

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

ALASKA



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 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

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, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

2.1 ACCOUNTABILITY

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.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

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.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

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.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
ALASKA	All students	S	9408	79.1
ALASKA	American Indian or Alaska Native	S	2080	68
ALASKA	Asian	S	619	89
ALASKA	Native Hawaiian or Other Pacific Islander	S	280	81
ALASKA	Black or African American	S	293	74
ALASKA	Hispanic or Latino	S	680	77
ALASKA	White	S	4448	84.4
ALASKA	Two or more races	S	1008	75
ALASKA	Children with Disabilities (IDEA)	S	1210	59
ALASKA	English Learners	S	991	68
ALASKA	Economically disadvantaged students	S	3981	72.3
ALASKA	Children in foster care	S	113	54
ALASKA	Children who are homeless	S	334	58

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.

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.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
ALASKA	All students	3377	S	5037	S
ALASKA	American Indian or Alaska Native	422	S	1269	S
ALASKA	Asian or Pacific Islander	376	S	529	S
ALASKA	Black or African American	120	S	152	S
ALASKA	Hispanic (not Puerto Rican)	204	S	376	S
ALASKA	White	1925	S	2257	S
ALASKA	Two or more races	330	S	454	S
ALASKA	Female	1945	S	2153	S
ALASKA	Male	1432	S	2884	S
ALASKA	Children with Disabilities (IDEA)	158	S	724	S
ALASKA	English Learners	99	S	582	S
ALASKA	Economically disadvantaged students	961	S	2478	S

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.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
ALASKA	Children with disabilities (IDEA)	10289
ALASKA	English learners	10960
ALASKA	Homeless students	1932
ALASKA	Migrant students	6570

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

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
ALASKA	American Indian or Alaska Native	22090
ALASKA	Asian	3136
ALASKA	Black or African American	1614
ALASKA	Hispanic or Latino	3533
ALASKA	Native Hawaiian or Other Pacific Islander	2444
ALASKA	Total	54446
ALASKA	Two or more races	6216
ALASKA	White	15413

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

In the table below, provide the unduplicated 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).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
ALASKA		2598	183	0	4	2785
ALASKA	Age Birth through 2	172	0	0	0	172
ALASKA	Grade 1	4517	273	0	1	4791
ALASKA	Grade 10	2891	16	0	0	2907
ALASKA	Grade 11	2746	9	0	0	2755
ALASKA	Grade 12	2910	10	0	0	2920
ALASKA	Grade 2	4548	215	0	1	4764
ALASKA	Grade 3	4561	40	0	0	4601
ALASKA	Grade 4	4652	20	0	3	4675
ALASKA	Grade 5	4650	17	0	1	4668
ALASKA	Grade 6	4118	14	0	1	4133
ALASKA	Grade 7	3669	30	0	2	3701
ALASKA	Grade 8	3576	29	0	0	3605
ALASKA	Grade 9	3219	7	0	0	3226
ALASKA	Kindergarten	4618	138	0	0	4756
ALASKA	Total	53445	1001	0	13	54459
ALASKA	Ungraded	.	.	.	.	0

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, 2019 through August 31, 2020. 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 2.3.1.1 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
n/a <input type="checkbox"/> no known concerns w/ accuracy of reported counts

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated 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, 2019 through August 31, 2020. 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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
ALASKA	Age 3 through 5 (Not Kindergarten)	1151
ALASKA	Kindergarten	725
ALASKA	Grade 1	732
ALASKA	Grade 2	902
ALASKA	Grade 3	866
ALASKA	Grade 4	942
ALASKA	Grade 5	979
ALASKA	Grade 6	996
ALASKA	Grade 7	959
ALASKA	Grade 8	921
ALASKA	Grade 9	944
ALASKA	Grade 10	815
ALASKA	Grade 11	773
ALASKA	Grade 12	757
ALASKA	Ungraded	0
ALASKA	Out of school	92
ALASKA	Total	12554

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
n/a □ count w/in 10% of previous year

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, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
ALASKA	Age Birth through 2	395

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 unduplicated statewide number of eligible migratory children age 3 through 21 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, 2019 through August 31, 2020. 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 not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
ALASKA	Age 3 through 5 (Not Kindergarten)	257
ALASKA	Kindergarten	200
ALASKA	Grade 1	232
ALASKA	Grade 2	269
ALASKA	Grade 3	256
ALASKA	Grade 4	287
ALASKA	Grade 5	289
ALASKA	Grade 6	290
ALASKA	Grade 7	257
ALASKA	Grade 8	202
ALASKA	Grade 9	207
ALASKA	Grade 10	162
ALASKA	Grade 11	152
ALASKA	Grade 12	26
ALASKA	Out of school	6
ALASKA	Ungraded	0
ALASKA	Total	3092

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
Alaska saw a significant decrease in the Category 2 child count. Looking into the data reported by LEAs revealed the cause of this decrease. Our three largest districts (in terms of students served during the 18/19 summer term) had a combined decrease of over 2,000 students served from the 18/19 to 19/20 summer session. This was, of course, during the COVID-19 pandemic and after school closures in the state, so decreases were expected.

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, 2019 through August 31, 2020. 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).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
ALASKA	Age Birth through 2	38

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 served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- 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

In AK kids are tracked in MIS2000 (MIS) from the 1st time they make qualifying moves. AK has written guidelines & conducts annual statewide trainings regarding MEP eligibility for all LEA MEP staff. To be counted as eligible kids must be recruited by MEP staff. All kids w/ eligibility are contacted yearly & their info is verified to ensure they still reside in AK. Family interviews are conducted by recruiters. Eligibility info is updated/verified based on these. COEs or school history (SH) lines (if no new qualifying moves & still eligible) are then created. COEs get reviewed by LEA Records Managers (RM). COEs are approved, rejected back to recruiter for more info, or canceled by the RM. COEs approved by RMs are submitted to the State for final determination. Kids can only be entered into MIS using the AK COE. MIS data quality checks prevent data submissions that don't follow proper logic (DOB after QAD, missing fields, future dates, etc). The State conducts several statewide, annual data quality reviews: random re-interviews, sampling of original COEs & rotating LEA Technical Assistance visits that include COE reviews, LEA re-interviewing & review of ID&R procedures. MIS reports include recruitment progress, active COEs & kids, missed re-enrollments, PFS status, student info (eligibility, enrollment info, demographics), potential duplicates & more. Reports can be pulled based on specific criteria (date range, LEA/statewide). State staff pull reports for quality control purposes monthly during peak recruitment (Sep-Jan) & quarterly the rest of the year. These reports also assist w/ collecting data from LEAs, providing TA, tracking recruitment, etc. As reports are pulled, State staff review data (term codes/dates, enrollment info, age, etc) to ensure accurate info. If anomalies are found State staff work w/ LEAs to resolve. LEAs are trained to search MIS for a child before creating new records. During the year State staff pull reports to find duplicates. If duplication occurs records are researched by examining COE & child data. If clarification is needed State staff contacts the LEA to determine whether the data reflect two kids or one. Confirmed duplicates are identified & merged into a single record. State staff run MSIX worklists & data quality reports monthly from Sep-Jan & quarterly the rest of the year to compare State counts against MSIX counts for data quality, student merges, & potential duplicates. Staff review any discrepancies. State staff run Child Count Reconciliation on a quarterly basis to check near matches, potential duplicates, completeness, validity, & logic issues. This results in confidence that every child in MIS is eligible & linked to a unique profile. AK has developed MIS reports to ensure an accurate child count. The reports include info such as DOBs, qualifying move dates, QADs, residency dates, term codes/dates, school info, COE #s, enrollment dates, withdrawal dates, approval dates, & service info which helps the AK MEP ensure the accuracy of data in MIS & that kids included in Cat1&2 counts resided in AK for at least 1 day during the performance period (PP). Reports can be filtered based on school year, date range & LEA/statewide. Separate MIS reports are pulled for Cat1&2 counts. The Cat1 report pulls SH lines for the Regular School Year (R) & the Cat2 report pulls SH lines for the Summer Term (S). Data is reviewed & checked using queries in MS Access to ensure only kids w/ eligibility during the PP, that meet each Category's criteria, are included in each count. Queries ensure that at least 1 of the dates listed in the file specs fall w/in the PP. Other queries identify kids who EOE'd or termed out before the PP, who don't meet age restrictions, COE eligibility, potential duplicates, & students w/ multiple SH lines during the PP. These are researched & removed from each count as necessary. For Cat1 Count, an MIS report provides a list of eligible kids, ages birth through 20 who, w/in 3 years of making a qualifying move, resided in AK for at least 1 day during the PP. Queries are designed to capture an unduplicated list of kids who were at least 3 years of age & less than 20 years of age (AK Statute AS14.03.070: School age) for at least 1 day during the PP, made a qualifying move w/in 36 months, & the student's EOE date is after 9/1/19. For Cat2 Count, kids must be enrolled in a MEP funded summer program. Summer term kids in AK are included in the regular term count as AK doesn't have a summer only population. Kids attending only a summer program must be reflected in Cat1. Eligible kids who receive summer services are imported into MIS. Each LEA submits a list of eligible kids who received summer services. State staff review each list before importing into MIS. The import creates a new summer SH line to contain all summer services received. The residency of 2-year-olds is verified after they turn 3 during the PP during our annual mass withdrawal process. All kids are withdrawn from the MEP at the end of the school year. LEAs submit a report to the SEA of all eligible kids identified by the LEA. LEAs list the services each child received & whether the child still resides in the LEA. If the child turned 3 on or before the withdrawal date listed on the report, hasn't been listed as leaving the LEA & hasn't EOE'd, their residency in AK as a 3 year old migrant eligible child is verified & included in the count. Queries are created to locate & resolve any duplicate info on reports pulled from MIS; this ensures that kids are counted only once per age/grade level for each category count, & that they are counted in the age/grade they spent the majority of their time residing in AK. These queries examine issues like duplicate student ID #s, names, multiple births, DOB & terminations. The Cat1&2 count reports from MIS are edited & filtered through several queries to create an unduplicated list of kids using these fields: student sequence number, student name, student ID, DOB, parent names, QAD, residency date, enrollment date, EOE date & withdrawal date. Queried info is checked w/ student records in MIS. State staff run queries to find kids or COEs that are flagged as ineligible, inactive, or not determined. State staff review each record w/ these markers in MIS to verify that the status is accurate. Only kids who were eligible during the PP are in Cat1&2 counts. AK ensures that graduates during the current PP aren't included in subsequent PPs using the following methods: 4 times per year, LEAs provide the department w/ an updated list of all MEP kids who termed out (ended eligibility before their EOE date). Kids w/ term codes have SH lines updated in MIS by entering their term codes (graduated, aged out, became deceased, moved out of the LEA/state) & term dates. This info is part of the Cat1&2 count reports pulled from MIS. Graduate status is collected through statewide data reporting. All public-school graduates are submitted to the SEA along w/ migrant status. Migrant status is verified w/ MIS as part of the submission process to ensure that all appropriate kids are marked as migrant. After LEA data has been submitted, graduate info is given to MEP staff & is entered in MIS. SH lines are updated w/ the term code & date for graduation & graduation school. This info is part of the Cat1&2 count reports. These students are excluded from future recruitment & PP counts by their graduation term date which state queries consider. The Cat1&2 count reports are checked for termination codes, including graduates using queries. If there are 12th graders on the list, we verify w/ the LEA that the student didn't graduate before the PP began. For the students w/ graduated status listed, AK's queries ensure that their graduation date falls w/in the PP (9/1/19-8/31/20). If the graduation date is before 9/1/19 AK's queries exclude them from the counts. In this way, AK ensures that graduated students aren't included in future PPs.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

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
In Alaska, we regularly check MSIX's data validity, data logic, and potential duplicate reports and address any concerns as needed. In addition, we check both Cat 1 & Cat 2 reconciliation reports periodically throughout the year, increasing the frequency near & during federal reporting. EdFacts 122 (Cat 1) and EdFacts 122 (Cat 2) counts are compared to the MSIX <input type="checkbox"/> Included <input type="checkbox"/> & <input type="checkbox"/> Excluded <input type="checkbox"/> reports and discrepancies resolved as necessary.

Data Quality Comments

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.	100
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	48

<p>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.</p>
2017-18

Comments
n/a - independent prospective re-interviews conducted w/in past three PP

FAQ on independent prospective re-interviews:

a. 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	Response
How were the re-interviews conducted	Phone interviews
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 SY2018-19.

Comments
n/a - State did not complete independent re-interviews in SY2019-20

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
<p>The state MEP conducted re-interviews from December 2019 until March 2020 through phone. The re-interviewer is independent from the original interviewer. Two of the sampled eligibility determinations were deemed ineligible after the re-interview was completed. One eligibility determination contained one child while the other contained three. When issues are found with a child's eligibility, the re-interviewer consults with the state program manager before contacting the local records manager. The local MEP, through the local records manager, is then contacted with results of the re-interview. The state MEP works closely with the local records manager to resolve the issue. If a child is found to be ineligible, the state MEP sends a formal notice of cancellation to the local MEP, which details any issues found. The state MEP recommends that the ineligible child be removed from the migrant program and any services the child is receiving be terminated. The district is responsible for reaching out to the family of any ineligible child regarding the change in status. A copy of the cancelled COE is kept securely by the state MEP. The state MEP uses the annual state-conducted training as an opportunity to train towards greater accuracy in determining preliminary eligibility.</p>

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

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634

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 who 1) 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 unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
ALASKA	Age 3 through 5 (Not Kindergarten)	.
ALASKA	Kindergarten	91
ALASKA	Grade 1	104
ALASKA	Grade 2	97
ALASKA	Grade 3	126
ALASKA	Grade 4	139
ALASKA	Grade 5	128
ALASKA	Grade 6	131
ALASKA	Grade 7	146
ALASKA	Grade 8	122
ALASKA	Grade 9	124
ALASKA	Grade 10	119
ALASKA	Grade 11	103
ALASKA	Grade 12	112
ALASKA	Out of school	9
ALASKA	Ungraded	.
ALASKA	Total	1551

2.4.4.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
ALASKA	Age Birth through 2	.
ALASKA	Age 3 through 5 (Not Kindergarten)	77
ALASKA	Kindergarten	70
ALASKA	Grade 1	82
ALASKA	Grade 2	124
ALASKA	Grade 3	123
ALASKA	Grade 4	126
ALASKA	Grade 5	164
ALASKA	Grade 6	145
ALASKA	Grade 7	128
ALASKA	Grade 8	142
ALASKA	Grade 9	122
ALASKA	Grade 10	106
ALASKA	Grade 11	98
ALASKA	Grade 12	97
ALASKA	Out of school	7
ALASKA	Ungraded	.
ALASKA	Total	1611

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
ALASKA	Age Birth through 2	233
ALASKA	Age 3 through 5 (Not Kindergarten)	518
ALASKA	Kindergarten	324
ALASKA	Grade 1	320
ALASKA	Grade 2	344
ALASKA	Grade 3	355
ALASKA	Grade 4	379
ALASKA	Grade 5	363
ALASKA	Grade 6	381
ALASKA	Grade 7	365
ALASKA	Grade 8	337
ALASKA	Grade 9	337
ALASKA	Grade 10	291
ALASKA	Grade 11	269
ALASKA	Grade 12	74
ALASKA	Out of school	8
ALASKA	Ungraded	.
ALASKA	Total	4898

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 unduplicated number of eligible migratory students who dropped out of school. The total is calculated automatically.

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
ALASKA	Grade 7	8
ALASKA	Grade 8	6
ALASKA	Grade 9	10
ALASKA	Grade 10	19
ALASKA	Grade 11	28
ALASKA	Grade 12	36
ALASKA	Ungraded	.
ALASKA	Total	107

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 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) 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 2019-20 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 unduplicated 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).

Obtained a HSED in your State During the Performance Period
6

Data Quality Comments

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 unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
ALASKA	Age Birth through 2	118
ALASKA	Age 3 through 5 (Not Kindergarten)	699
ALASKA	Kindergarten	540
ALASKA	Grade 1	571
ALASKA	Grade 2	744
ALASKA	Grade 3	703
ALASKA	Grade 4	782
ALASKA	Grade 5	804
ALASKA	Grade 6	822
ALASKA	Grade 7	763
ALASKA	Grade 8	739
ALASKA	Grade 9	753
ALASKA	Grade 10	637
ALASKA	Grade 11	591
ALASKA	Grade 12	591
ALASKA	Ungraded	.
ALASKA	Out of school	52
ALASKA	Total	9909

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
ALASKA	Age 3 through 5 (Not Kindergarten)	0
ALASKA	Kindergarten	9
ALASKA	Grade 1	191
ALASKA	Grade 2	237
ALASKA	Grade 3	216
ALASKA	Grade 4	298
ALASKA	Grade 5	300
ALASKA	Grade 6	325
ALASKA	Grade 7	300
ALASKA	Grade 8	304
ALASKA	Grade 9	303
ALASKA	Grade 10	242
ALASKA	Grade 11	137
ALASKA	Grade 12	134
ALASKA	Ungraded	.
ALASKA	Out of school	19
ALASKA	Total	3015

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
ALASKA	Age 3 through 5 (Not Kindergarten)	2
ALASKA	Kindergarten	1
ALASKA	Grade 1	3
ALASKA	Grade 2	7
ALASKA	Grade 3	4
ALASKA	Grade 4	7
ALASKA	Grade 5	8
ALASKA	Grade 6	3
ALASKA	Grade 7	1
ALASKA	Grade 8	8
ALASKA	Grade 9	9
ALASKA	Grade 10	5
ALASKA	Grade 11	6
ALASKA	Grade 12	6
ALASKA	Ungraded	.
ALASKA	Out of school	1
ALASKA	Total	71

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 unduplicated 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
ALASKA	Age Birth through 2	33
ALASKA	Age 3 through 5 (Not Kindergarten)	324
ALASKA	Kindergarten	253
ALASKA	Grade 1	306
ALASKA	Grade 2	414
ALASKA	Grade 3	394
ALASKA	Grade 4	437
ALASKA	Grade 5	441
ALASKA	Grade 6	465
ALASKA	Grade 7	447
ALASKA	Grade 8	387
ALASKA	Grade 9	346
ALASKA	Grade 10	274
ALASKA	Grade 11	251
ALASKA	Grade 12	226
ALASKA	Ungraded	.
ALASKA	Out of school	11
ALASKA	Total	5009

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 a teacher only. 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
ALASKA	Age 3 through 5 (Not Kindergarten)	192	92	.
ALASKA	Age Birth through 2	26	.	.
ALASKA	Grade 1	184	99	.
ALASKA	Grade 10	162	108	24
ALASKA	Grade 11	129	95	15
ALASKA	Grade 12	111	49	27
ALASKA	Grade 2	273	170	.
ALASKA	Grade 3	242	149	.
ALASKA	Grade 4	282	189	.
ALASKA	Grade 5	300	211	.
ALASKA	Grade 6	249	178	.
ALASKA	Grade 7	224	169	.
ALASKA	Grade 8	190	120	.
ALASKA	Grade 9	194	150	19
ALASKA	Kindergarten	182	96	.
ALASKA	Out of school	8	1	1
ALASKA	Total	2948	1876	86
ALASKA	Ungraded	.	.	.

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 teacher 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 unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
ALASKA	Age 3 through 5 (Not Kindergarten)	650	.
ALASKA	Age Birth through 2	110	.
ALASKA	Grade 1	531	.
ALASKA	Grade 10	597	64
ALASKA	Grade 11	549	73
ALASKA	Grade 12	555	66
ALASKA	Grade 2	688	1
ALASKA	Grade 3	647	1
ALASKA	Grade 4	716	.
ALASKA	Grade 5	751	.
ALASKA	Grade 6	745	.
ALASKA	Grade 7	699	26
ALASKA	Grade 8	655	20
ALASKA	Grade 9	717	74
ALASKA	Kindergarten	505	1
ALASKA	Out of school	46	1
ALASKA	Total	9161	327
ALASKA	Ungraded	.	.

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 counsees, 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.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
ALASKA	408	10332

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.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

State	Number of schools where MEP funds were consolidated in a schoolwide program	Number of eligible migratory children enrolled in those schools
ALASKA	26	796

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, 2019 through June 30, 2020.
- 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:
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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.
 - o 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 or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	1	130
Juvenile corrections	4	228
Juvenile detention	6	42
Neglected programs	0	0
Other programs	0	0
Total	11	.

FAQ on Programs and Facilities - Subpart 1:

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.

Data Quality Comments

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
Adult corrections	1
Juvenile corrections	4
Juvenile detention	6
Neglected programs	0
Other programs	0
Total	11

Data Quality Comments

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 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.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	Total Long-Term Students Served	0	81	106	19	.
ALASKA	Total Unduplicated Students Served	0	518	129	33	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	Children with one or more disabilities (IDEA)	0	118	53	11	.
ALASKA	English learner	0	53	12	6	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	American Indian or Alaska Native	0	243	52	10	.
ALASKA	Asian	0	6	0	2	.
ALASKA	Black or African American	0	56	14	4	.
ALASKA	Hispanic or Latino	0	1	1	0	.
ALASKA	Native Hawaiian or Other Pacific	0	27	2	2	.
ALASKA	Total	0	518	129	33	.
ALASKA	Two or more races	0	36	8	8	.
ALASKA	White	0	149	52	7	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	Female	0	127	19	5	.
ALASKA	Male	0	391	110	28	.
ALASKA	Total	0	518	129	33	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	10 years old	0	0	0	0	.
ALASKA	11 years old	0	0	0	0	.
ALASKA	12 years old	0	6	0	0	.
ALASKA	13 years old	0	32	0	0	.
ALASKA	14 years old	0	47	2	0	.
ALASKA	15 years old	0	87	9	0	.
ALASKA	16 years old	0	122	18	0	.
ALASKA	17 years old	0	129	41	4	.
ALASKA	18 years old	0	80	41	5	.
ALASKA	19 years old	0	13	18	3	.
ALASKA	20 years old	0	2	0	6	.
ALASKA	21 years old	0	0	0	15	.
ALASKA	3 through 5	0	0	0	0	.
ALASKA	6 years old	0	0	0	0	.
ALASKA	7 years old	0	0	0	0	.
ALASKA	8 years old	0	0	0	0	.
ALASKA	9 years old	0	0	0	0	.
ALASKA	Total	0	518	129	33	.

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, 2019 through June 30, 2020.

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 unduplicated 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 unduplicated 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 unduplicated 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 unduplicated 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.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	Enrolled in local district school		324	12	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
ALASKA	Enrolled in job training courses/programs			15	6	42
ALASKA	Obtained employment			S	7	6
ALASKA	Obtained high school diploma			S	8	27
ALASKA	Earned a GED			S	S	S
ALASKA	Were accepted and/or enrolled into post-secondary education			S	S	3
ALASKA	Earned high school course credits			153	52	94
ALASKA	Enrolled in a GED program			S	S	3

State	Outcomes	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
ALASKA	Enrolled in job training courses/programs	S	S	3		
ALASKA	Obtained employment	15	3	S		
ALASKA	Obtained high school diploma	S	11	S		
ALASKA	Earned a GED	S	S	S		
ALASKA	Were accepted and/or enrolled into post-secondary education	3	S	S		
ALASKA	Earned high school course credits	S	25	S		
ALASKA	Enrolled in a GED program	S	S	S		

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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	No Change		S	4	S	
ALASKA	More than one full grade		S	25	3	
ALASKA	Negative change		9	18	S	
ALASKA	Up to one full grade		14	17	S	
ALASKA	Total		32	64	7	

2.5.2.2 Academic Performance in Mathematics – 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 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, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALASKA	No Change		S	4	S	
ALASKA	More than one full grade		S	25	3	
ALASKA	Negative change		9	18	S	
ALASKA	Up to one full grade		14	17	S	
ALASKA	Total		32	64	7	

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 only 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 or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	1	117
Juvenile corrections	2	221
Juvenile detention	4	39
Neglected programs	1	74
Other programs	0	0
Total	8	.

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.

Data Quality Comments

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 or Facility Type	# Reporting Data
At-risk programs	1
Juvenile corrections	2
Juvenile detention	4
Neglected programs	1
Other programs	0
Total	8

Data Quality Comments

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.

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Total Long-Term Students Served	27	19	57	93	.
ALASKA	Total Unduplicated Students Served	44	40	422	115	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Children with one or more disabilities (IDEA)	9	18	98	43	.
ALASKA	English learner	12	1	33	11	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	American Indian or Alaska Native	5	16	176	43	.
ALASKA	Asian	6	.	6	0	.
ALASKA	Black or African American	5	1	50	14	.
ALASKA	Hispanic or Latino	.	1	1	1	.
ALASKA	Native Hawaiian or Other Pacific	14	1	25	2	.
ALASKA	Total	44	40	422	115	.
ALASKA	Two or more races	11	6	36	8	.
ALASKA	White	3	15	128	47	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Female	9	21	106	19	.
ALASKA	Male	35	19	316	96	.
ALASKA	Total	44	40	422	115	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	10 years old	.	.	.	.	.
ALASKA	11 years old	.	.	.	.	.
ALASKA	12 years old	3	.	4	.	.
ALASKA	13 years old	14	5	25	.	.
ALASKA	14 years old	7	2	36	2	.
ALASKA	15 years old	7	14	64	6	.
ALASKA	16 years old	4	10	96	16	.
ALASKA	17 years old	6	8	115	37	.
ALASKA	18 years old	3	1	68	37	.
ALASKA	19 years old	.	.	12	17	.
ALASKA	20 years old	.	.	2	.	.
ALASKA	21 years old	.	.	.	.	.
ALASKA	3 through 5	.	.	.	.	.
ALASKA	6 years old	.	.	.	.	.
ALASKA	7 years old	.	.	.	.	.
ALASKA	8 years old	.	.	.	.	.
ALASKA	9 years old	.	.	.	.	.
ALASKA	Total	44	40	422	115	.

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, 2019 through June 30, 2020.

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 unduplicated 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 unduplicated 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 unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational 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.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Enrolled in local district school	25	17	290	12	

State	Outcomes	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
ALASKA	Enrolled in job training courses/programs	S	S	S	S	15
ALASKA	Earned a GED	S	S	S	S	S
ALASKA	Obtained high school diploma	5	S	S	4	S
ALASKA	Were accepted and/or enrolled into post-secondary education	S	S	6	3	S
ALASKA	Obtained employment	S	S	S	S	S
ALASKA	Earned high school course credits	10	6	25	12	126
ALASKA	Enrolled in a GED program	S	S	S	S	S

State	Outcomes	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
ALASKA	Enrolled in job training courses/programs	6	41	S		
ALASKA	Earned a GED	S	S	S		
ALASKA	Obtained high school diploma	8	24	S		
ALASKA	Were accepted and/or enrolled into post-secondary education	S	3	3		
ALASKA	Obtained employment	7	5	15		
ALASKA	Earned high school course credits	52	88	S		
ALASKA	Enrolled in a GED program	S	3	S		

2.5.3.5 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.

2.5.3.5.1 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Up to one full grade	S	S	13	16	
ALASKA	Negative change	5	S	8	18	
ALASKA	More than one full grade	S	3	S	24	
ALASKA	No change	4	9	S	3	
ALASKA	Total	11	15	29	61	

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, 2019, through June 30, 2020.

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.

2.5.3.5.2 Academic Performance in Mathematics – 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 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, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALASKA	Negative change	6	S	S	17	
ALASKA	Up to one full grade	S	S	9	10	
ALASKA	More than one full grade	S	S	11	30	
ALASKA	No change	3	9	S	6	
ALASKA	Total	12	12	26	63	

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.

Content Area	Amount of Funds Spent
Well-Rounded	\$809,874
Safe and Healthy Students	\$1,404,058
Effective Use of Technology	\$342,688

Data Quality Comments

These values include data from all but one district because they have not responded. Of the LEAs reported there were \$1,923,791.79 in unspent funds that were carried over from the 19-20 school year to the 20-21 school year. In addition, 83% of Alaska's LEAs are REAP eligible and we had 25 of 54 LEAs use their AFUA flexibility which totaled \$876,369.14 in funds and did not collect data on which priority areas these funds were spent on given that they were spent for the purposes of other titled programs.

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).

Content Area	Number of LEAs Spending Funds
Well-Rounded	20
Safe and Healthy Students	17
Effective Use of Technology	12
Any Content Area	51

Data Quality Comments

These values include data from all but one district because they have not responded.

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.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments

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.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
3

Data Quality Comments

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
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	1
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	1
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	2	0
Supporting Effective Instruction (Title II, Part A)	1	1

Data Quality Comments

In the table below provide the total amount of FY 2019 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
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$13,719
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$67,968
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$1,013,719	\$0
Supporting Effective Instruction (Title II, Part A)	\$67,968	\$1,000,000

Data Quality Comments

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 SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	0
Activities authorized under Part A of Title II	0
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	0
Parental involvement activities	0

Data Quality Comments

In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs, so we have no data to report.

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

In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs, so we have no data to report.

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
In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs; however, the Alaska SEA provided technical assistance to support our SQAs/LEAs in applying for RLIS funds. We have provided an SRSA and RLIS information sheet with application process clarifications, deadlines, and estimates of award, which helps them understand and choose between SRSA and RLIS. This is particularly helpful for our dual-eligible districts. When provided information from US ED we have passed it to LEAs via our weekly newsletter, as well as through group and individual emails. We have also contacted individual LEAs via email and phone to encourage them to apply for the RLIS Award and to warn them regarding lapsing funds.

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
In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs, so we have no data to report. US ED appears to distribute RLIS funds by simply using the statutory formula.

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?	0
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments
In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs, so the state receives no State Administrative Funds.

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.

Data published outside of report

Data Quality Comments
In Alaska, the RLIS grant is administered by US ED to SQAs/LEAs, so the US ED awarded funds directly to LEAs. US ED shared this information with us, so the information below is correct to the best of our knowledge.

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

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
ALASKA	29	64.4