

FEDERAL DATA COLLECTION GUIDE

for the

Education for Homeless Children and Youths Program

2008-2009 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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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. This document was produced by the National Center for Homeless Education at The SERVE Center at the University of North Carolina at Greensboro with funding from the Student Achievement and School Accountability Programs, OESE, U.S. Department of Education, under contract no: ED-04-CO-0056/0001. Permission is granted to reproduce this document.

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FEDERAL DATA COLLECTION GUIDE for the Education for Homeless Children and Youths Program SY 2008-2009

Overview and Purpose

The U.S. Department of Education's (ED) Office of Elementary and Secondary Education (OESE), mandated by the Elementary and Secondary Education Act (ESEA), as amended, 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 that homeless children and youth have access to a free, appropriate public education under Title VII, Subtitle B, of the McKinney-Vento Homeless Assistance Act.

The purpose of the Education for Homeless Children and Youths (EHCY) program is to improve the educational outcomes for children and youth in homeless situations. The statutes for this program are designed to ensure that all homeless children and youth have equal access to public school education and for states and Local Education Agencies (LEAs) to review and revise policies and regulations to remove barriers to school enrollment, attendance, and academic achievement.

This guide is provided as a resource for state coordinators for homeless education in overseeing and implementing the collection and submission of high quality data for the SY 2008-2009 Consolidated State Performance Report (CSPR), a part of the U.S. Department of Education's *EDFacts* Initiative. Local homeless education liaisons from LEAs with subgrants may also find this guide helpful in completing their reports to the SEA. These data will be analyzed by the OESE to assist in determining the effectiveness of the Education for Homeless Children and Youths Program.

SECTION 1: FEDERAL DATA COLLECTION – *EDFacts* and the CSPR

Data Collection History

Following the strengthened accountability requirements for SEAs and LEAs accepting federal funds for education programs under the ESEA, as amended, data on program improvement were required from all states, Puerto Rico, and the Bureau of Indian Education (BIE). Depending on the program, there are also federal data collection requirements for annual and final grant reporting, for specific program mandates, and for all programs under the Government Results and Performance Act.

SC Note

State Coordinators Note: Reliable and accurate data are necessary for evaluation of program performance. Such evaluations impact continued funding decisions at the federal level and should be used by SEAs for LEA subgrant funding decisions.

Consolidated State Performance Report and the *EDFacts*

The CSPR is a data collection tool administered annually by OESE. The CSPR tool collects information relating to the five Elementary and Secondary Education Act (ESEA) goals (established in the June 2002 Consolidated State application), as well as activities and outcomes of specific ESEA programs. These goals are:

- By SY 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.
- All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in Reading/Language Arts and Mathematics.
- By SY 2005-2006, all students will be taught by highly qualified teachers.
- All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- All students will graduate from high school.

States are advised to use data collected by the CSPR for self-assessment and program improvement purposes. ED also uses this data for national performance evaluations required under the Government Performance and Results Act. Please visit <http://www.ed.gov/about/reports/annual/2008report/program.html>, as well as the links at the end of this section, to find out where they are posted on ED or other federal websites.

EDFacts

EDFacts is an initiative that began in 2005 to establish one federally coordinated, K through 12 education data repository located in ED. *EDFacts* houses performance data supplied by K through 12 SEAs with other data. *EDFacts* file submission is done via the Education Data Exchange Network (EDEN) Submission System (ESS). The ESS is a centralized portal through which states submit their education data electronically. The SY 2004-2005 CSPR data collection marked the beginning of the use of data submitted via ESS.

The purpose of *EDFacts* is to allow for easier data submission by states and the reduction of duplication of data collections and burden on the states. The centralized repository provides more efficient access to the data for use by decision makers and also enables the correlation of these data with other LEA and state-level educational and demographic data. Data submission via *EDFacts* is ongoing, while data for the CSPR must be submitted by a specific date. *EDFacts* also facilitates the efficient use of data for analysis by federal program officers and other interested parties.

It is important to note that:

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

On January 25, 2007, ED promulgated a set of regulations for the annual mandatory collection of elementary and secondary education data. These regulations require mandatory reporting of K through 12 education performance data in *EDFacts*. A two-year transition period was allowed for those states that could not submit data in electronic files immediately, as specified in the *EDFacts* data collection requirements. All states are required to submit electronically SY 2008-2009 data for which there are *EDFacts* file specifications (as defined in the Glossary).

The SY 2008-2009 full national implementation of ED*Facts* file submissions for most of the numerical entries into the CSPR signals a big shift in how the data collection process is now viewed, especially pertaining to gathering, checking, and submitting data, and the timelines for these procedures. This full implementation impacts state coordinators in that data are collected primarily or solely by the program office; for example, data on Homeless Students Served by LEA subgrants (Section 1.9.2, File Spec No.43) must be collected and verified earlier than in previous years in order to give the SEA ED*Facts*-related staff sufficient time to program the data for the ED*Facts* file submissions. Check with your state ED*Facts* coordinator to determine your state-specific data submission schedule. While the CSPR does include some manual entry for most sections (for example, any explanations entered into the Comments box), ED*Facts* files also can be revised well beyond the final CSPR submission or revision windows. It should be noted that ED*Facts* data for most files are LEA- and even school-level. Homeless education data is traceable to the LEA level even though the data is reported by the SEA. The impact of this is that the CSPR gives a state-level snapshot, but the ED*Facts* data can be traced to individual LEAs. Ultimately, administrators and researchers will be able to link recent homeless education data with other educational and demographic information about an LEA more quickly and easily.

Another benefit of the availability of LEA-level data is that ED can produce homeless student enrollment totals at the SEA and LEA levels. SEAs are expected to submit unduplicated data on homeless students enrolled in LEAs with subgrants and on students served by LEA subgrantees, including regional subgrantees. This requires extra attention before submitting the ED*Facts* files and should be checked by both the State Coordinator and the ED*Facts* Coordinator. ED recognizes that the requirement to report unduplicated data at the state level can cause additional or unanticipated challenges for certain states, especially those with regional subgrantees. If your state has such a situation, please contact the ED*Facts* customer service representative (contact information is given in the section pertaining to “duplicated counts”) so that additional information can be provided to you by the program office.

SC Note

*State Coordinators Note: State Coordinators must ensure that there is sufficient time to allow data submission to ED*Facts* in preparation for certifying your state’s CSPR. Again, contact your state ED*Facts* coordinator immediately to know when you need your data available.*

ED*Facts* Data C\$PR Questions

In the past, data was submitted to the CSPR collection tool only during certain time periods (typically November and December for Part I). The ESS allows electronic data submission to ED*Facts* on an ongoing basis which allows states to submit data for some CSPR questions in advance of the CSPR window. The ESS opened on January 19, 2009, for submission of SY 2008-2009 data. The submitted ED*Facts* data will appear automatically in the CSPR tool when the CSPR opens for input by the states. ED*Facts* data will be updated in the CSPR nightly.

SC Note

State Coordinators Note: There still will be a few questions on the SY 2008-2009 CSPR that collect numeric data that are not collected through the ESS. These data will require manual input into the CSPR tool by the state in SY 2008-2009. For the McKinney-Vento Homeless Education Program (Section 1.9 of the CSPR), these include:

- *Question 1.9 (Number of LEAs)*
- *Question 1.9.2.3 (Educational Support Services)*
- *Question 1.9.2.4 (Barriers)*

EDFacts File Specifications

EDFacts data that provide the responses in the CSPR have corresponding EDFacts documents referred to as “file specifications” or “file specs”, which provide detailed technical information for including definitions and reporting indicators. These file specs may be found online at <http://www.ed.gov/print/about/inits/ed/edfacts/file-specifications.html>. State coordinators should note that there are several versions of the file specs listed. Check with your state EDFacts coordinator to find out which type of file specs your state uses. Generally, the authors of this guide use the Non-XML file specifications and refer to those section titles in the box below.

SC Note

State Coordinators Note: The file specs associated with the Education of Homeless Children and Youths Program are N/X043, 075, 078, 081 and 118. State Coordinators should pay close attention to the following in each file spec:

- *Section 1.0, “Purpose”*
- *Section 2.0, “Guidance for Submitting This File”*
- *Section 2.1, “Definitions”*

State coordinators are encouraged to become familiar with these documents to understand the process for submission to EDFacts via ESS better and to enhance collaboration with their state EDFacts coordinator. References have been provided in this document to the related file specs to facilitate accurate data collection. A crosswalk for the CSPR and EDFacts data elements that provide the answers for the SY 2008-2009 CSPR may be found in Appendix F.

Finalized Version of the C\$PR Collection Tool

To allow for technical revisions or clarifications, the timeline and reporting deadlines for issuing the final version of the C\$PR tool will vary somewhat each year. No changes have been proposed for Section 1.9 for SY 2008-2009. However, ED will not release the final format until the fall, after the Office of Management and Budget has approved any changes proposed in other sections of the C\$PR. If there are any changes proposed to Section 1.9 for future school years, ED will contact SEA program officers regarding proposed changes prior to the beginning of the school-year reporting period. Any significant revisions to the C\$PR must go through a public comment period.

Working with State Data Collection\$ and ED Facts\$ Coordinators\$

Each state has a different system for determining access to the ESS and reporting the education data for the state.

SC Note

State Coordinators Note: It is the State Coordinator's responsibility to ascertain how his or her individual state's data collection system functions. State Coordinators should make it a priority to contact and collaborate with his or her state ED Facts\$ coordinator, particularly pertaining to timeframes for collection and submission deadlines, to allow for any problems or delays in collecting data from LEAs.

All SEAs have designated ED Facts\$ coordinators and C\$PR coordinators. These coordinators are likely to be different people located in different divisions of the SEA. Each of these coordinators may use different words concerning data collection, verification, and submission, and has different priorities concerning the submission of data to ED.

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

Establishing and maintaining communication, especially pertaining to data collection methods, timelines, and deadlines, with both the C\$PR and ED Facts\$ coordinators can help state coordinators for homeless education

ensure accurate data collection, checking, and reporting.

The web address for an updated contact list of state ED*Facts* coordinators may be found in Appendix G.

Revision of Data

Data submitted to ED*Facts* via ESS can be revised at any time; however, revisions to the CSPR can be done only during the windows that the CSPR is open for submission. The CSPR generally opens in November of the year following the school year for which data was collected. The SY 2008-2009 CSPR Part I opens for data submission in November 2009 and tentatively will close December 18, 2009, at 5:00 pm (ET). The CSPR will reopen for corrections in February 2010 (tentative). When this revision window closes, the data will be given a final certification by each Chief State School Officer (CSSO) or designee. The dates for submissions are determined by the U.S. Department of Education.

It is imperative that state coordinators for homeless education ensure that data from LEAs that will be submitted via ESS for the CSPR are collected, reviewed, and submitted properly to state ED*Facts* coordinators for submission to ED*Facts* well in advance of the opening of the CSPR. State coordinators for homeless education, state ED*Facts* coordinators, and state CSPR coordinators should review the ED*Facts* data using reports provided through ED*Facts* that will appear in the same format as the CSPR. Your ED*Facts* coordinator can provide information on obtaining these reports. Check for accuracy, especially student counts.

The only way to make corrections to the data provided through ESS is to resubmit through the ESS. Corrections may be made up to one day prior to the final certification of the CSPR data by the CSSO or designee. Revisions of data not collected through ESS can be submitted only through the revision window of the CSPR.

It is important to note that any changes made in the ESS must be provided no later than the day prior to the closing date of the CSPR.

SC Note

*State Coordinators Note: Contact your state ED*Facts* coordinator to determine when you can review data before the final certification date.*

Individual State CSPR and Program Evaluation Reports

Individual state CSPR reports are made available publicly in the late spring on ED's website at <http://www.ed.gov/admins/lead/account/consolidated/index.html>.

ED and 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>. ED and OMB make recommendations to Congress about appropriating funds to specific programs based on these performance evaluations.

SECTION 2: GENERAL INSTRUCTIONS

The following section provides general information and detailed, question-by-question instructions for collecting and submitting data for the McKinney-Vento section of the CSPR (see Appendix A for an example of the SY 2007-2008 data collection form; the SY 2008-2009 form tentatively will be available in the early fall of 2009).

Important Dates

Fall 2009:	Final version of CSPR form available
November 2009:	CSPR Part I opens for data input
Friday, December 18, 2009:	CSPR Part I closes (tentative date)
The CSPR Part I will be re-opened in February, 2010 for corrections to data submissions.	

Who is Included

Federal data collection for the EHCY 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 on 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. Some questions in the homeless education data collection are reported through *EDFacts*. Other questions require manual collection and data entry into the CSPR.

School Year

For the purposes of this 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. Definitions for terms found in the file specifications mentioned are provided verbatim. 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) varies. If the variation pertains to more than one question, the variation should be repeated in each affected question's comment box (within the 8,000 character limitation).

Actual Count; 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.

Comment Box

Please note that it is imperative to collect: (1) all the requested data, and (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 8,000 character limit for its comment box. All explanations should fit within this restriction.

SC Note

State Coordinators Note: It is very important to note that any numeric data provided in the comment box of any of the CSPR questions will not be counted with other data submitted and will not be included in aggregated data. All data should be submitted within approved categories listed in individual questions.

Duplicated Counts

States should make efforts to eliminate duplicated counts at both the LEA and the state levels. Students should be reported once for the SEA. If the SEA is unable to eliminate duplicated counts, include in the comment box a note such as "may include duplicate students" and explain why.

LEAs (Local Education Agencies) should be able to eliminate duplicated counts of homeless students who move from one school to another within the school district; however, homeless students who move across school district lines may be included in the CSPR more than once. SEAs with universal student identifiers should be able to eliminate this duplication.

Students should be reported for any LEA where the student was identified as homeless and enrolled in a

school in the LEA. A student could be reported in more than one LEA if the student was enrolled in schools in more than one LEA and identified as homeless in those LEAs.

The requirement for unduplicated data at the SEA level for CSPR submission while *EDFacts* data is submitted at the LEA level provides state coordinators with several challenges and choices. Starting with the SY 2008-2009 report, for which all data will be submitted by states via *EDFacts* files, ED should be able to get both duplicated and unduplicated counts of homeless students enrolled in LEAs in the state. It is the goal of the program office to make those reports available in the summer of 2010. At that point, ED will revisit the issue of unduplicated data and the integrity of the McKinney-Vento program. Because ED collects information on homeless student enrollment based on whether the LEA did or did not have a subgrant, ED has one choice to make when a student has been enrolled in two or more LEAs within the state during one school year. The program office preference is as follows:

- Report enrollment under LEA with a subgrant, when possible.
- If the student was enrolled in two or more LEAs with subgrants, report the enrollment for the LEA in which statewide assessment data is reported.
- If that is missing, report the enrollment for the LEA with the longest period of enrollment.

Then, for some students served by LEAs with subgrants, it is possible to be served by an LEA but not enrolled. It is possible that a homeless student may be enrolled in an LEA with a subgrant and then later move to and enroll in an LEA without a subgrant. The student should still be included in the number of students assessed in the subgranted district even if the actual assessment occurs while enrolled in the non-subgranted LEA. Universal student identifiers can make this possible; however, if this is burdensome, indicate any problems concerning this issue in the comment box.

In some cases, there are regional LEAs that serve, but do not enroll, students. While every LEA affiliated with a regional subgrantee should be reported as an LEA with a subgrant, only the LEA providing the services needs to report that student. ED recognizes that it is difficult to provide unduplicated data on students served by LEAs with subgrants because that information is usually not linked to universal student identifiers. SEAs should make their best effort to provide unduplicated data when it is possible. States having many regional subgrantees who find it challenging to report receipt of McKinney-Vento services by the LEA of enrollment should contact the *EDFacts* customer support center for information about possible waiving of this requirement. The support center is open from 8 a.m. to 6 p.m. ET, Monday through Friday, and can be accessed by phone, fax, or e-mail:

Toll Free: 877-457-3336 (877-HLP-EDEN) **Fax:** 888-329-3336 (888-FAX-EDEN)

TTY: 888-403-3336 (888-403-EDEN) **E-mail:** EDEN_SS@ed.gov

Missing Data

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

- Indicate actual zero values with the number zero (0) in the SEA file.

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

- Leave blank any questions for which you are missing data or for which data was not collected, as well as any non-applicable questions. Do not use a zero to indicate any of these situations.

For example, if a state did not collect enrollment data for LEAs without subgrants, leave the enrollment data cells blank for LEAs without subgrants.

- An explanation should be given in the appropriate comment box for ALL blank data fields (e.g. missing, 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 8,000 character limit for each comment box).

Edit Checks

In SY 2006-2007, implementation of the *EDFacts* edit checks feature was added to the CSPR data collection. An edit check is defined as a program instruction or subroutine that tests the validity of input into a data entry program. These edit checks are built into the *EDFacts* collection up front, are reviewed and revised annually, and provide a significant boost to the data quality. Submitted data is processed through various edit checks. After the first window for submission of CSPR data closes in December 2009, state coordinators for homeless education and state *EDFacts* coordinators will be sent a verification report so that data may be reviewed and revised. Any unusual conditions detected that are based on the edit check requirements for homeless education will be noted on the report. A condition that does not meet the outlined data requirements will cause the edit check process to issue warning errors on the verification report, even though the data may be valid. Explanations for discrepancies in response to the warnings may be submitted in the comment box. The U.S. Department of Education may verify explanations directly with state coordinators.

Edit Check Descriptions

The total in 1.9.1.2 does not equal the total in 1.9.1.1.	1.9.1.2
The number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants in 1.9.	1.9.2.3
The number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants in 1.9.	1.9.2.4
The reported number of Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient on the State Reading Assessment was greater than the number of Homeless Children/Youths Served by McKinney-Vento who took the assessment.	1.9.2.5.1
The reported number of Homeless Children/Youths Served by McKinney-Vento Who Scored At or Above Proficient on the State Mathematics Assessment was greater than the number of Homeless Children/Youths Served by McKinney-Vento who took the assessment.	1.9.2.5.2

Facilitating Collection of Quality Data

Data quality should be maintained from the starting point of the data collection. State coordinators are encouraged to collaborate at all stages of the data collection with both their local liaisons and ED*Facts* coordinator.

- Inform them of all deadlines
- Inform them at least a year in advance of what data they must collect
- Provide training and technical assistance on definitions and data collection strategies
- Provide them with data reports after the data is submitted and provide training and technical assistance on how to use the data for program planning

Links to other resources which may be helpful to state coordinators in facilitating data collection are:

- ED*Facts* Workbook: <http://www.ed.gov/about/inits/ed/edfacts/eden-workbook.html>
- State Accountability Reports (which may include information such as the state definition and requirements for data collection for certain populations such as IDEA): <http://www.ed.gov/admins/lead/account/stateplans03/index.html>

**SECTION 3: EDUCATION FOR HOMELESS CHILDREN AND YOUTHS
DATA COLLECTION QUESTION CLARIFICATION
CSPR SY 2008-2009 Part I**

Data from All LEAs With and Without McKinney-Vento Subgrants

Question 1.9: Number of LEAs (Local Education 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 SEA into the CSPR via EDEN Submission System (ESS).

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

• **Additional Notes**

- o For federal data collection purposes, an LEA 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”. Most LEAs are governmental administrative units at the local level that operate schools or contract for educational services. These units may or may not be coterminous with county, city, or town boundaries.
- o **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.” Every individual LEA affiliated with or served by a consortium or other regional entity should be counted individually. Examples of regional entities include: Intermediate School Districts (ISD), which are recognized as LEAs but do not enroll students; Educational Service Centers (ESC), which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings, such as BOCES (Board of Cooperative Educational Services), County Offices of Education, Regional Education Service Agencies (RESA), etc.

o **Charter Schools** may be considered a separate LEA or part of a larger district. LEAs can determine best 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 Youth by Grade Level ENROLLED in Public School at Any Time during the School Year

- **General Notes:** This question collects data on the total number of children and youths identified as homeless who were enrolled in LEAs with and LEAs without McKinney-Vento subgrants.
- **Type of Data Entry:** Submission through ESS, File No. 118. *EDFacts* provides CSPR data and may only be revised through resubmission of the data to ESS.

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

• **Additional Notes (Question 1.9.1.1)**

- o **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 .

- o **Age 3-5 (not Kindergarten)** includes any preschool-age (3-5) homeless child who is enrolled in an LEA-funded preschool program or enrolled in a preschool program with which the LEA is an administrative or financial partner 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.
- o **Kindergarten** includes all homeless children who attend kindergarten programs, whether the programs are mandatory or non-mandatory. Both K5 and K4 students should be included.
- o **Ungraded** means that the children are served in an educational unit that has no separate grades. 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 also include children receiving special education services, transitional bilingual students, students working on a GED through a K- 12 institution (students working on a GED outside of a K-12 institution are defined as out-of-school youth (doesn't apply to the McKinney-Vento EHCY program)), or those in a correctional setting.



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 is submitted by grade level from LEAs with and without subgrants. No aggregated grade data is 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 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 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”). Any data collected that is categorized by a non-indicated type and recorded in the comment box for this section will not be reported or included in the totals for primary nighttime residence)
- 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).

ED strongly encourages LEAs to use an enrollment form that requests information on primary nighttime residence. See Appendix D for a sample enrollment form.

- **Type of Data Entry:** Submission through ESS, File No. 118. ED*Facts* provides CSPR data and may only be revised through resubmission of the data to ESS.

	# of Homeless Children/ Youths - LEAs Without Subgrants	# of Homeless Children/ Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		
Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	<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, hotel, doubled-up in the home of a relative or friend) 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”.

- o **Shelters** are defined as supervised publicly or privately operated facilities designed to provide temporary living accommodations.
- o **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.
- o **Awaiting Foster Care:** Children who are awaiting foster care placement are considered homeless and

eligible for McKinney-Vento services. (See Section 725(2)(B)(i) of the McKinney-Vento Act.) Children who are already in foster care, on the other hand, are not considered homeless. LEA liaisons should confer and coordinate with local public social service agency providers to determine what “awaiting foster care placement” means in the context of their state and local policies.

- o **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.”
- o **Unsheltered** includes living in 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 of whether the accommodation is a “fixed, regular, and adequate nighttime residence.”



Data Quality Check: Primary Residence of Homeless Children and Youths

- The data counts regarding primary 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.

SECTION 1.9.2 LEAs with McKinney-Vento Subgrants

Question 1.9.2.1: Number of Homeless Children and Youth 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. ED^{Facts} provides CSPR data and may only be revised through resubmission of the data to ESS.

Age/Grade	# of Homeless Children/Youths Served in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	<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 Section 723 of the McKinney-Vento Act, and indirect services, such as those provided by a staff member whose position is supported through McKinney-Vento funds. Include 3 through 5 year olds served by the subgrant program who are preschool-age. Include those 3 through 5 year olds regardless of whether or not they are enrolled in a preschool program operated by an LEA, or in a preschool program where the LEA is an administrative or financial partner or has any accountability in serving the children.

The number of homeless students enrolled in an LEA might:

- o Equal the number served, if indirect services can be linked to McKinney-Vento funds;
- o Be more than the number served if subgrant funds support only specific activities like transportation, shelter tutoring programs, or preschool programs; or
- o Be less than the number served if subgrant funds support activities such as identifying children as homeless who subsequently attend school in another LEA or referring or assisting preschool-age children to attend non-LEA preschool programs.



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: Subpopulation of Homeless Students Served by McKinney-Vento Subgrants

- **General Notes:** This question collects data on the total number of homeless children and youths by subpopulation 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. ED*Facts* provides CSPR data and may only be revised through resubmission of the data to ESS.

	# Homeless Students Served
Unaccompanied Youth	
Migratory Children/Youth	
Children with Disabilities (IDEA)	
Limited English Proficient Students	

• **Additional Notes (Question 1.9.2.2) (from the ED*Facts* Workbook , SY 2008-2009)**

- o **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-age, unless the child is in special education, in which case the upper age limit 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 an unaccompanied youth.
- o **Migratory Children/Youth** to be included in the federal data collection must meet the McKinney-Vento definition of homeless, must be approved by the SEA for a Certificate of Eligibility, and must be, or whose parents or spouses must be, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within such an LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.
- o **Children with Disabilities** as defined by IDEA are children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as 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 the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. Children and youth meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection.
- o **Limited English Proficient Students (LEP)** are generally defined in coordination with the state's definition based on Title 9 of ESEA as students:
 - (A) who are ages 3 through 21;
 - (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
 - (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and

(D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)

(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 Limited English Proficient, 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, ii, or iii). Children and youth meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection.



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 SEA into the CSPR via ESS.

	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	
18. Other (optional)	
19. Other (optional)	
20. Other (optional)	



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, a flag with this comment will appear and ask you to explain.
- The number of subgrants reported receiving 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.

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 the enrollment and success of homeless children and youths.
- **Type of Data Entry:** Manual entry by SEA into the CSPR via ESS.

	# 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 of, attendance of, 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:

- o Resolving eligibility disagreements
- o Resolving disagreements over whether or not remaining in the school of origin was in the best interest of a homeless student
- o Working with their LEA to overcome resistance or refusal to provide transportation to the school of origin
- o Ensuring that a homeless child or youth was able to enroll without delay without school or immunization records

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

SC Note

State Coordinators 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 Youths

- 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, a 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.

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 were tested on the state Reading/Language Arts assessment and on the state Mathematics assessment and the number of those tested on each topic that scored at or above the state's proficiency level.
- **What students should be reported?** Include all students served by McKinney-Vento subgrants during the testing window that received a valid score and were assigned a proficiency level. This includes students who participated in regular assessments with or without accommodations or alternate assessments, including those based on grade-level, modified, and alternate academic standards. Both students who were there for a full academic year and those not there for full academic year are also included in this file.
- **Aggregated Data:** 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. Data for other grades (Age 3-5 Not Kindergarten, K-2, and Ungraded) are not required.
- **Type of Data Entry:** ED*Facts* File No. 081 for data on participation in statewide assessments, File No. 076 for Mathematics, and File No. 078 for Reading/Language Arts. Note that Science assessment data for homeless students is not required for the CSPR 2008-09.

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)**

o Some states measure partial proficiency. This data should be aggregated with any full proficiency data reported. Individual states should check with their AYP personnel for their state’s policy on partial proficiency measurement.

- o 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.
- o If a student took a state assessment for a prior grade, the data should be recorded for the grade in which the student is enrolled. Out-of-grade testing data is not permitted by *EDFacts*.
- o 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.
- o 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.
- o Any clarifications or any discrepancies between the data requested and data provided should be explained in the comment box, keeping in mind that the goal is to provide data to ED that answers the questions consistently and comprehensively so that the data can be aggregated across states to create an accurate national picture.



Data Quality Check: Academic Progress of Homeless Students

- The total number of students taking the test by grade level and the total number of those taking the test meeting 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 assessments is greater than the number homeless children/youths served by McKinney-Vento who took each assessment, a flag with this comment will appear for either section, asking for an explanation.
- Data is to be disaggregated by grade level for Grades 3-8. Data is not required from Age 3-5 Not Kindergarten, K-2, and Ungraded. Data from grades 9-12 are to be aggregated and reported as “High School”.
- Data is 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

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 calculated automatically.

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

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 calculated automatically:

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs Without Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		

2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	<i>(Auto Calculated)</i>	<i>(Auto Calculated)</i>

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 calculated automatically.

	# of Homeless Children/ Youths - LEAs Without Subgrants	# of Homeless Children/ Youths - LEAs With Subgrants
Shelters, transitional housing, awaiting foster care		

Doubled-up (e.g., living with another family)		
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)		
Hotels/Motels		
Total	<i>(Auto Calculated)</i>	<i>(Auto Calculated)</i>

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 calculated automatically.

Age/Grade	# of Homeless Children/Youths Served in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	

7	
8	
9	
10	
11	
12	
Ungraded	
Total	<i>(Auto Calculated)</i>

1.9.2.2 Subgroups of Homeless Students Served

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

	# Homeless Students Served
Unaccompanied Youth	
Migratory Children/Youth	
Children with Disabilities (IDEA)	
Limited English Proficient Students	

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	
18. Other (optional - in comment box below)	
19. Other (optional - in comment box below)	
20. Other (optional - in comment box below)	

The response is limited to 8,000 characters.

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.

	# 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 (optional - in comment box below)	

The response is limited to 8,000 characters.

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 Reading/Language Arts assessment and the number of those tested who scored at or above proficient. Provide data for grades 9 through 12 only for those grades tested for ESEA.

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		

1.9.2.5.2 Mathematics Assessment

This section is similar to 1.9.2.5.1. The only difference is that this section collects data on the state Mathematics assessment.

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		

Appendix B: McKinney-Vento 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: Includes any preschool-age (3-5) homeless child who is enrolled in an LEA- funded preschool program or enrolled in a preschool program with which the LEA is an administrative or financial partner 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: Children who are awaiting foster care placement are considered homeless and eligible for McKinney-Vento services (see Section 725(2)(B)(i) of the McKinney-Vento Act). Children who are already in foster care, on the other hand, are not considered homeless. Local liaisons should confer and coordinate with local public social service agency providers to determine what “awaiting foster care placement” means in the context of their state and local policies.

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.

Children with Disabilities: As generally defined by IDEA, children with disabilities are children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance (hereafter referred to as 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 the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. Children and youth meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection.

CSPR Coordinator: Responsibilities include coordination of the preparation and certification of the annual CSPR submissions. The CSPR coordinator can usually be found in a federal program or accountability division of the SEA. CSPR coordinators can help state coordinators plan a schedule for data collection and review of data from both LEAs with and without subgrants before final certification of the CSPR

CSPR: The Consolidated State Performance Report (CSPR) is a data collection tool administered annually by OESE. The CSPR tool collects information relating to the five Elementary and Secondary Education Act (ESEA)

goals (established in the June 2002 Consolidated State application), as well as activities and outcomes of specific ESEA programs.

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 Appendix B for the McKinney-Vento definition of homeless).

EDEN: 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: is an ED initiative to put performance data at the center of policy, management, and budget decisions for all K-12 educational programs. 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.

EDFacts Coordinator: This person is generally responsible for submitting a wide range of data that has been collected from the SEA and LEAs (including the CSPR). The EDFacts coordinator will usually be found in the information technology (IT) 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 one authorized to submit data to the ESS. He or she will also be responsible for any revisions to pre-populated data. The EDFacts coordinator may contact state coordinators to discuss pre-populated items, as the definitions and requirements may change over time.

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

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.

File Specifications (Specs): File specifications or “file specs” are EDFacts documents that provide detailed technical information, including definitions and reporting indicators, for data that is pre-populated in the CSPR.

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

IDEA: The Individuals with Disabilities Education Act is a law ensuring services to children with disabilities. See Children with Disabilities

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, 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.

LEP: Limited English Proficient Students are generally defined in coordination with the state’s definition based on Title 9 of ESEA as students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)
 - (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 limited English proficient, 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, ii, or iii). Children and youth meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection.

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 federal data collection must meet the McKinney-Vento definition of homeless and must be approved by the SEA for a Certificate of Eligibility and who are, or whose parents or spouses are, migratory agricultural workers, including migratory dairy workers, or migratory fishers, and who, in the preceding 36 months, in order to obtain, or accompany such parents or spouses, in order to obtain, temporary or seasonal employment in agricultural or fishing work (A) have moved from one LEA to another; (B) in a state that comprises a single LEA, have moved from one administrative area to another within

such an LEA; or (C) reside in an LEA of more than 15,000 square miles, and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

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 Sec. 200.8(2) of the No Child Left Behind Act, 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: As pertains to preschool-age (3-5) homeless children, preschool programs funded by an LEA or preschool programs with which the LEA is an administrative or financial partner or has any accountability in serving the 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-operated pre-K programs (universal, income-eligible, or fee-based)
- Head Start program receiving funding or support from the LEA (whether located in the school 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-age children enrolled in Title I, Even Start, or any other state-funded preschool services that are administered or supported by the LEA
- Home-based services, such as Parents as Teachers or Parent/Child Home Program, that are funded and administered by an LEA

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.” Every individual LEA affiliated with or served by a consortium or other regional entity should be counted individually. Examples of regional entities include: Intermediate School Districts (ISD) which are recognized as LEAs, but do not enroll students; Educational Service Centers (ESC), which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings such as BOCES (Board of Cooperative Educational Services), County Offices of Education, Regional Education Service Agencies (RESA), etc.

School of Origin: Is defined as the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

School Year: 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: The age determined by state law for compulsory education.

Served: The definition of “served” includes homeless children who have been served in any way through McKinney-Vento funds. Services would include both direct services, as outlined in Section 723 of the McKinney-Vento Act, and indirect services, such as those provided by a staff member whose position is supported through McKinney-Vento funds. Include preschool-age 3 through 5 year olds served by the subgrant

program. Include those 3 through 5 year olds regardless of whether or not they are enrolled in a preschool program operated by an LEA, or in a preschool program where the LEA is an administrative or financial partner or has any accountability in serving the children.

Shelter: 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, by community norms, and/or as a case-by-case determination as to whether the accommodation is “fixed, regular, and adequate.”

Transitional Housing: 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-age, 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: Children served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not graded traditionally or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include children receiving special education services, transitional bilingual students, students working on a GED through a K through 12 institution (students working on a GED outside of a K-12 institution are defined as out-of-school youth**), or those in a correctional setting.

Unsheltered: Includes cars, parks, campgrounds, temporary trailers, abandoned buildings, and substandard housing. Unsheltered situations require case-by-case determinations as to whether the accommodation is “fixed, regular, and adequate.”

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

*** Does not apply to the McKinney-Vento Education of Homeless Children and Youth Program*

Appendix D: Tips for State Coordinators to Ensure Better Data

Training and Support for LEAs

- Ensure that local liaisons understand the terminology used in the data collection form, such as primary residence categories, enrolled, served, ungraded, preschool, unaccompanied youth, etc.; provide portions of the Data Guide to them; conduct training specifically on collecting quality data
 - o 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 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 that the LEA is using an enrollment form that captures as much information as possible and corresponds with the federal data form
 - o 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
 - o 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 liaisons and district MIS staff. These data had been submitted by the districts to the SEA through its automated student database. We asked our local 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.*
 - o 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 was typically a person who worked with all of the LEA's data, but didn't work with kids or families. So we're now requiring that the homeless*

section of the STN report be signed off by the local liaison. Plus we get our yearly updated list of local liaisons at the same time.

- Take as much guesswork as possible out of the efforts of the LEAs to interpret the questions; review the Data 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
- Communication is key
 - o 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.*
 - o 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.*
 - o 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 LEAs; maintain open communication among LEAs, state data managers, and the state coordinator to address problems and readjust procedures.*
 - o William Cohee (MD): *The Maryland data manager participates in the administrative meetings with locals and shares tips for data collection and reporting and 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 is submitted (i.e., following up with LEAs who submitted zero for enrolled)

Ensuring Accountability

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

- o Wendy Ross (VT): *Vermont has integrated homeless data collection from LEAs into our consolidated federal program electronic application process. Subgrant reporting is done with SurveyMonkey and both systems work really well. It also has 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
 - o 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 responsible consistently for the input of homeless data

Appendix E: Sample Enrollment Forms

Several sample enrollment forms may be found at http://www.serve.org/nche/downloads/dis_hb/tool_app6.pdf.

The Texas Homeless Education Office (THEO) has a student residency questionnaire available online in both English and Spanish. The questionnaire is aligned directly with the requirements of ED Facts and the CSPR and may be found at <http://www.utdanacenter.org/theo/resources/enrollment.php>.

Appendix F: CSPR-EDFacts Crosswalk

DRAFT - SY 2008-2009 EDFacts - CSPR Data Crosswalk (6/2/09)									
CSPR		EDFacts					1st time ESS data	Comment	Program Office (primary)
#	Question	File Spec	Data Group	Category Set	Reporting Level	EDFacts Will Populate			
1.9	Education for Homeless Children & Youths Program	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.1.1	Homeless Children & Youths	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	N/X118	655	B	SEA	N	Y	Numeric	OESE/SASA
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	N/X043	560	A	SEA	Initial			OESE/SASA
1.9.2.2	Subpopulations of Homeless Students Served	N/X043	560	B - E	SEA	Initial			OESE/SASA
1.9.2.3	Educational Support Services Provided by Subgrantees	N/A	N/A	N/A	SEA	N		Numeric	OESE/SASA
1.9.2.4	Barriers to the Education of Homeless Children & Youths	N/A	N/A	N/A	SEA	N		Numeric & text	OESE/SASA
1.9.2.5.1	Reading Assessment (Homeless)	N/X078	584	G	SEA	Initial			OESE/SASA
1.9.2.5.2	Math Assessment (Homeless)	N/X075	583	G	SEA	Initial			OESE/SASA

Appendix G: EDFacts Coordinators Contact List

Visit The EDFacts Initiative online at <http://www.ed.gov/about/inits/ed/edfacts/eden/contacts.html> for an updated EDFacts state representatives contact list.

National Center for Homeless Education (NCHE) Profile

The National Center for Homeless Education (NCHE) is an information clearinghouse and technical assistance center in support of the homeless education community nationwide. NCHE is funded through the U.S. Department of Education and is housed at The SERVE Center at the University of North Carolina at Greensboro.

NCHE:

- o Supports educators, service providers, parents, community members, and other persons interested in the education of children and youth experiencing homelessness
- o Provides information and resources on the needs and educational rights of children and youth experiencing homelessness
- o Provides information and training about the provisions of the McKinney-Vento Homeless Assistance Act, which is the primary piece of federal legislation dealing with the education of children and youth experiencing homelessness



Website: <http://www.serve.org/nche>

Helpline: 800-308-2145

Contact: Diana Bowman, Director
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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.
