

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2019-2020

ALABAMA



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
ALABAMA	All students	S	52809	90.6
ALABAMA	American Indian or Alaska Native	S	538	93
ALABAMA	Asian	S	716	96
ALABAMA	Native Hawaiian or Other Pacific Islander	S	68	82
ALABAMA	Black or African American	S	17522	88.2
ALABAMA	Hispanic or Latino	S	3732	88.0
ALABAMA	White	S	29288	92.2
ALABAMA	Two or more races	S	945	92
ALABAMA	Children with Disabilities (IDEA)	S	5193	68.9
ALABAMA	English Learners	S	1015	72
ALABAMA	Economically disadvantaged students	S	23443	85.5
ALABAMA	Children in foster care	S	180	67
ALABAMA	Children who are homeless	S	925	74

#### 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
ALABAMA	All students	25305	S	25105	S
ALABAMA	American Indian or Alaska Native	S	S	S	S
ALABAMA	Asian	436	S	312	S
ALABAMA	Native Hawaiian or Other Pacific Islander	S	S	S	S
ALABAMA	Black or African American	7407	S	9256	S
ALABAMA	Hispanic or Latino	1187	S	2118	S
ALABAMA	White	15567	S	12655	S
ALABAMA	Two or more races	682	S	739	S
ALABAMA	Female	14385	S	10835	S
ALABAMA	Male	10920	S	14270	S
ALABAMA	Children with Disabilities (IDEA)	1032	S	3672	S
ALABAMA	English Learners	112	S	652	S
ALABAMA	Economically disadvantaged students	7910	S	13019	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
ALABAMA	Children with disabilities (IDEA)	63954
ALABAMA	English learners	23999
ALABAMA	Homeless students	9504
ALABAMA	Migrant students	1431

### 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
ALABAMA	American Indian or Alaska Native	5306
ALABAMA	Asian	3337
ALABAMA	Black or African American	176907
ALABAMA	Hispanic or Latino	45456
ALABAMA	Native Hawaiian or Other Pacific Islander	555
ALABAMA	Total	454980
ALABAMA	Two or more races	10372
ALABAMA	White	213047

### 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	16685	37	0	53	16775
ALABAMA	Age Birth through 2	710	0	0	0	710
ALABAMA	Grade 1	43194	231	6	187	43618
ALABAMA	Grade 10	19974	0	24	99	20097
ALABAMA	Grade 11	18613	0	15	68	18696
ALABAMA	Grade 12	19457	0	16	73	19546
ALABAMA	Grade 2	41886	206	4	182	42278
ALABAMA	Grade 3	41241	174	7	171	41593
ALABAMA	Grade 4	41809	170	10	213	42202
ALABAMA	Grade 5	42476	184	14	146	42820
ALABAMA	Grade 6	38195	64	16	119	38394
ALABAMA	Grade 7	32793	77	28	131	33029
ALABAMA	Grade 8	30949	46	18	131	31144
ALABAMA	Grade 9	21957	0	25	110	22092
ALABAMA	Kindergarten	43763	89	1	136	43989
ALABAMA	Total	453702	1278	184	1819	456983
ALABAMA	Ungraded	0	0	0	0	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
There are no concerns at this time about the accuracy of Alabama’s reported child counts. We will continue to train our recruiters and staff working with migrant students on updated methods and techniques to ensure that our data continues to be accurate.

### 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	311
ALABAMA	Kindergarten	184
ALABAMA	Grade 1	209
ALABAMA	Grade 2	180
ALABAMA	Grade 3	168
ALABAMA	Grade 4	148
ALABAMA	Grade 5	153
ALABAMA	Grade 6	147
ALABAMA	Grade 7	146
ALABAMA	Grade 8	125
ALABAMA	Grade 9	141
ALABAMA	Grade 10	99
ALABAMA	Grade 11	69
ALABAMA	Grade 12	58
ALABAMA	Ungraded	0
ALABAMA	Out of school	64
ALABAMA	Total	2202

### 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 increase in Category 1 Child Count can be attributed to a change made in MIS2000 to correct the dates that establish residency during the performance period. To verify accuracy, a data reconciliation was conducted with the MSIX Help Desk. During this process, we identified any issues that caused discrepancies between MIS2000 and MSIX, and they were corrected.

### 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
ALABAMA	Age Birth through 2	153

## 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	51
ALABAMA	Kindergarten	54
ALABAMA	Grade 1	59
ALABAMA	Grade 2	46
ALABAMA	Grade 3	46
ALABAMA	Grade 4	39
ALABAMA	Grade 5	38
ALABAMA	Grade 6	50
ALABAMA	Grade 7	41
ALABAMA	Grade 8	26
ALABAMA	Grade 9	31
ALABAMA	Grade 10	17
ALABAMA	Grade 11	20
ALABAMA	Grade 12	1
ALABAMA	Out of school	1
ALABAMA	Ungraded	0
ALABAMA	Total	520

### 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
Due to COVID-19, fewer students were enrolled in face-to-face summer intersession programs.

### 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
ALABAMA	Age Birth through 2	0

## 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

The State of Alabama uses Management Services for Education Data (MSEDD) for data collection. The data system we use is MIS2000. MIS2000 collects all data relevant to the MEP in Alabama from the schools and districts that serve the students and compiles it into a single database at the state level so that unduplicated counts can be produced for the CSPR. All migrant students, ages 0 to 21, have an SEA approved Certificate of Eligibility (COE) entered into the MIS2000 student database. The SEA assigns each migrant student enrolled in school an SSID (State Student Identification Number). Also, MIS2000 assigns a unique number to each migrant student, ages 0 to 21 which includes migrant children who are not enrolled in a school setting. MIS2000 maintains all data from all programs and sites throughout the state. MIS2000 utilizes the procedure listed below to determine if a student is counted in Category 1 or 2. The procedure also counts only students who meet program eligibility during the selected time period such as Sept 1 through Aug 31. It also only lists eligible students who are ages 3 to 21 and are within 3 years of a last qualifying move and had a qualifying activity. The process also ensures that each student has a residency of at least 1 day during the eligibility period and is counted only once per age/grade level for each child count category. The program automatically identifies and counts children who turn three years of age during the specified time period (Sept 1-Aug 31). All high school graduates and GED completers are withdrawn from the migrant program through the MIS2000 student database. Students who graduate and/or complete a GED no longer meet migrant program eligibility and would not be counted in subsequent performance periods. MIS2000 Criteria for Performance Reporting: School History.ApprovalStatus, Student.ApprovalStatus, and SH COE.ApprovalStatus are all A (Approved) School History.Contsvcsreason (Continuation of Services) is 01 or is null School History.Type is not null (Must have an enroll type.) Student.TwentySecondBDay >= !StartDate (The student turns age 22 on or after the beginning of the performance period.) Student.BirthDate <= !EndDate (The child was born before the end of the performance period.) SH COE.QA3Date > !StartDate (The qualifying arrival date is on or after the date that establishes residency.) A date that establishes residency (enroll, withdraw, residency, or residency verification) meets all of the following: The date that establishes residency between !StartDate and !EndDate SH COE.QA3Date >= the date that establishes residency SH COE.QADate <= the date that establishes residency Student.Grad\_HSE\_Date >= the date that establishes residency or is null Student.TwentySecondBDay >= the date that establishes residency Student.BirthDate <= the date that establishes residency Category 2 Summer or Intercession MEP-Funded Services: Summer school enrollment information is collected at the beginning of the migrant summer program from the local MEPs by the regional migrant coordinators. The regional migrant coordinator enrolls all eligible students with an enroll date in MIS2000. A 3-year old migrant student is only counted on Category 2 if services are provided for the child for at least 1 day during the summer months by a home school liaison. At the end of the summer program, the regional migrant coordinator enters a withdrawal date in MIS2000 for all participating students. A list of summer and/or intercession services are kept by the local LEAs and the services are entered in MIS2000 by the regional migrant coordinators at the end of the summer programs. An MIS2000 Child Count 2 report can be compiled to indicate all migrant summer school participants. The same MIS2000 data collect/on filters above are utilized for Category 2 child count. Unduplicated Counts: To ensure that eligible migrant students are only counted once per age/grade level for each child count category, a list of potential duplicate students is checked before each child count is taken. MIS2000 has the capability to print a list of any duplicate migrant students. After verification, any duplicate students are merged in MIS2000. The MIS2000 provides a report for "potential duplicate students." The "potential duplicate students" can be filtered by any of the following: matching DOB, close DOB, matching DOB+ last or first name, matching DOB +last+ first name, potentially adopted duplicates, same social security number (not available in our database), or Soundex match. The system also allows a filter for "only recent records," if needed. If students on the list of matching DOBs are found, the report provides a "y" if the students are multiple births. The state also receives email notifications from MSIX of possible duplicate students. The student's information is checked and merged if deemed a duplicate. If not, the merge is rejected, and the two students remain separate on MSIX. If the duplicate student reports on MSIX are both from Alabama, then the students are merged on MIS2000. Verification of residency of children two years of age after they turn three: The yearly verification process to determine that the children/family is still in the area combines the use of face-to-face visits with the families and also through the use of MIS2000 and the State student tracking database to determine if the three-year old's siblings are still enrolled in school and in the school system. INOW, the state student data system, contains enrollment and withdrawal records for all students in the state. The INOW and MIS2000 list of migrants are verified in the fall and spring to ensure that only eligible migrant students are coded as migrant on the INOW database. Also, many of the preschool migrant children are served by the LEAs home school liaisons through educational and enrichment activities in the home.

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.

<b>Comments</b>
Data quality reports from MSIX are used to provide the percentage and identification of records which have missing or invalid data elements. This information is utilized to determine data collection issues which need to be addressed through training. The MSIX data reports denote potential duplicate students. There is also data completeness and data validity information on reenrollments, demographics, assessments, course histories, and enrollments. The missing required minimum data elements are corrected by the state data administrator which ensures that there is a timely electronic transfer of all accurate student information to MSIX. Additionally, an MSIX Help Desk Reconciliation was conducted so that any discrepancies between MIS2000 and MSIX could be identified and addressed.

<b>Data Quality Comments</b>
N/A

### 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.	52
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	52

<p><b>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.</b></p>
2019-20

Comments
N/A

**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
<p>In the spirit of interstate coordination, the Alabama Migrant Education Program (AL MEP) collaborated with the Louisiana Migrant Education Program to conduct their respective external re-interviews for the 2019-2020 performance period. During September of 2020, two recruiters from the Louisiana MEP conducted phone interviews. The sample was randomly selected from the state's population of migratory children and youth for whom a new COE was completed during the 2019-20 performance period. After the phone interviews were completed, a three-person review panel comprised of out-of-state individuals with ID&amp;R expertise reviewed all the completed re-interview forms and made an eligibility determination. Since the interviews were conducted over the phone due to COVID-19, a digital "business card" with the re-interviewer's information was prepared and sent via text or WhatsApp to the selected sample to minimize fears or concerns, when possible. A statewide randomly selected sample included 50 "main" and 100 "alternate" names of students for whom an eligibility determination had been made during the 2019-20 performance period. Re-interviewers were asked to attempt the first 50 "main" samples before moving on to interview the "alternate" sample. Since the sampling was statewide, any of the "alternate" could replace any of the "main" sample who could not be interviewed.</p>

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
Alabama's re-interview for the 2019-2020 performance period was conducted during the early fall of 2020 and in coordination with the Louisiana MEP. Re-interview efforts were conducted over the phone due to COVID-19. A total of 52 re-interviews were conducted by two out-of-state recruiters from Louisiana, meeting the requirement for an external independent re-interviewer. An independent review panel determined that all 52 interviews resulted in an eligibility determination, and a 0% error rate. The Alabama MEP will ensure that eligibility training continues to be addressed through systematic professional development opportunities to all ID&R staff throughout the year.

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
N/A

## 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

<b>State</b>	<b>Age Grade</b>	<b>ELs During the Performance Period</b>
ALABAMA	Age 3 through 5 (Not Kindergarten)	33
ALABAMA	Kindergarten	128
ALABAMA	Grade 1	146
ALABAMA	Grade 2	122
ALABAMA	Grade 3	109
ALABAMA	Grade 4	98
ALABAMA	Grade 5	85
ALABAMA	Grade 6	77
ALABAMA	Grade 7	69
ALABAMA	Grade 8	49
ALABAMA	Grade 9	61
ALABAMA	Grade 10	38
ALABAMA	Grade 11	17
ALABAMA	Grade 12	15
ALABAMA	Out of school	.
ALABAMA	Ungraded	.
ALABAMA	Total	1047

### 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

<b>State</b>	<b>Age Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
ALABAMA	Age Birth through 2	.
ALABAMA	Age 3 through 5 (Not Kindergarten)	3
ALABAMA	Kindergarten	8
ALABAMA	Grade 1	11
ALABAMA	Grade 2	12
ALABAMA	Grade 3	11
ALABAMA	Grade 4	11
ALABAMA	Grade 5	14
ALABAMA	Grade 6	14
ALABAMA	Grade 7	13
ALABAMA	Grade 8	19
ALABAMA	Grade 9	14
ALABAMA	Grade 10	7
ALABAMA	Grade 11	5
ALABAMA	Grade 12	9
ALABAMA	Out of school	.
ALABAMA	Ungraded	.
ALABAMA	Total	151

#### 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
ALABAMA	Age Birth through 2	80
ALABAMA	Age 3 through 5 (Not Kindergarten)	96
ALABAMA	Kindergarten	60
ALABAMA	Grade 1	51
ALABAMA	Grade 2	55
ALABAMA	Grade 3	45
ALABAMA	Grade 4	47
ALABAMA	Grade 5	47
ALABAMA	Grade 6	44
ALABAMA	Grade 7	46
ALABAMA	Grade 8	25
ALABAMA	Grade 9	50
ALABAMA	Grade 10	21
ALABAMA	Grade 11	22
ALABAMA	Grade 12	4
ALABAMA	Out of school	15
ALABAMA	Ungraded	.
ALABAMA	Total	708

## 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
ALABAMA	Grade 7	0
ALABAMA	Grade 8	0
ALABAMA	Grade 9	1
ALABAMA	Grade 10	2
ALABAMA	Grade 11	2
ALABAMA	Grade 12	1
ALABAMA	Ungraded	.
ALABAMA	Total	6

#### 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
0

<b>Data Quality Comments</b>
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 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

<b>State</b>	<b>Age Grade</b>	<b>Served During the Performance Period</b>
ALABAMA	Age Birth through 2	50
ALABAMA	Age 3 through 5 (Not Kindergarten)	207
ALABAMA	Kindergarten	148
ALABAMA	Grade 1	180
ALABAMA	Grade 2	148
ALABAMA	Grade 3	149
ALABAMA	Grade 4	137
ALABAMA	Grade 5	141
ALABAMA	Grade 6	131
ALABAMA	Grade 7	124
ALABAMA	Grade 8	117
ALABAMA	Grade 9	126
ALABAMA	Grade 10	92
ALABAMA	Grade 11	63
ALABAMA	Grade 12	55
ALABAMA	Ungraded	0
ALABAMA	Out of school	43
ALABAMA	Total	1911

### 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	.
ALABAMA	Kindergarten	10
ALABAMA	Grade 1	20
ALABAMA	Grade 2	21
ALABAMA	Grade 3	20
ALABAMA	Grade 4	24
ALABAMA	Grade 5	31
ALABAMA	Grade 6	24
ALABAMA	Grade 7	22
ALABAMA	Grade 8	11
ALABAMA	Grade 9	21
ALABAMA	Grade 10	4
ALABAMA	Grade 11	8
ALABAMA	Grade 12	2
ALABAMA	Ungraded	.
ALABAMA	Out of school	1
ALABAMA	Total	219

## 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	0
ALABAMA	Kindergarten	0
ALABAMA	Grade 1	0
ALABAMA	Grade 2	0
ALABAMA	Grade 3	0
ALABAMA	Grade 4	0
ALABAMA	Grade 5	0
ALABAMA	Grade 6	0
ALABAMA	Grade 7	0
ALABAMA	Grade 8	0
ALABAMA	Grade 9	0
ALABAMA	Grade 10	0
ALABAMA	Grade 11	0
ALABAMA	Grade 12	0
ALABAMA	Ungraded	0
ALABAMA	Out of school	0
ALABAMA	Total	0

### 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
ALABAMA	Age Birth through 2	.
ALABAMA	Age 3 through 5 (Not Kindergarten)	142
ALABAMA	Kindergarten	69
ALABAMA	Grade 1	77
ALABAMA	Grade 2	58
ALABAMA	Grade 3	60
ALABAMA	Grade 4	49
ALABAMA	Grade 5	50
ALABAMA	Grade 6	55
ALABAMA	Grade 7	51
ALABAMA	Grade 8	19
ALABAMA	Grade 9	27
ALABAMA	Grade 10	15
ALABAMA	Grade 11	16
ALABAMA	Grade 12	7
ALABAMA	Ungraded	.
ALABAMA	Out of school	5
ALABAMA	Total	700

## 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
ALABAMA	Age 3 through 5 (Not Kindergarten)	66	64	.
ALABAMA	Age Birth through 2	.	.	.
ALABAMA	Grade 1	22	16	.
ALABAMA	Grade 10	2	3	.
ALABAMA	Grade 11	.	.	.
ALABAMA	Grade 12	.	.	.
ALABAMA	Grade 2	7	4	.
ALABAMA	Grade 3	9	3	.
ALABAMA	Grade 4	13	11	.
ALABAMA	Grade 5	12	10	.
ALABAMA	Grade 6	4	4	.
ALABAMA	Grade 7	4	5	.
ALABAMA	Grade 8	2	2	.
ALABAMA	Grade 9	2	2	.
ALABAMA	Kindergarten	19	17	.
ALABAMA	Out of school	5	5	.
ALABAMA	Total	167	146	.
ALABAMA	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
ALABAMA	Age 3 through 5 (Not Kindergarten)	204	.
ALABAMA	Age Birth through 2	50	.
ALABAMA	Grade 1	180	.
ALABAMA	Grade 10	92	.
ALABAMA	Grade 11	63	.
ALABAMA	Grade 12	55	.
ALABAMA	Grade 2	148	.
ALABAMA	Grade 3	149	.
ALABAMA	Grade 4	137	.
ALABAMA	Grade 5	141	.
ALABAMA	Grade 6	131	.
ALABAMA	Grade 7	124	.
ALABAMA	Grade 8	117	.
ALABAMA	Grade 9	126	.
ALABAMA	Kindergarten	148	.
ALABAMA	Out of school	43	.
ALABAMA	Total	1908	.
ALABAMA	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
ALABAMA	132	2185

### 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

## **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	8	90
Juvenile corrections	4	155
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	12	.

### 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
NA

### 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	8
Juvenile corrections	4
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	12

Data Quality Comments
N/A

### 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
ALABAMA	Total Long-Term Students Served	.	.	364	71	.
ALABAMA	Total Unduplicated Students Served	.	.	706	107	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALABAMA	Children with one or more disabilities (IDEA)	.	.	66	54	.
ALABAMA	English learner	.	.	2	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALABAMA	American Indian or Alaska Native	.	.	5	0	.
ALABAMA	Asian	.	.	1	0	.
ALABAMA	Black or African American	.	.	446	91	.
ALABAMA	Hispanic or Latino	.	.	16	0	.
ALABAMA	Native Hawaiian or Other Pacific	.	.	3	0	.
ALABAMA	Total	.	.	706	107	.
ALABAMA	Two or more races	.	.	0	0	.
ALABAMA	White	.	.	235	16	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALABAMA	Female	.	.	0	0	.
ALABAMA	Male	.	.	706	107	.
ALABAMA	Total	.	.	706	107	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ALABAMA	10 years old	.	.	0	0	.
ALABAMA	11 years old	.	.	0	0	.
ALABAMA	12 years old	.	.	3	0	.
ALABAMA	13 years old	.	.	17	0	.
ALABAMA	14 years old	.	.	41	0	.
ALABAMA	15 years old	.	.	117	0	.
ALABAMA	16 years old	.	.	189	0	.
ALABAMA	17 years old	.	.	223	2	.
ALABAMA	18 years old	.	.	72	8	.
ALABAMA	19 years old	.	.	43	16	.
ALABAMA	20 years old	.	.	0	40	.
ALABAMA	21 years old	.	.	1	41	.
ALABAMA	3 through 5	.	.	0	0	.
ALABAMA	6 years old	.	.	0	0	.
ALABAMA	7 years old	.	.	0	0	.
ALABAMA	8 years old	.	.	0	0	.
ALABAMA	9 years old	.	.	0	0	.
ALABAMA	Total	.	.	706	107	.

**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
ALABAMA	Enrolled in local district school			S	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
ALABAMA	Enrolled in a GED program					60
ALABAMA	Were accepted and/or enrolled into post-secondary education					4
ALABAMA	Enrolled in job training courses/programs					82
ALABAMA	Obtained high school diploma					4
ALABAMA	Obtained employment					S
ALABAMA	Earned a GED					14
ALABAMA	Earned high school course credits					374

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
ALABAMA	Enrolled in a GED program	9	65	S		
ALABAMA	Were accepted and/or enrolled into post-secondary education	S	28	S		
ALABAMA	Enrolled in job training courses/programs	S	5	3		
ALABAMA	Obtained high school diploma	S	16	S		
ALABAMA	Obtained employment	S	S	11		
ALABAMA	Earned a GED	S	4	S		
ALABAMA	Earned high school course credits	51	52	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
ALABAMA	More than one full grade			11	9	
ALABAMA	No Change			18	7	
ALABAMA	Up to one full grade			27	8	
ALABAMA	Negative change			28	17	
ALABAMA	Total			84	41	

### 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
ALABAMA	More than one full grade			11	9	
ALABAMA	No Change			18	7	
ALABAMA	Up to one full grade			27	8	
ALABAMA	Negative change			28	17	
ALABAMA	Total			84	41	

## 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	18	153
Juvenile corrections	5	55
Juvenile detention	16	76
Neglected programs	8	168
Other programs	0	0
Total	47	.

#### 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
NA

### 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	18
Juvenile corrections	5
Juvenile detention	16
Neglected programs	8
Other programs	0
Total	47

Data Quality Comments
NA

### 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
ALABAMA	Total Long-Term Students Served	602	249	457	160	.
ALABAMA	Total Unduplicated Students Served	1301	380	2989	1392	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALABAMA	Children with one or more disabilities (IDEA)	182	125	333	182	.
ALABAMA	English learner	8	2	2	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALABAMA	American Indian or Alaska Native	11	0	4	7	.
ALABAMA	Asian	10	2	22	1	.
ALABAMA	Black or African American	616	188	1715	723	.
ALABAMA	Hispanic or Latino	37	2	62	40	.
ALABAMA	Native Hawaiian or Other Pacific	0	0	2	0	.
ALABAMA	Total	1301	380	2989	1392	.
ALABAMA	Two or more races	21	5	91	61	.
ALABAMA	White	606	183	1093	560	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALABAMA	Female	515	167	617	354	.
ALABAMA	Male	786	213	2372	1038	.
ALABAMA	Total	1301	380	2989	1392	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ALABAMA	10 years old	45	4	4	1	.
ALABAMA	11 years old	45	12	9	8	.
ALABAMA	12 years old	88	23	30	19	.
ALABAMA	13 years old	91	34	184	96	.
ALABAMA	14 years old	160	54	441	168	.
ALABAMA	15 years old	205	57	652	330	.
ALABAMA	16 years old	228	73	867	327	.
ALABAMA	17 years old	210	71	621	358	.
ALABAMA	18 years old	151	37	162	75	.
ALABAMA	19 years old	25	8	4	9	.
ALABAMA	20 years old	2	2	2	0	.
ALABAMA	21 years old	0	3	1	0	.
ALABAMA	3 through 5	9	0	0	0	.
ALABAMA	6 years old	7	0	0	0	.
ALABAMA	7 years old	11	0	2	0	.
ALABAMA	8 years old	8	1	5	0	.
ALABAMA	9 years old	16	1	5	1	.
ALABAMA	Total	1301	380	2989	1392	.

#### **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
ALABAMA	Enrolled in local district school	S	S	S	S	

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
ALABAMA	Earned high school course credits	603	156	200	8	1346
ALABAMA	Earned a GED	101	4	7	S	13
ALABAMA	Obtained high school diploma	61	50	19	S	8
ALABAMA	Obtained employment	72	41	5	S	S
ALABAMA	Enrolled in job training courses/programs	12	13	S	S	20
ALABAMA	Enrolled in a GED program	43	5	5	S	56
ALABAMA	Were accepted and/or enrolled into post-secondary education	18	18	3	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
ALABAMA	Earned high school course credits	677	305	S		
ALABAMA	Earned a GED	3	26	S		
ALABAMA	Obtained high school diploma	S	9	S		
ALABAMA	Obtained employment	25	S	S		
ALABAMA	Enrolled in job training courses/programs	4	S	S		
ALABAMA	Enrolled in a GED program	27	68	S		
ALABAMA	Were accepted and/or enrolled into post-secondary education	6	S	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
ALABAMA	Negative change	5	8	73	29	
ALABAMA	More than one full grade	135	9	223	20	
ALABAMA	Up to one full grade	54	48	297	44	
ALABAMA	No change	24	49	363	33	
ALABAMA	Total	218	114	956	126	

#### 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
ALABAMA	Negative change	5	8	56	25	
ALABAMA	More than one full grade	55	10	254	12	
ALABAMA	Up to one full grade	77	16	236	50	
ALABAMA	No change	75	77	399	29	
ALABAMA	Total	212	111	945	116	

## 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	\$5,610,958
Safe and Healthy Students	\$6,947,729
Effective Use of Technology	\$2,733,658

Data Quality Comments
N/A

### 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	100
Safe and Healthy Students	113
Effective Use of Technology	97
Any Content Area	115

Data Quality Comments
N/A

## 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
N/A

### 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).
38

Data Quality Comments
N/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
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)	.	25
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)	.	5
Student Support and Enrichment Grants (Title IV, Part A)	26	1
Supporting Effective Instruction (Title II, Part A)	12	6

Data Quality Comments
N/A

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$24,317
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$2,027,297
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)	.	\$308,394
Student Support and Enrichment Grants (Title IV, Part A)	\$1,916,847	.
Supporting Effective Instruction (Title II, Part A)	\$443,161	.

<b>Data Quality Comments</b>
N/A

## 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	52
Activities authorized under Part A of Title II	29
Activities authorized under Title III	4
Activities authorized under Part A of Title IV	24
Parental involvement activities	7

Data Quality Comments
N/A

### 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 Alabama State Department of Education (ALSDE) expects LEAs to meet RLIS standards by utilizing the flexible funds provided by the program to increase student achievement for example by: increasing academic achievement, improving graduation rates, supporting English language acquisition and proficiency, and providing professional learning opportunities for teachers and school staff. These funds provide a supplemental grant program addressing the literacy, math, and technology needs of rural school districts and specific advancements are reflected in the total programs strengthened by this essential support.

### 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
<p>Eligible LEAs complete an annual Comprehensive Needs Assessment to determine program objectives. RLIS funds are used to target specific objectives from each district's needs assessment. The use of funds coincides with the LEA's Consolidated Plan and are closely aligned with the purposes and allowable activities in Title V. LEAs receiving funding complete the Electronic Grant Application Process (eGAP) which included elements of how funds will be budgeted within the district. The electronic application is submitted and reviewed by staff at the ALSDE. Each year, ALSDE staff provide a variety of technical assistance to districts receiving federal funding. Technical assistance is made available via site visits, telephone calls, emails, face-to-face trainings, annual conferences, and Webinars. LEAs may also be provided official Technical Assistance through direct requests from the central office leadership. Additionally, activities are monitored on a rotating basis through procedures defined in both the Alabama Code and EDGAR.</p>

### 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
<p>Alabama is awarded Title V, Part B funds through a formula grant based on the number of students in average daily attendance served by the LEAs. The ALSDE allocates funding to eligible LEAs via a similar formula grant. The funding is intended to provide flexibility in using funds under authorized Titles and Parent Involvement activities to meet the specific needs of the rural LEAs. Eligible LEAs must complete an annual Comprehensive Needs Assessment to determine program objectives. RLIS funds will be used to target the specific objectives from the needs assessment</p>

## 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
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	100

Data Quality Comments
N/A

## 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
Completed

## 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.
ALABAMA	0	0