



U.S. DEPARTMENT OF EDUCATION

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

School Year (SY) 2022-23

January 2024

This technical guide was produced under U.S. Department of Education Contract No. 91990021F0372 with American Institutes for Research. Felicia Goss 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.

This technical guide is in the public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: Consolidated State Performance Report (CSPR), U.S. Department of Education, Washington, DC: Office of Elementary and Secondary Education. Retrieved [date] from <https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>.

On request, this publication is available in alternate formats, such as Braille, large print, or CD-ROM. For more information, please contact the Department's Alternate Format Center at (202) 260-0852 or (202) 260-0818.

Preface

The Submission Guide assists users submitting the CSPR for SY 2022-23. This guide addresses the basic mechanics of the Voxco 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 36.50 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.

Table of Contents

1. Introduction.....	7
2. Overview.....	7
2.1 Change from prior years.....	7
2.2 Timeline.....	8
2.2.1 Due date.....	8
2.2.2 Reopening for corrections.....	8
2.2.3 Automated emails about CSPR milestones.....	8
2.3 Help desk and technical support.....	8
3. Accessing the Voxco Survey Tool.....	9
3.1 Accessing the dashboard.....	9
3.2 Assigning and accessing CSPR Sections.....	10
3.3 Accessibility.....	11
3.4 Users.....	11
3.4.1 Types of users.....	11
3.4.2 Multiple and concurrent users.....	11
4. Using the Voxco Survey Tool.....	12
4.1 Navigating through the tool within a CSPR Section.....	12
4.1.1 Forward and backward.....	12
4.1.2 Returning to a Section in progress.....	12
4.1.3 Moving to other Sections.....	12
4.2 Entering data.....	13
5. Data Entry.....	14
5.1 CSPR Part I.....	14
5.1.1 Student Academic Achievement and Participation in State Assessments (Part I, Section 1.1.4).....	14
5.1.2 Grants for State Assessments and Related Activities (Part I, Section 1.1.7)	15
5.1.3 Title III and Language Instructional Programs (Part I, Section 1.3.2).....	18
5.1.4 Teacher Information and Professional Development (Part I, Section 1.3.4).....	19
5.1.5 Activities of Subgrantees Related to the Teaching and Learning of ELs (Part I, Section 1.3.5).....	20
5.1.6 State-level activities under 3111(b)(2)(D) (Part I, Section 1.3.6).....	22
5.1.7 Unduplicated number of immigrant students enrolled in schools in the State, the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA, and the number of 3114(d)(1) subgrants (Part I, Section 1.3.7).....	23

5.1.8 State Subgrant Activities (Part I, Section 1.3.8)	24
5.1.9 Title III Subgrantees – Termination of Title III, Part A Programs or Activities (Part I, Section 1.3.9).....	25
5.1.10 LEAs receiving McKinney–Vento subgrants and reporting data (Part I, Section 1.5.1).....	27
5.1.11 ARP-Homeless I Subgrantees (Part I, Section 1.5.4).....	28
5.1.12 ARP-Homeless II Subgrantees (Part I, Section 1.5.5).....	28
5.1.13 Subgrantees Awarded Funds through ARP-Homeless I and II (Part I, Section 1.5.6).....	29
5.1.14 Migratory Child Counts (Part I, Section 1.6.1).....	31
5.1.15 Migratory Child Count (Part I, Section 1.6.2).....	32
5.1.16 Eligible Migratory Children Served by the Migrant Education Program (MEP) During the Summer/ Intersession Term (Part I, Section 1.6.3).....	32
5.1.17 Quality Control Processes and Prospective Re-Interviewing (Part I, Section 1.6.4).....	32
5.2 CSPR Part II.....	36
5.2.1 State Report Cards (Part II, Section 2.1.1).....	36
5.2.2 Adjusted Cohort Graduation Rates and Postsecondary Enrollment (Part II, Section 2.3.3).....	37
5.2.3 LEA Title I, Part D Programs and Facilities – Subpart 1 (Part II, Section 2.5.1.1) 38	
5.2.4 LEA Title I, Part D Programs and Facilities – Subpart 2 (Part II, Section 2.5.3.1) 40	
5.2.5 Funds Spent Under Title IV, Part A (Part II, Section 2.6.1)	42
5.2.6 LEAs Who Spent Funds Under Title IV, Part A (Part II, Section 2.6.2)	43
5.2.7 State Transferability of Funds (Part II, Section 2.7.1).....	44
5.2.8 Local Educational Agency (LEA) Transferability of Funds (Part II, Section 2.7.2) 45	
5.2.9 LEA Funds Transfers (Part II, Section 2.7.3).....	46
5.2.10 LEA Funds Transfers (Part II, Section 2.7.4).....	47
5.2.11 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds (Part II, Section 2.8.1).....	49
5.2.12 RLIS Objectives and Outcomes (Part II, Section 2.8.2).....	50
5.2.13 RLIS Technical Assistance (Part II, Section 2.8.3).....	50
5.2.14 RLIS Subgrant Award Determination (Part II, Section 2.8.4.1).....	51
5.2.15 RLIS State Administrative Funds (Part II, Section 2.8.5).....	52
5.2.16 RLIS LEAs Awarded Funds (Part II, Section 2.8.6).....	53

6. Submitting and certifying CSPR data.....	55
6.1 Viewing and printing the report	55
6.2 Submitting the certification form.....	55
6.3 Locking the data	57
6.4 Re-entering the Survey after Submitting.....	58

1. Introduction

The Voxco 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 (ESEA), as amended.

This document is intended to guide CSPR Coordinators in submitting the **SY 2022-23 Consolidated State Performance Report**.

2. Overview

This document provides instructions for submitting the SY 2022-23 CSPR through the Voxco Survey Tool.

Section 8303 of the 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

The CSPR Part I and Part II surveys were separate collections on separate time frames in prior years. Both Parts I and II are collected at the same time in one survey beginning with SY 2022-23. Note that the individual certification of each Part is still required for SY 2022-23.

2.2 Timeline

2.2.1 *Due date*

The Authorizing State Official must certify Parts I and II of the CSPR no later than 5:00 p.m. ET, Wednesday, February 28, 2024. After this date, the tool will be locked, and users will not be able to enter information.

2.2.2 *Reopening for corrections*

The SY 2022-23 CSPR Parts I and II will reopen for manual entry corrections on Wednesday, March 27, 2024. The CSPR will close on Wednesday, April 17, 2024, at 5:00 p.m. ET.

2.2.3 *Automated emails about CSPR milestones*

The Voxco 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

For CSPR data questions, 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.

For technical questions or issues with the Voxco Survey Tool, users can contact the Office of Elementary and Secondary Education (OESE) by email: OESE.CSPR@ed.gov.

3. Accessing the Voxco Survey Tool

3.1 Accessing the dashboard

The State CSPR Coordinator(s) will receive a unique URL and PIN from OESE.CSPR@ed.gov via email on January 31, 2024. The URL and PIN will allow access to the Voxco Survey Tool to the CSPR Submission Dashboard (dashboard).

Each State will only receive one URL and one PIN by email. Users can click on the link to enter the tool (recommended), copy and paste the URL into their preferred browser, or type the website information into the browser. Then, enter the provided PIN to access the dashboard.



Consolidated State Performance Report Submission Dashboard

For help, contact: OESE.CSPR@ed.gov

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.

Please click "Next" to continue.

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 ESSA in this document are to the ESSA, as amended by the ESSA.

Save & Exit

Next >

The user will enter the dashboard and see a landing page.

3.2 Assigning and accessing CSPR Sections

Each CSPR Section has an associated unique URL and PIN. These URLs and PINs will only grant access to that specific Section. This will allow users to be in multiple Sections at the same time. Concurrent use is still not possible (see section 3.4.2 below for more details).

Coordinators must email assignee(s) the URL and PIN associated with the Section(s) they have been assigned.

Survey Section	Assignment	Survey status	PIN	Full URL
<input type="radio"/> Section 1.1	Not assigned	Not Started	720C235M	https://www.survey.com/?P=720C235M
<input type="radio"/> Section 1.3	Not assigned	Not Started	873D506X	https://www.survey.com/?P=873D506X
<input type="radio"/> Section 1.5	Not assigned	Not Started	148R797D	https://www.survey.com/?P=148R797D
<input type="radio"/> Section 1.6	Not assigned	Not Started	498X839R	https://www.survey.com/?P=498X839R
<input type="radio"/> Section 2.1	Not assigned	Not Started	888O864H	https://www.survey.com/?P=888O864H
<input type="radio"/> Section 2.3	Not assigned	Not Started	430H814Z	https://www.survey.com/?P=430H814Z
<input type="radio"/> Section 2.5	Not assigned	Not Started	471V420X	https://www.survey.com/?P=471V420X
<input type="radio"/> Section 2.6	Not assigned	Not Started	263H860X	https://www.survey.com/?P=263H860X
<input type="radio"/> Section 2.7	Not assigned	Not Started	715K564W	https://www.survey.com/?P=715K564W
<input type="radio"/> Section 2.8	Not assigned	Not Started	214D813Q	https://www.survey.com/?P=214D813Q

To add, update, or review a Section assignee, select the radio button next to a Section, then click **“Next.”** On the following page, enter the assignee’s contact information to track who the Section is assigned to.

Contact information for

First Name:

Last Name:

Email:

Once you have entered the contact information, click **“Next”** to return to the dashboard page with the Section table.

To begin entering data for a CSPR Section, click or copy the URL listed and enter the PIN

provided if prompted. Follow the instructions within the Section survey to complete the submission for that Section. The “Survey status” column will update as Sections are completed, but it does not refresh automatically. To see updates, you will need to refresh by pressing F5, your browser’s refresh button, or closing and re-opening the page.

If someone other than the CSPR coordinator will be completing the Section, they will need the URL and PIN. **You will need to email this information to them, as the Voxco Tool does not do this.**

3.3 Accessibility

The Voxco Survey Tool is designed to be 508-compliant. For best performance, a computer is recommended, although the tool will work on a mobile device. The Voxco Survey Tool will work on all browsers; however, Chrome or Firefox are recommended for optimal use.

3.4 Users

3.4.1 Types of users

Through the Voxco Survey Tool, the CSPR collection supports a single type of user. All users can view, enter, and update CSPR data via Voxco for their own State. They can view and print the submission entries in the certification sections, email the certification form, and submit CSPR data.

3.4.2 Multiple and concurrent users

While Voxco will **allow for multiple users** in a Section at different times, **avoid concurrent use** (more than one user in a Section at the same time) to ensure data are not lost. For example, if two users are entering data simultaneously in *Section 2.5.1.1 Title I, Part D Programs and Facilities*, there is a risk the input of one of the users will be omitted as the other user navigates through the tool. The system *can* accommodate multiple users within a State to access the tool at **different times within the same Section**, or at **the same time within different Sections**. To avoid potential confusion and unintended omission of data, assign responsibilities so that no two users work in the tool at the same time.

4. Using the Voxco Survey Tool

4.1 Navigating through the tool within a CSPR Section

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 “**Back**” and “**Next**” buttons at the bottom of each screen to navigate through the tool. The “**Back**” button will take the user to the screen they were previously on.

A user can navigate to any page if the survey has not been submitted. Data cannot be edited after submission, which locks the survey form. For information on unlocking the tool after submission, please see section 6.4.

→ **Note:** *The Tab key can be used to move from one data entry field to the next within a page. Do not use the Enter key.*

→ **Note:** *Data are saved automatically when users click “Next” as they navigate through the survey tool. Closing the web browser prior to clicking “Next” on a given page results in data not being saved; the data will need to be re-entered.*

4.1.2 *Returning to a Section in progress*

Users can return to a Section already in progress by using the Section’s unique link and PIN. The user will be taken to the page they were last working on.

4.1.3 *Moving to other Sections*

Beginning in the SY 2022-23 collection, each Section has its own URL. To move to another Section, users will need to have the URL and PIN for that Section.

All Section URLs and PINs are contained within a dashboard. The URL and PIN to access the dashboard was shared with the State CSPR Coordinator(s) by email on January 31, 2024. Below is an example dashboard.

Survey Section	Assignment	Survey status	PIN	Full URL
<input type="radio"/> Section 1.1	Not assigned	Not Started	088X592P	https://www.survey.com/?P=088X592P
<input type="radio"/> Section 1.3	Not assigned	Not Started	764F009O	https://www.survey.com/?P=764F009O
<input type="radio"/> Section 1.5	Not assigned	Not Started	030A418L	https://www.survey.com/?P=030A418L
<input type="radio"/> Section 1.6	Not assigned	Not Started	224E039V	https://www.survey.com/?P=224E039V
<input type="radio"/> Section 2.1	Not assigned	Not Started	711P945T	https://www.survey.com/?P=711P945T
<input type="radio"/> Section 2.3	Not assigned	Not Started	893E822C	https://www.survey.com/?P=893E822C
<input type="radio"/> Section 2.5	Not assigned	Not Started	156O132R	https://www.survey.com/?P=156O132R
<input type="radio"/> Section 2.6	Not assigned	Not Started	693R290F	https://www.survey.com/?P=693R290F
<input type="radio"/> Section 2.7	Not assigned	Not Started	953X781C	https://www.survey.com/?P=953X781C
<input type="radio"/> Section 2.8	Not assigned	Not Started	155A032J	https://www.survey.com/?P=155A032J

[← Back](#)

[Save & Exit](#)

[Next >](#)

4.2 Entering data

The Voxco Survey Tool uses several types of data entry fields. Data entry fields include text, numerical responses, and radio buttons.

If a response is out of bounds, an error message will appear. The user must correct the data to move forward in the tool.

The following sections provide details for entering information on each screen in Parts I and II.

5. Data Entry

5.1 CSPR Part I

5.1.1 *Student Academic Achievement and Participation in State Assessments (Part I, Section 1.1.4)*

Section 1.1.4 of the CSPR asks whether your State received a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards for the current year. Use the radio buttons to answer this required question.

→ **Error:** Users will receive the following error message if a response is not selected for all three subjects: “Answer is incomplete.”

1.1.4 Alternate Assessment Participation for Children with Disabilities

This section contains information on children with disabilities’ participation in alternate assessments based on alternate achievement standards in mathematics, reading/language arts, and science.

The data in the table below should include participation data from all children with disabilities (*IDEA*) as defined under the *IDEA*. Students covered only under Section 504 of the *Rehabilitation Act of 1973* are not included.

1.1.4.2 Did your state receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards for the current year?

Academic Subject	No	Yes
Mathematics	<input type="radio"/>	<input type="radio"/>
Reading/Language Arts	<input type="radio"/>	<input type="radio"/>
Science	<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 5,000 characters.

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

5.1.2 Grants for State Assessments and Related Activities (Part I, Section 1.1.7)

Section 1.1.7 of the CSPR asks about the State’s use of funds under Section 1201 of ESEA. Enter the percentages of funds made available under Section 1201. Accepted values to this required question are between 0 and 100. Use radio buttons to indicate whether the funds were used for each purpose. Answers to these questions are required.

→ **Error:** Users will receive the following error message if

- a number is not entered for both purposes or
- their sum is greater than 100.

“Please ensure your response is rounded to the nearest 10% and the sum is not greater than 100%. If you did not spend funds on a listed purpose, enter 0 (zero).”

1.1.7 Grants for State Assessments and Related Activities

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

1.1.7.1. Estimated Percentages of Funds Made Available Under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) that were used for Standards and Assessment Development and Other Purposes

Purpose	Percentage (rounded to nearest 10)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	<input type="text"/>
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	<input type="text"/>
Total	0

→ **Error:** Users will receive the following error message if

- a response option is not selected for every purpose in 1.1.7.2 or
- “Yes” was selected for the “Other” option but no text was entered in the text box.

“Answer is incomplete.”

1.1.7.2 Uses of Funds Made Available Under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) for Purposes Other than Standards and Assessment Development

Purpose	Used for Purpose	
	No	Yes
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	<input type="radio"/>	<input type="radio"/>
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the <i>ESEA</i> and academic assessments in languages other than English to meet the State's obligations under Section 1111(b)(2)(F) of the <i>ESEA</i> .	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Ensuring the continued validity and reliability of State assessments.	<input type="radio"/>	<input type="radio"/>
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	<input type="radio"/>	<input type="radio"/>
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the <i>ESEA</i> in order to integrate engineering design skills and practices into such assessments.	<input checked="" type="radio"/>	<input checked="" type="radio"/>

U.S. Department of Education
 Submission Guide: Consolidated State Performance Report (CSPR)

Purpose	Used for Purpose	
	No	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the <i>ESEA</i> and other assessments not required under Section 1111(b)(2) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the <i>ESEA</i> , and using the principles of universal design for learning.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the <i>ESEA</i> .	<input type="radio"/>	<input type="radio"/>
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	<input type="radio"/>	<input type="radio"/>
Designing report cards and reports under Section 1111(h) of the <i>ESEA</i> in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

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

Comments: The response is limited to 5,000 characters.

Click “**Submit**” to complete and lock the Section when all required information is entered.

5.1.3 Title III and Language Instructional Programs (Part I, Section 1.3.2)

Section 1.3.2 of the CSPR asks about Title III and Language Instructional Programs (LIEPs). Enter the language(s) of instruction applied for each LIEP type. The user can also describe “other” types of LIEPs, if applicable.

→ **Error:** If a response besides “N/A” is entered in 1.3.2 for “Other,” the description of “Other” in 1.3.2.1 is required. The user will receive the following error message if a description is not provided: “Answer is incomplete.”

1.3.2 English Learner (EL) Enrollment Data

Languages of Instruction by LIEP type. Languages should be entered in a **comma-separated list**. If a type is not applicable, please enter “N/A.”

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

1.3.2.1 Description of the use of “Other” types of LIEPs in the table above

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

Comments: The response is limited to 5,000 characters.

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

5.1.4 *Teacher Information and Professional Development (Part I, Section 1.3.4)*

Section 1.3.4 of the CSPR asks for the unduplicated headcount of teachers who are working in LIEPs as defined under section 3201(7) of the ESEA and reported in CSPR Section 1.3.2 (LIEPs). Enter a whole number in the space provided. Do not use commas.

Enter a description of the State’s specific English Language (EL) certification and licensure requirements in the text box. If the State does not require EL certification or licensure, enter a description of the high level of certification or licensure required by the State for which a teacher is considered “fully certified or licensed” to teach ELs in an LIEP in the text box.

→ **Error:** *The user will receive the following error message if no response is provided for 1.3.4.1: “Please enter a value between 0 and 999,999.”*

1.3.4 Teacher Information and Professional Development

The response below should reflect the unduplicated headcount of teachers who are working in LIEPs as defined under section 3201(7) of the ESEA and reported in CSPR Section 1.3.2 (LIEPs). All teachers who meet this description are included, whether or not they are paid with Title III, Part A funds received by the LEA.

The estimated number should be the total additional EL certified or licensed teachers of English learners needed for the next five years, not the number needed for each year. The number of teachers currently working in LIEPs in LEAs receiving Title III, Part A funds are not included.

1.3.4.1 Teachers Working in LIEPs

Five Year Estimated number of additional EL certified or licensed teachers of English learners needed.*

*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 LIEPs in LEAs receiving Title III, Part A funds.

→ **Error:** *The user will receive the following error message if a response is not provided for 1.3.4.2: “Answer is incomplete.”*

1.3.4.2 Description of State’s specific EL certification and licensure requirements or, if the State does not require EL certification or licensure, a description of the high level of certification or licensure required by the State for which a teacher is considered “fully certified or licensed” to teach ELs in an LIEP

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

Comments: The response is limited to 5,000 characters.

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

5.1.5 *Activities of Subgrantees Related to the Teaching and Learning of ELs (Part I, Section 1.3.5)*

Section 1.3.5 of the CSPR asks users for the number of LEAs that conducted each required and optional activity serving ELs in LEAs receiving Title III, Part A funds. Enter whole, positive numbers. Do not use commas.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.3.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

1.3.5.1 Required activities serving ELs in LEAs receiving Title III, Part A funds

Required Activities	Number of LEAs that conducted activity
Support the development and implementation of LIEPs (as required under section 3115(c)(1)).	<input type="text"/>
Provide professional development to teachers and other personnel serving ELs (as required under section 3115(c)(2)).	<input type="text"/>
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)).	<input type="text"/>
If applicable, other activities and strategies that enhance or supplement LIEPs, including coordination and alignment across programs (as required under section 3115(c)(3)(B)). (States are not required to enter counts for the last row if the State reports counts for 3115(c)(3)(A)).	<input type="text"/>

1.3.5.2 Optional activities serving ELs in LEAs receiving Title III, Part A funds

Optional Activities	Number of LEAs that conducted activity
Upgrade program objectives and instructional strategies (section 3115(d)(1)).	<input type="text"/>
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	<input type="text"/>
Provide tutorials, career and technical education (section 3115(d)(3)(A)).	<input type="text"/>
Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).	<input type="text"/>
Support LIEPs for preschool programs (section 3115(d)(4)).	<input type="text"/>
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	<input type="text"/>
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	<input type="text"/>
Provide resources, including educational technology, electronic networks for materials, training, and communication, and incorporation of these resources into curricula and programs, to improve the instruction of ELs (section 3115(d)(7)).	<input type="text"/>
Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).	<input type="text"/>
Improve the instruction of ELs with disabilities (section 3115(d)(9)).	<input type="text"/>
Other (section 3115(d)(9)).	<input type="text"/>

If a user enters a number greater than 0 (zero) for the “Other (section 3115(d)(9))” row in the table above, the user is required to describe what “other” activities were conducted. This information can be entered into the text box immediately below the table for 1.3.5.2.

→ **Error:** An answer is expected for 1.3.5.2.1 if the “Other (section 3115(d)(9))” response is greater than 0 (zero). If a user attempts to continue without answering, they will receive the following error message: “Answer is incomplete.”

1.3.5.2.1 Description of the use of “Other” for the optional activities conducted during the reported year in the table above

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

Comments: The response is limited to 5,000 characters.

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

5.1.6 State-level activities under 3111(b)(2)(D) (Part I, Section 1.3.6)

Section 1.3.6 of the CSPR asks users to use radio buttons to select whether each type of assistance listed was provided by the SEA to LEAs receiving Title III, Part A subgrants. The user can also include a description of other activities.

→ **Error:** The user will receive the following error message if a response option is not selected for every activity in 1.3.6: “Answer is incomplete.”

1.3.6 State-level activities under 3111(b)(2)(D) (i.e., Title III-funded technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III, Part A subgrants)

Activities	No	Yes
Identifying and implementing effective LIEPs and curricula for teaching English learners	<input type="radio"/>	<input type="radio"/>
Helping ELs meet the same challenging State academic standards that all children are expected to meet	<input type="radio"/>	<input type="radio"/>
Identifying or developing, and implementing, measures of English proficiency	<input type="radio"/>	<input type="radio"/>
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

→ **Error:** An answer is expected for 1.3.6.1 if “Yes” was marked for “Other.” If a user attempts to continue without answering, they will receive the following error message: “Answer is incomplete.”

1.3.6.1 Description of use of “Other” in the above table for the types of assistance provided by the SEA to LEAs that are not captured by the first four types of activities in the table

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

Comments: The response is limited to 5,000 characters.

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

5.1.7 Unduplicated number of immigrant students enrolled in schools in the State, the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA, and the number of 3114(d)(1) subgrants (Part I, Section 1.3.7)

Section 1.3.7 of the CSPR asks users to report the number of 3114(d)(1) subgrants. Enter whole, positive numbers. Do not use commas.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.3.7 The unduplicated number of immigrant students enrolled in schools in the State, the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA, and the number of 3114(d)(1) subgrants

Number of 3114(d)(1) Subgrants

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

Comments: The response is limited to 5,000 characters.

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

5.1.8 State Subgrant Activities (Part I, Section 1.3.8)

Section 1.3.8 of the CSPR asks for the date when the State received the Title III, Part A allocation from the U.S. Department of Education (ED) and the average date when the State made these funds available for obligation to subgrantees for the intended school year.

Enter a date in **MM/DD/YYYY** format. The number of days from allocation to average date of fund availability will be calculated by the tool.

Users should also provide a description of how the State can shorten the process of distributing Title III, Part A funds to subgrantees in the open text box.

→ **Error:** *The following error message will appear*

- *if the date entered is not in the MM/DD/YYYY format or*
- *the number is outside the range of July 1, 2022, to June 30, 2023.*

“Please ensure the dates are in the MM/DD/YYYY format and between 07/01/2022 and 06/30/2023.” Or “Please ensure the date is after the reported Date State Received Allocation, is in the MM/DD/YYYY format and between 07/01/2022 and 06/30/2023.”

The user will not be able to navigate forward until the dates and number conform to the expected format or are removed.

1.3.8 State Subgrant Activities

1.3.8.1 Date when the State received the Title III, Part A allocation from the U.S. Department of Education (ED) and the average date when the State made these funds available for obligation to subgrantees for the intended school year

Date State Received Allocation:

Average Date Funds Available for Obligation to Subgrantees:

Number of Days from Allocation to Average Date of Fund Availability:

1.3.8.2 Description of how the State can shorten the process of distributing Title III, Part A funds to subgrantees.

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

Comments: The response is limited to 5,000 characters.

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

5.1.9 *Title III Subgrantees – Termination of Title III, Part A Programs or Activities (Part I, Section 1.3.9)*

Section 1.3.9 asks users to use radio buttons to indicate whether any Title III LIEPs or activities were terminated for failure to reach program goals.

→ **Error:** *Users will receive the following error message if a response option is not selected: “Answer is incomplete.”*

1.3.9 Title III Subgrantees – Termination of Title III, Part A Programs or Activities

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

No

Yes

Users must provide the number of language instruction education programs or activities terminated if “Yes” is selected. Enter a whole, positive number. Do not use commas.

→ **Error:** *The number of instructions programs or activities that were terminated is expected if “Yes” is marked in 1.3.9. If a user attempts to continue without entering a number, they will receive the following error message: “Please enter a number between 1 and 999,999.”*

Provide the number of language instruction educational programs or activities terminated.

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

Comments: The response is limited to 5,000 characters.

Click “**Submit**” to complete and lock the Section when all required information is entered.

5.1.10 LEAs receiving McKinney–Vento subgrants and reporting data (Part I, Section 1.5.1)

Section 1.5.1 of the CSPR asks users to report the number of LEAs reporting required McKinney–Vento data. Enter whole, positive numbers. Do not use commas.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.5 Education for Homeless Children and Youths Program

This section contains data on homeless children and youth and the McKinney-Vento grant program. The table below provides information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program.

1.5.1 LEAs receiving McKinney-Vento subgrants and reporting data

LEA Type	Count of LEAs Reporting Required McKinney-Vento Data
<i>With</i> subgrants	<input type="text"/>
<i>Without</i> subgrants	<input type="text"/>
Total	<input type="text" value="0"/>

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

Comments: The response is limited to 5,000 characters.

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

5.1.11 ARP-Homeless I Subgrantees (Part I, Section 1.5.4)

Section 1.5.4 of the CSPR asks users to report the count of LEAs within the State who received subgrants with ARP-Homeless I funds. Enter whole, positive numbers. Do not use commas.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.5.4 ARP-Homeless I Subgrantees

How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?

5.1.12 ARP-Homeless II Subgrantees (Part I, Section 1.5.5)

Section 1.5.5 of the CSPR asks users to report the count of LEAs within the State who received subgrants with ARP-Homeless II funds. Enter whole, positive numbers. Do not use commas.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.5.5 ARP-Homeless II Subgrantees

How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?

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

5.1.13 Subgrantees Awarded Funds through ARP-Homeless I and II (Part I, Section 1.5.6)

Section 1.5.6 of the CSPR asks for

- the NCES LEA ID,
- name of each LEA that received ARP-Homeless funds, and
- the amount each received.

For consortia, users should list all the LEAs participating in the consortia and assign the total ARP Homeless I or II award amount to the lead LEA.

To report these data, users will enter the information in an Excel file template. Users will obtain the Excel file template by clicking on the link provided in the Voxco Survey Tool. Users will upload the populated Excel file to Voxco on the same screen.

1.5.6 Subgrantees Awarded Funds through ARP-Homeless I and II

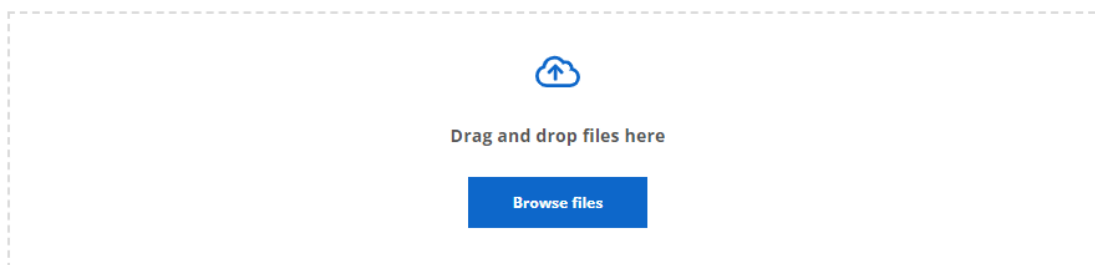
Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside of the CSPR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

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

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

When you have completed your reporting of the LEAs that received ARP-Homeless funds, please upload the Excel file using the upload feature below.

If you experience any difficulties uploading, please email the Excel file to OESE.CSPR@ed.gov.



The following is a screenshot of the Excel template.

The image shows a screenshot of an Excel spreadsheet. At the top, there is a ribbon with tabs for File, Home, Insert, Page Layout, Formulas, Data, Review, View, Automate, Developer, Help, and Acrobat. Below the ribbon is a formula bar showing 'G17'. The spreadsheet itself has four columns: Column A is 'NCES LEA ID', Column B is 'LEA Name', Column C is 'ARP-Homeless I Award Amount', and Column D is 'ARP-Homeless II Award Amount'. The rows are numbered 1 through 12. The header row (row 1) is highlighted in green.

	A	B	C	D
1	NCES LEA ID	LEA Name	ARP-Homeless I Award Amount	ARP-Homeless II Award Amount
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

→ **Note:** The Excel file lists ARP I and ARP II award amounts side by side. List each LEA once. Please indicate “\$0” in the following situations:

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

Click “**Submit**” to complete and lock the Section when all required information is entered.

5.1.14 Migratory Child Counts (Part I, Section 1.6.1)

Section 1.6 of the CSPR collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2022, through August 31, 2023.

Section 1.6.1 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, as well as how and when these concerns will be resolved. Users can enter this information either by copying and pasting from an external document or typing in the text box.

→ **Error:** *Users will receive the following error message if a response for 1.6.11 is not provided: “Answer is incomplete.”*

1.6 Education of Migratory Children

This section contains data on the Title I, Part C - Migrant Education Program (MEP).

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.

1.6.1 Migratory Child Counts

Each State Educational Agency (SEA) must 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 program because they ensure that only eligible migratory children are counted for funding purposes and are served.

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.

1.6.1.1 The narrative response below contains any concerns the state has 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.

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

5.1.15 Migratory Child Count (Part I, Section 1.6.2)

Section 1.6.2 of the CSPR asks users for an explanation of reasons the number of eligible migratory children increased or decreased by more than 10% compared to the previous performance period, if applicable. Users can enter this information either by copying and pasting from an external document or typing in the text box.

1.6.2 Migratory Child Count (Eligible Migratory Children)

1.6.2.2 Explanation of reasons the number of eligible migratory children increased or decreased by more than 10% compared to the previous performance period

5.1.16 Eligible Migratory Children Served by the Migrant Education Program (MEP) During the Summer/ Intersession Term (Part I, Section 1.6.3)

Section 1.6.3 of the CSPR asks users for an explanation of reasons for an increase or decrease of more than 10% in the number of eligible migratory children provided MEP-funded summer/intersession services, if applicable. Users can enter this information either by copying and pasting from an external document or typing in the text box.

1.6.3 Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term

1.6.3.2 Explanation of reasons for an increase or decrease of more than 10% in the number of eligible migratory children provided MEP-funded summer/intersession services

5.1.17 Quality Control Processes and Prospective Re-Interviewing (Part I, Section 1.6.4)

Section 1.6.4.1 of the CSPR asks whether the State collects all required National Certificate of Eligibility (COE) data elements. Enter this information with radio buttons.

→ **Error:** Users will receive the following error message if a response is not provided for 1.6.4.1: "Answer is incomplete."

1.6.4 Quality Control Processes and Prospective Re-Interviewing

1.6.4.1 Indication of whether the State collects all required National COE data elements

Does the State collect all the required data elements and data sections on the National COE?

No

Yes

Section 1.6.4.2 of the CSPR asks users for information about prospective re-interviews conducted during the performance period to test the accuracy of the State’s MEP eligibility determinations. Use the radio buttons to answer each question in the table.

→ **Error:** *If a response is not provided for each item in 1.6.4.2, the user will receive the following error message: “Answer is incomplete.”*

1.6.4.2 Prospective Re-Interviewing Procedures

The tables below focus on information about prospective re-interviews conducted during the performance period to test the accuracy of the State’s MEP eligibility determinations.

Prospective Re-Interviewing Procedures	Response		
	No	Yes	Not Applicable
Were re-interviews conducted during this performance period?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were children randomly selected for re-interviews?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was the re-interview sample drawn from children whose MEP eligibility was determined during the performance reporting period (i.e., prior to calculating annual migratory child counts)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were re-interviews conducted face-to-face?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Were re-interviews conducted remotely (virtually or by phone)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the State ensure re-interviewers did not work on the initial eligibility determinations being tested?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did the State ensure that all children determined to be ineligible for the MEP as a result of re-interviews were removed from both the State’s migrant database and MSIX prior to reporting migratory child counts to ED?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 1.6.4.3 of the CSPR asks users to report prospective re-interviewing results. Enter whole, positive numbers.

→ **Error:** *Negative numbers or numbers with decimals will receive the following error message: “Please enter a whole number between 0 and 999,999.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

1.6.4.3 Prospective Re-Interviewing Results

Prospective Re-Interviewing Results	Number
Number of eligibility determinations sampled.	<input type="text"/>
Number of eligibility determinations sampled for which a re-interview was completed.	<input type="text"/>
Number of eligibility determinations sampled for which a re-interview was completed, and the child was found ineligible.	<input type="text"/>

Section 1.6.4.4 of the CSPR asks users to explain how the State implemented corrective actions or improvements to address the problems identified by the State through re-interviews, including the removal of other ineligible children in the total population. Users can enter this information either by copying and pasting from an external document or typing in the text box.

→ **Error:** *If a response is not provided for 1.6.4.4, the user will receive the following error message: “Answer is incomplete.”*

1.6.4.4 Narrative response describing how the State implemented corrective actions or improvements to address the problems identified by the State through re-interviews, including the removal of other ineligible children in the total population

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

Comments: The response is limited to 5,000 characters.

Click "**Submit**" to complete and lock the Section when all required information is entered.

5.2 CSPR Part II

5.2.1 State Report Cards (Part II, Section 2.1.1)

Section 2.1.1 of the CSPR asks users to provide the URL for the publicly posted State Report Card for the current reporting period required under Section 1111(h)(1)(A) of the ESEA or the date the State publicly posted its State Report Card for the current report period if the public URL is unavailable.

→ **Error:** *If a response is not provided for 2.1.1, the user will receive the following error message: “Answer is incomplete.” If a URL cannot be provided, the subsequent date field must be complete to proceed.*

2.1 State Report Cards

2.1.1 Publicly Posted State Report Card URL for the current reporting period required under Section 1111(h)(1)(A) of the ESEA.

State Report Card URL

Date the State publicly posted its State Report Card for the current report period if public URL is unavailable

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

Comments: The response is limited to 5,000 characters.

Click **“Submit”** to complete and lock the Section when all required information is entered.

5.2.2 *Adjusted Cohort Graduation Rates and Postsecondary Enrollment (Part II, Section 2.3.3)*

Section 2.3.3 of the CSPR asks users to indicate the postsecondary program types in and outside the State for which enrollment data are reported. Select “Yes” or “No” for each row in the table.

→ **Error:** *If a response option is not selected for each row in 2.3.3, the user will receive the following error message: “Answer is incomplete.” A response must be provided to continue.*

2.3 Adjusted Cohort Graduation Rates and Postsecondary Enrollment

This section collects data on adjusted cohort graduation rates and rates of postsecondary enrollment.

2.3.3 Postsecondary program types for which enrollment data are reported

Type of Postsecondary Program	Included in Data Reported	
	Yes	No
Public postsecondary education in the state	<input type="radio"/>	<input type="radio"/>
Private postsecondary education in the state	<input type="radio"/>	<input type="radio"/>
Postsecondary outside the state	<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 5,000 characters.

Click **“Submit”** to complete and lock the Section when all required information is entered.

5.2.3 LEA Title I, Part D 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;
- the average length of stay by program/facility type; and
- the average number of days served for these students.

Enter whole, positive numbers between 0 and 999,999 in each row in the **Count of Programs/Facilities** column. As those numbers are entered, the total row will automatically calculate the total number of programs/facilities.

Enter a number between 0 and 365 into each row in the **Average Length of Stay in Days** and **Average Number of Days Served** columns.

→ **Error:** *If a number entered in the table is outside the range, the user will get the following error message: “Please ensure value for Count of Programs/Facilities is between 0 and 999,999. The values for Average length of Stay and Average Number of Day Served should be between 0 and 365.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

→ **Note:** *The Voxco Survey Tool checks all numbers in the table simultaneously. If more than one number is out of range the error message will remain until all out-of-bounds values are corrected.*

2.5.1 State Agency Title I, Part D programs and facilities that serve neglected and delinquent students and the average length of stay for these students

The following table contains data on Title I, Part D, Subpart 1 programs and facilities. States report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year and 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), each of the separate programs is counted.

2.5.1.1 Title I, Part D Subpart 1 programs and facilities by program/facility type

	Count of Programs/Facilities	Average Length of Stay (# days)	Average Number of Days Served
Adult correction	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community day programs	<input type="text"/>	<input type="text"/>	<input type="text"/>
Group Homes	<input type="text"/>	<input type="text"/>	<input type="text"/>
Juvenile detention	<input type="text"/>	<input type="text"/>	<input type="text"/>
Long-term secure juvenile facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ranch/Wilderness Camps	<input type="text"/>	<input type="text"/>	<input type="text"/>
Residential treatment centers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Shelters	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0

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

Comments: The response is limited to 5,000 characters.

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

5.2.4 LEA Title I, Part D 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 and average number of days served by program/facility type for these students.

A number between 0 and 999,999 should be entered in each row in the **Number of Programs/Facilities** columns.

A number between 0 and 365 should be entered into each row in the **Average Length of Stay in Days** and **Average Number of Days Served** columns.

A screenshot of this item is shown on the next page.

→ **Error:** *If a number entered in the Number of Programs/Facilities columns is outside the range or includes a decimal, text, or comma, the user will get the following error message: “Please ensure value for Count of Programs/Facilities is between 0 and 999,999. The values for Average Length of Stay and Average Number of Day Served should be between 0 and 365.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

→ **Note:** *The Voxco Survey Tool checks all numbers at once. If more than one number is out of range the error message will remain until all out-of-bounds values are corrected.*

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

The table below contains 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. Only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year are reported. A facility is counted 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), each of the separate programs is counted.

2.5.3.1 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

	Number of Programs/ Facilities	Average Length of Stay in Days	Average Number of Days Served
At-risk programs	<input type="text"/>	<input type="text"/>	<input type="text"/>
Adult correction	<input type="text"/>	<input type="text"/>	<input type="text"/>
Community day programs	<input type="text"/>	<input type="text"/>	<input type="text"/>
Juvenile detention	<input type="text"/>	<input type="text"/>	<input type="text"/>
Shelters	<input type="text"/>	<input type="text"/>	<input type="text"/>
Group Homes	<input type="text"/>	<input type="text"/>	<input type="text"/>
Ranch/Wilderness Camps	<input type="text"/>	<input type="text"/>	<input type="text"/>
Residential treatment centers	<input type="text"/>	<input type="text"/>	<input type="text"/>
Long-term secure juvenile facilities	<input type="text"/>	<input type="text"/>	<input type="text"/>
Other	<input type="text"/>	<input type="text"/>	<input type="text"/>
Total	0	0	0

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

Comments: The response is limited to 5,000 characters.

Click **“Submit”** to complete and lock the Section when all required information is entered.

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

Section 2.6.1 of the CSPR asks for the dollar amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA. Enter a whole, positive number between 0 and 9,999,999,999 in each row. Do not use commas.

→ **Error:** *If the number is outside the range, 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 user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

→ **Note:** *The Voxco Survey Tool checks all numbers at once. If more than one number is out of range the error message will remain until all out-of-bounds values are corrected.*

2.6.1 Funds Spent by LEAs Under Title IV, Part I by content area

Content Area	Amount of Funds Spent in Dollars
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 5,000 characters.

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

5.2.6 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 in the content areas under Title IV, Part A of the ESEA. Enter a whole, positive number between 0 and 999,999 in each row. Do not use commas.

→ **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 decimals.” If more than one number is out of range the error message will remain until all out-of-bounds values are corrected.*

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

Note: 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).

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 5,000 characters.

Click “**Submit**” to complete and lock the Section when all required information is entered.

5.2.7 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. Select “Yes” or “No” with the radio buttons.

→ **Error:** *If a response option is not selected for 2.7.1, the user will receive the following error message: “Answer is incomplete.” A response must be provided to continue.*

2.7 Funding Transferability for State and Local Education Agencies (Title V, Part A)

2.7.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2022-23?

Yes

No

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

Comments: The response is limited to 5,000 characters.

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

5.2.8 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 whole number between 0 and 999,999 should be entered in the box. Do not use commas.

→ **Error:** *If the number is outside the range, the user will get the following error message: "Please enter a whole number between 0 and 999999. Do not report decimals." The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

2.7.2 Local Educational Agency (LEA) Transferability of Funds

LEA Transferability of Funds	Number of LEAs
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 5,000 characters.

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

5.2.9 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 whole number between 0 and 999,999 should be entered in each box in the table. Do not use commas.

→ **Error:** *If any number in the table is outside the range, the user will get the following error message: “Please enter a whole number between 0 and 999999. Do not report decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

→ **Note:** *The Voxco Survey Tool checks all numbers at once. If more than one number is out of range the error message will remain until all out of bounds values are corrected.*

2.7.3 LEAs that transferred funds from an eligible program to another eligible program

Program	Number of LEAs Transferring Funds FROM Eligible Program	Number of 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 5,000 characters.

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

5.2.10 LEA Funds Transfers (Part II, Section 2.7.4)

Section 2.7.4 of the CSPR also asks the user to provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program. A screenshot of this item is shown below. A whole number between 0 and 9,999,999,999 should be entered in each box in the table. Do not use commas.

→ **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 decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

→ **Note:** *The Voxco Survey Tool checks all numbers at once. If more than one number is out of range the error message will remain until all out of bounds values are corrected.*

2.7.4 Total amount of appropriated funds transferred from and to each eligible program during the Fiscal Year (FY2022)

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 5,000 characters.

Click "**Submit**" to complete and lock the Section when all required information is entered.

5.2.11 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 2022-23 for each of the listed purposes. Enter a whole, positive number between 0 and 999,999 in each box in the table. Do not use commas.

→ **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 decimals.” 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.*

→ **Note:** *The Voxco Survey Tool checks all numbers at once. If more than one number is out of range the error message will remain until all out-of-bounds values are corrected.*

2.8 Rural Education Achievement Program (REAP)

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

Purpose	Number of 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 5,000 characters.

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

5.2.12 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. Enter this information by either copying and pasting information from an external document or typing in the text box.

2.8.2 RLIS Objectives and Outcomes - Description of 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.

The response is limited to 5,000 characters.

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

5.2.13 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. Enter this information by either copying and pasting information from an external document or typing in the text box.

2.8.3 RLIS Technical Assistance - Description of 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.

The response is limited to 5,000 characters.

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

5.2.14 RLIS Subgrant Award Determination (Part II, Section 2.8.4.1)

Section 2.8.4.1 of the CSPR asks users to report the method the SEA used to award grants to eligible LEAs. Enter this information by either copying and pasting information from an external document or typing in the text box.

2.8.4 RLIS Subgrant Award Determination

The response below contains a description of the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, the State describes that process and includes 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, the State describes 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.

2.8.4.1 Description of the method the SEA used to award grants to eligible LEAs

The response is limited to 5,000 characters.

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

5.2.15 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 and
- what percentage of those funds retained were used specifically for technical assistance.

A whole, positive 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 decimals.” The user will not be able to navigate forward through the instrument until the number conforms to the expected format or is removed.*

2.8.5 RLIS State Administrative Funds

Question	Response
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 5,000 characters.

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

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

Section 2.8.6 of the CSPR asks for the

- LEA ID,
- LEA name, and
- RLIS Award Amount.

To report these data, users will enter the information in an Excel file template. Users will obtain the Excel file template by clicking on the link provided in the Voxco Survey Tool. Users will upload the populated Excel file to Voxco on the same screen.

2.8.6 RLIS LEAs Awarded Funds

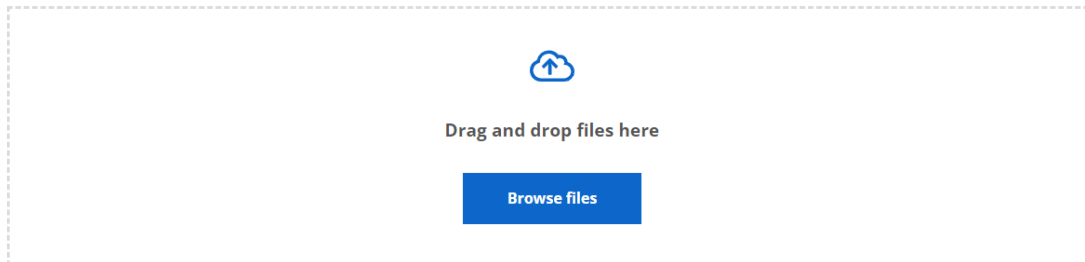
Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received. This information will be collected from SEAs outside of the CSPR collection tool.

Clicking the following link will initialize 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.

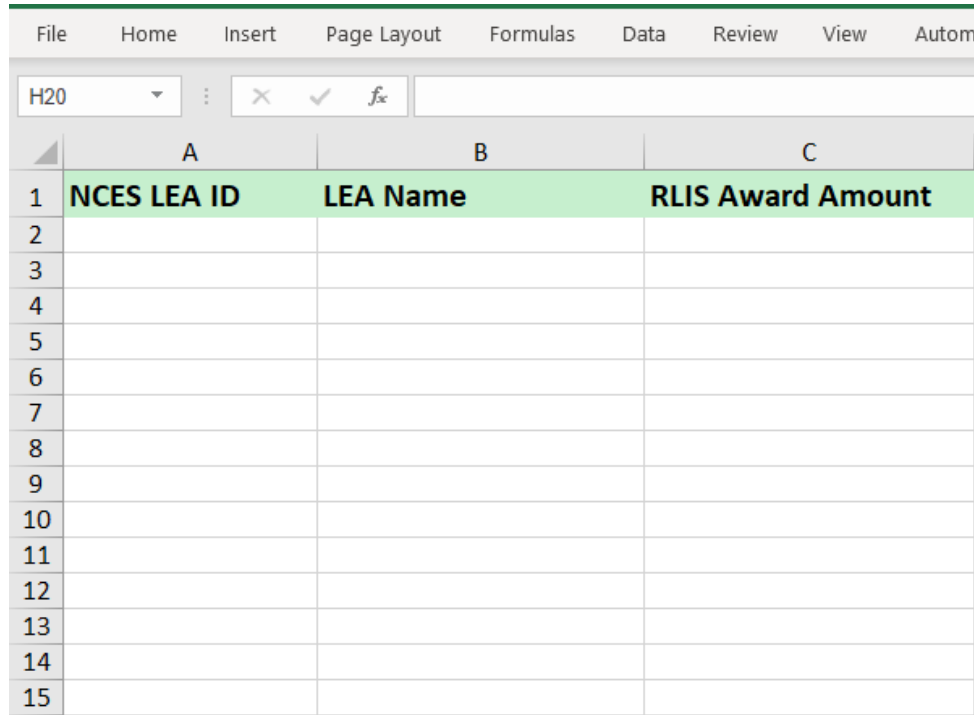
<https://CSPRPartII-2-8-6RLIS.airprojects.org>

When you have completed your reporting of the LEAs that received RLIS funds, please use the upload file feature below.

If you experience any difficulties uploading, please email the Excel file to OESE.CSPR@ed.gov.



The following is a screenshot of the Excel template.



The screenshot shows an Excel spreadsheet with a ribbon at the top containing tabs for File, Home, Insert, Page Layout, Formulas, Data, Review, View, and Automate. Below the ribbon is a formula bar with 'H20' and a function icon. The spreadsheet has three columns: A, B, and C. Row 1 is highlighted in green and contains the headers: 'NCES LEA ID' in column A, 'LEA Name' in column B, and 'RLIS Award Amount' in column C. Rows 2 through 15 are empty.

	A	B	C
1	NCES LEA ID	LEA Name	RLIS Award Amount
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

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

Comments: The response is limited to 5,000 characters.

Click **Submit** to complete and lock the Section when all required information is entered.

6. Submitting and certifying CSPR data

6.1 Viewing and printing the report

A report summarizing the data entered in Parts I and II of the tool will generate within the dashboard page after all the data have been entered but before the certification has been submitted. However, the dashboard page does not refresh automatically. To access the summary report, you will need to refresh by pressing F5, your browser's refresh button, or by closing and re-opening the page.

Once the summary report is generated, the user can print it or save it as a PDF through the browser. Review your summary report and proceed to the certification section by clicking "**Next**" at the bottom of the page.

6.2 Submitting the certification form

After all the data have been entered, users will certify the data. On the *Submission of School Year 2022-23 Consolidated State Performance Reporting Part I Certification* page, users will be asked to click on the link (<https://csprparticertification.airprojects.org/>) to download the certification form for Part I. Users will need to complete it, sign it, and upload it on the same page. If a user has difficulty uploading, they may email the form instead to OESE.CSPR@ed.gov.

Submission of School Year 2022-23 Consolidated State Performance Reporting Part I Certification

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

STATE:


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

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

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

When you have completed the certification form please use the upload file feature below.

If you experience any difficulties uploading, please email the certification form to OESE.CSPR@ed.gov.



Drag and drop files here

[Browse files](#)

[< Back](#)

[Save & Exit](#)

[Next >](#)

After the signed form for Part I has been submitted, the user can click “**Next**” in the survey tool to proceed to the *Submission of School Year 2022-23 Consolidated State Performance Reporting Part II Certification* page. There, users will be asked to click on the link (<https://csprpartiicertification.airprojects.org/>) to download the certification form for Part II. Users will need to complete it, sign it, and upload it on the same page. If a user has difficulty uploading, they may email the form instead to OESE.CSPR@ed.gov.

After the signed form for Part II has been submitted, the user can click “**Next**” in the survey tool. Users will then affirm that they have submitted both signed certification forms and other required Excel files by checking the boxes on the confirmation page. Users will not be able to submit their data until they indicate the certification form has been signed and submitted.

Certification Confirmation

By checking this box, I affirm that I have submitted a signed certification form for Parts I and II to OESE either through the upload feature on the previous pages or by email.

Submission of Section 1.5.6: Subgrantees Awarded Funds through ARP-Homeless I and II Excel file.

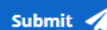
By checking this box, I affirm that I have submitted the Excel file for 1.5.6, Subgrantees Awarded Funds through ARP-Homeless I and II either through the tool or by email.

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 either through the tool or by email.

Please do not forget to click the Submit button at the bottom of the screen.

 Back

Submit 

6.3 Locking the data

Users should click the **“Submit”** button at the bottom of the screen to submit their certified Consolidated State Performance Report data. 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.

6.4 Re-entering the Survey after Submitting

Users cannot re-enter the survey after submission. The survey tool will be locked. The survey can only be unlocked by contacting the U.S. Department of Education Partner Support Center (PSC):

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 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.

www.ed.gov