



# Title III Data Reporting Process: Overview

This technical assistance document aims to assist stakeholders in understanding the Title III Data Collections that are submitted to the U.S. Department of Education (ED) via the *EDFacts* submission systems. Please refer to the [EDFacts file specifications](#) or contact [edfacts@ed.gov](mailto:edfacts@ed.gov) for official guidance. The Data Life Cycle and ED communication strategies are only applicable to school year 2021–22.

## Background

Title III helps ensure that **English learners (ELs)** attain English language proficiency and meet state academic standards. The program also provides enhanced instructional opportunities for immigrant children and youth.

ELs are identified by local educational agencies (LEAs) based on statewide criteria. Not all ELs are in LEAs receiving Title III funds, and not all ELs in LEAs receiving Title III funds are directly served by these funds.



Title III data are collected on **all ELs and ELs in LEAs receiving Title III funds**, depending on the reporting requirements in each *EDFacts* file specification or Consolidated State Performance Report (CSPR) element.

## Data Lifecycle

### LEAs

Collect, review, and submit data to SEAs



**Data staff and program liaisons** collect, review, and submit LEA data to state educational agencies (SEAs). In some LEAs, program liaisons overseeing the grant also oversee the identification of ELs within the LEA.

### SEAs

Collect, review, and submit data to *EDFacts* and CSPR



**EDFacts and CSPR Coordinators** work with the **Title III Coordinator** and other staff in the SEA to collect, review, and submit data to *EDFacts* and CSPR. SEAs may create training materials for LEA data staff and liaisons and employ strategies to identify LEAs in need of technical assistance.

### ED

Reviews data, follows up with states, and applies findings



**The Department of Education (ED)** reviews data submitted by SEAs and requests revisions or explanations for data issues. This review informs planning of technical assistance and activities to help improve data quality. Final data are shared with Congress, made publicly available, and used to monitor Title III effectiveness and allocate funds.



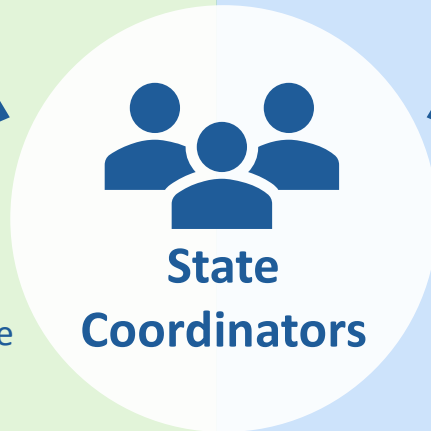
# Title III Data Reporting Process: Communication

State Coordinators are responsible for ensuring the collection and submission of high-quality Title III and other data. Safeguarding data quality requires effective communication throughout the entire reporting process.

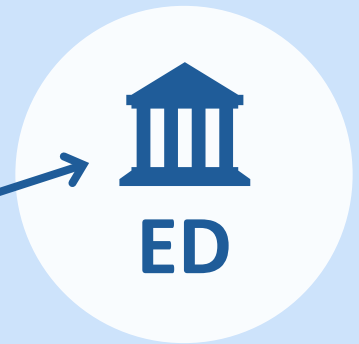


LEA

State Coordinators can employ different strategies to communicate with LEAs during data collection.



State  
Coordinators



ED

State Coordinators communicate with ED throughout the reporting year and after data submission.

## Sample Communication Strategies

**Provide reminders** to local program liaisons and LEA data staff to submit data based on regular progress checks throughout the data collection window.

**Identify LEAs** in need of technical assistance and work with other State Coordinators to troubleshoot.

**Appoint a liaison** between the data quality office and program office in the SEA to assist LEAs in the data submission process.

**Provide training materials** to support LEAs in understanding data requirements.

**Update the State Submission Plan** to report concerns or issues related to the state's data in collaboration with other State Coordinators.

**Reach out** to the Partner Support Center inbox for clarification of ED*Facts* reporting requirements.

**Attend meetings and events** hosted by ED to learn about common Title III data questions and concerns.

**Provide data notes** in response to ED's data review after initial submission.