

# Youth Homelessness and Education Funding Opportunities

NCSL Youth Homelessness Fellows | September 19, 2023

# Speakers



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# Funding for Students Experiencing Homelessness

NCSL Youth Homeless Fellows



Barbara Duffield & Danny Espinoza

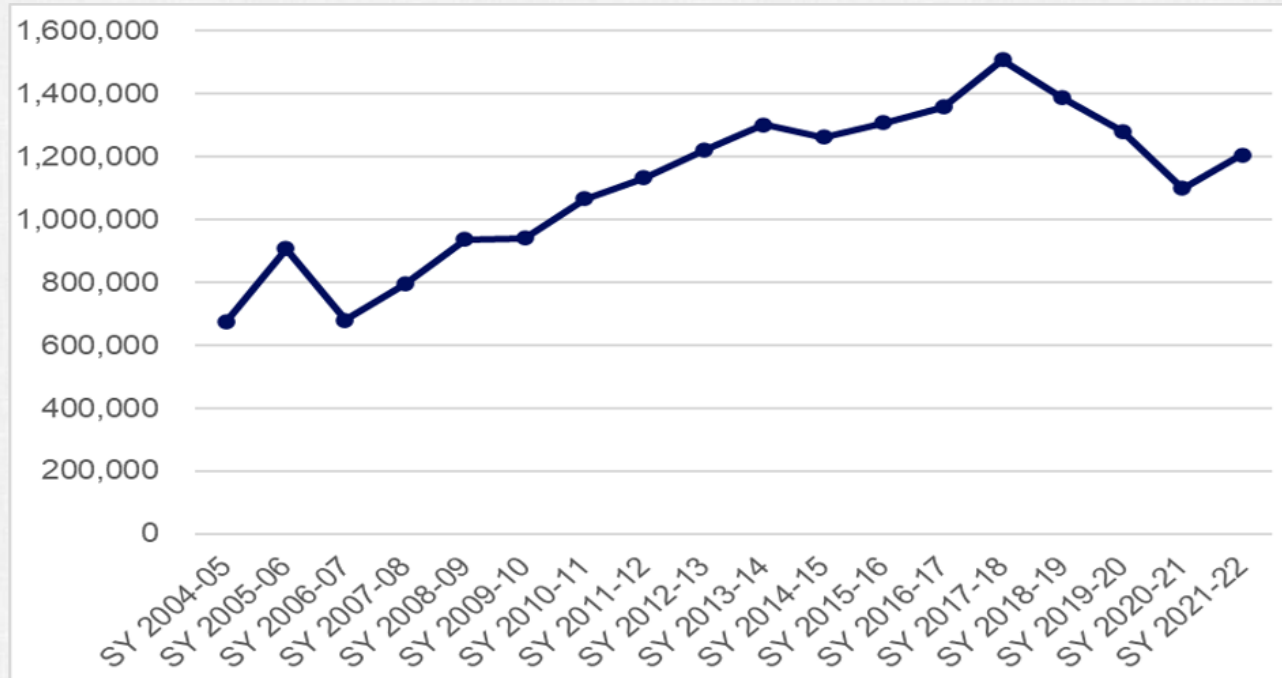
09/19/2023

# Purpose: To present key data on and funding implications for students experiencing homelessness

- ▶ How many students experiencing homelessness are identified by public schools? What are the demographics of these students?
- ▶ What impact does homelessness have on students' ability to enroll, attend, and succeed in school?
- ▶ What federal funds are available to support these students?
- ▶ How do states support these students using education funding?
- ▶ What does student homelessness look like in fellows' districts?

# COVID-19 impacted identification

Number of Students Identified as Experiencing Homelessness in the United States, 2004-05 to 2021-22





# 1.2 million students

Identified as experiencing homelessness in 2021–22.

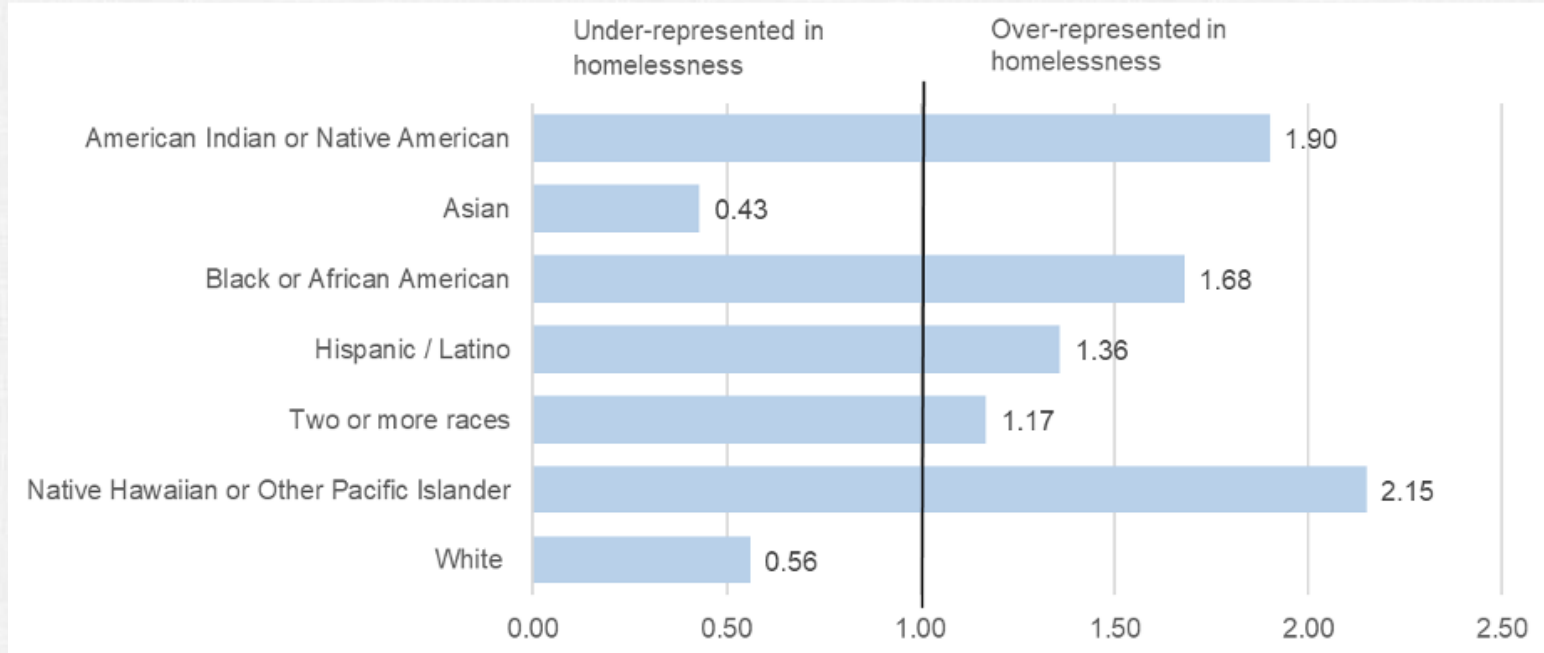
**That's approximately 2.4% of all prek-12 students enrolled in public schools.**

**This number is almost certainly a significant undercount.**

# Students with disabilities and English learners are overrepresented

- ▶ Students with disabilities represent 20% of all homeless students, compared to 15% of the overall student population.
- ▶ English learners comprise 18% of the students experiencing homelessness, but they make up only 10% of the total student population.

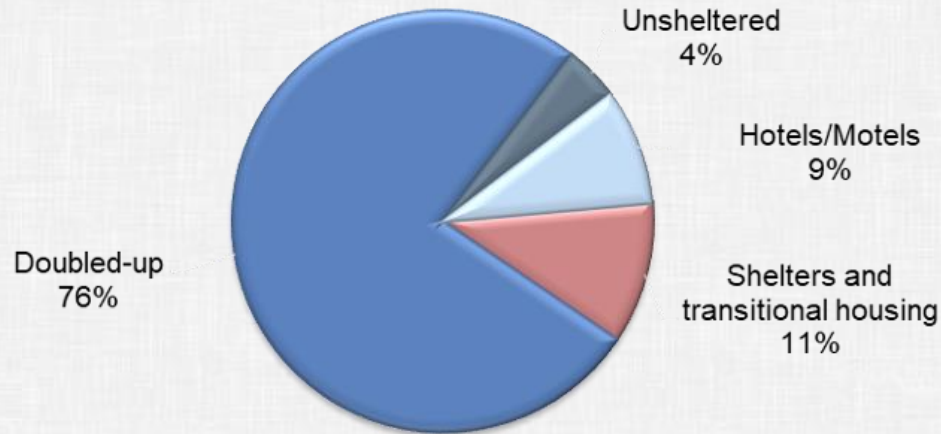
# Students of color are overrepresented





# Most students experiencing homelessness are staying with others when first identified

Percentage of enrolled students experiencing homelessness by primary nighttime residence, School Year 2021--22



■ Shelters and transitional housing   ■ Doubled-up   ■ Unsheltered   ■ Hotels/Motels

# Impact on health and well-being

- ▶ High school students experiencing homelessness are at much higher risk of experiencing violence
  - The prevalence of sexual and physical dating violence and sexual violence was two to four times higher among students experiencing homelessness.
- ▶ High school students experiencing homelessness face much higher risk of suicide.
  - Students who experienced homelessness were nearly twice as likely to have seriously considered suicide or made a suicide plan during the past year, and more than three times as likely to have attempted suicide during the past year.

# Barriers to enrollment, attendance, and learning

- High mobility
  - Disrupts peer and educator relationships
  - New campus, curricula, teachers, expectations
- Duration of homelessness matters
- Lack of transportation, basic supplies, technology
- Suspension
- Stigma and fear
- Trauma

# Impact on attendance and achievement

## ▶ Chronic Absence

- In 2020–2021, 41.9% of students experiencing homelessness were chronically absent, more than twice the rate of stably-housed students.

## ▶ Academic Performance

- In 2020–21, approximately 28.4% of students experiencing homelessness achieved proficiency in reading/language arts, 22.8% in mathematics

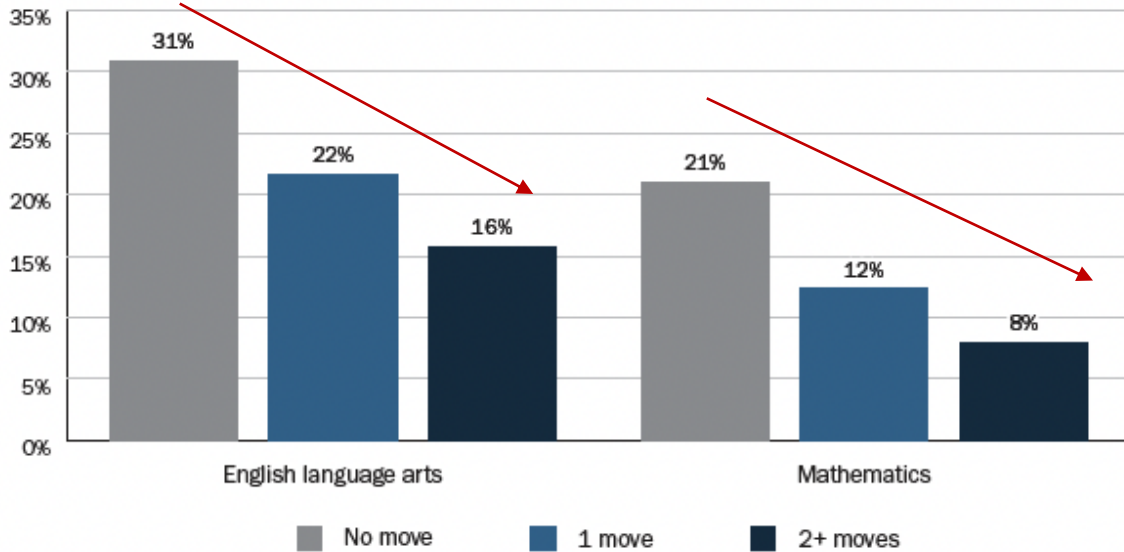
## ▶ High School Graduation

- The 2019–2020 national average graduation rate for students experiencing homelessness was 68.2%, 13 percentage points below other low-income students and nearly 18 percentage points below all students.

# High mobility is associated with lower achievement

## Achievement on CAASPP Among Students Experiencing Homelessness, by School Mobility

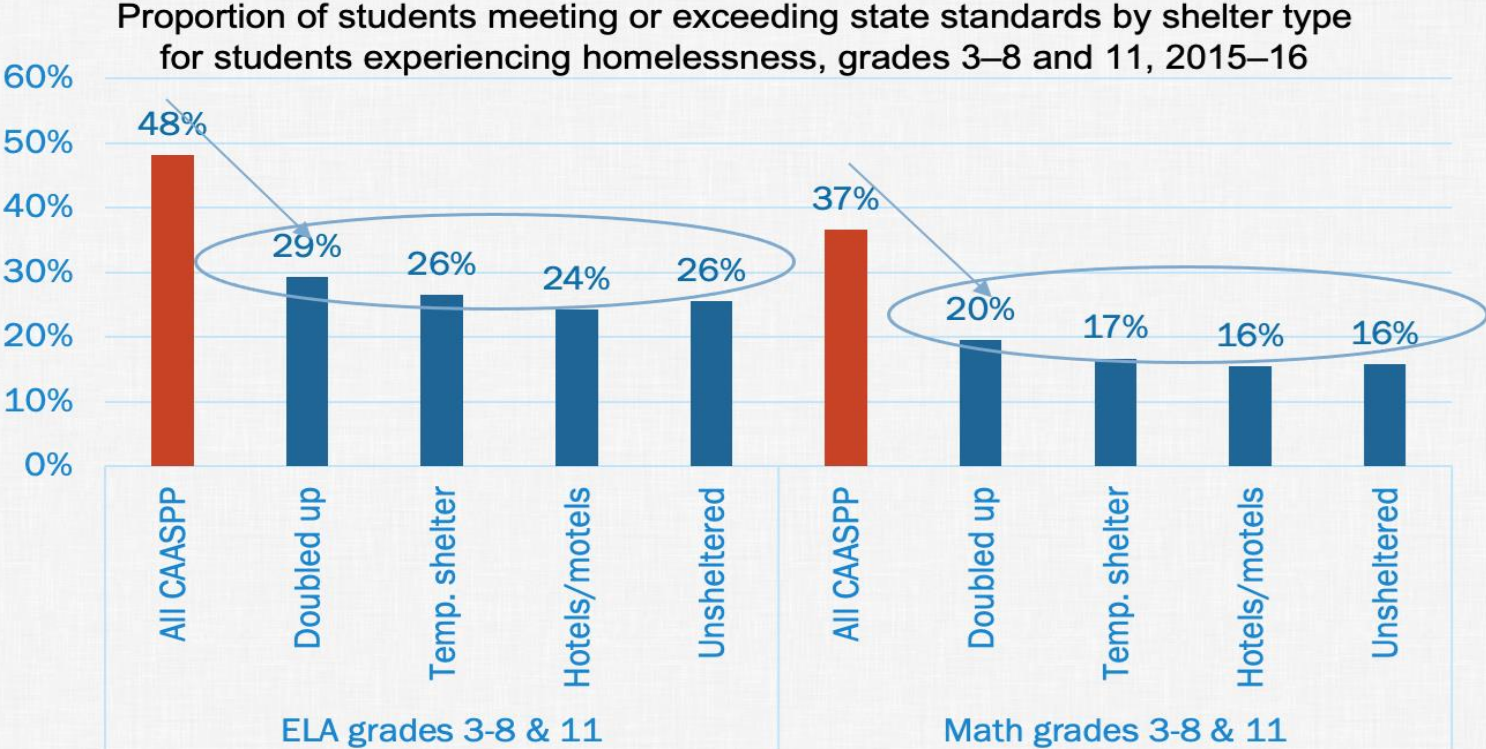
(2015-16)



Notes: Figure shows the proportion of students meeting or exceeding state standards. Percentages are calculated for 97,740 and 98,671 students experiencing homelessness with scores in CAASPP English language arts and mathematics, respectively.

Data source: Data provided by the California Department of Education through a special request.

# Achievement is affected regardless of where students are staying when identified

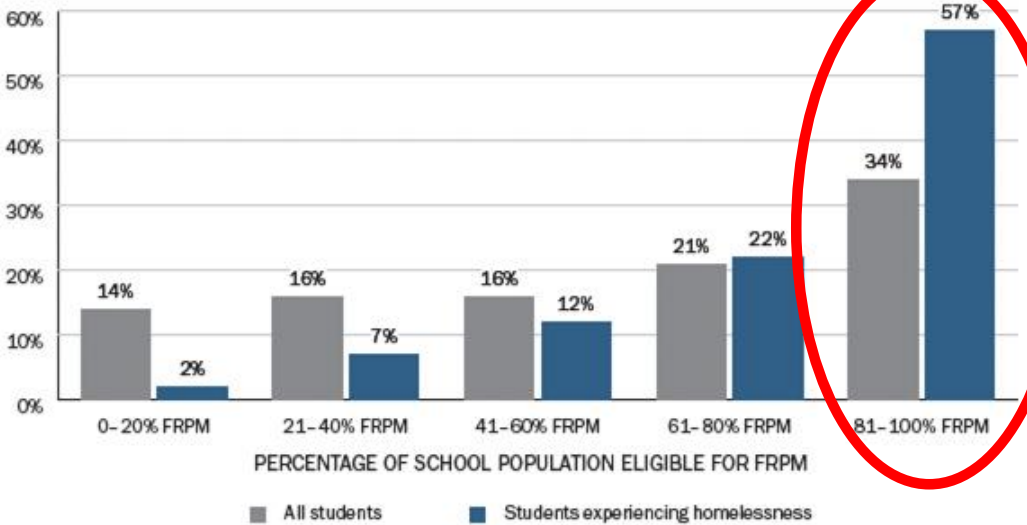


Source: Data provided by the California Department of Education through a special request.

# More likely to attend schools with concentrated poverty

**Distribution of Students Experiencing Homelessness, by School Poverty Level**

(2015-16)



Notes: FRPM = free or reduced-price meals. Percentages are computed for 105,143 students experiencing homelessness in grades 3-8 and 11. Percentages may not add up to 100%, as some school enrollments were unknown.

Data sources: California Department of Education. (n.d.). Downloadable data files. <https://www.cde.ca.gov/ds/ad/downloadabledata.asp>. Data also provided by the California Department of Education through a special request.

# Why it matters

Lack of a high school diploma or GED is **single greatest risk factor** associated with continued homelessness as a young adult.

- ▶ Youth without a high school diploma or GED or 4.5 times more likely to experience homelessness as a young adult

In 2022, workers whose highest level of education was a high school diploma made over 25 percent more than those who didn't finish high school—and earnings improved with every level of education completed



# McKinney-Vento Act: State Educational Agency (SEA) Requirements

- ▶ Designate an office of state coordinator
  - Review and revise state policies, regulations, practices that are barriers to identification, enrollment, retention
  - Administer local competitive subgrants
  - Collaborate with other offices and agencies
  - Professional development and training
  - Data collection
  - Oversight and monitoring
  - Resolve disputes

# McKinney-Vento Act: Local Educational Agency (LEA) Requirements

- ▷ Appoint district liaisons with 10 specific duties
- ▷ Immediate enrollment
- ▷ Right to remain in school of origin
- ▷ Provide transportation
- ▷ Training and professional development
- ▷ Eliminate barriers to full participation:
  - Identification through outreach and coordination with other agencies
  - Referrals to health, housing, and other services
  - Academic credit transfer



**Even if you have:**

- Unstable housing
- A temporary address
- No permanent physical address

**You are guaranteed enrollment in school by the federal McKinney-Vento Act and California state law if you live:**

- In a house or apartment with more than one family due to lack of heating or electrical service
- With friends or family because you are a runaway or an unaccompanied youth
- In substandard housing (without electricity, water, or heat)
- In a shelter (family, domestic violence, or youth shelter or transitional living program)
- In a motel, hotel, or weekly rate housing
- In an abandoned building, in a car, at a campground, or on the streets

**You can enroll in school immediately even without the documents normally required for enrollment, such as:**

- Proof of residency
- Immunization records or other required health records
- School records
- Legal guardianship papers

**Your child may:**

- Participate fully in all school activities and programs for which he/she is eligible
- Receive transportation to and from the school of origin if you request it
- Continue to attend the school in which he/she was last enrolled even if you have moved away from that school's attendance area
- Qualify automatically for school nutrition programs

**Your responsibilities are to:**

- Make sure your child gets to school on time and stays in school
- Stay informed of school rules, regulations, and activities
- Contact the homeless liaison for assistance in removing barriers to your child's education
- Attend parent/teacher conferences, Develop School Rights, and other school-related activities

**You can ENROLL in school!**

**For questions about enrolling in school or for assistance with school enrollment, contact:**

- Your local school district homeless liaison
- Your county homeless liaison
- Your homeless state coordinator:  
Lorene Wheeler  
State Coordinator  
California Department of Education  
1430 N Street, Suite 840B  
Sacramento, CA 95814  
Phone: 1-866-856-8214

10-088 English | LVA-10-088

# The value of education to overcoming homelessness



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# Federal and state funding

# Three sources of federal funding

Federal Funding Source	Funding Amount (FY2023)	Type of Funding
McKinney-Vento Education for Homeless Children and Youths Program (EHCY)	\$129 million	Dedicated annual
American Rescue Plan Act – Homeless Children and Youth (ARP-HCY) (Bipartisan amendment)	\$800,000,000	Dedicated one-time
<b>Required</b> Set Aside of ESEA Title I, Part A Funds	Amount set aside for students experiencing homelessness varies by district*	Annual required set-aside

\* This amount was previously not tracked at the national level, but as of the 2022–23 school year will be collected by the Department of Education.

**Source:** U.S. Department of Education (2022). Department of Education budget tables; American Rescue Plan Act of 2021, H.R.1319, 117<sup>th</sup> Cong. (2021); U.S. Department of Education (2022). Fiscal year 2023 President's Budget Request. <https://www2.ed.gov/about/overview/budget/budget23/23pbapt.pdf> (accessed 09/20/22).

# Effective use of funds to support students

- ▶ Staffing: Identification and outreach, case management, staff training, community collaboration
- ▶ Basic necessities: food, hygiene, clothing, shoes, school supplies
- ▶ Transportation for youth: can be high cost and time-consuming
- ▶ Academic support: tutoring, summer programs, planning
- ▶ Physical and mental health support
- ▶ Referrals to housing and shelter
- ▶ Specialized support for unaccompanied youth
- ▶ Supports for families: childcare, education, transportation, employment

# Flexible use of ARP-HCY funds

## U.S. Department of Education Guidance

<p><b>Transportation</b> to enable children and youth to attend school and participate fully in school activities, <b>including gas cards and car repairs when reasonable and necessary</b></p>	<p><b>Supplies</b> needed by individual students (e.g., eyeglasses, school supplies, personal care items), <b>including prepaid debit cards</b></p>	<p><b>Cell phones, technological devices, and access to high-speed internet</b> for individual students</p>	<p><b>Short-term, temporary housing</b> (e.g. motel stays) when such emergency housing is the only reasonable option for safe temporary housing and when necessary to enable attendance and full participation in school</p>	<p><b>Wrap-around services</b> provided in collaboration with or through community-based organizations, including academic supports, trauma-informed care, social-emotional support, and mental health services</p>	<p><b>Increase liaison and McKinney-Vento program capacity</b></p>
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# Federal funding challenges: McKinney-Vento

- ▶ In 2020–21, less than 20% (1 in 5) of LEAs received funding at current funding levels (subgrants are competitive due to low overall national funding)
- ▶ One-quarter (25%) of all school districts — 4,930 school districts — reported no students experiencing homelessness. These school districts collectively enrolled 300,599 students.
- ▶ 92% of the school districts that reported no students experiencing homelessness also received no dedicated homeless education funding.
- ▶ Nationally, 42% of students identified as homeless—471,134 students—attended a school district in the 2020–2021 school year that did not receive any dedicated EHCY funding
- ▶ Per pupil amounts vary by state, but national average is \$97 per identified student experiencing homelessness in 2020–21



# Federal funding challenges: ARP-HCY and Title I, Part A

- ▶ ARP-HCY funding is more generous, but one-time only
  - \$800 million across 2 rounds (around \$577 per identified student experiencing homelessness)
  - An unprecedented number of LEAs are now receiving dedicated funding to support these students: approximately 53% nationally
- ▶ Districts must set-aside Title I funding for students experiencing homelessness, but this is opaque
  - There is no mandated amount that they must set-aside - “such sums as may be necessary”
  - Set-aside funding is not made public currently (expected in 2024-25)
  - Districts are not required to spend their set-aside funding or involve homeless liaison

# Most states provide “at-risk” funding

- ▶ 44 states and D.C. provide additional funding for students from low-income backgrounds through education funding formulas
- ▶ At-risk students can include free or reduced-price meal eligible, direct certification, students in foster care, U.S. Census poverty estimates, and more.
- ▶ Mechanisms vary (flat weight, multiple weights, categorical program, etc.)

Source: Education Commission for the States. (2021). K-12 and special education funding: Funding for students from low-income backgrounds.

<https://reports.ecs.org/comparisons/k-12-and-special-education-funding-06>  
<https://reports.ecs.org/comparisons/k-12-and-special-education-funding-06>

# Several states provide additional funding that can support students experiencing homelessness

- ▶ **Minnesota** transportation funding to maintain school of origin
  - Provides funding for transportation of students experiencing homelessness through Special Education Aid Entitlement Formula
- ▶ **Ohio** Disadvantaged Pupil Impact Aid and Student Success and Wellness funds
  - At-risk funding with allowable uses for services for students experiencing homelessness, among other things
- ▶ **Texas** State Compensatory Education
  - At-risk funding with dedicated weight for students experiencing homelessness

# State funding:

A few states provided dedicated funding

State Funding	Funding Amount	Type of Funding	Number of Identified Students Experiencing Homelessness (2021–22)
California	\$183.3 million	One-time	225,747
Colorado	\$825,000	Annual	16,540
Maine	\$1.5 million	One-time (pilot)	3,087
Massachusetts	\$23 million	Annual	21,388
New York	\$22.6 million	Annual	133,578
Washington: Homeless Student Stability Program	\$2.0 million	Annual	37,614
Washington: Homeless Student Stability education Program	\$1.2 million	Annual	



# Thank you!

## ▷ Resources

- <https://learningpolicyinstitute.org/product/federal-state-resources-students-experiencing-homelessness-report>
- <https://learningpolicyinstitute.org/product/supporting-students-homelessness-report>
- <https://schoolhouseconnection.org/data-profiles>
- <https://schoolhouseconnection.org/fy24-ehcy-fact-sheet>
- <https://schoolhouseconnection.org/seen-and-served>
- <https://schoolhouseconnection.org/arp-hcy>

## ▷ Sign up for updates

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- [@SchoolHouseConn](https://twitter.com/SchoolHouseConn)

## ▷ Contact

- [despinoza@learningpolicyinstitute.org](mailto:despinoza@learningpolicyinstitute.org)
- [barbara@schoolhouseconnection.org](mailto:barbara@schoolhouseconnection.org)

## Table Talk:

### Discuss any of the following questions

- ▶ What strikes you about the district-level data and identification rates?
- ▶ What questions do you have about the district-level data? What stands out to you about identified student homelessness in your district?
- ▶ What would you like to learn about funding mechanisms in your state to prevent youth homelessness or support students experiencing homelessness?
- ▶ Who would you like to connect with to learn more about education funding and youth experiencing homelessness?

## Table Discussions & Share Out

- What strikes you about the district-level data and identification rates?
- What questions do you have about the district-level data? What stands out to you about identified student homelessness in your district?
- What would you like to learn about funding mechanisms in your state to prevent youth homelessness or support students experiencing homelessness?
- Who would you like to connect with to learn more about education funding and youth experiencing homelessness?

