

MCKINNEY-VENTO LAW INTO PRACTICE BRIEF SERIES

Supporting the Education of Unaccompanied Youth Experiencing Homelessness

This NCHE brief

- describes the educational barriers and challenges faced by unaccompanied youth (UY) experiencing homelessness,
- explains key provisions of the McKinney-Vento Homeless Assistance Act related to the education of UY, and
- suggests proven strategies from across the country for supporting the educational success of UY.

INTRODUCTION

Homelessness is a devastating experience for any child or youth; however, for youth on their own, the stresses of experiencing homelessness are multiplied. The myriad of challenges faced by youth experiencing homelessness on their own puts these students at risk of dropping out or school failure. Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) is a federal law that guarantees educational rights and supports for children and youth experiencing homelessness (CYEH), including specific supports for UY.

This brief explains the McKinney-Vento Act's provisions related to UY and suggests strategies for implementation. Briefs on additional homeless education topics are available on the resources page of the NCHE website.



THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT DEFINITION OF *HOMELESS*

McKinney-Vento Act section 725(2)

The term "homeless children and youth"–

A. means individuals who lack a fixed, regular, and adequate nighttime residence; and

B. includes –

i. children and youths 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; or are abandoned in hospitals;

ii. children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

iii. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

iv. migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

WHO ARE UNACCOMPANIED YOUTH?

FEDERAL DEFINITION

The McKinney-Vento Act defines *unaccompanied youth* as "a homeless child or youth not in the physical custody of a parent or guardian" (McKinney-Vento Act section 725(6)). Taking a closer look at the definition, two conditions must be present for a child or youth to be considered a UY under the McKinney-Vento Act:

1. The child's or youth's living arrangement meets the Act's definition of *homeless*, and
2. The child or youth is not in the physical custody of a parent or guardian.

Physical custody refers to where a child or youth is physically living. Therefore, a child or youth who is not in the physical custody of a parent or guardian is a child or youth who is not living with a parent or guardian. It is important to note, however, that the presence of a custody or guardianship issue alone does not make a student eligible for McKinney-Vento services; rather, the student's living arrangement also must be considered homeless. With this federal definition in mind, the term *unaccompanied youth* as used throughout this brief refers to youth who are both unaccompanied and experiencing homelessness.

AGE CRITERIA

There are no age-specific criteria established in the McKinney-Vento Act, including for UY. If a child or youth is within the state's age range to qualify for public prekindergarten (Pre-K) through 12th grade and meets the definition of *unaccompanied youth*, the child or youth should be enrolled in school and served as a UY under the McKinney-Vento Act. Contact your state coordinator for homeless education[1] (state coordinator) for more information on state-specific minimum and maximum age limits for free public education.

For CYEH (including UY) who qualify for special education services under the Individuals with Disabilities Education Act (IDEA), the upper age limit varies depending on state law. While IDEA requires states to provide a free appropriate public education (FAPE) to eligible children and youth with disabilities until they either graduate with a regular high school diploma or reach the age of 21, some states extend this even further (e.g., Michigan extends this to age 26). For more information about the unique needs of students with disabilities experiencing homelessness, visit the NCHE *Special Education* webpage.

[1] The McKinney-Vento Act requires state educational agencies (SEA) to designate a state coordinator for homeless education to serve as the SEA's key homeless education contact and oversee the implementation of the Act in local educational agencies throughout the state (McKinney-Vento Act section 722(d)(3)).

THE NUMBERS

Each year, as required by the U.S. Department of Education (ED), school districts and states work together to collect and report data on the public school enrollment of CYEH, including UY (McKinney-Vento Act sections 722(f)(3) and 722(g)(6)(C)). During school year (SY) 2022–23, U.S. public schools enrolled 123,972 UY, with 86% residing in doubled-up situations where they shared housing with others due to loss of housing, economic hardship, or a similar reason (NCHE, 2024). The number of UY enrolled in U.S. public schools in SY 2022–23 represents a 31% increase from SY 2020–21, which showed an enrollment of 94,363 UY (NCHE, 2024). And yet, these data represent only school-age UY who were enrolled in U.S. public schools and identified by the school as a UY. Actual numbers of UY have varied widely over the years depending on the age criteria, homelessness definition, and methodology used. Research from the 2018 Voices of Youth Count initiative estimates that roughly 700,000 youth between the ages of 13 to 17 and 3.5 million youth between the ages of 18 to 25 may experience homelessness over a 12-month period (Morton et al., 2018).

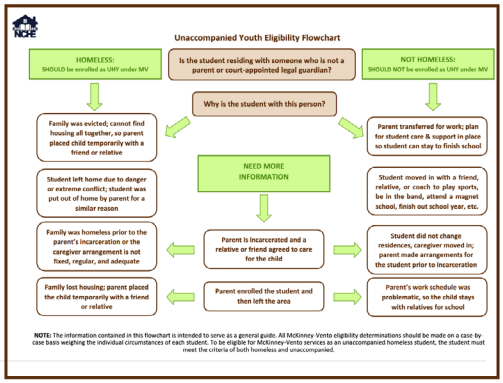
PATHS TO BEING ON THEIR OWN

Unaccompanied youth consistently report family dysfunction as a primary reason they no longer live at home. Family dysfunction may include issues related to blended families, substance abuse, pregnancy, sexual activity, and/or sexual orientation. Research has shown that parental neglect and abuse (emotional, physical, sexual, and/or substance), incarceration, illness, deportation, or parental/caregiver death are all contributing factors that can lead to youth experiencing homelessness on their own (Benoit-Bryan, 2013; Samuels et al., 2019). Many youth experience homelessness after running away from a foster care placement or aging out of the foster care system. Additionally, some youth are forced to leave their families when the family becomes homeless and is unable to secure shelter that can accommodate all family members.

Unaccompanied youth are eligible for services under the McKinney-Vento Act regardless of the circumstances that led to their separation from family; this includes youth who ran away from home and youth who were forced from their home by their families. The dynamics of family conflict or dysfunction often are very personal and sensitive and may not be shared readily with school staff; as such, what students or parents disclose may be an inaccurate or incomplete representation of what has occurred within the family.

It is important for schools to remember that their primary responsibility is to enroll and educate CYEH per the McKinney-Vento Act, which neither authorizes nor requires schools to make judgments about the validity of why a student is not living with a parent or guardian. Rather, determinations of McKinney-Vento eligibility are to be based solely on the definitions of *unaccompanied youth* and *homeless* included in the McKinney-Vento Act. A student's eligibility should be evaluated based on the nature of the student's current nighttime living arrangement, not the circumstances that caused the student to leave home.

The *Unaccompanied Youth Eligibility Flowchart*, developed by NCHE, provides a simple process for determining the McKinney-Vento eligibility of students living apart from parents and/or guardians. Detailing various living situations and conditions, the flowchart guides users to make accurate determinations of a student's eligibility as a UY.





LOCAL HOMELESS EDUCATION LIAISONS

Under the McKinney-Vento Act, every school district must appoint a local homeless education liaison (local liaison) to serve as the key homeless education contact in the school district (McKinney-Vento Act section 722(g)(1)(J)(ii)). The local liaison (LL) oversees the implementation of the McKinney-Vento Act within the school district, ensuring that eligible children are identified and afforded the rights and services to which they are entitled. The McKinney-Vento Act also includes specific LL responsibilities regarding UY. Because many of these youth have little or no support from a responsible, caring adult, the LL's interest and involvement in a UY's education is especially valuable and can be life-changing. For more information about the role of the LL, see NCHE's *Local Homeless Education Liaisons: Understanding Their Role* and *Local Homeless Education Liaisons: Important Information for New Liaisons briefs*.

EDUCATIONAL BARRIERS

Unaccompanied youth face many barriers to enrolling, attending, and succeeding in school, including

- lack of safe and stable housing;
- lack of support from a caring adult;
- lack of basic needs, including food and medical care, resulting in hunger, fatigue, and poor health;
- lack of consistent access to bathing and laundry facilities;
- emotional crises/mental health issues due to experiences of trauma that can interfere with school engagement;
- lack of access to school records and other paperwork;
- lack of school supplies and clothing;
- employment that may interfere with school attendance and homework completion;
- irregular school attendance;
- difficulty accumulating credits due to school mobility;
- lack of reliable transportation; and
- concerns about being reported to child welfare and/or law enforcement agencies.

For more information about the unique needs of UY, including promising practices for implementing homeless education requirements at the state and local levels, consult the *Education for Homeless Children and Youths Program Non-Regulatory Guidance* (ED, 2018, pp. 47–51).

EDUCATIONAL RIGHTS UNDER THE MCKINNEY-VENTO ACT

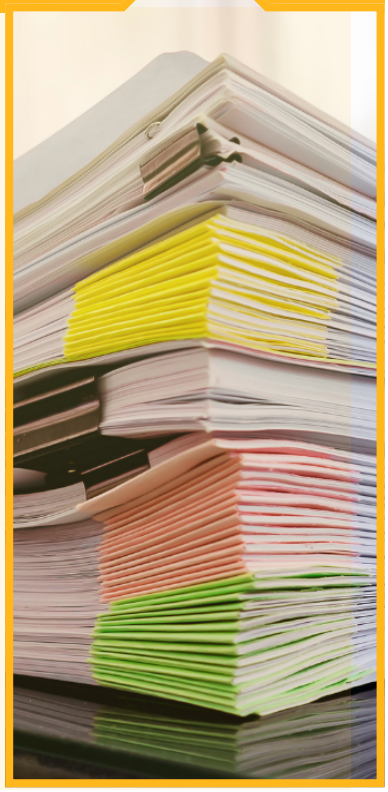
The purpose of the McKinney-Vento Act is to address the barriers CYEH face in enrolling, attending, and succeeding in school. This is accomplished by ensuring that CYEH have equal access to the same FAPE as other children and youth, experience school stability despite residential mobility, and receive the educational and other supports they need to enable them to meet the same challenging academic achievement standards to which all students are held. To this end, McKinney-Vento students, including UY, have the right to

- receive a free, appropriate public education (McKinney-Vento Act section 721(1));
- enroll in school immediately, even if lacking documents normally required for enrollment, or having missed application or enrollment deadlines during any period of homelessness (McKinney-Vento Act section 722(g)(3)(C));
- enroll in school and attend classes while the school gathers needed documents (McKinney-Vento Act section 722(g)(3)(C));

- continue attending the school of origin or enroll in the local attendance area school if attending the school of origin is not in the best interest of the student or is contrary to the request of the parent, guardian, or unaccompanied youth (McKinney-Vento Act section 722(g)(3)(B));
- receive transportation to and from the school of origin, if requested by the parent or guardian, or by the LL on behalf of a UY (McKinney-Vento Act sections 722(g)(1)(J)(iii) and 722(g)(4)(A)); and
- receive educational services comparable to those provided to other students, according to each student's need (McKinney-Vento Act section 722(g)(4)).
- In addition, the McKinney-Vento Act contains provisions specific to UY, including the right to immediate enrollment without proof of guardianship, and
- assistance from the LL to
    - o select a school of attendance, whether the local attendance area school or the school of origin;
    - o receive transportation to and from the school of origin[2], if requested; and
    - o ensure the prompt and fair resolution of any disputes per the McKinney-Vento Act (see the *Disputes under the McKinney-Vento Act* sidebar for more information).

DISPUTES UNDER THE MCKINNEY-VENTO ACT

In most cases, the school district and UY will be in agreement about a student's educational best interest, including which school is in the student's best interest to attend. In some cases, however, the position of the school district may differ from that of the youth. In these instances, the UY has the right to appeal the school district's decision, if desired, through the McKinney-Vento Act dispute resolution process. Local liaisons must ensure that UY have access to the dispute resolution process and that any disputes are resolved promptly and in accordance with the law. This includes ensuring that the youth receive written notice of the school district's position and information about how to appeal the decision if desired as well as ensuring immediate enrollment in the selected school (whether the local school or the school of origin) pending final resolution of thedispute (McKinney-Vento Act section 722(g)(3)(E)). For more information, see NCHE's *Dispute Resolution* brief or consult the *Education for Homeless Children and Youths Program Non-Regulatory Guidance* (ED, 2018, pp. 33-34) for effective strategies to resolve enrollment disputes.



[2] The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool (McKinney-Vento Act section 722(g)(3)(I)(i)).

IDENTIFYING UNACCOMPANIED YOUTH

Identifying UY is a crucial first step toward ensuring that they receive the educational supports they need. The identification of UY, however, can be challenging as they often avoid disclosing their circumstances for a variety of reasons, including a

- lack of understanding of the McKinney-Vento Act definition of *homeless*, which is broader than some common conceptions of homelessness;
- desire to avoid the stigma often associated with homelessness;
- discomfort with discussing the circumstances, which often are very personal and sensitive, that led to their experiencing homelessness on their own;
- fear of being treated differently by school personnel or other students if they are "found out;" and
- fear of being reported to child welfare and/or law enforcement agencies.

Given these challenges, schools may need to conduct targeted outreach efforts to ensure the identification of UY. Consider the following outreach and engagement strategies:

- Post outreach materials where youth gather, including laundromats, parks, campgrounds, skate parks, youth clubs/organizations, libraries, and 24-hour stores.
- Develop outreach materials targeted specifically to youth; access NCHE's youth educational rights poster that can be printed and distributed for local use.
- Include the contact information for the LL in all outreach materials so that youth needing assistance will know whom to contact.
- Use youth-friendly means of communication, such as sharing information about available services via websites, email, texting, and social media.
- Enlist other students to help spread the word about services offered to students in homeless situations.
- Make the school a welcoming and supportive place.
- Build trusting relationships with UY by
    - conducting conversations with youth in a sensitive manner and in an office or other area that allows for confidentiality, and
    - informing youth up-front about the circumstances under which they may be required to report concerns to child welfare and/or law enforcement.
- Consider the challenges that UY are facing when working with these students.
- Inform UY of their rights under the McKinney-Vento Act.
- Listen to the UY's concerns and wishes in a nonjudgmental way.
- Provide supplies as needed and as available. Items that may seem trivial, such as a small packet of school supplies or hygiene items, may be very helpful to UY and received as a caring gesture.
- Encourage UY to stay in school and advocate for supports needed for their educational success.

ENROLLING UNACCOMPANIED YOUTH

The McKinney-Vento Act defines *enrollment* as "attending classes and participating fully in school activities" (McKinney-Vento Act section 725(1)). As previously mentioned, McKinney-Vento eligible students, including UY, are entitled to enroll in school immediately, even if lacking documents normally required for enrollment or having missed application or enrollment deadlines during any period of homelessness (McKinney-Vento Act section 722(g)(3)(C)).

ENROLLMENT METHODS

While the McKinney-Vento Act does not specify a particular method that must be used to enroll UY, many school districts have developed self-enrollment forms, caregiver affidavits, or other forms to replace typical proof of guardianship. Such forms should be crafted carefully so as not to create further barriers or delay enrollment.

Three common methods school districts use for enrolling UY include:

- The student enrolls himself/herself using a self-enrollment form.
- An adult caregiver enrolls the student using a caregiver affidavit.
- The LL enrolls the student.

Unaccompanied youth must be enrolled in school immediately, even if no adult caregiver is available to assist with enrollment. If a caregiver is available, a school district may not require the caregiver to obtain legal guardianship of the youth at any point prior to or following the youth's school enrollment. Furthermore, school districts may not prohibit, delay, or discontinue the school enrollment of a UY due to an inability to identify a caregiver, guardian, or parent, or produce proof of guardianship.

NCHE's *Homeless Liaison Toolkit* includes sample enrollment forms that may be useful when enrolling students experiencing homelessness, including UY. Further information related to the reenrollment of out-of-school UY can be found in the *Education for Homeless Children and Youths Program Non-Regulatory Guidance* (ED, 2018, pp. 49–50).

SUPREMACY OF FEDERAL LAW

According to the Supremacy Clause of the U.S. Constitution (Article VI, Clause 2), federal law supersedes state law should a conflict arise between the two. As such, any state or local law or policy that conflicts with the federal McKinney-Vento Act, including any state or local provisions that would infringe upon the right of a UY to enroll immediately and participate fully in school, would be superseded by provisions within the McKinney-Vento Act. In addition, the McKinney-Vento Act requires that states and school districts develop, review, and revise policies to remove barriers to the identification, school enrollment, and school retention of CYEH, including barriers due to outstanding fees or fines, or absences (McKinney-Vento Act section 722(g)(1)(I)).

SIGNATURE ISSUES BEYOND INITIAL ENROLLMENT

Given that the McKinney-Vento Act defines *enrollment* as attending classes and participating fully in school activities, school districts must develop policies not only related to enrolling UY but also policies related to determining who can sign for issues and activities as part of a student's ongoing school participation. These issues may include who may

- sign for school absences;
- sign for participation in extracurricular activities, school field trips, and other school programming; and
- consent to school-related medical services for UY who have not reached the age of majority in their state.

As with school enrollment, federal law does not require a specific approach to the above issues. Therefore, school districts have the discretion to decide the approach that makes the most sense based on the individual circumstances of each UY, so long as the student is enrolled immediately and participating fully in school.

ACCESS TO SCHOOL RECORDS UNDER THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

Under the Family Educational Rights and Privacy Act (FERPA), schools must obtain the prior written consent of a parent, guardian, or eligible student—a student who is at least 18 years of age or attends a postsecondary institution—to release personally identifiable information from a student's education records, unless an exception to the requirement of consent applies (FERPA section 444(g)(b)). One of FERPA's exceptions to consent permits the disclosure of personally identifiable information from a student's education records, subject to the federal regulatory requirements in 34 C.F.R. § 99.34, to officials of another school where a student seeks or intends to enroll, or where the student already is enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer (34 C.F.R. § 99.31(a)(2)). As such, despite the absence of a parent or guardian, schools in which UY enroll may be granted access to their education records for enrollment purposes without prior written consent.

SCHOOL ENGAGEMENT STRATEGIES

Once UY are enrolled, school districts should consider the following practices to improve their school engagement:

- Provide access to school shower and laundry facilities or a list of community locations where these services are available.

- Provide students with a secure place to store personal belongings.
- Provide flexibility with school assignments, including deadlines and needed supplies, given that UY may not have access to needed materials or a quiet place in which to complete assignments.
- Implement policies to assist with accumulating credits toward graduation, such as chunking credits and implementing mastery-based learning. McKinney-Vento students must receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school (McKinney-Vento Act section 722(g)(1)(F)(ii)).
- Become familiar with state laws related to the reporting of suspected abuse or neglect, or a suspected runaway. Understand under which circumstances schools are required to report and under which circumstances schools have flexibility about whether or to whom to report based on an understanding of each student's unique situation.
- Become familiar with state laws about minor medical consent. These laws establish the circumstances under which a minor may consent to their own medical or mental health care.
- Become familiar with eligibility criteria for local social service and housing programs. Provide referrals to eligible UY when services are needed.
- Consider alternative education programs that allow flexible school hours, such as computer-based learning or online education, or have paid work components for UY who need to work to support themselves.
- Notify school nutrition services when a UY enrolls. McKinney-Vento students are automatically eligible for free school meals through a streamlined process called "direct certification." For more information, consult NCHE's *Access to Food for Students Experiencing Homelessness* brief.

ACCESS TO HIGHER EDUCATION

Many UY want to pursue higher education after high school, but lack the information needed to help them see this as a realistic option due to the lack of parental support with complex postsecondary processes (Havlik et al., 2021). Local liaisons and other school and district personnel play a key role in ensuring that UY are aware of postsecondary education opportunities and have the information and support they need to apply to and enroll in higher education. Local liaisons should work with school counselors and other specialized instructional support personnel to ensure that UY are aware of the following supports, including

- help from school counselors to prepare for college and improve their college readiness (McKinney-Vento Act section 722(g)(1)(K));
- fee waivers for Advanced Placement (AP) exams, college entrance exams (ACT and/or SAT), and college applications;

- verification of independent student status[3] on the Free Application for Federal Student Aid (FAFSA) and the newly streamlined processes on status redeterminations in future financial aid award years, as revised by the FAFSA Simplification Act[4]; and
- various need- and merit-based scholarship opportunities.

For more information about higher education supports for students experiencing homelessness, visit NCHE's Higher Education Access webpage. For more information on access to federal financial aid, consult the ED's *Federal Student Aid Handbook* for the award year for which the student is applying. References to independent student status for UY can be found in the handbook's *Application and Verification Guide*.

SCHOOL-COMMUNITY COLLABORATION TO SUPPORT UNACCOMPANIED YOUTH

The needs of UY cut across many school programs and community organizations. Collaboration among programs and organizations helps to spread awareness of issues related to the education and well-being of UY and to build a broad-based school and community commitment to serving these vulnerable students. More concretely, school and community collaboration ensures better identification of UY and a coordinated approach to addressing their needs.

The following are strategies to build strong networks among school programs and with community organizations:

- Provide awareness activities for school staff (registrars, secretaries, counselors, social workers, nurses, teachers, specialized instructional support personnel, bus drivers, administrators, truancy and attendance officers, school resource officers, etc.) about the specific needs of UY.
  - See the NCHE *Basic Requirements of the McKinney-Vento Act* training video for an asynchronous professional development opportunity or print out NCHE's *Potential Warning Signs of Homelessness* flyer and share copies with school staff.
- Develop relationships with staff from dropout prevention programs, housing programs, youth shelters, law enforcement, and community agencies. Ask them to be your "eyes and ears" in the community to support school efforts to reach and engage UY.
  - See the NCHE *When Working Together Works: Interagency Collaboration between McKinney-Vento Programs and Homeless Service Providers* brief for practical strategies to make collaborative efforts effective.

[3] Independent students, including UY, may apply for federal financial aid without a parent's signature and without consideration of parental income and assets when their federal aid package is calculated. For more information, consult the Office of Federal Student Aid's *Am I Dependent or Independent When I Fill Out the FAFSA® Form?* resource.

[4] The FAFSA Simplification Act, which took effect in July 2024, changed how federal student aid eligibility is determined. It streamlined the FAFSA and made it easier to understand while improving the transparency and predictability of the federal aid application process.

- Connect with Runaway and Homeless Youth Act (RHYA) programs in your area. NCHE recommends that state coordinators and LLs provide training on the educational rights of students experiencing homelessness to RHYA staff members at least once a year.
  - See the NCHE *Partnering to Support Educational Success for Runaway and Homeless Youth* brief for more information on this interagency collaboration opportunity.
  - See the *Additional Resources* section below for more information about RHYA programs, including contact information for programs in your area.
- Involve UY in awareness trainings and task forces so that they can articulate their needs and share their experiences.
  - See the NCHE *Elevating the Leadership of Students and Families with Lived Expertise* presentation for information on engaging families and youth with lived experience authentically.
- Research and connect with statewide coalitions and resources that address the needs of UY where available (e.g., California Coalition for Youth, Coalition for Homeless Youth in New York state, the Washington Coalition for Homeless Youth Advocacy in Washington state, etc.).

ADDITIONAL RESOURCES

National Runaway Safeline

The National Runaway Safeline (NRS) serves as the federally designated national communication system for runaway and homeless youth. NRS provides education and solution-focused interventions, offers non-sectarian and non-judgmental support, respects confidentiality, collaborates with volunteers, and responds to at-risk youth and their families through a 24-hour hotline at 1-800-RUNAWAY.

National Safe Place

The National Safe Place (NSP) is a national youth outreach and prevention program for young people in need of immediate help and safety. As a community-based program, NSP designates businesses and organizations as Safe Place locations, making help readily available to youth in communities across the country. Locations include libraries, YMCAs, fire stations, public transit buses, various businesses, community centers, and social service agencies.

Runaway and Homeless Youth Act Programs

Runaway and Homeless Youth Act programs support street outreach, emergency shelter, transitional living, and maternity group home programs to serve and protect runaway and homeless youth.

PARTNER ORGANIZATIONS

- National Association for the Education of Homeless Children and Youth – The National Association for the Education of Homeless Children and Youth (NAEHCY) is a national membership association dedicated to ensuring educational equity and excellence for children and youth experiencing homelessness. NAEHCY connects educators, parents, advocates, researchers, and service providers to ensure school enrollment and attendance and overall success for children and youth whose lives have been disrupted by the lack of safe, permanent, and adequate housing. NAEHCY provides a postsecondary educational resources webpage.
- National Network for Youth – The National Network for Youth (NN4Y) is dedicated to preventing and eradicating youth homelessness in America. NN4Y works in communities with youth who have experienced homelessness, service providers, and systems to help accelerate the community's progress in ending homelessness and human trafficking among young people. NN4Y envisions a future in which all young people have a safe place to call home with endless opportunities to achieve their fullest potential.
- SchoolHouse Connection – Founded in 2016, SchoolHouse Connection (SHC) is a national non-profit organization working to overcome homelessness through education. SHC provides strategic advocacy and practical assistance in partnership with early childhood programs, schools, institutions of higher education, service providers, families, and youth, including information and resources specific to UY.

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The National Center for Homeless Education (NCHE) is the technical assistance (TA) center for the U.S. Department of Education's Education for Homeless Children and Youths (EHCY) Program. NCHE provides training and TA to state coordinators, local liaisons, community partners, parents, students, and other stakeholders to support the education of children and youth experiencing homelessness. NCHE is managed by Team Safal: Safal Partners, ICF, and Pearl Strategies.

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Every state is required to have a state coordinator for homeless education and every school district is required to have a local homeless education liaison. These individuals oversee the implementation of the McKinney-Vento Act. To find out who your state coordinator is, visit the NCHE data webpage.

For more information on issues related to the education of children and youth experiencing homelessness, contact the NCHE helpline at 305-306-8495 or NCHE.helpline@safalpartners.com.

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