

Education for Children and Youth Experiencing Homelessness Program 2024-25 State Evaluation Report

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Pennsylvania
Department of Education

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EXECUTIVE SUMMARY

The Pennsylvania Education for Children and Youth Experiencing Homelessness (ECYEH) Program supports implementation of the federal McKinney-Vento Homeless Education Assistance Act, which ensures that children and youth experiencing homelessness have equal access to a free, appropriate public education. Through a statewide regional model, ECYEH staff provide training, technical assistance, service coordination, and outreach to local educational agencies (LEAs), shelters, early childhood programs, and community partners across Pennsylvania.¹

The 2024–25 program year marked the highest number of identified children and youth experiencing homelessness reported to date, continuing a multi-year trend of increasing identification and outreach. A total of 52,347 children and youth experiencing homelessness were identified statewide, including 45,526 enrolled students. Students experiencing homelessness represented 2.7 percent of Pennsylvania’s public-school population, up from 2.6 percent in 2023–24. Most students were identified as living in doubled-up situations, and nearly one in five were identified as unaccompanied youth.

The ECYEH Program continued to demonstrate broad statewide reach through professional development, technical assistance, and collaborative engagement activities. Approximately 11,000 individuals representing 649 entities participated in ECYEH trainings, workshops, or professional development activities during the program year. In addition, 757 entities received technical assistance, most commonly LEAs. Technical assistance activities frequently involved child- or family-specific support, coordination of services, provision of McKinney-Vento-related resources, and support related to enrollment, transportation, and educational stability.

Key Findings

Evaluation findings highlight several important statewide trends related to educational access, school stability, service delivery, and student outcomes among children and youth experiencing homelessness:

- **Educational Access and Stability:** Despite significant housing instability, most students experiencing homelessness remained in a single school or LEA throughout the year, supporting educational continuity and school stability. Seventy-nine percent of students remained in one LEA/school combination during the 2024–25 school year, while nearly one in five experienced at least one school or LEA change. Transportation and determining eligibility for homeless services remained the most commonly reported barriers to enrollment, attendance, and educational success.
- **Service Delivery and Student Supports:** Ninety percent of identified children and youth received at least one individual service during the program year. Tutoring and instructional support remained the most frequently reported service category statewide, while transportation, school supplies, assistance with participation in school programs, and clothing to meet school requirements were also commonly provided.

¹ To support this goal, the Pennsylvania Department of Education (PDE) developed a statewide plan and issued a Basic Education Circular to guide local education entities (LEAs) in implementing the Act. These and other resources are available at: www.education.pa.gov/homeless.

- **Academic Outcomes and Attendance:** Students experiencing homelessness continued to perform below statewide proficiency expectations across reading/literature, mathematics/Algebra I, and biology assessments. State assessment participation rates remained below the statewide accountability threshold of 95 percent, and approximately half of students experiencing homelessness met the definition of chronic absenteeism during the 2024–25 school year.
- **Graduation and Student Persistence:** Several indicators demonstrated modest improvement compared to the prior year. Chronic absenteeism rates improved slightly, dropout rates decreased from 3.7 percent in 2023–24 to 3.2 percent in 2024–25, and graduation outcomes improved, with 79.2 percent of grade 12 students with available data graduating or obtaining a high school equivalency diploma.

Implications

Findings indicate that the ECYEH Program continues to play a critical role in supporting educational access, stability, and services for children and youth experiencing homelessness across Pennsylvania. Continued growth in statewide identification, broad engagement in training and technical assistance activities, and high levels of service delivery reflect strong regional implementation and collaboration efforts statewide.

At the same time, persistent challenges related to chronic absenteeism, transportation, academic performance, educational continuity, and statewide reporting consistency continue to affect outcomes for students experiencing homelessness. Findings also suggest continued need for targeted supports for secondary students, improved coordination across systems and service providers, and ongoing efforts to strengthen consistency in identification, reporting, and service documentation practices statewide.

Conclusion and Recommendations

Pennsylvania's ECYEH Program continues to provide critical educational supports and services that promote school access, stability, and student success for children and youth experiencing homelessness. To build on these efforts and strengthen statewide implementation, key recommendations moving forward include:

- Strengthening statewide consistency in identification, reporting, and documentation practices;
- Continuing to prioritize transportation, school stability, and chronic absenteeism interventions;
- Expanding access to academic, instructional, and student engagement supports;
- Strengthening coordination related to early childhood identification and services;
- Supporting sustainable statewide and regional program capacity; and
- Continuing to strengthen cross-system collaboration among LEAs, shelters, community organizations, and service providers.

By continuing to focus on these priorities, Pennsylvania can further strengthen educational access, continuity, and outcomes for children and youth experiencing homelessness statewide.

PROGRAM HIGHLIGHTS

This section of the report presents program highlights that showcase the reach, implementation, and outcomes of Pennsylvania's Education for Children and Youth Experiencing Homelessness (ECYEH) Program during the 2024–25 program year. Program areas for improvement are addressed in the [Reflections, Implications, and Recommendations](#) section at the end of this report.

Student Identification and Program Reach

- A total of 52,347 children and youth experiencing homelessness were identified statewide during the 2024–25 school year, including 45,526 enrolled students.
- Students experiencing homelessness represented 2.7 percent of Pennsylvania's public school population, continuing a multi-year trend of increasing statewide identification.
- The 2024–25 school year reflected the highest statewide identification count reported to date, suggesting continued expansion of outreach, awareness, and identification efforts across Pennsylvania.
- Most identified students were reported as living in doubled-up housing situations, highlighting the often-hidden nature of homelessness among children and youth.
- Nearly one in five identified students were reported as unaccompanied youth, reflecting continued need for targeted supports and educational stability services for vulnerable secondary student populations.

Student Characteristics and Educational Context

- Students experiencing homelessness continued to experience disproportionately high rates of economic disadvantage, disability identification, and educational instability compared to statewide averages.
- Students experiencing homelessness were identified across urban, suburban, town, and rural communities statewide, reflecting the broad geographic reach of homelessness in Pennsylvania.
- Many identified students experienced additional educational and social risk factors, including school mobility, chronic absenteeism, and barriers related to transportation and enrollment.
- Most students experiencing homelessness remained enrolled in a single school or LEA throughout the school year, supporting educational continuity and school stability despite housing instability.

Professional Development, Technical Assistance, and Collaboration

- Approximately 11,000 individuals participated in ECYEH trainings, workshops, or professional development activities statewide during the 2024–25 school year.

- Participants represented 649 entities, including LEAs, shelters, early childhood providers, intermediate units, and community organizations.
- A total of 757 entities received technical assistance during the program year.
- Technical assistance most frequently involved child- or family-specific support, enrollment assistance, transportation coordination, educational stability, service coordination, and provision of McKinney-Vento-related resources.
- Regional ECYEH offices continued to support extensive collaboration with LEAs, shelters, Continuums of Care, housing providers, and community organizations to strengthen educational access and coordinated service delivery statewide.

Barriers, School Stability, and Service Delivery

- One quarter of students with available barrier data experienced at least one reported barrier to enrollment, attendance, or academic success.
- Transportation and determining eligibility for homeless services remained the most commonly reported barriers statewide.
- Seventy-nine percent of students experiencing homelessness remained in one LEA/school combination throughout the 2024–25 school year.
- Ninety percent of identified children and youth received at least one individual service during the program year.
- Tutoring and instructional support remained the most frequently reported service category statewide, reflecting continued emphasis on academic access and engagement.
- Transportation, school supplies, assistance with participation in school programs, and clothing to meet school requirements were also commonly provided supports.

Academic Outcomes

- Students experiencing homelessness continued to perform below statewide proficiency expectations across reading/literature, mathematics/Algebra I, and biology assessments.
- Reading/literature outcomes remained stronger than mathematics/Algebra I outcomes statewide.
- State assessment participation rates remained below the statewide accountability threshold of 95 percent.
- Academic outcomes continued to reflect the substantial educational challenges associated with homelessness, including mobility, interrupted instruction, chronic absenteeism, and transportation barriers.

Attendance, Graduation, and Student Persistence

- Half of students experiencing homelessness met the definition of chronic absenteeism during the 2024–25 school year.
- Chronic absenteeism improved slightly compared to the prior year.
- Dropout rates among students experiencing homelessness decreased from 3.7 percent in 2023–24 to 3.2 percent in 2024–25.
- Graduation outcomes improved, with 79.2 percent of grade 12 students with available data graduating or obtaining a high school equivalency diploma.
- Despite significant educational and housing instability, many students experiencing homelessness continued to persist toward graduation and educational completion.

PROGRAM BACKGROUND AND EVALUATION

McKinney-Vento Act Overview

The Education for Children and Youth Experiencing Homelessness (ECYEH) Program is authorized under the McKinney-Vento Homeless Education Assistance Act², which ensures that all children and youth experiencing homelessness have equal access to a free, appropriate public education, including public preschool.

The McKinney-Vento Act defines children and youth experiencing homelessness as individuals who lack a fixed, regular, and adequate nighttime residence. This includes students who are doubled-up due to economic hardship, living in shelters or hotels, or residing in unsheltered conditions. The law also recognizes unaccompanied youth—students not in the physical custody of a parent or guardian.

The McKinney-Vento Act defines “children and youth experiencing homelessness” as individuals who lack a fixed, regular, and adequate nighttime residence (Section 103[a][1]). This includes, but is not limited to, children and youth who are:

- Sharing the housing of others due to loss of housing, economic hardship, or a similar reason (commonly referred to as “doubled-up”);
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of adequate alternative accommodations;
- Residing in emergency or transitional shelters or abandoned in hospitals;
- Living in places not designed for or ordinarily used as regular sleeping accommodations, such as cars, parks, public spaces, abandoned buildings, or transportation stations; or
- Migratory children who are living in any of the circumstances described above.

Students meeting this definition may also be identified as unaccompanied youth³, defined as those not in the physical custody of a parent or guardian.

Under the Act, students experiencing homelessness are guaranteed the right to:

- Immediate school enrollment, even without required documentation,
- Continued enrollment in the school of origin when in the student’s best interest,
- Transportation to and from the school of origin, and
- Access to services that support academic success.

² The Stewart B. McKinney Homeless Assistance Act, enacted in 1987, required states to review and revise residency requirements for the enrollment of children and youth experiencing homelessness. In 1990, the Act was amended to eliminate all enrollment barriers and ensure school access and academic support for students experiencing homelessness, also allowing funds to be used to provide direct educational services to eligible students. In 1994, the education provisions of the McKinney Act were incorporated into the Elementary and Secondary Education Act (ESEA), expanding services to include preschool education, increasing parental involvement, and emphasizing interagency collaboration. In 2001, the law was reauthorized as the McKinney-Vento Homeless Education Assistance Act (Title X, Part C of the ESEA), requiring all local educational agencies (LEAs) to designate a local liaison responsible for implementation. The Every Student Succeeds Act (ESSA) further amended the McKinney-Vento Act in 2015, with changes effective October 2016.

³ Federal law does not specify an age range for unaccompanied youth. The upper limit is typically defined by the state’s school-age guidelines (or age 21 for students in special education), with no specified lower limit

This report reflects ECYEH Program implementation from July 1, 2024 through June 30, 2025.

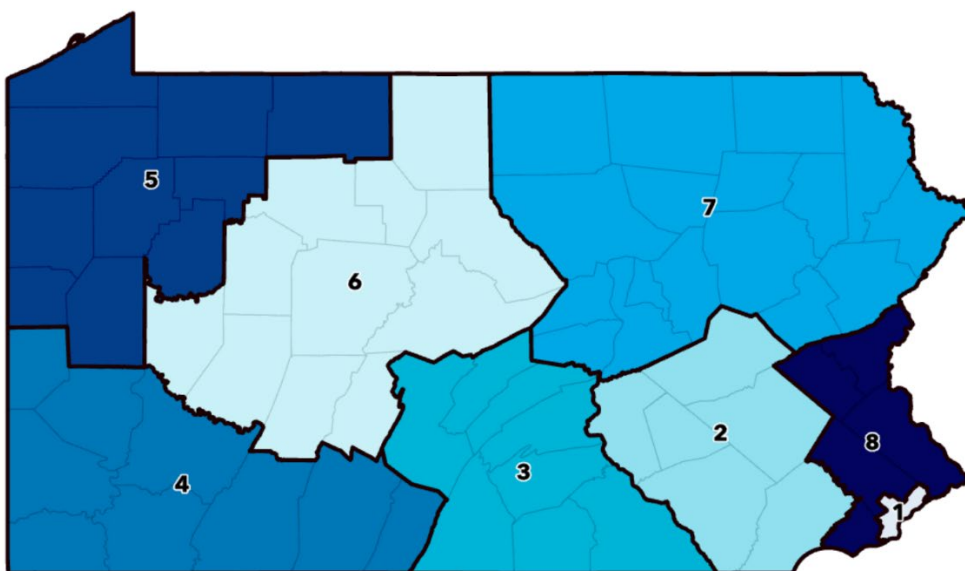
ECYEH Program Overview

The Pennsylvania Department of Education (PDE) implements the McKinney-Vento Act through its ECYEH Program⁴, a statewide, regionally coordinated model designed to ensure consistent access to services across all communities.

Rather than distributing McKinney-Vento funds directly to local education agencies (LEAs), Pennsylvania administers the ECYEH program through eight geographic regions (see Figure 1 and [Appendix A](#) for a list of counties by region). Each region is led by a regional coordinator responsible for:

- Providing training and technical assistance to LEAs,
- Supporting student identification and service delivery,
- Coordinating with community partners and service providers, and
- Supporting implementation of McKinney-Vento requirements at the local level.

Figure 1: Map of PA ECYEH Program Regions.



At the state level, PDE oversees statewide program implementation, compliance, and dispute resolution activities related to the McKinney-Vento Act and the Every Student Succeeds Act (ESSA). PDE also contracts with the Center for Schools and Communities (CSC), a division of the Central Susquehanna Intermediate Unit, to provide statewide technical assistance, support regional monitoring activities, and maintain statewide ECYEH resources and supports.⁵

The ECYEH Program is guided by a set of goals and objectives (see [Appendix B](#)) focused on ensuring school access, reducing educational disruption, and removing barriers to enrollment,

⁴ PDE developed a state plan and a Basic Education Circular (BEC) to guide LEAs in implementing the Act. Program updates and resources are available on [PDE's website](#).

⁵ This includes maintaining a resource website: <https://homeless.center-school.org/resources/>.

attendance, and participation for children and youth experiencing homelessness. Together, these priorities support both compliance with federal requirements and the provision of supports intended to promote academic success and educational stability.

Evaluation Overview

The Allegheny Intermediate Unit (AIU), Evaluation, Grants and Data Department, conducts the statewide evaluation of the ECYEH Program on behalf of PDE, in alignment with federal requirements under the McKinney-Vento Act. The 2024–25 program year marks the 15th year of this evaluation.

The evaluation is designed to:

- Assess the extent to which regions support LEAs in meeting ECYEH program goals and objectives;
- Examine the identification, services, and supports provided to children and youth experiencing homelessness;
- Evaluate educational engagement, stability, and academic outcomes among identified students;
- Strengthen regional and statewide capacity to use data for continuous program improvement; and
- Provide recommendations to inform statewide program development.

Data Sources and Approach⁶

To minimize reporting burden and ensure data quality, the evaluation relies primarily on existing data systems, including:

- Pennsylvania Information Management System (PIMS),
- Pennsylvania Migrant Education Program database (MIS2000),⁷
- County Homeless Management Information Systems (HMIS),
- The ECYEH web-based reporting system, and
- Publicly available data sets for Title I, poverty, and urbanicity.

To support comprehensive and accurate reporting, ECYEH staff collaborated with shelters and community partners using flexible data collection approaches. In some cases, shelter data were reported at the county level rather than by individual site.⁸ To protect confidentiality, particularly for domestic violence shelters, alternative reporting methods were developed in partnership with the Pennsylvania Coalition Against Domestic Violence, including the use of secure data extracts and customized tools.

⁶ Required data elements are aligned with the U.S. Department of Education *EDFacts* file formats and the Comprehensive State Performance Report. The evaluation follows quality standards and guidance provided by the National Center for Homeless Education and data is collected at both the program and state levels.

⁷ PA-MEP staff receive ongoing training on ECYEH eligibility to support the data collection process. PA-MEP staff document children and youth that meet the McKinney-Vento Act definition of homelessness. All children and youth found eligible for PA-MEP services during the ECYEH program year are incorporated into the homeless identification and verification process.

⁸ Shelters have their own reporting requirements and are required to report information in HUDs HMIS. In regions where data sharing agreements are in place, applicable data was extracted from local HMIS and provided to the regional ECYEH coordinator or directly to evaluators depending on the agreement, thus eliminating duplicate reporting.

Data from these sources are integrated through a cross-referencing process to create a comprehensive, unduplicated dataset⁹ of children and youth experiencing homelessness across Pennsylvania. For school-enrolled students, the PAsecureID¹⁰ serves as a key data element, allowing evaluators to link data across systems and ensure completeness and accuracy.

Finally, in addition to student-level data, the evaluation captures program implementation activities, including professional development, technical assistance, and collaboration with community partners.

Considerations for Interpreting Results

Findings presented in this report should be interpreted within the context of variation across regions. Differences in geography, population, staffing, reporting practices, and local implementation approaches—as well as the number and type of LEAs and community partners—may influence results.

As such:

- Regional comparisons should be made with caution;
- Variations may reflect differences in context rather than program quality; and
- Findings are intended to highlight trends, strengths, and areas for improvement rather than serve as direct performance comparisons.

To improve readability and maintain focus on statewide trends, detailed regional tables for selected indicators and outcome areas are included in [Appendix C](#) and [Appendix E](#). These tables are intended to support regional review and local planning efforts while allowing the narrative sections of the report to emphasize statewide findings and key themes.

Percentages throughout the report may not total 100 percent due to rounding. A dash (–) indicates no reported data, and values of zero percent may represent values below 1 percent.

Organization of the Report

The remainder of this report is organized to describe the reach, implementation, and impact of the ECYEH Program. It begins with statewide participation and demographic characteristics of children and youth experiencing homelessness, followed by program implementation and the services and supports provided to students. The report then presents student outcomes, including academic performance, attendance, and graduation, and concludes with an examination of program impact and a synthesis of key findings and recommendations to support continuous program improvement. Detailed regional and academic outcome tables referenced throughout the report are included in Appendices C and E.

⁹ This dataset is used to prepare Pennsylvania's homeless *EDFacts* files and information for the annual federal Comprehensive State Performance Report; provide the homeless flag for the PIMS system for other PDE reporting purposes; and produce the annual evaluation report.

¹⁰ PAsecureID is a unique, permanent, anonymous statewide student identification number assigned to all students upon their first entry into Pennsylvania's public school system.

PROGRAM REACH AND PARTICIPANTS

This section describes the scope and characteristics of children and youth identified and served through the ECYEH Program, as well as the entities responsible for reporting. Together, these data provide important context for understanding program implementation, service delivery, and student outcomes presented in later sections.

In 2024–25, **52,347 children and youth were identified as experiencing homelessness across Pennsylvania**, representing the highest number reported to date. Of these, 45,526 were enrolled in public schools. This increase continues a multi-year trend driven by ongoing outreach, improved data quality, and expanded collaboration with LEAs, shelters, and early childhood providers.

Statewide Reach and Reporting

In accordance with federal requirements, all public local educational agencies (LEAs) are required to identify and report students experiencing homelessness who attend their schools, including younger siblings of enrolled students. In addition, non-LEA entities—such as shelters and prekindergarten programs—that receive ECYEH support are also required to report children and youth experiencing homelessness who reside in their facilities or attend their programs.

Public LEAs in Pennsylvania include school districts, charter and cyber charter schools, intermediate unit-operated prekindergarten programs,¹¹ and comprehensive career and technical centers.¹² In 2024–25, this included **499 school districts**,¹³ **175 charter and cyber charter schools**, and **10 comprehensive career and technical centers**.

Nearly all LEAs were represented in the statewide dataset. However, **20 LEAs (6 school districts and 14 charter or cyber charter schools) reported no students** who met the McKinney-Vento definition of homelessness. Among these, eight LEAs (2 school districts and 6 charter or cyber charter schools) indicated that they had no students to report.¹⁴

Further analysis suggests that the absence of identified students in these LEAs¹⁵ is largely attributable to contextual factors. Many were small in size (fifteen enrolled fewer than 500), served limited grade spans (13 LEAs), and/or enrolled relatively few students from low-income

¹¹ Not all intermediate units offer all prekindergarten programs (Early Intervention, Early Head Start, Head Start, Pre-K Counts). Additionally, Pittsburgh-Mt. Oliver IU2 and Philadelphia IU26 are incorporated into Pittsburgh and Philadelphia school districts, respectively. Students in kindergarten through grade 12 who attend intermediate unit schools or classrooms for instruction are attributed and reported by their home district, even if the student receives instruction in another school in the district or in another school district.

¹² Students who attend part-time career and technical centers are attributed to their home school for data and reporting purposes. Students who attend full-time career and technical centers are attributed to the career and technical center.

¹³ Pennsylvania has 500 school districts; however, one very small district in suburban Philadelphia enrolls no students: [Bryn Athyn School District](#).

¹⁴ LEAs received regular reminders of their reporting responsibilities, and regional coordinators consistently followed up with non-reporting LEAs to reinforce these obligations.

¹⁵ Even if an LEA did not identify any students, students experiencing homelessness may have attended that LEA at some point during the program year either before a precipitating event or after becoming housed. Likewise, students identified in a shelter with no identifying LEA and students in domestic violence shelters may have also attended a non-reporting LEA.

families (9 LEAs).¹⁶ Most exhibited a combination of these characteristics, providing a reasonable explanation for the lack of identified students (14 LEAs).

Regional coordinators continue to prioritize outreach to LEAs reporting zero students, contributing to a substantial decline in non-reporting entities over time—from 69 in 2016–17 to 20 in 2024–25. Despite this progress, outreach to charter schools remains more challenging due to higher rates of liaison turnover and the continued emergence of new schools.

In addition to LEAs, ECYEH Program staff conduct outreach to non-LEA entities, including shelters and prekindergarten programs. As a result, children and youth are sometimes identified solely through these entities, particularly when LEA information is unavailable or cannot be verified.¹⁷ In 2024–25, shelter data were collected from all 67 Pennsylvania counties.

A total of **102 non-LEA entities**¹⁸ reported **7,426 children and youth** (14 percent of all identified individuals) who could not be matched to an LEA. The majority of these children and youth (4,645) were either birth to age 2, ages 3 to 5 (not enrolled in prekindergarten) or attended non-LEA prekindergarten programs. Reporting by non-LEA entities has steadily increased over time, reflecting expanded outreach efforts, improved coordination, and greater awareness of reporting responsibilities.

Together, these findings highlight significant progress in the ECYEH Program’s efforts to identify and report children and youth experiencing homelessness across Pennsylvania. Expanded outreach, improved data systems, and stronger collaboration with LEAs and community partners have resulted in the most comprehensive statewide dataset to date. While a small number of LEAs continue to report no identified students, these cases are largely attributable to local context rather than gaps in implementation. The increasing role of shelters and early childhood providers further emphasizes the importance of cross-system coordination in fully capturing the scope of student homelessness.

Characteristics of Children and Youth Experiencing Homelessness

In accordance with federal reporting requirements, children and youth experiencing homelessness are identified and reported based on their nighttime residence and age or grade category¹⁹.

In 2024–25, **52,347 children and youth were identified as experiencing homelessness**, representing an increase from 50,030 in 2023–24 and 46,714 in 2022–23. This upward trend reflects continued improvements in identification efforts following pandemic-related disruptions and marks the **highest number of identified students in program history**. Within this total, the number of enrolled students experiencing homelessness increased from 43,222 to 45,526.

¹⁶ The LEA’s percent of low-income families was less than 40 percent.

¹⁷ Children and youth identified by a non-LEA and an LEA are always reported with the LEA. Children and youth identified by a non-LEA only but with LEA information are also reported with the LEA.

¹⁸ In every case, non-LEA entities are reported at the aggregate county level. As such, one non-LEA entity may be reporting several different sites within a county.

¹⁹ Following the implementation of the Every Student Succeeds Act (ESSA) in 2016, the definition of homelessness was revised to exclude children and youth awaiting foster care placement. Additionally, out-of-school youth are only included in federal reporting if they are enrolled in an LEA-operated high school in college (grade 13) program.

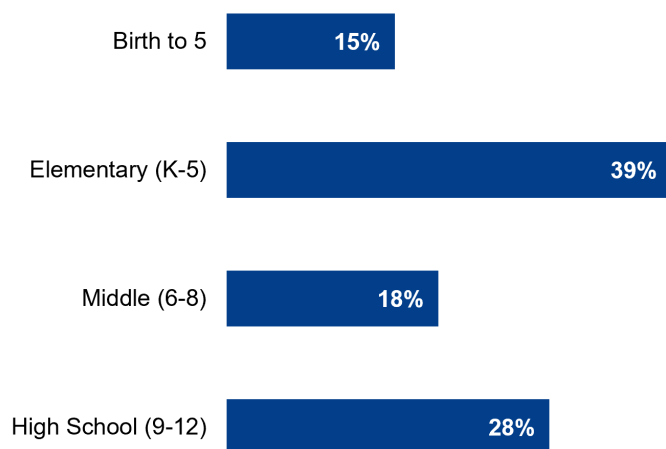
Of the students identified, 45,526 were enrolled in public schools, representing **2.7 percent of the statewide student population**.²⁰ This proportion represents a slight increase from 2.6 percent in 2023–24. Nationally, 3.2 percent of students were identified as experiencing homelessness in 2023–24,²¹ indicating that **Pennsylvania’s identification rates are generally consistent with national patterns**.

The following sections present demographic characteristics of children and youth identified as experiencing homelessness at any point during the ECYEH program year—July 1, 2024 through June 30, 2025. These data provide important context for understanding the populations served and help explain variation in program implementation and outcomes across regions.

Age and Grade Distribution

Children and youth experiencing homelessness were identified across all age and grade categories, from birth through grade 12. While students are represented across the full age spectrum, the distribution reflects a concentration among school-aged children, particularly in the elementary and high school grades (see Figure 2). **This overall distribution has remained relatively consistent over time**, with increases in counts reflecting overall growth in identification rather than shifts in the composition of the population. Statewide, the **largest proportions of students were enrolled in elementary school grades**.²²

Figure 2: Children and youth experiencing homelessness are distributed across all age groups, with the largest concentration in elementary school grades.



At the same time, younger children represent a meaningful portion of the population. **Approximately one in six identified children were under age five**, including those in prekindergarten and those not yet enrolled in formal programs. The continued increase in identification among this age group suggests improved outreach to early childhood providers and shelters, as well as increased awareness of the importance of identifying young children experiencing homelessness.

²⁰ This calculation is based on an October 1, 2024 statewide enrollment of 1,682,598 students.

²¹ [National Center for Homeless Education - National Overview](#); the most current data available for comparison.

²² No grade 13 students were identified as experiencing homelessness in 2024-25.

Across regions, age and grade distributions generally mirror statewide patterns, though variation in early childhood categories is evident (see [Appendix C](#)). These differences likely reflect regional variation in the availability of prekindergarten programs, the presence of migrant populations, the number of shelters, and the extent to which non-enrolled siblings are identified and reported.

Overall, these findings demonstrate that homelessness affects children and youth across all developmental stages, reinforcing the need for coordinated supports that address both early childhood needs and the unique challenges faced by older students.

Nighttime Status of Enrolled Students

Nighttime status is a federally required reporting element for students enrolled in public prekindergarten through grade 12 and is used to determine eligibility for services under the McKinney-Vento Act. Because nighttime status is not collected for children ages birth to 2 or for children ages 3 to 5 who are not enrolled in an LEA-operated prekindergarten program, the findings in this section reflect only students in federally required reporting categories.

Students are classified into the following nighttime residence categories:

- Doubled-up,
- Hotel or motel,
- Shelters or transitional housing, or
- Unsheltered.

For federal reporting purposes, only the first reported nighttime residence is recorded, although students may experience multiple living situations over the course of the year.

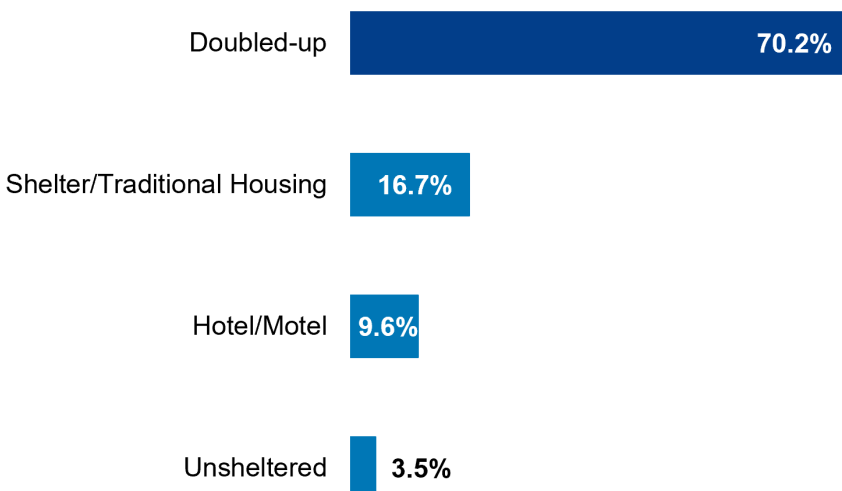
Of the 45,526 students experiencing homelessness that were enrolled in prekindergarten programs through grade 12, **70.2 percent of enrolled were reported as living in doubled-up situations**,²³ while **16.7 percent were reported as residing in shelters or transitional housing** (see Figure 3). These proportions are consistent with prior years, indicating that the majority of students experiencing homelessness continue to rely on informal housing arrangements rather than formal shelter systems.

This pattern suggests that homelessness among students is most often characterized by housing instability within existing social networks (e.g., living with family or friends) rather than entry into shelter systems. Despite increased data collection from shelters in recent years, the proportion of students reported in shelters has remained relatively stable, indicating that many students identified through shelters are also captured through LEA reporting.

At the regional level, variation in nighttime residence patterns provides additional insight into local housing contexts (see [Appendix C](#)). Region 1, for example, has implemented targeted strategies to improve identification of students in doubled-up living situations. These efforts have resulted in a substantial increase in reporting over time, with the number of doubled-up students rising dramatically—from 402 in 2010–11 to 6,034 in 2024–25—including continued growth from the prior year. This trend reflects sustained progress in identifying students who may otherwise be less visible within traditional service systems.

²³ “Doubled-up” refers to children and youth who are sharing the housing of others (friends, relatives, or others) temporarily due to loss of housing, economic hardship, or similar reasons.

Figure 3: Most students experiencing homelessness live in doubled-up situations.



Hotel and motel stays accounted for 10 percent of enrolled students statewide. Four regions exceeded this proportion: Region 2 (12 percent), Region 3 (14 percent), Region 7 (14 percent), and Region 8 (14 percent). Elevated use of hotel and motel accommodations in these regions may reflect differences in shelter availability, family mobility, and the use of temporary housing supports to meet immediate needs. These patterns suggest a greater reliance on short-term accommodations as an alternative to both shelters and doubled-up living arrangements.

Students identified as unsheltered represented the smallest proportion statewide; however, variation across regions highlights important considerations. Region 2 reported the highest number of unsheltered students (659), which could signal a need for additional outreach or that there is a greater prevalence of unsheltered homeless individuals in that region. Together, these findings highlight the varied living situations experienced by children and youth experiencing homelessness and underscore the importance of flexible supports that address different forms of housing instability.

Unaccompanied Youth

“Unaccompanied youth” is a federally defined term referring to children and youth who meet the McKinney-Vento Act definition of homelessness and are not in the physical custody of a parent or legal guardian. Unaccompanied youth may range in age from birth through 21.²⁴

In 2024–25, **9,223 children and youth** (18 percent of all students experiencing homelessness) were reported as unaccompanied. This proportion has remained consistent over the past several years, indicating a stable level of need among this population.

The vast majority of unaccompanied youth statewide (97 percent) were enrolled in grades K–12. Regional patterns closely mirrored the state, with the proportion of unaccompanied youth in K–12 ranging from 93 to 99 percent across regions (see [Appendix C](#)).

²⁴ The [McKinney-Vento definition of unaccompanied youth](#) differs from the HUD definition, which extends to under 25 years of age.

The remaining 3 percent of unaccompanied youth were identified in early childhood categories, including birth to age 2 and ages 3 to 5, whether enrolled or not enrolled in prekindergarten programs. Again, regional percentages in these categories mirrored the state, ranging from 1.3 to 6.8 percent. While small, the presence of unaccompanied children in these age groups highlights the complexity of living situations in which a child may not be in the care of a legal guardian.

Together, these findings indicate that unaccompanied youth experiencing homelessness are overwhelmingly school-aged, reinforcing the critical role of schools in identifying and supporting this population.

Students with Disabilities²⁵

In 2024–25, **14,050 children and youth (27 percent of all students experiencing homelessness)** were identified as having a disability. While the overall proportion has remained stable in recent years, the number of students with identified disabilities has increased steadily—from 8,505 in 2020–21 to 14,050 in 2024–25—reflecting both overall growth in identification and the continued presence of significant support needs among this population.

This proportion is **higher than the overall statewide rate** of students receiving special education services (20.7 percent), based on Pennsylvania public school data for 2024–25.²⁶ While differences in data sources and definitions should be considered when making direct comparisons, this finding suggests that students experiencing homelessness may have elevated levels of identified educational need.

Among students with disabilities, the most commonly reported category was **specific learning disability (34 percent)**, followed by **other health impairment (19 percent)** and **emotional disturbance (12 percent)** (see Table 1). These patterns are consistent with prior years and are broadly aligned with statewide special education trends, in which specific learning disability and other health impairment also represent the largest categories.

Table 1. Specific learning disability and other health impairment are the most common disability categories among students experiencing homelessness.²⁷

Disability Category	Number of Students	Percentage of Students
Specific learning disability	4,720	34%
Other health impairment	2,675	19%
Emotional disturbance	1,707	12%
Autistic/autism	1,268	9%
Speech or language impairment	1,260	9%
Intellectual disability	1,060	8%
Disability type unknown	720	5%
Developmental delay	199	1%
Multiple disabilities	192	1%

²⁵ Disability status for enrolled students was obtained from PIMS and supplemented with evaluator-coded data for children identified through early intervention programs. These children were categorized as having either a developmental delay or as infants and toddlers with disabilities, based on their age and grade classification. Additionally, students identified through shelter-based reporting systems (HMIS) were included when a disability designation was indicated, although specific disability types were not always available for these records.

²⁶ Source: [PennData](#).

²⁷ Categories with 10 or fewer children or youth are suppressed and marked with an asterisk (*) in accordance with PDE confidentiality protocols. Due to small sample sizes in several categories, regional-level data are not reported.

Disability Category	Number of Students	Percentage of Students
Infants and toddlers with disabilities	126	1%
Hearing impairment including deafness	49	<1%
Traumatic brain injury	30	<1%
Visual impairment including blindness	25	<1%
Orthopedic impairment	17	<1%
Deaf-Blindness	*	*

The relatively high proportion of students with disabilities highlights the importance of coordination between ECYEH services and special education systems to ensure that students receive appropriate supports, services, and accommodations.

English Learners²⁸

In 2024–25, **14 percent of children and youth experiencing homelessness were identified as English learners**. This proportion is consistent with prior years and reflects the presence of multilingual student populations within the broader population experiencing homelessness.

Regional variation in English learner identification (see [Appendix C](#)) aligns with known demographic patterns across the state. Regions 2 (20 percent) and 1 (18 percent) reported the highest proportions of English learners, followed by Regions 3 and 8 (15 percent each). These regions have historically served larger migrant and multilingual populations, which is reflected in both the number and proportion of students identified as English learners.

It is important to note that English learner status is not available for all students experiencing homelessness, particularly those identified through shelter-based systems. As a result, the reported percentages may underestimate the full extent of language needs among this population.

Migrant Status²⁹

In 2024–25, **2,416 children and youth (5 percent of all students experiencing homelessness)** were identified as migrant. This represents a slight increase from 2023–24, when 2,275 students (5 percent) were identified as both migrant and experiencing homelessness.

While migrant students represent a relatively small share of the overall population, their **distribution varies substantially across regions and reflects the geographic concentration of qualifying migrant work** (see [Appendix C](#)). Region 2 reported the highest number and proportion of migrant students (1,279 students, approximately 10 percent), significantly exceeding all other regions. Regions 1, 7, and 8 also reported notable migrant populations, though at lower levels (approximately 4 percent each).

²⁸ English learner (EL) data were collected from PIMS for all enrolled students and from the Migrant Education Program database (MIS2000) for migrant children and youth identified as experiencing homelessness. EL status was not available for children and youth identified solely through shelter-based reporting systems (HMIS) or for most non-enrolled children under age five.

²⁹ Migrant status is determined for all children and youth identified as experiencing homelessness. Pennsylvania's Migrant Education Program (PA-MEP) includes homelessness as an eligibility factor within its comprehensive needs assessment, ensuring that migrant status is documented for all eligible children and youth.

In contrast, Regions 4, 5, and 6 reported very small numbers of migrant students, with Region 5 reporting the fewest (9 students, less than 1 percent). These patterns align with the distribution of agricultural and other qualifying migrant work opportunities, which are more prevalent in the eastern and southeastern regions of the state.

Although migrant students represent a small proportion of the overall population, their presence can influence other characteristics—particularly English learner status, mobility, and service needs—in regions where they are more highly concentrated. Together, the findings related to English learner and migrant status highlight the importance of targeted supports for specific student populations whose needs may vary significantly by region.

Race and Ethnicity³⁰

Race and ethnicity data were available for 93 percent of the 52,347 identified children and youth, with the remaining 7 percent reported as unknown.³¹ In 2024–25, the largest proportions of children and youth experiencing homelessness were **Black or African American (32 percent)**, **White (27 percent)**, and **Hispanic/Latino (25 percent)** (see Figure 4³² and [Appendix C](#)). These distributions have remained relatively stable over time and reflect the demographic composition of the population experiencing homelessness across Pennsylvania.

However, the racial and ethnic composition of students experiencing homelessness **varies considerably by region, reflecting underlying population patterns**. Regions with large urban centers—such as Region 1 (Philadelphia) and Region 4 (Pittsburgh)—report greater racial and ethnic diversity. These patterns suggest that students from historically underserved racial and ethnic groups may be disproportionately affected by homelessness, particularly in urban regions. In contrast, more rural regions, including Regions 5 and 6, tend to have less diversity and higher proportions of White students.

Region 2 stands out for its larger Hispanic/Latino population, consistent with longstanding demographic patterns and the presence of migrant communities in southeastern Pennsylvania. These regional differences highlight the importance of tailoring services and supports to reflect the cultural and linguistic needs of local populations.

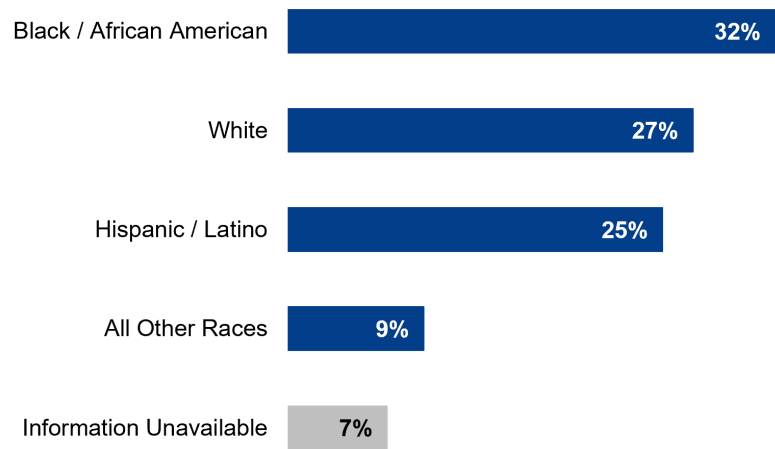
These findings highlight the diverse backgrounds of children and youth experiencing homelessness and underscore the importance of culturally responsive and regionally tailored supports.

³⁰ Race and ethnicity data were collected through the Pennsylvania Information Management System (PIMS) for enrolled students and supplemented with data from the Migrant Education Program (MIS2000) and shelter-based reporting systems (HMIS).

³¹ While a portion of race and ethnicity data is reported as unknown, it is likely that these distributions generally align with regional demographic patterns, though this cannot be confirmed.

³² Note. “All Other Races” includes Asian, American Indian or Alaska Native, Native Hawaiian or Pacific Islander, and students reporting two or more races.

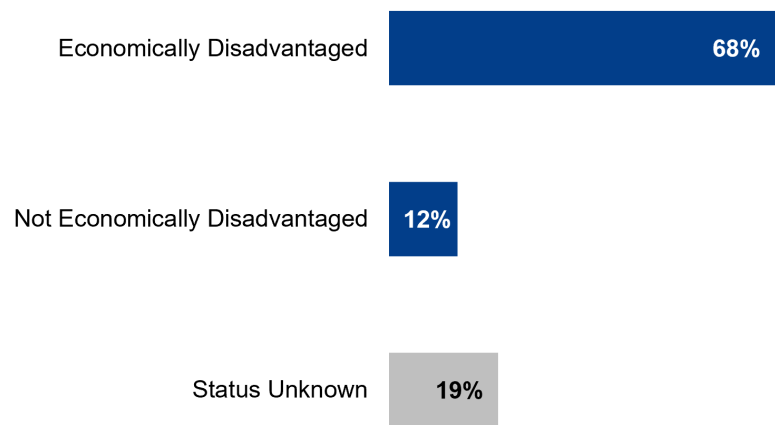
Figure 4: Students experiencing homelessness are most commonly identified as Black/African American.



Economic Disadvantage³³

In 2024–25, **68 percent of children and youth experiencing homelessness were identified as economically disadvantaged**, while 12 percent were reported as not economically disadvantaged. For the remaining 19 percent, economic status was unknown (see Figure 5 and [Appendix C](#)). These proportions are consistent with the prior year, suggesting that the relationship between homelessness and economic disadvantage remains stable over time, despite increases in the overall number of students identified.

Figure 5: Most children and youth experiencing homelessness are economically disadvantaged, though economic status is unknown for a substantial portion of students.



³³ Economic disadvantage status was collected through the Pennsylvania Information Management System (PIMS) for all enrolled students. For prekindergarten children, those participating in Early Head Start or Head Start programs were designated as economically disadvantaged based on program eligibility criteria.

The high proportion of students identified as economically disadvantaged is consistent with expectations, given the strong relationship between housing instability and economic hardship. However, the relatively large share of students with unknown economic status is notable. Approximately two-thirds of these students were identified through shelter-based reporting systems (HMIS) and are likely to meet the criteria for economic disadvantage, however, this cannot be confirmed due to data limitations. As a result, the reported percentage of economically disadvantaged students may underestimate the true level of economic need among children and youth experiencing homelessness.

LEA and Community Context

In addition to understanding the characteristics of children and youth experiencing homelessness, it is also important to consider the school systems and communities in which these students are enrolled. The following section provides context on LEA-level characteristics, including economic composition and locale, which influence both the availability of resources and the types of supports needed.

Concentration in High-Poverty LEAs

LEA-level data on economic composition provide important insight into the communities where students experiencing homelessness attend school. For this analysis, LEAs were grouped based on the percentage of students from low-income families, as reported by PDE.³⁴ LEAs with 40 percent or more low-income enrollment are classified as high-poverty.

In 2024–25, **79 percent (35,981) of students experiencing homelessness attended high-poverty LEAs**, indicating a strong concentration of students in communities already facing elevated economic need. An additional **15 percent attended lower-poverty LEAs**, while **6 percent could not be classified**, primarily due to missing LEA information for students identified through shelter-based reporting systems (see Figure 6). These patterns are consistent with the prior year, with only minor shifts observed across income bands and no meaningful change in the overall concentration of students attending high-poverty LEAs.

Figure 6: Most students experiencing homelessness are enrolled in high-poverty LEAs.



Although students experiencing homelessness are present across all types of LEAs, the concentration in high-poverty settings underscores the overlapping challenges of economic disadvantage and housing instability. These conditions may compound barriers to academic success and access to services.

³⁴ <https://www.pa.gov/agencies/education/data-and-reporting/enrollment.html>

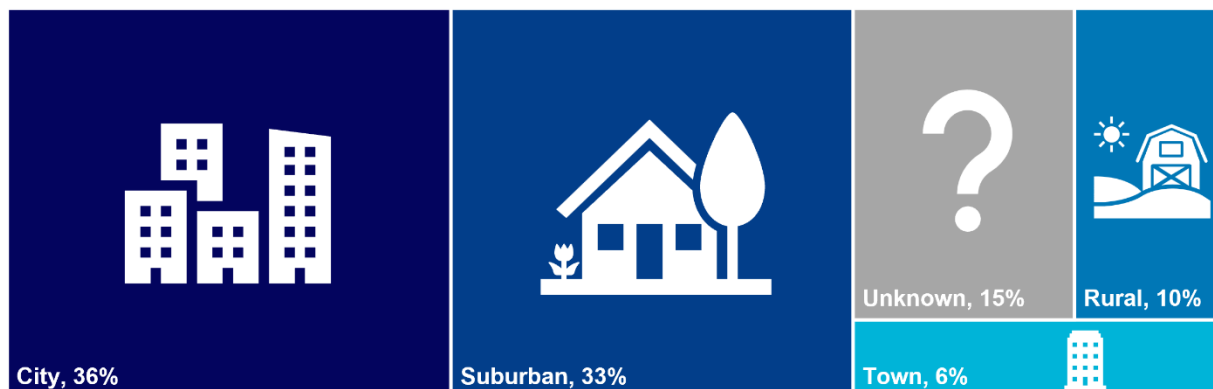
Regional variation is evident but does not substantially alter the overall pattern. Region 1 reported the highest concentration (93 percent) of students attending high-poverty LEAs, while Region 8 reported the lowest (69 percent) (see [Appendix C](#)). Across all regions, however, the majority of students experiencing homelessness are enrolled in higher-poverty school systems.

LEA Locale

To better understand the types of communities in which students are enrolled, LEAs were categorized using the National Center for Education Statistics (NCES) urban-centric locale codes.^{35, 36} For this analysis, the 12 NCES categories were consolidated into five groups: **city, suburb, town, rural, and unknown**.³⁷

Statewide, **36 percent of students experiencing homelessness attended city-based LEAs**, and **33 percent attended suburban LEAs**, indicating that nearly seven in ten students are enrolled in more densely populated areas. Smaller proportions attended town and rural LEAs, while a portion of students could not be assigned a specific locale due to data limitations³⁸ (see Figure 7).

Figure 7: Students experiencing homelessness are most commonly enrolled in city and suburban LEAs.



This distribution differs from that of the general student population in Pennsylvania, where a only 10 percent attend city-based LEAs and 26 percent attend suburban LEAs. The higher concentration of students experiencing homelessness in city and suburban areas suggests that factors such as housing costs, population density, and service availability may influence both the prevalence and identification of homelessness.

³⁵ <https://www.pa.gov/agencies/education/data-and-reporting/school-climate/school-locale.html>

³⁶ https://nces.ed.gov/programs/edge/docs/LOCALE_CLASSIFICATIONS.pdf

³⁷ The “unknown” category includes students enrolled in LEAs that serve multiple geographic areas (e.g., intermediate unit prekindergarten programs and cyber charter schools), as well as students identified through shelter-based reporting without a linked LEA.

³⁸ The “could not be determined” category includes 3,821 students (8 percent) who attended LEAs that serve multiple geographic areas, most commonly intermediate unit prekindergarten programs and cyber charter schools. Because cyber charter schools can enroll students across the Commonwealth, their locale designation is based solely on the location of their central office. Additionally, 2,781 students (6 percent) enrolled students were identified through shelter reporting only and were not linked to a specific LEA. These students are included in the ‘unknown’ category.

Regional patterns reflect local geography and community structure. Region 1 is composed almost entirely of city-based LEAs, while Regions 2, 4, and 8 include larger suburban populations. In contrast, Regions 5, 6, and 7 include more town and rural LEAs, and Region 3 reflects a mix of community types. These differences influence not only where students are enrolled but also the types of resources and supports available to them.

Together, these findings highlight the importance of tailoring supports to local context. The concentration of students in high-poverty, city, and suburban LEAs underscores the need for coordinated, community-based responses that address both educational and broader socioeconomic challenges faced by students and families experiencing homelessness.

PROGRAM IMPLEMENTATION

Program implementation findings describe the extent to which the ECYEH Program provided professional development, technical assistance, and collaborative supports to LEAs, partner organizations, and families, children, and youth experiencing homelessness.

Data were collected at the regional level through a web-based reporting system³⁹ and include activities such as trainings and workshops, technical assistance, and participation in meetings, consortia, and collaborative initiatives.

Together, these findings illustrate both the **scope of program activity** and the **strategies used to support identification, service delivery, and cross-system coordination** across Pennsylvania.

The ECYEH Program supports implementation primarily through professional development, technical assistance, and collaboration with partner organizations. The following subsections describe these efforts and their reach during the 2024–25 program year.

Professional Development

A core component of the ECYEH Program is the provision of professional development to build the capacity of LEAs, shelters, prekindergarten programs, and community organizations to identify and support children and youth experiencing homelessness.

Professional development activities included trainings and workshops on foundational topics such as McKinney-Vento requirements and program implementation, as well as targeted sessions on topics such as transportation, early childhood identification, and supports for specific student populations. Trainings were delivered across multiple levels—including regional, county, LEA, organizational, and individual—and were often tailored to specific audiences, such as homeless liaisons, educators, or community partners.

Participating Entities

In 2024–25, **649 unique entities**⁴⁰ (see Figure 8) participated in at least one ECYEH-sponsored training, workshop, or professional development event. LEAs represented the largest share of participating entities (76 percent), reflecting the program’s continued emphasis on supporting LEAs and their homeless liaisons.

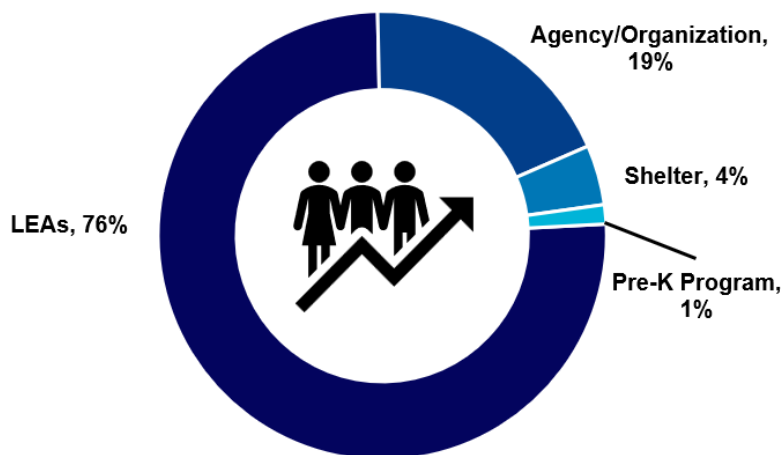
While the total number of participating entities decreased from 860 in 2023–24 to 649 in 2024–25, the overall distribution remained consistent. Participation declines were most pronounced among agencies/organizations and prekindergarten programs, suggesting a shift toward more

³⁹ Each year, evaluators work with regional coordinators to improve the accuracy and consistency of data reporting. To support this effort, a web-based reporting system was implemented during the 2016-17 program year. While consistency continues to improve, variation in how regions classify and report professional development activities remains. These differences are often tied to regional characteristics, such as geographic size, population density, and staffing structure, all of which influence how professional development is delivered.

⁴⁰ To better reflect program reach, participation is reported by entity type rather than number of sessions, as many trainings are delivered multiple times or across multiple levels.

targeted engagement with core school-based partners while continuing to reach a broad range of school personnel.

Figure 8: LEAs represented just over three quarters of entities participating in ECYEH professional development activities.



Participant Roles

In addition to participation by entity type, professional development reach was examined by participant role. In 2024–25, approximately **11,000 individuals**⁴¹ attended ECYEH trainings or events.

Participants represented a range of roles, with the largest share categorized as “**other staff**,” including teachers, counselors, and support personnel. This distribution reflects the program’s emphasis on building awareness and capacity among school-based staff who interact directly with students.

Participation among homeless liaisons was also notable. In 2024–25:

- **1,630 liaisons** (duplicate count⁴²) attended one or more ECYEH-led training sessions, and
- **51 liaisons** participated in sessions specifically focused on LEA monitoring preparation and follow-up.

Regional patterns were largely consistent with statewide findings, with no substantial variation in the distribution of entity or participant types (see [Appendix C](#)). These findings suggest that ECYEH professional development efforts extend beyond designated liaisons to reach a broader group of school personnel, supporting more consistent identification and service delivery at the building level.

⁴¹ This number may include duplicates as participants may have attended more than one event.

⁴² Because some LEAs maintain both district- and building-level liaisons, duplication in liaison counts is expected.

Regional Technical Assistance

In addition to professional development, ECYEH staff provided targeted technical assistance (TA) to LEAs, shelters, prekindergarten programs, and community organizations. Technical assistance was delivered in response to identified needs and was documented across four categories:

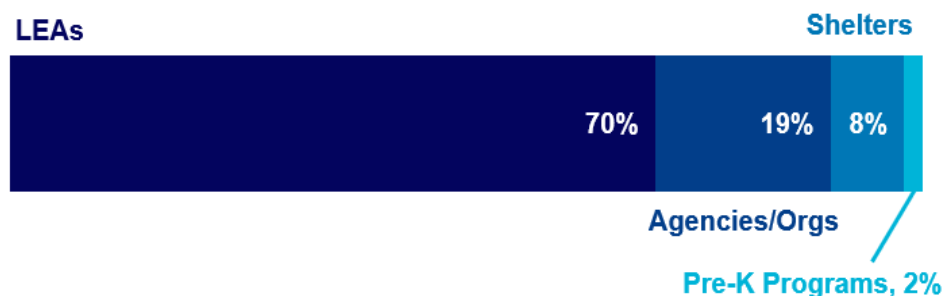
- Child/family-specific support,
- Child/family non-specific support,
- McKinney-Vento Act-related materials, and
- Bulk supplies (e.g., backpacks, clothing, and transportation supports).

Technical assistance was most often provided through phone calls or email and, when appropriate, resulted in direct services for children and youth. Because entities could receive multiple types of support, they may be represented in more than one category.

Technical Assistance Reach

In 2024–25, **757 unique entities** received technical assistance across one or more categories. LEAs represented the majority of entities receiving support (70 percent, 533 LEAs), followed by agencies/organizations (19 percent, 146 entities), shelters (8 percent, 64 entities), and non-LEA prekindergarten programs (2 percent, 14 entities) (see Figure 9).

Figure 9: Most entities receiving ECYEH technical assistance were LEAs.



These findings indicate that technical assistance is primarily directed toward LEAs, reflecting their central role in implementing McKinney-Vento requirements, while also supporting a broader network of community partners involved in identifying and serving children and youth experiencing homelessness.

Types and Frequency of Technical Assistance

Across entity types, the most common form of support was **child/family-specific technical assistance**, followed by provision of **McKinney-Vento-related materials**. Many entities also received child/family non-specific support and bulk supplies, depending on need.

Among LEAs, nearly all received child-specific assistance, and a large proportion reported receiving support either “**often**” or “**occasionally**,” indicating ongoing engagement rather than

one-time contact. Similar patterns were observed across shelters, agencies, and prekindergarten programs, though at smaller scale.

Detailed information on the types and frequency of technical assistance provided by entity type is presented in [Appendix C](#), Table C12.

Statewide Technical Assistance and Monitoring

In addition to regional implementation efforts, statewide technical assistance and monitoring activities support consistency, quality, and continuous improvement across the ECYEH Program.

Statewide Technical Assistance and Professional Development

During the 2024–25 program year, the Center for Schools and Communities (CSC), in partnership with PDE, provided a broad range of statewide technical assistance, training, and resource development activities to support ECYEH regional offices, LEAs, and community partners. These efforts were designed to strengthen program capacity, support consistent implementation, and enhance services for children, youth, and families experiencing homelessness.

CSC staff conducted **16 individualized technical assistance visits** across the eight ECYEH regional offices, including one visit per region in fall 2024 and spring 2025. These visits, conducted both virtually and in person, provided targeted guidance to regional coordinators and staff and supported consistent implementation of program requirements.

In addition to direct technical assistance, CSC coordinated statewide professional learning opportunities and resource development efforts designed to strengthen program capacity and support children, youth, and families experiencing homelessness (see [Appendix D](#)). These efforts included webinar series, statewide meetings, and the annual **Paving the Way to Educational Success (PTW) Conference**, which engaged more than 400 educators and youth-serving professionals.

Collectively, these efforts extended the reach of the ECYEH Program, supported alignment across regions, and strengthened the capacity of educators and partners to serve children and youth experiencing homelessness.

ECYEH Monitoring

In addition to technical assistance, the PDE ECYEH State Coordinator conducted **annual monitoring of each regional ECYEH office** to ensure compliance with federal and state requirements.

Findings from monitoring and technical assistance visits informed statewide best practices, contributed to the development of professional learning opportunities, and supported the identification of priority topics and subject matter experts for future training and events. Following each visit, detailed reports were shared with PDE and regional offices to promote transparency, accountability, and continuous program improvement.

Finding Your Way in Pennsylvania App

The *Finding Your Way in Pennsylvania (FYW in PA)* app is a mobile- and web-based tool designed to connect children, youth, and families—particularly those experiencing homelessness—with services and resources across the Commonwealth. Users can search for and request assistance related to shelter, food, health and mental health, education, and employment in their local communities and throughout Pennsylvania.

The app includes thousands of service providers and serves as a centralized resource to support access to essential services. By improving access to supports and information, FYW in PA contributes to educational stability and helps promote positive outcomes for students and families experiencing housing instability.

Similar to last year, the app continues to experience strong user engagement, reflecting its value as a statewide resource.

Collaborative Engagement

In addition to professional development, technical assistance, and statewide support activities, ECTEH staff engaged in collaborative efforts with agencies, organizations, and community partners across the Commonwealth. These efforts support cross-system coordination, promote awareness of the McKinney-Vento Act, and strengthen local capacity to identify and serve children and youth experiencing homelessness.

In 2024–25, ECTEH staff participated in **383 collaborative events**, including meetings, boards, consortia, and committees. These engagements occurred at varying frequencies, most commonly on a **monthly basis (231 events)**, followed by **quarterly (77 events)** and **annual (57 events)** participation.

Staff most often participated as attendees; however, in a small number of instances (8 events), they served in leadership or facilitation roles. Event attendance varied widely (from one to 1,485 individuals), ranging from small, local meetings to large-scale convenings, with an **average of 74 participants per event**.

Collaborative efforts typically occurred at the county or regional level and involved organizations that serve or support individuals experiencing homelessness, including child welfare agencies, housing providers, food pantries, early childhood programs, and behavioral health and social service organizations. Through these partnerships, ECTEH staff supported multiple objectives, including increasing awareness of available services, strengthening referral networks, and improving coordination across systems.

These findings indicate that collaborative engagement remains a key strategy for extending the reach of the ECTEH Program beyond LEAs and into the broader network of community-based services that support children and families experiencing homelessness.

Together, these implementation efforts—including professional development, technical assistance, statewide support, and collaborative engagement—provide a foundation for understanding program outcomes and the extent to which ECTEH services support improved identification, access, and stability for children and youth experiencing homelessness.

PROGRAM IMPACT / OUTCOMES

This section presents findings on program impact, highlighting the extent to which the ECYEH Program supports children and youth experiencing homelessness in accessing and succeeding in school. Key outcomes include reducing barriers to enrollment and participation, supporting school stability, and ensuring access to services aligned with the McKinney-Vento Act. This section also examines student mobility, service delivery, and academic outcomes, including attendance, assessment performance, and graduation.

Findings are drawn from multiple data sources, including ECYEH student-level service delivery data, technical assistance and bulk supply reporting, PIMS, MIS2000, and shelter reporting systems.

Barriers to Enrollment and Educational Success

Barriers are defined as situations that interfere with children and youth's enrollment, attendance, and/or educational success. Barrier data are reported when LEAs or ECYEH staff actively work to resolve an identified issue. As awareness and understanding of barriers have improved, reporting has increased; however, reporting practices continue to vary across LEAs.

Of 45,526 enrolled children and youth experiencing homelessness, 73 percent (33,133) had barrier data available. Among those with available data, **25 percent (8,448) were reported as experiencing at least one barrier to enrollment, attendance, and/or academic success.** Compared to the prior year, the proportion of students reported as experiencing barriers increased from 21 percent in 2023–24 to 25 percent in 2024–25.

As shown in Table 2, the most commonly reported barrier statewide—and across most regions—was **determining eligibility for homeless services.** This barrier often reflects confusion between the McKinney-Vento definition of homelessness and the HUD definition, as well as hesitancy among families and youth to disclose their housing situation. Ongoing outreach and training efforts aim to address these challenges and improve identification.

Table 2. Determining eligibility and transportation were the most commonly reported barriers to enrollment.

Barrier	Number of Students	Percentage of Students with Barrier Data (n = 33,133)
Determining eligibility for homeless services	4,883	14.7%
Transportation	2,761	8.3%
Other	2,672	8.1%
Immunization records	1,788	5.4%
School records	1,505	4.5%
Obtaining other medical records	886	2.7%
School selection	435	1.3%

Transportation was the second most frequently reported barrier. Transportation challenges typically arise when students change residences and require coordination to remain in their school of origin, particularly when moves occur across district boundaries or involve complex family situations.

Additional barriers included difficulties **obtaining school or medical records** (such as immunizations), challenges related to **school selection**, and other issues such as school breaks, hospitalizations, lack of child care, or incomplete information at enrollment. In some cases, reported barriers may also reflect misunderstandings of students' rights under the McKinney-Vento Act—such as the right to immediate enrollment without required documentation. Continued professional development, technical assistance, and monitoring are intended to reduce these misunderstandings and support consistent implementation.

Barriers Across Regions

There was notable variation in the percentage of students reported as experiencing barriers across regions. **Region 1 reported the highest rate (69 percent)** of students with available data experiencing at least one barrier—substantially higher than the statewide average (see [Appendix C](#)). This likely reflects both greater complexity of need and stronger identification and reporting practices.

In contrast, **Regions 6 and 7 reported the lowest rates (7 percent and 18 percent, respectively)**, which may indicate under-identification or inconsistent reporting rather than a lower prevalence of barriers. These differences highlight the importance of continued training and support to ensure consistent identification and reporting practices statewide.

Barriers for Young Children

Barrier data for young children should be interpreted with caution. A substantial portion of children under age five are either birth to age 2 or ages 3–5 not enrolled in prekindergarten, for whom traditional school enrollment barriers do not typically apply.

For children ages 3–5 who are not enrolled in prekindergarten programs, access to early childhood programming may be a more relevant issue than specific enrollment barriers. ECYEH coordinators continue to support coordination with early childhood partners to improve access for this population.

Among the 2,006 children enrolled in prekindergarten programs, barrier data were reported for 39 percent. Of those, **16 percent were identified as experiencing one or more barriers**. As with the broader student population, **determining eligibility for services** was the most commonly reported issue.

Student Mobility⁴³ and School Stability

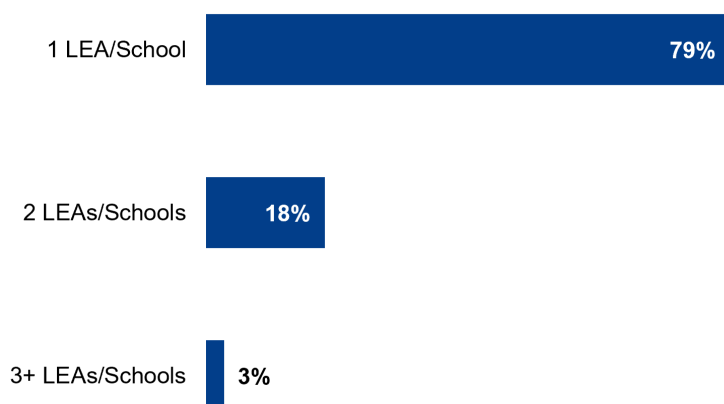
School stability is a central component of the McKinney-Vento Act, which emphasizes the importance of allowing students to remain in their **school of origin** when it is in their best interest. Frequent school changes can disrupt academic progress, social-emotional development, and access to services, making mobility an important indicator of student stability.

⁴³ Eligible students experiencing homelessness have the right to remain in their school of origin if it is determined to be in their best interest. To assess student mobility, evaluators identified each LEA/school a student attended during the 2024–25 program year (July 1, 2024, through June 30, 2025), regardless of whether each LEA identified the student as experiencing homelessness.

Of the 45,526 enrolled students identified as experiencing homelessness, mobility could be determined for 42,784 students (94 percent). The remaining 2,742 students (6 percent) did not have sufficient information to determine mobility.

Of enrolled students, 79 percent (33,934) remained in a single LEA/school combination throughout the year. Another 18 percent (7,693 students) attended two LEA/school combinations, and 3 percent (1,157 students) attended three or more LEA/school combinations (see Figure 10).

Figure 10: Most students experiencing homelessness remained in a single school, though nearly one in five experienced mobility.



While the majority of students remained stable, a notable portion—**21 percent of students (8,850)—experienced at least one school or LEA change during the year.** This is consistent with the prior year, in which 20 percent of students attended more than one LEA/school combination. It is also possible that students whose mobility could not be determined (2,742 students) experienced at least one move that was not captured in available records.

Regional mobility patterns varied (see [Appendix C](#)). **Region 4 had the highest proportion of students experiencing mobility**, with 24 percent attending more than one LEA/school combination. **Regions 5, 6 and 7 also reported higher-than-average mobility (23 percent each).** In contrast, **Regions 2 and 1 demonstrated relatively higher stability**, with 82 percent and 81 percent, respectively, of students remaining in a single LEA/school. These differences may reflect regional variation in housing stability, transportation access, and availability of local support services.

Overall, these findings suggest that while most students experiencing homelessness are able to maintain school stability, mobility continues to affect a meaningful subset of students. Even a single school change can disrupt academic progress and access to services, underscoring the importance of continued efforts to support school stability. Ongoing coordination across LEAs, particularly related to transportation and school-of-origin decisions, remains critical to minimizing unnecessary school changes and promoting more consistent educational experiences for students experiencing homelessness.

Service Delivery and Access to Supports⁴⁴

Students experiencing homelessness have the right to receive support services that promote academic success under the McKinney-Vento Act. This section describes the services provided⁴⁵ to eligible children and youth during the 2024–25 program year. Services were delivered through multiple sources, including the ECYEH Program, LEAs, prekindergarten programs, PA-MEP, shelters, and community partners, and were documented through multiple data systems.

Access to Services

Statewide, **90 percent (47,068) of the 52,347 identified children and youth** were documented as receiving at least one service. This represents an **increase from 85 percent in 2023–24**, returning to levels similar to 2022–23 (89 percent).

Service access was consistently high across regions, with 86 percent to 93 percent of students receiving at least one service. Regions 2, 3, and 5 reported the highest service rates (93 percent), while Region 6 also exceeded the statewide average (91 percent). These findings indicate broad reach of ECYEH-supported services across the Commonwealth.

Types of Services Provided

As shown in Table 3, **tutoring and instructional support** was by far the most commonly reported service across funding sources. This reflects both the widespread use of Title I schoolwide programs and the inclusion of students in prekindergarten, special education, and other instructional supports.

Other frequently reported services included **transportation, school supplies, assistance with participation in school programs**, and **clothing to meet school requirements**. These service categories primarily address barriers related to school access, participation, and educational stability.

⁴⁴ Service data were compiled at the individual level and categorized according to authorized McKinney-Vento activities. While service documentation continues to improve, limitations remain, including variability in reporting practices and incomplete capture of services distributed in bulk. Despite these limitations, the data indicate that the vast majority of students received support in at least one service category.

⁴⁵ Information was compiled at the individual level for each child and youth identified and categorized according to McKinney-Vento Act authorized activities. These categories include: tutoring or other instructional support; expedited evaluations; referrals for medical, dental, and other health services; transportation; early childhood programs; assistance with participation in school programs; before school, afterschool, mentoring, and summer programs; obtaining or transferring records necessary for enrollment; coordination between schools and agencies; counseling; addressing needs related to domestic violence; clothing to meet school requirements; school supplies; referrals to other programs and services; emergency assistance related to school attendance; and other services. “Other” services included the distribution of hygiene items, clothing donations, or gift cards. A relatively new and increasingly reported service was the provision of backpacks containing food items for after-school or weekend use. Many children and youth were identified as receiving instructional support services. This included those attending federally, state, or locally funded prekindergarten programs, receiving services from the Pennsylvania Office of Child Development and Early Learning (OCDEL), or identified as receiving special education or Title III services. Students attending Title I schoolwide programs were also counted as receiving instructional support, as all students in such buildings benefit from Title I-funded services. Additionally, children and youth identified through domestic violence shelters were marked as receiving services addressing needs related to domestic violence. ECYEH staff also reported direct and indirect services provided to children, families, LEAs, and other service providers.

Overall, the distribution of services suggests that both academic supports and basic needs assistance remain central to helping children and youth experiencing homelessness access, participate in, and succeed in school.

Table 3. Tutoring and instructional support was the most commonly reported service across all funding sources in 2024-25.⁴⁶

Service	Title I	McKinney-Vento	Other
Tutoring or other instructional support	44,452, 100%	15, <1%	23,227, 77%
Clothing to meet a school requirement	3,952, 9%	778, 20%	1,104, 4%
Transportation	3,387, 8%	933, 24%	4,999, 16%
School supplies	4,995, 11%	1,391, 36%	2,934, 10%
Other services	1,198, 3%	713, 18%	2,453, 8%
Expedited evaluations	495, 1%	135, 3%	243, 1%
Assistance with participation in school programs	1,475, 3%	1,734, 44%	2,614, 9%
Counseling	1,217, 3%	401, 10%	2,274, 7%
Coordination between schools and agencies	1,555, 4%	666, 17%	2,605, 9%
Referral to other programs and services	980, 2%	274, 7%	3,408, 11%
Before-, after-school, mentoring, summer programs	1,959, 4%	184, 5%	2,739, 9%
Referrals for medical, dental, and other health services	957, 2%	541, 14%	3,814, 13%
Early childhood programs	338, 1%	108, 3%	1,589, 5%
Obtaining or transferring records necessary for enrollment	988, 2%	333, 9%	199, 1%
Emergency assistance related to school attendance	505, 1%	53, 1%	541, 2%
Addressing needs related to domestic violence	499, 1%	127, 3%	1,831, 6%
Total unique count children/youth by funding source	44,453, 100%	3,900, 100%	30,358, 100%

Service Delivery by Individual Funding Source

Patterns of service delivery varied across funding sources, reflecting the distinct purposes and flexibility of each funding stream. Title I services were heavily concentrated in instructional and academic supports, largely due to the widespread use of Title I schoolwide programming and the automatic eligibility of students experiencing homelessness for Title I services. In contrast, McKinney-Vento funds were more commonly used to address participation barriers and immediate educational needs, including assistance with school participation, transportation, school supplies, and clothing. Other funding sources—including LEAs, shelters, community organizations, and donations—supported a broader mix of basic needs, referrals, transportation, and health-related services.

While instructional support remained the dominant service category overall, the distribution of other services highlights the broad range of barriers experienced by children and youth experiencing homelessness. Transportation, school supplies, clothing, health-related referrals, and participation supports all represented major areas of service delivery, reinforcing the interconnected relationship between basic needs, school access, and academic success.

It is important to note that some ECYEH-funded supports are not captured at the individual student level. Services such as hygiene items, bulk school supplies, transportation passes, backpacks, and recreational or activity fees are often distributed in bulk and therefore cannot always be linked to individual students in statewide reporting systems. As a result, individual-level service data likely underrepresent the full scope of support provided through the ECYEH Program and its partners.

⁴⁶ Percentages are based on the total number of children and youth receiving services within each funding source category. Students may receive more than one service; therefore, percentages do not sum to 100 percent.

As shown in Table 4, service reach remained consistently high across all regions. Statewide, 90 percent of identified children and youth experiencing homelessness were documented as receiving at least one individual-level service, an increase from 85 percent in the prior year. Regional service rates ranged from 86 percent to 93 percent, with Regions 2, 3, and 5 reporting the highest levels of documented service delivery. These findings suggest that, despite regional variation in resources and service models, ECYEH-funded supports continue to reach the vast majority of identified students statewide.

Table 4. Service access rates remained high across all regions, with 90 percent of identified students receiving at least one documented service in 2024-25.⁴⁷

Region	Title I Services	McKinney-Vento Services	Other Services	Children/Youth Receiving Services	Total Children/Youth
State	44,453, 94%	3,900, 8%	30,358, 65%	47,068, 90%	52,347, 100%
Region 1	8,737, 95%	2,182, 24%	6,119, 66%	9,217, 86%	10,671, 100%
Region 2	11,830, 95%	539, 4%	9,513, 76%	12,457, 93%	13,398, 100%
Region 3	4,418, 98%	109, 2%	2,367, 53%	4,503, 93%	4,849, 100%
Region 4	5,576, 96%	363, 6%	3,249, 56%	5,832, 90%	6,477, 100%
Region 5	2,754, 93%	365, 12%	1,900, 64%	2,957, 93%	3,175, 100%
Region 6	1,977, 85%	39, 2%	1,366, 59%	2,319, 91%	2,547, 100%
Region 7	2,800, 89%	187, 6%	1,926, 61%	3,136, 87%	3,611, 100%
Region 8	6,361, 96%	116, 2%	3,918, 59%	6,647, 87%	7,619, 100%

Title I Services

Students identified as experiencing homelessness are automatically eligible for Title I services, regardless of whether they attend a Title I school or demonstrate academic need.⁴⁸ LEAs must reserve or set aside the necessary funds to serve children and youth experiencing homelessness who do not attend Title I schools, including providing educational-related support services.

As discussed earlier in this section, Title I-supported services frequently include schoolwide instructional supports and are documented through multiple reporting mechanisms. In 2024–25, nearly all enrolled students experiencing homelessness were documented as receiving some form of Title I-supported service, most commonly tutoring or other instructional support (see Table 3).

These findings reinforce the central role of Title I funding in supporting academic access, participation, and educational stability for children and youth experiencing homelessness.

⁴⁷ Percentages for Title I, McKinney-Vento, and Other Services are based on the number of children and youth with available data within each region. Percentages for children and youth receiving services reflect the proportion of identified children and youth documented as receiving at least one individual-level service.

⁴⁸ When school enrollment from low-income families reaches or exceeds 40 percent of total enrollment, the school is eligible to apply for school-wide Title I funds. These school-wide schools may use funds to provide support and services available to all enrolled students regardless of their economic status. When enrollment from low-income families is below 40 percent, Title I programs are designed to help specific children and are targeted assisted programs.

Student Academic Assessment Outcomes

This section presents statewide academic outcomes for children and youth experiencing homelessness, including performance on state assessments and school attendance, graduation, and dropout rates.⁴⁹ Together, these outcomes provide important insight into educational access, engagement, and academic success among students experiencing homelessness across the Commonwealth.

Overview of State Academic Assessments

State assessment data for the 2024–25 school year included results from:

- the Pennsylvania System of School Assessment (PSSA),⁵⁰
- the Pennsylvania Alternate System of Assessment (PASA),⁵¹ and
- the Keystone Exams.⁵²

For this report, analyses focused on statewide outcomes in reading/literature, mathematics/algebra, and science/biology. Assessment results should be interpreted with caution, as participation rates among students experiencing homelessness remain below the statewide accountability threshold of 95 percent. Students who are highly mobile or intermittently enrolled may be less likely to participate in testing, potentially affecting both participation and performance trends over time.

Student performance was categorized into four achievement levels: below basic, basic, proficient, and advanced. Throughout this section, proficient and advanced were combined to examine the proportion of students meeting or exceeding state academic standards.

Overall, statewide assessment results indicate that the majority of students experiencing homelessness continue to perform below proficient levels in both reading and mathematics, with outcomes generally stronger in reading than in mathematics (see Figure 11).

Compared to statewide outcomes for all students in Pennsylvania, **students experiencing homelessness continued to demonstrate substantially lower rates of proficiency across content areas.** [Statewide proficiency rates for all students](#) were approximately 50 percent in reading/English language arts and 42 percent in mathematics, compared to 22 percent and 14 percent, respectively, for students experiencing homelessness. These findings highlight

⁴⁹ As noted in the Evaluation Design and Activities section of this report, evaluators provide the homeless flag to PDE for all enrolled students and requests available data for those students. Evaluators examine all available data for students experiencing homelessness. Evaluators do not have the capacity to identify students to exclude or include based on various reporting criteria for PSSA, school attendance, graduation, or drop out. This analysis provides an overall snapshot of academic outcomes for students experiencing homelessness. For federal reporting purposes, the designated PDE offices utilize the homeless flag to prepare their EDFacts file submissions. Outcomes for the homeless student subgroup, as reported in EDFacts, are publicly available on the EDFacts website.

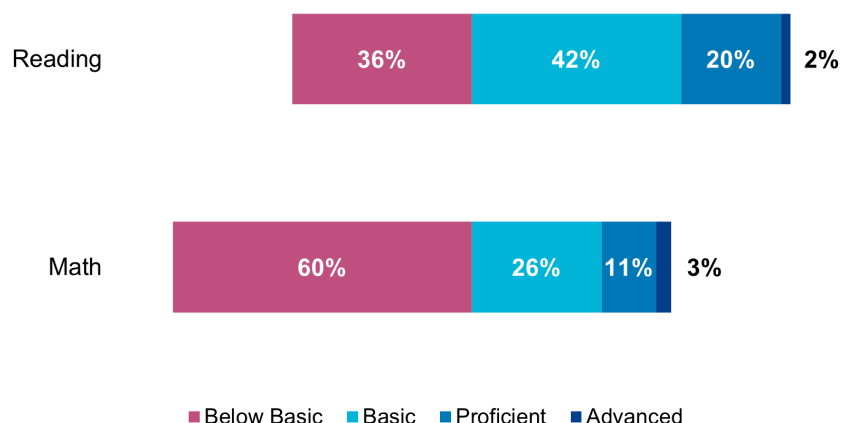
⁵⁰ The PSSA is administered in reading and mathematics (grades 3–8) and writing (grades 5 and 8). No science PSSAs were administered in the 2024–25 school year.

⁵¹ The PASA is designed for students with the most significant cognitive disabilities and is administered across four grade spans: 3–4, 5–6, 7–8, and 11.

⁵² The Keystone Exams assess proficiency in literature, Algebra I, and biology; students may retake these exams until they achieve proficiency. Once a student scores at the proficient level, their score is “banked” for use in grade 11 state and federal accountability reporting. As a result, Keystone Exam data are not included in accountability reporting until students reach grade 11. All public school students in the relevant grades are expected to participate in these assessments unless they qualify for an exemption.

persistent academic disparities associated with housing instability and related barriers to educational access and continuity.

Figure 11: Most students experiencing homelessness scored below proficient on statewide reading and math assessments.



Reading and Literature Outcomes

During the 2024–25 school year, 22,922 students experiencing homelessness were enrolled in grades eligible for the reading PSSA (grades 3–8), literature Keystone Exam (grade 11), or reading PASA (grades 3, 8, and 11). Assessment results were available for 16,787 students (73 percent).⁵³

Statewide, **22 percent of students experiencing homelessness scored at the proficient or advanced level in reading/literature**, representing a four percentage point decline from 26 percent in 2023–24.

Performance varied across grade levels (see [Appendix E](#)). Grade 11 students demonstrated the highest rates of proficient or advanced performance (33 percent), while students in grades 4 through 8 generally reported lower levels of achievement. Grade 5 students demonstrated the lowest percentage of students scoring proficient or advanced (18 percent).

Although performance varied by grade, the majority of students experiencing homelessness scored below proficient across all assessed grade levels. Higher performance among grade 11 students may partially reflect Keystone Exam retesting opportunities as well as the exclusion of students who disengaged from school prior to grade 11.

Overall, these findings suggest that many students experiencing homelessness continue to face substantial literacy-related academic challenges. Persistent gaps in reading and literature performance highlight the continued importance of instructional supports, school stability, attendance supports, and targeted academic interventions for this student population.

⁵³ English Learner students who have not been in the United States for at least one year are exempt from taking the Reading/Literature Exam.

Mathematics / Algebra I Outcomes

During the 2024-25 school year, 22,922 students experiencing homelessness were enrolled in grades eligible for the math PSSA (grades 3-8), the Algebra I Keystone Exam (grade 11), or the math PASA (grades 3, 8, or 11). Assessment results were available for 17,503 students (76 percent).

Statewide, **14 percent of students assessed scored at the proficient or advanced level**, unchanged from the prior year.

Performance varied considerably across grade levels (see [Appendix E](#)). Grade 3 students demonstrated the highest rates of proficient or advanced performance (22 percent), while grade 8 students demonstrated the lowest (7 percent).

This percentage also varied by grade level: grade 3 grade had the highest percentage of students achieving proficient or advanced scores (22 percent), while grade 8 had the lowest (7 percent).

As with reading/literature outcomes, the majority of students experiencing homelessness scored below proficient across all assessed grade levels. Mathematics outcomes remained lower than reading outcomes statewide, particularly in middle school grades where below basic performance levels were highest.

Overall, these findings suggest that students experiencing homelessness continue to experience substantial challenges in mathematics achievement. Persistent gaps in mathematics performance may reflect the cumulative effects of interrupted instruction, school mobility, chronic absenteeism, and limited access to consistent academic supports.

Science Outcomes

During the 2024–25 school year, 9,615 students experiencing homelessness were enrolled in grades eligible for the science PSSA, science PASA, or Biology Keystone Exam. However, the science PSSA and science PASA were not administered during the 2024–25 school year. As a result, available assessment results were limited primarily to students participating in the Biology Keystone Exam.

Assessment results were available for 2,112 students (22 percent). Overall, **20 percent of assessed students scored at the proficient or advanced level in biology/science**, compared to 22 percent in 2023–24.

Overall, 20 percent of students scored at the proficient or advanced level in science, compared to 22 percent in 2023-24 for grade 11 only (see [Appendix E](#)).

Because assessment results were limited primarily to grade 11 Biology Keystone participants, comparisons across grade levels and across years should be interpreted with caution. Despite these limitations, the majority of assessed students experiencing homelessness continued to score below proficient in science/biology. These findings are generally consistent with patterns observed in reading and mathematics outcomes and reinforce the continued academic challenges experienced by students facing housing instability.

State Academic Assessment Summary

Across content areas, students experiencing homelessness continued to perform below statewide proficiency expectations. Reading/literature outcomes remained stronger than mathematics outcomes, while science/biology outcomes reflected continued challenges among assessed students.

Assessment participation rates for students experiencing homelessness also remained below the statewide accountability threshold of 95 percent. Housing instability, school mobility, transportation barriers, and inconsistent attendance likely continue to affect both participation and academic performance.

Compared to statewide outcomes for all Pennsylvania students, children and youth experiencing homelessness demonstrated substantially lower rates of proficiency in both reading and mathematics. Year over year, students experiencing homelessness in Pennsylvania have also consistently performed below other historically underserved student populations across grades and content areas, often by approximately 10 percentage points or more.⁵⁴

These findings highlight persistent academic disparities associated with homelessness and reinforce the importance of instructional supports, school stability, attendance interventions, and coordinated student services.

School Attendance⁵⁵

Student absence is defined as a student not being physically present on school grounds and not participating in instruction or instruction-related activities at an approved off-grounds location for at least half the school day.⁵⁶

Attendance data for all K-12 students were analyzed by aggregating each student's total days attended across all schools attended during the academic year. This approach provides a more comprehensive representation of student attendance by accounting for school mobility and gaps between enrollments.

During the 2024–25 school year, 44,682 identified K–12 students experiencing homelessness were enrolled in school. Of these, 39,525 students (88 percent) had available attendance data. An additional 4,864 students (11 percent) did not have attendance data available, while 395 students (1 percent) were enrolled in an LEA for fewer than 10 days and therefore were excluded from chronic absenteeism calculations.

Among the 39,525 students with available attendance data:

- 50 percent (19,592) attended school for 90 percent or more of enrolled days,
- 26 percent (10,103) attended 80–89 percent of enrolled days,

⁵⁴ *Historically Underperforming Students* are defined as a non-duplicated count of students with disabilities, economically disadvantaged students, and English Learners enrolled for a full academic year taking the PSSA/PASA/Keystone Exams.

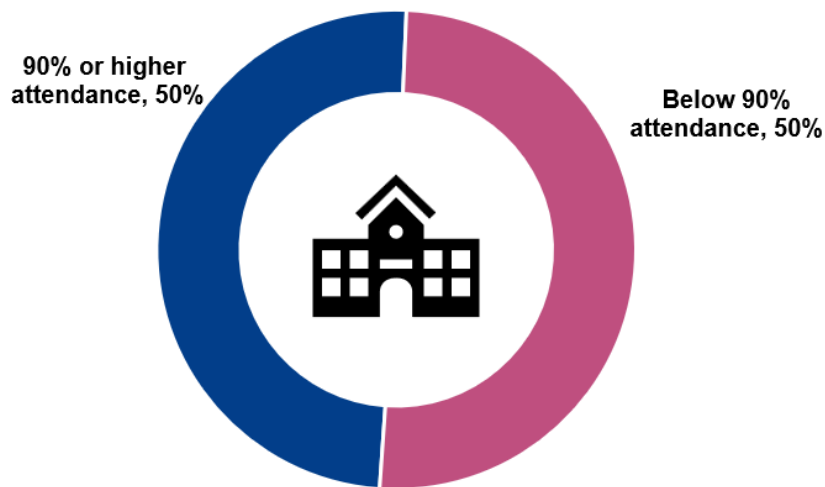
⁵⁵ For *EDFacts* reporting, chronic absenteeism is defined as “the unduplicated count of students who are absent for 10 percent or more of school days during the academic year. Students in kindergarten through grade 12 are included in chronic absenteeism data once they have been enrolled in a school for at least 10 school days.

⁵⁶ FS195-Chronic Absenteeism File Specifications v16.0

- 11 percent (4,301) attended 70–79 percent of enrolled days, and
- 14 percent (5,529) attended 69 percent or fewer of enrolled days.

Based on these data, **50 percent of students experiencing homelessness met the definition of chronic absenteeism**, representing a slight improvement from 51 percent in 2023–24 (see Figure 12).

Figure 12: Half of students experiencing homelessness met the definition of chronic absenteeism during the 2024-25 school year.⁵⁷



Attendance patterns varied regionally (see [Appendix C](#)). Regions 2 and 3 reported the highest proportions of students attending 90 percent or more of enrolled days, while Regions 1, 4, 7, and 8 demonstrated comparatively lower rates of high attendance.

Compared to statewide attendance outcomes for all Pennsylvania students, children and youth experiencing homelessness continued to experience substantially higher rates of chronic absenteeism. PDE statewide reporting indicated that approximately 80 percent of Pennsylvania students met the state’s regular attendance benchmark in 2024–25⁵⁸, compared to 49 percent of students experiencing homelessness attending 90 percent or more of enrolled days.

Overall, the findings suggest modest improvement in attendance outcomes compared to the prior year, though chronic absenteeism remained widespread among students experiencing homelessness statewide. Continued emphasis on school stability, transportation supports, family engagement, and attendance interventions remains critical to improving educational continuity and student success.

⁵⁷ The “other” category includes students who were excluded from analysis or did not have enough days of school enrollment to be included in analysis.

⁵⁸ <https://www.pa.gov/agencies/education/newsroom/pennsylvania-releases-2024-25-school-assessment-results>

Graduation and Dropout Outcomes⁵⁹

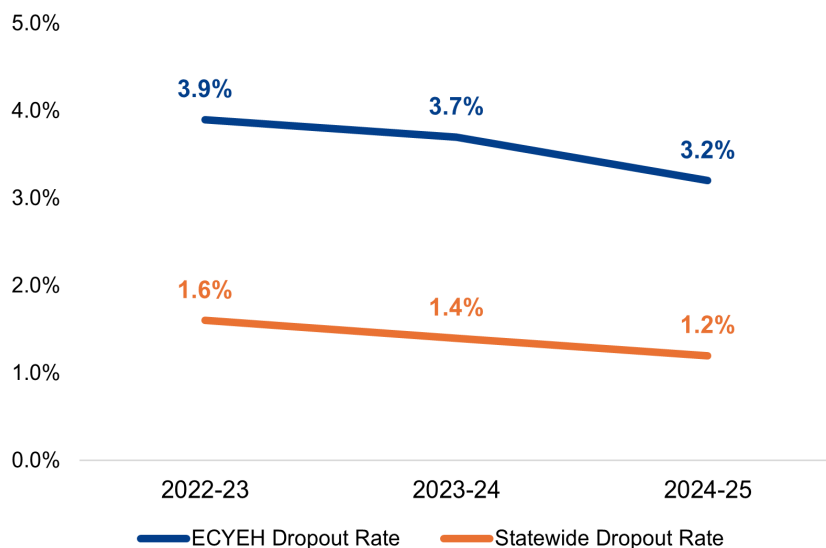
Graduation and dropout outcomes provide important insight into long-term educational persistence and school completion among students experiencing homelessness. Housing instability, school mobility, interrupted instruction, chronic absenteeism, and competing family or employment responsibilities can all affect students' ability to remain engaged in school and successfully complete graduation requirements.

Students identified under the McKinney-Vento Act are reported as a subgroup for graduation and dropout outcomes in federal EDFacts reporting. Accordingly, all available graduation and dropout data were analyzed for students experiencing homelessness. Dropout data were examined for students in grades 7–12, while graduation data were analyzed for grade 12 students and grade 11 students who graduated early or obtained a high school equivalency diploma.

Dropout Rates

During the 2024–25 school year, 21,139 students experiencing homelessness were enrolled in grades 7–12. Of these, **3.2 percent dropped out of school**, representing a slight decrease from 3.7 percent in 2023–24. Although dropout rates improved modestly year over year, students experiencing homelessness continued to drop out at rates substantially higher than the statewide average. For comparison, the statewide dropout rate for all Pennsylvania students was 1.16 percent in 2024–25 (see Figure 13).⁶⁰

Figure 13: Students experiencing homelessness continued to experience higher dropout rates than statewide averages, despite modest improvement from the prior year.



⁵⁹ Students identified under the McKinney-Vento Act are reported as a subgroup for graduation and dropout outcomes in federal EDFacts reporting. Accordingly, all available graduation and dropout data were analyzed for students experiencing homelessness. Dropout data were examined for students in grades 7–12, while graduation data were analyzed for grade 12 students and grade 11 students who graduated early or obtained a high school equivalency diploma.

⁶⁰ <https://www.education.pa.gov/DataAndReporting/Dropouts/Pages/default.aspx>

Dropout rates varied by grade level and were highest among older students:

- Grade 12: 5.4 percent (217 of 4,040 students),
- Grade 11: 5.1 percent (163 of 3,224 students),
- Grade 10: 3.8 percent (132 of 3,510 students).

Graduation Rates

Among the 4,040 grade 12 students experiencing homelessness enrolled during the 2024–25 school year, 91 percent (3,678 students) had graduation status information available. Of those students, **79.2 percent graduated or obtained a high school equivalency diploma**, 5.9 percent dropped out, and 14.9 percent did not graduate.

Graduation outcomes **improved compared to the prior year**, when 76.4 percent of students experiencing homelessness graduated or obtained a high school equivalency diploma. In addition, 104 students identified as grade 11 students graduated early or obtained a high school equivalency diploma during the 2024–25 school year.

These findings suggest that many students experiencing homelessness continue to successfully persist toward graduation despite substantial educational barriers and instability. However, elevated dropout rates and lower graduation outcomes relative to statewide averages indicate a continued need for coordinated academic supports, school stability efforts, credit recovery opportunities, and individualized student engagement strategies for secondary students experiencing homelessness.

Program Outcomes Summary

Across academic, attendance, graduation, and dropout indicators, children and youth experiencing homelessness continued to face substantial educational challenges during the 2024–25 school year. Students experiencing homelessness consistently demonstrated lower academic performance, lower attendance rates, and higher dropout rates than statewide averages and other historically underserved student populations.

At the same time, several indicators demonstrated modest improvement compared to prior years, including slight decreases in chronic absenteeism and dropout rates as well as increases in graduation outcomes. Many students experiencing homelessness also demonstrated resilience and persistence despite significant barriers related to housing instability, school mobility, transportation challenges, and interrupted instruction.

Collectively, these findings reinforce the continued importance of coordinated academic supports, school stability efforts, transportation assistance, attendance interventions, and cross-system collaboration designed to support educational continuity and long-term student success for children and youth experiencing homelessness across Pennsylvania.

PROGRAM REFLECTIONS, KEY FINDINGS, AND STRATEGIC RECOMMENDATIONS

Findings from the 2024–25 evaluation indicate that the ECYEH Program continues to demonstrate broad statewide reach and plays a critical role in supporting children and youth experiencing homelessness across Pennsylvania. Continued increases in student identification, strong participation in professional development and technical assistance activities, and high levels of service delivery suggest that regional outreach, collaboration, and implementation efforts remain effective and continue to expand statewide awareness of the McKinney-Vento Act and available supports.

At the same time, several persistent challenges continue to affect educational access, stability, and student success. Students experiencing homelessness continued to experience substantially higher rates of chronic absenteeism, lower academic performance, and higher dropout rates than statewide averages. Transportation challenges, school mobility, and barriers related to identification and educational continuity also remained common statewide. Although several outcomes improved modestly compared to prior years—including graduation outcomes, dropout rates, and chronic absenteeism rates—significant educational disparities remain.

The findings also suggest that statewide identification and reporting practices continue to improve, though variation remains across regions and LEAs. In some areas, differences in reported barriers, services, and technical assistance activities may reflect local context, staffing structures, or reporting practices rather than true differences in student need. Continued efforts to strengthen consistency in documentation and reporting practices will support more accurate interpretation of statewide trends and program impact.

Several broader themes also emerged throughout the evaluation:

- Most students experiencing homelessness continued to reside in doubled-up living situations, highlighting the often-hidden nature of homelessness among children and youth.
- Transportation remained one of the most commonly reported barriers to educational access and school stability.
- Most students remained in a single school or LEA throughout the year, suggesting that school-of-origin protections and stability efforts continue to support educational continuity.
- Students experiencing homelessness were concentrated in high-poverty LEAs and were more likely to be identified as economically disadvantaged, English learners, or students with disabilities.
- Participation in state academic assessments remained below statewide accountability expectations, and academic performance continued to lag behind statewide averages across tested subjects.
- Regional coordinators and partner organizations continue to manage expanding responsibilities as identification efforts, partnerships, and service coordination activities grow statewide.

Together, these findings reinforce the importance of maintaining strong statewide coordination while continuing to strengthen targeted supports, educational stability efforts, cross-system collaboration, and data-informed program improvement strategies.

Recommendations

Based on the findings presented in this report, the following recommendations are intended to support continued program improvement and strengthen statewide implementation of the ECYEH Program.

State-Level Recommendations

1. Strengthen Statewide Consistency in Identification, Reporting, and Documentation Practices

Continue statewide efforts to improve consistency and accuracy in identification, service documentation, and reporting practices across regions and LEAs. While data quality continues to improve statewide, variation in reporting practices remains evident in several areas, including barriers, technical assistance, and service delivery documentation.

Recommended strategies include:

- Providing additional statewide guidance and standardized reporting expectations,
- Continuing to utilize LEA Data Profiles and statewide monitoring tools to identify reporting trends and inconsistencies, and to reinforce consistent documentation practices,
- Expanding technical assistance for LEAs with historically low identification rates, inconsistent reporting patterns, or high levels of missing data, including charter schools and other historically underreporting entities, and
- Supporting ongoing statewide conversations regarding consistent interpretation and documentation of barriers, services, and technical assistance activities.

2. Continue Prioritizing Educational Stability and Attendance Supports

Transportation challenges, chronic absenteeism, and school mobility continued to affect educational continuity for many students experiencing homelessness statewide. Therefore, continuing to prioritize services and strategies that reduce barriers to enrollment, attendance, and school stability for children and youth experiencing homelessness are key.

Recommended strategies include:

- Exploring innovative transportation solutions and regional coordination strategies,
- Continuing to emphasize school-of-origin protections and educational stability,
- Supporting statewide attendance initiatives focused on students experiencing homelessness, and
- Prioritizing interventions for secondary students, particularly students in grades 10–12, who demonstrated elevated rates of chronic absenteeism and dropout.

3. Expand Statewide Academic and Student Engagement Supports

Students experiencing homelessness continued to demonstrate lower academic performance and assessment participation rates than statewide averages. Continued emphasis on instructional support and academic engagement is recommended.

Recommended strategies include:

- Emphasizing access to tutoring and instructional supports,
- Encouraging opportunities for afterschool, summer, and credit recovery programming,
- Continuing to emphasize participation in statewide academic assessments,
- Strengthening interventions designed to improve school engagement and persistence, and
- Supporting coordination between ECTEH staff and instructional programs serving students experiencing homelessness.

4. Strengthen Early Childhood Identification and Coordination Efforts

Continue strengthening statewide coordination related to early childhood identification and services for young children experiencing homelessness.

Recommended strategies include:

- Strengthening coordination between ECTEH regional offices, LEAs, shelters, and early childhood providers,
- Increasing awareness of available prekindergarten opportunities and referral pathways,
- Supporting LEAs in identifying and referring younger siblings of enrolled students, and
- Continuing efforts to align prekindergarten identification and reporting practices with McKinney-Vento guidance.

5. Support Sustainable Program Capacity and Infrastructure

As statewide identification, collaboration, technical assistance, and reporting activities continue to expand, ongoing review of program capacity and operational supports is recommended.

Potential strategies include:

- Reviewing regional staffing structures and workload demands,
- Identifying opportunities to streamline documentation and reporting processes,
- Continuing to strengthen statewide communication and resource-sharing systems, and
- Ensuring regional staff have access to the training, tools, and supports necessary to respond to growing program demands.

Regional-Level Recommendations

6. Continue Strengthening Cross-System Collaboration and Outreach

Regional ECTEH offices should continue strengthening partnerships with LEAs, shelters, Continuums of Care, housing providers, behavioral health agencies, and community organizations to support coordinated service delivery and improve access to resources for children and youth experiencing homelessness.

Particular emphasis should be placed on:

- Expanding participation in local and regional collaborative groups,
- Strengthening referral pathways and service coordination processes,
- Supporting collaboration between shelters and educational providers, and
- Sharing promising practices and resources across regions.

7. Utilize Regional Data to Inform Continuous Improvement Efforts

Regional offices should continue using available data and reporting tools to identify trends, support LEAs, and inform targeted technical assistance efforts.

Recommended activities include:

- Regularly reviewing regional trends in identification, attendance, barriers, and service delivery,
- Supporting LEAs with historically low identification or inconsistent reporting patterns,
- Monitoring participation in professional development and technical assistance activities, and
- Utilizing data to guide outreach, training, and continuous improvement efforts.

LEA-Level Recommendations

8. Continue Strengthening Local Identification and School Stability Efforts

LEAs should continue prioritizing timely identification and educational stability for children and youth experiencing homelessness.

Recommended strategies include:

- Regularly reviewing procedures for identifying students experiencing homelessness, and updating as needed,
- Continuing to prioritize immediate enrollment and school-of-origin protections,
- Strengthening communication between school staff, liaisons, and community partners, and
- Reviewing local attendance and mobility trends to identify students requiring additional support.

9. Expand Local Supports for Student Attendance, Engagement, and Academic Success

Given continued concerns related to attendance, academic performance, and dropout outcomes, LEAs should continue strengthening local interventions designed to support educational continuity and student success.

Potential strategies include:

- Expanding attendance intervention and family engagement efforts,
- Increasing access to tutoring, credit recovery, and academic support opportunities,
- Supporting participation in extracurricular, afterschool, and summer programming,
- Connecting students and families with community-based supports and resources, and
- Providing targeted support for secondary students experiencing chronic absenteeism or risk of dropout.

Conclusion

The 2024–25 findings demonstrate that the ECYEH Program continues to play a critical role in supporting children and youth experiencing homelessness across Pennsylvania. Continued

growth in identification, broad statewide implementation efforts, and high levels of service delivery reflect strong regional engagement and collaboration. At the same time, persistent challenges related to attendance, academic performance, transportation, and educational stability highlight the continued need for coordinated supports and ongoing program improvement efforts. Continued focus on consistency, educational stability, academic engagement, and cross-system collaboration will remain essential to ensuring that children and youth experiencing homelessness have equitable access to educational opportunities and support services statewide.

APPENDIX A: COUNITIES IN EACH ECYEH REGION

Counties are grouped by ECYEH region based on PDE's regional service structure.

Region 1	Region 2	Region 3	Region 4
Philadelphia	Berks	Adams	Allegheny
	Chester	Cumberland	Beaver
	Dauphin	Franklin	Bedford
	Lancaster	Huntingdon	Fayette
	Lebanon	Juniata	Fulton
	Schuylkill	Mifflin	Greene
		Perry	Somerset
		York	Washington
			Westmoreland
Region 5	Region 6	Region 7	Region 8
Butler	Armstrong	Bradford	Bucks
Clarion	Blair	Carbon	Delaware
Crawford	Cambria	Columbia	Lehigh
Erie	Cameron	Lackawanna	Montgomery
Forest	Centre	Luzerne	Northampton
Lawrence	Clearfield	Lycoming	
McKean	Clinton	Monroe	
Mercer	Elk	Montour	
Venango	Indiana	Northumberland	
Warren	Jefferson	Pike	
	Potter	Snyder	
		Sullivan	
		Susquehanna	
		Tioga	
		Union	
		Wayne	
		Wyoming	

APPENDIX B: PA ECYEH PROGRAM GOALS AND OBJECTIVES

Program Goals:

1. Ensure that all children and youth experiencing homelessness enroll, participate, and have the opportunity to succeed in school,
2. Ensure children and youth experiencing homelessness receive a free and appropriate public education on an equal basis with all other children in the state, and
3. Eliminate and/or reduce educational barriers through local best practices and the authorized activities of the McKinney-Vento Act.

Program Objectives:

1. Reduce the disruption in the educational lives of children and youth experiencing homelessness,
2. Increase awareness about the nature and extent of the problems children and youth experiencing homelessness have enrolling in and gaining access to educational programs and services,
3. Explain laws and policies already in place that help students overcome these barriers to education,
4. Build on laws and policies already in place that help students overcome these barriers to education,
5. Build the capacity of others to assist in identifying, enrolling, and ensuring the educational success of children and youth experiencing homelessness, and
6. Provide opportunities to collaborate with other statewide initiatives to improve academic achievement of students experiencing homelessness.

APPENDIX C: DETAILED DATA TABLES BY REGION

This appendix provides detailed tables supporting analyses presented in the report, including regional distributions of children and youth experiencing homelessness by key characteristics.

Note. Percentages represent the proportion of children and youth within each region and statewide total. Percentages may not sum to 100 due to rounding. Dashes indicate no reported data.

Table C1: Children and Youth Experiencing Homelessness by Age/Grade Category and Region, 2024–25.

Age/Grade Category	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Birth to age 2	3,504, 7%	1,068, 11%	871, 7%	232, 5%	327, 5%	204, 6%	129, 4%	243, 6%	430, 7%
Age 3–5 (not pre-K)	2,155, 4%	577, 6%	564, 4%	142, 3%	215, 3%	98, 3%	44, 2%	181, 4%	334, 5%
Pre-kindergarten	2,006, 4%	950, 10%	379, 3%	77, 2%	70, 1%	90, 3%	224, 8%	143, 3%	73, 1%
Kindergarten	3,215, 6%	768, 8%	648, 5%	345, 7%	447, 7%	217, 7%	147, 5%	226, 5%	417, 7%
Grade 1	3,566, 7%	716, 8%	826, 6%	359, 7%	513, 7%	205, 6%	162, 6%	244, 6%	541, 8%
Grade 2	3,475, 7%	678, 7%	802, 6%	354, 7%	476, 7%	216, 7%	157, 5%	258, 6%	534, 8%
Grade 3	3,588, 7%	666, 7%	871, 7%	366, 8%	480, 7%	230, 7%	172, 6%	255, 6%	548, 9%
Grade 4	3,208, 6%	639, 7%	756, 6%	294, 6%	440, 6%	185, 6%	154, 5%	239, 5%	501, 8%
Grade 5	3,247, 6%	638, 7%	757, 6%	315, 6%	438, 6%	197, 6%	138, 5%	242, 6%	522, 8%
Grade 6	3,244, 6%	592, 6%	847, 7%	324, 7%	420, 6%	200, 6%	141, 5%	224, 5%	496, 8%
Grade 7	3,228, 6%	536, 6%	899, 7%	297, 6%	428, 6%	205, 6%	144, 5%	209, 5%	510, 8%
Grade 8	3,183, 6%	522, 6%	850, 7%	340, 7%	414, 6%	195, 6%	147, 5%	201, 5%	514, 8%
Grade 9	3,954, 8%	688, 7%	1,187, 9%	371, 8%	479, 7%	230, 7%	194, 7%	226, 5%	579, 9%
Grade 10	3,510, 7%	560, 6%	1,043, 8%	332, 7%	452, 7%	207, 6%	177, 6%	224, 5%	515, 8%
Grade 11	3,224, 6%	465, 5%	938, 7%	316, 7%	406, 6%	200, 6%	183, 6%	217, 5%	499, 8%
Grade 12	4,040, 8%	608, 7%	1,160, 9%	385, 8%	472, 7%	296, 9%	234, 8%	279, 6%	606, 9%

Table C2: Enrolled students experiencing homelessness by nighttime status and region, 2024–25.

Nighttime Status	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Doubled-up	31,942, 70%	6,034, 71%	8,393, 72%	3,250, 73%	4,175, 72%	2,051, 73%	1,653, 76%	1,863, 60%	4,523, 66%
Shelters/ Transitional Housing	7,625, 17%	1,978, 23%	1,288, 11%	409, 9%	1,165, 20%	495, 18%	339, 16%	685, 22%	1,266, 19%
Hotel/Motel	4,351, 10%	212, 2%	1,373, 12%	632, 14%	452, 8%	191, 7%	134, 6%	436, 14%	921, 13%
Unsheltered	1,608, 4%	362, 4%	659, 6%	164, 4%	109, 2%	92, 3%	46, 2%	73, 2%	103, 2%

Table C3: Unaccompanied youth experiencing homelessness by age/grade category and region, 2024-25.

Age/Grade Category	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
K-12	8,948, 97%	1,271, 96%	2,491, 97%	1,065, 98%	1,004, 98%	760, 96%	734, 97%	604, 98%	1,019, 97%
Early Childhood (Birth-5)	275, 3%	58, 4%	82, 3%	17, 2%	21, 2%	35, 4%	23, 3%	10, 2%	26, 3%
Total	9,223, 100%	1,329, 100%	2,573, 100%	1,082, 100%	1,025, 100%	795, 100%	757, 100%	614, 100%	1,045, 100%

Table C4: Children and youth experiencing homelessness by English learner status and region, 2024-25.

English Learner Status	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Current EL	7,464, 14%	1,913, 20%	2,658, 20%	743, 15%	509, 8%	117, 4%	110, 5%	283, 8%	1,131, 15%
Former EL	373, 1%	35, <1%	148, 1%	70, 2%	16, <1%	1, <1%	9, <1%	15, <1%	79, 1%
Never EL	34,806, 66%	5,997, 62%	8,438, 63%	3,504, 71%	4,879, 76%	2,595, 80%	1,849, 77%	2,500, 73%	5,044, 67%
EL Status Unknown	9,704, 19%	2,726, 28%	2,154, 16%	532, 11%	1,073, 17%	462, 14%	579, 24%	813, 19%	1,365, 18%

Table C5: Children and youth experiencing homelessness by migrant status and region, 2024-25.

Migrant Status	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Migrant	2,416, 5%	474, 4%	1,279, 10%	134, 3%	98, 2%	9, <1%	20, <1%	128, 4%	274, 4%
Not Migrant	49,931, 95%	10,197, 96%	12,119, 90%	4,715, 97%	6,379, 98%	3,166, 100%	2,527, 99%	3,483, 96%	7,345, 96%

Table C6: Children and youth experiencing homelessness by race and ethnicity and region, 2024-25.

Race/ Ethnicity	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Black or African American	16,987, 32%	6,118, 56%	2,601, 19%	1,103, 23%	2,808, 40%	525, 17%	271, 10%	731, 21%	2,830, 37%
White	14,118, 27%	497, 5%	3,035, 23%	1,927, 41%	2,095, 30%	1,825, 58%	1,580, 61%	1,484, 43%	1,675, 22%
Hispanic/Latino	13,062, 25%	2,592, 24%	5,459, 40%	1,045, 22%	544, 8%	203, 6%	194, 8%	859, 25%	2,166, 28%
Two or more races	3,850, 7%	354, 3%	850, 6%	400, 8%	733, 10%	327, 10%	200, 8%	331, 10%	655, 9%
Asian	718, 1%	321, 3%	135, 1%	39, 1%	77, 1%	19, 1%	15, 1%	11, <1%	101, 1%
American Indian or Alaska Native	109, <1%	19, <1%	26, <1%	10, <1%	8, <1%	8, <1%	3, <1%	16, <1%	19, <1%
Native Hawaiian or Pacific Islander	52, <1%	14, <1%	17, <1%	5, <1%	2, <1%	5, <1%	2, <1%	6, <1%	1, <1%
Information not available	3,451, 7%	756, 7%	1,275, 9%	320, 7%	210, 3%	263, 8%	282, 11%	173, 5%	172, 2%

Table C7: Children and youth experiencing homelessness by economic disadvantage status and region, 2024-25.

Economic Disadvantage Status	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Yes	35,838, 68%	6,772, 64%	10,019, 75%	3,461, 71%	4,332, 68%	2,417, 76%	1,725, 68%	2,211, 61%	4,901, 64%
No	6,379, 12%	1,061, 10%	1,033, 8%	836, 17%	1,057, 17%	294, 9%	238, 9%	560, 15%	1,300, 17%
Unknown	10,130, 20%	2,838, 27%	2,346, 18%	552, 11%	1,088, 17%	464, 15%	584, 23%	840, 23%	1,418, 19%

Table C8: Enrolled students experiencing homelessness by LEA economic status⁶¹ and region, 2024-25.

LEA Percent of Enrollment from Low-Income Families	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
80-100%	7,937, 17%	1,570, 18%	3,223, 23%	49, 1%	786, 11%	566, 19%	198, 8%	427, 13%	1,118, 15%
60-79%	15,764, 34%	6,348, 72%	2,498, 18%	1,215, 25%	2,031, 32%	442, 15%	393, 16%	1,052, 32%	1,785, 24%
40-59%	12,280, 26%	62, 1%	3,195, 23%	2,213, 46%	1,497, 24%	1,327, 44%	1,054, 43%	1,113, 34%	1,819, 25%
20-39%	5,955, 13%	9, <1%	1,951, 14%	843, 17%	1,051, 17%	379, 13%	334, 14%	179, 5%	1,209, 16%
0-19%	809, 2%	-, -	307, 2%	-, -	134, 2%	22, <1%	-, -	9, <1%	337, 5%
Unknown	2,781, 6%	597, 7%	539, 4%	135, 3%	402, 6%	93, 3%	193, 8%	277, 8%	545, 7%

Table C9: Enrolled students experiencing homelessness by LEA locale and region, 2024-25.⁶²

LEA Locale	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
City	16,549, 36%	7,640, 90%	3,233, 27%	1,576, 32%	1,289, 21%	399, 13%	596, 24%	925, 27%	891, 12%
Suburb	14,985, 33%	-, -	4,490, 38%	1,426, 29%	2,801, 45%	534, 17%	151, 6%	752, 22%	4,831, 65%
Town	2,815, 6%	-, -	379, 3%	580, 12%	171, 3%	828, 27%	438, 18%	419, 12%	-, -
Rural	4,575, 10%	-, -	642, 5%	669, 14%	711, 11%	960, 31%	767, 31%	684, 20%	142, 2%
Could not be determined	3,821, 8%	349, 4%	2,430, 20%	69, 1%	527, 8%	15, <1%	27, 1%	-, -	404, 5%
Unknown	2,781, 6%	597, 7%	539, 4%	135, 3%	402, 6%	93, 3%	193, 8%	277, 8%	545, 7%

⁶¹ For this analysis, LEAs were grouped into five income bands: 0-19 percent, 20-39 percent, 40-59 percent, 60-79 percent, and 80-100 percent of enrollment from low-income families.

⁶² The "could not be determined" category includes students who attended LEAs that serve multiple geographic areas, most commonly intermediate unit prekindergarten programs and cyber charter schools. Because cyber charter schools can enroll students across the Commonwealth, their locale designation is based solely on the location of their central office. Additionally, enrolled students identified through shelter reporting only and were not linked to a specific LEA. These students are included in the 'unknown' category.

Table C10: Entities participating in ECYEH professional development by type and region, 2024-25.

Entity Type	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Local Education Agency (LEA)	490, 75%	22, 51%	96, 75%	55, 69%	105, 78%	74, 86%	59, 78%	64, 81%	15, 94%
Agency/Organization	122, 19%	20, 47%	27, 21%	21, 26%	13, 10%	11, 13%	16, 21%	13, 16%	1, 6%
Shelter	28, 4%	–, –	4, 3%	5, 6%	16, 12%	–, –	1, 1%	2, 3%	–, –
Prekindergarten Programs	9, 1%	1, 2%	2, 2%	4, 5%	1, 1%	1, 1%	–, –	–, –	–, –

Table C11: Participants in ECYEH professional development by role and region, 2024-25.⁶³

Participant Role	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Other Staff	7,737, 70%	1,154, 63%	1,743, 76%	850, 75%	433, 58%	850, 66%	1,802, 72%	905, 77%	–, –
Administrative Staff	807, 7%	201, 11%	50, 2%	36, 3%	47, 6%	106, 8%	196, 8%	170, 15%	1, 6%
Title I Staff	117, 1%	1, <1%	–, –	–, –	3, <1%	4, <1%	100, 4%	8, 1%	1, 6%
Special Education Staff	709, 6%	252, 14%	–, –	12, 1%	10, 1%	132, 10%	268, 11%	35, 3%	–, –
Homeless Liaisons	1,630, 15%	216, 12%	506, 22%	242, 21%	253, 34%	204, 16%	141, 6%	53, 5%	15, 88%

Table C12: Technical Assistance provided by type and frequency by entity type, 2024-25.

Entity Type	Child/Family-Specific TA	Child/Family Non-Specific TA	McKinney-Vento Materials	Bulk Supplies
LEAs (n=533)	501, 90% (292 often; 191 occasionally; 18 once)	391, 73% (139 often; 225 occasionally; 27 once)	488, 92%	287, 54%
Shelters (n=64)	55, 86% (28 often; 26 occasionally; 1 once)	37, 58% (9 often; 27 occasionally; 1 once)	55, 86%	36, 56%
Agencies/Organizations (n=146)	94, 64% (64 often; 19 occasionally; 11 once)	71, 49% (26 often; 45 occasionally; 0 once)	84, 58%	43, 29%
Prekindergarten Programs (n=14)	13, 93% (12 often; 1 occasionally; 0 once)	11, 79% (9 often; 2 occasionally; 0 once)	13, 93%	4, 29%

⁶³ Participant counts reflect individuals attending ECYEH professional development activities. Some duplication may occur, particularly among homeless liaisons.

Table C13: Barriers to enrollment for enrolled students experiencing homelessness by region, 2024-25.

Barrier	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
Determining eligibility for homeless services	4,883, 14.7%	549, 16.2%	2,572, 26.9%	245, 6.2%	414, 10.0%	26, 1.1%	13, 0.7%	292, 12.3%	772, 14.1%
Transportation	2,761, 8.3%	603, 17.8%	424, 4.4%	202, 5.1%	569, 13.7%	330, 13.4%	82, 4.6%	102, 4.3%	449, 8.2%
Obtaining other medical records	886, 2.7%	295, 8.7%	518, 5.4%	- , -	22, 0.5%	- , -	- , -	- , -	32, 0.6%
Immunization records	1,788, 5.4%	178, 5.3%	1,385, 14.5%	86, 2.2%	60, 1.4%	11, 0.4%	11, 0.6%	14, 0.6%	43, 0.8%
School records	1,505, 4.5%	182, 5.4%	1,056, 11.0%	100, 2.5%	81, 2.0%	13, 0.5%	14, 0.8%	11, 0.5%	48, 0.9%
School selection	435, 1.3%	87, 2.6%	29, 0.3%	157, 4.0%	89, 2.1%	22, 0.9%	- , -	12, 0.5%	35, 0.6%
Other	2,672, 8.1%	1,937, 57.3%	153, 1.6%	175, 4.4%	208, 5.0%	23, 0.9%	31, 1.7%	23, 1.0%	122, 2.2%
Total youth for whom barrier data was available	33,133, 100%	3,381, 100%	9,575, 100%	3,934, 100%	4,142, 100%	2,461, 100%	1,792, 100%	2,365, 100%	5,483, 100%
Total youth experiencing at least one barrier	8,448, 25.0%	2,332, 69.0%	3,065, 32.0%	326, 8.0%	772, 19.0%	390, 16.0%	122, 7.0%	417, 18.0%	1,024, 19.0%

Table C14: Mobility among enrolled students experiencing homelessness by region, 2024-25.

Region	Total	1 LEA/School	2 LEAs/Schools	>2 LEAs/Schools	Unable to Determine
Region 1	8,586, 100%	6,350, 74%	1,435, 17%	204, 2%	597, 7%
Region 2	11,713, 100%	9,027, 77%	1,888, 16%	291, 2%	507, 4%
Region 3	4,455, 100%	3,483, 78%	763, 17%	81, 2%	128, 3%
Region 4	5,901, 100%	4,132, 70%	1,180, 20%	187, 3%	402, 7%
Region 5	2,829, 100%	2,118, 75%	527, 19%	91, 3%	93, 3%
Region 6	2,172, 100%	1,530, 70%	379, 17%	70, 3%	193, 9%
Region 7	3,057, 100%	2,148, 70%	520, 17%	112, 4%	277, 9%
Region 8	6,813, 100%	5,146, 76%	1,001, 15%	121, 2%	545, 8%
State Total	45,526, 100%	33,934, 75%	7,693, 17%	1,157, 3%	2,742, 6%

Table C15. School attendance percentage categories by region, 2024-25.⁶⁴

Attendance Category	State	Region 1	Region 2	Region 3	Region 4	Region 5	Region 6	Region 7	Region 8
90% or more attendance	19,592, 52%	3,042, 49%	5,839, 55%	2,238, 61%	2,343, 51%	1,225, 55%	996, 58%	1,203, 50%	2,706, 51%
80–89% attendance	10,103, 27%	1,797, 29%	2,293, 22%	1,033, 28%	1,356, 30%	759, 34%	488, 28%	756, 31%	1,621, 31%
70–79% attendance	4,301, 11%	962, 15%	910, 9%	361, 10%	656, 14%	276, 12%	189, 11%	313, 13%	634, 12%
69% or lower attendance	5,529, 15%	1,359, 22%	1,144, 11%	272, 7%	591, 13%	354, 16%	183, 11%	291, 12%	635, 12%
No attendance data available	4,864, 11%	1,064, 17%	1,077, 10%	300, 8%	709, 15%	198, 9%	260, 15%	393, 14%	863, 16%
Enrolled fewer than 10 days	395, 1%	61, 1%	71, 1%	33, 1%	43, 1%	24, 1%	15, 1%	28, 1%	120, 2%

⁶⁴ Attendance percentages are based on students with available attendance data unless otherwise noted. Chronic absenteeism is defined as attending fewer than 90 percent of enrolled school days. Students enrolled fewer than 10 days were excluded from chronic absenteeism calculations.

APPENDIX D: STATEWIDE TECHNICAL ASSISTANCE, TRAINING, AND RESOURCE DEVELOPMENT ACTIVITIES, 2024-25.

During the 2024–25 program year, the Center for Schools and Communities (CSC), in partnership with the Pennsylvania Department of Education (PDE), coordinated and facilitated a wide range of statewide and regional technical assistance, professional development, and resource development activities to support ECTEH and ARP-HCY implementation.

Activities are grouped below by major focus area.

1. Statewide Professional Development and Training

Webinar Learning Series (2024-25)

CSC hosted a statewide webinar series designed to support homeless liaisons, educators, and youth-serving professionals. Topics included:

- ECTEH Monitoring 2024–2025: Essential Processes and Tools
- Educator well-being and resilience strategies
- Arts integration and trauma-informed supports
- Positive experiences and student well-being (HOPE framework)
- Social-emotional practices to reduce exclusionary discipline
- Affirming services for LGBTQ youth
- Implementation of Act 1 of 2022

Statewide and Regional Events

- Presented at ECTEH Region 8 Summit (August 2024)
- Exhibited at PA Student Assistance Professional Conference (February 2025)
- Exhibited at PA Pre-K Counts and HSSAP Grantee Meeting (April 2025)
- Participated in quarterly Early Childhood Homelessness stakeholder meetings

Ongoing Coordination and Support

- Facilitated 12 monthly statewide TA and program planning meetings with PDE and partners
- Connected partner programs (e.g., Parents as Teachers) with regional offices
- Provided ongoing responses to technical assistance requests
- Maintained and approved ECTEH Homeless Liaison Directory

2. Paving the Way to Educational Success (PTW) Conference

CSC coordinated and implemented the annual PTW Conference (October 2024), offered in both virtual and in-person formats.

- **400+ participants** statewide
- Featured keynote speakers on student stability, safety, and well-being
- Included networking sessions, awards ceremony, and stakeholder engagement activities

3. ECYEH Awareness Week (November 2024)

- Developed and disseminated statewide outreach and social media toolkit
- Coordinated “Wear Red Day” and local awareness activities
- Supported statewide advocacy event at the state capital

4. Regional Coordination and Professional Learning

Regional Coordinator Meetings

CSC coordinated and facilitated ongoing meetings to support regional offices:

- August 2024 (virtual)
- October 2024 (in-person)
- January 2025 (in-person)
- April 2025 (in-person)

These meetings supported:

- Policy updates
- Peer collaboration
- Problem-solving and emerging needs

Regional Professional Development Day

- June 2025 (State College)
- Focus: leadership, conflict resolution, and staff well-being

5. Monitoring and Program Support Activities

CSC supported ECYEH and ARP-HCY monitoring through:

- Development of monitoring cohorts
- Monitor training and orientation
- Scheduling and coordination of site visits
- Ongoing support to LEAs and monitors
- Processing and review of monitoring reports
- Input and updates for future monitoring cycles

6. ECYEH Data Reporting Technical Assistance

The AIU provided the following data-related technical assistance and training to ECYEH staff and LEAs:

- On-demand technical assistance for the use of the ECYEH Reporting App (ERA) through the ECYEH Support system
- Training on how to log in and use the ERA
- Support for statewide monitoring tool updates
- Ongoing support for the ECYEH Monitoring dashboard upload system

- Miscellaneous updates, trainings and presentations on ECYEH data collection process and the use and interpretation of data results for continuous program improvement

7. Statewide Resource Development

CSC coordinated the development and dissemination of new statewide resources, including:

- Youth Human Trafficking Toolkit for Educators
- Understanding Unaccompanied Homeless Youth Guide
- Educational Rights Posters (English and Spanish)
- Transition of key materials to digital formats for accessibility

The AIU coordinated the development and dissemination of new statewide resources including:

- ECYEH Power BI data dashboard for use by PDE and regional coordinators
- ERA System Users Directions Guide

8. ARP-HCY Statewide Initiatives

CSC supported ARP-HCY implementation through:

Direct Supports

- Technical assistance for LEAs and regional offices
- Monitoring preparation and support

Student and Family Supports

- Distribution of 200 cell phones to eligible students
- Implementation of The Bridge Project (teletherapy services)
- Summer program: Build Your Best School Year Camp (50 students)

Resource and Outreach Efforts

- Maintenance of ARP-HCY webpages and materials
- Expansion of [Finding Your Way in PA](#) (14,000 users in one month)
- Dissemination of guidance on allowable activities and funding

Consortium Support

- Hygiene kits and care closets
- Laundry facility support
- Technical assistance for ARP-HCY II fund use

Additional Engagement

- Podcast series: *I Will Be Your Voice*
- Ongoing TA to grantees and partners

APPENDIX E: DETAILED ACADEMIC OUTCOME TABLES

Table E1. Reading and literature assessment performance by grade level, 2024-25.⁶⁵

Grade Level	Below Basic	Basic	Proficient	Advanced
<i>All Students</i>	5,971, 36%	7,083, 42%	3,333, 20%	400, 2%
Grade 3	1,218, 44%	937, 34%	554, 20%	47, 2%
Grade 4	970, 40%	979, 40%	435, 18%	62, 3%
Grade 5	1,067, 43%	969, 39%	411, 17%	32, 1%
Grade 6	731, 30%	1,150, 47%	469, 19%	74, 3%
Grade 7	394, 17%	1,476, 63%	426, 18%	61, 3%
Grade 8	873, 39%	908, 40%	412, 18%	74, 3%
Grade 11	718, 35%	664, 32%	626, 30%	50, 2%

Table E.2. Mathematics and Algebra I assessment performance by grade level, 2024-25.⁶⁶

Grade Level	Below Basic	Basic	Proficient	Advanced
<i>All Students</i>	10,419, 60%	4,572, 26%	1,981, 11%	531, 3%
Grade 3	1,621, 56%	645, 22%	495, 17%	137, 5%
Grade 4	1,382, 54%	668, 26%	390, 15%	118, 5%
Grade 5	1,290, 50%	871, 34%	323, 13%	77, 3%
Grade 6	1,579, 63%	675, 27%	216, 9%	47, 2%
Grade 7	1,738, 71%	495, 20%	167, 7%	47, 2%
Grade 8	1,818, 77%	374, 16%	126, 5%	39, 2%
Grade 11	991, 46%	844, 39%	264, 12%	66, 3%

Table E3. Science and biology assessment performance by grade level, 2024-25.⁶⁷

Grade Level	Below Basic	Basic	Proficient	Advanced
<i>All Students</i>	1,078, 51%	609, 29%	332, 16%	93, 4%
Grade 11	1,078, 51%	609, 29%	332, 16%	93, 4%

⁶⁵ Reading/literature outcomes include results from the reading PSSA, literature Keystone Exam, and reading PASA. Percentages may not total 100 due to rounding.

⁶⁶ Mathematics/algebra outcomes include results from the mathematics PSSA, Algebra I Keystone Exam, and mathematics PASA. Percentages may not total 100 due to rounding.

⁶⁷ Science/biology outcomes for 2024–25 primarily reflect Biology Keystone Exam results. The science PSSA and science PASA were not administered during the 2024–25 school year. Percentages may not total 100 due to rounding.