

GUIDE

For Reporting to Part I Section 1.9
Consolidated State Performance Report
Federally Required State Data Collection for the
McKinney-Vento Homeless Education Assistance Improvements Act Of 2001

2007-2008 School Year



Prepared by the National Center for Homeless Education at
the SERVE Center

The University of North Carolina at Greensboro

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Guide For Federally Required State Data Collection for the McKinney-Vento Homeless Education Assistance Improvements Act of 2001

Overview and Purpose

The U.S. Department of Education's Office of Elementary and Secondary Education, mandated by The No Child Left Behind Act, requires State Education Agencies (SEAs) to submit information to the U.S. Department of Education to be able to determine the extent to which States ensure homeless children and youth have access to a free, appropriate public education under Title X, Part C, of the No Child Left Behind Act of 2001.

The purpose of the Education for Homeless Children and Youths Program is to improve the educational outcomes for children and youth in homeless situations. The statutes for this program are designed to ensure all homeless children and youth have equal access to public school education and for States and LEAs (Local Educational Agencies) to review and revise policies and regulations to remove barriers to enrollment, attendance and academic achievement. (Federal Register Vol. 69, No. 95/Monday, May 17, 2004)

Data Collection History and Uses

Following the strengthened accountability requirements for SEAs and LEAs accepting federal funds for education programs under the No Child Left Behind Act of 2001, data on program improvement were required from all states, Puerto Rico, and the Bureau of Indian Education (BIE). There are also data requirements for annual and final grant reporting, specific program mandates, and the Government Performance and Results Act. In Fall 2005, the first Consolidated State Performance Reports (CSPR) for School Year (SY) 2004-2005 were submitted electronically to ED by SEAs using the Education Data Exchange Network (EDEN) Submission System (ESS), a centralized portal through which states submit their education data. McKinney-Vento data are submitted under Part 1 of the CSPR report due in the Fall after the school year ends.

EDFacts is an initiative that began in 2005 for having one federally coordinated, K-12 education data repository, located in the U.S. Department of Education. EDFacts includes data submission from SEAs, LEAs, and schools beyond the CSPR, for example, special education and civil rights data. The major way it impacts the annual CSPR submission is that a state can submit much of the data by EDEN files to prepopulate the data in the CSPR. All revisions of data have to be done through ESS at least one day before the final certification of the CSPR by the Chief State School Officer (CSSO) or designee. The EDEN files can be revised and resubmitted for years after the CSPR report is submitted, but the CSPR can be revised only during a small window, usually about two months later. For Section 1.9, Education for Homeless Children and Youths Program, some data are still not collected through EDFacts and can only be entered manually into the CSPR, which means they can only be modified during the revision period for that part of the CSPR.

After final revisions and recertification, state CSPR reports are made available publicly later in the Spring on ED's website at <http://www.ed.gov/admins/lead/account/consolidated/index.html>. Furthermore, ED and the Office of Management and Budget (OMB) evaluate the performance of federally-funded education program grants annually. The most recent evaluations can be found at: <http://www.ed.gov/programs/homeless/index.html> (click on "Performance") and <http://www.whitehouse.gov/omb/expectmore/summary/10003325.2006.html>. Finally, ED and OMB make recommendations to Congress about appropriating funds to specific programs based on these performance evaluations.

Working With ED*Facts* and C*SPR* Coordinators

By the Fall 2009 submission and certification of 2008-2009 data, most states will have transitioned to prepopulation of the C*SPR* via the EDEN Submission System (ESS). In fact, ED promulgated a regulation in January 2007 requiring all states to submit data electronically via ESS beginning with SY 2006-2007 data. If a state did not have the capacity to do that yet for any of the required data, a two-year transition period was granted for which all states submitted Transition Agreements to ED earlier in 2008. The Transition Agreements explain when and how a state will be able to submit all their SY 2008-2009 data electronically.

Since 2007, all SEAs have ED*Facts* coordinators and C*SPR* coordinators. Most likely these two coordinators are different people, and typically they are in different offices in the SEA. Each of these coordinators speaks a somewhat different language related to data collection and reporting. This adds more people accountable for the C*SPR* reporting, which means that State Coordinators for Homeless Education may need to collect data earlier than before to ensure that they have an opportunity to review all the data submitted by LEAs with subgrants and preview the C*SPR* before it is finally certified by the CSSO or designee. The C*SPR* coordinator can help you plan that schedule. The ED*Facts* coordinator can tell you more about your state's Transition Agreement. State Coordinators for Homeless Education may also need to learn more about EDEN file specifications to understand the submission of data via ED*Facts*. Please refer to <http://www.ed.gov/print/about/inits/ed/edfacts/file-specifications.html> for this information. The files related to the Education for Homeless Children and Youths Program are numbers 043, 075, 078, 081 and 118. In this updated Guide to the C*SPR*, we will cross-reference the relevant EDEN files. A C*SPR*-ED*Facts* Crosswalk concerning prepopulation may be found in Appendix F. Further information regarding the ED*Facts* Initiative can be found at <http://www.ed.gov/print/about/inits/ed/edfacts/>.

Finalized Version of the C*SPR*

Some state coordinators wonder why it takes ED so long to issue the final version of the C*SPR* every year and have noted that the deadlines change somewhat from year to year. Here is the process that ED follows:

- ED finalizes its draft of the C*SPR* for data from the previous school year by late Spring and submits it to the Office of Management and Budget (OMB).
- The draft is published in the Federal Register for a 60-day Public Comment Period, including any comments on the cost and burden of collecting and submitting the data. You are encouraged to view the draft and submit any comments.
- After the 60-day period expires, ED has a short period, usually one or two weeks, to respond to the public comments and incorporate improvements into a revised clearance package to be submitted to the OMB. A second 30-day public comment period must be held before the final version is approved by OMB and issued by ED. At the time this Guide is being issued, you are encouraged to view the draft and submit any comments by visiting the following website: http://edicsweb.ed.gov/browse/browsecoll.cfm?pkg_serial_num=3718.
- The C*SPR* for SY 2007-2008 will be released once it is approved by OMB in late October and Part I will open for data entry in early November. Please check with your state C*SPR* coordinator for the definite schedule.

General Instructions

This Guide is designed and provided to assist State Coordinators for Homeless Education in working with their local liaisons and state data managers to collect and report data accurately as stipulated in the McKinney-

Important Dates

Late October, 2008: Final version of CSPR form available for 2007-2008

Early November, 2008: CSPR Part I opens for data entry

Friday, December 19, 2008: CSPR Part I closes at 5 pm (Eastern Standard Time)

The CSPR Part I will be re-opened in February 2009 for corrections to data submissions and final certification.

Vento section of the Consolidated State Performance Report (CSPR) (see Appendix A for an example of the data collection form).

Who is Included?

Federal data collection for the Education of Homeless Children and Youth program includes all children and youth who meet the McKinney-Vento definition of homelessness. Since the circumstances of homelessness vary with each family's or unaccompanied youth's situation, determining to what extent the family or youth fits the definition must be done on a case-by-case basis. See Appendix B for the definition of homelessness as stated by the McKinney-Vento Act. An information brief on determining eligibility can be found at the National Center for Homeless Education's website at http://www.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 to the *EDFacts* system. State Coordinators for Homeless Education are responsible for overseeing the collection and submission of homeless education data for their state. Some questions in the homeless education data collection are pre-populated by ongoing submissions to *EDFacts*. Other questions require manual collection and data entry into the CSPR via EDEN.

School Year

For the purposes of data collection, a school year is determined to be the period July 1 through June 30. Summer school and year-round programs would fall into this definition. All homeless children and youth enrolled in school or receiving McKinney-Vento services in a year's time should be reflected in the data.

Definitions

A glossary of commonly used terms is provided for clarity (Appendix C). Additional clarification of terms and data requirements is provided in the instructions for each individual question. If any state has unique circumstances that do not fit the definitions provided in this Guide, please be sure to note the variations in the comment box for the question whose definition(s) vary. If the variation pertains to more than one question, the variation should be repeated in each affected question's comment box (within the 4,000 character limitation).

Actual Counts versus Estimated Data

It should be noted that ESTIMATED DATA SUBMITTED FOR ANY QUESTION IS UNACCEPTABLE. All data submitted must be verifiable (i.e., one record per child) to ensure consistency and veracity of the data. For many questions, the CSPR is programmed to calculate the column totals automatically, but it is up to you and the SEA to ensure that the data entered is accurate.

Comment Box

Please note that it is imperative to collect (1) all the requested data (2) 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. Each question has an 4,000 character limit for its comment box. All explanations should fit within this restriction. Please note that if you are copying and pasting text into the comment box, the formatting is often affected and there may be ghost characters and other problems. Please review the text before saving it.

Duplicated Counts

States should make efforts to eliminate duplicated counts at both the LEA and the state level. Duplicated counts impact data accuracy and credibility. Without removing duplicates, data will be skewed in favor of the duplicate response. Both the count and the percentage of the whole will be affected by duplicate responses.

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).

For example, if there are no students in LEAs with subgrants whose primary nighttime residence is Hotels/Motels, a zero (0) should be indicated.

- Leave blank any questions for which you are missing data or for which data were not collected, as well as any non-applicable questions. Do not use a zero (0) 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, not applicable, 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 (within the 4,000 character limit for each comment box). Remember to check the formatting of your comments before saving them if pasting them in from another file.

Edit Checks

In SY 2006-2007 the implementation of edit checks, a new ED*Facts* feature, was added. An edit check is defined as a program instruction or subroutine that tests the validity of input in a data entry program. These edit checks were built into the ED*Facts* collection up front and provide a significant boost to the data quality. Submitted data will be processed through various edit checks. In January 2009, CSPR Coordinators will receive

a verification report so that data may be reviewed and revised before the final submission of the CSPR data. Please ensure that you are in communication with the CSPR Coordinator in your state to have sufficient time to research and respond to any data concerns. When unusual conditions are detected based on the edit check requirements for the homeless education data, the edit check process may issue warning errors, even though the data may be valid. These errors will be noted on the report. When this occurs, an 4,000 character or less explanation (and any additional data) in the comments box responding to the warning may be submitted. The U.S. Department of Education may verify explanations directly with state coordinators.

Facilitating Data Collection

State coordinators are urged to devise and conduct trainings for and maintain regular communication with their local liaisons regarding the data collection. Local liaisons should be trained and informed in all pertinent areas of determining eligibility and collecting proper definition-based data before submitting data for the federal data collection.

Each state has an *EDFacts* coordinator whose team submits data collected directly from LEAs on an ongoing basis and a state CSPR coordinator who prepares the CSPR submissions annually. Establishing and maintaining communication with these coordinators and with the local liaisons can help ensure accurate data collection, checking, and reporting.

**EDUCATION FOR HOMELESS CHILDREN AND YOUTH
DATA COLLECTION QUESTION CLARIFICATION
CSPR SY 2007-2008 Part I (DRAFT Pre-OMB Approval)**

Data from 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 and the McKinney-Vento Program.
- **Type of Data Entry:** Manual entry by the SEA into the online collection tool.

	#	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	<i>(Auto calculated)</i>	<i>(Auto calculated)</i>

• **Additional Notes**

- For federal data collection purposes a **LEA (Local Educational agency)** as defined by ESEA 1965 (Section 9101) is “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 or 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”.
- **Regional Consortia** are addressed 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.” Each school district in a consortium should be counted individually. For example, if the state has twelve regional centers comprised of four districts each, the total LEAs in the state would be forty-eight.
- **Charter Schools** may be considered a separate LEA or part of a larger district. LEAs can best determine how to count charter schools by checking with their State Education Agency and their state’s Charter Schools office to determine whether or not charter schools are considered LEAs.

✓ 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 subgrants, not the total number of students is reported.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

SECTION 1.9.1 All 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

- **General Notes:** This question collects data on the total number of homeless children and youths enrolled in LEAs with and LEAs without McKinney-Vento subgrants.
- **Type of Data Entry:** Manual entry by the SEA into the online collection tool.

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		

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
8		
9		
10		
11		
12		
Ungraded		
Total	<i>(Auto calculated)</i>	<i>(Auto calculated)</i>

• **Additional Notes (Question 1.9.1.1)**

- **Enrolled:** The McKinney-Vento definition of “enrolled” is those students attending classes and participating fully in school activities. For data collection purposes, **enrolled** includes any child for whom a current record exists.
- **Identified** for the purposes of data collection is the 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 identified as homeless in an outreach activity and may not actually enroll in school in the LEA.
- **Age 3-5 (not Kindergarten)** includes any preschool-aged (3-5) 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 the Glossary for the definition of “served”). Children to be included may be attending at a specific location or participating in a home-based program. See the Glossary for examples of preschool programs and services.
- **Kindergarten** includes all homeless children who attend kindergarten programs whether the programs are mandatory or non-mandatory. Other kindergarten options that a state provides, such as K5 and K4, should be included here.
- **Ungraded** means that the children are served in an educational unit that has no separate grades or standard grade designation. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities. In some cases, ungraded students may include children receiving special education services or transitional bilingual students. Children attending summer school may be included in the ungraded category. Youth who are working on a General Education Development (GED) or taking Adult Basic Education (ABE) classes through or supported by a public K-12 institution or LEA should be included in this category.

✓ 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 submitted.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included 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 he/ she was determined eligible for McKinney-Vento services. It is the responsibility of the local liaison to record the type of primary nighttime residence at this time. 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 (i.e., no primary nighttime residence shall be recorded as “unknown” or “other”). The data counts regarding residence should correspond with data counts recorded for number of homeless children and youth enrolled (i.e., for each one child reported as enrolled, one type of residence for this child should be reported).

The U.S. Department of Education strongly encourages LEAs to use an enrollment form that requests information on primary nighttime residence. See Appendix E for an example of an enrollment form.

- **Type of Data Entry:** Manual entry by the SEA into the online collection tool.

	# 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)		

	# of Homeless Children/Youths - LEAs Without Subgrants	# of Homeless Children/Youths - LEAs With Subgrants
Hotels/Motels		
Total	<i>(Auto calculated)</i>	<i>(Auto calculated)</i>

• **Additional Notes (Question 1.9.1.2)**

The definition of “Primary Nighttime Residence” is the type of residence (e.g. shelter, doubled-up in the home of a relative or friend, unsheltered, or in a hotel/motel) where a homeless child or unaccompanied 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 identified as homeless. Please see the Glossary for further definition of “enrolled” and “identified”.

- **Shelters** are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations.
- **Transitional Housing** is temporary accommodation for homeless individuals and families provided as a step to permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing.
- **Awaiting Foster Care Placement:** The McKinney-Vento Act does not define this term; however, many state and local child welfare agencies and education agencies have developed definitions of who is considered to be “awaiting foster care placement” in their state or locality. State and/or local definition should be the guide for determining this classification.
- **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” [725(2)(B)]. This classification particularly requires a case-by-case determination; keeping in mind the determining factor is whether the accommodation is a “fixed, regular, and adequate nighttime residence.”
- **Unsheltered** includes cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Substandard housing may be determined by local building codes, community norms, and/or as a case-by-case determination as to whether the accommodation is a “fixed, regular, and adequate nighttime residence.”
- **Additional Note - FEMA Trailers:** Because FEMA trailers are considered temporary trailers, FEMA trailers primary nighttime residence category would be “Unsheltered.”

✓ **Data Quality Check: Primary Residence of Homeless Children and Youths**

- The data counts regarding primary nighttime residence in LEAs with and without subgrants should correspond with the data counts for Total Enrolled in LEAs with and without subgrants. If not, in reviewing the CSPR data on EDEN, a flag with a 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 of Shelters, Doubled-Up, Unsheltered, or Hotels/Motels.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Data from LEAs With McKinney-Vento Subgrants Only

SECTION 1.9.2 LEAs with McKinney-Vento Subgrants

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.
- **Type of Data Entry:** Submission through ESS, File No. 043, Data Group 560, Category Sets B-E. CSPR data are prepopulated and must be revised through resubmission of this file.

Age/Grade	# of Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	

Age/Grade	# of Homeless Children/Youths Served by Subgrants
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	<i>(Auto calculated)</i>

• **Additional Notes (Question 1.9.2.1)**

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 (Sec. 723) and indirect services. Homeless students who have been identified by the school district, enrolled, linked to services, whether by homeless education staff or other staff would generally be considered served. In most school districts, the number enrolled and served will be equal. In some cases, the number will be less if subgrant funds are targeted toward specific programs or activities, such as transportation. In other cases, the number of homeless students served will be more than enrolled, as in situations where a child was identified as homeless in one school district and actually enrolled in another school district.

✓ 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 correspond with the data counts for Total Enrolled in LEAs with subgrants.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Question 1.9.2.2: Subpopulations 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.
- **Type of Data Entry:** Submission through ESS, File No. 043. CSPR data are prepopulated and must be revised through resubmission of this file.

	# Homeless Students Served
Unaccompanied youth	
Migrant children/youth	
Children with Disabilities (IDEA)	
Limited English Proficient Students	

• Additional Notes (Question 1.9.2.2)

- **Unaccompanied Youth:** A homeless unaccompanied youth is a youth who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless. There is no age range specified for an unaccompanied youth in the law. 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. There is no lower age range. Therefore, as an example, a young child not in the physical custody of a parent or guardian, though living with a caregiver, and is living in a situation that is not fixed, regular, and adequate, would be identified as a homeless unaccompanied youth.
- **Migratory children/youth** to be included in the data are those who have Certificates of Eligibility and fit the McKinney-Vento definition of homeless. These children are identified through

coordination with the migrant education program.

- **Children with Disabilities (IDEA)** is defined as any child served under IDEA who has a current Individualized Education Program (IEP). Students with 504 plans for specialized instruction are not to be included in federal reporting related to IDEA.
- **Limited English Proficient (LEP) students** are defined as any student who has been identified by the district as needing English Language Learner (ELL) services.

✓ Data Quality Check: Subpopulations of Homeless Children and Youth Served by McKinney-Vento Subgrants

- The data counts regarding Number of Subpopulations Served in LEAs with subgrants may or may not correspond with the data counts for Total Served in LEAs with subgrants.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Question 1.9.2.3: Educational Support Services Provided by Subgrantees

- **General Notes:** This question collects data on the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.
- **Type of Data Entry:** Manual entry by the SEA into the online collection tool.

	Number of Subgrantees That Offer Service
1. Tutoring or other instructional support	
2. Expedited evaluations	
3. Staff professional development and awareness	
4. Referrals for medical, dental, and other health services	
5. Transportation*	

	Number of Subgrantees That Offer Service
6. Early childhood programs	
7. Assistance with participation in school programs	
8. Before-, after-school, mentoring, summer programs	
9. Obtaining or transferring records necessary for enrollment	
10. Parent education related to rights and resources for children	
11. Coordination between schools and agencies	
12. Counseling	
13. Addressing needs related to domestic violence	
14. Clothing to meet a school requirement	
15. School supplies	
16. Referral to other programs and services	
17. Emergency assistance related to school attendance	
18. Other (optional)	
19. Other (optional)	
20. Other (optional)	

* Refers to the following McKinney-Vento Act section regarding supplemental transportation:

(5) The provision of assistance to defray the excess cost of transportation for students under section 722(g)(4)(A), not otherwise provided through federal, state, or local funding, where necessary to enable students to attend the school selected under section 722(g)(3).

✓ Data Quality Check: Educational Support Services Provided by Subgrantees

- The total number of subgrants, not the total number of students, is reported. In reviewing the CSPR data on EDEN, if the number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants reported in 1.9, an edit check flag with this comment will appear and ask you to explain.
- The number of subgrants reported offering services does not exceed the total number of LEAs with subgrants reported.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Question 1.9.2.4: Barriers to the Education of Homeless Children and Youths

- **General Notes:** This question collects data on the number of subgrantee programs that experienced the following barriers to services provided by the LEA.
- **Type of Data Entry:** Manual entry by the SEA into the online collection tool.

	Number of Subgrantees Reporting Barrier
1. Eligibility for homeless services	
2. School selection	
3. Transportation	
4. School records	
5. Immunizations	
6. Other medical records	
7. Other barriers	

• **Additional Notes (Question 1.9.2.4)**

For the purposes of federal data collection, a barrier is defined as a situation in which difficulties or

conflicts have arisen related to the enrollment, attendance, and provision of services for homeless students. Included would be those difficulties that have required the intervention of the local liaison or other homeless education staff to resolve. This information should be available from the technical assistance logs of homeless education staff.

For example, subgrant coordinators should keep a record of and report as part of their federal data if they have had to get involved in:

- Resolving eligibility disagreements
- Resolving disagreements over whether or not remaining in the school of origin was in the best interest of a homeless student
- Working with their LEA to overcome resistance or refusal to provide transportation to the school of origin
- Ensuring that a homeless child or youth was able to enroll in school immediately, even if unable to provide records normally required for enrollment

Subgrant coordinators should also report any other barriers, that is, areas of conflict or resistance to enrolling and serving homeless children and youth.

Note: LEAs are required to report only whether or not they have experienced a barrier in the categories listed or to identify other categories. States are required to report only the number of LEAs reporting the barriers, not the number of instances in which a barrier was addressed.

Data Quality Check: Barriers to the Education of Homeless Children and Youth

- The total number of subgrants, not the total number of students, is reported. In reviewing the CSPR data on EDEN, if the number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants reported in 1.9, an edit check flag with this comment will appear and ask you to explain.
- The number of subgrants reporting experiencing barriers does not exceed the total number of LEAs with subgrants reported.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

SECTION 1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

Question 1.9.2.5.1: READING ASSESSMENT

Question 1.9.2.5.2: MATHEMATICS ASSESSMENT

- **General Notes:** These questions collect data on the number of homeless children and youths served by McKinney-Vento subgrants who participated in the state NCLB reading/language arts assessment and on the state NCLB mathematics assessment and who have a valid score at or above the state’s Proficiency level. If you are not sure what these definitions mean in your state, please consult your State Accountability Plan at <http://www.ed.gov/admins/lead/account/stateplans03/index.html> and/or with SEA staff who are familiar with it.

Data for Grades 3-8 should be submitted by individual grade level. Grades 9-12 are consolidated into an aggregate figure referred to as “High School.” Aggregated data for grades 9-12 should be provided only for those grades tested for NCLB. Data for other grades (Age 3-5 Not Kindergarten, K-2, and Ungraded) are not applicable.

- **Type of Data Entry:** EDEN File No. 081 for data on participation in statewide assessments, File No. 075 for mathematics, and File No. 078 for reading. Note that SY 2007-2008 science assessment data for homeless students are not being reported in the SY 2007-2008 CSPR even though EDEN File No. 079 asks for the identification of homeless students along with science proficiency data. For math and reading proficiency data for homeless students, any revisions to the data prepopulated in the CSPR for students in LEAs with subgrants must be done by resubmitting these files via ESS before certifying the CSPR.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

• **Additional Notes (Questions 1.9.2.5.1 and 1.9.2.5.2)**

- Some states measure partial proficiency, therefore, you may need to check with staff in your SEA who are responsible for the State Accountability Plan or Workbooks to determine which homeless students may be included as proficient. State Accountability Plans or Workbooks may be checked on ED’s website at <http://www.ed.gov/admins/lead/account/stateplans03/index.html>.
- Data should not be disaggregated by the type of test 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.

Academic Progress of Homeless Students

Your statewide 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. If a state or district has any data available on any students who did not take the assessment in the district, such as those who took an alternative assessment for special education or ELL, had an emergency medical waiver, or who enrolled in the district after the assessment was given, the data should be noted with an explanation in the comments box.

State policies vary widely on when and how state assessments are given. State coordinators should review these policies against what is required for the federal data collection and develop clarifications for their LEAs to ensure consistent data collection. You may contact ED or NCHE for assistance in thinking through how to word additional guidance.

Any clarifications or any discrepancies between the data requested and data provided should be explained in the comment box (within the 4,000 character limit), keeping in mind that the goal is to provide data to

ED that answers the questions consistently and comprehensively so that they can be aggregated across states to create an accurate national picture.

✓ **Data Quality Check: Academic Progress of Homeless Students**

- The total number of students who participated in the statewide assessment by grade level and the total number of those taking the test who met state proficiency levels are to be reported. If the reported number of Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient on the state reading or mathematics assessment was greater than the number of Homeless Children/Youths Served by McKinney-Vento who took the assessment, an edit check flag with this comment will appear for either section, asking for an explanation.
- Data are to be disaggregated by grade level for Grades 3-8. Data are not applicable for Age 3-5 Not Kindergarten, K-2 and Ungraded. Data from grades 9-12 are to be aggregated and reported as “High School.”
- Data are to be reported by grade level only, not by type of test administered.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Appendix A: Example of Federal Data Collection Form

The following example is the SY 2007-2008 Consolidated State Performance Report Draft Form.

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	<i>(Auto calculated)</i>	<i>(Auto calculated)</i>

Source: Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.1.2 of the SY 2005-2006 CSPR.

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
K		
1		
2		

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

Source: Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.1.3 of the SY 2005-2006 CSPR.

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		

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

Source: Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.1.4 of the SY 2005-2006 CSPR.

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	# of Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	

Age/Grade	# of Homeless Children/Youths Served by Subgrants
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	<i>(Auto calculated)</i>

Source: Initially, pre-populated by ED Facts file N/X043 that is data group 560, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

1.9.2.2 Subpopulations 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 youth	
Migrant children/youth	
Children with Disabilities (IDEA)	
Limited English Proficient Students	

Source: Initially, pre-populated by ED Facts file N/X043 that is data group 560, category sets B, C, D, and E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly Sections 1.9.2.3, 1.9.2.4, and 1.9.2.5 of the

SY 2005-2006 CSPR. For the SY 2006-2007 CSPR, the data collection has been changed to show the total number of students served.

1.9.2.3 Educational Support Services Provided by Subgrantees

In the table below, provide the number of subgrantee programs that provided the following educational support services with McKinney-Vento funds.

	Number of Subgrantees That Offer Service
1. Tutoring or other instructional support	
2. Expedited evaluations	
3. Staff professional development and awareness	
4. Referrals for medical, dental, and other health services	
5. Transportation*	
6. Early childhood programs	
7. Assistance with participation in school programs	
8. Before-, after-school, mentoring, summer programs	
9. Obtaining or transferring records necessary for enrollment	
10. Parent education related to rights and resources for children	
11. Coordination between schools and agencies	
12. Counseling	
13. Addressing needs related to domestic violence	
14. Clothing to meet a school requirement	
15. School supplies	
16. Referral to other programs and services	
17. Emergency assistance related to school attendance	

	Number of Subgrantees That Offer Service
18. Other (optional)	
19. Other (optional)	
20. Other (optional)	

Source: Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.2.6 of the SY 2005-2006 CSPR.

1.9.2.4 Barriers to the Education of Homeless Children and Youths

In the table below, provide the number of subgrantees that reported the following barriers to the enrollment and success of homeless children and youths.

	Number of Subgrantees Reporting Barrier
1. Eligibility for homeless services	
2. School selection	
3. Transportation	
4. School records	
5. Immunizations	
6. Other medical records	
7. Other barriers	

Source: Manual entry by SEA into the online collection tool.

Note: This table was formerly Section 1.9.2.7 of the SY 2005-2006 CSPR. Immunizations and Other Medical Records have been changed to two separate data collections for the SY 2006-2007 CSPR.

1.9.2.5 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths served by McKinney-Vento subgrants.

1.9.2.5.1 Reading Assessment

In the table below, provide the number of homeless children and youths served who were tested on the state NCLB 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 NCLB.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Reading Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

Source: Initially, pre-populated by ED Facts file N/X076, N/X077, or N/X078 that are data group 584, category set G. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of Section 1.9.2.9 of the SY 2005-2006 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-2007 CSPR.

1.9.2.5.2 Mathematics Assessment

In the table below, provide the number of homeless children and youths served who were tested on the state NCLB 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 NCLB.

Grade	# Homeless Children/Youths Served by McKinney-Vento Taking Mathematics Assessment Test	# Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

Source: Similar to 1.9.2.5.1 but the file specification is N/X075 that is data group 583, category set G.

Note: This table was formerly part of Section 1.9.2.9 of the SY 2005-2006 CSPR. Grades 9 through 12 have been changed to High School for the SY 2006-2007 CSPR.

DRAFT

Appendix B: McKinney-Vento Act Definition of “Homeless;”

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (Title X, Part C, of the No Child Left Behind Act) defines “homeless” as follows:

The term “homeless children and youths”--

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
- (B) includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; 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 (within the meaning of section 103(a)(2)(C));
 - (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 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Appendix C: GLOSSARY

Disclaimer: Some definitions included below are not part of the McKinney-Vento statute, ESEA 1965, 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 3 through 5 Not Kindergarten: This includes any preschool-aged (3-5) 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.

Awaiting Foster Care Placement: The McKinney-Vento Act does not define this term; however, many state and local child welfare agencies and education agencies have developed definitions of who is considered to be “awaiting foster care placement” in their state or locality. State and/or local definition should be the guide for determining this classification.

Barrier: For the purposes of federal data collection, a barrier is defined as a situation in which difficulties or conflicts have arisen related to the enrollment, attendance, and provision of services for homeless students. Included would be those difficulties that have required the intervention of the local liaison or other homeless education staff to resolve. This information should be available from the technical assistance logs of homeless education staff.

CSPR Report: The Consolidated State Performance Report (CSPR) is required of all states and includes data that tracks progress in implementing the No Child Left Behind Act. It is one of the components of data collection for *EDFacts*. Data supplied by states for the CSPR report include data on adequate yearly progress, state performance assessments, highly qualified teachers, and school choice options.

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” [725(2)(B)]. * This classification particularly requires a case-by-case determination, keeping in mind that the determining factor is whether the accommodation is a “fixed, regular, and adequate nighttime residence” (see definition).

EDEN: Education Data Exchange Network is a centralized portal through which states submit their educational data to the U.S. Department of Education. EDEN is comprised of three main components: (1) The EDEN Submission System (ESS), an electronic data system capable of receiving data on over 100 data groups at the state district and local levels; (2) the EDEN Survey Tool (EST), which collects data supplementary to the ESS data; and (3) the EDEN staging database, a holding area for newly submitted data.

EDFacts: *EDFacts* centralizes performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, with the Department to enable better analysis and use in policy development, planning, and management. *EDFacts* relies on the Education Data Exchange Network (EDEN) for data submission.

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, or adequate, it is considered a homeless situation.

Enrolled: The McKinney-Vento Act definition of “enrolled” is those students attending classes and participating fully in school activities. For data collection purposes, enrolled includes any child for whom a current record exists.

Fixed, Regular and Adequate: According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate 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.

IDEA: The Individuals with Disabilities Education Act (IDEA) is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 6.5 million eligible infants, toddlers, children, and youth with disabilities. For the purpose of data collection, Children with Disabilities (IDEA) are defined as any child served under IDEA that has a current Individualized Education Program (IEP). This does not include students receiving accommodations under a 504 plan.

LEP: Refers to national origin minority individuals who are “limited English proficient” (LEP); that is, they cannot speak, read, write, or understand the English language at a level that permits them to interact effectively with health care providers and social service agencies. For the purposes of data collection, an LEP student is defined as any child who has been identified by the district as needing English Language Learner (ELL) services.

McKinney-Vento Subgrant: Funds that State Education Agencies (SEAs) make available to an LEA for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth [723(a)(1)].*

Migratory Children/Youth: To be included in the homeless education federal data collection, migratory children/youth are those who have Certificates of Eligibility and fit the McKinney-Vento definition of homeless. These children are identified through coordination with the migrant education program.

Primary Nighttime Residence: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative) where a homeless child or unaccompanied youth was staying at time of enrollment or 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 the No Child Left Behind Act Sec. 200.8(2) 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).

Public Preschool Program: This pertains to preschool programs funded by an LEA or preschool programs with which the LEA is a partner administratively or financially or has any accountability in serving the children (preschool-aged (3-5) homeless children) (see the Glossary for 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 would include:

- LEA pre-K mandatory or universal pre-K

- LEA pre-K non-mandatory
- Head Start program receiving funding or support from the LEA (whether located in the schools or community-based organizations or home-based services)
- Preschool special education services that are supported in any way by the LEA (may be arranged by a county agency 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 state-funded preschool services that are administered or supported by the LEA
- Children who receive home-based services, such as Parents as Teachers or Parent/Child Home Program, that are funded and administered by an LEA

School of Origin: It is defined as the school that the student attended when permanently housed or the school in which the student was last enrolled.

School Year: It is 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: This is the age determined by state law for compulsory education.

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 (Sec. 723), and indirect services, such as those provided by a staff member whose position is supported through McKinney-Vento funds.

Shelter: This is a supervised publicly or privately operated facility designed to provide temporary living accommodations.

Substandard Housing: The definition of substandard housing is determined by local building codes, community norms, and/or a case-by-case determination as to whether the accommodation is “fixed, regular, and adequate.”

Transitional Housing: This is a temporary accommodation for homeless individuals and families provided as a step to permanent housing. Residents of transitional housing continue to be considered homeless until they move into permanent housing.

Unaccompanied Youth: A homeless unaccompanied youth is a youth who is not in the physical custody of a parent or guardian and who fits the McKinney-Vento definition of homeless. There is no age range specified for an unaccompanied youth in the law. 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. There is no lower age range.

Ungraded: Means that the students are served in an educational unit that has no separate grades or standard grade designation. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities. In some cases, ungraded students may include children receiving special education services or transitional bilingual students. Children attending summer school may be included in the ungraded category. Youth who are working on a (General Education Development (GED) or taking Adult Basic Education (ABE) classes through or supported by a public K-12 institution or LEA should be included in this category.

Unsheltered: This includes cars, parks, campgrounds, temporary trailers, FEMA trailers, abandoned buildings,

and substandard housing. Unsheltered situations require a case-by-case determination as to whether the accommodation is “fixed, regular, and adequate.”

* Citations in brackets refer to the McKinney-Vento statute.

Appendix D: Tips for State Coordinators to Ensure Better Data

Training and Support for LEAs

- Ensure local liaisons understand the same terminology as used in the data collection form, such as primary nighttime residence categories, enrolled, served, ungraded, preschool, unaccompanied youth, etc.; provide portions of the Guide to them; conduct training specifically on collecting quality data.
 - Pat Popp (VA): *We have preliminary plans to hold a data summit with liaisons and local data managers to discuss challenges, ensure consistent understanding of the elements, and look at meaningful ways to use the data. If people don't see the value of the information, they aren't likely to put much energy into its accuracy.*
- Have data managers present at local liaison trainings.
- Provide strategies for and reinforce the expectation of conducting outreach to identify homeless children and youth.
- Train local liaisons (and require them to train school enrollment staff) on determining eligibility in order to ensure that all eligible students are identified. Refer them to the NCHE brief on determining eligibility at http://www.serve.org/nche/downloads/briefs/det_elig.pdf.
- Ensure that local liaisons are familiar with any state policies related to defining “awaiting foster care placement” or have worked with their LEA or social service agencies to define the term.
- Ensure that local liaisons are coordinating with special education and migrant education programs.
- Provide instructions on what information should be gathered when a homeless student enrolls and ensure the LEA is using an enrollment form that captures as much information as possible and corresponds with the federal data form.
 - William Cohee (MD): *Inform LEAs of definitions and categories as quickly as possible so they can track data appropriately. For example, they need to make sure they can crosswalk the “shelter type” categories on their homeless identification/intake forms to the federal categories.*
- Encourage local liaisons to ask their data managers if they can review data before it is submitted to identify discrepancies .
 - Lorraine Allen (FL): *Last year we coordinated with our state MIS staff to send a file containing the preliminary 2006-2007 homeless student counts by district to our local homeless liaisons and district MIS staff. These data had been submitted by the districts to the SEA through its automated student database. We asked our liaisons to work with the MIS staff to correct any discrepancies in the data and to have their MIS staff submit the revised data through the district's MIS department procedures to the SEA. This resulted in a 21% increase in the number of homeless students reported. We also had a 65% decrease in the number of LEAs that did not report any homeless students.*
 - Christina Endres (IN): *At the end of the school year, the LEAs submit a report that gives certain information using the Student Testing Number (universal student identifier). The breakdowns we had used to happen because the person who worked with the data is typically a person who works with all of the LEA's data, but doesn't work with kids or families. So we're now requiring that the homeless section of the STN report is signed off by the MV liaison. Plus we get our yearly updated list of liaisons*

at the same time.

- Take as much guesswork as possible out of the efforts of the LEAs to interpret the questions; review the Guide and determine any areas of confusion in terms of how the data elements apply to your state and work with NCHE or ED to develop clarifications; share these across your state to ensure consistency.
- Provide ongoing training and communication related to data collection to address high turnover among local liaisons.

Working with Data Staff

- Present at conferences for data managers; create familiarity with McKinney-Vento and walk through all the questions.
- Provide data managers a “cheat sheet” on what to report; see the CSPR- EDFacts Crosswalk in Appendix F.
- Communication is key.
 - Pat Popp (VA): *Sitting down at the table together and walking through all the questions helps. I always share drafts of data collection memos, guidance to the field, etc., with the data manager prior to sending it to liaisons. When liaisons have questions (their data managers understand the data collection differently), I contact our data manager to ensure we are saying the same thing.*
 - Tate Toedman (KS): *I try to go over the data with them, and they usually have me double check the data before it is submitted.*
 - Laverne Dunn (LA): *Meet with data managers to share the requirements of the CSPR to ensure that the state system has the capacity to produce the required reports based on the data collected from the LEAs; maintain open communication among LEAs, State data managers and the State Coordinator to address problems and readjust procedures.*
 - William Cohee (MD): *The Maryland data manager participates in the administrative meetings with locals and shares tips for data collection and reporting as well as listens to their concerns and perspectives.*
- Ask state data managers to send a file with preliminary data to you to check for discrepancies so you can follow up with LEAs before the data are submitted (i.e., following up with LEAs who submitted zero for enrolled).

Ensuring Accountability

- Include questions about data collection as part of the LEA monitoring process.
- Use shelter counts for districts that report zero (0) students for cross-checking purposes.
- Consider LEAs that report zero (0) students high priority for monitoring.
- Utilize an online submission system.
 - Dana Scott (CO): *The online system of data collection has helped to red flag districts where Title X*

data may show inconsistencies.

- Wendy Ross (VT): *Vermont has integrated homeless data collection from LEAs into our consolidated Federal Program electronic application process. Subgrant reporting is done with Survey Monkey and both systems work really well. It has also positioned homeless education data up at the LEA level since it is part of all of the federal data collected.*
- Collect data from local liaisons and compare with data submitted through EDEN.
 - Terry Teichrow (MT): *I still ask my program people (grantees plus a few larger districts) for counts outside of our electronic count in AIM/EDEN. I compare my program counts to the electronic count, and if there are differences, then I know I need to work with districts to improve accuracy.*
- Include the statewide data collection in the consolidated application.
- Encourage LEAs to have only one person consistently responsible for the input of homeless data.



INSTRUCTIONS: Complete two copies. Retain one copy in district. Return **original** by
 SEPTEMBER 1 to:

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
 EDUCATION FOR THE HOMELESS CHILDREN AND YOUTH PROGRAM (EHCY)
 ATTN: MARY MARONEK
 P.O. BOX 7841
 MADISON, WI 53707-7841**

Collection of this information is a requirement of Public Law 107-110.

The Wisconsin Knowledge and Concepts Examination (WKCE) is administered at grades 3, 4, 5, 6, 7, 8, and 10. The EHCY Program requests student proficiency scores in the areas of Reading and Mathematics. The results of the WKCE are measured by proficiency categories: Advanced (A); Proficient (P); Basic (B); and Minimal (M) performance. Identify, by local code, each student enrolled/served in your Education for Homeless Children and Youth (EHCY) project, the proficiency score in each subject, and demographic information. Make additional copies of this form as needed.

GENERAL INFORMATION		Total Number of Homeless Students Enrolled In Your Program
School Year	School District	
EHCY Contact Person	Title	Total Number of Homeless Students Who Took the WKCE exam
E-Mail Address	Telephone Area/No.	Reading Math

WKCE ASSESSMENT DATA

Grade Level	READING					MATH				
	Advanced	Proficient	Basic	Minimal	TOTAL	Advanced	Proficient	Basic	Minimal	TOTAL
Third					0					0
Fourth					0					0
Fifth					0					0
Sixth					0					0
Seventh					0					0
Eighth					0					0
Tenth					0					0
					Total					Total
					0					0

Type of Service Report all activities that are coordinated, assisted or funded by McKinney-Vento during the present school year.

<input type="checkbox"/> Assistance with participation in school programs	<input type="checkbox"/> Early childhood programs	<input type="checkbox"/> Transportation
<input type="checkbox"/> Before-, after-school, mentoring, summer programs	<input type="checkbox"/> Expedited evaluations	<input type="checkbox"/> Obtaining, transferring school records
<input type="checkbox"/> Counseling	<input type="checkbox"/> Parent education for resources for children	<input type="checkbox"/> Tutoring or other instructional support
<input type="checkbox"/> Clothing to meet school requirements	<input type="checkbox"/> Referrals for medical, dental, & other health	<input type="checkbox"/> Other Specify any other Type of service provided to students
<input type="checkbox"/> Coordination between schools and agencies	<input type="checkbox"/> Referrals to other programs & services	
<input type="checkbox"/> Addressing domestic violence needs	<input type="checkbox"/> Staff professional development	
<input type="checkbox"/> Emergency assistance for school attendance	<input type="checkbox"/> School Supplies	

HOMELESS STUDENTS

1. Grade Codes	2. Total Homeless		3. No. of Homeless Students Enrolled/Served Who Are			4. Received Title I Part A Services	5. Asian or Pacific Islander (A)	6. Black, Not of Hispanic Origin (B)	7. Hispanic (H)	8. American Indian or Alaskan Native (I)	9. White, Not of Hispanic Origin (W)
	a. Enrolled	b. Enrolled and Served	Unaccompanied Youth ²	Migrant	Special Ed. (IDEA)						
PK ¹											
K3 3-yr-old kindergarten											
K4 4-yr-old kindergarten											
KG 5-yr-old kindergarten											
01											
02											
03											
04											
05											
06											
07											
08											
09											
10											
11											
12											
Total	0	0	0	0	0	0	0	0	0	0	0

¹PK—includes the following programs when they are administered by public school districts or 2R (independent) charter schools: early childhood special education, Title I preschool, district operated at-risk programs, and Head Start.

²Unaccompanied Youth—A child or youth not in the physical custody of a parent/guardian.

Living Arrangements (Include PK, K3, K4, K5 and grades 1 through 12)
 Indicate Total Number of Homeless Students in the following:

a. In a Shelter ³	b. Doubled-up ⁴				No. of Homeless Students Enrolled/Served in District Programs this Academic Year Report for Pre-K thru 12 Only	
	c. In a Hotel/Motel	d. Unsheltered (street, car, park, etc.)	Gifted and Talented	Vocational Education	Other Specify	Total No. of Homeless Students Affected
						0

BARRIERS FOR HOMELESS STUDENT PROGRAM—Indicate specific barriers homeless students experienced during this academic year

Eligibility Questioned	School of Origin Selection	Transportation	School Records	Immunization/Medical Records	Total No. of Homeless Students Affected	
					Other Specify	
						0

³In a Shelter—shelters, transitional housing, awaiting foster care placement.

⁴Doubled-up—living with another family, friends, relatives, boyfriend or girlfriend because the student cannot afford housing on their own.

Appendix F: C\$PR- ED*Facts* Crosswalk for Section 1.9 Prepopulation

C\$PR	ED <i>Facts</i>					
#	Question	File Spec	Data Group	Category Set	Reporting Level	Populate
1.9.2.1	Homeless Children and Youth Served by McKinney-Vento Subgrants	N/X043	560	A	SEA	Initial
1.9.2.2	Subpopulations of Homeless Students Served	N/X043	560	B-E	SEA	Initial
1.9.2.5.1	Reading Assessment (Homeless)	N/X078	584	G	SEA	Initial
1.9.2.5.2	Math Assessment (Homeless)	N/X075	583	G	SEA	Initial

National Center for Homeless Education (NCHE) Profile

The National Center for Homeless Education (NCHE) is a national resource center of research and information enabling communities to address successfully the needs of children and their families who are experiencing homelessness and unaccompanied youth in homeless situations. Funded by the U.S. Department of Education, NCHE provides services to improve educational opportunities and outcomes for homeless children and youth in our nation's school communities. NCHE is housed at the SERVE Center at the University of North Carolina at Greensboro.

The goals of NCHE are the following:

- Disseminate important resources and referral information related to the complex issues surrounding the education of children and youth experiencing homelessness.
- Provide rapid-response referral information.
- Foster collaboration among various organizations with interests in addressing the needs of children and youth experiencing homelessness.
- Synthesize and apply existing research and guide the research agenda to expand the knowledge base on the education of homeless children, families, and unaccompanied youth.



Contact: Diana Bowman, Director
NCHE at SERVE Center
P.O. Box 5367
Greensboro, NC 27435
Phone: 336-315-7453 or 800-755-3277
Website: <http://www.serve.org/nche>
Toll-free Helpline: 800-308-2145

Disclaimer: The information provided in this document does not necessarily reflect the views or policies of the U.S. Department of Education. It is provided to assist State Coordinators for Homeless Education and local liaisons in fulfilling the requirements for federal data collection.
