CONSOLIDATED STATE PERFORMANCE REPORT:
Part II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2018-19

Georgia

PART II DUE THURSDAY, MAY 28, 2020

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

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 8303[1] 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.

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

OMB Number: 1810-0724
Expiration Date: 10/31/2022

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:
[ ]   Part I, 2018-19   [X] Part II, 2018-19

Name of State Educational Agency (SEA) Submitting This Report:

Address:

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Name of Authorizing State Official: (Print or Type):
Richard Woods, Superintendent

Submitted Date and Time:

2.1 ACCOUNTABILITY

2.1.1 School Performance on Accountability Indicators

The following indicators are collected through ESS and compiled in the EDEN036 report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:
- LEA Name
- NCES LEA ID
- State LEA ID
- School Name
- NCES School ID
- State School ID
- Title I School Status - DG 22 (FS129)
- Academic achievement indicator status – DG 835 (FS200)
- Other academic indicator status DG 836 (FS201)
- Graduation rate indicator status – DG 834 (FS199)
- Progress achieving English language proficiency indicator status - DG 837 (FS205)
- School quality or student success indicator status – DG 838 (FS202)

The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

Comments: The response is limited to 4,000 characters.

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

	Number of Schools	**Number of Title I Schools**	**Number of non-Title I Schools**
Lowest performing five percent of Title I schools	15		
High schools failing to graduate one third or more of their students	21	12	9
Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the *ESEA* and that have not exited that status after a State-determined number of years			
Total Identified	36		

Comments: The response is limited to 4,000 characters.

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

	Number of Schools	Number of Title I Schools	Number of non- Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	55	48	5
Schools in which any Subgroup of Students, on its own, would lead to Identification Under *ESEA* Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support)	1	1	0

Comments: The response is limited to 4,000 characters.
Georgia submitted 53 TSI schools.

2.1.4 Section 1003 of the *ESEA* School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the *ESEA* allocated to each district and school.

2.1.4.1   Section 1003 of the *ESEA* Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation. The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the ED*Facts* Reporting System (ERS).

- Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES LEA ID
- Amount of LEA's Section 1003(a) of the *ESEA* Allocation

The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

Comments: The response is limited to 4,000 characters.

2.1.4.2   Section 1003 of the *ESEA* Allocations to Schools

For each school receiving a Section 1003(a) allocation of the *ESEA*, list the amount of the allocation. The data for this question are reported through ED*Facts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the ED*Facts* Reporting System (ERS).

- Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES School ID
- Amount of School's Section1003(a) of the *ESEA* Allocation

The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

Comments: The response is limited to 4,000 characters.

2.2   GRADUATION RATES AND POSTSECONDARY ENROLLMENT

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

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All students	135,084	S	82%
American Indian or Alaska Native	242	S	76%
Asian or Pacific Islander	5,572	S	90.8%
Asian			
Native Hawaiian or Other Pacific Islander			
Black or African American	51,021	S	79.6%
Hispanic or Latino	19,510	S	75.9%
White	54,648	S	85.6%
Two or more races	4,091	S	82.3%
Children with disabilities (*IDEA*)	15,388	S	62.9%
English Learners	6,344	S	59.3%
Economically disadvantaged students	75,372	S	77.2%
Children in foster care	535	S	39%
Children who are homeless	5,198	S	63.9%

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

Comments: The response is limited to 8,000 characters.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period. If data are missing or incomplete, please explain in the comments.

	# Enrolled in an IHE	# Not enrolled in an IHE	# for which data are unavailable	Total
All students	72,472	34,462		S
American Indian or Alaska Native	139	86		S
Asian or Pacific Islander	89	52		S
Asian	3,876	518		S
Native Hawaiian or Other Pacific Islander				
Black or African American	25,398	13,672		S
Hispanic or Latino	6,760	5,537		S
White	34,072	13,659		S
Two or more races	2,138	938		S
Children with disabilities (*IDEA*)	3,280	5,573		S
English Learners	753	1,015		S
Economically disadvantaged students	30,900	22,496		S

Comments: The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

2.3   TITLE I, PART A PROGRAM PARTICIPATION

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Special Services or Programs	# Students Served
Children with disabilities (*IDEA*)	149,464
English learners	101,971
Homeless students	29,077
Migrant students	4,554

Comments: The response is limited to 4,000 characters.

2.3.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the underlined number of public school students served by either Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	2,015
Asian	23,285
Black or African American	503,789
Hispanic or Latino	203,350
Native Hawaiian or other Pacific Islander	1,177
White	322,263
Two or more races	38,339
Total	1,094,218

Comments: The response is limited to 4,000 characters.

2.3.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the underlined number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age /Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	0	0	0	0	0
K	224	93,161	263	20	93,668
1	255	93,816	293	24	94,388
2	276	93,591	312	35	94,214
3	315	95,051	326	60	95,752
4	304	98,422	324	44	99,094
5	277	100,223	346	48	100,894
6	293	95,813	336	128	96,570
7	304	92,115	334	213	92,966
8	221	89,291	358	385	90,255
9	210	69,705	276	626	70,817
10	118	61,197	263	360	61,938
11	102	52,962	249	229	53,542
12	99	55,873	206	146	56,324
Ungraded					
TOTALS	2,998	1,091,220	3,886	2,318	1,100,422

Comments: The response is limited to 4,000 characters.

2.4   EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:
- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the *majority of their time* while residing in the State during the performance period.

There are two exceptions to this rule:
1. A child who turns 3 during the performance period is reported as "Age 3 through 5 (not Kindergarten)," **only** *if the child's residency in the state was verified after the child turned 3*.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2018 through August 31, 2019. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should 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 State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served.   If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.4.1.1 *Category 1 Child Count*.

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.

FAQs on Child Count:

a. 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 K-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 K-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 or 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.

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

c. 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 SY2018-19. 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.

In the space below, discuss any concerns 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.

Comments: The response is limited to 8,000 characters.

2.4.1.1   Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the underlined statewide number by age/grade of **eligible** migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2018 through August 31, 2019. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period 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. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Age/Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	939
K	567
1	610
2	558
3	496
4	509
5	490
6	506
7	468
8	431
9	484
10	371
11	259
12	336
Ungraded	0
Out-of-school	1,868
Total	8,892

Comments: The response is limited to 4,000 characters.
N/A

2.4.1.2   Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments: The response is limited to 8,000 characters.
N/A

2.4.1.3   Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2018 through August 31, 2019.

Age/Grade	Eligible Migratory Children
Age Birth through 2	463

Comments: The response is limited to 4,000 characters.
N/A

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the <u>unduplicated</u> statewide number of **eligible** migratory children age 3 through 21 who, within 3 years of making a qualifying move, were **<u>served</u>** for one or more days in a MEP-funded project conducted during either the <u>summer term or during intersession periods</u> that occurred within the performance period of September 1, 2018 through August 31, 2019. Count a child who moved from one age/grade level to another during the performance period 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. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do <u>not</u> include:
- Children age birth through 2 years
- Children who received <u>only</u> referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	210
K	142
1	161
2	159
3	142
4	145
5	147
6	120
7	72
8	61
9	52
10	31
11	17
12	10
Ungraded	
Out-of-school	174
Total	1,643

Comments: The response is limited to 4,000 characters.
N/A

2.4.2.1   Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments: The response is limited to 8,000 characters.
School districts increased summer services and summer service participation by promoting opportunities through intensive efforts such as conducting home visits to provide registration packets, making arrangements for transportation, and partnering with classroom teachers to remind families of these opportunities. The local migrant funded staff worked past the regular school year and into the summer and maximized their time by providing services in groups, with multi-child families, or in brief, summer school program settings. This included in-home delivery, site-based programs, virtual/remote support, use of individual learning packets, and meeting at non-traditional locations such as libraries, community centers, and parks.
GaDOE MEP staff have supported districts' summer endeavors by providing training to ensure that local migrant funded staff and tutors have a full toolkit of strategies, activities, and resources for working with participants in various settings.

2.4.2.2   Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, 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 of September 1, 2018 through August 31, 2019. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:
           - Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	4

Comments: The response is limited to 4,000 characters.
N/A

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.

- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).

- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) *during the performance period* and ensures that these children are not counted in the subsequent performance period's child count.

- Children who—in the case of Category 2—were <u>served</u> for one or more days in a MEP- funded project conducted during either <u>the summer term or during intersession periods</u>.

- Children once per age/grade level for each child count category.

- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments: The response is limited to 8,000 characters.
The unduplicated count of eligible migrant children, ages 3-21. Include children two years of age whose residency in the state has been verified after turning three.
Response: COEstar is programmed to produce a count based on all the eligibility criteria contained in the federal statute. The database calculations account for the child's date of birth such that the child was at least three years of age and less than 22 year of age for at least one day of the performance period of 9/1/2018 and 8/31/2019. In order to ensure that the residency dates for 3 yr. olds occurs after the child has turned 3, the state runs the Three-Year-Old report from our COEstar database the month after the participant turns three. LEAs are responsible for ensuring that students on the list are residents in the district during the period and after turning 3. A home visit or phone call is completed. Once this Three-Year-Old report is confirmed, LEAs return the completed report within two weeks to the GaDOE regional data specialist who then updates our COEstar database. The COEstar database calculations ensure that only children with a residency date between September 1, 2018 and August 31, 2019 are included in the count.
Children who met the program eligibility criteria (e.g., were within 3 years of a last qualifying move, had a qualifying activity).
Response: COEstar is programmed to produce a count based on all the eligibility criteria contained in the federal statute. The database calculations accounts for the end of eligibility (EOE) dates (36 months) from each participant's qualifying arrival date (QAD). Participants with an EOE before 9/1/2019 are not included in the count.
Children who were a resident in your State for at least one day during the eligibility period (9/1-8/31).
Response: COEstar's Performance Reporter first examines the family's current address on the COE to be sure that they are in the state. It then tests numerous dates to determine if a contact event or sequence of events occurred that would definitely show that the child resided in the state during the period. These include checking the school year listed on school enrollment records, the qualifying arrival date (QAD), residency dates, enrollment dates, withdrawal dates, departure dates, LEP, needs assessment, graduation/termination dates, special services dates, and health record dates performed in the state during the period. Records are excluded from counting if departure dates indicate that they left before the period began, or if additional records demonstrate that the child was no longer in the state when the period began.
Children who - in the case of Category 2 - were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
Response: Each summer or intersession term, the local project director forwards a report to the GaDOE regional office containing the COEstar unique ID#
number of eligible migrant children or youth who received services (instructional or support) at least one day during the summer or intersession term. The
data regarding the particulars of the services are entered into the individual student's information/school history line in COEstar. Additionally, to count a child for a summer service, the child must have turned three before receiving the service.
Children counted once per age/grade level for each child count category.
Response: The state data collections coordinator runs COEstar's Performance Reporter, which has a number of programmed interventions to count migrant children only once, statewide, for the period specified in the state data collections coordinator query. Some of these interventions include checking names that are the same or similar, checking the maiden name of the child's mother, and checking the date and place of birth, the QAD, etc.
Children who have not graduated from high school or attained a high school equivalency diploma.
Response: Each migrant child who graduates from high school or completed a high school equivalency diploma is marked in our COEstar database. LEAs complete an information change form indicating the graduation/date and the attainment of the high school equivalency diploma/date. This form is sent to the GaDOE regional data specialist who then updates our COEstar database. As an additional check, a Current Enrollment Report (CER) is sent to the LEA
each semester. The LEA will indicate on the CER that a student has graduated or attained a high school equivalency diploma. The CER is then sent to the GaDOE regional data specialist who updates our COEstar database. The COEstar database calculations for counting eligible children

excludes all children with a graduation date or high school equivalency diploma date that occurred during the prior count period.

In order to eliminate duplicate entries, the State issues each participant a unique identifier through our database, COEstar. The State follows this process to check for duplicates:

• When reviewing a COE in COEstar, the regional data specialist completes a search in the database using the individuals name, DOB, gender, and mother's maiden name. The system automatically shows names with similar spellings. The system will also show names with similar dates.

• A list of possible matches is generated.

• The top 100 matches are reviewed to determine if it is the same person or different. Old COEs are also included and reviewed in this matching process.

• If the search reveals the individual on the COE already has a COE, we use the original COE ID# on the new COE. If it is a different person, we create a COEstar generated ID number for this participant.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED*Facts* data file? See the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

Accuracy of ED*Facts* Data Files	Yes/No
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED*Facts* data file.	YES

Use of MSIX to Verify Data Quality	Yes/No
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	YES

If MSIX is utilized, please explain how.

Comments: The response is limited to 8,000 characters.

COEstar is a separate, but at the same time integrated component of Georgia's state-wide student information collection system, with appropriate checks and balances performed in an on-going manner, annually. Each spring, the LEAs must match their migrant coding in the local student record system to the COEstar system before they are able to sign off on their data submission for the year. This helps to eliminate or correct coding and reporting errors in both
systems. This process uses the Georgia Testing Identifier (GTID) as the means to ensure accuracy. The GTID is entered in to the COEstar database by GaDOE regional data specialists based on updates provided by school districts. The COEstar database is then matched to the statewide database to ensure the GTID was entered correctly and to identify other discrepancies. In the spring, school districts submit their data reports and students who have
been coded as "migrant" will be matched by GTID. School districts make corrections in their local database for children incorrectly coded as "migrant" or not coded as "migrant" and then resubmit their data.

MSIX is used verify the quality of migrant data through the Near Match Validation report. When we log in to MSIX daily, we look for the work list. Based on what we find on the work list, we review the information in MSIX and our COEstar database and determine if the two participants in question are the same individuals. If they are, we validate the merge in MSIX. If the duplicate children are both from our state, we review our COEstar database and we merge or delete within COEstar, as needed, and then this is corrected in MSIX during the next daily upload.

We run the Child Count Reconciliation reports twice a week. After we identify data quality issues that causes differences in child counts between MSIX and our student records in COEstar system, we address each of those issues to make sure our DB is accurate.

The data logic issues report is run on a daily basis to determine what student records don't pass the data logic rules. We analyze the issues identified through this report and each record is appropriately corrected.

Comments: The response is limited to 4,000 characters.

2.4.3.2   Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	150
The number of eligibility determinations sampled for which a re-interview was completed.	119
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	119

Procedures	SY
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.	2016-2017

Comments: The response is limited to 8,000 characters.

FAQ on independent prospective re-interviews:

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.

Obtaining Data from Families	Re-interview Method
Select how the re-interviews were conducted: 　　　Face-to-face re-interviews 　　　Phone Interviews 　　　Both	Both

Obtaining Data from Families	Yes/No
Was there a protocol for verifying all information used in making the original eligibility determination?	YES
Were re-interviewers independent from the original interviewers?	YES

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY 2018-19.

Comments: The response is limited to 8,000 characters.

In the space below, refer to the results of *any* re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments: The response is limited to 8,000 characters.
Requested Re-interview:
As part of the Quality Control Policy, the GaMEP has in place a Requested Re-Interview Procedure that allows any individual with a legitimate interest to request a re-interview on any participant whose MEP eligibility may be in question by the requester.
During the requested interview process, the GaMEP found six (6) ineligible families under this procedure:
1) COE # MS22145: (To-join move) the child's move didn't occur within 12 months of the worker's move
2) COE #: M273286: This child stated that he had graduated in his native country
3) COE #: M272967: This family didn't make a qualifying move
4) COE #: M129576: The worker didn't engage in qualifying work soon after the move
5) COE # M129524: This was a non-qualifying move. The child didn't move wit or to join the migratory worker
6) COE #: M129523: This was a non-qualifying move. The child didn't move with or to join the migratory worker.
All migrant funded staff involved with these families were contacted by the state ID&R coordinator and received additional individualized IDR training. The topics of "to-join," "Migratory child," "soon after the move, "and "Qualifying Move" were the main focus of the additional IDR training. We also included the same topics on the mandatory ID&R training that took place during the reporting period.

In the space below, please respond to the following question:

	Yes/No
Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	YES

Comments: The response is limited to 4,000 characters.

2.4.4 Eligible Migratory Children

2.4.4.1   Priority for Services

In the table below, provide the underlined number of **eligible** migratory children who have been classified as having "Priority for Services."
The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	77
1	254
2	253
3	236
4	240
5	210
6	217
7	216
8	193
9	214
10	171
11	96
12	157
Ungraded	0
Out-of-school	1,033
Total	3,567

Comments: The response is limited to 4,000 characters.
N/A

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who have made a qualifying move within the previous 1-year period and
who1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2   English Learners (ELs)

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children who are also ELs. The total is calculated automatically.

Age/Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarten)	
K	136
1	404
2	418
3	361
4	366
5	314
6	275
7	207
8	151
9	174
10	140
11	89
12	93
Ungraded	
Out-of-school	80
Total	3,208

Comments: The response is limited to 4,000 characters.
N/A

2.4.4.3   Children with Disabilities (IDEA)

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children who are also children with disabilities (*IDEA*) under Part B or Part C of the *IDEA*.   The total is calculated automatically.

Age/Grade	Children with Disabilities (*IDEA*) During the Performance Period
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	25
K	32
1	29
2	39
3	44
4	47
5	38
6	46
7	32
8	31
9	31
10	19
11	17
12	16
Ungraded	
Out-of-school	0
Total	446

Comments: The response is limited to 4,000 characters.
N/A

2.4.4.4   Qualifying Arrival Date (QAD)

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2019 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	QAD During the Performance Period
Age Birth through 2	341
Age 3 through 5 (not Kindergarten)	494
K	252
1	275
2	270
3	221
4	215
5	210
6	227
7	202
8	188
9	216
10	148
11	84
12	73
Ungraded	
Out-of-school	1,466
Total	4,882

Comments: The response is limited to 4,000 characters.
N/A

2.4.5 Academic Status

The following questions collect data about the academic status of **eligible** migratory students.

2.4.5.1   Dropouts

In the table below, provide the underlined number of **eligible** migratory students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	2
8	3
9	15
10	18
11	16
12	4
Ungraded	
Total	58

Comments: The response is limited to 4,000 characters.
N/A

FAQ on Dropouts:

How is "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 (2018-19) 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.

2.4.5.2   HSED (High School Equivalency Diploma)

In the table below, provide the total <u>unduplicated</u> number of **eligible** migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtain HSED	#
Obtained a HSED in your State During the Performance Period	15

Comments: The response is limited to 4,000 characters.
N/A

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

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 that would not be considered a service would be 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.

In the table below, provide the underlined number of **eligible** migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	114
Age 3 through 5 (not Kindergarten)	576
K	424
1	480
2	459
3	407
4	423
5	405
6	406
7	388
8	349
9	358
10	309
11	204
12	284
Ungraded	0
Out-of-school	878
Total	6,464

Comments: The response is limited to 4,000 characters.
N/A

2.4.6.1   Priority for Services – During the Performance Period

In the table below, provide the <u>unduplicated</u> number of **eligible** migratory children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	72
1	239
2	238
3	220
4	224
5	199
6	200
7	201
8	176
9	188
10	164
11	88
12	143
Ungraded	0
Out-of-school	641
Total	2,993

Comments: The response is limited to 4,000 characters.
N/A

2.4.6.2   Continuation of Services – During the Performance Period

In the table below, provide the underlined number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	0
1	1
2	2
3	1
4	0
5	2
6	2
7	0
8	4
9	3
10	2
11	1
12	0
Ungraded	0
Out-of-school	0
Total	18

Comments: The response is limited to 4,000 characters.
N/A

FAQ on Continuation of Services:

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.

2.4.6.3   Instructional Service – During the Performance Period

In the table below, provide the underlined_number of **eligible** migratory children who received any_type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Instructional Service During the Performance Period
Age Birth through 2	3
Age 3 through 5 (not Kindergarten)	379
K	331
1	423
2	421
3	363
4	379
5	351
6	352
7	313
8	277
9	282
10	231
11	139
12	200
Ungraded	
Out-of-school	438
Total	4,882

Comments: The response is limited to 4,000 characters.
 N/A

2.4.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of **eligible** migratory children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age Birth through 2			
Age 3 through 5 (not Kindergarten)	4		
K	98	33	
1	195	77	
2	206	72	
3	167	65	
4	190	70	
5	180	69	
6	148	83	
7	129	58	
8	118	58	
9	120	60	
10	87	37	
11	60	15	
12	48	14	
Ungraded			
Out-of-school	60	34	
Total	1,810	745	

Comments: The response is limited to 4,000 characters.
N/A

FAQ on Types of Instructional Services:

What is "high school credit accrual"? MEP-funded instruction, funded in whole or in part by MEP funds, 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. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5   Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled **Support Services**, provide the <u>unduplicated</u> number of **eligible** migratory children who received <u>any</u> MEP-funded support service during the performance period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the <u>unduplicated</u> number of **eligible** migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	114	0
Age 3 through 5 (not Kindergarten)	510	0
K	364	0
1	416	0
2	366	0
3	353	0
4	368	0
5	359	0
6	336	2
7	309	11
8	286	13
9	294	42
10	258	56
11	175	35
12	262	70
Ungraded		
Out-of-school	755	8
Total	5,525	237

Comments: The response is limited to 4,000 characters.
N/A

FAQs on Support Services:

> *a. What are support services?* These MEP-funded educationally-related services are 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.
> *b. What are counseling services*? Services to 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, or 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.

2.4.7 School Data during the Regular School Year

The following questions are about the enrollment of eligible migratory children in schools during the regular school year.

2.4.7.1   Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migratory children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migratory children	640
Number of eligible migratory children enrolled in those schools	5,288

Comments: The response is limited to 4,000 characters.
N/A

2.4.7.2   Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migratory children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	6
Number of eligible migratory children enrolled in those schools	152

Comments: The response is limited to 4,000 characters.
SY 2018-19 was the first time that Title I Part C funds were consolidated under schoolwide programs.

2.5   PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:
- Report data for the program year of July 1, 2018 through June 30, 2019.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non- secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1   Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. 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), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	19	31
Juvenile corrections	7	175
Adult corrections	1	180
Other	0	0
Total	27	

Comments: The response is limited to 4,000 characters.

FAQ on Programs and Facilities - Subpart I:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should 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.

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected programs	0
Juvenile detention	19
Juvenile corrections	7
Adult corrections	1
Other	0
Total	27

Comments: The response is limited to 4,000 characters.

2.5.1.3   Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the <u>unduplicated</u> number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (*IDEA*) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served		4,030		466	
Total Long Term Students Served		745		466	

Provide the number of students served by special populations

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with disabilities (*IDEA*)		984		36	
English Learners (ELs)		0		0	

Provide the number of students served by race/ethnicity.

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native		11		0	
Asian		28		0	
Black or African American		2,984		377	
Hispanic or Latino		212		6	
Native Hawaiian or other Pacific Islander		0		0	
White		705		79	
Two or more races		90		4	
Total		4,030		466	

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male		3,311		439	
Female		719		27	
Total		4,030		466	

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5		0		0	
6		0		0	
7		0		0	
8		0		0	
9		0		0	
10		0		0	
11		2		0	
12		20		0	
13		96		0	
14		292		0	
15		572		0	
16		1,079		0	
17		1,199		50	
18		527		61	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
19		151		125	
20		72		230	
21		20		0	
Total		4,030		466	

If the total number of students differs by demographics, please explain in comment box below.

Comments: The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

FAQ on Unduplicated Count:

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.

FAQ on long-term:

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, 2018.

2.5.1.4   Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the underlined number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the underlined number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the underlined number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the "90 days after exit" column provide the underlined number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit					

Outcomes (once per student) - # of Students Who	Neglected Programs – In fac.	Neglected Programs – 90 days after exit	Juvenile Detention – In fac.	Juvenile Detention – 90 days after exit	Juvenile Corrections – In fac.	Juvenile Corrections – 90 days after exit	Adult Corrections – In fac.	Adult Corrections – 90 days after exit	Other Programs – In fac.	Other Programs – 90 days after exit
Earned a GED			70	S			122	S		
Obtained high school diploma			37	S			S	S		

Outcomes (once per student per time period) - # of Students Who	Neglected Programs – In fac.	Neglected Programs – 90 days after exit	Juvenile Detention – In fac.	Juvenile Detention – 90 days after exit	Juvenile Corrections – In fac.	Juvenile Corrections – 90 days after exit	Adult Corrections – In fac.	Adult Corrections – 90 days after exit	Other Programs – In fac.	Other Programs – 90 days after exit
Earned high school course credits			1,595	S			S	S		
Enrolled in a GED program			344	9			466	S		
Accepted and/or enrolled into post-secondary education			3	S			S	S		
Enrolled in job training courses/programs			46	S			92	S		
Obtained employment			S	25			S	S		

In the text box below, please account for any missing or incomplete data after exit.

Comments: The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

2.5.2 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.5.2.1   Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		S		S	
Long-term students with no change in grade level from the pre- to post-test exams		S		S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S		S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S		344	
Total students pre/post- tested		643		466	

Comments: The response is limited to 4,000 characters.

FAQ on long-term students:

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.

2.5.2.2   Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		S		S	
Long-term students with no change in grade level from the pre- to post-test exams		643		S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S		344	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S		S	
Total students pre/post- tested		643		466	

Comments: The response is limited to 4,000 characters.

FAQ on long-term students:

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.

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

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1   Programs and Facilities – Subpart 2

In the table below, 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 by program/facility type for these students. Report <u>only</u> the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. 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), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
At-risk programs	2	317
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	0	0
Other	0	0
Total	2	

Comments: The response is limited to 4,000 characters.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should 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.

2.5.3.2   Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	2
Neglected programs	0
Juvenile detention	0
Juvenile corrections	0
Other	0
Total	2

Comments: The response is limited to 4,000 characters.

2.5.3.3   Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (*IDEA*), and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	191				
Total Long Term Students Served	124				

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with disabilities (*IDEA*)	66				
ELs	0				

Provide the number of students served by race/ethnicity.

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	0				
Asian	0				
Black or African American	103				
Hispanic or Latino	13				
Native Hawaiian or other Pacific Islander	0				
White	71				
Two or more races	4				
Total	191				

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	141				
Female	50				
Total	191				

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5	0				
6	0				
7	0				
8	0				
9	0				
10	0				
11	1				
12	4				
13	26				
14	46				
15	33				
16	45				
17	31				
18	5				
19	0				

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
20	0				
21	0				
Total	191				

If the total number of students differs by demographics, please explain in comment box below.

Comments: The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

FAQ on Unduplicated Count:

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.

FAQ on long-term:

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.

2.5.3.4   Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the underlined number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the underlined number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ("in fac.") or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the "in fac." column, provide the underlined number of students who attained academic, career and technical outcomes while enrolled in the LEA program/facility. In the "90 days after exit" column provide the underlined number of students who attained academic, career and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Outcomes (once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit					

Outcomes (once per student) - # of Students Who	At-Risk Programs – In fac.	At-Risk Programs – 90 days after exit	Neglected Programs – In fac.	Neglected Programs – 90 days after exit	Juvenile Detention – In fac.	Juvenile Detention – 90 days after exit	Juvenile Corrections – In fac.	Juvenile Corrections – 90 days after exit	Other Programs – In fac.	Other Programs – 90 days after exit
Earned a GED	S	S								
Obtained high school diploma	S	S								

Outcomes (once per student per time period) - # of Students Who	At-Risk Programs – In fac.	At-Risk Programs – 90 days after exit	Neglected Programs – In fac.	Neglected Programs – 90 days after exit	Juvenile Detention – In fac.	Juvenile Detention – 90 days after exit	Juvenile Corrections – In fac.	Juvenile Corrections – 90 days after exit	Other Programs – In fac.	Other Programs – 90 days after exit
Earned high school course credits	74	S								
Enrolled in a GED program	S	3								
Accepted and/or enrolled into post- secondary education	S	S								
Enrolled in job training courses/programs	S	S								
Obtained employment	S	S								

In the text box below, please account for any missing or incomplete data after exit.

Comments: The response is limited to 8,000 characters.

Comments: The response is limited to 4,000 characters.

2.5.4 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.5.4.1   Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	11				
Long-term students with no change in grade level from the pre- to post-test exams	10				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	10				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	35				
Total students pre/post- tested	66				

Comments: The response is limited to 4,000 characters.

FAQ on long-term:

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.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.4.2   Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2018, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	S				
Long-term students with no change in grade level from the pre- to post-test exams	22				
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S				
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	31				
Total students pre/post- tested	66				

Comments: The response is limited to 4,000 characters.

FAQ on long-term:

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.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the *ESEA*. The data are reported through the Annual Performance Reporting Tool.

Content Area	Amount of Funds Spent
Well-Rounded	13,152,517.00
Safe and Healthy Students	9,266,303.00
Effective Use of Technology	1,717,545.00

Comments: The response is limited to 4,000 characters.
Five LEAs consolidated funds across all Content Areas totaling $1,141,875

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the *ESEA*. 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). The data are reported through the Annual Performance Reporting Tool.

Content Area	Number of LEAs Spending Funds
Well-Rounded	154
Safe and Healthy Students	141
Effective Use of Technology	117
Any Content Area	158

Comments: The response is limited to 4,000 characters.
Five LEAs consolidated funds across all Content Areas.

Under ESSA 1114(a)(3)(A-C) and Federal Register Notice 40360 (Vol. 69, No. 127, Friday, July 2, 2004), the Education Secretary may exempt schoolwide programs from statutory and regulatory provisions of any other noncompetitive formula grant program as long as the intent and purposes of the programs are met. Further, a school that chooses to consolidate and use funds from different federal programs under 1114(a)(3)(A) Shall not be required to maintain separate fiscal accounting records by program that identify specific activities supported by those particular funds as long as the school maintains records that demonstrate that the schoolwide program, considered as a whole, addresses the intent and purposes of each of the Federal programs that were consolidated to support the schoolwide program. Consolidation is as a student-centered funding system and comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in order to improve the achievement of the lowest achieving students by coordinating services funded from a variety of sources into a comprehensive framework. To encourage this approach and better leverage all available funding, a schoolwide program school has the flexibility to consolidate funds from Title I and other Federal education programs with State and local funds. This is further supported by the 2008 Non-Regulatory Guidance Title I Fiscal Issues: …Consolidating Funds in Schoolwide Programs… and 2016 Non-Regulatory Guidance Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program. Documentation requirements are also addressed annually in the 2 CFR 200 Audit Compliance Supplement.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

State Transferability of Funds	Yes/No
Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2018-19?	NO

Comments: The response is limited to 4,000 characters.

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	53

Comments: The response is limited to 4,000 characters.
50 LEAs transferred funds FROM Title IV, Part A.
Three LEAs Transferred funds INTO Title IV, Part A.

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Supporting Effective Instruction (Title II, Part A)	59	8
Student Support and Enrichment Grants (Title IV, Part A)	64	5
Improving Basic Programs Operated by LEAs (Title I, Part A)		98
Education of Migratory Children (Title I, Part C)		6
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0
Rural Education Initiative (Title V, Part B)		6

In the table below provide the total amount of FY 2018 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Supporting Effective Instruction (Title II, Part A)	1,834,779.00	211,046.00
Student Support and Enrichment Grants (Title IV, Part A)	1,255,768.00	48,454.00
Improving Basic Programs Operated by LEAs (Title I, Part A)		2,707,062.00
Education of Migratory Children (Title I, Part C)		79,964.00
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0.00
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0.00
Rural Education Initiative (Title V, Part B)		44,021.00

Comments: The response is limited to 4,000 characters.

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

This section collects data on the Rural Education Achievement Program (REAP) Title V, Part B, Subparts 1 and 2.

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2018-19 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	109
Activities authorized under Part A of Title II	52
Activities authorized under Title III	15
Activities authorized under Part A of Title IV	36
Parental involvement activities	17

Comments: The response is limited to 4,000 characters.

2.8.2 RLIS Objectives and Outcomes

In the space below, describe 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. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments: The response is limited to 8,000 characters.
The Georgia Department of Education's (GaDOE) strategic plan outlines nine strategic goals to ensure that each Georgia student is afforded a high quality and holistic public education. The Rural and Low-Income Schools Program (RLIS) aligns with and supports strategic goals 1, 2, 3, 6 and 7 as described in Georgia's Strategic Plan, and as listed below, in order to support the academic goals of both the state as a whole and LEAs.
LEAs develop their individual goals based upon needs identified through Georgia's Systems of Continuous Improvement framework. LEAs' progress is determined based on their schools meeting established performance indicators, which are assessed annually through state-administered assessments and local performance assessments.
The strategic goals that align with the RLIS program are:
• Revise/develop and implement viable academic standards that engage learners with essential knowledge, skills, and enduring concepts;
• Increase the percentage of K-5 students with a strong knowledge of foundational skills and concepts;
• Increase the percentage of high school graduates who are college and / or career ready;
• Increase LEA, leader, and teacher effectiveness through high-quality service and support; and
• Increase the number of schools with a safe, healthy, and positive learning climate.
RLIS Eligible LEA CCRPI Score Distribution
The College and Career Ready Performance Index – CCRPI – is Georgia's annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students.

The CCRPI includes five main components each scored on a scale of 0 to 100: Achievement, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100.
Note on comparability: As part of Georgia's state plan for the Every Student Succeeds Act (ESSA) – the replacement for No Child Left Behind – the state made changes to the CCRPI calculation. The 2018 CCRPI was the first to use the new calculation. Comparisons between the 2018 and 2019 CCRPI are valid; comparisons to prior years are not.

CCRPI Score Range FY19 FY18
90-100 0 0
80-89 12 8
70-79 51 47
60-69 42 39
Below 60 9 17
Sources: CCRPI District Score Report (FY18, 111 RLIS LEAs); CCRPI District Score Report (FY19, 114 RLIS LEAs)

The state average CCRPI score in FY19 was 75.9 and the average for the 114 RLIS districts was 71.04. In FY18, the state average score was 76.6 and was 69.15 for the 111 RLIS districts. Overall, RLIS LEAs are showing improvement with more school districts moving up in the CCRPI score range.

2.8.3 RLIS Technical Assistance

In the space below, 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.   If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments: The response is limited to 8,000 characters.
The Georgia Department of Education (GaDOE) provides continual training, professional development and support to Rural and Low-Income Schools Program (RLIS) grant recipients throughout each fiscal year. In addition to providing individualized face-to-face training at the request of local educational agencies (LEAs), GaDOE provides targeted training at multiple statewide conferences, including the Federal Programs Conference, the Georgia Compensatory Educational Leaders annual conference, and regional meetings. Furthermore, GaDOE provided periodic online trainings on topics such as completing the annual evaluation, monitoring requirements, development of a comprehensive needs assessment, and more. Moreover, training materials are available via the website, the federal programs handbook, and other disseminated print materials. The RLIS Program Specialist works with RLIS grantees on an ongoing basis via email, telephone, and face to face meetings to provide individualized technical assistance to districts.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include 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, please describe 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.

Comments: The response is limited to 8,000 characters.
The Georgia Department of Education (GaDOE) awards the Rural and Low-Income Schools grant funds on a formula basis based on the number of students in average daily attendance served by eligible LEAs in the State.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5.00%
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	30.00%

Comments: The response is limited to 4,000 characters.

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.

- NCES LEA ID
- LEA Name
- RLIS Award Amount

Comments: The response is limited to 4,000 characters.

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

	Number	Percentage
What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the *ESEA*.		

Comments: The response is limited to 4,000 characters.