

Collecting & Utilizing McKinney-Vento Data

NC HOMELESS EDUCATION LEARNING INSTITUTE
MARCH 2022

PATRICIA LENTZ, NC HOMELESS EDUCATION PROGRAM

Evolution Of McKinney-Vento



Find students, get them in school



Find students, get them in school, **count them**



Find students, get them in school, count them, **find out how they're doing**



Find students, get them in school, count them, find out how they're doing, **actively help them grow**



Homeless Data Collection



Guide to Collecting & Reporting Federal Data

Education for Homeless Children & Youth Program

National Center for Homeless Education

June 2020

“Guide to Collecting & Reporting Federal Data”.....

*“Each LEA has a local liaison for homeless education who is responsible for ensuring the identification of homeless students through coordinated activities with other school personnel and community agencies [42 U.S.C. § 11432(G)(6)(a)(I)]. **The liaison is also responsible for working with the LEA’s data staff and the State Coordinator to ensure the LEA provides accurate data that meets the required elements outlined by the Secretary of Education.**”*

<https://nche.ed.gov/wp-content/uploads/2020/06/Data-Collection-Guide-SY-19.20-Final-Published-6.23.20.pdf>

McKinney-Vento Annual Data Submission

IT'S REQUIRED!

U. S. Department of Education
requirement

for

All LEAs, charter schools and lab schools –
once annually!

Even if you have “0” students to report.



2021 – 2022SY Data Collection Dates

PowerSchool Homeless Module Is Open!

Opening Date: October 15, 2021

Homeless Data Submissions Due:

LEAs: June 15, 2022

Charter Schools: May 30, 2022



Special Notes:

If your LEA, charter or lab school will be in session after the June 15th deadline for submission, the homeless liaison should contact their NCHPEP Program Specialist to discuss appropriate actions for submission of data.

Once your data has been submitted and approved, you will not be able to go back into the program to delete, edit, or add student information.

Who to Include in Reporting

Any student who:

- Has been enrolled in your LEA/charter/lab school at any point during the academic year, AND
- Was identified as McKinney-Vento during the current academic year.

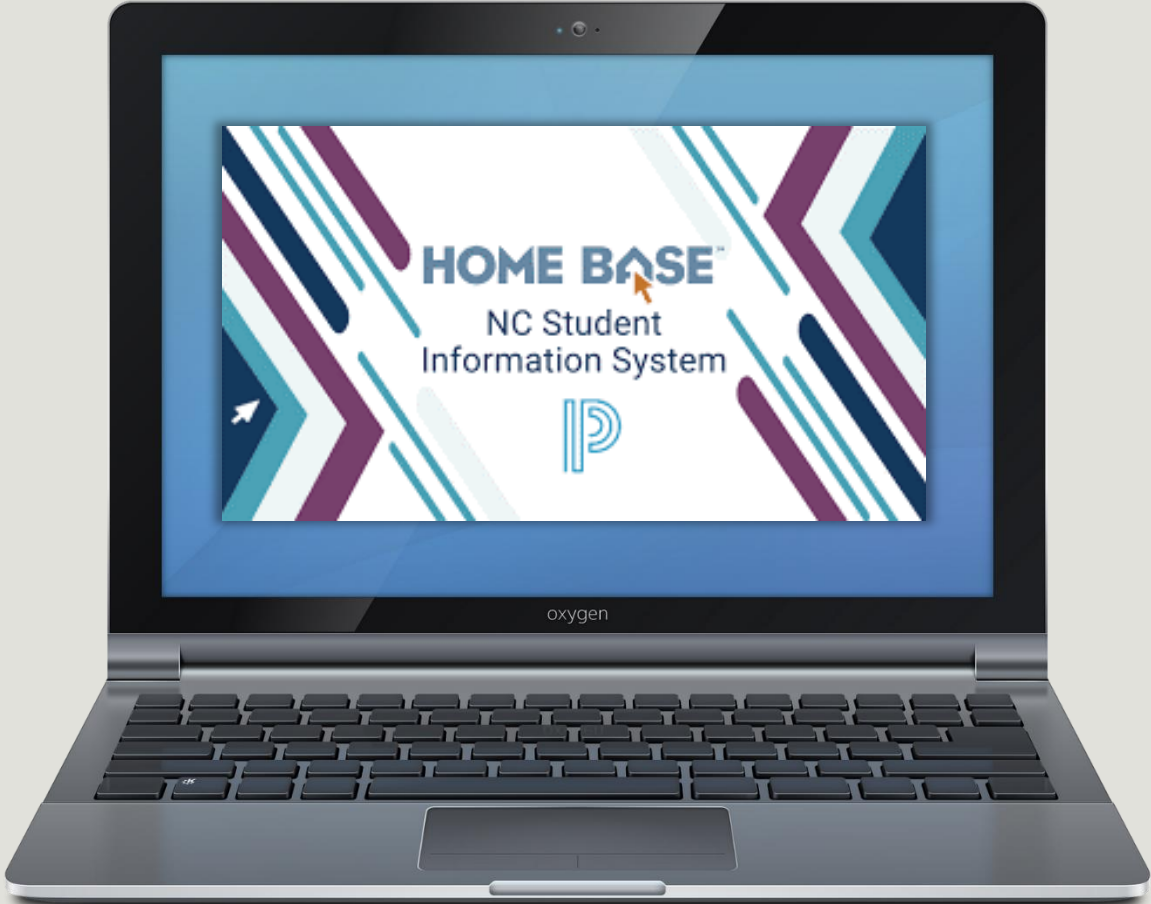
Any preschool-aged (Birth - 5 yrs. – not Kindergarten) sibling of an identified student who:

- Is also living in the same or another qualifying McKinney-Vento situation.

Any school-aged, out of school sibling of an identified student, who:

- Is also living in the same or another qualifying McKinney-Vento situation.

Home Base Data Collection Tool



NCHEP Data Collection Resource Webpage

The screenshot shows the North Carolina Homeless Education Program website. At the top, the header reads "North Carolina Homeless Education Program" with "POWERED BY Google" on the right. A dark blue navigation bar contains the following links: HOME, ABOUT, LOCAL LIAISONS, LAW & GUIDANCE, STUDENTS, CONTACT, and RESOURCES. The main content area is titled "McKinney-Vento Data Collection". Below this title, there is a section titled "THE HOMELESS MODULE IN POWERSCHOOL IS OPEN FOR 2020-2021SY" with the text "Data Collection is required by the U. S. Department of Education." and a "PLEASE NOTE" section. To the right of this section is a dark blue box with white text titled "TRACKING STUDENT IDENTIFICATIONS RESULTING FROM COVID-19". Below the main text is a "TECHNICAL ASSISTANCE" section. At the bottom, there is a long list of resources provided to assist with data entry.

North Carolina Homeless Education Program POWERED BY Google

HOME ABOUT LOCAL LIAISONS LAW & GUIDANCE STUDENTS CONTACT RESOURCES

McKinney-Vento Data Collection

THE HOMELESS MODULE IN POWERSCHOOL IS OPEN FOR 2020-2021SY

Data Collection is required by the U. S. Department of Education.

PLEASE NOTE: The following technical assistance and content comments should clarify any questions resulting from viewing the currently posted Training Video and Data User Guide, which cannot yet be updated in full due to the pandemic:

- Technical assistance is provided by your Program Specialist.
- PowerSchool content is still accurate.
- Attestation of percentage change in identification is not included in the training video. Details are provided in the Tips for Attestation document posted to this page.

The following resources are provided to assist you with data entry:

- Training video (mp4)
 - Updated slides (PDF)
 - Data Collection presentation (PDF)
 - *Functionality is contained within the Homeless Module of PowerSchool to assist LEAs and charter schools in reporting an increase/decrease of at least 10% in student identifications in the current school year compared to the prior school year. Additional information is provided in the Tips for Attestation document.*
- Data Collection User Guide (PDF)
- Data Calendar (PDF)
- Data Collection Checklist (PDF)
- Quick Guides
 - Submitting Student Counts (PDF)
 - Submitting "0" Students (PDF)
- Tip Sheets
 - Tips for Attestation (PDF)
 - Enrolling Students in Homeless School (PDF)
 - Withdrawn Students (PDF)
 - Data Collection & Submission Tips
- Unresolved Data Entry Issues Protocol
- Frequently Asked Questions (FAQs)

TRACKING STUDENT IDENTIFICATIONS RESULTING FROM COVID-19

Any student identifications that are direct result from COVID-19 should not only be included in the Homeless Module of PowerSchool, but should also be tracked using the NCHEP Disaster Tracking Log.

TECHNICAL ASSISTANCE

For questions directly related to homeless data collection, please contact your Program Specialist.

<https://hepnc.uncg.edu/data-collection/>



Questions



Now What?

Analyzing Homeless Data



Self-Evaluation

1. How do you use data?
2. What do you wish you knew about your students?
3. What challenges do you have in accessing data?
4. Do you know who your data stewards are?



Gather & Make Available...

Reliable, valid, & comprehensive information on:

- Number of homeless children & youth (HCY)
- Nature & extent of the problems HCY have in gaining access to school
- Difficulties in identifying the special needs & barriers in the participation & achievement of HCY



Gather & Make Available...

Reliable, valid, & comprehensive information on

- Progress made by the SEA & LEA in addressing problems & difficulties
- Success in identifying HCY & allowing them to enroll in, attend, & succeed in school
- Report to the Secretary data to assess the needs of HCY

HCY Data To Collect

- Number enrolled
- Type of residence
- Subgroups:
 - HCY with disabilities, English learners, unaccompanied homeless youth (UHY), & migratory students
- Achievement
- Dropout
- Who receives targeted or schoolwide services
- Chronically absent



EDFacts – U.S. Department of Education



U.S. Department of Education

Student Loans

Grants

Laws

Data

EDFacts Data Files

Prior to opening an EDFacts data file, please review the "Read Me" document for instructions.

[Read Me—Instructions for Opening EDFacts Data Files](#)

Homeless Students

EDFacts File Long Title	LEA Level CSV File	School Level CSV File	Documentation
SY 2019-20 Homeless Students Enrolled (C118) New!	Long flat file (12.9 MB) New!	N/A	Documentation
SY 2018-19 Homeless Students Enrolled (C118)	Wide flat file (1.3 MB) Long flat file (7.4 MB)	N/A	Documentation
SY 2017-18 Homeless Students Enrolled (C118)	Flat file (1.2 MB)	N/A	Documentation
SY 2016-17 Homeless Students Enrolled (C118)	Flat file (1.2 MB)	N/A	Documentation
SY 2015-16 Homeless Students Enrolled (C118)	Flat file (1.1 MB)	N/A	Documentation
SY 2014-15 Homeless Students Enrolled (C118)	Flat file (902 KB)	N/A	Documentation
SY 2013-14 Homeless Students Enrolled (C118)	Flat file (1 MB)	N/A	Documentation

How Do I Find...

- Student loans, forgiveness
- Higher Education Rulemaking
- College accreditation
- Every Student Succeeds Act (ESSA)
- FERPA
- FAFSA
- 1098, tax forms

[More >](#)

Information About...

- Transforming Teaching
- Family and Community Engagement
- Early Learning
- Constitution Day

<https://www2.ed.gov/about/inits/ed/edfacts/data-files/school-status-data.html>

National Center for Homeless Education (NCHE)

Data and Statistics on Homelessness

NCHE Resources

STUDENT HOMELESSNESS IN AMERICA: SCHOOL YEARS 2017-18 TO 2019-20

This November 2021 report provides a summary of demographic data collected by the McKinney-Vento Education for Homeless Children and Youth (EHCY) Program. The report includes an examination of data collected for the 2017-18, 2018-19, and 2019-20 school years. Information on the number of students experiencing homelessness, their primary nighttime residence, subgroups of students, and race/ethnicity of students experiencing homelessness is included.

Download [Student Homelessness in America: School Years 2017-18 to 2019-20](#).

FEDERAL DATA SUMMARY REPORTS FROM PREVIOUS YEARS

- [Federal Data Summary School Years 2016-17 to 2018-19: Education for Homeless Children and Youth](#)
- [Federal Data Summary School Years 2015-16 to 2017-18: Education for Homeless Children and Youth](#)
- [Federal Data Summary School Years 2014-15 to 2016-17: Education for Homeless Children and Youth](#)
- [Federal Data Summary School Years 2013-14 to 2015-16: Education for Homeless Children and Youth](#)
- [Federal Data Summary School Years 2011-12 to 2013-14: Education for Homeless Children and Youth](#)
- [Analysis of 2012-2013 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2011-2012 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2010-2011 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2009-2010 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2008-2009 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2007-2008 Federal Data Collection and Three-Year Comparison](#)
- [Analysis of 2006-2007 Federal Data Collection and Three-Year Comparison](#)

LEA SUMMARY STATISTICS AND NOTES FOR HOMELESS STUDENTS ENROLLED DATA: SCHOOL YEARS 2013-14 TO 2015-16

This NCHE resource includes summary statistics for publicly-released enrollment and demographic data on students experiencing homelessness who were identified by U.S. public schools during the 2013-2014, 2014-2015, and 2015-2016 school years. Data is collected by local educational agencies (LEAs, or school districts) and reported annually to the U.S. Department of Education through State educational agencies (SEAs). The data include information collected at the LEA level, and contain suppressed information for student counts equal to or less than two students.

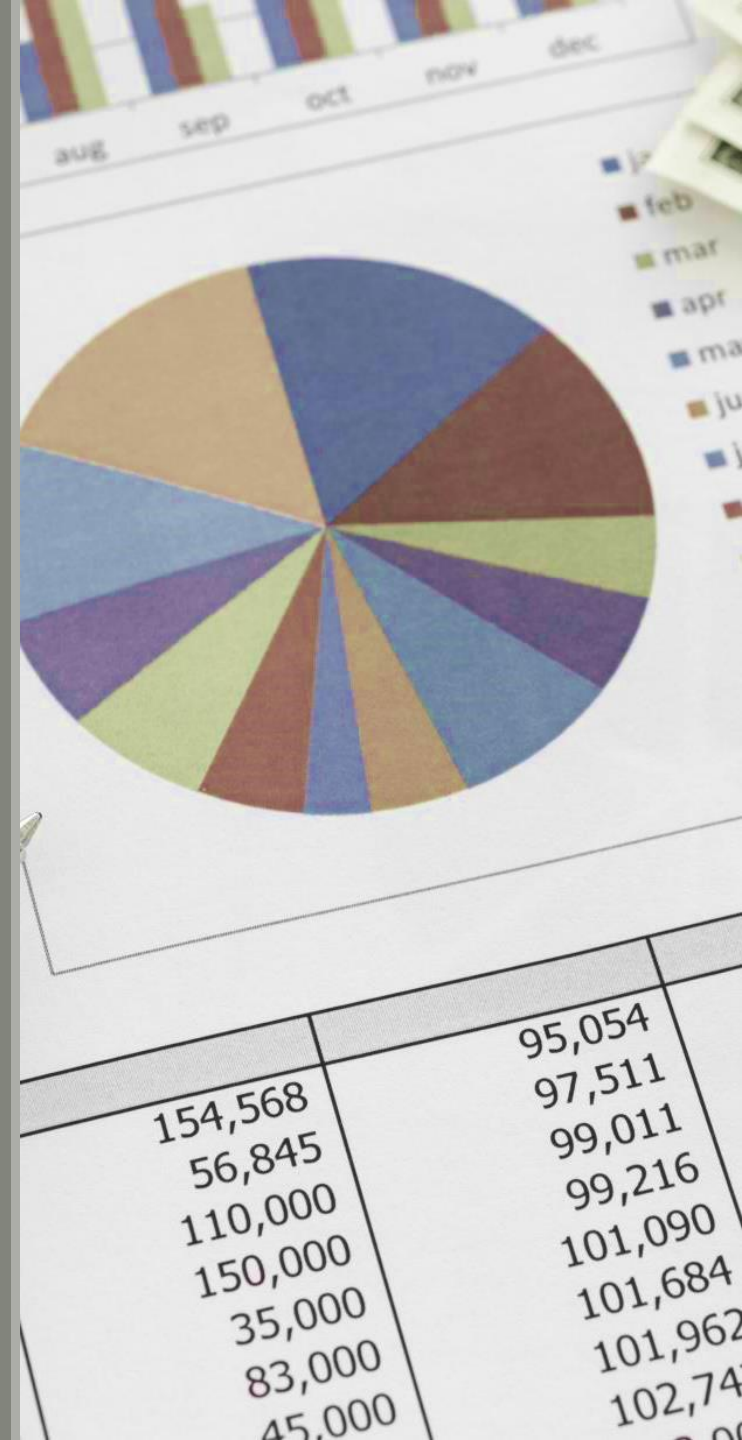
Download [LEA Summary Statistics and Notes for Homeless Students Enrolled Data: School Years 2013-14 to 2015-16](#).

<https://nche.ed.gov/data-and-stats/>

Places Your Data Is Used

ED Leading Indicators:

- Percentage of chronically absent HCY
- Percentage of states that used LEA data for a risk assessment
- Number of states with workplans based on LEA data from a needs assessment & measurable goals



Confirming Quality of Your Data

Data Quality Checks

- *“Guide to Collecting & Reporting Federal Data,”* (NCHE, June 2020)
- Data Quality Review Checklist

Actively review the data collected for changes/trends over time

Determine reason(s) for anomalies or changes in annual data

Provide attestation of data changes with annual data submission

Why Use Your Data

Equality

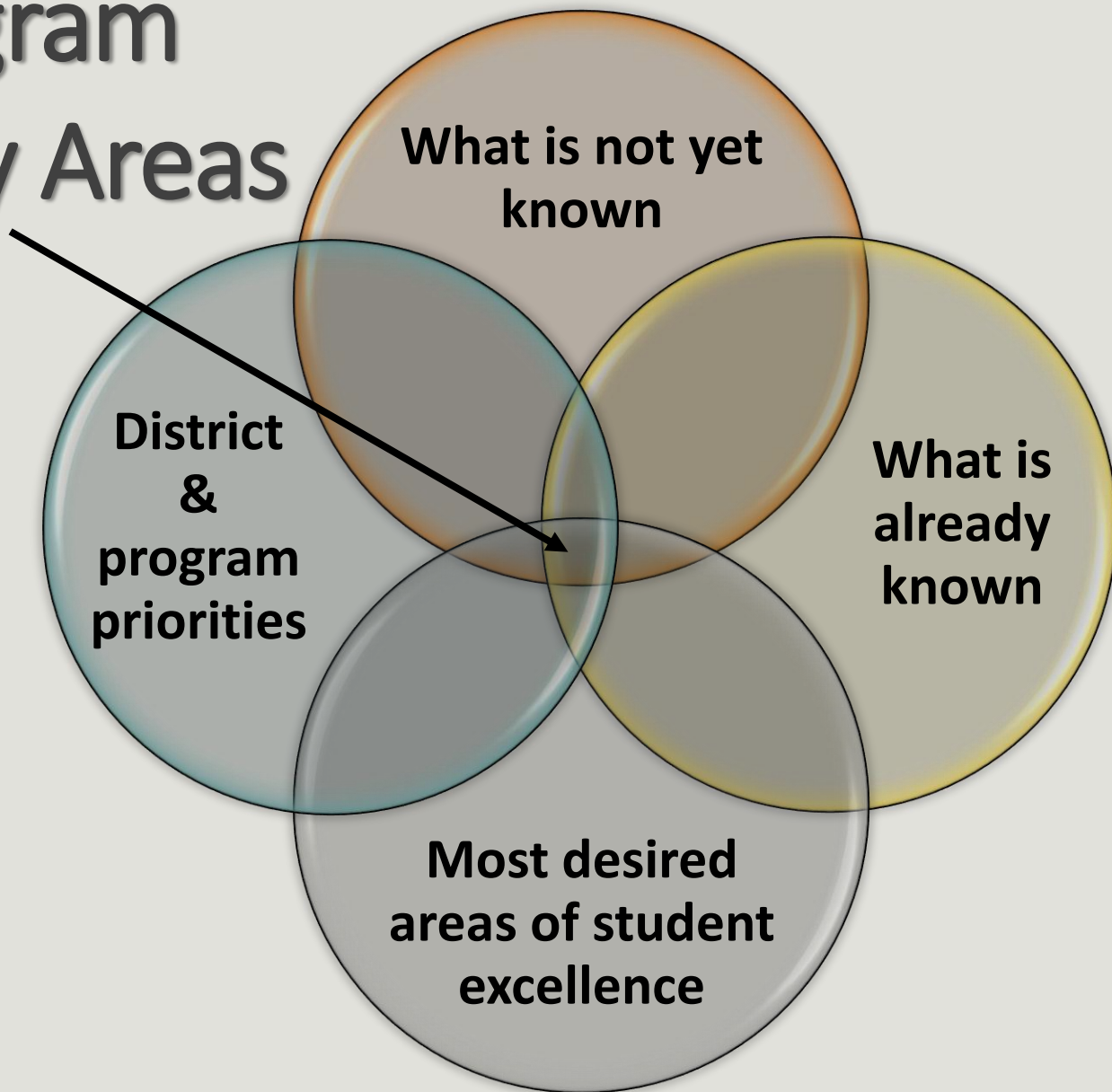


Equity



Program

Priority Areas



Additional Data To Consider

Discipline:

Tardies, suspensions,
expulsions & why

Types of special
education needs

Services received,
including meals

Number of students
served by Title I set-
asides

Retentions

Information provided
by teachers or other
staff

Education
experiences of
parents

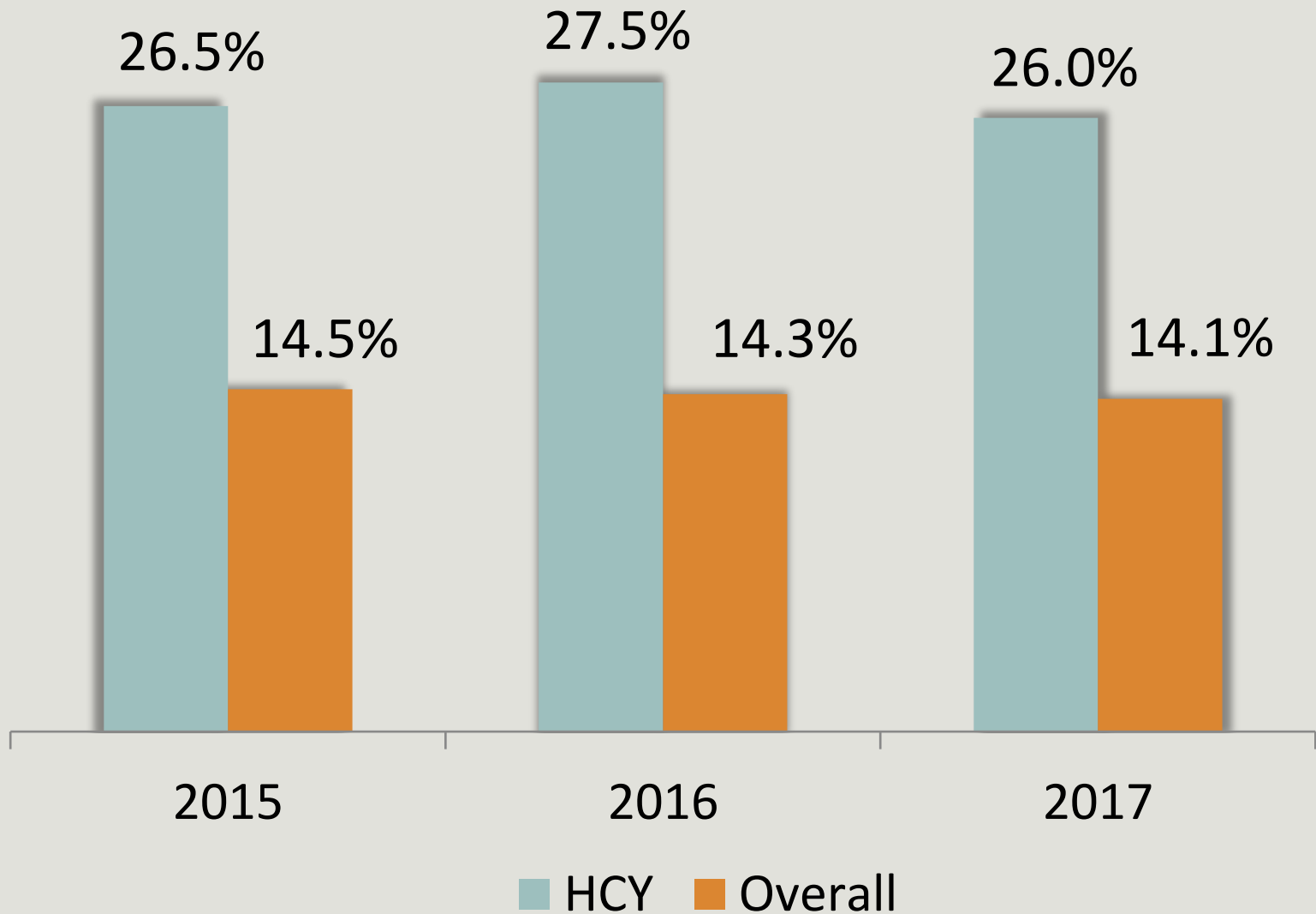
District Examples



Data can be used to increase buy-in from stakeholders, obtain resources, & improve outcomes

- LEA #1: Transitional Living Program
- LEA #2: Afterschool tutoring
- LEA #3: New vans

Suspension Rates





Data Access & Communications

- McKinney-Vento Tracking Form
- PowerSchool
 - Available reports
 - Requests to staff
- Accountability Office
- Other Appropriate PSU Departments



Final Thoughts

Data... "can basically take us out of the dark ages of just kinda teaching & hoping, which is what a lot of folks have done for a very long time. A lot of teachers have taught their hearts out & don't have a good way of telling who's learning what & what's working & what's not."

Kati Haycock, Director
Education Trust

2006



Resources

Data Collection

NCHE Resources

DATA COLLECTION BRIEFS

The National Center for Homeless Education (NCHE) developed a series of briefs focused on ensuring data submitted to ED meets quality standards and conforms to program requirements. The first brief in the series provides an overview of the data collection process while subsequent briefs examine common questions related to individual file specifications.

Download [The Data Collection Process and Students Experiencing Homelessness](#).

Download [A Closer Look at File Specifications: FS 118](#).

Download [A Closer Look at File Specifications: FS 150 and 151](#).

Download [A Closer Look at File Specifications: FS 170](#).

Download [A Closer Look at File Specifications: FS 195](#).

GUIDE TO COLLECTING AND REPORTING FEDERAL DATA: EDUCATION FOR HOMELESS CHILDREN AND YOUTH PROGRAM

This Guide serves as a resource for managing the collection and submission of high quality data that meets federal requirements. While primarily designed to meet the needs of State Coordinators for Homeless Education and EDFacts Coordinators, local liaisons may also find the Guide helpful in completing data reports required by their State Educational Agencies. The Guide includes:

- a list of all the information school districts and states are required to report,
- a table to help liaisons and state coordinators assess data quality,
- sample comments states can submit with data, and
- information to help plan for future collections.

Download the [Guide to Collecting and Reporting Federal Data: Education for Homeless Children and Youth Program](#).

HOUSING AND SCHOOL PARTNERSHIP ON THE POINT-IN-TIME COUNT

This NCHE fact sheet, geared towards a school audience, provides information about the U.S. Department of Housing and Urban Development's annual Point-In-Time (PIT) count, and suggests strategies for how schools can help ensure the most comprehensive and effective count of youth experiencing homelessness.

Download [Housing and School Partnership on the Point-In-Time Count](#).

NCHE Data Collection Briefs

Guide to Collecting & Reporting Federal Data

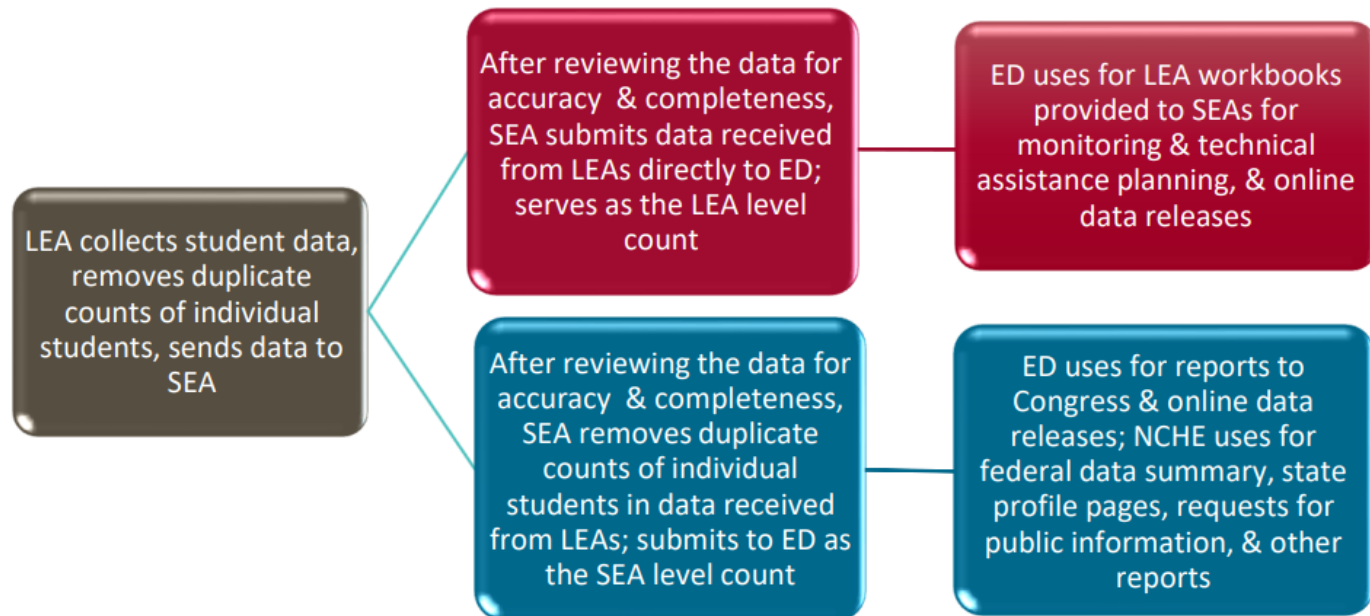
Christina Endres, 2020,
Greensboro, NC:
National Center for
Homeless Education



<https://nche.ed.gov/wp-content/uploads/2020/06/Data-Collection-Guide-SY-19.20-Final-Published-6.23.20.pdf>

Quality Data Reporting Resources Extract: *Guide to Collecting and Reporting Federal Data*

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



Christina Endres, 2020, Greensboro, NC: National Center for Homeless Education.

Extracted with permission, March 2022.

Quality Data Reporting Resources Extract: Guide to Collecting and Reporting Federal Data

Table 4. Data quality checklist

Data Quality Review Questions	Yes	No
Are all operational LEAs included in the number of LEAs for the state, including regional education service agencies, special education cooperatives, and other specialized LEAs? (See Appendix D for a guide on which education agencies to include.)		
Did all LEAs in the state that enroll students report data, including charter schools and LEAs that do not receive a subgrant?		
Did all LEAs in the state that serve homeless students with a McKinney-Vento subgrant report data, including regional education service agencies, special education cooperatives, and other specialized LEAs?		
Are all LEAs that are a part of a consortium grant marked as subgrantees in file spec C170 even if the LEA was not the fiscal agent?		
Was a count of homeless students included at each appropriate level based on the file spec (school, LEA, SEA)? (See Table 1 for more information.)		
Were the counts of homeless students submitted cumulative, representing any student who was homeless at any point during the school year?		
Does the education unit total equal the sum of enrolled homeless students by age/grade, primary nighttime residence, and race/ethnicity?		
Do counts of enrolled students include students in the specified grades for each question and exclude out of school students?		

*Christina Endres, 2020, Greensboro, NC:
National Center for Homeless Education.
Extracted with permission, March 2022.*

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

NCHEP Data Quality Review Questions

Adapted from *Guide to Collecting & Reporting Federal Data*

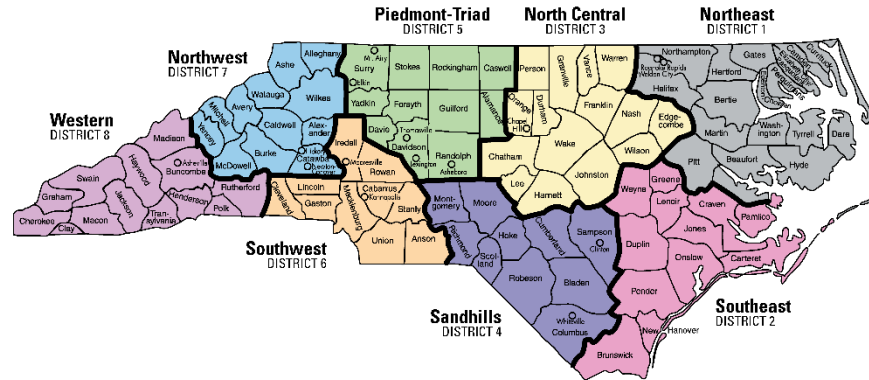
Christina Endres, 2018,
Greensboro, NC:
National Center for
Homeless Education

Adapted with
permission, April 2019

NCHEP Data Quality Review Questions		
	Yes	No
Were all schools, including the Homeless School, included on the homeless school summary page for the LEA?		
Does the Homeless School Summary count, by school, match the school count in your McKinney-Vento tracking form?		
Were the counts of homeless students submitted cumulative, representing any student who was homeless at any point during the school year?		
Does the education unit total equal the sum of enrolled homeless students by age/grade and primary nighttime residence?		
Are the enrollment totals from this year comparable to last year, i.e., represent a 10% or less change? If the change is larger than that, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Are the enrollment totals for each grade from this year comparable to last year? If the change in the number of students in a particular grade is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Does the total number of students enrolled by grade equal the total number of students enrolled by primary nighttime residence?		
Does the total number of unaccompanied homeless youth equal the total number of unaccompanied homeless youth by primary nighttime residence?		
Does all the data fall into the categories required by ED <i>Facts</i> ? For example, only the types of primary nighttime residence of sheltered, unsheltered, hotels/motels, and doubled-up are used to describe the data?		
If the LEA is a subgrant recipient, are the total number of students served by McKinney-Vento subgrants from this year comparable to last year? If the change in the number of students served by McKinney-Vento subgrants is large, is the change reasonable due to changes in LEA resources, outreach efforts, or due to natural disasters, job loss, etc.?		
Is the number of students enrolled in a grade equal to or less than the number of students participating in testing for each grade?		
Is the number of homeless students who were reported as chronically absent equal to or less than the number of homeless students enrolled in each school?		
Is the overall total number of students reported as chronically absent equal to or greater than the number of homeless students reported as chronically absent in each school?		
Did the ACGR data include all students who experienced homeless at any point during Grades 9 through 12, including dropouts?		

Adapted from *Guide to Collecting & Reporting Federal Data*, by Christina Endres, 2018, Greensboro, NC: National Center for Homeless Education. Adapted with permission, April 2019.

North Carolina State Board of Education Districts



Neely Ward
Program Specialist
for LEAs
alarens@serve.org
336-260-0619

Patricia Lentz
Program Specialist
for Charter Schools
plentz@serve.org
336-681-7561

Lisa Phillips, State Coordinator
lphillip@serve.org
336-543-4285

NC Homeless Education Program