

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

FLORIDA



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
FLORIDA	All students	S	208530	90.2
FLORIDA	American Indian or Alaska Native	S	757	84
FLORIDA	Asian	S	6236	98.0
FLORIDA	Native Hawaiian or Other Pacific Islander	S	273	90
FLORIDA	Black or African American	S	45974	86.9
FLORIDA	Hispanic or Latino	S	67910	89.7
FLORIDA	White	S	81035	91.9
FLORIDA	Two or more races	S	6345	90.7
FLORIDA	Children with Disabilities (IDEA)	S	22396	82.9
FLORIDA	English Learners	S	22262	85.8
FLORIDA	Economically disadvantaged students	S	111540	87.1
FLORIDA	Children in foster care	S	589	57
FLORIDA	Children who are homeless	S	11320	80.0

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
FLORIDA	All students	107373	S	86978	S
FLORIDA	American Indian or Alaska Native	313	S	350	S
FLORIDA	Asian	4502	S	1610	S
FLORIDA	Native Hawaiian or Other Pacific Islander	130	S	143	S
FLORIDA	Black or African American	19980	S	21863	S
FLORIDA	Hispanic or Latino	34857	S	27585	S
FLORIDA	White	44531	S	32741	S
FLORIDA	Two or more races	3060	S	2686	S
FLORIDA	Female	60563	S	38577	S
FLORIDA	Male	46810	S	48401	S
FLORIDA	Children with Disabilities (IDEA)	7103	S	15745	S
FLORIDA	English Learners	1648	S	3945	S
FLORIDA	Economically disadvantaged students	46722	S	47945	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
FLORIDA	Children with disabilities (IDEA)	261857
FLORIDA	English learners	209008
FLORIDA	Homeless students	58626
FLORIDA	Migrant students	15416

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
FLORIDA	American Indian or Alaska Native	4293
FLORIDA	Asian	23571
FLORIDA	Black or African American	449364
FLORIDA	Hispanic or Latino	585078
FLORIDA	Native Hawaiian or Other Pacific Islander	2436
FLORIDA	Total	1529466
FLORIDA	Two or more races	53165
FLORIDA	White	411559

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	56457	0	0	0	56457
FLORIDA	Age Birth through 2	441	0	0	0	441
FLORIDA	Grade 1	135351	103	2	1168	136624
FLORIDA	Grade 10	77738	41	131	214	78124
FLORIDA	Grade 11	71493	41	337	146	72017
FLORIDA	Grade 12	73175	55	7	59	73296
FLORIDA	Grade 2	134075	108	5	1409	135597
FLORIDA	Grade 3	144027	191	3	1414	145635
FLORIDA	Grade 4	133004	161	3	1452	134620
FLORIDA	Grade 5	137603	132	5	1450	139190
FLORIDA	Grade 6	121822	72	17	1201	123112
FLORIDA	Grade 7	113342	56	25	892	114315
FLORIDA	Grade 8	117179	53	45	728	118005
FLORIDA	Grade 9	81108	45	78	375	81606
FLORIDA	Kindergarten	131515	78	4	859	132456
FLORIDA	Total	1528330	1136	662	11367	1541495
FLORIDA	Ungraded	0

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

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

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
<p>1. For the 2019-20 reporting cycle, Florida did not have the means to capture migrant student Residency Verification Dates as a separate data element in its Student Information System. The Florida Department of Education (FDOE) is working diligently to update its data systems and data collection procedures to include migrant Residency Verification Dates for the 2020-21 reporting period. 2. For the 2019-20 reporting cycle, FDOE used its Student Number Identifier, which is assigned by the first district in which the student enrolls and is supposed to follow the student should he or she move to another district. Although other student data elements were used to de-duplicate student records, the State did not have the means to de-duplicate hypothetical student records representing the same student but under different student identification numbers. For the 2020-21 reporting cycle, however, Florida is implementing a new identifier, the Florida Education Identifier (see http://www.fldoe.org/core/fileparse.php/19879/urlt/2021-197246.pdf). This unique number will be assigned by the state and validated using student-level data.</p>

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	2834
FLORIDA	Kindergarten	1279
FLORIDA	Grade 1	1396
FLORIDA	Grade 2	1417
FLORIDA	Grade 3	1599
FLORIDA	Grade 4	1395
FLORIDA	Grade 5	1384
FLORIDA	Grade 6	1442
FLORIDA	Grade 7	1320
FLORIDA	Grade 8	1358
FLORIDA	Grade 9	1239
FLORIDA	Grade 10	1119
FLORIDA	Grade 11	949
FLORIDA	Grade 12	896
FLORIDA	Ungraded	0
FLORIDA	Out of school	2735
FLORIDA	Total	22362

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
Not applicable; decrease of 6% in Category 1 from 2018-2019.

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
FLORIDA	Age Birth through 2	750

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	231
FLORIDA	Kindergarten	214
FLORIDA	Grade 1	283
FLORIDA	Grade 2	300
FLORIDA	Grade 3	303
FLORIDA	Grade 4	294
FLORIDA	Grade 5	225
FLORIDA	Grade 6	110
FLORIDA	Grade 7	114
FLORIDA	Grade 8	101
FLORIDA	Grade 9	116
FLORIDA	Grade 10	119
FLORIDA	Grade 11	103
FLORIDA	Grade 12	15
FLORIDA	Out of school	177
FLORIDA	Ungraded	0
FLORIDA	Total	2705

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
Not applicable; decrease of 9% in Category 2 from 2018-2019.

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
FLORIDA	Age Birth through 2	23

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

Florida utilizes its full-year survey collection and creates cohort files used to ensure accurate and internally consistent data across the Migratory Student files. (1) Students were reported based on their calculated ages as of August 31, 2020 using birth dates. Only those students whose birth dates indicated a calculated age of 3 to 21 within the performance period were reported in the Category 1 count. Student records are de-duplicated in SAS using Florida's Student Number Identifier data element (see: <http://www.fldoe.org/core/fileparse.php/18758/urlt/1920-175625.pdf>) to keep only one record for each student. Florida Department of Education (FDOE) staff reviewed the residency of these students using 1) 2019-20 student service data; 2) 2019-20 school enrollment data; 3) qualifying arrival dates within the performance period; 4) MSIX child count reports that included the data elements of enrollment date, withdrawal date, and residency date; and 5) information on specific students requested from school districts. Future migrant student data collection will include a Migrant Residency Verification Date data element that FDOE staff will use in validating migratory child residency. (2) FDOE used full-year school district survey collection data to create its 2019-20 EDFacts report files. These data include elements specific to migratory children, including the Qualifying Arrival Dates (QADs) recorded on migrant children's Certificates of Eligibility (COEs). Students are included based upon a period of time calculation ensuring their QADs are within 3 years of September 1, 2019. FDOE staff reviewed the residency of these students using 1) 2019-20 student service data; 2) 2019-20 school enrollment data; 3) qualifying arrival dates within the performance period; 4) MSIX child count reports that included the data elements of enrollment date, withdrawal date, and residency date; and 5) information on specific students requested from school districts. Future migrant student data collection will include a Migrant Residency Verification Date data element that FDOE staff will use in validating migratory child residency. (3) Students are included as having attained a High School Equivalency Diploma if they are coded to an applicable Diploma Type (see <http://www.fldoe.org/core/fileparse.php/18758/urlt/1920-114025.pdf>) on the state's Student End of Year Status reporting format (see <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/student-end-of-year-status.stml>). (4) Florida's data system differentiates students served during summer from those served during the regular school year (see Migrant Status Term: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/student-demographic-info.stml>). Additionally, to ensure students are served in an MEP, students reported in Category 2 must also have been reported on Florida's Federal/State Compensatory Project Evaluation reporting format under our Federal/State Project, Federal/State Subject Area(s), Federal/State Model, and Federal/State Project - Support Services data elements (see: <http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2019-20-student-info-system/federal-state-compensatory-project-eva.stml>), indicating the student received services and as required by FS145 indicating the types of services received. Data reported to FDOE for CSPR purposes include child DOB, QAD, and the Migrant Status Term of each student indicating if the student received services provided by the district using MEP funds during the summer program. These elements are used to determine which students meet the criteria for Category 2. The state does not currently capture the MEP-funded summer/intersession program enrollment date at the state data reporting level and therefore cannot compare birth dates with summer program enrollment dates. However, additional criteria have been added to Florida's business rules so that students who are not aged 3 or older as of the beginning of summer are removed. (5) For the 2019-20 reporting cycle, FDOE used its Student Number Identifier, which is assigned by the first district in which the student enrolls and is supposed to follow the student should he or she move to another district. For example, if we have a migrant student who shows up in both Alachua County and Baker County, we only keep the first record, so that we only count the student once at the state level. The state did not have the means to de-duplicate hypothetical student records representing the same student but under different student identification numbers. For the 2020-21 reporting cycle, however, Florida is implementing a new identifier, the Florida Education Identifier (see <http://www.fldoe.org/core/fileparse.php/19879/urlt/2021-197246.pdf>). This is assigned by the state and validated using student-level data. (6) All counts are reported from Florida's Student Information System. School districts use information recorded from COEs to populate their district databases with applicable migratory student data. The districts then submit these data to Florida's Student Information System.

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
For a select number of students who 1) were included in the Category 1 child count but not included in File 054 (students who were reported as served during the performance period) and 2) had an eligible QAD prior to September 1, 2019, FDOE staff reviewed MSIX data elements that could be used to help verify residency during the performance period. Such elements included enrollment date, residency date, and withdrawal date.

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.	600
The number of eligibility determinations sampled for which a re-interview was completed.	485
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	484

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2017-18

Comments
N/A

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>During the 2019-20 Performance Period, the Florida Migrant Education Program (FMEP) conducted an internal re-interview in phases. The FMEP selected a random sample size of 600 using a sampling method that guaranteed every migrant child who met the re-interview parameters had the same probability of being selected. A total of 485 re-interviews were completed. The interviews were conducted in-person or by phone. Beginning in April 2020, all remaining re-interviews were conducted by phone only due to the pandemic. Of those re-interviewed, 484 were determined to be eligible and one sample was found ineligible. The district where the migrant child resided was given specific instructions for correcting the error. The instructions follow the standard FMEP corrective actions that must be taken if a child was incorrectly determined to be eligible for the MEP. These are: " Stop serving the child immediately. " Inform the family that the child is not eligible for the MEP. " Take the appropriate steps to remove from the local database the migrant status or other program eligibility indicators for the migrant students affected (contact the district's student information systems manager for the appropriate procedures). " Contact the Florida Department of Education (FDOE) and request that the child(ren) be removed from their migrant count. Additionally, the Local Operating Agency is instructed to do the following. o Mail a letter to the State Director of the FMEP stating the reason for removing the child(ren) and include a copy of the original COE. The letter should contain the child(ren)'s full name, child(ren)'s date of birth, COE number. o A copy of the letter and a copy of the COE should be mailed to the ID&R Office. " Contact the ID&R Office and indicate the cause of the erroneous eligibility determination and any local corrective actions to address such cause. " The FDOE will inform the Local Operating Agency regarding the final determination. In addition to providing instructions for removing the child from the MEP, the district that made the incorrect eligibility determination, which was detected during the re-interview process, was provided with technical assistance using the Office of Migrant Education Non-Regulatory Guidance to identify why the erroneous eligibility determination was made to prevent any future eligibility determination errors.</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
FLORIDA	Age 3 through 5 (Not Kindergarten)	287
FLORIDA	Kindergarten	825
FLORIDA	Grade 1	917
FLORIDA	Grade 2	889
FLORIDA	Grade 3	880
FLORIDA	Grade 4	667
FLORIDA	Grade 5	584
FLORIDA	Grade 6	463
FLORIDA	Grade 7	379
FLORIDA	Grade 8	333
FLORIDA	Grade 9	280
FLORIDA	Grade 10	213
FLORIDA	Grade 11	145
FLORIDA	Grade 12	74
FLORIDA	Out of school	194
FLORIDA	Ungraded	0
FLORIDA	Total	7130

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
FLORIDA	Age Birth through 2	1
FLORIDA	Age 3 through 5 (Not Kindergarten)	152
FLORIDA	Kindergarten	120
FLORIDA	Grade 1	139
FLORIDA	Grade 2	180
FLORIDA	Grade 3	237
FLORIDA	Grade 4	233
FLORIDA	Grade 5	214
FLORIDA	Grade 6	229
FLORIDA	Grade 7	187
FLORIDA	Grade 8	231
FLORIDA	Grade 9	175
FLORIDA	Grade 10	173
FLORIDA	Grade 11	125
FLORIDA	Grade 12	109
FLORIDA	Out of school	2
FLORIDA	Ungraded	0
FLORIDA	Total	2507

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
FLORIDA	Age Birth through 2	305
FLORIDA	Age 3 through 5 (Not Kindergarten)	672
FLORIDA	Kindergarten	259
FLORIDA	Grade 1	277
FLORIDA	Grade 2	253
FLORIDA	Grade 3	240
FLORIDA	Grade 4	240
FLORIDA	Grade 5	218
FLORIDA	Grade 6	266
FLORIDA	Grade 7	209
FLORIDA	Grade 8	232
FLORIDA	Grade 9	189
FLORIDA	Grade 10	157
FLORIDA	Grade 11	130
FLORIDA	Grade 12	100
FLORIDA	Out of school	1481
FLORIDA	Ungraded	0
FLORIDA	Total	5228

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
FLORIDA	Grade 7	9
FLORIDA	Grade 8	19
FLORIDA	Grade 9	29
FLORIDA	Grade 10	18
FLORIDA	Grade 11	26
FLORIDA	Grade 12	16
FLORIDA	Ungraded	.
FLORIDA	Total	117

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
1

Data Quality Comments
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

State	Age Grade	Served During the Performance Period
FLORIDA	Age Birth through 2	692
FLORIDA	Age 3 through 5 (Not Kindergarten)	2209
FLORIDA	Kindergarten	1247
FLORIDA	Grade 1	1361
FLORIDA	Grade 2	1387
FLORIDA	Grade 3	1564
FLORIDA	Grade 4	1368
FLORIDA	Grade 5	1352
FLORIDA	Grade 6	1432
FLORIDA	Grade 7	1312
FLORIDA	Grade 8	1342
FLORIDA	Grade 9	1229
FLORIDA	Grade 10	1108
FLORIDA	Grade 11	943
FLORIDA	Grade 12	891
FLORIDA	Ungraded	0
FLORIDA	Out of school	2586
FLORIDA	Total	22023

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	389
FLORIDA	Kindergarten	516
FLORIDA	Grade 1	550
FLORIDA	Grade 2	554
FLORIDA	Grade 3	545
FLORIDA	Grade 4	597
FLORIDA	Grade 5	521
FLORIDA	Grade 6	587
FLORIDA	Grade 7	535
FLORIDA	Grade 8	568
FLORIDA	Grade 9	510
FLORIDA	Grade 10	467
FLORIDA	Grade 11	379
FLORIDA	Grade 12	305
FLORIDA	Ungraded	0
FLORIDA	Out of school	127
FLORIDA	Total	7150

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	2
FLORIDA	Kindergarten	0
FLORIDA	Grade 1	0
FLORIDA	Grade 2	0
FLORIDA	Grade 3	1
FLORIDA	Grade 4	0
FLORIDA	Grade 5	0
FLORIDA	Grade 6	0
FLORIDA	Grade 7	0
FLORIDA	Grade 8	0
FLORIDA	Grade 9	4
FLORIDA	Grade 10	8
FLORIDA	Grade 11	3
FLORIDA	Grade 12	7
FLORIDA	Ungraded	0
FLORIDA	Out of school	2
FLORIDA	Total	27

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
FLORIDA	Age Birth through 2	637
FLORIDA	Age 3 through 5 (Not Kindergarten)	1826
FLORIDA	Kindergarten	1168
FLORIDA	Grade 1	1303
FLORIDA	Grade 2	1306
FLORIDA	Grade 3	1499
FLORIDA	Grade 4	1302
FLORIDA	Grade 5	1272
FLORIDA	Grade 6	1262
FLORIDA	Grade 7	1158
FLORIDA	Grade 8	1199
FLORIDA	Grade 9	1068
FLORIDA	Grade 10	991
FLORIDA	Grade 11	847
FLORIDA	Grade 12	785
FLORIDA	Ungraded	0
FLORIDA	Out of school	1813
FLORIDA	Total	19436

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	235	91	0
FLORIDA	Age Birth through 2	29	24	0
FLORIDA	Grade 1	708	122	0
FLORIDA	Grade 10	321	143	60
FLORIDA	Grade 11	299	119	55
FLORIDA	Grade 12	264	74	21
FLORIDA	Grade 2	716	113	0
FLORIDA	Grade 3	798	146	0
FLORIDA	Grade 4	726	146	0
FLORIDA	Grade 5	675	170	0
FLORIDA	Grade 6	442	50	0
FLORIDA	Grade 7	445	53	0
FLORIDA	Grade 8	496	47	1
FLORIDA	Grade 9	357	168	153
FLORIDA	Kindergarten	584	90	0
FLORIDA	Out of school	151	31	0
FLORIDA	Total	7246	1587	290
FLORIDA	Ungraded	0	0	0

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
FLORIDA	Age 3 through 5 (Not Kindergarten)	2039	2037
FLORIDA	Age Birth through 2	641	641
FLORIDA	Grade 1	1173	1170
FLORIDA	Grade 10	962	961
FLORIDA	Grade 11	820	819
FLORIDA	Grade 12	770	770
FLORIDA	Grade 2	1224	1223
FLORIDA	Grade 3	1359	1354
FLORIDA	Grade 4	1212	1211
FLORIDA	Grade 5	1184	1181
FLORIDA	Grade 6	1265	1264
FLORIDA	Grade 7	1142	1139
FLORIDA	Grade 8	1150	1150
FLORIDA	Grade 9	1098	1098
FLORIDA	Kindergarten	1087	1084
FLORIDA	Out of school	2345	2336
FLORIDA	Total	19471	19438
FLORIDA	Ungraded	0	0

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

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

2.4.7.1 Schools and Enrollment – During the Regular School Year

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

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
FLORIDA	947	23181

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	11	57
Juvenile corrections	.	.
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	11
Juvenile corrections	.
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
FLORIDA	Total Long-Term Students Served	.	.	.	516	.
FLORIDA	Total Unduplicated Students Served	.	.	.	1242	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
FLORIDA	Children with one or more disabilities (IDEA)	.	.	.	649	.
FLORIDA	English learner	.	.	.	21	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
FLORIDA	American Indian or Alaska Native	.	.	.	1	.
FLORIDA	Asian	.	.	.	1	.
FLORIDA	Black or African American	.	.	.	837	.
FLORIDA	Hispanic or Latino	.	.	.	137	.
FLORIDA	Native Hawaiian or Other Pacific	.	.	.	1	.
FLORIDA	Total	.	.	.	1242	.
FLORIDA	Two or more races	.	.	.	0	.
FLORIDA	White	.	.	.	265	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
FLORIDA	Female	.	.	.	120	.
FLORIDA	Male	.	.	.	1122	.
FLORIDA	Total	.	.	.	1242	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
FLORIDA	10 years old	.	.	.	0	.
FLORIDA	11 years old	.	.	.	0	.
FLORIDA	12 years old	.	.	.	0	.
FLORIDA	13 years old	.	.	.	0	.
FLORIDA	14 years old	.	.	.	1	.
FLORIDA	15 years old	.	.	.	6	.
FLORIDA	16 years old	.	.	.	27	.
FLORIDA	17 years old	.	.	.	108	.
FLORIDA	18 years old	.	.	.	162	.
FLORIDA	19 years old	.	.	.	194	.
FLORIDA	20 years old	.	.	.	290	.
FLORIDA	21 years old	.	.	.	454	.
FLORIDA	3 through 5	.	.	.	0	.
FLORIDA	6 years old	.	.	.	0	.
FLORIDA	7 years old	.	.	.	0	.
FLORIDA	8 years old	.	.	.	0	.
FLORIDA	9 years old	.	.	.	0	.
FLORIDA	Total	.	.	.	1242	.

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
FLORIDA	Enrolled in local district school				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
FLORIDA	Obtained high school diploma					
FLORIDA	Were accepted and/or enrolled into post-secondary education					
FLORIDA	Enrolled in job training courses/programs					
FLORIDA	Enrolled in a GED program					
FLORIDA	Earned high school course credits					
FLORIDA	Obtained employment					
FLORIDA	Earned a GED					

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
FLORIDA	Obtained high school diploma		S	S		
FLORIDA	Were accepted and/or enrolled into post-secondary education		S	S		
FLORIDA	Enrolled in job training courses/programs		236	S		
FLORIDA	Enrolled in a GED program		183	S		
FLORIDA	Earned high school course credits		S	S		
FLORIDA	Obtained employment		S	116		
FLORIDA	Earned a GED		68	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
FLORIDA	No Change				18	
FLORIDA	Up to one full grade				31	
FLORIDA	Negative change				102	
FLORIDA	More than one full grade				164	
FLORIDA	Total				315	

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
FLORIDA	No Change				18	
FLORIDA	Up to one full grade				31	
FLORIDA	Negative change				102	
FLORIDA	More than one full grade				164	
FLORIDA	Total				315	

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	29	189
Juvenile corrections	30	154
Juvenile detention	22	60
Neglected programs	11	152
Other programs	0	.
Total	92	.

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	29
Juvenile corrections	30
Juvenile detention	22
Neglected programs	11
Other programs	0
Total	92

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
FLORIDA	Total Long-Term Students Served	11466	722	2102	3420	.
FLORIDA	Total Unduplicated Students Served	15413	1183	9103	4888	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
FLORIDA	Children with one or more disabilities (IDEA)	3632	213	2361	1289	.
FLORIDA	English learner	590	50	197	66	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
FLORIDA	American Indian or Alaska Native	51	.	19	14	.
FLORIDA	Asian	98	6	24	14	.
FLORIDA	Black or African American	4043	394	4728	2598	.
FLORIDA	Hispanic or Latino	3658	430	1458	672	.
FLORIDA	Native Hawaiian or Other Pacific	28	2	8	2	.
FLORIDA	Total	15413	1183	9103	4888	.
FLORIDA	Two or more races	674	42	296	160	.
FLORIDA	White	6861	309	2570	1428	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
FLORIDA	Female	5460	544	1776	1720	.
FLORIDA	Male	9953	639	7327	3168	.
FLORIDA	Total	15413	1183	9103	4888	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
FLORIDA	10 years old	118	56	.	1	.
FLORIDA	11 years old	183	70	12	5	.
FLORIDA	12 years old	519	87	83	72	.
FLORIDA	13 years old	1293	102	321	225	.
FLORIDA	14 years old	1855	109	711	390	.
FLORIDA	15 years old	2151	121	1406	634	.
FLORIDA	16 years old	2606	149	2107	1015	.
FLORIDA	17 years old	2842	143	2454	1205	.
FLORIDA	18 years old	2560	99	1675	979	.
FLORIDA	19 years old	718	2	282	283	.
FLORIDA	20 years old	170	1	34	51	.
FLORIDA	21 years old	33	.	13	28	.
FLORIDA	3 through 5	15	11	.	.	.
FLORIDA	6 years old	64	64	.	.	.
FLORIDA	7 years old	78	51	.	.	.
FLORIDA	8 years old	95	50	.	.	.
FLORIDA	9 years old	113	68	5	.	.
FLORIDA	Total	15413	1183	9103	4888	.

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
FLORIDA	Enrolled in local district school	3377	180	2550	1608	

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
FLORIDA	Obtained high school diploma	242	1400	S	19	12
FLORIDA	Were accepted and/or enrolled into post-secondary education	60	48	5	7	21
FLORIDA	Obtained employment	1617	2001	16	25	439
FLORIDA	Enrolled in job training courses/programs	35	25	S	S	22
FLORIDA	Enrolled in a GED program	13	9	S	S	33
FLORIDA	Earned a GED	9	8	S	S	85
FLORIDA	Earned high school course credits	7072	5673	139	154	742

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
FLORIDA	Obtained high school diploma	32	77	108		
FLORIDA	Were accepted and/or enrolled into post-secondary education	5	8	7		
FLORIDA	Obtained employment	503	280	432		
FLORIDA	Enrolled in job training courses/programs	5	9	5		
FLORIDA	Enrolled in a GED program	8	7	5		
FLORIDA	Earned a GED	17	140	61		
FLORIDA	Earned high school course credits	1019	1658	1552		

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
FLORIDA	Negative change	50	S	S	S	
FLORIDA	Up to one full grade	182	S	S	S	
FLORIDA	More than one full grade	22	S	S	3	
FLORIDA	No change	31	S	S	12	
FLORIDA	Total	285	S	S	18	

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
FLORIDA	Negative change	27	S	S	S	
FLORIDA	Up to one full grade	269	S	S	S	
FLORIDA	More than one full grade	18	S	S	6	
FLORIDA	No change	26	S	S	10	
FLORIDA	Total	340	S	S	18	

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	\$27,158,037
Safe and Healthy Students	\$16,344,636
Effective Use of Technology	\$8,866,624

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	74
Safe and Healthy Students	68
Effective Use of Technology	66
Any Content Area	75

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).
13

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)	.	.
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	.
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	.
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	.
Rural Education Initiative (Title V, Part B)	.	1
Student Support and Enrichment Grants (Title IV, Part A)	1	13
Supporting Effective Instruction (Title II, Part A)	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)	.	.
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	.
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	.
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	.
Rural Education Initiative (Title V, Part B)	.	\$139,180
Student Support and Enrichment Grants (Title IV, Part A)	\$139,180	\$2,547,830
Supporting Effective Instruction (Title II, Part A)	\$2,547,830	.

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	26
Activities authorized under Part A of Title II	23
Activities authorized under Title III	6
Activities authorized under Part A of Title IV	16
Parental involvement activities	7

Data Quality Comments

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

Due to COVID-19, the State of Florida did not conduct any statewide standardized testing in the areas of English Language Arts, Mathematics, Social Studies or Science. Similarly, industry certifications were limited. Therefore, outcomes directly related to assessment are unavailable. Despite the difficulties of the year, Florida's high school graduation rate increased by 3.1 percentage points over the last year.

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

Florida's tiered support plan was used to address objectives and obtain outcomes. Tier 1 support was accessible to all stakeholders and examples include webinars and annual statewide and regional technical assistance opportunities for district-level personnel. Tier 2 assistance was an option for a limited number of targeted schools or districts for specific areas. It was provided virtually and face-to-face. Tier 2 included working with a small group of districts to share promising practices. Tier 3 assistance is reserved for a small, select population and was offered face-to-face. Examples of Tier 3 supports include district- or school-level visits and discussions with school district and local program staff. All of these supports are prioritized in support of student achievement.

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

Data used for allocations: Survey 2 □ Average daily attendance (ADA) in kindergarten through grade 12 at the schools served by the LEAs
 Step-by-step Allocation Procedures: According to non-regulatory guidance provided by the U.S. Department of Education, allocation for the Rural Low-Income School program (RLIS) funds to States by formula. The amount of funding a state receives based on its proportionate share of children in average daily attendance (ADA) in all local educational agency (LEAs) eligible to participate in the RLIS program. " 20 percent or more of children ages 5-17 served by the local educational agency are from families with incomes below the poverty line. " Schools served by the agency designated with a locale code of the following: 32, 33, 41, 42, or 43 " State awards RLIS subgrants to eligible LEAs by the formula in accordance to the average number of children in ADA eligible LEAs within State. District ADA Count Total ADA Count for the Fiscal Year X Total Fiscal Year allocation NOTE: Per Section 5222(b) Administrative cost of no more than 5% will be used to provide technical assistance to eligible (LEAs). All calculations will be round up when necessary. Guiding Federal Laws: Section 5221 □ RLIS Eligibility Guidelines, Section 5222 □ Use of Funds, Section 5231 □ ADA Determination

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?	80

Data Quality Comments

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