

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

ARKANSAS



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
ARKANSAS	All students	S	36819	88.8
ARKANSAS	American Indian or Alaska Native	S	239	89
ARKANSAS	Asian	S	614	94
ARKANSAS	Native Hawaiian or Other Pacific Islander	S	287	70
ARKANSAS	Black or African American	S	7517	84.5
ARKANSAS	Hispanic or Latino	S	4827	86.7
ARKANSAS	White	S	22542	90.9
ARKANSAS	Two or more races	S	793	86
ARKANSAS	Children with Disabilities (IDEA)	S	4451	84.1
ARKANSAS	English Learners	S	3444	84.4
ARKANSAS	Economically disadvantaged students	S	24838	86.2
ARKANSAS	Children in foster care	S	281	65
ARKANSAS	Children who are homeless	S	2516	78

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
ARKANSAS	All students	15403	17223	S	S
ARKANSAS	American Indian or Alaska Native	89	S	S	S
ARKANSAS	Asian	311	266	S	S
ARKANSAS	Native Hawaiian or Other Pacific Islander	28	S	S	S
ARKANSAS	Black or African American	2622	3706	S	S
ARKANSAS	Hispanic or Latino	1621	2548	S	S
ARKANSAS	White	10408	10034	S	S
ARKANSAS	Two or more races	322	492	S	S
ARKANSAS	Female	8866	7514	S	S
ARKANSAS	Male	6537	9709	S	S
ARKANSAS	Children with Disabilities (IDEA)	727	3014	S	S
ARKANSAS	English Learners	953	1950	S	S
ARKANSAS	Economically disadvantaged students	8584	12806	S	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
ARKANSAS	Children with disabilities (IDEA)	42820
ARKANSAS	English learners	27963
ARKANSAS	Homeless students	8740
ARKANSAS	Migrant students	2309

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
ARKANSAS	American Indian or Alaska Native	1877
ARKANSAS	Asian	4101
ARKANSAS	Black or African American	71735
ARKANSAS	Hispanic or Latino	43321
ARKANSAS	Native Hawaiian or Other Pacific Islander	3399
ARKANSAS	Total	313077
ARKANSAS	Two or more races	9518
ARKANSAS	White	179126

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	8540	23	1	48	8612
ARKANSAS	Age Birth through 2	0	0	0	0	0
ARKANSAS	Grade 1	28504	603	22	257	29386
ARKANSAS	Grade 10	14921	1169	468	55	16613
ARKANSAS	Grade 11	14588	1069	346	49	16052
ARKANSAS	Grade 12	14229	907	172	41	15349
ARKANSAS	Grade 2	28397	615	23	253	29288
ARKANSAS	Grade 3	28200	565	41	248	29054
ARKANSAS	Grade 4	28590	590	64	288	29532
ARKANSAS	Grade 5	28050	616	86	266	29018
ARKANSAS	Grade 6	24604	687	138	224	25653
ARKANSAS	Grade 7	21962	877	228	122	23189
ARKANSAS	Grade 8	18973	630	307	81	19991
ARKANSAS	Grade 9	17451	629	493	83	18656
ARKANSAS	Kindergarten	26506	471	5	206	27188
ARKANSAS	Total	303621	9456	2394	2221	317692
ARKANSAS	Ungraded	106	5	.	0	111

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

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	532
ARKANSAS	Kindergarten	372
ARKANSAS	Grade 1	319
ARKANSAS	Grade 2	361
ARKANSAS	Grade 3	370
ARKANSAS	Grade 4	344
ARKANSAS	Grade 5	366
ARKANSAS	Grade 6	338
ARKANSAS	Grade 7	314
ARKANSAS	Grade 8	260
ARKANSAS	Grade 9	287
ARKANSAS	Grade 10	282
ARKANSAS	Grade 11	184
ARKANSAS	Grade 12	172
ARKANSAS	Ungraded	0
ARKANSAS	Out of school	856
ARKANSAS	Total	5357

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

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
ARKANSAS	Age Birth through 2	236

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	42
ARKANSAS	Kindergarten	50
ARKANSAS	Grade 1	42
ARKANSAS	Grade 2	52
ARKANSAS	Grade 3	46
ARKANSAS	Grade 4	40
ARKANSAS	Grade 5	59
ARKANSAS	Grade 6	41
ARKANSAS	Grade 7	51
ARKANSAS	Grade 8	31
ARKANSAS	Grade 9	17
ARKANSAS	Grade 10	21
ARKANSAS	Grade 11	14
ARKANSAS	Grade 12	0
ARKANSAS	Out of school	39
ARKANSAS	Ungraded	0
ARKANSAS	Total	545

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
<p>The following provides a brief description of the decrease in Category 2 child counts during the performance period. The key factor in Arkansas's decrease was the COVID-19 Pandemic. It was an obstacle for center/site-based summer programs because the State had shut down all on-site instruction during the spring and staff was not allowed on the premises during the summer in most locations. It was also an obstacle for home-based summer instruction because it was not considered safe for MEP staff to enter homes, which could put both the staff and families at risk of spreading the virus. In spite of these two obstacles, Arkansas was able to conduct some summer instruction in literacy and math. Some regions of the State were not as heavily hit by COVID early on and were able to do some limited instruction outdoors using social distancing techniques, or through correspondence work by dropping off packets of instructional assignments and picking them up, while working with families via phone to help with instructions/ questions. Other regions utilized a game-based learning system. However, because it required wifi, we were only able to use it in a limited capacity.</p>

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
ARKANSAS	Age Birth through 2	2

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 following provides a brief summary of the procedures and processes used to ensure all eligible children are accounted for in the performance period. It not only describes said processes and procedures for the State level as requested but includes processes and procedures implemented at the LEA and regional level as directed by the SEA. The Migrant Child counts are based first on eligibility data and individual student data from the COE, which is collected and entered throughout the year. These data are collected by means of face to face interviews* with the migrant families or youth by trained MEP recruiters. The pertinent eligibility data and further documentation are noted on the Arkansas COE and the Supplementary Documentation Form either hard copy or by electronic COE. Before entering data from a new COE on any child a name and birth date based search is run on the state database to verify for previous information. If there is any doubt parent and other data are reviewed to ensure that the child is not already on the database. If a child is already on the database the new information is input with the existing Student Identification Number. If the child is not found on the database a distinct Student Identification Number is created by the SIS and the data is input with the new number. Also during the year lists of possible duplicate students are run to consider if the students are duplicated on the database. If, after review by the Recruitment Eligibility Data Specialists (REDS) and the SEA, it is determined that the children have duplicate numbers the identifiers are merged. Also the MSIX Data Administrator receives a work list of possible duplicate students from MSIX, reviews the possible duplicate students and makes a decision about merging. Educational and other service data is also used in the calculation of child counts. When direct educational and other services are provided, they are documented electronically; on data collection forms, and/or indicated on student records, and lists which are sent to the data specialist for review and entry in the SIS throughout the year as services are provided and at the end of each school term. All students who are physically enrolled in the district after 09/01/19, who were migrant students the previous year and whose eligibility has not ended by 08/31/19, will receive a new school history line. Any preschooler or Out of School Youth who was a migrant in the previous year and not physically enrolled in the school must have their residency verified for the present year before they can be entered in the system. The residency is verified by a visit to the home, an interview with the family or an interview with the youth or other family member after 09/01/19 and then a Residency Verification Date is entered on the school history line. Also children who were enrolled as migrants before they were three years of age and who have not completed their third birthday before 09/01/19 must have their residency verified after they turn three by a visit to the home or an interview with the family. Once the residency for the children turning three is verified a new school history line placed on the database and the Residency Verification Date is entered for the child to be counted in the query process. All new migrants have a school history/residency line added when the COE is approved. The Summer/Intercession count requires further data to be collected and recorded from migrant intercession staff demonstrating a Summer Enrollment, indicated by an 'S' in the enrollment type and receipt of a migrant funded service during the Summer Enrollment period. The migrant service is indicated by a supplemental service code number with a start date that must fall within the Summer/Intercession time frame. The Summer/Intercession count requires that the supplemental service be migrant funded. This information is documented throughout the summer term and sent to the data specialist for review and entry in the database upon completion of the term. Three times a year, usually in September, April and August, lists of all eligible migrant students are provided to the projects for a review of accuracy and completeness. The projects are also requested to verify that students who have turned three prior to receipt of the list are still in the district, and a residency line added if they are still present. All projects have secure Internet access to the database and are encouraged to check the database for individual students and complete lists of all of the migrant children in their district throughout the year. Any time during the year that parents are contacted, the data may be reviewed for accuracy and changes may be made if errors are found or revisions are needed. Lists and special reports are provided any time during the year upon request. When updates are made a record is made available electronically to the school/district for verification of accuracy of information and that all eligible migrant students are included. To further ensure that all eligible children are being accounted for throughout the year regional and LEA sites are monitored by the SEA to verify that all processes and procedures are being followed. Each program site is monitored yearly by either the SEA or the regional site. The actual child counts are retrieved from the state database through a set of queries that count only distinct student numbers statewide. The queries are set up to count the children who were at least three years of age and under 22 years of age between 09/01/19 and 08/31/20 and have resided in the state at least one day as indicated by activity on a residency or school history line during the time frame. Eligible children who turn three during the reporting period of 09/01/19 and 08/31/20 must have a residency line created after their third birthday. The queries are also designed to eliminate from the count any child, whose three-year eligibility has run out before 08/31/2019 or has a termination date before 08/31/19, whether for graduation, completing a GED, or death. The Summer/Intercession queries count all children who show a Summer Enrollment, have a migrant supplemental service code attached to that enrollment and are eligible for funding purposes by age and residency anytime during the Summer Enrollment period. This would eliminate students who have not completed three years of age, be over 22 years of age and have a termination code dated prior to the Summer Enrollment date. After the Category I and Category 2 queries are run, a complete list of all eligible Migrant Children sorted by region and district is made from the state database using the Category I and 2 criteria. These lists with counts are provided to the REDS in each region who in turn share the reports with the LEAs to check for discrepancies in the lists. If there are discrepancies they are researched by student number and if deletions or further data entry is required the data is provided by the LEA and entered by the REDS. When all review has been completed and discrepancies addressed the CSPR will be run again for final review by the SEA. Finally all data items are compared to the data provided for the prior year's CSPR. If there are any substantial changes they are investigated to ensure that they are correct and to find out what factors may have caused the changes. If any comments are required the state director will provide them and must verify and approve the data before it is considered finished and sent to the CSPR Coordinator for final verification.

*DUE TO COVID-19 PANDEMIC SOME INTERVIEWS WERE DONE USING EMERGENCY PROTOCOL VIA SOCIAL DISTANCING AND PHONE INTERVIEWS WITH THE INTERVIEWEE'S VERBAL APPROVAL AND FOLLOWUP DOCUMENTATION ADDED TO THE STATE DATABASE.

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
<p>The MSIX is used to assist in checking for duplication of students. The Arkansas MSIX Data Administrator receives a worklist of possible duplicate students from MSIX, reviews the possible duplicate students, and makes a decision about merging. This assists ARMEP in ensuring that there are no duplicate students in the Arkansas Migrant data system and there are no duplicates with other states in the MSIX. Arkansas also uses MSIX reconciliation reports to look for duplicates and errors in our native system to make corrections whenever discovered. We also use the MSIX Move Notification feature to find students who have arrived in the state and to share student data with states that receive students who move from Arkansas.</p>

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.	115
The number of eligibility determinations sampled for which a re-interview was completed.	81
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	80

<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

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	Both
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

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 number of eligibility determinations sampled: 115 The number of eligibility determinations sampled for which a re-interview was completed: 81 The number of eligibility determinations sampled for which a re-interview was completed and has been certified that the determination of eligibility and the information on which the determination is based were true and correct and the child is found eligible: 80 The number of eligibility determinations sampled for which a re-interview was completed and has been certified that the determination of eligibility and the information on which the determination was based was found to be incorrect and/or inadequate and the child was found ineligible: 1 The incorrect/inadequate determination description is as follows: Worker did not engage in qualifying work for pay (1). Actions: The COE that was found to be ineligible was removed from the database and the child lost the eligibility that was gained from this newest COE. Any services that were being provided as a result of the COE in question were discontinued. The recruiter who incorrectly identified migrant children was worked with individually on the specific error made and other COEs by the recruiter were reviewed to ensure that the error was a one-time mistake and not a pattern. Statewide training has been focused on increased interview skills in order to best determine the true eligibility of a family for the MEP. The re-interviewing process revealed several documentation errors that did not affect the eligibility determination. They are listed as follows: Name of Parent/Guardian misspelled/incorrect (5) Address incorrect (2) Telephone number incorrect (1) Name of Child misspelled/incorrect (2) Child's DOB incorrect (2) Child's Birthplace incorrect (1) Child's Move/To Join incorrect (1) Worker's Name/Relationship incorrect (1) Qualifying Work Description incorrect (1) Temporary Statement Incomplete (1) Each of these COEs have been corrected with noted documentation to reflect any changes made. Due to these discovered discrepancies more time has been spent in the recruitment/eligibility training on the requesting documents such a birth certificate or other documents that will have the correct dates and complete and correct spelling of names before they are submitted. We have also reviewed the process of carefully reviewing the information on the COE with the interviewee before finalizing and requesting a signature. Individualized training will be provided for recruiters who need review on areas of eligibility. The SEA will continue to adjust future state and regional training for any topics that have caused children to be considered ineligible. Response rate of 82.65%</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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	44
ARKANSAS	Kindergarten	193
ARKANSAS	Grade 1	169
ARKANSAS	Grade 2	197
ARKANSAS	Grade 3	210
ARKANSAS	Grade 4	160
ARKANSAS	Grade 5	182
ARKANSAS	Grade 6	141
ARKANSAS	Grade 7	147
ARKANSAS	Grade 8	115
ARKANSAS	Grade 9	140
ARKANSAS	Grade 10	134
ARKANSAS	Grade 11	94
ARKANSAS	Grade 12	73
ARKANSAS	Out of school	15
ARKANSAS	Ungraded	.
ARKANSAS	Total	2014

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
ARKANSAS	Age Birth through 2	.
ARKANSAS	Age 3 through 5 (Not Kindergarten)	.
ARKANSAS	Kindergarten	2
ARKANSAS	Grade 1	35
ARKANSAS	Grade 2	42
ARKANSAS	Grade 3	57
ARKANSAS	Grade 4	57
ARKANSAS	Grade 5	72
ARKANSAS	Grade 6	49
ARKANSAS	Grade 7	60
ARKANSAS	Grade 8	45
ARKANSAS	Grade 9	34
ARKANSAS	Grade 10	40
ARKANSAS	Grade 11	27
ARKANSAS	Grade 12	16
ARKANSAS	Out of school	8
ARKANSAS	Ungraded	.
ARKANSAS	Total	544

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
ARKANSAS	Age Birth through 2	162
ARKANSAS	Age 3 through 5 (Not Kindergarten)	143
ARKANSAS	Kindergarten	103
ARKANSAS	Grade 1	65
ARKANSAS	Grade 2	90
ARKANSAS	Grade 3	97
ARKANSAS	Grade 4	69
ARKANSAS	Grade 5	92
ARKANSAS	Grade 6	71
ARKANSAS	Grade 7	79
ARKANSAS	Grade 8	58
ARKANSAS	Grade 9	74
ARKANSAS	Grade 10	65
ARKANSAS	Grade 11	41
ARKANSAS	Grade 12	14
ARKANSAS	Out of school	772
ARKANSAS	Ungraded	.
ARKANSAS	Total	1995

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
ARKANSAS	Grade 7	2
ARKANSAS	Grade 8	1
ARKANSAS	Grade 9	4
ARKANSAS	Grade 10	10
ARKANSAS	Grade 11	10
ARKANSAS	Grade 12	12
ARKANSAS	Ungraded	.
ARKANSAS	Total	39

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

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
ARKANSAS	Age Birth through 2	112
ARKANSAS	Age 3 through 5 (Not Kindergarten)	354
ARKANSAS	Kindergarten	346
ARKANSAS	Grade 1	306
ARKANSAS	Grade 2	347
ARKANSAS	Grade 3	350
ARKANSAS	Grade 4	331
ARKANSAS	Grade 5	358
ARKANSAS	Grade 6	328
ARKANSAS	Grade 7	304
ARKANSAS	Grade 8	252
ARKANSAS	Grade 9	279
ARKANSAS	Grade 10	269
ARKANSAS	Grade 11	178
ARKANSAS	Grade 12	171
ARKANSAS	Ungraded	0
ARKANSAS	Out of school	684
ARKANSAS	Total	4969

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	25
ARKANSAS	Kindergarten	149
ARKANSAS	Grade 1	115
ARKANSAS	Grade 2	119
ARKANSAS	Grade 3	133
ARKANSAS	Grade 4	112
ARKANSAS	Grade 5	139
ARKANSAS	Grade 6	114
ARKANSAS	Grade 7	116
ARKANSAS	Grade 8	84
ARKANSAS	Grade 9	105
ARKANSAS	Grade 10	92
ARKANSAS	Grade 11	54
ARKANSAS	Grade 12	34
ARKANSAS	Ungraded	.
ARKANSAS	Out of school	360
ARKANSAS	Total	1751

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	0
ARKANSAS	Kindergarten	0
ARKANSAS	Grade 1	0
ARKANSAS	Grade 2	0
ARKANSAS	Grade 3	0
ARKANSAS	Grade 4	0
ARKANSAS	Grade 5	0
ARKANSAS	Grade 6	0
ARKANSAS	Grade 7	0
ARKANSAS	Grade 8	0
ARKANSAS	Grade 9	0
ARKANSAS	Grade 10	0
ARKANSAS	Grade 11	0
ARKANSAS	Grade 12	0
ARKANSAS	Ungraded	0
ARKANSAS	Out of school	0
ARKANSAS	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
ARKANSAS	Age Birth through 2	64
ARKANSAS	Age 3 through 5 (Not Kindergarten)	227
ARKANSAS	Kindergarten	270
ARKANSAS	Grade 1	263
ARKANSAS	Grade 2	312
ARKANSAS	Grade 3	319
ARKANSAS	Grade 4	289
ARKANSAS	Grade 5	330
ARKANSAS	Grade 6	303
ARKANSAS	Grade 7	262
ARKANSAS	Grade 8	220
ARKANSAS	Grade 9	248
ARKANSAS	Grade 10	234
ARKANSAS	Grade 11	152
ARKANSAS	Grade 12	143
ARKANSAS	Ungraded	.
ARKANSAS	Out of school	664
ARKANSAS	Total	4300

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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	210	40	.
ARKANSAS	Age Birth through 2	62	2	.
ARKANSAS	Grade 1	257	140	.
ARKANSAS	Grade 10	212	130	187
ARKANSAS	Grade 11	133	72	126
ARKANSAS	Grade 12	129	47	135
ARKANSAS	Grade 2	304	190	.
ARKANSAS	Grade 3	314	198	.
ARKANSAS	Grade 4	283	176	.
ARKANSAS	Grade 5	322	171	.
ARKANSAS	Grade 6	293	144	.
ARKANSAS	Grade 7	251	146	.
ARKANSAS	Grade 8	210	118	.
ARKANSAS	Grade 9	226	118	76
ARKANSAS	Kindergarten	263	178	.
ARKANSAS	Out of school	609	42	1
ARKANSAS	Total	4078	1912	525
ARKANSAS	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
ARKANSAS	Age 3 through 5 (Not Kindergarten)	349	9
ARKANSAS	Age Birth through 2	111	1
ARKANSAS	Grade 1	306	32
ARKANSAS	Grade 10	269	248
ARKANSAS	Grade 11	178	152
ARKANSAS	Grade 12	171	154
ARKANSAS	Grade 2	347	43
ARKANSAS	Grade 3	349	48
ARKANSAS	Grade 4	331	36
ARKANSAS	Grade 5	358	53
ARKANSAS	Grade 6	328	57
ARKANSAS	Grade 7	304	57
ARKANSAS	Grade 8	252	59
ARKANSAS	Grade 9	279	239
ARKANSAS	Kindergarten	344	24
ARKANSAS	Out of school	684	10
ARKANSAS	Total	4960	1222
ARKANSAS	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
ARKANSAS	679	4409

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	4	91
Juvenile corrections	5	235
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

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	4
Juvenile corrections	5
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

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
ARKANSAS	Total Long-Term Students Served	.	.	565	17	.
ARKANSAS	Total Unduplicated Students Served	.	.	615	69	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ARKANSAS	Children with one or more disabilities (IDEA)	.	.	143	0	.
ARKANSAS	English learner	.	.	0	0	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ARKANSAS	American Indian or Alaska Native	.	.	1	0	.
ARKANSAS	Asian	.	.	0	0	.
ARKANSAS	Black or African American	.	.	281	40	.
ARKANSAS	Hispanic or Latino	.	.	21	3	.
ARKANSAS	Native Hawaiian or Other Pacific	.	.	10	0	.
ARKANSAS	Total	.	.	615	69	.
ARKANSAS	Two or more races	.	.	26	0	.
ARKANSAS	White	.	.	276	26	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ARKANSAS	Female	.	.	97	8	.
ARKANSAS	Male	.	.	518	61	.
ARKANSAS	Total	.	.	615	69	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
ARKANSAS	10 years old	.	.	0	0	.
ARKANSAS	11 years old	.	.	0	0	.
ARKANSAS	12 years old	.	.	6	0	.
ARKANSAS	13 years old	.	.	26	0	.
ARKANSAS	14 years old	.	.	68	0	.
ARKANSAS	15 years old	.	.	117	0	.
ARKANSAS	16 years old	.	.	147	0	.
ARKANSAS	17 years old	.	.	187	0	.
ARKANSAS	18 years old	.	.	54	7	.
ARKANSAS	19 years old	.	.	9	24	.
ARKANSAS	20 years old	.	.	1	38	.
ARKANSAS	21 years old	.	.	0	0	.
ARKANSAS	3 through 5	.	.	0	0	.
ARKANSAS	6 years old	.	.	0	0	.
ARKANSAS	7 years old	.	.	0	0	.
ARKANSAS	8 years old	.	.	0	0	.
ARKANSAS	9 years old	.	.	0	0	.
ARKANSAS	Total	.	.	615	69	.

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	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
ARKANSAS	Enrolled in job training courses/programs					81
ARKANSAS	Were accepted and/or enrolled into post-secondary education					12
ARKANSAS	Enrolled in a GED program					209
ARKANSAS	Earned high school course credits					347
ARKANSAS	Obtained employment					14
ARKANSAS	Obtained high school diploma					46
ARKANSAS	Earned a GED					124

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
ARKANSAS	Enrolled in job training courses/programs	S	S	S		
ARKANSAS	Were accepted and/or enrolled into post-secondary education	S	S	S		
ARKANSAS	Enrolled in a GED program	S	69	S		
ARKANSAS	Earned high school course credits	S	S	S		
ARKANSAS	Obtained employment	S	S	S		
ARKANSAS	Obtained high school diploma	S	S	S		
ARKANSAS	Earned a GED	S	5	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
ARKANSAS	No Change			29	S	
ARKANSAS	Up to one full grade			69	9	
ARKANSAS	More than one full grade			76	6	
ARKANSAS	Negative change			101	S	
ARKANSAS	Total			275	17	

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
ARKANSAS	No Change			29	S	
ARKANSAS	Up to one full grade			69	9	
ARKANSAS	More than one full grade			76	6	
ARKANSAS	Negative change			101	S	
ARKANSAS	Total			275	17	

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	16	136
Juvenile corrections	.	.
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

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	16
Juvenile corrections	.
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

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
ARKANSAS	Total Long-Term Students Served	668	.	.	.	.
ARKANSAS	Total Unduplicated Students Served	1717	.	.	.	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ARKANSAS	Children with one or more disabilities (IDEA)	231	.	.	.	.
ARKANSAS	English learner	0	.	.	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ARKANSAS	American Indian or Alaska Native	9	.	.	.	.
ARKANSAS	Asian	4	.	.	.	.
ARKANSAS	Black or African American	430	.	.	.	.
ARKANSAS	Hispanic or Latino	104	.	.	.	.
ARKANSAS	Native Hawaiian or Other Pacific	3	.	.	.	.
ARKANSAS	Total	1717	.	.	.	.
ARKANSAS	Two or more races	82	.	.	.	.
ARKANSAS	White	1085	.	.	.	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ARKANSAS	Female	745	.	.	.	.
ARKANSAS	Male	972	.	.	.	.
ARKANSAS	Total	1717	.	.	.	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
ARKANSAS	10 years old	55	.	.	.	.
ARKANSAS	11 years old	72	.	.	.	.
ARKANSAS	12 years old	127	.	.	.	.
ARKANSAS	13 years old	197	.	.	.	.
ARKANSAS	14 years old	260	.	.	.	.
ARKANSAS	15 years old	306	.	.	.	.
ARKANSAS	16 years old	335	.	.	.	.
ARKANSAS	17 years old	268	.	.	.	.
ARKANSAS	18 years old	14	.	.	.	.
ARKANSAS	19 years old	2	.	.	.	.
ARKANSAS	20 years old	0	.	.	.	.
ARKANSAS	21 years old	0	.	.	.	.
ARKANSAS	3 through 5	1	.	.	.	.
ARKANSAS	6 years old	7	.	.	.	.
ARKANSAS	7 years old	23	.	.	.	.
ARKANSAS	8 years old	16	.	.	.	.
ARKANSAS	9 years old	34	.	.	.	.
ARKANSAS	Total	1717	.	.	.	.

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	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
ARKANSAS	Earned high school course credits	705	S			
ARKANSAS	Obtained high school diploma	27	S			
ARKANSAS	Were accepted and/or enrolled into post-secondary education	22	S			
ARKANSAS	Enrolled in job training courses/programs	30	S			
ARKANSAS	Enrolled in a GED program	58	S			
ARKANSAS	Obtained employment	62	S			
ARKANSAS	Earned a GED	25	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
ARKANSAS	Earned high school course credits					
ARKANSAS	Obtained high school diploma					
ARKANSAS	Were accepted and/or enrolled into post-secondary education					
ARKANSAS	Enrolled in job training courses/programs					
ARKANSAS	Enrolled in a GED program					
ARKANSAS	Obtained employment					
ARKANSAS	Earned a GED					

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
ARKANSAS	No change	61				
ARKANSAS	Negative change	87				
ARKANSAS	More than one full grade	98				
ARKANSAS	Up to one full grade	117				
ARKANSAS	Total	363				

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
ARKANSAS	No change	61				
ARKANSAS	Negative change	73				
ARKANSAS	Up to one full grade	114				
ARKANSAS	More than one full grade	120				
ARKANSAS	Total	368				

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	\$1,395,344
Safe and Healthy Students	\$950,739
Effective Use of Technology	\$633,794

Data Quality Comments

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	63
Safe and Healthy Students	44
Effective Use of Technology	34
Any Content Area	13

Data Quality Comments

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).
191

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)	.	172
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)	.	11
Student Support and Enrichment Grants (Title IV, Part A)	167	0
Supporting Effective Instruction (Title II, Part A)	122	13

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)	.	\$5,114
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$10,796,715
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)	.	\$711,115
Student Support and Enrichment Grants (Title IV, Part A)	\$6,802,664	\$0
Supporting Effective Instruction (Title II, Part A)	\$5,475,686	\$765,406

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	28
Activities authorized under Part A of Title II	1
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	59
Parental involvement activities	32

Data Quality Comments

Also had 135 eligible LEAs use RLIS funds for Professional Development.

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

Objectives for the use of RLIS funds focus on four main areas: 1. Increasing teacher effectiveness, 2. professional development for teachers, staff, and school leaders, 3. recruitment and retention of high quality teachers and leaders, and 4. safe and healthy students and schools. To accomplish these objectives, RLIS funds have been utilized in the following ways through a variety of programs and services: 1. Professional development for teachers, paraprofessionals, school and district staff, and administrators to build knowledge, capacity, and skills that contribute toward an effective and safe (both physically and emotionally) classroom experience for all students. 2. Attending job fairs and other activities to aid LEAs in attracting and hiring highly qualified and effective teachers and school leaders. 3. Pay incentives and bonuses for highly effective teachers, especially those in high needs subject areas and STEM. 4. Heightened school security features, such as high definition security cameras, specialized door/entry locks, educational programs for students, and professional development for School Resource Officers and staff in order to improve campus security. 5. Social and Emotional educational resources and programs for students in order to teach and encourage healthy, safe, and drug-free choices. 6. Programs to support mental health for both students and school personnel. 7. Programs that improve access to equitable education special populations, at-risk students, and those with special needs, including gifted students. 8. Supporting teachers seeking National Board Certification.

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>Technical assistance is provided in a variety of ways: 1. Beginning with the application process, schools are given guidance on allowable and unallowable activities/expenditures and provided with comments to guide them on the application process, allowable activities/expenditures, and other items as needed. 2. Professional development and updates are provided to Federal Program Coordinators for LEAs semi-annually at an AAFC conference. 3. Prompt response to comments and questions proposed through email are provided to assist LEAs with effective implementation of funds. 4. Targeted technical assistance is given as applications and budgets systematically reviewed for allowability and reasonableness of expenditures. Federal Program Coordinators are contacted if there are items for which they are applying or requesting reimbursement that do not line up with allowable, reasonable, and allocable activities and expenditures for RLIS funds. 5. As needed, in-person targeted assistance is provided if there are issues that need more effort or discussion in order to reach a resolution.</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.

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?	.

Data Quality Comments
Technical assistance from state administration is undetermined because we pool our administration 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

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.
ARKANSAS	44	67.7