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 2008-09

FLORIDA

PART I DUE FRIDAY, DECEMBER 18, 2009
PART II DUE FRIDAY, FEBRUARY 12, 2010

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:

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

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2008-09 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 2008-09 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 18, 2009. Part II of the Report is due to the Department by Friday, February 12, 2010. Both Part I and Part II should reflect data from the SY 2008-09, 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 2008-09 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 2008-09 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).

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, 2008-09 X Part II, 2008-09

Name of State Educational Agency (SEA) Submitting This Report:
Florida Department of Education
Address:
325 W Gaines St, Suite 644
Tallahassee, Florida 32399-0400 Person to contact about this report:

Name: Sara Dixon
Telephone: (850) 245-9753
Fax: (850) 245-5036
e-mail: Sara.Dixon@fldoe.org
Name of Authorizing State Official: (Print or Type):

Dr. Eric J. Smith

Friday, April 23, 2010, 8:40:19 AM

Signature Date

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 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 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	101,053	72,308	71.6
4	93,293	63,943	68.5
5	90,097	48,527	53.9
6	53,959	23,281	43.2
7	50,403	24,337	48.3
8	51,116	27,185	53.2
High School	43,219	23,769	55.0
Total	483,140	283,350	58.6
Comments:			

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 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	101,051	63,693	63.0
4	93,283	61,648	66.1
5	90,091	56,638	62.9
6	53,980	28,714	53.2
7	50,439	26,753	53.0
8	51,170	20,344	39.8
High School	43,672	11,855	27.2
Total	483,686	269,645	55.8
Comments:			

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 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	1,443	1,144	79.3
4	1,336	990	74.1
5	1,342	814	60.7
6	618	332	53.7
7	590	415	70.3
8	633	417	65.9
High School	711	569	80.0
Total	6,673	4,681	70.2
Comments:			

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 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	1,443	1,130	78.3
4	1,334	1,053	78.9
5	1,342	994	74.1
6	618	405	65.5
7	590	432	73.2
8	633	358	56.6
High School	709	383	54.0
Total	6,669	4,755	71.3
Comments:			

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 SW 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)	139,370
Limited English proficient students	132,394
Students who are homeless	19,670
Migratory students	12,663
Comments:	

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the underduplicated 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	2,689
Asian or Pacific Islander	13,834
Black, non-Hispanic	313,906
Hispanic	301,231
White, non-Hispanic	240,892
Total	872,552
Comments:	

2.1.2.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the underlined 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					
Age 3-5 (not Kindergarten)					
K	252	105,340	243		105,835
1	356	109,863	396		110,615
2	301	108,322	366		108,989
3	171	110,522	380		111,073
4	92	101,523	383		101,998
5	104	98,251	258		98,613
6	60	60,107	149	N<10	60,322
7	30	55,815	129	15	55,989
8	50	57,045	83	39	57,217
9	25	25,493	13	24	25,555
10	12	26,663	N<10	44	26,728
11	13	22,183	N<10	40	22,245
12	12	21,843	N<10	N<10	21,867
Ungraded					
TOTALS	1,478	902,970	2,424	174	907,046
Comments:					

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

The following sections collect 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	263
Reading/language arts	1,045
Science	
Social studies	
Vocational/career	
Other instructional services	456
Comments:	

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	
Supporting guidance/advocacy	
Other support services	609
Comments:	

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	29	
Paraprofessionals[1]	6	100.0
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	1	
Clerical support staff	8	
Administrators (non-clerical)	2	
Comments:		

[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	701.40	96.8
Comments:		

[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

In the tables below, please provide information requested for the reporting program year July 1, 2008 to June 30, 2009.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	12
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, 2008. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use
   rounding rules to calculate children's ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	457
2. Adults participating	461
3. Adults participating who are limited English proficient (Adult English Learners)	89
4. Participating children	743
a. Birth through 2 years	388
b. Ages 3 through 5	154
c. Ages 6 through 8	132
c. Above age 8	69
Comments:	

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

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

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

	#
1. Number of newly enrolled families	262
2. Number of newly enrolled adult participants	266
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	262
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	266
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	158
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, 2009). 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	102
2. Number of families enrolled more than 90 but less than 180 days	90
3. Number of families enrolled 180 or more days but less than 365 days	118
4. Number of families enrolled 365 days or more	147
5. Total families enrolled	457
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

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. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

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 at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

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	106	66	An increase of at least .5 in at least 2 of the 3 areas (Reading, Mathematics, or Language) is required in order to meet goal. Data obtained from State Data System and local evaluations.
CASAS			
Other			
Comments:			

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

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

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

	# Pre-and Post-Tested	**# Who Met Goal**	**Explanation (if applicable)**
TABE			
CASAS	60	41	An increase of at least 6 Scale Score points in either Reading or Listening is required in order to meet goal. Data obtained from State Data System and local evaluations.
BEST			
BEST Plus			
BEST Literacy			
Other			
Comments:			

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

2.2.2.3 Adults Earning a High School Diploma or GED

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

The following terms apply:

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

School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	33	29	
GED	N<10	N<10	
Other			
Comments:			

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

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	73	40	
Other			
Comments:			

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

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

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

The following terms apply:

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

	# Age-Eligible	# Pre-and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	39	37	31		Two were not available for post-tests.
PPVT-IV					
TVIP					
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	39	37	26		Two were not available for post tests.
PPVT-IV					
TVIP					
Comments:					

Source – Manual input by the SEA using the online collection tool.

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

In the table below, provide the average number of letters children can identify as measure by PALS 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.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2009 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "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.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	39	37		16.0	Two were not available for post tests.
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	32	29	
1	30	28	
2	25	23	
3	N<10	N<10	State of Florida Performance Indicators 4.2 and 4.3 were used as the criteria. These indicators state that "60% of school age children enrolled in Even Start for at least 6 months will maintain adequate attendance and satisfactory school achievement that lead to reading on gradelevel and promotion."
Comments: The State of Florida Performance Indicators #4.2 & 4.3 were used as the criteria. These Indicators state that, "60% of school age children enrolled in Even Start for at least 6 months will maintain adequate attendance and satisfactory school achievement that leads to reading on grade level and promotion." The data was verified and deemed correct. Florida had approximately 152 children who were school ages for K-3 (132 were aged 6-8 and approximately 30 were aged 5). Some of the 8 year olds could be in grade 4, and, therefore, not reported in this indicator. Florida reported ONLY children who had been in Even Start for at least 6 months. Because of this 6 month factor, the number reported in 2.2.2.6 will be significantly less than the number reported in 2.2.1.2.			

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	316	275	
PEP Scale II	316	298	
PEP Scale III	316	278	
PEP Scale IV	316	276	
Other			Scales 2 and 3 are required, but scales 1 and 4 were also used.
Comments:			

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

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

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2008 through August 31, 2009. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of 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 in section 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 underlined number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	
Age 3 through 5 (not Kindergarten)	4,241
K	2,002
1	2,013
2	1,817
3	1,712
4	1,508
5	1,387
6	1,487
7	1,391
8	1,390
9	1,308
10	1,340
11	1,332
12	1,454
Ungraded	
Out-of-school	6,390
Total	30,772
Comments:	

2.3.1.2 Priority for Services

In the table below, provide the underlined 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)	96
K	532
1	503
2	415
3	376
4	333
5	288
6	280
7	317
8	278
9	280
10	242
11	184
12	115
Ungraded	
Out-of-school	56
Total	4,295
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.1.2 -Priority for Services: The Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year, which affected the total Priority for Services (PFS) count. Also, the Florida Migrant Education Program enhanced its quality assurance procedures through increased monitoring of LEA's identification of PFS students; when inaccurate identification of PFS students was found, system improvement plans were required by the state and implemented by the LEA to correct the inaccuracies. Technical assistance was provided to districts to ensure the proper implementation of the state's PFS definition.	

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 <u>unduplicated</u> 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)	534
K	1,330
1	1,263
2	923
3	771
4	535
5	416
6	373
7	349
8	331
9	316
10	270
11	182
12	108
Ungraded	
Out-of-school	198
Total	7,899
Comments:	

2.3.1.4 Children with Disabilities (IDEA)

In the table below, provide the <u>unduplicated</u> 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	
Age 3 through 5 (not Kindergarten)	175
K	159
1	205
2	210
3	288
4	241
5	216
6	226
7	230
8	171
9	181
10	154
11	134
12	103
Ungraded	
Out-of-school	
Total	2,693
Comments:	

2.3.1.5 Last Qualifying Move

In the table below, provide the underlined 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, 2008. 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				
Age 3 through 5 (not Kindergarten)	1,619	1,426	774	422
K	683	617	424	278
1	577	622	437	377
2	492	565	427	333
3	439	596	355	322
4	386	505	327	290
5	337	496	321	233
6	334	542	350	261
7	311	494	321	265
8	304	498	312	276
9	289	472	314	233
10	308	494	297	241
11	406	446	277	203
12	609	427	252	166
Ungraded				
Out-of-school	4,669	1,053	429	239
Total	11,763	9,253	5,617	4,139

Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.1.5 -Last Qualifying Move: One of the primary reasons for the decrease is that more migrant families with children are leaving and more migrant workers without children are arriving. Also, Out-of-School Youth (OSY) are taking the place of a portion of the migrant workforce and most of them do not have children. Due to these types of workers Florida's number of in-school children is decreasing and being replaced by single men and women, some of them who may be OSY, and who are more mobile and less likely to stay beyond the 12 months period.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the <u>unduplicated</u> 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, 2008. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	
Age 3 through 5 (not Kindergarten)	3,638
K	1,687
1	1,602
2	1,455
3	1,369
4	1,203
5	1,146
6	1,215
7	1,112
8	1,096
9	1,057
10	1,078
11	1,107
12	1,244
Ungraded	
Out-of-school	5,969
Total	25,978
Comments: Response to CSPR II Question for 2.3.1.6 -Qualifying Move During Regular SY: There was a 4% decrease from the 2007-08 migrant students with qualifying moves during the school year count. One of the primary reasons for the decrease is that more migrant families with children are leaving and more migrant workers without children are arriving. Also, Out-of-School Youth (OSY) are taking the place of a portion of the migrant workforce and most of them do not have children. Due to these types of workers Florida's number of in-school children is decreasing and being replaced by single men and women, some of them who may be OSY, and who are more mobile and less likely to stay beyond the 12 months period.	

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 <u>unduplicated</u> number of eligible migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	N<10
8	26
9	56
10	54
11	45
12	13
Ungraded	
Total	199
Comments: The data have been verified and are accurate, Ungraded = zero. Response to CSPR II Question for 2.3.2.1 -Dropouts: The Florida Migrant Education Program experienced an 8% on the drop an overall count of migrant students from 2007-08 to 2008-09 year, which affected the number of youth in secondary level. Since there were less youth in the secondary school-age range overall, there were less secondary school-age youth dropping out of school in 2008-09.	

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 <u>unduplicated</u> number of eligible migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	11
Comments:	

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

2.3.2.3 Participation in State Assessments

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

2.3.2.3.1 Reading/Language Arts Participation

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

Grade	Enrolled	Tested
3	1,490	1,468
4	1,321	1,310
5	1,215	1,204
6	1,309	1,291
7	1,225	1,205
8	1,175	1,150
9	995	950
10	994	962
11		
12		
Total	9,724	9,540

Comments: Grade 11 and 12 = zero. Response to CSPR II Question for 2.3.2.3.1 -Reading/LA Participation: There was a 4% decrease from the 2007-08 migrant students with qualifying moves during the school year count. One of the primary reasons for the decrease is that more migrant families with children are leaving and more migrant workers without children are arriving. Also, Out-of-School Youth (OSY) are taking the place of a portion of the migrant workforce and most of them do not have children. Due to these types of workers Florida's number of in-school children is decreasing and being replaced by single men and women, some of them who may be OSY, and who are more mobile and less likely to stay beyond the 12 months period. Though the count of the migrant children enrolled in school decreased Florida still tested over 97% of the eligible students enrolled.

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 mathematics assessment.

Grade	Enrolled	Tested
3	1,490	1,469
4	1,321	1,312
5	1,215	1,205
6	1,309	1,293
7	1,225	1,206
8	1,175	1,146
9	996	949
10	984	948
11		
12		
Total	9,715	9,528

Comments: Grade 11 and 12 = zero. Response to CSPR II Question for 2.3.3.3.2 -Math Participation: There was a 4% decrease from the 2007-08 migrant students with qualifying moves during the school year count. One of the primary reasons for the decrease is that more migrant families with children are leaving and more migrant workers without children are arriving. Also, Out-of-School Youth (OSY) are taking the place of a portion of the migrant workforce and most of them do not have children. Due to these types of workers Florida's number of in-school children is decreasing and being replaced by single men and women, some of them who may be OSY, and who are more mobile and less likely to stay beyond the 12 months period. Though the count of the migrant children enrolled in school decreased Florida still tested over 97% of the eligible students enrolled.

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 <u>unduplicated</u> 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	
Age 3 through 5 (not Kindergarten)	2,485
K	1,383
1	1,383
2	1,184
3	1,153
4	1,006
5	897
6	1,013
7	971
8	955
9	929
10	993
11	1,065
12	1,163
Ungraded	
Out-of-school	4,728
Total	21,308
Comments:	

2.3.3.1.2 Priority for Services – During the Regular School Year

In the table below, provide the underlined 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	69
K	355
1	343
2	261
3	252
4	224
5	174
6	180
7	205
8	191
9	215
10	188
11	158
12	94
Ungraded	
Out-of-school	54
Total	2,963
Comments: This data has been verified and is accurate. Response to CSPR II Question for 2.3.3.1.2 -Priority for Services -Regular SY: The Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year, which affected the total Priority for Services (PFS) count. Also, Florida Migrant Education Program enhanced its quality assurance procedures through increased monitoring of LEA's identification of PFS students; when inaccurate identification of PFS students was found, system improvement plans were required by the state and implemented by the LEA to correct the inaccuracies. Technical assistance and training was provided to districts to ensure the proper implementation of the PFS criteria at the local level.	

2.3.3.1.3 Continuation of Services – During the Regular School Year

In the table below, provide the <u>unduplicated</u> 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)	
K	N<10
1	11
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	17
10	24
11	31
12	11
Ungraded	
Out-of-school	N<10
Total	117
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.3.1.3. -Cont. of Services -Reg SY: Florida LEA's attempted to assist students more in 2008-09 with transitioning from migrant status to non-migrant status and recorded them as Continuation of Services (COS) students thereby increasing the number of students coded as receiving COS. In response to this, Florida has been providing more technical assistance in understanding Continuation of Services (COS).	

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 underlined 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	
Age 3 through 5 (not Kindergarten)	2,485
K	1,383
1	1,383
2	1,184
3	1,153
4	1,006
5	897
6	1,013
7	971
8	955
9	929
10	993
11	1,065
12	1,163
Ungraded	
Out-of-school	4,728
Total	21,308
Comments: Response to CSPR II Question for 2.3.3.1.4. -Services -Regular SY: There were less service providers and/or services available to provide to migrant students and families due to the challenges of the current economy and agencies experiencing budget cuts. Furthermore, decreased numbers of services were provided because Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year.	

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			
Age 3 through 5 (not Kindergarten)	228	228	
K	145	110	
1	176	131	
2	152	126	
3	147	104	
4	120	91	
5	113	93	
6	107	105	
7	95	90	
8	102	101	
9	86	65	16
10	97	59	30
11	100	61	41
12	115	40	46
Ungraded			
Out-of-school	146	145	
Total	1,929	1,549	133
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.3.1.4. -Services -Regular SY: There were less service providers and/or services available to provide to migrant students and families due to the challenges of the current economy and agencies experiencing budget cuts. Furthermore, decreased numbers of services were provided because Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year.			

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 <u>unduplicated</u> number of participating migrant children who received <u>any</u> MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the <u>unduplicated</u> 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		
Age 3 through 5 (not Kindergarten)	2,471	2,424
K	1,369	1,361
1	1,370	1,359
2	1,166	1,157
3	1,137	1,131
4	993	989
5	891	884
6	1,009	995
7	965	954
8	943	933
9	918	910
10	985	973
11	1,053	1,049
12	1,143	1,135
Ungraded		
Out-of-school	4,650	4,617
Total	21,063	20,871
Comments:		

FAQs on Support Services:

a.   *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.*

b.   *What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

2.3.3.1.4.4 Referred Service – During the Regular School Year

In the table below, provide the underlined 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	
Age 3 through 5 (not Kindergarten)	1,013
K	384
1	384
2	306
3	314
4	250
5	230
6	267
7	245
8	227
9	249
10	229
11	205
12	241
Ungraded	
Out-of-school	1,158
Total	5,702
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.3.1.4.4 -Referred Service -Regular SY: There were less service providers and/or services available to provide to migrant students and families due to the challenges of the current economy and agencies experiencing budget cuts. Furthermore, decreased numbers of services were provided because Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year.	

2.3.3.2 MEP Participation – Summer/Intersession Term

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the summer/intersession term instead of the regular school year.

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

In the table below, provide the <u>unduplicated</u> number of participating migrant children who received MEP-funded instructional or support services during the summer/intersession term. Do <u>not</u> 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	
Age 3 through 5 (not Kindergarten)	905
K	449
1	453
2	390
3	324
4	282
5	226
6	254
7	260
8	249
9	227
10	258
11	247
12	112
Ungraded	
Out-of-school	470
Total	5,106
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.3.2.1 -MEP Students Served -Summer/Intersession: There was a 40% drop in migrant students served during summer programs because a decreased number of LEAs offered summer programming. Part of reason for the decrease in migrant summer programming was due to lack of funding to provide summer services. Also, district Migrant Education Programs did not have the opportunity, as they have in the past, to enroll migrant students in existing summer programs and/or provide supplementary services to existing summer programs that were provided through their school district because the district was unable to provide a summer program in 2009.	

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the <u>unduplicated</u> 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	15
K	56
1	53
2	46
3	46
4	34
5	24
6	27
7	19
8	20
9	29
10	35
11	18
12	N<10
Ungraded	
Out-of-school	N<10
Total	427
Comments: This data has been verified and is accurate. Response to CSPR II Question for 2.3.3.2.2 -Priority for Services -Summer/Intercession: The Florida Migrant Education Program experienced an 8% drop on the overall count of migrant students from 2007-08 to 2008-09 year, which affected the total Priority for Services (PFS) count. Additionally, there was a 40% drop in migrant students served during summer programs because a decreased number of LEAs offered summer programming. Part of the reason for the decrease in migrant summer programming was due to lack of funding to provide summer services. Also, district Migrant Education Programs did not have the opportunity, as they have in the past, to enroll migrant students in existing summer programs and/or provide supplementary services to existing summer programs that were provided through their school district because the district was unable to provide a summer program in 2009.	

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the <u>unduplicated</u> 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)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	N<10
Ungraded	
Out-of-school	
Total	N<10
Comments: The data have been verified and are accurate.	

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 <u>NOT</u> *considered* services. Other examples of an allowable activity that would <u>not</u> 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 <u>unduplicated</u> number of participating migrant children who received <u>any</u> type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by <u>either a teacher or a paraprofessional</u>. 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	
Age 3 through 5 (not Kindergarten)	905
K	449
1	453
2	390
3	324
4	282
5	226
6	254
7	260
8	249
9	227
10	258
11	247
12	112
Ungraded	
Out-of-school	470
Total	5,106
Comments: The data have been verified and are accurate. Response to CSPR II Question for 2.3.3.2.4.1 -Instruct'l Service -Summer/Intersession: There was a 40% drop in migrant students served during summer programs because a decreased number of LEAs offered summer programming. Part if the decrease in migrant summer programming was due to lack of funding to provide summer services. Also, district Migrant Education Programs did not have the opportunity, as they have in the past, to enroll migrant students in existing summer programs and/or provide supplementary services to existing summer programs that were provided through their school district because the district was unable to provide a summer program in 2009. The number of instructional services dropped due to the decrease in the number of summer programs that were offered.	

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			
Age 3 through 5 (not Kindergarten)	496	158	
K	319	140	
1	335	123	
2	264	101	
3	194	64	
4	198	77	
5	163	64	
6	164	62	
7	166	53	
8	182	57	
9	138	59	18
10	154	61	25
11	135	58	34
12	69	28	N<10
Ungraded			
Out-of-school	136	120	
Total	3,113	1,225	81
Comments: The data have been verified and are accurate.			

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 underlined 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 underlined 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		
Age 3 through 5 (not Kindergarten)	607	600
K	242	240
1	219	218
2	190	189
3	173	171
4	168	165
5	119	118
6	148	147
7	116	114
8	137	136
9	135	132
10	139	135
11	125	122
12	85	83
Ungraded		
Out-of-school	440	434
Total	3,043	3,004
Comments: The data have been verified and are accurate.		

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 <u>unduplicated</u> 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. <u>Do not include children who were referred, but received no services</u>. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	271
K	98
1	70
2	62
3	59
4	60
5	34
6	40
7	30
8	35
9	56
10	41
11	38
12	47
Ungraded	
Out-of-school	312
Total	1,253
Comments: The data have been verified and are accurate.	

2.3.3.3 MEP Participation – Program Year

In the table below, provide the underlined 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	
Age 3 through 5 (not Kindergarten)	2,791
K	1,433
1	1,431
2	1,227
3	1,191
4	1,045
5	931
6	1,042
7	994
8	985
9	966
10	1,025
11	1,100
12	1,239
Ungraded	
Out-of-school	5,114
Total	22,514
Comments:	

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 <u>regular school year</u>. 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	1,116
Number of eligible migrant children enrolled in those schools	31,381
Comments:	

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 <u>regular school year</u>. 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	
Number of eligible migrant children enrolled in those schools	
Comments: These values are zero. These CSPR data are populated with data from EDFacts file N132. For each school the permitted values for this EDFacts data group are YES, NO, and NA. CSPR sums up YES schools but Florida has none, i.e. Florida has zero schools with YES; Florida only has schools with NO or NA.	

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	40	15,389
Regular school year – school day/extended day	23	2,057
Summer/intersession only	11	998
Year round	29	4,423
Comments: The data have been verified and are accurate.		

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	1.00
Comments: Florida does not report the state director by terms on EDEN. 1.0 FTE is reported on the regular term for the state director for the entire reporting year. Summer/intersession term for the state director is reported as 0 FTE on EDEN	

FAQs on the MEP State director

a.   *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.*
b.   *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 underlined 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	162	111.82	119	106.34
Counselors	10	7.92	5	4.60
All paraprofessionals	97	76.33	26	23.62
Recruiters	34	31.80	21	19.48
Records transfer staff	5	5.00	0	0.00
Comments: The data have been verified and are accurate. Data not reported above: (1) Administrators/coordinators -32, 24.94; 11, 9.16 (2) Other -136, 104.08; 65, 57.12.				

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

a. *How is the FTE calculated? The FTE may be calculated using one of two methods:*
   1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a teacher? A classroom instructor who is licensed and meets any other teaching requirements in the State.*

c. *Who is a counselor? A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.*

d. *Who is a paraprofessional? An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.*

e. *Who is a recruiter? A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.*

f. *Who is a record transfer staffer? An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.*

2.3.6.1.3 Qualified Paraprofessionals

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

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	23	20.60	5	5.00
Comments: The data have been verified and are accurate.				

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, 2008 through June 30, 2009.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do <u>not</u> 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 <u>non-adjudicated children</u> 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		
Juvenile detention		
Juvenile corrections	3	159
Adult corrections	1	41
Other		
Total	10	200

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	
Comments: The blank values in the fields above indicate zero.	

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	
Juvenile Detention	
Juvenile Corrections	3
Adult Corrections	1
Other	
Total	4
Comments: The blank values in the fields above indicate zero.	

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 <u>unduplicated</u> 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			653	2,764	
Long Term Students Served			472	659	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native				N<10	
Asian or Pacific Islander			N<10	N<10	
Black, non-Hispanic			447	1,719	
Hispanic			30	295	
White, non-Hispanic			175	742	
Total			653	2,764	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			653	2,649	
Female				115	
Total			653	2,764	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10					
11					
12					
13					
14			N<10	N<10	
15			35	20	
16			107	101	
17			182	260	
18			200	542	
19			107	935	
20			16	903	
21			N<10		
Total			653	2,764	

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

below. This response is limited to 8,000 characters.

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

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2008 through June 30, 2009.

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 <u>not</u> 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)				
Awarded high school diploma(s)				
Awarded GED(s)			N<10	
Comments: The blank values in the fields above indicate zero.				

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 <u>unduplicated</u> 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		347		
Enrolled in a GED program		39	572	
Comments: The blank values in the fields above indicate zero.				

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 <u>unduplicated</u> 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				
Earned a GED		39	275	
Obtained high school diploma		31		
Were accepted into post-secondary education				
Enrolled in post-secondary education				
Comments: The blank values in the fields above indicate zero.				

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 <u>unduplicated</u> 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			517	
Comments: The blank values in the fields above indicate zero.				

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 <u>unduplicated</u> 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				
Obtained employment				
Comments: The blank values in the fields above indicate zero.				

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 format of the table below, provide the underlined 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, 2008, 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		54	473	
Long-term students who have complete pre-and post-test results (data)		18	473	

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		N<10	151	
No change in grade level from the pre-to post-test exams		N<10	23	
Improvement of up to 1/2 grade level from the pre-to post-test exams		N<10	43	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		13	41	
Improvement of more than one full grade level from the pre-to post-test exams		N<10	215	
Comments:				

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, 2008 through June 30, 2009.

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		51	519	
Long-term students who have complete pre-and post-test results (data)		18	519	

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		N<10	112	
No change in grade level from the pre-to post-test exams			23	
Improvement of up to 1/2 grade level from the pre-to post-test exams		N<10	80	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		12	45	
Improvement of more than one full grade level from the pre-to post-test exams			259	
Comments:				

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	226	160
Neglected programs	21	138
Juvenile detention	35	42
Juvenile corrections	117	115
Other	1	146
Total	400	120

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	1
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	226
Neglected programs	21
Juvenile detention	35
Juvenile corrections	117
Other	1
Total	400
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	10,279	903	12,730	7,567	346
Total Long Term Students Served	6,917	559	1,897	4,206	220

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	41	N<10	38	24	
Asian or Pacific Islander	77	N<10	66	45	N<10
Black, non-Hispanic	4,467	252	6,333	3,938	125
Hispanic	1,575	149	1,453	896	39
White, non-Hispanic	3,756	450	4,481	2,463	159
Total	9,916	856	12,371	7,366	331

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	6,579	534	9,912	5,430	208
Female	3,700	369	2,818	2,137	138
Total	10,279	903	12,730	7,567	346

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	N<10	N<10	N<10	0	0
6	N<10	20	N<10	0	0
7	10	31	N<10	0	0
8	59	33	N<10	0	0
9	281	38	12	N<10	N<10
10	244	42	23	N<10	12
11	263	47	64	N<10	27
12	572	48	187	34	15
13	1,076	80	534	161	11
14	1,653	109	1,273	572	24
15	1,985	140	2,422	1,415	50
16	2,152	146	3,649	2,408	83
17	1,977	166	4,555	2,966	121
18					
19					

20					
21					
Total	10,279	903	12,730	7,567	346

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

Comments: Multi-racial not included in Race/Ethnicity table above: 363 -At-Risk Program, 47 -Neglected Programs, 359 Juvenile Detention, 201 -Juvenile Corrections and 346 -Other Programs. Totals from the Race/Ethnicity table will not match other tables in this section.

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, 2008 through June 30, 2009.

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)	81	5	140	1
Awarded high school diploma(s)	21	3	26	
Awarded GED(s)	5		30	
Comments: The blank values in the fields above indicate zero.				

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 underlined 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	773	121	1,363	44
Enrolled in a GED program	10		99	
Comments: The blank values in the fields above indicate zero.				

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 underlined 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	59	510	N<10	
Earned a GED	10		99	
Obtained high school diploma	65	N<10	39	
Were accepted into post-secondary education				
Enrolled in post-secondary education				
Comments: The blank values in the fields above indicate zero.				

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 underlined 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	207	19	15	N<10
Comments:				

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

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

In the table below, provide the underlined 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				
Obtained employment				
Comments: The blank values in the fields above indicate zero.				

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 underlined 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, 2008, 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	25	34	223	N<10
Long-term students who have complete pre-and post-test results (data)	77	50	991	17

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	12	N<10	259	N<10
No change in grade level from the pre-to post-test exams	11	26	298	N<10
Improvement of up to 1/2 grade level from the pre-to post-test exams	26	12	50	N<10
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	18	N<10	266	
Improvement of more than one full grade level from the pre-to post-test exams	10	N<10	118	N<10
Comments:				

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, 2008, through June 30, 2009.

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	25	28	201	13
Long-term students who have complete pre-and post-test results (data)	73	49	981	15

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	16	N<10	256	N<10
No change in grade level from the pre-to post-test exams	16	21	275	
Improvement of up to 1/2 grade level from the pre-to post-test exams	20	10	47	N<10
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	16	12	297	
Improvement of more than one full grade level from the pre-to post-test exams	N<10	N<10	106	N<10
Comments:				

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
Alcohol, past 30 day use % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2008-2009	200607: Not Available 2007-08: 29.8 2008-09: 29.3	2006-07: 31.2	34.3	1999-2000
Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.							

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
Binge drinking of alcohol % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2008-2009	200607: Not Available 2007-08: 14.8 2008-09: 15.6	2006-07: 16.4	18.8	1999-2000
Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: FYSAS did not collect this data for 2006-2007		
				2007-08: FYSAS did not collect this data for 2007-2008			
				2008-09: FYSAS did not collect this data for 2008-2009			
	Florida Youth Substance Abuse Survey (FYSAS), Grade 12						
Cigarettes, mean age of first use	only	Annually	2005-2006			12.0	1999-2000
Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: 43.8		
				2007-08: 40.3			
				2008-09: 37.9			
	Florida Youth Substance Abuse Survey (FYSAS), Grade 12						
Cigarettes -% of 12th graders who used cigarettes in their lifetime		Annually	2008-2009			56.2	2000
Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.							

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: 17.4		
				2007-08: 15.7			
				2008-09: 15.2			
Cigarettes -% of 12th graders who used cigarettes in the past 30 days	Florida Youth Substance Abuse Survey (FYSAS) Grade 12	Annually	2008-2009	Available		25.4	2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: 4.2		
				2007-08: Data collected in FYSAS , but actual performance data invalid			
				2008-09: Data collected in FYSAS , but actual performance data invalid			
Smokeless tobacco past 30 day use -% of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2008-2009			6.2	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. For the Performance Indicator "Smokeless tobacco -past 30 day use -% of students", the data collected in both 2007-2008 and 2008-2009 has been identified as being "invalid". The data source "Florida Youth Substance Abuse Survey" has dropped this question from its survey for middle school, thereby causing the overall data to be invalid. For this reason, the data source should be changed to another survey, "Florida Youth Tobacco Survey" which asks this of students in grades 6-12, and for which the following data should be updated as accurate (however, due to differing data sources, the data looks to have spiked in this area): 2007-2008: 9.0%; 2008-2009: 8.9%.

Source – Manual entry by the SEA into the online collection tool. 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
				200607: Not Available	2006-07: 6.9		
				2007-08: 8.9			
				2008-09: 8.7			
Any illicit drug other than marijuana, past 30 days % of students	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2008-2009	Available		9.3	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: 12.4		
				2007-08: 11.8			
				2008-09: 12.8			
Attacking someone with intent of hurting them (past 12 months -% of students)	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2008-2009			18.1	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Source – Manual entry by the SEA into the online collection tool. 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
Alcohol, mean age of first use -more than a sip	Florida Youth Substance Abuse Survey (FYSAS) Grades 6 -12	Annually	2005-2006	200607: Not Available 2007-08: This indicator has not been collected in FYSAS since 2006. 2008-09: This indicator has not been collected in FYSAS since 2006.	2006-07: This indicator has not been collected in FYSAS since 2006.	12.3	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Alcohol -% of 12th graders who started using alcohol at age 13 or younger -more than a sip	Florida Youth Substance Abuse Survey (FYSAS) Grade 12 Only	Annually	2008-2009	200607: Not Available 2007-08: 26.0 2008-09: 24.9	2006-07: Not Available	31.8	2001

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				200607: Not Available	2006-07: 61.1		
				2007-08: 59.8			
				2008-09: 56.5			
Percentage of students who perceive GREAT RISK of HARM in smoking marijuana regularly	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2008-2009			59.5	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Source – Manual entry by the SEA into the online collection tool. 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
				2006-07: Not Available	2006-07: 80.5		
				08: Not Available	2007-08: 80.2		
				2008-09: 77.9			
Percentage of students who think it would be WRONG for someone their age to smoke marijuana regularly	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2008-2009			78.9	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students who perceive GREAT RISK of HARM if they drink 1 or more alcoholic drinks nearly everyday	Florida Youth Substance Abuse Survey (FYSAS)	Annually	2008-2009	200607: Not Available 2007-08: 41.9 2008-09: 41.3	2006-07: 40.3	40.5	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise.

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 think it would be _ • • • 2009-10: Not Available WRONG for someone their age to drink alcohol regularly _Florida Youth Substance Abuse	2008-2009	2009-10: Not Available 2010-11: Not Available	2007-08: Not Available 2008-09: Not Available	200607: Not Available 2007-08: 65.4 2008-09: 64.6	2006-07: 63.5	66.0	1999-2000

Survey (FYSAS) • Annually			
Annually			

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 had been threatened or injured with a weapon one or more times in the past 12 months on school property	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 -12	Biannually-odd	2009	200607: Not Available	2006-07: 8.6		
				2007-08: Not Available			
				2008-09: 8.2			
						10.9	2001
Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data, collected via the Youth Risk Behavior Survey is only collected every other year.							

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 carrying a weapon on school property in the 30 days prior to the survey	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 -12	Biannually-odd	2009	200607: Not Available	2006-07: 5.6		
				2007-08: Not Available			
				2008-09: 4.7			
						5.4	2001

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes

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 involved in a physical fight on school property one or more times in the past 12 months	Florida Youth Risk Behavior Survey (FYRBS) Grades 9 -12	Biannually-odd	2009	200607: Not Available 2007-08: Not Available 2008-09: 10.5	2006-07: 12.5	12.7	2001

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data, collected via the Youth Risk Behavior Survey is only collected every other year.

Source – Manual entry by the SEA into the online collection tool. 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
Fighting incidents per 1,000 students, Grades K -12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	200607: Not Available 2007-08: 10.4 2008-09: Not Available	2006-07: 14.2	26.4	1999-2000

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Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data collected via the School Environmental Safety Incident Report is collected annually but takes approximately one year to process.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Battery incidents per 1,000 students, Grades K -12	School Environmental Safety Incident Report (SESIR)	Annually	2008-2009	200607: Not Available 2007-08: 2.8 2008-09: Not Available	2006-07: 2.8	5.3	1999-2000

Comments: The targets have been identified as "Not Available" since 2006-2007. Prior to and leading up to 2005, the targets were developed and specified through a collaboration of multiple prevention based agencies and organizations, under the direction of the Governor's Office of Drug Control. Upon the expiration of the target data, no new targets have been established. No request has been made for the SEA or program office to identify or set specific targets for this report or otherwise. Four Actual Performance data elements are not collected as these were previously collected through the data source indicated; however, changes were made within recent years and as stated, this data is no longer collected in this format. For the purposes of responding to this report, there is no other data source from which this data can be collected. Actual Performance data collected via the School Environmental Safety Incident Report is collected annually but takes approximately one year to process.

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	The possession, sale, purchase, or use of alcoholic beverages.
Illicit drug related	The use, or possession, of any drug, narcotic, controlled substance, or any substance when used for hallucinogenic purposes.
Violent incident without physical injury	"Violent Incidents" are Homicide, Sexual Battery, Battery, and Kidnapping. When reporting any of these SESIR incidents, LEAs must also report the "Injury-Related" element. The "Injury-Related" element is broken down into three separate codes: (A) More Serious Bodily Injury, (B) Less Serious Bodily Injury, or (C) No Serious Bodily Injury.
Violent incident with physical injury	"Violent Incidents if they Result in Bodily Injury" are Arson, Breaking and Entering/Burglary, Disruption on Campus-Major, Robbery, Other Major, Bullying/Harassment, Fighting, and Sexual Harassment. When reporting any of these SESIR incidents, districts must also report the "Injury-Related" element. The "Injury-Related" element is broken down into three separate codes: (A) More Serious Bodily Injury, (B) Less Serious Bodily Injury, or (C) No Serious Bodily Injury.
Weapons possession	Possession of firearms and any other instrument or object (as defined by Section 790.001(13), Florida Statutes, or district code of conduct) that can inflict serious harm on another person or that can place a person in reasonable fear of serious harm. Every incident of weapon possession must be coded as Weapon-Related and Weapon, Type used/possessed.
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	922	72
6 through 8	2,234	72
9 through 12	1,795	72
Comments:		

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

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

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

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	N<10	72
6 through 8	32	72
9 through 12	38	72
Comments:		

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

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

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

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

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

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	181	72
6 through 8	629	72
9 through 12	646	72
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 <u>violent incident with physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident with physical injury</u>, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5		72
6 through 8	N<10	72
9 through 12	N<10	72
Comments: There were zero (0) K-5 expulsions for violent incidents with physical injury.		

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 <u>weapons possession</u>.

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 <u>weapons possession</u> by grade level. Also, provide the number of LEAs that reported data on <u>weapons possession</u>, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	243	72
6 through 8	528	72
9 through 12	513	72
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 <u>weapons possession</u> by grade level. Also, provide the number of LEAs that reported data on <u>weapons possession</u>, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	N<10	72
6 through 8	23	72
9 through 12	24	72
Comments:		

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

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

The following questions collect data on alcohol-related incidents.

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	14	72
6 through 8	392	72
9 through 12	859	72
Comments:		

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

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

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

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5		72
6 through 8	N<10	72
9 through 12	N<10	72
Comments:		

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

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

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

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

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	103	72
6 through 8	2,330	72
9 through 12	6,168	72
Comments: Numbers are substantially greater since tobacco was added this year.		

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	N<10	72
6 through 8	53	72
9 through 12	88	72
Comments: Numbers are substantially greater since tobacco was added this year.		

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 <u>most common</u> efforts underway in your State. If there are other efforts underway in your State not captured on the list, add those in the other specify section.

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

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

The directions given asked us to identify by means of a check mark (from the list provided) the five most common efforts underway in our State. The report was completed as directed. Florida provides other types of efforts to inform parents that do not fall into the top five most common.

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, as amended, 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 4MB.

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		
Total received Title V, Part A funds		
Comments: Florida did not fund any LEAs in 2008-2009, therefore no LEAs completed a Title v, Part A needs assessment.		

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 <u>expended</u> 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		
Total Title V, Part A funds expended by LEAs		
Comments: No LEAs expended Title V, Part A funds.		

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 <u>used</u> **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 <u>not</u> 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		
Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities		
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities		
Total LEAs receiving Title V, Part A funds		
Comments: No LEAs expended Title V, Part A funds.		

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	
Comments: The blank field above is zero.	

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	
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	
Educational technology, including software and hardware as described in Title II, Part D	
Parental involvement activities	
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	
Activities authorized under Title I, Part A	26
Activities authorized under Title III (Language instruction for LEP and immigrant students)	
Comments: The blank fields above are zeros.	

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

2.9.2.1 Goals and Objectives

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

The response is limited to 8,000 characters.

Goal 1 -Decrease the proportion of the cohort of students 4th -10th grade scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014.

DISTRICT NAME,GRADE,Decrease Math,Decrease Reading,Decrease Writing,Goal Met Math,Goal Met Reading,Goal Met Writing STATE TOTALS,03,2,,,NO,NO,NO STATE TOTALS,04,4,4,8,NO,NO,NO STATE TOTALS,05,1,4,,NO,NO,NO STATE TOTALS,06,2,3,,NO,NO,NO STATE TOTALS,07,,2,,NO,NO,NO STATE TOTALS,08,,1,2,NO,NO,NO STATE TOTALS,09,3,1,,NO,NO,NO STATE TOTALS,10,,,,NO,NO,NO BRADFORD,03,7,10,,NO,YES,NO BRADFORD,04,2,,3,NO,NO,NO BRADFORD,05,2,,,NO,NO,NO BRADFORD,06,6,1,,NO,NO,NO BRADFORD,07,4,7,,NO,NO,NO BRADFORD,08,,7,8,NO,NO,NO BRADFORD,09,,,,NO,NO,NO BRADFORD,10,4,,4,NO,NO,NO CALHOUN,03,1,,,NO,NO,NO CALHOUN,04,3,7,26,NO,NO,YES CALHOUN,05,,3,,NO,NO,NO CALHOUN,06,1,5,,NO,NO,NO CALHOUN,07,,6,,NO,NO,NO CALHOUN,08,,4,5,NO,NO,NO CALHOUN,09,3,1,,NO,NO,NO CALHOUN,10,1,,,NO,NO,NO CITRUS,03,,,,NO,NO,NO CITRUS,04,4,,10,NO,NO,YES CITRUS,05,,2,,NO,NO,NO CITRUS,06,,5,,NO,NO,NO CITRUS,07,,2,,NO,NO,NO CITRUS,08,,5,,NO,NO,NO CITRUS,09,1,,,NO,NO,NO CITRUS,10,,,1,NO,NO,NO COLUMBIA,03,,,,NO,NO,NO COLUMBIA,04,,,,NO,NO,NO COLUMBIA,05,1,4,,NO,NO,NO COLUMBIA,06,9,10,,NO,YES,NO COLUMBIA,07,,,,NO,NO,NO COLUMBIA,08,5,4,9,NO,NO,NO COLUMBIA,09,,,,NO,NO,NO COLUMBIA,10,,,11,NO,NO,YES DESOTO,03,,,,NO,NO,NO DESOTO,04,4,6,,NO,NO,NO DESOTO,05,,6,,NO,NO,NO DESOTO,06,16,10,,YES,YES,NO DESOTO,07,,,,NO,NO,NO DESOTO,08,12,5,8,YES,NO,NO DESOTO,09,,,,NO,NO,NO DESOTO,10,2,,7,NO,NO,NO DIXIE,03,,,,NO,NO,NO DIXIE,04,,12,5,NO,YES,NO DIXIE,05,7,9,,NO,NO,NO DIXIE,06,1,,,NO,NO,NO DIXIE,07,,6,,NO,NO,NO DIXIE,08,,,,NO,NO,NO DIXIE,09,3,14,,NO,YES,NO DIXIE,10,,,,NO,NO,NO FRANKLIN,03,4,,,NO,NO,NO FRANKLIN,04,19,17,12,YES,YES,YES FRANKLIN,05,11,8,,YES,NO,NO FRANKLIN,06,1,,,NO,NO,NO FRANKLIN,07,5,8,,NO,NO,NO FRANKLIN,08,10,,9,YES,NO,NO FRANKLIN,09,,,,NO,NO,NO FRANKLIN,10,,,,NO,NO,NO GILCHRIST,03,5,,,NO,NO,NO GILCHRIST,04,,,4,NO,NO,NO GILCHRIST,05,5,9,,NO,NO,NO GILCHRIST,06,,6,,NO,NO,NO GILCHRIST,07,5,5,,NO,NO,NO GILCHRIST,08,,,3,NO,NO,NO GILCHRIST,09,,2,,NO,NO,NO GILCHRIST,10,7,,,NO,NO,NO GULF,03,2,,,NO,NO,NO GULF,04,14,,6,YES,NO,NO GULF,05,,,,NO,NO,NO GULF,06,12,17,,YES,YES,NO GULF,07,4,1,,NO,NO,NO GULF,08,,4,,NO,NO,NO GULF,09,,,,NO,NO,NO GULF,10,5,,13,NO,NO,YES HAMILTON,03,,,,NO,NO,NO HAMILTON,04,4,8,,NO,NO,NO HAMILTON,05,,3,,NO,NO,NO HAMILTON,06,20,4,,YES,NO,NO HAMILTON,07,,6,,NO,NO,NO HAMILTON,08,6,3,,NO,NO,NO HAMILTON,09,,,,NO,NO,NO HAMILTON,10,10,,4,YES,NO,NO HARDEE,03,1,,,NO,NO,NO HARDEE,04,8,8,7,NO,NO,NO HARDEE,05,3,3,,NO,NO,NO HARDEE,06,,3,,NO,NO,NO HARDEE,07,3,10,,NO,YES,NO HARDEE,08,,,,NO,NO,NO HARDEE,09,8,2,,NO,NO,NO HARDEE,10,,,,NO,NO,NO HENDRY,03,5,1,,NO,NO,NO HENDRY,04,5,6,10,NO,NO,YES HENDRY,05,,5,,NO,NO,NO HENDRY,06,3,8,,NO,NO,NO HENDRY,07,,,,NO,NO,NO HENDRY,08,,,,NO,NO,NO HENDRY,09,5,4,,NO,NO,NO HENDRY,10,,,,NO,NO,NO HIGHLANDS,03,,,,NO,NO,NO HIGHLANDS,04,6,3,4,NO,NO,NO HIGHLANDS,05,,5,,NO,NO,NO HIGHLANDS,06,10,3,,YES,NO,NO HIGHLANDS,07,,1,,NO,NO,NO HIGHLANDS,08,,,2,NO,NO,NO HIGHLANDS,09,4,1,,NO,NO,NO HIGHLANDS,10,2,,2,NO,NO,NO HOLMES,03,,,,NO,NO,NO HOLMES,04,5,6,19,NO,NO,YES HOLMES,05,,,,NO,NO,NO HOLMES,06,1,10,,NO,YES,NO HOLMES,07,,,,NO,NO,NO HOLMES,08,,,,NO,NO,NO HOLMES,09,7,8,,NO,NO,NO HOLMES,10,,,,NO,NO,NO JACKSON,03,1,,,NO,NO,NO JACKSON,04,4,9,21,NO,NO,YES JACKSON,05,3,8,,NO,NO,NO JACKSON,06,,2,,NO,NO,NO JACKSON,07,,2,,NO,NO,NO JACKSON,08,,8,3,NO,NO,NO JACKSON,09,2,,,NO,NO,NO JACKSON,10,,,,NO,NO,NO JEFFERSON,03,,,,NO,NO,NO JEFFERSON,04,,,11,NO,NO,YES JEFFERSON,05,6,16,,NO,YES,NO JEFFERSON,06,,,,NO,NO,NO JEFFERSON,07,,3,,NO,NO,NO JEFFERSON,08,4,,77,NO,NO,YES JEFFERSON,09,,4,,NO,NO,NO JEFFERSON,10,,,53,NO,NO,YES LAFAYETTE,03,1,2,,NO,NO,NO LAFAYETTE,04,8,1,4,NO,NO,NO LAFAYETTE,05,11,14,,YES,YES,NO LAFAYETTE,06,,8,,NO,NO,NO LAFAYETTE,07,,,,NO,NO,NO LAFAYETTE,08,5,26,3,NO,YES,NO LAFAYETTE,09,,,,NO,NO,NO LAFAYETTE,10,4,,,NO,NO,NO LEVY,03,,,,NO,NO,NO LEVY,04,8,8,16,NO,NO,YES LEVY,05,,,,NO,NO,NO LEVY,06,9,5,,NO,NO,NO LEVY,07,,,,NO,NO,NO LEVY,08,4,4,11,NO,NO,YES LEVY,09,2,,,NO,NO,NO LEVY,10,,,,NO,NO,NO MADISON,03,13,17,,YES,YES,NO MADISON,04,,,14,NO,NO,YES MADISON,05,4,,,NO,NO,NO MADISON,06,1,11,,NO,YES,NO MADISON,07,,8,,NO,NO,NO MADISON,08,,,,NO,NO,NO MADISON,09,6,,,NO,NO,NO MADISON,10,,,,NO,NO,NO OKEECHOBEE,03,5,2,,NO,NO,NO OKEECHOBEE,04,5,8,15,NO,NO,YES OKEECHOBEE,05,,4,,NO,NO,NO OKEECHOBEE,06,,3,,NO,NO,NO OKEECHOBEE,07,5,3,,NO,NO,NO OKEECHOBEE,08,5,3,,NO,NO,NO OKEECHOBEE,09,3,,,NO,NO,NO OKEECHOBEE,10,,,,NO,NO,NO PUTNAM,03,6,1,,NO,NO,NO PUTNAM,04,6,9,8,NO,NO,NO PUTNAM,05,3,6,,NO,NO,NO PUTNAM,06,1,9,,NO,NO,NO

PUTNAM,07,,,,NO,NO,NO PUTNAM,08,,,5,NO,NO,NO PUTNAM,09,,,,NO,NO,NO PUTNAM,10,,,1,NO,NO,NO

Goal 2 -Each participating LEA will decrease the proportion of all students scoring non-proficient on FCAT reading, mathematics, and writing by 10 percent each school year through 2013-2014.

District Name,Write Not Prof 0708_,Read Not Prof 0708_,Math Not Prof 0708_,Write Not Prof 0809_,Read Not Prof 0809_,Math Not Prof 0809_,Change Writing_,Change Reading_,Change Math_,Goal Met Writing_,Goal Met Reading_,Goal Met Math STATE,8,39,36,6,38,33,2,1,3,No,No,No BRADFORD,15,49,44,9,48,42,6,1,2,No,No,No CALHOUN,11,34,26,9,31,27,2,3,-1,No,No,No CITRUS,8,35,29,8,36,30,0,-1,-1,No,No,No COLUMBIA,9,39,37,7,38,35,2,1,2,No,No,No DESOTO,13,48,41,9,46,38,4,2,3,No,No,No DIXIE,7,44,33,10,40,34,-3,4,-1,No,No,No FRANKLIN,18,47,44,11,43,38,7,4,6,No,No,No GILCHRIST,7,31,24,6,29,24,1,2,0,No,No,No GULF,10,38,35,6,37,32,4,1,3,No,No,No HAMILTON,14,56,56,8,56,56,6,0,0,No,No,No HARDEE,10,49,38,11,47,36,-1,2,2,No,No,No HENDRY,9,51,39,12,49,38,-3,2,1,No,No,No HIGHLANDS,9,45,38,7,43,36,2,2,2,No,No,No HOLMES,11,39,33,10,40,35,1,-1,-2,No,No,No JACKSON,11,40,32,7,37,32,4,3,0,No,No,No JEFFERSON,18,62,52,11,61,60,7,1,-8,No,No,No LAFAYETTE,,42,32,,39,30,0,3,2,No,No,No LEVY,14,44,38,9,44,37,5,0,1,No,No,No MADISON,17,57,57,11,54,57,6,3,0,No,No,No OKEECHOBEE,12,47,38,9,45,36,3,2,2,No,No,No PUTNAM,11,47,41,8,45,39,3,2,2,No,No,No SUMTER,7,36,30,,33,27,7,3,3,No,No,No SUWANNEE,15,43,39,9,41,38,6,2,1,No,No,No TAYLOR,12,38,34,7,39,35,5,-1,-1,No,No,No UNION,6,43,38,,36,33,6,7,5,No,No,No WASHINGTON,11,43,37,10,38,35,1,5,2,No,No,No

Goal 3 -Cut the average gap between minority and non-minority 20 percent each school year through 2013-2014.

District Name_,GAP Writ_,GAP Read_,GAP Math_,Goal Met STATE,,1.5,0.75,NO BRADFORD,2,6,-2.5,NO CALHOUN,,1,6,NO CITRUS,,,2.5,NO COLUMBIA,,4,,NO DESOTO,,2.5,0.5,NO DESOTO,,,,NO DIXIE,,,,NO FRANKLIN,,,,NO GILCHRIST,,2.5,3,NO GULF,9,6,4,NO HAMILTON,7,4.5,0.5,NO HARDEE,7,1.6,2.3,NO HENDRY,,2,,NO HIGHLANDS,6,,,NO HOLMES,,,0,NO JACKSON,,1,4,NO JEFFERSON,6,7,,NO LAFAYETTE,0,,4,NO LEVY,3,,,NO MADISON,,3,,NO OKEECHOBEE,6.5,2.3,1.6,NO PUTNAM,,,,NO

Goal 4 -Each participating LEA will decrease the proportion of high school students not earning a standard diploma by 10 percent each school year through 2013-2014.

District Name_,2007-08 Grad_,2008-09 Grad_,2007-08 Not Grad_,2008-09 Not Grad_,Reduce by 10%_,Goal Met STATE,72,76,27,23,3,No BRADFORD,68,72,31,27,3,No CALHOUN,89,85,10,14,-3,No CITRUS,74,81,25,18,6,No COLUMBIA,72,80,27,19,7,No DESOTO,62,69,37,30,6,No DIXIE,72,72,27,27,0,No FRANKLIN,56,82,43,17,26,Yes GILCHRIST,89,95,11,4.,6,No GULF,86,88,13,11,1,No HAMILTON,58,53,41,46,-4,No HARDEE,61,66,38,33,4,No HENDRY,68,71,31,28,3,No HIGHLANDS,65,73,34,26,8,No HOLMES,82,85,17,14,2,No JACKSON,82,79,17,20,-3,No JEFFERSON,46,50,53,50,3,No LAFAYETTE,88,78,12,21,-9,No LEVY,70,66,29,33,-4,No MADISON,61,75,38,24,14,Yes OKEECHOBEE,67,66,32,33,-1,No PUTNAM,70,69,29,30,-0,No SUMTER,77,80,22,19,2,No SUWANNEE,

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 2008-09?	__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).	
Comments: No states notified FDOE that they were transferring funds under the authority of Section 6123(b).	

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

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

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

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

In the table below provide the total amount of FY 2009 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)		
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		
Total		
Comments: No states notified FDOE that they were transferring funds under the authority of Section 6123(b).		

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.