



Report to the President and Congress  
On the Implementation of the  
Education for Homeless Children and Youth Program  
Under the McKinney-Vento Homeless Assistance Act



## Executive Summary

This report, submitted pursuant to section 724(i) of the McKinney-Vento Homeless Assistance Act as amended (McKinney-Vento), provides information on programs supported under McKinney-Vento and describes activities that the U.S. Department of Education (ED) has undertaken to address the educational needs of homeless children and youth.

Since McKinney-Vento was last reauthorized in 2001, States and local educational agencies (LEAs) have generally made significant progress in reducing the barriers that homeless children and youth face in enrolling, attending, and succeeding in school. The legislation has prompted States and LEAs to focus more on the needs of homeless students and has helped facilitate the expansion of local support networks to meet those needs. Most recently, McKinney-Vento has been an invaluable tool for assisting students who were left homeless by Hurricanes Katrina and Rita. Although the appropriation levels for this program are relatively small, the impact of the program has been very widespread.

Progress under McKinney-Vento is attributable in part to the following:

- The reauthorized legislation requires every district to designate a local liaison to assist homeless children and youth with enrollment, raise awareness of issues related to homelessness and homeless education, and oversee the implementation of the law.
- The reauthorized legislation clarifies the definition of “homeless,” facilitating determinations of eligibility and the provision of services.
- The requirements for immediate school enrollment of homeless children and youth and for allowing them to remain in and receive transportation to and from their school of origin have greatly increased school stability and educational continuity.
- There has been a 58 percent increase in the number of subgrants States have awarded since 2002, enabling a greater number of school districts to provide supplemental services to more homeless children and youth.
- The number of students (preK-12) served by the subgrants increased by 53 percent since 2002 (not due to an increase in the number of students).

Though States and LEAs have made significant progress in serving homeless children and youth, several challenges remain:

- Local liaisons often have other professional duties that compete with their efforts to serve homeless children and youth.
- Many LEAs incur costs in transporting homeless children and youth to and from their schools of origin.

- Meeting the educational needs of homeless children and youth requires LEA coordination with other agencies. However, local service agencies sometimes have policies that are not aligned with LEA policies.
- Identifying homeless children for services is difficult in some situations, especially for children who live doubled up with relatives or friends and are eligible for services under McKinney-Vento.
- Nine smaller States currently receive an amount of McKinney-Vento funding that marginally exceeds the minimal funding threshold and have experienced a significant reduction in use of funds for state-level support. As a result, these States now provide a level of support disproportionately lower than that provided by larger States.

ED supports State Coordinators for homeless education and school districts in implementing the McKinney-Vento Act in several ways. It provides technical assistance; develops guidance publications; disseminates awareness materials; collaborates with federal, state, and local agencies; collects data; and awards funds to States.

Data provided in this report are based on actual counts and records of homeless students enrolled in school. Unlike data in the prior report on this population (fiscal year 2000) that were based on estimates, this report represents an effort on the part of ED to require States to submit data that are verifiable and school-based. Data collection for homeless students has greatly improved, and more homeless students are being included in local and state accountability systems. Because the stricter Federal data collection requirements for homeless students are new, LEAs have had to adapt their data systems. LEAs are still transitioning to meet these data collection requirements; therefore, not all LEAs are represented in the data provided in the report. Nevertheless, the data and information in this report provide a more accurate and broad picture of the state of homeless education than has been previously available.

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**EDUCATION FOR HOMELESS CHILDREN AND YOUTH  
McKINNEY-VENTO HOMELESS EDUCATION ASSISTANCE IMPROVEMENTS  
ACT OF 2001**

**Introduction**

This report to the President, the House Committee on Education and the Workforce, and the Senate Committee on Health, Education, Labor and Pensions, submitted pursuant to Section 724(i) of Title VII-B of the McKinney-Vento Homeless Assistance Act as amended (McKinney-Vento), provides the following:

- (1) An overview of the new requirements in McKinney-Vento, as reauthorized by the No Child Left Behind Act of 2001;
- (2) Data on the status of homeless children and youth;
- (3) A summary of activities and accomplishments of the U.S. Department of Education (ED) with regard to increasing educational opportunities and success for homeless children and youth; and
- (4) Information on programs funded under McKinney-Vento.

*State and Local Funding under McKinney-Vento*

State educational agencies (SEAs) in the 50 States, the District of Columbia, Guam, Puerto Rico, the Virgin Islands, American Samoa, and the Commonwealth of the Northern Mariana Islands are authorized to receive funds under this program. The Department of the Interior also receives funds for programs served by the Bureau of Indian Affairs. The District of Columbia (DC) is not included in this report because DC has declined Federal funds under this program since 1995.<sup>1</sup>

States receive formula grants for program administration to support the responsibilities of the State Coordinator for homeless education and to award competitive subgrants to local educational agencies (LEAs) on the basis of need.

*Reporting*

States receiving McKinney-Vento funds are required to submit data to ED annually. The Virgin Islands, American Samoa, and the Northern Mariana Islands are not required to submit data, because they receive funds through a consolidated grant that allows them to commingle McKinney-Vento and other funds.

In 2003-04, 50 States and Puerto Rico submitted data on homeless children and youth. The data included information on homeless children and youth enrolled in school and on the primary nighttime residences of these students. In addition, data from school districts with McKinney-Vento subgrants included information on the numbers of homeless preschool-aged children, unaccompanied youth, and homeless migrant students; services received; barriers experienced; numbers of homeless students included in state assessment systems; and numbers achieving at their State's proficiency level.

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<sup>1</sup> DC declined funds in 1995 and subsequent years as a result of a lawsuit filed for non-compliance with the McKinney-Vento Act.

For the first time, data on homeless children and youth submitted in 2003-04 are based on actual counts and records, which reflects marked progress in the data collection process initiated by the ED Homeless Education program. Whereas the *2000 Report to Congress* cautioned that readers should regard the data included “as estimates rather than precise numbers,” the *2006 Report* data are more reliable because they are based on records of homeless students enrolled in schools during the 2003-04 school year submitted to ED by SEAs.

However, because the data are derived only from school or school district records, they do not represent the total number of homeless children and youth in those communities, which would include both those who were enrolled in school at some time during the year and those who were not. The rationale behind the decision to require states and school districts to collect data only on children and youth enrolled in school is to ensure that data are collected consistently and accurately across the nation, i.e., one record for every homeless student who enrolls during a school year. Local school districts are accountable for data related to the students they serve. However, other agencies may use multiple sources for estimates on homeless children and youth that may include those not enrolled in school.

Unfortunately, at this time, there is no national estimate or consistent reporting from localities on the total number of homeless children and youth, both enrolled and not enrolled, to provide insight on the percentage of homeless children and youth who were *not* enrolled in school.

Although ED’s data collection on homeless children and youth has improved over the past five years, a number of States were unable to provide data in 2003-04 from all of their LEAs or all the data required, especially student achievement data.<sup>2</sup> In the past four years, many States have transformed their student accountability systems to electronic formats. For 2003-04, a number of LEAs were unable to extract data specifically on homeless children and youth, but they are working to revise their systems to accommodate the Federal data reporting requirements.

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<sup>2</sup> Alaska, Maine, North Dakota, and Texas did not submit achievement data.

## **Overview of Changes in the 2001 Reauthorization of the McKinney-Vento Act**

The Education for Homeless Children and Youth program addresses the problems that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, SEAs must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth. Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held. States and districts are required to review and undertake steps to revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, or success in school of homeless children and youth.

The principal changes in the current McKinney-Vento program from the prior authorization include the following:

- *Definition of homeless* -- The legislation provides a more descriptive definition of “homeless”, expressly including, for example, children and youth who are living in doubled-up accommodations, migratory children, and children waiting foster care placement.
- *Local liaison in all school districts* – Every LEA, whether or not it receives a McKinney-Vento subgrant, must designate a local liaison for homeless children and youth. The duties of local liaisons include ensuring that homeless children and youth are identified, enroll in, and have a full opportunity to succeed in schools in the LEA, and receive educational services for which they are eligible. Local liaisons must ensure that public notice of the educational rights of homeless children and youth is posted throughout the LEA and community and that parents and guardians are informed of their children’s educational rights. Local liaisons are also required to coordinate and collaborate with community and school personnel for the provision of education and related services to homeless children and youth.
- *Changes in “best interest” determination* – LEAs must make school placement determinations on the basis of the “best interest” of the child or youth. In determining what is a child or youth’s best interest, an LEA must, to the extent feasible, keep a homeless child or youth in the school of origin, unless doing so is contrary to the wishes of the child or youth’s parent or guardian. Remaining in the school of origin ensures school stability and educational continuity for homeless children and youth. The school of origin is the school a child attended when permanently housed or the school in which a homeless child was last enrolled.

- *Requirement for transportation to and from school of origin* – The state and its LEAs must adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of the unaccompanied youth, the local homeless education liaison) to and from the school of origin. There are specific provisions regarding the responsibility and costs for transportation. Although the requirement to provide transportation to the school of origin has presented challenges for districts without subgrants, it has proven to be essential to enabling homeless children to maintain continuity of their education in one school throughout the school year.
- *Immediate school enrollment requirement* – Homeless children and youth can enroll in school immediately, even if regularly required documentation, such as birth certificates or medical records, is missing. Schools cannot require proof of residency that might prevent or delay school enrollment. If a dispute arises over school selection or placement, an LEA must admit a homeless child or youth to the school in which enrollment is sought by the parent or guardian, pending resolution of the dispute.
- *Express prohibition against segregating homeless students* – The statute expressly prohibits a school or State from segregating a homeless child or youth in a separate school, or in a separate program within a school, based on the child or youth’s status as homeless.
- *New subgrant requirements* – A state that receives an allocation greater than the State minimum allotment must subgrant competitively to LEAs at least 75 percent of its allocation. A State that receives the minimum state allotment must subgrant competitively to LEAs at least 50 percent of its allocation. At the time of this report, no State receives minimum funding. Nine States that originally received minimal funding are no longer allowed to utilize the greater percentage for state-level support and have had to reduce the level of their state-level support below that which higher-funded states are able to provide. The reduction of state-level support in these States affects local districts, particularly those without subgrants.



## Status of Homeless Children and Youth

Based on the information included in state reports of data to ED, the numbers of homeless children and youth enrolled in school during the 2003-04 school year were as follows:

**Table 1 - Homeless Children and Youth Enrolled in School  
During the 2003-04 School Year**

Grades	Number Enrolled
K-5	338,982
6-8	153,500
9-12	110,086
<b>Total all Grades</b>	<b>602,568</b>

Data from *The Report to Congress Fiscal Year 2000* indicate that the total number of children enrolled in grades K-12 in 2000 was 580,499. This number is consistent with the 2003-04 data, given the variations between the two reports in data collection methodologies (estimates vs. actual enrollment) and LEAs not reporting. The 2003-04 data show significantly more homeless children enrolled in elementary school than in middle school and high school grades.

ED requested LEAs with subgrants (approximately six percent of LEAs as reported in the 2003-04 federal data) to provide data on the numbers of preschool-aged homeless children, unaccompanied youth, and homeless migrant children and youth served. That information is as follows:

**Table 2 - Number of Homeless Preschool-aged, Unaccompanied Youth, and Migrant Children Served in Schools in LEAs with Subgrants During the 2003-04 School Year**

Homeless Preschool- aged Served	Homeless Unaccompanied Youth Served	Homeless Migrant Children and Youth Served
19,343	18,873	17,479

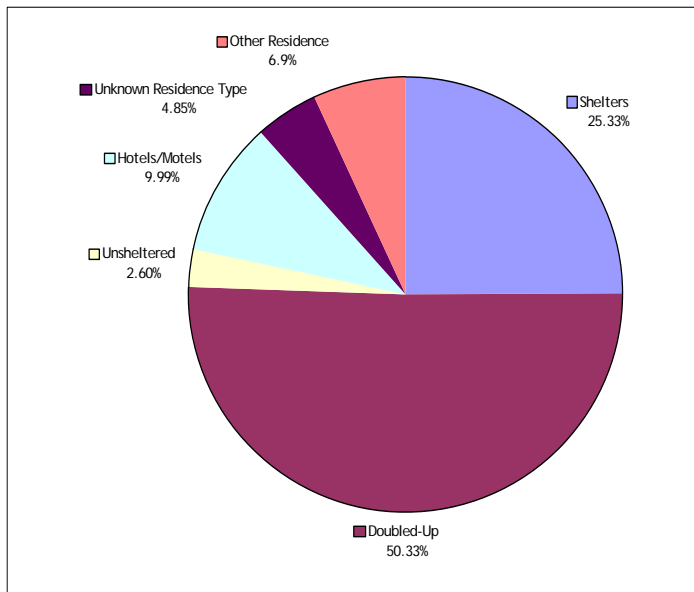
The number of homeless children enrolled in preschool has historically been low. Data from the Department of Health and Human Services (HHS) Head Start 2004 Program Information Report indicate that, of 1,072,014 children served during 2004, only 23,926 were identified as homeless. However, HHS believes that this figure significantly underreports the number of homeless preschool-aged children because no system-wide effort exists specifically to track children who are homeless in the Head Start system and no standard definition of homeless is used by the agency.

Unaccompanied homeless youth are youth that are not in the physical custody of a parent or guardian. They include children who are runaways or throwaways (children who have been forced to leave their home and are not welcomed to return), as well as children leaving foster care to live on their own.

Children in homeless migrant families were specifically included in the definition of homeless children and youth in the 2001 reauthorization of the McKinney-Vento Act, an acknowledgement that, although migrant families are by nature transient, some families experience circumstances that could qualify them as homeless.

Of the total number of homeless children and youth enrolled in school in 2003-04, the following primary nighttime residences were identified:

**Chart 1 - Primary Nighttime Residence of Homeless Children and Youth, 2003-04**



States reported that in 2003-04, 50.33 percent of their homeless children and youth lived doubled up with relatives and friends, compared with 35 percent estimated in the 2000 report to Congress. The large percentage of homeless children and youth living doubled up compared with the percentage of those living in shelters (25.33 percent) may be attributable in part to the overall increase in the number of homeless families and in part to the lack of availability of shelters. The U.S. Conference of Mayors reported that, in 2004, an average of 32 percent of shelter requests by homeless families were estimated to have gone unmet. The lack of shelters is a particular problem in rural areas.

“Other” types of residence reported included emergency foster care, substandard housing, abandoned buildings, and vehicles.

Homeless families and children who do not live in shelters are the most difficult to identify, resulting in underreporting of numbers and great challenges to link them to services. Services provided only through shelters miss homeless families living in other situations.

## **Activities and Accomplishments of ED with Regard to Increasing Educational Opportunities and Success for Homeless Children and Youth**

The ED Student Achievement and School Accountability (SASA) programs office within the Office of Elementary and Secondary Education carries out service coordination and compliance oversight for the McKinney-Vento Education for Homeless Children and Youth program. Following are ongoing activities conducted by the Education for Homeless Children and Youth program, along with major accomplishments over the past five years:

### *Activity – Providing Guidance in Response to Natural Disasters*

ED responds to crises and natural disasters that require guidance, networking, and coordination to ensure enrollment and services for children and youth experiencing homelessness.

#### Fall 2005:

- Convened conference calls for State Coordinators from hurricane-affected districts and State Coordinators with districts receiving displaced families to discuss coordination of records, enrollment, and services.
- Provided assistance for schools serving students displaced by Hurricanes Katrina and Rita through information provided on ED's website that highlighted the McKinney-Vento Act.
- Supported the establishment of a web page on the National Center for Homeless Education (NCHE) website that regularly posts and updates memos issued by ED and other agencies, such as the U.S. Departments of Agriculture and Health and Human Services (HHS), on serving displaced children, procedures for obtaining electronic school and health records for displaced students, and information on resources.
- Participated with other Federal agencies in weekly updates to the field through cross-agency information sharing.
- Supported the work of NCHE in responding to requests for information from school districts related to enrolling and serving students in families displaced by the hurricanes.
- Supported the work of NCHE to collect information on effective strategies from State educational agencies (SEAs) and LEAs for enrolling and serving students in displaced families and to disseminate this information through the development of publications, training, and a listserv.
- Supported the work of NCHE to facilitate greater coordination between LEAs and relief agencies and other organizations to meet the education needs of children in families displaced by Katrina and Rita.

- Supported the work of NCHE to develop publications to assist SEAs and LEAs in planning for disasters.
- Supported the work of NCHE by conducting periodic conference calls and surveys to identify issues emerging over time related to enrolling and serving children in families displaced by Hurricanes Katrina and Rita.

*Activity – Guidance and Technical Assistance; Support for National Technical Assistance Center*

ED provides guidance and technical assistance to State Coordinators for homeless education, local homeless liaisons, and other education stakeholders. Additionally, ED contracts for the services of a national technical assistance center for homeless education, NCHE, at the SERVE Center at the University of North Carolina at Greensboro. NCHE develops and disseminates information to parents, service providers, local schools, advocacy groups, and State and local education providers; operates a helpline; hosts a listserv; maintains a website to disseminate information about federal, state, and local resources; and provides onsite technical assistance and training, as well as web-based training on serving the needs of homeless students.

2001-2005:

- Developed the *Non-Regulatory Guidance for the Education for Homeless Children and Youth Program* (revised in 2004).
- Within 60 days of the reauthorization, published guidance in the *Federal Register* on school enrollment with respect to homeless children and youth.
- Within one year of the reauthorization, mailed over 300 notices to Federal and State agencies on the rights of homeless children and youth guaranteed by McKinney-Vento.
- Within two years of the reauthorization, submitted a report to the President, the House Committee on Education and the Workforce, and the Senate Committee on Health, Education, Labor and Pensions on the statutorily-exempted separate schools for homeless students in certain counties in California and Arizona. The report discussed local compliance with requirements for operating separate schools, barriers homeless students in the exempt districts face in enrolling and attending public schools, and the progress these districts are making in mainstreaming homeless children and youth.
- Facilitated the development and peer review of State plans on the implementation of McKinney-Vento.
- Supported NCHE in developing and disseminating a State Coordinator's handbook and an LEA homeless education liaison toolkit (revised in 2005) to provide resources to improve program activities to meet the educational needs of homeless students.

- Supported NCHE in the design and dissemination of over 120,000 posters on the educational rights of homeless children and youth. The posters, printed in English and Spanish, targeted parents and homeless youth and were disseminated to local schools, neighborhood homeless associations, local service agencies, and shelters for homeless families.
- Supported NCHE in the development of numerous issue briefs and additional publications on such topics as migratory homeless children and families, the impact of domestic violence on the education of homeless students, the inclusion of homeless students in state and local school district accountability systems, best practices in homeless education, teaching highly mobile children, and improving the reading skills of highly mobile children.
- Supported NCHE in planning and conducting annual meetings of State Coordinators for the purposes of providing program updates, discussing implementation issues, and creating a network of peer support.

*Activity – Collaboration with Local, State, and Federal Agencies*

ED collaborates with local, State, and Federal agencies and organizations that serve homeless families and youth to increase awareness of homeless education in other programs, to identify and remove barriers that impede the delivery of educational services to homeless children and youth, and to coordinate policies affecting homeless children and youth.

2001-2005:

- Initiated discussions with the U.S. Department of Agriculture that facilitated a revision of its food and nutrition guidelines so that homeless children can receive free meals at their schools upon identification by the local homeless education liaison, shelter staff, or other appropriate contact.
- Collaborated with the ED Migrant Education Program to develop guidance for LEA staff in identifying and serving migrant children who are eligible for services through McKinney-Vento.
- Collaborated with staff from the HHS Runaway and Homeless Youth Act program to develop a memo encouraging stronger collaboration between youth shelters and local school districts.
- Helped to support, plan, and facilitate an Interagency Family Policy Academy to ensure that State teams that develop policies on issues of homelessness included the State Coordinator for homeless education and addressed the educational needs of homeless children.
- Participated in a national meeting sponsored by the U.S. Department of Housing and Urban Development convened for the purpose of revising its Homeless Management Information System to capture data on homeless families and children.

- Participated on the White House Interagency Council on Homelessness.

*Activity – Collection and Dissemination of Data*

ED collects and disseminates data and information regarding the number and location of homeless children and youth, the education and related services such children and youth receive, and the extent to which the needs of homeless children and youth are being met.

2001-2005:

- Developed the Education for Homeless Children and Youth Program Data Collection Form, piloted it in 2002-03, and revised and utilized it for required State and local data collection for the 2003-04 school year.
- Supported the development and piloting of an evaluation design measuring the student and program performance indicators of success for homeless students in local schools.

*Activity – Awarding Grants to SEAs; SEA Subgrants to LEAs*

ED awards grants to SEAs under the McKinney-Vento Education for Homeless Children and Youth program. The amount that an SEA receives in a given year is based on its proportionate share of funds under Part A of Title I of the ESEA, as amended by the No Child Left Behind Act of 2001 (NCLB).

2001-2005:

- Overall funding for this program under the NCLB increased by 79 percent from 2001 to 2005.

**Table 3 - Education for Homeless Children and Youth Program Funding History, 2001-05**

Fiscal Year	Appropriation
2001	\$35,000,000
2002	\$50,000,000
2003	\$54,642,500
2004	\$59,646,800
2005	\$62,496,000

[www.ed.gov/programs/homeless/funding.html](http://www.ed.gov/programs/homeless/funding.html)

*Subgrants.* LEAs may apply for subgrants through a state competitive award process. SEAs award the subgrants on the basis of need and quality of the application.

Increased funding for the McKinney-Vento program since reauthorization has enabled more LEAs to receive subgrants and more homeless students to be served. The number of school districts with subgrants in 2003-04 was 973, a 58 percent increase over the number of subgrants awarded in 2001-02. Subgrants in 2003-04 served approximately 108,330 more students (PreK-12) than in 2001-02, showing a 53 percent increase in the number of homeless students served by subgrants.

**Table 4 - Comparison of Number of LEAs with Subgrants and Number of Homeless Students Enrolled in LEAs Receiving Subgrants Reported by States in 2001-02 and 2003-2004**

	2001-02	2003-04	% Increase
No. of LEAs with Subgrants	617	973	58%
No. of Students (PreK-12) Served by Subgrants	200,748	309,078	53%

Of all the LEAs reporting in the 2003-04 data collection, only six percent have subgrants. Yet subgrants serve 48 percent of homeless children and youth enrolled in schools, indicating that subgrants were awarded to school districts with the largest numbers of homeless children and youth.

**Table 5 - Number of LEAs and Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants Reported by States in 2003-04**

	Number of LEAs	Number of Homeless Students Enrolled K-12
LEAs with Subgrants	973	287,965
LEAs Without Subgrants	14,770	314,603
<b>Total</b>	15,743	602,568

Subgrantees provide a wide range of activities, as illustrated in Table 6.

**Table 6 - Percentage of Subgrantees Providing Specific Services and Activities in 2003-04**  
(973 subgrants reporting)

Tutoring or other instructional support	63%	Parent education related to rights and resources for children	58%
Expedited evaluations	38%	Coordination between schools and agencies	63%
Staff professional development and awareness	61%	Counseling	50%
Referrals for medical, dental, or other health services	57%	Addressing needs related to domestic violence	47%
Transportation	60%	Clothing to meet a school requirement	54%
Early childhood programs	37%	School supplies	64%
Assistance with participation in school programs	58%	Referral to other programs and services	61%
Before/after-school, mentoring, summer programs	58%	Emergency assistance related to school attendance	51%
Obtaining or transferring records necessary for enrollment	56%		

*Academic Progress of Homeless Children and Youth in LEAs with Subgrants.* In the 2002-03 and 2003-04 Federal data collections, McKinney-Vento subgrant programs were asked for the first time to provide academic achievement data based on State assessments for homeless students enrolled in their programs during the school year. As this was a new data requirement, many of these school districts had difficulty in providing achievement data specifically on homeless children and youth. Although not all States were not able to provide these data (see footnote 2 on Page 2), the following table provides some information on the degree to which homeless children and youth are achieving to State standards.

**Table 7 - Academic Progress of Homeless Students in School Districts with McKinney-Vento Subgrants Reported by States in 2003-04**

	Number of Homeless Students Taking Reading Assessment Test	Number of Homeless Students Meeting or Exceeding State Proficiency in Reading	Number of Homeless Students Taking Mathematics Assessment	Number of Homeless Students Meeting or Exceeding State Proficiency in Mathematics
Grade 3	11,857	4,642 39%	11,138	4,790 43%
Grade 4	11,414	4,902 43%	10,830	4,423 41%
Grade 5	11,277	4,356 39%	10,982	3,909 36%
Grade 6	7,663	2,622 34%	7,448	2,477 33%
Grade 7	7,363	2,447 33%	6,706	1,978 29%
Grade 8	10,050	3,356 33%	9,863	3,105 31%
High School	11,353	3,222 28%	10,091	2,497 25%

Example -- Colorado 2003-04 achievement data show that at Putnam Elementary School (Poudre, CO), two-thirds of homeless students who had pre/post test scores showed one or more year's growth in reading.

The requirement to collect assessment data is too new to suggest any trends in academic achievement. Still, the requirement for these data and for the inclusion of homeless students in state accountability systems focuses greater attention on the academic needs of these students.

*State Coordinator for homeless education perception of ED Homeless Education Program services.* In a 2005 survey of the State Coordinators for homeless education, most of the 45 respondents reported that they felt the ED Homeless Education program was very effective in the services it provided. (See Appendix 6 for a table that shows responses related to specific activities.)

### **State and Local Homeless Education Program Status and Successes**

*State Coordinators for homeless education.* The McKinney-Vento Act defines the functions of the State Coordinator as (1) gathering information on the nature and extent of the problems homeless children and youth face in gaining access to education and of the State's progress in addressing these problems; (2) developing and carrying out a State plan; (3) collecting and submitting data to ED; (4) facilitating coordination between the SEA, State social service agency, and other agencies that provide services to homeless children, youth, and their families; (5) coordinating and collaborating with educators and service providers of homeless children, youth, and families; and (6) providing technical assistance to LEAs in coordination with local homeless education liaisons.

In the 2005 survey of State Coordinators for homeless education, 31 of 45 respondents reported that their positions were full time for homeless education. Almost all State Coordinators reported that they provided increased levels of technical assistance and support for local liaisons. Thirty-four reported that they have state homeless education websites, and 28 said they conduct State homeless education conferences (or partner to conduct such conferences).



Almost all survey respondents reported increased efforts in the following activities since reauthorization:

- Training of local liaisons and school district staff
- Technical assistance to LEAs
- McKinney-Vento subgrant competitions
- Dissemination of resources from other agencies such as ED and national organizations
- Creation and dissemination of state homeless education publications
- Monitoring and enforcement activities

Example -- Project HOPE-VA, the Office of the State Coordinator for Virginia

- disseminates a newsletter that is mailed to Virginia local liaisons, public schools, shelters, and related agencies
- develops information briefs related to homeless education;
- maintains a website of Virginia resources, including all HOPE publications, and links to local, state, and national agencies;
- provides training through regional workshops and presentations at local, state, and national conferences; and
- conducts an annual seminar focused on homeless education issues.

*Local Homeless Education Liaisons.* The reauthorized law requires every LEA to appoint a homeless education liaison, and states have made significant strides in ensuring that the liaisons are in place. In the 2005 survey of State Coordinators, 36 of the 45 respondents reported that they have local liaisons in all of their districts. Seven respondents reported having local liaisons in 90-98 percent of their districts.

State Coordinators reported the following benefits of having a local liaison in every school district:

- Increased identification of homeless children and youth;
- Increased service provision for homeless children and youth;
- Better coordination among school district programs, especially for transportation;
- Increased awareness of homeless children and youth among school and school district staff;
- Increased awareness of issues related to homeless education in the community;
- Better coordination between the school district and local agencies; and
- More effective communication between the SEA and LEA with regard to homeless issues.

State Coordinators are required to oversee the work of the local liaisons and provide training and technical assistance. Although the designation of local liaisons in school districts has resulted in greater identification of and service provision for homeless children and youth, State Coordinators report several challenges for ensuring that local liaisons are appointed in every district and are carrying out their designated responsibilities. The biggest challenge is very high turnover among local liaisons. Many State Coordinators have difficulty keeping an updated list of contacts and in providing training for the new liaisons who are continually assuming the role. Also, many local liaisons have responsibilities for several programs and are unable to

devote sufficient time to the educational needs of homeless children and youth. Some State Coordinators in large states or states with many LEAs report that they have difficulty arranging site visits and keeping up with program oversight.

*Barriers.* State Coordinators reported progress in the elimination of barriers identified prior to the McKinney-Vento reauthorization under NCLB. These barriers include those related to:

- Identification and eligibility determination for McKinney-Vento services;
- Delayed school enrollment (K-12);
- School stability;
- Transportation to the school of origin;
- Access to school programs;
- LEA coordination with local agencies;
- Preschool enrollment; and
- Unaccompanied youth enrollment.

Following are descriptions of progress in eliminating barriers and continued challenges.

*Identification and eligibility determination for McKinney-Vento services.* Identifying children and youth who meet the McKinney-Vento definition of homeless is a persistent barrier. Identification requires extensive outreach in the community, especially to find children and youth in families and unaccompanied youth who are not living in shelters. Identifying homeless children and youth is especially challenging in rural areas where shelter facilities are limited or nonexistent. State Coordinators report that many local liaisons have difficulty with outreach activities due to their many professional responsibilities, of which homeless education is only a part. A lack of awareness of homelessness on the part of the community is also a barrier to identification.

The definition of homeless children and youth included in the law specifies many circumstances in which a child or youth may be determined eligible for services. The specificity of the definition in most cases has assisted LEAs with determining eligibility, but some feel that a lack of clarity exists over terms in the definition such as “adequate nighttime residence,” “substandard housing,” “doubled up,” and “awaiting foster care.”

State Coordinators report that identification has increased with the designation of a local liaison in every school district. Greater awareness exists in communities and among school personnel related to the needs and educational rights of homeless children and youth. In addition, a greater understanding of the law among school personnel results in more efficient determination of eligibility for McKinney-Vento services.

Example -- Rutherford County School District in Tennessee has identified over 500 homeless children and youth since the appointment of a local liaison. Prior to reauthorization, the district had reported no homeless students.

*School stability.* Changing schools greatly impedes a student's academic and social growth. Generally, a child who changes schools takes from four to six months to recover academically. Therefore, the McKinney-Vento Act promotes school stability by providing that homeless children and youth have the right to remain in their school of origin. Furthermore, the legislation states that in determining the best interest of the homeless child or youth, the LEA must, to the extent feasible, keep the child or youth in the school of origin, unless doing so is contrary to the wishes of the parent or guardian.

A lack of awareness of the law among school staff sometimes results in children not being allowed to remain in their school of origin. Also, a lack of awareness on the part of parents of the importance of keeping their children in the same school or a lack of awareness of their right to do so frequently results in school mobility. Further, homeless families may move or be placed by agencies too far from the school of origin for the children to be transported there.

State Coordinators agree that LEAs are making progress in keeping children and youth in their schools of origin. The reauthorized law reinforces that in most instances school stability is in the best interest of the child or youth. Also, increased efforts to create an understanding of the law at the local level through training of the local liaisons and by posting information in schools and the community have greatly increased school stability for homeless children and youth.

*Transportation to the school of origin.* Transportation is the key to enabling homeless children and youth to remain in their school of origin. The reauthorized law requires school districts to provide transportation for homeless children and youth once the determination has been made that remaining in the school of origin is in the child's best interest.

Local liaisons work with pupil transportation directors and other administrators, community agencies, municipal transportation systems, or private transportation providers to coordinate efforts and pool resources to arrange transportation to the school of origin for homeless children and youth. LEAs have successfully implemented the transportation provision through several strategies: establishing strong collaborative relationships across programs and in their communities, extending and adjusting bus routes, developing systems for communication and coordination across districts, and establishing policies that reinforce the federal legislation. State and local pupil transportation directors are key partners for implementing the transportation requirement.

However, the NCLB requirement to provide transportation to and from the school of origin has created several challenges for LEAs. Many LEAs struggle to implement this requirement when a child needs to be transported across district or State lines. Often significant staff time in both LEAs must be devoted to coordinating schedules and policies.

<p>Example -- In San Antonio, Texas, staff from the pupil transportation office and the homeless education program work together to ensure that transportation services are coordinated and that all parties, including parents, are notified.</p>
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*School enrollment (K-12).* The reauthorized law expects that homeless children and youth will be able to enroll in school and attend classes immediately. As LEAs, school staff, and

parents become more knowledgeable about the law, there appear to be fewer instances in which the lack of required documentation, school records, birth certificates, proofs of guardianship, or proofs of residency poses barriers to enrollment. However, enrollment delays and disputes still occur when school administrators or enrollment staff are not aware of the federal requirement and insist on enforcing local policy. Lack of proof of residency and guardianship and lack of immunization records are particular areas that continue to pose barriers.

Overall, State Coordinators report great improvement in immediate enrollment of homeless children and youth. Progress is primarily due to the stronger Federal law and greater awareness of the law. Ongoing efforts to train local liaisons, who in turn train school and district staff, result in greater success in implementing immediate enrollment. Increased awareness is attributable to widespread posting of the educational rights of homeless children and youth in schools and communities.

*Access to school programs and services.* Ensuring that children and youth who are homeless or highly mobile access school programs or services for which they are eligible can be a challenge. The local liaison plays a critical role in identifying a homeless child's or youth's needs and assisting him or her in accessing programs and services.

Many homeless children and youth with disabilities have experienced difficulty in accessing special education services. Transferring from one school to another may interrupt the evaluation process, and services are frequently not continuous in new schools for children with individualized education programs (IEPs) at former schools. Additionally, unaccompanied youth face particular challenges in receiving special education services when their parents or guardians are unavailable. Most State Coordinators note that access to special education has improved only moderately since the McKinney-Vento reauthorization. However, the December 2004 reauthorization of the Individuals with Disabilities Act (IDEA) addresses each of these situations for homeless children.

NCLB also requires greater collaboration between Title I and homeless education programs and requires each LEA that receives funds under Part A of Title I to set aside funds each year to serve homeless children and youth. Though some State Coordinators report that LEAs have difficulties in collaborating with Title I to arrange services or set aside funds for homeless children and youth, most report much progress in accessing Title I resources.

In 2002 the U.S. Department of Agriculture issued a policy that enabled children and youth to receive free school meals simply by being identified as homeless by the local liaison, shelter provider, or another authorized person. The policy became law in 2004. Most State Coordinators report that LEAs have made much progress in enabling homeless children and youth to receive free school meals.

Homeless children and youth may require particular support in accessing school activities and programs, such as extracurricular activities, gifted and talented programs, vocational education, and programs for limited English proficient students. State Coordinators report moderate progress in homeless children and youth participating in these activities and programs.

Overall, State Coordinators agree that increased training and greater understanding of the law, along with increased coordination with other departments and programs, both at the State and local levels continue to eliminate barriers to accessing services.

*LEA coordination with local agencies.* A broad array of programs and services must be coordinated to address the myriad and complex needs of a homeless child or youth. To best address the educational needs of homeless children and youth, LEAs must coordinate services with local agencies, including shelters, housing agencies, social service agencies, child welfare agencies, and health providers. Benefits to the LEAs of working with local agencies include comprehensive and coordinated service provision, increased identification of homeless children and youth, increased understanding of local agencies of the educational needs of homeless children and youth, access to more resources, placement of families close to schools of origin, and consistent policies across agencies.

Communities that coordinate services most effectively have established cross-agency collaborations. Local housing coalitions and Housing and Urban Development Continuum of Care programs are two of the most common types of local cross-agency collaborations. LEA representation in these collaborations helps to ensure greater consideration of the educational needs and rights of homeless children and youth and more resources directed toward them.

State Coordinators report that LEA coordination with local agencies has increased since reauthorization largely due to the designation of a local liaison in each school district. However, because of the time necessary to develop collaborative relationships and the large number of responsibilities placed upon local liaisons, many LEAs have limited participation in coordination and collaboration activities.

*Preschool enrollment.* Over 40 percent of children living in homeless shelters are under the age of five, yet homeless preschool-aged children are greatly underrepresented in preschool programs.

The reauthorized McKinney-Vento law requires that homeless children who are of preschool age have equal access to the same public preschool programs as non-homeless children.

Homeless children face unique barriers to enrolling and participating in preschool programs, including Head Start programs. Children in homeless families may be denied enrollment for lack of records, birth certificates, or other documentation normally required for enrollment. High mobility frequently prevents families with young children from rising to the top of enrollment waiting lists before they move. Homeless families often need transportation for their young children to attend preschool programs. In addition to these barriers, many Head Start programs have programmatic and policy barriers that limit homeless children's access to and participation in these programs.

Most State Coordinators report little to moderate progress in ensuring that preschool-aged homeless children are enrolled in preschool. In LEAs where more preschool-aged homeless children are able to enroll in programs, local liaisons are key to identifying homeless families with preschool-aged children. The liaisons also provide training and informational materials to providers and develop collaborative relationships to coordinate services.

Example -- The Tacoma School District (Washington) prioritizes homeless children for preschool enrollment and provides transportation.

*Unaccompanied youth.* Unaccompanied youth are one of the most vulnerable and most difficult to reach groups of homeless children. Once on their own, they are frequently exposed to dangers that equal or exceed home situations they sought to escape. School can be a safety net and a link to necessary services. Local liaisons are critical advocates for these children to ensure their enrollment and success in school.

Identification of unaccompanied youth requires extensive outreach to find where they are staying. Many youth avoid contact with schools or other agencies for fear they may be returned to their homes.

School enrollment for unaccompanied youth poses many challenges for schools. Many schools are reluctant to enroll unaccompanied youth because of unclear policies with regard to guardianship issues. Schools oftentimes feel torn between policies of the child welfare system and McKinney-Vento with regard to reporting unaccompanied youth or contacting their parents. In addition, some officials harbor prejudices that unaccompanied youth are likely to be disruptive or have criminal backgrounds.

Highly mobile youth often have difficulty with credit accrual and may experience disciplinary actions due to strict policies that do not take into account the effects of homelessness on such issues as attendance or homework completion.

State Coordinators report moderate progress in LEAs enrolling and serving unaccompanied youth. Extensive training and informational materials have been made available to the school districts encouraging the much needed support and coordination of efforts to keep students in school. The role of the local liaison to facilitate better coordination among service providers and provide increased knowledge of the law results in more unaccompanied youth being identified and enrolled. Coordination between the LEA and child welfare or social service agencies results in consistent policies with regard to runaway and throwaway youth.

“Through it all, school is probably the only thing that has kept me going. I know that every day that I walk in those doors, I can stop thinking about my problems for the next six hours and concentrate on what is most important to me. Without the support of my school system, I would not be as well off as I am today. School keeps me motivated to move on, and encourages me to find a better life for myself.” –*Formerly homeless student from Charlotte, NC. 2002*

**Appendix 1. Number of Homeless Children and Youth Enrolled in Public Schools During the 2003-04 School Year as Reported by States**

Nationwide	# K-5 Enrolled <b>338,982</b>	# 6-8 Enrolled <b>153,500</b>	# 9-12 Enrolled <b>110,086</b>	Total All Grades <b>602,568</b>
<b>Alabama</b>	6,093	2,544	1,918	10,555
<b>Alaska</b>	1,602	505	1,709	3,816
<b>Arizona</b>	8,179	3,117	3,301	14,597
<b>Arkansas</b>	2,532	1,161	1,080	4,773
<b>California</b>	82,916	36,953	22,685	142,554
<b>Colorado</b>	4,662	1,928	1,521	8,111
<b>Connecticut</b>	1,293	353	402	2,048
<b>Delaware</b>	526	238	124	888
<b>Florida</b>	9,208	3,885	2,976	16,069
<b>Georgia</b>	6,709	2,794	2,305	11,808
<b>Hawaii</b>	511	226	198	935
<b>Idaho</b>	794	325	434	1,553
<b>Illinois</b>	6,201	2,414	2,104	10,719
<b>Indiana</b>	3,566	1,145	919	5,630
<b>Iowa</b>	2,682	2,194	1,706	6,582
<b>Kansas</b>	1,232	622	740	2,594
<b>Kentucky</b>	7,922	2,844	2,874	13,640
<b>Louisiana</b>	10,339	4,115	2,625	17,079
<b>Maine</b>	178	179	350	707
<b>Maryland</b>	3,092	1,342	970	5,404
<b>Massachusetts</b>	1,179	527	506	2,212
<b>Michigan</b>	4,414	2,543	2,247	9,204
<b>Minnesota</b>	2,520	1,448	1,394	5,362
<b>Mississippi</b>	3,579	4,486	2,861	10,926
<b>Missouri</b>	6,442	2,580	3,961	12,983
<b>Montana</b>	1,319	610	391	2,320
<b>Nebraska</b>	2,311	2,311	2,311	6,933
<b>Nevada</b>	2,923	920	627	4,470
<b>New Hampshire</b>	507	191	235	933
<b>New Jersey</b>	-	-	-	-
<b>New Mexico</b>	1,954	849	878	3,681
<b>New York</b>	10,666	6,612	5,189	22,467
<b>North Carolina</b>	4,418	1,547	1,047	7,012
<b>North Dakota</b>	82	19	15	116
<b>Ohio</b>	6,334	3,542	2,606	12,482
<b>Oklahoma</b>	449	220	126	795
<b>Oregon</b>	5,727	2,482	3,649	11,858
<b>Pennsylvania</b>	12,124	4,666	2,841	19,631
<b>Puerto Rico</b>	6,260	2,066	1,039	9,365
<b>Rhode Island</b>	416	148	107	671

	# K-5 Enrolled	# 6-8 Enrolled	# 9-12 Enrolled	Total All Grades
<b>South Carolina</b>	2,938	1,400	1,467	5,805
<b>South Dakota</b>	-	-	-	-
<b>Tennessee</b>	3,330	1,369	1,132	5,831
<b>Texas</b>	82,764	37,670	17,424	137,858
<b>Utah</b>	4,804	1,754	1,324	7,882
<b>Vermont</b>	155	94	183	432
<b>Virginia</b>	4,191	1,591	1,791	7,573
<b>Washington</b>	4,005	1,835	2,301	8,141
<b>West Virginia</b>	213	110	121	444
<b>Wisconsin</b>	2,721	1,026	1,372	5,119
<b>Wyoming</b>	-	-	-	-

- Data not available



**Appendix 2. Primary Nighttime Residence of Homeless Children and Youth During School Year 2003-04 as Reported by States**

	<b>Shelters</b>	<b>Doubled-Up</b>	<b>Unsheltered</b>	<b>Hotels/Motels</b>	<b>Unknown/Other Residence Types</b>	<b>Total</b>
<b>Nationwide Total of All Submitting States</b>	157,181 25.33%	312,247 50.33%	16,101 2.60%	61,959 9.99%	72,956 11.75%	620,444
<b>State</b>						
<b>Alabama</b>	605	5,714	65	237	1,422	8,043
<b>Alaska</b>	1,414	1,056	94	263	1,043	3,870
<b>Arizona</b>	1,259	9,511	623	903	2,294	14,590
<b>Arkansas</b>	676	2,857	88	248	904	4,773
<b>California</b>	18,178	68,794	8,598	14,887	29,632	140,089
<b>Colorado</b>	1,008	4,539	244	533	995	7,319
<b>Connecticut</b>	706	945	21	277	99	2,048
<b>Delaware</b>	147	155	0	54	28	384
<b>Florida</b>	6,179	7,830	421	1,468	2,256	18,154
<b>Georgia</b>	6,967	2,952	118	1,771	0	11,808
<b>Hawaii</b>	549	0	386	0	189	1,124
<b>Idaho</b>	273	1,083	68	131	119	1,674
<b>Illinois</b>	2,971	7,040	69	180	419	10,679
<b>Indiana</b>	349	2,312	31	72	148	2,912
<b>Iowa</b>	3,291	2,699	132	263	197	6,582
<b>Kansas</b>	816	1,502	27	133	119	2,597
<b>Kentucky</b>	2,386	7,204	688	522	1,356	12,156
<b>Louisiana</b>	3,869	13,278	142	308	112	17,709
<b>Maine</b>	321	177	16	71	122	707
<b>Maryland</b>	1,816	2,137	37	615	949	5,554
<b>Massachusetts</b>	667	617	85	455	258	2,082
<b>Michigan</b>	4,200	2,600	900	1,100	404	9,204
<b>Minnesota</b>	1,553	4,410	141	0	0	6,104
<b>Mississippi</b>	2,185	8,195	109	437	0	10,926
<b>Missouri</b>	3,641	6,470	91	937	1,453	12,592
<b>Montana</b>	901	923	206	230	60	2,320
<b>Nebraska</b>	-	-	-	-	-	-
<b>Nevada</b>	433	1,539	5	1,046	1,447	4,470
<b>New Hampshire</b>	0	0	0	0	933	933
<b>New Jersey</b>	-	-	-	-	-	-
<b>New Mexico</b>	1,178	1,686	43	366	0	3,273
<b>New York</b>	18,534	3,558	71	1,528	899	24,590
<b>North Carolina</b>	1,536	3,541	125	531	1,087	6,820
<b>North Dakota</b>	8	48	0	8	7	71
<b>Ohio</b>	10,554	2,486	57	73	1,471	14,641
<b>Oklahoma</b>	706	47	9	19	14	795
<b>Oregon</b>	2,187	4,638	636	601	3,798	11,860
<b>Pennsylvania</b>	8,947	3,426	0	1,388	5,870	19,631
<b>Puerto Rico</b>	1,052	7,781	583	15	85	9,516
<b>Rhode Island</b>	236	107	23	40	167	573
<b>South Carolina</b>	1,080	2,475	64	138	2,048	5,805
<b>South Dakota</b>	371	170	6	210	70	827
<b>Tennessee</b>	2,763	2,269	59	472	37	5,600
<b>Texas</b>	32,967	100,002	0	27,596	5,443	166,008

	<b>Shelters</b>	<b>Doubled- Up</b>	<b>Unsheltered</b>	<b>Hotels/Motels</b>	<b>Unknown/Other Residence Types</b>	<b>Total</b>
<b>Utah</b>	679	6,156	75	320	652	7,882
<b>Vermont</b>	20	93	8	42	15	178
<b>Virginia</b>	4,186	1,686	89	722	890	7,573
<b>Washington</b>	1,223	3,112	483	639	1,974	7,431
<b>West Virginia</b>	113	183	14	24	110	444
<b>Wisconsin</b>	1,481	2,244	351	86	1,361	5,523
<b>Wyoming</b>	-	-	-	-	-	-

- Data not available

**Appendix 3. Number of Homeless Children and Youth Served in Public Schools During School Year 2003-04 in LEAs with McKinney-Vento Subgrants as Reported by States**

	<b># Pre-K</b>	<b># K-5</b>	<b># 6-8</b>	<b># 9-12</b>	<b>Total All Grades</b>
<b>Nationwide Total</b>	<b>21,113</b>	<b>159,995</b>	<b>70,090</b>	<b>57,880</b>	<b>309,078</b>
<i>State</i>					
<b>Alabama</b>	1,295	1,260	744	3,018	6,317
<b>Alaska</b>	591	766	204	897	2,458
<b>Arizona</b>	65	3,330	1,248	1,329	5,972
<b>Arkansas</b>	91	1,177	625	461	2,354
<b>California</b>	3,959	45,207	19,433	11,002	79,601
<b>Colorado</b>	507	4,147	1,704	1,306	7,664
<b>Connecticut</b>	215	472	280	275	1,242
<b>Delaware</b>	99	526	238	124	987
<b>Florida</b>	349	9,113	3,881	2,972	16,315
<b>Georgia</b>	418	5,699	2,426	1,974	10,517
<b>Hawaii</b>	18	84	54	35	191
<b>Idaho</b>	25	314	134	265	738
<b>Illinois</b>	809	6,279	2,500	2,080	11,668
<b>Indiana</b>	539	1,800	717	511	3,567
<b>Iowa</b>	42	893	269	365	1,569
<b>Kansas</b>	595	777	497	562	2,431
<b>Kentucky</b>	544	4,612	1,921	1,456	8,533
<b>Louisiana</b>	1,231	8,953	3,358	2,192	15,734
<b>Maine</b>	-	-	-	55	55
<b>Maryland</b>	231	2,826	1,256	934	5,247
<b>Massachusetts</b>	150	565	265	242	1,222
<b>Michigan</b>	941	4,414	2,543	2,247	10,145
<b>Minnesota</b>	1,258	2,520	1,448	1,394	6,620
<b>Mississippi</b>	51	945	620	207	1,823
<b>Missouri</b>	195	3,271	1,181	2,526	7,173
<b>Montana</b>	62	344	199	109	714
<b>Nebraska</b>	51	571	336	517	1,475
<b>Nevada</b>	232	2,691	851	612	4,386
<b>New Hampshire</b>	14	182	99	66	361
<b>New Jersey</b>	136	1,276	571	377	2,360
<b>New Mexico</b>	151	1,853	809	798	3,611
<b>New York</b>	1,153	8,827	5,151	4,890	20,021
<b>North Carolina</b>	159	2,756	903	648	4,466
<b>North Dakota</b>	11	93	32	30	166
<b>Ohio</b>	1,050	3,893	2,251	1,804	8,998
<b>Oklahoma</b>	74	449	220	126	869
<b>Oregon</b>	381	2,753	1,242	1,915	6,291
<b>Pennsylvania</b>	1,192	7,391	2,803	1,758	13,144
<b>Puerto Rico</b>	79	3,322	1,305	683	5,389
<b>Rhode Island</b>	73	213	83	40	409
<b>South Carolina</b>	174	1,107	490	399	2,170
<b>South Dakota</b>	150	433	176	68	827
<b>Tennessee</b>	1,073	2,815	1,146	960	5,994
<b>Texas</b>	--	--	--	--	--
<b>Utah</b>	0	3,384	1,176	743	5,303
<b>Vermont</b>	19	40	30	128	217
<b>Virginia</b>	166	1,485	643	409	2,703
<b>Washington</b>	229	1,096	666	828	2,819
<b>West Virginia</b>	33	1,023	522	625	2,203
<b>Wisconsin</b>	233	1,841	753	800	3,627
<b>Wyoming</b>	0	207	87	118	412

- Maine does not serve grades 3-8 with subgrants

-- Data not available

**Appendix 4. Number of Homeless Children and Youth by Category in  
LEAs with McKinney-Vento Subgrants Reported by States in 2003-04**

	<b># Public Preschool</b>	<b># Unaccompanied Youth</b>	<b># Homeless Migrant Children/Youth</b>
<b>Nationwide All</b>	<b>19,343</b>	<b>18,873</b>	<b>17,479</b>
<i>State</i>			
<b>Alabama</b>	186	156	641
<b>Alaska</b>	591	606	90
<b>Arizona</b>	107	732	45
<b>Arkansas</b>	91	177	305
<b>California</b>	2,364	1,563	6,477
<b>Colorado</b>	322	216	548
<b>Connecticut</b>	45	426	28
<b>Delaware</b>	7	12	0
<b>Florida</b>	971	1,816	504
<b>Georgia</b>	474	243	129
<b>Hawaii</b>	12	1	17
<b>Idaho</b>	25	67	23
<b>Illinois</b>	514	341	213
<b>Indiana</b>	345	127	518
<b>Iowa</b>	136	115	36
<b>Kansas</b>	829	120	178
<b>Kentucky</b>	544	70	30
<b>Louisiana</b>	2,555	120	603
<b>Maine</b>	0	81	3
<b>Maryland</b>	345	352	5
<b>Massachusetts</b>	78	49	0
<b>Michigan</b>	941	844	73
<b>Minnesota</b>	1,258	782	0
<b>Mississippi</b>	58	22	80
<b>Missouri</b>	195	708	19
<b>Montana</b>	62	7	5
<b>Nebraska</b>	46	614	123
<b>Nevada</b>	27	140	4,199
<b>New Hampshire</b>	14	49	11
<b>New Jersey</b>	139	438	5
<b>New Mexico</b>	160	126	256
<b>New York</b>	1,819	3,081	481
<b>North Carolina</b>	159	239	252
<b>North Dakota</b>	8	16	2
<b>Ohio</b>	605	1,210	306
<b>Oklahoma</b>	74	385	1
<b>Oregon</b>	381	826	422
<b>Pennsylvania</b>	476	275	0
<b>Puerto Rico</b>	109	0	262
<b>Rhode Island</b>	47	61	0
<b>South Carolina</b>	275	49	120
<b>South Dakota</b>	15	2	11
<b>Tennessee</b>	1,073	535	92
<b>Texas</b>	-	-	-
<b>Utah</b>	213	118	210
<b>Vermont</b>	11	108	0
<b>Virginia</b>	262	139	20
<b>Washington</b>	107	453	38
<b>West Virginia</b>	35	177	78
<b>Wisconsin</b>	233	79	20
<b>Wyoming</b>	-	-	-

- Data not available

**Appendix 5. Academic Progress of Homeless Students in LEAs with Subgrants  
Reported by States in 2003-04\***

<b>Total of All Submitting States</b>	<b># Taking Reading Assessment Test**</b>	<b># Proficient in Assessment Test</b>	<b>% Proficient in Reading Test</b>	<b># Taking Mathematics Assessment Test**</b>	<b># Proficient in Mathematics</b>	<b>% Proficient in Mathematics Test</b>
Grade 3	11,857	4,642	39%	11,138	4,790	43%
Grade 4	11,414	4,902	43%	10,830	4,423	41%
Grade 5	11,277	4,356	39%	10,982	3,909	36%
Grade 6	7,663	2,622	34%	7,448	2,477	33%
Grade 7	7,363	2,447	33%	6,706	1,978	29%
Grade 8	10,050	3,356	33%	9,863	3,105	31%
High School	11,353	3,222	28%	10,091	2,497	25%

\*Alaska, Maine, North Dakota, and Texas did not provide data.

\*\*In 2003-04, many States did not conduct state assessments in all grades 3-8.

**Appendix 6. Survey Responses of State Coordinators for Homeless Education Regarding  
ED Homeless Education Program Services**

The following table shows the percentage of State Coordinators who rated specific ED activities 4 or 5 on a scale from 5 (extremely effective) to 0 (not effective). (NCHE State Coordinators Survey, 2005).

(45 Respondents/ 90% Return)

<b>Services Provided by the Department of Education</b>	<b>5-4 Rating of Effectiveness</b>	<b>2-3 Rating of Effectiveness</b>	<b>0-1 Rating of Effectiveness or Unknown</b>
Provision of information and guidance	89%	11%	0%
Provision of awareness materials	91%	9%	0%
Provision of training materials	87%	13%	0%
Provision of technical assistance	89%	4%	7%
Dissemination of strategies for best practices	69%	29%	2%
Fostering networking among State Coordinators	76%	24%	0%
Annual State Coordinators meeting	89%	9%	2%
Monitoring and enforcement activities*	67%	24%	9%

\*25 states had not yet been monitored at the time of the survey.

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