U.S. DEPARTMENT OF EDUCATION

User Guide: Consolidated State Performance Report (CSPR) Part I

SY 2019-20

March 2021

Preface

The User Guide is intended to assist users submitting the Consolidated State Performance Report (CSPR) for SY 2019-20. 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.[1]

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[1] 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 2019-20 Consolidated State Performance Report.** For guidance in submitting Part II of the **SY 2019-20 Consolidated State Performance Report,** please see **User Guide: Consolidated State Performance Report (CSPR) Part II.**

2. Overview

This document provides instructions for submitting the school year (SY) 2019-20 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 ED*Facts* data files. In SY 2019-20, these sections will no longer appear within the CSPR Part I survey tool. The tool will be limited to manual entry fields only. Note that the required ED*Facts* data files will continue to be submitted through the ED*Facts* Submission System.

Due to COVID-19, the following manual entry sections of the CSPR Part I will not be collected for SY 2019-20:
- 1.2 Student Academic Achievement and Participation in State Assessments
  - 1.2.4   Assessment Participation by Assessment Type for Children with Disabilities

- 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)
- 1.2.5 Assessments for ELs
  - 1.2.5.1.2 Native Language Assessments Offered
- 1.2.6 Grants for State Assessments and Related Activities
  - 1.2.6.1 Grants for State Assessments and Related Activities
    - 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

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 17, 2020. 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 2019-20 CSPR Part I will reopen for manual entry corrections on Monday, March 15, 2021. The CSPR will close on Thursday, April 1, 2021, 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
Email: 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 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 1.3.4 Poverty Quartile Breaks* 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 on Monday March 15, 2021. 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

Resubmission

School Year 2019-20

DUE April 1, 2021

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[1] of the *Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)*[2].

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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[1]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.

[2]All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

| 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 to 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.
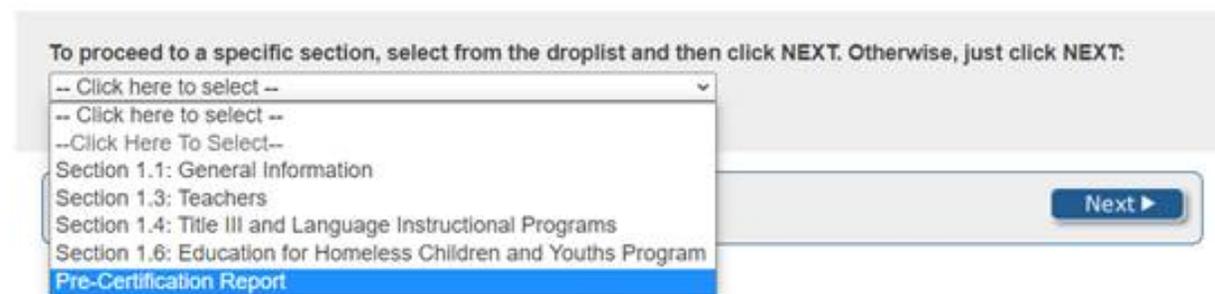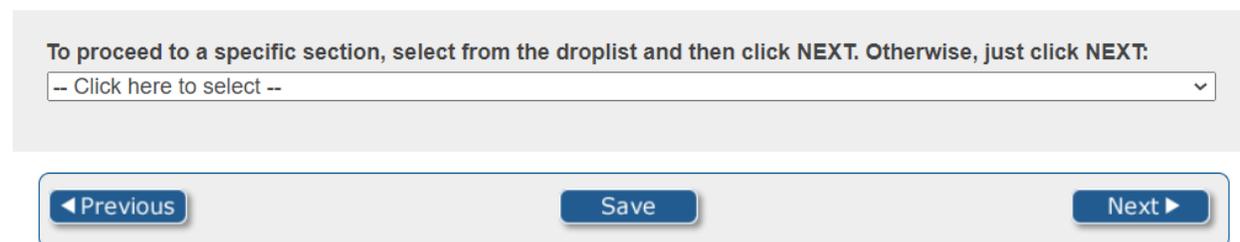
4.1.3 Exiting and saving

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 March 15, 2021. 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.*

Your survey responses have been saved.
To continue with your survey at a later date, navigate to the following link:
http://127.0.0.1:13124/Previewer//Survey.ashx?DATSTAT.SESSIONID=8af8b2f0-2fe3-4340-8426-39d2aa7f0b00
If you would like the link emailed to you, enter your email address in the text field below and select the Send button:
Email:

Send   Resume

4.1.3 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 on Monday, March 15, 2021. 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 Teachers poverty quartile breaks (Part I, Section 1.3.4)

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 required to navigate through the survey tool.

1.3 Teachers

1.3.4 Poverty Quartile Breaks

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	____ %	____ %

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.

4.2.3 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.

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, indicate the language of instruction (if applicable) 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*.

LIEPs	Language of instruction (if applicable)
Transitional Bilingual	
Dual Language or Two-way Immersion	
English as Second language (ESL) or English Language Development (ELD)	
Content Classes with integrated ESL support	
Newcomer Programs	
Other	

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.

◄ Previous   Save   Next ►

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

4.2.4 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.

◀ Previous   Save   Next ▶

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

4.2.5 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	
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	
Supporting implementation of school wide programs	
Professional development to teachers and other personnel serving ELs	
Parent and community engagement activities	
Supporting the development and implementation of pre-school programs	
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	
Improving instruction of ELs with disabilities	
Providing tutorials, career and technical education	
Offering programs to help ELs achieve success in post-secondary education	
Other	

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 2019-20 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.

◄ Previous   Save   Next ►

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

U.S. DEPARTMENT OF EDUCATION
(CSPR) Part I

Consolidated State Performance Report

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

Section 1.4.6 of the CSPR asks users to mark each form of assistance provided by the SEA to the LEAs receiving Title III subgrants. A user is able to 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_

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	☐
Helping ELs meet the same challenging State academic standards that all children are expected to meet	☐
Identifying or developing, and implementing, measures of English proficiency	☐
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	☐
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	☐
Other	☐

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.

[◀ Previous]   [Save]   [Next ▶]

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

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4.2.7 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.*

<u>1.4.7 Definitions</u>:

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 <u>not</u> 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 <u>not</u> 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.

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

4.2.8 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:

1) The date the State received Title III allocation from the U.S. Department of Education (ED). Users can use the drop down boxes to enter the date.

2) The date those funds were available to subgrantees. Users can use the drop down boxes to enter the date.

3) 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 <u>intended school year</u>. Dates must be submitted using the MM/DD/YY format.

Example: State received SY 2019-20 funds July 1, 2019, and then made these funds available to subgrantees on August 1, 2019, for SY 2019-20 programs. Then the "# of days/$$ Distribution" is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# of Days/$$ Distribution
Month: [▾] Day: [▾] Year: [▾]	Month: [▾] Day: [▾] Year: [▾]	[ ]

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.

◀ Previous   Save   Next ▶

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

4.2.9 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.*

◄ Previous   Save   Next ►

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

4.2.10 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.

[   ]

[◄Previous]   [Save]   [Next►]

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

4.2.11 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	
LEAs with subgrants	
Total	0

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.

4.2.12 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.*

4.2.13 Submitting the certification form

After all the data have been entered, users will certify the data. On the *Submission of School Year 2019-2020 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.

Submission of School Year 2019-2020 Consolidated State Performance Reporting Part I Certification

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

STATE: Maine

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.**

◀ Previous   Save   Next ▶

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 and clicking "**Next**" again.

Certification Confirmation

☐ By checking this box, I affirm that I have submitted a signed certification form to OESE.CSPR@ed.gov.

◀ Previous   Save   Next ▶

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

4.2.14 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 2019-20 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. In the event that 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
Email: 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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