

***CONSOLIDATED STATE PERFORMANCE REPORT
FEDERAL DATA COLLECTION GUIDE
FOR STATE COORDINATORS OF HOMELESS EDUCATION
SCHOOL YEAR 2012-13***

***PREPARED BY THE NATIONAL CENTER FOR HOMELESS EDUCATION (NCHE)
THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO
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CONSOLIDATED STATE PERFORMANCE REPORT (CSPR) FEDERAL DATA COLLECTION GUIDE FOR STATE COORDINATORS OF HOMELESS EDUCATION SCHOOL YEAR (SY) 2012-13

OVERVIEW AND PURPOSE

The U.S. Department of Education's (ED) Office of Elementary and Secondary Education requires state educational agencies (SEAs) to submit performance information on an annual basis. The information allows ED to determine the extent to which states ensure homeless children and youths have access to a free, appropriate, public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

The purpose of the Education for Homeless Children and Youths (EHCY) program is to improve the educational outcomes for children and youths in homeless situations. The statute for this program is designed to ensure all homeless children and youths have equal access to public school education and requires SEAs and local educational agencies (LEAs) to review and revise policies and regulations to remove barriers to school enrollment, attendance, and academic achievement for homeless children and youth.

This guide is a resource for managing the collection and submission of high quality data for Section 1.9 of Part 1 of the SY 2012-13 Consolidated State Performance Report (CSPR). While primarily designed to meet the needs of State Coordinators, local homeless education liaisons may also find this guide helpful in completing their EHCY program reports for their SEAs.

ED uses the data collected in the CSPR for national performance reporting required by the Government Performance and Results Act of 1993 (GPRA), which was recently updated in the GPRA Modernization Act of 2010. Federal departments and agencies are required by the GPRA to clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress, and report regularly on achievement. CSPR data will be analyzed by ED to assist in determining the effectiveness of the EHCY program based on the GPRA measures. Additionally, states are advised to use data collected by the CSPR for program improvement purposes.

State Coordinator Note: Reliable and accurate data are necessary to evaluate program performance. Such evaluations impact continued funding decisions on the federal level and performance data should be used by SEAs as part of continuing subgrant funding decisions. Therefore, ensuring that both state and local level staff understand expectations for collecting quality data is critical.

SECTION 1: FEDERAL DATA COLLECTION: THE CSPR AND EDFACTS

CONSOLIDATED STATE PERFORMANCE REPORT

The Consolidated State Performance Report (CSPR) is the annual data reporting tool for each state, the District of Columbia, the Bureau of Indian Education, and Puerto Rico required under Section 9303 of the Elementary and Secondary Education Act (ESEA), as amended. Data collected by the CSPR, which includes data for Section 1.9 Homeless Collection, is required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. Part 1 of the CSPR collects data related to the five ESEA Goals. The ESEA Goals, which were established in 2002, have not been revised since their inclusion in the Consolidated State Application.

The five ESEA Goals are:

- 1) By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 2) All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- 3) By SY 2005-06, all students will be taught by highly qualified teachers.
- 4) All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- 5) All students will graduate from high school.

CSPR TIMEFRAME

To allow for technical revisions or clarifications, the timeline and reporting deadlines for issuing the final version of the CSPR tool will vary somewhat each year. The CSPR Part 1 tool generally opens in November of the year following the school year for which data were collected. However, for SY 2012-13, Part 1 of the CSPR is planned to open for data submission in early October 2013 and will close December 20, 2013 at 5:00 p.m. EST. The CSPR Part 1 is tentatively scheduled to re-open for corrections in February 2014. The dates for submissions are determined by ED.

FINALIZED VERSION OF THE CSPR COLLECTION TOOL

Any significant amendments to the CSPR must go through a public comment period prior to its final release. ED will contact State Coordinators regarding proposed changes to EHCY program data collections prior to the beginning of the school year reporting period. The federal program officer will also keep State Coordinators informed of proposed and approved changes as

necessary. A copy of the SY 2012-13 CSPR form for homeless data collection may be found in Appendix A.

CSPR SECTION 1.9

EHCY program data are reported in Section 1.9 of the CSPR. The questions pertaining to the EHCY data are listed below.

- Question 1.9 Number of LEAs With and Without McKinney-Vento Subgrants
- Question 1.9.1.1 Number of Homeless Children and Youths by Grade Level Enrolled in Public School at Any Time During the School Year
- Question 1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths
- Question 1.9.1.3 Subgroups of Homeless Students Enrolled (**NEW for SY 2012-13**)
- Question 1.9.2.1 Number of Homeless Children and Youths by Grade Level Served by McKinney-Vento Subgrants
- Question 1.9.2.2 Subgroups of Homeless Students Served
- Question 1.9.3.1 Academic Achievement of Homeless Students-Reading Assessment
- Question 1.9.3.2 Academic Achievement of Homeless Students-Mathematics Assessment
- Question 1.9.3.3 Academic Achievement of Homeless Students-Science Assessment

EDFACTS

The SY 2004-05 CSPR data collection marked the beginning of the use of the Education Data Exchange Network (EDEN) and EDEN Submission System (ESS). The ESS is a centralized portal through which states electronically submit their education data to the ED Facts data repository.

ED Facts is an ED initiative to establish a federally-coordinated, K through 12 education data repository which houses SEA, LEA, and school level data. ED Facts collects and centralizes aggregate performance data, supplied by SEAs, and stores these data along with other data assets within the Department (e.g., financial grant information) to enable better analysis and facilitate use in policy development, program planning, and management. One of the primary purposes of ED Facts is to reduce state and district data burden by facilitating more efficient data submission practices and reducing duplicative data collection efforts. Furthermore, ED Facts also provides resources which allow for streamlining of data analysis and reporting.

Homeless education data are collected at the LEA level and are reported by the SEA. It is important to note that:

- ED Facts does not collect individual student or staff-level information.
- All information provided to ED Facts is aggregated, often by categories such as grade level.

The ED*Facts* Partner Support Center (PSC) provides ongoing assistance for users of the EDEN submission system and is available to assist State Coordinators with technical difficulties, such as resetting passwords. The support center is open from 8 a.m. to 6 p.m. EST, Monday through Friday and can be accessed by phone, fax, or email with the following contact information:

Toll Free: 877-457-3336 (877-HLP-EDEN)	Fax: 888-329-3336 (888-FAX-EDEN)
TTY: 888-403-3336 (888-403-EDEN)	E-mail: EDEN_SS@ed.gov

State Coordinators are advised to contact the ED*Facts* PSC with any questions they may have concerning the C*SPR* or ED*Facts* before contacting the EHCY program office regarding technical system issues. The PSC uses an issue tracking system in which each call is issued a ticket number and tracked in the system database. Ticket numbers are analyzed to ensure resolution for common problems. Such information is also helpful for planning technical amendments to the ED*Facts* and C*SPR* data collection process. State Coordinators may also contact NCHE or the Federal Coordinator with non-technical system questions.

STATE ED*FACTS* COORDINATORS AND STATE C*SPR* COORDINATORS

All SEAs have designated ED*Facts* Coordinators and C*SPR* Coordinators. The coordinators may be different people located in different divisions of the SEA. For example:

- The ED*Facts* Coordinator may be found in the information technology or data and policy division of the SEA. This person is generally responsible for submitting a wide range of data that have been collected from the LEAs. ED*Facts* only allows one designated ESS user per state. This person is most likely the state ED*Facts* Coordinator and is the only one authorized to submit data to the ESS. He or she will also be responsible for any revisions to data provided through ED*Facts*.
- The C*SPR* Coordinator can usually be found in a federal programs or accountability division of the SEA. Responsibilities include coordination of the preparation and certification of the annual C*SPR* submissions. C*SPR* Coordinators can help State Coordinators plan a schedule for data collection and review of data from both LEAs with and without subgrants, before final certification of the C*SPR*.

Each of these coordinators may use different terms concerning data collection, verification, and submission, and may have different priorities concerning the submission of data to ED; thus, establishing and maintaining communication, especially pertaining to data collection methods, timelines, and deadlines, with both the C*SPR* and ED*Facts* Coordinators can help State Coordinators ensure accurate data collection, checking, and reporting.

Directories for each state's ED*Facts* Coordinator and C*SPR* Coordinator may be found on the websites listed below.

- ED*Facts* Coordinators: <http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html>

- CSPR Coordinators: <http://center.serve.org/nche/downloads/cspr.coord.2013.doc>

DATA SUBMISSION REQUIREMENTS AND PROCESSES

EDFacts Collection Process

Data collected through EDFacts files populate all Section 1.9 questions except part of Question 1.9 *LEAs with and without Subgrants* (see next paragraph on manual data collection). The CSPR-EDFacts Crosswalk in Appendix B explains which EDFacts data are used to populate each CSPR question. SY 2012-13 EDFacts files for the EHCY program must be submitted via the EDEN Submission System (ESS) by 5:00 p.m. EST on December 19, 2013, which is the day before Part 1 of the CSPR is due. EDFacts files may be resubmitted to correct errors after the deadline, but resubmissions received after the CSPR corrections period will not be populated into the CSPR.

- **File Specifications**

Reporting requirements for EDFacts files are defined in file specifications, which contain guidance, definitions, and technical information. These file specifications may be found online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. Each file specification includes category sets, which are subgroups of students of particular interest to ED. “Student Count by Homeless Primary Nighttime Residence Status” is an example of a category set of all homeless students enrolled. It is a good idea for State Coordinators to be acquainted with the file specifications associated with Section 1.9 questions in order to better understand the data collection process and communicate effectively with EDFacts Coordinators. EDFacts Coordinators may also ask State Coordinators to verify the accuracy of the data submitted via ESS for the EHCY program. See Appendix C for further information regarding file specifications. For a list of when the file specifications are due to ESS, go to <http://www2.ed.gov/edfacts>.

Manual CSPR Collection Process

Question 1.9 *LEAs with and without McKinney-Vento subgrants* details how many LEAs there are in a state, how many have subgrants, and how many of each type of LEA submitted data. Before SY 2011-12, data for this question could not be collected via ESS and required manual submission by the SEA. A new data flag, collected through File Specification C170, was enabled to allow states to indicate which LEAs did or did not have a McKinney-Vento subgrant starting with SY 2011-12. This information is submitted via ESS. With this flag, it can be determined whether an LEA has a subgrant or not. However, there is no way to determine whether those LEAs reported data.

Information regarding the reporting status of LEAs must be manually collected, reviewed, and entered into the CSPR during the period that the CSPR Part 1 is open. Revisions to these data can only be done during one of the windows when the CSPR Part 1 is open for data correction. Individual states will have state-specific methods for this process. State Coordinators should confer with CSPR Coordinators and EDFacts Coordinators for information on their state’s data submission processes, timelines, and deadlines.

State Coordinator Note: State Coordinators should be sure to communicate with their ED*Facts* Coordinator in advance of the opening of the C*SPR* to make sure LEAs with subgrants have been correctly flagged in ED*Facts*.

NEW SY 2012-13 DATA COLLECTION REQUIREMENTS

Question 1.9.1.3 Subgroups of Homeless Students Enrolled has been added to the C*SPR* Part 1. This new requirement will be discussed further in section three of this guide.

FACILITATING THE COLLECTION OF QUALITY DATA

State Coordinator Planning and Responsibilities

It is important for State Coordinators to ensure that data from LEAs submitted via ESS for the C*SPR* are properly collected well in advance of the opening of the C*SPR* Part 1, and that State Coordinators, ED*Facts* Coordinators, and C*SPR* Coordinators are involved in the review of ED*Facts* Part 1 data collected by ESS. Adhering to these steps will ensure sufficient time to troubleshoot if significant discrepancies in data are discovered.

Data quality should be emphasized from the start of the data collection process. State Coordinators are encouraged to communicate at all stages of the data collection with their local homeless liaisons, C*SPR* Coordinator, and ED*Facts* Coordinator. State Coordinators can assist local liaisons in efficient, accurate, and timely data collection in the following ways:

- Informing liaisons of all deadlines
- Informing liaisons as early as possible of the data they must collect, as many data systems may require a full year of lead time for adequate implementation of collection changes
- Providing training and technical assistance on definitions and data collection strategies
- Including state level data staff as co-trainers
- Inviting local data staff to participate in training on homeless education data
- Collaborating with state data collection divisions on the development of guidance and briefs for LEAs related to the collection of quality data and homeless education definitions
- Providing training and technical assistance on how to use data which have been collected for program planning

Reports for Checking Data Quality

In the past, pre-fill reports were available through the ESS that allowed state coordinators to view data that had been submitted in the same format as the C*SPR*. Pre-fill reports through ESS are no longer available; however, each state's data system should be capable of providing a report that shows the data submitted to the ESS. Depending on the design of your state data collection system, the report may be formatted differently than the actual C*SPR* layout, but the ED*Facts* Coordinator may be able to provide this service to you. State Coordinators are encouraged to check with the ED*Facts* Coordinator to preview data in this way as it should reduce errors in the final C*SPR* data submission.

DATA VERIFICATION AND CERTIFICATION AFTER REPORTING DEADLINES

Edit Checks

An edit check is defined as a program instruction or subroutine that tests the validity of input into a data entry program. Automated edit checks are built into the CSPR collection up front, are reviewed and revised annually, and provide a significant boost to data quality. As data are submitted, they are processed through various edit checks for each of the CSPR questions. If the validity of submitted data is outside the parameters of an edit check, a notice will be displayed, indicating the need to either correct or explain the discrepancy.

The edit checks for Section 1.9 of the SY 2012-13 CSPR Part 1 are as follows:

Edit Check	Question Number
The total in 1.9.1.2 does not equal the total in 1.9.1.1 (Homeless Students Enrolled)	1.9.1.2 (Primary Nighttime Residence)
The reported number of Homeless Children/Youths enrolled in all LEAs who scored at or above proficient on the state assessment was greater than the number of Homeless Children/Youths enrolled in all LEAs who took the assessment.	1.9.3.1 (Reading Assessment) 1.9.3.2 (Mathematics Assessment) 1.9.3.3 (Science Assessment)

Verification Reports

After the window for submission of CSPR Part 1 data closes on December 20, 2013, ED program offices will review the data for completeness and consistency and provide CSPR Coordinators with follow-up questions in the form of verification reports as necessary. The CSPR Coordinators should provide program-specific feedback to State Coordinators. The federal program office and NCHE will also contact State Coordinators if a comment regarding data accuracy or completeness has been made on the EHCY data during federal review.

As a result of information contained in verification reports, states may need to revise and resubmit data. Any unusual conditions that are detected based on the edit check requirements for homeless education will be noted in the report. A condition that does not meet the outlined data requirements will cause the edit check process to issue warning errors on the verification report, even though the data may be valid. Any data that are flagged by the edit check process can be revised and updated with the process for doing so depending on whether the data was submitted via ED Facts or manually.

Explanations for discrepancies in response to the warnings should be submitted in the comment box of the verification report by the State Coordinator or the CSPR Coordinator and returned to ED. ED may also verify explanations directly with State Coordinators.

Correction Window

After verification reports have been distributed, the CSPR Part 1 will re-open in the early spring of 2014 for a short period of time to allow for data revision or correction. Once this time period has passed, the CSPR is closed and the data contained in the CSPR reports cannot be altered. It is important to note that while data submitted via ED Facts can be updated at any time, these updates will not change the certified CSPR reports if the data are submitted after the CSPR correction window has closed.

Certification of Data

Before the CSPR Part 1 closes on December 20, 2013, the data must be certified by each Chief State School Officer (CSSO) or a designee. If data are corrected during the re-open period, the data must be re-certified by this individual.

Individual state CSPR Section 1.9 reports are made publicly available on NCHE's website after final certification at the following link: <http://nchespp.serve.org/profile/National>. CSPR data are also used to populate ED Data Express. ED Data Express is a website designed and hosted by ED to allow public entities and individuals to create their own reports of high-value state data, including longitudinal and regional comparisons of program performance. These customized reports can be created by visiting the following website: <http://www.eddataexpress.ed.gov/>.

State Coordinator Note: It is the responsibility of State Coordinators to ascertain how their states' data collection systems operate. In order to effectively navigate the state's data collection system, State Coordinators should make contacting and collaborating with their state CPSR and ED Facts Coordinators a priority. Special attention should be paid to data collection timeframes and submission deadlines. In addition to ensuring the State Coordinator's understanding of the data collection system, collaboration with the federal data collection coordinators will allow State Coordinators to communicate information regarding timeframes, deadlines, and data submission expectations to LEAs effectively.

SECTION 2: GENERAL GUIDANCE

The following section provides general information for collecting and submitting data for the McKinney-Vento section of the CSPR.

Annual Timeline	
Summer 2013	Final version of SY 2012-13 CSPR made available through ED's Partner Support Center and program offices.
September 2013	Data Collection webinar held for State Coordinators; LEA data should be collected for submission to ED <i>Facts</i> Coordinator.
October 2013	CSPR Part 1 opens October 2013; ED <i>Facts</i> data populates the CSPR before it opens; states may enter manual data entry items at this time.
November 2013	CSPR Part 1 data submission continues.
December 2013	CSPR Part 1 closes December 20, 2013 at 5:00 p.m. EST.
January 2014	ESS opens for current school year file submission. Verification reports regarding the previous school year data collection are distributed by ED and NCHE.
February 2014	CSPR Part 1 re-opens in February for corrections to data submissions.
March 2014	CSPR Part 1 data finalized and re-certified.
April-May 2014	National CSPR data compiled and summarized by NCHE and reviewed by ED.
June 2014	Data collection guide for SY 2013-14 published.
Summer 2014	National data report including three-year comparison published.

WHICH STUDENTS ARE REPORTED

Federal data collection for the EHCY program includes all children and youths who meet the McKinney-Vento definition of homelessness. Since the circumstances of homelessness vary with each family's or unaccompanied homeless youth's situation, determining to what extent the family or youth fits the definition must be done on a **case-by-case** basis. An information brief on determining eligibility can be found on the NCHE website at this link:

http://center.serve.org/nche/downloads/briefs/det_elig.pdf.

DATA COLLECTION REQUIREMENTS

Every LEA in the United States is required by law to submit homeless education data for inclusion in the ED Facts system. State Coordinators are responsible for overseeing the collection and submission of homeless education data.

SCHOOL YEAR

For the purpose of this data collection, a school year is determined to be the period of July 1 through June 30. Summer school and year-round programs are included in this definition. All homeless children and youths enrolled in school or receiving McKinney-Vento services in a year's time should be reflected in the data regardless of the duration of the homelessness or related services.

DEFINITIONS

Clarification of terms and data requirements is provided in the instructions for each individual question in Section 3 of this guide. Terms are further defined in the Glossary (Appendix D). Definitions for terms found in the file specifications mentioned are provided verbatim from those specifications. If any state has unique circumstances that do not fit the definitions provided in this guide, the variations must be explained in the comment box for the related question. If the variation pertains to more than one question, the variation should be repeated in each affected question's comment box.

ACTUAL COUNTS VERSUS ESTIMATED DATA

ESTIMATED DATA SUBMITTED FOR ANY QUESTION ARE NOT ACCEPTABLE. All data submitted must be verifiable (i.e., one record per child) to ensure consistency and accuracy of the data.

COMMENT BOX

Please note that it is very important to collect all data in the format requested. Detailed information regarding the data and format required for each individual question is discussed at

length in this guide. Any discrepancies or data collection problems for a particular question should be noted in the question's comment box. Most questions have a 4,000 character limit for the comment box. All explanations should fit within this restriction. Please note that if data submitted in the comment box are included in the final summary approved by ED, it must be added manually by ED staff to the actual data summary, creating the potential for errors and discrepancies. Thus, to improve data quality, states should align their data collections to the required elements of the CSPR and avoid the use of the comment box to submit data that do not meet the file specifications and questions.

DUPLICATED COUNTS

As noted earlier, a new file specification (C170 LEA Subgrant status), first collected through ED Facts and incorporated into the CSPR in SY 2011-12, enables SEAs to flag which LEAs are and are not served by McKinney-Vento subgrants. These data will be collected on an annual basis through ESS and will populate the CSPR table for Question 1.9 Number of LEAs with and without McKinney-Vento Subgrants and the newly added Question 1.9.1.3 Subgroups Enrolled in the CSPR in the SY 2012-13 CSPR. Question 1.9.1.3 will be populated using LEA-level data from ED Facts file specification C118 Homeless Students Enrolled in addition to file specification C170.

ED Facts allows states to submit duplicate counts at the LEA level if students were enrolled in more than one LEA and identified as homeless during the school year. As a result, Question 1.9.1.1, Question 1.9.1.2, and Question 1.9.1.3 will have duplicate counts in SY 2012-13.

States should continue to make efforts to eliminate duplicate counts at the state level. SEAs with universal student identifiers should be able to eliminate this duplication and thus students should be reported only once by the SEA.

MISSING DATA

All questions are to be filled out completely. Distinctions should be made between zero counts and missing information. Use the following guidelines to make these distinctions:

- Indicate actual zero values with the number zero (0) in the SEA file. For example, if there are no students in LEAs with subgrants whose primary nighttime residence is Hotels/Motels, a zero should be indicated. Please note that zeros are not required at the LEA level in ED Facts files 043 and 118.
- The number of LEAs reporting data with and without subgrants in CSPR Question 1.9 should include LEAs that reported actual zero values.
- Leave blank any questions which are missing data or for which data were not collected, as well as any non-applicable questions. Do not use a zero to indicate any of these situations. For example, if a state did not collect enrollment data for LEAs without subgrants, leave the enrollment data cells blank for LEAs without subgrants.

- An explanation should be given in the appropriate comment box for ALL blank data fields (e.g., missing or not collected) as to why the data could not be obtained and what will be done to ensure that data will be reported in subsequent years.

State Coordinator Note: Blank fields are interpreted as missing data and require corrective action steps to be identified in the comment box.

SECTION 3: DATA COLLECTION QUESTION CLARIFICATION

This section provides detailed guidance for each question of the CSPR Part 1 questions related to homeless education.

CSPR SECTION 1.9.1: ALL LEAs (WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS)

QUESTION 1.9: NUMBER OF LEAs (LOCAL EDUCATIONAL AGENCIES) WITH AND WITHOUT SUBGRANTS IN THE STATE

GENERAL NOTES: This question collects data on the total number of LEAs with and the total number of LEAs without subgrants in a state. The question also asks for the total number of LEAs with and LEAs without subgrants who actually reported data on homeless children and youths.

TYPE OF DATA ENTRY: Data entry is manual for the number of LEAs reporting data but the submission of the number of LEAs with and without subgrants is populated through ESS, File C170 LEA Subgrant Status. States should confirm that each LEA within their state has a subgrant status in File C170 to ensure complete and accurate data in CSPR Question 1.9. ED Facts provides this CSPR data and it may only be revised through resubmission of the data to ESS. The data for number of LEAs with and without McKinney-Vento subgrants reporting data is manually entered by the SEA into the CSPR. Data regarding the number of LEAs reporting may be revised during the periods that the CSPR Part 1 is open.

	# *	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

* Symbol in second column indicates total number of LEAs

ADDITIONAL NOTES (QUESTION 1.9)

For federal data collection purposes a **LEA** is defined by section 9101 of the ESEA as a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service for, public elementary schools or secondary schools, or other political subdivisions of a State, or of or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools. Most LEAs are governmental administrative units at the local level that operate schools or contract for

educational services. These units may or may not be aligned with county, city, or town boundaries.

Regional Consortia are addressed in the definition of LEAs by the statement “or for a combination of school districts or counties that is recognized in a State as an administrative agency for its public elementary schools or secondary schools.” Every individual LEA affiliated with or served by a consortium or other regional entity should be individually counted. Examples of regional entities: Intermediate School Districts (ISDs) which are recognized as LEAs, but do not enroll students; Education Service Centers (ESCs) which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings such as Board of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc.

Charter Schools may be considered a separate LEA or a school that is part of a LEA. State Coordinators can best determine how to count charter schools by checking with their state’s charter school or school accreditation offices to determine whether or not charter schools are considered LEAs in their respective states.

CSPR DATA QUALITY CHECK: NUMBER OF LEAs WITH AND WITHOUT SUBGRANTS

- **The total number of LEAs with and without subgrants reporting in the state does not exceed the total number of LEAs with and without subgrants.**
- **The total number of LEAs, not the total number of students, is reported.**
- **Data detailing which LEAs do or do not have McKinney-Vento subgrants have been correctly submitted and flagged.**
- **Valid zero values are indicated with the number zero (0).**
- **Cells where information is not applicable, missing, or not collected are blank.**
- **An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.**

QUESTION 1.9.1.1: NUMBER OF HOMELESS CHILDREN AND YOUTHS BY GRADE LEVEL ENROLLED IN PUBLIC SCHOOL AT ANY TIME DURING THE SCHOOL YEAR

GENERAL NOTES: This question collects data on the total number of children and youths identified as homeless who were enrolled in LEAs with and LEAs without McKinney-Vento subgrants.

TYPE OF DATA ENTRY: Submission through ESS, File C118 (Homeless Students Enrolled). ED Facts provides CSPR this data and it may only be revised through resubmission of the data to ESS.

Age/Grade	# of Homeless Children/Youths Enrolled in a Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in a Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto calculated)	(Auto calculated)

CSPR DATA QUALITY CHECK: NUMBER OF HOMELESS CHILDREN AND YOUTHS BY GRADE LEVEL ENROLLED IN PUBLIC SCHOOL AT ANY TIME DURING THE SCHOOL YEAR

- Total enrolled data are submitted by grade level from LEAs with and without subgrants.
- No aggregated grade data are submitted.
- Valid zero values are indicated with the number zero (0).
- Cells where information is not applicable, missing, or not collected are blank.
- An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.

QUESTION 1.9.1.2: PRIMARY NIGHTTIME RESIDENCE OF HOMELESS CHILDREN AND YOUTHS

GENERAL NOTES: This question collects data on the total number of homeless children and youths categorized by primary nighttime residence enrolled in LEAs with and LEAs without McKinney-Vento subgrants. The primary nighttime residence should be the student's nighttime residence when the student was determined eligible for McKinney-Vento services. It is the responsibility of the local liaison to record the type of primary nighttime residence at the time the student was initially identified.

- No homeless child or youth should have a primary nighttime residence that is classified in any way other than the types indicated for data collection (e.g., Unknown or Other). Any data collected that are categorized by a non-indicated type and recorded in the comment box for this section will not be reported or included in the totals for primary nighttime residence. See the Glossary (Appendix D) for further definition of primary nighttime residence categories.
- The data counts regarding residence should correspond with data counts recorded for number of homeless children and youths enrolled (e.g., for each one child reported as enrolled, one type of residence for this child should be reported).
- ED strongly encourages LEAs to use an enrollment form that requests information on primary nighttime residence to allow for accurate identification and data collection.

TYPE OF DATA ENTRY: Submission through ESS, File C118 Homeless Students Enrolled. EDFacts provides this CSPR data and it may only be revised through resubmission of the data to ESS.

	# of Homeless Children/Youths-LEAs Without Subgrants	# of Homeless Children/Youths-LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	(Auto calculated)	(Auto calculated)

CSPR DATA QUALITY CHECK: PRIMARY NIGHTTIME RESIDENCE OF HOMELESS CHILDREN AND YOUTHS

- **Data counts regarding primary nighttime residence in LEAs with and without subgrants should correspond with the total enrolled in LEAs with and without subgrants. If the totals for these questions do not match, a flag and comment will appear which states, “The total in 1.9.1.2 does not equal the total in 1.9.1.1. Explain.”**
- **No homeless student’s primary nighttime residence is to be recorded as Unknown or Other. Data must fall into one of the specified categories: Shelters, Doubled-Up, Unsheltered, or Hotels/Motels.**
- **Valid zero values are indicated with the number zero (0).**
- **Cells where information is not applicable, missing, or not collected are blank.**
- **An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.**

QUESTION 1.9.1.3: SUBGROUPS OF HOMELESS STUDENTS ENROLLED

GENERAL NOTES: This question, which is new for the SY 2012-13 CSPR, collects data on the total number of homeless children and youths by category that were enrolled in LEAs with and without McKinney-Vento subgrants at any time during the school year. See Appendix D (Glossary) for definitions of each category.

TYPE OF DATA ENTRY: Submission is through ESS, File C118 (Homeless Students Enrolled). ED Facts provides this CSPR data and it may only be revised through resubmission of the data to ESS.

	# of Homeless Children/Youths-LEAs Without Subgrants	# of Homeless Children/Youths-LEAs With Subgrants
Unaccompanied homeless youth		
Migratory children/youth		
Children with disabilities (IDEA)		
Limited English Proficient (LEP) students		

CSPR DATA QUALITY CHECK: SUBGROUPS OF HOMELESS STUDENTS ENROLLED

- The data counts regarding number of subgroups enrolled in LEAs with and without subgrants may or may not match the total enrolled in LEAs with and without subgrants.
- Valid zero values are indicated with the number zero (0).
- Cells where information is not applicable, missing, or not collected are blank.
- An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.

CSPR SECTION 1.9.2: LEAs WITH MCKINNEY-VENTO SUBGRANTS ONLY

QUESTION 1.9.2.1: NUMBER OF HOMELESS CHILDREN AND YOUTHS BY GRADE LEVEL SERVED BY MCKINNEY-VENTO SUBGRANTS

GENERAL NOTES: This question collects data on the total number of homeless children and youths who were served in LEAs with McKinney-Vento subgrants at any time during the

school year. Children age 5 and younger who are served by the subgrant program are to be included.

TYPE OF DATA ENTRY: Submission through ESS, File C043. ED Facts provides this CSPR data and it may only be revised through resubmission of the data to ESS.

Age/Grade	# of Homeless Children/Youths Served by Subgrants
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	(Auto calculated)

ADDITIONAL NOTES (QUESTION 1.9.2.1)

What grade levels should be reported? Include all grade levels offered at the LEA where the services are provided.

What does it mean to “receive services?” The definition of “served” includes homeless children who have been served in any way through McKinney-Vento funds. Services would include both direct services, as outlined in the McKinney-Vento Act (42 U.S.C. § 11433), and indirect services such as outreach activities completed by a staff member whose position is supported through McKinney-Vento funds. Include Age Birth through 2 and Age 3 through 5-Not Kindergarten children served by the subgrant program regardless of whether or not they were enrolled in a LEA-administered preschool program.

The number of homeless students enrolled in a LEA with a subgrant might:

- Equal the number served, if indirect services can be linked to McKinney-Vento funds;

- Be more than the number served if subgrant funds support only specific activities like transportation, shelter tutoring programs, or preschool programs; or
- Be less than the number served if subgrant funds support activities such as identifying children as homeless who subsequently attend school in another LEA or referring or assisting preschool-aged children to attend non-LEA preschool programs.

CSPR DATA QUALITY CHECK: NUMBER OF HOMELESS CHILDREN AND YOUTH SERVED BY MCKINNEY-VENTO SUBGRANTS

- The data counts regarding number served in LEAs with subgrants may or may not match the total enrolled in LEAs with subgrants.
- Valid zero values are indicated with the number zero (0).
- Cells where information is not applicable, missing, or not collected are blank.
- An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.

QUESTION 1.9.2.2: SUBGROUPS OF HOMELESS STUDENTS SERVED BY MCKINNEY-VENTO SUBGRANTS

GENERAL NOTES: This question collects data on the total number of homeless children and youths by category that were served in LEAs with McKinney-Vento subgrants at any time during the school year. See the Glossary (Appendix D) for definitions of each category.

TYPE OF DATA ENTRY: Submission through ESS, File C043 Homeless Served (McKinney-Vento). ED^{Facts} provides this CSPR data and it may only be revised through resubmission of the data to ESS.

	# of Homeless Students Served
Unaccompanied homeless youth	
Migratory children/youth	
Children with disabilities (IDEA)	
Limited English Proficient (LEP) students	

CSPR DATA QUALITY CHECK: SUBGROUPS OF HOMELESS STUDENTS SERVED BY MCKINNEY-VENTO SUBGRANTS

- The data counts regarding number of subgroups served in LEAs with subgrants may or may not match the total served in LEAs with subgrants.
- Valid zero values are indicated with the number zero (0).
- Cells where information is not applicable, missing, or not collected are blank.
- An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.

CSPR SECTION 1.9.3: ACADEMIC ACHIEVEMENT OF HOMELESS STUDENTS ENROLLED IN LEAS WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS

QUESTION 1.9.3.1: ACADEMIC ACHIEVEMENT IN READING (LANGUAGE ARTS)

QUESTION 1.9.3.2: ACADEMIC ACHIEVEMENT IN MATHEMATICS

QUESTION 1.9.3.3: ACADEMIC ACHIEVEMENT IN SCIENCE

GENERAL NOTES: These questions collect data on the academic achievement of homeless children and youths enrolled in LEAs with and without McKinney-Vento subgrants. Data required for each question are the unduplicated number of students who completed the state assessment and for whom a proficiency level was assigned.

TYPE OF DATA ENTRY: Submission of academic achievement data is through ESS, as follows:

- Question 1.9.3.1 - File C188 (Assessment Participation in Reading/Language Arts) and C178 (Academic Achievement in Reading/Language Arts)
- Question 1.9.3.2 - File C185 (Assessment Participation in Mathematics) and C175 (Academic Achievement in Mathematics)
- Question 1.9.3.3 - File C189 (Assessment Participation in Science) and C179 (Academic Achievement in Science)
- The submission of the academic achievement data in LEAs with and without McKinney-Vento subgrants is populated through ESS, File C170 LEA Subgrant Status

EDFacts provides this CSPR data and it may only be revised through resubmission of the data to ESS.

Tested Grade	# of Homeless Children/Youth – LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth – LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth – LEAs <u>With</u> Subgrants	# of Homeless Children/Youth – LEAs <u>With</u> Subgrants
Grade	# of Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level was Assigned	# of Homeless Children/Youth Scoring at or above Proficient	# of Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level was Assigned	# of Homeless Children/Youth Scoring at or above Proficient
3				
4				
5				
6				
7				
8				
High School				

ADDITIONAL NOTES (QUESTIONS 1.9.3.1, 1.9.3.2, 1.9.3.3)

Proficiency Levels: Federal law requires proficiency levels to be reported. The data are reported by state-defined academic achievement performance levels. The file specifications allow states to report up to six levels of proficiency. A state must report at least three levels. The state-defined academic achievement levels are specific to an assessment type. That is, the number and name of levels used for the alternate assessment on alternate achievement standards may be different than the number of levels used for the regular assessment, based on the state’s accountability plan (Consolidated State Accountability Workbook). States are required to submit and update their accountability plans for approval by ED with information such as their methods for making determinations about adequate yearly progress (AYP), levels of student performance, or calculations for graduation rates. This information helps ED and the public understand how states are calculating the data that they report to ED Facts and the CSPR. It is very important that State Coordinators confer with their ED Facts Coordinator well in advance of the opening of the CSPR to determine how proficiency data are to be properly collected and submitted to ED Facts according to their state accountability plan.

Workbooks may be found online at

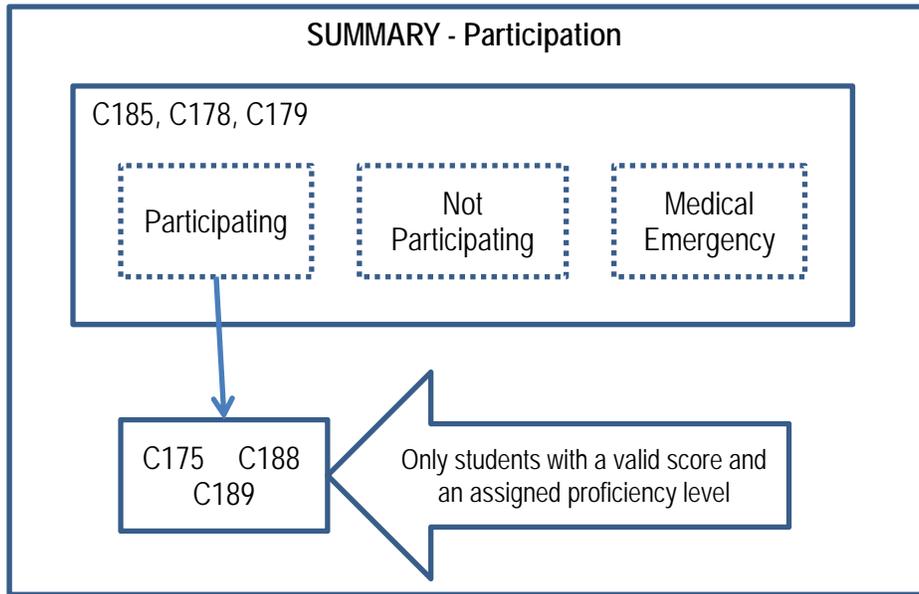
<http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

Which students should be reported?

- Include all students who:
 - Took the assessment,
 - Received a valid score, and

- Were assigned a proficiency level.
- Include students who participated in regular assessments with or without accommodations; or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year and those not there for a full academic year are included in this file.
- Do not include students who are reported as “non-participants.” If a state assigns non-participants to the lowest level of proficiency, do not report these students in the participation file. The diagram below illustrates how the participation data relate to the reporting of data on academic achievement.

The following diagram, which is included in the instructions for ED Facts file specifications related to academic participation and performance, represents which students must be included in the academic performance questions on the CSPR. For more information, see <http://www2.ed.gov/about/inits/ed/edfacts/sy-12-13-nonxml.html>.



Aggregated Data: Data for Grades 3 through 8 should be submitted by individual grade level. Grades 9 through 12 may be reported by specific grade levels OR may be consolidated into an aggregate figure referred to as High School. Data should not be submitted using both specific grade level and the permitted value High School. Please note that the CSPR form only refers to High School; therefore, any data submitted by specific grade will be aggregated when ED Facts data pre-populates the CSPR. Aggregated data for grades 9 through 12 should be provided only for those grades tested. Data for other grades (Age 3 through 5-Not Kindergarten, K through 2, and Ungraded) are not required.

Type of Assessment: Data should not be disaggregated by the type of test or assessment a state administers. Data should be disaggregated by grade level only. For example, if a state administers more than one type of test in a school year, the total number of students taking all tests administered in a particular grade should be submitted via ESS.

Out-of-Grade Testing data are not permitted by ESEA.

Recording of Individual Assessment Data: An individual state's data system should have the capacity to record assessment information on any child who was identified as homeless during the school year and took the state assessment. The state's assessment director is a good resource for assessment data after they have been submitted.

Data Clarification and the Comment Box: Any clarifications or discrepancies between the data requested and data provided should be explained in the comment box. The goal is to provide data to ED that answers the questions consistently and comprehensively allowing data to be aggregated across states to create an accurate national picture. Data entered in the comment box may be added manually by ED to the actual data summary. Data reported in the comment box does increase the potential for discrepancies or errors in the various national summary reports and may require a reference to a particular state's report to explain any variance among national reports.

CSPR DATA QUALITY CHECK: ACADEMIC PERFORMANCE OF HOMELESS STUDENTS

- **If the reported number of homeless children and youths enrolled in LEAs with and without McKinney-Vento subgrants who scored at or above proficient on the state reading or mathematics or science assessments was greater than the number of homeless children and youths enrolled in LEAs with and without McKinney-Vento subgrants who took each assessment, a flag will appear for any assessment for which this is the case, asking for an explanation.**
- **Data must be disaggregated by grade level for Grades 3 through 8. Data from Age 3 through 5-Not Kindergarten, K through 2, and Ungraded are not included. Data from Grades 9 through 12 are aggregated and reported as "High School" OR are disaggregated by grade. These data are not reported both ways.**
- **Data are reported by grade level only, not by the type of assessment administered.**
- **Valid zero values are indicated with the number zero (0).**
- **Cells where information is not applicable, missing, or not collected are blank.**
- **An explanation and corrective steps are included in the comment box for any blank data cells or inconsistent data.**

SECTION 4: ADDITIONAL RESOURCES

OTHER USEFUL DATA

As previously mentioned, academic and related data can be used to improve program activities and academic results for homeless students. In addition to the data that must be collected to satisfy components of the McKinney-Vento Act through the ESS and CSPR, other state and federal programs also require data to be collected which could be very helpful especially if they can be disaggregated for students experiencing homelessness. Even if these data elements are not all required to be reported to ED for students experiencing homelessness, many states can make at least some of these data available by linking them with electronic student identifiers. By comparing data from those programs to the data from the McKinney-Vento program, a great deal can be learned about homeless students in their school settings.

With the advent of electronic data systems and unique student identifiers, data can easily be analyzed from various required program areas. Regardless of the number of times a student changes schools or districts within a single state, they keep the same student identifier number until high school completion, which allows for a comprehensive snapshot of a student's academic performance. Ultimately, all student data submitted to the SEA is based on the student identifiers. This allows State Coordinators to request interdisciplinary data from data technicians without requiring additional data collections.

Other data available include:

- Number of suspensions and expulsions
- Reasons for expulsions
- Attendance rates
- Participation in gifted and talented programs
- Number of students with an Individualized Education Plan (IEP) and specialties addressed by the IEP
- Poverty rates
- Number of students who graduated
- Types of diplomas earned
- Number of students who dropped out
- Reasons cited by students for dropping out
- Participation in advanced placement courses
- Performance in advanced placement courses
- Participation in school meals
- Number of students served by Title I, Part A

By comparing these data to the data required by the CSPR data on homeless education, areas for improvement can be identified. For example, while it may be assumed that all homeless students receive free school meals, a review of the number of homeless students compared to the number of homeless students that receive free school meals may highlight significant gaps in services. A more in-depth examination of data related to homeless students, can improve collaboration as well. For example, high rates of suspensions for defiance in the classroom combined with high rates of IEPs for emotional exceptionalities may allow homeless program staff and special education administrators to work together to create more effective IEPs. For more information on other data collections, see Appendix E.

COLLABORATIONS TO IMPROVE DATA

This Guide has stressed the importance of collaboration and communication with all persons involved in the collection of data, from the local level to the state level. State Coordinators can take steps each year to ensure that data is error free and to simplify the process as much as possible by anticipating questions before they arise. Appendix F contains information about the steps that State Coordinators should implement to facilitate a problem-free data collection process.

APPENDIX A: FEDERAL DATA COLLECTION FORM SY 2012-13

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be automatically calculated.

	#	# LEAS REPORTING DATA
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

1.9.1 ALL LEAS (WITH AND WITHOUT MCKINNEY-VENTO SUBGRANTS)

The following questions collect data on homeless children and youths in the State.

1.9.1.1 HOMELESS CHILDREN AND YOUTHS

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated.

AGE/GRADE	# OF HOMELESS CHILDREN/YOUTHS ENROLLED IN PUBLIC SCHOOL IN LEAS WITHOUT SUBGRANTS	# OF HOMELESS CHILDREN/YOUTHS ENROLLED IN PUBLIC SCHOOL IN LEAS WITH SUBGRANTS
Age 3 through 5 (not Kindergarten)		
K		
1		
2		

3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto calculated)	(Auto calculated)

1.9.1.2 PRIMARY NIGHTTIME RESIDENCE OF HOMELESS CHILDREN AND YOUTHS

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student’s nighttime residence when he/she was identified as homeless. The totals will be automatically calculated.

	# OF HOMELESS CHILDREN/YOUTHS - LEAS WITHOUT SUBGRANTS	# OF HOMELESS CHILDREN/YOUTHS - LEAS WITH SUBGRANTS
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or		

abandoned buildings)		
Hotels/Motels		
Total	(Auto calculated)	(Auto calculated)

1.9.1.3 SUBGROUPS OF HOMELESS STUDENTS ENROLLED

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

	# HOMELESS CHILDREN/YOUTHS - LEAS WITHOUT SUBGRANTS	# OF HOMELESS CHILDREN/YOUTHS - LEAS WITH SUBGRANTS
Unaccompanied homeless youth		
Migratory children/youth		
Children with disabilities (IDEA)		
Limited English Proficient (LEP) students		

1.9.2 LEAS WITH MCKINNEY-VENTO SUBGRANTS

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 HOMELESS CHILDREN AND YOUTHS SERVED BY MCKINNEY-VENTO SUBGRANTS

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

AGE/GRADE	# HOMELESS CHILDREN/YOUTHS SERVED BY SUBGRANTS
Age Birth Through 2	
Age 3 through 5 (not	

Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	(Auto calculated)

1.9.2.2 SUBGROUPS OF HOMELESS STUDENTS SERVED

In the table below, please provide the following information about the homeless students served during the regular school year.

	# HOMELESS STUDENTS SERVED
Unaccompanied homeless youth	
Migratory children/youth	
Children with disabilities (IDEA)	
Limited English Proficient (LEP) students	

1.9.3 ACADEMIC ACHIEVEMENT OF HOMELESS STUDENTS

The following questions collect data on the academic achievement of enrolled homeless children and youths.

1.9.3.1 READING ASSESSMENT

In the table below, provide the number of enrolled homeless children and youths who were tested on the State reading/language arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

TESTED GRADE	# OF HOMELESS CHILDREN/YOUTH - LEAS <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAS <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAS <u>WITH</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAS <u>WITH</u> SUBGRANTS
GRADE	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT
3				
4				
5				
6				
7				
8				
High School				

1.9.3.2 MATHEMATICS ASSESSMENT

In the table below, provide the number of enrolled homeless children and youths who were tested on the State mathematics assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

TESTED GRADE	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITH</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITH</u> SUBGRANTS
GRADE	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT
3				
4				
5				
6				
7				
8				
High School				

1.9.3.3 SCIENCE ASSESSMENT

In the table below, provide the number of enrolled homeless children and youths who were tested on the State science assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

TESTED GRADE	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITHOUT</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITH</u> SUBGRANTS	# OF HOMELESS CHILDREN/YOUTH - LEAs <u>WITH</u> SUBGRANTS
GRADE	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT	# HOMELESS CHILDREN/YOUTH WHO RECEIVED A VALID SCORE AND FOR WHOM A PROFICIENCY LEVEL WAS ASSIGNED	# HOMELESS CHILDREN/YOUTH SCORING AT OR ABOVE PROFICIENT
3				
4				
5				
6				
7				
8				
High School				

APPENDIX B: CSPR – EDFACTS CROSSWALK

SY 2012-13 CSPR, SECTION 1.9 CROSSWALK

CSPR #	Question	EDFacts File Spec	Data Group	Category Set	Reporting Level	Comment
1.9	Education for Homeless Children & Youths Program	C170	754		LEA	Column 1 1 st Time from ESS
1.9	Education for Homeless Children & Youths Program	Manual Entry				Column 2
1.9.1.1	Homeless Children & Youths	C118 C170	655 754	A	LEA	
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	C118 C170	655 754	B	LEA	
1.9.1.3	Subgroups of Homeless Students Enrolled	C118 C170	655 754	C-F	LEA	NEW
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	C043	560	A	SEA	
1.9.2.2	Subgroups of Homeless Students Served	C043	560	B-E	SEA	
1.9.3.1	Reading Assessment (Homeless Enrolled)	C178 C170	584 754	G	LEA	Columns split by LEA McKinney-Vento subgrant recipient status
1.9.3.2	Mathematics Assessment (Homeless Enrolled)	C175 C170	583 754	G	LEA	Columns split by LEA McKinney-Vento subgrant recipient status
1.9.3.3	Science Assessment (Homeless Enrolled)	C179 C170	585 754	G	LEA	Columns split by LEA McKinney-Vento subgrant recipient status

* The information for Question 1.9.3.1, Question 1.9.3.2, and Question 1.9.3.3 is also available at the school level. See www.explore.data.gov for more information.

Appendix C: ED Facts File Specifications for CSPR Section 1.9- Education of Homeless Children and Youth

GENERAL NOTES

Reporting requirements for ED Facts files are defined in file specifications, which contain guidance, definitions, and technical information. These file specifications may be found online at <http://www2.ed.gov/print/about/inits/ed/edfacts/file-specifications.html>. Each file specification includes category sets which are subgroups of students of particular interest to ED. “Student Count by Homeless Enrolled Status” is an example of a category set.

State Coordinators should note that there are two versions of the file specifications listed. Generally, most states use the Non-XML file specifications. The state’s ED Facts Coordinator can be contacted to determine which type of file specifications is used by the state’s data collection system.

State Coordinators are encouraged to become familiar with the file specifications for the EHCY program to better understand the process for submission to ED Facts via ESS and to enhance collaboration with their ED Facts Coordinator.

State Coordinators should pay close attention to the following in each file specification:

- Section 1.0 Purpose
- Section 2.0 Guidance for Submitting This File
- Section 4.2 Data Record Definition

Note that not all file specifications include all of the sections listed above.

The file specifications associated with the EHCY Program are:

C043 Homeless Served (McKinney-Vento)

- Pre-populates CSPR Question 1.9.2.1 Number of Homeless Children and Youth Served in LEAs with McKinney-Vento Subgrants
 - *Please note that C043 also includes a permitted value for “out of school” for any identified homeless children and youth served by an LEA subgrant program who is not enrolled in any elementary or secondary school (public or private). Use of this permitted value for reporting is optional and does not require LEAs to locate all out of school homeless children and youth residing within the district boundaries that are not enrolled in any school.*
- Pre-populates CSPR Question 1.9.2.2 Subgroups of Homeless Students Served by McKinney-Vento Subgrants

C118 Homeless Students Enrolled

- Pre-populates CSPR Question 1.9.1.1 Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants
- Pre-populates CSPR Question 1.9.1.2 Primary Nighttime Residence of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants
- Pre-populates CSPR Question 1.9.1.3 Subgroups of Homeless Students Enrolled

C170 LEA Subgrant Status

- Includes a flag for LEA Subgrant Status

C175/C185 Academic Achievement in Mathematics/Assessment Participation in Mathematics

- Pre-populates CSPR Question 1.9.3.2 Assessment Participation and Academic Achievement in Mathematics

C178/C188 Academic Achievement in Reading (Language Arts)/Assessment Participation in Reading (Language Arts)

- Pre-populates CSPR Question 1.9.3.1 Assessment Participation and Academic Achievement in Reading/Language Arts

C179/C189 Academic Achievement in Science/Assessment Participation in Science

- Pre-populates CSPR Question 1.9.3.3 Assessment Participation and Academic Achievement in Science

APPENDIX D: GLOSSARY OF TERMS

Disclaimer: *Some definitions included below are not part of the McKinney-Vento statute, ESEA, or federal guidance. They are provided for the purpose of clarifying the data elements required for the federal data collection on homeless education programs. These definitions enable submission of consistent data based on the same interpretation of terminology by LEAs and SEAs.*

AGE BIRTH THROUGH 2: Includes any homeless child in this age group who is served in any way by McKinney-Vento funds. These data are only collected for Question 1.9.2.1 (Served in LEAs with McKinney-Vento subgrants).

AGE 3 THROUGH 5-NOT KINDERGARTEN: Includes any preschool-aged (3 through 5) homeless child who is enrolled in a LEA-funded preschool program or enrolled in a preschool program with which the LEA is a partner administratively or financially or has any accountability in serving the children (see definition of served). Children to be included may be attending a specific location or participating in a home-based program. See definition of *public preschool program* for examples of preschool programs and services. These data are collected for both Question 1.9.1.1 (Enrolled in LEAs with and without McKinney-Vento subgrants) and Question 1.9.2.1 (Served in LEAs with McKinney-Vento subgrants).

AWAITING FOSTER CARE: Children who are awaiting foster care placement are considered homeless and eligible for McKinney-Vento services. [See 42 U.S.C. 11434(a)(2)(B)(i).] Children who are already in foster care, on the other hand, are not considered homeless. State Coordinators should provide any guidance or policies developed at the state level or encourage LEA liaisons to confer and coordinate with local public social service agency providers to determine what awaiting foster care placement means within the context of their state and local policies.

CHILDREN WITH DISABILITIES: As generally defined by the Individuals with Disabilities Education Act (IDEA), this category includes children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under IDEA according to an individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. Children and youth meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection discussed in this guide.

CONSOLIDATED STATE PERFORMANCE REPORT (CSPR): The CSPR is a data collection tool administered annually by OESE. The CSPR tool collects information relating to the five ESEA goals established in the June 2002 Consolidated State application, as well as information relating to activities and outcomes of specific ESEA programs.

CSPR COORDINATOR: An individual in the SEA whose responsibilities include coordination of the preparation and certification of the annual CSPR submissions. The CSPR Coordinator can usually be found in a federal programs or accountability division of the SEA. CSPR Coordinators can help State

Coordinators plan a schedule for data collection and review of data from both LEAs with and without subgrants before final certification of the CSPR.

DOUBLED-UP: The McKinney-Vento Act defines this term as “sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” [42 U.S.C. 11434(a)(2)(B)(i)]. This classification in particular requires a case-by-case determination, keeping in mind the determining factor is whether the accommodation is a fixed, regular, and adequate nighttime residence. (See *homeless children and youths* for more information).

EDFACTS: Is an ED initiative to put performance data at the center of policy, management, and budget decisions for all K through 12 educational programs. ED*Facts* centralizes pre-K through 12 performance data supplied by SEAs with other data assets, such as financial grant information. This allows the Department to enable better analyze and use data in policy development, planning, and management. ED*Facts* relies on the Education Data Exchange Network (EDEN) for data submission.

EDFACTS COORDINATOR: An individual in the SEA who is generally responsible for submitting a wide range of data that has been collected from the SEA and LEAs (including the CSPR data). The ED*Facts* Coordinator will usually be found in the information technology or data division of the SEA. The ED*Facts* Initiative only allows for one designated EDEN Submission System (ESS) user per state. This person is most likely the state ED*Facts* Coordinator and is the only one authorized to submit data to the ESS. He or she will also be responsible for submitting any revisions to pre-populated data. The ED*Facts* Coordinator may contact State Coordinators to discuss pre-populated items as the definitions and requirements may change over time.

ELIGIBILITY: To be eligible for services according to the McKinney-Vento Act, a homeless student must meet the Act’s definition of homeless. The McKinney-Vento Act defines homeless children and youths as “individuals who lack a fixed, regular, and adequate nighttime residence.” Lacking any one of these three conditions would make a child eligible. In other words, if the residence is not fixed, regular, **and** adequate, it is considered a homeless situation. (See *homeless children and youths* for more information.)

ENROLLED: The McKinney-Vento definition of enrolled is those students “attending classes and participating fully in school activities” [42 U.S.C. § 11434(a)(1)]. For data collection purposes, enrolled includes any child for whom a current record exists. Age 3 through 5 (not Kindergarten) includes any preschool-aged (3 through 5) homeless child who is enrolled in a LEA-administered preschool program. Children to be included may be attending at a specific location or participating in a home-based program.

FILE SPECIFICATIONS: File specifications or “file specs” are ED*Facts* documents which provide detailed technical information including definitions and reporting indicators for data that are pre-populated in the CSPR.

FIXED, REGULAR, AND ADEQUATE: According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate nighttime residence are considered homeless. A fixed residence is one that is stationary, permanent, and not subject to change. A regular residence is one that is used on a regular (i.e. nightly) basis. An adequate residence is one that is sufficient for meeting both the physical and psychological needs typically met in home environments.

HOMELESS CHILDREN AND YOUTHS: Individuals who lack a fixed, regular, and adequate nighttime residence [42 U.S.C. 11434(a)(2)(A)]. The term also includes:

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): The IDEA is a law ensuring services to children with disabilities throughout the nation. See the definition of *children with disabilities* above.

IDENTIFIED: For the purposes of data collection, this refers to the point in time at which the local liaison or designee documents the homeless status of a child or youth. A child may be identified as homeless while already enrolled and attending school, may be identified as homeless at the time of enrollment, or may be identified as homeless during an outreach activity and may not actually enroll in school in the LEA.

KINDERGARTEN: Includes all homeless children who attend LEA-administered kindergarten programs whether the programs are mandatory or non-mandatory. If your state has grades K4 and K5, these students should be included in the Kindergarten category.

LIMITED ENGLISH PROFICIENT (LEP): To be included in the federal data collection for homeless children and youth, LEP students must meet the McKinney-Vento definition of homeless, and are generally defined in coordination with the state's definition based on section 9101 (25) of Title IX of the ESEA as students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) who are i, ii, or iii
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) who are I and II
 - (I) who are a native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);

- (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
- (iii) the opportunity to participate fully in society.

To be classified as LEP, an individual must meet the criteria of A, B, C, and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii, or iii. If the criteria to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

MCKINNEY-VENTO SUBGRANT: Federal funds allocated to SEAs and made available to LEAs for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth [42 U.S.C. § 11433(a)(1)].

MIGRATORY CHILDREN/YOUTH: To be included in the federal data collection for homeless children and youth, migratory children and youth must meet the McKinney-Vento definition of homeless and must be approved by the SEA for a Certificate of Eligibility as stated in section 1309(2) of the ESEA. This includes children/youth who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such as LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

POPULATION: The process by which data are submitted through ED Facts files and automatically loaded as responses to C SPR questions.

PRIMARY NIGHTTIME RESIDENCE: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative) in which a homeless child or unaccompanied homeless youth was staying at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was determined eligible for McKinney-Vento services.

PROFICIENCY LEVEL: According to section 200.8(2) of the ESEA, proficiency level is actual student academic achievement measured against the state's academic achievement standards. Each state sets its own academic achievement standards and measures as documented in its Consolidated State Accountability Workbook.

PUBLIC PRESCHOOL PROGRAM: As pertains to preschool-aged (0 through 5) homeless children, preschool programs include those funded by an LEA, with which the LEA is a partner administratively or financially or has any accountability in serving the children (see the definition of served). Children to be included may be attending at a specific location or participating in a home-based program.

Examples of public preschool programs include:

- Mandatory LEA pre-K
- Non-mandatory LEA pre-K

- Head Start programs receiving funding or support from the LEA (whether located in the schools or community-based organizations or providing home-based services)
- Preschool special education services that are supported in any way by the LEA (may include those services arranged by a county agency to be provided at home or at an approved special education preschool not operated by a school district)
- Preschool-aged children enrolled in Title I, Even Start, or any other government-funded preschool services that are administered or supported by the LEA
- Home-based services, such as Parents as Teachers or Parent/Child Home Programs, that are funded and administered by an LEA

REGIONAL CONSORTIA: Regional consortia are entities that are addressed in the definition of a LEA in section 9101 of the ESEA as “a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary schools or secondary schools.” Examples of regional entities: Intermediate School Districts (ISDs) which are recognized as LEAs, but do not enroll students; Educational Service Centers (ESCs) which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings such as Board of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc. Every individual LEA affiliated with or served by a consortium or other regional entity should be individually counted.

SCHOOL OF ORIGIN: The school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled [42 U.S.C 11432 § (g)(3)(G)].

SCHOOL YEAR: The period of time required by state or local policy in which students must attend school. For the purposes of this data collection, a school year is determined to be the period July 1 through June 30.

SCHOOL-AGED: The age determined by state law for compulsory education.

SERVED: The definition of served includes homeless children who have been served in any way through McKinney-Vento funds. Services would include both direct services, as outlined in the McKinney-Vento Act [42 U.S.C. § 11433] and indirect services such as those provided by a staff member whose position is supported through McKinney-Vento funds and who is involved in the administration of the McKinney-Vento program but does not necessarily provide direct services. An example of an indirect service includes outreach activities for which a staff member’s time is paid and results in an increase in the identification of homeless students. This definition includes children aged Birth through 5 years old who are served by the subgrant program. The definition includes Birth through 5 year olds regardless of whether or not they are enrolled in a preschool program operated by an LEA, or in a preschool program where the LEA is a partner administratively or financially, or has any accountability in serving the children.

SHELTER: Supervised publicly or privately operated facilities designed to provide temporary living accommodations.

SUBSTANDARD HOUSING: The definition of substandard housing may be determined by local building codes, community norms, and a case-by-case determination regarding the safety and suitability of a residence as fit for habitation by humans.

TRANSITIONAL HOUSING: Temporary accommodation for homeless individuals and families, as a step to permanent housing. Residents of transitional housing are considered homeless until they move into permanent housing. Transitional housing programs may last up to 24 months, provide housing in addition to wraparound services, and typically require participants to pay a portion of their housing costs based on a sliding scale.

UNACCOMPANIED HOMELESS YOUTH: To be included in the federal data collection, an unaccompanied homeless youth must be:

1. A youth who is not in the physical custody of a parent or guardian
2. And a youth who fits the McKinney-Vento definition of homeless.

There is no age range specified in the law for an unaccompanied homeless youth. The upper age range is determined by what a state defines as school aged, unless the child is in special education, in which case, the upper age range is twenty-one (21) years of age (or higher depending on state law). There is no lower age range.

UNGRADED: Is defined as students who are assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade level or age level. The definition of Ungraded does not include out-of-school youth, preschoolers, or children who are not yet school age.

UNSHELTERED: Includes children living in situations listed in the McKinney-Vento definition of homeless (see *homeless children and youths*), such as cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Unsheltered situations require case-by-case determination as to whether the accommodation is fixed, regular, and adequate.

APPENDIX E: OTHER EDFACTS FILE SPECIFICATIONS FOR CSPR QUESTIONS THAT COLLECT DATA ON HOMELESS CHILDREN AND YOUTH

EDFacts also collects additional data pertaining to homeless children and youth enrolled in LEAs with subgrants as a category set of other file specifications that are not included in the homeless education portion of the CSPR Part 1. These data are submitted either via another portion of the CSPR or collected for the Non-Fiscal Survey of the Common Core of Data (CCD). The CCD is an annual collection of data that are reported by SEAs to the National Center for Education Statistics (NCES) through EDFacts. SEAs report aggregated state-level counts of students by grade, gender, and race/ethnicity as well as counts of full-time-equivalent (FTE) teachers, aides, support staff, and administrators in public schools and school districts for the State Non-fiscal Survey of Public Elementary and Secondary Education. State Coordinators are encouraged to become acquainted with the other data collected via the file specifications as these data can be quite useful to a state's EHCY program. These file specifications may be found online at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>. A description of the file specifications are also provided below:

- **C032 Dropouts:** Category Set F (Homeless enrolled status) collects the dropout count of homeless students enrolled by grade and category for the school year via the CSPR for the CCD. Further definition of the term dropouts may be found in Section 2.1 of the file specification. The LEA-level files indicate which LEAs reported enrolled homeless students who dropped out in grades 7 through 12 during the reporting year.
- **C037 Title I, Part A SWP/TAS Participation:** Collects the number of public school students served by either a public Title I, Part A Schoolwide Program (SWP) under section 1114 of ESEA or a Targeted Assistance Program (TAS) under section 1115 (collected by CSPR). Category Set E Student count by homeless status includes students who have been identified as homeless regardless of whether the students are receiving services under programs funded by McKinney-Vento. This information could be compared with the number of students enrolled in the LEA and served by LEAs with subgrants to ensure quality data and maximum participation of eligible homeless students in Title I programs. Please note that many Title I programs do not cover every grade span of elementary and secondary school.
- **C040 Graduates/Completers:** Category Set F (Diploma/Credential; Homeless enrolled status) collects the graduates/completers count for the school year. This student count is cumulative for the school year, including the subsequent summer, and is unduplicated. It is collected by the CSPR for the CCD. These data are to be reported for students identified as homeless; however, to graduate, the student must be enrolled in an LEA in grade 12 during the reporting year or subsequent summer. Since these data are collected for homeless students enrolled in all LEAs, a student who graduates from secondary school or completes Grade 12 should be reported for the LEA of enrollment at the time of

graduation or completion. These numbers might be used to estimate a rough “grade 12 homeless student graduation rate” at the SEA and LEA level, but they cannot easily be used to calculate a graduation rate over a four or five year period. Currently, these data are the only data available pertaining to graduation for homeless students, and the program office has begun to check the quality of both SEA and LEA level data since the reporting has changed from being reported for students served by LEAs with subgrants to enrolled in all LEAs. This change took effect in SY 2010-11.

APPENDIX F: STEPS FOR STATE COORDINATORS TO PREPARE FOR AND CONDUCT THE FEDERAL DATA COLLECTION PROCESS

ESTABLISH AND MAINTAIN CONTACT WITH THE EDFACTS COORDINATOR AND CSPR COORDINATOR

- The ED*Facts* Coordinator can usually be found in the state information technology department. A contact list for state ED*Facts* Coordinators is available through ED*Facts* Partner Support.
- The ED*Facts* Coordinator is responsible for the transmittal of the state's collected data to the EDEN Submission System (ESS).
- The CSPR Coordinator may be the same person as the ED*Facts* Coordinator or may be someone in the state's federal programs office.
- The CSPR Coordinator has oversight responsibility to ensure the preparation, submission, and certification of data and comments entered into the CSPR. Please note that in some states, the State Coordinator may be responsible for inputting the manual data.

BECOME FAMILIAR WITH QUESTIONS, GUIDANCE, AND DEFINITIONS PERTAINING TO DATA TO BE COLLECTED AS OUTLINED IN THIS GUIDE

- Note how data for each question are submitted to ESS. Ascertain any changes to questions, file specifications, and other requirements. Consult the resources below for additional information:
 - SY 2012-13 File Specifications
 - Consolidated State Application Accountability Workbooks
- The ED*Facts* Coordinator will have further information regarding how assessment data are to be submitted according to the individual Consolidated State Accountability Workbook for the state. Individual state workbooks may be found online at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

DETERMINE AND COORDINATE DATA COLLECTION AND SUBMISSION TIMELINES

- Be mindful of the national annual data collection timeline.
- Ascertain from the ED*Facts* Coordinator how data collection for submission to ESS is done in your state (via the statewide longitudinal data base, online, paper collection, etc.) Discuss external and internal agency timelines for data submission to ESS.
- Confer with the CSPR Coordinator regarding specific aspects of your state data collection and submission methods as well as state-specific timelines and deadlines.

COMMUNICATE WITH LOCAL LIAISONS

- Communicate with local liaisons on a regular basis throughout the year regarding data collection questions, definitions, data collection methods, and all other pertinent information. Make sure all deadlines for data collection and submission are publicized and met.
- Follow up with LEAs that do not report data or report unreasonably low counts of homeless students based on poverty rates and other economic indicators.

MONITOR DATA COLLECTED AND AGGREGATED THROUGH ESS

- Data for questions which have file specifications and are submitted through ESS are required to be submitted by 5:00 PM EST on December 20, 2013. Data will appear in the CSPR tool in an aggregated form when it opens in October.
- The ED*Facts* Coordinator can provide a pre-fill report of the aggregated data upon request. This report shows data submitted to ED*Facts* but not yet pre-populated into the CSPR. State Coordinators should obtain this report and verify the aggregated data, particularly student counts, based on their own records. It is best to verify these data well in advance of the opening of the CSPR to allow time for any necessary revisions.
 - Note non-reporting LEAs or LEAs that have reported zero or a low number of homeless students and compare this number to state poverty or free or reduced lunch (FRL) data or to data from surrounding or similar LEAs.
 - Compare LEA data to that reported for the previous year to identify unexplained discrepancies.
- Data collected through ED*Facts* can only be corrected through the ESS. Corrections to these data cannot be made manually through the CSPR data submission tool. The state ED*Facts* Coordinator should be contacted for assistance with any necessary revisions.

OVERSEE COLLECTION AND SUBMISSION OF DATA NOT COLLECTED BY THE ESS

- The responsibility to oversee and facilitate the collection of all data on homeless students served by LEAs with subgrants is likely that of the State Coordinator. The CSPR Coordinator can provide further information specific to your state's data collection system and should be consulted regarding the collection of this data.
- The State Coordinator may also be responsible for facilitating collection and submission of data from non-subgrantee LEAs for CSPR Question 1.9 Number of LEAs. The CSPR Coordinator can provide further information pertaining to this data collection.
- It is likely that the ED*Facts* Coordinator will want access to the data that are not collected online well in advance of the opening of the CSPR in October to provide adequate time for data preparation and entry. Establish a deadline by which LEAs

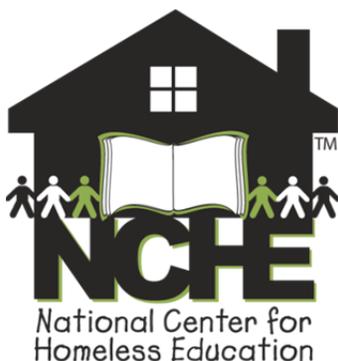
must submit their data that allows ample time for the ED*Facts* Coordinator to prepare the data for entry when the C*SPR* opens.

- It is important to note that any revisions to data **not** collected through the ESS system may only be done through the C*SPR* tool. The only Section 1.9 EHCY question meeting this description is 1.9 LEAs with and without McKinney-Vento subgrants. Any necessary changes to these data may only be made during the period that the C*SPR* submission or resubmission windows are open.

NCHE PROFILE

Funded by the U.S. Department of Education, the National Center for Homeless Education (NCHE) serves as an information clearinghouse for people seeking to remove or overcome educational barriers and to improve educational opportunities and outcomes for children and youth experiencing homelessness. NCHE also supports educators and service providers by producing training and awareness materials and by providing training at regional and national conferences and events.

NCHE is housed at the University of North Carolina at Greensboro.



NATIONAL CENTER FOR HOMELESS EDUCATION

<http://center.serve.org/nche/homeless@serve.org>

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