

Section I: Introduction to *EDFacts* and the Consolidated State Performance Report

State coordinators can use the information in this section to:

- Understand the key collection and reporting systems, *EDFacts* and CSPR, and how they interact
- Clarify State coordinator responsibilities for data collection, validation, and submission
- Learn about the data collection and submission timeline for Title I, Part D data
- Reference statutory requirements for Title I, Part D data
- Train new staff and LEA partners on Title I, Part D data processes

Two different systems and processes are involved in the online reporting of Title I, Part D (TIPD) data. These data systems are called the Consolidated State Performance Report (CSPR) and *EDFacts*.

State educational agencies (SEAs) are required to evaluate their program’s effectiveness. This is done through collecting data on the programs through *EDFacts* and the CSPR. Data are collected at the State agency (SA) and local educational agency (LEA) level between July 1st and the following June 30th. The data are then reported up to the SEAs. SEAs submit the data to the U.S. Department of Education (ED). These data are used to provide reports to Congress and to drive ED’s decisions regarding technical assistance, including through NDTAC, to support State coordinators in improving TIPD programs.

The **CSPR** and **EDFacts** are annual data collections intended for planning and performance purposes. These are distinct from the **annual count**, which is intended to help determine program funding allocations.

EDFacts is an initiative to collect, analyze, and promote the use of high-quality, pre-kindergarten through grade 12 data that centralizes performance data supplied by SEAs with other data assets.¹ ED collects and uses *EDFacts* data for the following purposes:

- Use robust, timely performance data to inform decision making, policy formulation, and management at federal, State, and local levels.
- Identify grantees' technical assistance needs and improve State data capabilities by providing resources and support.
- Analyze the needs of students and determine strong performance to identify best practices.
- Shape ED priorities and meet statutory requirements.
- Justify the annual budget request to Congress while reducing State and district data burdens and streamlining data practices.

The *CSPR* is a specific reporting tool used by SEAs to submit annual performance data related to the implementation of federal education programs. Much of the TIPD data that appears in the CSPR is pulled directly from *EDFacts* data files. However, in the CSPR, there are additional questions which require SEAs to manually enter information that is not pulled from *EDFacts*.

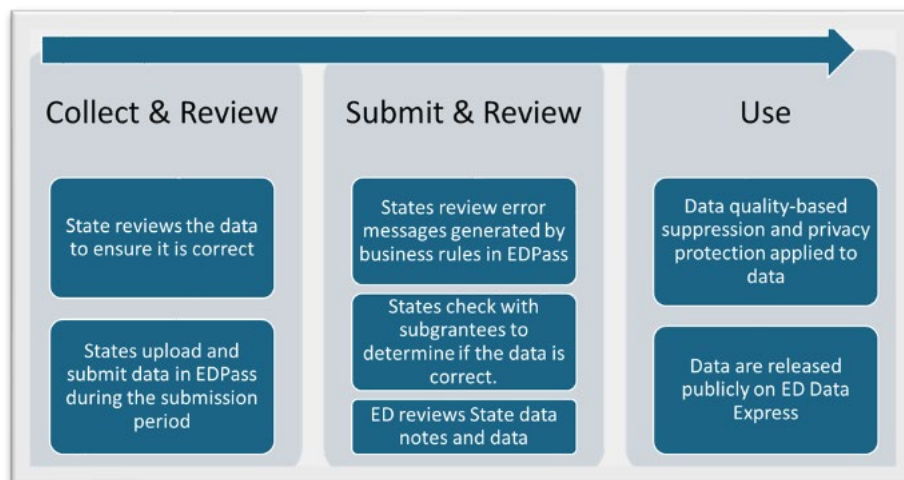


Figure 1: EDFacts Data Lifecycle

EDFacts and CSPR data go through a process of collection, review, and use. State coordinators collect data from SAs and LEAs. State coordinators work with their *EDFacts* coordinators to upload and submit the data in *EDPass*. When the data are submitted, the business rules are applied immediately in *EDPass* and may generate

error messages if the data are inconsistent, inaccurate, or do not conform to the business rules. SEA data and program staff review the error messages and provide data notes or corrections and ED reviews these

¹ See: <https://www.ed.gov/data/edfacts-initiative>.

data notes. ED applies data suppression rules for data quality and to ensure that student level data are protected for privacy before releasing data publicly.

Data Submission

In some States, the State coordinator is responsible for uploading files into EDPass. In other States, State coordinators must collaborate with their ED*Facts* and CSPR coordinators to ensure the data are submitted by the required due dates. SEAs are encouraged to submit data early, in case data must be resubmitted due to errors.

All TIPD data are submitted through EDPass, which serves as a centralized platform for SEAs to submit data, manage user accounts, and ensure data quality. The system is designed to allow multiple users within an SEA to access various functionalities simultaneously. For example, one user can upload data files while another user addresses data quality issues by adding data notes. However, it is important to coordinate tasks to prevent conflicts, as simultaneous edits on the same page may result in data being overwritten.

EDPass is part of the broader ED*Facts* modernization effort, which aims to improve the quality and timeliness of education information. This modernization includes providing tools to support State processes, giving States ownership of the data quality review process, and eliminating the data resubmission period by considering data final as of the due date.

The timeline for data submission is available on ED's website at:

<https://edfacts.communities.ed.gov/#program/data-submission-organizer>.

Each State is required to have an ED*Facts* coordinator. The ED*Facts* coordinator acts as the main liaison with ED and is responsible for the State's annual submission plan for all of the SEA's data, including for TIPD. They oversee the timely submission of data, ensure any errors are corrected, and verify that the SEA approves all files for storage in the ED*Facts* Data Warehouse. To find contact information for ED*Facts* coordinators in each State see the ED*Facts* coordinators [contact list](#).

Although the ED*Facts* coordinator is responsible for submitting all ED*Facts* data to the federal government, the TIPD State coordinator is responsible for collecting, checking, and preparing the data for submission. As the data are submitted, the system will immediately identify potential data errors. Coordinators can then work with subgrantees to provide corrections or data notes upon resubmission. When the program office receives the data, they will conduct a review and reach out to States with unusual data. In some cases, the program office may request resubmission of the data.

State Part D Coordinators' Responsibilities

TIPD State coordinators are responsible for facilitating the accurate and timely reporting of ED*Facts* and CSPR data. To do this effectively:

1. **Identify which programs receive TIPD funds.** Only programs that receive TIPD funds and the students benefiting from these funds should be included in the data reporting process. For Subpart 1 programs, only neglected and delinquent programs should report data. For Subpart 2, only delinquent and at-risk programs should report data.
2. **Develop a process to collect data.** Create data collection tools that can be shared with SAs and LEAs to collect and report data. The tools should be aligned with the ED*Facts* and CSPR requirements but can include data beyond what is required. Establish a process with LEAs and SAs for data collection to include:
 - a. Standardized procedures for data entry
 - b. Timelines

- c. Responsibilities for State and local data contacts
- 3. **Establish relationships with key data contacts.** To streamline data collection and reporting, connect with:
 - a. State and local data contacts: Staff at SAs and LEAs managing TIPD funds. Regular communication ensures they understand reporting requirements and deadlines.
 - b. Internal SA data staff: State's CSPR and ED*Facts* coordinators manage federal reporting requirements. Work closely with them to:
 - i. Provide clarification on data
 - ii. Review data submissions
 - iii. Update information in the online reporting system
- 4. **Set clear communication channels and reporting timelines.** To facilitate timely data submission, consider developing and sharing a structured timeline that includes:
 - a. Data collection periods
 - b. Internal review and validation steps
 - c. Time for follow-ups with subgrantees
 - d. Final data submission deadlines
- 5. **Review and validate data to ensure quality.** Data review is critical to ensuring quality. Consider these guidelines when reviewing the data:
 - a. Verify data completeness: Check for missing information and inconsistencies. Ensure that each SA and LEA have reported data for all required file specifications.
 - b. Compare with previous years: Identify trends and discrepancies. This could be manual or automated and might include an internal version of business rules.
 - c. Follow up with subgrantees: Address inaccuracies before final submission.
 - d. Provide justifications: If unresolved issues persist, include an explanation in the CSPR and be prepared to answer questions from ED during data certification.
 - e. Use Business Rules Single Inventory (BSRI): ED provides business rules to help identify common data quality issues. Utilize these rules to preemptively address errors.
- 6. **Provide training and technical assistance.** If data inconsistencies persist, consider:
 - a. Offering training sessions on data collection and reporting
 - b. Providing tailored technical assistance to subgrantees
 - c. Utilizing resources from NDTAC's [Reporting and Evaluation](#) page
 - d. Sharing best practices and lessons learned to improve future data quality

By following these structured steps, coordinators can facilitate a smooth and effective data reporting process, ensuring high-quality, reliable data for evaluation and program improvement.

Statutory Requirements

This resource is intended to support State coordinators in carrying out statutory requirements, in particular SUBPART 3: SEC. 1431. PROGRAM EVALUATIONS, which states the following:

- a. Each State agency or local educational agency that conducts a program under subparts 1 or 2 shall evaluate the program, disaggregating data on participation by gender, race, ethnicity, and age, while protecting individual student privacy, not less than once every 3 years, to determine the program's impact on the ability of participants —
 - 1. To maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended year adjusted cohort graduation rate, if applicable;

2. To accrue school credits that meet State requirements for grade promotion and high school graduation;
 3. To make the transition to a regular program or other education program operated by a local educational agency or school operated or funded by the Bureau of Indian Education;
 4. To complete high school (or high school equivalency requirements) and obtain employment after leaving the correctional facility or institution for neglected or delinquent children and youth; and
 5. As appropriate, to participate in postsecondary education and job training programs.
- b. **EXCEPTION**—The disaggregation required under subsection (a) shall not be required in a case in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student. *Note – This exception applies to the three-year program evaluation and does not apply to data collected by ED for *EDFacts* or the CSPR.
- c. **EVALUATION MEASURES**—In conducting each evaluation under subsection (a), a State agency or local educational agency shall use multiple and appropriate measures of student progress.
- d. **EVALUATION RESULTS**—Each State agency and local educational agency shall—
1. Submit evaluation results to the State educational agency and the Secretary; and
 2. Use the results of evaluations under this section to plan and improve subsequent programs for participating children and youth.

The following sections in this Toolkit cover how to collect, report, analyze, and use high quality *EDFacts* and CSPR data to evaluate the program’s impact on student outcomes and how to improve programs for participating children and youth.