

# **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**

**PENNSYLVANIA**



**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:

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

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 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).

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

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

Check the one that indicates the report you are submitting: Part I, 2008-09 X Part II, 2008-09

Name of State Educational Agency (SEA) Submitting This Report:  
Pennsylvania Department of Education

Address:

333 Market Street

Harrisburg, PA 17126 Person to contact about this report:

Name: Erin Oberdorf

Telephone: 717-783-9161

Fax: 717-787-8634

e-mail: eoberdorf@state.pa.us

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

Dr. Gerald L. Zahorchak

Friday, April 23, 2010, 1:32:49 PM

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	33,283	21,833	65.6
4	33,038	21,953	66.4
5	32,295	18,240	56.5
6	27,894	15,847	56.8
7	24,941	13,846	55.5
8	25,316	12,956	51.2
High School	18,189	5,737	31.5
Total	194,956	110,412	56.6
<b>Comments:</b>			

#### 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	33,118	19,816	59.8
4	32,904	17,738	53.9
5	32,138	14,578	45.4
6	27,754	12,661	45.6
7	24,746	12,536	50.7
8	25,136	15,827	63.0
High School	18,122	7,355	40.6
Total	193,918	100,511	51.8
<b>Comments:</b>			

### 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	68,323	57,983	84.9
4	67,334	57,137	84.9
5	62,292	47,640	76.5
6	41,777	33,137	79.3
7	24,078	18,504	76.8
8	23,577	16,979	72.0
High School	4,976	2,442	49.1
Total	292,357	233,822	80.0
<b>Comments:</b>			

### 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	68,188	54,771	80.3
4	67,225	51,041	75.9
5	62,166	42,163	67.8
6	41,704	29,856	71.6
7	24,042	17,667	73.5
8	23,523	19,334	82.2
High School	4,967	3,031	61.0
Total	291,815	217,863	74.7
<b>Comments:</b>			

## 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)	74,304
Limited English proficient students	29,963
Students who are homeless	6,406
Migratory students	6,220
<b>Comments:</b>	

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

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	907
Asian or Pacific Islander	16,133
Black, non-Hispanic	204,315
Hispanic	84,575
White, non-Hispanic	203,276
Total	509,206
<b>Comments:</b>	

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	150				150
Age 3-5 (not Kindergarten)	1,076	10,939	29		12,044
K	13,609	35,727	1,876		51,212
1	18,382	36,723	2,500		57,605
2	17,595	36,544	2,376		56,515
3	16,036	36,226	1,969		54,231
4	12,146	35,988	1,764		49,898
5	9,816	34,847	1,525		46,188
6	6,274	29,399	1,192		36,865
7	3,168	26,310	774		30,252
8	2,471	26,799	660		29,930
9	696	29,105	389		30,190
10	1,088	25,848	298		27,234
11	777	20,687	259		21,723
12	753	19,497	254		20,504
Ungraded	N<10	528		5,111	5,641
TOTALS	104,039	405,167	15,865	5,111	530,182
<b>Comments:</b>					

### 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	34,979
Reading/language arts	97,124
Science	3,361
Social studies	3,236
Vocational/career	494
Other instructional services	6,715
<b>Comments:</b>	

### 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	1,629
Supporting guidance/advocacy	8,227
Other support services	3,083
<b>Comments:</b>	

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

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

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

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	2,107	
Paraprofessionals <sup>1</sup>	718	100.0
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	25	
Clerical support staff	83	
Administrators (non-clerical)	86	
<b>Comments:</b>		

<sup>1</sup> Consistent with ESEA, Title I, Section 1119(g)(2). <sup>2</sup> 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
Paraprofessionals <sup>3</sup>	1,632.00	100.0
<b>Comments:</b>		

<sup>3</sup> 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	9
<b>Comments:</b>	

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	580
2. Adults participating	598
3. Adults participating who are limited English proficient (Adult English Learners)	231
4. Participating children	826
a. Birth through 2 years	357
b. Ages 3 through 5	292
c. Ages 6 through 8	158
c. Above age 8	19
<b>Comments:</b>	

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

#### 2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

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

	#
1. Number of newly enrolled families	399
2. Number of newly enrolled adult participants	409
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	223
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	302
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	147
<b>Comments:</b>	

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.

<b>Time in Program</b>	<b>#</b>
1. Number of families enrolled 90 days or less	46
2. Number of families enrolled more than 90 but less than 180 days	107
3. Number of families enrolled 180 or more days but less than 365 days	254
4. Number of families enrolled 365 days or more	173
5. Total families enrolled	580
<b>Comments:</b>	

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	88	69	A significant learning gain is the same definition used by the National Reporting System (NRS) for determining an educational gain (Col. D in Table 4)
CASAS	18	16	See above
Other			
<b>Comments:</b>			

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	N<10	N<10	A significant learning gain is the same definition used by the National Reporting System (NRS) for determining an educational gain (Col. D in Table 4)
CASAS	131	98	See above
BEST	0		Not administered
BEST Plus	18	15	Both the BEST Plus and Best Updated Literacy are options in the state's approved adult assessment menu of instruments. A significant learning gain is the same definition used by the National Reporting System (NRS) for determining an educational gain (Col. D in Table 4)
BEST Literacy	17	14	See above
Other			
<b>Comments:</b>			

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	11	11	
GED	N<10		
Other			
<b>Comments:</b>			

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

Non-School-Age Adults	# with goal	# Who Met Goal	Explanation (if applicable)
Diploma	N<10		
GED	40	29	
Other			
<b>Comments:</b>			

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	78	60	46	N<10	
PPVT-IV					Not administered
TVIP					Not administered
<b>Comments:</b>					

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	78	67	48	N<10	Only posttest scores administered between 4/1/09 and 6/30/09 were included in the counts. The calculations were restricted to posttest scores because instructions specified that only children in Even Start for at least 6 months are included in the counts.
PPVT-IV					Not administered
TVIP					Not administered
<b>Comments:</b>					

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	78	58	N<10	17.0	Only posttest scores administered between 4/1/09 and 6/30/09 were included in the counts.

**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	94	57	Reading on grade level includes school age children rated as "proficient" (on grade level) or "advanced" (above grade level) as defined by Pennsylvania's Reading, Writing, Speaking and Listening Standards from the Pennsylvania Educational Law, Chapter 4. The End of Year School Progress Report, a PA-developed form to collect teacher-reported assessment of child's overall reading performance, was used to collect data for this indicator.
1	63	43	See above
2	63	28	See above
3	33	19	See above

**Comments:**

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

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

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

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

	# In Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I			Not administered
PEP Scale II			Not administered
PEP Scale III			Not administered
PEP Scale IV			Not administered
Other	524	417	Parent-Child Literacy Activities (PCLA) form is used in PA. Two goals are measured by the PCLA: 1) Whether there is a gain between the pretest & posttest in the number of days parents read to their child in the week prior to the assessment; 2) Whether there is a gain between the pretest and posttest in the number of days parents talk with their child's teacher 30 days prior to the assessment.
<b>Comments:</b>			

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 unduplicated number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	275
Age 3 through 5 (not Kindergarten)	789
K	281
1	289
2	314
3	294
4	228
5	263
6	233
7	223
8	216
9	215
10	214
11	182
12	107
Ungraded	N<10
Out-of-school	1,479
Total	5,606
<p><b>Comments: The percentage decrease in grades 4 and 9 are due to the 12.7% drop in Migrant Students in Pennsylvania. Percent drops vary from grade to grade.</b></p>	

### 2.3.1.2 Priority for Services

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

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5 (not Kindergarten)	495
K	73
1	75
2	92
3	94
4	61
5	81
6	69
7	63
8	56
9	63
10	56
11	29
12	24
Ungraded	N<10
Out-of-school	1,166
Total	2,499
<b>Comments: The percentage decrease in grades/ages is due to the 12.7% drop in Migrant Students in Pennsylvania. Percent drops vary from grade to grade.</b>	

#### **FAQ on priority for services:**

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

### 2.3.1.3 Limited English Proficient

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

<b>Age/Grade</b>	<b>Limited English Proficient (LEP)</b>
Age 3 through 5 (not Kindergarten)	703
K	209
1	212
2	236
3	214
4	147
5	171
6	177
7	155
8	160
9	156
10	154
11	130
12	67
Ungraded	N<10
Out-of-school	1,304
Total	4,197
<b>Comments: The percentage decrease in grades 4 and 9 are due to the 12.7% drop in Migrant Students in Pennsylvania. Percent drops vary from grade to grade.</b>	

### 2.3.1.4 Children with Disabilities (IDEA)

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

<b>Age/Grade</b>	<b>Children with Disabilities (IDEA)</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	24
K	N<10
1	15
2	23
3	27
4	29
5	29
6	19
7	25
8	20
9	20
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	269
<b>Comments:</b>	

### 2.3.1.5 Last Qualifying Move

In the table below, provide the unduplicated number of eligible migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 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	145	98	32	N<10
Age 3 through 5 (not Kindergarten)	195	220	230	144
K	62	58	85	76
1	62	73	73	81
2	66	80	80	88
3	67	76	75	76
4	48	56	65	59
5	57	69	57	80
6	49	61	61	62
7	50	62	56	55
8	40	61	50	65
9	44	58	63	50
10	41	58	55	60
11	25	37	55	65
12	11	26	34	36
Ungraded	N<10	N<10	N<10	N<10
Out-of-school	542	524	242	171
Total	1,507	1,618	1,313	1,168
<p><b>Comments: The percentage decrease in Total Previous 37-48 months is due to declines in Migrant eligible children. The zero values are correct. For example, there is no way we can have any children under age three who moved between 37-48 months ago (they did not exist 37-48 months ago).</b></p>				

### 2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the unduplicated number of eligible migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2008. The total is calculated automatically.

<b>Age/Grade</b>	<b>Move During Regular School Year</b>
Age birth through 2	189
Age 3 through 5 (not Kindergarten)	493
K	157
1	172
2	181
3	164
4	129
5	140
6	134
7	118
8	110
9	121
10	117
11	94
12	53
Ungraded	N<10
Out-of-school	889
Total	3,265
<b>Comments: The percentage decrease in Total Move During Regular School Year and Age 3-5 percentage decrease are due to decreases in migrant enrollment as previously explained.</b>	

### 2.3.2 Academic Status

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

#### 2.3.2.1 Dropouts

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

Grade	Dropped Out
7	
8	
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	
Total	16
<b>Comments: A more accurate system of tracking who is migrant as provided by the MEP is now being utilized instead of the district provided information.</b>	

#### FAQ on Dropouts:

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

### 2.3.2.2 GED

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

<b>Obtained a GED in your state</b>	N<10
<b>Comments:</b> There are two possible reasons for the increase in GEDs in Pennsylvania. The first reason could be because of more efforts towards obtaining GEDs, or it is because of better data collection efforts.	

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 unduplicated 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	189	188
4	189	187
5	212	211
6	97	93
7	120	120
8	100	98
9		
10		
11	47	47
12		
Total	954	944
<b>Comments: There is a discrepancy between Migrant Data (PIMS) and Assessment data. This will be corrected next year.</b>		

### 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	193	193
4	191	191
5	216	214
6	98	96
7	122	122
8	102	100
9		
10		
11	47	47
12		
Total	969	963

**Comments: There is a discrepancy between Migrant Data (PIMS) and Assessment data. This will be corrected next year.**

### 2.3.3 MEP Participation Data

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

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

### 2.3.3.1 MEP Participation – Regular School Year

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

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

#### 2.3.3.1.1 MEP Students Served During the Regular School Year

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

<b>Age/Grade</b>	<b>Served During Regular School Year</b>
Age Birth through 2	146
Age 3 through 5 (not Kindergarten)	649
K	240
1	247
2	280
3	252
4	198
5	226
6	205
7	189
8	189
9	190
10	188
11	168
12	107
Ungraded	N<10
Out-of-school	1,152
Total	4,627
<b>Comments: The percentage decrease in grades/ages is due to decreases in migrant enrollment as previously explained.</b>	

### 2.3.3.1.2 Priority for Services – During the Regular School Year

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

Age/Grade	Priority for Services
Age 3 through 5	400
K	54
1	61
2	74
3	70
4	51
5	61
6	56
7	48
8	44
9	48
10	38
11	22
12	22
Ungraded	N<10
Out-of-school	979
Total	2,029
<b>Comments: The percentage decrease in grades/ages is due to decreases in migrant enrollment as previously explained.</b>	

**2.3.3.1.3 Continuation of Services – During the Regular School Year**

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the regular school year served under the continuation of services authority Sections 1304(e)(2)–(3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Continuation of Services</b>
Age 3 through 5 (not Kindergarten)	N<10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	15

**Comments: The zero values are correct for Continuation of Services.**

### 2.3.3.1.4 Services

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

#### FAQ on Services:

*What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.*

#### 2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	37
Age 3 through 5 (not Kindergarten)	354
K	69
1	67
2	94
3	69
4	58
5	62
6	67
7	79
8	86
9	89
10	100
11	106
12	75
Ungraded	
Out-of-school	371
Total	1,783
<b>Comments: The percentage decrease in Children Receiving an Instruction Service is due to an overall decrease in the number of migrant students. The zero value in Ungraded is correct.</b>	

### 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	12	10	
Age 3 through 5 (not Kindergarten)	143	142	
K	25	23	
1	33	30	
2	39	34	
3	24	21	
4	16	14	
5	21	18	
6	28	24	
7	11	N<10	
8	17	13	
9	24	12	12
10	15	13	N<10
11	20	18	13
12	12	12	N<10
Ungraded			
Out-of-school	N<10	N<10	N<10
Total	443	394	38

**Comments: The percentage increase in Ages 3-5 Math and Reading Instruction is due to an increased focus on serving this age population and better data recording of this service. The zero values in Ungraded are correct.**

#### FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.1.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the regular school year. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	147	N<10
Age 3 through 5 (not Kindergarten)	643	81
K	240	22
1	247	25
2	279	25
3	251	32
4	198	26
5	226	20
6	203	46
7	188	66
8	189	73
9	190	98
10	188	85
11	168	80
12	107	75
Ungraded	N<10	
Out-of-school	1,139	634
Total	4,604	1,395
<b>Comments: The percentage decrease in Breakout of Children Receiving Counseling Services is due to declining number of migrant students overall. The zero value in the Ungraded Counseling is correct.</b>		

#### FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.*
- b. *What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

#### 2.3.3.1.4.4 Referred Service – During the Regular School Year

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

<b>Age/Grade</b>	<b>Referred Service</b>
Age birth through 2	44
Age 3 through 5 (not Kindergarten)	253
K	57
1	69
2	78
3	74
4	64
5	51
6	91
7	53
8	77
9	75
10	51
11	49
12	27
Ungraded	
Out-of-school	654
Total	1,767
<b>Comments: The percentage increase of Total Referred Service is due to better tracking of this type of service. The zero value in Ungraded is correct.</b>	

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

<b>Age/Grade</b>	<b>Served During Summer/Intersession Term</b>
Age Birth through 2	24
Age 3 through 5 (not Kindergarten)	571
K	174
1	191
2	198
3	188
4	144
5	159
6	142
7	131
8	140
9	142
10	125
11	110
12	21
Ungraded	N<10
Out-of-school	575
Total	3,037
<b>Comments: The decrease in Kindergarten students Served During Summer/Intersession Term is due to the decrease in migrant enrollment. The increase in OSY students Served During Summer/Intersession Term is due to better tracking of this type of service.</b>	

### 2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

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

Age/Grade	Priority for Services
Age 3 through 5	362
K	48
1	61
2	62
3	64
4	44
5	54
6	48
7	42
8	40
9	38
10	27
11	23
12	12
Ungraded	N<10
Out-of school	491
Total	1,418
<b>Comments:</b>	

### 2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received instructional or support services during the summer/intersession term served under the continuation of services authority Sections 1304(e)(2)–(3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

<b>Age/Grade</b>	<b>Continuation of Services</b>
Age 3 through 5 (not Kindergarten)	10
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	N<10
Total	61
<b>Comments:</b>	

### 2.3.3.2.4 Services

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

#### FAQ on Services:

*What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are NOT considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.*

#### 2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the summer/intersession term. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	13
Age 3 through 5 (not Kindergarten)	546
K	167
1	185
2	195
3	184
4	140
5	155
6	139
7	124
8	136
9	129
10	115
11	97
12	21
Ungraded	N<10
Out-of-school	235
Total	2,583

**Comments: The K and 4 changes are due to overall declines in the number of students in those grades. The increase in 12 is due to an increase in grade 12 students available to serve (note an increase of 10, resulted in a 100% value). The increase in OSY is due to increased efforts to serve this population.**

### 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	N<10	N<10	
Age 3 through 5 (not Kindergarten)	389	364	
K	107	103	
1	113	114	
2	124	123	
3	130	128	
4	90	78	
5	106	103	
6	97	85	
7	75	71	
8	94	81	
9	97	76	N<10
10	66	49	N<10
11	58	45	N<10
12	15	N<10	N<10
Ungraded	N<10		
Out-of-school	96	N<10	
Total	1,664	1,441	17
<b>Comments: The zero values are correct.</b>			

#### FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.2.4.3 Support Services with Breakout for Counseling Service

In the table below, in the column titled Support Services, provide the unduplicated number of participating migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled Counseling Service, provide the unduplicated number of participating migrant children who received a counseling service during the summer/intersession term. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	24	
Age 3 through 5 (not Kindergarten)	562	44
K	169	17
1	182	14
2	191	16
3	179	13
4	134	12
5	154	11
6	130	15
7	126	31
8	138	59
9	140	70
10	122	67
11	110	71
12	20	N<10
Ungraded	N<10	
Out-of-school	574	382
Total	2,957	830
<b>Comments: The zero values are correct.</b>		

#### FAQs on Support Services:

- a. *What are support services? These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.*
- b. *What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.*

#### 2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

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

<b>Age/Grade</b>	<b>Referred Service</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	47
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	16
8	10
9	18
10	12
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	465
Total	612
<b>Comments: The percentage increase of OSY Referred Service is due to better recording of this data and extra efforts to serve this population.</b>	

### 2.3.3.3 MEP Participation – Program Year

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

Age/Grade	Served During the Program Year
Age Birth through 2	157
Age 3 through 5 (not Kindergarten)	756
K	265
1	275
2	300
3	277
4	216
5	247
6	218
7	206
8	204
9	208
10	203
11	178
12	108
Ungraded	N<10
Out-of-school	1,387
Total	5,207
<b>Comments: The decrease in 4, 8, and 9 Served During the Program Year is due to the overall decrease in number of migrant students. Some grades were impacted more than others.</b>	

### 2.3.4 School Data

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

#### 2.3.4.1 Schools and Enrollment

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

	#
Number of schools that enrolled eligible migrant children	394
Number of eligible migrant children enrolled in those schools	2,542
<b>Comments: These numbers decreased due to the overall decrease in the number of migrant students in Pennsylvania.</b>	

#### 2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
<b>Comments:</b>	

### 2.3.5 MEP Project Data

The following questions collect data on MEP projects.

#### 2.3.5.1 Type of MEP Project

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

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

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

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	0	
Regular school year – school day/extended day	0	
Summer/intersession only	0	
Year round	5	5,229
<b>Comments: These numbers are correct.</b>		

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.

<b>State Director FTE</b>	1.60
<b>Comments:</b> The data showing is correct. PA currently has .8 FTE Regular Term and .8 FTE Summer.	

#### 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 funded by the MEP. Do not include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	35	13.40	178	87.14
Counselors	0	0.00	2	0.34
All paraprofessionals	90	52.30	209	118.49
Recruiters	28	19.87	28	19.31
Records transfer staff	14	11.58	14	11.48
<b>Comments: These numbers are correct.</b>				

**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	53	34.30	80	54.00
<b>Comments: Since FTE for the regular school year went up, and FTE in the summer term went down by 11% (versus 30% Headcount drop), we are assuming that a fewer number of people were used for more hours per person.</b>				

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 not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

**2.4.1.1 Programs and Facilities -Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	1	248
Juvenile detention	0	0
Juvenile corrections	4	148
Adult corrections	2	170
Other	0	0
Total	7	172

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?

	<b>#</b>
<b>Programs in a multiple purpose facility</b>	0
<b>Comments:</b>	

**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.

<b>State Program/Facility Type</b>	<b># Reporting Data</b>
Neglected Programs	1
Juvenile Detention	0
Juvenile Corrections	4
Adult Corrections	2
Other	0
Total	7
<b>Comments:</b>	

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

### 2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 that are long-term. In the subsequent tables provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	310		917	416	
Long Term Students Served	296		634	291	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native					
Asian or Pacific Islander	N<10		N<10		
Black, non-Hispanic	281		566	294	
Hispanic	N<10		135	51	
White, non-Hispanic	22		215	71	
Total	310		917	416	

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	186		876	416	
Female	124		41		
Total	310		917	416	

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5					
6					
7					
8	15				
9	13				
10	21		N<10		
11	25				
12	32		N<10		
13	47		15		
14	40		44		
15	44		114	N<10	
16	36		214	23	
17	25		290	49	
18	11		164	103	
19	N<10		55	134	
20			15	100	
21					
Total	310		917	416	

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 not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)	1	4	2	0
Awarded high school diploma(s)	1	4	2	0
Awarded GED(s)	0	4	2	0
<b>Comments:</b>				

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

**2.4.1.4 Academic Outcomes – Subpart 1**

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

**2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility**

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits	157	863	113	
Enrolled in a GED program		161	343	
<b>Comments:</b>				

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

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

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school	42	513	N<10	
Earned a GED		122	39	

Obtained high school diploma	32	84	30	
Were accepted into post-secondary education	31	17	N<10	
Enrolled in post-secondary education	28	13	N<10	
<b>Comments:</b>				

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

#### 2.4.1.5 Vocational Outcomes – Subpart 1

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

##### 2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs		425		
<b>Comments:</b>				

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

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

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education		40		
Obtained employment	N<10	63		
<b>Comments:</b>				

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 unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 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	107	566	274	
Long-term students who have complete pre-and post-test results (data)	292	474	244	

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	57	25	26	
No change in grade level from the pre-to post-test exams	84	131	81	
Improvement of up to 1/2 grade level from the pre-to post-test exams	41	105	17	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	31	52	18	
Improvement of more than one full grade level from the pre-to post-test exams	79	161	102	
<b>Comments:</b>				

#### 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	197	573	276	
Long-term students who have complete pre-and post-test results (data)	284	493	225	

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

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre-to post-test exams	22	32	23	
No change in grade level from the pre-to post-test exams	58	62	72	
Improvement of up to 1/2 grade level from the pre-to post-test exams	33	64	18	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams	44	63	25	
Improvement of more than one full grade level from the pre-to post-test exams	127	272	87	
<b>Comments:</b>				

### 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.

<b>LEA Program/Facility Type</b>	<b># Programs/Facilities</b>	<b>Average Length of Stay (# days)</b>
At-risk programs	0	0
Neglected programs	120	164
Juvenile detention	175	76
Juvenile corrections	0	0
Other	0	0
<b>Total</b>	<b>295</b>	<b>93</b>

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?

	<b>#</b>
<b>Programs in a multiple purpose facility</b>	0
<b>Comments:</b>	

**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.

<b>LEA Program/Facility Type</b>	<b># Reporting Data</b>
At-risk programs	0
Neglected programs	120
Juvenile detention	175
Juvenile corrections	0
Other	0
<b>Total</b>	<b>295</b>
<b>Comments:</b>	

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.

<b># of Students Served</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Total Unduplicated Students Served		5,111	19,752		
Total Long Term Students Served		3,075	6,725		

<b>Race/Ethnicity</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
American Indian or Alaska Native		N<10	17		
Asian or Pacific Islander		64	168		
Black, non-Hispanic		2,882	11,444		
Hispanic		418	2,211		
White, non-Hispanic		1,746	5,912		
<b>Total</b>		<b>5,111</b>	<b>19,752</b>		

<b>Sex</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
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Male		2,946	16,749		
Female		2,165	3,003		
Total		5,111	19,752		

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5		13			
6		28	N<10		
7		62	N<10		
8		106	N<10		
9		143	24		
10		182	51		
11		230	128		
12		351	376		
13		531	1,081		
14		737	2,570		
15		1,014	4,045		
16		976	5,232		
17		565	4,367		
18		140	1,317		
19		22	429		
20		11	122		
21			N<10		
Total		5,111	19,752		

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

**Comments: Age 21 should have zeros entered, but EdFacts will not allow us to enter a zero.**

**FAQ on Unduplicated Count: 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)	0	34	39	0
Awarded high school diploma(s)	0	19	31	0
Awarded GED(s)	0	8	22	0
<b>Comments:</b>				

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

#### 2.4.2.4 Academic Outcomes – Subpart 2

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

##### 2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Earned high school course credits		2,763	12,422	
Enrolled in a GED program		65	1,175	
<b>Comments:</b>				

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

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in their local district school		2,983	13,768	
Earned a GED		37	637	
Obtained high school diploma		138	461	
Were accepted into post-secondary education		86	114	
Enrolled in post-secondary education		82	118	
<b>Comments:</b>				

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

#### 2.4.2.5 Vocational Outcomes – Subpart 2

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

##### 2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs	0	230	3,465	0
<b>Comments:</b>				

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

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education		62	459	
Obtained employment		187	868	
<b>Comments:</b>				

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

#### 2.4.2.6 Academic Performance – Subpart 2

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

##### 2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the format of the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 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		1,141	3,265	
Long-term students who have complete pre-and post-test results (data)		933	2,686	

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		66	183	
No change in grade level from the pre-to post-test exams		140	608	
Improvement of up to 1/2 grade level from the pre-to post-test exams		374	462	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		135	370	
Improvement of more than one full grade level from the pre-to post-test exams		218	1,063	
<b>Comments:</b>				

#### 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		964	3,391	
Long-term students who have complete pre-and post-test results (data)		793	2,643	

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

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Negative grade level change from the pre-to post-test exams		83	179	
No change in grade level from the pre-to post-test exams		126	561	
Improvement of up to 1/2 grade level from the pre-to post-test exams		325	447	
Improvement from 1/2 up to one full grade level from the pre-to post-test exams		151	384	
Improvement of more than one full grade level from the pre-to post-test exams		108	1,072	
<b>Comments:</b>				

**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
Reduction in the number of suspensions and expulsions for fighting in elementary schools	Pennsylvania School Safety Report	Annually	2009	200607: Not Applicable	2006-07: 2466	3035	2002-2003
				2007-08: 1878			
				2008-09: 2522			
<p><b>Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.</b></p>							

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
Reduction in the number of suspensions and expulsions for fighting in middle schools	Pennsylvania School Safety Report	Annually	2009	200607: Not Applicable	2006-07: 5527	5716	2002-2003
				2007-08: 3860			
				2008-09: 5030			

**Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.**

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
Reduction in the number of suspensions and expulsions for fighting in high schools	Pennsylvania School Safety Report	Annually	2009	200607: Not Applicable	2006-07: 6545	3250	2002-2003
				2007-08: 5967			
				2008-09: 6448			

**Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Reduction in the number of weapons violations in elementary schools	Pennsylvania School Safety Report	Annually	2009	200607: Not Applicable	2006-07: 780	1062	2002-2006
				2007-08: 672			
				2008-09: 697			

Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.

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
Reduction in the number of weapons violations in middle schools	Pennsylvania School Safety Report	Annually	2009	200607: Not Applicable	2006-07: 970	1011	2002-2003
				2007-08: 724			
				2008-09: Not Applicable	2008-09: 691		

Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Reduction in the number of weapons violations in high schools	Pennsylvania School Safety Report	Annually	2008	200607: Not Applicable	2006-07: 1215	662	2002-2003
				2007-08: 887			
				2008-09: 851			

**Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.**

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
Reduction in the number of persistently dangerous schools	Pennsylvania School Safety Report	Annually	2009	2006-07: Not Applicable	2006-07: 9	28	2002-2003
				2007-08: 12			
				2008-09: 20			

**Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that**

rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.

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
Reduction in the number of students offered, sold, or given an illegal drug on school property in the previous twelve months	Pennsylvania Youth Survey	Every 2 years	2009 (Next survey 20092010)	200607: Not Applicable	2006-07: Not Applicable	1870	2007-2008
				2007-08: 1870			
				2008-09: Not Applicable			

**Comments: Pennsylvania will determine a "reduction rate" that should be our target on an annual basis. The reason that that rate was not determined is because of the revamping of the data collection system for specifically violence and weapons possession categories. Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. Now the reporting system for this has been moved to PIMS and we do not know what the 2009-2010 data in these categories will look like but will have a better ability to determine the "rate" after the data is available.**

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	A person commits this offense if he/she purchases, consumes, transports, provides or has possession of alcoholic beverages on school property, a school bus or on school property owned by, leased by or under the control of a school district.
Illicit drug related	A person commits this offense if he/she purchases, consumes, transports, provides or has possession of illicit drugs on school property, a school bus or on school property owned by, leased by or under the control of a school district.
Violent incident without physical injury	A violent incident without physical injury is an attack by one person upon another which does not result in any physical injury requiring emergency medical services by trained school personnel or other health professionals (e.g. EMS) and/or hospitalization.
Violent incident with physical injury	A violent incident with physical injury is an attack causing the victim obvious severe or aggravated bodily injury involving (a) broken bones, loss of teeth, possible internal injuries; severe lacerations and bleeding; or loss of consciousness; and/or (b) requiring emergency medical services by trained school personnel or other health professionals (e.g. EMS) and/or hospitalization. Fights or affrays, where no weapon was used, resulting in no apparent or serious injuries are required to be reported, only if the incident resulted in suspensions or expulsion for the student. Local School Board policy may require reporting of fights or affrays to law enforcement.
Weapons possession	A person commits a misdemeanor of the first degree if he/she possesses a weapon in the buildings of, on the grounds of, or in any conveyance providing transportation to and from any elementary or secondary publicly-funded educational institution, any elementary or secondary private school licensed by the Department of Education or any elementary or secondary parochial.
<b>Comments:</b>	

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	5,938	376
6 through 8	9,383	484
9 through 12	10,279	567
<b>Comments:</b>		

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	61	36
6 through 8	323	117
9 through 12	459	186
<b>Comments:</b>		

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	403	95
6 through 8	710	187
9 through 12	1,305	298
<b>Comments:</b>		

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

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

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

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<10	1
6 through 8	34	21
9 through 12	72	38
<b>Comments: Due to the improvements to the system the number of reported incidents have increased rather than reduced. This is because of our concentrated efforts to have more accuracy in reporting in this area by the schools. The reporting system for this has now been moved to PIMS.</b>		

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

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

The following sections collect data on weapons possession.

#### 2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

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

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	642	225
6 through 8	472	211
9 through 12	572	234
<b>Comments:</b>		

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

#### 2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

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

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	54	30
6 through 8	219	94
9 through 12	279	130
<b>Comments:</b>		

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

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

The following questions collect data on alcohol-related incidents.

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	N<10	1
6 through 8	128	56
9 through 12	676	207
<b>Comments:</b>		

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	N<10	0
6 through 8	16	11
9 through 12	71	34
<b>Comments:</b>		

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	29	18
6 through 8	453	179
9 through 12	1,930	379
<b>Comments:</b>		

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	1
6 through 8	83	51
9 through 12	508	161
<b>Comments:</b>		

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

### 2.7.3 Parent Involvement

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

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

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

As in past years, parental involvement is a key component of all successful school-community partnerships. It continues to be our goal to promote parental/guardian partnerships and enhance involvement that encourages the social, emotional, and academic growth of our students.

Our Center for Safe Schools and Communities coordinates activities of the Pennsylvania Parent Information and Resource Center (PA PIRC). This organization serves parents, schools and communities across Pennsylvania.

In October of 2008, Governor Rendell made a proclamation that October would be Parental Involvement Month. The proclamation was forwarded to every school district in the Commonwealth. School districts were encouraged to increase their efforts to engage parents in the support of their children and the broader school-community.

Finally, we have continued our partnership with the Division of Federal Program's Parent Advisory Group. Staff from the Division of Student and Safe School Services provided members of this group with an overview of the federal SDFSCA program and the role that parents play in the overall school climate and culture.

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	0	0.0
Total received Title V, Part A funds	0	
<b>Comments: PA did not receive Title V funds in 2008-2009.</b>		

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

### 2.8.3 LEA Expenditures

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

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

Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 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	0	0.0
Total Title V, Part A funds expended by LEAs	0	
<b>Comments: PA did not receive funds in 2008-2009.</b>		

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

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

In the table below, provide the number of LEAs:

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

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

	# LEAs	# LEAs Met AYP
Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Total LEAs receiving Title V, Part A funds	0	0
<b>Comments: PA did not receive Title V funds for 2008-2009.</b>		

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

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

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

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

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

	# LEAs
# LEA's using SRSA alternative uses of funding authority	0
<b>Comments:</b>	

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	1
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	12
Educational technology, including software and hardware as described in Title II, Part D	22
Parental involvement activities	5
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	7
Activities authorized under Title III (Language instruction for LEP and immigrant students)	1
<b>Comments:</b>	

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.

The goal of embedding the Rural and Low Income Schools (RLIS) grant into the PDE's e-Grant system has not materialized due to lack of funding. A hard-copy application remains in place. Nevertheless, the uses of funds remain tied to the planning and accountability processes of the NCLB program. All efforts provided for in the Department's state consolidated plan and each program, including the RLIS program, are intended to increase student achievement for all students. The RLIS program application is aligned with other NCLB program and all programs are mutually supportive of each other. The PDE continues to ensure that the RLIS districts are striving to make adequate yearly progress for all students. The PDE provides technical assistance to RLIS districts in need of additional support to assist them in meeting their goals.

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?	No
<b>Comments:</b>	

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).	69
<b>Comments:</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)	69	0
Educational Technology State Grants (Section 2412(a)(2)(A))	0	2
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0	0
State Grants for Innovative Programs (Section 5112(a))	0	43
Title I, Part A, Improving Basic Programs Operated by LEAs		24

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)	2,653,544.00	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	171,452.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	1,647,134.00
Title I, Part A, Improving Basic Programs Operated by LEAs		834,958.00
Total	2,653,544.00	2,653,544.00
<b>Comments:</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.*