

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

GEORGIA



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 |
|---------|-------------------------------------|----------------|-------------------------|-----------------|
| GEORGIA | All students | S | 132284 | 83.8 |
| GEORGIA | American Indian or Alaska Native | S | 275 | 76 |
| GEORGIA | Asian or Pacific Islander | S | 5689 | 92.5 |
| GEORGIA | Black or African American | S | 48856 | 81.4 |
| GEORGIA | Hispanic or Latino | S | 20303 | 77.8 |
| GEORGIA | White | S | 52997 | 87.3 |
| GEORGIA | Two or more races | S | 4164 | 85.7 |
| GEORGIA | Children with Disabilities (IDEA) | S | 15086 | 70.2 |
| GEORGIA | English Learners | S | 6969 | 62.0 |
| GEORGIA | Economically disadvantaged students | S | 73518 | 79.7 |
| GEORGIA | Children in foster care | S | 538 | 42 |
| GEORGIA | Children who are homeless | S | 5172 | 65.8 |

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 |
|---------|-------------------------------------|----------------------|--------------------------|----------------------------------|-------|
| GEORGIA | All students | 74876 | 36420 | S | S |
| GEORGIA | American Indian or Alaska Native | 128 | 71 | S | S |
| GEORGIA | Asian or Pacific Islander | 79 | 35 | S | S |
| GEORGIA | Asian | 4288 | 527 | S | S |
| GEORGIA | Black or African American | 26608 | 14498 | S | S |
| GEORGIA | Hispanic or Latino | 7493 | 6188 | S | S |
| GEORGIA | White | 34082 | 14095 | S | S |
| GEORGIA | Two or more races | 2198 | 1006 | S | S |
| GEORGIA | Female | 42077 | 15321 | S | S |
| GEORGIA | Male | 32799 | 21099 | S | S |
| GEORGIA | Children with Disabilities (IDEA) | 3370 | 6154 | S | S |
| GEORGIA | English Learners | 484 | 930 | S | S |
| GEORGIA | Economically disadvantaged students | 32110 | 23817 | 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 |
|---------|-----------------------------------|-------------------|
| GEORGIA | Children with disabilities (IDEA) | 147613 |
| GEORGIA | English learners | 105652 |
| GEORGIA | Homeless students | 26728 |
| GEORGIA | Migrant students | 4523 |

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 |
|---------|-------------------------------------------|-------------------|
| GEORGIA | American Indian or Alaska Native | 2041 |
| GEORGIA | Asian | 22298 |
| GEORGIA | Black or African American | 492811 |
| GEORGIA | Hispanic or Latino | 206834 |
| GEORGIA | Native Hawaiian or Other Pacific Islander | 1162 |
| GEORGIA | Total | 1077422 |
| GEORGIA | Two or more races | 39239 |
| GEORGIA | White | 313037 |

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 |
|---------|------------------------------------|------------|------------|-----------------|---------|---------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 0 | 0 | 0 | 0 | 0 |
| GEORGIA | Age Birth through 2 | 0 | 0 | 0 | 0 | 0 |
| GEORGIA | Grade 1 | 92111 | 256 | 43 | 408 | 92818 |
| GEORGIA | Grade 10 | 60692 | 158 | 435 | 274 | 61559 |
| GEORGIA | Grade 11 | 50812 | 92 | 241 | 316 | 51461 |
| GEORGIA | Grade 12 | 53673 | 54 | 133 | 246 | 54106 |
| GEORGIA | Grade 2 | 92083 | 246 | 48 | 356 | 92733 |
| GEORGIA | Grade 3 | 91987 | 257 | 66 | 461 | 92771 |
| GEORGIA | Grade 4 | 93326 | 377 | 41 | 416 | 94160 |
| GEORGIA | Grade 5 | 97805 | 398 | 65 | 431 | 98699 |
| GEORGIA | Grade 6 | 94668 | 500 | 137 | 473 | 95778 |
| GEORGIA | Grade 7 | 94171 | 452 | 215 | 436 | 95274 |
| GEORGIA | Grade 8 | 90977 | 400 | 358 | 479 | 92214 |
| GEORGIA | Grade 9 | 69032 | 359 | 601 | 335 | 70327 |
| GEORGIA | Kindergarten | 92256 | 280 | 32 | 378 | 92946 |
| GEORGIA | Total | 1073593 | 3829 | 2415 | 5009 | 1084846 |
| GEORGIA | 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 |
|----------|
| |

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 |
|---------|------------------------------------|-----------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 1042 |
| GEORGIA | Kindergarten | 538 |
| GEORGIA | Grade 1 | 555 |
| GEORGIA | Grade 2 | 497 |
| GEORGIA | Grade 3 | 456 |
| GEORGIA | Grade 4 | 476 |
| GEORGIA | Grade 5 | 474 |
| GEORGIA | Grade 6 | 471 |
| GEORGIA | Grade 7 | 440 |
| GEORGIA | Grade 8 | 414 |
| GEORGIA | Grade 9 | 443 |
| GEORGIA | Grade 10 | 340 |
| GEORGIA | Grade 11 | 207 |
| GEORGIA | Grade 12 | 177 |
| GEORGIA | Ungraded | 0 |
| GEORGIA | Out of school | 1273 |
| GEORGIA | Total | 7803 |

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 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During the Spring of 2020, changes in recruiting and family's migratory patterns impacted this number. Due to the pandemic some families reached end of eligibility but did not make a new qualifying move. Recruitment procedures were impacted as school closures continued and access to farms or other work sites was limited. |

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 |
|---------|---------------------|-----------------------------|
| GEORGIA | Age Birth through 2 | 434 |

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 |
|---------|------------------------------------|-----------------------------------------------------------------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 23 |
| GEORGIA | Kindergarten | 25 |
| GEORGIA | Grade 1 | 22 |
| GEORGIA | Grade 2 | 28 |
| GEORGIA | Grade 3 | 22 |
| GEORGIA | Grade 4 | 18 |
| GEORGIA | Grade 5 | 26 |
| GEORGIA | Grade 6 | 15 |
| GEORGIA | Grade 7 | 13 |
| GEORGIA | Grade 8 | 13 |
| GEORGIA | Grade 9 | 12 |
| GEORGIA | Grade 10 | 6 |
| GEORGIA | Grade 11 | 3 |
| GEORGIA | Grade 12 | 0 |
| GEORGIA | Out of school | 2 |
| GEORGIA | Ungraded | 0 |
| GEORGIA | Total | 228 |

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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| During the Summer of 2020, the pandemic impacted family migratory patterns. Additionally, many school districts in Georgia were not providing summer services due to school closures. |

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 |
|---------|---------------------|-----------------------------------------------------------------------------------|
| GEORGIA | Age Birth through 2 | 3 |

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

MIS2000 is programmed to produce a count based on all the eligibility criteria contained in the federal statute. The database calculations accounts for the end of eligibility (EOE) dates (36 months) from each participant's qualifying arrival date (QAD). Participants with an EOE before 9/1/2020 are not included in the count.

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 |
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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>MIS2000 is a separate, but at the same time integrated component of Georgia's state-wide student information collection system, with appropriate checks and balances performed in an on-going manner and annually. Each spring, the LEAs must match their migrant coding in the local student information system to the state's student record database and the MIS2000 system before they are able to sign off on their data submission for the year. This helps to eliminate or correct coding and reporting errors in both systems. This process uses the Georgia Testing Identifier (GTID) as the means to ensure accuracy. The GTID is entered in to the MIS2000 database by GaDOE regional data specialists based on updates provided by school districts. The MIS2000 database is then matched to the statewide database to ensure the GTID was entered correctly and to identify other discrepancies. In the spring, school districts submit their data reports and students who have been coded as "migrant" will be matched by GTID. School districts make corrections in their local database for children incorrectly coded as "migrant" or not coded as "migrant" and then resubmit their data. Georgia is currently finalizing the daily data transfer between the new MIS2000 database and MSIX. MSIX is used to verify the quality of MEP data through the Near Match Validation report. When we log in to MSIX daily, we look for the work list. Based on what we find on the work list, we review the information in MSIX and our MIS2000 database and determine if the two participants in question are the same individuals. If they are, we validate the merge in MSIX. If the duplicate children are both from our state, we review our MIS2000 database and we merge or delete within MIS2000, as needed, and then this is corrected in MSIX during the next daily upload. We run the Child Count Reconciliation reports twice a week. After we identify data quality issues that causes differences in child counts between MSIX and our student records in MIS2000 system, we address each of those issues to make sure our database is accurate. The Data Logic Issues report is run on a daily basis to determine what student records don't pass the data logic rules. We analyze the issues identified through this report and each record is appropriately corrected.</p> |
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| Data Quality Comments |
|-----------------------------|
|-----------------------------|

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2.4.3.2 Quality Control Processes

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

| Results | # |
|---------------------------------------------------------------------------------------------------------------------------|-----|
| The number of eligibility determinations sampled. | 150 |
| The number of eligibility determinations sampled for which a re-interview was completed. | 103 |
| The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible. | 100 |

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.

2019-20

Comments

The independent reinterview was performed by Mrs. Jessica Castaneda, from Tennessee, who is a consultant from Spark Innovations with more than 21 years of MEP experience. Mrs. Castañeda contacted the GAMEP random sample individuals by telephone reinterviews during the month of September 2020. At the beginning of the reinterview period Mrs. Castañeda met by teleconference with the State ID & R Coordinator to receive training on Georgia's Identification and Recruitment process and to exchange documentation. Mrs. Castañeda and the Identification and Recruitment Coordinator had an exit teleconference meeting at the end of the reinterview period. Prospective re-interview As requested by the federal program office, 2019-2020 was designed as Georgia's year to engage a third-party entity to conduct its prospective re-interviewing to ensure the integrity of its identification and recruitment (ID&R) procedures. This occurred during one re-interview period during the month of September 2020 covering Certificates of Eligibility (COEs) generated from September 1, 2019 to August 31, 2020. There were three not eligible determinations found during these prospective reinterviews: COE # GA0-714 □ worker did not engage in qualifying work soon after the move. COE # GA0-681 worker did not engage in qualifying work soon after the move. COE # GA0-1384 worker did not move for economic necessity. All staff involved were contacted by the state ID & R coordinator and received additional training. The topics of □soon after the move□ and the imperative requirement of □move for economic necessity□ were included on the mandatory ID & R training that took place during the reporting period. Requested re-interview. As part of its Quality Control Policy, the state has in place a Requested Re-Interview Procedure that allows any individual with a legitimate interest to request a re-interview of any participant whose MEP the requester individual may have a doubt. The state found two ineligible families under this procedure: COE #M130267 □ worker engaged with the intention of permanent employment. COE # M129953 worker did not move to engage in qualifying work. All staff involved were contacted by the state ID & R coordinator and received additional training. The topics of □intention on temporary work□ and the imperative requirement that the □worker must engage in qualifying work□ were included on the mandatory ID & R training that took place during the reporting period.

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 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The prospective re-interview was performed by independent interviewer Mrs. Jessica Castañeda from Tennessee, who is a consultant from Spark Innovations with more than 21 years of MEP experience. Mrs. Castañeda contacted the Georgia MEP Random Sample individuals by telephone re-interviews, due to the COVID-19 Pandemic, during the month of September 2020. At the beginning of the re-reinterview period Mrs. Castañeda met by teleconference with the State ID&R Coordinator to receive training on Georgia's ID&R and to exchange re-interview documentation. Mrs. Castañeda and the ID&R Coordinator had an exit teleconference meeting at the end of the re-reinterview period to exchange, and to review all re-interview documentation.</p> |

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

| Comments |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| As part of its Quality Control Policy, the state has in place a Requested Re-Interview Procedure that allows any individual with a legitimate interest to request a re-interview of any participant whose MEP the requester individual may have a doubt. The state found two ineligible families under this procedure: COE #M130267 □ worker engaged with the intention of permanent employment. COE # M129953 worker did not move to engage in qualifying work. All staff involved were contacted by the state ID & R coordinator and received additional training. The topics of □intention on temporary work□ and the imperative requirement that the □worker must engage in qualifying work□ were included on the mandatory ID & R training that took place during the reporting period. |

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 |
|--------------|------------------------------------|------------------------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 6 |
| GEORGIA | Kindergarten | 387 |
| GEORGIA | Grade 1 | 424 |
| GEORGIA | Grade 2 | 406 |
| GEORGIA | Grade 3 | 355 |
| GEORGIA | Grade 4 | 353 |
| GEORGIA | Grade 5 | 332 |
| GEORGIA | Grade 6 | 270 |
| GEORGIA | Grade 7 | 216 |
| GEORGIA | Grade 8 | 173 |
| GEORGIA | Grade 9 | 216 |
| GEORGIA | Grade 10 | 136 |
| GEORGIA | Grade 11 | 72 |
| GEORGIA | Grade 12 | 54 |
| GEORGIA | Out of school | 54 |
| GEORGIA | Ungraded | . |
| GEORGIA | Total | 3454 |

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 |
|--------------|------------------------------------|------------------------------------------------------------------------|
| GEORGIA | Age Birth through 2 | . |
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 16 |
| GEORGIA | Kindergarten | 32 |
| GEORGIA | Grade 1 | 27 |
| GEORGIA | Grade 2 | 29 |
| GEORGIA | Grade 3 | 30 |
| GEORGIA | Grade 4 | 45 |
| GEORGIA | Grade 5 | 40 |
| GEORGIA | Grade 6 | 38 |
| GEORGIA | Grade 7 | 41 |
| GEORGIA | Grade 8 | 25 |
| GEORGIA | Grade 9 | 23 |
| GEORGIA | Grade 10 | 21 |
| GEORGIA | Grade 11 | 8 |
| GEORGIA | Grade 12 | 14 |
| GEORGIA | Out of school | 0 |
| GEORGIA | Ungraded | . |
| GEORGIA | Total | 389 |

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 |
|---------|------------------------------------|-----------------------------------|
| GEORGIA | Age Birth through 2 | 250 |
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 419 |
| GEORGIA | Kindergarten | 193 |
| GEORGIA | Grade 1 | 189 |
| GEORGIA | Grade 2 | 171 |
| GEORGIA | Grade 3 | 169 |
| GEORGIA | Grade 4 | 169 |
| GEORGIA | Grade 5 | 171 |
| GEORGIA | Grade 6 | 156 |
| GEORGIA | Grade 7 | 146 |
| GEORGIA | Grade 8 | 155 |
| GEORGIA | Grade 9 | 145 |
| GEORGIA | Grade 10 | 116 |
| GEORGIA | Grade 11 | 64 |
| GEORGIA | Grade 12 | 22 |
| GEORGIA | Out of school | 859 |
| GEORGIA | Ungraded | . |
| GEORGIA | Total | 3394 |

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 |
|---------|----------|----------------------------------------|
| GEORGIA | Grade 7 | 7 |
| GEORGIA | Grade 8 | 5 |
| GEORGIA | Grade 9 | 15 |
| GEORGIA | Grade 10 | 13 |
| GEORGIA | Grade 11 | 9 |
| GEORGIA | Grade 12 | 3 |
| GEORGIA | Ungraded | . |
| GEORGIA | Total | 52 |

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 |
|-------------------------------------------------------------|
| 2 |

| |
|-----------------------------|
| 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 |
|--------------|------------------------------------|---------------------------------------------|
| GEORGIA | Age Birth through 2 | 155 |
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 758 |
| GEORGIA | Kindergarten | 461 |
| GEORGIA | Grade 1 | 471 |
| GEORGIA | Grade 2 | 424 |
| GEORGIA | Grade 3 | 394 |
| GEORGIA | Grade 4 | 399 |
| GEORGIA | Grade 5 | 422 |
| GEORGIA | Grade 6 | 421 |
| GEORGIA | Grade 7 | 385 |
| GEORGIA | Grade 8 | 360 |
| GEORGIA | Grade 9 | 366 |
| GEORGIA | Grade 10 | 294 |
| GEORGIA | Grade 11 | 179 |
| GEORGIA | Grade 12 | 151 |
| GEORGIA | Ungraded | 0 |
| GEORGIA | Out of school | 724 |
| GEORGIA | Total | 6364 |

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 |
|--------------|------------------------------------|------------------------------------------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 0 |
| GEORGIA | Kindergarten | 246 |
| GEORGIA | Grade 1 | 258 |
| GEORGIA | Grade 2 | 245 |
| GEORGIA | Grade 3 | 225 |
| GEORGIA | Grade 4 | 210 |
| GEORGIA | Grade 5 | 233 |
| GEORGIA | Grade 6 | 228 |
| GEORGIA | Grade 7 | 207 |
| GEORGIA | Grade 8 | 195 |
| GEORGIA | Grade 9 | 195 |
| GEORGIA | Grade 10 | 154 |
| GEORGIA | Grade 11 | 82 |
| GEORGIA | Grade 12 | 54 |
| GEORGIA | Ungraded | 0 |
| GEORGIA | Out of school | 561 |
| GEORGIA | Total | 3093 |

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

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 |
|---------|------------------------------------|-----------------------------------------------------|
| GEORGIA | Age Birth through 2 | 4 |
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 463 |
| GEORGIA | Kindergarten | 396 |
| GEORGIA | Grade 1 | 391 |
| GEORGIA | Grade 2 | 357 |
| GEORGIA | Grade 3 | 311 |
| GEORGIA | Grade 4 | 315 |
| GEORGIA | Grade 5 | 314 |
| GEORGIA | Grade 6 | 309 |
| GEORGIA | Grade 7 | 282 |
| GEORGIA | Grade 8 | 272 |
| GEORGIA | Grade 9 | 273 |
| GEORGIA | Grade 10 | 189 |
| GEORGIA | Grade 11 | 106 |
| GEORGIA | Grade 12 | 78 |
| GEORGIA | Ungraded | . |
| GEORGIA | Out of school | 391 |
| GEORGIA | Total | 4451 |

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 |
|---------|------------------------------------|---------------------------------------------------|-------------------------------------------------------|----------------------------------------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 7 | 5 | . |
| GEORGIA | Age Birth through 2 | . | . | . |
| GEORGIA | Grade 1 | 42 | 24 | . |
| GEORGIA | Grade 10 | 26 | 13 | . |
| GEORGIA | Grade 11 | 18 | 11 | . |
| GEORGIA | Grade 12 | 8 | 4 | . |
| GEORGIA | Grade 2 | 38 | 13 | . |
| GEORGIA | Grade 3 | 44 | 23 | . |
| GEORGIA | Grade 4 | 37 | 17 | . |
| GEORGIA | Grade 5 | 43 | 27 | . |
| GEORGIA | Grade 6 | 34 | 24 | . |
| GEORGIA | Grade 7 | 37 | 27 | . |
| GEORGIA | Grade 8 | 43 | 28 | . |
| GEORGIA | Grade 9 | 35 | 21 | . |
| GEORGIA | Kindergarten | 62 | 21 | . |
| GEORGIA | Out of school | 9 | 3 | . |
| GEORGIA | Total | 483 | 261 | . |
| GEORGIA | 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 |
|---------|------------------------------------|------------------------------------------------|---------------------------------------------------------------|
| GEORGIA | Age 3 through 5 (Not Kindergarten) | 653 | . |
| GEORGIA | Age Birth through 2 | 153 | . |
| GEORGIA | Grade 1 | 399 | . |
| GEORGIA | Grade 10 | 270 | 96 |
| GEORGIA | Grade 11 | 162 | 57 |
| GEORGIA | Grade 12 | 144 | 73 |
| GEORGIA | Grade 2 | 356 | . |
| GEORGIA | Grade 3 | 335 | . |
| GEORGIA | Grade 4 | 342 | . |
| GEORGIA | Grade 5 | 346 | . |
| GEORGIA | Grade 6 | 348 | 34 |
| GEORGIA | Grade 7 | 307 | 26 |
| GEORGIA | Grade 8 | 304 | 47 |
| GEORGIA | Grade 9 | 330 | 78 |
| GEORGIA | Kindergarten | 380 | . |
| GEORGIA | Out of school | 632 | 4 |
| GEORGIA | Total | 5461 | 415 |
| GEORGIA | 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 |
|---------|-------------------------------------------------------------|-----------------------------------------------------------------|
| GEORGIA | 681 | 6794 |

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

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

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

| State | Number of schools where MEP funds were consolidated in a schoolwide program | Number of eligible migratory children enrolled in those schools |
|---------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|
| GEORGIA | 18 | 623 |

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 | 67 | 180 |
| Juvenile corrections | 7 | 175 |
| Juvenile detention | 19 | 31 |
| Neglected programs | 0 | . |
| Other programs | . | . |
| Total | 93 | . |

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 | 67 |
| Juvenile corrections | 7 |
| Juvenile detention | 19 |
| Neglected programs | 0 |
| Other programs | . |
| Total | 93 |

| 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 |
|---------|------------------------------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | Total Long-Term Students Served | . | 565 | . | 952 | . |
| GEORGIA | Total Unduplicated Students Served | . | 3574 | . | 952 | . |

Provide the number of students served by special populations.

| State | Student Subgroups | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---------|-----------------------------------------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | Children with one or more disabilities (IDEA) | . | 965 | . | 46 | . |
| GEORGIA | 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 |
|---------|----------------------------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | American Indian or Alaska Native | . | 14 | . | 0 | . |
| GEORGIA | Asian | . | 24 | . | 1 | . |
| GEORGIA | Black or African American | . | 2590 | . | 767 | . |
| GEORGIA | Hispanic or Latino | . | 258 | . | 38 | . |
| GEORGIA | Native Hawaiian or Other Pacific | . | 0 | . | 0 | . |
| GEORGIA | Total | . | 3574 | . | 952 | . |
| GEORGIA | Two or more races | . | 75 | . | 0 | . |
| GEORGIA | White | . | 613 | . | 146 | . |

Provide the number of students served by gender.

| State | Sex | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---------|--------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | Female | . | 615 | . | 49 | . |
| GEORGIA | Male | . | 2959 | . | 903 | . |
| GEORGIA | Total | . | 3574 | . | 952 | . |

Provide the number of students served by age.

| State | Age | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---------|--------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | 10 years old | . | 0 | . | 0 | . |
| GEORGIA | 11 years old | . | 0 | . | 0 | . |
| GEORGIA | 12 years old | . | 8 | . | 0 | . |
| GEORGIA | 13 years old | . | 67 | . | 0 | . |
| GEORGIA | 14 years old | . | 215 | . | 0 | . |
| GEORGIA | 15 years old | . | 517 | . | 0 | . |
| GEORGIA | 16 years old | . | 874 | . | 0 | . |
| GEORGIA | 17 years old | . | 1159 | . | 141 | . |
| GEORGIA | 18 years old | . | 512 | . | 213 | . |
| GEORGIA | 19 years old | . | 135 | . | 315 | . |
| GEORGIA | 20 years old | . | 56 | . | 283 | . |
| GEORGIA | 21 years old | . | 31 | . | 0 | . |
| GEORGIA | 3 through 5 | . | 0 | . | 0 | . |
| GEORGIA | 6 years old | . | 0 | . | 0 | . |
| GEORGIA | 7 years old | . | 0 | . | 0 | . |
| GEORGIA | 8 years old | . | 0 | . | 0 | . |
| GEORGIA | 9 years old | . | 0 | . | 0 | . |
| GEORGIA | Total | . | 3574 | . | 952 | . |

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 |
|---------|----------------------------------------------------|-----------------------|-----------------------|-------------------------|----------------------|-------------------|
| GEORGIA | Enrolled in local district school | | 48 | | 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 |
|---------|----------------------------------------------------------------|-----------------------------------|--------------------------------------------------|-----------------------------------|--------------------------------------------------|-------------------------------------|
| GEORGIA | Obtained high school diploma | | | 36 | S | |
| GEORGIA | Enrolled in job training courses/programs | | | 5 | S | |
| GEORGIA | Enrolled in a GED program | | | 273 | 10 | |
| GEORGIA | Were accepted and/or enrolled into post-secondary education | | | S | S | |
| GEORGIA | Earned high school course credits | | | 1454 | S | |
| GEORGIA | Earned a GED | | | 41 | S | |
| GEORGIA | Obtained employment | | | S | 19 | |

| 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 |
|---------|-------------------------------------------------------------|-------------------------------------------|----------------------------|----------------------------------------|-------------------------|-------------------------------------|
| GEORGIA | Obtained high school diploma | | S | S | | |
| GEORGIA | Enrolled in job training courses/programs | | 524 | S | | |
| GEORGIA | Enrolled in a GED program | | 952 | S | | |
| GEORGIA | Were accepted and/or enrolled into post-secondary education | | 7 | S | | |
| GEORGIA | Earned high school course credits | | S | S | | |
| GEORGIA | Earned a GED | | 272 | S | | |
| GEORGIA | Obtained employment | | S | S | | |

2.5.2 Academic Performance – Subpart 1

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

2.5.2.1 Academic Performance in Reading – Subpart 1

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

| State | Performance Data (Based on most recent pre post-test data) | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---------|---------------------------------------------------------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | Negative change | | S | | S | |
| GEORGIA | More than one full grade | | S | | S | |
| GEORGIA | No Change | | S | | S | |
| GEORGIA | Up to one full grade | | S | | 572 | |
| GEORGIA | Total | | S | | 572 | |

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 |
|---------|---------------------------------------------------------------|--------------------|--------------------|----------------------|-------------------|----------------|
| GEORGIA | Negative change | | S | | S | |
| GEORGIA | More than one full grade | | S | | S | |
| GEORGIA | No Change | | S | | S | |
| GEORGIA | Up to one full grade | | S | | 572 | |
| GEORGIA | Total | | S | | 572 | |

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 | 2 | 130 |
| 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 | 2 |
| 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 |
|---------|------------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Total Long-Term Students Served | 101 | . | . | . | . |
| GEORGIA | Total Unduplicated Students Served | 220 | . | . | . | . |

Provide the number of students served by special populations.

| State | Student Subgroups | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---------|-----------------------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Children with one or more disabilities (IDEA) | 39 | . | . | . | . |
| GEORGIA | 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 |
|---------|----------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | American Indian or Alaska Native | 0 | . | . | . | . |
| GEORGIA | Asian | 0 | . | . | . | . |
| GEORGIA | Black or African American | 77 | . | . | . | . |
| GEORGIA | Hispanic or Latino | 11 | . | . | . | . |
| GEORGIA | Native Hawaiian or Other Pacific | 0 | . | . | . | . |
| GEORGIA | Total | 220 | . | . | . | . |
| GEORGIA | Two or more races | 51 | . | . | . | . |
| GEORGIA | White | 81 | . | . | . | . |

Provide the number of students served by sex.

| State | Sex | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---------|--------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Female | 70 | . | . | . | . |
| GEORGIA | Male | 150 | . | . | . | . |
| GEORGIA | Total | 220 | . | . | . | . |

Provide the number of students served by age.

| State | Age | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---------|--------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | 10 years old | 0 | . | . | . | . |
| GEORGIA | 11 years old | 1 | . | . | . | . |
| GEORGIA | 12 years old | 12 | . | . | . | . |
| GEORGIA | 13 years old | 33 | . | . | . | . |
| GEORGIA | 14 years old | 43 | . | . | . | . |
| GEORGIA | 15 years old | 53 | . | . | . | . |
| GEORGIA | 16 years old | 49 | . | . | . | . |
| GEORGIA | 17 years old | 26 | . | . | . | . |
| GEORGIA | 18 years old | 3 | . | . | . | . |
| GEORGIA | 19 years old | 0 | . | . | . | . |
| GEORGIA | 20 years old | 0 | . | . | . | . |
| GEORGIA | 21 years old | 0 | . | . | . | . |
| GEORGIA | 3 through 5 | 0 | . | . | . | . |
| GEORGIA | 6 years old | 0 | . | . | . | . |
| GEORGIA | 7 years old | 0 | . | . | . | . |
| GEORGIA | 8 years old | 0 | . | . | . | . |
| GEORGIA | 9 years old | 0 | . | . | . | . |
| GEORGIA | Total | 220 | . | . | . | . |

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 |
|---------|---------------------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Enrolled in local district school | 125 | | | | |

| 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 |
|---------|-------------------------------------------------------------|---------------------------|---------------------------------------|-----------------------------|-----------------------------------------|-----------------------------|
| GEORGIA | Were accepted and/or enrolled into post-secondary education | S | S | | | |
| GEORGIA | Obtained high school diploma | S | S | | | |
| GEORGIA | Obtained employment | S | S | | | |
| GEORGIA | Enrolled in job training courses/programs | S | S | | | |
| GEORGIA | Enrolled in a GED program | S | S | | | |
| GEORGIA | Earned high school course credits | 30 | S | | | |
| GEORGIA | Earned a GED | S | S | | | |

| State | Outcomes | Juvenile Detention - 90 Days After Exit | Juvenile Corrections - In Fac | Juvenile Corrections - 90 Days After Exit | Other Programs - In Fac | Other Programs - 90 Days After Exit |
|---------|-------------------------------------------------------------|-----------------------------------------|-------------------------------|-------------------------------------------|-------------------------|-------------------------------------|
| GEORGIA | Were accepted and/or enrolled into post-secondary education | | | | | |
| GEORGIA | Obtained high school diploma | | | | | |
| GEORGIA | Obtained employment | | | | | |
| GEORGIA | Enrolled in job training courses/programs | | | | | |
| GEORGIA | Enrolled in a GED program | | | | | |
| GEORGIA | Earned high school course credits | | | | | |
| GEORGIA | 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 |
|---------|-----------------------------------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Up to one full grade | 8 | | | | |
| GEORGIA | More than one full grade | 10 | | | | |
| GEORGIA | Negative change | 10 | | | | |
| GEORGIA | No change | 12 | | | | |
| GEORGIA | Total | 40 | | | | |

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 |
|---------|-----------------------------------------------------------|------------------|--------------------|--------------------|----------------------|----------------|
| GEORGIA | Up to one full grade | S | | | | |
| GEORGIA | More than one full grade | S | | | | |
| GEORGIA | No change | 13 | | | | |
| GEORGIA | Negative change | 15 | | | | |
| GEORGIA | Total | 40 | | | | |

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 | \$11,284,143 |
| Safe and Healthy Students | \$6,568,959 |
| Effective Use of Technology | \$2,179,343 |

| 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 | 136 |
| Safe and Healthy Students | 125 |
| Effective Use of Technology | 115 |
| Any Content Area | 151 |

| 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). |
|----------------------------------------------------------------------------------------------------------------------------|
| 93 |

| 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) | . | 3 |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) | . | 0 |
| Improving Basic Programs Operated by LEAs (Title I, Part A) | . | 76 |
| 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) | . | 4 |
| Student Support and Enrichment Grants (Title IV, Part A) | 74 | 7 |
| Supporting Effective Instruction (Title II, Part A) | 68 | 8 |

| 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) | . | \$104,588 |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) | . | \$0 |
| Improving Basic Programs Operated by LEAs (Title I, Part A) | . | \$10,977,409 |
| 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) | . | \$686,648 |
| Student Support and Enrichment Grants (Title IV, Part A) | \$5,877,156 | \$468,561 |
| Supporting Effective Instruction (Title II, Part A) | \$7,128,472 | \$768,422 |

| 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 | 107 |
| Activities authorized under Part A of Title II | 34 |
| Activities authorized under Title III | 11 |
| Activities authorized under Part A of Title IV | 27 |
| Parental involvement activities | 14 |

| 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

The Georgia Department of Education’s (GaDOE) strategic plan outlines nine strategic goals to ensure that each Georgia student is afforded a high quality and holistic public education. The Rural and Low-Income Schools Program (RLIS) aligns with and supports strategic goals 1, 2, 3, 6 and 7 as described in Georgia’s Strategic Plan, and as listed below, in order to support the academic goals of both the state as a whole and LEAs. LEAs develop their individual goals based upon needs identified through Georgia’s Systems of Continuous Improvement framework. LEAs’ progress is determined based on their schools meeting established performance indicators, which are assessed annually through state-administered assessments and local performance assessments. The strategic goals that align with the RLIS program are: "Revise/develop and implement viable academic standards that engage learners with essential knowledge, skills, and enduring concepts; "Increase the percentage of K-5 students with a strong knowledge of foundational skills and concepts; "Increase the percentage of high school graduates who are college and / or career ready; "Increase LEA, leader, and teacher effectiveness through high-quality service and support; and "Increase the number of schools with a safe, healthy, and positive learning climate.

RLIS Eligible LEA CCRPI Score Distribution

The College and Career Ready Performance Index (CCRPI) is Georgia’s annual tool for measuring how well its schools, districts, and the state itself are preparing students for the next educational level. It provides a comprehensive roadmap to help educators, parents, and community members promote and improve college and career readiness for all students. The CCRPI includes five main components each scored on a scale of 0 to 100: Achievement, Progress, Closing Gaps, Readiness, and Graduation Rate (high school only). These components, encompassing multiple indicators, are combined for a total CCRPI score on a scale of 0 to 100.

| CCRPI Score Range | FY19 (114 RLIS LEAs) | FY18 (111 RLIS LEAs) | 90-100 | 0 |
|-------------------|----------------------|----------------------|----------|----|
| 0 80-89 | 12 | 8 | 70-79 | 51 |
| 47 60-69 | 42 | 39 | Below 60 | 9 |

17 Sources: CCRPI District Score Report (FY18, 111 RLIS LEAs); CCRPI District Score Report (FY19, 114 RLIS LEAs) The state average CCRPI score in FY19 was 75.9 and the average for the 114 RLIS districts was 71.04. In FY18, the state average score was 76.6 and was 69.15 for the 111 RLIS districts. Overall, RLIS LEAs are showing improvement with more school districts moving up in the CCRPI score range. On March 27, 2020, the United States Department of Education approved Georgia's request to waive statewide assessment, accountability and reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-2020 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). Therefore, there are no 2020 CCRPI reports.

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>The Georgia Department of Education (GaDOE) provides continual training, professional development and support to Rural and Low-Income Schools Program (RLIS) grant recipients throughout each fiscal year. In addition to providing individualized face-to-face training at the request of local educational agencies (LEAs), GaDOE provides targeted training at statewide conferences, including the Georgia Compensatory Educational Leaders annual conference, and regional meetings. Furthermore, GaDOE provided periodic online trainings on topics such as completing the annual evaluation, monitoring requirements, development of a comprehensive needs assessment, and more. Moreover, training materials are available via the website, the federal programs handbook, and other disseminated print materials. The RLIS Program Specialist works with RLIS grantees on an ongoing basis via email, telephone, and face to face meetings to provide individualized technical assistance to districts. Since March 2020, the GaDOE has provided additional webinars and technical assistance meeting via online platforms due to the COVID-19 pandemic.</p> |

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

| Comments |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The Georgia Department of Education (GaDOE) awards the Rural and Low-Income Schools grant funds on a formula basis based on the number of students in average daily attendance served by eligible LEAs in the State.</p> |

2.8.5 RLIS State Administrative Funds

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

| Question | Percentage |
|-------------------------------------------------------------------------------------------------------------------------|------------|
| What percentage of the RLIS grant funds were retained for State-level administration? | 5 |
| What percentage of those funds retained for State-level administration were used specifically for technical assistance? | 30 |

| 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 |
|---------------------------------------------------------|
| The requested information has been submitted via email. |

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. |
|---------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| GEORGIA | 0 | 0 |