



**U.S. DEPARTMENT OF EDUCATION**

**Submission Guide: Consolidated  
State Performance Report (CSPR)  
Part I**

**SY 2021-22**

November 2022

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## Preface

The Submission Guide is intended to assist users submitting the Consolidated State Performance Report (CSPR) for SY 2021-22. This guide addresses the basic mechanics of the Illume Survey Tool, system access, and navigation for this process.

This guide will be updated if major system modifications affect user procedures.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.<sup>1</sup>

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<sup>1</sup> Paperwork Burden Statement.

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## 1. Introduction

The Illume Survey Tool is a web-based survey application that allows state education agencies (SEAs) to report information required under Section 8303 of the Elementary and Secondary Education Act, as amended.

This document is intended to guide State Consolidated State Performance Report (CSPR) Coordinators in submitting Part I of the **SY 2021-22 Consolidated State Performance Report**. For guidance in submitting Part II of the **SY 2021-22 Consolidated State Performance Report**, please see **Submission Guide: Consolidated State Performance Report (CSPR) Part II**.

## 2. Overview

This document provides instructions for submitting the school year (SY) 2021-22 Consolidated State Performance Report (CSPR) through the Illume Survey Tool.

Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended, provides to states the option of applying for, and reporting on, multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the CSPR is to reduce the burden on states, the CSPR is also intended to encourage the integration of state, local, and ESEA programs in comprehensive planning and service delivery, and to enhance the likelihood that states will coordinate planning and service delivery across multiple state and local programs. The combined goal of all educational agencies—state, local, and federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The CSPR includes the following ESEA programs:

- Title I, Part A;
- Title I, Part C;
- Title I, Part D;
- Title II, Part A;
- Title III, Part A;
- Title IV Part A;
- Title V, Part A;
- Title V, Part B, Subparts 1 and 2; and
- The McKinney-Vento Act.

### 2.1 Change from prior years

In prior years, the CSPR, Part I survey tool included sections populated with *EDFacts* data files. As of SY 2019-20, these sections no longer appear within the CSPR, Part I survey tool. This tool is limited to manual entry fields only and the required *EDFacts* data files will continue to be submitted through the *EDFacts* Submission System. Note that the certification form provided at the end of the CSPR, Part I submission applies to both the CSPR data collected in this tool and the *EDFacts* Submission System data submitted on December 21, 2022.

The following manual entry sections of the CSPR, Part I were modified to include business rules previously run after submission:

- A response to the following questions is required to continue to the next page:
  - 1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards
  - 1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards (reading/language arts)

- 1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards (science)
- 1.2.6.1.2 Percentages of Funds for Purposes Other than Standards and Assessment Development
- Sum check added to review reported values:
  - If the percentages reported for the following questions does not equal 100, an error message will be shown on the following page:
    - 1.2.6.1.2 Percentages of Funds Used for Standards and Assessment Development and Other Purposes
    - 1.2.6.1.2 Uses of Funds for Purposes Other than Standards and Assessment Development
  - If the count of days provided in the following question is off +/- 3 days based on the dates provided, an error message will be shown on the following page:
    - 1.4.8.1 State Subgrant Process

## 2.2 Timeline

### 2.2.1 *Part I due date*

The Authorizing State Official must certify Part I of the CSPR no later than 5:00 p.m. ET, Thursday, December 22, 2022. After this date the tool will be locked, and users will not be able to enter in information.

### 2.2.2 *Part I reopening for corrections*

The SY 2021-22 CSPR Part I will reopen for manual entry corrections on Thursday, March 23, 2023. The CSPR will close on Thursday, April 6, 2023, by 5:00 p.m. ET.

### 2.2.3 *Automated emails*

The Illume Survey Tool will send CSPR email notifications to states automatically at the following intervals:

- CSPR Open Reminder
- CSPR Closing Soon Reminders
- CSPR Submission Confirmation
- CSPR Reopen Period Reminder
- CSPR Reopen Period Closing Soon Reminders
- CSPR Submission Confirmation

## 2.3 Help desk and technical support

Users can contact the U.S. Department of Education Partner Support Center (PSC) by toll-free telephone or email:

Telephone: 1-877-457-3336 (877-HLP-EDEN)

Federal Relay Service: 800-877-0996 (Voice/TTY) / [federalrelay@sprint.com](mailto:federalrelay@sprint.com)

Email: [EDEN-Submission-System@ed.gov](mailto:EDEN-Submission-System@ed.gov)

Hours of operation are between 8:00 a.m. and 6:00 p.m. ET, Monday through Friday, except for federal holidays.



### 3. Accessing the Illume Survey Tool

#### 3.1 Website

Each State CSPR Coordinator will receive a unique link from [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov) via email to enter their information into the Illume Survey Tool. Each State will only receive one link. Users can either click on the link to enter the tool (recommended) or type the website information into the browser.

#### 3.2 Accessibility

The Illume Survey Tool is designed to be 508-compliant. Although the tool will work on a mobile device, for best performance a computer is recommended. Additionally, the Illume Survey Tool will work on all browsers; however, Chrome is recommended for optimal use.

#### 3.3 Users

##### 3.3.1 Types of users

The CSPR collection, through the Illume Survey Tool, supports a single type of user. The user can view, enter, and update CSPR data via Illume, only for their own state. They can view and print the report at the end of the tool, email the certification form, and submit CSPR data.

##### 3.3.2 Multiple and concurrent users

While Illume will allow for **multiple** users at different times, **concurrent** use (more than one user at the same time) should be avoided to ensure data are not lost. For instance, if one person is entering data in *Section 1.7 Education for Migratory Children* while another is entering data in *Section 1.4 Title III and Language Instructional Programs*, there is a risk that the input of one of the users will be omitted as the other user navigates through the tool. However, the system can accommodate multiple users within a state to access the tool at different times. To avoid potential confusion and unintended omission of data, assign responsibilities so that no two users work in the tool at the same time.

### 3.4 Entering the Illume Survey Tool

To access the Illume Survey Tool, the State CSPR Coordinator will click on the link emailed from [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov) on Thursday, December 8, 2022. A username or password is not needed to access the tool. If multiple state staff are responsible for completing the CSPR, each person will use the same link.

The screen below is what the user will see upon entering the tool. Click “**Next**” to continue.

## CONSOLIDATED STATE PERFORMANCE REPORT

### PART I

School Year 2021-22

DUE December 22, 2022

The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303<sup>1</sup> of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*<sup>2</sup>.

**Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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<sup>1</sup>SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup>All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

[< Previous](#)[Save](#)[Next >](#)

## 4. Completing Part I in the Illume Survey Tool

### 4.1 Navigating through the tool

#### 4.1.1 Forward and backward

A progress bar at the top of each page indicates how much of the survey has been completed. Use the “**Previous**” and “**Next**” buttons at the bottom of each screen to navigate through the tool. The “Previous” button will take the user to the screen they were previously on. If the user has been using the navigation drop down (see section 4.1.2), the previous button will take the user to the previous section completed, which may not be the previous section in the tool. If the survey has not been submitted, a user can navigate to any page; however, after submission the form will be locked, and data will not be able to be edited. For information on unlocking the tool after submission, please see Section 4.3.

*Note that the Tab key can also be used to move from one data entry field to the next within a page. Please do not use the Enter key.*

#### 4.1.2 Skipping sections

After the introduction screen and again after each section, a navigation page appears that will allow users to skip to different sections within the Illume Survey Tool. Use the drop box on any navigation screen to select the section you wish to navigate to and click “**Next**” to proceed to that section. A screenshot of this item is shown below.

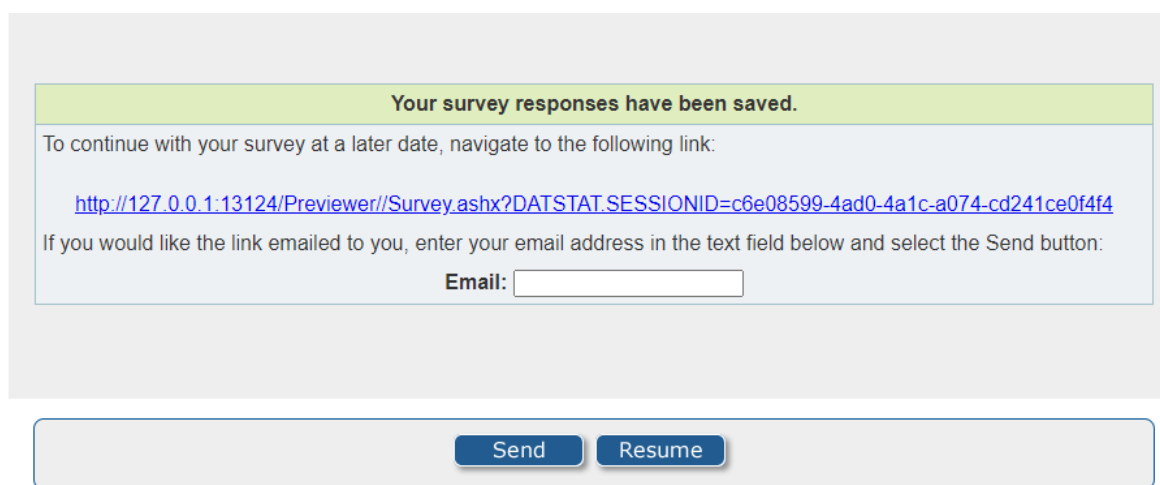
The screenshot displays a navigation interface with a light gray background. At the top, a text instruction reads: "To proceed to a specific section, select from the droplist and then click NEXT. Otherwise, just click NEXT:". Below this is a dropdown menu with the placeholder text "-- Click here to select --". At the bottom, there are three buttons: "Previous" with a left arrow, "Save", and "Next" with a right arrow.

A second screenshot shows the same interface but with the dropdown menu open. The menu lists the following options: "-- Click here to select --", "-- Click here to select --", "--Click Here To Select--", "Section 1.1: General Information", "Section 1.2: Student Academic Achievement", "Section 1.3: Teachers", "Section 1.4: Title III and Language Instructional Programs", "Section 1.6: Education for Homeless Children and Youths Program", "Section 1.7: Education of Migratory Children", and "Pre-Certification Report". The "Pre-Certification Report" option is highlighted in blue. The "Next" button is visible to the right of the dropdown menu.

### 4.1.3 Exiting and saving

Users can also use the **“Save”** button at the bottom of each page to exit the survey and return to it later. All data entered in any part of the survey tool will be saved and can be edited upon returning to the tool. After users click **“Save”** at the bottom of any page, they have the option of entering an email address to which the unique link to the survey tool can be sent. The link is the same link that was emailed to users on December 8, 2022. Anyone with this unique link will be able to access and edit data within the survey tool. If **“Save”** was erroneously clicked, users can click **“Resume”** to re-enter the survey tool.

*Note that data are saved automatically when users click **“Next”** as they navigate through the survey tool. If a user closes the web browser prior to clicking **“Next”** on a given page, the information entered on that page will not be saved and will need to be re-entered.*

A screenshot of a web interface showing a confirmation message. At the top, a green banner reads "Your survey responses have been saved." Below this, a light blue box contains the text: "To continue with your survey at a later date, navigate to the following link:" followed by a blue hyperlink: <http://127.0.0.1:13124/Previewer//Survey.ashx?DATSTAT.SESSIONID=c6e08599-4ad0-4a1c-a074-cd241ce0f4f4>. Below the link, it says: "If you would like the link emailed to you, enter your email address in the text field below and select the Send button:". There is an "Email:" label followed by a text input field. At the bottom of the form, there are two buttons: "Send" and "Resume".

### 4.1.4 Returning to a saved survey

Users can return to a survey already in progress by clicking on the unique link sent via email from [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov) on Thursday, December 8, 2022. The link will take the user to the last page the user was working on. Additionally, users who clicked the **“Save”** button and emailed a link to themselves (or someone else) can click on that link in their email and will be brought to the same page they were working on.

## 4.2 Entering data

The Illume Survey Tool uses several different kinds of data entry fields. On some screens, users will type in text or numerical responses, while on other screens users will click on the appropriate response or select numbers using drop-down boxes. The following section provides details for entering information on each screen.

#### 4.2.1 State Report Cards (Part I, Section 1.1.1)

Section 1.1.1 of the CSPR asks for the URL for the State's publicly posted Annual State Report Card. Users can enter this URL either by copying and pasting or typing in the text box.

### 1.1 General Information

This section collects data on State's Annual State Report Cards required under Section 1111(h)(1)(A) of the ESEA.

#### 1.1.1 State Report Cards

Provide the URL for your State's publicly posted Annual State Report Card required under Section 1111(h)(1)(A) of the ESEA.

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

[< Previous](#)[Save](#)[Next >](#)

When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.2 *Assessment Participation by Assessment Type for Children with Disabilities* (Part I, Section 1.2.4)

Section 1.2.4 of the CSPR asks users to select whether the State received a waiver for exceeding the 1% cap on the percentage of students assessed using an alternate assessment for each of mathematics (Section 1.2.4.2.1), reading/language arts (Section 1.2.4.4.1), and science (Section 1.2.4.6.1). Users can report this information with radio buttons. This information is required to navigate through the survey tool.

### 1.2 Student Academic Achievement And Participation In State Assessments

This section collects data on student academic achievement and participation in the State assessments.

#### 1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

##### 1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2021-22?

- ☐ Yes  
☐ No

##### 1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in reading/language arts in SY2021-22?

- ☐ Yes  
☐ No

##### 1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards in science in SY2021-22?

- ☐ Yes  
☐ No

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

◀ Previous

Save

Next ▶

When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.3 Assessments for ELs (Part I, Section 1.2.5)

Section 1.2.5 of the CSPR asks users to report if the State offers content assessments in the native language(s) of ELs. For each content area (row), users can check whether native language testing was offered. If applicable, users also report whether the tests are considered “trans-adapted assessments”, and which language(s) are offered, by typing responses in the text boxes provided.

##### 1.2.5 Assessments for ELs

This section collects information on EL assessment results.

##### 1.2.5.1.2 Native Language Assessments Offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write “Yes” if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Check All That Apply	If yes, are the tests considered trans-adapted assessments?	Language(s)
State offers the State mathematics content tests in the students’ native language(s).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
State offers the State reading/language arts content tests in the students’ native language(s).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>
State offers the State science content tests in the students’ native language(s).	<input type="checkbox"/>	<input type="text"/>	<input type="text"/>

Information about any data quality issues can be included in the last comment box.

Comments: The response is limited to 8,000 characters.

[< Previous](#)[Save](#)[Next >](#)

When all the information is entered, click “**Next**” to proceed to the next item.



**4.2.4 Grants for State Assessments and Related Activities (Part I, Section 1.2.6)**

Section 1.2.6.1.1 of the CSPR asks for the approximate percentage of State funds available under Section 1201 of *ESEA* that were used for various purposes related to standards and assessment development. For each purpose, users should enter a whole number in the table between 0 and 100 rounded to the nearest ten percent.

Error: If a number entered is outside the range, the user will get the following error message: “Please report whole numbers between 0 and 100 and round to the nearest 10. Do not report decimals or enter the percent symbol.” The error message will appear as a pop-up box as well as in red text above the table. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed. The Illume Survey Tool checks one number at a time such that, if both numbers are outside the acceptable range, only one error message will appear at a time (e.g., when the error in the first row is fixed, the error in the second row will show).

Users will also see the error message: “Please review the previous question. Your responses do not equal 100%.” upon clicking “Next” if the sum of percentages reported are greater or less than 100.

**1.2.6 Grants for State Assessments and Related Activities**

This section requests information on your State’s use of funds under Section 1201 of *ESEA*.

**1.2.6.1 Grants for State Assessments and Related Activities****1.2.6.1.1 Percentages of Funds Used for Standards and Assessment Development and Other Purposes**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2021-22, estimate what percentage of the funds your State used for the following (round to the nearest ten percent).

Purpose	Percentage (rounded to the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	<input type="text"/> %
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	<input type="text"/> %

Section 1.2.6.1.2 of the CSPR asks about funds that the State had available under Section 1201 of *ESEA* used for purposes other than costs of standards and assessment development. Users select whether funds were applied for each purpose listed using radio buttons. This information is required to navigate through the survey tool.

**1.2.6.1.2 Percentages of Funds for Purposes Other than Standards and Assessment Development**

For funds your State had available under Section 1201 of the *ESEA* (Grants for State Assessments and Related Activities) during SY2021-22 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the *ESEA*, for what purposes did your State use the funds?

Purpose	Yes	No
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	<input type="radio"/>	<input type="radio"/>
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	<input type="radio"/>	<input type="radio"/>
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Ensuring the continued validity and reliability of State assessments.	<input type="radio"/>	<input type="radio"/>
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	<input type="radio"/>	<input type="radio"/>
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	<input type="radio"/>	<input type="radio"/>
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	<input type="radio"/>	<input type="radio"/>
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	<input type="radio"/>	<input type="radio"/>
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	<input type="radio"/>	<input type="radio"/>
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	<input type="radio"/>	<input type="radio"/>
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

[< Previous](#)[Save](#)[Next >](#)

When all the information is entered, click “**Next**” to proceed to the next item.

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#### 4.2.5 Teachers poverty quartile breaks (Part I, Section 1.3.4)

NOTE: Part I, Section 1.3.4 is Optional for SY2021-22

Section 1.3.4 of the CSPR asks users for the poverty quartile breaks used in determining high- and low-poverty schools. The user should enter numbers in the table between 0 and 100 and may include up to one decimal point.

*For example, if the percentage of students who qualify for free or reduced-price lunch is the state's poverty measure, the user would rank order all schools from highest to lowest percentage of students and divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools and schools in the last (lowest group) are the low-poverty schools.*

Error: If a number entered is outside the range, the user will get the following error message: *"For the high-poverty/low-poverty measure, please enter a number between 0 and 100."* The error message will appear as a pop-up box as well as in red text above the table. The user should click "ok" in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed. The Illume Survey Tool checks one number at a time such that, if both numbers are outside the acceptable range, only one error message will appear at a time (e.g., when the error on the high-poverty measure is fixed, the error on the low-poverty measure will show).

The user is also asked to include the corresponding poverty metric used (e.g., percent of students who qualify for free or reduced-price lunch, as in the above example) to determine the poverty quartiles. This information should be entered into the text box in the table in the row below the percentages for high- and low-poverty schools. This information is not required to navigate through the survey tool.

## 1.3 Teachers

### 1.3.4 Poverty Quartile Breaks (Optional)

In the table below, provide the poverty quartile breaks used in determining high- and low-poverty schools.

	High-Poverty Schools (more than what %)	Low-Poverty Schools (less than what %)
All Schools	<input type="text"/> %	<input type="text"/> %

Provide the poverty metric used to determine the poverty quartiles:

**FAQ:** *How are the poverty quartiles determined?*

Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Information about any data quality issues can be included in the comment box.

**Comments:** The response is limited to 8,000 characters.

[< Previous](#)[Save](#)[Next >](#)

When all the information is entered, click **"Next"** to proceed to the next item.

**4.2.6 Language Instruction Educational Programs (LIEPs) (Part I, Section 1.4.2)**

Section 1.4.2 of the CSPR asks users for the language of instruction (if applicable) for each type of LIEP implemented in the State. The user can also include another language for an instructional course that is not listed by typing in the “other” box within the table. *Please provide a comma-separated list of the language(s) of instruction used.*

**1.4 Title III and Language Instructional Programs**

This section collects annual performance and accountability data on the implementation of Title III Programs.

**1.4.2 LIEPs**

**Note:** Section 3201(7) – The term ‘LIEP’ means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency, while meeting challenging State academic standards; and (B) that may make instructional use of both English and a child’s native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, for each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the *ESEA*, *please provide a comma-separated list of the language(s) of instruction used.*

LIEPs	Language of instruction (if applicable)
Transitional Bilingual	<input type="text"/>
Dual Language or Two-way Immersion	<input type="text"/>
English as Second language (ESL) or English Language Development (ELD)	<input type="text"/>
Content Classes with integrated ESL support	<input type="text"/>
Newcomer Programs	<input type="text"/>
Other	<input type="text"/>

Information about the “other” LIEPs can be included in the first comment box.

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above. The response is limited to 8,000 characters.

Information about any data quality issues can be included in the second comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.7 Teacher information and professional development (Part I, Section 1.4.4)

Section 1.4.4 of the CSPR asks users to report how many teachers will be needed for the succeeding 5 fiscal years. A number up to 999,999 can be entered. The number must be a whole number between 0 and 999,999 without a comma separator.

Error: If the number is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 999999. Do not report comma separators or decimals.”* The error message will appear as a pop-up screen as well as in red text above the question wording. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

##### 1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under section 3122 (b)(5) of the *ESEA*.

How many **ESL/bilingual education endorsed teachers** will be needed for the succeeding 5 fiscal years.\*

\*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **“Next”** to proceed to the next item.



#### 4.2.8 Activities of subgrantees related to the teaching and learning of ELs (Part I, Section 1.4.5)

Section 1.4.5 of the CSPR asks for the number of LEAs that conducted various activities under Section 3115 of the *ESEA*. A number between 0 and 9,999 should be entered in each row in the table.

Error: If any number in the table is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 9999. Do not report comma separators or decimals.”* The error message will appear as a pop-up screen as well as in red text under the row the error message triggered. The user should click “ok” in the pop-up box and update the number in the appropriate row. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

#### 1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the table below, provide information about allowable activities conducted under Section 3115 of the *ESEA*.

Activities serving ELs in LEAs receiving Title III funds	# of LEAs that conducted activity
Supporting the development and implementation of LIEPs	<input type="text"/>
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	<input type="text"/>
Supporting implementation of school wide programs	<input type="text"/>
Professional development to teachers and other personnel serving ELs	<input type="text"/>
Parent and community engagement activities	<input type="text"/>
Supporting the development and implementation of pre-school programs	<input type="text"/>
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	<input type="text"/>
Improving instruction of ELs with disabilities	<input type="text"/>
Providing tutorials, career and technical education	<input type="text"/>
Offering programs to help ELs achieve success in post-secondary education	<input type="text"/>
Other	<input type="text"/>

Additionally, this page asks the user to describe what “other” activities were conducted, if a number greater than 0 was entered in the “other” row. This information can be entered into the first text box.

If State reports a nonzero count of LEAs under “Other”, please describe the activities that were conducted during SY 2021-22 in the comment box below. The response is limited to 8,000 characters.

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.9 Assistance provided by SEAs under Section 3111(b)(2)(D) of the ESEA (Part I, Section 1.4.6)

Section 1.4.6 asks users to mark each form of assistance provided by the SEA to the LEAs receiving Title III subgrants. A user can mark as many forms of assistance as needed by clicking on the corresponding check box.

##### 1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	<input type="checkbox"/>
Helping ELs meet the same challenging State academic standards that all children are expected to meet	<input type="checkbox"/>
Identifying or developing, and implementing, measures of English proficiency	<input type="checkbox"/>
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	<input type="checkbox"/>
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	<input type="checkbox"/>
Other	<input type="checkbox"/>

Additionally, this page asks for a description of the “other” forms of assistance that were provided, if the “other” option is marked. This information can be entered into the first text box.

If “Other” is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren’t captured by the first five types of activities in the table. The response is limited to 8,000 characters.

Information about any data quality issues can be included in the second comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.10 Education programs and activities for immigrant students (Part I, Section 1.4.7)

Section 1.4.7 of the CSPR asks users to report the number of 3114(d)(1) subgrants. The number must be a whole number between 0 and 9,999.

Error: If the number is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 9999. Do not report comma separators or decimals.”* The error message will appear as a pop-up screen as well as in red text above the question wording. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

If “0” is reported in the number of subgrants, add any additional information in the first comment box.

##### 1.4.7 Education Programs and Activities for Immigrant Students

Provide the number of 3114(d)(1) Subgrants:

If State reports zero (0) subgrants, explain in comment box below. The response is limited to 8,000 characters.

##### 1.4.7 Definitions:

1. **Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the *ESEA* and enrolled in the elementary or secondary schools in the State.
2. **Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the *ESEA*. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the *ESEA*, but not Section 3114(d) of the *ESEA*.
3. **3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the *ESEA*, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the *ESEA*, but that do not receive subgrants under Section 3114(d) of the *ESEA*, even if immigrant students are enrolled in those LEAs.

Information about any data quality issues can be included in the second comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

*4.2.11 State subgrant process (Part I, Section 1.4.8.1)*

Section 1.4.8.1 of the CSPR asks for three data points about the State subgrant process in a table:

- The date the State received Title III allocation from the U.S. Department of Education (ED). Users can use the dropdown boxes to enter the date.
- The date those funds were available to subgrantees. Users can use the dropdown boxes to enter the date.
- The average number of days for the State to make subgrants to subgrantees. This should be entered as a whole number between 0 and 366.

Error: If the number is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“For # of days/\$\$ distribution, please enter a whole number between 0 and 366. Do not report comma separators or decimals.”* The error message will appear as a pop-up box as well as in red text above the table. The user should click “ok” in the pop-up box and update the number in the table. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

**1.4.8 State Subgrant Activities**

This section collects data on State subgrant activities.

**1.4.8.1 State Subgrant Process**

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY 2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the “# of days/\$\$ Distribution” is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/\$\$ Distribution
Month: <input type="text"/> Day: <input type="text"/> Year: <input type="text"/>	Month: <input type="text"/> Day: <input type="text"/> Year: <input type="text"/>	<input type="text"/>

**Definitions:**

1. **Date State Received Allocation** = Date the State receives the Title III allocation from ED.
2. **Date Funds Available to Subgrantees** = Date that Title III funds are available to approved subgrantees.
3. **# of Days/\$\$ Distribution** = Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

#### 4.2.12 Steps to shorten the distribution of Title III funds to subgrantees (Part I, Section 1.4.8.2)

Section 1.4.8.2 of the CSPR asks users to describe in a text box how their State can shorten the process of distributing Title III funds to subgrantees. The user should type text or paste text directly in the box. This information is required to navigate through the survey tool.

**1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees**  
In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees. *The response is limited to 8,000 characters.*

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When all the information is entered, click “**Next**” to proceed to the next item.



#### 4.2.13 Termination of Title III Language Instruction Educational Programs (Part I, Section 1.4.9.1)

Section 1.4.9.1 of the CSPR asks for information about the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA. The first item asks the user to select Yes or No regarding the question of whether any programs or activities were terminated for failure to reach program goals. Select one response by clicking on the corresponding circle. This information is required to navigate through the survey tool.

If Yes is selected, enter the number of terminated programs or activities in the subsequent box. The number entered must be between 1 and 999,999.

Error: If a number is not entered (and Yes is selected), or if the number entered is outside the range or includes a decimal, text, or comma, the user will get the following error message: *"Please enter a whole number between 1 and 999999. Do not report comma separators or decimals."* The error message will appear as a pop-up box as well as in red text above the item. The user should click "ok" in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

##### 1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

##### 1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA.

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?

- ☐ Yes If yes, provide the number of language instruction educational programs or activities terminated:
- ☐ No

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **"Next"** to proceed to the next item.

*4.2.14 Education for homeless children and youths program (Part I, Section 1.6)*

Section 1.6 of the CSPR asks for information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. In the first row, enter data on the number of LEAs without subgrants, and in the second row enter data on the number of LEAs with subgrants. Numbers entered should be between 0 and 99999. As numbers are entered, the third row will automatically add them for a final number of LEAs. To ensure a correct total is displayed, enter 0 in the appropriate row if there are no LEAs who reported data.

Error: If a number entered is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“For LEAs with/without subgrants, please enter a whole number between 0 and 99999. Do not report comma separators or decimals.”* The error message will appear as a pop-up box as well as in red text above the table. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

**1.6 Education for Homeless Children and Youths Program**

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

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

LEAs	Number of LEAs Reporting Data
LEAs without subgrants	<input type="text"/>
LEAs with subgrants	<input type="text"/>
Total	0

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **“Next”** to proceed to the next item.

#### 4.2.15 ARP-Homeless I Subgrantees (Part I, Section 1.6.3)

Section 1.6.3 of the CSPR asks for information about the number of LEAs in the State who received subgrants with ARP-Homeless I funds. Users should enter data on the number of LEAs in the text box within the table. Numbers entered should be between 0 and 999999.

Error: If a number entered is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 999999. Do not report comma separators or decimals.”* The error message will appear as a pop-up box as well as in red text above the table. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

1.6.3 ARP-Homeless I Subgrantees	
	# LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	<input type="text"/>

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.		
<input type="text"/>		
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When all the information is entered, click **“Next”** to proceed to the next item.

*4.2.16 ARP-Homeless II Subgrantees (Part I, Section 1.6.4)*

Section 1.6.4 of the CSPR asks for information about the number of LEAs in the State who received subgrants with ARP-Homeless II funds. Users should enter data on the number of LEAs in the text box within the table. Numbers entered should be between 0 and 999999.

Error: If a number entered is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 999999. Do not report comma separators or decimals.”* The error message will appear as a pop-up box as well as in red text above the table. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

1.6.4 ARP-Homeless II Subgrantees	
	# LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	<input type="text"/>

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **Next** to proceed to the next item.

#### 4.2.17 Subgrantees Awarded Funds through ARP-Homeless I and II (Part I, Section 1.6.5)

Section 1.6.5 of the CSPR asks for the NCES LEA ID and name of each LEA that received ARP-Homeless funds, and the amount each received. For consortia, users should list all the LEAs participating in the consortia and assign the total ARP Homeless I or II award amount to the lead LEA.

Users will click the link in the center of the page to download an Excel file in which they will report the information. When reporting is complete, users should email the Excel file to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

NOTE: Since the Excel file lists ARP I and APR II award amounts side by side and each LEA should only be listed once, please include "\$0" in the following situations:

- For LEAs that received ARP I funds but not ARP II funds or participate in ARP II consortium, list award in ARP I column and \$0 in ARP II column.
- For LEAs that received ARP II funds but not ARP I funds or participate in ARP I consortium, list award (or blank) in ARP II column and \$0 in ARP I column.

#### 1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside of the CSPR collection tool.

Clicking the following link will initial a download of the Excel file through which you will report the ARP-Homeless I and II funds. If the downloaded file does not appear at the bottom of your browser screen, please check your computer's "Downloads" folder.

<https://CSPRPartI-1-6-5ARP.airprojects.org>

When you have completed your reporting of the LEAs that received ARP-Homeless funds, please email the Excel file to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **"Next"** to proceed to the next item.

#### 4.2.18 Migratory Child Counts (Part I, Section 1.7.1)

Section 1.7 of the CSPR collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2021 through August 31, 2022. A screenshot of the section is shown below.

### 1.7 Education of Migratory Children

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2021 through August 31, 2022. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the *majority of their time* while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as "Age 3 through 5 (not Kindergarten)," **only if the child's residency in the state was verified after the child turned 3.**
2. A child who turns 22 years of age during the performance period is reported at the appropriate age/grade category for the performance period.

Section 1.7.1 of the CSPR asks users to enter concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved. Users can enter this information either by copying and pasting or typing in the text box. A screenshot of this item is shown on the next page.



### 1.7.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2021 through August 31, 2022. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below.

**Note:** In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

#### FAQs on Child Count:

*a. How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are "here-to-work" only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension, or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a "migratory child" are eligible for the MEP.

*b. How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

*c. How is reporting a child "in the age/grade category in which s/he spent the majority of his/her time while residing in the State" defined?* A State must report a child in **only one** age/grade category in which the child spent the majority of his/her time **while residing in the State**. For example, a migratory child resided in State A for three months and in State B for nine months in SY 2021-22. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

**In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.**

**The response is limited to 8,000 characters.**

When all the information is entered, click "**Next**" to proceed to the next item.

*4.2.19 Category 1 and Category 2 Child Count Increases/Decreases (Part I,  
Section 1.7.1.2 and Section 1.7.2.1)*

Section 1.7.1.2 of the CSPR asks users to explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent. Users can enter this information either by copying and pasting or typing in the text box.

**1.7.1.2 Category 1 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

Section 1.7.2.1 of the CSPR asks users to explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent. Users can enter this information either by copying and pasting or typing in the text box.

**1.7.2.1 Category 2 Child Count Increases/Decreases**

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

When all the information is entered, click **“Next”** to proceed to the next item.



**4.2.20 Methods Used to Count Children (Part I, Section 1.7.3.1)**

Section 1.7.3.1 of the CSPR asks users to describe the procedures and processes at the state level used to ensure all eligible children, ages 3-21 are reported. Users can enter this information either by copying and pasting or typing in the text box.

**1.7.3 Child Count Calculation and Validation Procedures**

The following questions request information on the State's MEP child count calculation and validation procedures.

**1.7.3.1 Methods Used to Count Children**

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) *during the performance period* and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

The response is limited to 8,000 characters.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every *EDFacts* data file? See the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

	Yes	No
<b>Accuracy of EDFacts Data Files</b>		
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required <i>EDFacts</i> data file.	<input type="radio"/>	<input type="radio"/>
<b>Use of MSIX to Verify Data Quality</b>		
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	<input type="radio"/>	<input type="radio"/>

Users are also asked about the accuracy of EDFacts data files and use of Migrant Student Information Exchange (MSIX) to verify data quality. These responses can be reported by answering yes or no to each item in the table.

If MSIX is utilized, this information should be entered into the first comment box.

If MSIX is utilized, please explain how. The response is limited to 8,000 characters.

Information about any data quality issues can be included in the second comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.

**4.2.21 Quality Control Processes (Part I, Section 1.7.3.2)**

Section 1.7.3.2 of the CSPR asks users to describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the state's Migrant Education Program (MEP) eligibility determinations. A number between 0 and 999,999 should be entered in each row in the table.

Error: If any number in the table is outside the range or includes a decimal, text, or comma, the user will get the following error message: *"Please enter a whole number between 0 and 999999. Do not report comma separators or decimals."* The error message will appear as a pop-up screen as well as in red text above the table. The user should click "ok" in the pop-up box and update the number in the appropriate row. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

The Illume Survey Tool checks one number at a time such that, if more than one number in the table is outside the acceptable range, only one error message will appear at a time (e.g., when the error on "The number of eligibility determinations sampled" is fixed, the error on "The number of eligibility determinations sampled for which a re-interview was completed" will show).

**1.7.3.2 Quality Control Processes**

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	<input type="text"/>
The number of eligibility determinations sampled for which a re-interview was completed.	<input type="text"/>
The number of eligibility determinations sampled for which a re-interview was completed, and the child was found eligible.	<input type="text"/>

This page also asks the user about the most recent year that the MEP conducted independent prospective re-interviews. The appropriate year can be selected by clicking on the corresponding button. A comment box is also included.

#### Procedures

What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?

If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" box below.

- ☐ SY 2021-22  
☐ SY 2020-21  
☐ SY 2019-20

#### Comment:

#### FAQ on independent prospective re-interviews:

*a. What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

The next three items ask the user to report more information about the re-interviews. The user can select the appropriate response for each item by clicking on the corresponding button.

#### Obtaining Data from Families

Check the applicable box to indicate how the re-interviews were conducted.

- ☐ Face-to-face re-interviews  
☐ Phone Interviews  
☐ Both

	Yes	No
Was there a protocol for verifying all information used in making the original eligibility determination?	<input type="radio"/>	<input type="radio"/>
Were re-interviewers independent from the original interviewers?	<input type="radio"/>	<input type="radio"/>

The next item asks users to describe how they ensured that the process was independent if their state completed independent re-interviews in SY 2021-22. This information can be entered into the first comment box.

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY 2021-22.

The response is limited to 8,000 characters.

Next, users will refer to the results of any re-interview processes used by the SEA; if any of the migratory children were found ineligible, users will describe corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations. This information can be entered into the second comment box.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

The response is limited to 8,000 characters.

Users are then asked whether the state collects all the required data elements and data sections on the National Certificate of Eligibility (COE). Yes or no can be selected by clicking on the corresponding button.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?

- ☐ Yes  
☐ No

Finally, information about any data quality issues can be included in the last comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click “**Next**” to proceed to the next item.



#### 4.2.22 HSED (High School Equivalency Diploma) (Part I, Section 1.7.5)

Section 1.7.5 of the CSPR asks users to provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that their state accepts (e.g., GED, HiSET, TASC). A number between 0 and 999,999 should be entered in the box.

Error: If the number is outside the range or includes a decimal, text, or comma, the user will get the following error message: *“Please enter a whole number between 0 and 999999. Do not report comma separators or decimals.”* The error message will appear as a pop-up screen as well as in red text above the item. The user should click “ok” in the pop-up box and update the number. The user will not be able to navigate forward or backward through the instrument until the number conforms to the expected format or is removed.

##### 1.7.5 Academic Status

The following question collects data about the academic status of **eligible** migratory students.

##### 1.7.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of **eligible** migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g., GED, HiSET, TASC).

**Obtained a HSED in your State During the Performance Period.**

#

Information about any data quality issues can be included in the comment box.

Comments: The response is limited to 8,000 characters.

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When all the information is entered, click **“Next”** to proceed to the next item.

#### 4.2.23 Viewing and printing the report

A report summarizing in tabular form all the data entered into the Part I tool will generate within the tool two times: first, after all the data have been entered but before the certification has been submitted, and second, after the certification has been submitted but before the final submission of the data has been made. At either time the summary report is generated, the user can navigate back through the survey tool (by clicking the “Previous” buttons on each page until the desired page is reached) and revise any errors or supply any missing information. The report can only be printed or saved as a .PDF through your browser.

*Note that the report cannot be viewed after submitting the data, as users will no longer be able to access the instrument. For information about accessing the tool after submission, please see Section 4.3.*



#### 4.2.24 Submitting the certification form

After all the data have been entered, users will certify the data. On the *Submission of School Year 2021-2022 Consolidated State Performance Reporting Part I Certification* page, users will be asked to click on the link (<https://CSPRPartICertification.air.org>) to download the certification form. Users will need to complete it, sign it, and send it via email to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

### Submission of School Year 2021-22 Consolidated State Performance Reporting Part I Certification

AUTHORIZED UNDER SECTION 8303 OF THE ELEMENTARY AND SECONDARY EDUCATION ACT of 1965 (ESEA)

STATE: {UserData:STATE}

Please note that your certification is valid only when the certification form is returned with a valid signature.

Click the following link to download a copy of the CSPR Part I certification form.

<https://CSPRPartICertification.air.org>

Once you have completed and signed the form, please email it to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

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After the signed form has been submitted, the user can click “**Next**” in the survey tool. Users will then mark that they have submitted the signed certification form by checking the box. Users who also submitted the Excel file for 1.6.5: Subgrantees Awarded Funds through ARP-Homeless I and II should indicate that here as well and click “**Next**”.

#### Certification Confirmation

☐ By checking this box, I affirm that I have submitted a signed certification form to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

#### Submission of Section 1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II Excel file.

☐ By checking this box, I affirm that I have submitted the Excel file for 1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II to [OESE.CSPR@ed.gov](mailto:OESE.CSPR@ed.gov).

◀ PreviousSaveNext ▶

Users will not be able to navigate forward or submit their data until they indicate the certification form has been signed and submitted.

*4.2.25 Submitting the data*

When the user has submitted the certification form, reviewed the second report, and no longer wishes to make changes to the data, the user may submit the data. On the report page there is a “**Submit**” button. After this button is clicked, the link will be locked, and the user will no longer have access to edit the data or view the report.



**Thank you for completing the 2021-22 Consolidated State Performance  
Report, Part I.**

**Your responses have been received. Please close the window to exit the  
survey.**

### 4.3 Re-entering the Survey after Submitting

A user will not be able to re-enter the survey after submitting. The survey tool will be locked. If the tool needs to be unlocked for any reason, contact the U.S. Department of Education Partner Support Center (PSC) by toll-free telephone or email:

Telephone: 1-877-457-3336 (877-HLP-EDEN)

Federal Relay Service: 800-877-0996 (Voice/TTY) / [federalrelay@sprint.com](mailto:federalrelay@sprint.com)

Email: [EDEN-Submission-System@ed.gov](mailto:EDEN-Submission-System@ed.gov)

Hours of operation are between 8:00 a.m. and 6:00 p.m. ET, Monday through Friday, except for federal holidays.



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