

SY 2014-15

EDUCATION FOR HOMELESS CHILDREN & YOUTH

National Center for Homeless Education

Guide to Reporting Federal Data

THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

National Center for Homeless Education

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AUGUST 2015



With funding from the U.S. Department of Education, the National Center for Homeless Education (NCHE) at the University of North Carolina at Greensboro provides critical information to those who seek to remove educational barriers and improve educational opportunities and outcomes for children and youth experiencing homelessness.

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Purpose and Overview

Data Collection Requirements and Program Accountability

The Office of Safe and Healthy Students within the U.S. Department of Education's (ED) Office of Elementary and Secondary Education requires state educational agencies (SEAs) to submit information for the Consolidated State Performance Report (CSPR) regarding the Education for Homeless Children and Youth program. Data is collected annually for the CSPR in order for ED to meet requirements under the Government Performance and Results Act (GPRA, 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 on achievement. Data collected in the CSPR is analyzed by ED to assist in determining the effectiveness of the Education for Homeless Children and Youth program based on the GPRA measures. The information allows ED to determine the extent to which states ensure homeless children and youth have access to a free, appropriate, public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

This guide is a resource for managing the collection and submission of high quality data for Section 1.9 of Part 1 of the School Year (SY) 2014-15 Consolidated State Performance Report. While primarily designed to meet the needs of State Coordinators of homeless education, local educational liaisons may also find this guide helpful in completing data reports required by their SEAs.

TO LEARN MORE ABOUT:

GPRA Measures, visit

<http://www2.ed.gov/about/overview/budget/budget16/justifications/d-sip.pdf>

The ED*Facts* Initiative, visit

<http://www2.ed.gov/about/inits/ed/edfacts/index.html>

The CSPR and the data submitted by your state, visit

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

General Guidance

Data Collection Responsibilities, Roles, and Assistance

Each year, State Coordinators should collect data from local educational agencies (LEAs) on required data points included in Section 1.9 of the CSPR. Once collected and verified as accurate by the State Coordinator, this data is to be submitted to *EDFacts*, a federally coordinated data repository which houses SEA, LEA, and school level data on public education. Each state has an *EDFacts* Coordinator who is responsible for working with State Coordinators to submit all required data. Additionally, states have a CSPR Coordinator who is responsible for working with both State Coordinators and *EDFacts* Coordinators to ensure the timely submission of data for all parts of the CSPR.

Data submitted to *EDFacts* for storage will populate the majority of the CSPR; however, State Coordinators must manually provide additional information for a small number of data points. CSPR Coordinators certify both automated and manual data for each SEA once it is verified by States Coordinators and inserted into the CSPR form. Appendix A provides a comparison of CSPR sections and the *EDFacts* files and data groups that pre-populate them.

Data stored in *EDFacts* is aggregated and does not include personally identifiable information.

States Included in the CSPR

Every state in the United States is required to submit data on the public education of children and youth experiencing homelessness. For purposes of this data reporting guide, the term *state* includes the District of Columbia and the territory of Puerto Rico. The Bureau of Indian Education (BIE) acts as a state educational agency for schools funded under the Indian Self-Determination and Education Assistance Act (25 U.S.C. § 450 *et seq.*); consequently, the BIE is also included under the term state within this guide.

State Coordinators are responsible for overseeing the collection and submission of data included in section 1.9 of the CSPR, which pertains to children and youth who meet the definition of homeless in the McKinney-Vento Act (42 U.S.C. § 11434a). Since the duration of homelessness varies with the circumstances of each

student's living situation, states must include information on the education of students who were homeless at any point during a school year, as identified by the local homeless education liaison through coordination with school personnel and community agencies.

A school year is defined as the period of time between July 1st and June 30th.

Definitions

This guide includes a glossary as Appendix B to clarify terms critical for the collection of high quality data. *EDFacts* file specifications govern the submission of data submitted to ED. As a result, definitions for terms found in file specifications are included verbatim in the glossary. Any state with unique circumstances that do not fit the definitions provided in this guide must explain the anomalies for each circumstance within the comment boxes included in the CSPR form. If the anomaly pertains to more than one CSPR data point, the comments must be repeated for each affected data point.

Additional Assistance

The *EDFacts* Partner Support Center (PSC) is available to assist states with technical difficulties when submitting data to *EDFacts*, such as resetting passwords. The PSC uses an issue tracking system to ensure the resolution of all requests for assistance and to plan technical amendments to the data collection process. State Coordinators may access the support center from 8 a.m. to 6 p.m. EST, Monday through Friday by phone, fax, or email with the following contact information:

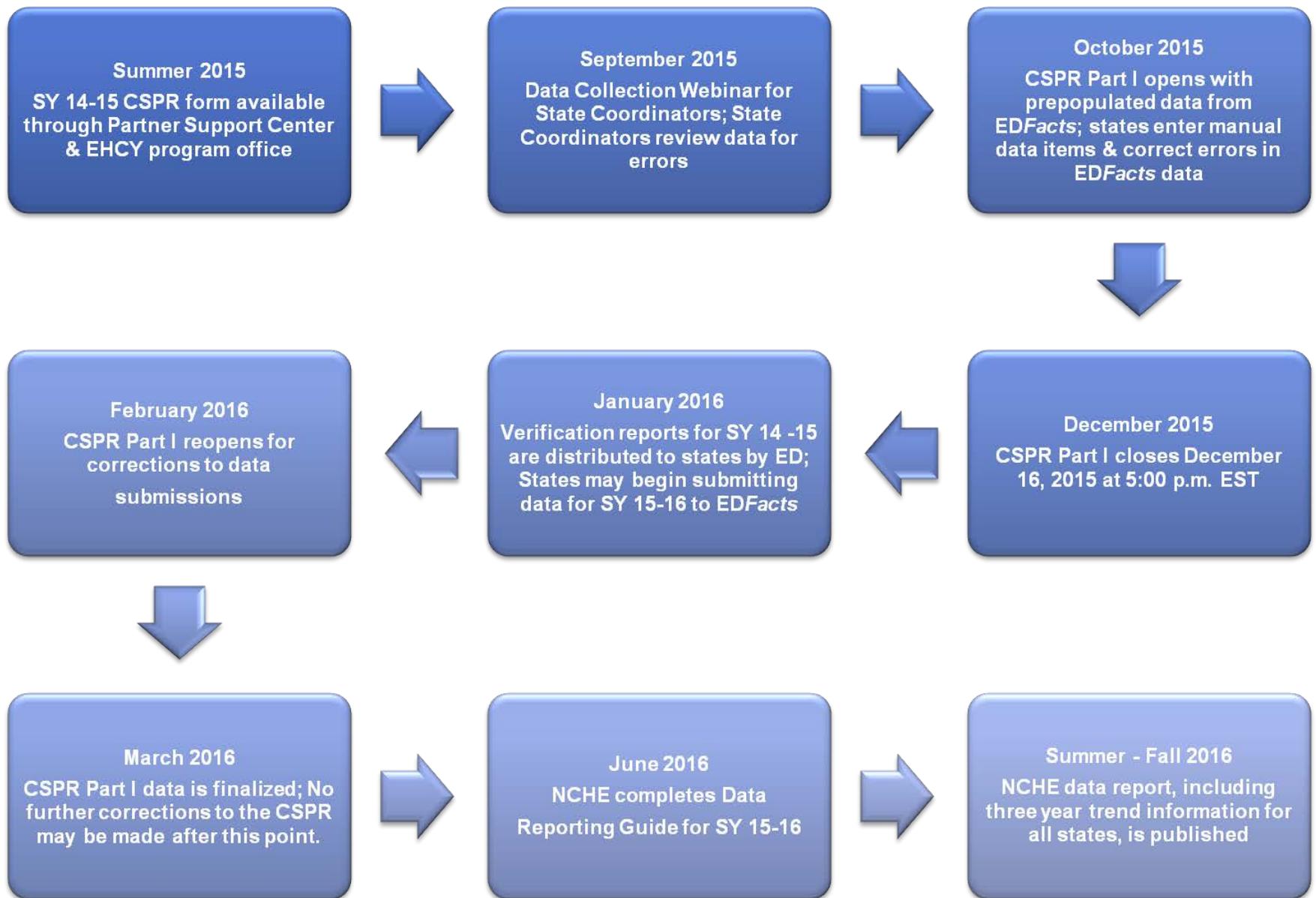
- Toll Free: 877-457-3336 (877-HLP-EDEN)
- TTY: 888-403-3336 (888-403-EDEN)
- E-mail: EDEN_SS@ed.gov
- Fax: 888-329-3336 (888-FAX-EDEN)

State Coordinators may contact NCHE or the Federal Coordinator with non-technical questions related to program implementation.

State Coordinators who need to identify the *EDFacts* or CSPR Coordinators for their states may do so by visiting the following links:

- <http://www2.ed.gov/about/inits/ed/edfacts/eden/contacts.html>
- <http://center.serve.org/nche/downloads/cspr.coord.2013.doc>

FIGURE 1. Annual Timeline



CSPR Requirements

Individual Data Points and Related Notes

The following information pertains to specific data required by CSPR Section 1.9 regarding the education of homeless children and youth. To download the CSPR form in its entirety, go online to the U.S. Department of Education's website at <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

CSPR Section 1.9.1 Number of LEAs With and Without Subgrants in the State

GENERAL NOTES: Collects data regarding the number of LEAs in the state, including the number that received a subgrant and the number that reported data for the CSPR.

TYPE OF DATA ENTRY: The number of LEAs with and without a subgrant is populated by ED*Facts* file C170 (data group 754), but the number of LEAs reporting data must be manually entered.

LEAs	# [of LEAs]	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

QUALITY CONCERNS: Be sure to include ALL entities within your state that met the legal definition of an LEA during SY 14-15.

The grantee and reporting status of LEAs acting as a part of a regional consortium must reflect the status of the individual LEAs within the consortium. For example, all LEAs in the consortium would be indicated as subgrantees if they receive a McKinney-Vento subgrant due to their membership in the consortium. However, if an individual LEA within the consortium fails to report data while all other LEAs within the consortium report data, the LEA that failed to report data may not be included as reporting data.

Charter schools may or may not be considered an LEA; consult with your state's charter school program to determine if charter schools in your state should be included as a separate LEA.

CSPR Section 1.9.1.1 Homeless Children and Youth

GENERAL NOTES: Collects the number of homeless children who were enrolled in each grade; the data is further broken down to reflect the number of students based on LEA grantee status.

TYPE OF DATA ENTRY: Data in this section are populated by ED*Facts* file C118 (data group 655).

Age/Grade	# of Homeless Children/Youth <u>Enrolled</u> in a Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth <u>Enrolled</u> in a Public School in LEAs <u>With</u> 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)

QUALITY CONCERNS: If the student experienced multiple episodes of homelessness over the course of the 14-15 school year, only include the student in the data count one time.

CSPR Section 1.9.1.2 Primary Nighttime Residence

GENERAL NOTES: Collects information on the type of nighttime residence used by homeless students.

TYPE OF DATA ENTRY: Data in this section are populated by ED*Facts* file C118 (data group 655).

Primary Nighttime Residence	# of Homeless Children/Youth-LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth-LEAs <u>With</u> Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailers, or abandoned buildings)		
Hotels/motels		
Total	(Auto calculated)	(Auto calculated)

QUALITY CONCERNS: Nighttime residence data should reflect the type of residence the student was using at the time the student was identified as meeting the definition of homeless. If, over the course of a school year, the student uses multiple types of nighttime residence that meet the definition of homeless, only submit the type of housing the student used when first identified as homeless. If the student experienced multiple episodes of homelessness over the course of the 14-15 school year, only record the primary nighttime residence used by the student at the time the student was identified for the first time during the school year.

CSPR Section 1.9.1.3 Subgroups

GENERAL NOTES: Collects additional relevant educational demographic information on homeless students enrolled in public schools.

TYPE OF DATA ENTRY: Data in this section are populated by ED*Facts* file C118 (data group 655).

Special Population	# of Homeless Children/Youth-LEAs <u>Without</u> Subgrants	# of Homeless Children/Youth-LEAs <u>With</u> Subgrants
Unaccompanied homeless youth		
Migratory children/youth		
Children with disabilities (IDEA)		
Limited English Proficient (LEP) students		

CSPR Section 1.9.2.1 Served by Grade

GENERAL NOTES: Collects data about students served by McKinney-Vento subgrants only; information is broken down by grade.

TYPE OF DATA ENTRY: Data in this section are populated by *EDFacts* file C043 (data group 560).

Age/Grade	# of Homeless Children/Youth 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)

QUALITY CONCERNS: Only include students in this count if they were served as a result of a McKinney-Vento subgrant. As a result, it is possible that not all grades will reflect homeless students. For more information on *served*, see Appendix B.

CSPR Section 1.9.2.2 Subgroups Served

GENERAL NOTES: Collects data about students served by McKinney-Vento subgrants only; information is broken down by subgroups of homeless students.

TYPE OF DATA ENTRY: Data in this section are populated by ED*Facts* file C043 (data group 560).

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

QUALITY CONCERNS: Only include students in this count if they were served as a result of a McKinney-Vento subgrant. For more information on *served*, see Appendix B.

CSPR Section 1.9.3 Academic Achievement

GENERAL NOTES: This data point requires information to be submitted for three data points: the academic performance of homeless students in reading and language arts (1.9.3.1), the academic performance of homeless students in math (1.9.3.2), and the academic performance of homeless students in science (1.9.3.3). Academic performance is based on participation in and performance on statewide assessments for each of the three subject areas.

TYPE OF DATA ENTRY: Data in this section are populated by the following ED*Facts* files:

- Assessment Participation
 - Reading and language arts: file C188 (data group 589)
 - Math: file C185 (data group 588)
 - Science: file C189 (data group 590)
- Academic Performance
 - Reading and language arts: file C178 (data group 584)
 - Math: file C175 (data group 583)

- Science: file C179 (data group 585)
- Data is further filtered into the CSPR form to reflect student participation and performance based on the grant status of LEAs as a result of information submitted in *EDFacts* file C170 (data group 754).

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				

QUALITY CONCERNS: Data must be submitted for all grades indicated in the table for each subject area. However, states may choose to provide high school information by grade, i.e. grade 9, grade 10, etc., or states may choose to provide aggregated high school data.

States must submit data for all types of statewide assessments, including the standard assessment, the standard assessment with accommodations, alternate assessments, and assessments that have been modified or based on alternate academic standards. Do not disaggregate data based on the type of assessment. There is only one exception: if a student has been in the United States less than 12 months and took an English proficiency test in lieu of the statewide assessment test, the student must be excluded from this data point.

The data must be submitted regardless of the amount of time that a student was enrolled in school, in a particular school, or in a particular LEA.

Only include students who participated and received a valid score. States that automatically assign students who did not participate in an assessment to the

lowest level of proficiency should not include those non-participating students in this data collection.

Ensuring Data Quality

Plan Now to Avoid Corrections Later

The CSPR has several edit checks built into the system to help users identify problem areas prior to submitting the data. These checks include subroutines that automatically test the validity of data entered into the fields within the CSPR. Additionally, ED reviews the edit checks on an annual basis to ensure they are designed to improve data quality. If data entered into the CSPR fails to meet the criteria for valid data as measured by the edit check, a notice will be displayed on the screen, indicating the need to align the data with its quality standard.

If an edit check appears on the screen when a state is submitting its data, the state must either correct the data or provide an explanation that describes why the data fails to meet the standard and steps the state is taking to resolve the issue.

Edit checks currently included in the CSPR verify that the total number of students enrolled (1.9.1.2) matches the total number of students included by primary nighttime residence (1.9.1.2). They also verify that the number of students included as proficient is not greater than the number of students included as having taken the statewide assessment tests for each academic area.

In addition to the edit checks built into the CSPR reporting system, each year steps are taken to further validate data submitted by the states. As ED's technical assistance center on homeless education, the National Center for Homeless Education reviews the data to identify areas of concern. Past problem areas have included:

- States have failed to provide all data requested.

- States have included data in the comment box; however, all data included in comment boxes is considered invalid.
- The number of LEAs included does not reflect all LEAs within the state that were open and enrolled students during the school year.
- States did not update comments to reflect changes made during the correction window or include invalid comments from the previous year's data collection.
- Comments are not relevant. For example, a comment included for the number of students enrolled by grade or nighttime residence provides information about the migrant program within the state that should instead be included under the data point for subgroups of homeless students.
- States have not removed duplicates from SEA level data, resulting in inflated counts.
- States that did not remove duplicate data failed to submit a comment indicating that data included duplicates.
- Some LEAs failed to report data.
- The state failed to provide zero counts where applicable. (LEAs are not currently required to include zero counts.)
- States have included data in the wrong category; i.e., enrolled data is included as served, etc.
- The number of students included as enrolled does not match the number of students included in the primary nighttime residence category.
- States have included served students in the primary nighttime residence data. Data included on the primary nighttime residence of students should only include those students enrolled in school, regardless of whether they were served by a McKinney-Vento subgrant.
- Data changed drastically without explanation. For example, the total number of homeless students enrolled decreased 72% from the total provided the previous year.

Planning for the Future

Upcoming Changes, Expected Rollout Dates, and Changes Under Review

The U.S. Department of Education reviews all the data points included in the CSPR on an annual basis and makes recommendations for change, in consultation with State Coordinators. Even with advance notice, it can be difficult to align data collection systems in time to accurately collect data by the assigned due date. Most programmers require at least a year of advanced notice to complete updates to the system as states typically use a single data system to collect information across several state and federal program areas. To facilitate that process, this section will provide information on scheduled changes and changes currently being considered.

Upcoming Changes

No changes will take effect for the school year 14-15 data collection.

Additionally, no changes are currently scheduled to take effect for the school year 15-16 data collection or the school year 16-17 data collection. Several changes are under consideration.

Changes Under Review

Currently, LEAs are not required to submit zeros for any count included in ED*Facts* files; they may simply leave the field empty. This makes it difficult for SEAs and ED to determine if the LEA has done the due diligence required by law to identify and serve students, if the LEA has done the due diligence to identify and serve students but failed to report the students, or if the LEA has simply failed to follow the law and reporting requirements. As a result, ED is currently considering adding a

requirement for the 16-17 school year that would require LEAs to include zero counts, as appropriate, in the LEA files.

ED is also considering other changes to data submitted for SY 16-17. The changes under review include:

- moving the academic achievement data for students in homeless situations from its current location in Section 1.9.3 of the CSPR to Section 1.3 of the CSPR;
- adding an adjusted cohort graduation rate in Section 2.11;
- adding a chronic absenteeism data indicator in the *EDFacts* file requirements; and
- eliminating CSPR 1.9.2 and the corresponding *EDFacts* file C043 (data group 560), which includes information on students who are served by McKinney-Vento subgrants.

While none of these changes are approved yet, it is prudent to begin having discussions that involve both *EDFacts* Coordinators and State Coordinators to ensure your state is aware of the implications each change represents. This will allow you to provide ED with feedback if requested to do so, and to adjust your data collection systems with a minimal amount of difficulty should the changes be approved.

SY 2014-2015 CSPR Section 1.9– ED*Facts* File Specifications Crosswalk

The following table displays the file specifications and the CSPR sections they prepopulate.

CSPR Section	Description	ED <i>Facts</i> File Specification	Data Group	Category Set	Reporting Level	Comment
1.9	Education for Homeless Children & Youths Program	C170	754		LEA	
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	
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 C188 C170	584 589 754	G	LEA	
1.9.3.2	Mathematics Assessment (Homeless Enrolled)	C175 C185 C170	583 588 754	G	LEA	
1.9.3.3	Science Assessment (Homeless Enrolled)	C179 C189 C170	585 590 754	G	LEA	

* 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 <https://explore.data.gov/> for more information.

Glossary

Disclaimer: Some definitions included below are not part of the McKinney-Vento statute, Elementary and Secondary Education Act (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 CSPR Section 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 public preschool program or is served by a McKinney-Vento subgrant. See the definition of *public preschool program* for examples of preschool programs and services. These data are collected for both CSPR Section 1.9.1.1 (Enrolled in LEAs with and without McKinney-Vento subgrants) and CSPR Section 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 which students qualify as awaiting foster care placement. States that have a state definition of homeless that expands the federal definition of homeless should only include the children who meet the federal definition of homeless in federal data collections.

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 youths 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 the Office of Safe and Healthy Schools. 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 before the final certification of the CSPR.

DATA GROUP: a specific aggregation (i.e., group) of related data that are stored in *EDFacts* to satisfy the specific information need of one or more ED program offices. Thus, an *EDFacts* data group does not represent a single data entry but rather a set of related data entries. Each *EDFacts* data group is intended to be discrete, concise, universally understood, and non-redundant.

DOUBLED-UP: This term describes a type of homelessness defined in the McKinney-Vento Act as “sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” [42 U.S.C. § 11434a(2)(B)(i)]. As with all eligibility determinations under the McKinney-Vento Act, this classification 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 youth* for more information).

EDFACTS: An ED initiative to put performance data at the center of policy, management, and budget decisions for all K through 12 educational programs. *EDFacts* centralizes pre-K through high school completion performance data supplied by SEAs with other data assets, such as financial grant information. This enables better analysis and use of data in policy development, planning, and management. Data is submitted to *EDFacts* through the EDEN Submission System (ESS).

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 CSPR data. The *EDFacts* Coordinator is usually assigned to the information technology or data division of the SEA. The *EDFacts* Initiative only allows for one designated ESS user per state. This person is most likely the state *EDFacts* Coordinator and is the only person authorized to submit data to the ESS. He or she will also be responsible for submitting any revisions to data populated in the CSPR. The *EDFacts* Coordinator may contact State Coordinators to discuss data elements 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” (42 U.S.C. § 11434a). 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 youth* for more information.)

ENROLLED: The McKinney-Vento Act defines enrolled as “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 public preschool program (See the definition of *public preschool* for more information). 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 *EDFacts* documents which provide detailed technical information including definitions and reporting indicators for data that are 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. While the terms fixed, regular and adequate are not explicitly defined in the law, the terms are accepted to mean:

- Fixed residences are stationary, permanent, and not subject to change.
- Regular residences are used on a regular (i.e. nightly) basis.
- Adequate residences are sufficient for meeting physical and psychological needs typically met in home environments.

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

- children and youth sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; living in emergency or transitional shelters; abandoned in hospitals; or awaiting foster care placement;
- children and youth 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;
- children and youth living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- 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 the previously listed circumstances.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): The IDEA is a federal law ensuring educationally related services to children with disabilities in order to improve educational results and ensure equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. 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 in and attending school, at the

time of enrollment, or during an outreach activity and while not actually enrolled in school.

KINDERGARTEN: Includes all homeless children who attend LEA-administered kindergarten programs whether the programs are mandatory or non-mandatory. States with the grades K4 and K5 should include children in those categories in the Kindergarten grade.

LIMITED ENGLISH PROFICIENT (LEP): To be included in the federal data collection for homeless children and youths, LEP students must meet the McKinney-Vento definition of homeless, and are generally defined in coordination with the state's LEP 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
 - i. were not born in the United States or whose native languages are languages other than English; or
 - ii. are a Native American or Alaskan Native, or a native resident of the outlying areas; and come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - iii. are migratory, with native languages other than English, and 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 through competitive, need-based grants for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youths [42 U.S.C. § 11433(a)(1)].

MIGRATORY CHILDREN/YOUTH: To be included in the federal data collection for homeless education, 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 and youth or whose parents or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers, and
- who, in order to obtain temporary or seasonal employment, or in order to accompany parents or spouses so they may obtain temporary or seasonal employment in agricultural or fishing work
 - have moved from one LEA to another; or
 - in a state that comprises a single LEA, have moved from one administrative area to another within the state such as LEA;
 - or 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 *EDFacts* files and automatically loaded as responses to CSPR questions.

PRIMARY NIGHTTIME RESIDENCE: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative, unsheltered) 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: For purposes of inclusion in the CSPR, public preschool programs include early childhood education programs for children aged 0-5, funded through tax dollars or other public funds, and for which the LEA is a financial or administrative agent or for which the LEA is accountable for providing early childhood education services. Children may attend preschool at a specific location or participate in a home-based program. Examples of public preschool programs include:

- preschool programs operated or administered by the LEA and considered mandatory under state law;
- Head Start programs receiving funding from the LEA or for which the LEA is the grant recipient;
- preschool special education services, operated or funded by the LEA or mandated under IDEA;
- preschool programs and services administered or funded by the LEA thru the use of Title I or similar government grants; or
- home-based early childhood educational services funded and administered by an LEA.

REGIONAL CONSORTIA: Regional consortia are entities that are addressed in the definition of an 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 include: 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 Boards 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 of July 1st through June 30th.

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 regardless of their enrollment in school or preschool. 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.

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

SUBSTANDARD HOUSING: The definition of substandard housing may be determined with consideration of local building codes, community norms, and a case-by-case determination regarding the safety and suitability of a residence as adequate 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 a youth who:

1. is not in the physical custody of a parent or guardian and
2. 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 or age. The definition of ungraded does not include out-of-school youths, preschoolers, or children who are not yet school age. Ungraded also does not include grade 13.

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