

**U.S. Department of Education**

**ED*Facts* Data Documentation**

**Homeless Student Enrollment Data by Local Education Agency**

**School Year 2019-20**

**July 2021**

**U.S. Department of Education**

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Document Control

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# 1.0 Introduction

## 1.1 Purpose

The purpose of this document is to provide information necessary to appropriately use district level data on homeless student enrollment collected through ED*Facts*. It contains information that is crucial to take into consideration prior to conducting any analyses of the data.

## 1.2 Background on Data Release

The origin of this data release can be found in performance management plans begun by the United States Interagency Council on Homelessness (USICH) and other federal agencies serving homeless children and youth. The performance management plans were developed to measure progress on the Federal Strategic Plan to Prevent and End Homelessness, as well as to explore how to better align data standards across agencies. The U.S. Department of Education (ED) has publicly released state level reports on enrollment data for its Education for Homeless Children and Youth (EHCY) program since 2006 and through a national summary report compiled by the National Center for Homeless Education (NCHE) since 2008.

ED allocates EHCY program funds to states through a formula based on each state's share of funds under Title I, Part A, of the *Elementary and Secondary Education Act* of 1965 (ESEA). The formula grant program administered to state departments of education differs from most programs serving homeless children and youth through other federal agencies, which are customarily based on grants to local county or city governments or non-profit organizations managing projects. State educational agencies (SEAs) have been required to report data at the local educational agency (LEA) or school level via ED*Facts* for most state formula grant programs since 2009. The EHCY program office recognizes the value of LEA level data for the purpose of coordination with other agencies serving homeless children and youth. Many of the homeless assistance grants and performance reporting requirements for the U.S. Departments of Health and Human Services and Housing and Urban Development are made at the local level for city and county agencies or non-profit organizations. Accordingly, the EHCY program also began to review and discuss LEA level data at interagency workgroup meetings beginning in 2011. Since then, researchers and research organizations have increasingly expressed interest in viewing and analyzing these data.

Over several school years, additional annual performance data elements for the EHCY program were moved from files and tables on services provided by LEAs with subgrants to files and tables based on enrollment in LEAs, which is easier to verify and deduplicate. By the 2012-2013 School Year (SY 2012-13), academic achievement reporting and demographic subgroups of homeless students were based on enrollment for all LEAs rather than on students served by the approximately 25 percent of LEAs that have EHCY subgrant programs.

In 2014, the Department began publicly releasing privacy-protected student assessment achievement data at the school and LEA level for many subgroups of students, including homeless students. These assessment data are available starting with SY 2009-10 on the ED*Facts* Initiative website: https://www2.ed.gov/about/inits/ed/edfacts/data-files/index.html. It was deemed that homeless student enrollment data would be valuable to the public, as well as to agencies and organizations serving homeless children and youth. ED finalized the privacy protection and data quality review methodology for this dataset and began releasing these LEA homeless student enrollment datasets in 2016, starting with SYs 2013-14 and 2014-15. Since then, ED has released the latest available files after they are certified by states in the late spring.

## 1.3 ED*Facts* Background

ED*Facts* is a Department of Education initiative to govern, acquire, validate, and use high-quality elementary and secondary performance data in education planning, policymaking, and management decision-making to improve outcomes for students. ED*Facts* centralizes data provided by SEAs, LEAs, and schools, providing the Department with the ability to easily analyze and report the data. Since its inception in 2004, this initiative has reduced the reporting burden by SEAs and local data producers, while streamlining elementary and secondary data collection, analysis, and reporting functions at the federal, state, and local levels.

It is imperative for users to understand that this file reflects data as reported by SEAs to ED*Facts*. ED has conducted various data quality checks, including communication with states to verify the data or, in some cases, resubmit the entire file. However, data anomalies may still be present within the file. If you have any comments or suggestions about this document or the data files, we would like to hear from you. Please direct your comments to: [HomelessED@ed.gov](mailto:HomelessED@ed.gov).

All data in ED*Facts* are organized into data groups and reported to ED by SEAs using defined file specifications (FS). The data on homeless student enrollment and LEA subgrant status are organized into the following two data groups:

Table 1. ED*Facts* Homeless Student Enrollment and LEA Subgrant Status File Specifications and Data Groups

| **File Specification** | **Data Group** | **Data Group Name** | **Data Group Definition** |
| --- | --- | --- | --- |
| C118 | DG655 | Homeless Students Enrolled | The unduplicated number of homeless students enrolled in each LEA at any time during the school year. |
| C170 | DG754 | McKinney-Vento subgrant recipient flag | An indication of whether the LEA received a McKinney-Vento subgrant. |

Please visit the [ED*Facts* Initiatives website](https://www2.ed.gov/about/inits/ed/edfacts/index.html) to access the file specifications.

## 1.4 Education Levels Reported

States submit data group 655 at two education levels: SEA and LEA. Data group 754 is submitted at the LEA level only. Each LEA is assigned a seven-digit ID by the National Center for Education Statistics (NCES). The first two digits represent the state and the last five digits represent the specific LEA within that state. Only LEA level data is included in this file.

## 1.5 Date of the Data

The table below indicates the date the files were pulled from ED*Facts* and the data current as of date. Appendix A includes a table showing the date of the most recent LEA submissions for each state at the time of the data pull.

Table 2. Date of File Creation and Data Recency

|  |  |
| --- | --- |
| **File** | **Data current as of:** |
| LEA Homeless Enrolled | March 31, 2021 |

## 1.6 Privacy Protections Used

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. FERPA requires that when data are released on groups of students, certain steps are taken to ensure the identity of a student cannot be ascertained (i.e. the data do not disclose individual characteristics of a student). This may be possible, for example, if the number of students listed in an individual cell in the data table is small enough that certain characteristics of an individual student can be revealed. To protect students’ privacy, ED applied a combination of disclosure avoidance techniques, including suppressing data for very small groups of students and applying complementary suppression. Together, these steps protect the information of all students by preventing someone from determining, with any reasonable certainty, the identity of a specific homeless student.

The process by which the privacy protections were applied to the Public Use file is described below.

TOTAL

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If Total homeless enrolled students is suppressed for only one LEA in the state due to primary suppression, suppress the next lowest student count in another LEA with “S.”

HOTELS\_MOTELS, UNSHELTERED, SHELTERS AND TRANSITIONAL HOUSING and DOUBLED\_UP

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If only one primary nighttime residence value was suppressed in the LEA, suppress the next lowest student count of another primary nighttime residence value.
2. If a primary nighttime residence value (i.e., the number of homeless enrolled students identified in hotels/motels, as unsheltered, as sheltered, or as doubled up) is suppressed for only one LEA in the state, suppress the next lowest student count in another LEA within the state for the same primary nighttime residence value (and suppress one additional value for the second LEA, if only one primary nighttime residence value is suppressed for the second LEA).

RACIAL ETHNIC ***New!***[[1]](#footnote-2)

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If only one racial ethnic value was suppressed in the LEA, suppress the next lowest student count of another racial ethnic value.
2. If a racial ethnic value is suppressed for only one LEA in the state, suppress the next lowest student count in another LEA within the state for the same racial ethnic value (and suppress one additional value for the second LEA, if only one racial ethnic value is suppressed for the second LEA).

CHILDREN WITH DISABILITIES (CWD)

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If CWD are within 3 students of the total number of homeless students in the LEA, replace CWD with “S.”
2. If only one LEA in the state is suppressed for CWD, replace the next lowest student count in another LEA with “S.”

ENGLISH LEARNERS (EL)

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If EL are within 3 students of the total number of homeless students in the LEA, replace EL with “S.”
2. If only one LEA in the state is suppressed for EL, replace the next lowest student count in another LEA with “S.”

MIGRANT STUDENTS (MIG)

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If MIG homeless enrolled students are within 3 students of the total number of homeless students in the LEA, replace MIG with “S.”
2. If only one LEA in the state is suppressed for MIG, replace the next lowest student count in another LEA with “S.”

UNACCOMPANIED HOMELESS YOUTH (UHY)

Primary Suppression:

1. If the student count is between 0 and 2, replace with “S.”

Complementary Suppression:

1. If UHY is within 3 students of the total number of homeless students in the LEA, replace UHY with “S.”
2. If only one LEA in the state is suppressed for UHY, replace the next lowest student count in another LEA with “S.”

# 2.0 Description of the Data

## 2.1 Homeless Students Enrolled Data

To help ensure that all children and youth experiencing homelessness have equal access to the same free, appropriate, public education available to other children, the Education for Homeless Children and Youth (EHCY) program, authorized under the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. § 11431 *et seq.*) defines homeless persons as individuals who lack a fixed, regular, and adequate nighttime residence. Homeless children and youth include:

* 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.[[2]](#footnote-3)
* Children and youth who have a primary nighttime residence that is a public or private place not designed for, or originally used as, a regular sleeping accommodation for human beings.
* Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
* Migratory children (see the ED*Facts* Workbook section 4.4.1 for definition) who qualify as homeless because the children are living in circumstances described above.

The definition for data group 655 is the unduplicated number of homeless students enrolled in public schools at any time during the school year. However, as students may attend more than one LEA during the reporting period, a student may be included in counts for more than one LEA.

The data collected using these file specifications are used to monitor and report performance on programs and activities supported by the McKinney-Vento Act, as amended. LEAs need only include those grade levels offered at the LEA. For example, if the highest grade of an LEA is 6th Grade, the record for that LEA does not need to include Grades 7 through 13.

Data group 655 is disaggregated by the following categories:

* Age/Grade (Basic)
* Homeless Primary Nighttime Residence
* Major Racial and Ethnic Groups ***New!***[[3]](#footnote-4)
* Disability Status
* English Learner Status
* Migrant Status
* Homeless Unaccompanied Youth Status
* Homeless Unaccompanied Youth Status, Homeless Primary Nighttime Residence
* Education Unit Total

Table 3. Age/Grade (Basic) Permitted Values

|  |  |
| --- | --- |
| **Abbreviation** | **Description** |
| 3TO5NOTK | 3 years through 5 (not Kindergarten) |
| KG | Kindergarten |
| 01 | Grade 1 |
| 02 | Grade 2 |
| 03 | Grade 3 |
| 04 | Grade 4 |
| 05 | Grade 5 |
| 06 | Grade 6 |
| 07 | Grade 7 |
| 08 | Grade 8 |
| 09 | Grade 9 |
| 10 | Grade 10 |
| 11 | Grade 11 |
| 12 | Grade 12 |
| 13 | Grade 13 |
| UG | Ungraded |
| MISSING |  |

**Table 4. Homeless Primary Nighttime Residence Permitted Values**

|  |  |
| --- | --- |
| **Abbreviation of Primary Nighttime Residence** | **Description** |
| STH | Shelters and transitional housing |
| D | Doubled-up or shared housing due to loss of housing, economic hardship, or similar reasons |
| U | Unsheltered includes cars, parks, campgrounds, temporary trailers, including FEMA trailers, or abandoned buildings |
| HM | Hotels/motels |

Table 5. Major Racial and Ethnic Group Permitted Values *(New for SY 2019-20)*

|  |  |
| --- | --- |
| **Abbreviation Major Racial and Ethnic Groups** | **Description** |
| AM7 | American Indian or Alaska Native |
| AS7 | Asian |
| BL7 | Black or African American |
| HI7 | Hispanic/Latino |
| MU7 | Two or More Races |
| PI7 | Native Hawaiian or Other Pacific Islander |
| WH7 | White |

Table 6. Definition of Other Statuses

| **Status** | **Description** |
| --- | --- |
| Disability Status (Only) | Children having intellectual disability; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. |
| English Learner Status (Only) | English Learner students are defined as students:  (A) who are ages 3 through 21;  (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;  (C) who are i, ii, or iii  (i) who were not born in the United States or whose native languages are languages other than English;  (ii) who are I and II  (I) who are a Native American, an Alaskan Native, or a native resident of the outlying areas; and  (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency;  (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and  (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals  (i) the ability to meet the state’s proficient level of achievement on state assessments described in section 1111(b)(3);  (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or  (iii) the opportunity to participate fully in society. |
| Migrant Status | Children who are, or have parents or spouses who are, migratory agricultural workers who, in order to obtain, or to accompany such parents or spouses to obtain temporary or seasonal employment in agricultural or fishing work:  (A) have moved from one local education agency (LEA) to another;  (B) in a state that comprises a single LEA, have moved from one administrative area to another within such LEA; or  (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.  This definition includes migratory dairy workers or migratory fishers. Qualifying moves must have taken place in the preceding 36 months. |
| Homeless Unaccompanied Youth | A homeless unaccompanied youth is a youth who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless. There is no age range specified for an unaccompanied youth in the McKinney-Vento Act. The upper age range is determined by what a state defines as school-aged, unless the child is in special education, in which case the upper age range is the same as that offered for special education students in the state. |

## 2.2 LEA Subgrant Status Data

In addition to other provisions which affect all LEAs, the EHCY program provides funding to states for LEA subgrants to support the education of homeless children and youths. States may reserve up to 25 percent (or in the case of states receiving the minimum award, 50 percent) of their allocations for state level activities. States must make subgrants to LEAs with all remaining funds. Subgrants must be awarded based on both need and the quality of applications for funding. LEAs have flexibility in using their subgrant funds and may use them for such activities as providing enriched supplemental instruction, transportation, professional development, referrals to health care, and other services to facilitate the enrollment, attendance, and success in school of children experiencing homelessness, including preschool-aged children.

# 3.0 File Structure

For SY 2019-20, the LEA Homeless Enrolled public file is available in the “long” format that presents data such that data for one LEA has multiple rows (one for each subgroup/permitted value).

## 3.2 Long File Format

Number of variables in file: 12

Table 7. Table Layout for LEA Homeless Enrolled File in Long Format

| **Variable Name** | **Type** | **Length** | **Description** |
| --- | --- | --- | --- |
| SCHOOL\_YEAR\_TEXT | Character | 50 | School year for which data are reported |
| STNAM | Character | 250 | State Name |
| FIPST[[4]](#footnote-5) | Character | 2 | The two-digit American National Standards Institute (ANSI) code for state |
| LEAID[[5]](#footnote-6) | Character | 7 | District NCES ID |
| ST\_LEAID | Character | 35 | Local Education Agency (District) State ID  assigned by State |
| LEANM | Character | 60 | Local Education Agency (District) Name |
| DATA\_GROUP\_ID | Character | 3 | Data Group Number |
| CATEGORY | Character | 45 | Name of the Homeless Enrolled subgroup (permitted value) |
| CAT\_ABBRV | Character | 30 | Abbreviation correlating to the Category |
| STUDENT\_COUNT | Character | 8 | Count of Homeless Enrolled Students |
| SUBGRANT\_STATUS | Character | 3 | An indication of whether the LEA received a McKinney-Vento subgrant |
| PREK\_FLAG | Character | 1 | An indication of whether the district reported non-zero homeless enrolled students ages three to five (not Kindergarten) |
| DATE\_CUR | Character | 9 | Data is current as of this date |

# Guidance for Using the Data – Frequently Asked Questions (FAQs)

***1. Are these data comparable from year to year?***

Comparing these data from year to year should be done with caution. Beginning in SY 2016-17, states began the process of transitioning students awaiting foster care placement out from under the homeless definition. As a result, uncovered states no longer included those students after December 10, 2016 while covered states continued to include the students as homeless until December 10, 2017. It should also be noted that the subgrants are awarded for a period of time not to exceed three years. Based on their capacity to administer the grants and the needs of the LEAs, the period for which an LEA receives a grant may be set at one, two, or three years. At the end of each subgrant award period, LEAs must recompete or allow their grants to expire. It should also be noted that some states allow or require consortium subgrants, while others only award single-LEA subgrants; this could impact the number or percentage of LEAs who are eligible to receive a subgrant or subgrant-funded services as well.

***2. Why doesn’t the summation of the enrolled by grade count equal the enrolled by primary nighttime residence count?***

In most cases, totals for the enrolled by grade count will equal the total enrolled by primary nighttime residence count. However, there may be instances where this is not the case. This could be due to missing information on an individual student’s housing type, the application of suppression methodology, or an issue with the creation of the aggregate count reported to ED*Facts*. Additionally, a few states are in the process of updating their data collection systems to align with FS118 more accurately.

***3. Why are subgroup data missing for some states over the school years?***

As noted earlier, most performance measures for the EHCY program initially focused on students served by subgrants made to the LEAs. Some states continue to update their data collection systems to reflect the shift in focus to performance measures based on enrolled students.

***4. Are the subgroups of homeless students mutually exclusive?***

No, a student may be included in one subgroup, a combination of subgroups, or none of the subgroups. It should be noted that the following states did not operate a migrant education program during the 2019-20 School Year and therefore have no data to provide for migrant homeless students: Connecticut, District of Columbia, Puerto Rico, Rhode Island, West Virginia, and Wyoming.

***5. Are there any known limitations within the data?***

ED conducts various data quality checks on an annual basis, resulting in communication with states to verify the data or a resubmission of the entire file. These checks focus upon the presence or absence of categories within all submitted levels of the data, alignment of the district data with certified state-level data, and missing or questionable data. While states are given the opportunity to correct inconsistencies within their data, SEAs are unable to do so in some instances. This may be due to a system malfunction, an error made at the LEA level, a miscommunication between the LEA and SEA staff, a miscommunication between the education for homeless children and youth staff and the data staff, the continuing development of more effective data collection systems, or a similar reason. As a result, anomalies identified during the data quality review process are noted in Appendix B.

***6. Should these data align with other data published by ED?***

Not necessarily. Data provided in other reports may be SEA level as opposed to LEA level, impacting the level of duplication included in the associated files. Furthermore, other data reports may be slightly disparate from the data included in this release based on the date the information was pulled from ED*Facts* or the date of the most recent correction submitted by the SEA. Furthermore, the data notes that accompany the SY 2019-20 SEA and LEA homeless enrollment data made available on ED Data Express will vary in specificity by data level.

***7. An LEA has no data provided. Does this mean the LEA had no students or that they did not report students?***

The file specifications provide guidance on when to report a zero versus leave the record out of the file. At the LEA level, states are not required to report zero counts. As a result, valid combinations for the LEA that are not included in the LEA level files may be assumed to be zero counts. It should be further noted that FS170 requires that the SEA report on the status of all operational LEAs, while FS118 requires that only operational LEAs that enroll students report data.

A "." or blank cell indicates that no data were reported for a particular grade/subgroup combination. LEAs are required to report non-zero data (that is, counts of one student or more) but they are not required to submit a "zero students" value for each possible combination of the data. Some LEAs report zeroes and some do not. Since LEAs and schools are not required to report zeroes, there is no way to infer a meaningful difference between a reported zero or a blank "." cell.

There is no meaningful difference between a "." and a blank. When the files are created, some of the cells are read as numeric data and some are read as character data. This causes each cell to show as either a "." or blank.

***8. Is there a unique identifier that can be used to combine/merge these data with other federal data sets?***

All rows of data include the NCES assigned district ID (variable name: LEAID). This 7-digit identifier is used within the Common Core of Data and other regular data releases from NCES. It can be used to merge these data with other ED data publications, or with state data publications. Anyone wishing to merge these data with data in files published by other agencies that do not utilize the NCES assigned district code may first need to match each NCES assigned district ID with a state assigned ID. The [Common Core of Data](http://nces.ed.gov/ccd) website includes both NCES and state assigned ID numbers. It could be used to associate each of these records with a state assigned ID number.

***9. What if I notice something unusual in the data?***

If you notice something unusual in the data or something that you don’t understand, send an e-mail to [HomelessED@ed.gov](mailto:HomelessED@ed.gov). To assist us in responding to the concern, please format your e-mail as follows:

The subject line of the e-mail should be: ED*Facts* Homeless Student Enrollment Files

The following information needs to be included, preferably in this order and with the captions:

* School Year – indicate which school year(s) have the issue(s)
* Category – indicate whether the issue is with the data on homeless students enrolled by grade, enrolled by primary nighttime residence, or enrolled by subgroup
* States – indicate which state(s) have the issue
* Description – describe the issue (what did you see, what were you expecting to see)

# Appendix A - Date of the Last Submission by State

The tables below contain the last date that an SEA submitted files LEA Homeless Students Enrolled (C118) and LEA Subgrant Status (C170) data for SY 2019-20. All data in the public files are current as of 3/31/2021. Therefore, any data submitted after this date are not included in the LEA Homeless Enrolled public files.

Table A-1. Date of Last Submission of SY 2019-20 LEA Homeless Students Enrolled and LEA Subgrant Status

| **State[[6]](#footnote-7)** | **LEA Homeless Students Enrolled (C118) SY2019-2020** | **LEA Subgrant Status**  **(C170) SY2019-2020** |
| --- | --- | --- |
| ALABAMA | 10/27/2020 | 10/14/2020 |
| ALASKA | 2/1/2021 | 12/10/2020 |
| ARIZONA | 12/3/2020 | 12/3/2020 |
| ARKANSAS | 3/25/2021 | 11/24/2020 |
| BUREAU OF INDIAN EDUCATION | 12/16/2020 | 12/16/2020 |
| CALIFORNIA | 3/17/2021 | 11/25/2020 |
| COLORADO | 12/14/2020 | 12/9/2020 |
| CONNECTICUT | 3/19/2021 | 3/18/2021 |
| DELAWARE | 3/26/2021 | 3/29/2021 |
| DISTRICT OF COLUMBIA | 3/24/2021 | 11/30/2020 |
| FLORIDA | 12/3/2020 | 12/1/2020 |
| GEORGIA | 12/8/2020 | 12/9/2020 |
| HAWAII | 11/16/2020 | 11/10/2020 |
| IDAHO | 4/16/2021 | 11/9/2020 |
| ILLINOIS | 12/11/2020 | 12/14/2020 |
| INDIANA | 3/9/2021 | 11/6/2020 |
| IOWA | 11/30/2020 | 11/30/2020 |
| KANSAS | 3/15/2021 | 11/19/2020 |
| KENTUCKY | 12/7/2020 | 3/10/2021 |
| LOUISIANA | 12/1/2020 | 12/3/2020 |
| MAINE | 11/18/2020 | 3/17/2021 |
| MARYLAND | 11/19/2020 | 11/23/2020 |
| MASSACHUSETTS | 3/31/2021 | 3/31/2021 |
| MICHIGAN | 11/23/2020 | 11/23/2020 |
| MINNESOTA | 3/31/2021 | 3/31/2021 |
| MISSISSIPPI | 5/18/2021 | 3/25/2021 |
| MISSOURI | 3/9/2021 | 3/8/2021 |
| MONTANA | 11/18/2020 | 10/22/2020 |
| NEBRASKA | 12/7/2020 | 12/7/2020 |
| NEVADA | 5/17/2021 | 3/29/2021 |
| NEW HAMPSHIRE | 3/29/2021 | 11/3/2020 |
| NEW JERSEY | 3/19/2021 | 12/2/2020 |
| NEW MEXICO | 3/31/2021 | 12/9/2020 |
| NEW YORK | 1/5/2021 | 11/20/2020 |
| NORTH CAROLINA | 11/4/2020 | 11/4/2020 |
| NORTH DAKOTA | 12/7/2020 | 12/7/2020 |
| OHIO | 10/8/2020 | 10/7/2020 |
| OKLAHOMA | 3/26/2021 | 11/18/2020 |
| OREGON | 12/16/2020 | 12/11/2020 |
| PENNSYLVANIA | 11/9/2020 | 11/9/2020 |
| PUERTO RICO | 12/2/2020 | 12/2/2020 |
| RHODE ISLAND | 12/4/2020 | 3/8/2021 |
| SOUTH CAROLINA | 12/15/2020 | 11/2/2020 |
| SOUTH DAKOTA | 12/15/2020 | 12/9/2020 |
| TENNESSEE | 11/25/2020 | 11/25/2020 |
| TEXAS | 5/11/2021 | 12/11/2020 |
| UTAH | 12/16/2020 | 12/14/2020 |
| VERMONT | 11/17/2020 | 10/5/2020 |
| VIRGINIA | 3/15/2021 | 3/16/2021 |
| WASHINGTON | 3/22/2021 | 11/23/2020 |
| WEST VIRGINIA | 3/25/2021 | 3/25/2021 |
| WISCONSIN | 12/15/2020 | 12/14/2020 |
| WYOMING | 5/11/2021 | 11/25/2020 |

# Appendix B: Identified Data Anomalies

The table below lists known data anomalies as of the date of last submission reported in Table A-1 in Appendix A. States that are not contained in the table do not have known data anomalies. Please note that the 2019-20 school year corresponds with the beginning of the pandemic and state of emergency from March 2020, when many public schools changed their instructional schedules and modes. In particular, ways of tracking attendance, chronic absenteeism and enrollment may have changed. We note this issue for States that reported specifically how the pandemic affected their data collection or verification process.

| **STATE** | **SY 2019-20 Enrolled Homeless Students** |
| --- | --- |
| ALABAMA | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. The state uses a point-in-time count for identifying homeless enrolled students. Schools within 4 LEAs reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| ARIZONA | Due to liaison turnover, the sum of UHY by primary nighttime residence does not equal the total number of UHY in six LEAs. Primary nighttime residence data is missing for 10 LEAs. UHY primary nighttime residence data is missing for nine LEAs. In addition, the sum of students by primary nighttime residence does not equal the education unit total in 39 LEAs. |
| ARKANSAS | Schools within one LEA reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| BUREAU OF INDIAN EDUCATION | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. |
| DISTRICT OF COLUMBIA | The sum of UHY by primary nighttime residence does not equal the total number of UHY in two LEAs. The sum of students by primary nighttime residence does not equal the education unit total in 10 LEAs. Primary nighttime residence data is missing for one LEA. |
| ILLINOIS | The sum of UHY by primary nighttime residence does not equal the total number of UHY in three LEAs. The sum of students by age/grade in 75 LEAs does not equal the education unit total. Primary nighttime residence data is missing for one LEA. The sum of students by primary nighttime residence does not equal the education unit total in 69 LEAs. Schools within six LEAs reported homeless students as chronically absent, but the LEAs did not report any homeless students enrolled within the LEA. |
| INDIANA | Counts of homeless English learners were impacted by an increase in English learners overall. The sum of students by primary nighttime residence does not equal the education unit total in one LEA. Not all LEAs with a subgrant were reported for SY 19-20 due to the implementation of a consortium model. |
| MARYLAND | Counts of homeless English learners were impacted by an overall increase in English learners and an increase in the number of HCY overall. |
| MINNESOTA | Due to challenges associated with the COVID-19 pandemic, not all LEAs were able to report complete or consistent data. The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. Schools within 377 LEAs reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| MISSISSIPPI | Due to altered school operations as a result of COVID-19, all students were marked as "present" between March 11, 2020 and the end of the SY 19-20. Schools within 30 LEAs reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| MISSOURI | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This resulted in a duplicated count at the SEA level. |
| NEVADA | The sum of students by age/grade in three LEAs does not equal the education unit total. The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This resulted in a duplicated count at the SEA level. |
| NEW HAMPSHIRE | Primary nighttime residence data is missing for 16 LEAs. Racial/ethnic data is missing for 16 LEAs. The sum of students by primary nighttime residence does not equal the education unit total in 68 LEAs. The sum of students by race/ethnicity in 68 LEAs does not equal the education unit total. The sum of students by age/grade in one LEA does not equal the education unit total. The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. Schools within nine LEAs reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| NEW JERSEY | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. |
| NEW MEXICO | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. Schools within five LEAs reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |
| NEW YORK | The sum of students by primary nighttime residence does not equal the education unit total in five LEAs. |
| OHIO | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. |
| OKLAHOMA | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This resulted in a duplicated count at the SEA level. |
| OREGON | Due to changes needed to a separate data collection system used for part of the preschool data, the sum of students by race/ethnicity in 43 LEAs does not equal the education unit total. |
| PENNSYLVANIA | Due to reporting by non-LEA entities, racial/ethnic data is missing for 12 LEAs. Due to reporting by non-LEA entities, the sum of race/ethnicity in 104 LEAs does not equal the education unit total. |
| TENNESSEE | Counts of English learners were impacted by an increase in both English learners and homeless students overall. |
| UTAH | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. |
| VERMONT | Due to LEA consolidation, fewer LEAs are reported in SY 19-20. |
| WEST VIRGINIA | The total number of homeless enrolled students reported at the SEA level is greater than or equal to the sum of the total homeless enrolled students reported across LEAs in the LEA-level data. This may result in an underreporting of students in the LEA file or a duplicated count at the SEA level. |

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| --- | --- |
| WISCONSIN | Due to a change in the data collection system that changed residence data to optional, primary nighttime residence data is missing for six LEAs and the total for primary nighttime residence does not equal the education unit total in 108 LEAs. The sum of students by age/grade in one LEA does not equal the education unit total.  In addition, unaccompanied homeless youth primary nighttime residence data is missing for nine LEAs and the sum of UHY by primary nighttime residence does not equal the total number of UHY in 17 LEAs. Due to the way student attendance and enrollment is tracked, there are 19 LEAs in which homeless students are considered chronically absent but were not included in counts of enrolled homeless students. |
| WYOMING | Schools within one LEA reported homeless students as chronically absent, but the LEA did not report any homeless students enrolled within the LEA. |

1. New for SY 2019-20 [↑](#footnote-ref-2)
2. Awaiting foster care placement sunset from the McKinney-Vento Act on December 10, 2016 for states not covered under a special provision included in ESSA. For states covered by the provision in ESSA, awaiting foster care placement sunset from the definition of homeless included in the McKinney-Vento Act on December 10, 2017. To be considered covered, the state must have statutory law that defines or describes the term awaiting foster care placement. [↑](#footnote-ref-3)
3. New for SY 2019-20 [↑](#footnote-ref-4)
4. The state codes were previously Federal Information Processing Standard (FIPS) codes. The variable name uses the previous reference of FIPS. [↑](#footnote-ref-5)
5. Districts are a type of local education agency (LEA). The variable name uses the more generic term of LEA. [↑](#footnote-ref-6)
6. For information on entities expected to report data on homeless students, please see the ED*Facts* document “Reporting Entities (Other than 50 states) by Program or Data Group”: https://www2.ed.gov/about/inits/ed/edfacts/reporting-entities-other-than-50-states-by-program-or-data-group.docx. [↑](#footnote-ref-7)