CONSOLIDATED STATE PERFORMANCE REPORT

PART II

**School Years 2021-22**

Due February 9, 2023

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[[1]](#footnote-2) of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *Every Student Succeeds Act of 2015(ESSA)[[2]](#footnote-3)*.

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 36.50 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, D.C. 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, D.C. 20202.

Contents

[CONSOLIDATED STATE PERFORMANCE REPORT 1](#_Toc89038310)

[PART II 1](#_Toc89038311)

[2.1 ACCOUNTABILITY 4](#_Toc89038312)

[2.1.1 School Performance on Accountability Indicators 4](#_Toc89038313)

[2.1.2 Schools Identified for Comprehensive Support and Improvement 4](#_Toc89038314)

[2.1.3 Schools Implementing Targeted Support and Improvement Plans 5](#_Toc89038315)

[2.1.4 Section 1003 of the *ESEA* School Improvement Funds 5](#_Toc89038316)

[2.1.4.1 Section 1003 of the *ESEA* Allocations to LEAs 5](#_Toc89038317)

[2.1.4.2 Section 1003 of the *ESEA* Allocations to Schools 5](#_Toc89038318)

[2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT 6](#_Toc89038319)

[2.2.1 Four Year Adjusted Cohort Graduation Rates 6](#_Toc89038320)

[2.2.2 Postsecondary Enrollment 7](#_Toc89038321)

[2.3 TITLE I, PART A PROGRAM PARTICIPATION 8](#_Toc89038322)

[2.3.1 Student Participation in Public Title I, Part A by Special Services or Programs 8](#_Toc89038323)

[2.3.2 Student Participation in Public Title I, Part A by Racial/EthnicGroup 8](#_Toc89038324)

[2.3.3 Student Participation in Title I, Part A by Grade Level 9](#_Toc89038325)

[2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK 10](#_Toc89038326)

[2.5.1 State Agency Title I, Part D Programs and Facilities – Subpart 1 10](#_Toc89038327)

[2.5.1.1 Programs and Facilities - Subpart 1 11](#_Toc89038328)

[2.5.1.2 Programs and Facilities That Reported - Subpart 1 11](#_Toc89038329)

[2.5.1.3 Students Served – Subpart 1 12](#_Toc89038330)

[2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit 14](#_Toc89038331)

[2.5.2 Academic Performance – Subpart 1 16](#_Toc89038332)

[2.5.2.1 Academic Performance in Reading – Subpart 1 16](#_Toc89038333)

[2.5.2.2 Academic Performance in Mathematics – Subpart 1 17](#_Toc89038334)

[2.5.3 LEA Title I, Part D Programs and Facilities – Subpart 2 17](#_Toc89038335)

[2.5.3.1 Programs and Facilities – Subpart 2 17](#_Toc89038336)

[2.5.3.2 Programs and Facilities That Reported - Subpart 2 17](#_Toc89038337)

[2.5.3.3 Students Served – Subpart 2 18](#_Toc89038338)

[2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit 20](#_Toc89038339)

[2.5.3.5 Academic Performance – Subpart 2 22](#_Toc89038340)

[2.6   STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A) 23](#_Toc89038341)

[2.7   FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A) 24](#_Toc89038342)

[2.7.1  State Transferability of Funds 24](#_Toc89038343)

[2.7.2  Local Educational Agency (LEA) Transferability of Funds 24](#_Toc89038344)

[2.7.3      LEA Funds Transfers 24](#_Toc89038345)

[2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) 25](#_Toc89038346)

[2.8.1 LEA Use of Rural Low-Income Schools Program (RLIS) (Title V, Part B, Subpart 2) Grant Funds 25](#_Toc89038347)

[2.8.2 RLIS Objectives and Outcomes 26](#_Toc89038348)

[2.8.3 RLIS Technical Assistance 26](#_Toc89038349)

[2.8.4 RLIS Subgrant Award Determination 26](#_Toc89038350)

[27](#_Toc89038351)

[2.8.5 RLIS State Administrative Funds 27](#_Toc89038352)

[2.8.6 RLIS LEAs Awarded Funds 27](#_Toc89038353)

[2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA) 27](#_Toc89038354)

# 2.1 ACCOUNTABILITY

## 2.1.1 School Performance on Accountability Indicators

The following indicators are collected through ESS and compiled into a report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:

* LEA Name
* NCES LEA ID
* State LEA ID
* School Name
* NCES School ID
* State School ID
* Title I School Status - DG 22 (FS129)
* Academic achievement indicator status – DG 835 (FS200)
* Other academic indicator status DG 836 (FS201)
* Graduation rate indicator status – DG 834 (FS199)
* Progress achieving English language proficiency indicator status - DG 837 (FS205)
* School quality or student success indicator status – DG 838 (FS202)

## 2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of Schools** | **Number of Title I Schools** | **Number of non-Title I Schools** |
| Lowest performing five percent of Title I schools | FS206, FS212 |  |  |
| High schools failing to graduate one third or more of their students | FS206, FS212 | FS129, FS206, FS212 | FS206, FS212 |
| Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the ESEA and that have not exited that status after a State-determined number of years | FS206, FS212 |  |  |
| Total Identified | (Auto Calculated) |  |  |

## 2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of Schools** | **Number of Title I Schools** | **Number of non-Title I Schools** |
| Schools with One or More Consistently Underperforming Subgroups of Students | FS206, FS212 | FS129, FS206, FS212 | FS206, FS212 |
| Schools in which any Subgroup of Students, on its own, would lead to Identification Under ESEA Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support) | FS206, FS212 | FS129, FS206, FS212 | FS206, FS212 |

## 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. The data for this question are reported through ED*Facts* files and are reported separately from the CSPR.

| **Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY2021-22** | **NCES LEA ID** | **Amount of LEA’s Section 1003(a) of the *ESEA* Allocation** |
| --- | --- | --- |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |

### 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. The data for this question are reported through ED*Facts* files and are reported separately from the CSPR.

| **Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY2021-22** | **NCES School ID** | **Amount of School’s Section1003(a) of the *ESEA* Allocation** |
| --- | --- | --- |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |
| FS132 | FS132 | FS132 |

# 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.

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Group** | **# Students in Cohort** | **# of Graduates** | **Graduation Rate** |
| All students | FS151 | FS150 | (Auto Calculated) |
| American Indian or Alaska Native | FS151 | FS150 | (Auto Calculated) |
| Asian or Pacific Islander | FS151 | FS150 | (Auto Calculated) |
| *Asian* | FS151 | FS150 | (Auto Calculated) |
| *Native Hawaiian or Other Pacific Islander* | FS151 | FS150 | (Auto Calculated) |
| Black or African American | FS151 | FS150 | (Auto Calculated) |
| Hispanic or Latino | FS151 | FS150 | (Auto Calculated) |
| White | FS151 | FS150 | (Auto Calculated) |
| Two or more races | FS151 | FS150 | (Auto Calculated) |
| Children with disabilities (*IDEA*) | FS151 | FS150 | (Auto Calculated) |
| English Learners | FS151 | FS150 | (Auto Calculated) |
| Economically disadvantaged students | FS151 | FS150 | (Auto Calculated) |
| Children in foster care | FS151 | FS150 | (Auto Calculated) |
| Children who are homeless | FS151 | FS150 | (Auto Calculated) |

**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*.

The response is limited to 8,000 characters.

|  |
| --- |
|  |

## 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. If data are missing or incomplete, please explain in the comments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **# Enrolled in an IHE** | **# Not enrolled in an IHE** | **# for which data are unavailable** | **Total** |
| All students | FS160 | FS160 | FS160 | (Auto Calculated) |
| American Indian or Alaska Native | FS160 | FS160 | FS160 | (Auto Calculated) |
| Asian or Pacific Islander | FS160 | FS160 | FS160 | (Auto Calculated) |
| *Asian* | FS160 | FS160 | FS160 | (Auto Calculated) |
| *Native Hawaiian or Other Pacific Islander* | FS160 | FS160 | FS160 | (Auto Calculated) |
| Black or African American | FS160 | FS160 | FS160 | (Auto Calculated) |
| Hispanic or Latino | FS160 | FS160 | FS160 | (Auto Calculated) |
| White | FS160 | FS160 | FS160 | (Auto Calculated) |
| Two or more races | FS160 | FS160 | FS160 | (Auto Calculated) |
| Children with disabilities (*IDEA*) | FS160 | FS160 | FS160 | (Auto Calculated) |
| English Learners | FS160 | FS160 | FS160 | (Auto Calculated) |
| Economically disadvantaged students | FS160 | FS160 | FS160 | (Auto Calculated) |

The response is limited to 8,000 characters.

|  |
| --- |
|  |

# 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.

|  |  |
| --- | --- |
| **Special Services or Programs** | **# Students Served** |
| Children with disabilities (*IDEA*) | FS037 |
| English learners | FS037 |
| Homeless students | FS037 |
| Migrant students | FS037 |

## 2.3.2 Student Participation in Public Title I, Part A by Racial/EthnicGroup

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.

|  |  |
| --- | --- |
| **Race/Ethnicity** | **# Students Served** |
| American Indian or Alaska Native | FS037 |
| Asian | FS037 |
| Black or African American | FS037 |
| Hispanic or Latino | FS037 |
| Native Hawaiian or other Pacific Islander | FS037 |
| White | FS037 |
| Two or more races | FS037 |
| Total | (Auto calculated) |

## 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). The totals column by type of program will be automatically calculated.

| **Age /Grade** | **Public TAS** | **Public SWP** | **Private** | **Local Neglected** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Age Birth through 2 | FS134 | FS134 | FS134 | FS134 | FS134 |
| Age 3 through 5 (not Kindergarten) | FS134 | FS134 | FS134 | FS134 | FS134 |
| K | FS134 | FS134 | FS134 | FS134 | FS134 |
| 1 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 2 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 3 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 4 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 5 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 6 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 7 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 8 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 9 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 10 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 11 | FS134 | FS134 | FS134 | FS134 | FS134 |
| 12 | FS134 | FS134 | FS134 | FS134 | FS134 |
| Ungraded | FS134 | FS134 | FS134 | FS134 | FS134 |
| TOTALS | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

# 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, 2021 through June 30, 2022.
* 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:
  + **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.
  + **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.
  + **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.
  + **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.
  + **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.
  + **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/Facility Type** | **# Programs/Facilities** | **Average Length of Stay in Days** |
| --- | --- | --- |
| Neglected programs |  |  |
| Juvenile detention |  |  |
| Juvenile corrections |  |  |
| Adult corrections |  |  |
| Other |  |  |
| Total | (Auto calculated) |  |

**FAQ on Programs and Facilities - Subpart I:**

*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.

### 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** |
| --- | --- |
| Neglected programs |  |
| Juvenile detention |  |
| Juvenile corrections |  |
| Adult corrections |  |
| Other |  |
| Total | (Auto calculated) |

### 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.

| **# of Students Served** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Total Unduplicated Students Served | FS119 | FS119 | FS119 | FS119 | FS119 |
| Total Long Term Students Served | FS119 | FS119 | FS119 | FS119 | FS119 |

Provide the number of students served by special populations

| **Student Subgroups** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Children with disabilities (*IDEA*) | FS119 | FS119 | FS119 | FS119 | FS119 |
| English Learners (ELs) | FS119 | FS119 | FS119 | FS119 | FS119 |

Provide the number of students served by race/ethnicity.

| **Race/Ethnicity** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | FS119 | FS119 | FS119 | FS119 | FS119 |
| Asian | FS119 | FS119 | FS119 | FS119 | FS119 |
| Black or African American | FS119 | FS119 | FS119 | FS119 | FS119 |
| Hispanic or Latino | FS119 | FS119 | FS119 | FS119 | FS119 |
| Native Hawaiian or other Pacific Islander | FS119 | FS119 | FS119 | FS119 | FS119 |
| White | FS119 | FS119 | FS119 | FS119 | FS119 |
| Two or more races | FS119 | FS119 | FS119 | FS119 | FS119 |
| Total | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

Provide the number of students served by gender.

| **Sex** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Male | FS119 | FS119 | FS119 | FS119 | FS119 |
| Female | FS119 | FS119 | FS119 | FS119 | FS119 |
| Total | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

Provide the number of students served by age.

| **Age** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| 3 through 5 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 6 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 7 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 8 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 9 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 10 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 11 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 12 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 13 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 14 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 15 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 16 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 17 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 18 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 19 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 20 | FS119 | FS119 | FS119 | FS119 | FS119 |
| 21 | FS119 | FS119 | FS119 | FS119 | FS119 |
| Total | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

|  |
| --- |
|  |

**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, 2021 through June 30, 2022.

### 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.

| **Outcomes**  **(once per student, only after exit)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| # of Students Who Enrolled in their local district school 90 days after exit | FS181 | FS181 | FS181 | FS181 | FS181 |

| **Outcomes**  **(once per student)** | **Neglected Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Detention** | **Juvenile Corrections** | **Juvenile Corrections** | **Adult Corrections** | **Adult Corrections** | **Other Programs** | **Other Programs** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # of Students Who | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90 days after exit | In  fac. | 90  days after exit |
| Earned a GED | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Obtained high school diploma | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |

| **Outcomes**  **(once per student per time period)** | **Neglected Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Detention** | **Juvenile Corrections** | **Juvenile Corrections** | **Adult Corrections** | **Adult Corrections** | **Other Programs** | **Other Programs** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # of Students Who | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90 days after exit | In  fac. | 90  days after exit |
| Earned high school course credits | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Enrolled in a GED program | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Accepted and/or enrolled into post-secondary education | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Enrolled in job training courses/programs | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Obtained employment | FS180/ | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |

**In the text box below, please account for any missing or incomplete data after exit.**

This response is limited to 4,000 characters.

## 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, 2021, 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.

| **Performance Data (Based on most recent pre/post-test data)** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Adult Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Long-term students with negative grade level change from the pre- to post-test exams | FS113 | FS113 | FS113 | FS113 | FS113 |
| Long-term students with no change in grade level from the pre- to post-test exams | FS113 | FS113 | FS113 | FS113 | FS113 |
| Long-term students with improvement up to one full grade level from the pre- to post-test exams | FS113 | FS113 | FS113 | FS113 | FS113 |
| Long-term students with improvement of more than one full grade level from the pre- to post-test exams | FS113 | FS113 | FS113 | FS113 | FS113 |
| Total students pre/post-tested | FS113 | FS113 | FS113 | FS113 | FS113 |

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

### 2.5.2.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.2.1. The only difference is that this section collects data on mathematics performance.

## 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/Facility Type** | **# Programs/Facilities** | **Average Length of Stay (# days)** |
| --- | --- | --- |
| At-risk programs |  |  |
| Neglected programs |  |  |
| Juvenile detention |  |  |
| Juvenile corrections |  |  |
| Other |  |  |
| Total | (Auto calculated) |  |

**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.

### 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/Facility Type** | **# Reporting Data** |
| --- | --- |
| At-risk programs |  |
| Neglected programs |  |
| Juvenile detention |  |
| Juvenile corrections |  |
| Other |  |
| Total | (Auto calculated) |

### 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.

| **# of Students Served** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Total Unduplicated Students Served | FS127 | FS127 | FS127 | FS127 | FS127 |
| Total Long Term Students Served | FS127 | FS127 | FS127 | FS127 | FS127 |

Provide the number of students served by special populations.

| **Student Subgroups** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Children with disabilities (*IDEA*) | FS127 | FS127 | FS127 | FS127 | FS127 |
| ELs | FS127 | FS127 | FS127 | FS127 | FS127 |

Provide the number of students served by race/ethnicity.

| **Race/Ethnicity** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| American Indian or Alaska Native | FS127 | FS127 | FS127 | FS127 | FS127 |
| Asian | FS127 | FS127 | FS127 | FS127 | FS127 |
| Black or African American | FS127 | FS127 | FS127 | FS127 | FS127 |
| Hispanic or Latino | FS127 | FS127 | FS127 | FS127 | FS127 |
| Native Hawaiian or other Pacific Islander | FS127 | FS127 | FS127 | FS127 | FS127 |
| White | FS127 | FS127 | FS127 | FS127 | FS127 |
| Two or more races | FS127 | FS127 | FS127 | FS127 | FS127 |
| **Total** | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

Provide the number of students served by sex.

| **Sex** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Male | FS127 | FS127 | FS127 | FS127 | FS127 |
| Female | FS127 | FS127 | FS127 | FS127 | FS127 |
| Total | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

Provide the number of students served by age.

| **Age** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| 3 through 5 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 6 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 7 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 8 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 9 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 10 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 11 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 12 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 13 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 14 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 15 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 16 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 17 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 18 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 19 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 20 | FS127 | FS127 | FS127 | FS127 | FS127 |
| 21 | FS127 | FS127 | FS127 | FS127 | FS127 |
| Total | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) | (Auto calculated) |

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

**Comments:**

|  |
| --- |
|  |

**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, 2021 through June 30, 2022.

### 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.

| **Outcomes**  **(once per student, only after exit)** | **At-Risk Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| # of Students Who Enrolled in their local district school 90 days after exit | FS181 | FS181 | FS181 | FS181 | FS181 |

| **Outcomes**  **(once per student)** | **At-Risk Programs** | **At-Risk Programs** | **Neglected Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Detention** | **Juvenile Corrections** | **Juvenile Corrections** | **Other Programs** | **Other Programs** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # of Students Who | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90 days after exit | In  fac. | 90  days after exit |
| Earned a GED | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Obtained high school diploma | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |

| **Outcomes**  **(once per student per time period)** | **At-Risk Programs** | **At-Risk Programs** | **Neglected Programs** | **Neglected Programs** | **Juvenile Detention** | **Juvenile Detention** | **Juvenile Corrections** | **Juvenile Corrections** | **Other Programs** | **Other Programs** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| # of Students Who | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90  days after exit | In  fac. | 90 days after exit | In  fac. | 90  days after exit |
| Earned high school course credits | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Enrolled in a GED program | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Accepted and/or enrolled into post-secondary education | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Enrolled in job training courses/programs | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |
| Obtained employment | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 | FS180 | FS181 |

**In the text box below, please account for any missing or incomplete data after exit.**

This response is limited to 4,000 characters.

### 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, 2021, 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.

| **Performance Data**  **(Based on most recent**  **pre/post-test data)** | **At-Risk Programs** | **Neglected**  **Programs** | **Juvenile Detention** | **Juvenile Corrections** | **Other Programs** |
| --- | --- | --- | --- | --- | --- |
| Long-term students with negative grade level change from the pre- to post-test exams | FS125 | FS125 | FS125 | FS125 | FS125 |
| Long-term students with no change in grade level from the pre- to post-test exams | FS125 | FS125 | FS125 | FS125 | FS125 |
| Long-term students with improvement up to one full grade level from the pre- to post-test exams | FS125 | FS125 | FS125 | FS125 | FS125 |
| Long-term students with improvement of more than one full grade level from the pre- to post-test exams | FS125 | FS125 | FS125 | FS125 | FS125 |
| Total students pre/post-tested | FS125 | FS125 | FS125 | FS125 | FS125 |

**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, 2021, through June 30, 2022.

*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

This section is similar to 2.5.3.5.1. The only difference is that this section collects data on mathematics performance.

# 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*. The data are reported through the Annual Performance Reporting Tool.

|  |  |
| --- | --- |
| **Content Area** | **Amount of Funds Spent** |
| Well-Rounded |  |
| Safe and Healthy Students |  |
| Effective Use of Technology |  |

**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). The data are reported through the Annual Performance Reporting Tool.

|  |  |
| --- | --- |
| **Content Area** | **Number of LEAs Spending Funds** |
| Well-Rounded |  |
| Safe and Healthy Students |  |
| Effective Use of Technology |  |
| Any Content Area |  |

# 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  SY2021-22? | **YES** | **NO** |
| Yes | No |

## **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.

|  |  |
| --- | --- |
| **LEA Transferability of Funds** | **#** |
| LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b). |  |

## 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** |
| --- | --- | --- |
| Supporting Effective Instruction (Title II, Part A) | [1.1.] | [1.2.] |
| Student Support and Enrichment Grants (Title IV, Part A) | [2.1.] | [2.2.] |
| Improving Basic Programs Operated by LEAs (Title I, Part A) |  | .] |
| Education of Migratory Children (Title I, Part C) |  |  |
| Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D) |  |  |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) |  | [5.2.] |
| Rural Education Initiative (Title V, Part B) |  |  |

In the table below provide the total amount of FY 2021 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** |
| --- | --- | --- |
| Supporting Effective Instruction (Title II, Part A) | [1.1.] | [1.2.] |
| Student Support and Enrichment Grants (Title IV, Part A) | [2.1.] | [2.2.] |
| Improving Basic Programs Operated by LEAs (Title I, Part A) |  | .] |
| Education of Migratory Children (Title I, Part C) |  |  |
| Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D) |  |  |
| English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A) |  | [5.2.] |
| Rural Education Initiative (Title V, Part B) |  |  |

# 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 SY2021-22 for each of the listed purposes.

| **Purpose** | | **# LEAs** |
| --- | --- | --- |
| Activities authorized under Part A of Title I |  |
| Activities authorized under Part A of Title II |  |
| Activities authorized under Title III |  |
| Activities authorized under Part A of Title IV |  |
| Parental involvement activities |  |

## 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.

The response is limited to 8,000 characters.

|  |
| --- |
|  |

## 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.

Response is limited to 8,000 characters.

# 

## 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.

Response is limited to 8,000 characters.

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

## 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. This information will be collected from SEAs outside of the CSPR collection tool.

|  |  |  |
| --- | --- | --- |
| **NCES LEA ID** | **LEA Name** | **RLIS Award Amount** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

|  |  |  |
| --- | --- | --- |
|  | Number | Percentage |
| What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA’s AFUA, under Section 5211 of the ESEA. | FS131 | (Auto-calculated) |

1. SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report. [↑](#footnote-ref-2)
2. All citations to the ESEA in this document are to the ESEA, as amended by the ESSA. [↑](#footnote-ref-3)