

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

VIRGINIA



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
VIRGINIA	All students	S	98348	88.8
VIRGINIA	American Indian or Alaska Native	S	264	88
VIRGINIA	Asian	S	7061	95.5
VIRGINIA	Native Hawaiian or Other Pacific Islander	S	141	94
VIRGINIA	Black or African American	S	21552	86.4
VIRGINIA	Hispanic or Latino	S	16061	75.4
VIRGINIA	White	S	48502	93.0
VIRGINIA	Two or more races	S	4767	91.9
VIRGINIA	Children with Disabilities (IDEA)	S	12118	67.5
VIRGINIA	English Learners	S	10377	63.4
VIRGINIA	Economically disadvantaged students	S	36773	82.5
VIRGINIA	Children in foster care	S	372	54
VIRGINIA	Children who are homeless	S	1221	62

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
VIRGINIA	All students	54173	S	28221	S
VIRGINIA	Asian	5325	S	894	S
VIRGINIA	Black or African American	11081	S	7824	S
VIRGINIA	Hispanic or Latino	5790	S	4802	S
VIRGINIA	White	31977	S	14701	S
VIRGINIA	Female	29455	S	11808	S
VIRGINIA	Male	24718	S	16413	S
VIRGINIA	Children with Disabilities (IDEA)	3279	S	4237	S
VIRGINIA	English Learners	475	S	4712	S
VIRGINIA	Economically disadvantaged students	13964	S	13866	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
VIRGINIA	Children with disabilities (IDEA)	55353
VIRGINIA	English learners	56111
VIRGINIA	Homeless students	7296
VIRGINIA	Migrant students	185

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
VIRGINIA	American Indian or Alaska Native	948
VIRGINIA	Asian	11503
VIRGINIA	Black or African American	116077
VIRGINIA	Hispanic or Latino	81068
VIRGINIA	Native Hawaiian or Other Pacific Islander	469
VIRGINIA	Total	361031
VIRGINIA	Two or more races	19223
VIRGINIA	White	131743

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	8885	12	0	0	8897
VIRGINIA	Age Birth through 2	173	0	0	0	173
VIRGINIA	Grade 1	47517	1477	0	0	48994
VIRGINIA	Grade 10	2511	0	0	0	2511
VIRGINIA	Grade 11	2135	0	0	0	2135
VIRGINIA	Grade 12	2255	0	0	0	2255
VIRGINIA	Grade 2	46861	1618	0	0	48479
VIRGINIA	Grade 3	46108	1545	0	0	47653
VIRGINIA	Grade 4	45804	1237	0	0	47041
VIRGINIA	Grade 5	44174	1370	0	0	45544
VIRGINIA	Grade 6	17296	253	0	0	17549
VIRGINIA	Grade 7	12381	184	0	0	12565
VIRGINIA	Grade 8	10708	73	0	0	10781
VIRGINIA	Grade 9	3180	6	0	0	3186
VIRGINIA	Kindergarten	61914	1354	0	0	63268
VIRGINIA	Total	351902	9129	0	0	361031
VIRGINIA	Ungraded	0

2.4 EDUCATION OF MIGRATORY CHILDREN

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

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

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

There are two exceptions to this rule:

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

2.4.1 Migratory Child Counts

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

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

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

FAQs on Child Count:

a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.

b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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

Comments
There are no concerns about the accuracy of the 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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	24
VIRGINIA	Kindergarten	27
VIRGINIA	Grade 1	34
VIRGINIA	Grade 2	42
VIRGINIA	Grade 3	37
VIRGINIA	Grade 4	27
VIRGINIA	Grade 5	22
VIRGINIA	Grade 6	29
VIRGINIA	Grade 7	26
VIRGINIA	Grade 8	28
VIRGINIA	Grade 9	26
VIRGINIA	Grade 10	24
VIRGINIA	Grade 11	23
VIRGINIA	Grade 12	22
VIRGINIA	Ungraded	.
VIRGINIA	Out of school	30
VIRGINIA	Total	421

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
Virginia continues to see a decrease in the number of students participating in our programs. We attribute this decrease to a number of factors. During the 2019-2020 school year, we saw a significant decrease in the number of families arriving in the mid to late spring for spring and summer employment. Families were not traveling due to the nationwide shutdown due to COVID-19. Once families were able to travel, we encountered instances of families not enrolling in our programs because they were already enrolled in their previous states programs and continuing to participate in those programs virtually. In addition, some employers are only hiring H2A workers over the age of 21 or not providing housing for families.

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
VIRGINIA	Age Birth through 2	8

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	10
VIRGINIA	Kindergarten	10
VIRGINIA	Grade 1	21
VIRGINIA	Grade 2	26
VIRGINIA	Grade 3	23
VIRGINIA	Grade 4	18
VIRGINIA	Grade 5	12
VIRGINIA	Grade 6	13
VIRGINIA	Grade 7	10
VIRGINIA	Grade 8	8
VIRGINIA	Grade 9	14
VIRGINIA	Grade 10	9
VIRGINIA	Grade 11	10
VIRGINIA	Grade 12	4
VIRGINIA	Out of school	1
VIRGINIA	Ungraded	0
VIRGINIA	Total	189

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
Virginia continues to see a decrease in the number of students participating in our programs. We attribute this decrease to a number of factors. During the 2019-2020 school year, we saw a significant decrease in the number of families arriving in the mid to late spring for spring and summer employment. Families were not traveling due to the nationwide shutdown due to COVID-19. Once families were able to travel, we encountered instances of families not enrolling in our programs because they were already enrolled in their previous states in programs and continuing to participate in those programs virtually. In addition, some employers are only hiring H2A workers over the age of 21 or not providing housing for families.

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
VIRGINIA	Age Birth through 2	7

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

The Virginia Migrant Education Program (MEP) uses the Migrant Education Program National Identification and Recruitment Manual as a resource and conducts regular statewide training regarding processes and procedures concerning migrant student eligibility. Training occurs on an annual basis. Eligibility is established using specific processes that are aligned to the procedures outlined in the Migrant Education Program National Identification and Recruitment Manual. Annually, trained LEA MEP recruiters conduct face-to-face interviews using a paper COE. Each COE is reviewed by an LEA data entry specialist and the LEA MEP Coordinator. The State Migrant Coordinator conducts a final review of the COE before the child/family can be determined eligible. Children may only be entered into the Virginia Migrant State Data Collection (MSDC) system database using the State approved COE. Trained LEA MEP staff members conduct internal COE reviews of a random sample of COEs on an annual basis. LEA MEP staff run child count reports and check them against the COEs in order to ensure that every eligible child listed on the COE has been accounted for. In addition, the State Migrant Coordinator does ongoing reviews using a random sampling method. External re-interviews of the prospective re-interview process were last conducted during the 2018-2019 school year as an additional check for ensuring all students are eligible for the program. LEA MEP staff run MSIX worklists and data quality reports, i.e., Potential Duplicate, Merges and Splits by User, Data Logic, etc., on a regular basis to compare State counts against MSIX counts as a checks and balances for data quality, student merges and potential duplicates. Staff review any discrepancies found and maintain communication until concerns are resolved. The State Migrant Coordinator runs the MSIX Child Count Reconciliation Report on a regular basis to check for near matches and potential duplicates, as well as to check for completeness, validity and logic issues. These processes and procedures result in strong confidence that every child entered into the database is in fact an eligible migratory child. Child Eligibility Logic Data for the State's migratory children are recorded and managed using the MSDC system. When producing data for the Consolidated State Performance Report (CSPR), the programming logic follows the MSIX logic and includes data checks that calculate the following in hierarchical order: 1) That the child resided in the State during the 2019-2020 Performance Period (September 1, 2019 – August 31, 2020) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2019 and 8/31/2020. 2) That the child is only included if he/she is between the ages of 3 through 21 years of age based on the child's birthdate. (The MSDC recognizes migrant students who are between the ages of three and twenty-one as well as those who were previously enrolled.) 3) That the qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2016) of his/her residency date which occurs between 9/1/2019 and 8/31/2020. (The MSDC automatically calculates a student's three year eligibility based on the birth date and the qualifying arrival date to ensure a student whose eligibility has expired is not included in the child count.) 4) If a Graduation/High School Equivalency Diploma (HSED) date is on the system for a previous reporting period or entered during the 2019-2020 performance period, that the child's residency is checked against the Graduation/HSED date. 5) If a Continuation of Services (COS) date is on the system during the 2019-2020 Performance Period, that the child must have been eligible and residing in the State for at least one day during the Performance Period, otherwise he/she is excluded. Checking for Eligibility Residency In order to verify residency in the State during the 2019-2020 Performance Period, MEP staff conducted a home visit after September 1 and before August 31 for every child in the Category 1 count who was not enrolled in school. For every child who was enrolled in school, MEP staff verified the child's residence via school attendance records. A residency date was then recorded in the MSDC. During the summer/intersession terms, LEA MEP Coordinators are required to verify weekly attendance records to ensure accurate counts for students participating in a summer program. Age Each MEP has a data entry specialist who is responsible for monitoring two year old children who are turning three and the children who are twenty-one and will become ineligible within a year. Upon the child turning three, the data entry specialist contacts the MEP recruiter and asks him/her to verify the residency of that child by contacting the family via phone or an in-home visit. That date was entered into the system to verify residency after the child turned three years of age. The data entry specialist also keeps MEP staff updated as a child approaches his/her twenty-second birthday. Furthermore, there is a mechanism in the MSDC that prohibits the eligibility expiration date from being after the individual's 22nd birthday. Monitoring Participation: Teachers, tutors, and/or migrant student advocates record attendance and/or services provided, and send the attendance/service reports to the LEA MEP Coordinator who reviews for verification prior to being entered into the MSDC system. Creating a Unique State ID Numerous checks are also in place to make sure children are not duplicated. Upon initial entry into the MSDC, each child is assigned a unique identifier called the Virginia (VA) Migrant ID. Each child is also assigned a unique Virginia State Testing Identifier (STI), which is entered in the MSDC system and allows the student's migrant student records to link to other data collections such as Master Schedule Collection (MSC), the source of course enrollment information, and Assessment, the source of student Standards of Learning (SOL) test results. When an STI is entered into the MSDC system, it is used to find the student's VA Migrant Id, if one has already been assigned, or create a new one, if the STI does not already exist in MSDC. MEP data entry specialists conduct initial student searches and checks to ensure that the child is not already in the MSDC before creating a VA Migrant ID or STI for the child in MSDC. As part of the process, data entry specialists also search for matches within the national system, MSIX, in order to ensure that the child was not entered into MSIX by the State. If the child is found in MSIX, the data specialist will then search the State system once again with the State ID listed in MSIX. Staff will also run the MSIX Worklist report on a regular basis to check for possible merges and splits. Checking for Duplication LEA MEP staff run the MSIX Potential Duplicate Report to search for possible student duplicates. If any children appear on the report as a potential duplicate, MEP staff manually review all the information available to ensure potential duplicates were in fact different children. If at any time it is determined that a child had been entered twice, the data is merged via the merge process on the MSIX database which merges the two children into one child and assigns one VA Migrant ID to the child, deleting the second VA Migrant ID. The State Migrant Coordinator will run an enrollment report in the MSDC to identify duplicates based on VA Migrant ID, STI, parent data, mother's maiden name, child's birthplace, birth date, age, and home base. If a child is enrolled in multiple grades during the year, the system calculates a single grade using CSPR Guidelines ensuring that a child is only counted once per grade level.

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
The child count reconciliation report function in MSIX was used several times during, as well as, at the completion of the 2019-2020 performance period in order to reconcile data with our custom state data base, Migrant Student Data Collection (MSDC).

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.	58
The number of eligibility determinations sampled for which a re-interview was completed.	53
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	53

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

Comments

FAQ on independent prospective re-interviews:

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

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

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

Comments
N/A

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

Comments
N/A

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	11
VIRGINIA	Kindergarten	26
VIRGINIA	Grade 1	31
VIRGINIA	Grade 2	41
VIRGINIA	Grade 3	36
VIRGINIA	Grade 4	26
VIRGINIA	Grade 5	20
VIRGINIA	Grade 6	25
VIRGINIA	Grade 7	23
VIRGINIA	Grade 8	18
VIRGINIA	Grade 9	21
VIRGINIA	Grade 10	21
VIRGINIA	Grade 11	17
VIRGINIA	Grade 12	19
VIRGINIA	Out of school	3
VIRGINIA	Ungraded	.
VIRGINIA	Total	338

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
VIRGINIA	Age Birth through 2	.
VIRGINIA	Age 3 through 5 (Not Kindergarten)	.
VIRGINIA	Kindergarten	2
VIRGINIA	Grade 1	1
VIRGINIA	Grade 2	.
VIRGINIA	Grade 3	3
VIRGINIA	Grade 4	4
VIRGINIA	Grade 5	3
VIRGINIA	Grade 6	2
VIRGINIA	Grade 7	1
VIRGINIA	Grade 8	2
VIRGINIA	Grade 9	4
VIRGINIA	Grade 10	1
VIRGINIA	Grade 11	2
VIRGINIA	Grade 12	1
VIRGINIA	Out of school	.
VIRGINIA	Ungraded	.
VIRGINIA	Total	26

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
VIRGINIA	Age Birth through 2	.
VIRGINIA	Age 3 through 5 (Not Kindergarten)	1
VIRGINIA	Kindergarten	6
VIRGINIA	Grade 1	7
VIRGINIA	Grade 2	14
VIRGINIA	Grade 3	8
VIRGINIA	Grade 4	5
VIRGINIA	Grade 5	3
VIRGINIA	Grade 6	4
VIRGINIA	Grade 7	4
VIRGINIA	Grade 8	.
VIRGINIA	Grade 9	2
VIRGINIA	Grade 10	4
VIRGINIA	Grade 11	.
VIRGINIA	Grade 12	3
VIRGINIA	Out of school	4
VIRGINIA	Ungraded	.
VIRGINIA	Total	65

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
VIRGINIA	Grade 7	.
VIRGINIA	Grade 8	1
VIRGINIA	Grade 9	.
VIRGINIA	Grade 10	.
VIRGINIA	Grade 11	1
VIRGINIA	Grade 12	.
VIRGINIA	Ungraded	.
VIRGINIA	Total	2

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
4

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
VIRGINIA	Age Birth through 2	8
VIRGINIA	Age 3 through 5 (Not Kindergarten)	18
VIRGINIA	Kindergarten	25
VIRGINIA	Grade 1	34
VIRGINIA	Grade 2	37
VIRGINIA	Grade 3	30
VIRGINIA	Grade 4	23
VIRGINIA	Grade 5	20
VIRGINIA	Grade 6	29
VIRGINIA	Grade 7	26
VIRGINIA	Grade 8	28
VIRGINIA	Grade 9	26
VIRGINIA	Grade 10	23
VIRGINIA	Grade 11	23
VIRGINIA	Grade 12	17
VIRGINIA	Ungraded	.
VIRGINIA	Out of school	24
VIRGINIA	Total	391

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	18
VIRGINIA	Kindergarten	25
VIRGINIA	Grade 1	34
VIRGINIA	Grade 2	37
VIRGINIA	Grade 3	30
VIRGINIA	Grade 4	23
VIRGINIA	Grade 5	20
VIRGINIA	Grade 6	29
VIRGINIA	Grade 7	25
VIRGINIA	Grade 8	28
VIRGINIA	Grade 9	26
VIRGINIA	Grade 10	23
VIRGINIA	Grade 11	22
VIRGINIA	Grade 12	16
VIRGINIA	Ungraded	.
VIRGINIA	Out of school	23
VIRGINIA	Total	379

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	2
VIRGINIA	Kindergarten	3
VIRGINIA	Grade 1	0
VIRGINIA	Grade 2	2
VIRGINIA	Grade 3	5
VIRGINIA	Grade 4	.
VIRGINIA	Grade 5	4
VIRGINIA	Grade 6	4
VIRGINIA	Grade 7	1
VIRGINIA	Grade 8	4
VIRGINIA	Grade 9	.
VIRGINIA	Grade 10	3
VIRGINIA	Grade 11	6
VIRGINIA	Grade 12	10
VIRGINIA	Ungraded	.
VIRGINIA	Out of school	.
VIRGINIA	Total	44

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
VIRGINIA	Age Birth through 2	0
VIRGINIA	Age 3 through 5 (Not Kindergarten)	3
VIRGINIA	Kindergarten	10
VIRGINIA	Grade 1	20
VIRGINIA	Grade 2	20
VIRGINIA	Grade 3	16
VIRGINIA	Grade 4	15
VIRGINIA	Grade 5	6
VIRGINIA	Grade 6	19
VIRGINIA	Grade 7	11
VIRGINIA	Grade 8	14
VIRGINIA	Grade 9	13
VIRGINIA	Grade 10	11
VIRGINIA	Grade 11	13
VIRGINIA	Grade 12	15
VIRGINIA	Ungraded	.
VIRGINIA	Out of school	18
VIRGINIA	Total	204

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
VIRGINIA	Age 3 through 5 (Not Kindergarten)	1	1	.
VIRGINIA	Age Birth through 2	0	.	.
VIRGINIA	Grade 1	17	17	.
VIRGINIA	Grade 10	10	5	.
VIRGINIA	Grade 11	6	6	1
VIRGINIA	Grade 12	7	4	3
VIRGINIA	Grade 2	16	15	.
VIRGINIA	Grade 3	13	11	.
VIRGINIA	Grade 4	13	12	.
VIRGINIA	Grade 5	6	6	.
VIRGINIA	Grade 6	15	14	.
VIRGINIA	Grade 7	8	6	.
VIRGINIA	Grade 8	9	7	.
VIRGINIA	Grade 9	9	6	.
VIRGINIA	Kindergarten	8	8	.
VIRGINIA	Out of school	.	.	.
VIRGINIA	Total	138	118	4
VIRGINIA	Ungraded	.	.	.

FAQ on Types of Instructional Services:

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

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

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
VIRGINIA	Age 3 through 5 (Not Kindergarten)	8	.
VIRGINIA	Age Birth through 2	0	.
VIRGINIA	Grade 1	23	7
VIRGINIA	Grade 10	11	7
VIRGINIA	Grade 11	13	3
VIRGINIA	Grade 12	17	9
VIRGINIA	Grade 2	24	10
VIRGINIA	Grade 3	23	5
VIRGINIA	Grade 4	17	7
VIRGINIA	Grade 5	12	3
VIRGINIA	Grade 6	20	8
VIRGINIA	Grade 7	15	4
VIRGINIA	Grade 8	17	5
VIRGINIA	Grade 9	14	4
VIRGINIA	Kindergarten	13	4
VIRGINIA	Out of school	18	2
VIRGINIA	Total	245	78
VIRGINIA	Ungraded	.	.

FAQs on Support Services:

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

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

2.4.7 School Data during the Regular School Year

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

2.4.7.1 Schools and Enrollment – During the Regular School Year

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

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
VIRGINIA	78	331

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	0	0
Juvenile corrections	1	365
Juvenile detention	24	60
Neglected programs	0	0
Other programs	0	0
Total	25	.

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	0
Juvenile corrections	1
Juvenile detention	24
Neglected programs	0
Other programs	0
Total	25

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
VIRGINIA	Total Long-Term Students Served	0	332	148	0	0
VIRGINIA	Total Unduplicated Students Served	0	2307	162	0	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VIRGINIA	Children with one or more disabilities (IDEA)	0	719	89	0	0
VIRGINIA	English learner	0	77	7	0	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VIRGINIA	American Indian or Alaska Native	0	0	0	0	0
VIRGINIA	Asian	0	14	1	0	0
VIRGINIA	Black or African American	0	1257	111	0	0
VIRGINIA	Hispanic or Latino	0	309	10	0	0
VIRGINIA	Native Hawaiian or Other Pacific	0	5	0	0	0
VIRGINIA	Total	0	2307	162	0	0
VIRGINIA	Two or more races	0	98	1	0	0
VIRGINIA	White	0	624	39	0	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VIRGINIA	Female	0	405	4	0	0
VIRGINIA	Male	0	1902	158	0	0
VIRGINIA	Total	0	2307	162	0	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VIRGINIA	10 years old	0	0	0	0	0
VIRGINIA	11 years old	0	2	0	0	0
VIRGINIA	12 years old	0	6	0	0	0
VIRGINIA	13 years old	0	34	0	0	0
VIRGINIA	14 years old	0	84	0	0	0
VIRGINIA	15 years old	0	228	6	0	0
VIRGINIA	16 years old	0	445	15	0	0
VIRGINIA	17 years old	0	614	37	0	0
VIRGINIA	18 years old	0	706	46	0	0
VIRGINIA	19 years old	0	181	41	0	0
VIRGINIA	20 years old	0	5	16	0	0
VIRGINIA	21 years old	0	2	1	0	0
VIRGINIA	3 through 5	0	0	0	0	0
VIRGINIA	6 years old	0	0	0	0	0
VIRGINIA	7 years old	0	0	0	0	0
VIRGINIA	8 years old	0	0	0	0	0
VIRGINIA	9 years old	0	0	0	0	0
VIRGINIA	Total	0	2307	162	0	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
VIRGINIA	Enrolled in local district school		2190	49		

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
VIRGINIA	Were accepted and/or enrolled into post-secondary education			S	S	45
VIRGINIA	Obtained high school diploma			39	S	30
VIRGINIA	Obtained employment			S	S	10
VIRGINIA	Enrolled in job training courses/programs			530	S	10
VIRGINIA	Enrolled in a GED program			S	S	22
VIRGINIA	Earned high school course credits			S	S	116
VIRGINIA	Earned a GED			78	S	7

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
VIRGINIA	Were accepted and/or enrolled into post-secondary education	8				
VIRGINIA	Obtained high school diploma	5				
VIRGINIA	Obtained employment	20				
VIRGINIA	Enrolled in job training courses/programs	5				
VIRGINIA	Enrolled in a GED program	4				
VIRGINIA	Earned high school course credits	20				
VIRGINIA	Earned a GED	5				

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
VIRGINIA	No Change		54	5		
VIRGINIA	Up to one full grade		55	S		
VIRGINIA	More than one full grade		92	S		
VIRGINIA	Negative change		266	4		
VIRGINIA	Total		467	14		

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
VIRGINIA	No Change		54	5		
VIRGINIA	Up to one full grade		55	S		
VIRGINIA	More than one full grade		92	S		
VIRGINIA	Negative change		266	4		
VIRGINIA	Total		467	14		

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	10	40
Juvenile corrections	5	52
Juvenile detention	1	19
Neglected programs	4	58
Other programs	0	0
Total	20	.

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	10
Juvenile corrections	4
Juvenile detention	1
Neglected programs	4
Other programs	0
Total	19

Data Quality Comments

The students living in one of the Juvenile Corrections facilities attend school in the local school division and are part of the at-risk program in the LEA. Therefore, the facility does not report the data directly. The LEA reports the data and this data is included in their at-risk numbers.

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
VIRGINIA	Total Long-Term Students Served	1307	0	216	185	0
VIRGINIA	Total Unduplicated Students Served	1675	0	301	418	0

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
VIRGINIA	Children with one or more disabilities (IDEA)	327	0	192	209	.
VIRGINIA	English learner	60	.	0	13	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
VIRGINIA	American Indian or Alaska Native	6	0	1	1	0
VIRGINIA	Asian	15	0	2	3	0
VIRGINIA	Black or African American	843	0	79	130	0
VIRGINIA	Hispanic or Latino	238	0	14	44	0
VIRGINIA	Native Hawaiian or Other Pacific	3	0	1	0	0
VIRGINIA	Total	1675	0	301	418	0
VIRGINIA	Two or more races	175	0	24	33	0
VIRGINIA	White	395	0	180	207	0

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
VIRGINIA	Female	674	0	37	151	0
VIRGINIA	Male	1001	0	264	267	0
VIRGINIA	Total	1675	0	301	418	0

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
VIRGINIA	10 years old	43	0	3	0	0
VIRGINIA	11 years old	66	0	7	17	0
VIRGINIA	12 years old	156	0	11	19	0
VIRGINIA	13 years old	176	0	21	47	0
VIRGINIA	14 years old	113	0	30	76	0
VIRGINIA	15 years old	177	0	60	84	0
VIRGINIA	16 years old	208	0	69	107	0
VIRGINIA	17 years old	288	0	59	68	0
VIRGINIA	18 years old	165	0	29	0	0
VIRGINIA	19 years old	66	0	6	0	0
VIRGINIA	20 years old	18	0	0	0	0
VIRGINIA	21 years old	4	0	0	0	0
VIRGINIA	3 through 5	60	0	0	0	0
VIRGINIA	6 years old	36	0	0	0	0
VIRGINIA	7 years old	34	0	1	0	0
VIRGINIA	8 years old	30	0	3	0	0
VIRGINIA	9 years old	35	0	2	0	0
VIRGINIA	Total	1675	0	301	418	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.

2.5.3.4 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
VIRGINIA	Enrolled in local district school	473		228	278	

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
VIRGINIA	Were accepted and/or enrolled into post-secondary education	S	11			S
VIRGINIA	Obtained high school diploma	181	29			3
VIRGINIA	Obtained employment	3	12			5
VIRGINIA	Enrolled in job training courses/programs	56	5			S
VIRGINIA	Enrolled in a GED program	70	9			S
VIRGINIA	Earned high school course credits	737	90			169
VIRGINIA	Earned a GED	41	S			5

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
VIRGINIA	Were accepted and/or enrolled into post-secondary education	S	S	S		
VIRGINIA	Obtained high school diploma	S	S	S		
VIRGINIA	Obtained employment	S	S	S		
VIRGINIA	Enrolled in job training courses/programs	S	S	S		
VIRGINIA	Enrolled in a GED program	S	12	S		
VIRGINIA	Earned high school course credits	86	29	S		
VIRGINIA	Earned a GED	S	5	S		

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
VIRGINIA	No change	S		7	7	
VIRGINIA	Negative change	S		26	23	
VIRGINIA	More than one full grade	S		56	25	
VIRGINIA	Up to one full grade	S		56	26	
VIRGINIA	Total	S		145	81	

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
VIRGINIA	Negative change	S		15	16	
VIRGINIA	More than one full grade	S		28	27	
VIRGINIA	No change	245		53	8	
VIRGINIA	Up to one full grade	147		55	27	
VIRGINIA	Total	505		151	78	

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	\$4,477,357
Safe and Healthy Students	\$2,939,973
Effective Use of Technology	\$302,207

Data Quality Comments

The sum of the funds listed is below the low threshold established by the program office for the following reasons: 1. The LEAs are allowed a full 27 months of the grant cycle to encumber funds and 29 months to request reimbursement. This often results in LEAs waiting to the end of the grant cycle to draw down the Title IV, Part A funds. 2. Forty-five LEAs transferred a total of \$5,964,645.98 in Title IV, Part A funds to other eligible federal programs. 3. Virginia was granted a waiver to extend the period of availability of FFY 2018 ESSA funds until September 30, 2021.

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	88
Safe and Healthy Students	79
Effective Use of Technology	29
Any Content Area	104

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).
45

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)	.	3
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	22
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)	.	6
Student Support and Enrichment Grants (Title IV, Part A)	45	0
Supporting Effective Instruction (Title II, Part A)	5	19

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)	.	\$274,594
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$3,298,721
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)	.	\$265,707
Student Support and Enrichment Grants (Title IV, Part A)	\$5,964,646	\$0
Supporting Effective Instruction (Title II, Part A)	\$478,749	\$2,604,373

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	34
Activities authorized under Part A of Title II	23
Activities authorized under Title III	4
Activities authorized under Part A of Title IV	13
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
<p>As stated in Virginia's current consolidated application, the overall objectives for this program are consistent with the state's long term goals and interim measures of progress as detailed in the accountability framework. Annual accreditation was waived for all Virginia public schools for the 2020-2021 school year due to the cancellation of spring 2020 state assessments. A summary of RLIS LEAs' progress (based on data from the 2018-2019 school year) on meeting the interim measures of progress for the all students groups during the is below: " Reading performance □ 28 out of 42 RLIS LEAs met the interim measure of progress " Mathematics performance □ 34 out of 42 LEAs met the interim measure of progress " Federal Graduation indicator □ 30 out of 42 LEAs met the interim measure of progress " Chronic absenteeism- 6 out of 42 LEAs met the interim measure of progress " EL Progress □ 22 out of the 26 LEAs that met the minimum n for this indicator met the interim measure of progress; 16 LEAs did not meet the minimum n " SOA Rating □ 26 out of 42 LEAs have all schools accredited; 8 LEAs have all but one school accredited; 8 have 2 or more schools rated □accredited with conditions□ " Schools identified for comprehensive support and improvement □ 38 out of 42 LEAs have no schools identified for comprehensive support and improvement; 4 LEAs have one or more schools identified for comprehensive support and improvement " Schools identified for targeted support and improvement □ 39 out of 42 LEAs have no schools identified for targeted support and improvement; 3 LEAs have one or more schools identified for targeted support and improvement Schools identified for additional targeted support and improvement □ 35 out of 42 LEAs have no schools identified for additional targeted support and improvement; 7 LEAs</p>

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
<p>Virginia's current consolidated application states that the SEA will provide support for LEAs receiving RLIS funds to ensure that the LEAs utilize funds in one or more of the allowable categories to enhance the LEAs' instructional program and to increase student achievement. State level funds will be used for activities such as: " Providing support for a state-level Title V, Part B, coordinator; " Conducting federal program monitoring of LEAs; " Providing professional development offerings at regional locations across the state to increase accessibility for rural LEAs; and " Providing annual training for LEA coordinators, which may be delivered in- person, by webinar, by conference call, or by recorded presentation. State level RLIS funds were used to provide support for an SEA Title V, Part B, coordinator. The coordinator provided individualized technical assistance to all LEAs, including through review and approval of Title V, Part B, program applications, budget transfer requests, and reimbursement requests. Federal program monitoring was conducted for twenty (20) LEAs. Training for LEA Title V, Part B, coordinators was provided during VDOE's annual Federal Program Coordinators' Academy which included one-on-one training specifically on use of funds, program monitoring, determining professional development needs of RLIS schools, and developing the grant application. Additional technical assistance was also offered to LEA coordinators on application development.</p>

2.8.4 RLIS Subgrant Award Determination

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

Comments
<p>Virginia does not use a competitive process to allocate RLIS funds. RLIS funds are allocated based on the number of students in average daily attendance served by eligible LEAs in the state.</p>

2.8.5 RLIS State Administrative Funds

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

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

Data Quality Comments
As of 1/21/21, no funds have been allocated for technical assistance due to COVID-19.

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
VIRGINIA	0	0