. For example, Montessori schools often use a system that incorporates classrooms with students of mixed ages.

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[9] Alabama experienced an error resulting in a count 10,376 students higher than later data records indicated for SY 2012-13. California experienced an error resulting in a minimum estimated loss of 48,103 student records during SY 2014-15.

Table 3. Number of homeless students enrolled by grade: School Years 2012-13, 2013-14, and 2014-15

Grade	2012-13	2013-14	2014-15
Total[1]	1,219,818	1,301,239	1,263,323
Age 3 through 5	38,332	48,121	39,369
Kindergarten	116,248	113,756	118,684
1st	113,688	122,909	116,848
2nd	105,805	114,906	111,517
3rd	99,883	109,199	106,044
4th	94,678	100,418	98,552
5th	90,115	95,248	91,928
6th	87,164	91,113	88,044
7th	82,338	87,718	84,028
8th	79,687	84,358	82,214
9th	90,283	98,178	94,543
10th	72,776	78,232	76,966
11th	66,597	70,144	68,740
12th	79,294	84,150	83,014
Ungraded	2,930	2,789	2,832

[1] The United States total includes District of Columbia and Puerto Rico. Includes students enrolled in school ages 3 through 5, Kindergarten through Grade 12, and Ungraded.

When growth is examined at the state level, twenty-one states reported a growth in their reported homeless student populations of 10% or more during the three-year period, while only five states reported a reduction of 10% or more.[10] The following table includes a breakdown of the reported public school enrollment of students who experienced homelessness by state. The percent change in number of enrolled students who experienced homelessness reported for each state is represented in Figure 2.

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[10] Of those five states, only two reported a decrease in the number of homeless students identified by public schools for two consecutive years, and they accounted for a loss of less than 2,200 students. One of the five states with a decrease in the number of homeless students of 10% or more included Alabama, which experienced technical issues that impacted their data.

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

State	2012-13	2013-14	2014-15
United States[1]	1,219,818	1,301,239	1,263,323
Alabama	29,749[2]	19,266	19,373
Alaska	3,972	3,934	4,018
Arizona[3]	29,895	28,777	28,393
Arkansas	10,851	11,180	10,756
California[4]	251,984	284,086	235,983
Colorado	22,958	23,681	24,146
Connecticut	2,826	2,964	3,192
Delaware	3,857	4,351	3,098
District of Columbia	3,756	3,772	3,551
Florida	69,956	67,402	73,117
Georgia	35,922	36,845	37,791
Hawaii	2,312	2,634	3,526
Idaho	6,118	6,447	7,162
Illinois	49,623	54,452	52,333
Indiana	15,777	17,926	19,205
Iowa	6,809	6,828	6,936
Kansas	9,330	10,378	9,715
Kentucky	31,179	27,227	27,836
Louisiana	20,476	20,402	20,277
Maine	2,070	1,986	1,934
Maryland	15,663	16,239	16,096
Massachusetts	15,774	17,538	19,353
Michigan	37,738	38,117	40,861
Minnesota	11,874	14,343	15,196
Mississippi[5]	12,845	9,680	10,309
Missouri	26,506	29,784	30,650
Montana	2,551	2,640	3,075
Nebraska	3,247	3,449	3,317
Nevada	12,054	14,865	17,178
New Hampshire	3,319	3,276	3,335
New Jersey	8,660	10,303	10,150
New Mexico	11,661	11,949	10,279
New York	108,603	116,700	118,435
North Carolina	27,050	24,492	26,613
North Dakota	2,122	2,395	2,715
Ohio	23,748	28,632	27,939
Oklahoma	22,805	25,008	26,979
Oregon	19,189	21,058	22,637

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

State	2012-13	2013-14	2014-15
Pennsylvania	19,349	21,309	22,014
Puerto Rico	3,701	3,224	3,628
Rhode Island	907	997	1,004
South Carolina	11,436	12,809	13,353
South Dakota	1,839	1,835	2,156
Tennessee	14,319	29,663	13,259
Texas	101,088	111,759	113,063
Utah	15,321	14,579	14,999
Vermont	1,055	1,145	1,124
Virginia	17,538	18,026	17,876
Washington	30,609	32,539	35,511
West Virginia	8,168	7,430	7,955
Wisconsin	18,637	19,471	18,366
Wyoming	1,022	1,447	1,556

[1] The United States total includes District of Columbia and Puerto Rico. Enrolled students includes those enrolled ages 3 through 5, Kindergarten through Grade 12, and Ungraded.
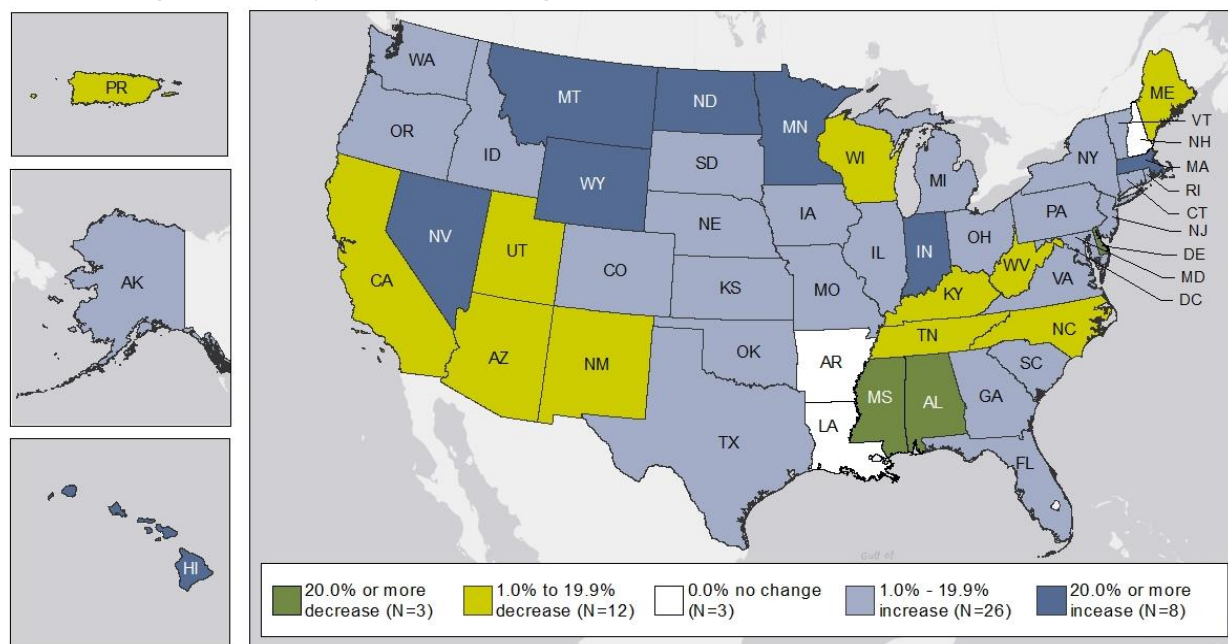
[2] Alabama experienced an error resulting in a count 10,376 students higher than later data records indicated for SY 2012-13.

[3] Allowed LEAs to include students in more than one grade, resulting in duplicate counts.

[4] California experienced an error resulting in a minimum estimated loss of 48,103 homeless student records during SY 2014-15.

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

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

Legend:
- 20.0% or more decrease (N=3)
- 1.0% to 19.9% decrease (N=12)
- 0.0% no change (N=3)
- 1.0% - 19.9% increase (N=26)
- 20.0% or more incease (N=8)

Primary Nighttime Residence

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

The type of nighttime residence for students may change over the course of a school year; however, liaisons for homeless education submit data based on the type of housing used by the student at the time they were initially identified as homeless. Thus, the data provided in the table below only includes a snapshot of the types of housing students used and is not a comprehensive overview of all types of housing used by students over the full course of the year. Furthermore, they are unduplicated at the SEA level for students experiencing homelessness who enrolled in more than one LEA in the state during the school year. Additionally, five states did not provide complete data on primary nighttime residences used by homeless students, while two provided data for more students

by primary nighttime residence than enrolled by grade. The net result is a total for primary nighttime residence that is lower than the number of homeless students enrolled by grade.[11]

Table 5. Number of enrolled homeless students, by primary nighttime residence: School Years 2012-13, 2013-14, and 2014-15

Residence	2012-13	2013-14	2014-15
Total[1]	1,202,507	1,298,236	1,261,461
Shelters, transitional housing, awaiting foster care	174,715	186,265	181,386
Doubled-up[2]	919,370	989,844	958,495
Unsheltered[3]	39,243	42,003	39,421
Hotels/Motels[4]	69,179	80,124	82,159

[1] The United States total includes District of Columbia and Puerto Rico. Enrolled students includes those aged 3 through 5, Kindergarten through Grade 13, and Ungraded.
[2] i.e., living with others due to loss of housing, economic hardship, or a similar reason.
[3] i.e., cars, parks, campgrounds, temporary trailer, abandoned buildings, or other places not intended for human habitation.
[4] Due to the lack of alternate, adequate accommodations.

While the breakdown for the type of housing used by homeless students overall has remained fairly steady over the course of the three years, use of individual types of housing grew. The use of hotels and motels has grown the most among youth and families experiencing homelessness, seeing a change of nearly 19% between the 2012-13 and 2014-15 School Years. The doubled-up category increased by just over 4% and the sheltered category increased by less than 4% over the same timeframe. Not surprisingly, the unsheltered category experienced the least change and remained nearly the same. While individual primary nighttime residence categories underwent variable growth rates, the overwhelming majority of students share housing with others due to loss of housing, economic hardship, or a similar reason. (See Figure 3.)

[11] Arizona allowed LEAs to submit "unknown" as a type of primary nighttime residence, which is not allowed by ED*Facts* collections. Kentucky included unaccompanied youth as a type of primary nighttime residence, resulting in the loss of data on the primary nighttime residence of any student in the unaccompanied youth subgroup. Additionally, the following States indicated that nighttime residence data was not collected for all students: Illinois (SY 2014-15), New Mexico (SYs 2013-14 and 2014-15), and Pennsylvania (SY 2013-14). North Carolina and Wisconsin reported more students by primary nighttime residence than by grade (SY 2014-15).

Figure 3. Percentage of enrolled homeless students by primary nighttime residence, School Year 2014-15: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13
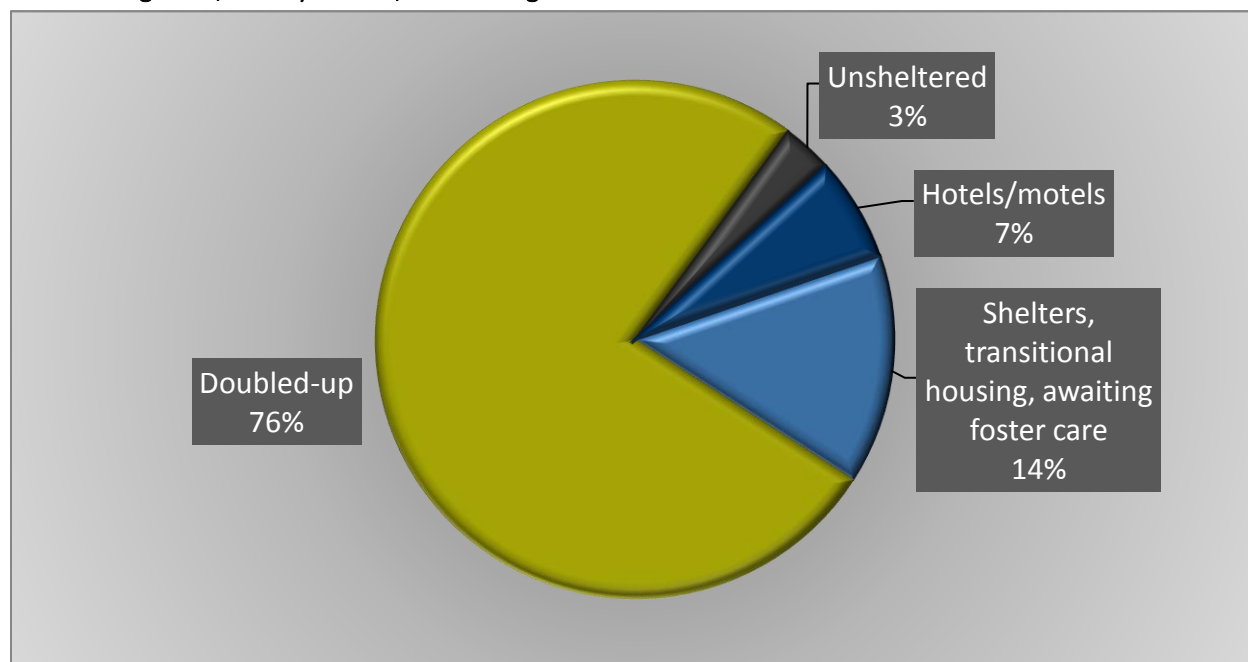
Subgroups of Enrolled Homeless Students

ED*Facts* data includes information on four subgroups of homeless students:

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

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

Each of the subgroups grew over the three-year period. The change in the unaccompanied homeless youth subgroup was the most marked, with an increase of 21%. Despite the fact that its larger group size requires a larger number of students to be identified to achieve the same level of growth as one of the smaller subgroups, the category for homeless students enrolled with a disability saw a considerable increase, with a change of 13%. The smallest subgroup, migratory children and youth, had a growth of 9% or 1,517 students. In contrast, LEP students increased by more than 7,000

students, but due to the larger size of their subgroup, this represents only a 4% change in the population.

Table 6. Number and percentage change in enrolled homeless students, by subgroup: School Years 2012-13, 2013-14, and 2014-15

Subgroup	2012-13[1]	2013-14[2]	2014-15	Change over 3-year timeframe
Unaccompanied homeless youth[3]	78,654	88,966	95,032	21%
Migratory children/youth	16,231[4]	18,512	17,748	9%
Limited English Proficient (LEP) students	174,870	190,785	181,949	4%
Children with disabilities (IDEA)	191,259	220,405	216,477	13%

[1] Includes the District of Columbia and Puerto Rico; excludes students in Wisconsin for all subgroups except unaccompanied youth.

[2] Includes the District of Columbia and Puerto Rico; excludes Alabama LEAs that did not receive subgrants.

[3] Excludes California for SYs 2012-13 and 2013-14, Wyoming for 2014-15. New collection processes instituted in New Hampshire may have resulted in under-reporting of students.

[4] Excludes Wyoming

Under McKinney-Vento definitions, unaccompanied youth are those who are not in the physical custody of a parent or guardian [42 U.S.C. § 11434a(6), 2001]. To be included in this report, a student must be both unaccompanied and homeless; not all unaccompanied youth are homeless. In School Year 2013-14, only 10 states indicated they had fewer than 100 homeless students who are also unaccompanied; in School Year 2014-15, that number dropped to 6 states[12]. The six states are Connecticut, Hawaii, New Jersey, Puerto Rico, Rhode Island, and Vermont. Overall, 37 states indicated unaccompanied youth made up 5% or more of the homeless student population, with 23 states indicating unaccompanied youth account for 10% or more of their homeless students. In School Year 2013-14, only 16 states reported that unaccompanied youth made up more than 10% of their homeless students.

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[12] Wyoming did not provide data on unaccompanied homeless youth for SY 2014-15.

Figure 4. Percentage of enrolled homeless students who are unaccompanied youth, School Year 2014-15: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13
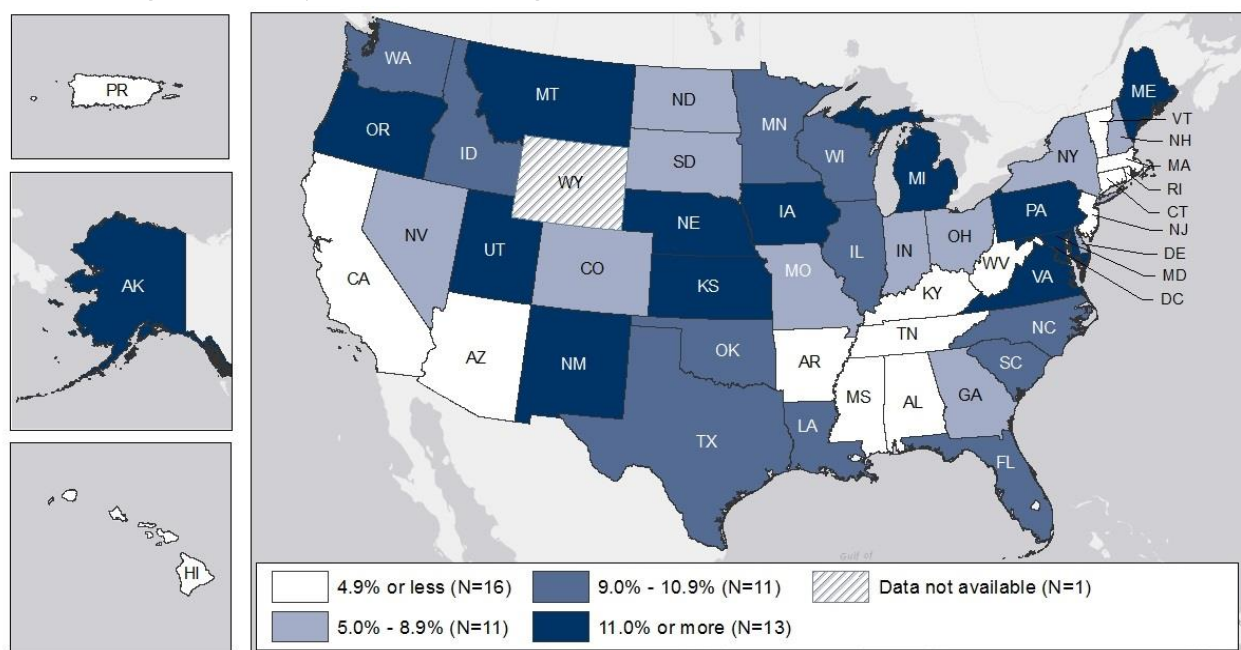
Homeless students with limited English proficiency make up the second largest subgroup of enrolled students. The definition of LEP is included in 20 U.S.C. § 7801(20) of the Elementary and Secondary Education Act (ESEA, 2001). Students with limited English proficiency make up more than 10% of the homeless student population in more than one-third of the states. An equal number of states have LEP students who make up 5 to 10% of the homeless student population. This is particularly useful to note when considering the academic performance of students on statewide assessments, as students who experience both homelessness and LEP may need different instructional interventions than students who experience only homelessness or LEP.

Figure 5. Percentage of enrolled homeless students with limited English proficiency, School Year 2014-15:
Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13
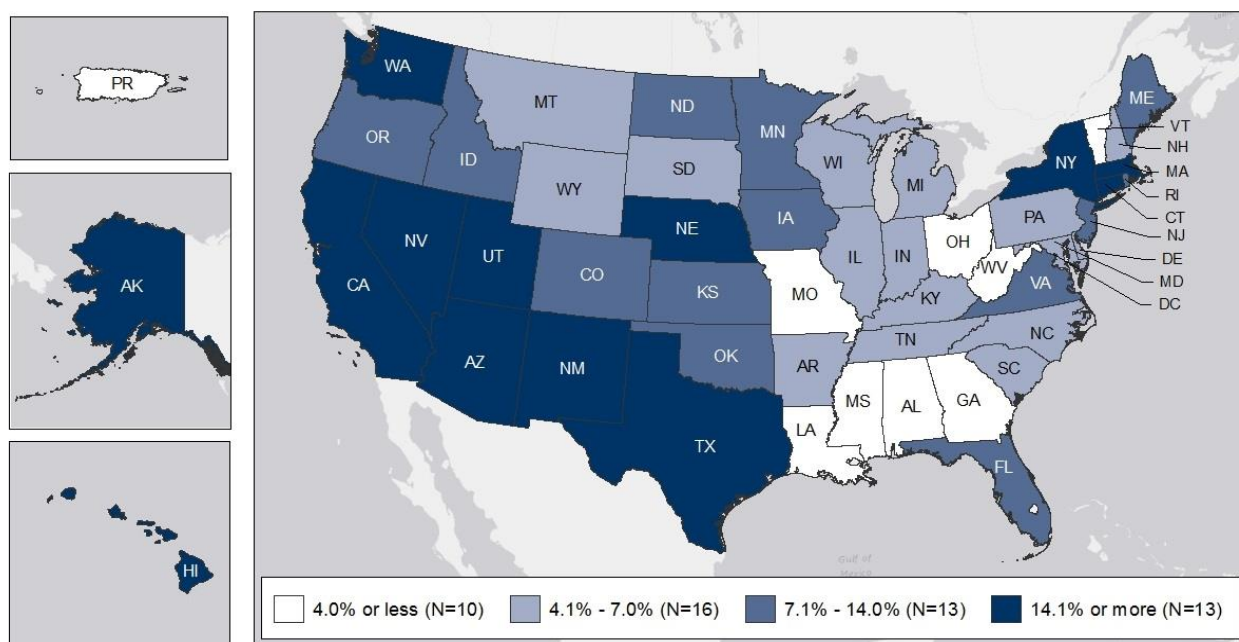
Children with disabilities, as defined by IDEA, comprise the largest subgroup of homeless students enrolled in public schools. Just over 17% of homeless students enrolled in public school possess an identified disability and the average rate of disabilities among homeless students for states was 20%. Only Alabama, California, Louisiana, Mississippi, and Texas have a proportion of homeless students with disabilities below 13% of their total homeless populations, while 52% of states had a proportion of homeless students with disabilities of 20% or more. This represents an increase from School Year 2013-14, in which only 46% of states had rates of disabilities at 20% or larger among their homeless students. In contrast, the total number of students in the public school population who possess an identified disability decreased between School Years 2004-05 and 2011-12. Additionally, the total number of students in the public school population with an identified disability has remained stable at 13% of the overall student population since the 2012-13 School Year.[13]

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[13] Kena, G., Hussar, W., McFarland, J., deBrey. C., Musu-Gillette, L., Wang, X., Zhang, J., Rathbun, A., Wilkinson-Flicker, S., Diliberti, M., Barmer, A., Bullock Mann, Fr., and Dunlop Velez, E. (2016). *The condition of education 2016* (NCES 2015-144). U.S. Department of Education, National Center for Education Statistics. Washington D.C. Retrieved July 22, 2016 from http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016144.

Figure 6. Number of enrolled homeless children and youth with disabilities (IDEA), School Year 2014-15: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13

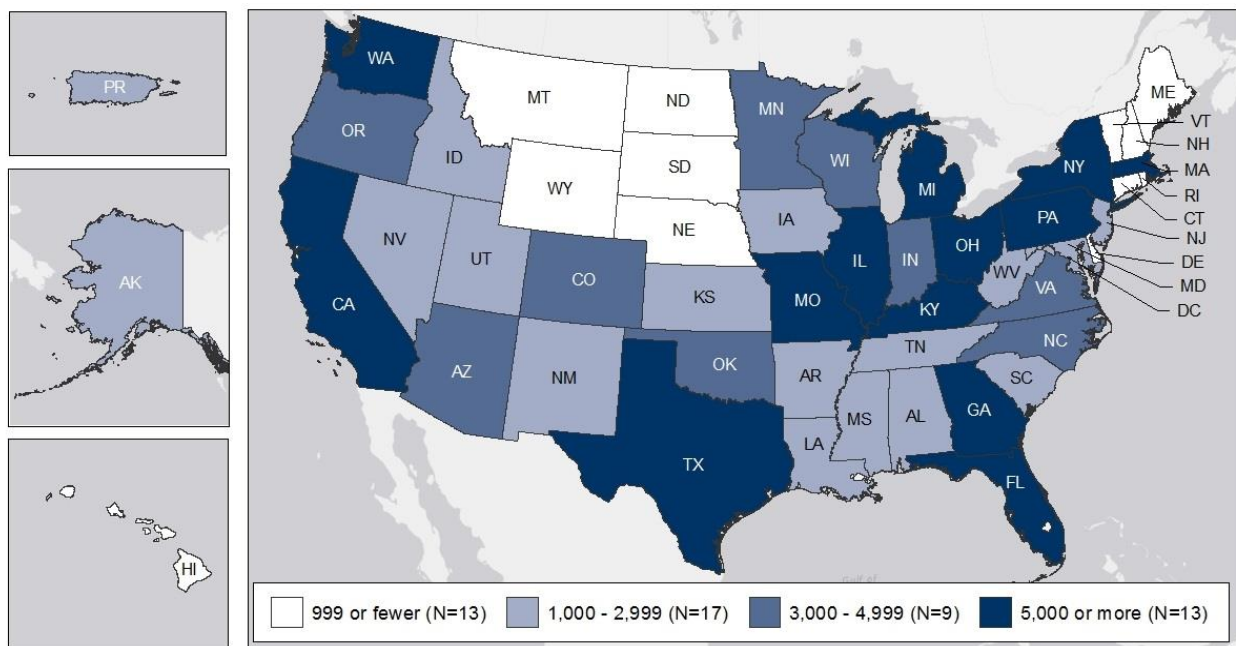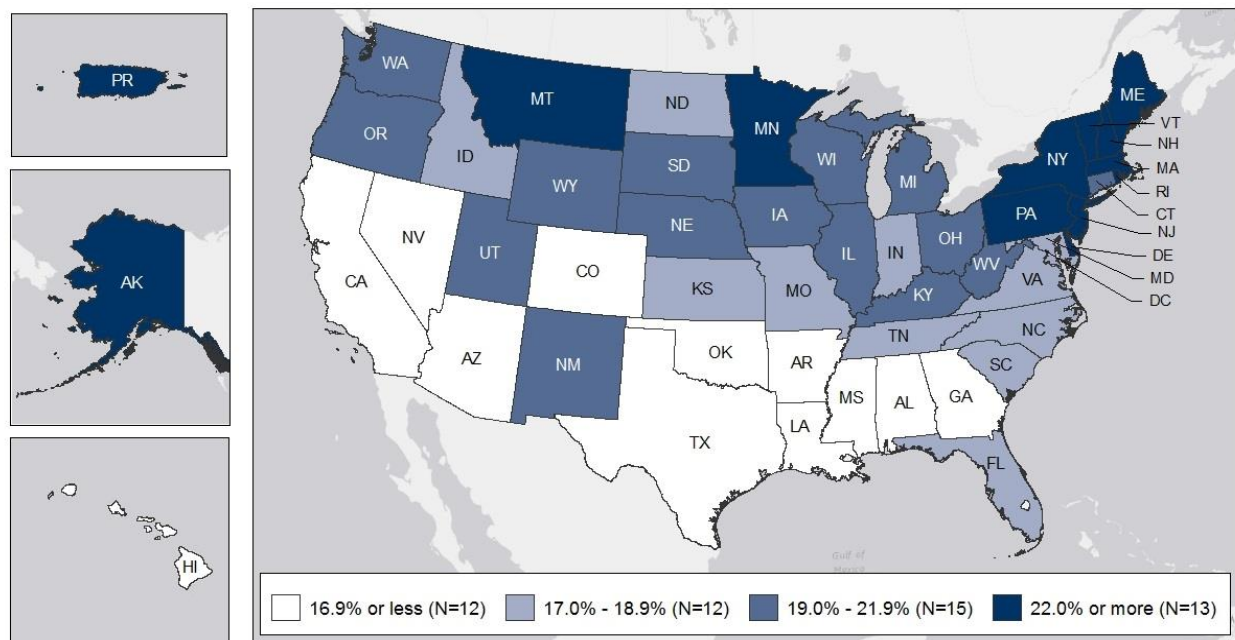999 or fewer (N=13)   1,000 - 2,999 (N=17)   3,000 - 4,999 (N=9)   5,000 or more (N=13)

Figure 7. Percentage of homeless children and youth with disabilities (IDEA), School Year 2014-15: Ungraded, 3 to 5 year olds, and Kindergarten to Grade 13

16.9% or less (N=12)   17.0% - 18.9% (N=12)   19.0% - 21.9% (N=15)   22.0% or more (N=13)

Section

4

Academic Achievement

In order to evaluate the academic progress of students, states are required to administer academic assessments to students in reading (language arts), mathematics, and science under ESEA [20 U.S.C. § 6311(b)(2), 2001]. All states must test the reading (language arts) and mathematics skills of students in Grades three through eight and at least one grade in high school (Grades nine through 12). States must administer science tests to students at least once in each of the following grade ranges: three through five, six through nine, and 10 through 12 [20 U.S.C. § 6311(b)(2), 2001]. ED*Facts* includes data for each subject area on the performance of homeless students on statewide assessments. Data must be reported regardless of how much time the students were enrolled in a school district and includes regular assessments, as well as, those with accommodations and alternate assessments.

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

As a result, the students included in the data set experiencing homelessness this year may not be the same students included in another year, and the number of students taking each type of assessment may vary from year to year (regular, regular with accommodations, alternate assessments, etc.[14]) The type of assessments taken by homeless students may be particularly relevant given the high rates of disabilities and limited English proficiency among homeless students. For all of these reasons, the best option for evaluating the growth of homeless students as measured by statewide assessments is 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 22 states adopted new standards, administered new assessments, changed scoring related to each level of academic proficiency, or made other significant

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[14] See ED*Facts* file specifications C175, C178, C179, C185, C188, and C189 for more information on the types of assessments states use: http://www2.ed.gov/print/about/inits/ed/edfacts/file-specifications.html. Regular assessments with accommodations are used for students with disabilities but who are expected to perform on grade level. Alternative assessments are used to measure the performance of students who are unable to participate in general, large-scale assessments, even with accommodations.

changes to their statewide assessments between School Years 2012-13 and 2013-14. For many states, School Year 2014-2015 is the first year for which they have valid data for their new assessments.

Given all the factors impacting data reliability, the following tables and figures contain a single year snapshot of academic performance that has largely been aggregated to the national level, limiting state comparisons. The tables include information on both the number and percentage of students tested, as the group size could skew or otherwise reveal helpful information. For example, students in high school had the highest scores on reading (language arts) assessments, yet that same subgroup of students had the lowest number of students receiving valid scores. As a result, it would require a smaller number of students either passing or failing the tests to change the percentage of students passing the test than one of the larger grade groups would require to move the percent passing mark. The only legitimate reasons to exclude homeless students from the number of students receiving a valid score include exemptions due to medical emergencies or if the students did not participate in testing at all.[15]

Table 7. Number and percentage of homeless students who received valid and proficient scores on state reading (language arts) assessments, by grade: School Year 2014-15

Grade	Received valid score[2]	Percent received valid score	Received proficient score[3]	Percent received proficient score[4]
Total[1]	482,653	94.5	145,279	30.1
3rd	82,791	96.5	23,412	28.3
4th	76,958	96.4	21,369	27.8
5th	71,896	96.3	21,645	30.1
6th	67,639	95.4	18,762	27.7
7th	63,783	94.4	17,423	27.3
8th	61,671	93.8	18,830	30.5
High School	57,915	87.4	23,838	41.2

[1] Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year during high school.

[2] All students who participated in testing and did not receive an exemption due to a medical emergency.

[3] All students who met the standard of proficiency set by the SEA for each state.

[4] Percent of students proficient is equal to the number of students who received a proficient score divided by the number of students who received a valid score.

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[15] For more information on which students are included in testing, see file specifications C175, C178, C179, C185, C188, and C189 at http://www2.ed.gov/about/inits/ed/edfacts/sy-14-15-nonxml.html.

Figure 8. Percentage of enrolled homeless students who scored at or above proficient, English language arts: School Year 2014-15
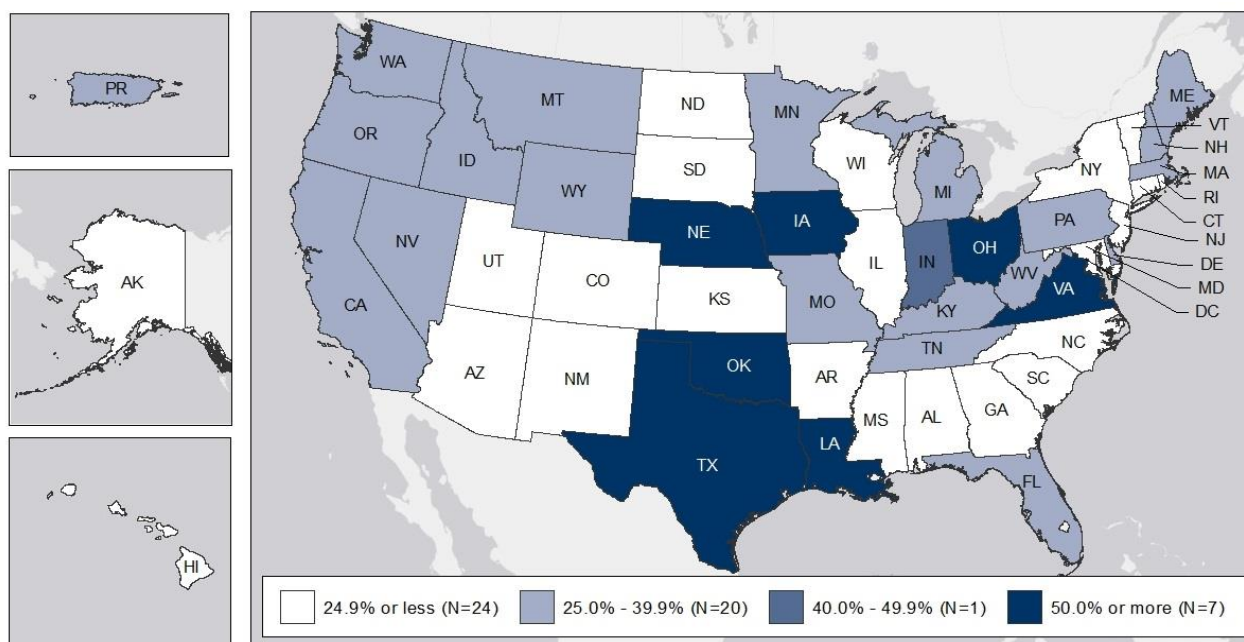

Table 8. Number and percentage of homeless students who received valid and proficient scores on state mathematics assessments, by grade: School Year 2014-15

Grade	Received valid score	Percent received valid score	Received proficient score	Percent received proficient score
Total[1]	482,369	95.9	119,176	24.7
3rd	83,466	98.2	24,479	29.3
4th	77,870	98.2	20,012	25.7
5th	72,733	98.0	17,287	23.8
6th	68,209	96.8	15,073	22.1
7th	64,217	95.6	13,134	20.5
8th	61,267	94.7	12,793	20.9
High School	54,607	88.0	16,398	30.0

[1] Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year during high school.

Figure 9. Percentage of enrolled homeless students who scored at or above proficient, mathematics: School Year 2014-15

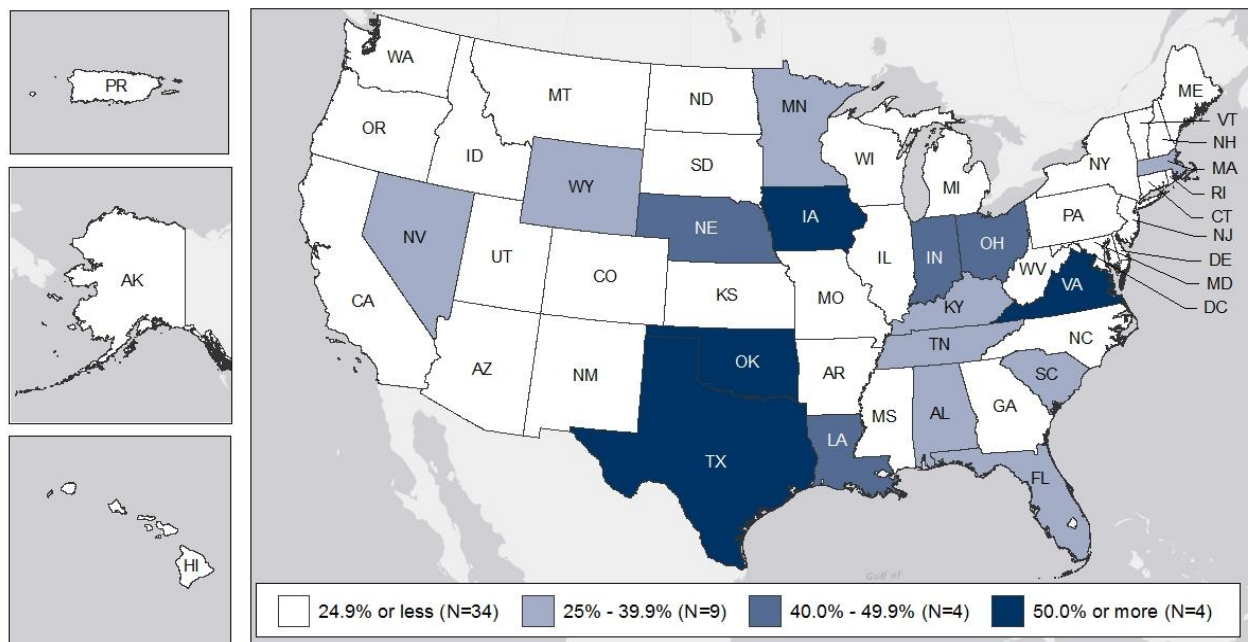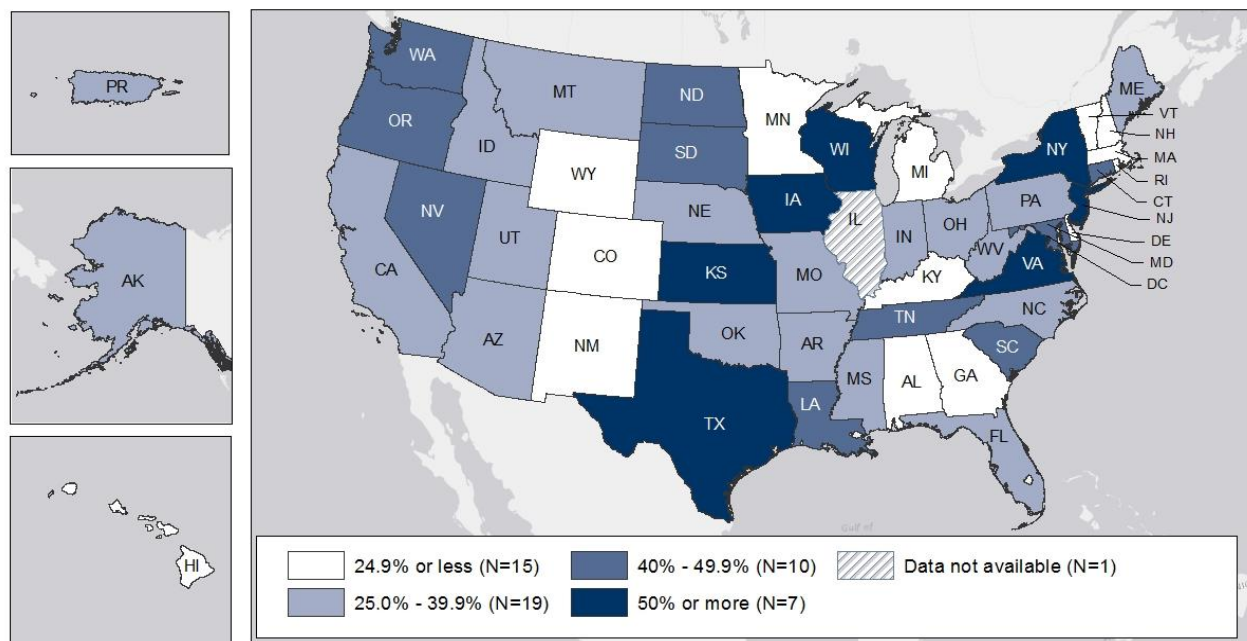|			
24.9% or less (N=34)	25% - 39.9% (N=9)	40.0% - 49.9% (N=4)	50.0% or more (N=4)

Table 9. Number and percentage of homeless students who received valid and proficient scores on state science assessments, by grade: School Year 2014-15

Grade	Received valid score	Percent of homeless students	Received proficient score	Percent of homeless students
Total[1]	199,336	95.2	76,147	38.2
3rd	4,879	99.4	1,596	32.7
4th	25,749	96.2	12,056	46.8
5th	50,997	98.0	18,458	36.2
6th	7,483	97.3	2,463	32.9
7th	11,082	97.1	2,966	26.8
8th	51,642	94.7	19,374	37.5
High School	47,504	91.2	19,234	40.5

[1] Total includes the District of Columbia and Puerto Rico. Not all states test all grades each year during high school.

Figure 10. Percentage of enrolled homeless students who scored at or above proficient, science: School Year 2014-15

☐ 24.9% or less (N=15)	◼ 40% - 49.9% (N=10)	▨ Data not available (N=1)
◼ 25.0% - 39.9% (N=19)	◼ 50% or more (N=7)	

Section

5

Other Federal Programs

The McKinney-Vento Act requires LEAs and SEAs to coordinate the provision of services to homeless students and their families with local social services agencies, other agencies providing services to homeless children and youth, and housing agencies [42 U.S.C. §§ 11432(g)(5)(A)-(B), 2001]. 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), 2001].

Since 2010, ED has been an increasingly active participant in federal interagency coordination to prevent and end homelessness, including for families, children, and youth, by 2020. The increasing level of coordination is perhaps best symbolized by both the Secretary of Education serving as the Vice-Chair of the U.S. Interagency Council on Homelessness (USICH) for the first time and the inclusion of this chapter for the first time. ED encourages counterpart agencies that serve homeless children and youth at the state and local level to use data across agencies to build a system with the capacity and resources to create a pathway to end all forms of homelessness. In USICH's framework for *Coordinated Community Response to Preventing and Ending Youth Homelessness*,[16] communities are encouraged to develop a model of what the community needs towards this end, and to identify how they can fill gaps and sustain progress. This includes developing a governance structure that involves local homeless educators in ongoing oversight and monitoring of programs and services to ensure increasing effectiveness through system enhancements and modifications.

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

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[16] Released on September 18, 2015.

referenced in Appendix A of USICH's *Report to Congress on How to Better Coordinate Federal Programs Serving Youth Experiencing Homelessness*.[17]

Early Childhood Programs

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

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

Based on the cumulative count included in the PIR for Program Year 2014-15, Head Start and Early Head Start served 50,280 homeless children. This represents nearly 5% of the children served by all Head Start programs. To see more information about the questions included in the PIR form or to see Service Snapshots, visit https://eclkc.ohs.acf.hhs.gov/hslc/data/pir.

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

Runaway and Homeless Youth Act Programs

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

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

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[17] Released in April 2016.

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

To see data elements collected by RHYA programs, see the HMIS Data Standards Manual or visit the Runaway and Homeless Youth Technical Assistance and Training Center website.

Homeless Assistance Programs

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

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

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

with children, and unaccompanied youth. Housing Inventory Counts are similar, but focus on the number of beds available to homeless persons through shelters or other housing programs. Emergency shelters, safe havens[18], transitional housing, rapid rehousing, supportive permanent housing[19], and other permanent housing[20] programs all participate in the Housing Inventory Count.

The Housing Inventory Count for January 2015 shows 216,700 emergency shelter and transitional housing beds were available for families experiencing homelessness, with an additional 4,081 emergency and transitional housing beds available for child-only households. This represents approximately 51% of the emergency and transitional housing beds available to persons experiencing homelessness during January 2015. An additional 180,096 permanent housing beds were available for families experiencing homelessness and 781 permanent housing beds were available for persons in child-only households. PIT counts from that same time show 206,286 family members from 64,197 families were homeless with an additional 4,667 unaccompanied youth under the age of 18 experiencing homelessness. Of the family members who were homeless during the PIT count, 20,462 of them were unsheltered while 2,380 unaccompanied youth were unsheltered. This aligns to the same definition of unsheltered used by education programs and includes people living in places not meant for human habitation, such as the streets, in cars, parks, or abandoned buildings.

For more information on the AHAR, visit the AHAR Resource Page on the HUD Exchange.

Considerations When Using Multiple Sources of Data

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

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

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

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

[20] 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.

- 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).