

FEDERAL DATA COLLECTION GUIDE

for the

Education for Homeless Children and Youths Program

2009-2010 School Year



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

The University of North Carolina at Greensboro

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The information provided in this document does not necessarily reflect the views or policies of the U.S. Department of Education. It is provided to assist State Coordinators for Homeless Education and local homeless education liaisons in fulfilling the requirements for federal data collection. This document was produced by the National Center for Homeless Education at the SERVE Center at the University of North Carolina at Greensboro with funding from the Student Achievement and School Accountability Programs, OESE, U.S. Department of Education, under contract no: ED-04-CO-0056/0001. Permission is granted to reproduce this document.

Table of Contents

OVERVIEW AND PURPOSE 4

SECTION 1: FEDERAL DATA COLLECTION – ED*Facts* and the CSPR

Data Collection History 4

State Accountability Workbooks 5

Consolidated State Performance Report and ED*Facts* 5

ED*Facts* History and Purpose 6

State ED*Facts* Coordinators and State CSPR Coordinators 6

ED*Facts* File Specifications 7

Data Submission Information 8

Finalized Version of the CSPR Collection Tool and SY 2009-10 Form Changes 9

Individual State CSPR and Program Evaluation Reports 9

SECTION 2: GENERAL INSTRUCTIONS

Important Dates 10

Who Is Included 10

Data Collection Requirements 10

School Year 10

Definitions 10

Actual Counts vs. Estimated Data 11

Comment Box 11

Duplicated Counts 11

Missing Data 12

Edit Checks 12

Edit Check Description 13

Facilitating Quality Data Collection 13

SECTION 3: ANNUAL DATA COLLECTION AND SUBMISSION STEPS

Annual Timeline 14
Steps to Take Annually to Prepare for and Conduct Data Collection Process 14

SECTION 4: DATA COLLECTION QUESTION CLARIFICATION

CSPR Section 1.9.1 - All LEAs (With and Without McKinney-Vento Subgrants) 17
Question 1.9 – Number of LEAs With and Without Subgrants in the State 17
Question 1.9.1.1 – Number of Homeless Children and Youth by Grade Level Enrolled in Public School at Anytime during the School Year 18
Question 1.9.1.2 – Primary Nighttime Residence of Homeless Children and Youth 20
CSPR Section 1.9.2 - LEAs With McKinney-Vento Subgrants Only 22
Question 1.9.2.1 – Number of Homeless Children and Youth by Grade Level Served by McKinney-Vento Subgrants 22
Question 1.9.2.2 – Subgroups of Homeless Students Served by McKinney-Vento Subgrants 24
Question 1.9.2.3 – Educational Support Services Provided by Subgrantees 27
Question 1.9.2.4 – Barriers to the Education of Homeless Children and Youth 28
CSPR Section 1.9.2.5 – Academic Progress of Homeless Students 30
Question 1.9.2.5.1 – Reading Assessment 30
Question 1.9.2.5.2 – Mathematics Assessment 30

APPENDICES

Appendix A – Example of Federal Data Collection Form (Draft) A-33
Appendix B – McKinney-Vento Definition of Homelessness B-40
Appendix C – Enrollment Form Examples C-41
Appendix D – CSPR/EDFacts Crosswalk D-42
Appendix E – State EDFacts and State CSPR Coordinators Contact Information E-43
Appendix F – State Coordinator Data Collection Tipsheet F-44
NCHE Profile 45

FEDERAL DATA COLLECTION GUIDE
for the Education for Homeless Children and Youths Program
SY 2009-2010

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 youth have access to a free, appropriate public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

The purpose of the Education for Homeless Children and Youth (EHCY) program is to improve the educational outcomes for children and youth in homeless situations. The statutes for this program are designed to ensure all homeless children and youth have equal access to public school education and for States and 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 of Education for Homeless Children and Youth programs (referred to as State Coordinators in this document) in overseeing and implementing the collection and submission of high quality data for the SY 2009-10 Consolidated State Performance Report (CSPR), a part of the U.S. Department of Education's *EDFacts* Initiative. Local homeless liaisons from LEAs with subgrants 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 Youth Program.

SECTION 1: FEDERAL DATA COLLECTION – EDFacts and the CSPR

Data Collection History

Following the strengthened accountability requirements for SEAs and LEAs accepting federal funds for education programs under the ESEA, as amended, data on program improvement were required from all States, Puerto Rico and the Bureau of Indian Education (BIE). 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.

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.

State Accountability Workbooks

In 2002, under the No Child Left Behind Act (NCLB), the federal government created a new accountability system for public schools. The system defined the levels of student proficiency in reading and mathematics to which schools would be held accountable, and gave states a dozen years to improve their school systems to ensure that all students, including those from disadvantaged minorities, could achieve such proficiency. States revised or adopted their own accountability systems to conform to the federal requirements and each individual state was responsible for creating a State Accountability Workbook, which outlines the individual State's definition of proficiency, how it is measured, and data collection requirements for certain populations such as students with disabilities. State Accountability Workbooks may be found at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

State Coordinators should familiarize themselves with their State Accountability Workbook, especially concerning what their State's definition of academic proficiency is and how many performance levels by which it is measured. They 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 workbook.

Consolidated State Performance Report and ED*Facts*

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

- By SY 2013-14, 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.
- All students will graduate from high school.

States are advised to use data collected by the CSPR for self-assessment and program improvement purposes. ED also uses this data for national performance evaluations required under the Government Performance and Results Act (GPRA). Further information pertaining to the GPRA may be found at <http://www.ed.gov/about/reports/annual/2008report/program.html>.

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

Data for the EHCY program are collected in Section 1.9 of the CSPR Part 1. The data for Questions 1.9.2.1, 1.9.2.2, 1.9.2.5.1, and 1.9.2.5.2 can be submitted on an ongoing basis throughout the school year via ED*Facts*. The data for Questions 1.9.1, 1.9.1.1, 1.9.1.2, 1.9.2.3, and 1.9.2.4 are collected manually by state-determined methods for manual entry into the CSPR and are submitted during the period that the CSPR Part 1 is open for data certification.

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 the 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.

It should be noted that EDFacts data for most files are LEA and even school-level. Homeless education data are collected at the LEA level even though the data are reported by the SEA. The CSPR gives a State-level snapshot, but the EDFacts data can be traced to individual LEAs.

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. A two-year transition period was allowed for those States that could not immediately submit data electronically. As of SY 2008-09, all States were required to electronically submit via ESS data for which there were EDFacts files.

State EDFacts Coordinators and State CSPR Coordinators

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

All SEAs have designated EDFacts Coordinators and CSPR 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 has different priorities concerning the submission of data to ED.

- The EDFacts Coordinator will usually be found in the information technology (IT) or data division of the SEA. This person is generally responsible for submitting a wide range of data that has been collected from the SEA and LEAs (including the CSPR). EDFacts only allows for one designated ESS user per State. This person is most likely the state EDFacts Coordinator and is the only one authorized to submit data to the ESS. He or she will also be responsible for any revisions to the data provided through EDFacts.
- The CSPR 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 CSPR submissions. CSPR Coordinators can help State Coordinators plan a schedule for data collection and review of data from both LEAs with and without subgrants before final certification of the CSPR.

Establishing and maintaining communication, especially pertaining to data collection methods, timelines and

deadlines, with both the CSPR 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 CSPR coordinators may be found in Appendix E.

ED*Facts* File Specifications

Data that is 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 for including definitions and reporting indicators. These file specs may be found online at <http://www.ed.gov/print/about/inits/ed/edfacts/file-specifications.html>. Each file spec includes “category sets” which are subgroups of students of particular interest to ED. “Homeless Served” is an example of a category set. State Coordinators should note that there are several versions of the file specs listed. Generally, most States use the Non-XML file specifications. The State ED*Facts* Coordinator can be contacted to determine which type of file specs is used by the 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 CSPR and ED*Facts* data elements that provide the answers for the SY 2009-10 CSPR may be found in Appendix D.

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”

The file specs 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 1.9.2.5.2 – Academic Achievement in Mathematics of Homeless Children and Youths Served in LEAs with McKinney-Vento Subgrants
- N/X078:** CSPR Question 1.9.2.5.1 – Academic Achievement in Reading and Language Arts of Homeless Children and Youths Served in LEAs with McKinney-Vento Subgrants
- N/X079:** CSPR Question – Academic Achievement in Science of Homeless Children and Youths Served in LEAs with McKinney-Vento Subgrants (*data not required for submission for EHCY Program for SY 2009-10*)
- N/X118:** This file spec is not included in the Crosswalk (Appendix D) for file specs related to Section 1.9, even though data is 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. *EDFacts* 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.

EDFacts also collects additional data pertaining to homeless children and youth served in LEAs with subgrants (as defined in File Spec N/X043) as a category set of other file specs. This data is submitted either via the CSPR or collected for the Non-Fiscal Survey of the Common Core of Data (CCD). State Coordinators are urged to become acquainted with these other data collected via the file specs listed below as the data collected in these other sections can be quite useful to a State's Education for Homeless Children and Youth program. These file specs are:

- **N/X032: Dropouts** - collects the dropout count by grade and category for the school year (collected by CSPR for the CCD)
- **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 (SWP) under section 1114 of ESEA or Targeted Assistance Programs (TAS) under section 1115 (collected by CSPR)
- **N/X040: Graduates/Completers** - 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).
- **N/X081: Assessment Participation** – collects assessment participation in reading, mathematics and science (collected by CSPR for the CCD)

Data Submission Information

Data as defined in the file specs above is submitted to *EDFacts* 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 1. State Coordinators, state *EDFacts* Coordinators, and state CSPR Coordinators should review the *EDFacts* data which has been collected by ESS. *EDFacts* “pre-fill” reports are a helpful new reviewing tool which display data collected through *EDFacts* in the same format as the CSPR. Pre-fill reports can be used to share data with program staff before the CSPR opens. The state *EDFacts* Coordinator can provide information on obtaining these reports. The State Coordinator should check these reports for accuracy, especially student counts. Since CSPR Part 1 generally opens for data submission in early November, it is a good idea to complete a review of these reports by September.

The only way to make corrections to the 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 2009-10, all data submitted for the CSPR Part I must be received in ESS by December 16, 2010 at 5:00 pm (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. This data is submitted during the time the CSPR Part 1 is open. Revisions to this data can only be done during one of the windows when the CSPR Part 1 is open for submission. The CSPR Part 1 generally opens in November of the year following the school year for which data was collected. The SY 2009-10 CSPR Part I is currently planned to open for data submission on November 1, 2010 and will tentatively close December 17, 2010 at 5:00 pm (ET). The CSPR Part 1 will re-open for corrections in February 2011 (tentative). When this revision window closes, the data will be given a final certification by each Chief State School Officer (CSSO) or designee. The dates for submissions are determined by the U.S. Department of Education.

Finalized Version of the C\$PR Collection Tool and \$Y 2009-10 Form Changes

To allow for technical revisions or clarifications, the timeline and reporting deadlines for issuing the final version of the C\$PR tool will vary somewhat each year. ***Changes to the form for the 2009-10 school year are a difference in wording describing data to be submitted for the first part of Questions 1.9.2.5.1 and 1.9.2.5.2.*** The previous wording was: # Homeless Children/Youths Served by McKinney-Vento Taking Reading (or Mathematics in Question 1.9.2.5.2) Assessment Test. The new wording is: # of Homeless Children/Youth Who Received a Valid Score and for Whom a Proficiency Level Was Assigned. No other changes have been proposed for other Section 1.9 questions for SY 2009-10.

It is important to note that ED will not release the final format until the fall after OMB has approved not only this change, but any other changes proposed for sections other than 1.9. The final SY 2009-10 form is scheduled to be available in early fall of 2010 (see Appendix A for a draft of the SY 2009-10 data collection form).

If there are any changes proposed to Section 1.9 for future school years, ED will contact SEA program officers regarding proposed changes prior to the beginning of school year reporting period. Any significant revisions to the C\$PR must go through a public comment period.

Individual State C\$PR and Program Evaluation Reports

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

ED and OMB evaluate the performance of federally-funded education program grants annually. The most recent evaluations can be found at: <http://www.ed.gov/programs/homeless/index.html> (Click on "Performance") and <http://www.whitehouse.gov/omb/expectmore/summary/10003325.2006.html>. ED and OMB make recommendations to Congress about appropriating funds to specific programs based on these performance evaluations.

SECTION 2: GENERAL INSTRUCTIONS

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

Important Dates

Fall 2010:	Final version of CSPR form available
November 2010:	CSPR Part I opens for data input
Friday, December 17, 2010:	CSPR Part I closes (tentative date)
The CSPR Part I will be re-opened in February 2011 for corrections to data submissions.	

Who is Included

Federal data collection for the EHCY program includes all children and youth who meet the McKinney-Vento definition of homelessness. Since the circumstances of homelessness vary with each family's or unaccompanied youth's situation, determining to what extent the family or youth fits the definition must be done on a case-by-case basis. See Appendix B for the definition of homelessness as stated by the McKinney-Vento Act. An information brief on determining eligibility can be found at the NCHE website: http://www.serve.org/nche/downloads/briefs/det_elig.pdf.

Data Collection Requirements

Every LEA in the United States is required by law to submit homeless education data to the *EDFacts* system. State Coordinators 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 would fall into this definition. All homeless children and youth enrolled in school or receiving McKinney-Vento services in a year's time should be reflected in the data.

Definitions

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 Counts versus Estimated Data

It should be noted that ESTIMATED DATA SUBMITTED FOR ANY QUESTION IS UNACCEPTABLE. All data submitted must be verifiable (i.e., one record per child) to ensure consistency and veracity of the data.

Comment Box

Please note that it is imperative to collect (1) all the requested data (2) in the format requested. Detailed information regarding the data and format required for each individual question is discussed at length in this guide. Any discrepancies or data collection problems for a particular question should be noted in the question's Comment box. Most questions have a 4,000 character limit for the Comment box. All explanations should fit within this restriction.

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 duplicate counts is burdensome, indicate any problems concerning this in the Comment box

The requirement for unduplicated data at the SEA level for CSPR submission while ED*Facts* data is submitted at the LEA level provides State Coordinators with several challenges and choices. Because ED collects information on homeless student enrollment based on whether the LEA did or did not have a subgrant, ED has one choice to make when a student has been enrolled in two or more LEAs within the State during one school year. The program office preference is as follows:

- Report enrollment under LEA with a subgrant, when possible.
- If the student was enrolled in two or more LEAs with subgrants, report the enrollment for the LEA in which statewide assessment data is reported.
- If no statewide assessment data for the student are reported, report the student's enrollment for the LEA with the longest period of enrollment.
- Students served but not enrolled by LEAs with subgrants: It is possible that some homeless students

may be served by an LEA with a subgrant but not enrolled. Also, a homeless student may be enrolled in an LEA with a subgrant and then later move to and enroll in an LEA without a subgrant. These students should still be included in the number of students assessed in the subgranted district even if the actual assessment occurs while enrolled in the non-subgranted LEA.

- In some cases, regional subgranted LEAs may serve, but not enroll homeless students. While every LEA affiliated with a regional subgrantee should be reported as an LEA with a subgrant, only the LEA providing the services needs to report that student. States having many regional subgrantees who find it challenging to report receipt of McKinney-Vento services by the LEA of enrollment should contact the *EDFacts* partner support center for information about possible waiving of this requirement.

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 email:

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

Missing Data

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

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

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

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

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

- An explanation should be given in the appropriate Comment box for ALL blank data fields (e.g. missing, not applicable, or not collected) as to why the data could not be obtained and what will be done to ensure that data will be reported in subsequent years (within the 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 is processed through various edit checks. After the first window for submission of CSPR Part 1 data closes in December 2010, State Coordinators and state CSPR Coordinators will be sent a verification report so that data may be reviewed and revised. Any

unusual conditions detected that are based on the edit check requirements for homeless education will be noted on the report. A condition that does not meet the outlined data requirements will cause the edit check process to issue warning errors on the verification report, even though the data may be valid. Explanations for discrepancies in response to the warnings may be submitted in the Comment box 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 number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants in 1.9.	1.9.2.3
The number of subgrantees reported for one or more items is greater than the number of LEAs with subgrants in 1.9.	1.9.2.4
The reported number of Homeless Children/Youths Served in LEAs with McKinney-Vento subgrants who scored at or above proficient on the State reading assessment was greater than the number of Homeless Children/Youths Served in LEAs with McKinney-Vento subgrants who took the assessment.	1.9.2.5.1
The reported number of Homeless Children/Youths Served in LEAs with McKinney-Vento subgrants who scored at or above proficient on the State mathematics assessment was greater than the number of Homeless Children/Youths Served in LEAs with McKinney-Vento subgrants who took the assessment.	1.9.2.5.2

Facilitating Collection of Quality Data

Data quality should be maintained from the starting point of the data collection. State Coordinators are encouraged to 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 which 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://www.ed.gov/about/inits/ed/edfacts/eden-workbook.html>.

SECTION 3: ANNUAL DATA COLLECTION AND SUBMISSION STEPS

Annual Timeline

- **August:** Data collection webinar
- **September:** LEA subgrant data should be collected for submission to ED*Facts* Coordinator
- **October:** Finalized CSPR format; ED*Facts* populates CSPR; ED*Facts* pre-fill reports available
- **November:** CSPR Part 1 opens
- **December:** CSPR Part 1 closes
- **January:** ESS opens for current SY file submission. Verification reports issued.
- **February:** CSPR Part 1 re-opens for data revision
- **March:** CSPR Part 1 data finalized and certified
- **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
- **July:** Data collection guide revised and published

Steps to Take Annually to Prepare for and Conduct Data Collection Process

1. Establish and maintain contact with State ED*Facts* Coordinator and State CSPR Coordinator

- a. The state **ED*Facts* Coordinator** can be found in the State Information Technology (IT) Department. See Appendix E for a link to a contact list for state ED*Facts* Coordinators.
- b. The state ED*Facts* Coordinator is responsible for the transmittal of the state's collected data to the EDEN Submission System (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 E for a link to a contact list for state CSPR Coordinators.
- d. The state CSPR Coordinator is responsible for the preparation, submission, and certification of data and comments entered manually into the CSPR. Data collected that is 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.

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 resources for additional information:

- a. File Specifications may be found at <http://www.ed.gov/about/inits/ed/edfacts/file-specifications>.

html.

b. State Accountability Workbooks

State workbooks may be found at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>. The state ED*Facts* Coordinator will have further information regarding how assessment data is to be submitted according to the individual State Accountability Workbook.

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 (online, paper collection, etc.).
- 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 this data well in advance of the opening of the CSPR to allow time for any necessary revisions.
- c. Corrections to the data collected on an ongoing basis can only be corrected through the ESS. Corrections to this data cannot be made manually during the CSPR data submission window. Contact your ED*Facts* Coordinator 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 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 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 ED*Facts* Coordinator will want access to the data that is 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 2009-2010 Part 1

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>

- **Additional Notes**
 - 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.
 - **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 determine best how to count charter schools by checking with their State Education Agency and their state's Charter Schools Office to determine whether or not charter schools are considered LEAs.
- o **Subgrants Funded Only by American Recovery and Reinvestment Act (ARRA)** should be included in the count of LEAs with McKinney-Vento subgrants for SY 2009-10. These LEAs will not have to report data for SY 2010-11 even if they have carryover of ARRA grant funds.



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.

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

Question 1.9.1.1: Number of Homeless Children and Youths by Grade Level ENROLLED in Public School at Any Time during the School Year

- **General Notes:** This question collects data on the total number of 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/X118.

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

- **Additional Notes (Question 1.9.1.1)**

- o **Enrolled:** The McKinney-Vento definition of “enrolled” is “those students attending classes and participating fully in school activities.” For data collection purposes, enrolled includes any child for whom a current record exists .
- o **Age 3-5 (not Kindergarten)** includes any preschool-aged (3-5) homeless child who is enrolled in a LEA-funded preschool program or enrolled in a preschool program with which the LEA is a partner

administratively or financially or has any accountability in serving the children. Children to be included may be attending at a specific location or participating in a home-based program.

- o **Kindergarten** includes all homeless children who attend kindergarten programs whether the programs are mandatory or non-mandatory. Both K5 and K4 students should be included.
- o **Ungraded** means that the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include children receiving special education services, transitional bilingual students, students working on a GED through a K- 12 institution (students working on a GED outside of a K-12 institution are defined as out-of-school youth 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 residence enrolled in LEAs with and LEAs without McKinney-Vento subgrants. The primary nighttime residence should be the student's nighttime residence when he/she was determined eligible for McKinney-Vento services. It is the responsibility of the local liaison to record the type of primary residence at this time.
- No homeless child or youth should have a primary nighttime residence that is classified in any way other than the types indicated for data collection (i.e., no primary nighttime residence shall be recorded as "unknown" or "other"). Any data collected that is categorized by a non-indicated type and recorded in the Comment box for this section **will not** be reported or included in the totals for primary nighttime residence)
- The data counts regarding residence should correspond with data counts recorded for number of homeless children and youth enrolled (i.e., for each one child reported as enrolled, one type of residence for this child should be reported).

ED strongly encourages LEAs to use an enrollment form that requests information on primary nighttime

residence. See Appendix C for an example of an 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		
Total	<i>(Auto Calculated)</i>	<i>(Auto Calculated)</i>

- Additional Notes (Question 1.9.1.2)

The definition of “Primary Nighttime Residence” is the type of residence (e.g. shelter, hotel, doubled-up in the home of a relative or friend) where a homeless child or unaccompanied youth was staying at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was identified as homeless.

- 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.

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. ED*Facts* provides CSPR data and may only be revised through resubmission of the data to ESS.

Age/Grade	# of Homeless Children/Youths Served in Public School in LEAs With Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Total	<i>(Auto Calculated)</i>

- **Additional Notes (Question 1.9.2.1)**

The definition of “served” includes homeless children who have been served in any way through McKinney-Vento funds. Services would include both direct services, as outlined in 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 preschool program operated by an LEA, or in a preschool program where the LEA is a partner administratively or financially or has any accountability in serving the children.

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.

- **Subgrants Funded Only by ARRA:**

These subgrants must follow data collection requirements for Section 1.9.2 questions in the same manner as LEAs with McKinney-Vento subgrants for SY 2009-10. These LEAs will not have to report data for SY 2010-11 even if they have carryover of ARRA grant funds, however, any LEA with a regular McKinney-Vento subgrant in addition to an ARRA subgrant will have to report academic performance data for SY 2010-11.



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) (from the *EDFacts* Workbook, SY 2009-10)
 - 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 aged, unless the child is in special education in which case, the upper age range is twenty-one (21) years of age. There is no lower age range. Therefore, as an example, a young child not in the physical custody of a parent or guardian, though living with a caregiver, and is living in a situation that is not fixed, regular, and adequate would be identified as 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, 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 youth 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.

Question 1.9.2.3: Educational Support Services Provided by Subgrantees

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

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



Data Quality Check: Educational Support Services Provided by Subgrantees

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

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

- **General Notes:** This question collects data on the number of subgrantee programs that experienced the following barriers to the enrollment and success of homeless children and youths.
- **Type of Data Entry:** Manual entry by SEA into the CSPR.

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

- Additional Notes (Question 1.9.2.4)

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

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

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

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

SC Note

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



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

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

SECTION 1.9.2.5 Academic Progress of Homeless Students

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

Question 1.9.2.5.1: READING ASSESSMENT

Question 1.9.2.5.2: MATHEMATICS ASSESSMENT

- General Notes:** These questions collect data on the number of homeless children and youths served in LEAs with McKinney-Vento subgrants that were tested on the State reading/language arts assessment and on the State mathematics assessment and the number of those tested on each topic that scored at or above the State’s proficiency level.
- What students should be reported?** Include all students served in LEAs with McKinney-Vento subgrants during the testing window that received a valid score and were assigned a proficiency level. This includes students who participated in regular assessments with or without accommodations or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year (FAY) and those not there for full academic year (non-FAY) are also included in this file.
- Aggregated Data:** Data for Grades 3-8 should be submitted by individual grade level. Grades 9-12 are consolidated into an aggregate figure referred to as “High School.” Aggregated data for grades 9-12 should be provided only for those grades tested. Data for other grades (Age 3-5 Not Kindergarten, K-2, and Ungraded) are not required.
- Type of Data Entry:** ED*Facts* File N/X075 for mathematics, and File N/X078 for reading/language arts. Note that science assessment data (File Spec N/X079) for homeless students is not required for the CSPR for SY 2009-10.

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 1.9.2.5.1 and 1.9.2.5.2)**

- o Federal law requires at least two levels of proficiency be reported (proficient and not proficient). Some States may have from three to six levels of proficiency measurement as required by their State Accountability Workbook. 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 is to be properly collected and submitted to ED*Facts* according to their State Accountability Workbook.
- 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 is 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 it has 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 Quality Check: Academic Progress of Homeless Students

- The total number of students taking the test by grade level and the total number of those taking the test meeting state proficiency levels are to be reported. If the reported number of homeless children/youths enrolled in McKinney-Vento subgrants who scored at or above proficient on the state reading or mathematics assessments was greater than the number homeless children/youths enrolled in McKinney-Vento subgrants 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”
- Data are to be reported by grade level only, not by type of test administered.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Appendix A: Example of Federal Data Collection Form

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youths and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youths and the McKinney-Vento program. The totals will be calculated automatically.

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

1.9.1 All LEAs (with and without McKinney-Vento subgrants)

The following questions collect data on homeless children and youths in the state.

1.9.1.1 Homeless Children and Youths

In the table below, provide the number of homeless children and youths by grade level enrolled in public school at any time during the regular school year. The totals will be calculated automatically:

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

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

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

In the table below, provide the number of homeless children and youths by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when he/she was identified as homeless. The totals will be calculated automatically.

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

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

1.9.2 LEAs with McKinney-Vento Subgrants

The following sections collect data on LEAs with McKinney-Vento subgrants.

1.9.2.1 Homeless Children and Youths Served by McKinney-Vento Subgrants

In the table below, provide the number of homeless children and youths by grade level who were served by McKinney-Vento subgrants during the regular school year. The total will be calculated automatically.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	

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

1.9.2.2 Subgroups of Homeless Students Served

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

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

1.9.2.3 Educational Support Services Provided by Subgrantees

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

	# McKinney-Vento Subgrantees that Offer
Tutoring or other instructional support	
Expedited evaluations	
Staff professional development and awareness	
Referrals for medical, dental, and other health services	
Transportation*	
Early childhood programs	
Assistance with participation in school programs	
Before-, after-school, mentoring, summer programs	
Obtaining or transferring records necessary for enrollment	
Parent education related to rights and resources for children	
Coordination between schools and agencies	
Counseling	
Addressing needs related to domestic violence	
Clothing to meet a school requirement	
School supplies	
Referral to other programs and services	
Emergency assistance related to school attendance	
Other (optional - in comment box below)	
Other (optional - in comment box below)	
cOther (optional - in comment box below)	

The response is limited to 4,000 characters.

1.9.2.4 Barriers to the Education of Homeless Children and Youths

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

	# Subgrantees Reporting
Eligibility for homeless services	
School selection	
Transportation	
School records	
Immunizations	
Other medical records	
Other barriers (optional - in comment box below)	

The response is limited to 4,000 characters.

1.9.2.5 Academic Progress of Homeless Students

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

1.9.2.5.1 Reading Assessment

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

Grade	# Homeless Children/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		

1.9.2.5.2 Mathematics Assessment

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

Grade	# # Homeless Children/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 B: McKinney-Vento Definition of “Homeless”

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

The term “homeless children and youths”--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Appendix C: Sample Enrollment Forms

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

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

Appendix D: CSPR-EDFacts Crosswalk

DRAFT - SY 2009-2010 EDFacts - CSPR Data Crosswalk (10/16/09)									
CSPR		EDFacts					1st time ESS data	Comment	Program Office (primary)
#	Question	File Spec	Data Group	Category Set	Reporting Level	EDFacts Will Populate			
1.9	Education for Homeless Children & Youths Program	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.1.1	Homeless Children & Youths	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	N/X043	560	A	SEA	Initial			OESE/SASA
1.9.2.2	Subgroups of Homeless Students Served	N/X043	560	B - E	SEA	Initial			OESE/SASA
1.9.2.3	Educational Support Services Provided by Subgrantees	N/A	N/A	N/A		N		Numeric	OESE/SASA
1.9.2.4	Barriers to the Education of Homeless Children & Youths	N/A	N/A	N/A		N		Numeric and text	OESE/SASA
1.9.2.5.1	Reading Assessment (Homeless)	N/X078	584	G	SEA	Initial			OESE/SASA
1.9.2.5.2	Math Assessment (Homeless)	N/X075	583	G	SEA	Initial			OESE/SASA

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 is 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. EDFacts 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 E: State EDFacts Coordinators and State CSPR Coordinators Contact Lists as of August 2010

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

State CSPR Coordinators: http://center.serve.org/nche/downloads/cspr_contacts_aug2010.xls

Appendix F: State Coordinator CSPR Data Collection Tipsheet

CSPR Data Collection Tip Sheet for State Coordinators												
Steps to Take	Points to Know											
1. Establish Contact with State ED Facts Coordinator and State CSPR Coordinators	State ED Facts Coordinator:						State CSPR Coordinator:					
	Where found: State Information Technology (IT) Department						Where found: May be same person as ED Facts coordinator or may be someone in Federal Programs office					
	Duties: Responsible for transmittal of state's collected data to the EDEN Submission System (ESS)						Duties: Responsible for the preparation, submission and certification of data and comments entered manually into the CSPR					
	Contact Information for State ED Facts and State CSPR Coordinators may be found at: http://center.serve.org/nche/downloads/cspr_contacts_aug2010.xls											
2. Familiarize yourself with questions, guidance and definitions pertaining to data to be collected. Note how data for each question is submitted to the ED Facts EDEN Submission System (ESS)	Question Description											
	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 Youth			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					
	1.9.2.3: Educational Support Services Provided by McKinney-Vento Subgrants			Manual Entry by SEA into the CSPR			None					
	1.9.2.4: Barriers to the Education of Homeless Children and Youths			Manual Entry by SEA into the CSPR			None					
	1.9.2.5.1: Reading Assessment			Submission through ESS			File Spec N/X078					
1.9.2.5.2: Mathematics Assessment			Submission through ESS			File Spec N/X075						
Helpful Resources			FILE SPECIFICATIONS: Detailed documents including technical information such as definitions and reporting indicators Where found: http://www.ed.gov/about/inits/ed/edfacts/file-specifications.html						FEDERAL DATA COLLECTION GUIDE: In depth description of all questions and data collection process Where found: http://www.serve.org/nche/downloads/data_guide_09-10.pdf			
3. Determine and coordinate data collection and submission timelines for your state	Become familiar with national ED Facts data collection timeline (see below) and make note of deadlines				Ascertain how data collection for submission to ESS is done in your state (online, paper collection, etc.) with ED Facts Coordinator.				Confer with your State CSPR coordinator regarding particulars of your state data collection and submission methods and relevant timelines to follow.			
4. Communicate with your liaisons	Confer with your 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 complied with.											
5. Monitor data collected and aggregated through ESS	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.				Your ED Facts Coordinator can provide a report of the aggregated data. You should obtain this report and verify the aggregated data, particularly student counts. It is best to verify this data well in advance of the opening of the CSPR to allow time for any necessary revisions.				Corrections to the data collected on an ongoing basis can only be corrected through the ESS. Corrections to this data cannot be made via manual entry in the CSPR. Contact your ED Facts Coordinator for assistance with any revisions necessary.			
6. Oversee collection and submission of data not collected online	It is probably your responsibility as State Coordinator 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. Your state CSPR coordinator can provide further information.				You 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). Check with your State CSPR Coordinator to clarify.				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.			
ANNUAL TIMELINE	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL
	Data Collection Webinar	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 NCHE	National data report and 3-year comparison published	Next SY data collection format determined & publicized	Data collection guide revised & published

Revised by the National Center for Homeless Education in August 2010.

National Center for Homeless Education (NCHE) Profile

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

NCHE:

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



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

Helpline: 800-308-2145

Email: 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

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.
