

# FEDERAL DATA COLLECTION GUIDE

for the

## Education for Homeless Children and Youths Program

### 2010-2011 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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**FEDERAL DATA COLLECTION GUIDE**  
**for the Education for Homeless Children and Youths Program**  
**SY 2010-11**

**Overview and Purpose**

The U.S. Department of Education's (ED) Office of Elementary and Secondary Education (OESE) 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 youths have access to a free, appropriate public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

The purpose of the Education for Homeless Children and Youths (EHCY) Program is to improve the educational outcomes for children and youths in homeless situations. The statutes for this program are designed to ensure all homeless children and youths have equal access to public school education and for state 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 (hereafter referred to as State Coordinators) in overseeing and implementing the collection and submission of high quality data for the SY 2010-11 Consolidated State Performance Report (CSPR), a part of the U.S. Department of Education's *EDFacts* Initiative. Local homeless education liaisons may also find this guide helpful in completing their reports to the SEA. These data will be analyzed by ED 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 Elementary and Secondary Education Act (ESEA), as amended, data on program improvement were required from all States, District of Columbia, Puerto Rico and the Bureau of Indian Education (BIE). There are also Federal data collection requirements for annual and final grant reporting, for specific program mandates, and under the Government Performance and Results Act of 1993 (GPRA).

*SC Note*

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

## **Consolidated State Application Accountability Workbook:**

States are required to submit and update their accountability workbook for approval by ED with information such as their methods for making determinations about adequate yearly progress (AYP), levels of student performance, or calculations for graduation rates. This information helps ED and the public understand how states are calculating the data that they report to ED *Facts*/CSPR. Each state's accountability workbook can be found online at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

State Coordinators should familiarize themselves with their state accountability workbook, especially concerning how academic proficiency is defined in their state and by how many performance levels it is measured (also see the *Additional Notes* for Questions 1.9.3.1 and 1.9.3.2 for further information). For example, in Colorado, the Colorado Model Content Standards ([http://www.cde.state.co.us/cdeassess/documents/csap/csap\\_plds.html](http://www.cde.state.co.us/cdeassess/documents/csap/csap_plds.html)) articulate challenging content that Colorado students are expected to know and be able to do when tested on the Reading/Writing and Mathematics (grades 3-10) and Science (grades 5, 8 and 10). Colorado defines its performance levels as follows:

- Advanced - Performance Level 4
- Proficient - Performance Level 3
- Partially Proficient - Performance Level 2
- Unsatisfactory - Performance Level 1

State Coordinators should also confer with their state *ED Facts* Coordinator to determine how academic performance data should be collected and submitted based on their individual state's plan.

## **Consolidated State Performance Report (CSPR)**

The CSPR is a data collection tool administered annually by OESE. The CSPR tool collects information relating to the five ESEA goals (established in the June 2002 Consolidated State Application) as well as activities and outcomes of specific ESEA programs. There are five program goals:

- *By SY 2013-14, 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 2005-06, 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; and,*
- *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 these data for national performance evaluations required under GPRA. Federal departments and agencies are required by the GPRA to describe the goals and objectives of their programs clearly, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and report regularly on achievement. The goals of the act include the following: improving

program effectiveness by promoting a focus on results, service quality, and customer satisfaction; improving congressional decision-making by providing objective information on achieving statutory objectives; and, focusing on the relative effectiveness and efficiency of federal programs and spending. Further information pertaining to the GPRA may be found online at <http://www2.ed.gov/about/reports/annual/2010report/program.html>.

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

Data for the EHCY Program are collected in Section 1.9 of the CSPR Part I. The data for Questions 1.9.2.1, 1.9.2.2, 1.9.3.1, and 1.9.3.2 may be submitted on an ongoing basis via *EDFacts*. The data for Questions 1.9, 1.9.1.1, and 1.9.1.2 are collected manually by state-determined methods for manual entry into the CSPR and are submitted during the period that the CSPR Part I is open for data certification (see *Important Dates* in Section 2 for specific time periods that the CSPR Part I is open).

### ***EDFacts*, History and Purpose**

*EDFacts* is an initiative that began in 2005 to establish one federally coordinated, K through 12 (K-12) education data repository, located in ED. *EDFacts* collects aggregate statistical information such as student performance data from administrative systems in SEAs and LEAs.

The purpose of *EDFacts* is to allow for easier data submission by the states and the reduction of multiple collections which may collect the same data, thereby reducing burden on the states. The centralized repository provides more efficient access to data for use by decision-makers and enables the correlation of these data with other LEA and state-level educational and demographic data. *EDFacts* also facilitates the efficient use of data for analysis by federal program officers and other interested parties.

While *EDFacts* captures data at the SEA, LEA and school levels, homeless education data are collected at the LEA level and are reported by the SEA. The CSPR gives a state-level snapshot, but the *EDFacts* data can be traced to individual LEAs. In fact, since *EDFacts* data are collected at the LEA level on homeless students, along with other data not reported in the CSPR (e.g., graduates/completers), these data can be valuable resources for needs assessment, program evaluation and coordination at the state and federal levels.

#### **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-12 grade education performance data in *EDFacts* via electronic files as specified in the *EDFacts* data collection requirements. As of SY 2008-09, all states were required to electronically submit via ESS data for which there were *EDFacts* files.

## **State ED*Facts* Coordinators and State C*SPR* Coordinators**

Each state has its own system for determining access to the ESS and reporting education data for the state.

All SEAs have designated ED*Facts* Coordinators and C*SPR* 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 collecting, verification and submission, and may have different priorities concerning the submission of data to ED.

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

Establishing and maintaining communication, especially pertaining to data collection methods, timelines and deadlines, with both the C*SPR* and ED*Facts* Coordinators can help State Coordinators ensure accurate data collection, checking, and reporting.

Links to contact lists for state ED*Facts* Coordinators and state C*SPR* Coordinators may be found in [Appendix A](#).

## **ED*Facts* File Specifications**

Data that are collected on an ongoing basis in ED*Facts* have corresponding ED*Facts* documents referred to as “file specifications” or “file specs” which provide detailed technical information including definitions and reporting indicators. These file specs may be found online. Each file spec includes “**category sets**” which are subgroups of students of particular interest to ED. “Student Count by Homeless Enrolled Status” is an example of a category set. State Coordinators should note that there are two versions of the file specs listed. Generally, most states use the Non-XML file specifications. The state’s ED*Facts* Coordinator can be contacted to determine which type of file specs is used by that state’s data collection system.

State Coordinators are encouraged to become familiar with the file specs for the Homeless Education Program to better understand the process for submission to ED*Facts* via ESS and to enhance collaboration with their state ED*Facts* Coordinator. References have been provided in this document to the related file specs to facilitate accurate data collection. A crosswalk for the C*SPR* and ED*Facts* data elements that provides the answers for the SY 2010-11 C*SPR* may be found in [Appendix B](#).

State Coordinators should pay close attention to the following in each file spec (note that not all file specs include all of the sections below):

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

- Sections 4.2 and 5.2, “Data Record Definition”

**Please note new “permitted values”** (a grade is a permitted value) for Question 1.9.1.1 (File Spec N/X118) and Questions 1.9.2.1 and Question 1.9.2.2 (File Spec N/X043) are **Under 3** and **Out-of-School (OOS)**. These values will be collected by *EDFacts* as of SY 2010-11, but will not appear in the CSPR until SY 2011-12. These values are defined as follows:

- **Under 3:** Includes any homeless child under three years of age. While these data will not be reported in the CSPR until SY 2011-12, the *EDFacts* Coordinator may ask for or provide this information to you. Because this element pertains to enrollment and few LEAs have preschool programs enrolling children under age 3, this category is only likely to include homeless children receiving IDEA Part C-funded early intervention/special education services.
- **Out-of-school (OOS):** Means youths through age 21 who are entitled to a free public education in the state but are not currently enrolled in a K through 12 institution. This could include students who have dropped out of school, youths who are working on a GED outside of a K through 12 institution, and youths who are “here-to-work” only. It does not include preschoolers. The main distinction between the value “Out-of-School” and the value “Ungraded” is that ungraded students are enrolled in a K through 12 institution but are not assigned to a particular grade level. Special education students, for example, often fall into the “ungraded” category.

The file specs (<http://www2.ed.gov/print/about/inits/ed/edfacts/file-specifications.html>) associated with the Education of Homeless Children and Youths Program are:

- N/X043* CSPR Question 1.9.2.1: Number of Homeless Children and Youths Served in LEAs with McKinney-Vento Subgrants.  
CSPR Question 1.9.2.2: Subgroups of Homeless Students Served by McKinney-Vento Subgrants.
- N/X075* CSPR Question 1.9.3.2: Academic Achievement in Mathematics of Homeless Children and Youths.
- N/X078* CSPR Question 1.9.3.1: Academic Achievement in Reading and Language Arts of Homeless Children and Youths.
- N/X079* New CSPR Question (will become CSPR Question 1.9.3.3 in SY 2011-12): Academic Achievement in Science of Homeless Children and Youths (**data not required for CSPR submission for EHCY Program for SY 2010-11 but are reported via *EDFacts*; the program office will check data quality during this implementation year**).
- N/X118* **Homeless Students Enrolled:** This file spec is not included in the Crosswalk (*Appendix B*) for file specs related to Section 1.9, even though data are collected on an ongoing basis via ESS based on this file spec. Data for LEAs with and without subgrants must be manually entered in the CSPR as *EDFacts* does not currently differentiate data by homeless LEA subgrant status.
- Data collection requirements for **CSPR Questions 1.9.1.1** (Number of Homeless Children and Youths by Grade Level ENROLLED in Public School at Any Time during the School Year) and **1.9.1.2** (Primary Nighttime Residence of Homeless Children and Youths) are governed by this file spec. These questions ask for data disaggregated between LEAs with and without McKinney-Vento subgrants. *EDFacts* collects the total number of homeless students enrolled and has no method to determine further disaggregation; therefore, data for these questions must be manually disaggregated from the total and submitted when the SEA certifies the CSPR.

ED*Facts* also collects additional data pertaining to homeless children and youths enrolled in LEAs with subgrants as a category set of other file specs. These data are submitted either via the CSPR or collected for the Non-Fiscal Survey of the Common Core of Data (CCD). State Coordinators are encouraged to become acquainted with these other data collected via the file specs listed below as these data can be quite useful to a state's EHCY Program. These file specs are:

*N/X032* **Dropouts:** Category Set F (Homeless enrolled status) collects the dropout count of homeless students enrolled by grade and category for the school year (collected by CSPR for the CCD). Further definition of the term "dropouts" may be found in Section 2.1 of the file spec. The LEA-level files indicate which LEAs reported enrolled homeless students who dropped out in grade 12 during the reporting year.

*N/X037* **Title I Part A SWP/TAS Participation:** Collects the number of public school students served by either public Title I, Part A public Schoolwide Program (SWP) under section 1114 of ESEA or Targeted Assistance Program (TAS) under section 1115 (collected by CSPR). Category Set E (Student Count by Homeless Status) includes students who have been identified as homeless regardless of whether the students are receiving services under programs funded by McKinney-Vento. This information could be compared with the number of students enrolled in the LEA and served by LEAs with subgrants, although Title I programs often do not cover all elementary and secondary school grades.

*N/X040* **Graduates/Completers:** Category Set F (Diploma/Credential; Homeless enrolled status) collects the graduates/completers count for the school year. This student count is cumulative for the school year, including the subsequent summer, and is unduplicated (collected by the CSPR for the CCD). Category Set F collects the student count by Diploma/Credential and Homeless Enrolled Status. These data are to be reported for students identified as homeless, however, to graduate, the student must be enrolled in an LEA in grade 12 during the reporting year or subsequent summer. Since these data are collected for homeless students enrolled in all LEAs, a student who graduates from secondary school or completes grade 12 should be reported for the LEA of enrollment at the time of graduation or completion. These numbers cannot easily be used to calculate a graduation rate over a four or five-year period; however, they are the only data available pertaining to graduation for homeless students. These data will be monitored until ED has approval to ask SEAs to report a homeless student graduation rate.

*N/X081* **Assessment Participation:** Category Set G (Homeless enrolled status) collects assessment participation in reading, mathematics and science. A student is counted as a participant if s/he took the assessment and received a valid score.

### **Data Submission Information**

Data as defined in the file specs above are submitted to ED*Facts* via ESS on an ongoing basis and can be revised at any time. It is imperative that State Coordinators ensure that data from LEAs that are submitted via ESS for the CSPR are properly collected well in advance of the opening of the CSPR Part I, and that State Coordinators, state ED*Facts* Coordinators, and state CSPR Coordinators are involved in the review of ED*Facts* data collected by ESS. ED*Facts* "pre-fill" reports are helpful reviewing tools which display data collected through ED*Facts* in the same format as the CSPR. Pre-fill reports can be used to share data with program staff before the CSPR opens, and the state ED*Facts* Coordinator can provide information on obtaining these reports. The State

Coordinator should check these reports for accuracy, especially reported student counts. Since CSPR Part I generally opens for data submission in early November, it is a good idea to complete a review of these reports in early fall.

The only way to make corrections to data provided through ESS is to resubmit the data files 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. Therefore, 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. For the SY 2010-11, all data submitted for the CSPR Part I must be received in ESS by **December 16, 2011 at 5:00 p.m. (ET)**.

Data for CSPR questions which are not collected through ESS must be collected, reviewed and submitted to *EDFacts* by the state CSPR Coordinator. Individual states will have state-specific methods for this process. State Coordinators should confer with the state CSPR Coordinator and the state *EDFacts* Coordinator for information on their state's data submission processes, timelines and deadlines. These data are submitted during the time the CSPR Part I is open. Revisions to these data can only be done during one of the windows when the CSPR Part I is open for data correction. The CSPR Part I generally opens in November of the year following the school year for which data were collected. **The SY 2010-11 CSPR Part I is planned to open for data submission on November 7, 2011 and will close December 16, 2011 at 5:00 p.m. ET (tentative)**. The CSPR Part I will re-open for corrections in February 2012 (tentative). If data are corrected during the re-open period, the data must be re-certified by each Chief State School Officer (CSSO) or designee. The dates for submissions are determined by the U.S. Department of Education.

### **Finalized Version of the CSPR Collection Tool and SY 2010-11 Form Changes**

To allow for technical revisions or clarifications, the timeline and reporting deadlines for issuing the final version of the CSPR tool will vary somewhat each year. **Changes to the form for the 2010-11 school year are:**

- **Removals:**
  - o Question 1.9.2.3 (Educational Support Services).
  - o Question 1.9.2.4 (Barriers to the Education of Homeless Children and Youths).
- **Changes:**
  - o Data collected for Academic Achievement in Reading/Language Arts and in Mathematics has been changed from homeless children and youths **SERVED in LEAs with subgrants** to homeless children and youths **ENROLLED in all LEAs**. Initially, the program office proposed collecting these data only for homeless students enrolled in LEAs with subgrants, however, ED has approval for these data to be reported for homeless students enrolled in all LEAs, since *EDFacts* does not differentiate by LEA type and LEA-level data are collected for all LEAs. To keep the reporting burden low for most states, these data will be collected for homeless students enrolled in all LEAs. Beginning with SY 2010-11, SEAs do not have to follow up on students enrolled in a different LEA at the time of the statewide assessment period.
  - o The majority of states electronically flag homeless students in a student identifier system and can compare this information with statewide assessment databases. SEAs that collect this information through a separate survey limited to LEAs with subgrants for SY 2010-11 should indicate that in the Comment box. State Coordinators are encouraged to meet with their state *EDFacts* Coordinator to

ensure that reporting for all LEAs will be achieved for SY 2011-12.

- o For other states who do not fall into the above categories, LEAs with subgrants identified by National Center for Education Statistics (NCES) IDs in ED *Facts* file N/X043 Homeless SERVED will be compared to those IDs with the LEA-level data on homeless student academic achievement. Thus, it is imperative that the LEA-level ED *Facts* files for N/X043, N/X075, N/X078 and N/X079 (which will be in the CSPR for SY 2011-12) be complete and not miss any LEAs receiving subgrants during the reporting year. State Coordinators should check with their ED *Facts* Coordinator as to which LEAs are listed in N/X043 before the CSPR closes for certification.
- o Due to the changes listed above, **Question 1.9.2.5.1** (Academic Achievement in Reading/Language Arts) **has been re-numbered to 1.9.3.1**, and **Question 1.9.2.5.2** (Academic Achievement in Mathematics) **has been re-numbered to 1.9.3.2**.

No other changes have been proposed for other Section 1.9 questions for SY 2010-11.

The final SY 2010-11 CSPR is available online at <http://www2.ed.gov/admins/lead/account/consolidated/csprpart11011.pdf>.

This year the CSPR approved by the Office of Management and Budget (OMB) is available earlier because all the changes were considered to be technical amendments; there were no new data collections. If there are any changes proposed to Section 1.9 for future school years, especially new data collections such as a homeless student graduation rate, ED will contact SEA program officers regarding proposed changes prior to the beginning of school year reporting period. Any significant revisions to the CSPR must go through a public comment period.

### **Individual State CSPR and Program Evaluation Reports**

Individual state CSPR reports are made publicly available in the late spring on ED's website at <http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

ED and OMB monitor the performance of federally-funded education program grants annually. The most recent report can be found online at <http://georgewbush-whitehouse.archives.gov/omb/expectmore/summary/10003325.2006.html>. ED and OMB make recommendations to Congress about appropriating funds to specific programs based on these findings.

### **ED Data Express and NCHE State Data Pages**

In addition to the national performance reports mentioned above, in 2010 ED created a new way for the public to create its own state, regional and national performance reports. ED Data Express (<http://www.eddataexpress.ed.gov/>) is a website designed to improve the public's ability to access and explore high-value state-level education data collected by the U.S. Department of Education. The site is designed to be interactive and to present data in a clear, easy-to-use manner, with options to download information into Excel or manipulate data within the website. The site currently includes data from ED *Facts*, CSPRs, state accountability workbooks, the National Center for Education Statistics (NCES), the National Assessment of Education Progress (NAEP), the College Board, and ED's Budget Service Office.

ED Data Express includes three tools that allow users to access and view the data. The *State Snapshot* pages

include charts and tables with key data for each state. The *Data Element Explorer* allows users to view a single element across all states, both graphically and in a table. The *Build a State Table* page allows users to build customized tables by selecting specific data elements and specific states. In addition to the data viewing tools, the website includes links to additional resources, data definitions, and frequently asked questions. In August 2011 ED launched version 2.0. The upgraded site adds new data visualization tools, enhanced documentation, and social networking options for users. Dynamic tools interact with the data such as the following:

- \* A mapping feature that allows users to view the data displayed on a map of the United States.
- \* A trend line tool, which displays a data element graphed across multiple school years.
- \* A conditional analysis tool, which allows users to view one data element based on conditions set by another data element.

In 2011, The National Center for Homeless Education (NCHE) launched national and state-specific webpages featuring contact information for ED *Facts* Partner Support Center or individual State Coordinators and state Education for Homeless Children and Youths (EHCY) Programs as well as other state resources and funding information. Longitudinal data on enrollment, primary nighttime residence and academic progress are provided in chart form. Individual state CSPR certified reports by year are available for download. The national three-year data summary and guide to Federal CSPR data collection are available for download from the national page. The pages may be accessed from the NCHE website at [http://center.serve.org/nche/states/state\\_resources.php](http://center.serve.org/nche/states/state_resources.php).

## SECTION 2: GENERAL INSTRUCTIONS

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

### Important Dates

<b>August 2011:</b>	<b>Final version of CSPR form available</b>
<b>November 7, 2011:</b>	<b>CSPR Part I opens for data input (tentative date)</b>
<b>December 16, 2011:</b>	<b>CSPR Part I closes (tentative date)</b>
<b>February 2012:</b>	<b>CSPR Part I re-opens for corrections to data submissions</b>

### Which Students are Reported?

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 C* for the definition of homelessness as stated by the McKinney-Vento Act. An information brief on determining eligibility can be found on the NCHIE website at [http://center.serve.org/nche/downloads/briefs/det\\_elig.pdf](http://center.serve.org/nche/downloads/briefs/det_elig.pdf).

### Data Collection Requirements

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

### 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 are included in this definition. All homeless children and youths enrolled in school or receiving McKinney-Vento services in a year's time should be reflected in the data.

### Definitions

Clarification of terms and data requirements is provided in the following 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.

## **Actual Count; versus; Estimated Data**

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

### **Comment Box**

Please note that it is very important to collect (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. Most questions have a 4,000 character limit for the Comment box. All explanations should fit within this restriction. Please note that any data that are submitted in the Comment box must be added manually to the actual data summary which creates the potential for errors and discrepancies.

### **Duplicated Counts**

States should make efforts to eliminate duplicated counts at both the LEA and the state level. Students should be reported once by the SEA. 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. LEAs 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; however, 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 however, the SEA may be unable to eliminate duplicated counts. If eliminating duplicated counts is burdensome, indicate any problems concerning this in the Comment box.

The requirement for unduplicated data at the SEA level for CSPR submission means that homeless students enrolled in more than one LEA in a state during the reporting year need to be assigned to one LEA for reporting purposes. 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 are reported.
- If no statewide assessment data for the student are reported, report the student's enrollment for the LEA with the longest period of enrollment.

### **Missing Data**

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

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

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

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

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

- An explanation should be given in the appropriate Comment box for ALL blank data fields (e.g., missing, 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).

### **Edit Checks**

In SY 2006-07, implementation of the 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 CSPR collection up front, are reviewed and revised annually, and provide a significant boost to the data quality. Submitted data are processed through various edit checks. After the first window for submission of CSPR Part I data closes in December 2011, ED program offices review the data and provide the State Coordinators and state CSPR Coordinators follow-up questions (a.k.a., verification report) about the data. As a result of this communication, the state may need to revise and resubmit the data. Any unusual conditions detected that are based on the edit check requirements for homeless education will be noted in the report. A condition that does not meet the outlined data requirements will cause the edit check process to issue warning errors on the verification report, even though the data may be valid. Explanations for discrepancies in response to the warnings may be submitted in the Comment box of the verification report and returned to ED. 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 reported number of Homeless Children/Youths enrolled in all LEAs who scored at or above proficient on the State reading assessment was greater than the number of Homeless Children/Youths enrolled in all LEAs who took the assessment.	1.9.3.1 and 1.9.3.2

## Facilitating Collection of Quality Data

Data quality should be maintained from the starting point of the data collection. State Coordinators are encouraged to communicate at all stages of the data collection with their local homeless liaisons, state CSPR Coordinator and state *EDFacts* Coordinator. State Coordinators can assist local liaisons in efficient, accurate and timely data collection as follows:

- 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 training and technical assistance on how to use the data that has been collected for program planning.

Another resource which may be helpful to State Coordinators in facilitating data collection is the *EDFacts* Workbook, available for downloading at <http://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html>.

## ***EDFacts* Partner Support Center and Support Tickets**

For users of the EDEN reporting system, the *EDFacts* Partner Support Center provides ongoing assistance. 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](mailto:EDEN_SS@ed.gov)

State Coordinators are advised to contact *EDFacts* Partner Support first with any questions they may have concerning the CSPR or *EDFacts* before contacting the Program office. It is still possible to contact NCHE or the program office with questions. However, the Partner Support Center uses an “issue tracking system” in which each call is issued a “ticket number” which is tracked in the system database and analyzed for resolution to common problems. Such information is also helpful for planning technical amendments to the *EDFacts* and CSPR data collection process.

## SECTION 3: ANNUAL DATA COLLECTION AND SUBMISSION STEPS

### Annual Timeline

- **August:** Data collection guide published.
- **September:** Data collection webinar; LEA subgrant data should be collected for submission to ED *Facts* Coordinator.
- **October:** ED *Facts* pre-fill reports available.
- **November:** CSPR Part I opens; ED *Facts* populates CSPR.
- **December:** CSPR Part I closes.
- **January:** ESS opens for current SY file submission. Verification reports issued.
- **February:** CSPR Part I re-opens for data correction.
- **March:** CSPR Part I data re-certified and finalized.
- **April:** National data compiled by NCHE.
- **May:** National data report and three-year comparison published.
- **June:** Changes for next year's data collection format determined and publicized; ED posts PDF versions of CSPRs on ED website.
- **July:** Data collection guide revised.

### Steps for State Coordinator to Take Annually to Prepare for and Conduct Data Collection Process

1. Establish and maintain contact with state ED *Facts* Coordinators and state CSPR Coordinators.
  - a. The state ED *Facts* Coordinator can be found in the state Information Technology (IT) Department. A contact list for state ED *Facts* Coordinators is available at <http://www2.ed.gov/about/inits/ed/edfacts/eden/edfacts-coordinators.pdf>.
  - b. The state ED *Facts* Coordinator is responsible for the transmittal of the state's collected data to the ESS.
  - c. The state **CSPR Coordinator** may be the same person as the ED *Facts* Coordinator or may be someone in the state's Federal Programs office. See *Appendix A* for a link to a contact list for state CSPR Coordinators.
  - d. The state CSPR Coordinator has oversight responsibility to ensure the preparation, submission, and certification of data and comments entered into the CSPR. Data collected that are governed by a file specification (detailed documents including technical information such as definitions and reporting indicators) but is submitted manually, such as Question 1.9.1.1, would be included in these responsibilities. Please note that in some states, the State Coordinator may be responsible for inputting the manual data.

**2. Become familiar with questions, guidance, and definitions pertaining to data to be collected as outlined in this Guide. Note how data for each question are submitted to ESS. Ascertain any changes to questions asked and to file specifications and other requirements. Consult these resources for additional information:**

- a. FY 2010-11 File Specifications, available at <http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>.
- b. Consolidated State Application Accountability Workbooks  
The state ED*Facts* Coordinator will have further information regarding how assessment data are to be submitted according to the individual state accountability workbook. Approved state accountability plans may be found at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

**3. Determine and coordinate data collection and submission timelines for the State.**

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

**4. Communicate with Local Liaisons.**

- a. Confer with local liaisons on a regular basis throughout the year regarding data collection questions, definitions, data collection methods, and all other pertinent information. Make sure all deadlines for data collection and submission are publicized and met.

**5. Monitor data collected and aggregated through ESS.**

- a. Data for questions which have file specifications and are submitted through ESS are required to be submitted on an ongoing basis online. Data will appear in the CSPR tool in an aggregated amount when it opens for manual entry by the state ED*Facts* Coordinator in November.
- b. The state ED*Facts* Coordinator can provide a “prefill” report of the aggregated data upon request. State Coordinators should obtain this report and verify the aggregated data, particularly student counts, based on their own records. It is best to verify these data well in advance of the opening of the CSPR to allow time for any necessary revisions.
- c. Data collected on an ongoing basis can only be corrected through the ESS. Corrections to these data cannot be made manually during the CSPR data submission window. The state ED*Facts* Coordinator should be contacted for assistance with any necessary revisions.

**6. Oversee collection and submission of data not collected online by the ESS.**

- a. It is likely that it is the responsibility of the State Coordinator to oversee and facilitate the collection of all data on homeless students served by LEAs with subgrants as there is no method that determines which LEAs have subgrants in the data collected electronically through ESS. The state CSPR Coordinator can provide further information specific to your state’s data collection system.
- b. The State Coordinator may also be responsible for facilitating collection and submission of data

from non-subgranted LEAs for Questions 1.9 (Number of LEAs), 1.9.1.1 (Number Enrolled), and 1.9.1.2 (Primary Nighttime Residence). The state CSPR Coordinator can provide further information pertaining to this.

- c. It is likely that the state *EDFacts* Coordinator will want access to the data that are not collected online well in advance of the opening of the CSPR in November to provide adequate data preparation and data entry time for the state data submission.
- d. It is important to note that any revisions to data not collected online on an ongoing basis may only be done through the CSPR tool and not through the ESS system.

## SECTION 4: DATA COLLECTION QUESTION CLARIFICATION

### EDUCATION FOR HOMELESS CHILDREN AND YOUTHS CSPR SY 2010-11 Part I

#### CSPR SECTION 1.9.1: ALL LEAs (With and Without McKinney-Vento Subgrants)

##### Question 1.9: Number of LEAs 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.

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

\*Symbol in second column indicates "total number submitted"

- **Additional Notes (Question 1.9)**
  - o **LEA:** For federal data collection purposes a 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 individually counted. Examples of regional entities: 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 best determine how to count charter schools by checking with their SEA and their state's Charter Schools office to determine whether or not charter schools are considered LEAs.
- o **Subgrants Funded Only by American Recovery and Reinvestment Act (ARRA)** should NOT be included in the count of LEAs with McKinney-Vento subgrants for SY 2010-11. These LEAs will not have to report data for SY 2010-11, even if they have carried over ARRA grant funds into SY 2010-11.



#### **Data Quality Check: Number of LEAs With and Without Subgrants**

- The total number of LEAs with and without subgrants reporting in the state does not exceed the total number of LEAs with and without subgrants.
- The total number of LEAs, not the total number of students is reported.
- 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 1.9.1.1: Number of Homeless Children and Youths by Grade Level ENROLLED in Public School at Any Time during the School Year**

- **General Notes:** This question collects data on the total number of children and youths identified as homeless who were enrolled in LEAs with and LEAs without McKinney-Vento subgrants.
- **Type of Data Entry:** Manual entry by SEA into the CSPR. Submissions are governed by requirements of File Spec N/X 118.

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		
<b>Total</b>	<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-aged (3-5) homeless child who is enrolled in a LEA-administered preschool program. Children to be included may be attending preschool at a specific location or participating in a home-based program.

- o **Kindergarten** includes all homeless children who attend LEA-administered kindergarten programs whether the programs are mandatory or non-mandatory. Both K4 and K5 students should be included.
- o **Ungraded** means that the students are enrolled in a K-12 institution but are not assigned to a particular grade. 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 youths and will not be included in the count), 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 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”). Any data collected that are categorized by a non-indicated type and recorded in the Comment box for this section will not be reported or included in the totals for primary nighttime residence.
- The data counts regarding residence should correspond with data counts recorded for number of homeless children and youths 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:** Manual entry by SEA into the CSPR. Submissions are governed by requirements of File Spec N/X118.

	# 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		
<b>Total</b>	<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.

- 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, 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 child welfare 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 the determining factor is whether the accommodation is a “fixed, regular, and adequate nighttime residence.”
- o **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 a case-by-case determination as to 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 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.

## CSPR 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 N/X043. *EDFacts* 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	
<b>Total</b>	<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 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 LEA-administered preschool program.

The number of homeless students enrolled in a LEA with a subgrant 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-aged 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: Subgroups of Homeless Students SERVED by McKinney-Vento Subgrants**

- **General Notes:** This question collects data on the total number of homeless children and youths by category that were served in LEAs with McKinney-Vento subgrants at any time during the school year.
- **Type of Data Entry:** Submission through ESS, File N/X043. 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) (definitions from the ED*Facts* Workbook, SY 2010-11)**
  - 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 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 an unaccompanied homeless youth.
  - o **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:
    - o 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 LEP, an individual must meet the criteria of A, B, C, and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii, or iii. If the criteria to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii. Children and youths meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection.



**Data Quality Check: Subgroups of Homeless Children and Youth Served by McKinney-Vento Subgrants**

- The data counts regarding number of subgroups 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.

## SECTION 1.9.3 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths **enrolled** in LEAs with McKinney-Vento subgrants.

### Important Note

Prior to SY 2010-11, Academic Achievement data were collected for homeless children and youths SERVED in LEAs with McKinney-Vento subgrants. Until SY 2010-11, this section was numbered 1.9.2. Included in this section were Questions 1.9.2.5.1 (Reading Assessment) and 1.9.2.5.2 (Mathematics Assessment). With the change to collection of data on homeless children and youth enrolled in all LEAs instead of only homeless children and youth served in LEAs with McKinney-Vento subgrants, the section has been renumbered to Section 1.9.3. The Reading Assessment question is now numbered 1.9.3.1 and the Mathematics Assessment question is now numbered 1.9.3.2. Each state will need to note and make this change in their data collection system.

### Additional Information

On the CSPR collection form for SY 2010-11, the instructions have omitted the reference to LEAs with subgrants only and instead state that “the following questions collect data on the academic achievement of enrolled homeless children and youths.” States should submit academic achievement data for all homeless students enrolled in all LEAs. The program office is considering revision of its performance measures to include academic achievement for all homeless students enrolled in all LEAs in a state or to compare their performance between LEAs with and without subgrants.

### Question 1.9.3.1: READING ASSESSMENT

### Question 1.9.3.2: MATHEMATICS ASSESSMENT

- **General Notes:** These questions report the results of state assessments in Reading and in Mathematics on the number of homeless children and youths enrolled in all LEAs who took the assessment during the testing window, received a valid score and were assigned a proficiency level.
- **What students should be reported?** Include students who participated in regular assessments with or without accommodations; or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year (FAY) and those not there for full academic year (non-FAY) are also included in these questions.
- **Aggregated Data:** Data for Grades 3-8 should be submitted by individual grade level. Grades 9-12 may be reported by specific grade levels OR are consolidated into an aggregate figure referred to as “High School.” Data should not be submitted using both specific grade level and the permitted value “High School”. Please note that the CSPR form only refers to “High School”; this more detailed description of

how high school data should be collected is included in the file specs for Academic Progress (N/X075, N/X078 and N/X079). 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 Spec N/X075 for mathematics, and File Spec N/X078 for reading/ language arts. Note that science assessment data (File Spec N/X079) for homeless students are not required for the CSPR for SY 2010-11 although it is collected via ED*Facts* and will be required for SY 2011-12; the program office will check data quality for SY 2010-11 during this implementation year. The CSPR will feature science assessment data for homeless children and youths enrolled in all LEAs for the 2011-12 school year.

READING		
Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youths Scoring At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

MATHEMATICS		
Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youths Scoring At or Above Proficient
3		
4		
5		
6		
7		
8		
High School		

- **Additional Notes (Questions 1.9.3.1 and 1.9.3.2)**

- o Federal law requires at least two levels of proficiency be reported (proficient and not proficient). Some states may have between three and six levels of proficiency measurement as required by their state accountability plan. It is very important that State Coordinators confer with their ED *Facts* Coordinator well in advance of the opening of the CSPR to determine how proficiency data are to be properly collected and submitted to ED *Facts* according to their Consolidated State Application State Accountability Workbook, available at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.
- 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 Out-of-grade testing data are not permitted by ESEA.
- o An individual state's data system should have the capacity to record assessment information on any child who was identified as homeless during the school year and took the state assessment. The state's assessment director is a good resource for assessment data after they have been submitted.
- 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. ED or NCHE can assist in constructing 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 that appears in the Comment box only at recertification or via ED *Facts* after recertification for items that are not a manual entry into the CSPR will be added manually to the actual data summary. Data reported in the Comment box does increase the potential for discrepancies or errors in the various national summary reports and may require a reference to a particular state's report to explain any variance among national reports.



### 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 enrolled homeless children/youths who scored at or above proficient on the state reading or mathematics assessments was greater than the number of enrolled homeless children/youths who took each assessment, a 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 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” OR to be disaggregated by grade. Do not report this data both ways.
- 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: State ED Facts Coordinators and State CSPR Coordinators Contact Information*

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

**State CSPR Coordinators:** [http://www.serve.org/nche/downloads/cspr\\_contacts\\_aug2011.doc](http://www.serve.org/nche/downloads/cspr_contacts_aug2011.doc)

## Appendix B: CSPR-ED Facts Crosswalk

SY 2010-11 ED Facts - CSPR Data Crosswalk (8/14/11)						
CSPR		ED Facts				Comment
#	Question	File Spec	Data Group	Category Set	Reporting Level	
1.9	Education for Homeless Children & Youths Program	Manual entry				
1.9.1.1	Homeless Children & Youths	Manual entry				
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	Manual entry			SEA	
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	N/X043	560	A	SEA	
1.9.2.2	Subgroups of Homeless Students Served	N/X043	560	B - E	SEA	
1.9.3.1	Reading Assessment (Homeless)	N/X078	584	G	SEA	new question number
1.9.3.2	Math Assessment (Homeless)	N/X075	583	G	SEA	new question number

**NOTE regarding File Spec N/X118:** This file spec is not included in the Crosswalk for file specs related to Section 1.9, even though data are collected on an ongoing basis via ESS based on this file spec. Data collection requirements for CSPR Questions 1.9.1.1 (Number of Homeless Children and Youths by Grade Level ENROLLED in Public School at Any Time During the School Year) and 1.9.1.2 (Primary Nighttime Residence of Homeless Children and Youths) are governed by this file spec. These questions ask for data disaggregated between LEAs with and without McKinney-Vento subgrants. ED Facts collects the total number of homeless students enrolled and has no method to determine further disaggregation; therefore, the data for these questions must be manually disaggregated from the total and submitted when the SEA certifies the CSPR.

## *Appendix C: 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 D: Sample Enrollment Forms*

Several sample enrollment forms may be downloaded from the NCHE website at [http://www.serve.org/nche/downloads/dis\\_hb/tool\\_app6.pdf](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 *EDFacts* and the CSPR and may be found at <http://www.utdanacenter.org/theo/resources/enrollment.php>.

## Appendix E: 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 automatically calculated.

	#	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
<b>Total</b>	<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 <u>Enrolled</u> in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths <u>Enrolled</u> in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		

4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
<b>Total</b>	<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.

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

<b>Hotels/Motels</b>		
<b>Total</b>	<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.

<b>Age/Grade</b>	<b># Homeless Children/Youths Served by Subgrants</b>
<b>Age 3 through 5 (not Kindergarten)</b>	
<b>K</b>	
<b>1</b>	
<b>2</b>	
<b>3</b>	
<b>4</b>	
<b>5</b>	
<b>6</b>	
<b>7</b>	
<b>8</b>	
<b>9</b>	
<b>10</b>	
<b>11</b>	

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	

### 1.9.3 Academic Progress of Homeless Students

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

#### 1.9.3.1 Reading Assessment

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

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or above Proficient
3		

4		
5		
6		
7		
8		
High School		

### 1.9.3.2 Mathematics Assessment

This section is similar to 1.9.3.1. The only difference is that this section collects data on the State mathematics assessment.

Grade	# Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned	# Homeless Children/Youth Scoring at or above Proficient
3		
4		
5		
6		
7		
8		
High School		

# Appendix F: State Coordinator CSPR Data Collection Tipsheet

Appendix F: CSPR Data Collection Tip Sheet for State Coordinators																												
Points to Know																												
	<p style="text-align: center;"><b>State ED Facts Coordinator:</b></p> <p>Where to find: State Information Technology (IT) Department</p> <p>Duties: Responsible for transmittal of state's collected data to the EDEN Submission System (ESS)</p> <p style="text-align: center;"><b>State CSPR Coordinator:</b></p> <p>Where to find: May be same person as ED Facts coordinator or may be someone in Federal Programs office</p> <p>Duties: Responsible for the preparation, submission and certification of data and comments entered manually into the CSPR</p> <p style="text-align: center;"><b>Contact Information for State ED Facts and State CSPR Coordinators may be found at: <a href="http://center.serve.org/nche/downloads/cspr_contacts_aug2011.doc">http://center.serve.org/nche/downloads/cspr_contacts_aug2011.doc</a></b></p>																											
	<p style="text-align: center;"><b>Question Description</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Question</th> <th style="width: 30%;">Type of Entry</th> <th style="width: 40%;">Applicable File Specifications (Specs)</th> </tr> </thead> <tbody> <tr> <td>1.9: Number of LEAs with and without Subgrants in the States</td> <td>Manual Entry by SEA into the CSPR</td> <td>None</td> </tr> <tr> <td>1.9.1.1: Number of Homeless Children &amp; Youths by Grade Level Enrolled in Public School at Any time During the School Year</td> <td>Manual Entry by SEA into the CSPR</td> <td>Data to be collected is governed by File Spec N/X118</td> </tr> <tr> <td>1.9.1.2: Primary Nighttime Residence of Homeless Children and Youths</td> <td>Manual Entry by SEA into the CSPR</td> <td>Data to be collected is governed by File Spec N/X118</td> </tr> <tr> <td>1.9.2.1: Number of Homeless Children and Youths Served by McKinney-Vento subgrants</td> <td>Submission through ESS</td> <td>File Spec N/X043</td> </tr> <tr> <td>1.9.2.2: Subgroups of Homeless Students Served by McKinney-Vento Subgrants</td> <td>Submission through ESS</td> <td>File Spec N/X043</td> </tr> <tr> <td>1.9.3.1: Reading Assessment</td> <td>Submission through ESS</td> <td>File Spec N/X078</td> </tr> <tr> <td>1.9.3.2: Mathematics Assessment</td> <td>Submission through ESS</td> <td>File Spec N/X075</td> </tr> <tr> <td>1.9.3.3: Science Assessment</td> <td>Submission through ESS</td> <td>File Spec N/X079</td> </tr> </tbody> </table> <p style="text-align: center;"><b>FEDERAL DATA COLLECTION GUIDE:</b> In depth description of all questions and data collection process</p> <p style="text-align: center;"><b>Where to find:</b> <a href="http://center.serve.org/nche/downloads/briefs/det_elig.pdf">http://center.serve.org/nche/downloads/briefs/det_elig.pdf</a></p>	Question	Type of Entry	Applicable File Specifications (Specs)	1.9: Number of LEAs with and without Subgrants in the States	Manual Entry by SEA into the CSPR	None	1.9.1.1: Number of Homeless Children & Youths by Grade Level Enrolled in Public School at Any time During the School Year	Manual Entry by SEA into the CSPR	Data to be collected is governed by File Spec N/X118	1.9.1.2: Primary Nighttime Residence of Homeless Children and Youths	Manual Entry by SEA into the CSPR	Data to be collected is governed by File Spec N/X118	1.9.2.1: Number of Homeless Children and Youths Served by McKinney-Vento subgrants	Submission through ESS	File Spec N/X043	1.9.2.2: Subgroups of Homeless Students Served by McKinney-Vento Subgrants	Submission through ESS	File Spec N/X043	1.9.3.1: Reading Assessment	Submission through ESS	File Spec N/X078	1.9.3.2: Mathematics Assessment	Submission through ESS	File Spec N/X075	1.9.3.3: Science Assessment	Submission through ESS	File Spec N/X079
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1. Establish Contact with State ED Facts Coordinator and State CSPR Coordinators	<p style="text-align: center;"><b>Helpful Resources</b></p> <p>FILE SPECIFICATIONS: Detailed documents including technical information such as definitions and reporting indicators</p> <p>Where to find: <a href="http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html">http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html</a></p>																											
3. Determine and coordinate data collection and submission timelines for the state	<p>Become familiar with national ED Facts data collection timeline (see below) and make note of deadlines</p> <p>Ascertains how data collection for submission to ESS is done in the state (online, paper collection, etc.) with ED Facts Coordinator.</p>																											
4. Communicate with liaisons	<p>Confer with liaisons on a regular basis throughout the year regarding data collection questions, definitions, data collection mode, and all other pertinent information. Make sure all deadlines for data collection and submission are publicized and met.</p>																											
5. Monitor data collected and aggregated through ESS	<p>Data for questions listed above as having file specs and submitted through ESS are required to be submitted on an ongoing basis online. Data will appear in the CSPR tool in an aggregated amount when it opens for manual entry in November.</p> <p>The State ED Facts Coordinator can provide a report of the aggregated data. Obtain this report and verify the verify this data well in advance of the opening of the CSPR to allow time for any necessary revisions.</p>																											
6. Oversee collection and submission of data not collected online	<p>It is probably the State Coordinator's responsibility to oversee and facilitate the collection of all data from subgrants as there is no method that determines which LEAs have subgrants in the data collected electronically through ESS. The state CSPR coordinator can provide further information.</p> <p>Note that the ED Facts Coordinator will want access to the data that is manually collected well in advance of the opening of the CSPR to provide adequate data preparation and entry time for the state data submission. Note also that revisions to data not collected on an ongoing basis may only be done through the CSPR tool.</p>																											
<b>ANNUAL TIMELINE</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 12.5%;">AUG</th> <th style="width: 12.5%;">SEP</th> <th style="width: 12.5%;">OCT</th> <th style="width: 12.5%;">NOV</th> <th style="width: 12.5%;">DEC</th> <th style="width: 12.5%;">JAN</th> <th style="width: 12.5%;">FEB</th> <th style="width: 12.5%;">MAR</th> <th style="width: 12.5%;">APR</th> <th style="width: 12.5%;">MAY</th> <th style="width: 12.5%;">JUN</th> <th style="width: 12.5%;">JUL</th> </tr> </thead> <tbody> <tr> <td>Data Collection Guide published</td> <td>Data Webinar held; LEA subgrant data should be collected for ED Facts submission</td> <td>Finalized CSPR format; ED Facts populates the CSPR; ED Facts pre-fill reports available</td> <td>CSPR Part 1 Opens</td> <td>CSPR Part 1 Closes</td> <td>ESS opens for current SY file submission. Verification reports issued</td> <td>CSPR Part 1 re-opens for data revision</td> <td>CSPR Part 1 data finalized and certified</td> <td>National data compiled by NCHIE</td> <td>National data report and 3-year comparison published</td> <td>Next SY data collection format determined &amp; publicized</td> <td>Data collection guide revised</td> </tr> </tbody> </table>	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	Data Collection Guide published	Data Webinar held; LEA subgrant data should be collected for ED Facts submission	Finalized CSPR format; ED Facts populates the CSPR; ED Facts pre-fill reports available	CSPR Part 1 Opens	CSPR Part 1 Closes	ESS opens for current SY file submission. Verification reports issued	CSPR Part 1 re-opens for data revision	CSPR Part 1 data finalized and certified	National data compiled by NCHIE	National data report and 3-year comparison published	Next SY data collection format determined & publicized	Data collection guide revised			
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Revised by the National Center for Homeless Education in August 2011

## *National Center for Homeless Education (NCHE) Profile*

The National Center for Homeless Education (NCHE) is the U.S. Department of Education's technical assistance and information center in the area of homeless education. 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

E-mail: [homeless@serve.org](mailto:homeless@serve.org)

Contact: Diana Bowman, Director  
NCHE at The SERVE Center at UNCG  
P.O. Box 5367  
Greensboro, NC 27435  
Phone: 336-315-7453 or 800-755-3277  
[dbowman@serve.org](mailto:dbowman@serve.org)

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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.

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