McKinney-Vento Data Standards and Indicators (2006 Revisions)

National Center for Homeless Education
SERVE
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McKinney-Vento Data Standards and Indicators (2006 Revisions)

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"People without information cannot act.
People with information cannot help but act."
--Ken Blanchard

Section I. Introduction

In a time of high-stakes accountability and decreasing funding opportunities, it is important for homeless education programs to find ways to continuously enhance services and to effectively communicate successes. Increasingly, funding agencies are emphasizing the importance of collecting and reporting outcome data to account for the use of allocated resources. With this in mind, the National Center for Homeless Education (NCHE) in collaboration with national, state, and local stakeholders developed a set of standards and indicators reflecting the various components that characterize a quality homeless education program.

In 2001, a participatory process was used to develop the original Standards and Indicators for quality McKinney-Vento (MV) programs. The workgroup included State Coordinators for homeless education, local homeless liaisons, representatives of national organizations, and program-evaluation specialists. In 2005, NCHE convened a similar group to revise the MV Standards and Indicators. The involvement of national, state, and local stakeholders helped to ensure that the revised Standards and Indicators are both relevant and useful.

Currently, MV programs are not mandated to collect all the outcome data presented in this document; however, it is important to note that the MV Standards and Indicators encompass a majority of the measures that the U.S. Department of Education's Homeless Children and Youth Program requires states to report from their MV subgranted districts. In addition, the Department of Education endorses the usage of the Standards and Indicators. The original MV Standards and Indicators were included in the U.S. Department of Education's *2004 Policy Guidance for the Education of Homeless Children and Youths Program*. The revised MV Standards and Indicators have been approved by the U.S. Department of Education, as well. Thus, development of the Standards and Indicators and the dissemination of this document are provided by NCHE as a tool for homeless education programs to ensure compliance with federal requirements and to improve their services.

How do the revised MV Standards and Indicators differ from the original ones?

- Ten Standards have replaced the original five, grouped by student achievement/performance outcomes, school and LEA support outcomes, and collaboration outcomes.
- The revised Standards and Indicators reflect four years of effective practice in implementing the reauthorized McKinney-Vento Act.
- Indicators for each Standard are "suggested" measures for LEAs to select and adapt to their programs as appropriate.
- The revised Standards and Indicators use language that focuses on quantifiable outcomes to facilitate comparisons over time and with other programs in the school district.

The revised Standards and Indicators are designed to apply to a wide range of MV programs across the nation. It is understood that programs vary significantly (e.g., in the number of identified homeless students/families, resources available, services provided, level of technology, number of staff members, demographics, socio-economic conditions, etc.), and therefore, no two programs are ever identical. Thus, the MV Standards and Indicators presented in this document may not be applicable for every program.

However, the Standards represent a comprehensive framework that is based on the requirements of the McKinney-Vento Act and effective practice. It is essential for administrators in all MV programs to ask themselves the following questions, based on the ten Standards:

1. Do all students experiencing homelessness in my district, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels?
2. Do all students experiencing homelessness in my district demonstrate academic progress?
3. Are all children in homeless situations identified in my district?
4. Within one full day of an attempt to enroll in school, are all students experiencing homelessness in my district in attendance?
5. Do all students experiencing homeless in my district experience stability in school?
6. Do all students experiencing homelessness in my district receive specialized and comparable services when eligible?
7. Are all preschool-aged students experiencing homelessness in my district enrolled in and attending preschool programs?
8. Are all unaccompanied youth experiencing homelessness in my district enrolled and attending school?
9. Are all parents (or persons acting as parents of children and youth) of students experiencing homelessness in my district informed of the educational and related opportunities available to their children and provided with meaningful opportunities to participate in their children's education?
10. Does my district help with the needs of all students experiencing homelessness through collaborative efforts both within and beyond the LEA?

How are the MV Standards and Indicators helpful?

The Standards and Indicators provide a framework for data collection. Data collected on the Standards and Indicators:

- Reinforce an outcome-driven program, rather than an activity-driven program
- Provide a measure of accountability
- Provide understandable and valid data
- Serve as a mechanism to monitor program progress
- Identify areas for improvement
- Provide performance information to stakeholders

One of the greatest benefits of collecting data using the Standards and Indicators is to guide program administrators in asking questions about their program that yield insights

on trends, comparisons, and gaps. Note the sample questions listed with each of the Standards in Section II that are designed to identify areas for further study and provide more in-depth understanding of program strengths and weaknesses.

How do we get started in using the MV Standards and Indicators?

Reflecting on the ten questions listed above is just the first step of a process to ascertain the scope of your school district's MV program. In addition, local sites that have collected MV Standards and Indicators data in the past recommend that you:

- Assess if and how your program is currently collecting data in regards to each of the Standards (e.g., program documentation, intake forms, surveys, parent interviews, etc.).
- Then, select the Standards that your program plans to collect student-level data to support. (Note: It is important for your program to collect some type of data on each of the ten Standards—even if it is just anecdotal or based on staff observations. However, collecting student-level data will ensure more reliable reporting).
- Begin collecting student-level data on one or two Standards and Indicators that can be easily integrated into your current data-collection system. Over a planned period of time, incorporate the remaining, more difficult student-level elements into your data system one-by-one. This process will help your program strengthen its data-collection capacities in a way that will not be overwhelming.
- Determine if the suggested Indicators are applicable for your program to collect; if not, your program should design more relevant and useful indicators. It is important to note that programs have the flexibility to create and/or revise the suggested Indicators; however, the Standards should always retain the same language and intent.

In essence, Indicators presented in this document should be viewed as a "menu" of options your program could use to collect data regarding the ten Standards for quality programs. It would be overwhelming for a program to collect data for all the proposed Indicators in this document. Thus, prioritizing your data-collection plan is an important first step.

Collecting MV Standards and Indicators data is an interactive and iterative process that will require the involvement of various stakeholders in the area of homeless education. It is recommended that your program assemble a small workgroup to provide input about how best to incorporate the Standards and Indicators into your current data-collection system.

More detailed information regarding: (a) the history of the MV Standards and Indicators project; (b) incorporating the MV Standards and Indicators into your local program; (c) piloting the data-collection processes; (d) use of logic models; (e) and challenges, strategies, and reporting requirements is available on the NCHE website at http://www.serve.org/nche/products_list.php#guidebook. Although the *McKinney-Vento Data Standards and Indicators Guidebook* was written to assist with data collection with regard to the original MV Standards and Indicators, much of the information included in the Guidebook is also applicable to the process of collecting data using the revised Standards and Indicators presented in this document.

Section II.
McKinney-Vento Standards and Indicators of Quality Programs
(2006 Revisions)

Student Achievement/Performance Outcomes

Standard 1: All homeless students*, identified and enrolled at the time of the state assessment, take the state assessment required for their grade levels.		
Indicator	**Formula**	**Questions to Ask Based on Data**
1.1: Percent of homeless students who took the standards-based assessment in math.	1.1: Number of homeless students who took the standards-based assessment in math required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state math assessment.	--Are these percents increasing or decreasing annually? Why? --How do these percents from last year compare with the school and/or district average? --What assumptions can be made based on this information? --What does the school, district, and/or MV program do to ensure access of all eligible students to state math and reading assessments? What improvements could be made?
1.2: Percent of homeless students who took the standards-based assessment in reading.	1.2: Number of homeless students who took the standards-based assessment in reading required for their grade/ Total number of homeless students identified and enrolled (at the time the state assessment was given) who were required to take the state reading assessment.	

* Although the term “homeless students” is used throughout Section II and III of this document, it is understood that homelessness is a temporary experience of residential loss or instability, and that the term “homeless” is not a permanent or definitional label. Therefore, it is important to note that for the purposes of streamlining the language of this document, the term “homeless students” more accurately refers to “children and youth experiencing homelessness.”

Student Achievement/Performance Outcomes

Standard 2: All homeless students demonstrate academic progress.		
Indicator	**Formula**	**Questions to Ask Based on Data**
2.1: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	2.1: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math/ Number of homeless students enrolled who took the math state assessment.	--Are these percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --How do these percents compare with the school and/or district average? --What does the school, district, and/or MV program do to ensure proficiency of all eligible homeless students on state math and reading assessments? What improvements could be made? --What does the school, district, and/or MV program do to ensure all homeless students have the academic support/resources necessary to be promoted to the next grade level or show progress toward grade-level expectations? What improvements could be made? --What does the school, district, and/or MV program do to ensure all students graduate? What could be improved? --What efforts have been made by the MV program to assist homeless students' plans for post graduation? --What strategies/activities does the district use to ensure that homeless students will show progress toward grade-level from their performance level upon enrollment for whatever period of time they are enrolled? --Is it possible for my LEA to collect graduation data on students that were identified as homeless during their high school years? During their entire career as a student (K-12)? --***Note:*** It is suggested that Indicator 2.4 data be collected when homeless students are not in the school/district long enough to be assessed via the state standardized test. Schools/districts need to determine how to assess homeless children's progress toward grade-level from the time they enroll—such as, formal/informal assessment at enrollment compared with academic performance on tests or classwork at the time child disenrolled or at end of the year.
2.2: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	2.2: Number of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading/ Number of homeless students enrolled who were required to take the reading state assessment.	
2.3: Percent of homeless students promoted to the next grade level is at or above the promotion rates of the school.	2.3: Number of homeless students promoted to the next grade level/ Number of homeless students enrolled. Then, compare that percentage with the promotion rates of the school.	
2.4: Percent of homeless students who showed progress toward grade-level expectations.	2.4: Number of homeless students who showed progress toward grade-level expectations/ Number of homeless students enrolled.	
2.5: Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.	2.5: Number of homeless students who received a high school diploma or equivalent/ Number of homeless students eligible for a high school diploma or equivalent. Then, compare that percent with the graduation rate of the school.	

School/LEA Support Outcomes

Standard 3: All children in homeless situations are identified.		
Indicator	**Formula**	**Questions to Ask Based on Data**
3.1: Number of homeless students enrolled in school.	3.1: Because this is not a percent, no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --Is it possible for my LEA to disaggregate the enrollment data into the following categories: a) students that were identified as homeless while enrolled in school and b) those that were identified as homeless when they enrolled in school? --What processes has the MV program used to ensure students who become homeless while enrolled in school are being successfully identified? What improvements could be made? Are additional or different processes needed? --What processes has the MV program used to ensure homeless students who were not enrolled in school are being successfully identified? What improvements could be made? Are additional or different processes needed? --What outreach activities has the MV program used to identify students in shelters, hotel, motels, and other settings, including those living doubled up? What improvements could be made to the current outreach activities? Are additional or different outreach activities needed? --Are all school staff members expected to receive professional development or are certain staff members targeted for professional development based on their role and access to students? --What types of professional development strategies/activities has the MV program used to assist staff to better identify students in shelters and other settings, including those living doubled up? What improvements could be made to the current identification processes? Are additional or different professional development strategies/activities needed? --Are you currently collecting participant satisfaction data on the quality, utility, and relevance of professional development outreach activities? What aspects of the professional development and outreach activities are receiving the highest ratings? Why? --What aspects of the professional development and outreach activities are receiving the lowest ratings? What can be done to increase the quality, utility, and relevance of these activities?
3.2: Percent of students in LEA that are homeless.	3.2: Number of homeless students enrolled in the LEA/Number of total students enrolled in LEA.	
3.3: Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.	3.3: Because this is not a percent, no formula is needed.	
3.4: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.	3.4: Number of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services/ Number of school staff members.	

School/LEA Support Outcomes

Standard 4: Within one full day of an attempt to enroll in school, homeless students are in attendance.		
Indicator	**Formula**	**Questions to Ask Based on Data**
4.1: Percent of homeless students who were enrolled on the same day they came to school to be enrolled.	4.1: Number of homeless students who were enrolled on the same day they came to school to be enrolled/ Number of homeless students enrolled in school.	--***Note:*** To collect Indicator 4.1 and 4.2 data, it is often necessary to have a conversation with parents/guardians to get a detailed description of the enrollment process they experienced to ensure that indeed it was an "immediate" enrollment. --Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What school-/district-level processes has the MV program used to ensure homeless students are being immediately enrolled? If a student is not immediately enrolled, what processes are in place to document the reason for delayed enrollment? What improvements could be made to the current enrollment processes? Are additional or different processes needed? --What school-/district-level processes has the MV program used to ensure homeless students attend school on the same day of enrollment? If a student does not attend school on the same day of enrollment, what processes are in place to document the reason for delayed attendance? What improvements could be made to the current processes to ensure immediate student attendance? Are additional or different processes needed?
4.2: Percent of homeless students who attended school on the same day of enrollment.	4.2: Number of homeless students who attended school on the same day of enrollment/Number of homeless students enrolled in school.	
4.3: Average number of days between a homeless student's enrollment in school and his/her school attendance.	4.3: Total count of the days that passed between enrollment and attendance for all homeless students/ Total number of homeless students enrolled.	

School/LEA Support Outcomes

Standard 5: All homeless students experience stability in school.		
Indicator	**Formula**	**Questions to Ask Based on Data**
5.1: Average rate of attendance for homeless students is at or above the school average.	5.1: Total number of days homeless students were in attendance/Total number of days homeless students were enrolled. Then, compare that percent with the school's attendance average.	--***Note:*** To determine Indicator 5.1, the attendance rate for each homeless student must be calculated individually based on the number of days he or she attended school versus the number of days he or she was enrolled in school. In a district with large numbers of homeless students, the average rate of attendance may be determined by selecting a sample of homeless students enrolled. --Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What are the most common barriers that prevent homeless students from attending school? --What strategies are currently in place to ensure stability in school (reduced school transfers) for homeless students? What improvements could be made? Are additional or different strategies needed? --What progress has been made by the program to achieve the target of "one child, one school, one year?" --How can the MV program assist in lowering the number of residential moves for homeless students once identified? --If all requests for transportation to school of origin are not granted, why were requests denied? What can the MV program do to alleviate the denied requests?
5.2: Percent of homeless students that remain in one school for the duration of the school year.	5.2: Number of homeless students that remained in one school for the duration of the school year/ Number of homeless students enrolled.	
5.3: Average number of schools attended by homeless students in one year.	5.3: Total count of school moves for all homeless students for one year/ Number of homeless students enrolled.	
5.4: Average number of residential moves for homeless students once identified as homeless.	5.4: Total count of residential moves for all homeless students/ Number of homeless students enrolled.	
5.5: Percent of homeless students who received transportation to the school of origin (defined by the McKinney-Vento Act) as requested by the parent or guardian.	5.5: Number of requests granted regarding transportation to school of origin/ Number of requests made by clients for transportation to school of origin.	

School/LEA Support Outcomes

Standard 6: All homeless students receive specialized and comparable services when eligible.		
Indicator	**Formula**	**Questions to Ask Based on Data**
6.1: Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.	6.1: Number of homeless students who received an individual needs assessment/ Number of homeless students enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure homeless students receive specialized and comparable services when eligible? What improvements could be made? Are additional or different strategies needed? --Are homeless students being evaluated for disabilities in a timely manner, as defined by the IDEA legislation Section 6 (12)(a)(21)? If special education services are not being provided immediately, what can be done to expedite the IEP once a homeless student is enrolled? --Do all homeless students who need services through Title I receive them? --If comparable opportunities are provided to homeless students but students decline participation, why are students declining participation? --How could the MV program document and eliminate any existing barriers? --Has the amount of funds set aside through Title I increased or decreased? How does your LEA determine set-aside amounts? What formulae (per pupil amount, percentage of free and reduced lunch) and/or evaluative tools (student achievement scores, individual assessments, etc.) are used to make this determination? --How does the percent of homeless students who participated in extra-curricular activities compare to the school average? Is it similar? Why or why not? How can the MV program encourage/facilitate more participation?
6.2: Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.	6.2: Number of homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state/ Number of homeless students enrolled whose parents requested a special education evaluation.	
6.3: Percent of homeless students with Individual Education Plans (IEPs) who began receiving special education services on the day of their enrollment in school.	6.3: Number of homeless students with IEPs who began receiving special education services on the day of their enrollment in school/ Number of homeless students with IEPs who enrolled in school.	
6.4: Percent of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live.	6.4: Number of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live/ Number of homeless students who do not attend Title I schools.	
6.5: Amount of funds set aside for homeless students through Title I.	6.5: Because this is not a percent, no formula is needed.	

Standard 6: All homeless students receive specialized and comparable services when eligible.		
Indicator	**Formula**	**Questions to Ask Based on Data**
6.6: Percent of homeless students who had access to free and reduced price meals.	6.6: Number of homeless students who had access to free and reduced price meals/ Number of homeless students enrolled.	
6.7: Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or vocational education services.	6.7: Number of homeless students who had access to ELL services, gifted and talented, and/or vocational education services/ Number of homeless student eligible for ELL services, gifted and talented, and/or vocational education services.	
6.8: Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).	6.8: Number of homeless students who received supplemental academic services/ Number of homeless students enrolled.	
6.9: Percent of homeless students who received school and personal supplies when needed.	6.9: Number of homeless students receiving basic school and personal supplies when needed/ Number of homeless students needing basic school and personal supplies.	
6.10: Percent of homeless students who participated in extracurricular activities.	6.10: Number of homeless students who participated in extracurricular activities/ Number of homeless students enrolled.	

School/LEA Support Outcomes

Standard 7: All preschool-aged* homeless children enroll in and attend preschool programs.		
Indicator	**Formula**	**Questions to Ask Based on Data**
7.1: Number of preschool-aged children identified as homeless by LEA.	7.1: Because this is not a percent, no formula is needed.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure preschool-aged children enroll in and attend preschool programs? What improvements could be made? Are additional or different strategies needed? --How do these data compare to the number or percent of kids in the community that have access to preschool programs? --How many or what percent of homeless preschool students undergo a developmental assessment or screening? What assessment tools are used? --Do contacts, meetings, and correspondence result in greater identification and preschool enrollment of homeless preschool-aged children? --***Note:*** The amount and type of data available for preschool-aged homeless children will vary from district to district and will determine which indicators should be selected for data-collection purposes.
7.2: Number of preschool-aged children identified as homeless by LEA, enrolled and attending a SEA or LEA public preschool. (If public preschool is available in the district.)	7.2: Because this is not a percent, no formula is needed.	
7.3: Number of homeless preschool-aged children identified through IDEA, Part C.	7.3: Because this is not a percent, no formula is needed.	
7.4: Number of LEA contacts, meetings, correspondence, and/or agreements with preschools not operated by the SEA or LEA.	7.4: Because this is not a percent, no formula is needed.	

*For this standard, preschool-aged includes infant and toddlers.

School/LEA Support Outcomes

Standard 8: All homeless unaccompanied youth enroll in and attend school.		
Indicator	**Formula**	**Questions to Ask Based on Data**
8.1: Number of homeless unaccompanied youth enrolled in school by LEA.	8.1: Because this is not a percent, no formula is needed.	--***Note:*** School districts determine MV eligibility of unaccompanied youth applying the definition of homeless on a case-by-case basis. In general, most unaccompanied youth are eligible. --Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure all unaccompanied youth enroll and attend school? What improvements could be made? Are additional or different strategies needed? --If needed services opportunities are provided to homeless students, but students decline participation, why are students declining participation? How could the MV program document and eliminate any existing barriers? --If a homeless unaccompanied youth is not on grade level, what services are provided students to make up lost credits? -- How has the MV program encouraged homeless students to consider and work toward postsecondary education opportunities? What types of services are provided to assist unaccompanied youth with preparing for and/or applying for postsecondary education opportunities (e.g., SAT/ACT preparation, course selection, application process, scholarships, etc.)? What improvements could be made? Are additional or different strategies needed?
8.2: Percent of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA.	8.2: Number of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA/ Number of unaccompanied youth enrolled.	
8.3: Percent of homeless unaccompanied youth assisted with selecting the school for attendance in their best interest.	8.3: Number of enrolled homeless unaccompanied youth assisted with selecting the school for attendance in their best interest/ Number of unaccompanied youth enrolled.	
8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of homeless unaccompanied youth.	8.4: Because this is not a percent, no formula is needed.	
8.5: Percent of homeless unaccompanied youth provided with access and referrals to needed services by LEA.	8.5: Number of homeless unaccompanied youth provided access and referrals to needed services/ Number of unaccompanied youth enrolled.	
8.6: Percent of homeless unaccompanied youth that are not on grade level.	8.6: Number of homeless unaccompanied youth that are not on grade level/ Number of unaccompanied youth enrolled.	

Standard 8: All homeless unaccompanied youth enroll in and attend school.		
Indicator	**Formula**	**Questions to Ask Based on Data**
8.7: Percent of homeless unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.	8.7: Number of homeless unaccompanied youth who were provided with assistance preparing for and/or applying for postsecondary education opportunities/ Number of unaccompanied youth enrolled.	

Collaboration Outcomes

Standard 9: All parents (or persons acting as parent s) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.		
Indicator	**Formula**	**Questions to Ask Based on Data**
9.1: Percent of homeless students whose parents were informed of McKinney-Vento rights.	9.1: Number of homeless students whose parents were informed of McKinney-Vento rights/ Number of homeless student enrolled.	--Are these numbers/percents increasing or decreasing annually? Why? --What assumptions can be made based on this information? --What strategies are currently in place to ensure all parents experiencing homelessness are informed of their MV rights? What improvements could be made? Are additional or different strategies needed? --In what ways are homeless parents provided information and assistance in making best-interest decisions regarding school enrollment and educational stability of their children? Is it in a format that is convenient for the parent? In a level and/or language that is understood by the parent? --If homeless parents are provided opportunities to receive services comparable to those of non-homeless parents but they decline participation, why are they declining participation? How could the MV program document and eliminate any existing barriers? --If all parent requests for transportation to and from school activities are not granted, why were requests denied? What can the MV program do to alleviate denied requests? * Local liaison intervention to settle a disagreement between the parent and the school over school selection is not necessarily the same as a formal dispute process. The U.S. Department of Education recommends that any intervention involving parents be documented by the local liaison. (See the Barrier Tracking form in NCHE's *Toolkit for Local Homeless Education Liaisons*, Appendix E at www.serve.org/nche in NCHE Products and Publications.)
9.2: Percent of homeless students whose parents were provided information and assistance in making best-interest decisions regarding school enrollment and educational stability of their children.	9.2: Number of homeless students whose parents were informed and assisted/ Number of homeless students enrolled.	
9.3: Percent of homeless students whose parents were provided written explanation of school-placement decisions, including an explanation of the right to appeal, when their child was placed in a school other than the school of origin or the school requested.	9.3: Number of students whose parents were provided written explanation of school-placement decisions when their child was placed in a school other than the school of origin or the school requested/ Number of students placed in a school other than the school of origin or school requested.	
9.4: Percent of homeless students whose parents required local liaison assistance or intervention to settle a disagreement between them and school staff over school selection for their child.*	9.4: Number of homeless students whose parents required local liaison assistance or intervention to settle a disagreement between them and school staff over school selection for their child/ Number of homeless students enrolled in school.	

Standard 9: All parents (or persons acting as parent s) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.		
Indicator	**Formula**	**Questions to Ask Based on Data**
9.5: Percent of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents.	9.5: Number of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents/ Number of homeless students enrolled.	
9.6: Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.	9.6: Number of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement/ Number of homeless students enrolled.	
9.7: Percent of times parents were provided transportation to school activities when requested (e.g., parent-teacher conferences).	9.7: Number of times LEA provided parents with transportation to school activities / Number of times parents requested transportation to school activities.	
9.8: Percent of times parents were provided transportation to and from community activities when requested (e.g., parenting groups).	9.8: Number of times LEA provided parents with transportation to and from community activities / Number of times parents requested transportation to community activities.	

Collaboration Outcomes

Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.		
Indicator	**Formula**	**Questions to Ask Based on Data**
10.1: Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.).	10.1: Because this is not a percent, no formula is needed.	--Are these numbers increasing or decreasing annually? Why? --What assumptions can be made based on this information? --How do you rate the quality of the collaboration with federal programs, LEA staff, community-based service providers, and other school districts? Which collaborations need to be strengthened? What can the MV program do to alleviate any existing barriers? --Aside from posters, what are other ways of disseminating information about MV legislation? --Does collaboration between Title I and the homeless education program result in a local Title I plan that addresses the needs of homeless students and establishes appropriate amounts for set-aside funds? --Does collaboration with Special Education result in timely assessment and service provision for students with special needs? --Do collaborative contacts with community service providers result in improved coordination for and service provision to homeless children? --***Note:*** "Collaborative contacts" include activities that are intended to establish and sustain long-term relationships that result in the development of agreed-upon policies and practices and comprehensive plans to address the needs of homeless children and families and unaccompanied youth. Collaborative contacts may include meetings initiated or attended by the homeless local liaison, correspondence for purposes of identifying needs or planning, and/or establishing formal or informal agreements.
10.2: Number of collaborative contacts with Title I staff.	10.2: Because this is not a percent, no formula is needed.	
10.3: Number of collaborative contacts with Special Education staff.	10.3: Because this is not a percent, no formula is needed.	
10.4: Number of collaborative contacts with LEA staff (e.g., migrant education, school nutrition, pupil transportation, school enrollment, etc.).	10.4: Because this is not a percent, no formula is needed.	
10.5: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.).	10.5: Because this is not a percent, no formula is needed.	
10.6: Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come.	10.6: Because this is not a percent, no formula is needed.	

Standard 10: LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.		
Indicator	**Formula**	**Questions to Ask Based on Data**
10.7: Percent of schools displaying McKinney-Vento posters.	10.7: Number of schools displaying McKinney-Vento posters/ Number of schools in LEA.	
10.8: Number of McKinney-Vento posters disseminated and displayed in the community.	10.8: Because this is not a percent, no formula is needed.	

Section III. Reporting Requirement Matrix

The following table provides an overview of each of the various reports the proposed McKinney-Vento Indicators addresses: Government Performance Results Act Report (GPRA), The U.S. Department of Education Annual McKinney-Vento Program Data Collection Report, Local McKinney-Vento Internal Data Report, and others (including: Adequate Yearly Progress, No Child Left Behind, Individuals with Disabilities Education Act, and U.S. Department of Agriculture).

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
1.1: Percent of homeless students who took the standards-based assessment in math.	✓	✓	✓	**AYP/NCLB**
1.2: Percent of homeless students who took the standards-based assessment in reading.	✓	✓	✓	**AYP/NCLB**
2.1: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in math.	✓	✓	✓	**AYP/NCLB**
2.2: Percent of homeless students who met or exceeded state proficiency rates on the standards-based assessment in reading.	✓	✓	✓	**AYP/NCLB**
2.3: Percent of homeless students promoted to the next grade level is at or above the promotion rates of the school.			✓	
2.4: Percent of homeless students who showed progress toward grade-level expectations.			✓	
2.5: Percent of homeless students who graduated high school, or equivalent, is at or above the graduation rate of the school.			✓	**AYP/NCLB**
3.1: Number of homeless students enrolled in school.		✓	✓	
3.2: Percent of students in LEA that are homeless.		✓	✓	
3.3: Number of LEA outreach activities conducted to identify students in shelters and other settings, including those living doubled up.			✓	
3.4: Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.			✓	
4.1: Percent of homeless students who were enrolled on the same day they came to school to be enrolled.			✓	
4.2: Percent of homeless students who attended school on the same day of enrollment.			✓	
4.3: Average number of days between a homeless student's enrollment in school and his/her school attendance.			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
5.1: Average rate of attendance for homeless students is at or above the school average.			✓	
5.2: Percent of homeless students that remain in one school for the duration of the school year.			✓	
5.3: Average number of schools attended by homeless students in one year.			✓	
5.4: Average number of residential moves for homeless students once identified as homeless.			✓	
5.5: Percent of homeless students who received transportation to the school of origin (defined by the McKinney-Vento Act) as requested by the parent or guardian.			✓	
6.1: Percent of homeless students who received an individual needs assessment to determine appropriate services and extra support to access services.			✓	**IDEA**
6.2: Percent of enrolled homeless students with a completed special education evaluation that was conducted within 60 days of a parent request or within timeframes established by the state.			✓	**IDEA**
6.3: Percent of homeless students with Individual Education Plans (IEPs) who began receiving special education services on the day of their enrollment in school.			✓	**IDEA**
6.4: Percent of homeless students who do not attend Title I schools who receive services through Title I, including support services in shelters and other locations where they live.			✓	
6.5: Amount of funds set aside for homeless students through Title I.			✓	
6.6: Percent of homeless students who had access to free and reduced meals.			✓	
6.7: Percent of homeless students who had access to one or any combination of the following services when needed/eligible: ELL, gifted and talented, and/or vocational education services.			✓	
6.8: Percent of homeless students who received supplemental academic services (e.g., after school program and tutoring).			✓	
6.9: Percent of homeless students who received school and personal supplies when needed.			✓	
6.10: Percent of homeless students who participated in extracurricular activities.			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
7.1: Number of preschool-aged children identified as homeless by LEA.			✓	
7.2: Number of preschool-aged homeless children identified as homeless by LEA, enrolled and attending a SEA or LEA public preschool. (If public preschool is available in the district.)			✓	
7.3: Number of homeless preschool-aged children identified through IDEA, Part C.			✓	
7.4: Number of LEA contacts, meetings, correspondence, and/or agreements with preschools not operated by the SEA or LEA.			✓	
8.1: Number of homeless unaccompanied youth enrolled in school by LEA.			✓	
8.2: Percent of homeless unaccompanied youth informed of their rights under McKinney-Vento by LEA.			✓	
8.3: Percent of homeless unaccompanied youth assisted with selecting the school for attendance in their best interest.			✓	
8.4: Number of LEA contacts, meetings, correspondence, and/or agreements with agencies, such as child welfare, juvenile justice, and Runaway and Homeless Youth Act shelter providers to coordinate needs of homeless unaccompanied youth.			✓	
8.5: Percent of homeless unaccompanied youth provided with access and referrals to needed services by LEA.			✓	
8.6: Percent of homeless unaccompanied youth that are not on grade level.			✓	
8.7: Percent of homeless unaccompanied youth provided with assistance in preparing for and/or applying for postsecondary education opportunities.			✓	
9.1: Percent of homeless students whose parents were informed of McKinney-Vento rights.			✓	
9.2: Percent of homeless students whose parents were provided information and assistance in making best interest decisions regarding school enrollment and educational stability of their children.			✓	
9.3: Percent of homeless students whose parents were provided written explanation of school-placement decisions, including an explanation of the right to appeal, when their child was placed in a school other than the school of origin or the school requested.			✓	

Indicator	GPRA	MV Federal Data Collection Report	Local MV Internal Data Report	Other
9.4: Percent of homeless students whose parents required local liaison assistance or intervention to settle a disagreement between them and school staff over school selection for their child.*			✓	
9.5: Percent of homeless students whose parents were informed of opportunities to receive services comparable to those of non-homeless parents.			✓	
9.6: Percent of homeless students whose parents were provided with individual student reports informing them of their child's specific academic needs and achievement.			✓	**AYP/NCLB**
9.7: Percent of times parents were provided transportation to school activities when requested (e.g., parent-teacher conferences).			✓	
9.8: Percent of times parents were provided transportation to and from community activities when requested (e.g., parenting groups).			✓	
10.1: Number of collaborative contacts with federal programs (e.g., Head Start, Housing and Urban Development, Continuum of Care, staff from Runaway and Homeless Youth shelters, etc.).			✓	
10.2: Number of collaborative contacts with Title I staff.			✓	
10.3: Number of collaborative contacts with Special Education staff.			✓	
10.4: Number of collaborative contacts with LEA staff (e.g., migrant education, school nutrition, pupil transportation, school enrollment, etc.).			✓	
10.5: Number of collaborative contacts with community service providers (e.g., shelter provision, child welfare, health, mental health, child care, housing, faith-based initiatives, etc.).			✓	
10.6: Number of collaborative contacts with other LEAs to which their homeless families frequently move or from which their homeless families frequently come.			✓	
10.7: Percent of schools displaying McKinney-Vento posters.			✓	
10.8: Number of McKinney-Vento posters disseminated and displayed in the community.			✓	

APPENDIX I
How to Develop Benchmarks
for McKinney-Vento Standards and Indicators

The purpose of this appendix is to provide information about how to develop benchmarks to enhance your program's performance indicator system. This appendix will: (a) provide some background context regarding the McKinney-Vento Standards and Indicators, (b) define benchmarking, (c) illustrate a step-by-step process to develop benchmarks, and (d) show examples of quality benchmarks that aligned with various McKinney-Vento Indicators.

What are the McKinney-Vento Standards and Indicators?

The McKinney-Vento Standards express general characteristics of high quality programs. The Indicators are suggested measures that will help program staff assess their progress toward the ten Standards. The Standards are universal and applicable to all homeless education programs while the Indicators are suggested measures that can be customized to meet your program's specific needs.

Based on legislation and effective practice, the McKinney-Vento Standards and Indicators were developed by NCHE in collaboration with national, state, and local homeless education agencies in an effort to ensure compliance with federal requirements and assist with program improvement. The ten McKinney-Vento Standards (revised in 2006) are as follows:

1. All homeless students, identified and enrolled at the time of the state assessment, take the state assessment required for their grade level.
2. All homeless students demonstrate academic progress.
3. All children in homeless situations are identified.
4. Within one full day of an attempt to enroll in school, homeless students are in attendance.
5. All homeless students experience stability in school.
6. All homeless students receive specialized and comparable services when eligible.
7. All preschool-aged homeless children enroll in and attend preschool programs.
8. All homeless unaccompanied youth enroll in and attend school.
9. All parents (or persons acting as parents) of homeless children and youth are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education.
10. LEAs help with the needs of all homeless children and youth through collaborative efforts both within and beyond the LEA.

What is a Benchmark?

This document will assist you in writing benchmarks that are unique to your individual program. We are using the term "benchmark" to describe the progress your program is expected to make toward meeting an indicator during a specified time period. Benchmarks can be written as incremental steps (ie. monthly, every nine weeks, by semester, etc.) or as your final annual target. It is more helpful to have them written incrementally because you can gauge your progress at different points during the implementation of the program.

Differences in terminology are common across professional fields and within the educational field. Your school district may refer to "benchmarks" as objectives, short-term goals, or even as indicators. It doesn't really matter which terms you use as long as your partners, team members, and co-workers use the same term and agree on a common purpose.

Focusing on the Task at Hand

Ideally, a program would develop benchmarks for each of the McKinney-Vento Indicators they choose to address. The specific benchmarks you develop depend on many things—the age of your program, the amount of funding, the size of your program, and the types of data you are collecting.

The following steps will facilitate the writing of benchmarks.

Step 1: Involve others—the task of setting benchmarks can seem quite daunting, especially if you are trying to do this as an individual rather than by asking others to form a team to assist you and to provide added input. By involving others you can get multiple perspectives on which areas are a priority. It is encouraged that you involve various program staff, internal and external evaluators, and/or data collection specialists when developing your program.

Step 2: Identify the indicators on which your program is currently focusing—have the team assess if and how your program is currently collecting data in regards to each of the Standards. Next, determine if the suggested McKinney-Vento Indicators are applicable for your program to collect; if not, the team should design more relevant and useful Indicators. Then, begin collecting the data.

Step 3: Look at the data—have the team closely look at any McKinney-Vento Indicator data you have collected. Discuss the following questions with your team:

- Where are the greatest areas of concern?
- Are there priorities that need to be addressed?
- What improvements would make the greatest impact?
- Look at the Standards and Indicators Tables found on pages 5-18 of this document. The right-hand column presents a list of questions you can ask based on the data that you have collected.

Discussing the questions above with your team is a good catalyst for setting specific program benchmarks for each Indicator.

Step 4: Developing your benchmarks—the most common approach to setting benchmarks is to look at current performance levels on the indicators of interest, along with past trends leading to the these levels. This is considered your "baseline," or point from which to measure change and gauge progress. Baselines are important in that they help to establish *realistic* expectations.

Benchmarks may seem to be somewhat arbitrary, particularly if program staff doesn't have sufficient data or experience on which to base them. It is often tempting to set benchmarks at easily attainable levels in an effort to make a project look successful; however, modest benchmarks do not challenge staff to work harder and smarter to improve performance significantly. Inversely, overly aggressive benchmarks can set a program up for failure and become a disincentive for working toward improved performance in the future.

If you have several years of data, you may base the benchmarks on progress seen so far.

- Benchmarks can reflect prior increments if you feel your program is making sufficient progress, or
- Benchmarks can reflect increments greater than prior increments if you feel your program needs to make greater progress.

In the end though, it is less important that benchmarks be met than it is that they effectively guide the program implementation and evaluation and are based on real-world expectations of project success. Setting quality benchmarks will provide increased incentive for more program focus and resources in priority areas.

Step 5: Assessing the quality of your benchmarks—a common way to assess the benchmarks you have developed is to determine if your benchmarks are **SMART** (O'Neill, 2000, 46).

- **S**pecific—*Are your benchmarks specific?* A specific benchmark has a much greater chance of being accomplished than a general benchmark.
- **M**easurable—A*re your benchmarks measurable?* Ensure you have concrete criteria for measuring progress toward your benchmark.
- **A**ttainable—*Are your benchmarks attainable?* Determine if your benchmarks will help to develop attitudes, abilities, skills, and financial capacity to make the benchmarks come true.
- **R**esults-oriented—A*re your benchmarks results-oriented?* Ensure that the benchmarks have a positive impact on improving homeless student learning.
- **T**ime-bound—*Are your benchmarks time-bound?* Define exactly when you expect to see your benchmark results (e.g. annually, quarterly, monthly, etc.). Developing time-bound benchmarks makes it easier to develop specific and measurable benchmarks that will ultimately be attainable.

Benchmark Format and Examples

Although there are many ways to develop benchmarks, one suggested format that programs have found effective is modeled below:

How many of who (or what) is going to do (or be) what by when?

Example 1—Look at Standard 3 and Indicator 3.4 as an example. Standard 3 states that *"All children in homeless situations are identified."* Indicator 3.4 is the "*Percent of school staff members provided professional development to enable them to identify students who may be eligible for McKinney-Vento services.*" Think about what a best practice for this Indicator might look like:

★ All district staff members have knowledge of current laws and regulations regarding homeless children.

By using the above format, along with the best practice for the Indicator, you can easily plug in numbers and come up with the following incremental benchmarks:

★ 70% of all district staff members will have received professional development regarding homeless identification by September 30, 2006.

★ 80% of all district staff members will have received professional development regarding homeless identification by December 15, 2006.

★ 95% of all district staff members will have received professional development regarding homeless identification by the end of the 2006-2007 school year.

Example 2—Look at Standard 5 and Indicator 5.2 as another example. Standard 5 states that *"All homeless students experience stability in school."* Indicator 5.2 is the "*Percent of homeless students that remain in one school for the duration of the school year.*" Think about what a best practice for this Indicator might look like:

★ All homeless students are provided the opportunity to continue to be enrolled, attend, and have transportation to their school of origin.

By using the above format, along with the best practice for the Indicator, you can easily plug in numbers and come up with the following incremental benchmarks:

★ 50% of all homeless students will remain in their school of origin during the 2005-2006 school year.

- ★ 55% of all homeless students will remain in their school of origin during the 2006-2007 school year.
- ★ 60% of all homeless students will remain in their school of origin during the 2007-2008 school year.

Example 3—Look at Standard 9 and Indicator 9.1 as another example. Standard 9 states that *"All parents (or persons acting as parents) of homeless students are informed of the educational and related opportunities available to their children and are provided meaningful opportunities to participate in their children's education."* Indicator 9.1 is the "*Percent of homeless children whose parents were informed of McKinney-Vento rights.*" Think about what a best practice for this Indicator might look like:

- ★ All parents of homeless students will be provided information regarding their McKinney-Vento rights in a manner that is at their educational level and in a language that they understand.

By using the above format, along with the best practice for the Indicator, you can easily plug in numbers and come up with the following incremental benchmarks:

- ★ 90% of the parents of homeless elementary students will be informed of their McKinney-Vento rights during the 2005-2006 school year.
- ★ 87% of the parents of homeless middle school students will be informed of their McKinney-Vento rights during the 2005-2006 school year.
- ★ 60% of the parents of homeless high school students will be informed of their McKinney-Vento rights during the 2005-2006 school year.

Conclusion

At a minimum, you should have benchmarks documented for all the McKinney-Vento Indicators your program has adopted. It is essential that the data are reviewed periodically to monitor your program's progress on meeting the benchmarks and/or identifying interventions and strategies if the specified benchmarks are not being met.

Sources

McKinney-Vento Data Standards and Indicators (2006 Revisions). SERVE/NCHE website: http://www.serve.org/nche/products_list.php#st_and_ind_2006_rev

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