

CONSOLIDATED STATE PERFORMANCE REPORT PART II

SCHOOL YEAR 2019-2020

KENTUCKY



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
KENTUCKY	All students	S	48999	91.1
KENTUCKY	American Indian or Alaska Native	S	61	90
KENTUCKY	Asian	S	941	94
KENTUCKY	Native Hawaiian or Other Pacific Islander	S	64	88
KENTUCKY	Black or African American	S	5618	83.3
KENTUCKY	Hispanic or Latino	S	3285	84.4
KENTUCKY	White	S	37583	92.8
KENTUCKY	Two or more races	S	1445	89
KENTUCKY	Children with Disabilities (IDEA)	S	4409	78.0
KENTUCKY	English Learners	S	1708	74
KENTUCKY	Economically disadvantaged students	S	25199	88.1
KENTUCKY	Children who are homeless	S	1291	85
KENTUCKY	Children in foster care	S	S	S

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
KENTUCKY	All students	24021	22455	S	S
KENTUCKY	American Indian or Alaska Native	47	41	S	S
KENTUCKY	Asian	485	346	S	S
KENTUCKY	Native Hawaiian or Other Pacific Islander	25	25	S	S
KENTUCKY	Black or African American	2122	2725	S	S
KENTUCKY	Hispanic or Latino	1793	3262	S	S
KENTUCKY	White	18545	15808	S	S
KENTUCKY	Two or more races	1004	248	S	S
KENTUCKY	Female	13727	9234	S	S
KENTUCKY	Male	10294	13221	S	S
KENTUCKY	Children with Disabilities (IDEA)	619	2789	S	S
KENTUCKY	English Learners	236	540	S	S
KENTUCKY	Economically disadvantaged students	10028	13978	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
KENTUCKY	Children with disabilities (IDEA)	81381
KENTUCKY	English learners	26915
KENTUCKY	Homeless students	16838
KENTUCKY	Migrant students	2926

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
KENTUCKY	American Indian or Alaska Native	582
KENTUCKY	Asian	6306
KENTUCKY	Black or African American	53533
KENTUCKY	Hispanic or Latino	38125
KENTUCKY	Native Hawaiian or Other Pacific Islander	725
KENTUCKY	Total	466553
KENTUCKY	Two or more races	21113
KENTUCKY	White	346169

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
KENTUCKY	Age 3 through 5 (Not Kindergarten)	21614	0	0	34	21648
KENTUCKY	Age Birth through 2	1931	0	0	0	1931
KENTUCKY	Grade 1	45504	74	3	322	45903
KENTUCKY	Grade 10	19405	0	111	45	19561
KENTUCKY	Grade 11	17986	0	68	26	18080
KENTUCKY	Grade 12	17102	0	60	35	17197
KENTUCKY	Grade 2	39855	97	12	393	40357
KENTUCKY	Grade 3	43043	74	19	332	43468
KENTUCKY	Grade 4	43399	74	28	317	43818
KENTUCKY	Grade 5	45523	71	24	333	45951
KENTUCKY	Grade 6	36848	33	66	218	37165
KENTUCKY	Grade 7	34880	28	68	152	35128
KENTUCKY	Grade 8	33334	17	71	148	33570
KENTUCKY	Grade 9	20700	0	147	33	20880
KENTUCKY	Kindergarten	44708	37	2	304	45051
KENTUCKY	Total	466048	505	686	2692	469931
KENTUCKY	Ungraded	216	0	7	0	223

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
The EDEN reports are extracted from our database, MIS2000. The EDEN reports were extracted using a snapshot of the database on 11-16-2020. After extracting this snapshot and comparing data using the "data check sheet" provided by OME and comparing the 121 and 122 reports with the MSIX child reconciliation reports, the migrant state director noticed some discrepancies with the child count numbers. The state director and migrant consultant resolved the differences. The EDEN reports were rerun with a new snapshot of the database taken on 12-14-2020. These are described in more detail when we discuss MSIX. We also cross-reference the migrant data in MIS2000 with our state student information system, Infinite Campus, at least twice a year. Kentucky does not currently have any concerns about the accuracy of the reported child counts.

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
KENTUCKY	Age 3 through 5 (Not Kindergarten)	726
KENTUCKY	Kindergarten	425
KENTUCKY	Grade 1	392
KENTUCKY	Grade 2	363
KENTUCKY	Grade 3	348
KENTUCKY	Grade 4	347
KENTUCKY	Grade 5	362
KENTUCKY	Grade 6	358
KENTUCKY	Grade 7	329
KENTUCKY	Grade 8	288
KENTUCKY	Grade 9	371
KENTUCKY	Grade 10	267
KENTUCKY	Grade 11	178
KENTUCKY	Grade 12	143
KENTUCKY	Ungraded	1
KENTUCKY	Out of school	683
KENTUCKY	Total	5581

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
Kentucky currently does not have increases or decreases greater than 10% from previous year reported for Category 1.

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
KENTUCKY	Age Birth through 2	266

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
KENTUCKY	Age 3 through 5 (Not Kindergarten)	486
KENTUCKY	Kindergarten	324
KENTUCKY	Grade 1	273
KENTUCKY	Grade 2	254
KENTUCKY	Grade 3	235
KENTUCKY	Grade 4	248
KENTUCKY	Grade 5	243
KENTUCKY	Grade 6	271
KENTUCKY	Grade 7	234
KENTUCKY	Grade 8	203
KENTUCKY	Grade 9	281
KENTUCKY	Grade 10	174
KENTUCKY	Grade 11	100
KENTUCKY	Grade 12	2
KENTUCKY	Out of school	203
KENTUCKY	Ungraded	1
KENTUCKY	Total	3532

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
Kentucky currently does not have increases or decreases greater than 10% from previous year reported for Category 2.

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
KENTUCKY	Age Birth through 2	74

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

Kentucky generates the CAT1 and CAT2 reports for CSPR using MIS2000. Once a query is run, the database can filter out any child who did not meet specified criteria during the child count period. The CAT1 report uses the start and end dates of 9/1/19 through 8/31/20 to determine the number of eligible students with an approved Certificate of Eligibility (COE) in our database. The report asks that the QAD be within three years of the start date; the 3rd birthday is less than the withdraw and end date; the 22nd birthday is greater than the funding and end date; and the termination, funding, withdrawal, residency, and QAD dates are between the start and end dates. If a student graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period, they would not be counted in the subsequent performance period's child count. Students who turn three during the performance period are counted in the "Under 3" category unless they have an MEP-provided service recorded during the performance period after their third birthday, have a verification date, residency date, or enrollment date after their third birthday. Only then are they counted in the 3to5 not K category. We also drafted a new policy in Kentucky that once a student turns three, the advocate completes an individual withdrawal form and indicates a withdrawal date and a verification date that the child was seen in the district after their third birthdate. Since the COVID pandemic started, this withdrawal form has still been completed. The process was adjusted so that recruiters could verify that the three-year-old still resided in the district via a phone call as opposed to them being seen. In Category 2, using a MIS2000 report, the summer/intersession count is generated by using 9/1/19 to 8/31/20 as the start and end dates, with the "End of Regular Year" as of 6/01/20. Students served after 6/1/20 could be counted for Category 2 as long as they are recorded to indicate a child has attended at least one day of summer school or intersession. The child Category 2 count is a subset of the Category 1 count. The report asks that the QAD be within three years (36 months) of the start date; the 3rd birthday is less than the withdraw and end date; the 22nd birthday is greater than the funding and end date; and that the termination, funding, withdrawal, residency and QAD dates are between the start and end dates. As a result, the report is designed to locate all children whose eligibility ended before the start dates of summer or intersession services, and these are not included in Category 2. Summer school is indicated by "S" being placed in the enrollment type, and intersession is indicated by an "I" being placed in the enrollment type. These students are recipients of MEP-funded services. To assure students are counted once per category/age/grade, every child is assigned a unique identification number. Each student receives a unique number every time an electronic Certificate of Eligibility has been created. Then the clerks will check to see if the student has enrolled in a Kentucky school previously. The clerk then determines if the student is already in the database or needs a new identification number. If the duplicate counts are not found during this process, the state director will run a monthly report generated from MIS2000 of possible duplicate students and will merge those students' records. We also check MSIX mergers and ensure the two Kentucky IDs are merged in the state database. This is explained further below. To verify that all children resided in the state at least one day during the performance period, a verification signature, or a new COE for children with a QAD during the performance period, is collected on all children included in the CAT1 count. Any students whose residence in the district cannot be verified either directly from the MEP staff or by a reliable source (school personnel, landlord, or employer) has their enrollment line removed from the database. Verification signatures are collected on a verification tab on the electronic certificate of eligibility (eCOE). The verification dates are also collected and verified to ensure the child was there during the performance period. If the family still resides within the district during the remaining three years of eligibility, a parent's signature is obtained on the verification tab. Due to COVID-19, we did not require verification signatures, but the recruiter had to make sure either by school staff or driving by the student's house that they still resided in the district after September 1. The clerks run verification reports to ensure all students have a verification ID before December 15 of the current year. The students' names from the COEs and the parents' signatures are matched with the unduplicated list of students used for the child count to validate residence within Kentucky. The regional data clerks send current enrollment reports (including birthdays and grades) to migrant district personnel to review every month. The advocates in the district can also pull the current enrollment reports from our MIS200 web app. If a student on the report has moved, graduated, obtained a GED, or died, the district withdraws the student and documents the graduation, death, or moving date. Districts are also expected to complete a needs assessment within two weeks of a child turning three or starting a new enrollment. Districts receive a monthly report showing students' grade/age and if they have a completed needs assessment. Kentucky ensures that all three-year-old students have a completed needs assessment and a verified residency date to ensure they were in the district one day after their third birthdate. Once a student has been entered into MIS2000, an on-going procedure is used to eliminate any duplicates. Every records clerk runs a "Potential Duplicate Student" report quarterly, and the KDE migrant consultant runs the report monthly. The PDS report looks at matching birthdates, close birthdates, birthdates and last or first name, first name of potentially adopted duplicates, and the same student number. If the clerk finds duplicate students, an email is sent to the state director for the records to be merged. The student number to be retained is identified (usually the oldest). If the state director cannot determine which student number to keep, the local migrant projects are consulted and the determination is made from there. Kentucky is confident that unique identification numbers are assigned for each child. The MIS2000 child counts determine this from selected factors, such as birthplace, parents' names, and student names, and the child will be counted one time for funding purposes. MSIX also helps to determine potential duplicate students. We also merge KY IDs that are found in MSIX. We have a similar process in which the data administrator will send the KDE consultant/state director the two IDs, and they are merged. The state director determines merges for migrant students in MSIX and combines any duplicate students in the MIS2000 database. Kentucky's LEAs use Infinite Campus, a state student information system, to capture all student-level data. Kentucky has generated a list of migrant students from Infinite Campus and added their MIS2000 IDs within the program participation section. Migrant student IDs have been stored in Infinite Campus for a number of years, indicating the year(s) student are served in the migrant program. This has improved the identification of migrant students for state reporting. Quarterly data checks are performed to compare Infinite Campus to MIS2000.

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

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

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
<p>MSIX helps to determine potential duplicate students. The state consultants and regional staff will determine which records should be merged in MSIX, and if necessary, updates to the MIS2000 database are conducted. Kentucky desires to ensure that our migrant child counts are accurate; therefore, when two records are merged from Kentucky in MSIX, we also ensure the records are merged in the MIS2000 database. Recently, Kentucky has used the Child Count Reconciliation reports to ensure that our migrant counts in CSPR are accurate and accounted for in MSIX. The state director used this report to compare the students recorded in CSPR and those in MSIX to locate discrepancies. This process began early this summer. Kentucky's migrant consultants generated the Child Count Reconciliation report and compared the data with the 121 report. The MSIX numbers were added to the 121 report to allow for a more precise way to compare the data. A spreadsheet was used to compare the numbers of students in the 121 report that did not appear in the MSIX report and vice versa. Then the state consultants worked together to figure out why the students in the 121 report did not appear in MSIX. While reviewing this data, there were a few reasons identified for the discrepancies between the two data reports. One reason was that recruiters and advocates neglected to complete the P3 verifications on the individual withdrawal forms, which was a new process introduced in the 2018-2019 year. The migrant state consultants made sure to provide additional training at their annual training in November to ensure everyone across the state understood the importance of documenting the three-year-old children once they turn three. Another issue identified was in regards to the "Graduation Date" on the Transition Ready Form. This form is completed by the advocates in the Web App documenting that the student goals are being met to ensure college or career readiness. The student's graduation date, when applicable, must be documented on this form. This date was being completed for all students for the current year regardless of student grade or graduation status. The migrant state consultants noticed this as an issue as the system would indicate a kindergarten student graduated if the advocate did not put the correct projected graduation date. To ensure no further issues, SEA worked with MIS2000 to ensure that the graduation date is prepopulated from Infinite Campus, which is the authoritative source for this data as opposed to manual entry of the date into MIS2000. The last issue identified in the review of the Child Count Reconciliation involved withdrawal dates. Some advocates would put a withdrawal date after the end of eligibility, and therefore the student wouldn't qualify in MSIX. Migrant state consultants provided additional training to advocates and recruiters, instructing entry of end of eligibility (EOE) date as the withdrawal date. If the student turns 22, then use the day before their birthdate as their withdrawal date. When comparing the MSIX child count to the 121 report, it was determined that the numbers were higher in MSIX because MSIX would count more recent COEs if the QAD matched the performance period for 2019-2020. Those students may not be counted in the 121 report depending upon when the reports were generated. To resolve this issue, the reports were generated on the exact same day with the same date range. Always keep in mind when working with live databases that the data may be slightly off if the date ranges do not match. All staff were instructed to upload and complete all COEs by December 15 to ensure that most recent data is used for CSPR. In December 2020, we ran the 122 report and compared it with the MSIX Child Count Reconciliation report for the summer. The state migrant consultants reviewed the data to determine any discrepancies. It was identified during this review that some students marked as "S" did not have any summer services. The counties with the most discrepancies were identified so technical assistance could be provided. Every summer student record was reviewed for accuracy. All students not counted in the MSIX report were reviewed to determine why they were not included in reporting. Once these issues were resolved, the CSPR 122 report was re-generated for accurate numbers.</p>

Data Quality Comments

2.4.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	120
The number of eligibility determinations sampled for which a re-interview was completed.	67
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	67

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

Comments
Kentucky completed re-interviews after ESEA on May 21-24, 2018, with an independent contractor.

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments

Not applicable.

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

Comments
<p>The KY MEP 2019-2020 internal re-interview occurred at each of the four regions throughout the performance period of September 1, 2019 to August 31, 2020. A total of 67 re-interviews were conducted from a region-wide sample of randomly selected migrant children. After reviewing all the completed forms and clarifying information provided by the region, a review panel determined that only 66 children in the sample were eligible. During the initial re-interview, the committee determined that one student sample was from a family with four children that did not qualify because the work reported was "hauling hay" for horses. After further discussion with the Office of Migrant Education, the state director and regional coordinators, the initial determination of not qualifying was changed. It was determined that the families work of "hauling hay" is a qualifying work type; therefore, the child was eligible to be included in the sample, and therefore all 67 children in the sample were eligible. During the review, the panel found a few COE quality control issues. Although these issues did not affect the eligibility of any child in the sample, some documentation must be corrected to demonstrate what the panel found. The panel and migrant staff provided recommendations for improving quality control to the regional MEP. These suggestions were then discussed with each region and during our annual training. Migrant state consultants shared that "hay" should be considered a seasonal activity from May to October unless the worker is "feeding animals hay"; in that situation, the qualifying activity would be regarded as temporary employment.</p>

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

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

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
KENTUCKY	Age 3 through 5 (Not Kindergarten)	23
KENTUCKY	Kindergarten	180
KENTUCKY	Grade 1	195
KENTUCKY	Grade 2	189
KENTUCKY	Grade 3	172
KENTUCKY	Grade 4	168
KENTUCKY	Grade 5	145
KENTUCKY	Grade 6	139
KENTUCKY	Grade 7	131
KENTUCKY	Grade 8	106
KENTUCKY	Grade 9	185
KENTUCKY	Grade 10	102
KENTUCKY	Grade 11	44
KENTUCKY	Grade 12	45
KENTUCKY	Out of school	.
KENTUCKY	Ungraded	1
KENTUCKY	Total	1825

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
KENTUCKY	Age Birth through 2	.
KENTUCKY	Age 3 through 5 (Not Kindergarten)	41
KENTUCKY	Kindergarten	43
KENTUCKY	Grade 1	62
KENTUCKY	Grade 2	43
KENTUCKY	Grade 3	43
KENTUCKY	Grade 4	45
KENTUCKY	Grade 5	55
KENTUCKY	Grade 6	41
KENTUCKY	Grade 7	30
KENTUCKY	Grade 8	35
KENTUCKY	Grade 9	34
KENTUCKY	Grade 10	12
KENTUCKY	Grade 11	16
KENTUCKY	Grade 12	7
KENTUCKY	Out of school	.
KENTUCKY	Ungraded	.
KENTUCKY	Total	507

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
KENTUCKY	Age Birth through 2	129
KENTUCKY	Age 3 through 5 (Not Kindergarten)	177
KENTUCKY	Kindergarten	107
KENTUCKY	Grade 1	89
KENTUCKY	Grade 2	99
KENTUCKY	Grade 3	75
KENTUCKY	Grade 4	87
KENTUCKY	Grade 5	78
KENTUCKY	Grade 6	76
KENTUCKY	Grade 7	70
KENTUCKY	Grade 8	62
KENTUCKY	Grade 9	80
KENTUCKY	Grade 10	60
KENTUCKY	Grade 11	36
KENTUCKY	Grade 12	13
KENTUCKY	Out of school	242
KENTUCKY	Ungraded	1
KENTUCKY	Total	1481

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
KENTUCKY	Grade 7	0
KENTUCKY	Grade 8	2
KENTUCKY	Grade 9	1
KENTUCKY	Grade 10	6
KENTUCKY	Grade 11	7
KENTUCKY	Grade 12	3
KENTUCKY	Ungraded	.
KENTUCKY	Total	19

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

FAQ on Services:

What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. “Services” are those educational or educationally related activities that: (1) directly benefit a migratory child; (2) address a need of a migratory child consistent with the SEA’s comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State’s performance targets/annual measurable objectives. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
KENTUCKY	Age Birth through 2	204
KENTUCKY	Age 3 through 5 (Not Kindergarten)	699
KENTUCKY	Kindergarten	418
KENTUCKY	Grade 1	376
KENTUCKY	Grade 2	352
KENTUCKY	Grade 3	338
KENTUCKY	Grade 4	342
KENTUCKY	Grade 5	350
KENTUCKY	Grade 6	349
KENTUCKY	Grade 7	319
KENTUCKY	Grade 8	279
KENTUCKY	Grade 9	357
KENTUCKY	Grade 10	259
KENTUCKY	Grade 11	169
KENTUCKY	Grade 12	137
KENTUCKY	Ungraded	1
KENTUCKY	Out of school	631
KENTUCKY	Total	5580

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
KENTUCKY	Age 3 through 5 (Not Kindergarten)	7
KENTUCKY	Kindergarten	116
KENTUCKY	Grade 1	99
KENTUCKY	Grade 2	94
KENTUCKY	Grade 3	100
KENTUCKY	Grade 4	102
KENTUCKY	Grade 5	95
KENTUCKY	Grade 6	97
KENTUCKY	Grade 7	97
KENTUCKY	Grade 8	67
KENTUCKY	Grade 9	71
KENTUCKY	Grade 10	35
KENTUCKY	Grade 11	12
KENTUCKY	Grade 12	12
KENTUCKY	Ungraded	0
KENTUCKY	Out of school	0
KENTUCKY	Total	1004

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

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
KENTUCKY	Age Birth through 2	38
KENTUCKY	Age 3 through 5 (Not Kindergarten)	265
KENTUCKY	Kindergarten	173
KENTUCKY	Grade 1	161
KENTUCKY	Grade 2	161
KENTUCKY	Grade 3	143
KENTUCKY	Grade 4	154
KENTUCKY	Grade 5	162
KENTUCKY	Grade 6	152
KENTUCKY	Grade 7	139
KENTUCKY	Grade 8	121
KENTUCKY	Grade 9	132
KENTUCKY	Grade 10	89
KENTUCKY	Grade 11	61
KENTUCKY	Grade 12	15
KENTUCKY	Ungraded	1
KENTUCKY	Out of school	92
KENTUCKY	Total	2059

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
KENTUCKY	Age 3 through 5 (Not Kindergarten)	186	123	.
KENTUCKY	Age Birth through 2	12	25	.
KENTUCKY	Grade 1	157	112	.
KENTUCKY	Grade 10	76	66	.
KENTUCKY	Grade 11	57	44	.
KENTUCKY	Grade 12	11	9	1
KENTUCKY	Grade 2	138	131	.
KENTUCKY	Grade 3	128	120	.
KENTUCKY	Grade 4	128	120	.
KENTUCKY	Grade 5	156	104	.
KENTUCKY	Grade 6	143	96	.
KENTUCKY	Grade 7	131	95	.
KENTUCKY	Grade 8	113	100	.
KENTUCKY	Grade 9	118	95	.
KENTUCKY	Kindergarten	169	121	.
KENTUCKY	Out of school	89	37	.
KENTUCKY	Total	1813	1399	1
KENTUCKY	Ungraded	1	1	.

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
KENTUCKY	Age 3 through 5 (Not Kindergarten)	694	562
KENTUCKY	Age Birth through 2	204	139
KENTUCKY	Grade 1	374	308
KENTUCKY	Grade 10	259	215
KENTUCKY	Grade 11	169	141
KENTUCKY	Grade 12	136	101
KENTUCKY	Grade 2	351	293
KENTUCKY	Grade 3	338	275
KENTUCKY	Grade 4	340	292
KENTUCKY	Grade 5	350	293
KENTUCKY	Grade 6	349	307
KENTUCKY	Grade 7	319	290
KENTUCKY	Grade 8	279	244
KENTUCKY	Grade 9	357	317
KENTUCKY	Kindergarten	416	361
KENTUCKY	Out of school	628	298
KENTUCKY	Total	5564	4437
KENTUCKY	Ungraded	1	1

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
KENTUCKY	557	4973

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

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

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

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.5.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	6	79
Juvenile corrections	31	88
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	37	.

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	6
Juvenile corrections	31
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	37

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
KENTUCKY	Total Long-Term Students Served	0	0	876	22	0
KENTUCKY	Total Unduplicated Students Served	0	0	1733	56	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KENTUCKY	Children with one or more disabilities (IDEA)	0	0	471	0	0
KENTUCKY	English learner	0	0	24	0	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KENTUCKY	American Indian or Alaska Native	0	0	2	0	0
KENTUCKY	Asian	0	0	8	0	0
KENTUCKY	Black or African American	0	0	388	40	0
KENTUCKY	Hispanic or Latino	0	0	90	0	0
KENTUCKY	Native Hawaiian or Other Pacific	0	0	2	0	0
KENTUCKY	Total	0	0	1733	56	0
KENTUCKY	Two or more races	0	0	106	2	0
KENTUCKY	White	0	0	1137	14	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KENTUCKY	Female	0	0	344	0	0
KENTUCKY	Male	0	0	1389	56	0
KENTUCKY	Total	0	0	1733	56	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KENTUCKY	10 years old	0	0	2	0	0
KENTUCKY	11 years old	0	0	3	0	0
KENTUCKY	12 years old	0	0	41	0	0
KENTUCKY	13 years old	0	0	101	0	0
KENTUCKY	14 years old	0	0	199	0	0
KENTUCKY	15 years old	0	0	294	0	0
KENTUCKY	16 years old	0	0	407	0	0
KENTUCKY	17 years old	0	0	459	0	0
KENTUCKY	18 years old	0	0	203	2	0
KENTUCKY	19 years old	0	0	21	14	0
KENTUCKY	20 years old	0	0	3	34	0
KENTUCKY	21 years old	0	0	0	6	0
KENTUCKY	3 through 5	0	0	0	0	0
KENTUCKY	6 years old	0	0	0	0	0
KENTUCKY	7 years old	0	0	0	0	0
KENTUCKY	8 years old	0	0	0	0	0
KENTUCKY	9 years old	0	0	0	0	0
KENTUCKY	Total	0	0	1733	56	0

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
KENTUCKY	Enrolled in local district school			562	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
KENTUCKY	Were accepted and/or enrolled into post-secondary education					21
KENTUCKY	Obtained high school diploma					137
KENTUCKY	Obtained employment					145
KENTUCKY	Enrolled in job training courses/programs					86
KENTUCKY	Enrolled in a GED program					48
KENTUCKY	Earned high school course credits					1188
KENTUCKY	Earned a GED					15

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
KENTUCKY	Were accepted and/or enrolled into post-secondary education	15	S	S		
KENTUCKY	Obtained high school diploma	33	S	S		
KENTUCKY	Obtained employment	113	S	S		
KENTUCKY	Enrolled in job training courses/programs	29	S	S		
KENTUCKY	Enrolled in a GED program	34	55	S		
KENTUCKY	Earned high school course credits	351	S	S		
KENTUCKY	Earned a GED	5	5	S		

2.5.2 Academic Performance – Subpart 1

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

2.5.2.1 Academic Performance in Reading – Subpart 1

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

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

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
KENTUCKY	Negative change			97	S	
KENTUCKY	Up to one full grade			128	4	
KENTUCKY	More than one full grade			138	S	
KENTUCKY	No Change			180	S	
KENTUCKY	Total			543	8	

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
KENTUCKY	Negative change			97	S	
KENTUCKY	Up to one full grade			128	4	
KENTUCKY	More than one full grade			138	S	
KENTUCKY	No Change			180	S	
KENTUCKY	Total			543	8	

2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.5.3.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	1	5
Juvenile corrections	16	118
Juvenile detention	8	16
Neglected programs	0	0
Other programs	0	0
Total	25	.

FAQ on average length of stay:

How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

Data Quality Comments

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	1
Juvenile corrections	16
Juvenile detention	8
Neglected programs	0
Other programs	0
Total	25

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
KENTUCKY	Total Long-Term Students Served	15	.	60	582	.
KENTUCKY	Total Unduplicated Students Served	38	.	1688	1916	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
KENTUCKY	Children with one or more disabilities (IDEA)	9	.	419	540	.
KENTUCKY	English learner	0	.	161	7	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
KENTUCKY	American Indian or Alaska Native	0	.	3	5	.
KENTUCKY	Asian	0	.	5	1	.
KENTUCKY	Black or African American	10	.	540	247	.
KENTUCKY	Hispanic or Latino	1	.	94	65	.
KENTUCKY	Native Hawaiian or Other Pacific	0	.	2	7	.
KENTUCKY	Total	38	.	1688	1916	.
KENTUCKY	Two or more races	0	.	97	96	.
KENTUCKY	White	27	.	947	1495	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
KENTUCKY	Female	20	.	404	714	.
KENTUCKY	Male	18	.	1284	1202	.
KENTUCKY	Total	38	.	1688	1916	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
KENTUCKY	10 years old	0	.	0	86	.
KENTUCKY	11 years old	0	.	1	87	.
KENTUCKY	12 years old	1	.	15	127	.
KENTUCKY	13 years old	2	.	54	177	.
KENTUCKY	14 years old	4	.	129	221	.
KENTUCKY	15 years old	5	.	266	318	.
KENTUCKY	16 years old	8	.	401	305	.
KENTUCKY	17 years old	18	.	608	313	.
KENTUCKY	18 years old	0	.	208	77	.
KENTUCKY	19 years old	0	.	6	8	.
KENTUCKY	20 years old	0	.	0	0	.
KENTUCKY	21 years old	0	.	0	0	.
KENTUCKY	3 through 5	0	.	0	11	.
KENTUCKY	6 years old	0	.	0	23	.
KENTUCKY	7 years old	0	.	0	41	.
KENTUCKY	8 years old	0	.	0	47	.
KENTUCKY	9 years old	0	.	0	75	.
KENTUCKY	Total	38	.	1688	1916	.

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
KENTUCKY	Enrolled in local district school	4		831	798	

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
KENTUCKY	Were accepted and/or enrolled into post-secondary education	S	S			4
KENTUCKY	Obtained high school diploma	7	S			15
KENTUCKY	Obtained employment	S	5			7
KENTUCKY	Enrolled in job training courses/programs	S	S			5
KENTUCKY	Enrolled in a GED program	S	S			6
KENTUCKY	Earned high school course credits	30	S			232
KENTUCKY	Earned a GED	S	S			S

State	Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
KENTUCKY	Were accepted and/or enrolled into post-secondary education	4	20	12		
KENTUCKY	Obtained high school diploma	17	44	19		
KENTUCKY	Obtained employment	12	16	20		
KENTUCKY	Enrolled in job training courses/programs	5	5	4		
KENTUCKY	Enrolled in a GED program	3	S	7		
KENTUCKY	Earned high school course credits	393	610	397		
KENTUCKY	Earned a GED	S	9	3		

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
KENTUCKY	Up to one full grade	S		6	174	
KENTUCKY	More than one full grade	S		9	101	
KENTUCKY	Negative change	S		10	70	
KENTUCKY	No change	S		26	104	
KENTUCKY	Total	S		51	449	

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
KENTUCKY	Up to one full grade	S		5	172	
KENTUCKY	More than one full grade	S		8	104	
KENTUCKY	Negative change	S		13	66	
KENTUCKY	No change	S		25	101	
KENTUCKY	Total	S		51	443	

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	\$3,887,666
Safe and Healthy Students	\$4,990,703
Effective Use of Technology	\$1,330,889

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	142
Safe and Healthy Students	145
Effective Use of Technology	107
Any Content Area	162

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).
57

Data Quality Comments

2.7.3 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	52
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)	.	3
Student Support and Enrichment Grants (Title IV, Part A)	13	1
Supporting Effective Instruction (Title II, Part A)	44	1

Data Quality Comments

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

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$5,931,827
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)	.	\$141,568
Student Support and Enrichment Grants (Title IV, Part A)	\$543,547	\$543,547
Supporting Effective Instruction (Title II, Part A)	\$5,762,568	\$5,762,568

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	97
Activities authorized under Part A of Title II	42
Activities authorized under Title III	9
Activities authorized under Part A of Title IV	35
Parental involvement activities	10

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

Kentucky is working to make progress on meeting the state plan's objectives by helping rural districts use federal resources effectively to improve instruction and achievement of students. Formula grants are awarded to eligible districts, and the local education agency (LEA) submits an application based on the comprehensive needs assessment to the state education agency (SEA). This application is a part of a consolidated application that contains multiple federal programs. That application is reviewed by a member of the SEA staff for accuracy and allowable expenses. The SEA has developed and is beginning to implement a technical assistance process to provide guidance to the LEAs with the highest risk assessment scores that receive RLIS funding. The purpose of this effort will be to help guide districts with more effectively targeting RLIS funds.

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
The Kentucky Department of Education (KDE) provides regular technical assistance to local education agencies (LEAs) through phone, e-mail, and face to face assistance. Face to face assistance occurs at trainings and meetings, as well as cooperative and regional training throughout the state. KDE also works with LEAs through the consolidated application to administer this funding to align with other federal, state, and local programs. On site monitoring also occurs during the annual state consolidated monitoring process. Additionally, KDE is in the beginning stages of implementing a process that targets the districts with the highest risk assessment scores for tiered technical assistance. KDE will target the highest scoring grantees with technical assistance concerning the best use of Rural Low Income funds. Technical assistance will be provided through various methods, such as webinars, newsletters, and in person meetings, to support the targeted districts.

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
Kentucky awards formula grants to qualifying districts that meet federal eligibility requirements and is based on average daily attendance.

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?	1
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	25

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
File will be emailed to OESE.CSPR@ed.gov

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.
KENTUCKY	0	0