

Education for Homeless Children and Youths Program

Data Collection Summary

*From the School Year 2011-12 Federally Required State Data Collection for the
McKinney-Vento Education Assistance Improvements Act of 2001*

and

Comparison of the SY 2009-10, SY 2010-11 and SY 2011-12 Data Collections

National Center for Homeless Education

October 2013

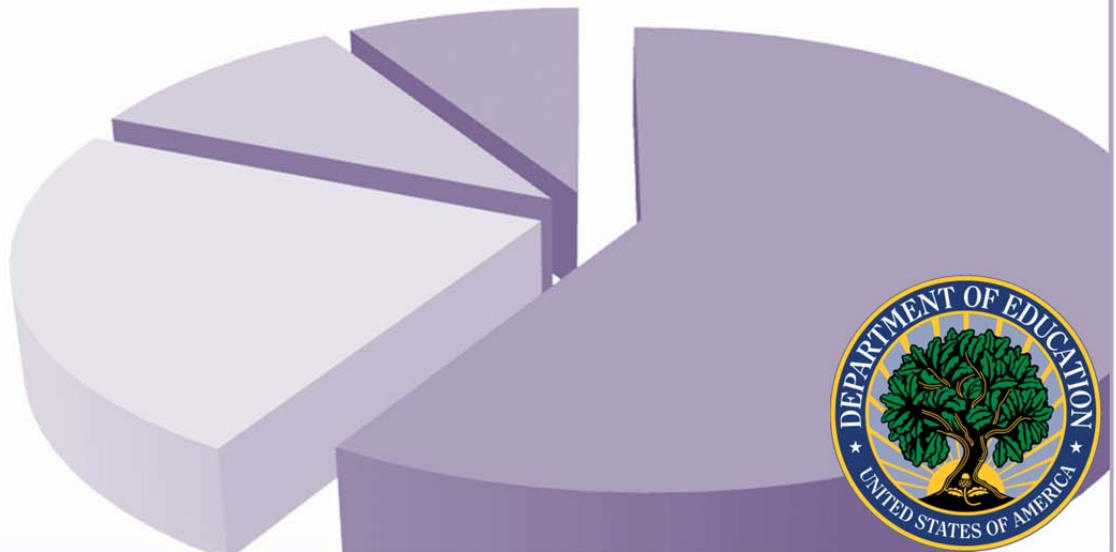


TABLE OF CONTENTS

Executive Summary	5
CSPR Data Collection Summary	8
LEAs with and without McKinney-Vento Subgrants (1.9)	8
Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1)	10
Primary Nighttime Residence of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2)	14
Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1)	16
Subgroups of Homeless Students Reported Served in LEAs with McKinney-Vento Subgrants (1.9.2.2)	20
Academic Achievement of Homeless Students Enrolled in all LEAs (1.9.3.1 Reading; 1.9.3.2 Mathematics; 1.9.3.3 Science)	22
Limitations	22
Reading	23
Mathematics	25
Science	27
APPENDIX A: CSPR DATA COLLECTION FORM (SY 2011-12)	A1
APPENDIX B: PRIMARY NIGHTTIME RESIDENCE CATEGORY DEFINITION CSPR QUESTION 1.9.1.2	B1
APPENDIX C: LIMITATIONS AND USES OF DATA	C1
LIST OF TABLES	
Table 1: Total LEAs with and without McKinney-Vento Subgrants (1.9), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison.....	9
Table 2: Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1.), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison.....	10
Table 3: Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1.), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison by State.....	11
Table 4: Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants SY 2011-12 (1.9.1.1.), States with Largest Percent of Enrollment.....	14
Table 5: Percent of Total Primary Nighttime Residence by Category of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2) SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	15

Table 6: Percent Change in Primary Nighttime Residence by Category of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	16
Table 7: Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison and Comparison to Total Enrolled in LEAs with McKinney-Vento Subgrants.....	17
Table 8: Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison by State	18
Table 9: Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants by State SY 2011-12 (1.9.2.1), States with Largest Percentage of Students Served	20
Table 10: Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	21
Table 11: Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), Percent of Total Served, SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	21
Table 12: SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Reading Assessment Test.....	23
Table 13: SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Reading Assessment Test Who Met or Exceeded State Proficiency in Reading	24
Table 14: SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Mathematics Assessment Test	25
Table 15: SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Reading Assessment Test Who Met or Exceeded State Proficiency in Mathematics.....	26
Table 16: SY 2011-12 Initial Data Collection of Homeless Students Enrolled in All LEAs Taking Science Assessment Test and who Met or Exceeded State Proficiency in Science	27

LIST OF FIGURES

Figure 1: Total LEAs with and without McKinney-Vento Subgrants Reporting (1.9), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparisons.....	10
Figure 2: Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison.....	11
Figure 3: SY 2011-12 Increase/Decrease in Homeless Students Enrolled (1.9.1.1)	13
Figure 4: Primary Nighttime Residence by Category, SY 2011-12 (1.9.12), LEAs with and without McKinney-Vento Subgrants	15
Figure 5: Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	17
Figure 6: Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison	22
Figure 7: Academic Achievement of Homeless Students in Reading, Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.1), SYs 2010-11 and 2011-12 Two-Year Comparison	24

Figure 8: Academic Achievement of Homeless Students in Mathematics, Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.2), SYs 2010-11 and 2011-12 Two-Year Comparison. 26

Figure 9: Academic Achievement of Homeless Students in Science, Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.3) , SY 2011-12 Initial Data Collection Year..... 28

Figure 10: Academic Achievement of Homeless Students in Reading, Mathematics, and Science Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.1, 1.9.3.2, 1.9.3.3), SYs 2010-11 and 2011-12 Two-Year Comparison (Initial Year for Science) 28

EXECUTIVE SUMMARY

The U.S. Department of Education's (ED's) Office of Elementary and Secondary Education (OESE) requires all State Educational Agencies (SEAs) and Local Educational Agencies (LEAs) to submit information regarding children and youths experiencing homelessness. This information enables OESE, under the Education for Homeless Children and Youths (EHCY) Program, to determine the extent to which States ensure that children and youths experiencing homelessness have access to a free, appropriate, public education. The purpose of the EHCY Program, authorized under Title VII, Subtitle B, of the McKinney-Vento Homeless Assistance Act (42 U.S.C. § 11431 et seq.), is to improve educational outcomes for children and youths in homeless situations. The program is designed to ensure that all homeless children and youths have equal access to public education by requiring SEAs and LEAs to review and revise policies and regulations to remove barriers to enrollment, attendance, and academic achievement.

ED requires all States to report data on program performance, and to revise and recertify any data identified as incomplete or inconsistent. Data reflect information obtained principally from all LEAs; however, some additional information regarding LEAs with subgrants is also required.

There is some variation in the number of LEAs reporting data and receiving subgrants across the three years represented in this report (school years (SYs) 2009-10, SY 2010-11 and SY 2011-12). As for the number of LEAs with subgrants, SY 2009-10 was the initial implementation year of subgrants made with the additional EHCY funds authorized by the American Recovery and Reinvestment Act of 2009 (ARRA). Furthermore, data reporting guidelines regarding the counting of all LEAs participating in consortia or served by a regional grantee as LEAs with subgrants were clarified in SY 2009-10. As a result, the increases in the number of homeless children and youths enrolled in or served by LEAs with subgrants reported in SY 2009-10 and SY 2010-11 may be attributed to the increase in the number of LEAs with subgrants reporting data, in addition to actual increases of numbers of homeless children and youths enrolled by these LEAs in many States.

States report EHCY data to ED using two methods during two periods. Each year ED opens files for submission via *EDFacts*; once this occurs, most of the EHCY data are submitted on an ongoing basis by the states. Due to the availability of EHCY data in *EDFacts*, most of the data necessary for the Consolidated State Performance Report (CSPR) are then populated into the CSPR for States before the CSPR opens for certification. The CSPR also has questions or tables that require manual data entry or comment to *EDFacts* before certification in addition to the pre-populated data. Appendix A includes a copy of the CSPR form completed by States in SY 2011-12.

After the data are reviewed by the Federal program office, there is a revision period that allows States to make corrections prior to the final certification of the data. The data summarized in this report include a three-year comparison. Data results are summarized below:

- **Number of LEAs with and without McKinney-Vento subgrants**

Twenty-two percent of LEAs in the U.S. received a McKinney-Vento subgrant in SY 2011-12 (3,531 LEAs out of 16,064 total LEAs). There was a three percent decrease in the number of LEAs receiving subgrants between SY 2010-11 and SY 2011-12, (3,651 received subgrants in SY 2010-11) but a 16 percent increase in the number of LEAs receiving subgrants over the three-year period SY 2009-10 (3,046) through SY 2011-12. LEAs with McKinney-Vento subgrants that reported data (3,422) comprise 23 percent of all LEAs who submitted data (15,156).

LEAs that did not receive McKinney-Vento subgrants (12,533) represent 78 percent of the total number of LEAs (16,064). There was a one percent decrease between SY 2010-11 and SY 2011-12 in the number of LEAs that did not receive subgrants (12,639 in SY 2010-11) and a 3 percent decrease in the number of LEAs that did not receive subgrants over the three year period SY 2009-10 (12,860) through SY 2011-12. LEAs without McKinney-Vento subgrants that reported data (11,734) comprise 77 percent of all LEAs that submitted data (15,156). Overall, six percent of LEAs did not report any data, which is a decrease of 2 percent from SY 2010-11. More explanation of this data quality issue is provided in body of the report (page 9) and Appendix C.

- **Number of homeless students enrolled in LEAs with and without McKinney-Vento subgrants (1.9.1.1)**

The McKinney-Vento Act defines *enrollment* as “attending classes and participating fully in school activities” [42 U.S.C. § 11434a(1)]. For data collection purposes, an *enrolled student* includes any child for whom a current enrollment record exists.

In SY 2011-12, LEAs with and without subgrants reported 1,168,354 homeless students as enrolled in school, a 10 percent increase from SY 2010-11 (1,065,794), and a 24 percent increase over the three-year period SY 2009-10 (939,903) to SY 2011-12. LEAs with McKinney-Vento subgrants reported 68 percent (790,603) of the total number of homeless students enrolled (1,168,354).

- **Primary nighttime residence by category in LEAs with and without McKinney-Vento subgrants (1.9.1.2)**

For data reporting purposes, the primary nighttime residence is the student’s nighttime residence when he/she was determined eligible for McKinney-Vento services. The primary nighttime residence categories are *sheltered, unsheltered, hotels/motels, and doubled-up*. The number of students living in doubled-up and in hotels/motels situations increased between SY 2010-11 and SY 2011-12, and the number of students whose primary nighttime residence was categorized as sheltered or unsheltered decreased. For the past three years, the doubled-up category has been the most frequently reported primary nighttime residence category and the number of students reported under this category has increased 32 percent over that three-year period. See Table 7 for specific data on primary nighttime residence.

- **Homeless students served in LEAs with McKinney-Vento subgrants (1.9.2.1)**

The definition of *served*, for the purposes of data collection for the McKinney-Vento program, includes homeless children who have been served in any way through McKinney-Vento subgrant-funded staff or activities. It is possible for a child to be served in a district, but not enrolled in that district. **In SY 2011-12, 952,281 students were reported as served by McKinney-Vento subgrantees,** representing an eight percent increase from SY 2010-11 (883,816), and a 12 percent increase for the three-year period SY 2009-10 (852,881) to SY 2011-12.

- **Subgroups of homeless students served in LEAs with McKinney-Vento subgrants (1.9.2.2)**

ED data systems categorize subgroups of homeless students as unaccompanied youths, migratory children and youths, children with disabilities (IDEA), and children with Limited English Proficiency (LEP). All categories showed increases in the number served in SY 2011-12 except migratory children/youths, which decreased 13 percent between SY 2010-11 (12,717) and SY 2011-12 (11,036). Over the three-year period SY 2009-10 to SY 2011-12, LEP students and children with disabilities showed increases in the number served. Migratory

children/youths and unaccompanied homeless youths showed a decrease in the number served during the same three year period. See Table 11 for specific data on subpopulations of homeless students served.

- **Academic achievement of homeless students enrolled in all LEAs (1.9.3.1, 1.9.3.2, 1.9.3.3)**

In SY 2010-11, ED began collecting data via ED*Facts* from all LEAs on the number and percentage of homeless students who were enrolled in school and assessed in both reading and mathematics, as well as data on the proficiency levels of those students. In previous years, only LEAs with McKinney-Vento subgrants reported these data. As SY 2010-11 was the first year for academic achievement data collection for homeless children and youths enrolled in all LEAs, this report will provide data for only a two-year comparison of reading and mathematics.

In SY 2011-12, data from all LEAs on the number and percentage of homeless students who were enrolled in school and assessed in science as well as data on the proficiency levels of those students were added to the EHCY data collection. ED requires LEAs to assess students in reading and math on an annual basis and science proficiency once every three years between grades 3-5, 6-8 and high school. Note that some homeless students may have been enrolled in LEAs in other States at the time of the State assessment period or were not experiencing homelessness during this assessment period, which may impact this data. As SY 2011-12 is the first year of the science assessment data, there will be no comparison data.

- **Reading:** Seventy-four percent of the total number of homeless students enrolled in grades 3-8 took the state reading test in SY 2011-12 (381,678 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state reading test, 51 percent (194,503) met or exceeded proficiency standards in reading in SY 2011-12.
- **Mathematics:** Seventy-five percent of the total number of homeless students enrolled in grades 3-8 took the state mathematics test in SY 2011-12 (383,568 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state mathematics test, 48 percent (185,851) met or exceeded proficiency standards in mathematics in SY 2011-12.
- **Science:** Twenty-nine percent of the total number of homeless students enrolled in grades 3-8 took the state science test in SY 2011-12 (149,187 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state science test, 48 percent (71,703) met or exceeded proficiency standards in science in SY 2011-12.

CSPR DATA COLLECTION SUMMARY

The purpose of the Education for Homeless Children and Youths (EHCY) program is to improve the educational outcomes for children and youths in homeless situations. The statute for this program is designed to ensure all homeless children and youths have equal access to public school education. It requires SEAs and LEAs to review and revise policies and regulations to remove barriers to school enrollment, attendance, and academic achievement for homeless children and youths. In order to meet the goals of the EHCY program, LEAs demonstrating the highest need and quality of programming receive subgrants which are used to carry out activities authorized by the McKinney-Vento Act.

The U.S. Department of Education's (ED) Office of Elementary and Secondary Education requires SEAs to submit performance information on an annual basis. The information allows ED to determine the extent to which States ensure homeless children and youths have access to a free, appropriate, public education. The online portal for the CSPP opened for manual entry and certification of data on November 5, 2012 and closed on December 20, 2012. The portal reopened for corrections and recertification on February 25, 2013 and closed on March 8, 2013. All States submitted SY 2011-12 data. This report is a summary of that data. To learn more about the questions included in the CSPP, access the data collection guide online at http://center.serve.org/nche/pr/fed_data_coll_guide.php. The Education for Homeless Children and Youths Program Profile can also be downloaded at <http://nchespp.serve.org/profile/National>.

For the purposes of this report, the term State refers to all reporting entities, including the fifty States, the District of Columbia, Puerto Rico, and the Bureau of Indian Education (BIE). This report comprises submissions from those fifty-three (53) entities. Illinois and Pennsylvania do not report data in LEAs without subgrants, as subgrant funds are applied to all LEAs in the State through regional service agencies. Hawaii and Puerto Rico each report only one LEA. Each of the single LEAs reported in both Hawaii and Puerto Rico receive a subgrant.

Following is a breakdown of the data submitted for SY 2011-12, including comparisons with data submitted for SY 2009-10 and SY 2010-11. This report does not provide analysis or a description of causative factors that contributed to the current data; instead it provides a description of current trends including important indicators such as the number of children and youths identified as homeless, basic demographics, and a snapshot of their academic progress.

LEAs with and without McKinney-Vento Subgrants (1.9)

The total number of LEAs with and without subgrants reported by States in SY 2011-12 was **16,064**, a one percent decrease from SY 2010-11 (16,290). Of the total number of LEAs reported in 2011-12 (16,064), 15,156 submitted data (94 percent), a less than one percent increase from the number of LEAs submitting data in SY 2010-11 (15,113). Of the total LEAs (16,064), 22 percent (3,531) received McKinney-Vento subgrants. Of all subgranted LEAs, 3,422 submitted data for SY 2011-12 (97 percent), representing a four percent decrease from the number of subgrantees submitting data in SY 2010-11 (3,562) but a 19 percent increase from the number of subgrantees submitting data in SY 2009-10 (2,866).

Forty-two States (79 percent) had all LEAs, with and without subgrants, submitting data. Eleven States (21 percent) did not have all LEAs in their State submit data, including either those LEAs with subgrants, LEAs without subgrants, or a combination of both. Table 1 indicates that 908 LEAs did not report data in SY 2011-12, which is a 5X% decrease from SY 2009-10. Within this total, one percent of LEAs with subgrants did not report data and five

percent of LEAs without subgrants did not report data, which are an increase of 22% and a decrease of 27% respectively from SY 2010-11.

One reason why some LEAs are reported by States as not reporting data is that the ED*Facts* reporting system allows SEAs to exclude LEAs that report zero students identified or served as homeless. Question 1.9 is the only one in the CSPR that asks whether all LEAs submitted data. It is possible that some LEAs did not report data for all the questions summarized in this report. This report provides national summaries only of SEA CSPR data, but ED is currently analyzing the quality of LEA level data in ED*Facts* and preparing technical assistance to States on how to check LEA level data quality and use these data for targeting their technical assistance to and monitoring of LEAs.

Table 1

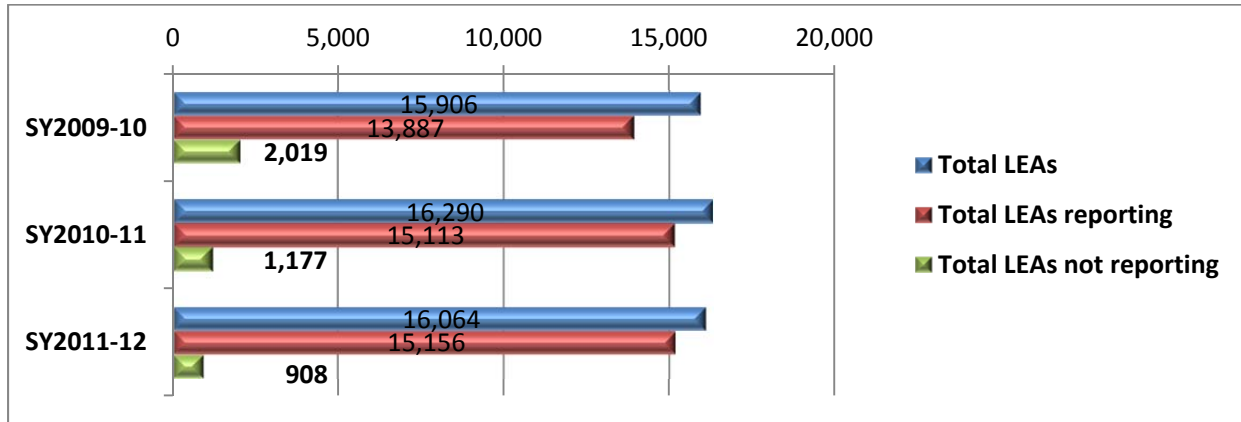
Total LEAs with and without McKinney-Vento Subgrants (1.9), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Total Number of LEAs	Percent of Total LEAs	Total Number of LEAs	Percent of Total LEAs	Total Number of LEAs	Percent of Total LEAs	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
LEAs with Subgrants	3,046	19	3,651	22	3,531	22	20	-3	16
LEAs with Subgrants Reporting	2,866	18	3,562	22	3,422	21	24	-4	19
LEAs with Subgrants Not Reporting	180	1	89	1	109	1	-51	22	-39
LEAs without Subgrants	12,860	81	12,639	78	12,533	78	-2	-1	-3
LEAs without Subgrants Reporting	11,021	69	11,551	71	11,734	73	5	2	6
LEAs without Subgrants Not Reporting	1,839	12	1,088	7	799	5	-41	-27	-57
Total LEAs	15,906	100	16,290	100	16,064	100	2	-1	1
Total LEAs Reporting	13,887	87	15,113	93	15,156	94	9	0	9
Total LEAs Not Reporting	2,019	13	1,177	7	908	6	-42	-23	-55

Tables included in this report include rounding which may not appear in the chart.

Figure 1

Total LEAs with and without McKinney-Vento Subgrants Reporting (1.9), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison



Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1)

Homeless children and youths are considered enrolled in school if they are attending classes and participating fully in school activities. A total of **1,168,354** homeless students were reported as enrolled by all LEAs with and without subgrants in the SY 2011-12 CSPR data collection, a 10 percent increase from the SY 2010-11 total of 1,065,794. Nationally, 43 States (81 percent) reported increases in the total number of homeless children and youths enrolled in LEAs with and without subgrants in SY 2011-12 as compared to the previous year. Ten States (19 percent) reported a decrease in the number of homeless children and youths enrolled in SY 2011-12 from the number enrolled in the previous year.

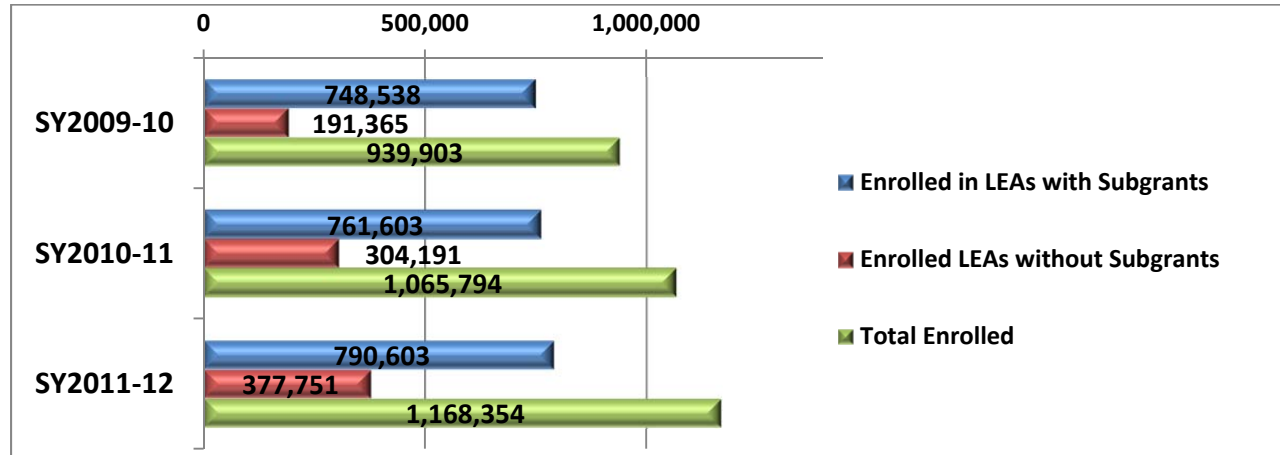
Table 2

Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Number Homeless Students Enrolled	Percent Homeless Students Enrolled	Number Homeless Students Enrolled	Percent Homeless Students Enrolled	Number Homeless Students Enrolled	Percent Homeless Students Enrolled	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
LEAs with Subgrants	748,538	80	761,603	71	790,603	68	2	4	6
LEAs without Subgrants	191,365	20	304,191	29	377,751	32	59	24	97
Total HCY Enrolled	939,903	100	1,065,794	100	1,168,354	100	13	10	24

Figure 2

Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison



The following table portrays the three-year comparison of the total number of homeless students enrolled by State and includes each State's percentage of the total number of homeless students enrolled nationally.

Table 3

Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison by State

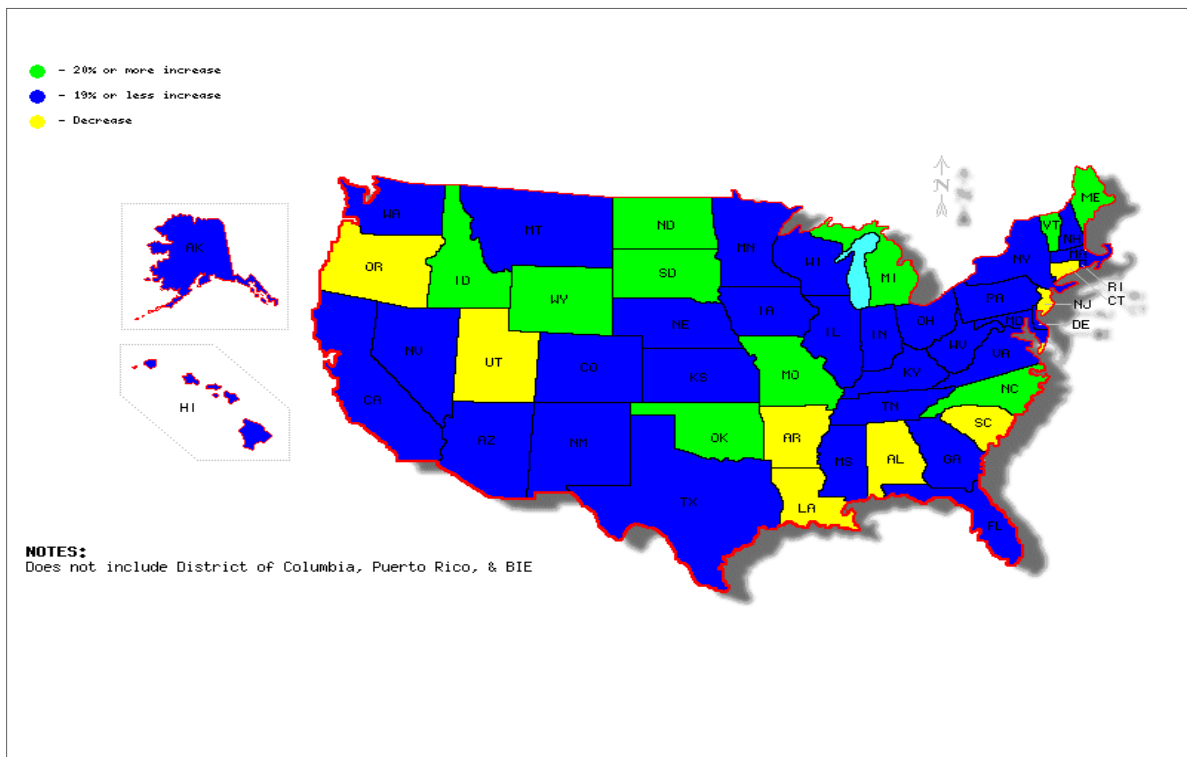
	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Number Homeless Students Enrolled	Percent of Total Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
National	939,903	100	1,065,794	100	1,168,354	100	13	10	24
Alabama	16,287	1.7	18,910	1.8	17,670	1.5	16	-7	8
Alaska	4,218	0.4	4,451	0.4	4,493	0.4	6	1	7
Arizona	30,815	3.3	31,312	2.9	31,178	2.7	2	0	1
Arkansas	8,107	0.9	9,625	0.9	9,550	0.8	19	-1	18
Bureau Of Indian Education	1,867	0.2	1,857	0.2	2,015	0.2	-1	9	8
California	193,796	20.6	220,738	20.7	248,904	21.3	14	13	28
Colorado	18,408	2.0	20,624	1.9	23,680	2.0	12	15	29
Connecticut	2,716	0.3	2,942	0.3	2,804	0.2	8	-5	3
Delaware	2,843	0.3	3,486	0.3	3,729	0.3	23	7	31
District Of Columbia	2,499	0.3	3,058	0.3	2,947	0.3	22	-4	18

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Number Homeless Students Enrolled	Percent of Total Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
Florida	48,695	5.2	55,953	5.2	63,414	5.4	15	13	30
Georgia	26,428	2.8	31,804	3.0	34,101	2.9	20	7	29
Hawaii	2,966	0.3	2,320	0.2	2,465	0.2	-22	6	-17
Idaho	4,342	0.5	4,774	0.4	6,076	0.5	10	27	40
Illinois	33,367	3.6	38,900	3.6	43,025	3.7	17	11	29
Indiana	12,248	1.3	13,419	1.3	14,870	1.3	10	11	21
Iowa	6,631	0.7	7,046	0.7	7,370	0.6	6	5	11
Kansas	8,452	0.9	8,995	0.8	9,056	0.8	6	1	7
Kentucky	23,104	2.5	33,966	3.2	35,658	3.1	47	5	54
Louisiana	25,223	2.7	23,211	2.2	20,762	1.8	-8	-11	-18
Maine	1,158	0.1	991	0.1	1,564	0.1	-14	58	38
Maryland	13,158	1.4	14,136	1.3	14,691	1.3	7	4	12
Massachusetts	13,090	1.4	14,247	1.3	15,066	1.3	9	6	15
Michigan	22,189	2.4	30,671	2.9	43,418	3.7	38	42	96
Minnesota	9,221	1.0	11,076	1.0	11,848	1.0	20	7	28
Mississippi	7,499	0.8	10,150	1.0	11,448	1.0	35	13	53
Missouri	16,654	1.8	19,940	1.9	24,549	2.1	20	23	47
Montana	1,445	0.2	1,507	0.1	1,762	0.2	4	17	22
Nebraska	2,188	0.2	2,674	0.3	3,080	0.3	22	15	41
Nevada	8,841	0.9	9,319	0.9	10,363	0.9	5	11	17
New Hampshire	2,573	0.3	3,160	0.3	3,304	0.3	23	5	28
New Jersey	6,250	0.7	5,665	0.5	4,897	0.4	-9	-14	-22
New Mexico	9,432	1.0	11,449	1.1	12,681	1.1	21	11	34
New York	82,409	8.8	90,506	8.5	96,881	8.3	10	7	18
North Carolina	21,019	2.2	18,022	1.7	27,652	2.4	-14	53	32
North Dakota	836	0.1	870	0.1	2,712	0.2	4	212	224
Ohio	19,113	2.0	21,849	2.1	24,236	2.1	14	11	27
Oklahoma	15,910	1.7	17,450	1.6	21,325	1.8	10	22	34
Oregon	19,954	2.1	21,632	2.0	21,345	1.8	8	-1	7
Pennsylvania	18,204	1.9	18,531	1.7	19,905	1.7	2	7	9
Puerto Rico	4,464	0.5	4,727	0.4	4,350	0.4	6	-8	-3
Rhode Island	996	0.1	977	0.1	981	0.1	-2	0	-2
South Carolina	10,820	1.2	10,590	1.0	10,495	0.9	-2	-1	-3
South Dakota	1,512	0.2	1,883	0.2	2,542	0.2	25	35	68
Tennessee	11,458	1.2	13,958	1.3	14,586	1.2	22	4	27

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Number Homeless Students Enrolled	Percent of Total Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	Number Homeless Students Enrolled	Percent of Total Homeless Students Enrolled	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
Texas	76,095	8.1	85,155	8.0	94,624	8.1	12	11	24
Utah	15,702	1.7	23,048	2.2	13,597	1.2	47	-41	-13
Vermont	785	0.1	915	0.1	1,202	0.1	17	31	53
Virginia	14,223	1.5	16,420	1.5	17,940	1.5	15	9	26
Washington	21,826	2.3	26,048	2.4	27,390	2.3	19	5	25
West Virginia	4,817	0.5	6,630	0.6	7,459	0.6	38	13	55
Wisconsin	12,029	1.3	13,370	1.3	15,491	1.3	11	16	29
Wyoming	1,021	0.1	837	0.1	1,173	0.1	-18	40	15
National	939,903	100	1,065,794	100	1,168,354	100	13	10	24

Figure 3

SY 2011-12 Increase/Decrease in Homeless Students Enrolled (1.9.1.1)



Nationally, the total number of homeless students reported as enrolled in LEAs with and without subgrants increased 10 percent between SY 2010-11 and SY 2011-12. Ten States (as shown in the above map) reported increases in total enrollment of 20 percent or more. States that reported a 20 percent or more increase in the number of homeless students enrolled in all LEAs were: Idaho, Maine, Michigan, Missouri, North Carolina, North Dakota, Oklahoma, South Dakota, Vermont and Wyoming. Ten States also showed a decrease in the number of homeless students enrolled in all LEAs for the same time period, including: Alabama, Arkansas, Connecticut, District of Columbia, Louisiana, New Jersey, Oregon, Puerto Rico, South Carolina and Utah.

The four States comprising the largest percentages of the total national enrollment of homeless students in LEAs with and without McKinney-Vento subgrants in SY 2011-12 were, in order, California (21.3 percent), New York (8.3 percent), Texas (8.1 percent), and Florida (5.4 percent). The combined number of students in these four States (503,823) represents 43.1 percent of the total enrolled (1,168,354).

Table 4

Total Number of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants, SY 2011-12 (1.9.1.1), States with Largest Percent of Enrollment

	National	California	New York	Texas	Florida	Total States with Largest Enrollment
Total Number Enrolled SY1112	1,168,354	248,904	96,881	94,624	63,414	503,823
Percent of Total Enrolled SY1112	100	21.3	8.3	8.1	5.4	43.1

Primary Nighttime Residence of Homeless Students

Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2)

Primary nighttime residence is defined as the type of residence (e.g., shelter, doubled-up, unsheltered, hotel/motel) where a homeless child or youth is staying at the time of enrollment or the type of residence where a currently enrolled child or youth is staying when he or she is identified as homeless. See Appendix B for detailed definitions of primary nighttime residence categories. It is the responsibility of the local homeless education liaison to record the type of primary nighttime residence for each student at the time of the student's identification.

As the primary nighttime residence is the basis for identifying homeless children and youths, the data counts regarding residence should correspond with data counts recorded for number of homeless children and youths enrolled in LEAs with and without subgrants. For each child recorded, one type of residence for this child should be recorded; therefore, totals for number enrolled should equal totals for primary nighttime residence. The CSPR requires this alignment between the data submitted for total enrolled in LEAs with and without subgrants and the data submitted for number of homeless children categorized by primary nighttime residence.

Forty-six States (87 percent) met the CSPR requirement that the primary nighttime residence total equal the total enrolled, while seven States (13 percent) did not meet the requirement. Many LEAs collect the primary nighttime residence data manually and the SEA does not receive the data electronically, thus the potential exists for missing data and mismatched totals.

Table 5

Percent of Total Primary Nighttime Residence by Category of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

	SY 2009-10		SY 2010-11		SY 2011-12	
	Number of Homeless Students	Percent of Total Primary Nighttime Residence Reported	Number of Homeless Students	Percent of Total Primary Nighttime Residence Reported	Number of Homeless Students	Percent of Total Primary Nighttime Residence Reported
Shelters	179,863	19	187,675	18	180,541	15
Doubled-Up	668,024	71	767,968	72	879,390	75
Unsheltered	40,701	4	51,897	5	41,575	4
Hotels/Motels	47,243	5	55,388	5	64,930	6
Total	935,831	100	1,062,928	100	1,166,436	100

Figure 4

Primary Nighttime Residence by Category, SY 2011-12 (1.9.1.2), LEAs with and without McKinney-Vento Subgrants

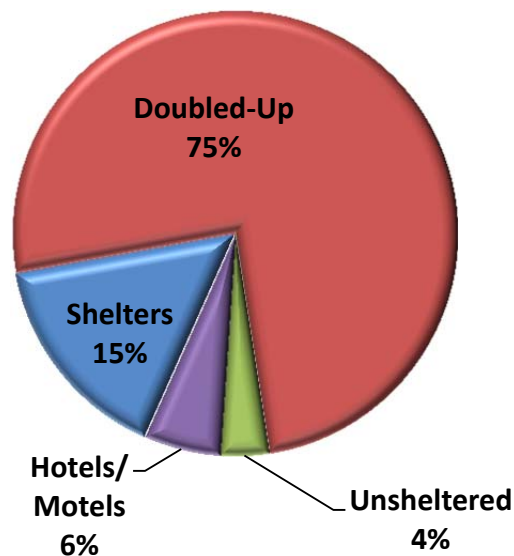


Table 6

Percent Change in Primary Nighttime Residence by Category of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants (1.9.1.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

	Number of Homeless Students			Percent Change Between		
	SY0910	SY1011	SY1112	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
Shelters	179,863	187,675	180,541	4	-4	0
Doubled-Up	668,024	767,968	879,390	15	15	32
Unsheltered	40,701	51,897	41,575	28	-20	2
Hotels/Motels	47,243	55,388	64,930	17	17	37
Total	935,831	1,062,928	1,166,436	14	10	25

Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1)

For CSPR reporting, homeless children and youths are considered *served* if they have been served in any way through McKinney-Vento funds. Services include both direct services, as outlined in the McKinney-Vento Act (42 U.S.C. § 11433), and indirect services, such as outreach activities completed by a staff member whose position is supported through McKinney-Vento funds. Age Birth through 2 and Age 3 through 5-Not Kindergarten children served by the subgrant program are included, regardless of whether or not they were enrolled in an LEA-administered preschool program.

The number of homeless students enrolled in an LEA with a subgrant might

- equal the number served, if indirect services can be linked to McKinney-Vento funds;
- be more than the number served if subgrant funds support only specific activities like transportation, shelter tutoring programs, or preschool programs; or
- be less than the number served if subgrant funds support activities such as identifying children as homeless who subsequently attend school in another LEA or referring or assisting preschool-aged children to attend non-LEA preschool programs.

According to the above definition, in SY 2011-12, **952,281** homeless children and youths were reported as served in LEAs with McKinney-Vento subgrants. This amount is an eight percent increase from students reported as served in the 2010-11 school year (883,816).

Nineteen States (36 percent) reported that the number of homeless students served in LEAs with subgrants in SY 2011-12 was at least 20 percent higher than the number reported in SY 2010-11. These States were: Alaska, Arizona, BIE, Delaware, Georgia, Idaho, Indiana, Maine, Michigan, Mississippi, Missouri, New York, North Carolina, North Dakota, South Carolina, Tennessee, Utah, West Virginia and Wyoming. Nine States (17 percent) showed a decrease in the number of homeless students served in LEAs with subgrants between SY 2010-11 and SY 2011-12. These States were: California, Connecticut, District of Columbia, Kansas, Massachusetts, New Hampshire, New Jersey, Oregon and Puerto Rico.

Table 7

Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison and Comparison to Total Enrolled in LEAs with McKinney-Vento Subgrants

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Total Homeless Children & Youths Served	Percent of Total Homeless Children & Youths	Total Homeless Children & Youths Served	Percent of Total Homeless Children & Youths	Total Homeless Children & Youths Served	Percent of Total Homeless Children & Youths	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 Year)
Served in LEAs with Subgrants	852,881	114	883,816	116	952,281	120	4	8	12
Total Enrolled in LEAs with Subgrants	748,538	100	761,603	100	790,603	100	2	4	6

Figure 5

Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

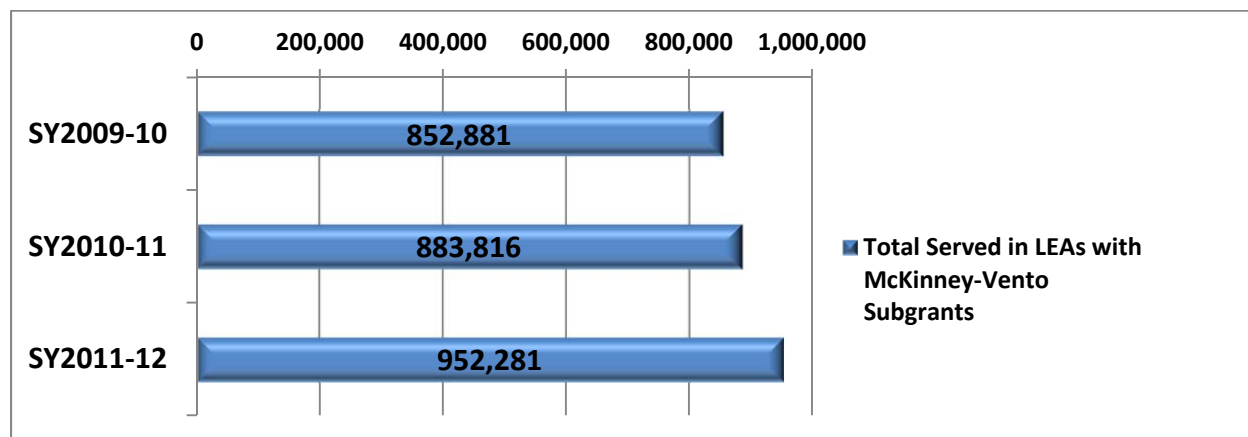


Table 8

Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.1), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison by State

	SY 2009-10		SY 2010-11		SY 2011-12		Percent Change Between		
	Number Homeless Children and Youths Served	Percent of Total Homeless Children and Youths Served	Number Homeless Children and Youths Served	Percent of Total Homeless Children and Youths Served	Number Homeless Children and Youths Served	Percent of Total Homeless Children and Youths Served	SY0910 and SY1011	SY10-11 and SY1112	SY0910 and SY1112 (3 Year)
National	852,881	100	883,816	100	952,281	100	4	8	12
Alabama	13,308	1.6	14,102	1.6	15,356	1.6	6	9	15
Alaska	3,497	0.4	3,723	0.4	4,485	0.5	6	20	28
Arizona	27,172	3.2	8,843	1.0	12,362	1.3	-67	40	-55
Arkansas	1,540	0.2	2,579	0.3	2,623	0.3	67	2	70
Bureau of Indian Education	1,536	0.2	818	0.1	1,153	0.1	-47	41	-25
California	301,275	35.3	349,526	39.5	330,245	34.7	16	-6	10
Colorado	15,288	1.8	16,599	1.9	18,694	2.0	9	13	22
Connecticut	1,758	0.2	1,811	0.2	1,460	0.2	3	-19	-17
Delaware	1,899	0.2	1,997	0.2	3,069	0.3	5	54	62
District of Columbia	2,499	0.3	3,059	0.3	2,330	0.2	22	-24	-7
Florida	47,233	5.5	52,692	6.0	59,212	6.2	12	12	25
Georgia	21,513	2.5	24,184	2.7	33,244	3.5	12	37	55
Hawaii	2,966	0.3	2,320	0.3	2,465	0.3	-22	6	-17
Idaho	1,974	0.2	2,321	0.3	3,054	0.3	18	32	55
Illinois	33,367	3.9	38,900	4.4	43,309	4.6	17	11	30
Indiana	8,776	1.0	6,879	0.8	8,591	0.9	-22	25	-2
Iowa	2,942	0.3	2,649	0.3	2,887	0.3	-10	9	-2
Kansas	6,622	0.8	5,168	0.6	4,962	0.5	-22	-4	-25
Kentucky	20,761	2.4	18,401	2.1	21,623	2.3	-11	18	4
Louisiana	22,705	2.7	12,846	1.5	14,017	1.5	-43	9	-38
Maine	421	0.0	403	0.0	517	0.1	-4	28	23
Maryland	10,970	1.3	11,854	1.3	12,440	1.3	8	5	13
Massachusetts	9,734	1.1	9,967	1.1	9,628	1.0	2	-3	-1
Michigan	9,724	1.1	26,629	3.0	40,249	4.2	174	51	314
Minnesota	8,760	1.0	6,717	0.8	7,960	0.8	-23	19	-9
Mississippi	6,156	0.7	3,703	0.4	6,415	0.7	-40	73	4
Missouri	11,802	1.4	6,167	0.7	7,477	0.8	-48	21	-37

Montana	1,308	0.2	1,324	0.1	1,375	0.1	1	4	5
Nebraska	1,920	0.2	2,372	0.3	2,774	0.3	24	17	44
Nevada	8,815	1.0	9,321	1.1	10,431	1.1	6	12	18
New Hampshire	1,561	0.2	1,748	0.2	1,252	0.1	12	-28	-20
New Jersey	1,012	0.1	1,367	0.2	272	0.0	35	-80	-73
New Mexico	8,723	1.0	10,838	1.2	11,217	1.2	24	3	29
New York	28,658	3.4	41,670	4.7	52,122	5.5	45	25	82
North Carolina	12,130	1.4	13,954	1.6	17,348	1.8	15	24	43
North Dakota	354	0.0	570	0.1	2,070	0.2	61	263	485
Ohio	18,120	2.1	15,452	1.7	17,660	1.9	-15	14	-3
Oklahoma	9,373	1.1	6,971	0.8	7,690	0.8	-26	10	-18
Oregon	23,158	2.7	13,731	1.6	7,751	0.8	-41	-44	-67
Pennsylvania	19,457	2.3	19,115	2.2	19,588	2.1	-2	2	1
Puerto Rico	4,094	0.5	4,756	0.5	3,102	0.3	16	-35	-24
Rhode Island	464	0.1	308	0.0	312	0.0	-34	1	-33
South Carolina	5,880	0.7	6,296	0.7	8,895	0.9	7	41	51
South Dakota	1,154	0.1	1,546	0.2	1,693	0.2	34	10	47
Tennessee	9,351	1.1	7,476	0.8	9,160	1.0	-20	23	-2
Texas	49,309	5.8	54,254	6.1	57,749	6.1	10	6	17
Utah	9,381	1.1	453	0.1	10,090	1.1	-95	2,127	8
Vermont	260	0.0	137	0.0	144	0.0	-47	5	-45
Virginia	11,940	1.4	11,502	1.3	13,253	1.4	-4	15	11
Washington	18,062	2.1	11,136	1.3	11,967	1.3	-38	7	-34
West Virginia	2,875	0.3	3,719	0.4	4,482	0.5	29	21	56
Wisconsin	8,705	1.0	8,421	1.0	9,332	1.0	-3	11	7
Wyoming	619	0.1	522	0.1	725	0.1	-16	39	17
National	852,881	100.0	883,816	100	952,281	100	4	8	12

The States comprising the largest percentages of homeless students served in LEAs with McKinney-Vento subgrants in SY 2011-12 were, in order of concentration, California (34.7 percent), Florida (6.2 percent), Texas (6.1 percent) and New York (5.5 percent). The combined number of students in these four States (499,328) represents 52.4 percent of the total students served in LEAs with McKinney-Vento subgrants (952,281).

Table 9

Total Number of Homeless Students Served in LEAs with McKinney-Vento Subgrants by State SY 2011-12 (1.9.2.1), States with Largest Percent of Students Served

	National	California	Florida	Texas	New York	Total States with Largest Percent of Students Served
Total Homeless Children and Youths Served SY1112	952,281	330,245	59,212	57,749	52,122	499,328
Percent of Total Served	100	34.7	6.2	6.1	5.5	52.4

Subgroups of Homeless Students Reported Served in LEAs with McKinney-Vento Subgrants (1.9.2.2)

The CSPR collects information on subgroups of homeless children and youths served by McKinney-Vento subgrants, including unaccompanied youths, migratory children/youths, children with disabilities, and children with limited English proficiency (LEP) (Tables 11 and 12 and Figure 7). Between SY 2010-11 and SY 2011-12, there were increases in all subgroups served except migratory children and youths. The number of migratory children and youths reported in SY 2011-12 decreased 13 percent from what was reported in SY 2010-11; while unaccompanied homeless youths increased eight percent, children with disabilities increased 18 percent, and children with Limited English Proficiency (LEP) increased three percent

The number of homeless children with LEP and children with disabilities increased markedly between SYs 2009-10 and 2011-12 (13 and 24 percent respectively). The number of migratory children and youths decreased two percent and the number of unaccompanied homeless youths decreased nine percent over the three-year period.

Table 10

Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

	Number of Students			Percent Change Between		
	SY0910	SY1011	SY1112	SY0910 and SY1011	SY1011 and SY1112	SY0910 and SY1112 (3 year)
Unaccompanied Youths	65,317	55,066	59,711	-16	8	-9
Migratory Children/Youths	11,256	12,717	11,036	13	-13	-2
Children with Disabilities (IDEA)	104,795	109,872	129,565	5	18	24
Limited English Proficient (LEP) Students	111,188	121,795	125,096	10	3	13

Note: The subgroups categories are not mutually exclusive. It is possible for homeless students to be counted in more than one subgroup; i.e., an unaccompanied homeless youth may simultaneously be a migrant, LEP student who receives special education services.

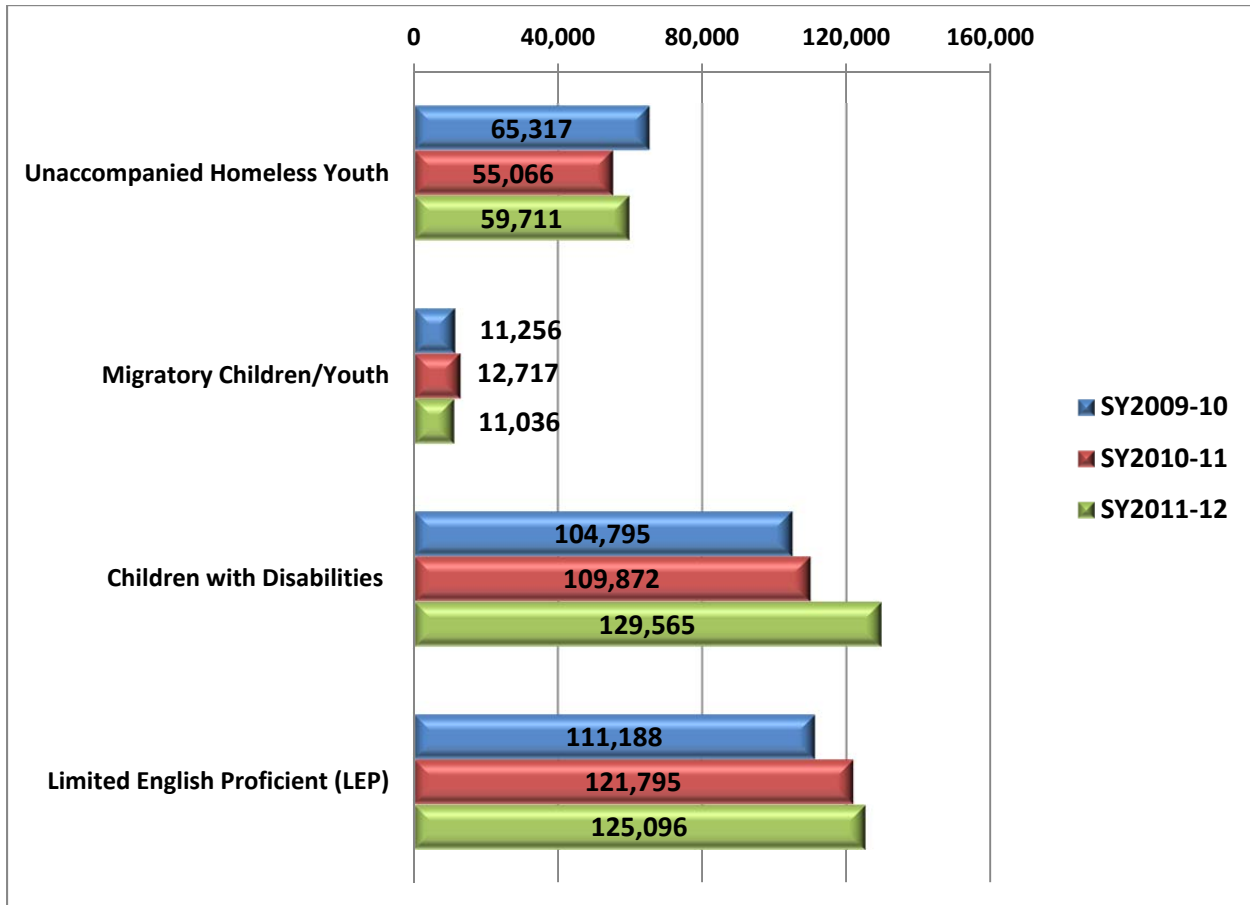
Table 11

Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), Percent of Total Served, SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison

School Year	Total HCY Served in LEAs with Subgrants	Unaccompanied Youths	Percent of Total Served	Migratory Children/Youths	Percent of Total Served	Children with Disabilities (IDEA)	Percent of Total Served	Limited English Proficient (LEP) Students	Percent of Total Served
SY0910	852,881	65,317	8	11,256	1	104,795	12	111,188	13
SY1011	883,816	55,066	6	12,717	1	109,872	12	121,795	14
SY1112	952,281	59,711	6	11,036	1	129,565	14	125,096	13

Figure 6

Subgroups of Homeless Students Served in LEAs with McKinney-Vento Subgrants (1.9.2.2), SYs 2009-10, 2010-11 and 2011-12 Three-Year Comparison



Academic Achievement of Homeless Students Enrolled in All LEAs (1.9.3.1 Reading; 1.9.3.2 Mathematics; 1.9.3.3 Science)

The Elementary and Secondary Education Act (ESEA) of 1965, as amended, requires testing of academic achievement in grades 3-8 and once in high school. Through SY 2009-10, academic achievement data in reading and mathematics were reported in the CSPR only on homeless students served by LEAs with McKinney-Vento subgrants. As of SY 2010-11 for reading and math and SY 2011-12 for science, academic achievement data are now required for all homeless children enrolled in all LEAs. Due to these changes, two years of reading and mathematics data and one year of science data is provided.

Limitations

While this report attempts to provide a summary of trends related to the education of homeless students, it is critical to bear in mind the limitations related to the use of state-reported education data. Since testing is not

required in public pre-kindergarten programs through Grade 2, or in ungraded settings, collection of academic achievement data for homeless children and youths is neither required nor reported for those categories. In high school, students are usually only assessed in one grade in most States. The high mobility of homeless children and youths, due to moves out of the district after identification or due to absences during the testing window, may cause the number of students assessed in LEAs with subgrants to differ from the number reported enrolled in LEAs. In addition to these issues, it is also important to note that each State determines how it defines and measures student achievement, which creates considerable variation across the States. Appendix C provides further discussion of the limitations related to the use of state-reported academic data as well as additional sources of education data not addressed in this report.

Reading

In grades 3-8, 74 percent of the total number of homeless students enrolled in those grades in all LEAs took the state reading test in SY 2011-2012 (381,678 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state reading test in SY 2011-12, 51 percent (194,053 out of 381,678) met or exceeded proficiency standards in reading.

In high school (grades 9-12), 16 percent of the total number of homeless students enrolled in those grades in all LEAs took the state reading test in SY 2011-2012 (48,680 out of 297,150). Of the number of all homeless students enrolled in high school in all LEAs taking the state reading test in SY 2011-12, 49 percent (23,964 out of 48,680) met or exceeded proficiency standards in reading.

Table 12

SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Reading Assessment Test

CSPR Question 1.9.3.1 READING	Number Homeless Students		Percent of Homeless Students Taking Test SY1011	Number Homeless Students		Percent of Homeless Students Taking Test SY1112
	Enrolled in All LEAs SY1011	Taking Test SY1011		Enrolled in All LEAs SY1112	Taking Test SY1112	
Grade 3	88,690	63,470	72	96,385	71,524	74
Grade 4	83,610	61,283	73	91,604	68,075	74
Grade 5	80,660	58,703	73	87,925	65,525	75
Grade 6	76,546	54,317	71	83,255	62,561	75
Grade 7	71,289	50,252	70	78,867	58,313	74
Grade 8	68,864	46,979	68	75,730	55,680	74
Total Grades 3-8	469,659	335,004	71	513,766	381,678	74
High School	275,291	40,546	15	297,150	48,680	16
Total Grades 3-12	744,950	375,550	50	810,916	430,358	53

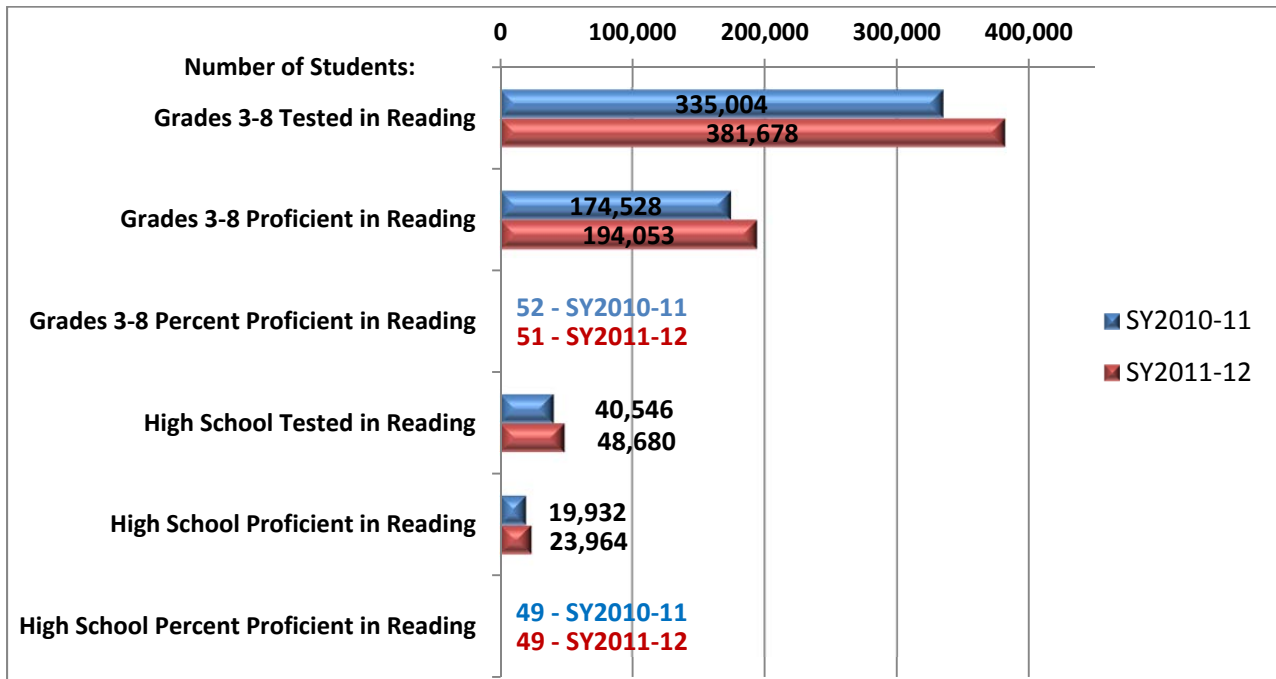
Table 13

SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Reading Assessment Test Who Met or Exceeded State Proficiency in Reading

CSPR Question 1.9.3.1 READING	Number Homeless Students		Percent Homeless Students Who Met or Exceeded State Proficiency SY1011	Number Homeless Students		Percent of Homeless Students Who Met or Exceeded State Proficiency SY1112
	Taking Test SY1011	Who Met or Exceeded State Proficiency SY1011		Taking Test SY1112	Who Met or Exceeded State Proficiency SY1112	
Grade 3	63,470	32,543	51	71,524	34,788	49
Grade 4	61,283	33,561	55	68,075	36,463	54
Grade 5	58,703	31,573	54	65,525	34,147	52
Grade 6	54,317	27,741	51	62,561	31,742	51
Grade 7	50,252	25,101	50	58,313	29,096	50
Grade 8	46,979	24,009	51	55,680	27,817	50
Total Grades 3-8	335,004	174,528	52	381,678	194,053	51
High School	40,546	19,932	49	48,680	23,964	49
Total Grades 3-12	375,550	194,460	52	430,358	218,017	51

Figure 7

Academic Achievement of Homeless Students in Reading, Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.1), SYs 2010-11 and 2011-12 Two-Year Comparison



Mathematics

In grades 3-8, 75 percent of the total number of homeless students enrolled in those grades in all LEAs took the state mathematics test in SY 2011-2012 (383,568 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state mathematics test in SY 2011-12, 48 percent (185,851 out of 383,568) met or exceeded proficiency standards in mathematics.

In high school (grades 9-12), 17 percent of the total number of homeless students enrolled in those grades in all LEAs took the state mathematics test in SY 2011-2012 (48,943 out of 297,150) Of the number of all homeless students enrolled in high school in all LEAs taking the state mathematics test in SY 2011-12, 42 percent (20,566 out of 48,943) met or exceeded proficiency standards in mathematics.

Table 14

SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Mathematics Assessment Test

CSPR Question 1.9.3.2 MATHEMATICS	Number Homeless Students		Percent of Homeless Students Enrolled Taking Test SY1011	Number Homeless Students		Percent of Homeless Students Taking Test SY1112
	Enrolled in All LEAs SY1011	Taking Test SY1011		Enrolled in All LEAs SY1112	Taking Test SY1112	
Grade 3	88,690	63,347	71	96,385	71,793	75
Grade 4	83,610	61,264	73	91,604	68,656	75
Grade 5	80,660	58,709	73	87,925	65,920	75
Grade 6	76,546	54,531	71	83,255	62,840	75
Grade 7	71,289	50,305	71	78,867	58,489	74
Grade 8	68,864	46,956	68	75,730	55,870	74
Total Grades 3-8	469,659	335,112	71	513,766	383,568	75
High School	275,291	40,170	15	297,150	48,943	16
Total Grades 3-12	744,950	375,282	50	810,916	432,511	53

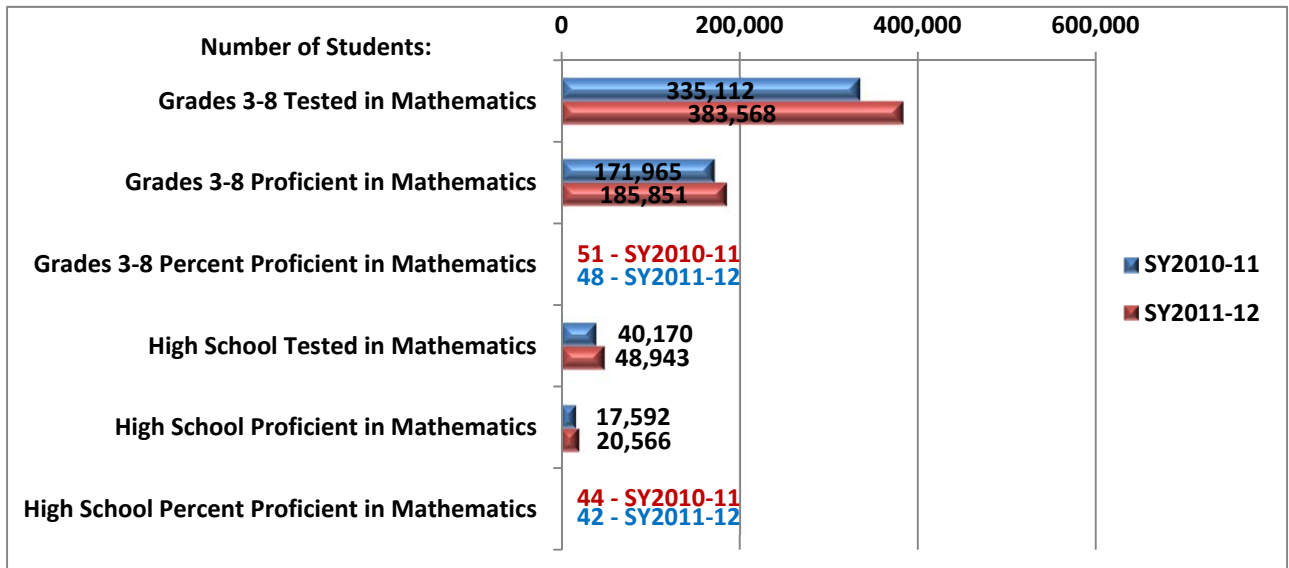
Table 15

SYs 2010-11 and 2011-12 Two-Year Comparison of Homeless Students Enrolled in All LEAs Taking Mathematics Assessment Test Who Met or Exceeded State Proficiency in Mathematics

CSPR Question 1.9.3.2 MATHEMATICS	Number of Homeless Students		Percent Homeless Students Who Met or Exceeded State Proficiency SY1011	Number of Homeless Students		Percent of Homeless Students Who Met or Exceeded State Proficiency SY1112
	Taking Test SY1011	Who Met or Exceeded State Proficiency SY1011		Taking Test SY1112	Who Met or Exceeded State Proficiency SY1112	
Grade 3	63,347	36,529	58	71,793	38,449	54
Grade 4	61,264	35,501	58	68,656	36,899	54
Grade 5	58,709	31,707	54	65,920	33,830	51
Grade 6	54,531	25,315	46	62,840	28,228	45
Grade 7	50,305	22,718	45	58,489	25,728	44
Grade 8	46,956	20,195	43	55,870	22,717	41
Total Grades 3-8	335,112	171,965	51	383,568	185,851	48
High School	40,170	17,592	44	48,943	20,566	42
Total Grades 3-12	375,282	189,557	51	432,511	206,417	48

Figure 8

Academic Achievement of Homeless Students in Mathematics, Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.2), SYs 2010-11 and 2011-12 Two-Year Comparison



Science

In grades 3-8, 29 percent of the total number of homeless students enrolled in those grades in all LEAs took the state science test in SY 2011-2012 (149,187 out of 513,766). Of the number of all homeless students enrolled in grades 3-8 in all LEAs taking the state science test in SY 2011-12, 48 percent (71,703 out of 149,187) met or exceeded proficiency standards in science.

In high school (grades 9-12), 14 percent of the total number of homeless students enrolled in those grades in all LEAs took the state science test in SY 2011-2012 (42,588 out of 297,150) Of the number of all homeless students enrolled in high school in all LEAs taking the state science test in SY 2011-12, 29 percent (12,315 out of 42,588) met or exceeded proficiency standards in science.

Table 16

SY 2011-12 Initial Data Collection of Homeless Students Enrolled in All LEAs Taking Science Assessment Test and Who Met or Exceeded State Proficiency in Science

CSPR Question 1.9.3.3 SCIENCE	Number Homeless Students Enrolled in All LEAs	Number of Homeless Students Taking Science Assessment Test	Percent of Homeless Students Taking Science Assessment Test	Number Meeting or Exceeding State Proficiency in Science	Percent of Students Taking the Science Test Meeting or Exceeding State Proficiency in Science
Grade 3	96,385	7,839	8	4,396	56
Grade 4	91,604	22,430	25	12,241	55
Grade 5	87,925	50,885	58	23,867	47
Grade 6	83,255	7,417	9	3,511	47
Grade 7	78,867	13,305	17	6,806	51
Grade 8	75,730	47,311	63	20,882	44
Total Grades 3-8	513,766	149,187	29	71,703	48
High School	297,150	42,588	14	12,315	29
Total Grades 3-12	810,916	191,775	24	84,018	44

Figure 9

Academic Achievement of Homeless Students in Science Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.3), SY2011-12 Initial Data Collection Year

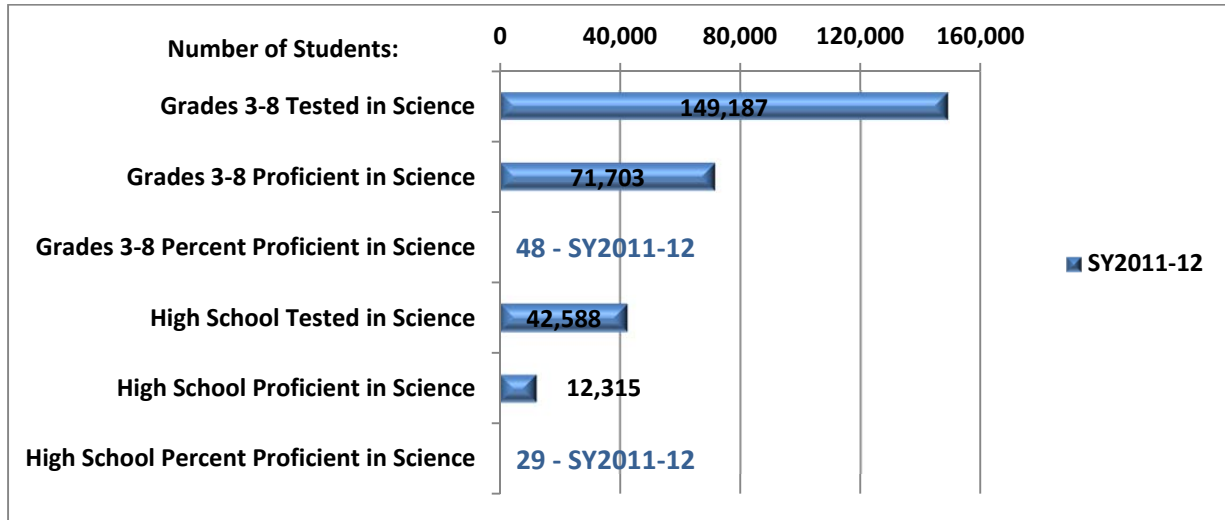
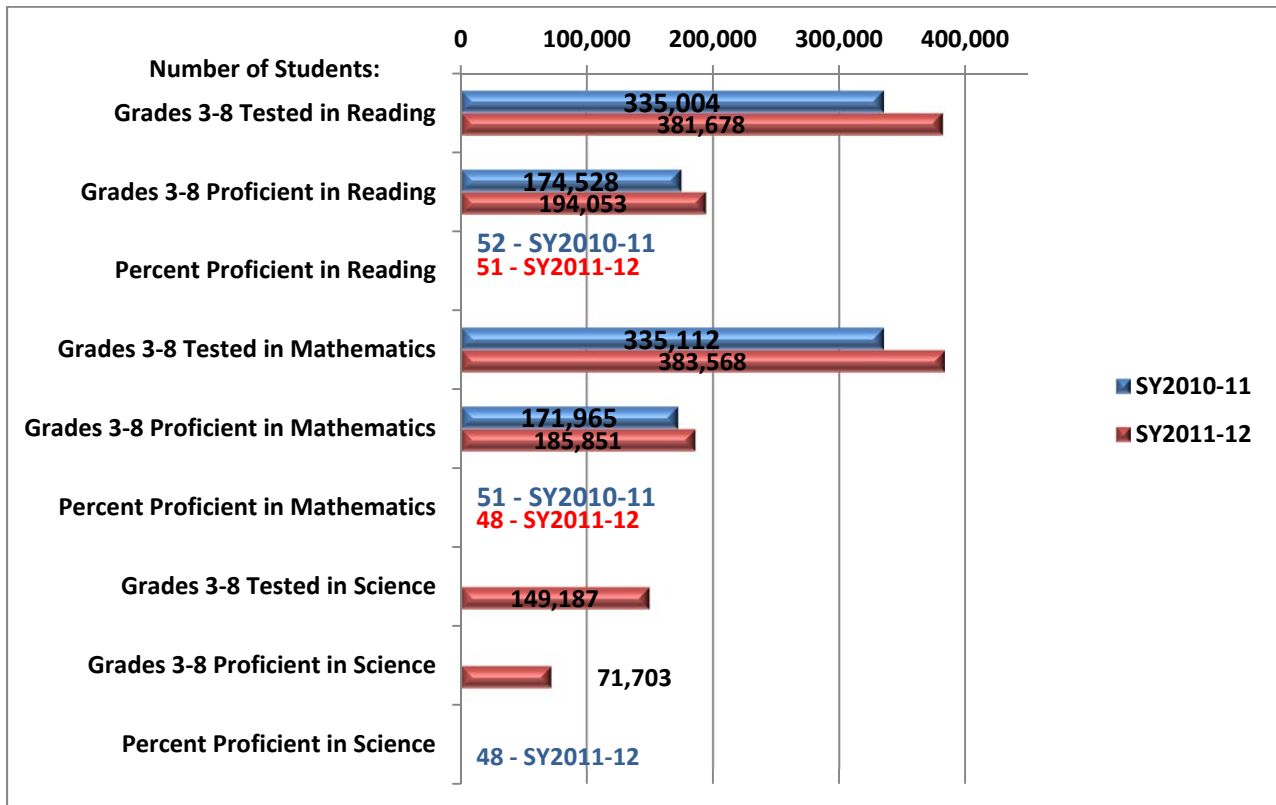


Figure 10

Academic Achievement of Homeless Students in Reading, Mathematics, and Science Enrolled in All Grades in All LEAs with and without McKinney-Vento Subgrants (1.9.3.1, 1.9.3.2, 1.9.3.3), SYs 2010-11 and 2011-12 Two-Year Comparison (Initial Year for Science)



Appendix A: CSPR Data Collection Form (SY 2011-12)

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State that reported data on homeless children and youths and the McKinney-Vento program. The totals will be calculated automatically.

	#	# LEAs Reporting Data
LEAs without Subgrants		
LEAs with Subgrants		
Total	(Auto calculated)	(Auto calculated)

1.9.1 ALL LEAs (WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 HOMELESS CHILDREN AND YOUTHS

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be calculated automatically:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto calculated)	(Auto calculated)

1.9.1.2 PRIMARY NIGHTTIME RESIDENCE OF HOMELESS CHILDREN AND YOUTHS

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence is the student's nighttime residence when he/she was identified as homeless. The totals will be calculated automatically.

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	(Auto calculated)	(Auto calculated)

1.9.2 LEAS WITH MCKINNEY-VENTO SUBGRANTS

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 HOMELESS CHILDREN AND YOUTHS SERVED BY MCKINNEY-VENTO SUBGRANTS

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be calculated automatically.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age Birth Through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	(Auto calculated)

1.9.2.2 SUBGROUPS OF HOMELESS STUDENTS SERVED

In the table below, please provide the following information about the homeless students served during the regular school year.

	# Homeless Students Served
Unaccompanied youths	
Migratory children/youths	
Children with disabilities (IDEA)	
Limited English proficient students	

1.9.3 ACADEMIC PROGRESS OF HOMELESS STUDENTS

The following questions collect data on the academic achievement of enrolled homeless children and youths.

1.9.3.1 READING ASSESSMENT

In the table below, provide the number of enrolled homeless children and youths who were tested on the State reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

Grade	# Homeless Children/Youths Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youths Scoring at or above Proficient
3		
4		
5		
6		
7		
8		
High School		

1.9.3.2 MATHEMATICS ASSESSMENT

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

1.9.3.3 SCIENCE ASSESSMENT

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State science assessment.

Appendix B: Primary Nighttime Residence Category Definition

CSPR Question 1.9.1.2

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	(Auto calculated)	(Auto calculated)

Primary Nighttime Residence is defined as the type of residence (e.g. shelter, hotel, doubled-up in the home of a relative or friend) where a homeless child or unaccompanied youth was staying at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was identified as homeless.

Shelters are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations.

Transitional Housing is temporary accommodation for homeless individuals and families, as a step toward permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing. Transitional housing programs may last up to 24 months, provide housing in addition to wraparound services, and typically require participants to pay a portion of their housing costs based on a sliding scale.

Awaiting Foster Care is a term used by the McKinney-Vento Act. Children who are awaiting foster care placement are considered homeless and eligible for McKinney-Vento services. [See 42 § U.S.C. 11434(a)(2)(B)(i)]. Children who are already in foster care, on the other hand, are not considered homeless.

Doubled-Up is defined by the McKinney-Vento Act as “sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” [42 U.S.C. § 11434(a)(2)(B)(i)]. This classification in particular requires a case-by-case determination, keeping in mind that the determining factor is whether the accommodation is a fixed, regular, and adequate nighttime residence.

Unsheltered includes children living in situations listed in the McKinney-Vento definition of homeless, such as cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Unsheltered situations require case-by-case determination as to whether the accommodation is fixed, regular, and adequate.

Appendix C: Limitations and Use of Data

There are several limitations to note in using these data to compare performance across States and reporting years. While ED does review the information and provide feedback to the States, it is the responsibility of each State to verify and certify the data as correct. All programs participating in the CSPR go through a data verification process after the first certification by which any missing or inconsistent data are noted. All SEAs are asked to correct or complete the report by the second certification deadline a few months later. Afterwards, only those SEAs that are missing data for important national performance measures are invited to recertify data during a late opening period several months after the initial certification in late December. As indicated in the explanation of Question 1.9 about LEAs with and without subgrants reporting data, some LEAs are indicated by SEAs as "not reporting data" for various reasons, including ED's policy of allowing LEAs reporting zero homeless students identified or served to be eliminated from LEA level files and counts of LEAs reporting data.

As for comparing academic achievement across States and reporting years, the following excerpt from the U.S. Department of Education's *Report to Congress on the Elementary and Secondary Education Act State-Reported Data for School year 2009-10* highlights a few of the inherent limitations related to data systems, use, and measures, comparing student achievement data across States or even within the same State across years:

It is important to note that there are many limitations to using State-reported education data. Most importantly, there is variation in how States define and measure student achievement data. States independently develop their own standards and assessment systems to measure student performance. Many States have also changed their [collection] systems during the period covered by this report. As a result, it is not possible to compare certain data across States, and frequently not even possible to compare data within the same State across years. Additionally, content and achievement standards vary across grades, so data should not be compared across grade levels..

As this *Data Collection Summary* addresses information collected via the CSPR from the States regarding homeless education only, the collection process and timelines should also be noted. While States may update or correct data in the *EDFacts* system at any point in time, the CSPR is time limited and closes in March of any given year. Therefore, any updates made by a State in *EDFacts* to information addressed by the CSPR will only be reflected in the CSPR if the corrections were made while the CSPR was open for data collection. Thus, the CSPR and the data it contains should be viewed as a snapshot within the context of the reporting window. In most years, at least one State notifies ED after the "late opening" that the data reported in the CSPR are inaccurate. Depending on the magnitude and which performance indicator, ED requests or requires those States to resubmit the data via *EDFacts* and may use those revised data in charts for this report. For SY 2011-12, no further revisions by SEAs via *EDFacts* were required or used in this report.

In addition to the data summarized in this report, several sources of State-reported education data are available to the public. The *Report to Congress on the Elementary and Secondary Education Act* may be accessed online at: <http://www2.ed.gov/about/reports/annual/nclbrpts.html>. The report contains information such as State standards and assessment systems, student performance, and schools identified for improvement. ED Data Express is a website created and hosted by the U.S. Department of Education for the purpose of making data easily accessible to the public. It allows users to create tables of relevant education data based on their individual needs. ED Data Express is online at: <http://eddataexpress.ed.gov/>. Another website hosted by the federal government, Data.gov, also provides extensive access to data gathered by federal agencies, including the Department of

Education. Data.gov increases the public's ability to access and download data, including data submitted by individual school districts. It is accessible at: https://explore.data.gov/browse?Dataset-Summary_Agency=Department+of+Education&utf8=%E2%9C%93&sortBy=newest. The *Consolidated State Performance Report Federal Data Collection Guide For State Coordinators of Homeless Education* (updated annually) can provide further information about the data reporting specifications and is available for download at http://center.serve.org/nche/pr/fed_data_coll_guide.php.

Finally, it should be noted that the data presented in this report may be an undercount of eligible students experiencing homelessness and their academic performance. It has already been noted that not all LEAs report data. Furthermore, since data are reported as cumulative annual counts for most questions, but participation in statewide assessments occurs during a specific point in time, SEAs and LEAs cannot report on academic achievement for all of their identified homeless students if they took state assessments while enrolled in other LEAs, perhaps in other States. While there have been a significant increases in the identified and served homeless student population over the past four school years, public school districts are mainly reporting those children and youth of an age in which they can be enrolled in schools during the school year and who self-identify as homeless because they require additional support services to remain in their school of origin. Otherwise, there are instances in which students are not identified as homeless or eligible for McKinney-Vento services because they are already receiving the services for which they would be eligible, such as free meals and Title I, Part A services.

NCHE PROFILE

Funded by the U.S. Department of Education, the National Center for Homeless Education (NCHE) serves as an information clearinghouse for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. NCHE also supports educators and service providers by producing training and awareness materials and by providing training at regional and national conferences and events.

NCHE is housed at the University of North Carolina at Greensboro.



NATIONAL CENTER FOR HOMELESS EDUCATION

<http://center.serve.org/nche/homeless@serve.org>

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For more information, visit <http://www.ed.gov/programs/homeless/index.html>.

This publication is available for downloading at http://center.serve.org/nche/pr/data_comp.php.