



Forum Guide to Planning for, Collecting, and Managing Data About Students Displaced by a Crisis

Tip Sheets for Stakeholders

Tip Sheet for SEA Staff and Leadership

Collaboration with agency colleagues, LEAs, and other relevant stakeholder groups (such as federal agencies, legislatures, and disaster recovery and planning teams) should occur before, during, and after a crisis.

Before a Crisis

- Have a regularly reviewed continuity of operations plan.
- Include data managers on your agency's disaster recovery team and, when possible, establish a data recovery team.
- Have an up-to-date technology plan, test data systems, and back up data.
- Ensure that users will be able to access related data in other systems.
- Automate all data systems.
- Identify relevant statutes that may impact the collection, management, and sharing of data on displaced students.
- Review and understand current federal, state, and local data policies and procedures.
- Create procedures for memoranda of understanding (MoU) and data reciprocity/sharing agreements.
- Implement a statewide displaced student status indicator and crisis codes before they are needed in a crisis.
- Be prepared to collect displaced student information from LEAs to meet federal and state reporting requirements related to a declared crisis.
- Be prepared to introduce additional data collections or collection cycles during a crisis.
- Communicate with your LEA counterparts about data items and file formats before setting up any new elements or systems.
- For SEAs with a statewide student information system (SIS),
 - verify that your SIS is flexible enough to permit the creation of new applications and file formats;
 - add a displaced student status indicator and associated crisis codes to your SIS; and
 - review and maintain the basic student data items in your SIS.
- Train staff and have a designated backup person for all assigned tasks.
- Be aware of existing federal resources and assistance that are available during and after a crisis.
- Leverage professional networks and resources, such as those available through the National Forum on Education Statistics (Forum), the Statewide Longitudinal Data Systems (SLDS) Grant Program, the Regional Educational Laboratory (REL) Program, the Comprehensive Centers Program, and the Council of Chief State School Officers (CCSSO).

Forum Membership

SEA staff and leaders are encouraged to leverage members of the Forum, including their state's SEA and LEA representatives. The contact information for current Forum members can be accessed via the membership rosters listed on the website (<http://nces.ed.gov/forum>):

- SEA/LEA Representatives: https://nces.ed.gov/forum/member_state.asp
- Government Agency Representatives: https://nces.ed.gov/forum/member_agency.asp
- Non-Government Organization Representatives: https://nces.ed.gov/forum/member_org.asp

- Proactively address issues that might challenge your agency, including a statewide SIS, the timing of crises, displacement status, data codes, and data quality.

During a Crisis

- Determine your agency's response based on the nature and scale of the crisis.
- Use emergency communication tools to communicate with all disaster recovery team members.
- Maintain communication with agency leaders and staff and your state's LEAs.
- Include dates and publication numbers on announcements, press releases, and memoranda to help staff, leadership, and stakeholders refer to the latest information.
- Clearly communicate data action plans to staff at all levels of the education system.
- Inventory all systems and determine whether any data have been lost or otherwise made inaccessible.
- Use a formal chain of communication between education agencies to initiate a collection of displaced student identifiers.
- Respect and protect the confidentiality of education data, even during a crisis.
- Be prepared to query and analyze aggregate data in a variety of ways to support decisionmaking.
- Consider using a temporary database to help share data on displaced students during a crisis.

After a Crisis

- Maintain communication with agency leaders and staff and your state's LEAs.
- Transfer data and records in a timely and secure manner.
- Be prepared for the ongoing tracking of displaced students following a crisis, including the high likelihood of multiple enrollments and withdrawals.
- Review all systems to assess which data reports will be impacted by the crisis.
- Remember to footnote reports and other published data when there are marked changes that may be a result of student displacement rather than normal measures of progress and participation.
- Consider the possibility of stepping in as the fiscal agent for LEAs when requesting Emergency Impact Aid and other federal support.
- Ensure that SEA exceptions and waivers are correctly applied to the LEA.
- Support the provision of alternative learning options for displaced students, such as virtual education or independent study.
- Formulate a plan to archive or destroy temporary data systems based on usage agreements, confidentiality expectations, and other data-lifecycle considerations.
- Collect an evaluation report from each subgroup of your agency and collate the information.
- Evaluate the effectiveness of your agency's disaster recovery plan.

Tip Sheet for LEA Staff and Leadership

Collaboration with agency colleagues, the SEA, and other relevant stakeholder groups (such as federal agencies, legislatures, and disaster recovery and planning teams) should occur before, during, and after a crisis.

Before a Crisis

- Have a regularly reviewed continuity of operations plan.
- Include data managers on your agency’s disaster recovery team and, when possible, establish a data recovery team.
- Have an up-to-date technology plan, test data systems, and back up data.
- Ensure that users will be able to access related data in other systems.
- Digitize information and records to enable access on smartphones and digital devices.
- Automate all data systems.
- Enable parental access to their student’s information in your agency’s student’s information portal.
- Review and understand current federal, state, and local data policies and procedures.
- Understand federal, state, and local laws that may impact data sharing and reciprocity, particularly laws related to student privacy.
- Create procedures for memoranda of understanding (MoU) and data reciprocity/sharing agreements.
- Understand how to use your state’s displaced student status indicator and crisis codes before they are needed in a crisis.
- Be prepared to collect and report displaced student information to the SEA to meet federal and state reporting requirements related to a declared crisis.
- Communicate with your SEA counterpart about data items and file formats before setting up any new elements or systems.
- For LEAs without a statewide student information system (SIS),
 - verify that your SIS is flexible enough to permit the creation of new applications and file formats;
 - add a displaced student status indicator and associated crisis codes to your SIS; and
 - review and maintain the basic student data items in your SIS.
- Be familiar with the frequency and timing of your SEA’s current data collections.
- Assess infrastructure capacity and intake protocol.
- Develop a process for identifying displaced students as they enroll during a crisis to ensure that data are collected.
- Identify and develop a plan to collect and provide data that are necessary to coordinate services that should be provided to displaced students.
- Train staff and have a designated backup person for all assigned tasks.
- Be aware of existing federal resources and assistance that are available during and after a crisis.

Forum Membership

LEA staff and leaders are encouraged to leverage members of the Forum, including their state’s SEA and LEA representatives. The contact information for current Forum members can be accessed via the membership rosters listed on the website (<http://nces.ed.gov/forum>):

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- Leverage professional networks and resources, such as those available through the National Forum on Education Statistics, the Statewide Longitudinal Data Systems (SLDS) Grant Program, the Regional Educational Laboratory (REL) Program, the Comprehensive Centers Program, and the Council of Chief State School Officers (CCSSO).
- Proactively address issues that might challenge your agency, including not having a statewide SIS, the timing of crises, displacement status, data codes, and data quality.

During a Crisis

- Determine your agency's response based on the nature and scale of the crisis.
- Use emergency communication tools to communicate with all disaster recovery team members.
- Maintain communication with agency leaders and staff, your SEA, and parents.
- Include dates and publications numbers on announcements, press releases, and memoranda to help staff, leadership, and stakeholders refer to the latest information.
- Clearly communicate data action plans to staff at all levels of the education system.
- Inventory all systems and determine whether any data have been lost or otherwise made inaccessible.
- Monitor and comply with directives regarding reporting data on displaced students to your SEA.
- Respect and protect the confidentiality of education data, even during a crisis.
- Be prepared to query and analyze aggregate data in a variety of ways to support decisionmaking.
- *Receiving LEAs:*
 - Implement procedures for identifying displaced students as they enroll to ensure that data are collected.
 - Provide data to support the provision of applicable services to displaced students (e.g., McKinney-Vento services and the National School Lunch Program).

After a Crisis

- Maintain communication with agency leaders and staff, your SEA, and parents.
- Transfer data and records in a timely and secure manner.
- Be prepared for the ongoing tracking of displaced students following a crisis, including the high likelihood of multiple enrollments and withdrawals.
- Maintain historical displaced student enrollment data in your SIS.
- Remember to footnote reports and other published data when there are marked changes that may be a result of student displacement rather than normal measures of progress and participation.
- Ensure that SEA exceptions and waivers are correctly applied to the LEA.
- Support the provision of alternative learning options for displaced students, such as virtual education or independent study.
- Collect an evaluation report from each subgroup of your agency and collate the information.
- Evaluate the effectiveness of your agency's disaster recovery plan.