



U.S. DEPARTMENT OF EDUCATION

**User Guide: Consolidated State
Performance Report (CSPR) Part II**

SY 2019-20

April 2021

This technical guide was produced under U.S. Department of Education Contract No. 91990019F0389 with American Institutes for Research. Amy Yamashiro served as the contracting officer's representative. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred.

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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

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 II of the **SY 2019-20 Consolidated State Performance Report**. For guidance in submitting Part I of the **SY 2019-20 Consolidated State Performance Report**, please see **User Guide: Consolidated State Performance Report (CSPR) Part I** (https://oese.ed.gov/files/2020/12/CSPR_User-guide_12092020_rev.pdf).

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 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 II survey tool included sections populated with *EDFacts* data files. In SY 2019-20, these sections will no longer appear within the CSPR Part II survey tool. The tool will be limited to manual entry fields only. Note that the required *EDFacts* data files will continue to be submitted through the *EDFacts* Submission System.

Due to COVID-19, the following manual entry sections of the CSPR Part II will not be collected for SY 2019-20:

- 2.1 Accountability
- 2.2 Graduation Rates and Postsecondary Enrollment
- 2.3 Title I, Part A Program Participation

2.2 Timeline

2.2.1 Part II due date

The Authorizing State Official must certify Part II of the CSPR no later than 5:00 p.m. ET, Thursday, February 11, 2021. After this date the tool will be locked, and users will not be able to enter in information.

2.2.2 Part II reopening for corrections

The SY 2019-20 CSPR Part II will reopen for manual entry corrections on Monday, May 3, 2021. The CSPR will close on Thursday, May 20, 2021, at 5:00 p.m. ET.

2.2.3 Automated emails

CSPR email notifications will be sent to states 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 2.4.1 Migratory Child Counts* while another is entering data in *Section 2.4.5 Academic Status*, there is a risk 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, May 3, 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 II Reopen
School Year 2019-20
DUE May 20, 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 8303¹ 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.

¹SEC.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.

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

Save

Next ►

4. Completing Part II 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

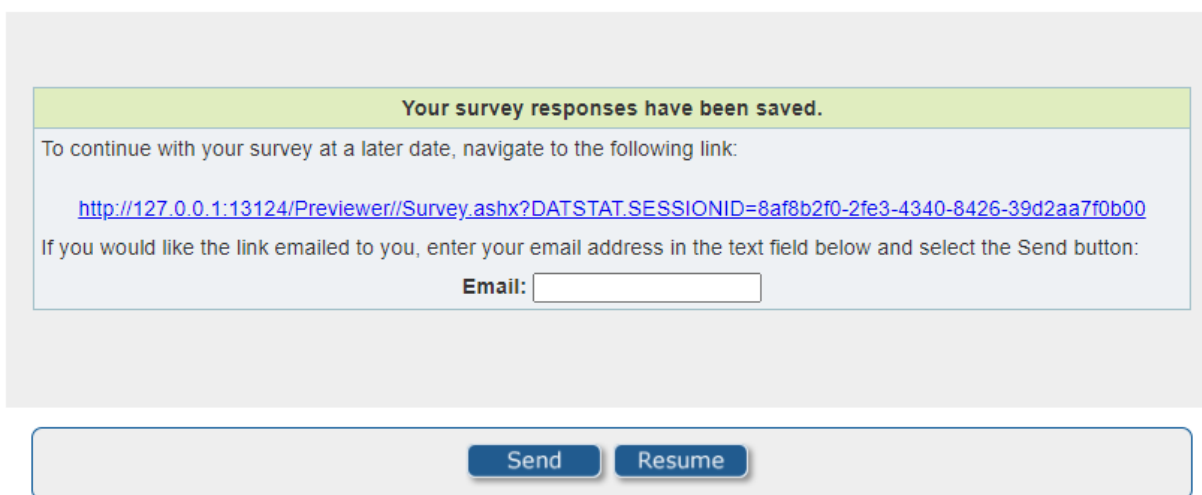
After the introduction screen and again after each section, a navigation page appears that will allow users to skip to different sections within the Illume Survey Tool. Use the drop box on any navigation screen to select the section you wish to navigate to and click “**Next**” to proceed to that section.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

The screenshot displays the navigation interface of the Illume Survey Tool. 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 --". The dropdown is open, showing a list of sections: "-- Click here to select --", "--Click Here To Select--", "Section 2.4: Education of Migratory Children", "Section 2.5: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or at Risk", "Section 2.6: Student Support and Academic Enrichment Grants (Title IV, Part A)", "Section 2.7: Funding Transferability", "Section 2.8: Rural Education Achievement", and "Pre-Certification Report". Below the dropdown is a row of three buttons: "Previous", "Save", and "Next".

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 May 3, 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.

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=8af8b2f0-2fe3-4340-8426-39d2aa7f0b00". 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 a text input field labeled "Email:" and two buttons at the bottom: "Send" and "Resume".

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:

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 on Monday, May 3, 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. The following section provides details for entering information on each screen.

4.2.1 Migratory Child Counts (Part II, Section 2.4.1)

Section 2.4.1 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.

2.4.1 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, 2019 through August 31, 2020. 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 2019-20. 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.

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

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

4.2.2 Category 1 and Category 2 Child Count Increases/Decreases (Part II, Section 2.4.1.2 and Section 2.4.2.1)

Section 2.4.1.2 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.

2.4.1.2 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 2.4.2.1 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.

2.4.2.1 Category 2 Child Count Increases/Decrease

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.

4.2.3 Methods Used to Count Children (Part II, Section 2.4.3.1)

Section 2.4.3.1 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.

2.4.3 Child Count Calculation and Validation Procedures

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

2.4.3.1 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.

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.

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
Accuracy of <i>EDFacts</i> Data Files		
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"/>
Use of MSIX to Verify Data Quality		
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"/>

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.

◀ Previous

Save

Next ▶

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

4.2.4 Quality Control Processes (Part II, Section 2.4.3.2)

Section 2.4.3.2 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).

2.4.3.2 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 2019-20
☐ SY 2018-19
☐ SY 2017-18

Comment:

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 2019-20. 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 2019-20.

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.

[◀ Previous](#)[Save](#)[Next ▶](#)

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

4.2.5 HSED (High School Equivalency Diploma) (Part II, Section 2.4.5.2)

Section 2.4.5.2 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.

2.4.5 Academic Status

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

2.4.5.2 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.

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

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

4.2.6 Programs and Facilities - Subpart 1 (Part II, Section 2.5.1.1)

Section 2.5.1.1 of the CSPR asks users to provide the number of state agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. A number between 0 and 999,999 should be entered in each row in the #Programs/Facilities column. As those numbers are entered, the total row will automatically add them for a final number of programs/facilities. A number between 0 and 365 should be entered into each row in the Average Length of Stay in Days column. A screenshot of this item is shown on the next page.

→Error: If a number entered in the #Programs/Facilities column 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.”* If a number entered in the Average Length of Stay in Days column 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 365. Do not report 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.

→The Illume Survey Tool checks one number at a time such that, if more than one number is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Average Length of Stay in Days” for “Neglected programs” is fixed, the error on “#Programs/Facilities” for “Juvenile detention” will show).

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	<input type="text"/>	<input type="text"/>
Juvenile detention	<input type="text"/>	<input type="text"/>
Juvenile corrections	<input type="text"/>	<input type="text"/>
Adult corrections	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Total	0	

FAQ on Programs and Facilities - Subpart I:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

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.

4.2.7 Programs and Facilities That Reported - Subpart 1 (Part II, Section 2.5.1.2)

Section 2.5.1.2 of the CSPR asks for the number of state agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. A number between 0 and 999,999 should be entered in each row. As those numbers are entered, the total row will automatically add them for a final number of state programs/facilities reporting data.

→ 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 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 more than one number is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Neglected programs” is fixed, the error on “Juvenile detention” will show).

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected programs	<input type="text"/>
Juvenile detention	<input type="text"/>
Juvenile corrections	<input type="text"/>
Adult corrections	<input type="text"/>
Other	<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.

4.2.8 Programs and Facilities – Subpart 2 (Part II, Section 2.5.3.1)

Section 2.5.3.1 of the CSPR asks users to provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. A number between 0 and 999,999 should be entered in each row in the #Programs/Facilities column. As those numbers are entered, the total row will automatically add them for a final number of programs/facilities. A number between 0 and 365 should be entered into each row in the Average Length of Stay in Days column. A screenshot of this item is shown on the next page.

→Error: If a number entered in the #Programs/Facilities column 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.”* If a number entered in the Average Length of Stay in Days column 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 365. Do not report 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.

→The Illume Survey Tool checks one number at a time such that, if more than one number is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Average Length of Stay in Days” for “Neglected programs” is fixed, the error on “#Programs/Facilities” for “Juvenile detention” will show).

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
At-risk programs	<input type="text"/>	<input type="text"/>
Neglected programs	<input type="text"/>	<input type="text"/>
Juvenile detention	<input type="text"/>	<input type="text"/>
Juvenile corrections	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>
Total	0	

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

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 Programs and Facilities That Reported - Subpart 2 (Part II, Section 2.5.3.2)

Section 2.5.3.2 of the CSPR asks for the number of state agency Title I, Part D, Subpart 2 programs/facilities that reported data on neglected and delinquent students. A number between 0 and 999,999 should be entered in each row. As those numbers are entered, the total row will automatically add them for a final number of state programs/facilities reporting data.

→ 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 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 more than one number is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Neglected programs” is fixed, the error on “Juvenile detention” will show).

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	<input type="text"/>
Neglected programs	<input type="text"/>
Juvenile detention	<input type="text"/>
Juvenile corrections	<input type="text"/>
Other	<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.

4.2.10 Funds Spent Under Title IV, Part A (Part II, Section 2.6.1)

Section 2.6.1 of the CSPR asks for the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA. A number between 0 and 9,999,999,999 should be entered in each row.

→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 9999999999. 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. 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 is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Well-rounded” is fixed, the error on “Safe and Healthy Students” will show).

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA. The data are reported through the Annual Performance Reporting Tool.

Content Area	Amount of Funds Spent
Well-Rounded	\$ <input type="text"/>
Safe and Healthy Students	\$ <input type="text"/>
Effective Use of Technology	\$ <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.

4.2.11 LEAs Who Spent Funds Under Title IV, Part A (Part II, Section 2.6.2)

Section 2.6.2 of the CSPR asks for the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. A number between 0 and 999,999 should be entered in each row.

→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 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.

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below). The data are reported through the Annual Performance Reporting Tool.

Content Area	Number of LEAs Spending Funds
Well-Rounded	<input type="text"/>
Safe and Healthy Students	<input type="text"/>
Effective Use of Technology	<input type="text"/>
Any Content Area	<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.

4.2.12 State Transferability of Funds (Part II, Section 2.7.1)

Section 2.7.1 of the CSPR asks the user to indicate whether the state transferred funds under the state transferability authority. Yes or no can be selected by clicking on the corresponding button. This information is required to navigate through the survey tool.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)**2.7.1 State Transferability of Funds**

In the table below, indicate whether the State transferred funds under the state transferability authority.

	Yes	No
Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2019-20?	<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.

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

4.2.13 Local Educational Agency (LEA) Transferability of Funds (Part II, Section 2.7.2)

Section 2.7.2 of the CSPR asks the user to indicate the number of LEAs that notified the state that they transferred funds under the LEA transferability authority. 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 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.

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	<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.

4.2.14 LEA Funds Transfers (Part II, Section 2.7.3)

Section 2.7.3 of the CSPR asks the user to provide the total number of LEAs that transferred funds from an eligible program to another eligible program. A number between 0 and 999,999 should be entered in each box 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 is outside the acceptable range, only one error message will appear at a time (e.g., when the error on the “# LEAs Transferring Funds FROM Eligible Program” for “Student Support and Enrichment Grants (Title IV, Part A)” is fixed, the error on “# LEAs Transferring Funds TO Eligible Program” for “Rural Education Initiative (Title V, Part B)” will show).

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Supporting Effective Instruction (Title II, Part A)	<input type="text"/>	<input type="text"/>
Student Support and Enrichment Grants (Title IV, Part A)	<input type="text"/>	<input type="text"/>
Improving Basic Programs Operated by LEAs (Title I, Part A)		<input type="text"/>
Education of Migratory Children (Title I, Part C)		<input type="text"/>
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		<input type="text"/>
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		<input type="text"/>
Rural Education Initiative (Title V, Part B)		<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.

Section 2.7.3 of the CSPR also asks the user to provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program. A screenshot of this item is shown on the next page. A number between 0 and 9,999,999,999 should be entered in each box 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 9999999999. 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 is outside the acceptable range, only one error message will appear at a time (e.g., when the error on the “Total Amount of Funds Transferred FROM Eligible Program” for “Student Support and Enrichment Grants (Title IV, Part A)” is fixed, the error on “# Total Amount of Funds Transferred TO Eligible Program” for “Rural Education Initiative (Title V, Part B)” will show).

2.7.3 LEA Funds Transfers

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Supporting Effective Instruction (Title II, Part A)	<input type="text"/>	<input type="text"/>
Student Support and Enrichment Grants (Title IV, Part A)	<input type="text"/>	<input type="text"/>
Improving Basic Programs Operated by LEAs (Title I, Part A)		<input type="text"/>
Education of Migratory Children (Title I, Part C)		<input type="text"/>
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		<input type="text"/>
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		<input type="text"/>
Rural Education Initiative (Title V, Part B)		<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.

4.2.15 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds (Part II, Section 2.8.1)

Section 2.8.1 of the CSPR asks the user to provide the number of eligible LEAs that used RLIS funds during SY 2019-20 for each of the listed purposes. A number between 0 and 999,999 should be entered in each box 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 is outside the acceptable range, only one error message will appear at a time (e.g., when the error on “Activities authorized under Part A of Title I” is fixed, the error on “Activities authorized under Title III” will show).

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds during SY 2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	<input type="text"/>
Activities authorized under Part A of Title II	<input type="text"/>
Activities authorized under Title III	<input type="text"/>
Activities authorized under Part A of Title IV	<input type="text"/>
Parental involvement activities	<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.

4.2.16 RLIS Objectives and Outcomes (Part II, Section 2.8.2)

Section 2.8.2 of the CSPR asks users to describe the progress the state has made in meeting the objectives and outcomes for the RLIS as described in the state's most current Consolidated State Application. Users can enter this information either by copying and pasting or typing in the text box.

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

The response is limited to 8,000 characters.

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

4.2.17 RLIS Technical Assistance (Part II, Section 2.8.3)

Section 2.8.3 of the CSPR asks users to describe the progress the state has made in providing technical assistance for RLIS LEA sub-grantees as described in the state's most current Consolidated State Application. Users can enter this information either by copying and pasting or typing in the text box.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

The response is limited to 8,000 characters.

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

4.2.18 RLIS Subgrant Award Determination (Part II, Section 2.8.4)

Section 2.8.4 of the CSPR asks users to report the method the SEA used to award grants to eligible LEAs. Users can enter this information either by copying and pasting or typing in the text box.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

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 RLIS State Administrative Funds (Part II, Section 2.8.5)

Section 2.8.5 of the CSPR asks users to report the percentage of the RLIS grant funds that were retained for state-level administration, as well as what percentage of those funds retained for state-level administration were used specifically for technical assistance. A number between 0 and 100 should be entered in each 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 100. 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. 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.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	<input type="text"/>
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	<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.

4.2.20 RLIS LEAs Awarded Funds (Part II, Section 2.8.6)

Section 2.8.6 of the CSPR asks users to list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. To access the data entry form, click on the link <https://csprpartii-2-8-6rlis.airprojects.org/>. This will download an editable Excel file for data entry. The LEA ID and LEA name should be entered into the first two columns, respectively. A number should be entered in the rows in the “RLIS Award Amount” column. The completed Excel file should be emailed to OESE.CSPR@ed.gov.

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. 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 RLIS funds. If the downloaded file does not appear at the bottom of your browser screen, please check your computer's "Downloads" folder.

<https://CSPRPartII-2-8-6RLIS.airprojects.org>

When you have completed your reporting of the LEAs that received RLIS funds, please email the Excel file to 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.

4.2.21 Viewing and printing the report

A report summarizing in tabular form all the data entered into the Part II 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 or using the navigation pages 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.*

4.2.22 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 II Reopen Certification* page, users will be asked to click on the link (<https://csprpartiicertification.airprojects.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 II Reopen Certification

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

STATE: Alaska

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 II certification form.

<https://CSPRPartIICertification.airprojects.org/>

Once you have completed and signed the form, please email it to 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 2.8.6: RLIS LEAs Awarded Funds 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.

Submission of Section 2.8.6 RLIS LEAs Awarded Funds Excel file.

☐ By checking this box, I affirm that I have submitted the Excel file for 2.8.6: RLIS LEAs Awarded Funds to OESE.CSPR@ed.gov.

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

4.2.23 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 II Reopen.

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.



The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

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