

CONSOLIDATED STATE PERFORMANCE REPORT:

Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2007-08

MONTANA



PART I DUE FRIDAY, DECEMBER 19, 2008
PART II DUE FRIDAY, FEBRUARY 27, 2009

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB) provide to States the option of applying for and reporting on multiple ESEA programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part B, Subpart 3 – William F. Goodling Even Start Family Literacy Programs
- Title I, Part C – Education of Migratory Children (Includes the Migrant Child Count)
- Title I, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- Title II, Part A – Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)
- Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act
- Title IV, Part A, Subpart 1 – Safe and Drug-Free Schools and Communities State Grants
- Title IV, Part A, Subpart 2 – Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)
- Title V, Part A – Innovative Programs
- Title VI, Section 6111 – Grants for State Assessments and Related Activities
- Title VI, Part B – Rural Education Achievement Program
- Title X, Part C – Education for Homeless Children and Youths

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2007-08 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1: By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Performance Goal 3: By SY 2005-06, all students will be taught by highly qualified teachers.**
- **Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- **Performance Goal 5: All students will graduate from high school.**

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific ESEA programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2007-08 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 19, 2008. Part II of the Report is due to the Department by Friday, February 27, 2009. Both Part I and Part II should reflect data from the SY 2007-08, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2007-08 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2007-08 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

OMB Number: 1810-0614 Expiration Date:
10/31/2010

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended by the
No Child Left Behind Act of 2001

Check the one that indicates the report you are submitting: Part I, 2007-08 X Part II, 2007-08

Name of State Educational Agency (SEA) Submitting This Report:
Montana Office of Public Instruction
Address:
PO Box 202501
Helena, MT 59620-2501 Person to contact about this report:

Name: Nancy Coopersmith
Telephone: (406) 444-5541
Fax: (406) 444-1373
e-mail: ncoopersmith@mt.gov

Denise Juneau, State Superintendent

Name of Authorizing State Official: (Print or Type):

Wednesday, May 6, 2009, 6:26:16 PM

Signature Date

**CONSOLIDATED STATE PERFORMANCE REPORT
PART II**

For reporting on
School Year 2007-08



**PART II DUE FEBRUARY 27, 2009
5PM EST**

2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's NCLB assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's NCLB mathematics assessments under Section 1111(b)(3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	3,361	1,873	55.7
4	3,275	1,935	59.1
5	3,341	2,030	60.8
6	2,807	1,490	53.1
7	2,020	1,059	52.4
8	2,116	949	44.8
High School	1,407	507	36.0
Total	18,327	9,843	53.7
Comments:			

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's NCLB reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	3,361	2,616	77.8
4	3,275	2,326	71.0
5	3,341	2,494	74.6
6	2,807	2,109	75.1
7	2,020	1,449	71.7
8	2,116	1,477	69.8
High School	1,407	866	61.5
Total	18,327	13,337	72.8
Comments:			

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's NCLB mathematics assessments under Section 1111(b) (3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	4,746	3,049	64.2
4	4,909	3,382	68.9
5	4,885	3,377	69.1
6	5,529	3,589	64.9
7	6,416	4,395	68.5
8	6,582	4,031	61.2
High School	7,157	3,865	54.0
Total	40,224	25,688	63.9
Comments:			

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's NCLB reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	4,746	4,054	85.4
4	4,909	4,020	81.9
5	4,885	4,090	83.7
6	5,529	4,739	85.7
7	6,416	5,398	84.1
8	6,582	5,406	82.1
High School	7,157	5,649	78.9
Total	40,224	33,356	82.9
Comments:			

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 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 SWP or TAS programs 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.

	# Students Served
Children with disabilities (IDEA)	4,512
Limited English proficient students	1,809
Students who are homeless	374
Migratory students	102
Comments:	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X037 that is data group 548, category sets B, C, D and E.

2.1.2.2 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 public 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	4,682
Asian or Pacific Islander	420
Black, non-Hispanic	483
Hispanic	1,215
White, non-Hispanic	12,065
Total	18,865
Comments:	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X037 that is data group 548, category set A.

2.1.2.3 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 targeted assistance programs (Public TAS), Title I schoolwide programs (Public 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 0-2			0	17	17
Age 3-5 (not Kindergarten)	N<10	550	0	14	566
K	555	3,642	21	N<10	4,227
1	945	3,594	29	N<10	4,575
2	1,097	3,338	37	N<10	4,481
3	998	3,352	27	N<10	4,383
4	983	3,260	26	N<10	4,275
5	797	3,333	19	11	4,160
6	984	2,775	N<10	11	3,776
7	1,363	2,007	N<10	27	3,399
8	1,270	2,078	0	23	3,371
9	1,372	1,527	13	27	2,939
10	1,184	1,393	16	21	2,614
11	850	1,305	13	N<10	2,175
12	579	1,247	N<10	N<10	1,832
Ungraded	N<10	N<10	N<10	75	83
TOTALS	12,981	33,404	216	272	46,873
Comments:					

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X134, that is data group 670, category set A.

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections request data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

	# Students Served
Mathematics	7,112
Reading/language arts	9,435
Science	644
Social studies	375
Vocational/career	183
Other instructional services	324
Comments:	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X036 that is data group 549, category set A.

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

	# Students Served
Health, dental, and eye care	21
Supporting guidance/advocacy	98
Other support services	324
Comments:	

Source – The table above is produced through ED Facts. The SEA submits the data in file N/X036, that is data group 549, category set B.

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	264.00	
Paraprofessionals ¹	151.00	60.0
Other paraprofessionals (translators, parental involvement, computer assistance) ²	10.00	
Clerical support staff	0.00	
Administrators (non-clerical)	11.00	
Comments:		

Source – Manual entry by SEA into the online collection tool.

FAQs on staff information

- a. *What is a "paraprofessional?" An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:*
 1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
 2. Providing assistance with classroom management, such as organizing instructional and other materials;
 3. Providing assistance in a computer laboratory;
 4. Conducting parental involvement activities;
 5. Providing support in a library or media center;
 6. Acting as a translator; or
 7. Providing instructional services to students.
- b. *What is an "other paraprofessional?" Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.*
- c. *Who is a qualified paraprofessional? A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraquidance.doc>.*

1 Consistent with ESEA, Title I, Section 1119(g)(2).

2 Consistent with ESEA, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA. Use the additional guidance found below the previous table.

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals3	674.00	64.0
Comments:		

Source – Manual entry by SEA into the online collection tool. 3 Consistent with ESEA, Title I, Section 1119(g)(2).

2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)

2.2.1 Subgrants and Even Start Program Participants

For the reporting program year July 1, 2007 to June 30, 2008, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	4
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.2 Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2007. For newly enrolled children, calculate their age at the time of enrollment in Even Start.

4. Do not use rounding rules. The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	105
2. Adults participating	105
3. Adults participating who are limited English proficient (Adult English Learners)	4
4. Participating children	119
a. Birth through 2 years	72
b. Age 3 through 5	31
c. Age 6 through 8	16
c. Above age 8	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and reenrolls during the year.

	#
1. Number of newly enrolled families	57
2. Number of newly enrolled adult participants	57
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	53
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	47
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	13
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2008). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. Report each family only once in lines 1-4. Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	16
2. Number of families enrolled more than 90 but less than 180 days or less	50
3. Number of families enrolled more than 180 days but 365 days or less	19
4. Number of families enrolled more than 365 days	19
5. Total families enrolled	104
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators.

In the space below, provide any explanatory information necessary for understanding the data provided in this section on performance indicators.

The response is limited to 8,000 characters.

July 1, 2007-June 30, 2008 Montana Data about Federal Even Start Performance Indicators Explanatory information

The Montana Even Start Programs Performance Indicators were federally approved in June, 2001. The success of the programs is attributed to the efforts of a state-wide focus on meeting Even Start program goals. Retention of staff members encourages students to stay in the program through the establishment of trusting relationships, facilitating goal attainment by students. Students are expected to participate in all components of Even Start, and to regularly attend classes. Students are made to feel that the Even Start sites are a comfortable, safe place to attend. Food is often provided by partnering agencies.

All staff members are required to participate in state-wide, all-staff Even Start meetings. At the meetings, staff members are able to receive updated information for all components of the Program, network with peers, and participate in data-driven decision making to set goals and strategies for achieving the goals for the next program year. The state level coordinator and evaluator then follow up to assure progress is made on the written plans, and to recommend funding.

ADULTS: Each of the four (4) state-funded programs (Montana) is expected to attain at least six (6) GED's or HS Diplomas per year. For the Reporting Period of July 1, 2007 through June 30, 2008, 26 GED's and 2 High School Diplomas were earned—28 total—exceeding the state-wide expectation of 24 GED/High School Diplomas. Programs are expected to attain an average participant program attendance rate of at least 70 percent. During this reporting period, the state-wide average rate was 81 percent—again, exceeding the state's minimum expectation. Of 104 adults served statewide, 23 made significant gains in Reading, and 14 made gains in Math (Indicator A.3). Of ESL students assessed with BEST (required by programs receiving state adult education funding), 4 made significant gains, exceeding the state requirements (E.1.2, E.1.4, E.1.6).

The Montana Even Start Programs Performance Indicators include minimum expectations for the six (6) levels of the TABE test (A.1.1-A.1.6). Because the four (4) Montana Programs served an average of only 25 families per site (101 total), the number of participants in each level was small. However, of five (5) TABE levels with adult students, results in four (4) of the levels (indicators) exceeded the state's target. Montana programs also exceeded state targets in the areas of Adult Achievement in Education and/or Employment (A.2).

FAMILY (PARENTING AND PACT): The Programs exceeded the state's requirements for all Performance Indicators related to Family. Gains were assessed with families enrolled at least three (3) months. Of 80 families, 97.5 percent who experienced a transition participated in at least one transition activity (F.1). Of 10 families, 40 percent of those that were receiving primarily home-based services transitioned to receiving primarily center-based services (F.2). Of 98 families, 95.9 percent demonstrated an increase in knowledge of child development theories and positive parenting techniques (F.3); 94.9 percent of these families increased the frequency of engaging in developmentally-appropriate and nurturing activities with their children, and participation in structured PACT Time as a result of increases in Indicator F.3 (F.4). With 94.9 percent of these parents, increased satisfaction with participation in a Parent Support Network was demonstrated as well (F.5). Of 68 parents who have identified at least one goal related to family needs or community involvement, 94.1 percent attained that goal.

CHILDREN AGE BIRTH-THREE YEARS: For Children age birth-three years (n=72), 98 percent showed language and cognitive gains (C.1); however, only 66 percent of these children participated in at least 70 percent of the education/developmental program activities—below the expectation of 90 percent. Low participation was attributed to absences due to illness (ill children are not allowed to attend state-funded child care centers) and other family crises (C.2).

CHILDREN AGE THREE-FIVE YEARS: For children age three -five years (n=31), 88 percent (minimum requirement: 80 percent) showed continuous progress in language development and literacy—exceeding the state's target (C.3). Specific gains for children assessed for the PPVT were not reported, because most children (families) did not remain in the program for at least 6 months (the minimum time required between administration of the pre-test and the post-test).

CHILDREN AGE FIVE-EIGHT YEARS (KINDERGARTEN-GRADE 3): Of 12 children enrolled at least seven (7) months, 75 percent attended school at an equal or better rate than the school average—just below the expectation of 80 percent (C.4); 80 percent (60 percent required) demonstrated adequate progress in reading readiness and reading skills after at least 7 months from the date of enrollment (C.5). Additionally, 100 percent of these children were promoted to the next grade level. (C.6). Classroom teachers attributed

these gains to regular attendance, and a focus on academic curriculum and individual learning

2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under "pre-and post-test", an individual must have completed both the pre-and post-tests.

The definition of "significant learning gains" for adult education is determined by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2. Note: Do

not include the Adult English Learners counted in 2.2.2.2.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	89	60	0
CASAS	0	0	0
Other	0	0	0
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
BEST	N<10	N<10	0
CASAS	0	0	0
TABE	0	0	0
Other	0	0	0
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.3 Adults Earning a High School Diploma or GED

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	N<10	N<10	
GED	11	11	
Other	0	0	
Comments:			

Source – Manual entry by SEA into the online collection tool.

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	0	0	
GED	15	15	
Other	0	0	
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre-and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Pre-and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	0	0			Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
PPVT-IV	0	0			Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
TVIP	0	0	0	0	Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
Comments:					

Source – Manual entry by SEA into the online collection tool.

2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	0	0	0	0	Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
PPVT-IV	0	0	0	0	Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
TVIP	0	0	0	0	Children were enrolled less than 6 months—therefore, no post-test was administered (6 months is required between pre-and post-testing).
Comments:					

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB

2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2008.
3. The term "average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.
4. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case					No Data
Comments:					

Source – Manual entry by SEA into the online collection tool.

2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# In Cohort	# Who Met Goal	Explanation (include source of data)
K	N<10	N<10	Grades K-3: Of 16, 16 met goal. Source—classroom teachers
1	N<10	N<10	Grades K-3: Of 16, 16 met goal. Source: Classroom Teachers.
2	N<10	N<10	Grades K-3: Of 16, 16 met goal. Source: Classroom Teachers.
3	0	0	Grades K-3: Of 16, 16 met goal. Source: Classroom Teachers.
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	0	0	
PEP Scale II	0	0	
PEP Scale III	0	0	
PEP Scale IV	0	0	
Other	98	97	
Comments:			

Source – Manual entry by SEA into the online collection tool.

2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2007 through August 31, 2008. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data – migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs at 1.10 contain definitions of out-of-school and ungraded that are used in this section.

2.3.1 Population Data

The following questions collect data on eligible migrant children.

2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	75
Age 3 through 5 (not Kindergarten)	107
K	66
1	68
2	75
3	78
4	71
5	80
6	82
7	100
8	90
9	87
10	85
11	74
12	28
Ungraded	N<10
Out-of-school	26
Total	1,196
Comments:	

Source – All rows except for "age birth through 2" are populated with the data provided in Part I, Section 1.10, Question 1.10.1.

2.3.1.2 Priority for Services

In the table below, provide the unduplicated number of eligible migrant children who have been classified as having "Priority for Services." The total is calculated automatically. Below the table is a FAQ about the data collected in this table.

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	50
K	43
1	55
2	56
3	68
4	63
5	70
6	71
7	88
8	76
9	77
10	72
11	63
12	13
Ungraded	N<10
Out-of-school	12
Total	880
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

FAQ on priority for services:

Who is classified as having "priority for service?" Migratory children who are failing, or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.1.3 Limited English Proficient

In the table below, provide the unduplicated number of eligible migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	91
K	38
1	51
2	52
3	60
4	50
5	58
6	50
7	67
8	55
9	68
10	59
11	55
12	11
Ungraded	N<10
Out-of-school	25
Total	794
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.3.1.4 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of eligible migrant children who are also Children with Disabilities (IDEA) under Part B or Part C of the IDEA. The total is calculated automatically.

Age/Grade	Children with Disabilities (IDEA)
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	N<10
1	N<10
2	N<10
3	0
4	N<10
5	0
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	0
Total	32
Comments: Changing and moving student populations affect the outcome of the migratory students.	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of eligible migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	71	N<10	N<10	0
Age 3 through 5 (not Kindergarten)	86	N<10	13	N<10
K	36	15	12	N<10
1	49	N<10	N<10	N<10
2	42	18	11	N<10
3	49	10	16	N<10
4	41	11	15	N<10
5	57	10	12	N<10
6	45	13	19	N<10
7	65	13	18	N<10
8	51	12	22	N<10
9	64	N<10	10	N<10
10	62	N<10	11	N<10
11	57	N<10	11	N<10
12	10	N<10	N<10	N<10
Ungraded	N<10	0	0	0
Out-of-school	24	N<10	0	0
Total	813	144	189	50
Comments: Changing and moving student populations affect the outcome of the migratory students.				

Source – Manual entry by SEA into the online collection tool.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of eligible migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	16
K	23
1	16
2	26
3	21
4	18
5	18
6	21
7	25
8	26
9	21
10	16
11	11
12	12
Ungraded	0
Out-of-school	N<10
Total	279
Comments:	

Source – Manual entry by SEA into the online collection tool.

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2.3.2 Academic Status

The following questions collect data about the academic status of eligible migrant students.

2.3.2.1 Dropouts

In the table below, provide the unduplicated number of eligible migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Total	0
Comments: Total for Montana: 0	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

FAQ on Dropouts:

How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2007-08 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

In the table below, provide the total unduplicated number of eligible migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your State	N<10
Comments: Changing and moving student populations affect the outcome of the migratory students.	

Source – Manual entry by SEA into the online collection tool.

2.3.2.3 Participation in State NCLB Assessments

The following questions collect data about the participation of eligible migrant students in State NCLB Assessments.

2.3.2.3.1 Reading/Language Arts Participation

In the table below, provide the unduplicated number of eligible migrant students enrolled in school during the State testing window and tested by the State NCLB reading/language arts assessment by grade level. The totals are calculated automatically.

Grade	Enrolled	Tested
3	26	26
4	27	27
5	25	24
6	38	37
7	32	32
8	34	34
9		
10	19	19
11		
12		
Ungraded		
Total	201	199
Comments: Montana does not test reading/language arts in grades 9, 11, 12 and ungraded. N/A.		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's NCLB mathematics assessment.

Grade	Enrolled	Tested
3	26	26
4	27	27
5	25	24
6	38	37
7	32	32
8	34	34
9		
10	19	19
11		
12		
Ungraded		
Total	201	199
Comments: Montana does not test mathematics in grades 9, 11, 12 and ungraded. N/A.		

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.3 MEP Participation Data

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

- Children who received instructional or support services funded in whole or in part with MEP funds.
- Children who received a MEP-funded service, even those children who continued to receive services (1) during the term their eligibility ended, (2) for one additional school year after their eligibility ended, if comparable services were not available through other programs, and (3) in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section 1304(e)(1–3)).

Do not include:

- Children who were served through a Title I SWP where MEP funds were consolidated with those of other programs.
- Children who were served by a "referred" service only.

2.3.3.1 MEP Participation – Regular School Year

The following questions collect data on migrant children who participated in the MEP during the regular school year. Do not include:

- Children who were only served during the summer/intersession term.

2.3.3.1.1 MEP Students Served During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the regular school year. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Regular School Year
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	16
K	32
1	22
2	38
3	32
4	32
5	30
6	39
7	40
8	39
9	30
10	24
11	20
12	22
Ungraded	0
Out-of-school	N<10
Total	418
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who have been classified as having "priority for services" and who received instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	N<10
K	11
1	10
2	21
3	25
4	25
5	23
6	32
7	31
8	29
9	23
10	19
11	13
12	N<10
Ungraded	0
Out-of-school	N<10
Total	280
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 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.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Changing and moving student populations affect the outcome of the migratory students.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.1.4 Services

The following questions collect data on the services provided to participating migrant children during the regular school year.

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 migrant child; (2) address a need of a migrant 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. 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 migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the regular school year. 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.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	27
1	17
2	29
3	21
4	23
5	22
6	25
7	29
8	29
9	21
10	21
11	N<10
12	14
Ungraded	0
Out-of-school	N<10
Total	288
Comments: Changing and moving student populations affect the outcome of the migratory students.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.1.4.2 Type of Instructional Service

In the table below, provide the number of participating migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. 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.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	0	0	
K	N<10	N<10	
1	N<10	N<10	
2	N<10	N<10	
3	N<10	N<10	
4	N<10	N<10	
5	N<10	N<10	
6	N<10	N<10	
7	N<10	N<10	
8	N<10	N<10	
9	0	0	N<10
10	0	0	N<10
11	N<10	N<10	N<10
12	0	0	N<10
Ungraded	0	0	0
Out-of-school	0	0	0
Total	32	32	17
Comments: Percent change reflects the current child count of migrant children served during the regular school term. This number varies from year to year. Fewer students were served in 2007-08.			

Source – Manual entry by SEA into the online collection tool.

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction 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. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the regular school year. 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.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	16	0
K	32	N<10
1	22	0
2	37	N<10
3	31	N<10
4	31	N<10
5	30	0
6	39	N<10
7	39	N<10
8	39	N<10
9	29	0
10	22	0
11	20	0
12	22	0
Ungraded	0	0
Out-of-school	N<10	0
Total	411	10
Comments: Changing and moving student populations affect the outcome of the migratory students.		

Source – Manual entry by SEA into the online collection tool.

FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. 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 counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who, during the regular school year, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	N<10
2	N<10
3	N<10
4	0
5	N<10
6	0
7	N<10
8	0
9	0
10	0
11	0
12	N<10
Ungraded	0
Out-of-school	0
Total	N<10
Comments: Percent change reflects the current child count of migrant children served during the regular school term. This number varies from year to year. Fewer students were served in 2007-08.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section. There are two differences. First, the questions in this subsection collect data on the summer/intersession term instead of the regular school year. The second is the source for the table on migrant students served during the summer/intersession is EDFacts file N/X124 that includes data group 637, category set A.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	71
Age 3 through 5 (not Kindergarten)	98
K	51
1	57
2	60
3	67
4	61
5	70
6	69
7	86
8	81
9	76
10	74
11	70
12	N<10
Ungraded	N<10
Out-of-school	23
Total	1,024
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who have been classified as having "priority for services" and who received instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services
Age 3 through 5	48
K	40
1	53
2	51
3	62
4	56
5	63
6	62
7	79
8	70
9	69
10	65
11	60
12	N<10
Ungraded	N<10
Out-of-school	10
Total	797
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 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.

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

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 migrant child; (2) address a need of a migrant 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. 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 migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the summer/intersession term. 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.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	67
Age 3 through 5 (not Kindergarten)	65
K	29
1	39
2	41
3	41
4	42
5	46
6	43
7	52
8	45
9	35
10	34
11	20
12	N<10
Ungraded	N<10
Out-of-school	12
Total	616
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.3.3.2.4.2 Type of Instructional Service

In the table below, provide the number of participating migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. 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.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	13	13	
K	24	24	
1	29	28	
2	32	30	
3	31	29	
4	27	26	
5	32	31	
6	30	28	
7	27	28	
8	23	24	
9	N<10	10	13
10	N<10	N<10	25
11	N<10	N<10	25
12	0	N<10	N<10
Ungraded	0	0	0
Out-of-school	0	0	N<10
Total	277	281	68
Comments: Changing and moving student populations affect the outcome of the migratory students.			

Source – Manual entry by SEA into the online collection tool.

FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction 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. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the summer/intersession term. 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.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	71	0
Age 3 through 5 (not Kindergarten)	98	0
K	51	N<10
1	57	0
2	61	N<10
3	66	N<10
4	61	N<10
5	70	N<10
6	69	N<10
7	87	0
8	80	N<10
9	75	0
10	76	0
11	69	0
12	N<10	0
Ungraded	N<10	0
Out-of-school	23	0
Total	1,024	12
Comments: Changing and moving student populations affect the outcome of the migratory students.		

Source – Manual entry by SEA into the online collection tool.

FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. 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 counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who, during the summer/intersession term, received an educational or educationally related service funded by another non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who were served by a referred service only or who received both a referred service and MEP-funded services. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	76
K	29
1	43
2	37
3	40
4	38
5	44
6	37
7	52
8	44
9	48
10	49
11	49
12	N<10
Ungraded	N<10
Out-of-school	21
Total	617
Comments: Percent change reflects the current child count of migrant children served during the regular school term. This number varies from year to year. Fewer students were served in 2007-08.	

Source – Manual entry by SEA into the online collection tool.

2.3.3.3 MEP Participation – Program Year

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

Age/Grade	Served During the Program Year
Age Birth through 2	71
Age 3 through 5 (not Kindergarten)	102
K	65
1	68
2	75
3	78
4	71
5	80
6	81
7	100
8	90
9	87
10	85
11	74
12	28
Ungraded	N<10
Out-of-school	25
Total	1,184
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.3.4 School Data

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

2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled eligible migrant 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 migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	97
Number of eligible migrant children enrolled in those schools	323
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migrant 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 migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	0
Number of eligible migrant children enrolled in those schools	0

Comments:

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts Data Crosswalk.

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children participating in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	1	15
Regular school year – school day/extended day	0	0
Summer/intersession only	3	783
Year round	4	672
Comments: Changing and moving student populations affect the outcome of the migratory students.		

Source – Manual entry by SEA into the online collection tool.

FAQs on type of MEP project:

- a. *What is a project? A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.*
- b. *What are Regular School Year – School Day Only projects? Projects where all MEP services are provided during the school day during the regular school year.*
- c. *What are Regular School Year – School Day/Extended Day projects? Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).*
- d. *What are Summer/Intersession Only projects? Projects where all MEP services are provided during the summer/intersession term.*
- e. *What are Year Round projects? Projects where all MEP services are provided during the regular school year and summer/intersession term.*

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.70
Comments:	

Source – Manual entry by SEA into the online collection tool.

FAQs on the MEP State director

- How is the FTE calculated for the State director? Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one FTE for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.*
- Who is the State director? The manager within the SEA who administers the MEP on a statewide basis.*

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	6	3.50	42	30.20
Counselors	0	0.00	2	2.40
All paraprofessionals	5	1.90	44	29.20
Recruiters	5	1.40	11	7.60
Records transfer staff	2	0.50	9	3.70
Comments: Declining enrollment affect the outcome of these data fields.				

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

FAQs on MEP staff:

- a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
 - 1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 - 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher? A classroom instructor who is licensed and meets any other teaching requirements in the State.*
- c. *Who is a counselor? A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.*
- d. *Who is a paraprofessional? An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.*
- e. *Who is a recruiter? A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.*
- f. *Who is a record transfer staffer? An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.*

2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	3	1.90	33	21.50
Comments:				

Source – Manual entry by SEA into the online collection tool.

FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
 - 1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
 - 2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional? A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of ESEA).*

2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

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, 2007 through June 30, 2008.
- 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, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, 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 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.
 - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
 - **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, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 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.

2.4.1.1 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. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. 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	0	0
Juvenile detention	0	0
Juvenile corrections	2	240
Adult corrections	1	98
Other	0	0
Total	3	220

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

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.

2.4.1.1.1 Programs and Facilities That Reported -Subpart 1

In the table below, provide the number of State agency 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	0
Juvenile Detention	0
Juvenile Corrections	2
Adult Corrections	1
Other	0
Total	3
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.1.2 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 that are long-term. In the subsequent tables provide the number of students served 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	0	0	126	20	0
Long Term Students Served	0	0	126	20	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	31	N<10	0
Asian or Pacific Islander	0	0	N<10	0	0
Black, non-Hispanic	0	0	N<10	0	0
Hispanic	0	0	N<10	N<10	0
White, non-Hispanic	0	0	81	15	0
Total	0	0	126	20	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	95	20	0
Female	0	0	31	0	0
Total	0	0	126	20	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	N<10	0	0
13	0	0	N<10	0	0
14	0	0	32	0	0
15	0	0	36	0	0
16	0	0	31	0	0
17	0	0	24	N<10	0
18	0	0	0	N<10	0
19	0	0	0	N<10	0
20	0	0	0	N<10	0
21	0	0	0	N<10	0
Total	0	0	126	20	0

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

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, 2007 through June 30, 2008.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)	0	2	0	0
Awarded high school diploma(s)	0	2	0	0
Awarded GED(s)	0	2	1	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4 Academic Outcomes – Subpart 1

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits	0	126	0	0
Enrolled in a GED program	0	13	20	0
Comments: One student (age 12) in the juvenile corrections/detention facility is earning high school course credit.				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the State agency program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school	0	47	0	0
Earned a GED	0	N<10	N<10	0
Obtained high school diploma	0	N<10	0	0
Were accepted into post-secondary education	0	0	N<10	0
Enrolled in post-secondary education	0	0	N<10	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5 Vocational Outcomes – Subpart 1

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 1.

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs	0	73	N<10	0
Comments: There are students under age 16 in the juvenile corrections/detention facilities that participate in elective job training programs. There is only one adult correction student enrolled in this type of program.				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.5.2 Vocational Outcomes While in the State Agency Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the State agency program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education	0	0	N<10	0
Obtained employment	0	0	0	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.1.6 Academic Performance – Subpart 1

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

2.4.1.6.1 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 pre- and post-testing in reading. Report only information on a student's most recent testing data. Students who were pretested prior to July 1, 2007, 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. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. 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 Corrections/ Detention	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	0	89	20	0
Long-term students who have complete pre-and post-test results (data)	0	89	16	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre-to post-test exams	0	30	N<10	0
No change in grade level from the pre-to post-test exams	0	N<10	N<10	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	20	N<10	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	N<10	0	0
Improvement of more than one full grade level from the pre-to post-test exams	0	28	12	0
Comments:				

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

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, 2007 through June 30, 2008.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry		87	20	
Long-term students who have complete pre-and post-test results (data)		87	10	

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
Negative grade level change from the pre-to post-test exams	0	32	N<10	0
No change in grade level from the pre-to post-test exams	0	11	0	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	11	0	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	N<10	0	0
Improvement of more than one full grade level from the pre-to post-test exams	0	28	N<10	0
Comments:				

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.4.2 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.

2.4.2.1 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. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. 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	3	81
Neglected programs	0	0
Juvenile detention	2	96
Juvenile corrections	2	365
Other	1	96
Total	8	123

Source – Manual entry by SEA into the online collection tool.

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	2
Comments:	

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.

2.4.2.1.1 Programs and Facilities That Reported -Subpart 2

In the table below, provide the number of LEAs that reported data on neglected and delinquent students. The

total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	3
Neglected programs	0
Juvenile detention	2
Juvenile corrections	2
Other	1
Total	8
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.4.2.2 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 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	195	0	372	85	92
Total Long Term Students Served	149	0	19	44	59

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	65	0	171	43	24
Asian or Pacific Islander	0	0	N<10	N<10	N<10
Black, non-Hispanic	N<10	0	13	N<10	N<10
Hispanic	11	0	11	N<10	N<10
White, non-Hispanic	112	0	176	30	64
Total	195	0	372	85	92

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	103	0	270	64	53
Female	92	0	102	21	39
Total	195	0	372	85	92

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	N<10	0	0
11	N<10	0	N<10	0	0
12	33	0	N<10	0	N<10
13	57	0	22	0	12
14	19	0	39	N<10	N<10
15	29	0	84	10	31
16	22	0	109	23	21
17	31	0	104	37	15
18	0	0	0	N<10	0
19	0	0	0	N<10	0
20	0	0	0	0	0
21	0	0	0	0	0
Total	195	0	372	85	92

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

Comments:

Source – Manual entry by the SEA into the online collection tool.

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, 2007 through June 30, 2008.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (*not students*) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/ Corrections	Other Programs
Awarded high school course credit(s)	2	0	3	1
Awarded high school diploma(s)	2	0	3	1
Awarded GED(s)	2	0	1	0
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4 Academic Outcomes – Subpart 2

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Earned high school course credits	130	0	64	56
Enrolled in a GED program	11	0	28	N<10
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit

In the table below, provide the unduplicated number of students who attained academic outcomes while in the LEA program/facility or within 30 calendar days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in their local district school	142	0	17	56
Earned a GED	N<10	0	N<10	0
Obtained high school diploma	N<10	0	18	N<10
Were accepted into post-secondary education	0	0	N<10	N<10
Enrolled in post-secondary education	0	0	N<10	N<10
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5 Vocational Outcomes – Subpart 2

The following questions collect data on vocational outcomes of students served through Title I, Part D, Subpart 2.

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs	0	0	N<10	N<10
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.5.2 Vocational Outcomes While in the LEA Program/Facility or Within 30 Days After Exit

In the table below, provide the unduplicated number of students who attained vocational outcomes while in the LEA program/facility or within 30 days after exit, by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education	N<10	0	0	0
Obtained employment	N<10	0	46	12
Comments:				

Source – Manual entry by the SEA into the online collection tool.

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2007, 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. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. 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 Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	51	0	12	0
Long-term students who have complete pre-and post-test results (data)	43	0	N<10	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre-to post-test exams	24	0	0	0
No change in grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement of more than one full grade level from the pre-to post-test exams	N<10	0	0	0
Comments:				

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

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, 2007, through June 30, 2008.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry	56	0	22	0
Long-term students who have complete pre-and post-test results (data)	38	0	N<10	0

Of the students reported in the second row above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre-to post-test exams	23	0	0	0
No change in grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	N<10	0	N<10	0
Improvement of more than one full grade level from the pre-to post-test exams	N<10	0	N<10	0
Comments:				

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts Data Crosswalk.

2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act.

2.7.1 Performance Measures

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
1. Percent of students that carried a weapon on school property during the past 30 days.	YRBS	Biennial	2007	2005-06:	2005-06: NA	2002	2002
				2006-07: HS: 9.7			
				2007-08: HS: 8.7 Grades 7-8: 5.9			
Comments:							

Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
2. Percent of students that were in a physical fight on school property during the past 12 months.	YRBS	Biennial	2007	2005-06:	2005-06: NA	2002	2002
				2006-07: HS: 12.2 Grade 7-8: 21.0			
				2007-08: NA			
Comments:							

Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2005-06:	2005-06: NA	2002	2002

<ul style="list-style-type: none"> ●●●● 200607: ● 2006-07: HS: 24.9 ●●●● 200708: ● 2007-08: HS: 29.5 Grades 7-8: 17.0 <p>3. Percent of students that were offered, sold, or given an illegal ●●●● 2008-09:</p> <p>drug on school property during the past 12 months. ● YRBS</p> <p>YRBS</p>	Biennial	2007	200607:	2006-07: HS: 24.9			
			200708:	2007-08: HS: 29.5 Grades 7-8: 17.0			
			200809:				
			200910:				

Source – Manual entry by the SEA into the online collection tool.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4. Number of persistently dangerous schools.	School Discipline Report	Annual	2008	2005-06:	2005-06: 0	2002	2002
				2006-07: 0			
				2007-08: 0			

Comments: The School Discipline Report provides data for Indicator 4; schools submit data electronically by July 1 each year. The School Discipline Report was modified for the 2003-2004 reporting period which will result in more accurate reporting of specific offenses, but may also affect aggregate data in specific fields for the first few years until schools become comfortable with the changes. Annual training, telephone and personal technical assistance are provided to increase the accuracy of the discipline numbers reported.

Source – Manual entry by the SEA into the online collection tool.

2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Illicit drug related	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.
Violent incident without physical injury	Fighting: Mutual participation in an incident involving physical violence where there is no major injury. Physical altercation (minor): Confrontation, tussle, or physical aggression that does not result in injury. Offenses could include pushing or shoving.
Violent incident with physical injury	Homicide: Killing a human being. Sexual battery: Oral, anal, or vaginal penetration forcibly or against the person's will or where the victim is incapable of giving consent. Includes rape, fondling, indecent liberties, child molestation, and sodomy. Robbery involving physical harm: The taking of, or attempting to take, anything of value that is owned by another person or organization under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft is that the threat of physical harm or actual physical harm is involved in a robbery. Aggravated assault (battery): Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Examples: Striking that causes bleeding, broken nose; kicking while a student is down.
Weapons possession	Handgun: The weapon involved was a handgun or pistol. Must result in an expulsion hearing before the Board of Trustees. Shotgun/Rifle: The weapon involved was a shotgun or rifle. Must result in an expulsion hearing before the Board of Trustees. Other Firearms: The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include: • Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; • The frame or receiver of any weapon described above; • Any firearm muffler or firearm silencer; and • Any destructive device, which includes: 1. Any explosive, incendiary (e.g., bomb, grenade), or poison gas; 2. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, and 3. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled. Knife, Blade 2.5" or Greater: The weapon involved was a knife with a blade of at least 2.5 inches in length or greater than 2.5 inches in length. Dangerous Weapon: A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. If the weapon involved is a knife with a blade of 2 ½ inches in length or greater, the incident is reported under the Knife code above.
Comments:	

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2 Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury

The following questions collect data on violent incident without physical injury.

2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	479	69
6 through 8	813	82
9 through 12	835	72
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	0
6 through 8	N<10	5
9 through 12	N<10	5
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3 Out-of-School Suspensions and Expulsions for Violent Incident with Physical Injury

The following questions collect data on violent incident with physical injury.

2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	161	34
6 through 8	180	43
9 through 12	163	33
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<10	1
6 through 8	N<10	4
9 through 12	N<10	3
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	30	21
6 through 8	47	23
9 through 12	45	21
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	N<10	2
6 through 8	N<10	2
9 through 12	18	11
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5 Out-of-School Suspensions and Expulsions for Alcohol-Related Incidents

The following questions collect data on alcohol-related incidents.

2.7.2.5.1 Out-of-School Suspensions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school suspensions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	N<10	2
6 through 8	47	16
9 through 12	320	48
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.5.2 Out-of-School Expulsions for Alcohol-Related Incidents

In the table below, provide the number of out-of-school expulsions for alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	0
6 through 8	N<10	1
9 through 12	N<10	3
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school suspensions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	10	5
6 through 8	108	34
9 through 12	403	40
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.2.6.2 Out-of-School Expulsions for Illicit Drug-Related Incidents

In the table below, provide the number of out-of-school expulsions for illicit drug-related incidents by grade level. Also, provide the number of LEAs that reported data on illicit drug-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	0	0
6 through 8	N<10	1
9 through 12	16	6
Comments:		

Source – Manual entry by the SEA into the online collection tool.

2.7.3 Parent Involvement

In the table below, provide the types of efforts your State uses to inform parents of, and include parents in, drug and violence prevention efforts. Place a check mark next to the five most common efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

Yes/No	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
Yes	Training and technical assistance to LEAs on recruiting and involving parents
No	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
Yes	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
Yes	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
No	Other Specify 1
No	Other Specify 2

In the space below, specify 'other' parental activities. The response is limited to 8,000 characters.

Source – Manual entry by SEA into the online collection tool.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

This section collects information pursuant to Title V, Part A of ESEA.

2.8.1 Annual Statewide Summary

Section 5122 of ESEA, requires States to provide an annual Statewide summary of how Title V, Part A funds contribute to the improvement of student academic performance and the quality of education for students. In addition, these summaries must be based on evaluations provided to the State by LEAs receiving program funds.

Please attach your statewide summary. You can upload file by entering the file name and location in the box below or use the browse button to search for the file as you would when attaching a file to an e-mail. The maximum file size for this upload is 4 meg.

2.8.2 Needs Assessments

In the table below, provide the number of LEAs that completed a Title V, Part A needs assessment that the State determined to be credible and the total number of LEAs that received Title V, Part A funds. The percentage column is automatically calculated.

	# LEAs	%
Completed credible Title V, Part A needs assessments	355	100.0
Total received Title V, Part A funds	355	
Comments:		

Source – Manual entry by SEA into the online collection tool.

2.8.3 LEA Expenditures

In the table below, provide the amount of Title V, Part A funds expended by the LEAs. The percentage column will be automatically calculated.

The 4 strategic priorities are: (1) support student achievement, enhance reading and mathematics, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, and (4) promote access for all students to a quality education.

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 1920, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

	\$ Amount	%
Title V, Part A funds expended by LEAs for the four strategic priorities	1,067,500	90.3
Total Title V, Part A funds expended by LEAs	1,182,555	
Comments: Totals include amounts transferred and flexed into Title V, Part A.		

Source – Manual entry by SEA into the online collection tool.

2.8.4 LEA Uses of Funds for the Four Strategic Priorities and AYP

In the table below, provide the number of LEAs:

1. That used at least 85 percent of their Title V, Part A funds for the four strategic priorities above and the number of these LEAs that met their State's definition of adequate yearly progress (AYP).
2. That did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.
3. For which you do not know whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities and the number of these LEAs that met their State's definition of AYP.

The total LEAs receiving Title V, Part A funds will be automatically calculated.

	# LEAs	# LEAs Met AYP
Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	184	121
Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	131	93
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Total LEAs receiving Title V, Part A funds	315	214
Comments:		

Source – Manual entry by SEA into the online collection tool.

2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	225
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	3
Educational technology, including software and hardware as described in Title II, Part D	3
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	2
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Goal 1: All students will attain proficiency or better in reading and mathematics:

Montana measures student achievement by the percentage of students in four categories: Novice, Nearing Proficient, Proficient, and Advanced. The results for LEAs who received RLIS funds during the 2007-08 school year are:

Cut Bank Elem

Reading: Novice decreased from 24 to 9 percent.

Nearing Proficient decreased from 23 to 11 percent.

Proficient increased from 36 to 50, then dropped to 38 percent, reflecting an increase in Advanced.

Advanced increased steadily from 18 to 41 percent.

Math: Novice decreased from 24 to 14 percent.

Nearing Proficient increased from 23 to 32, then dropped back to 21 percent reflecting an increase in Proficient and Advanced.

Proficient increased from 39 to 43 percent.

Advanced increased from 14 to 22 percent.

Hardin Elem

Reading: Novice decreased from 46 to 17 percent.

Nearing Proficient remained about the same.

Proficient increased from 22 to 46, then dropped back to 39 percent, reflecting the increase in Advanced.

Advanced increased from 11 to 21 percent.

Math: Novice decreased from 48 to 38 percent.

Nearing Proficient rose from 23 to 31, then dropped back to 24 percent, reflecting the increase in Proficient and Advanced.

Proficient increased from 23 to 28 percent.

Advanced increased from 6 to 10 percent.

Havre Elem

Reading: Novice decreased from 18 to 8 percent.

Nearing Proficient remained about the same.

Proficient increased from 40 to 52, then dropped back to 41 percent, reflecting the increase in Advanced.

Advanced increased from 26 to 36 percent.

Math: Novice remained about the same.

Nearing Proficient remained about the same.

Proficient increased from 43 to 46, then dropped back to 39 percent, reflecting the increase in Advanced.

Advanced increased steadily from 18 to 23 percent.

Libby K-12 Schools

Reading: Novice decreased from 20 to 8 percent.

Nearing Proficient remained about the same.

Proficient increased from 35 to 47, then dropped back to 39 percent, reflecting the increase in Advanced.

Advanced increased from 28 to 38 percent.

Math: Novice remained about the same
Nearing Proficient decreased from 27 to 23 percent.
Proficient decreased from 42 to 39 percent.
Advanced increased from 17 to 22 percent.

Ronan Elem

Reading: Novice decreased from 31 to 12 percent.
Nearing Proficient decreased from 21 to 16 percent.
Proficient increased from 29 to 42 percent.
Advanced increased from 19 to 29 percent.

Math: Novice decreased from 31 to 23 percent.
Nearing Proficient rose from 28 to 32, then dropped back to 24 percent, reflecting the increase in Proficient and Advanced..

Wolf Point Elem

Reading: Novice decreased from 44 to 14 percent.
Nearing Proficient remained about the same.
Proficient increased from 14 to 26 percent.
Advanced increased from 12 to 23 percent.

Math: Novice decreased from 56 to 32 percent.
Nearing Proficient rose from 27 to 34, then dropped back to 29 percent, reflecting the increase in Proficient and Advanced..
Proficient increased from 14 to 26 percent.
Advanced increased from 2 to 13 percent.

Wolf Point H S

Reading: Novice decreased from 37 to 12 percent.
Nearing Proficient remained about the same.
Proficient increased from 30 to 51, then dropped back to 45 percent, reflecting the increase in Advanced.
Advanced increased from 12 to 21 percent.

Math: Novice rose from 26 to 46, then dropped back to 24 percent.
Nearing Proficient rose from 40 to 50 percent.
Proficient decreased from 29 to 24 percent.
Advanced remained between 5 and 2 percent, except for a jump to 12 percent in 2006.

Goal 3: All students will be taught by highly qualified teachers

During school year 2007-08 using the state definition of "certified and appropriately endorsed", three of the RLIS districts had 100% highly qualified teachers, two had over 98% highly qualified teachers, and one had over 95% highly qualified teachers.

Goal 5: All students will graduate from high school

The 2008-09 drop-out data will not be available until March or April 2009. Results will be forwarded when available.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)

2.10.1 State Transferability of Funds

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2007-08?	No
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2 Local Educational Agency (LEA) Transferability of Funds

	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	14
Comments:	

Source – Manual entry by SEA into the online collection tool.

2.10.2.1 LEA Funds Transfers

In the tables below, provide the total number of LEAs that transferred funds from and to each eligible program and the total amount of funds transferred from and to each eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	8	1
Educational Technology State Grants (Section 2412(a)(2)(A))	6	0
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	5	0
State Grants for Innovative Programs (Section 5112(a))	7	2
Title I, Part A, Improving Basic Programs Operated by LEAs		11

Source – Manual entry by SEA into the online collection tool.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	368,786.00	8,626.00
Educational Technology State Grants (Section 2412(a)(2)(A))	9,950.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	29,450.00	0.00
State Grants for Innovative Programs (Section 5112(a))	9,883.00	192,414.00
Title I, Part A, Improving Basic Programs Operated by LEAs		217,029.00
Comments:		

Source – Manual entry by SEA into the online collection tool.

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.