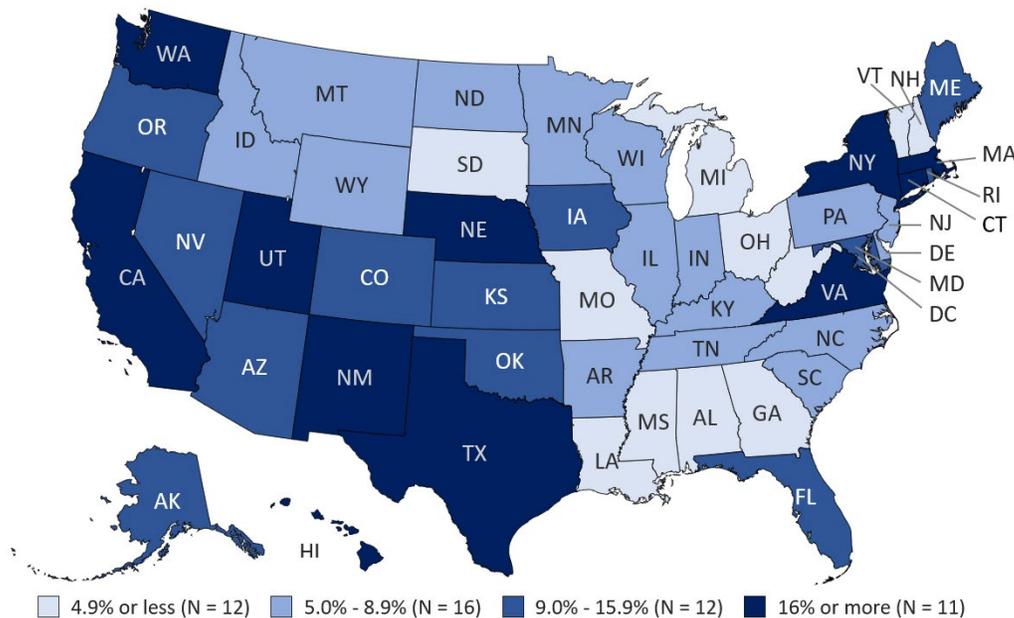




Office of English Language Acquisition English Learners and Homelessness

Percentage of Enrolled Homeless Students Who Are English Learners: 2016–17 School Year

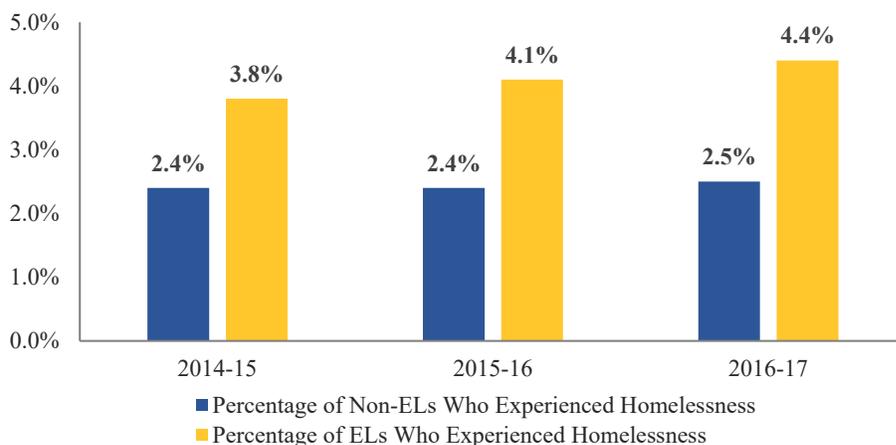


There were **216,295 English learners (ELs)** who experienced homelessness during the 2016–17 school year (SY) in U.S. public schools. While ELs make up **16% of the homeless student population**, they make up only **10% of the total student population**.

SOURCE: U.S. Department of Education, National Center for Homeless Education. (2019). *Federal data summary: School years 2014–15 to 2016–17*. Retrieved from <https://nche.ed.gov/wp-content/uploads/2019/02/Federal-Data-Summary-SY-14.15-to-16.17-Final-Published-2.12.19.pdf>

Percentage of Students¹ Who Experienced Homelessness by English Learner Status: SY 2014–15 to SY 2016–17

From SY 2014–15 to SY 2016–17, incidences of homelessness among EL students **increased by 0.6 percentage points** while incidences of homelessness among non-ELs **increased by 0.1 percentage points**. In SY 2016–17, the percentage of ELs who experienced homelessness was nearly **two percentage points higher** than the percentage of non-ELs who experienced homelessness.



NOTE: Interpret data with caution. Homeless students and student enrollment may not represent the same groups due to different data submission dates. Student enrollment data is submitted in October. Homeless data is calculated at the end of the school year based on school records. The mobility of students who experience homelessness may additionally affect the data reliability. Data may include duplicate counts of students.

SOURCES: U.S. Department of Education, National Center for Education Statistics. (2018). *Digest of Education Statistics 2018, tables 203.10 and 204.27b*. Retrieved from https://nces.ed.gov/programs/digest/2018menu_tables.asp and U.S. Department of Education, National Center for Homeless Education. (2019). *Federal data summary: School years 2014–15 to 2016–17*. Retrieved from <https://nche.ed.gov/wp-content/uploads/2019/02/Federal-Data-Summary-SY-14.15-to-16.17-Final-Published-2.12.19.pdf>

¹ Author calculations. Percentage of ELs who experienced homelessness is based on the number of enrolled EL homeless students divided by the total EL student enrollment times 100. Percentage of non-ELs who experienced homelessness is based on the total number of enrolled non-EL homeless students (total number of homeless students minus homeless EL students) divided by the total non-EL student enrollment (total student enrollment minus total EL student enrollment) times 100.

The McKinney-Vento Homeless Assistance Act

- States must ensure that homeless children and youths have equal access to free, appropriate public education.
- “Homeless children and youths” are defined as those without a “fixed, regular, and adequate nighttime residence,” including those living in shelters, doubled-up housing, camping, motels, and cars.
- Every public school district must assign a local homeless education liaison, also called McKinney-Vento liaison, to ensure that homeless children and youths are identified and that they are informed of and have access to all services to which they are entitled.

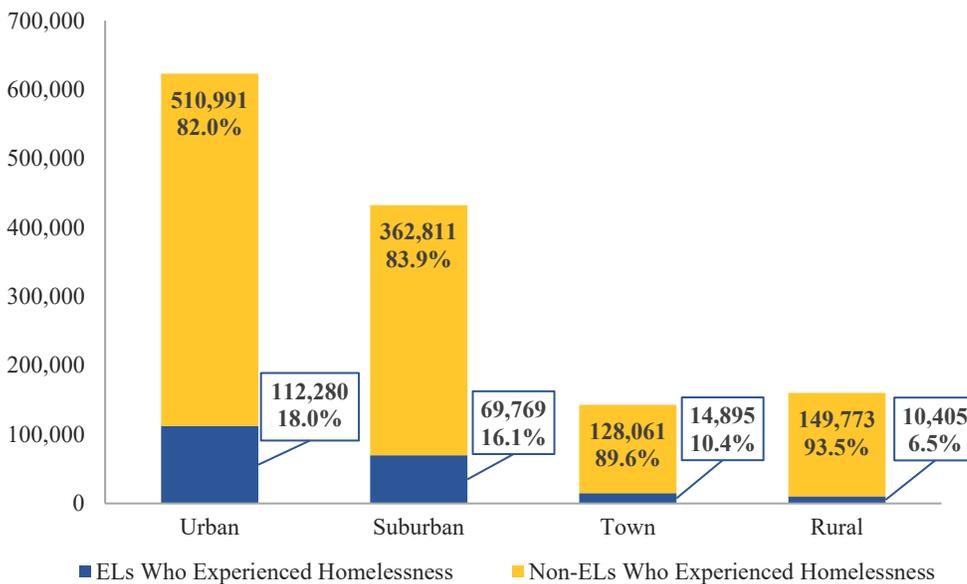
Under the McKinney-Vento Act,² students who experience homelessness have the right to remain in their schools of origin or to immediate enrollment in their new school. Eligible ELs have the right to access language assistance services.

Homeless Education Helpline³

800-308-2145
homeless@serve.org

SOURCE: National Center for Homeless Education. (n.d.). *The McKinney-Vento Homeless Assistance Act*. Retrieved from <https://nche.ed.gov/mckinney-vento/> and U.S. Department of Education. (2016). *Identifying and supporting students experiencing homelessness from pre-school to post-secondary ages*. Retrieved from <https://www2.ed.gov/about/inits/ed/supporting-homeless-students/index.html>

Homelessness Among K–12 Students, by Public School District Locale: SY 2015–16



In SY 2015–16, ELs were more likely to experience homelessness in **urban school districts**, where ELs accounted for **18%** of student homelessness. In **rural districts**, ELs accounted for **6.5%** of all students who experienced homelessness.

NOTE: Author calculation. Non-ELs is based on the total number of homeless students minus the number of homeless ELs.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2017). *Digest of Education Statistics 2017*, table 204.75b. Retrieved from https://nces.ed.gov/programs/digest/d17/tables/dt17_204.75b.asp?current=yes.

² The school stability provisions in the McKinney-Vento Act, as explained in Guidance issued by the Department:

“Strongly emphasizes the importance of school stability for homeless children and youths. Changing schools multiple times significantly impedes a student’s academic and social growth. The research on highly mobile students, including homeless students, indicates that a student can lose academic progress with each school change. Highly mobile students have also been found to have lower test scores and worse overall academic performance than peers who do not change schools frequently. Therefore, the McKinney-Vento Act calls for LEAs to maintain students in their school of origin to promote school stability and greater educational outcomes overall, unless it is not in the student’s best interest.”

Education for Homeless Children and Youths Program Non-Regulatory Guidance, p. 2 (footnotes omitted). Retrieved from <https://www2.ed.gov/policy/elsec/leg/essa/160240ehcyguidance072716.pdf>

³ The National Center for Homeless Education offers assistance with issues related to the education of a child experiencing homelessness. See <https://nche.ed.gov/>