

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

NEW YORK



**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 EDFacts 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:
New York State Education Department
Address:
89 Washington Avenue
Albany, New York 12234 Person to contact about this report:

Name: Raymond H. Kesper
Telephone: (518) 474-8076
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Name of Authorizing State Official: (Print or Type):

Johanna Duncan-Poitier

Thursday, May 7, 2009, 3:11:59 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	79,132	67,626	85.5
4	78,894	60,957	77.3
5	76,959	58,753	76.3
6	71,579	49,304	68.9
7	73,692	48,960	66.4
8	73,528	40,764	55.4
High School	39,448	30,539	77.4
Total	493,232	356,903	72.4
Comments:			

Source – Initially populated from ED Facts. See Attachment D: C SPR & 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	78,652	45,370	57.7
4	78,457	46,452	59.2
5	76,543	51,317	67.0
6	71,431	35,915	50.3
7	73,331	40,846	55.7
8	73,258	28,556	39.0
High School	38,641	30,772	79.6
Total	490,313	279,228	56.9
Comments:			

Source – Initially populated from ED Facts. See Attachment D: C SPR & 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	151,917	135,290	89.1
4	152,811	126,106	82.5
5	150,962	123,433	81.8
6	144,887	112,072	77.4
7	144,101	110,259	76.5
8	144,143	96,415	66.9
High School	70,002	58,821	84.0
Total	958,823	762,396	79.5
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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	151,385	101,476	67.0
4	152,442	104,096	68.3
5	150,517	112,938	75.0
6	144,707	91,397	63.2
7	143,853	95,722	66.5
8	144,206	75,114	52.1
High School	68,908	58,599	85.0
Total	956,018	639,342	66.9
Comments:			

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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)	188,394
Limited English proficient students	156,064
Students who are homeless	19,276
Migratory students	526
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	6,602
Asian or Pacific Islander	88,134
Black, non-Hispanic	355,913
Hispanic	397,860
White, non-Hispanic	249,488
Total	1,097,997
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	0	0	0	0
Age 3-5 (not Kindergarten)	617	5,736	0	0	6,353
K	4,783	86,080	1,981	16	92,860
1	9,159	91,126	4,253	11	104,549
2	9,431	89,365	4,608	15	103,419
3	9,510	85,659	4,707	16	99,892
4	10,901	85,010	4,705	25	100,641
5	10,613	83,014	4,115	27	97,769
6	10,353	77,377	3,652	58	91,440
7	10,594	79,154	2,866	151	92,765
8	10,765	80,265	2,682	420	94,132
9	10,767	73,791	971	1,056	86,585
10	4,113	65,114	755	799	70,781
11	2,749	45,252	621	408	49,030
12	1,998	41,602	437	258	44,295
Ungraded	820	7,318	0	53	8,191
TOTALS	107,173	995,863	36,353	3,313	1,142,702
Comments:					

Source – The table above is produced through ED Facts. 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	84,326
Reading/language arts	113,718
Science	21,449
Social studies	22,119
Vocational/career	0
Other instructional services	0
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	2,254
Supporting guidance/advocacy	4,039
Other support services	6,321
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	3,715.90	
Paraprofessionals ¹	835.50	94.0
Other paraprofessionals (translators, parental involvement, computer assistance) ²	0.00	
Clerical support staff	104.50	
Administrators (non-clerical)	161.10	
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	18,545.00	82.6
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	19
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	834
2. Adults participating	845
3. Adults participating who are limited English proficient (Adult English Learners)	504
4. Participating children	1,501
a. Birth through 2 years	543
b. Age 3 through 5	608
c. Age 6 through 8	259
c. Above age 8	91
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 re-enrolls during the year.

	#
1. Number of newly enrolled families	296
2. Number of newly enrolled adult participants	300
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	293
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	288
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	196
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	36
2. Number of families enrolled more than 90 but less than 180 days or less	75
3. Number of families enrolled more than 180 days but 365 days or less	203
4. Number of families enrolled more than 365 days	520
5. Total families enrolled	834
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.

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	144	115	"Significant learning gain" means a one grade level increase after 100 hours of instruction.
CASAS	0	0	
Other	0	0	
Comments: Representativeness of the data for adult literacy indicators is 70%.			

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	0	0	
CASAS	0	0	
TABE	0	0	
Other	297	214	NYS uses the Best Plus for adult English language learners. "Significant learning gain" means an increase of at least one SPL level after 100 hours of instruction.
Comments: Representativeness of the data for adult literacy indicators is 70%.			

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	0	0	
GED	0	0	
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	79	54	
Other	0	0	
Comments: Representativeness of data for the adult literacy indicators is 70%.			

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	191	122	83	10	
PPVT-IV	0	0	0	0	
TVIP	0	0	0	0	
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	191	126	81	6	In the spring we attempt to assess those who were exempted from the PPVT-III in the fall. This explains why the number tested in the spring is higher than the number pre-tested in the fall.
PPVT-IV	0	0	0	0	
TVIP	0	0	0	0	
Comments:					

Source – Manual input by the SEA using the online collection tool. Note: New collection for the SY 2007-08 CSPR. Proposed under OMB 831.

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	211	153	0	19.0	
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	154	108	
1	125	87	
2	81	61	
3	47	34	
Comments: Grade 4: Cohort = 474; 333 met goal Grade 5: Cohort = 9; 6 met goal Representativeness of data for this indicator is 81%.			

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	474	333	Representativeness of data for this indicator is 57.2%.
PEP Scale II	475	375	Representativeness of data for this indicator is 57.3%.
PEP Scale III	456	329	Representativeness of data for this indicator is 55%.
PEP Scale IV	474	364	Representativeness of data for this indicator is 57.2%.
Other	0	0	
Comments: For each scale, parents were deemed to have "met goal" based on a .3 average increase across all sub-scales.			

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	397
Age 3 through 5 (not Kindergarten)	600
K	229
1	215
2	184
3	183
4	131
5	128
6	122
7	122
8	101
9	131
10	95
11	47
12	26
Ungraded	11
Out-of-school	3,334
Total	6,056
Comments: Numbers complete. One child originally in the 3-5 age category has been switched to ungraded.	

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)	0
K	60
1	83
2	66
3	66
4	52
5	46
6	41
7	44
8	36
9	53
10	37
11	15
12	9
Ungraded	N<5
Out-of-school	0
Total	609
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)	263
K	127
1	118
2	86
3	84
4	63
5	62
6	51
7	35
8	48
9	52
10	39
11	20
12	10
Ungraded	5
Out-of-school	2,792
Total	3,855
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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	N<5
Age 3 through 5 (not Kindergarten)	15
K	19
1	14
2	19
3	13
4	23
5	13
6	14
7	21
8	14
9	12
10	15
11	8
12	5
Ungraded	6
Out-of-school	6
Total	219
Comments: There has been a significant drop in migrant children in this category.	

Source – Initially populated from ED Facts. See Attachment D: C SPR & ED Facts 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	233	130	32	N<5
Age 3 through 5 (not Kindergarten)	180	176	144	100
K	63	74	44	48
1	59	58	52	46
2	45	43	46	50
3	54	33	51	45
4	38	34	26	33
5	34	29	40	25
6	37	24	30	31
7	36	29	27	30
8	25	25	27	24
9	35	33	23	40
10	22	27	26	20
11	14	11	10	12
12	N<5	8	N<5	10
Ungraded	N<5	N<5	N<5	N<5
Out-of-school	1,562	1,116	422	234
Total	2,445	1,851	1,007	753
Comments:				

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	224
Age 3 through 5 (not Kindergarten)	374
K	138
1	126
2	98
3	100
4	71
5	79
6	62
7	67
8	59
9	68
10	59
11	24
12	15
Ungraded	N<5
Out-of-school	1,959
Total	3,527

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	N<5
9	10
10	13
11	8
12	N<5
Ungraded	0
Total	38

Comments:

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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	17
Comments:	

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	159	141
4	90	82
5	114	101
6	95	76
7	99	82
8	84	66
9		
10		
11	36	24
12	14	N<5
Ungraded	N<5	N<5
Total	695	576
Comments: There has been a drop in the number of school age children which has reduced the enrollment and testing of migrant students.		

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	157	146
4	91	87
5	112	101
6	96	85
7	98	86
8	80	67
9	74	54
10	68	49
11	27	20
12	15	N<5
Ungraded	N<5	N<5
Total	822	700
Comments:		

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	237
Age 3 through 5 (not Kindergarten)	488
K	215
1	205
2	176
3	172
4	116
5	123
6	108
7	108
8	95
9	123
10	99
11	47
12	39
Ungraded	8
Out-of-school	1,953
Total	4,312

Comments: The number of migrant children that participated in the migrant program is greater than the number eligible for both 10th and 12th grade because of the inclusion of secondary migrant students who can be served under the continuation of services 1304(e)(2)-(3) provision. The 11 regional migrant education programs served more children in 2007/2008 than in the previous year.

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	0
K	53
1	72
2	62
3	57
4	42
5	46
6	37
7	42
8	29
9	47
10	35
11	14
12	9
Ungraded	N<5
Out-of-school	0
Total	546
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)	11
K	19
1	18
2	19
3	13
4	8
5	9
6	9
7	8
8	12
9	8
10	13
11	8
12	11
Ungraded	N<5
Out-of-school	7
Total	174
Comments:	

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	230
Age 3 through 5 (not Kindergarten)	475
K	213
1	202
2	175
3	168
4	114
5	122
6	105
7	107
8	92
9	123
10	98
11	48
12	38
Ungraded	8
Out-of-school	1,920
Total	4,238
Comments:	

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	34	13	
Age 3 through 5 (not Kindergarten)	63	43	
K	67	55	
1	65	60	
2	46	52	
3	45	44	
4	26	27	
5	26	34	
6	22	30	
7	21	28	
8	12	22	
9	16	21	81
10	7	15	74
11	N<5	N<5	30
12	N<5	N<5	23
Ungraded	N<5	N<5	N<5
Out-of-school	141	47	322
Total	598	497	532
Comments:			

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	236	15
Age 3 through 5 (not Kindergarten)	485	33
K	213	40
1	204	28
2	173	34
3	171	27
4	114	19
5	123	31
6	108	24
7	106	33
8	95	22
9	123	43
10	99	37
11	46	18
12	39	16
Ungraded	8	0
Out-of-school	1,918	145
Total	4,261	565
Comments: Less migrant children received counseling services between 9/1/07-08/31/08.		

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

FAQs on Support Services:

- *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.*
- *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	16
Age 3 through 5 (not Kindergarten)	29
K	27
1	10
2	17
3	17
4	8
5	12
6	6
7	6
8	10
9	10
10	9
11	N<5
12	N<5
Ungraded	N<5
Out-of-school	201
Total	384
Comments: New York State Migrant Education began counting referred services electronically which produced a more accurate count of migrant children receiving referred services.	

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 ED Facts 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	233
Age 3 through 5 (not Kindergarten)	423
K	167
1	161
2	134
3	133
4	92
5	101
6	85
7	77
8	77
9	94
10	77
11	39
12	9
Ungraded	9
Out-of-school	1,626
Total	3,537
Comments:	

Source – Initially populated from ED Facts. See Attachment D: CSPR & ED Facts 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	
K	37
1	54
2	43
3	38
4	33
5	31
6	30
7	25
8	21
9	31
10	20
11	5
12	N<5
Ungraded	N<5
Out-of-school	0
Total	371
Comments: New York State Migrant Education electronically calculated priority of services in a more efficient manner which has produced a higher total number of migrant children classified as priority of service for the summer period	

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)	20
K	12
1	6
2	14
3	12
4	5
5	9
6	N<5
7	N<5
8	11
9	10
10	16
11	9
12	N<5
Ungraded	N<5
Out-of-school	N<5
Total	138
Comments: Data is complete.	

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	228
Age 3 through 5 (not Kindergarten)	415
K	164
1	156
2	132
3	133
4	90
5	100
6	85
7	75
8	76
9	92
10	75
11	39
12	9
Ungraded	9
Out-of-school	1,600
Total	3,478
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	45	14	
Age 3 through 5 (not Kindergarten)	111	84	
K	71	76	
1	76	75	
2	64	62	
3	78	77	
4	43	47	
5	46	51	
6	31	27	
7	26	27	
8	20	18	
9	19	13	55
10	12	13	46
11	8	8	18
12	0	0	5
Ungraded	N<5	0	6
Out-of-school	135	67	457
Total	786	659	587
Comments:			

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	221	13
Age 3 through 5 (not Kindergarten)	408	25
K	158	11
1	153	14
2	128	16
3	127	14
4	86	13
5	97	26
6	81	11
7	75	15
8	77	17
9	90	19
10	71	17
11	37	12
12	9	N<5
Ungraded	9	0
Out-of-school	1,586	130
Total	3,413	356
Comments: Less migrant children received counseling services during 07/01/08-08/31/08.		

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	9
Age 3 through 5 (not Kindergarten)	22
K	6
1	N<5
2	N<5
3	N<5
4	N<5
5	N<5
6	5
7	N<5
8	10
9	14
10	6
11	N<5
12	N<5
Ungraded	N<5
Out-of-school	174
Total	271
Comments:	

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	305
Age 3 through 5 (not Kindergarten)	538
K	219
1	204
2	174
3	174
4	123
5	121
6	114
7	111
8	91
9	123
10	93
11	42
12	26
Ungraded	9
Out-of-school	2,630
Total	5,097
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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	367
Number of eligible migrant children enrolled in those schools	1,657
Comments:	

Source – Initially populated from EDFacts. See Attachment D: CSPR & EDFacts 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 EDFacts. See Attachment D: CSPR & EDFacts 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	0	0
Regular school year – school day/extended day	0	0
Summer/intersession only	0	0
Year round	11	5,226
Comments:		

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	0.80
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	59	34.00	82	61.50
Counselors	6	6.00	7	7.00
All paraprofessionals	108	58.30	104	71.80
Recruiters	20	14.90	20	15.40
Records transfer staff	11	8.00	10	8.00
Comments: The New York State Migrant Education Program employed less counselors state wide than in the previous year. Reduced recruiter turnover led to fewer recruiters in the 2007-2008 funding year.				

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

FAQs on MEP staff:

- How is the FTE calculated? The FTE may be calculated using one of two methods:*
 - 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.*
 - 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.*
- 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	91	56.00	78	56.30
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	1	222
Juvenile corrections	0	0
Adult corrections	1	70
Other	0	0
Total	2	0

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	1
Juvenile Corrections	0
Adult Corrections	1
Other	0
Total	2
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	2,498	0	2,640	0
Long Term Students Served	0	2,036	0	414	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	10	0	17	0
Asian or Pacific Islander	0	5	0	25	0
Black, non-Hispanic	0	1,487	0	1,535	0
Hispanic	0	631	0	596	0
White, non-Hispanic	0	311	0	467	0
Total	0	2,444	0	2,640	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	2,086	0	2,551	0
Female	0	412	0	89	0
Total	0	2,498	0	2,640	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	5	0	0	0
12	0	37	0	0	0
13	0	147	0	0	0
14	0	367	0	0	0
15	0	725	0	0	0
16	0	686	0	15	0
17	0	381	0	194	0
18	0	97	0	476	0
19	0	31	0	738	0
20	0	21	0	847	0
21	0	N<5	0	370	0
Total	0	2,498	0	2,640	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: The race/ethnicity total is missing 54 students. Those 54 were recorded as other-non hispanic on intake at the facility.

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	1	0	0
Awarded high school diploma(s)	0	0	0	0
Awarded GED(s)	0	1	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	1,776	0	0
Enrolled in a GED program	0	313	229	0
Comments:				

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	0	0	0
Earned a GED	0	213	184	0
Obtained high school diploma	0	0	0	0
Were accepted into post-secondary education	0	46	114	0
Enrolled in post-secondary education	0	46	114	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	235	580	0
Comments:				

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	156	0	0
Obtained employment	0	138	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	1,749	414	0
Long-term students who have complete pre-and post-test results (data)	0	1,177	390	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	188	55	0
No change in grade level from the pre-to post-test exams	0	75	128	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	112	14	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	143	26	0
Improvement of more than one full grade level from the pre-to post-test exams	0	659	167	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	0	1,730	414	0
Long-term students who have complete pre-and post-test results (data)	0	1,202	392	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	242	30	0
No change in grade level from the pre-to post-test exams	0	88	111	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	150	23	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	139	25	0
Improvement of more than one full grade level from the pre-to post-test exams	0	583	203	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	0	0
Neglected programs	0	0
Juvenile detention	75	144
Juvenile corrections	51	47
Other	0	0
Total	126	113

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	0
Neglected programs	0
Juvenile detention	75
Juvenile corrections	51
Other	0
Total	126
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	0	0	14,970	6,244	0
Total Long Term Students Served	0	0	6,504	1,868	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	0	0	61	35	0
Asian or Pacific Islander	0	0	183	11	0
Black, non-Hispanic	0	0	7,516	2,823	0
Hispanic	0	0	2,710	1,038	0
White, non-Hispanic	0	0	4,187	2,337	0
Total	0	0	14,657	6,244	0

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	0	0	10,673	5,535	0
Female	0	0	4,297	709	0
Total	0	0	14,970	6,244	0

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	N<5	0	0
6	0	0	7	0	0
7	0	0	9	0	0
8	0	0	15	0	0
9	0	0	50	0	0
10	0	0	59	0	0
11	0	0	203	0	0
12	0	0	521	11	0
13	0	0	1,219	22	0
14	0	0	3,333	35	0
15	0	0	3,110	88	0
16	0	0	2,819	807	0
17	0	0	2,014	1,517	0
18	0	0	992	1,464	0
19	0	0	434	1,309	0
20	0	0	148	932	0
21	0	0	35	59	0
Total	0	0	14,970	6,244	0

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

Comments: A total of 313 JD students are documented as other. They had not self-identified at the time of intake or

did not clearly match the identified categories.

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)	0	0	76	0
Awarded high school diploma(s)	0	0	37	0
Awarded GED(s)	0	0	66	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	0	0	7,618	0
Enrolled in a GED program	0	0	4,893	0
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	0	0	6,847	0
Earned a GED	0	0	865	0
Obtained high school diploma	0	0	253	0
Were accepted into post-secondary education	0	0	235	0
Enrolled in post-secondary education	0	0	202	0
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	1,604	0
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	0	0	361	0
Obtained employment	0	0	537	0
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	0	0	5,246	0
Long-term students who have complete pre-and post-test results (data)	0	0	3,905	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	0	0	541	0
No change in grade level from the pre-to post-test exams	0	0	508	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	773	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	942	0
Improvement of more than one full grade level from the pre-to post-test exams	0	0	1,141	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	0	0	5,238	0
Long-term students who have complete pre-and post-test results (data)	0	0	3,833	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	0	0	552	0
No change in grade level from the pre-to post-test exams	0	0	486	0
Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	827	0
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	903	0
Improvement of more than one full grade level from the pre-to post-test exams	0	0	1,065	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
Percentage of students who carried a weapon on school property in the past 30 days	YRBS	Every 2 years	2006-07	2005-06: 4.5%	2005-06: NA	5.3%	2001-02
				2006-07: 4.7%			
				2007-08: NA			
Comments: The YRBS is administered every two years The use of the term NA means not available since the surevey results are published every two years.							

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
Percentage of students who engaged in a physical fight on school property in last 12 months	YRBS	Every 2 years	2006-07	2005-06: 11.0%	2005-06: NA	12.0%	2001-02
				2006-07: 12.2%			
				2007-08: NA			
Comments: The YRBS is administered every two years The use of the term NA means not available since the surevey results are published every two years.							

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
<ul style="list-style-type: none"> ●●●● 200607: 28.0% ●●●● 200708: 27.5% 			2006-07: 28.0%	2005-06: 28.0%	2005-06: NA	34.3%	2001-02
				2006-07: 26.6%			
				2007-08: NA			

Percentage of students offered, sold •••• 2008-09: 27.5%	Every 2 years	2006-07	2008-09: 27.5%			
				2009-10: 27.0%		
or given an illegal drug on school property in the past 12 months • YRBS • Every 2 years YRBS						

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
Percentage of students using alcohol in the 30 days preceding administration of YRBS	YRBS	Every 2 years	2006-07	2005-06: 48.0%	2005-06: NA	54.0%	2001-02
				2006-07: 43.7%			
				2007-08: NA			
Comments: The YRBS is administered every two years The use of the term NA means not available since the surevey results are published every two years.							

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
Percentage of students who smoked cigarettes in the 30 days preceding administration of YRBS	YRBS	Every 2 years	2006-07	2005-06: 24.0%	2005-06: NA	29.8%	2001-02
				2006-07: 13.8%			
				2007-08: NA			
Comments: The YRBS is administered every two years The use of the term NA means not available since the surevey results are published every two years.							

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
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Percentage of students using marijuana in the 30 days preceding administration of YRBS	YRBS	Every 2 years	2006-07	2005-06: 22.0%	2005-06: NA	26.7%	2001-02
				2006-07: 18.6%			
				2007-08: NA			
Comments: The YRBS is administered every two years The use of the term NA means not available since the surevey results are published every two years.							

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	Illegally using or possessing alcohol on school property, including having such substance on a person or in a locker, vehicle, or other personal space, with or without a weapon; illegally selling or distributing alcohol on school property; finding alcohol on school property that is not in the possession of any person.
Illicit drug related	Illegally using, possessing or being under the influence of a controlled substance or marijuana, on school property, with or without a weapon, including having such substance on a person or in a locker, vehicle, or other personal space; selling or distributing a controlled substance or marijuana on school property; finding a controlled substance or marijuana, on school property that is not in the possession of any person; provided that nothing herein shall be construed to apply to the lawful administration of a prescription drug on school property. Tobacco and tobacco products are not to be considered as drugs for the purposes of incident reporting.
Violent incident without physical injury	incidents involving physical contact and no physical injury, with or without a weapon. Striking, shoving, or kicking another person or subjecting another person to unwanted physical contact with intent to harass, alarm or seriously annoy another person, but no physical injury results. Fights that do not result in serious physical injury or physical injury are reported in this category.
Violent incident with physical injury	: Intentionally or recklessly causing serious physical injury to another person, with or without a weapon, in violation of the school district's code of conduct. Pursuant to Penal Law §10.00(10), "serious physical injury" means physical injury creating a substantial risk of death or serious and protracted disfigurement or protracted impairment of health or protracted loss or impairment of the function of any bodily organ. Serious physical injury requires hospitalization or treatment in an emergency room and includes but is not limited to, a bullet wound, a serious stab or puncture wound, fractured or broken bones or teeth, concussions, cuts requiring stitches and any other injury involving risk of death or disfigurement. Intentionally or recklessly causing physical injury (not serious) to another person, with or without a weapon, in violation of the school district's code of conduct. Physical injury means impairment of physical condition or substantial pain. Physical injury includes, but is not limited to, black eyes, welts, abrasions, bruises, black and blue marks, cuts not requiring stitches, and swelling. Substantial pain includes, but is not limited to, severe headaches, joint, or muscle pain.
Weapons possession	Possession of one or more of the weapons listed below, except possession in a classroom or laboratory as part of an instructional program or in a school-related activity under the supervision of a teacher or other school personnel as authorized by school officials. Possession includes bringing a weapon to or possessing a weapon at school. Weapons: a. a firearm, including, but not limited to, a rifle, shotgun, pistol, handgun, silencer, electronic dart gun, stun gun, machine gun, air gun, spring gun, BB gun, or paint ball gun; b. a switchblade knife, gravity knife, pilum ballistic knife, cane sword, dagger, stiletto, dirk, razor, box cutter, metal knuckle knife, utility knife, or any other dangerous knife; c. a billy club, blackjack, bludgeon, chukka stick, or metal knuckles; d. a sandbag or sandclub; e. a sling shot or slungshot; f. a martial arts instrument, including, but not limited to, a kung fu star, ninja star, nin-chuck, or shirken; g. an explosive, including but not limited to, a firecracker or other fireworks; h. a deadly or dangerous chemical, including, but not limited to, a strong acid or base, mace, or pepper spray; i. an imitation gun; j. loaded or blank cartridges or other ammunition; or k. any other deadly or dangerous instrument.
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	801	708
6 through 8	1,057	463
9 through 12	1,412	703
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	
6 through 8	0	
9 through 12	0	
Comments: The term expulsion is rarely if ever used in New York State . Students receive long term suspensions after a Superintendent's hearing .		

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	1,207	708
6 through 8	1,401	463
9 through 12	2,446	703
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	0	
6 through 8	0	
9 through 12	0	
Comments: The term expulsion is rarely if ever used in New York State . Students receive long term suspensions after a Superintendent's hearing .		

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	1,683	708
6 through 8	1,817	463
9 through 12	3,181	703
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	0	
6 through 8	0	
9 through 12	0	
Comments: The term expulsion is rarely if ever used in New York State . Students receive long term suspensions after a Superintendent's hearing .		

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	36	708
6 through 8	271	463
9 through 12	1,470	703

Comments: The following are totals for incidents which involved EITHER alcohol OR drugs and should supplement the numbers in questions 2.7.2.5.1 and 2.7.2.6.1 -6 suspensions in grade K-5, 13 suspensions in grade 6-8, and 42 suspensions in grade 9-12.

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	
6 through 8	0	
9 through 12	0	

Comments: The term expulsion is rarely if ever used in New York State . Students receive long term suspensions after a Superintendent's hearing .

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	83	708
6 through 8	637	463
9 through 12	3,332	703

Comments: The following are totals for incidents which involved EITHER alcohol OR drugs and should supplement the numbers in questions 2.7.2.5.1 and 2.7.2.6.1 -6 suspensions in grade K-5, 13 suspensions in grade 6-8, and 42 suspensions in grade 9-12.

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	
6 through 8	0	
9 through 12	0	

Comments: The term expulsion is rarely if ever used in New York State . Students receive long term suspensions after a Superitnentendent's hearing .

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
Yes	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
Yes	Other Specify 1
No Response	Other Specify 2

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

Examples of other Parent Involvement Activities

-Olweus Bullying Prevention-parents are on each of the 34 trained teams. Parents attend each new team training and advanced team trainings. Schools are required to hold parent information nights and open houses through the school year and often offer program workshops (topics such as Cyber Bullying & What to do if your child is being bullied) during these events.

-Bry's Mentoring-Mentors send consent forms and information letters to parents as a way of introduction. Each mentor is required to make a minimum of 1 monthly contact (via phone or home visit) with a parent to update them on their child's accomplishments. We currently have over 187 active mentoring relationships between RCSD staff and students.

-Primary Mental Health Project -Parent Consent forms and progress reports and conferences with parents.

-Student & Family Support Centers each created a booklet of services that included a photo of each school and community agency service provider in the school, a description of their services and their contact information. These booklets were mailed to each family with a child attending the respective school. Parents must give active enrollment consent for students to receive Student & Family Support Center services.

-Parent Advisory Council-serves both Title IV Safe & Drug Free Schools and the Safe Schools/Healthy Students grants. This council helps decide on research-based curriculum to be implemented, reviews and edits printed materials for cultural relevance and family-friendliness, and has parent representatives actively participates on school pilot teams.

-Parents as Trainers -parent have been recruited and trained to be turn-key as Trainers in some of our Core Trainings to identify the signs and symptoms of mental health and behavioral challenges and the local resources to access support.

-Workshops for parents: Many schools offer parents training in Effective Black/Hispanic Parenting training. Early Childhood and PreK programs are engaging parents in the curriculum Parents as Teachers

-Trauma Support: The University of Rochester Medical Center's Department of Psychiatry has developed their own research-based DREAMS curriculum that they have been piloting in RCSD School No. 14. This project includes parent trainings that teach skills and strategies to use at home to strengthen positive family communications with children who have personally witnessed traumatic

violence in their family or community.

-PBIS Trainings: The three Universal trainings have a segment on parent/family/community partnerships. The work of Joyce Epstein at Johns Hopkins is used to train on the six types of partnerships: parenting, communicating, volunteering, learning at home, decision making and collaborating with the community. The FISBA -Family Involvement Strength Based Assessment and the Weaving Partnerships Throughout the School Survey are used to assess levels of family involvement and to then -Success through Early Prevention (STEP) Program is an innovative, short-term, alternative education program for Syracuse City School District third through sixth grade students experiencing persistent behavior problems that interfere with classroom instruction. Mental health services, specialized learning assistance and child-specific behavioral strategies provide children with critical skills and supports necessary to meet academic objectives. The STEP Program focuses on building positive partnerships with parents in order to maximize successful outcomes.

Wrap-around Service Planning -Includes the child's natural supports and encourages parents to be involved in the decision-making

Family Linkages to Community Supports and Services -Assist family's in meeting their basic needs, such as food, housing, etc.

Behavioral Intervention Planning -Parents are involved in the development of behavioral plans that are implemented at home and school.

Advocacy for Parent -Staff advocate for and with parents as it relates to their child's social, emotional and educational needs

Mental Health Counseling -Linkages to community providers are secured in order to support both the child and the family

Working with Parents to Develop Effective Home Strategies -
Assisting parents in the development of a safe and structured environment that will reinforce positive behavior

Ongoing Family Communication -Parents are frequently contacted through home visits and phone calls

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	757	100.0
Total received Title V, Part A funds	757	
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	5,445,672	91.0
Total Title V, Part A funds expended by LEAs	5,984,255	
Comments:		

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	148	129
Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	15	14
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	594	481
Total LEAs receiving Title V, Part A funds	757	624
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	0
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	3
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	5
Educational technology, including software and hardware as described in Title II, Part D	9
Parental involvement activities	4
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	4
Activities authorized under Title I, Part A	23
Activities authorized under Title III (Language instruction for LEP and immigrant students)	2
Comments: Revised data provided to EDEN on 4-21-09. Data reflects analysis of all 2007-2008 RLIS applications and budgets.	

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.

NAME, Graduation Rate, Made District AYP ADDISON CSD, 92, Yes ALEXANDRIA CSD, 83, Yes AMSTERDAM CITY SD, 69, No BOLIVAR-RICHBURG CSD, 93, Yes BRASHER FALLS CSD, 87, Yes BRUSHTON-MOIRA CSD, 83, Yes CARTHAGE CSD, 80, Yes CINCINNATUS CSD, 80, Yes CORTLAND CITY SD, 87, Yes DEPOSIT CSD, 91, Yes DUNDEE CSD, 86, Yes DUNKIRK CITY SD, 81, No FALLSBURG CSD, 70, Yes FILLMORE CSD, 96, Yes FRANKLINVILLE CSD, 90, Yes GLOVERSVILLE CITY SD, 81, Yes HANNIBAL CSD, 82, No HINSDALE CSD, 71, Yes HORNELL CITY SD, 75, Yes HUDSON CITY SD, 73, Yes INDIAN RIVER CSD, 86, Yes JASPER-TROUPSBURG CSD, 91, Yes MIDDLEBURGH CSD, 88, Yes MONTICELLO CSD, 68, Yes NORWICH CITY SD, 82, Yes PANAMA CSD, 95, Yes PINE VALLEY CSD (SOUTH DAYTON), 94, Yes POLAND CSD, 86, Yes RANDOLPH CSD, 95, Yes SALAMANCA CITY SD, 84, Yes SALMON RIVER CSD, 81, Yes TICONDEROGA CSD, 90, Yes UNADILLA VALLEY CSD, 83, Yes

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

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?	Yes
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).	139
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)	110	8
Educational Technology State Grants (Section 2412(a)(2)(A))	15	8
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	29	5
State Grants for Innovative Programs (Section 5112(a))	14	29
Title I, Part A, Improving Basic Programs Operated by LEAs		90

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)	3,525,159.00	1,673,177.00
Educational Technology State Grants (Section 2412(a)(2)(A))	1,653,091.00	42,855.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	71,435.00	18,603.00
State Grants for Innovative Programs (Section 5112(a))	24,025.00	498,168.00
Title I, Part A, Improving Basic Programs Operated by LEAs		3,040,907.00
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.