

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

MICHIGAN



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

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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
MICHIGAN	All students	S	118284	82.1
MICHIGAN	American Indian or Alaska Native	S	795	74
MICHIGAN	Asian	S	4155	93.4
MICHIGAN	Native Hawaiian or Other Pacific Islander	S	107	78
MICHIGAN	Black or African American	S	20049	70.4
MICHIGAN	Hispanic or Latino	S	8881	75.5
MICHIGAN	White	S	80598	85.4
MICHIGAN	Two or more races	S	3699	76.8
MICHIGAN	Children with Disabilities (IDEA)	S	13828	59.3
MICHIGAN	English Learners	S	6136	73.7
MICHIGAN	Economically disadvantaged students	S	55947	71.7
MICHIGAN	Children in foster care	S	594	40
MICHIGAN	Children who are homeless	S	3162	60.0

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
MICHIGAN	All students	65360	S	34700	S
MICHIGAN	American Indian or Alaska Native	306	S	297	S
MICHIGAN	Asian	3227	S	442	S
MICHIGAN	Native Hawaiian or Other Pacific Islander	53	S	35	S
MICHIGAN	Black or African American	8319	S	7026	S
MICHIGAN	Hispanic or Latino	3804	S	3170	S
MICHIGAN	White	47892	S	22641	S
MICHIGAN	Two or more races	1759	S	1089	S
MICHIGAN	Female	35987	S	14629	S
MICHIGAN	Male	29373	S	20071	S
MICHIGAN	Children with Disabilities (IDEA)	2991	S	5567	S
MICHIGAN	English Learners	2323	S	1764	S
MICHIGAN	Economically disadvantaged students	21082	S	19817	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
MICHIGAN	Children with disabilities (IDEA)	101479
MICHIGAN	English learners	69110
MICHIGAN	Homeless students	20329
MICHIGAN	Migrant students	1341

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
MICHIGAN	American Indian or Alaska Native	4806
MICHIGAN	Asian	13918
MICHIGAN	Black or African American	198364
MICHIGAN	Hispanic or Latino	68550
MICHIGAN	Native Hawaiian or Other Pacific Islander	543
MICHIGAN	Total	639055
MICHIGAN	Two or more races	29566
MICHIGAN	White	323308

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	10164	4	0	30	10198
MICHIGAN	Age Birth through 2	933	0	0	0	933
MICHIGAN	Grade 1	64973	4497	67	667	70204
MICHIGAN	Grade 10	22622	202	516	65	23405
MICHIGAN	Grade 11	19662	169	138	43	20012
MICHIGAN	Grade 12	19957	119	82	51	20209
MICHIGAN	Grade 2	63197	4390	64	632	68283
MICHIGAN	Grade 3	62498	4139	56	610	67303
MICHIGAN	Grade 4	61330	3616	54	540	65540
MICHIGAN	Grade 5	59666	3331	49	512	63558
MICHIGAN	Grade 6	44304	1810	73	350	46537
MICHIGAN	Grade 7	40994	1282	74	284	42634
MICHIGAN	Grade 8	40325	1251	135	239	41950
MICHIGAN	Grade 9	25758	445	176	121	26500
MICHIGAN	Kindergarten	73594	3770	56	613	78033
MICHIGAN	Total	610030	29025	1625	4827	645507
MICHIGAN	Ungraded	53	0	85	70	208

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
Child counts reported accurately reflect the data submitted by the Migrant Education Programs and Identification and Recruitment Centers to the SEA.

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	483
MICHIGAN	Kindergarten	254
MICHIGAN	Grade 1	269
MICHIGAN	Grade 2	280
MICHIGAN	Grade 3	267
MICHIGAN	Grade 4	231
MICHIGAN	Grade 5	245
MICHIGAN	Grade 6	247
MICHIGAN	Grade 7	230
MICHIGAN	Grade 8	235
MICHIGAN	Grade 9	216
MICHIGAN	Grade 10	206
MICHIGAN	Grade 11	151
MICHIGAN	Grade 12	74
MICHIGAN	Ungraded	1
MICHIGAN	Out of school	315
MICHIGAN	Total	3704

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
Michigan experienced a 12% decrease in the number of eligible migratory children in 2019-20. The primary issue in 2020 was the pandemic and its implications on movement, employment and recruiting.

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
MICHIGAN	Age Birth through 2	267

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	290
MICHIGAN	Kindergarten	125
MICHIGAN	Grade 1	149
MICHIGAN	Grade 2	166
MICHIGAN	Grade 3	152
MICHIGAN	Grade 4	143
MICHIGAN	Grade 5	139
MICHIGAN	Grade 6	144
MICHIGAN	Grade 7	123
MICHIGAN	Grade 8	140
MICHIGAN	Grade 9	106
MICHIGAN	Grade 10	99
MICHIGAN	Grade 11	78
MICHIGAN	Grade 12	3
MICHIGAN	Out of school	108
MICHIGAN	Ungraded	0
MICHIGAN	Total	1965

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
Michigan experienced a 16% decrease in the number of eligible migratory children in 2019-20. The primary issue in 2020 was the pandemic and its implications on movement, employment and recruiting. Additionally, summer migrant education programming was impacted by closures mandated at both the state and local levels. Michigan MEP worked hard to focus on virtual communication and the removal of barriers to identify needs and explore new ways to provide programming and meet the identified needs.

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
MICHIGAN	Age Birth through 2	83

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

Each local migrant program employs recruiters to survey the area within their school district boundaries to identify and recruit the children of new and returning migratory families. In areas of the state where there are no local migrant education programs, the MDE funds two State-Wide Identification and Recruitment (ID&R) Centers to survey those areas. In all cases, the recruiter interviews the family to determine the child(ren)'s eligibility. The data collected consists of the family data, child data, qualifying move data, and worker data required by the National Certificate of Eligibility (COE). If the family is deemed eligible, a paper National COE is completed for that family's eligible children. The interviewee and the recruiter sign the COE. (During the pandemic, this process was adapted to allow the recruiter to read the COE data back, request permission to document in the comment box that the interviewee indicated the information was correct. Signatures were not required if they could not be safely collected.) The trained local migrant program COE Approver, or trained ID&R COE Approver, reviews the COE for accuracy and completeness. The COE Approver signs if s/he finds that the COE is accurate, and the child(ren) is eligible. The COE is given to the data entry specialist who inputs the information into the Migrant Education Data System (MIS2000). MIS2000 collects information on the Title I, Part C services children receive during the reporting period. The COE Approver reviews the electronic information and sends the information to one of three state COE Approvers. The approval process progresses from recruiter to local approval to state approval. Recruiters, data entry and local COE Approvers are required to participate in annual trainings to ensure accuracy of recruitment based on the eligibility factors and accuracy of data entry. The trainings demonstrate the correct completion of a Certificate of Eligibility (COE) as well as MIS2000 data entry procedures. Additional customized training is provided by the MEP state consultant, ID&R Center lead and/or state COE Approvers according to local needs. Eligibility questions requiring clarification or approval beyond the local MEP directors due to unusual circumstances are first directed to the program's assigned, state COE Approver. Michigan's state COE Approvers each have over ten years' experience in the field of migrant education eligibility. If the eligibility of a child remains questionable after this consultation, the COE is referred to the state MEP office where a decision is made after consulting with the local MEP, COE Approvers, and reviewing federal guidelines. OME's assistance is sought as needed. For CSPR, data is pulled from the MIS2000 system and analyzed according to the business rules for Category 1 and 2 to ensure migratory children who were eligible during the reporting period and those that received services are reported accurately. Only children who experienced at least one day of eligibility and enrolled within the term are included in the respective counts. MIS2000 programmatically assigns an eligibility expiration date exactly 36 months from QAD. A child whose eligibility has expired before the beginning date of performance period is not counted. Michigan requires enrollments for each term, thus only children who are eligible within the performance period are included the counts. This is also true for those children that have graduated or completed the GED. Local MEPs or ID&R Centers update MIS2000 as children graduate or obtain GEDs. MIS2000 has a field with these two options that programmatically sets the expiration date to the graduated/GED date once the option is selected. Youth that graduate or obtain a GED are no longer eligible and are programmatically excluded from counts after that date. Children age birth to two and age three to five/not kinder are reported in the category according to their date of birth. Business rules used to select appropriate migrant records filter out any record with a birth date that is not included in current eligibility. The use of local recruiters embedded in the communities ensures that MEPs promptly know when a family has left the area. Michigan requires a withdrawal date in MIS2000 data system and uses data quality reports to ensure no records during the reporting performance period lack one. If a child turned three in the reporting period and was withdrawn after their birthday, they are included in the age three to five group. Michigan requires a residency verification be performed and the date updated in the recording on or after the child's third birthday. A child who turns three after the withdrawal would be reported with the birth to two count and not in the 3-5 category. Data is de-duplicated by a unique student number in order to ensure children are only reported once. The following information references the 2018-19 performance period as requested in the CSPR DQ question: For Category 1, Michigan uses a set QAD range to ensure only those students with one day of eligibility in the performance period are counted. These dates for 2018-19 were 9/2/2015 and 08/31/2019. A filter is applied to sort any student who is not 3 years old by 08/31/19 and submit them only with the birth to two groups. Another filter is applied to exclude any student age 22 or older on 9/1/2018. Records are also filtered to exclude any record with that does not have an enrollment date during the performance period (9/1/2018-8-31/2019). Michigan requires new enrollments with updated residency dates in each term. Records do not span performance periods. For category 2, Michigan begins with the list of eligible students from Category 1 since Category 2 is a subset of Category 1. To be counted in Category 2, eligible children and youth must also have an enrollment between 6/16/2019 and 8/31/2019 and the records must show that that they received a Title I, Part C service during that period.

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

Michigan uses the Category 1 and Category 2 reconciliation reports to review determine any differences between the EdFacts reports and MSIX reports. Data is reviewed at the aggregate and student level.

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.	69
The number of eligibility determinations sampled for which a re-interview was completed.	54
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	54

<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>
2019-20

Comments

FAQ on independent prospective re-interviews:

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

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

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

Comments
<p>An RFP process was followed and identified an outside organization to conduct the re-interviews. This contract is held by Telamon Corporation who also supports Migrant Headstart and work with the Inter-Agency Migrant Services Committee hosted by Department of Human Resources. Thus, the Telamon team is very knowledgeable about the migrant population. Telamon's re-interviewers report directly to their Telamon supervisors and eligibility determinations are reviewed internally and reported to the Michigan MEP. The Telamon team determines the eligibility status independently from the Michigan MEP. Michigan MEP provides technical assistance as requested and contributes as a member of the team to evaluate the sampling plan, re-interview procedures and results. Michigan MEP uses the re-interview results to plan for technical assistance to the local programs and ID&R Centers.</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
All re-interviews confirmed accurate initial determinations. No corrective action is necessary at this time. If a child was determined to be ineligible during the reinterview, the following process is used: First, the local program is contacted and the reinterview finding is discussed. The local program can share evidence or additional information if applicable. In previous years, local programs after discussion, have agreed and supported all the findings of the reinterview team. A child who was deemed ineligible is removed from the MEDS and not included in the Category 1 or Category 2 counts. Following re-interviews, each program receives a letter providing them the number of children randomly selected for re-interview, the number re-determined to be eligible, and the non-response rate. The MEP then uses information gained during the reinterview process to improve training and identify areas needing additional guidance.

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	481
MICHIGAN	Kindergarten	251
MICHIGAN	Grade 1	261
MICHIGAN	Grade 2	273
MICHIGAN	Grade 3	262
MICHIGAN	Grade 4	230
MICHIGAN	Grade 5	238
MICHIGAN	Grade 6	234
MICHIGAN	Grade 7	214
MICHIGAN	Grade 8	225
MICHIGAN	Grade 9	204
MICHIGAN	Grade 10	191
MICHIGAN	Grade 11	146
MICHIGAN	Grade 12	63
MICHIGAN	Out of school	315
MICHIGAN	Ungraded	1
MICHIGAN	Total	3589

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
MICHIGAN	Age Birth through 2	5
MICHIGAN	Age 3 through 5 (Not Kindergarten)	11
MICHIGAN	Kindergarten	12
MICHIGAN	Grade 1	27
MICHIGAN	Grade 2	10
MICHIGAN	Grade 3	17
MICHIGAN	Grade 4	20
MICHIGAN	Grade 5	18
MICHIGAN	Grade 6	18
MICHIGAN	Grade 7	22
MICHIGAN	Grade 8	15
MICHIGAN	Grade 9	16
MICHIGAN	Grade 10	10
MICHIGAN	Grade 11	6
MICHIGAN	Grade 12	8
MICHIGAN	Out of school	23
MICHIGAN	Ungraded	0
MICHIGAN	Total	238

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
MICHIGAN	Age Birth through 2	190
MICHIGAN	Age 3 through 5 (Not Kindergarten)	312
MICHIGAN	Kindergarten	133
MICHIGAN	Grade 1	155
MICHIGAN	Grade 2	153
MICHIGAN	Grade 3	150
MICHIGAN	Grade 4	136
MICHIGAN	Grade 5	131
MICHIGAN	Grade 6	142
MICHIGAN	Grade 7	119
MICHIGAN	Grade 8	143
MICHIGAN	Grade 9	112
MICHIGAN	Grade 10	116
MICHIGAN	Grade 11	89
MICHIGAN	Grade 12	14
MICHIGAN	Out of school	185
MICHIGAN	Ungraded	.
MICHIGAN	Total	2280

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
MICHIGAN	Grade 7	0
MICHIGAN	Grade 8	0
MICHIGAN	Grade 9	2
MICHIGAN	Grade 10	4
MICHIGAN	Grade 11	7
MICHIGAN	Grade 12	6
MICHIGAN	Ungraded	0
MICHIGAN	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
MICHIGAN	Age Birth through 2	87
MICHIGAN	Age 3 through 5 (Not Kindergarten)	314
MICHIGAN	Kindergarten	231
MICHIGAN	Grade 1	251
MICHIGAN	Grade 2	261
MICHIGAN	Grade 3	238
MICHIGAN	Grade 4	213
MICHIGAN	Grade 5	223
MICHIGAN	Grade 6	222
MICHIGAN	Grade 7	206
MICHIGAN	Grade 8	210
MICHIGAN	Grade 9	200
MICHIGAN	Grade 10	174
MICHIGAN	Grade 11	131
MICHIGAN	Grade 12	63
MICHIGAN	Ungraded	1
MICHIGAN	Out of school	182
MICHIGAN	Total	3207

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	47
MICHIGAN	Kindergarten	146
MICHIGAN	Grade 1	187
MICHIGAN	Grade 2	186
MICHIGAN	Grade 3	171
MICHIGAN	Grade 4	160
MICHIGAN	Grade 5	155
MICHIGAN	Grade 6	156
MICHIGAN	Grade 7	138
MICHIGAN	Grade 8	151
MICHIGAN	Grade 9	136
MICHIGAN	Grade 10	118
MICHIGAN	Grade 11	82
MICHIGAN	Grade 12	26
MICHIGAN	Ungraded	1
MICHIGAN	Out of school	7
MICHIGAN	Total	1867

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	0
MICHIGAN	Kindergarten	2
MICHIGAN	Grade 1	1
MICHIGAN	Grade 2	2
MICHIGAN	Grade 3	3
MICHIGAN	Grade 4	2
MICHIGAN	Grade 5	4
MICHIGAN	Grade 6	3
MICHIGAN	Grade 7	1
MICHIGAN	Grade 8	3
MICHIGAN	Grade 9	1
MICHIGAN	Grade 10	1
MICHIGAN	Grade 11	2
MICHIGAN	Grade 12	0
MICHIGAN	Ungraded	0
MICHIGAN	Out of school	0
MICHIGAN	Total	25

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
MICHIGAN	Age Birth through 2	68
MICHIGAN	Age 3 through 5 (Not Kindergarten)	293
MICHIGAN	Kindergarten	225
MICHIGAN	Grade 1	245
MICHIGAN	Grade 2	258
MICHIGAN	Grade 3	237
MICHIGAN	Grade 4	204
MICHIGAN	Grade 5	215
MICHIGAN	Grade 6	215
MICHIGAN	Grade 7	203
MICHIGAN	Grade 8	201
MICHIGAN	Grade 9	195
MICHIGAN	Grade 10	169
MICHIGAN	Grade 11	123
MICHIGAN	Grade 12	61
MICHIGAN	Ungraded	1
MICHIGAN	Out of school	176
MICHIGAN	Total	3089

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
MICHIGAN	Age 3 through 5 (Not Kindergarten)	161	161	0
MICHIGAN	Age Birth through 2	28	28	0
MICHIGAN	Grade 1	207	197	0
MICHIGAN	Grade 10	107	108	12
MICHIGAN	Grade 11	77	76	11
MICHIGAN	Grade 12	37	35	3
MICHIGAN	Grade 2	205	200	0
MICHIGAN	Grade 3	193	187	0
MICHIGAN	Grade 4	165	163	0
MICHIGAN	Grade 5	175	170	0
MICHIGAN	Grade 6	167	169	0
MICHIGAN	Grade 7	170	166	0
MICHIGAN	Grade 8	144	139	1
MICHIGAN	Grade 9	135	136	11
MICHIGAN	Kindergarten	178	174	0
MICHIGAN	Out of school	84	35	0
MICHIGAN	Total	2233	2144	38
MICHIGAN	Ungraded	0	0	0

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
MICHIGAN	Age 3 through 5 (Not Kindergarten)	145	0
MICHIGAN	Age Birth through 2	30	0
MICHIGAN	Grade 1	83	0
MICHIGAN	Grade 10	79	2
MICHIGAN	Grade 11	59	1
MICHIGAN	Grade 12	12	0
MICHIGAN	Grade 2	96	0
MICHIGAN	Grade 3	86	0
MICHIGAN	Grade 4	78	0
MICHIGAN	Grade 5	77	0
MICHIGAN	Grade 6	82	0
MICHIGAN	Grade 7	61	0
MICHIGAN	Grade 8	85	0
MICHIGAN	Grade 9	77	2
MICHIGAN	Kindergarten	82	0
MICHIGAN	Out of school	50	0
MICHIGAN	Total	1182	5
MICHIGAN	Ungraded	0	0

FAQs on Support Services:

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

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as 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
MICHIGAN	264	2320

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

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

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

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

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

Throughout this section:

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

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

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

2.5.1.1 Programs and Facilities - Subpart 1

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

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	8	270
Juvenile corrections	2	365
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on Programs and Facilities - Subpart 1:

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

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	8
Juvenile corrections	2
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MICHIGAN	Total Long-Term Students Served	.	.	66	437	.
MICHIGAN	Total Unduplicated Students Served	.	.	66	437	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MICHIGAN	Children with one or more disabilities (IDEA)	.	.	36	29	.
MICHIGAN	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
MICHIGAN	American Indian or Alaska Native	.	.	0	5	.
MICHIGAN	Asian	.	.	0	0	.
MICHIGAN	Black or African American	.	.	12	294	.
MICHIGAN	Hispanic or Latino	.	.	1	3	.
MICHIGAN	Native Hawaiian or Other Pacific	.	.	0	0	.
MICHIGAN	Total	.	.	66	437	.
MICHIGAN	Two or more races	.	.	7	1	.
MICHIGAN	White	.	.	46	134	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MICHIGAN	Female	.	.	15	10	.
MICHIGAN	Male	.	.	51	427	.
MICHIGAN	Total	.	.	66	437	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MICHIGAN	10 years old	.	.	0	0	.
MICHIGAN	11 years old	.	.	0	0	.
MICHIGAN	12 years old	.	.	1	0	.
MICHIGAN	13 years old	.	.	2	0	.
MICHIGAN	14 years old	.	.	8	0	.
MICHIGAN	15 years old	.	.	17	3	.
MICHIGAN	16 years old	.	.	14	11	.
MICHIGAN	17 years old	.	.	13	52	.
MICHIGAN	18 years old	.	.	9	70	.
MICHIGAN	19 years old	.	.	1	91	.
MICHIGAN	20 years old	.	.	1	101	.
MICHIGAN	21 years old	.	.	0	109	.
MICHIGAN	3 through 5	.	.	0	0	.
MICHIGAN	6 years old	.	.	0	0	.
MICHIGAN	7 years old	.	.	0	0	.
MICHIGAN	8 years old	.	.	0	0	.
MICHIGAN	9 years old	.	.	0	0	.
MICHIGAN	Total	.	.	66	437	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
MICHIGAN	Were accepted and/or enrolled into post-secondary education					7
MICHIGAN	Obtained high school diploma					12
MICHIGAN	Obtained employment					5
MICHIGAN	Enrolled in job training courses/programs					14
MICHIGAN	Enrolled in a GED program					13
MICHIGAN	Earned high school course credits					63
MICHIGAN	Earned a GED					10

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
MICHIGAN	Were accepted and/or enrolled into post-secondary education	S	7	S		
MICHIGAN	Obtained high school diploma	S	S	S		
MICHIGAN	Obtained employment	S	S	S		
MICHIGAN	Enrolled in job training courses/programs	S	180	S		
MICHIGAN	Enrolled in a GED program	S	437	S		
MICHIGAN	Earned high school course credits	S	S	S		
MICHIGAN	Earned a GED	S	74	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
MICHIGAN	Negative change			S	66	
MICHIGAN	No Change			S	111	
MICHIGAN	More than one full grade			22	5	
MICHIGAN	Up to one full grade			39	25	
MICHIGAN	Total			66	207	

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
MICHIGAN	Negative change			S	66	
MICHIGAN	No Change			S	111	
MICHIGAN	More than one full grade			22	5	
MICHIGAN	Up to one full grade			39	25	
MICHIGAN	Total			66	207	

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	.	.
Juvenile corrections	33	101
Juvenile detention	28	55
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	.
Juvenile corrections	33
Juvenile detention	28
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
MICHIGAN	Total Long-Term Students Served	.	.	778	1502	.
MICHIGAN	Total Unduplicated Students Served	.	.	4700	2865	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MICHIGAN	Children with one or more disabilities (IDEA)	.	.	1147	708	.
MICHIGAN	English learner	.	.	54	37	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MICHIGAN	American Indian or Alaska Native	.	.	42	54	.
MICHIGAN	Asian	.	.	19	11	.
MICHIGAN	Black or African American	.	.	2137	1241	.
MICHIGAN	Hispanic or Latino	.	.	283	153	.
MICHIGAN	Native Hawaiian or Other Pacific	.	.	2	4	.
MICHIGAN	Total	.	.	4700	2865	.
MICHIGAN	Two or more races	.	.	253	119	.
MICHIGAN	White	.	.	1964	1283	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MICHIGAN	Female	.	.	1536	651	.
MICHIGAN	Male	.	.	3164	2214	.
MICHIGAN	Total	.	.	4700	2865	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MICHIGAN	10 years old	.	.	34	2	.
MICHIGAN	11 years old	.	.	75	13	.
MICHIGAN	12 years old	.	.	212	47	.
MICHIGAN	13 years old	.	.	433	127	.
MICHIGAN	14 years old	.	.	795	251	.
MICHIGAN	15 years old	.	.	1191	383	.
MICHIGAN	16 years old	.	.	1331	471	.
MICHIGAN	17 years old	.	.	477	566	.
MICHIGAN	18 years old	.	.	81	284	.
MICHIGAN	19 years old	.	.	28	242	.
MICHIGAN	20 years old	.	.	27	191	.
MICHIGAN	21 years old	.	.	7	288	.
MICHIGAN	3 through 5	.	.	0	0	.
MICHIGAN	6 years old	.	.	0	0	.
MICHIGAN	7 years old	.	.	1	0	.
MICHIGAN	8 years old	.	.	1	0	.
MICHIGAN	9 years old	.	.	7	0	.
MICHIGAN	Total	.	.	4700	2865	.

FAQ on Unduplicated Count:

What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

State	Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
MICHIGAN	Were accepted and/or enrolled into post-secondary education					12
MICHIGAN	Obtained high school diploma					19
MICHIGAN	Obtained employment					4
MICHIGAN	Enrolled in job training courses/programs					40
MICHIGAN	Enrolled in a GED program					24
MICHIGAN	Earned high school course credits					1336
MICHIGAN	Earned a GED					8

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
MICHIGAN	Were accepted and/or enrolled into post-secondary education	4	13	16		
MICHIGAN	Obtained high school diploma	8	36	5		
MICHIGAN	Obtained employment	16	62	44		
MICHIGAN	Enrolled in job training courses/programs	3	47	16		
MICHIGAN	Enrolled in a GED program	4	222	11		
MICHIGAN	Earned high school course credits	51	1468	37		
MICHIGAN	Earned a GED	3	44	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
MICHIGAN	Negative change			58	96	
MICHIGAN	No change			90	162	
MICHIGAN	More than one full grade			115	184	
MICHIGAN	Up to one full grade			180	196	
MICHIGAN	Total			443	638	

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
MICHIGAN	No change			49	166	
MICHIGAN	Negative change			56	84	
MICHIGAN	More than one full grade			121	158	
MICHIGAN	Up to one full grade			160	231	
MICHIGAN	Total			386	639	

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	\$12,654,352
Safe and Healthy Students	\$2,593,213
Effective Use of Technology	\$17,454,631

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	301
Safe and Healthy Students	184
Effective Use of Technology	351
Any Content Area	449

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).
0

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)	.	5
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	503
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)	.	44
Student Support and Enrichment Grants (Title IV, Part A)	420	.
Supporting Effective Instruction (Title II, Part A)	415	.

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)	.	\$1,347,330
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$20,505,263
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)	.	\$944,257
Student Support and Enrichment Grants (Title IV, Part A)	\$8,278,719	.
Supporting Effective Instruction (Title II, Part A)	\$14,518,131	.

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	71
Activities authorized under Part A of Title II	20
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	40
Parental involvement activities	5

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

No progress to report regarding RLIS objectives and outcomes.

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
1. Michigan Department of Education (MDE) will provide written guidance and overview to eligible rural LEAs on how to apply for and implement RLIS activities. 2. Office of Educational Supports (OES) Regional Consultants review and advise LEAs on strengthening plans, monitor implementation view cash draws, and discuss coordination of RLIS funds with other funds. 3. OES Regional Consultants provide evidence-based options for LEAs and facilitate networking between LEAs.

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
To award grants to eligible LEAs, MDE used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

2.8.5 RLIS State Administrative Funds

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

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

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
Sent to OESE.CSPR@ed.gov on 1/29/2021

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.
MICHIGAN	16	9