

Data Collection for McKinney-Vento



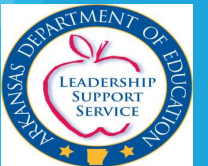
McKinney-Vento State Conference

2019

Why Data Matters

Regardless of whether you love or hate working with data, there are several reasons why it is important to collect and analyze data related to the education of homeless children and youths. At the most basic level, we collect data because:

- ▶ The McKinney-Vento Act requires data to be collected and provided to the federal government [42 U.S.C. § 11432(f)(1), 42 U.S.C. § 11432 (f)(3)] and for the Secretary of Education to disseminate that information to stakeholders [42 U.S.C. § 1434(h)(1)].
- ▶ Local educational agencies (LEAs) that compete for subgrant funds must provide needs assessments and demonstrate a need for funds as part of their subgrant applications [42 U.S.C. § 11433(b)(1)]. Likewise, state educational agencies (SEAs) may consider the number of homeless students enrolled in the LEA prior to making subgrant awards [42 U.S.C. § 11433(c)(2)].





- ▶ SEAs must consider the quality of a subgrant application, the appropriateness of proposed activities based on identified student needs, and past success in meeting student needs before making awards [42 U.S.C. § 11433(c)(3), 2 C.F.R. Section 200.205].
- ▶ Data collections regarding the services homeless students receive and their academic outcomes are required by the U.S. Department of Education (ED) to ensure compliance with Title I, Part A of the Elementary and Secondary Education Act (ESEA).
- ▶ Data is used to calculate the set-aside for serving homeless students under Title I, Part A.

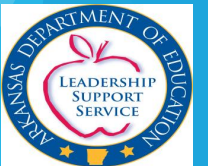


What Data to Collect

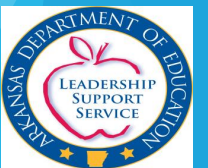
In order to meet the data collection and dissemination requirements in federal law, ED identified several pieces of data considered essential to evaluating outcomes for homeless students.

Schools are required to collect and provide the identified data to their SEAs on an annual basis.

- ▶ The essential pieces of data that must be submitted to ED annually include:
- ▶ the number of LEAs in the state that do and do not receive subgrants;
- ▶ the number of LEAs in the state that do and do not report homeless education data;
- ▶ the number of homeless students enrolled in each grade, including preschool;
- ▶ the primary nighttime residence of homeless students enrolled in school;

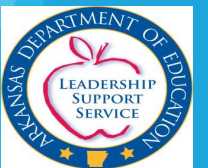


- ▶ the number of homeless students enrolled in school that are a part of particular subgroups, including English learners, unaccompanied homeless youth, students with disabilities, and migratory students;
- ▶ the number of homeless children and youth served by McKinney-Vento subgrants;
- ▶ the number of homeless students served by McKinney-Vento subgrants that were also part of the four subgroups;
- ▶ the participation and performance of homeless students on reading, math, and science assessments;
- ▶ the number of homeless students that dropout or graduate;
- ▶ the number of homeless students who are served by Title I, Part A;
- ▶ the number of homeless students who meet other measures of academic achievement identified by the state.

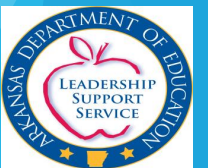


Using the Data

While the most basic reason we collect data is because the law requires it, a better reason to collect information on student outcomes is to help the students succeed. Homeless students face unique challenges in their educational pursuits and need education strategies to counter those challenges. However, given the number of things liaisons are tasked with completing each day, it is easy to think about to-do lists instead of how those to-do lists support long term program goals.



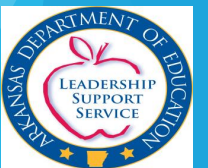
- ▶ While the data collections required by ED are critical for measuring program outcomes, LEAs may find they need to examine additional pieces of information to help students succeed. In addition to the data that must be collected under McKinney-Vento and ESEA requirements, other state and federal programs also require data to be collected. This data can be accessed by working with the LEA's data staff and may provide useful information about why homeless students are or are not succeeding in school.
- ▶ Other data available at the LEA level for homeless students, students overall, or other subgroups of students include
 - ▶ the number of suspensions and expulsions students had,
 - ▶ reasons for expulsions,
 - ▶ the reasons students missed school,
 - ▶ information on participation in gifted and talented programs,
 - ▶ the number of students with an Individualized Education Plan (IEP) and the disabilities addressed by the IEP, poverty rates,
 - ▶ types of diplomas earned,
 - ▶ reasons cited by students for dropping out,
 - ▶ participation and performance in advanced placement courses, and
 - ▶ participation in school meals.



- ▶ By comparing these data to the data required under the McKinney-Vento Act, liaisons can identify areas for improvement that are unique to their LEAs. For example, while district personnel may assume that all homeless students receive free school meals, a review of the number of homeless students compared to the number of homeless students who receive free school meals may highlight a significant gap in services. A more in-depth examination of data related to homeless students can improve collaboration as well.

Confidentiality

- ▶ Districts should carefully review all data sharing policies and agreements on a regular basis to ensure that they are consistent with state and federal laws that protect student records and confidentiality. The Family Educational Rights and Privacy Act (FERPA) is a federal law that outlines what information may be shared, by whom, and when. Districts should ensure that district policies are consistent with requirements under FERPA.





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