



# STUDENT HOMELESSNESS IN THE BUREAU OF INDIAN EDUCATION: SY 2022-2023 AND 2023-2024



## About the Bureau of Indian Education's McKinney-Vento Program

The Bureau of Indian Education's McKinney-Vento Education for Homeless Children and Youth Program is also known as Title IX, Part A of the Elementary and Secondary Education Act (as amended in 2015). The McKinney-Vento Education of Homeless Children and Youth Assistance Act is a federal law that ensures immediate enrollment and educational stability for children and youth experiencing homelessness.



The BIE McKinney-Vento Education for Homeless Children and Youth Program ensures that every child and youth experiencing homelessness has equal access to the same free, appropriate public education, including public preschool education, as provided to other children and youths.

The McKinney-Vento Act provides federal funding to states to support school programs that serve students experiencing homelessness. The Bureau of Indian Education is considered a state for these purposes and makes competitive subgrants available to BIE schools to facilitate the identification, enrollment, attendance, and school success of children and youths experiencing homelessness. Students experiencing homelessness should have access to the education and other services they need to ensure they have an opportunity to meet the same challenging academic standards to which all students are held.

The mission of the Bureau of Indian Education is to provide students at BIE-funded schools with a culturally relevant, high-quality education that prepares students with the knowledge, skills, and behaviors needed to flourish in the opportunities of tomorrow, become healthy and successful individuals, and lead their communities and sovereign nations to a thriving future that preserves their unique cultural identities.

## About SchoolHouse Connection

SchoolHouse Connection (SHC) is a national non-profit organization working to overcome homelessness through early care and education. We provide strategic, practical assistance to state and local educational agencies, institutions of higher education, homeless service providers, and youth.



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## Executive Summary

### Overview

As part of a cooperative agreement with BIE, SHC conducted a landscape analysis of BIE’s McKinney-Vento program. The analysis and recommendations in this report are based upon a review of available data, as well as activities conducted through SHC’s partnership with BIE since 2021. Please note that where SY 2023-2024 data is not yet available, SY 2022-2023 is used for the purpose of this report. Data was accessed from the U.S. Department of Education technical assistance center (the National Center for Homeless Education) and the Bureau of Indian Education’s Native American Student Information System (NASIS).

### Key Findings

1. Over the past four school years, identification of students experiencing homelessness has improved in BIE schools, but half of BIE schools still do not report homeless student data;
2. Many BIE students experiencing homelessness face compounded challenges, such as disabilities, limited English proficiency, and lack of a parent or guardian;
3. BIE students experiencing homelessness have better attendance than their peers, but lower academic outcomes;
4. Education for Homeless Children and Youth (EHCY) funding is strongly correlated with improvements in homeless student identification.

## Key Findings and Recommendations

**Key Finding 1: Over the past four years, identification of students experiencing homelessness has improved in BIE schools, but half of BIE schools still do not report homeless data.**

### How many BIE students were identified as experiencing homelessness?

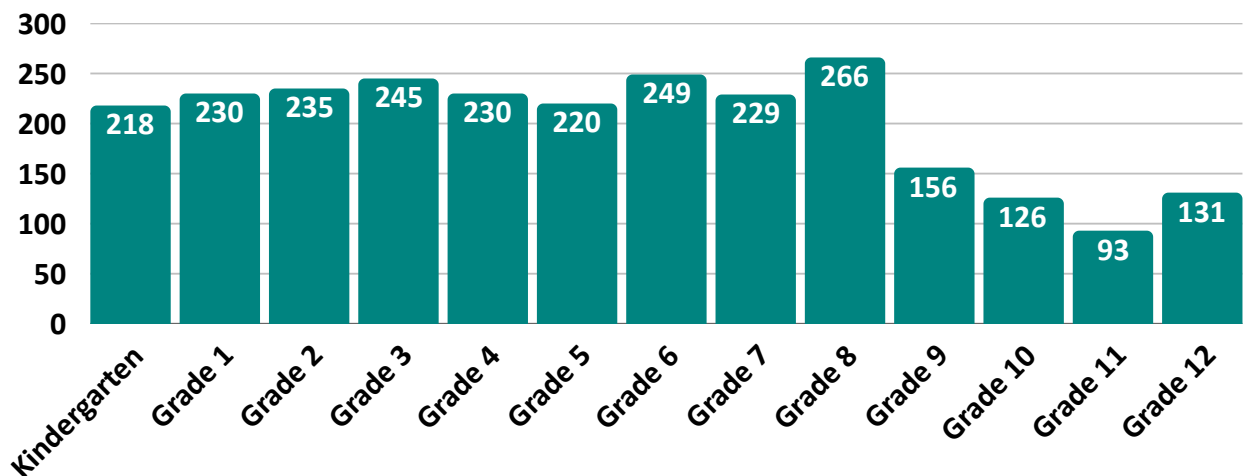
In SY 2022–2023, BIE schools identified 1,910 students experiencing homelessness, representing 5.2% of all BIE students. Notably, this is nearly double the national homeless student identification rate of 2.8%. However, since less than half of BIE schools submitted homeless student data in SY 2022-2023, *the actual prevalence of student homelessness is likely much higher.*

The majority of students experiencing homelessness were identified in elementary and middle school. In SY 2023-2024:

- BIE schools identified homeless students at comparable rates in grades kindergarten through eight.
- BIE schools identified a significantly lower percentage of homeless students in ninth grade compared to eighth.
- BIE schools identified steadily decreasing percentages of homeless students in grades 9-11, with a slight increase in grade 12.

The sharp decline in homeless student identification between grades 8 and 9 suggests a need for focused transition planning, including dropout prevention and recovery efforts for students experiencing homelessness. Conversely, the spike in grade 12 may reflect increased awareness of students’ living situations as they prepare for graduation and postsecondary plans.

**Identification by Grade Level 2023-24**



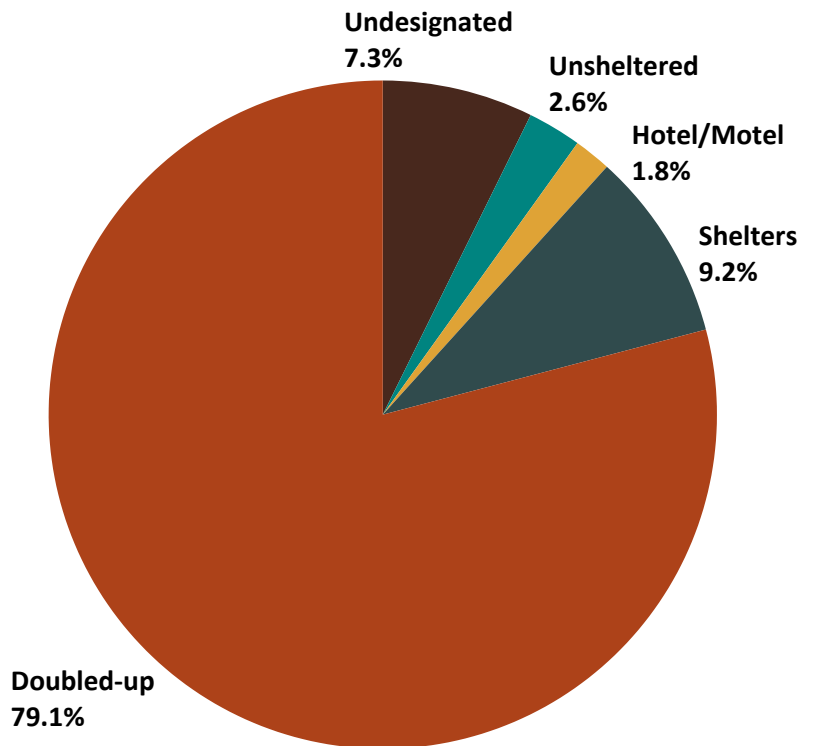
## What is the primary nighttime residence of BIE students experiencing homelessness?

The majority of BIE students experiencing homelessness share the housing of others, commonly referred to as “doubled up” situations (86%). Fewer BIE students stay in shelters, hotels, or motels, possibly reflecting the lack of these settings in many reservation communities. The low rate of “unsheltered” students experiencing homelessness (3%) is also noteworthy. Since “unsheltered” includes substandard housing—a widespread issue in Native communities—this low rate likely reflects significant underidentification.

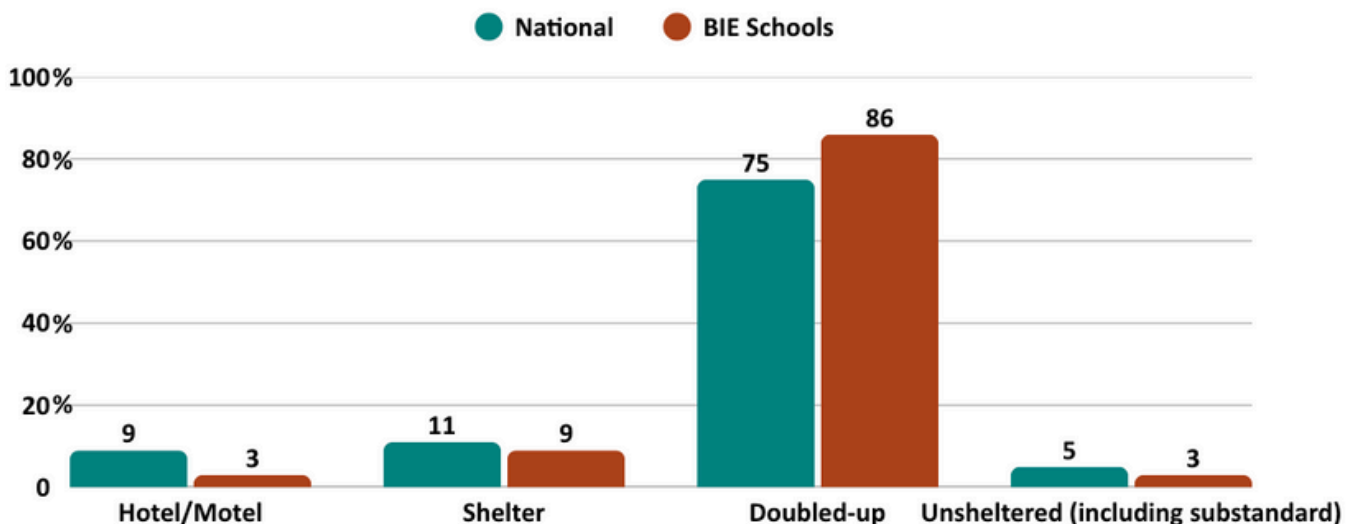
Data from SY 2023–2024 show that 7.3% of students identified as experiencing homelessness were marked with an “undesigned” nighttime residence. This indicates that some BIE schools are not accurately entering primary nighttime residence data, which in turn skews the overall dataset—creating a false appearance of decreases across most categories, except for shelters.

Students experiencing homelessness in BIE schools are more likely to be identified as staying in doubled-up situations, and less likely to be identified in shelters, motels, or unsheltered situations, compared to students experiencing homelessness in non-BIE schools across the nation.

**Primary Nighttime Residence 2023-2024**



**National vs. BIE Primary Nighttime Residence 2022-23**



## How has homeless student identification and reporting changed between SY 2020-2021 and SY 2023-2024 in BIE schools?

From 2020-2024, there was a significant increase in both the number of students identified as experiencing homelessness, as well as the number of BIE schools reporting homeless student data. Notably:

- In 2020-2021, 63 of 174 (36%) BIE schools reported 2,200 students experiencing homelessness.
- By 2023-2024, 87 of 174 (50%) BIE schools reported 2,626 students experiencing homelessness.
- Of the 87 BIE schools that reported identification rates in SY 2023–2024, 24 schools reported that over 20% of their students experience homelessness.

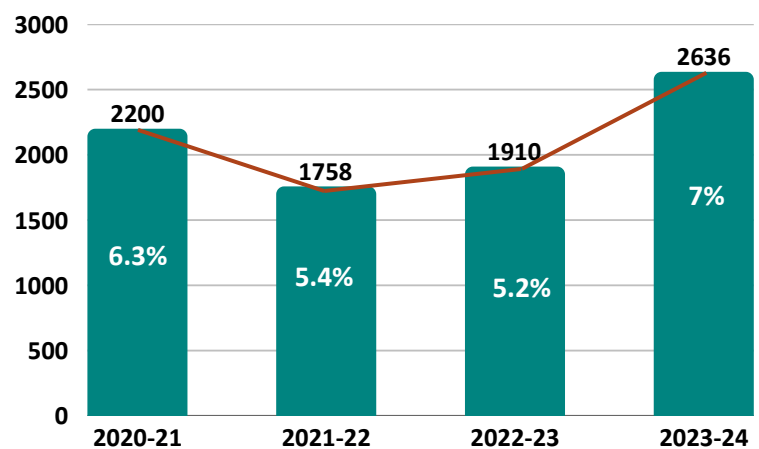
Although the average homeless student identification rate across BIE schools in SY 2023–2024 was just 7%, the top 10 reporting schools each identified over 50% of their students as experiencing homelessness (Appendix A ). With 87 schools still not reporting, accurately estimating overall identification rates across BIE schools remains a significant challenge.

Data also show a significant increase in homeless student identification during SY 2023-2024 mirroring national trends. Still, given the extreme economic disparities, severe shortage of safe, affordable housing in Indian Country, and continued misunderstanding and lack of awareness of the legal definition of homelessness, there are likely more students experiencing homelessness who have not yet been identified.

### Additional notable findings about the identification of students experiencing homelessness in BIE schools:

- Identification rates vary significantly across Education Resource Centers (ERC). In SY 2023-2024, one ERC area did not report identification rates at all, whereas some ERC areas identified up to 23% of their students as experiencing homelessness (Appendix B).
- Residential schools present a key opportunity to identify homeless students, yet only 49% of BIE residential schools reported any such students, highlighting a serious gap in awareness and compliance with McKinney-Vento requirements (Appendix C).
- Tribally-Controlled Schools (TCS) are more likely to report homeless student data than Bureau-Operated Schools (BOS). Several factors may contribute to this difference, including subgrantee status. In SY 2023–2024, there were 18 TCS subgrantees and 6 BOS subgrantees, which suggests that dedicated homeless education funding may increase the likelihood of data submission. Another reason for underreporting could be that schools without a McKinney-Vento sub-grant are not aware that they are required to report homeless student data.

**BIE McKinney-Vento Identification Trend**



## BIE Homeless Student Data Reporting Rates by School Type

2023-2024	BOS	TCS	Total
Reporting	21 (38%)	66 (55%)	87
Not Reporting	34 (62%)	53 (45%)	87
<b>Total</b>	<b>55</b>	<b>119</b>	<b>174</b>

**Recommended Goal: By 2027, the identification of students experiencing homelessness across BIE schools will increase by 5%.**

### Recommended Activities:

1. Continue providing professional development to all BIE liaisons and staff on the requirements of the McKinney-Vento Act, and best practices for identifying and enrolling students experiencing homelessness.
2. Provide targeted professional development and training to schools that under-identify students experiencing homelessness.
3. Provide technical assistance and resources (i.e. needs assessment) to schools on how to leverage various funding streams —especially Title I, Part A set aside— to support the unique needs of Native students experiencing homelessness.
4. Provide peer-to-peer learning opportunities and a community of practice centered on identification best practices.
5. Compile and share identification best practices from BIE schools and liaisons.
6. Provide resources and templates that schools can use to improve identification and data reporting. This could include:
  - a. Adopting and requiring use of a standard Housing Questionnaire to be used upon enrollment of every student.
  - b. Translating all existing print and digital outreach materials, including posters, brochures, school enrollment forms, videos, and website/social media posts, into Native languages.
  - c. Developing resources for schools to better collaborate with community partners where families experiencing homelessness are likely to frequent, including early childhood programs, eviction courts, first responders, and legal services.

## Recommended Goal: By 2027, 100% of BIE schools will report homeless student data.

### Recommended Activities:

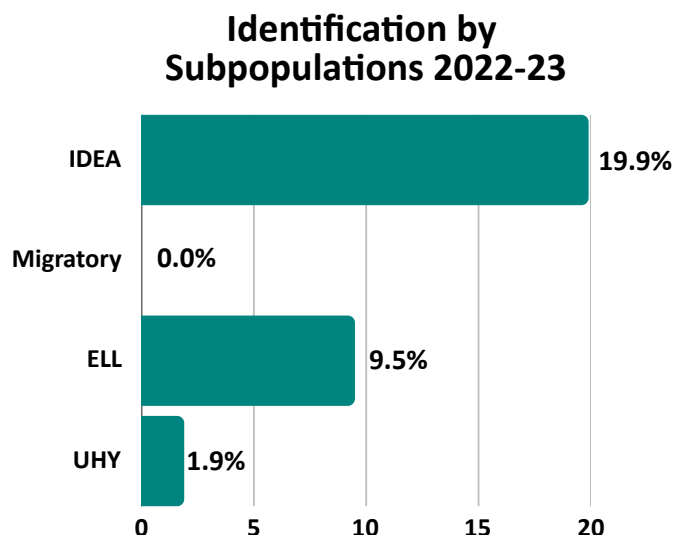
1. Develop a memo to all school-level administrators clarifying the requirements to collect and report data on students experiencing homelessness, including instructions for entering information into NASIS.
2. Continue to provide a variety of professional development sessions focused on understanding the requirements of the McKinney-Vento Act, specifically related to data collection and reporting. Offer customized sessions for administrators and staff who are responsible for data reporting.
3. Incorporate data reporting into BIE monitoring of all BIE schools.
4. Provide targeted professional development that is differentiated between on-reservation and off-reservation residential programs, as well as for peripheral residential programs.
5. Develop a data tracking tool and referral process for peripheral residential programs so they may collaborate with the academic school and improve supportive services for students.

## Key Finding 2: Many BIE students experiencing homelessness face compounded challenges, such as disabilities, limited English proficiency, and lack of a parent or guardian.

### What are additional support needs of BIE students experiencing homelessness?

During SY 2022-2023, students experiencing homelessness:

- Were also eligible for Special Education services (20%, equal to the national average).
- Received English Language Learner (ELL) services (10%, less than half the national average).
- Were experiencing homelessness while also not in the physical custody of a parent or legal guardian, defined as unaccompanied homeless youth (UHY) (nearly 2%, lower than the national average).
- Note that the data for “migratory” is zero (0%) —Although BIE schools may enroll migratory students who meet their enrollment criteria, they may not be identifying them as migratory under McKinney-Vento, since BIE does not operate a Migrant Education Program (MEP) under Title I, Part C.



## Unaccompanied Homeless Youth

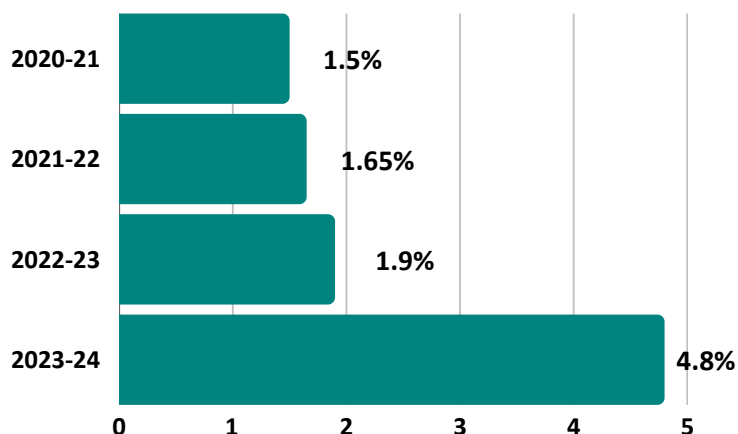
During SY 2022-2023, the identification rate for unaccompanied homeless youth was less than 2%, which is significantly lower than the national average (9%).

The most common Primary Nighttime Residence (PNR) for UHY attending BIE schools was sharing the housing of others (“doubled up”) (75.6%), followed by “shelters” (18.9%) and “unsheltered” (0.8%).

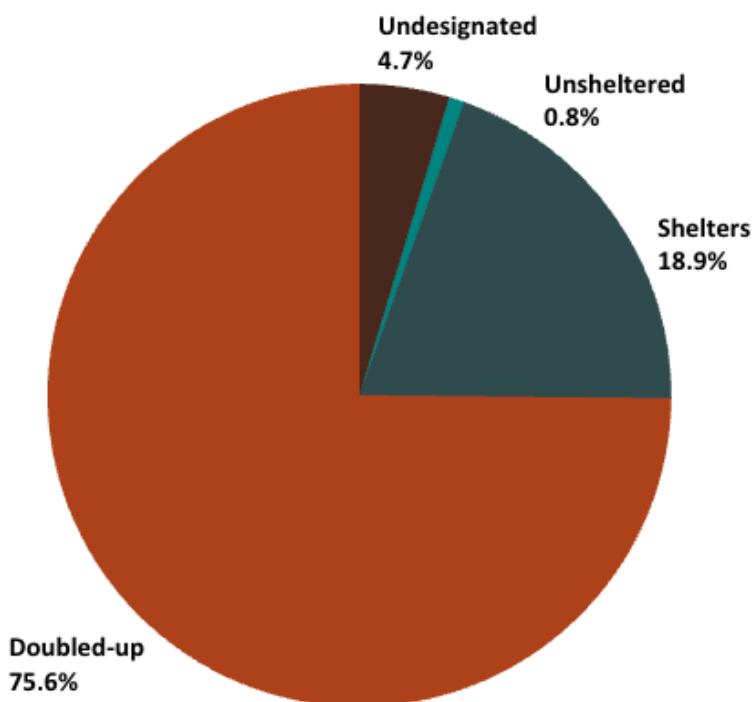
BIE schools continue to under-identify unaccompanied homeless youth, with only about 5% identified in 2023–2024 compared to the national average near 10%. This gap is largely influenced by one school—Takini School in South Dakota—which reported 75% of students as homeless, nearly half of them UHY. Only 22 BIE schools reported even a single UHY that year.

The accuracy of Primary Nighttime Residence (PNR) data for 2023–2024 is limited by many schools leaving the “undesignated” category uncorrected in NASIS. Most of the 22 reporting schools (except Takini) likely submitted inaccurate PNR data (see Appendix D for a list of schools missing PNR data). Because of this, other PNR data points may also be unreliable, and it's unclear how corrections would affect them.

**UHY Identification Trend**



**Primary Nighttime Residence 2023-2024**



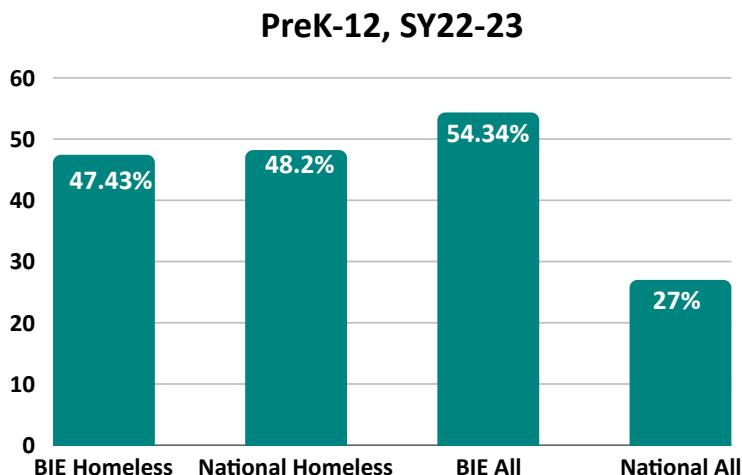
## Recommended goal: By 2027, BIE will increase the identification of unaccompanied homeless youth by at least 3%.

### Recommended Activities:

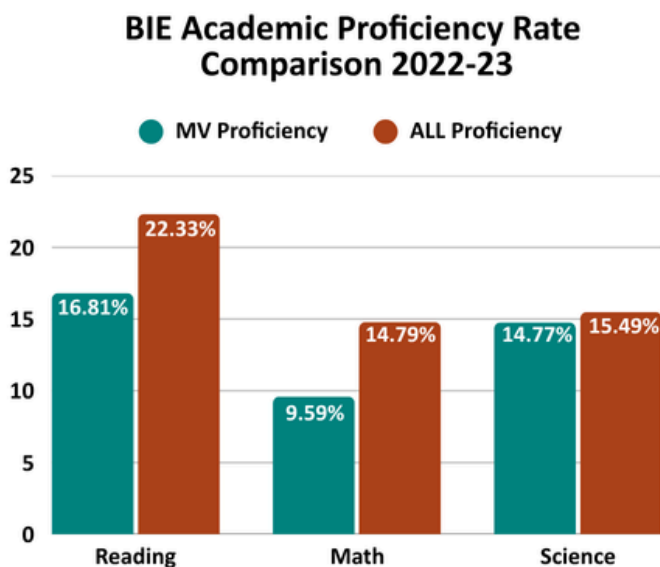
1. Provide professional development to all BIE administrators and schools specifically on identifying and serving UHY. Training should include how to accurately report UHY in NASIS.
2. Invite students with lived experience to design a Social Media campaign to promote self-identification and awareness of rights for unaccompanied youth experiencing homelessness.
3. Consider how to support schools in removing barriers to the unique needs of unaccompanied youth experiencing homelessness including:
  - a. Daily access to food, shower and laundry services, personal hygiene products.
  - b. Assistance with identifying their own community of support and permanent connections.
  - c. Connections with mental and physical health providers.

## Key Finding 3: BIE students experiencing homelessness have better school attendance than their peers, but lower academic outcomes.

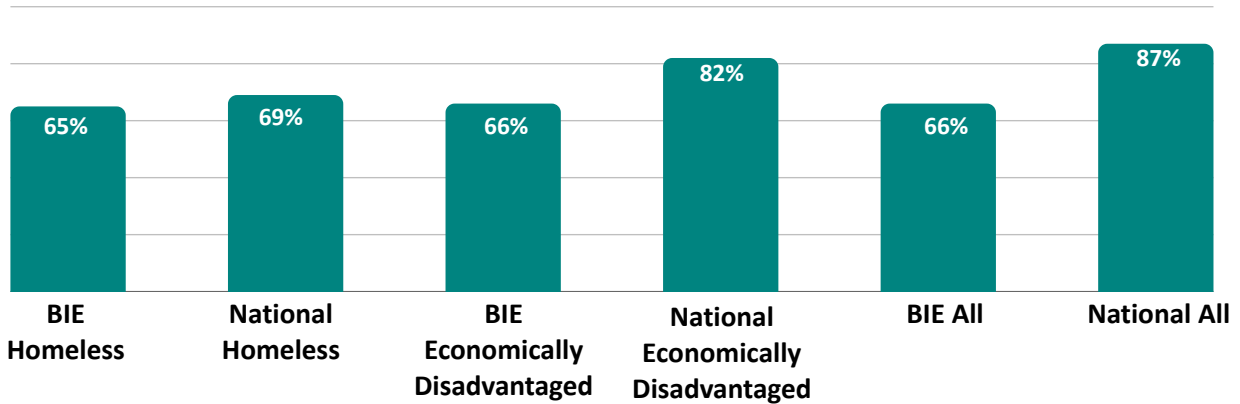
In SY 2022-2023, 47.4% of students experiencing homelessness in BIE schools were chronically absent, which is close to the national average of 48.2%. Notably, BIE students experiencing homelessness have a better attendance rate than their housed peers. Chronic absenteeism among all BIE students is nearly twice the national average.



In SY 2022-2023, students attending BIE schools who were identified as experiencing homelessness had lower proficiency rates than their housed peers across all three content areas (i.e. reading, math, science).



There was little difference between the high school graduation rates of homeless students and housed students in BIE schools (65% and 66%, respectively). BIE students experiencing homelessness also graduated at close to the same rate as their economically disadvantaged peers. Taken together, these findings highlight a broader need for academic support across all BIE student groups, with targeted, content-specific interventions for those experiencing homelessness.



**Recommended Goal: By 2027, BIE students experiencing homelessness will graduate at a rate of at least 70%.**

Recommended Activities:

1. Establish a process for transcript audits for partial credits, including training for new and returning counselors.
2. Regularly review attendance reports of students experiencing homelessness and develop early intervention strategies.
3. Conduct a comprehensive analysis of dropout trends to identify which subgroups among all BIE students may need additional targeted interventions.

**Recommended Goal: By 2027, BIE students experiencing homelessness will show improved proficiency in reading, math, and science by at least 5%.**

Recommended Activities:

1. Provide professional development to BIE schools on how to analyze student level academic data, identify specific needs, and offer academic interventions within the Multi-Tiered System of Supports (i.e. tutoring and individualized instruction).
2. Provide BIE schools with a sample McKinney-Vento student needs assessment to identify specific needs associated with poor academic performance (i.e. undiagnosed learning disabilities, need for school supplies or appropriate clothes to participate fully in PE).
3. Encourage BIE schools to ensure that homeless students are connected with a culturally responsive curriculum.

## Key Finding 4: Education for Homeless Children and Youth (EHCY) funding is strongly correlated with improvements in homeless student identification.

### How does dedicated funding impact BIE schools' ability to identify students experiencing homelessness and report data?

The Education for Homeless Children and Youth (EHCYA) program provides funds to state educational agencies (SEAs) on an annual basis. SEAs are required to distribute EHCY funding to local educational agencies on a competitive basis.

BIE schools that received Education for Homeless Children and Youth (EHCY) funding during the 2021-2024 grant cycle generally showed increased identification of students experiencing homelessness (Appendix E).

In the first year of the 2024–2027 grant cycle, over half of the participating BIE schools (17 of 24) reported increased identification of students experiencing homelessness. Notably, 7 of these schools demonstrated a significant increase of 10% or more in identification rates. At one year into the grant, this cohort has already benefited from extensive support from BIE, including a high volume of both in-person and virtual professional development and technical assistance, which may be contributing to improved outcomes.

- Of the 24 schools in the 2024–2027 BIE M-V EHCY Subgrantee Cohort, 17 schools (71%) reported higher identification rates of students experiencing homelessness compared to pre-grant levels.
- In SY 2024-2025, the majority of new BIE subgrantees (23 of 24) reported identification rates well over the SY 2022-2023 national average of 3%.

Notably, once grant funding ended, schools that did not receive an additional sub-grant experienced declines in the identification and reporting of eligible students. Contributing factors may include staff turnover, a lack of awareness that McKinney-Vento requirements remain in effect regardless of funding, and the absence of sustainable systems to support identification efforts after financial support was withdrawn.

### How can BIE schools leverage Title I Part A set aside funds to support their McKinney-Vento program?

The Bureau of Indian Education receives Title I funding, and schools are required to reserve a portion of these funds—the Title I, Part A set-aside—to support students experiencing homelessness. This set-aside is essential, especially for schools that do not receive McKinney-Vento (EHCY) sub-grants. However, there is limited transparency around how these funds are being used across BIE schools.

Title I, Part A funds may be used in a variety of ways and on items and services that support homeless student academic outcomes, so long as the expense is reasonable and necessary. For example, schools may use funds to support the salary of the liaison, to provide clothing and shoes, to cover the cost of certain fees, and to provide food in certain circumstances.

BIE schools receive guidance from the BIE Federal Grants Manual – Part I (page 16) to set aside a minimum of 0.5% of their Title I, Part A funds to support students experiencing homelessness, in alignment with the McKinney-Vento Homeless Assistance Act.

While the guidance technically complies with ESSA requirements, in practice, the 0.5% minimum set-aside may be insufficient to adequately address the academic and support needs of homeless students in BIE schools, who face unique and intensified challenges due to systemic, geographic, and resource limitations.

#### Key Excerpt from the Manual:

*“Under the ESSA, LEAs/schools are required to set aside a portion of their Title I, Part A to provide services to students experiencing homelessness as defined under the McKinney-Vento Act. For that purpose, the BIE requires LEAs/schools to set aside a minimum of 0.5 percent and establish their own method for determining their homeless set-aside amounts while working with the state offices for Title I and McKinney-Vento, as appropriate.”*

## Recommended Goal: By 2027, at least half of BIE schools will reserve Title I, Part A set aside amount that is more than the required minimum.

#### Recommended Activities:

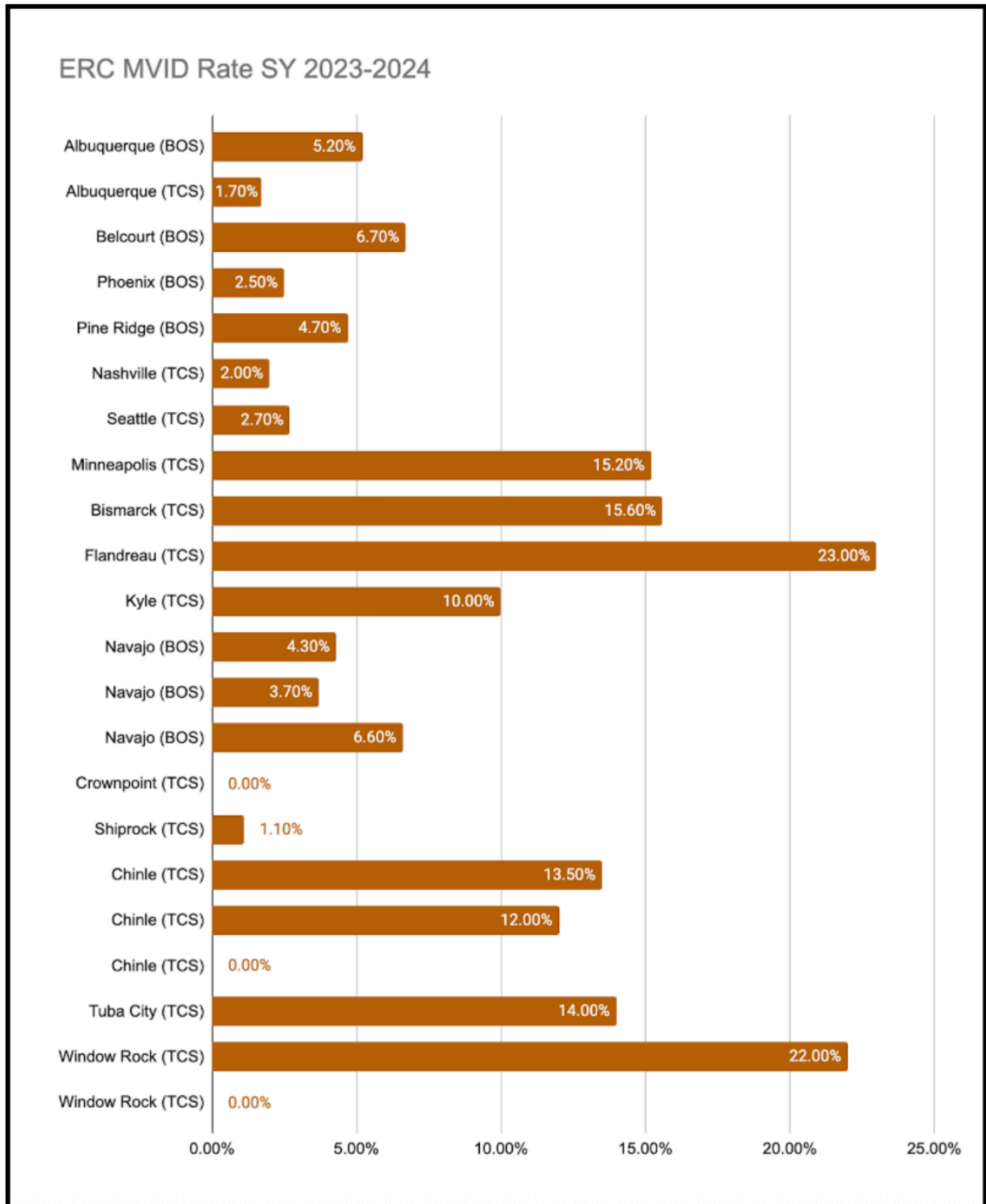
1. Provide technical assistance to BIE schools for determining a set aside amount that both meets the federal requirements and goes beyond the minimum.
2. Gather feedback from BIE McKinney-Vento liaisons to determine what technical assistance or training is needed for them to advocate for increasing their school’s Title I, Part A set aside amount.
3. Convene schools that do not receive an EHCY sub-grant to provide more intensive training and support for reserving and using the set aside to support students experiencing homelessness.
4. Review and revise the BIE Federal Grants Manual Part I and the BIE Title IX, Part A Funding Manual sections regarding the process for determining the Title I, Part A set aside amount so that schools are encouraged to set aside more than the minimum of half of 1%.
5. Review and revise the McKinney-Vento needs assessment to most effectively inform what is needed for a set-aside amount.
6. Review and revise the SY 2026-2027 SchoolWide Budget template to allow auto calculation beyond minimum of 0.5%.

## Appendices

### Appendix A: Ten BIE Schools with Highest Identification Rates

BIE School SY 2023-2024	Total Enrollment	# identified	% identified	Subgrantee?	BIE operated or Tribally controlled
Bread Springs Day School	66	37	56%	NA	BOS (Navajo)
Bug-O-Nay-Ge- Shig School	139	66	48%	21-24 Cohort	TCS (Minneapolis)
Crow Creek Sioux Tribal Elem School	150	83	55%	21-24 Cohort	TCS (Flandreau)
(Sitting Bull School) Little Eagle School	69	66	96%	21-24 Cohort	TCS (Bismark ERC)
Lower Brule Day School	336	182	54.20%	NA	TCS (Flandreau)
Naa Tsis'aan Community School	97	77	79%	21-24 Cohort	TCS (Tuba City ERC)
(Porcupine Day School) Pahin Sinte Owayawa School	142	102	72%	21-24 Cohort	TCS (Kyle ERC)
Rock Creek Grant School	51	45	88%	NA	TCS (Bismark ERC)
Rocky Ridge Boarding School	72	41	57%	21-24 Cohort	BOS (Navajo)
Takini School	162	121	75%	NA	TCS (Flandreau ERC)

## Appendix B: McKinney-Vento Identification Rates by ERC SY 2023 - 2024



## Appendix C: Identification of Students Experiencing Homelessness across Off- and On-Reservation Residential Schools

### Identification of Students Experiencing Homelessness among Off-Reservation Residential Schools, SY 2023 - 2024

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
<b>Chemawa (BOS)</b>	221	0	0	0
<b>***Flandreau (BOS)</b>	114	4	13	11.40%
<b>*Riverside (BOS)</b>	475	0	61	12.80%
<b>Sherman Indian High School (BOS)</b>	349	0	0	0

### Identification of Students Experiencing Homelessness among On-Reservation Residential Schools, SY 2023 - 2024

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
<b>**Aneth Community School (Navajo-BOS)</b>	100	1	2	2%
<b>Cheyenne-Eagle Butte School (BOS)</b>	878	8	44	5%
<b>Chichiltah Jones Ranch Community School (Navajo-BOS)</b>	55	0	0	0
<b>Choctaw Central High School (TCS)</b>	558	0	11	2%

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
Ch'ooshgai Comm School (Navajo-TCS)	198	0	0	0
***Circle of Nations (TCS)	136	3	48	35.30%
***Crow Creek Sioux Tribal Schls (TCS)	400	10	181	45%
Crystal Boarding School (Navajo-BOS)	52	1	1	1.90%
**Dennehotso Boarding School (Navajo-BOS)	138	0	21	15.20%
Dilcon Community School (Navajo-TCS)	189	0	42	22.20%
Dzilth-Na-O-Dith-Hle Community School (Navajo-TCS)	152	0	0	0
Greasewood Springs Community School (Navajo-TCS)	110	0	37	33.60%
Greyhills Academy High School (Navajo-TCS)	150	0	0	0
Hunters Point Boarding School (Navajo-TCS)	83	0	32	39%
Jeehdeez'a Elementary School (Navajo-BOS)	82	0	0	0

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
Jones Academy (TCS)	91	0	5	5.50%
Kaibeto Boarding School (Navajo-BOS)	211	0	0	0
Kayenta Community School (Navajo BOS)	332	0	4	1.20%
Lake Valley Navajo School (Navajo-BOS)	27	0	0	0
Leupp Schools, Inc (Navajo-TCS)	134	0	0	0
Lukachukai Community School (Navajo-TCS)	298	0	0	0
Many Farms Community School (Navajo-TCS)	279	1	23	8.20%
Many Farms High School (Navajo-BOS)	304	0	0	0
Mariano Lake Community School (Navajo-BOS)	89	0	0	0
Marty Indian School (TCS)	239	0	1	0.42%
Naatsis'aan Community School (Navajo-TCS)	97	0	77	79%
Navajo Preparatory School (Navajo-TCS)	285	0	0	0

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
<b>Nazlini Community School (Navajo-TCS)</b>	55	0	0	0
<b>Nenahnezad Community School (Navajo-BOS)</b>	148	0	0	0
<b>Paschal Sherman Indian Schl (TCS)</b>	155	5	17	11%
<b>Pierre Indian Learning Center (TCS)</b>	138	0	39	28.30%
<b>*Pine Hill Schools (TCS)</b>	317	0	4	1.30%
<b>Pine Ridge School (BOS)</b>	724	0	0	0
<b>Pinon Community School (Navajo-TCS)</b>	53	0	0	0
<b>Pueblo Pintado Community School (Navajo-BOS)</b>	126	0	0	0
<b>Rocky Ridge Boarding School (Navajo-BOS)</b>	72	0	41	57%
<b>Rough Rock Community (Navajo-TCS)</b>	217	0	44	20.30%
<b>Santa Fe Indian School (TCS)</b>	682	0	0	0
<b>Seba Dalkai Boarding School (Navajo-BOS)</b>	78	0	0	0

	Total Enrollment	Identified UHY	Identified MV	% of enrollment identified MV
Sequoyah High Schl (TCS)	323	0	0	0
Shonto Preparatory School (Navajo-TCS)	217	0	0	0
Theodore Roosevelt School (TCS)	155	0	26	17%
T'iis Nazbas Community School (Navajo-BOS)	75	0	2	2.70%
T'iis Ts'ozi Bi'Olta' Community School (Navajo-BOS)	293	0	0	0
Tohaali' Community School (Navajo-BOS)	98	0	0	0
Tuba City Boarding School (Navajo-BOS)	1078	1	47	4.40%
Wide Ruins Community School (Navajo-TCS)	73	0	0	0
Wingate Elementary School (Navajo-BOS)	364	0	5	1.40%
Wingate High School (Navajo-BOS)	346	0	0	0

\*Indicates previous subgrantee (21-24)

\*\*indicates current subgrantee (24-27)

\*\*\*indicates subgrantees (21-27)

- Currently, identification data is not required to be reported by the ten (10) peripheral dormitories <sup>[1]</sup>
- Of the four (4) off-reservation residential programs, the only schools reporting data were the two that received a subgrant
- Of the forty-nine (49) on-reservation residential programs, twenty-five (25) schools are not reporting identification data
- For the ten residential programs with the highest rates, half (5) were subgrantees and half (5) were not subgrantees
- Of the 24 residential programs reporting identification data, fifteen (15) were Tribally Controlled and nine (9) were Bureau-operated
- Of the eleven (11) Tribally-controlled residential programs, nine (9) reported identification data
- Of the sixteen (16) Navajo-TCS residential programs, six (6) reported identification data
- Of the twenty (20) Navajo-BOS residential programs, eight (8) reported identification data
- Of the two (2) Bureau-operated residential programs, one (1) reported identification data

Within BIE, there are 63 residential programs:

- 49 offer both academic and residential services on-reservation
- 4 offer both services off-reservation
- 10 peripheral programs offer only residential services, typically near or on-reservation, with students attending local public schools

Currently, there is no system in place to collect McKinney-Vento data from the 10 peripheral dorms, as they are not required to report in NASIS like schools with academic programs. However, identification data may still be reported by the schools these students attend—whether BIE or public.

[1] Blackfeet Boarding Dorm (BOS), Chickasaw Children's Village (TCS), Eufaula Dormitory (TCS), Jicarilla Student Residence (TCS), Kinlani Dormitory (Navajo-TCS), Kinteel Residential Campus (Navajo-TCS), Richfield Residential Hall (Navajo-TCS), Sicangu Owayawa Oti (Rosebud Dorm) (TCS), T'iisyaakin Residential Hall (Navajo-TCS), Winslow Residential Hall (Navajo-TCS)

## Appendix D: Schools missing Primary Nighttime Residence data in SY 2023-2024

- Atsa' Biya' a'zh Community School
- Blackwater Community School
- Bread Springs Day School
- Bug-O-Nay-Ge-Shig School
- Chilchinbeto Community School
- Crow Creek Reservation High School
- Crystal Boarding School
- Dennehotso Boarding School
- Dilcon Community School
- Flandreau Indian Boarding School
- Hopi Jr/Sr High School
- Hunters Point Boarding School
- Indian Township School
- Jicarilla Dormitory
- Kayenta Community School
- Lac Courte Oreilles Ojibwa School
- Little Eagle School
- Little Wound School
- Meskwaki Settlement School
- Naa Tsis'aan Community School
- Ojibwa Indian School
- Pierre Indian Learning Center
- Pine Hill Schools
- Rock Creek Grant School
- Rock Point Community School
- Tohono O'odham High School
- Tuba City Boarding School
- Turtle Mountain Elementary School
- Turtle Mountain High School
- Wingate Elementary School
- Wounded Knee District School
- Yakama Nation Tribal School

## Appendix E: BIE Education for Homeless Children and Youth Sub-Grant Cohorts, 2021 - 2024, and 2024 - 2027

### BIE M-V EHCY Subgrantee Cohort 2021-2024

	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024-2025
<b>Cheyenne-Eagle Butte School</b>	3.95%	5.35%	4.70%	5%	2.90%
<b>Chilchinbeto Community School</b>	24.75%	21.59%	13.30%	11.40%	39%
<b>Circle of Nations School</b>	54.05%	61.11%	31%	35.30%	47%
<b>Crow Creek Tribal School Elementary</b>	68.13%	76.03%	54%	55%	45%
<b>Crow Creek Tribal School MS/HS</b>	59.56%	31.22%	35.30%	39%	22%
<b>Dishchiibikoh Community School</b>	20.89%	12.13%	11.60%	5%	6.30%
<b>Flandreau Indian School</b>	18.47%	14.29%	6.90%	11.40%	20%
<b>Greasewood Springs Community School</b>	24.35%	20.19%	37.70%	33.60%	17.30%
<b>Lac Courte Oreilles Ojibwe School</b>	23.57%	23.76%	26.50%	27%	22%

	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024-2025
<b>Little Eagle Grant School</b>	67.95%	55.10%	63.10%	96%	51.40%
<b>Loneman School (Isna Wica Day School)</b>	55.27%	50.00%	28.30%	16.80%	14.80%
<b>Many Farms Community Schools, Inc.</b>	13.01%	17.19%	9.20%	8.20%	10.80%
<b>Porcupine School</b>	74.14%	47.75%	54%	72%	77.40%
<b>Riverside Indian School</b>	16.79%	31.69%	27.40%	12.80%	7.70%
<b>Rocky Ridge Boarding School</b>	60.92%	80.00%	61.20%	57%	17%
<b>Santa Rosa Ranch School</b>	51.52%	48.39%	56%	40%	35.50%
<b>St. Francis Indian School</b>	1.78%	5.60%	3.52%	6.50%	6%
<b>St. Stephens Indian School</b>	39.20%	54.72%	25.80%	16.70%	18%
<b>Standing Rock Community School</b>	31.12%	23.33%	24.40%	29%	26.30%

## BIE M-V EHCY Subgrantee Cohort 2024-2027

(\* indicates the school was also a 21-24 grantee)

	# Total Enrollment SY 2023-2024	MVID 2023- 2024	MVID 2024- 2025
<b>Aneth Community School</b>	100	2%	22%
<b>Blackwater Community School</b>	284	0.40%	2.90%
<b>Chooshgai Community School</b>	198	0	11%
<b>*Circle of Nations</b>	136	35%	46.60%
<b>*Crow Creek Tribal Schools</b>	400	55%	**45%
<b>Dennehotso Boarding School</b>	138	15.20%	20.70%
<b>*Dishchiibikoh Community School</b>	578	5%	6.30%
<b>*Flandreau Indian School</b>	114	11.40%	20%
<b>Fond du Lac Ojibwe School</b>	136	11%	14.20%
<b>Hannahville Indian School</b>	171	38%	26.50%
<b>Kayenta Community School</b>	332	1.20%	10%
<b>*Lac Courte Oreilles Ojibwe School</b>	418	27%	21.60%
<b>*Little Eagle Grant School</b>	69	96%	51.30%
<b>Manderee Day School</b>	193	7.30%	7.20%
<b>*Many Farms Community School</b>	279	8.20%	10.80%

**BIE M-V EHCY Subgrantee Cohort 2024-2027**  
 (\* indicates the school was also a 21-24 grantee)

	# Total Enrollment SY 2023-2024	MVID 2023- 2024	MVID 2024- 2025
<b>Meskwaki Settlement School</b>	287	3.10%	8.30%
<b>Pine Hill Schools</b>	317	1.30%	55.30%
<b>*Porcupine School</b>	142	72%	77.40%
<b>Rock Creek Grant School</b>	51	88%	92.50%
<b>Salt River Elementary School</b>	248	4.80%	13.40%
<b>*Standing Rock Community School</b>	580	29%	26.30%
<b>Takini School</b>	162	75%	100%
<b>Tonalea Day School</b>	142	11.30%	6.30%
<b>Wahelut Indian School</b>	126	4%	13.60%