Frequently Asked Questions – CSPR Part II

Below is a list of frequently asked questions regarding the CSPR APR Tool process for Part II. Additional questions about how the process works can be directed to the ED*Facts* Partner Support Center (PSC) at EDEN_SS@ed.gov.

When is Part II due?
The authorized state official must submit Part II of the CSPR no later than 5:00 p.m. ET, Thursday, May 28, 2020. Data provided through ED*Facts* must be submitted by 11:59:59 ET, Wednesday, May 27, 2020, to appear in the CSPR collection tool and be available for certification on Thursday, May 28, 2020.

When will CSPR Part II reopen for corrections?
The SY 2018-19 CSPR Part II will reopen in the APR tool for corrections on Tuesday, June 23, 2020. The CSPR reopen will close on Thursday, July 2, 2020, by 5:00 p.m. ET.

Note! The reopen period is for manual-entry updates only. Resubmission of ED*Facts* data files will not be prefilled into the CSPR during the reopen period.

Why have the question numbers changed?
The question numbers have been updated to align with how the questions appear in the OMB Package.

If the prefilled data in the CSPR appear to be in error, what should I do?
Consult with the state's ED*Facts* Coordinator to learn more about the data files the state submitted. If there is an error in the ED*Facts* file submission, the ED*Facts* Coordinator can resubmit those data, and the new information will update in the CSPR the next day. If the data have been confirmed to be submitted correctly and are still not populating as expected, contact PSC to verify the data are being prefilled correctly. If necessary, add a note to clarify any discrepancies in the comment box.

Note! The prefill process will only run during the initial open period and will not run during the reopen period.

Note! The CSPR cannot be submitted the same day a file is submitted to ED*Facts*, as the prefill process will need to run overnight in order to populate the CSPR. Additionally, if the CSPR has been submitted, and then a file is re-submitted, a new version of the CSPR must be created and the prefill will need to run overnight before the updated data can be verified. The new version of the CSPR will then need to be re-submitted.

This CSPR is requesting data for SY 2018-19. Are there questions that ask for data from a school year other than 2018-19?
Yes. The following sections contain the number of schools populated from the following ED*Facts* files for the 2019-20 school year:
- *2.1.2 Schools Identified for Comprehensive Support and Improvement*

- o *FS129 CCD School*
- o *FS206 School Support and Improvement*
- o *FS212 Comprehensive Support and Targeted Support Identification*
- 2.1.3 *Schools Implementing Targeted Support and Improvement Plans*
  - o *FS129 CCD School*
  - o *FS206 School Support and Improvement*

How are school statuses reported?

In the SY 2018-19 CSPR, school statuses are reported in Section 2.1 *Accountability*. The data will not be populated in the CSPR but will be populated in the EDEN036 report which will need to be run and verified prior to submitting the CSPR. The EDEN036 report will contain the indicators listed in 2.1.1, which are populated from the following files:

- *FS029 Directory*
- *FS129 CCD School*
- *FS199 Graduation Rate Indicator Status*
- *FS200 Academic Achievement Indicator Status*
- *FS201 Other Academic Indicator Status*
- *FS202 School Quality or Student Success Indicator Status*
- *FS205 Progress Achieving English Language Proficiency Indicator Status*

In Section 2.2.1 Adjusted Cohort Graduation Rates, which school year's data should be reported?

For the SY 2018-19 CSPR, states should report their **SY 2018-19** adjusted cohort graduation rates.

How are racial ethnic data reported in the CSPR?

The racial ethnic tables in sections 2.3.2, 2.5.1.3, and 2.5.3.3 are prefilled from ED*Facts* files that use seven racial ethnic groups: American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, and Two or More Races.

The racial ethnic data in section 2.2.1 and 2.2.2 are prefilled from ED*Facts* files that use state-designated major racial/ethnic values selected from the following list:

- American Indian / Alaska Native / Native American
- Asian
- Asian / Pacific Islander
- Black (not Hispanic) / African American
- Filipino
- Hispanic (not Puerto Rican)
- Hispanic / Latino
- Multicultural / Multiethnic / Multiracial / Other
- Native Hawaiian / Other Pacific Islander / Pacific Islander
- Puerto Rican
- White (not Hispanic) / Caucasian

States should use permitted values that best align with the major racial and ethnic subgroups outlined in their State Accountability Plan. The reported values will be mapped to the racial ethnic groups used within the CSPR application.

How should data on Asian, Pacific Islander, and Native Hawaiian students be reported so Section 2.2 populates correctly?
In the relevant ED*Facts* files, states must either report *Asian* and *Native Hawaiian / Other Pacific Islander / Pacific Islander* separately or report a combined *Asian/Pacific Islander* category. For states that report the combined category, the *Asian or Pacific Islander* row will be populated, but the indented *Asian* and *Native Hawaiian or Other Pacific Islander* rows will be left blank. For states that report the two categories separately, the two italicized rows will be populated, and the *Asian or Pacific Islander* row will display the sum of the two indented rows and, if reported, will also include data for the Filipino student subgroup.

Should the manual-entry portions of Section 2.4 be filled out since the Migrant information was submitted via spreadsheets for SY 2018-19?
Yes. These same Migrant data will also need to be submitted into the CSPR Part II. For SY 2018-19 only, Migrant data spreadsheets were sent to SEAs prior to the initial open of CSPR Part II for data input. The Office of Migrant Education (OME) will use these data to make their determinations prior to the final close of CSPR Part II.

In Sections 2.4.1.1 and 2.4.2, how should migrant students who attended schools in more than one LEA be reported at the LEA level?
At the SEA level, a migrant student is to be reported only once, regardless of the number of LEAs that the student attended. At the LEA level, the state determines the policy for reporting migrant students by LEA.

This may include counting the student: (1) for each LEA the student attended; (2) at the LEA that the student attended for the longest period during the reporting period; or (3) at the last LEA the student attended.

In Sections 2.4.1.1 and 2.4.2, how can a state increase its migrant student count(s)?
The only changes states can make to the migrant counts during resubmission periods are downward revisions. It is each state's responsibility to ensure CSPR data are accurate, as submitted during the initial submission of the data to ED. When the Authorizing State Official submits the data, the state attests that all data included as of the CSPR due date are to the best of its knowledge, true, reliable, and valid.

If, under rare circumstances a state needs to make an upward child count revision, the State must submit a formal request to the OME Director sufficiently in advance of the reopen closing day. The request must include detailed justification as to why the state must make an upward revision. Under no circumstance should a state make an upward

revision without going through this process. OME may consider a state's justification invalid, in which case the request for an upward revision will not be granted.

In 2.4.6.4, what does *reading instruction* mean?
Reading instruction is provided by an MEP-funded teacher for students on a regular or systematic basis, usually for a predetermined period of time. This includes correspondence courses taken by a student under the supervision of a teacher.

Note! Children receiving an MEP-funded reading instruction service should be reported only once, regardless of frequency.

What is meant by the term *Performance Period*?
For the purpose of the SY 2018-19 CSPR MEP Section 2.4, the term *Performance Period* refers to the period between September 1, 2018, and August 31, 2019.

For Section 2.4, 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 PreK-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 PreK-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, 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.

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 an HSED through a PreK-12 institution, or those in a correctional setting (Do not count students working on an HSED outside of a PreK-12 institution as *ungraded*; these students are counted as *out-of-school* youth).

For Section 2.4, 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 2018-19. 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.

For Section 2.4.3.2, what are *independent prospective re-interviews*?
Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

For Section 2.4, who is classified as having *priority for service*?
Migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing to meet challenging State academic standards; or (2) have dropped out of school.

For Section 2.4.5.1, how are *dropouts* defined?
The term used for students who (1) were enrolled in a school for at least one day during the 2018-19 performance period; (2) were not enrolled at the beginning of the current (2019-20) performance period; (3) who have not graduated from high school or completed a State- or district-approved educational program; and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs); (b) temporary absence due to suspension or school-excused illness; or (c) death. Students who dropped out-of-school prior to the 2018-19 performance period should not be reported in this item.

For Section 2.4, what are *services*?
Services are a subset of all allowable activities that the MEP can provide through its programs and projects. *Services* are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity not considered a service include the one-time act of providing instructional packets to a child or family and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not *services* because they do not meet all of the criteria above.

For Section 2.4.6.2, what is *Continuation of Services*?

The *continuation of services* provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

For Section 2.4.6.4, what is *high school credit accrual*?
High school credit accrual is MEP-funded instruction in courses that accrue credits needed for high school graduation provided by a <u>teacher</u> for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. This instruction is funded in whole or in part by MEP funds.

Note! Children who receive an MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

For Section 2.4.6, what are *support services*?
Support services are MEP-funded educationally related services provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies; and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

For Section 2.4.6.5, what are *counseling services*?
Counseling services help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees; between students and students in MEP peer-to-peer counseling activities; or, between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

Note! Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

How is *average length of stay* calculated for Sections 2.5.1.1 and 2.5.3.1?
The *average length of stay* should be weighted by number of students and 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.

What is an *unduplicated count*?
An *unduplicated count* is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

For Section 2.5, what is *long-term*?
Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2018 through June 30, 2019.

How do I contact technical support?
SEAs can contact the U.S. Department of Education ED*Facts* Partner Support Center (PSC) by toll free telephone, fax, or email:

Telephone: 1-877-457-3336 (877-HLP-EDEN)
Federal Relay Service: 800-877-0996 (Voice/TTY) / federalrelay@sprint.com
Email: eden_ss@ed.gov
Website: ED*Facts* Initiative Homepage

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