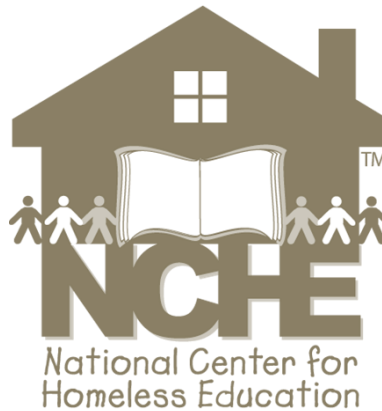# Guide to Collecting & Reporting Federal Data

Education for Homeless Children & Youth Program

The University of North Carolina at Greensboro
National Center for Homeless Education

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

National Center for Homeless Education (NCHE)
5900 Summit Ave., #201
Browns Summit, NC 27214
NCHE Helpline: 800-308-2145
Email: homeless@serve.org
NCHE Website: https://nche.ed.gov/

Dear State Coordinators and ED*Facts* Coordinators:

In the U.S. Department of Education's (ED) continuing effort to support you, your state-level program activities, and our nation's homeless children and youth, we offer this Guide to Collecting and Reporting Federal Data on an annual basis. It is intended to be a resource for you to collect accurate and usable information, coordinate with your data colleagues in state educational agencies (SEAs), and disseminate information to local liaisons and other agency personnel, including data staff. Engaging and coordinating with these stakeholders in your SEA, as well as those in your state's local educational agencies (LEAs), will continue to improve the completeness and accuracy of data submitted to ED through the ED*Facts* Submission System and the subsequent annual reports issued by ED. These serve as the primary mechanisms by which we understand the prevalence and incidence of homelessness among our country's students, as well as ways to refine services at all levels – federal, state, local, and school - to support this vulnerable population.

Each year, ED, along with its technical assistance contractor, the National Center for Homeless Education (NCHE), highlights the importance of understanding the ED*Facts* file specifications, data groups, demographic and performance category sets through dissemination of this Guide. As such, it is critical that homeless program staff and data staff at the LEA and SEA levels are all involved in the data quality review and submission process, ensuring that data regarding the nation's homeless children and youth are timely, complete, and accurate. As you know, EHCY program leading indicators emphasize the use of LEA level data for conducting annual risk assessments to target monitoring and technical assistance, and for overall performance management of the program. Ensuring high quality data is essential for these processes. We look forward to working with you, not only on your data collection efforts, but in using the information to improve your programs to support our most vulnerable students.

Sincerely,

Teachers, Leaders, and Special Populations Group
Office of Support and Accountability
Office of Formula Grant Programs
Office of Elementary and Secondary Education
U.S. Department of Education

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Purpose and Overview

Each year, states are asked to meet a number of legislative requirements under the McKinney-Vento Act related to providing demographic and outcome data for students experiencing homelessness. The Education for Homeless Children and Youth (EHCY) program collects these data from state educational agencies through ED*Facts*, a U.S. Department of Education (ED) initiative which centralized ED's data collections for use in education policy, management and budget decisions. The ED*Facts* Initiative includes a warehouse of data submitted by state educational agencies (SEAs) to ED regarding the education of students experiencing homelessness, as well as other federal education programs. While the data are aggregated and do not include personally identifiable information, it allows ED to determine the effectiveness of the EHCY program and its collaborations with federal programs such as Title I. To that end, data are used to create publicly released reports, such as the Consolidated State Performance Report (CSPR). The centralized collection of data further allows ED to assess the effectiveness of states in helping homeless students access a free, appropriate, public education. ED program staff use the data submitted by local educational agencies (LEAs) and SEAs to identify technical assistance needs and plan monitoring activities that ensure states receive adequate support in implementing the program in a way that results in student success. Likewise, it is expected that State Coordinators of homeless education will also use the information for similar activities while local liaisons for homeless education do the same within their own districts and community.

The National Center for Homeless Education (NCHE) offers this *Guide to Collecting and Reporting Federal Data* each year as a resource to ensure that data collected is of the highest quality.   It addresses the common questions of who should be involved in gathering data, what information should be collected, when it should be collected, who to turn to for help, and what happens to data once it is submitted.

Responsible Parties

Data collection begins at the school and LEA level. Each LEA has a local liaison for homeless education who is responsible for ensuring the identification of homeless students through coordinated activities with other school personnel and community agencies [42 U.S.C. § 11432(g)(6)(A)(i)]. The liaison is also responsible for working with the LEA's data staff and the State Coordinator to ensure the LEA provides accurate data that meets the required elements outlined by the Secretary of Education.

It is critical that liaisons review data prior to its submission to the SEA to ensure it accurately represents both homeless students and the LEA. Similarly, State Coordinators should review all data prior to its submission to EDFacts.

While data collection begins at the school and LEA level, State Coordinators and other SEA personnel have a critical role in safeguarding the quality of the data. Liaisons look to State Coordinators for guidance on what data should be collected, if there are any special rules about how it should be collected, and when it should

be submitted. State Coordinators should proactively provide this information to the liaisons in a format that they can easily share with others in their districts, like the data staff and superintendents.

> The greatest threat to data quality is a break in the communication feedback loop between data technicians, liaisons, State Coordinators, and SEA data staff. Seemingly inconsequential failures to communicate quickly amplify data errors into problems that are either too numerous or profound to correct, impacting program development for multiple years.

Staff in the SEA's data division should work with State Coordinators to devise training materials for LEA data staff and liaisons. Training materials should not only align to the McKinney-Vento Act requirements, but they should also facilitate dialogue between the liaisons and data staff. During the data collection windows established by the SEA, the data division should provide the State Coordinator with information about the number and identity of LEAs that have submitted data, as well as the actual data submitted by the LEAs. This will allow State Coordinators to provide reminders to liaisons regarding the need to submit data before the submission window closes, and often allows State Coordinators to identify LEAs that require additional technical assistance or who are struggling with their data. The State Coordinators can then troubleshoot by either providing programmatic information the districts need to complete the requirements or refer them to the appropriate person within the SEA to assist them with technical issues. After LEAs submit their information to the SEA, the data division should immediately provide the information to State Coordinators for review.

What Data to Collect

ED collects data on the following:

- the number of students experiencing homelessness in each grade,
- the type of primary nighttime residence the students had at the time they were identified as homeless,
- the number of students in each subgroup of homeless students,
- the type of primary nighttime residence unaccompanied homeless youth (UHY) had at the time they were identified as homeless,
- the academic achievement of homeless students,
- the number of students served by McKinney-Vento subgrants,
- the number of students served by Title I targeted assistance (TAS) or schoolwide (SWP) programs,
- the number of homeless students who were chronically absent,
- the adjusted cohort graduation rate (ACGR) of homeless students,
- the number of homeless students who complete high school,
- the number of homeless students who drop out, and

- which LEAs, including special education cooperatives and regional education service agencies, receive a McKinney-Vento subgrant.

To get a clear picture of the demographics of students and their academic outcomes, ED collects data at the school, LEA, and SEA level. This means that for a single data point, an SEA may need to submit three files: one containing school level data, one containing LEA level data, and one containing SEA level data. However, not all types of data are required at every level. Table 1 shows which data must be submitted to ED for each education unit.

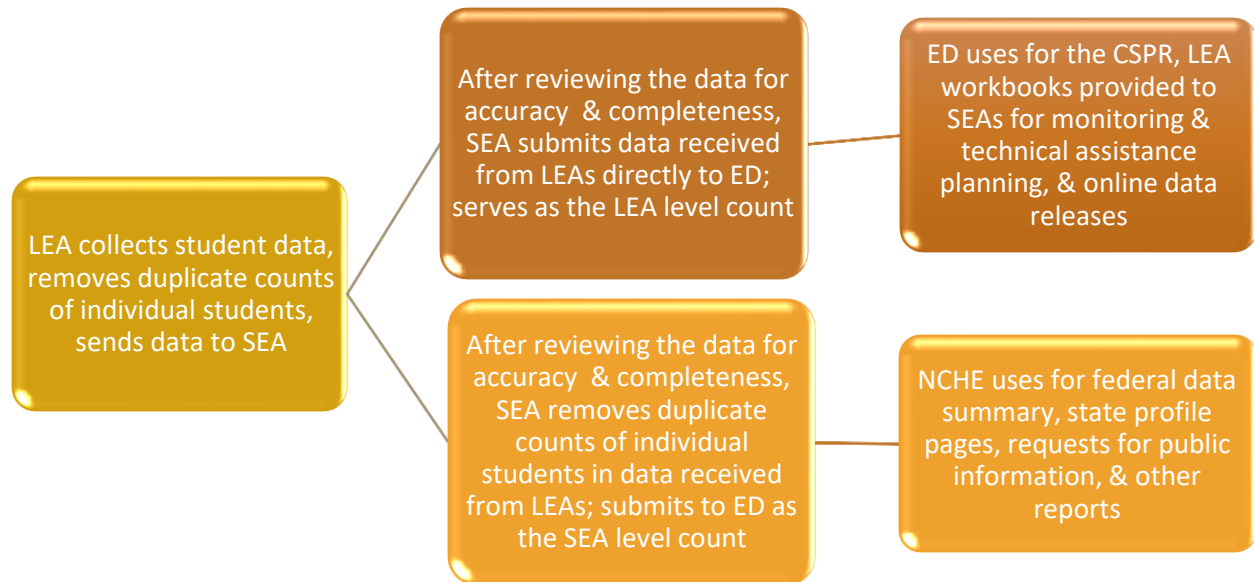**Table 1. Education units required to report data to ED by data type**

Type of Data	Required for Schools	Required for LEAs	Required for SEAs
Students enrolled in each grade	No	Yes	Yes
Primary nighttime residence	No	Yes	Yes
Subgroups of students	No	Yes	Yes
Academic achievement	Yes	Yes	Yes
Students served by McKinney-Vento subgrants	No	Yes	Yes
Students served by Title I TAS or SWPs	No	Yes	Yes
Chronic absenteeism	Yes	No	No
ACGR	Yes	Yes	Yes
High school completion	Yes	Yes	Yes
Dropout	Yes	Yes	Yes
McKinney-Vento subgrant status	No	Yes	No

Unduplicated Data

An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year. Data submitted at each level must be unduplicated to the extent to which it is possible to remove duplicate counts of students. For example, a homeless student could attend two schools within District A and a third school in District B during the school year. Even though the student attended two schools in District A, the LEA would only count the student one time when submitting its count of students experiencing homelessness to the SEA. District B would also count the student one time. When submitting the final data to ED, the SEA would include the student in District A's count and District B's count for the LEA level data but would only count the student one time when submitting its SEA level data. As a result, the school level count of students should always be greater than the LEA level count and the LEA level count of students should always be greater than the SEA level count for each data group.

Removing multiple counts of individual students is essential to program management and development as including the same student multiple times distorts the picture of homeless students and their needs. Examining data at various levels also provides critical information about the success and needs of homeless students that might otherwise be missed. As a case in point, when examined at the SEA or LEA level, homeless students often lag behind their peers on academic assessments. When examined at the school level, however, homeless students frequently outperform their peers on assessments.

Figure 1. Data collection process and uses for various data levels

LEA collects student data, removes duplicate counts of individual students, sends data to SEA

After reviewing the data for accuracy & completeness, SEA submits data received from LEAs directly to ED; serves as the LEA level count

ED uses for the CSPR, LEA workbooks provided to SEAs for monitoring & technical assistance planning, & online data releases

After reviewing the data for accuracy & completeness, SEA removes duplicate counts of individual students in data received from LEAs; submits to ED as the SEA level count

NCHE uses for federal data summary, state profile pages, requests for public information, & other reports

Additional Considerations

While LEAs and SEAs may not be required to submit data at the school level for a particular data point, they still may need to track it internally in order to meet other requirements. For example, schools are not required to submit counts of homeless students enrolled in their schools; only LEAs and SEAs are. However, in order to provide data at the LEA and SEA levels, schools must track which students experienced homelessness during the year.

Counts of homeless students provided to ED must also be cumulative. That is, they must include students who experienced homelessness at any point during the year, even if the students are no longer homeless later on during the school year or at the end of the school year. ACGR data are also cumulative across a student's high school career, including students who were homeless at any point during their high school career, even if they are no longer homeless by the time they reach their final year of high school.

How to Submit Data

All homeless education data reported to ED are submitted via the ED*Facts* Submission System, or ESS. The ESS is an online tool that allows states to submit data files to ED. Each state is required to have one ED*Facts* Coordinator, but may grant access to additional system users.

- ED*Facts* Coordinators serve as the official contact for ED and submit the state's data plan. They also ensure that data files are transmitted in a timely manner, that errors in data are corrected, and that the SEA approves all files for storage in the ED*Facts* data warehouse.
- Other system users include SEA staff or contractors designated by the ED*Facts* Coordinator to serve as ED*Facts* Submitters. ED*Facts* Submitters are often programmers or other data systems technicians, who can extract the necessary information from the SEA's system, input it into the ESS, answer questions about the data, or address programming issues that arise during data submission or collections.

While State Coordinators do not submit files directly to the ESS, they must work directly with the ED*Facts* Coordinator and ED*Facts* Submitters to ensure data submitted for the state are accurate, timely, and complete. As a result, State Coordinators must review data prior to its submission to ED. In order to do this, they need to understand how ED*Facts* organizes data.   Information contained in ED*Facts* is divided into topical data groups (DGs) that contain specific pieces of information gathered from the SEAs. For example, demographic data on the number of students experiencing homelessness, their primary nighttime residence, and the subgroups they belong to are included in DG655.

File specifications, or file specs, outline the rules for submitting data in the specific data groups and provide information about changes from previous versions of the file spec. For example, file spec C118 contains the rules for submitting DG655; DG655 contains data about homeless students enrolled in school. In contrast, the rules for submitting information about young homeless students served by McKinney-Vento grant funds, which is DG818, are outlined in file spec C194. Data about students served by McKinney-Vento subgrant funds require a separate data group and file spec because not all homeless students who are served are also enrolled, and not all homeless enrolled students are served by McKinney-Vento grants.

Table 2. Data group and file specifications containing data on homeless children and youth

DG Number	DG Name	File Spec
DG 754	McKinney-Vento subgrant recipient	C170
DG 655	Homeless students enrolled	C118
DG 818	Young homeless children served	C194
DG 583	Academic achievement in mathematics	C175
DG 584	Academic achievement in reading/language arts	C178
DG 585	Academic achievement in science	C179
DG 588	Assessment participation in mathematics	C185
DG 589	Assessment participation in reading/language arts	C188
DC 590	Assessment participation in science	C189

DG Number	DG Name	File Spec
DG 306	Graduate/Completers	C040
DG 814	Chronic absenteeism	C195
DG 326	Dropouts	C032
DG 696	Cohorts for regulatory adjusted-cohort graduation rate (4-year)	C151
DG 698	Cohorts for regulatory adjusted-cohort graduation rate (5-year)	C151
DG 756	Cohorts for regulatory adjusted-cohort graduation rate (6-year)	C151
DG 695	Regulatory adjusted cohort graduation rate (4-year)	C150
DG 697	Regulatory adjusted cohort graduation rate (5-year)	C150
DG 755	Regulatory adjusted cohort graduation rate (6-year)	C150
DG 548	Title I SWP/TAS participation	C037

In addition to providing guidance on the specific data points that must be submitted to ED, the file specs describe which education units must provide data. For example, current file specs require that SEAs submit two data sets for most data groups that include homeless education data: one that represents the LEA level data and another that represents the SEA level. Data submitted at each level must be unduplicated to the extent to which it is possible to remove duplicate counts of students. LEAs must remove repetitive counts of individual students that have enrolled in or been served by more than one school within the LEA. Similarly, SEAs must do the same for individual students who attended more than one LEA. Removing multiple counts of individual students is essential to program management and development, as including the same student multiple times distorts the picture of homeless students and their needs. For more information on the type of data each education unit is required to submit, see Table 1.

When to Submit Data

States may begin submitting data in the fall, after the school year has ended. Data files are submitted on a rotating schedule based on their content and the reports they are used to complete. Once files are submitted, they are reviewed for data quality errors. If a data issue is identified, states will be asked to resubmit their files to correct those errors or provide an explanation for the anomaly. More information is provided on the data quality review process in Once Data Are Submitted.

Table 3. File specification due dates

File Spec Name	File Spec	Due Date
McKinney-Vento subgrant recipient	C170	December 11, 2019
Homeless students enrolled	C118	December 11, 2019
Young homeless children served	C194	December 11, 2019
Academic achievement in mathematics	C175	December 11, 2019
Academic achievement in reading/language arts	C178	December 11, 2019
Academic achievement in science	C179	December 11, 2019
Assessment participation in mathematics	C185	December 11, 2019
Assessment participation in reading/language arts	C188	December 11, 2019
Assessment participation in science	C189	December 11, 2019
Chronic absenteeism	C195	December 11, 2019
Graduate/Completers	C040	February 12, 2020
Dropouts	C032	February 12, 2020
Cohorts for regulatory adjusted-cohort graduation rate	C151	February 12, 2020
Regulatory adjusted cohort graduation rate	C150	February 12, 2020
Title I SWP/TAS participation	C037	February 12, 2020

A Closer Look at File Specifications

State Coordinators should work with liaisons and data staff at both the local and state level to submit high quality data to ED*Facts*. The following information pertains to specific data required by the different file specs and the common mistakes made by LEAs and SEAs when providing information to ED.

File Spec C118

File spec C118 includes DG 655. It provides information on how to report the number of students experiencing homelessness

- in each grade;
- by the primary nighttime residence used by the students at the time they are identified as homeless, including the residence of unaccompanied homeless youth; and
- for each subgroup of homeless students, including children with disabilities as defined by the Individuals with Disabilities Education Act, English learners, unaccompanied homeless youth, and migratory learners.

General Data Quality Notes

Subgroups of students are not exclusive; that is, a homeless student could be a part of some, all, or none of the subgroup categories.

Occasionally, families or unaccompanied homeless youth decline educational services available to them

Student counts must be cumulative and provided at both the LEA and SEA levels. Counts that only reflect the status of students at the end of the year are considered erroneous.

based on their homeless status. In this instance, the student should still be included as a part of the homeless student counts; receipt of education services is not required and does not impact the student's status as homeless.

This file should be submitted for both the LEA and SEA levels. If the student experienced multiple episodes of homelessness over the course of School Year 2018-19 or attended more than one LEA during that time, only include the student in the data count one time for the SEA level data file. Students who attend more than one LEA over the course of the school year should be assigned to the same LEA as the student is assigned to for accountability purposes. When submitting the LEA level file, include the student in every LEA in which the student was enrolled, but only one time per LEA.

This count must be cumulative. Counts that only reflect the status of students at the end of the year are considered erroneous. In School Year 2016-17, ED added an education unit total reporting requirement to file spec C118. The education unit total is the total number of homeless students enrolled in each education unit. The sum of homeless enrolled students by grade and the sum of homeless students enrolled by primary nighttime residence should each equal the education unit total.

If the student is enrolled by one LEA but is placed by that LEA in another for the purpose of receiving educational services not otherwise available in the enrolling LEA, the student should be assigned to the LEA that is responsible for ensuring the student receives a public education, i.e., the school in which the student enrolled. For example, a homeless student is identified as in need of special education services not available in the district. As a result, the LEA assigns the student to attend school in a neighboring district, with which the LEA has a shared services agreement for the purposes of providing special education services. The student should be reported by the LEA assigning the student because that is where the student is enrolled, even though the student attends another LEA.

Primary Nighttime Residence and the Definition of Homeless

Nighttime residence data should reflect the type of residence the student was using at the time the student was identified as meeting the definition of homeless. If, over the course of a school year, the student uses multiple types of nighttime residences that meet the definition of homeless, only submit the type of housing the student used when first identified as homeless, unless the student is an UHY. If the student is an UHY, only submit the type of housing the student used when first identified as an UHY.

Students living in substandard housing should be included under the category of unsheltered.

A provision in the McKinney-Vento Act (2015) changed the definition of *homeless* by removing students awaiting foster care placement from the definition. For the past two years, states have been able to transition into using the revised definition. However, the transition period ended on

December 9, 2017. All states must now use the code STH when submitting the primary nighttime residence of homeless students in shelter and no state may include a student as homeless based solely on the fact that the student is awaiting foster care placement.

File Spec C170

File Spec C170 includes a list of every operational LEA in the state and each LEA's McKinney-Vento subgrant status. Every LEA should be included, regardless of whether they enrolled students or not. LEAs such as BOCES, regional services centers, or special education cooperatives must be included as they are eligible to receive McKinney-Vento subgrants, even though they may not directly enroll students. For more information on the definition of an LEA and whether an education unit should be included in file spec C170, see Appendix D, Understanding Which LEAs to Include.

Every LEA should be included with its subgrant status indicated, regardless of whether they enrolled students or not.

All LEAs that are a part of a consortium or regional subgrant should be reported as subgrantees. This is true even if another LEA in the consortium is designated as the lead agency.

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

File Spec C194

File spec C194 includes DG 818. It provides information on how to report the number of students experiencing homelessness who were served by McKinney-Vento subgrants, regardless of their status as enrolled in school. This count only includes students who are aged Birth to 2 or Age 3 to 5, not Kindergarten. Please see Appendix E for more information on the meaning of *served*.

This file should be submitted for both the SEA and LEA levels. If the student experienced multiple episodes of homelessness over the course of SY 2018-19 or was served by more than one subgrant during that time, only include the student in the data count one time for the SEA level data file based on which LEA the student is assigned to for accountability purposes. When submitting the LEA level file, include the student in the count of every LEA that served the student with a McKinney-Vento subgrant.

This count must be cumulative. Counts that only reflect the status of students at the end of the year are considered erroneous.

File Specs C175, C178, C179, C185, C188, and C189

File specs C175, C178, C179, C185, C188, and C189 include data groups 583, 584, 585, 588, 589, and 590, respectively. They provide information on the number of students who were enrolled at

the time of statewide assessments, participated in assessments, received valid scores, and were proficient in mathematics, reading (language arts), and science.

Data must be reported for Grades 3 through 8 and High School for reading (language arts) and mathematics. Science assessment data must be provided for at least one grade in the following grade ranges: Grades 3 through 5, Grades 6 through 9, and High School. States may choose to provide high school information by grade, i.e. Grade 10, Grade 11, etc., or states may choose to provide aggregated high school data.

The number of students who were enrolled at the time of the assessments, participated in assessments, or received a valid score should not be larger than the number of students enrolled in that grade in file spec C118.

This file should be submitted for the school, LEA, and SEA levels. Only include the student in the data count one time for the SEA level data file. When submitting school level files, include the student for every school in which the student was tested, and once per LEA in which the student was tested. If the student experienced multiple episodes of homelessness over the course of SY 2018-19 or attended more than one LEA during that time, include the student's data with the school or LEA in which the student was assigned for state accountability purposes.

File Spec C195

File spec C195 contains DG 814 and provides information on the number of students who were chronically absent during the school year. Students are considered chronically absent if they miss 10% or more of the school days in which they are enrolled in a school. Students must be included in this data if they attend a school for a minimum of 10 days or a state institution for 60 days.

Any day in which the student is not in school on a scheduled school day or participating in instruction-related activities at an approved off-grounds location for the school day must be considered an absence. However, only students who miss 50% or more of the school day should be considered absent. Both excused and unexcused absences count toward a student's status as chronically absent, including but not limited to absences due to illness, doctor's appointments, and out of school suspensions. The attendance rate of students is calculated using the following formula:

(Excused + unexcused absences) / Total number of school days enrolled in the school * 100

This file is only submitted at the school level. Students must be reported for every school they attended for the prescribed minimum number of days. Counts of chronically absent homeless students should not exceed the number of homeless students enrolled in a school.

File Specs C150 and C151

File spec C150 contains DGs 695, 697, and 755. It provides the ACGR for students who graduated in four, five, or six years. File spec C151 includes DGs 696, 698, and 756. It provides the number of students in the four, five, and six-year graduation cohorts.

Only students who graduate with a diploma or approved alternative diploma will be considered graduates. Students who were homeless at any point during their high school career should be included in the calculation.

In an adjusted cohort graduation rate, students are added or removed from a cohort based on their enrollment status in the school or LEA. The only reasons a student may be removed from a cohort are when:

- the school has evidence that the student has enrolled in another diploma granting school,
- the student leaves the country,
- the student is transferred to a prison or juvenile detention facility, or
- the student dies.

Students who drop out of school are still considered a part of the cohort. Students must also be included in the school or LEA cohort even if they are not on track to graduate on time when they enroll in school. The number of times a student has transferred and the time of year in which the student enrolls also do not impact the student's status in a cohort; the student must be added to the cohort when enrolling in school.

This file should be submitted for the school, LEA, and SEA levels. Only include the student in the data count one time for the SEA level data file. If a student attended more than one high school for at least half a school year, the student must either be assigned to the school the student attended for the most school days during Grades 9 through 12 or the school in which the student was most recently enrolled.

Students who drop out of school are still considered a part of the cohort. Students must also be included in the school or LEA cohort even if they are not on track to graduate on time when they enroll in school. All states using an extended year cohort rate must report the rate and respective cohort counts for the extended rates.

While states may exclude students from cohorts when considering a school's or LEA's status under the state accountability plan based on the number of days a student attended a particular school, there are no exemptions from reporting ACGR data to ED. All students who experienced homelessness at any point during Grades 9 through 12 should be included in file specs C150 and C151. All states must report a four-year cohort in file spec C151 and a four-year ACGR in file spec C150. Additionally, all states using a five- and six-year ACGR for accountability purposes must report the rates and respective cohort counts.

Prior to submitting this data, confirm that the number of students included in C151 results in the calculated rate submitted in C150.

Data Quality Checklist

The table below has questions State Coordinators, liaisons, ED*Facts* Coordinators, and others reviewing the homeless education data can use to validate it. If any question results in a response of no, State Coordinators should take steps to investigate the reason and either work with liaisons or the data staff submitting the information to make corrections. If no correction is necessary or a correction is needed but not possible, State Coordinators should draft appropriate comments to support the data submitted and work with SEA data staff to ensure the comments are included. Liaisons are expected to review data prior to its submission to the SEA; likewise, State Coordinators are expected to review data prior to its submission to ED.

Table 4. Data quality checklist

Data Quality Review Questions	Yes	No
Are all operational LEAs included in the number of LEAs for the state, including regional education service agencies, special education cooperatives, and other specialized LEAs? (See Appendix D for a guide on which education agencies to include.)		
Did all LEAs in the state that enroll students report data, including charter schools and LEAs that do not receive a subgrant?		
Did all LEAs in the state that serve homeless students with a McKinney-Vento subgrant report data, including regional education service agencies, special education cooperatives, and other specialized LEAs?		
Are all LEAs that are a part of a consortium grant marked as grantees in file spec C170 even if the LEA was not the fiscal agent?		
Was a count of homeless students included at each appropriate level based on the file spec (school, LEA, SEA)? (See Table 1 for more information.)		
Were the counts of homeless students submitted cumulative, representing any student who was homeless at any point during the school year?		
Does the education unit total equal the sum of enrolled homeless students by age/grade and primary nighttime residence?		
Do counts of enrolled students include students in the specified grades for each question and exclude out of school students?		
Is the total number of students enrolled in the LEAs higher than the total number of students enrolled in the SEA? In other words, were duplicate counts of students removed from the SEA level data?		
Are the enrollment totals from this year comparable to last year, i.e., represent a 10% or less change? If the change is larger than that, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the enrollment totals for each grade from this year comparable to last year? If the change in the number of students in a particular grade is large, is the		

Data Quality Review Questions	Yes	No
change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Does the total number of unaccompanied homeless youth equal the total number of unaccompanied homeless youth by primary nighttime residence?		
Does all the data fall into the categories required by ED*Facts*? For example, only the types of primary nighttime residence of sheltered, unsheltered, hotels/motels, and doubled-up are used to describe the data?		
Are the enrollment totals for each subgroup of homeless students for this year comparable to last year? If the change in the number of students in a particular subgroup is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.? Is it comparable to overall increases in the number of homeless students enrolled?		
Is the total number of students served by McKinney-Vento subgrants from this year comparable to last year? If the change in the number of students served by McKinney-Vento subgrants is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Is the number of students enrolled in a grade equal to or less than the number of students participating in testing for each grade? Is the number of students enrolled in a grade equal to or less than the number of students who are proficient in each grade?		
Is the number of homeless students who were reported as chronically absent equal to or less than the number of homeless students enrolled in each school?		
Is the overall total number of students reported as chronically absent equal to or greater than the number of homeless students reported as chronically absent in each school?		
Did the ACGR data include all students who experienced homeless at any point during Grades 9 through 12, including dropouts?		
Were comments for the data updated to remove out-of-date information?		
Do the comments explain errors in the data and provide information regarding steps the SEA is taking to avoid future errors if current data submissions cannot be corrected?		

Once Data Are Submitted

After states submit their ED*Facts* data, it will be used to populate or complete the CSPR. In addition to the data submitted through the ESS, states may submit explanatory comments, to inform the reader of any known errors in the data or variables that may have impacted it. Once states submit data through the ED*Facts* Submission System, NCHE, under a contract with ED, conducts a data quality review of the data and related comments. Incongruities in the data are noted and sent to ED for review. ED then contacts states and based on the potential error identified in the data, asks the SEA to review the data to verify its accuracy, asks the SEA to correct the data, or asks the SEA to indicate the steps that have been taken to prevent the error from being repeated in subsequent years. Flexibility is built into the review process to account for differences between the states such as the size of the student population, noted outreach initiatives that the state has undertaken, or natural disasters known to have occurred in the state. Any state with significant unexplained data changes will be identified for state review. For more information on the thresholds used to evaluate the data, see the Business Rules Single Inventory.

The CSPR combines reporting requirements for the McKinney-Vento Act with those required under the Elementary and Secondary Education Act in order to reduce the burden on SEAs completing annual reports. Combining the performance reports also provides SEAs with the opportunity to engage in greater cross-program coordination, planning, and service delivery. The CSPR is published online annually.

It is very important that State Coordinators, ED*Facts* Coordinators, CSPR Coordinators, liaisons, and LEA data technicians work together prior to submitting data to ensure the data are of a high quality or appropriate notes are included. If a potential error is noted during the review process, it is equally important for the data staff, the State Coordinator, and liaisons to work together to identify reasons for anomalies in the data and respond to ED's request for a response during the data review period. States may use the data quality review re-opening period to respond and correct errors in the data. Any remaining errors become a permanent part of the state's data and are included with future reports.

Number of hits on NCHE's Data and Statistics on Homelessness webpage: 3,071

Number of downloads of the NCHE Federal Data Summary this year: over 1,300

Number of hits for NCHE's Data Collection Webpage: 1,018

For example, data posted on websites for ED and NCHE and submitted to Congress, the NCHE *Federal Data Summary*, the state profile pages on NCHE's website, any additional reports done in coordination with other federal agencies like the Interagency Council on Homelessness, along with news stories that use ED*Facts* data, must all include the disclaimers about errors in a state's data. As most, if not all, of those items contain a three-year perspective, the error must also be noted for at least three years in public reports. Failure to provide complete and timely data as required by federal law can also lead to consequences ranging from citations and monitoring by ED's Risk Management Services to the assignment of conditions to grant funds or even the withholding of grant funds.

To make corrections to ED*Facts* data, State Coordinators should work with their ED*Facts* Coordinator to resubmit data files. After roughly 24 hours, the CSPR online form will reset, including the corrected information. To submit comments to ED, State Coordinators should provide updated comments to their ED*Facts* Coordinators.

Changes to File Specs and Reporting Requirements

New for School Year 2018-19

In 2001, the McKinney-Vento Act was amended to include any child or youth who was awaiting foster care placement in the definition of a homeless person; children already placed in foster care were excluded. As a result of changes made to the Act in 2015, this is no longer the case.

Updates were made to file spec C118 to address this change. States are no longer permitted to use the awaiting foster care placement designation for students; the primary nighttime residence of students who are in shelters or transitional housing should be coded as STH.

Changes for School Year 2019-20

ED proposed that a category set for race/ethnicity be added to FS 118, DG 655. During the winter of 2018-19, a 60-day comment period allowed states to provide information on the feasibility of this proposal. A second, 30-day comment period will be opened during the spring of 2019. Pending the results of this final comment period, ED may require the inclusion of race/ethnicity data starting with SY 2019-20.

Resources and Help

The collection and coordination of data, along with the use of that data to improve student outcomes, can be a daunting challenge. As a result, several resources are available to State Coordinators and other stakeholders in the data process.

National Center for Homeless Education

NCHE is available to assist with the identification of required data elements, to answer questions about the parameters of those elements and about effective practices for the collection and use of data relevant to activities under the McKinney-Vento Act. Such activities could include using data to inform subgrant competitions, technical assistance offered by the State Coordinator and program partners, and monitoring of program performance. Contact NCHE Program Specialist, Christina Endres at cendres@serve.org or 336.315.7438.

Partner Support Center (PSC)

The PSC is available to assist states with technical difficulties when submitting data to ED*Facts*, such as resetting passwords or when a file fails to upload correctly. The PSC uses an issue tracking system to ensure the resolution of all requests for assistance and to plan technical amendments to the data collection process based on past requests. The PSC is available from 8 a.m. to 6 p.m. EST, Monday through Friday, by phone or email using the following contact information:

• Toll Free: 877-457-3336 (877-HLP-EDEN)

• TTY: 888-403-3336 (888-403-EDEN)

• E-mail: EDEN_SS@ed.gov

Other Resources

The ED*Facts* Initiative webpage is located at www2.ed.gov/about/inits/ed/edfacts/index.html.

The listing of all current, past, and upcoming file specifications is located at http://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html.

The ED*Facts* Community offers resources, tips, and other data announcements; it is located online at https://edfacts.grads360.org/#program.

Appendix A: Data Comments

SEAs are allowed to submit comments with their data. The comments should be concise, explain a problem or large change contained with the data, explain why data has not been submitted, or explain steps the SEA is taking to correct the data. The three most common mistakes SEAs make with regard to including comments with their data are:

1. Using the same comment that was used for the previous collection window, even though it is out of date and no longer relevant;
2. Including comments for a data point that do not apply to that data; and
3. Including comments that are unclear or confusing.

The following are examples of comments that help clarify data, and therefore are likely to reduce the number of corrections the SEA will be asked to make:

- While we have (number) of LEAs in our state, only (number) of LEAs enroll or receive a McKinney-Vento subgrant. The remaining (number) of LEAs are excluded from reporting data because they do not currently enroll or receive a McKinney-Vento subgrant.
- We encountered an error in the system and were unable to complete the upload. Partner Support has been contacted for assistance (Ticket No. XXXX).
- Our state was unable to provide data for this question due to a security breach that erased the data from our system.
- Previously, we did not include charter school LEAs in our data collection. This has been corrected; the current counts reflect that correction.
- Our data collection system does not correctly gather the primary nighttime residence for unaccompanied homeless youth. The State Coordinator and Data Division are addressing the issue and anticipate that the required changes will be in place prior to the next school year (July 2019). We plan to provide training to the LEAs in August of 2019 regarding the changes and have notified them that the system will be revised.
- We test Grades 9 and 10 in reading/language arts and mathematics for high school.
- Our state does not have a migrant program.
- Our state experienced a fire this year that required several communities to evacuate and experience significant losses; our number of students increased as a result.
- Our state has undertaken a new outreach initiative, working with higher education and youth health centers. As a result, our numbers of UHY have increased significantly.
- A large district in our state lost funding that provided social workers in each building within the LEA. As a result, the LEA was unable to maintain its previous level of staffing. This significantly impacted the LEA's ability to identify students; as a result, our number of students has dropped significantly.
- Two communities in our state lost a significant number of jobs when two large manufacturers were forced to lay off employees. This impacted our student counts.
- We restructured our subgrant competition this year to incorporate a consortium system of grant awards. This caused the number of our subgrantees to increase.
- We realize that the data are incorrect; we will correct them during the re-opening period.

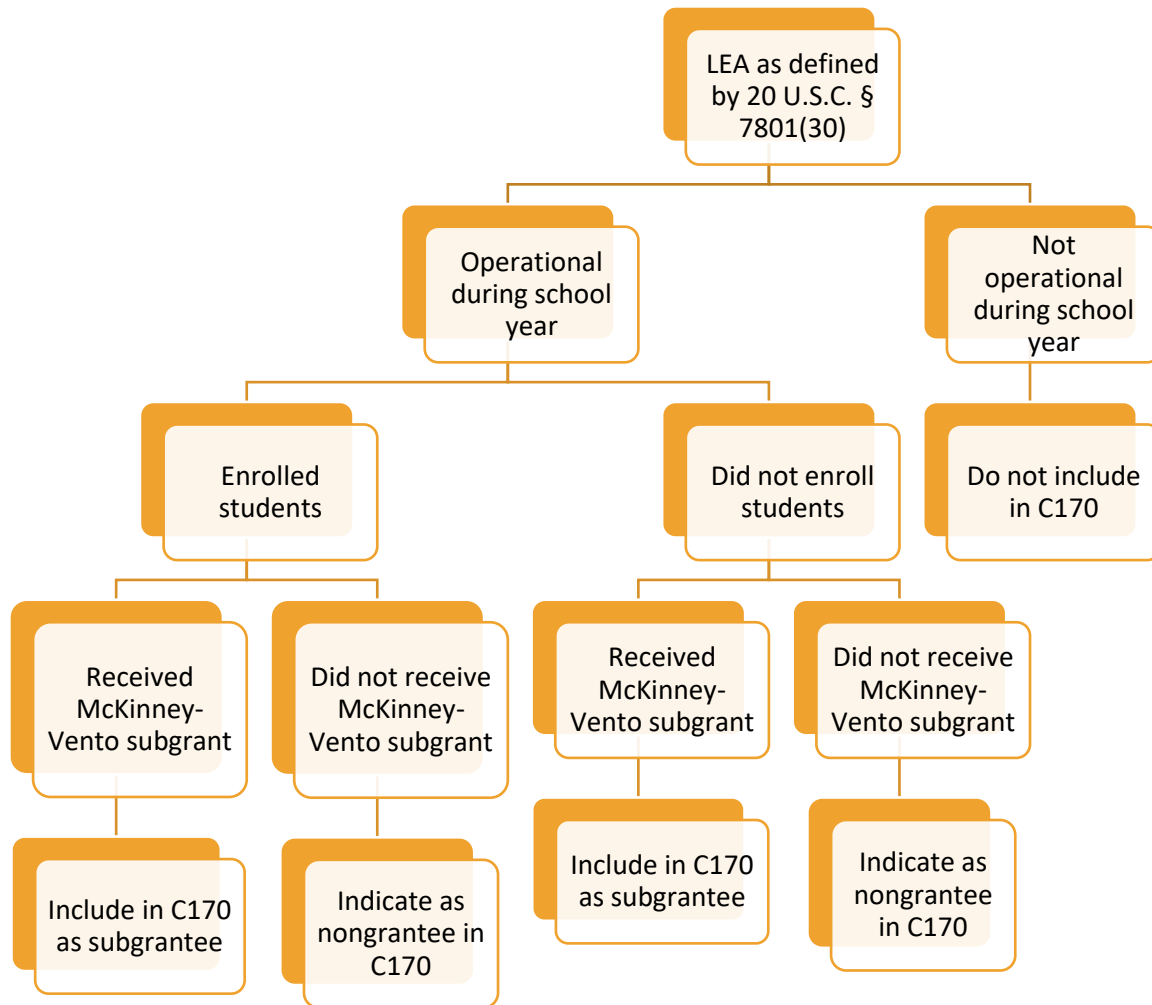# Appendix B: Understanding Which LEAs to Include in C170

As defined in 20 U.S.C. § 7801(30), an LEA is a public board of education or other public authority legally constituted within a state. The board or authority provides administrative control or direction or performs a service function for public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state. They may also provide those functions for a combination of school districts or counties as an administrative agency for public elementary or secondary schools.

Public LEAs as defined by law include:

1. regular or independent school districts, which may be dependent on local government, but are not associated with supervisory unions;
2. agencies with a shared superintendent and administrative services as part of a supervisory union;
3. supervisory union administrative centers or county superintendents' offices acting in that role;
4. co-ops or other agencies primarily responsible for providing public education within the jurisdiction even though it does not operate a school or a regional education service agency that provides specialized services to other agencies and has staff and students not reported by other education agencies;
5. state or federal agencies such as schools for blind or deaf students, correctional facilities, or state hospitals;
6. independent charter schools;
7. other agencies that fall under the definition of an LEA or are included in file spec N029.

Use the following decision tree to determine if an education unit must be included in file spec C170 and must report data on homeless students.

Figure 2. Decision tree for LEA status in file spec C170

```
                              ┌─────────────────────┐
                              │  LEA as defined     │
                              │  by 20 U.S.C. §     │
                              │  7801(30)           │
                              └──────────┬──────────┘
                ┌────────────────────────┴────────────────────────┐
      ┌─────────────────────┐                          ┌─────────────────────┐
      │  Operational        │                          │  Not                │
      │  during school      │                          │  operational        │
      │  year               │                          │  during school      │
      └──────────┬──────────┘                          │  year               │
                 │                                      └──────────┬──────────┘
        ┌────────┴────────────────────┐          ┌────────────────┴────────────────┐
┌─────────────────┐          ┌─────────────────┐                        ┌─────────────────┐
│  Enrolled       │          │  Did not enroll │                        │  Do not include │
│  students       │          │  students       │                        │  in C170        │
└────────┬────────┘          └────────┬────────┘                        └─────────────────┘
```

Enrolled students:
- Received McKinney-Vento subgrant → Include in C170 as subgrantee
- Did not receive McKinney-Vento subgrant → Indicate as nongrantee in C170

Did not enroll students:
- Received McKinney-Vento subgrant → Include in C170 as subgrantee
- Did not receive McKinney-Vento subgrant → Indicate as nongrantee in C170

Appendix C: Glossary

Disclaimer: Some definitions included below are not part of the McKinney-Vento statute, Elementary and Secondary Education Act (ESEA), or federal guidance. They are provided for the purpose of clarifying the data elements required for the federal data collection on homeless education programs. These definitions enable submission of consistent data based on the same interpretation of terminology by LEAs and SEAs. As this data guide addresses collections for SY 2018-19, definitions from federal law reflect those found in the McKinney-Vento Act and ESEA, as amended in 2015, unless specifically noted otherwise.

ADJUSTED COHORT GRADUATION RATE (ACGR): As defined by the Every Student Succeeds Act (ESSA), the percentage of students who form a cohort that earn a diploma or approved alternate diploma. To be included in the original cohort, the students must be enrolled as first time 9th Grade students by the date set for inclusion in the membership data collection. The cohort must be adjusted to add students who enroll in a school or diploma granting program after the date of the membership collection. Further adjustments must be made to remove students who:

- transfer to another school or program from which the students are expected to receive a regular or approved alternate diploma;
- emigrated to another country;
- transferred to a prison or juvenile detention facility; or
- died.

To be removed from the cohort, the school or LEA must obtain proof of the student's status as eligible for removal. Students must earn a diploma or approved alternate diploma; those who earn a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential are not considered graduates for the purpose of this calculation.

The cohort rate must be calculated for a four-year rate, but states may additionally opt to use an *extended-year adjusted cohort graduation rate*. The rate for both the four year and extended year rates will be calculated using the following formula (the term homeless students is abbreviated as HCY):

Where A = HCY who entered 9th Grade for the first time + HCY who transferred into the LEA + HCY identified after 9th Grade

and

B = HCY who transferred to another diploma granting LEA, prison or juvenile detention, emigrated, or died

the

ACGR = 100 * Number of HCY who received a diploma or approved alternate diploma / (A – B)

In the case of a high school student who has attended more than one school for at least half of a school year and has exited school without a diploma and without transferring to another high school that

grants a regular high school diploma, the student shall be assigned to the school in which the student was enrolled for the greatest proportion of school days in grades nine through 12 or to the school in which the student was most recently enrolled.

AGE BIRTH THROUGH 2: Includes any homeless child in this age group who is served in any way by McKinney-Vento funds. These data are *only* collected by file spec C194, which collects data on the number of young, homeless children served by McKinney-Vento grants. It is *not* included in file spec C118, Homeless Students Enrolled.

AGE 3 THROUGH 5-NOT KINDERGARTEN: Includes any preschool-aged (3 through 5 years old) homeless child who is enrolled in a public preschool program or is served by a McKinney-Vento subgrant. See the definition of public preschool program for examples of preschool programs and services. These data are collected for both file spec C118, Homeless Students Enrolled and file spec C194, Young Homeless Children Served.

CHILDREN WITH DISABILITIES: As generally defined by the Individuals with Disabilities Education Act (IDEA, 2004), this category includes children having mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under IDEA according to an Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or a services plan. Children and youths meeting these requirements must also meet the McKinney-Vento definition of homeless to be included in the data collection discussed in this guide.

CHRONIC ABSENTEEISM: Missing at least 10 percent of school days in a school year for any reason, excused or unexcused. To be included in data reports, a student must attend the school at least 10 days or 60 days if the student is attending a state institution such as juvenile justice or department of health services school.

CONSOLIDATED STATE PERFORMANCE REPORT (CSPR): The CSPR is a data collection tool administered annually by the Office of Elementary and Secondary Education (OESE). The CSPR tool collects information relating to activities and outcomes of specific ESEA programs, as well as, information relating to activities and outcomes of the McKinney-Vento Act.

CSPR COORDINATOR: An individual in the SEA whose responsibilities include coordination of the preparation and certification of the annual CSPR submissions. The CSPR Coordinator can usually be found in a federal programs or accountability division of the SEA. CSPR Coordinators should help State Coordinators plan a schedule for data collection and review before the final certification of the CSPR.

DATA GROUP: a specific aggregation (i.e., group) of related data that are stored in the ED*Facts* Data Warehouse to satisfy the specific information need of one or more ED program offices. Thus, an ED*Facts* data group does not represent a single data entry but rather a set of related data entries

governed by the file specs. Each ED*Facts* data group is intended to be discrete, concise, universally understood, and non-redundant.

DOUBLED-UP: This term describes a type of homelessness defined in the McKinney-Vento Act as "sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason" [42 U.S.C. § 11434a(2)(B)(i)]. As with all eligibility determinations under the McKinney-Vento Act, this classification requires a case-by-case determination, keeping in mind the determining factor is whether the accommodation is a fixed, regular, and adequate nighttime residence. (See *homeless children and youth* for more information).

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

ED*FACTS* COORDINATOR: An individual in the SEA who is generally responsible for submitting a wide range of data that has been collected from the SEA and LEAs, including data that prepopulates the CSPR. The ED*Facts* Coordinator is usually assigned to the information technology or data division of the SEA. The ED*Facts* Initiative only allows for one designated ED*Facts* Submission System (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. The ED*Facts* Coordinator should contact the State Coordinator to coordinate training of LEA data stewards and liaisons, to ensure data collection tools are up to date and contain information consistent with the McKinney-Vento Act, and to verify the timely submission of quality data.

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 youth as "individuals who lack a fixed, regular, and adequate nighttime residence" [42 U.S.C. § 11434a(2)]. Lacking any one of these three conditions would make a child eligible. In other words, if the residence is not fixed, regular, *and* adequate, it is considered a homeless situation. (See homeless children and youth for more information.) LEA liaisons determine a student's status as homeless, with appropriate assistance and information from school staff and community partners.

ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA): A federal law signed in 1965 by President Lyndon Baines Johnson, for the purpose of providing full educational opportunities for all students. ESEA offers grants to districts serving low-income students, grants for improving and recruiting high-quality educators, funding to help states improve school quality and climate, language instruction programs for students learning English, 21st Century Schools and Impact Aid grants, funding for innovative programs like magnet or charter schools as well as grants for Native American students. It also provides general administrative provisions, such as barring discrimination on the basis of sex and setting fiscal standards regarding district level of effort. Since the mid-90's, ESEA has been reauthorized in conjunction with Subtitle VII-B of the McKinney-Vento Act.

ENGLISH LEARNERS: To be included in the federal data collection for homeless children and youths, English learner students must meet the McKinney-Vento definition of homeless, and are generally defined in coordination with the state's English learner definition based on 20 U.S.C. § 7801(20) as students:

A. who are ages 3 through 21;
B. who are enrolled or preparing to enroll in an elementary school or a secondary school;
C. who
   i. were not born in the United States or whose native languages are languages other than English; or
   ii. were a Native American or Alaskan Native, or a native resident of the outlying areas; and come from an environment where languages other than English have a significant impact on their level of language proficiency; or
   iii. are migratory, with native languages other than English, and come from an environment where languages other than English are dominant; and
D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals
   i. the ability to meet challenging state academic standards;
   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 ELs, 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. In order to meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

ENROLLED: Attending classes and participating fully in school activities [42 U.S.C. § 11434a(1)]. For data collection purposes, enrolled includes any child for whom a current record exists. Age 3 through 5 (not Kindergarten) includes any preschool-aged (3 through 5-year old) homeless child who is enrolled in a public preschool program (See the definition of *public preschool* for more information). Children to be included may be attending at a specific location or participating in a home-based program. Students enrolled in school may also include those students enrolled in Grade 13 or Ungraded classes.

EVERY STUDENT SUCCEEDS ACT (ESSA): Federal legislation passed on December 10, 2015. Amends three separate federal laws: the Elementary and Secondary Education Act, the McKinney-Vento Homeless Assistance Act, and the Education Flexibility Partnership Act.

EXTENDED-YEAR ADJUSTED COHORT GRADUATION RATE: An adjusted graduation cohort rate that includes students who earned a diploma in years five or six of high school.

FILE SPECIFICATIONS: File specifications or "file specs" are ED*Facts* documents which provide detailed technical information including definitions and reporting indicators for data collected by the ED*Facts* Initiative and included in the CSPR.

FIXED, REGULAR, AND ADEQUATE: According to the McKinney-Vento Act, individuals who lack a fixed, regular, and adequate nighttime residence are considered homeless. While the terms fixed, regular and adequate are not explicitly defined in the law, the terms are accepted to mean the following:

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

FOSTER CARE: Children or youth who in foster care are not considered homeless based solely on their foster care status. Foster care is defined by 45 C.F.R. § 1355.20(a) as 24 hour substitute care for children placed away from their parents or guardians and for whom the state child welfare agency has care and placement responsibility. This includes, but is not limited to, foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and preadoptive homes. The child is considered in foster care regardless of whether the facility is licensed and receiving payments, whether adoption subsidy payments are being made, or whether there is federal matching of any payments being made.

GRADE 13: This grade level is for students who remain in school for more than four years in order to take part in a program that bridges the high school to college transition. Examples include early or middle college programs. Grade 13 is not to be used for students who are repeating courses to meet high school requirements.

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

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

Awaiting foster care placement is no longer a part of the definition of a homeless child or youth. State Coordinators, liaisons, ED*Facts* Coordinators, CSPR Coordinators, and LEA data stewards must work together to include only those students who are eligible under the homeless definition in the collections discussed in this guide.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA): The IDEA, reauthorized in 2004, is a federal law ensuring educationally related services to children with disabilities in order to improve educational

results and ensure equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. See the definition of children with disabilities above.

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

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

LOCAL EDUCATIONAL AGENCY (LEA): 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 function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state, or for a combination of school districts or counties as are recognized in a state as an administrative agency for its public elementary or secondary schools. Types of LEAs include:

- regular local school districts that are not a component of a supervisory union, but are independent school districts or dependent segments of local government;
- agencies that do not operate schools but that are primarily responsible for providing public education within their jurisdiction (i.e., co-ops);
- local school districts that are a part of a supervisory union;
- supervisory union administrative centers or the county superintendent's office serving in that role;
- regional education service agencies;
- state agencies that provide elementary or secondary education services to students in specified populations, such as schools for blind or deaf students, correctional facilities, and state hospitals;
- federal agencies that provide elementary and secondary education level instruction to students in a specified population (excludes Bureau of Indian Education and Department of Defense);
- independent charter districts; and
- other education agencies. (For more information see file spec N029, Directory.)

For additional information, see *Regional Consortia*.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT: Federal legislation first passed in 1987 to address the increasing needs of homeless persons in the United States. Subtitle VII-B of the McKinney-Vento Act governs education provisions specific to homeless children and youth. Since the mid-1990s, the McKinney-Vento Act has been reauthorized in conjunction with the ESEA.

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

MIGRATORY CHILDREN/YOUTH: To be included in the federal data collection for homeless education, migratory children and youth must meet the McKinney-Vento definition of homeless and must be approved by the SEA for a Certificate of Eligibility as stated in section 20 U.S.C. § 6399. This includes:

A. children and youth or whose parents or spouses are migratory agricultural workers, including migratory dairy workers or migratory fishers, and
B. who, in order to obtain temporary or seasonal employment, or in order to accompany parents or spouses so they may obtain temporary or seasonal employment in agricultural or fishing work,
    i.   have moved from one LEA to another; or
    ii. have moved from one administrative area to another within the state in a state that comprises a single LEA;
    iii. or reside in an LEA of more than 15,000 square miles and migrate a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

POPULATION: The process by which data are submitted through ED*Facts* files and automatically loaded as responses to CSPR questions. Answers to questions contained in the CSPR are populated by data submitted to ED*Facts* for approval by State Coordinators and CSPR Coordinators.

PRIMARY NIGHTTIME RESIDENCE: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative, unsheltered) in which a homeless child or unaccompanied homeless youth was residing at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was determined homeless under the McKinney-Vento Act by the liaison or his or her designee.

PUBLIC PRESCHOOL PROGRAM: For purposes of inclusion in the homeless education data collection, public preschool programs include early childhood education programs for children aged 0-5, funded through tax dollars or other public funds, and for which the LEA is a financial or administrative agent or for which the LEA is accountable for providing early childhood education services. Children may attend preschool at a specific location or participate in a home-based program. Examples of public preschool programs include:

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

REGIONAL CONSORTIA: Regional consortia are entities that are addressed in the definition of an LEA in 20 U.S.C. § 7801 as "a combination of school districts or counties that is recognized in a state as an administrative agency for its public elementary or secondary schools." Examples of regional entities include: Intermediate School Districts (ISDs) which are recognized as LEAs, but do not enroll students;

Educational Service Centers (ESCs) which are administrative units separate from or subordinate to the SEA or LEAs they serve; other regional groupings such as Boards of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc. Every individual LEA affiliated with or served by a consortium or other regional entity should be individually counted.

SCHOOL OF ORIGIN: The school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool. This includes the designated receiving school at the next grade level for all feeder schools [42 U.S.C 11432 § (g)(3)(I)].

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

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

SERVED: The definition of served includes homeless children who have been served in any way through McKinney-Vento funds regardless of their enrollment in school or preschool. Services would include both direct services, as outlined in the McKinney-Vento Act [42 U.S.C. § 11433], and indirect services, such as those provided by a staff member whose position is supported through McKinney-Vento funds and who is involved in the administration of the McKinney-Vento program but does not necessarily provide direct services. An example of an indirect service includes outreach activities for which a staff member's time is paid and results in an increase in the identification of homeless students. This definition includes children aged Birth through 5 years old who are served by the subgrant program. While students may be served by multiple funding sources, only those homeless students who were served by McKinney-Vento subgrant funds specifically may be included in the federal data collection for data group 655.

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

STATE EDUCATIONAL AGENCY (SEA): The agency primarily responsible for the state supervision of public elementary and secondary schools.

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

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

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

1. is not in the physical custody of a parent or guardian *and*
2. fits the McKinney-Vento definition of homeless.

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

UNGRADED: Is defined as students who are assigned to a class that is not organized on the basis of grade grouping and has no standard grade designation. This includes both regular and special classes that have no grade designations. Such a class may contain students of different ages who are identified according to level of performance in one or more areas of instruction, rather than according to grade or age. The definition of ungraded does not include out-of-school youths, preschoolers, or children who are not yet school age. Ungraded also does not include Grade 13.

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