

**Consolidated State Performance Report
Federal Data Collection Guide
For State Coordinators of Homeless Education**

School Year 2011-12

***Prepared by the National Center for Homeless Education at the SERVE Center (NCHE)
The University of North Carolina at Greensboro
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***Consolidated State Performance Report (CSPR)
Federal Data Collection Guide
for State Coordinators of Homeless Education
School Year (SY) 2011-12***

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 be able to determine the extent to which states ensure homeless children and youths have access to a free, appropriate, public education under Title VII, Subtitle B of the McKinney-Vento Homeless Assistance Act.

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

This guide is a resource for State Coordinators of EHCY programs (hereafter referred to as State Coordinators) for overseeing the collection and submission of high quality data for Part I of the SY 2011-12 Consolidated State Performance Report (CSPR). Local homeless education liaisons may also find this guide helpful in completing their EHCY program reports to their SEAs.

ED uses the data collected for national performance evaluations required under the Government Performance and Results Act of 1993 (GPRA). Federal departments and agencies are required by the GPRA to describe the goals and objectives of their programs clearly, identify resources and actions needed to accomplish goals and objectives, develop a means of measuring progress made, and report regularly on achievement. These data will be analyzed by ED to assist in determining the effectiveness of the EHCY program. Additionally, states are advised to use data collected by the CSPR for self-assessment and program improvement purposes.

State Coordinator 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.

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

Consolidated State Performance Report

The CSPR is a data collection tool administered annually by the Office of Elementary and Secondary Education (OESE). Part I of the Consolidated State Performance Report collects data related to the five Elementary and Secondary Education Act (ESEA) Goals, established in the approved June 2002 Consolidated State Application, information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA and data required under the Homeless Collection (added in FY 2005-06).

The Five ESEA Goals

- Performance Goal 1: By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Performance Goal 2: 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.
- Performance Goal 3: By SY 2005-06, all students will be taught by highly qualified teachers.
- Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school.

CSPR Timeframe

The CSPR Part I generally opens in November of the year following the school year for which data were collected. The SY 2011-12 CSPR Part I is planned to open for data submission November 5, 2012 and will close December 20, 2012 at 5:00 pm (Eastern Time). The CSPR Part I will re-open for corrections in February 2013 (tentative). The dates for submissions are determined by ED.

Finalized Version of the CSPR Collection Tool

To allow for technical revisions or clarifications, the timeline and reporting deadlines for issuing the final version of the CSPR tool will vary somewhat each year. Any significant revisions to the CSPR must go through a public comment period. ED will contact State Coordinators regarding proposed changes to EHCY program data to be collected for future school years prior to the beginning of school year reporting period. The federal program officer will also keep State Coordinators informed of proposed and approved changes as necessary. An example of the CSPR form may be found in Appendix D.

CSPR Section 1.9

The EHCY program data are reported in Section 1.9 of the CSPR. The questions pertaining to the EHCY data are:

- Question 1.9 – Number of LEAs with and without subgrants in the state

- 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
- Question 1.9.1.2 – Primary nighttime residence of homeless children and youths
- Question 1.9.2.1 – Number of homeless children and youths by grade level served by McKinney-Vento subgrants
- Question 1.9.2.2 – Subgroups of homeless students served by McKinney-Vento subgrants
- Question 1.9.3.1. – Academic progress of homeless students – reading assessment
- Question 1.9.3.2 – Academic progress of homeless students – mathematics assessment
- Question 1.9.3.3 – Academic progress of homeless students – science assessment

EDFacts

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

EDFacts is an initiative to establish one federally coordinated, K through 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 and other duplicate collections, thereby reducing burden on the states. *EDFacts* captures data at the SEA, LEA, and school level. *EDFacts* also allows streamlining of data analysis and reporting. Homeless education data are collected at the LEA level and are reported by the SEA. 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.**

State *EDFacts* Coordinators and State CSPR Coordinators

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 terms concerning data collection, verification, and submission, and may have different priorities concerning the submission of data to ED.

- The *EDFacts* Coordinator may be found in the information technology (IT) or data/policy division of the SEA. This person is generally responsible for submitting a wide range of data that have been collected from the SEA and LEAs. *EDFacts* only allows 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 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 the 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 B.

Data Submission Requirements and Processes

ED*Facts* Collection Process

Data collected through ED*Facts* files populate all Section 1.9 questions except Question 1.9 – *LEAs with and without Subgrants*. The CSPR-ED*Facts* Crosswalk in Appendix C explains which ED*Facts* data are used to populate each CSPR question. SY 2011-12 ED*Facts* files for the EHCY program must be submitted via the EDEN Submission System (ESS) by 5:00 PM EST on December 19, 2012, the day before CSPR Part I is due. ED*Facts* files may be resubmitted to correct errors, but resubmissions received after the CSPR re-open period will not be populated into the CSPR.

- **File Specifications**

Reporting requirements for ED*Facts* files are defined in file specifications, which contain guidance, definitions, and technical information. These file specs may be found online at <http://www2.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. “Student Count by Homeless Primary Nighttime Residence Status” is an example of a category set of all homeless students enrolled. It is a good idea for State Coordinators to be acquainted with the file specs associated with Section 1.9 questions to understand the data collection process and to communicate effectively with their ED*Facts* Coordinators. ED*Facts* Coordinators may also ask State Coordinators to verify the accuracy of the data submitted via ESS for the EHCY program. See Appendix F for further information regarding file specs.

Manual CSPR Collection Process

Data for CSPR Question 1.9 (LEAs with and without McKinney-Vento subgrants), which are not collected through ESS, must be manually collected, reviewed, and entered into the CSPR by the state CSPR Coordinator who will submit these data during the period that the CSPR Part I is open. Revisions to these data can only be done during one of the windows when the CSPR Part I is open for data correction. Individual states will have state-specific methods for this process. State Coordinators should confer with the state CSPR Coordinator and the state ED*Facts* Coordinator for information on their state’s data submission processes, timelines, and deadlines.

New SY 2011-12 Data Collection Requirements

- Addition of “Birth through Two” in 1.9.2.1 (*Total Served in LEAs with McKinney-Vento subgrants*).
- Addition of New Question: 1.9.3.3 (*Academic Achievement in **Science** for Homeless Students Enrolled in all LEAs*).

- LEAs which have McKinney-Vento subgrants will now be flagged with a yes/no choice for identification (based on new file specification C170) in ESS.

These new requirements will be discussed further in the detailed questions section.

State Coordinator Note: State Coordinators should be sure to communicate with their *EDFacts* Coordinator in advance of the opening of the CSPR to make sure LEAs with subgrants have been correctly flagged as such in *EDFacts*.

Facilitating the Collection of Quality Data

State Coordinator Planning and Responsibilities

It is important that State Coordinators ensure that data from LEAs that are submitted via ESS for the CSPR are properly collected well in advance of the opening of the CSPR Part I, and that State Coordinators, state *EDFacts* Coordinators, and state CSPR Coordinators are involved in the Part I review of *EDFacts* data collected by ESS. Adhering to these steps will ensure sufficient time to troubleshoot if significant discrepancies in data are discovered.

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 as early as possible of what data they must collect, as many data systems may require a full year of lead time for adequate implementation of collection changes.
- Provide training and technical assistance on definitions and data collection strategies.
- Provide training and technical assistance on how to use the data which have been collected for program planning.

The *EDFacts* Workbook is an online resource which may be helpful to State Coordinators in facilitating data collection. The current *EDFacts* Workbook may be found on the ED website at <http://www2.ed.gov/about/inits/ed/edfacts/eden-workbook.html>. See Appendix H for a more detailed discussion of steps for State Coordinators to take.

Pre-fill Reports

The CSPR Part I opens November 5, 2012 and will automatically be populated with *EDFacts* data as soon as *EDFacts* files are submitted via ESS. *EDFacts* “pre-fill” reports are helpful reviewing tools which display data collected through *EDFacts* in the same format as the CSPR. Pre-fill reports can be used to review data already submitted to *EDFacts* for any discrepancies. It is a good practice to request and review these reports before the opening of the CSPR in November. The State Coordinator should check these reports, especially reported student counts, for accuracy. The state *EDFacts* Coordinator can provide information on obtaining these reports.

Data Verification and Certification after Reporting Deadlines

Edit Checks

An *edit check* is defined as a program instruction or subroutine that tests the validity of input into a data entry program. These automated edit checks are built into the CSPR collection up front, are reviewed and revised annually, and provide a significant boost to the data quality. Submitted data are processed through various edit checks. If the validity of data is outside the parameters of an edit check, a notice will be displayed indicating the need to either correct or explain the discrepancy.

The edit checks for Section 1.9 of the CSPR (EHCY) are as follows for SY 2011-12:

Edit Check	Question Number
The total in 1.9.1.2 does not equal the total in 1.9.1.1. (Homeless Students Enrolled)	1.9.1.2 (Primary Nighttime Residence)
The reported number of Homeless Children/Youths enrolled in all LEAs who scored at or above proficient on the state reading assessment was greater than the number of Homeless Children/Youths enrolled in all LEAs who took the assessment.	1.9.3.1 (Reading Assessment) 1.9.3.2 (Mathematics Assessment) 1.9.3.3 (Science Assessment)

Verification Reports

After the window for submission of CSPR Part I data closes on December 20, 2012, ED program offices will review the data for completeness and consistency and provide the state CSPR Coordinators follow-up questions in the form of a verification report as necessary. The CSPR Coordinator should provide program-specific feedback to the EHCY State Coordinator. The federal program office and NCHE will also contact EHCY State Coordinators if a comment has been made on the EHCY data.

As a result of this communication, the state may need to revise and resubmit the data. Any unusual conditions detected that are based on the edit check requirements for homeless education will be noted in the report. A condition that does not meet the outlined data requirements will cause the edit check process to issue warning errors on the verification report, even though the data may be valid. Any data that are flagged by the edit check process can be revised and updated with the process for doing so depending on whether the data was submitted via *EDFacts* or manually.

Explanations for discrepancies in response to the warnings should be submitted in the comment box of the verification report by the State Coordinator or the state CSPR Coordinator and returned to ED. ED may also verify explanations directly with State Coordinators.

Correction Window

After the verification reports have been distributed, the CSPR Part I will reopen in the early spring of 2013 for a short period of time to allow for data revision or correction. Once this time

period is over, the CSPR is closed and the data contained in the CSPR reports cannot be altered. It is important to note that while data submitted via *EDFacts* can be updated at any time, these updates will not change the certified CSPR reports if these data are submitted after the CSPR correction window has closed.

Certification of Data

Before the CSPR Part I closes on December 20, 2012, the data must be certified by each Chief State School Officer (CSSO) or designee. If data are corrected during the re-open period, the data must be re-certified by this individual.

Individual state CSPR Reports have been made publicly available on ED's website after final certification at the following link:

<http://www2.ed.gov/admins/lead/account/consolidated/index.html>.

CSPR data are also used to populate ED Data Express, launched in 2011, to allow the public to create their own reports of longitudinal and regional comparisons of program performance.

These customized reports can be created by visiting the following website:

<http://www.eddataexpress.ed.gov/>.

State Coordinator Note: It is the State Coordinator's responsibility to ascertain how their state's data collection system operates. State Coordinators should make contacting and collaborating with their state CSPR and *EDFacts* Coordinators a priority. Special attention should be paid to data collection timeframes and submission deadlines. State Coordinators should communicate this information to LEAs in an efficient manner as early as possible to ensure timely and accurate data

Section 2: General Guidance

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.

Annual Timeline	
August 2012	Final version of SY 2011-12 CSPR made available through ED’s Partner Support Center and program offices.
September 2012	Data collection webinar held for State Coordinators; LEA data should be collected for submission to ED <i>Facts</i> Coordinator.
Late October 2012	ED <i>Facts</i> pre-fill reports available.
November 2012	CSPR Part I opens November 5, 2012; ED <i>Facts</i> data populates the CSPR before it opens.
December 2012	CSPR Part I closes December 20, 2012 at 5:00 p.m. Eastern Standard Time.
January 2013	ESS opens for current school year file submission. Verification reports distributed.
February 2013	CSPR Part I re-opens in February for corrections to data submissions.
March 2013	CSPR Part I data finalized and re-certified.
April-May 2013	National CSPR data compiled and summarized by NCHE and reviewed by ED.
June 2013	Data collection guide for SY 2012-13 published.
Summer 2013	National data report and three-year comparison published.

Which students are reported?

Federal data collection for the EHCY program includes all children and youths 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 A for the definition of homelessness in the McKinney-Vento Act. An information brief on determining eligibility can be found on the NCHE website at this link: http://center.serve.org/nche/downloads/briefs/det_elig.pdf.

Data Collection Requirements

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

School Year

For the purpose of this data collection, a school year is determined to be the period of July 1 through June 30. Summer school and year-round programs are included in this definition. All homeless children and youths enrolled in school or receiving McKinney-Vento services in a year's time should be reflected in the data regardless of the duration of the homelessness or related services.

Definitions

Clarification of terms and data requirements are provided in the instructions for each individual question in Section 3 of this guide. Terms may be further defined in the Glossary (Appendix E). Definitions for terms found in the file specifications mentioned are provided verbatim from those specs. If any state has unique circumstances that do not fit the definitions provided in this guide, be sure to note the variations in the comment box for the related question. 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

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

Comment Box

Please note that it is very important to collect all data in the format requested. Detailed information regarding the data and format required for each individual question is discussed at length in this guide. Any discrepancies or data collection problems for a particular question should be noted in the question's comment box. Most questions have a 4,000 character limit for the comment box. All explanations should fit within this restriction. Please note that any data that are submitted in the comment box must be added manually by ED staff to the actual data summary which creates the potential for errors and discrepancies.

Duplicated Counts

States should make efforts to eliminate duplicated counts at both the LEA and state level. Students should be reported once by the SEA. A student should be reported in each LEA where the student was identified as homeless and enrolled. 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 completely. If eliminating duplicated counts is burdensome, indicate any problems concerning this in the comment box.

The requirement for unduplicated data at the SEA level for CSPR submission means that homeless students enrolled in more than one LEA in a state during the reporting year need to be assigned to one LEA for reporting purposes. The program office preference is as follows:

- Report enrollment under an LEA with a subgrant, when possible.
- If the student was enrolled in two or more LEAs with subgrants, report the enrollment for the LEA in which statewide assessment data are reported.
- If no statewide assessment data for the student are reported, report the student's enrollment in the LEA which he or she was enrolled for the longest period of time.

Missing Data

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

- Indicate actual zero values with the number zero (0) in the SEA file. For example, if there are no students in LEAs with subgrants whose primary nighttime residence is Hotels/Motels, a zero should be indicated.
- Leave blank any questions which are missing data or for which data were not collected, as well as any non-applicable questions. Do not use a zero to indicate any of these situations. For example, if a state did not collect enrollment data for LEAs without subgrants, leave the enrollment data cells blank for LEAs without subgrants.
- An explanation should be given in the appropriate comment box for ALL blank data fields (e.g., missing 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.

Section 3: DATA COLLECTION QUESTION CLARIFICATION

EDUCATION FOR HOMELESS CHILDREN AND YOUTHS CSPR SY 2011-12 Part I

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

Question 1.9: Number of LEAs (Local Education Agencies) With and Without Subgrants in the State

- **General Notes:** This question collects data on the total number of LEAs with and the total number of LEAs without subgrants in a state. The question also asks for the total number of LEAs with and LEAs without subgrants who actually reported data on homeless children and youths.
- **Type of Data Entry:** Manual entry by SEA into the CSPR.

	# *	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

*Symbol in second column indicates “total number submitted”

Additional Notes (Question 1.9)

- For federal data collection purposes a **LEA** as defined by section 9101 of the ESEA 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 in the definition of LEAs 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 (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 Board of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc.

- **Charter Schools** may be considered a separate LEA or part of a larger district. LEAs can best determine how to count charter schools by checking with their SEA and their state's charter schools office to determine whether or not charter schools are considered LEAs.

CSPR Data Quality Check: Number of LEAs With and Without Subgrants

- **The total number of LEAs with and without subgrants reporting in the state does not exceed the total number of LEAs with and without subgrants.**
- **The total number of LEAs, not the total number of students, is reported.**
- **Valid zero values are indicated with the number zero (0).**
- **Cells where the information is not applicable, missing, or not collected are blank.**
- **Comments are included for any blank data cells or inconsistent data.**

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

- **General Notes:** This question collects data on the total number of children and youths identified as homeless who were enrolled in LEAs with and LEAs without McKinney-Vento subgrants.

New for SY 2011-12: A new file spec, C170 (LEA Subgrant Status), has become effective as of SY 2011-12. This file spec governs the submission of a new data group, McKinney-Vento subgrant status, to the ESS. These data indicate whether an LEA received a McKinney-Vento subgrant to provide services to homeless children and youth. Responses to Question 1.9.1.1 and 1.9.1.2 are governed by both File Specs C118 and C170.

- **Type of Data Entry:** Submission through ESS, File C118 (Homeless Students Enrolled). *EDFacts* provides CSPR data and it may only be revised through resubmission of the data to ESS.

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

CSPR Data Quality Check: Number of Homeless Children and Youths by Grade Level Enrolled in Public School at Any Time During the School Year

- **Total Enrolled Data** are submitted by grade level from LEAs with and without subgrants. No aggregated grade data submitted.
- Data detailing which LEAs do or do not have McKinney-Vento subgrants have been correctly submitted and flagged.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Question 1.9.1.2: Primary Nighttime Residence of Homeless Children and Youths

- **General Notes:** This question collects data on the total number of homeless children and youths categorized by primary nighttime residence enrolled in LEAs with and LEAs without McKinney-Vento subgrants. The primary nighttime residence should be the student's nighttime residence when he/she was determined eligible for McKinney-Vento services. It is the responsibility of the local liaison to record the type of primary nighttime residence at this time.
 - No homeless child or youth should have a primary nighttime residence that is classified in any way other than the types indicated for data collection (e.g., no primary nighttime residence shall be recorded as "unknown" or "other"). Any data collected that are categorized by a non-indicated type and recorded in the comment box for this section will not be reported or included in the totals for primary nighttime residence. See the Glossary (Appendix E) for further definition of primary nighttime residence categories.
 - The data counts regarding residence should correspond with data counts recorded for number of homeless children and youths enrolled (e.g., 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.
- **Type of Data Entry:** Submission through ESS, File C118 (Homeless Students Enrolled). *EDFacts* provides CSPR data and may only be revised through resubmission of the data to ESS.
- **New for SY 2011-12:** A new file spec, C170 (LEA Subgrant Status), has become effective as of SY 2011-12. This file spec governs the submission of a new data group to the ESS: McKinney-Vento subgrant status. These data indicate whether an LEA received a McKinney-Vento subgrant to provide services to homeless children and youth. Responses to Question 1.9.1.1 and 1.9.1.2 are governed by both File Specs C118 and C170.

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> 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	((Auto calculated))	((Auto calculated))

CSPR Data Quality Check: Primary Nighttime 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.
- Comments are included for any blank data cells or inconsistent data.

CSPR SECTION 1.9.2: LEAs with McKinney-Vento Subgrants Only

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. Homeless children and youth who received services under program subgrants funded by the McKinney-Vento program are to be reported. Children age 5 or under who are served by the subgrant program are to be included.
- **Age Birth through 2 has been added for the SY 2011-12 data collection.**
- **Type of Data Entry:** Submission through ESS, File C043. *EDFacts* provides CSPR data and may only be revised through resubmission of the data to ESS.

Age/Grade	# of Homeless Children/Youths <u>Served</u> in Public School in LEAs <u>With</u> Subgrants
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

11	
12	
Ungraded	
Total	(Auto calculated)

Additional Notes (Question 1.9.2.1)

- **What grade levels should be reported?** Include all grade levels offered at the LEA where the services are provided.
- **What does it mean to “receive services?”** 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 Age Birth through 2 and Age 3 through 5 Not Kindergarten children served by the subgrant program. Include these children regardless of whether or not they are enrolled in a LEA-administered preschool program.
- **The number of homeless students enrolled in a LEA with a subgrant might:**
 - Equal the number served, if indirect services can be linked to McKinney-Vento funds;
 - Be more than the number served if subgrant funds support only specific activities like transportation, shelter tutoring programs, or preschool programs; or
 - 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.

CSPR 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. See Appendix E (Glossary of Terms) for definitions of each category.
- **Type of Data Entry:** Submission through ESS, File C043. 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 (<i>IDEA</i>)	
Limited English proficient students	

CSPR 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.

CSPR SECTION 1.9.3: Academic Progress of Homeless Students

The following questions collect data on the academic achievement of homeless children and youths **enrolled** in all LEAs.

Important Note: Prior to SY 2010-11, Academic Achievement data were collected for homeless children and youths **SERVED** in LEAs with McKinney-Vento subgrants. Until SY 2010-11, this section was numbered 1.9.2. Included in this section were Questions 1.9.2.5.1 (Reading Assessment) and 1.9.2.5.2 (Mathematics Assessment). With the change to collection of data on homeless children and youth enrolled in all LEAs instead of only homeless children and youth served in LEAs with McKinney-Vento subgrants, the section was renumbered to Section 1.9.3. The Reading Assessment question is now numbered 1.9.3.1 and the Mathematics Assessment question is now numbered 1.9.3.2. For SY 2011-12, a new question, 1.9.3.3, has been added for Science Assessment.

States should submit academic achievement data for all homeless students enrolled in all LEAs.

Question 1.9.3.1: READING ASSESSMENT

Question 1.9.3.2: MATHEMATICS ASSESSMENT

Question 1.9.3.3: SCIENCE ASSESSMENT

New for SY 2011-12: Academic achievement in science (Question 1.9.3.3) data will now be featured in the CSPR.

The data collection requirements for academic performance have been realigned. New file specs have been created which work in tandem to collect data on the unduplicated number of students who completed the state assessment for whom a proficiency level was assigned.

These are as follows:

- C185 (Assessment Participation in Mathematics) and C175 (Academic Achievement in Mathematics – formerly N/X075)
- C188 (Assessment Participation in Reading/Language Arts) and C178 (Academic Achievement in Reading/Language Arts – formerly N/X078)
- C189 (Assessment Participation in Science) and C179 (Academic Achievement in Science – formerly N/X079)

Federal law requires proficiency levels to be reported. The data are reported by state-defined academic achievement (performance) levels. The file specs allow states to report up to six levels of proficiency. A state must report at least three levels. The state-defined academic achievement levels are specific to an assessment type. That is, the number (and name) of levels used for the alternate assessment on alternate achievement standards may be different than the number of levels used for the regular assessment, based on the state's accountability plan (Consolidated State Accountability Workbook).

States are required to submit and update their accountability plans for approval by ED with information such as their methods for making determinations about adequate yearly progress (AYP), levels of

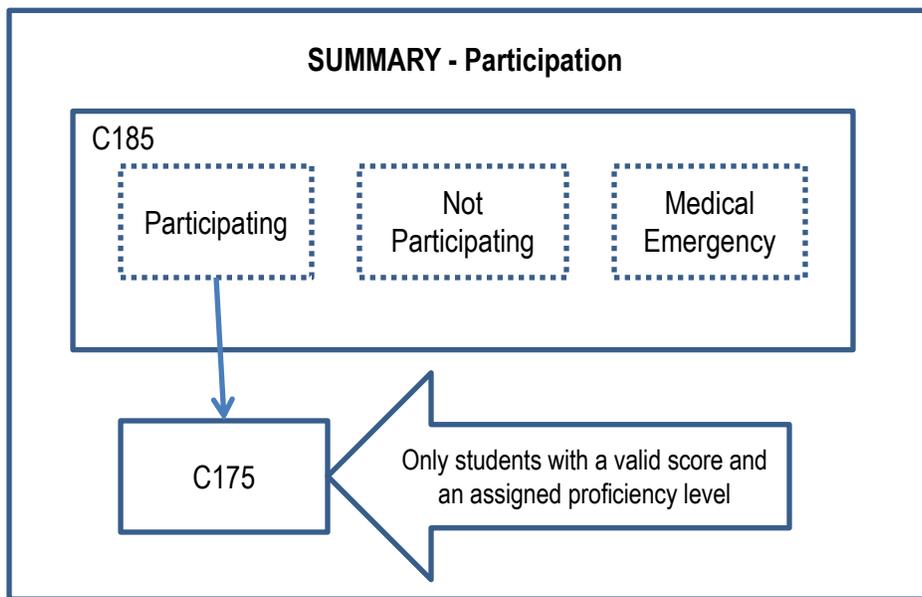
student performance, or calculations for graduation rates. This information helps ED and the public understand how states are calculating the data that they report to *EDFacts* and CSPR. It is very important that State Coordinators confer with their *EDFacts* Coordinator well in advance of the opening of the CSPR to determine how proficiency data are to be properly collected and submitted to *EDFacts* according to their state accountability plan. Workbooks may be found online at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

Which students should be reported?

- If a student was reported as participating in mathematics assessment (for example) based on file spec C185, then that student is reported in the mathematics academic achievement question based on C175.
- Include all students who:
 - Took the assessment,
 - Received a valid score, and
 - Were assigned a proficiency level
- Include students who participated in regular assessments with or without accommodations; or alternate assessments including those based on grade level, modified, and alternate academic standards. Both students who were there for a full academic year and those not there for a full academic year are also included in this file.

Do not include students reported as “non-participants” in the participation assessment file in the academic achievement file. If a state assigns non-participants to the lowest level of proficiency, do not report these students in the participation file.

The diagram below illustrates how the participation data relate to the reporting of data on academic achievement.



Additional Notes (Questions 1.9.3.1, 1.9.3.2, 1.9.3.3):

- Aggregated Data: Data for Grades 3 through 8 should be submitted by individual grade level. Grades 9 through 12 may be reported by specific grade levels OR are consolidated into an aggregate figure referred to as “High School.” Data should not be submitted using both specific grade level and the permitted value “High School.” Please note that the CSPR form only refers to “High School.” Aggregated data for grades 9 through 12 should be provided only for those grades tested. Data for other grades (Age 3 through 5 Not Kindergarten, K through 2, and Ungraded) are not required.
- 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.
- Out-of-grade testing data are not permitted by ESEA.
- An individual state’s data system should have the capacity to record assessment information on any child who was identified as homeless during the school year and took the state assessment. The state’s assessment director is a good resource for assessment data after they have been submitted. 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 entered in the comment box will be added manually by ED to the actual data summary. Data reported in the comment box does increase the potential for discrepancies or errors in the various national summary reports and may require a reference to a particular state’s report to explain any variance among national reports.
- **Type of Data Entry:** Submission through ESS, Files C175 and C185 (Mathematics); C178 and C188 (Reading/Language Arts); and C179 and C189 (Science). ED*Facts* provides CSPR data and may only be revised through resubmission of the data to ESS.

Reading (or Mathematics or Science)		
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		

CSPR Data Quality Check: Academic Progress of Homeless Students

- The total number of students taking the test by grade level and the total number of those taking the test meeting state proficiency levels are to be reported. If the reported number of enrolled homeless children/youths who scored at or above proficient on the state reading or mathematics assessments was greater than the number of enrolled homeless children/youths who took each assessment, a flag with this comment will appear for either section, asking for an explanation.
- Data are to be disaggregated by grade level for Grades 3 through 8. Data are not required from Age 3 through 5 Not Kindergarten, K through 2, and Ungraded. Data from grades 9 through 12 are to be aggregated and reported as “High School” OR to be disaggregated by grade. Do not report this data both ways.
- Data are to be reported by grade level only, not by type of test administered.
- Valid zero values are indicated with the number zero (0).
- Cells where the information is not applicable, missing, or not collected are blank.
- Comments are included for any blank data cells or inconsistent data.

Appendix A: McKinney-Vento Definition of "Homeless"

Subtitle B of Title VII of the McKinney-Vento Homeless Assistance 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 B: Support and Contact Information

EDFacts Partner Support Center and Support Tickets

For users of the EDEN reporting system, the EDFacts Partner Support Center provides ongoing assistance. The support center is open from 8 a.m. to 6 p.m. ET, Monday through Friday and can be accessed by phone, fax, or 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

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

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

State CSPR Coordinators: www.serve.org/nche/downloads/cspr.coord.2012.xls

Appendix C: CSPR-EDFacts Crosswalk

SY 2011-12 CSPR, Section 1.9 Crosswalk

CSPR		EDFacts				Comment
#	Question	File Spec	Data Group	Category Set	Reporting Level	
1.9	Education for Homeless Children & Youths Program (Numbers of LEAs with and without Subgrants)	Manual entry				
1.9.1.1	Homeless Children & Youths (# Enrolled in LEAs with and without Subgrants)	C118 C170	655 754	A	District	170 - new file spec; 1st time from ESS; new pre-fill report being built
1.9.1.2	Primary Nighttime Residence of Homeless Children & Youths	C118 C170	655 754	B	District	170 - new file spec; 1st time from ESS; new pre-fill report being built
1.9.2.1	Homeless Children & Youths Served by McKinney-Vento Subgrants	C043	560	A	SEA	Birth - 2-year olds added
1.9.2.2	Subgroups of Homeless Students Served	C043	560	B - E	SEA	
1.9.3.1	Reading Assessment (Homeless enrolled)	C178	584	G	SEA	
1.9.3.2	Math Assessment (Homeless enrolled)	C175	583	G	SEA	
1.9.3.3	Science Assessment (Homeless enrolled)	C179	585	G	SEA	new question; new pre-fill report being built

Appendix D: Federal Data Collection Form SY 2011-12

1.9 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

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

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

	#	# LEAs Reporting Data
LEAs without subgrants		
LEAs with subgrants		
Total	(Auto calculated)	(Auto calculated)

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

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

1.9.1.1 Homeless Children and Youths

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

Age/Grade	# of Homeless Children/Youths <u>Enrolled</u> in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths <u>Enrolled</u> in Public School in LEAs <u>With</u> Subgrants
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		

Age/Grade	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths Enrolled in Public School in LEAs <u>With</u> Subgrants
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Total	(Auto calculated)	(Auto calculated)

1.9.1.2 Primary Nighttime Residence of Homeless Children and Youths

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

	# of Homeless Children/Youths - LEAs <u>Without</u> Subgrants	# of Homeless Children/Youths - LEAs <u>With</u> 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	(Auto calculated)	(Auto calculated)

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 was served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Age/Grade	# Homeless Children/Youths Served by Subgrants
Age Birth Through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	

Total	(Auto calculated)
-------	-------------------

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 (<i>IDEA</i>)	
Limited English Proficient Students	

1.9.3 Academic Progress of Homeless Students

The following questions collect data on the academic achievement of enrolled homeless children and youths.

1.9.3.1 Reading Assessment

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

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

1.9.3.2 Mathematics Assessment

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

1.9.3.3 Science Assessment

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

Appendix E: Glossary of Terms

Disclaimer: *Some definitions included below are not part of the McKinney-Vento statute, 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.*

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 for Question 1.9.2.1 (Served in LEAs with McKinney-Vento subgrants)

Age 3 through 5 Not Kindergarten: Includes any preschool-aged (3 through 5) homeless child who is enrolled in a LEA-funded preschool program or enrolled in a preschool program with which the LEA is a partner administratively or financially or has any accountability in serving the children (see definition of *served*). Children to be included may be attending a specific location or participating in a home-based program. See definition of *public preschool program* for examples of preschool programs and services. These data are collected for both Question 1.9.1.1 (Enrolled in LEAs with and without McKinney-Vento subgrants) and Question 1.9.2.1 (Served in LEAs with McKinney-Vento subgrants).

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. State Coordinators should provide any guidance or policies developed at the state level or encourage LEA liaisons to confer and coordinate with local public social service agency providers to determine what “awaiting foster care placement” means in the context of their state and local policies.

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

CSPR Coordinator: 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 can help State Coordinators plan a schedule for data collection and review of data from both LEAs with and without subgrants before final certification of the CSPR.

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

Doubled-Up: The McKinney-Vento Act defines this term as “sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason” [section 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” (see Appendix A for the full McKinney-Vento definition of homeless).

EDFacts: Is an ED initiative to put performance data at the center of policy, management, and budget decisions for all K through 12 educational programs. *EDFacts* centralizes performance data supplied by K through 12 SEAs with other data assets, such as financial grant information, with the Department to enable better analysis and use in policy development, planning, and management. *EDFacts* relies on the Education Data Exchange Network (EDEN) for data submission.

EDFacts Coordinator: 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 the CSPR). The *EDFacts* Coordinator will usually be found in the information technology (IT) or data division of the SEA. The *EDFacts* Initiative only allows for one designated ESS user per state. This person is most likely the state *EDFacts* Coordinator and is the only one authorized to submit data to the ESS. He or she will also be responsible for any revisions to pre-populated data. The *EDFacts* Coordinator may contact State Coordinators to discuss pre-populated items as the definitions and requirements may change over time.

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

Enrolled: The McKinney-Vento definition of “enrolled” is “those students attending classes and participating fully in school activities” [section 725 (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) homeless child who is enrolled in a LEA-administered preschool program. Children to be included may be attending at a specific location or participating in a home-based program.

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

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

Homeless Children and Youths: Individuals who lack a fixed, regular, and adequate nighttime residence. See Appendix A for further definition.

IDEA: The Individuals with Disabilities Education Act is a law ensuring services to children with disabilities throughout the nation. 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 designee documents the homeless status of a child or youth. A child may be identified as homeless while already enrolled and attending school, may be identified as homeless at the time of enrollment, or may be identified as homeless in an outreach activity and may not actually enroll in school in the LEA.

Kindergarten: Includes all homeless children who attend LEA-administered kindergarten programs whether the programs are mandatory or non-mandatory. If your state has grades K4 and K5, these students should be included in the Kindergarten category.

LEP (Limited English Proficient Students): To be included in the federal data collection for homeless children and youth, LEP students must meet the McKinney-Vento definition of homeless, and are generally defined in coordination with the state's definition based on section 9101 (25) of Title IX of the ESEA as students:

- (A) who are ages 3 through 21;
- (B) who are enrolled or preparing to enroll in an elementary school or a secondary school;
- (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
- (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals (who are denied i or ii or iii)
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3);
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

To be classified as limited English proficient, an individual must meet the criteria of A, B, C, and D in the definition above. To meet the criteria for C, an individual can meet the criteria of any of i, ii, or iii. If the criteria to meet C is ii, then the individual must meet the criteria of both I and II. To meet the criteria for D, an individual must be denied one of the three listed, i or ii or iii.

McKinney-Vento Subgrant: These are funds that SEAs make available to LEAs for the purpose of facilitating the enrollment, attendance, and success in school of homeless children and youth [723(a)(1)].*

Migratory Children/Youth: To be included in the federal data collection for homeless children and youth, 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 1309(2) of the ESEA. This includes children/youth 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.

Pre-Population: The process by which data submitted through *EDFacts* files are automatically loaded as responses to CSPR questions.

Primary Nighttime Residence: The type of residence (e.g. shelter, hotel, doubled-up in the home of a friend or relative) where a homeless child or unaccompanied youth was staying at the time of enrollment or the type of residence where a currently enrolled child or youth was staying when he or she was determined eligible for McKinney-Vento services.

Proficiency Level: According to section 200.8(2) of the ESEA, proficiency level is actual student academic achievement measured against the state's academic achievement standards (each state sets its own academic achievement standards and measures as documented in its Consolidated State Accountability Workbook).

Public Preschool Program: As pertains to preschool-aged (0 through 5) homeless children, preschool programs include those funded by an LEA, with which the LEA is a partner administratively or financially or has any accountability in serving the children (see the definition of *served*). Children to be included may be attending at a specific location or participating in a home-based program.

Examples of public preschool programs would include:

- Mandatory LEA pre-K or universal pre-K
- Non-mandatory LEA pre-K
- Head Start program receiving funding or support from the LEA (whether located in the schools or community-based organizations or home-based services)
- Preschool special education services that are supported in any way by the LEA (may be arranged by a county agency at home or at an approved special education preschool not operated by a school district)
- Preschool-aged children enrolled in Title I, Even Start, or any other state-funded preschool services that are administered or supported by the LEA
- Home-based services, such as Parents as Teachers or Parent/Child Home Programs, that are funded and administered by an LEA

Regional Consortia: Are entities that are addressed in the definition of an LEA in section 9101 of the ESEA 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 (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 Board of Cooperative Educational Services (BOCES), County Offices of Education, Regional Education Service Agencies (RESAs), etc.

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 [section 722(2)(g)].*

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 July 1 through June 30.

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

Served: The definition of *served* includes homeless children who have been served in any way through McKinney-Vento funds. Services would include both direct services, as outlined in 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. This definition includes Birth through 5 year olds, served by the subgrant program, who are preschool age. The definition includes those Birth 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.

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

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

Transitional Housing: The 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.

Unaccompanied Youth: To be included in the federal data collection, an unaccompanied youth is

1. A youth who is not in the physical custody of a parent or guardian
2. 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 (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 level or age level. The definition of “Ungraded” does not include out-of-school youth, preschoolers, or children who are not yet school age.

Unsheltered: Includes children living in situations listed in the McKinney-Vento definition of homeless (see Appendix A) such as cars, parks, campgrounds, temporary trailers, abandoned buildings and substandard housing. Unsheltered situations require case-by-case determination as to whether the accommodation is “fixed, regular, and adequate.”

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

Appendix F: ED Facts File Specifications for CSPR Section 1.9 Education of Homeless Children and Youth

General Notes:

Reporting requirements for ED Facts files are defined in file specifications, which contain guidance, definitions, and technical information. These file specs may be found online at <http://www2.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. “Student Count by Homeless Enrolled Status” is an example of a category set.

State Coordinators should note that there are two versions of the file specs listed. Generally, most states use the Non-XML file specifications. The state’s ED Facts Coordinator can be contacted to determine which type of file specs is used by that state’s data collection system.

State Coordinators are encouraged to become familiar with the file specs for the EHCY program to better understand the process for submission to ED Facts via ESS and to enhance collaboration with their state ED Facts Coordinator.

State Coordinators should pay close attention to the following in each file spec:

- Section 1.0, “Purpose”
- Section 2.0, “Guidance for Submitting This File”
- Section 4.2, “Data Record Definition”

Note that not all file specs include all of the sections listed above.

The file specs associated with the EHCY Program are:

- **C043**
 - CSPR Question 1.9.2.1 – Number of Homeless Children and Youth Served in LEAs with McKinney-Vento Subgrants
- Please note that C043 also includes a permitted value for “out of school” for any identified homeless children and youth served by an LEA subgrant program who is not enrolled in any elementary or secondary school (public or private). Use of this permitted value for reporting is optional and does not require LEAs to locate all out of school homeless children and youth residing within the district boundaries who are not enrolled in any school.
 - CSPR Question 1.9.2.2 – Subgroups of Homeless Students Served by McKinney-Vento Subgrants

- **C118**
 - CSPR Question 1.9.1.1 – Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants
 - CSPR Question 1.9.1.2 – Primary Nighttime Residence of Homeless Students Enrolled in LEAs with and without McKinney-Vento Subgrants

- **C170** LEA Subgrant Status
- **C175/C185** CSPR Question 1.9.3.1 – Assessment Participation and Academic Achievement in Mathematics
- **C178/C188** CSPR Question 1.9.3.2 – Assessment Participation and Academic Achievement in Reading/Language Arts
- **C179/C189** CSPR Question 1.9.3.3 – Assessment Participation and Academic Achievement in Science

Appendix G: Other ED*Facts* File Specifications for CSPR Questions that Collect Data on Homeless Children and Youth

ED*Facts* also collects additional data pertaining to homeless children and youths enrolled in LEAs with subgrants as a category set of other file specs. These data are submitted either via the CSPR or collected for the Non-Fiscal Survey of the Common Core of Data (CCD). The CCD is an annual collection of data that are reported by SEAs to the National Center for Education Statistics (NCES) through ED*Facts*. For the State Nonfiscal Survey of Public Elementary and Secondary Education, SEAs report aggregated state-level counts of students by grade and by gender and race/ethnicity and counts of full-time-equivalent (FTE) teachers, aides, support staff, and administrators in public schools and school districts. State Coordinators are encouraged to become acquainted with these other data collected via the file specs listed below as these data can be quite useful to a state's EHCY program. These file specs are:

- **CO32: Dropouts** - Category Set F (Homeless enrolled status) collects the dropout count of homeless students enrolled by grade and category for the school year (collected by CSPR for the CCD). Further definition of the term “dropouts” may be found in Section 2.1 of the file spec. The LEA-level files indicate which LEAs reported enrolled homeless students who dropped out in grades 7 through 12 during the reporting year.
- **CO37: Title I Part A SWP/TAS Participation** – Collects the number of public school students served by either a public Title I, Part A Schoolwide Programs (SWP) under section 1114 of ESEA or a Targeted Assistance Programs (TAS) under section 1115 (collected by CSPR). Category Set E (Student Count by Homeless Status) includes students who have been identified as homeless regardless of whether the students are receiving services under programs funded by McKinney-Vento. This information could be compared with the number of students enrolled in the LEA and served by LEAs with subgrants to ensure quality data and maximum participation of eligible homeless students in Title I programs. Please note that many Title I programs do not cover every grade span of elementary and secondary school.
- **CO40: Graduates/Completers** – Category Set F (Diploma/Credential; Homeless enrolled status) collects the graduates/completers count for the school year. This student count is cumulative for the school year, including the subsequent summer, and is unduplicated (collected by the CSPR for the CCD). These data are to be reported for students identified as homeless; however, to graduate, the student must be enrolled in an LEA in grade 12 during the reporting year or subsequent summer. Since these data are collected for homeless students enrolled in all LEAs, a student who graduates from secondary school or completes grade 12 should be reported for the LEA of enrollment at the time of graduation or completion. These numbers might be used to estimate a rough “grade 12 homeless student graduation rate” at the SEA and LEA level, but they cannot easily be used to calculate a graduation rate over a four or five year period. Currently, these data are the only data available pertaining to graduation for homeless students, and the program office has begun to check the quality of both SEA and LEA level data since the reporting has changed from being reported for students served by LEAs with subgrants to enrolled in all LEAs from SY 2010-11.

Appendix H: Steps for State Coordinators to Take Annually to Prepare for and Conduct the Federal Data Collection Process

Establish and maintain contact with the state *EDFacts* Coordinator and state CSPR Coordinator.

- The state *EDFacts* Coordinator can usually be found in the state information technology (IT) department. A contact list for state *EDFacts* Coordinators is available through *EDFacts* Partner Support. See Appendix B for further information.
- The state *EDFacts* Coordinator is responsible for the transmittal of the state's collected data to the EDEN Submission System (ESS).
- The state CSPR Coordinator may be the same person as the *EDFacts* Coordinator or may be someone in the state's Federal Programs office. See Appendix B for a link to a contact list for state CSPR Coordinators.
- The state CSPR Coordinator has oversight responsibility to ensure the preparation, submission, and certification of data and comments entered into the CSPR. Please note that in some states, the State Coordinator may be responsible for inputting the manual data.

Become familiar with questions, guidance, and definitions pertaining to data to be collected as outlined in this Guide.

- Note how data for each question are submitted to ESS. Ascertain any changes to questions asked and to file specifications and other requirements. Consult these resources for additional information:
 - SY 2011-12 File Specifications
 - Consolidated State Application Accountability Workbooks
- The state *EDFacts* Coordinator will have further information regarding how assessment data are to be submitted according to the individual Consolidated State Accountability Workbook. Individual state workbooks may be found online at <http://www2.ed.gov/admins/lead/account/stateplans03/index.html>.

Determine and coordinate data collection and submission timelines for the state.

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

Communicate with Local Liaisons.

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.

Monitor data collected and aggregated through ESS.

- Data for questions which have file specifications and are submitted through ESS are required to be submitted by 5:00 PM EST on December 19, 2012. Data will appear in the CSPR tool in an aggregated form when it opens in November.
- The state *EDFacts* Coordinator can provide a “pre-fill” report of the aggregated data upon request. State Coordinators should obtain this report and verify the aggregated data, particularly student counts, based on their own records. It is best to verify these data well in advance of the opening of the CSPR to allow time for any necessary revisions.
 - Note non-reporting LEAs or LEAs that have reported zero or a low number of homeless students and compare this number to state poverty or free or reduced lunch (FRL) data or to data from surrounding or similar LEAs.
 - Compare LEA data to that reported for the previous year to identify unexplained discrepancies.
- Data collected through *EDFacts* can only be corrected through the ESS. Corrections to these data cannot be made manually through the CSPR data submission tool. The state *EDFacts* Coordinator should be contacted for assistance with any necessary revisions.

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

- It is likely that it is the responsibility of the State Coordinator to oversee and facilitate the collection of all data on homeless students served by LEAs with subgrants. The state CSPR Coordinator can provide further information specific to your state’s data collection system.
- The State Coordinator may also be responsible for facilitating collection and submission of data from non-subgranted LEAs for Question 1.9 (Number of LEAs). The state CSPR Coordinator can provide further information pertaining to this.
- It is likely that the state *EDFacts* Coordinator will want access to the data that are not collected online well in advance of the opening of the CSPR in November to provide adequate data preparation and data entry time for the state data submission. Establish a deadline by which LEAs must submit their data in order for the *EDFacts* Coordinator to prepare the data for entry when the CSPR opens.
- It is important to note that any revisions to data **not** collected through the ESS system may only be done through the CSPR tool. The only Section 1.9 EHCY question meeting this description is 1.9- LEAs with and without McKinney-Vento Subgrants. Any necessary changes to this data may only be made during the period that the CSPR submission window is open.

NCHE Profile

The National Center for Homeless Education (NCHE) is the U.S. Department of Education's technical assistance center for the Education of Homeless Children and Youth Program. NCHE is housed at the SERVE Center at the University of North Carolina at Greensboro.

NCHE:

- **Supports educators, service providers, parents, community members, and others interested in the education of children and youths experiencing homelessness**
- **Provides information and resources on the needs and educational rights of children and youths experiencing homelessness**
- **Provides information and training about the provisions of the McKinney-Vento Homeless Assistance Act, federal legislation dealing with the education of children and youths experiencing homelessness**

Website: 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