

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

School Years 2022-23, 2023-24, 2024-25

DUE DATE: TBD

Introduction

The Consolidated State Performance Report (CSPR) is a summary overview of the data required to be reported annually by each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)*. All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

Section 8303 states:

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.

Background

Data Sources

The CSPR compiles summary data from the following sources: EDFacts data files and manual entry data reported by states.

Unless an EDFacts file specification is noted (e.g., FS185/DG588) the data were reported to the Department using the manual entry CSPR tool. Much of the data in the CSPR are available at a greater level of detail in public data files on the Office of Elementary and Secondary Education's ED Data Express (<https://eddataexpress.ed.gov/>).

For more information on how manual entry data are defined and reported, go to:

<https://oese.ed.gov/offices/office-of-administration/about-us/consolidated-state-performance-reports/>

For more information on how EDFacts data are defined and reported, go to:

<https://www2.ed.gov/about/inits/ed/edfacts/file-specifications.html>

Notes on Data

Totals

In cases where an Education Unit Total is reported, it is possible that it may not equal aggregated race/ethnicity, age/grade, or sex values. This may be due to differences in how the state reports the data in accordance with the state's approved accountability plan or due to data quality issues.

Calculated Fields

The CSPR contains some fields that have been calculated using data reported by states. In those instances, the field is marked as "Calculated" in the CSPR template.

Asian/Pacific Islander and Hispanic/Latino Aggregations

The "Asian or Pacific Islander" counts and rates are either those reported by the State for the Asian/Pacific Islander subgroup or are calculated by combining the counts and rates reported separately for the following subgroups: "Asian," "Native Hawaiian or Other Pacific Islander," and (where applicable) "Filipino." Note that Filipino counts and rates are not reported separately in the CSPR and are only included in the "Asian or Pacific Islander" counts and rates.

The Hispanic or Latino counts and rates are either those reported by the State for the Hispanic/Latino subgroup or are calculated by combining counts and rates reported separately for the following subgroups: "Hispanic (not Puerto Rican)" and "Puerto Rican."

Differences between ED and State Data

State education agencies report data to ED via the CSPR manual entry tool and the ED Facts file submission system. All data in the CSPR are as of the due date or the final resubmission date. States may release data on their own state education data sites that may have a different "as of" date or may have gone through additional data quality/reconciliation processes.

Narrative Responses

Narrative responses are limited to 5000 characters.

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.

Table of Contents

INTRODUCTION.....	1
BACKGROUND.....	1
Data Sources.....	1
Notes on Data.....	2
Totals 2	
Calculated Fields.....	2
Asian/Pacific Islander and Hispanic/Latino Aggregations.....	2
Differences between ED and State Data.....	2
Narrative Responses.....	2
PAPERWORK BURDEN STATEMENT.....	3
1.1 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS.....	6
1.1.4 Alternate Assessment Participation for Children with Disabilities.....	6
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?.....	6
1.1.7 Grants for State Assessments and Related Activities.....	6
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.....	6
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.....	7
1.3 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS.....	8
Table 1.3.2 Languages of Instruction by LIEP Type.....	8
1.3.2.1 Description of the use of “Other” types of LIEPs in the table above.....	8
1.3.4 Teacher Information and Professional Development.....	8
1.3.4.1 Teachers Working in LIEPs.....	9
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.....	9
1.3.5 Activities of Subgrantees Related to the Teaching and Learning of ELs.....	9
1.3.5.1 Required activities serving ELs in LEAs receiving Title III, Part A funds.....	9
1.3.5.2 Optional activities serving ELs in LEAs receiving Title III, Part A funds.....	10
1.3.5.2.1 Description of the use of “Other” for the optional activities conducted during the reported year in the table above.....	10
1.3.6 State-level activities under 3111(b)(2)(D) (<i>i.e.</i> , Title III-funded technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III, Part A subgrants).....	10
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.....	11
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.....	11
1.3.7.1 Explanation of state reporting zero students in LEAs receiving funds under Section 3114(d) of the ESEA or zero (0) subgrants.....	11

1.3.8	State Subgrant Activities.....	11
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.....	11
1.3.8.2	Description of how the State can shorten the process of distributing Title III, Part A funds to subgrantees.....	11
1.3.9	Title III Subgrantees – Termination of Title III, Part A Programs or Activities.....	12
1.5	EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM.....	13
1.5.1	LEAs receiving McKinney-Vento subgrants and reporting data.....	13
1.6	EDUCATION OF MIGRATORY CHILDREN.....	13
1.6.1	Migratory Child Counts.....	13
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.....	13
1.6.2	Migratory Child Count (Eligible Migratory Children).....	14
1.6.2.1	Unduplicated Statewide Count of Eligible Migratory Children who, within three years of making a qualifying move, resided in the State for one or more days during the performance period	
	14	
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.....	14
1.6.3	Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term.....	15
1.6.3.1	Eligible Migratory Children who were Served for One or More Days in a MEP-Funded Project during Summer Term or Intersession Periods by Age/Grade.....	15
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.....	15
1.6.4	Quality Control Processes and Prospective Re-Interviewing.....	16
1.6.4.1	Indication of whether the State collects all required National COE data elements.....	16
1.6.4.2	Prospective Re-Interviewing Procedures.....	16
1.6.4.3	Prospective Re-Interviewing Results.....	16
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.....	17

1.1 Student Academic Achievement and Participation in State Assessments

This section collects data on student academic achievement and participation in the State assessments.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that align with their accountability system.

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	Response (Yes or No)
Mathematics	Manual Entry
Reading/Language Arts	Manual Entry
Science	Manual Entry

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 the nearest ten percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the <i>ESEA</i>	Manual Entry
To administer assessments required by Section 1111(b) of the <i>ESEA</i> or to carry out other activities described in Section 1201 of the <i>ESEA</i>	Manual Entry

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 (yes/no)
Administering assessments required by Section 1111(b) of the <i>ESEA</i>	Manual Entry
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.	Manual Entry
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> .	Manual Entry
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> .	Manual Entry
Ensuring the continued validity and reliability of State assessments.	Manual Entry
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Manual Entry
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	Manual Entry
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.	Manual Entry
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> .	Manual Entry
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.	Manual Entry
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> .	Manual Entry
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	Manual Entry
Evaluating student academic achievement through the development of	Manual

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.	Entry
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.	Manual Entry
Other	Manual Entry

1.3 Title III and Language Instructional Programs

Table 1.3.2 Languages of Instruction by LIEP Type

LIEPs	Language(s) of instruction (if applicable)	Number of ELs served in LIEPs
Transitional Bilingual	Manual Entry	FS116/DG849
Dual Language or Two-way Immersion	Manual Entry	FS116/DG849
English as Second language (ESL) or English Language Development (ELD)	Manual Entry	FS116/DG849
Content Classes with integrated ESL support	Manual Entry	FS116/DG849
Newcomer programs	Manual Entry	FS116/DG849
Other	Manual Entry	FS116/DG849

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

Manual Entry

1.3.4 Teacher Information and Professional Development

The table 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 1.3.1 (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

Number of teachers	Number of EL certified or	Five Year Estimated
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serving in LIEPs (including core content reading, math, science and social studies) in LEAs receiving Title III, Part A funds	licensed teachers of English learners in LIEPs in LEAs receiving Title III, Part A funds*	number of additional EL certified or licensed teachers of English learners needed**
FS067/DG422	FS067/DG422	Manual Entry

* When reporting “the number of EL certified or licensed teachers”, if specific EL certification or licensure is not required in the State, the SEA should report the number of teachers with the highest level of certification or licensure required by the State to teach ELs in LIEPs.

**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.

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

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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)).	Manual Entry
Provide professional development to teachers and other personnel serving ELs (as required under section 3115(c)(2)).	Manual Entry
Provide parent, family, and community engagement activities (as required under section 3115(c)(3)(A)).	Manual Entry
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).)).	Manual Entry

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)).	Manual Entry
Improve instruction for ELs through curricula, instructional materials, software, and assessment procedures (3115(d)(2)).	Manual Entry
Provide tutorials, career and technical education (section 3115(d)(3)(A)).	Manual Entry
Provide intensified supplemental instruction, including translated materials, interpreters, and translators (section 3115(d)(3)(B)).	Manual Entry
Support LIEPs for preschool programs (section 3115(d)(4)).	Manual Entry
Implement strategies to improve ELP and academic achievement for ELs (section 3115(d)(5)).	Manual Entry
Provide parent, family, and community engagement activities to support the education of ELs (section 3115(d)(6)).	Manual Entry
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)).	Manual Entry
Offer programs to help ELs achieve success in postsecondary education (section 3115(d)(8)).	Manual Entry
Improve the instruction of ELs with disabilities (section 3115(d)(9)).	Manual Entry
Other (section 3115(d)(9)).	Manual Entry

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

Manual Entry

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	Response (Yes or No)
Identifying and implementing effective LIEPs and curricula for teaching English learners	Manual Entry
Helping ELs meet the same challenging State academic standards that all children are expected to meet	Manual Entry
Identifying or developing, and implementing, measures of English proficiency	Manual Entry

Strengthening and increasing parent, family, and community engagement in programs that serve ELs	Manual Entry
Other	Manual Entry

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

Manual Entry

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 Immigrant Students Enrolled	Number of Immigrant Students in LEAs receiving funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
FS045/DG519	FS045/DG519	Manual Entry

1.3.7.1 Explanation of state reporting zero students in LEAs receiving funds under Section 3114(d) of the ESEA or zero (0) subgrants

Manual Entry

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
Manual Entry	Manual Entry	(Calculated)

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

Manual Entry

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

Termination of Title III, Part A Programs or Activities	Response (Yes or No)
Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?	Manual Entry
If yes, provide the number of language instruction educational programs <u>or</u> activities terminated.	Manual Entry

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	Count of LEAs Reporting Required McKinney-Vento Data
With subgrants	FS170/DG754	Manual Entry
Without subgrants	FS170/DG754	Manual Entry
Total	(Calculated)	(Calculated)

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

Manual Entry

1.6.2 Migratory Child Count (Eligible Migratory Children)

The table below displays the unduplicated Statewide number of eligible migratory children age birth through 21 who, within three years of making a qualifying move, resided in the State for one or more days during the performance period. This figure includes all eligible migratory children who may or may not have received MEP services.

1.6.2.1 Unduplicated Statewide Count of Eligible Migratory Children who, within three years of making a qualifying move, resided in the State for one or more days during the performance period

Age/Grade	Eligible Migratory Children	Priority for Services (PFS)	English Learners (ELs)	Children with Disabilities (IDEA)	Qualifying Arrival Date (QAD)
Age Birth through 2	MSIX	N/A	N/A	MSIX	MSIX
Age 3 through 5 (not Kindergarten)	MSIX	MSIX	MSIX	MSIX	MSIX
K	MSIX	MSIX	MSIX	MSIX	MSIX
1	MSIX	MSIX	MSIX	MSIX	MSIX
2	MSIX	MSIX	MSIX	MSIX	MSIX
3	MSIX	MSIX	MSIX	MSIX	MSIX
4	MSIX	MSIX	MSIX	MSIX	MSIX
5	MSIX	MSIX	MSIX	MSIX	MSIX
6	MSIX	MSIX	MSIX	MSIX	MSIX
7	MSIX	MSIX	MSIX	MSIX	MSIX
8	MSIX	MSIX	MSIX	MSIX	MSIX
9	MSIX	MSIX	MSIX	MSIX	MSIX
10	MSIX	MSIX	MSIX	MSIX	MSIX
11	MSIX	MSIX	MSIX	MSIX	MSIX
12	MSIX	MSIX	MSIX	MSIX	MSIX
Ungraded	MSIX	MSIX	MSIX	MSIX	MSIX
Out-of-school	MSIX	MSIX	MSIX	MSIX	MSIX
Total	MSIX	MSIX	MSIX	MSIX	MSIX

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

Manual Entry

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

The table below displays the unduplicated Statewide number of eligible migratory children age birth through 21 who were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period. A child who moved from one age/grade level to another during the performance period is reported only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Children who moved to different schools within the State and who were served in both traditional summer and year-round school intersession programs are reported only once.

Note: Children who received only referred (non-MEP funded) services are not included in this table.

1.6.3.1 Eligible Migratory Children who were Served for One or More Days in a MEP-Funded Project during Summer Term or Intersession Periods by Age/Grade

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	MSIX
Age 3 through 5 (not Kindergarten)	MSIX
K	MSIX
1	MSIX
2	MSIX
3	MSIX
4	MSIX
5	MSIX
6	MSIX
7	MSIX
8	MSIX
9	MSIX
10	MSIX
11	MSIX
12	MSIX
Ungraded	MSIX
Out-of-school	MSIX
Total	MSIX

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

Manual Entry

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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? (Yes or No)
Manual Entry

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.

1.6.4.2 Prospective Re-Interviewing Procedures

Prospective Re-interviewing Procedures	Response (Yes or No)
Were re-interviews conducted during this performance period?	Manual Entry
Were children randomly selected for re-interviews?	Manual Entry
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)?	Manual Entry
Were re-interviews conducted face-to-face?	Manual Entry
Were re-interviews conducted remotely (virtually or by phone)?	Manual Entry
Did the State ensure re-interviewers did not work on the initial eligibility determinations being tested?	Manual Entry
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?	Manual Entry

1.6.4.3 Prospective Re-Interviewing Results

Prospective Re-interviewing Results	Number
Number of eligibility determinations sampled.	Manual Entry
Number of eligibility determinations sampled for which a re-interview was completed.	Manual Entry
Number of eligibility determinations sampled for which a re-interview was completed, and the child was found ineligible.	Manual Entry

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

Manual Entry