

# **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 2009-10**



**PART I DUE FRIDAY, DECEMBER 17, 2010  
PART II DUE FRIDAY, FEBRUARY 18, 2011**

**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) 2009-10 consists of two Parts, Part I and Part II.

## **PART I**

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

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

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

## **PART II**

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

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

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, 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 2009-10 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 2009-10 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
<p>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</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2009-10 <input checked="" type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report: Kansas State Department of Education		
Address: 120 SE 10th Avenue Topeka, KS 66612-1182		
Person to contact about this report:		
Name: Judi Miller		
Telephone: 785-296-5081		
Fax: 785-296-5867		
e-mail: judim@ksde.org		
Name of Authorizing State Official: (Print or Type): Judi Miller		
_____ Signature		_____ Wednesday, April 27, 2011, 2:32:20 PM

**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.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	14,682	12,216	83.2
4	14,669	11,921	81.3
5	13,772	11,189	81.2
6	9,542	7,052	73.9
7	4,609	2,862	62.1
8	4,485	2,652	59.1
High School	2,241	1,224	54.6
Total	64,000	49,116	76.7

**Comments:**

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

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

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	14,674	11,232	76.5
4	14,638	11,829	80.8
5	13,755	10,775	78.3
6	9,540	7,317	76.7
7	4,607	3,462	75.1
8	4,490	3,113	69.3
High School	2,263	1,633	72.2
Total	63,967	49,361	77.2

**Comments:**

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

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

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	9,995	8,999	90.0
4	10,056	9,037	89.9
5	9,780	8,678	88.7
6	6,450	5,742	89.0
7	4,666	3,848	82.5
8	4,764	3,719	78.1
High School	1,686	1,290	76.5
Total	47,397	41,313	87.2
<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.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	10,005	8,825	88.2
4	10,073	9,139	90.7
5	9,799	8,671	88.5
6	6,452	5,931	91.9
7	4,677	4,346	92.9
8	4,774	4,249	89.0
High School	1,696	1,393	82.1
Total	47,476	42,554	89.6
<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 ( <i>IDEA</i> )	16,442
Limited English proficient students	26,318
Students who are homeless	3,879
Migratory students	1,675
<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	2,399
Asian or Pacific Islander	2,821
Black, non-Hispanic	14,764
Hispanic	36,099
White, non-Hispanic	63,764
Total	123,717
<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.

<b>Age/Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age 0-2	N<10	N<10	N<10	N<10	
Age 3-5 (not Kindergarten)	139	3,451	N<10	N<10	
K	2,358	14,370	333	62	17,123
1	3,344	14,348	332	90	18,114
2	3,131	13,705	311	79	17,226
3	2,957	13,480	313	114	16,864
4	2,584	13,286	287	105	16,262
5	2,334	12,514	258	136	15,242
6	1,195	8,260	137	132	9,724
7	559	3,678	85	162	4,484
8	543	3,617	60	245	4,465
9	452	901	31	372	1,756
10	263	649	22	306	1,240
11	295	558	19	289	1,161
12	273	438	18	167	896
Ungraded	28	N<10	N<10	18	53
<b>TOTALS</b>	<b>20,455</b>				<b>128,200</b>
<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.

	<b># Students Served</b>
Mathematics	10,367
Reading/language arts	18,467
Science	1,024
Social studies	1,028
Vocational/career	222
Other instructional services	2,075
<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.

	<b># Students Served</b>
Health, dental, and eye care	1,429
Supporting guidance/advocacy	4,091
Other support services	N<10
<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	333	
Paraprofessionals <sup>1</sup>	186	99.9
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	2	
Clerical support staff	1	
Administrators (non-clerical)	4	
<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.

	<b>Paraprofessionals FTE</b>	<b>Percentage Qualified</b>
Paraprofessionals <sup>3</sup>	467.80	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 PROGRAM (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, 2009 to June 30, 2010.

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

Number of federally funded Even Start subgrants	
<b>Comments:</b> Kansas did not accept any Even Start funds in 2009-2010.	

**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, 2009. 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	
2.	Adults participating	
3.	Adults participating who are limited English proficient (Adult English Learners)	
4.	Participating children	
	a. Birth through 2 years	
	b. Ages 3 through 5	
	c. Ages 6 through 8	
	c. Above age 8	
<b>Comments:</b>		

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

### 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, 2010). 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>	#
1. Number of families enrolled 90 days or less	
2. Number of families enrolled more than 90 but less than 180 days	
3. Number of families enrolled 180 or more days but less than 365 days	
4. Number of families enrolled 365 days or more	
5. Total families enrolled	
<b>Comments:</b>	

## 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			
CASAS			
Other			
<b>Comments:</b>			

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

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

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS			
BEST			
BEST Plus			
BEST Literacy			
Other			
<b>Comments:</b>			

**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.

<b>School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma			
GED			
Other			
<b>Comments:</b>			
<b>Non-School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma			
GED			
Other			
<b>Comments:</b>			



### 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					
PPVT-IV					
TVIP					
<b>Comments:</b>					

#### 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 and who have been enrolled 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 or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
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 .

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					
PPVT-IV					
TVIP					
<b>Comments:</b>					

### 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 and who have been enrolled in Even Start for at least six months.
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 2010 (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					
<b>Comments:</b>					

### 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 the 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			
1			
2			
3			
<b>Comments:</b>			

### 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			
PEP Scale II			
PEP Scale III			
PEP Scale IV			
Other			
<b>Comments:</b>			

**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, 2009 through August 31, 2010. 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.

<b>Age/Grade</b>	<b>Eligible Migrant Children</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	486
K	376
1	402
2	377
3	332
4	328
5	337
6	308
7	258
8	257
9	295
10	231
11	150
12	129
Ungraded	305
Out-of-school	2,579
Total	
<b>Comments:</b>	

### 2.3.1.2 Priority for Services

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

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	23
K	53
1	60
2	63
3	65
4	63
5	62
6	53
7	52
8	48
9	52
10	39
11	27
12	20
Ungraded	N<10
Out-of-school	105
Total	

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

#### 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)	164
K	296
1	295
2	270
3	225
4	238
5	229
6	195
7	167
8	150
9	179
10	120
11	80
12	49
Ungraded	N<10
Out-of-school	362
Total	

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

**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)	41
K	30
1	34
2	26
3	33
4	42
5	37
6	30
7	27
8	23
9	21
10	15
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	43
Total	424

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

### 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, 2009. 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		N<10	N<10	
Age 3 through 5 (not Kindergarten)	182	171	80	53
K	87	150	90	49
1	96	132	102	72
2	101	121	91	64
3	82	125	79	46
4	79	121	80	48
5	85	117	76	59
6	80	113	63	52
7	60	89	60	49
8	62	91	61	43
9	62	122	67	44
10	56	81	64	30
11	34	52	33	31
12	31	44	28	26
Ungraded	214	71	14	6
Out-of-school	344	745	686	804
Total	1,655			1,476

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.



**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, 2009. The total is calculated automatically.

<b>Age/Grade</b>	<b>Move During Regular School Year</b>
Age birth through 2	N<10
Age 3 through 5 (not Kindergarten)	223
K	205
1	195
2	193
3	171
4	176
5	163
6	143
7	127
8	119
9	150
10	109
11	68
12	58
Ungraded	134
Out-of-school	1,160
Total	

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

### 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	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	
Total	

**Comments:** Additional migrant students dropped out during 2009-2010.

#### 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 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 2008-09 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

#### 2.3.2.2 GED

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

Obtained a GED in your state	
<b>Comments:</b> GED data is not collected and reported by this agency.	

### 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	207	205
4	214	211
5	219	212
6	222	211
7	198	192
8	177	171
HS	115	114
Ungraded		
Total	1,352	1,316

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

#### 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	211	211
4	217	216
5	221	221
6	223	222
7	198	197
8	177	175
HS	111	110
Ungraded		
Total	1,358	1,352

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

### 2.3.3 MEP Participation Data

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

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

#### 2.3.3.1 MEP Participation Regular School Year

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

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

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

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

Age/Grade	Served During Regular School Year
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	168
K	197
1	221
2	220
3	174
4	183
5	168
6	163
7	136
8	120
9	181
10	130
11	85
12	64
Ungraded	18
Out-of-school	286
Total	

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

**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.

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5	11
K	33
1	39
2	43
3	41
4	38
5	36
6	33
7	33
8	32
9	38
10	29
11	22
12	16
Ungraded	N<10
Out-of-school	18
Total	

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

**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)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	N<10
12	
Ungraded	
Out-of-school	
Total	
<p><b>Comments:</b> The number of students who were eligible for migrant services under the continuation for services and actually received migrant-funded services declined from the prior year. The Kansas State Department of Education is exploring what may have contributed to this decline.</p>	

### 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	
Age 3 through 5 (not Kindergarten)	10
K	84
1	98
2	95
3	84
4	89
5	69
6	70
7	34
8	18
9	51
10	36
11	24
12	15
Ungraded	N<10
Out-of-school	N<10
Total	
<b>Comments:</b> As a result of having the new system for collecting and reporting migrant data, the data in this table includes only migrant-funded services.	

**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.

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2			
Age 3 through 5 (not Kindergarten)	N<10		
K	63	17	
1	79	19	
2	68	28	
3	64	23	
4	66	27	
5	62	23	
6	55	30	
7	26	25	
8	10	N<10	
9	22	24	126
10	10	14	98
11	10	15	59
12	N<10	N<10	35
Ungraded	N<10		N<10
Out-of-school	N<10	N<10	N<10
Total			

**Comments:** The high school credit accrual numbers are higher than the grade level numbers in the prior table as the credit accrual data is not limited to only migrant-funded services.

**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	N<10	
Age 3 through 5 (not Kindergarten)	167	N<10
K	185	
1	209	
2	202	
3	162	N<10
4	164	N<10
5	167	N<10
6	155	N<10
7	134	11
8	116	N<10
9	160	29
10	118	19
11	79	12
12	59	10
Ungraded	18	
Out-of-school	286	N<10
Total		

**Comments:** Fewer students received counseling services this year. After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data.

#### 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	
Age 3 through 5 (not Kindergarten)	45
K	130
1	117
2	126
3	107
4	110
5	107
6	79
7	69
8	60
9	79
10	59
11	37
12	17
Ungraded	N<10
Out-of-school	31
Total	
<b>Comments:</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	N<10
Age 3 through 5 (not Kindergarten)	15
K	38
1	45
2	48
3	44
4	33
5	39
6	27
7	27
8	14
9	25
10	30
11	11
12	N<10
Ungraded	N<10
Out-of-school	43
Total	
<b>Comments:</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	N<10
K	11
1	N<10
2	11
3	13
4	N<10
5	13
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	
Ungraded	
Out-of-school	N<10
Total	
<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)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b> No students were provided summer services under the continuation of services authority.	

### 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	
Age 3 through 5 (not Kindergarten)	
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	
9	N<10
10	N<10
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b> As a result of the new data collection and reporting system, this table includes migrant-funded services only. In addition, fewer services are provided in the summer.	

**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.

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2			
Age 3 through 5 (not Kindergarten)			
K	N<10	N<10	
1	N<10	N<10	
2	N<10	N<10	
3	N<10	N<10	
4	N<10	N<10	
5	N<10	N<10	
6	N<10	N<10	
7	N<10	N<10	
8			
9	N<10		N<10
10	N<10		N<10
11			
12			
Ungraded			
Out-of-school			
Total			

**Comments:** The high school credit accrual data includes more than just migrant-funded services. Fewer instructional services are provided in the summer.

**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		
Age 3 through 5 (not Kindergarten)	15	
K	37	
1	45	
2	48	
3	44	N<10
4	33	
5	39	N<10
6	27	
7	25	
8	14	N<10
9	24	N<10
10	30	N<10
11	11	N<10
12		
Ungraded	N<10	
Out-of-school	43	N<10
Total		

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

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

**Comments:** After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.

**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.

<b>Age/Grade</b>	<b>Served During the Program Year</b>
Age Birth through 2	N<10
Age 3 through 5 (not Kindergarten)	172
K	201
1	224
2	223
3	177
4	184
5	175
6	167
7	138
8	120
9	182
10	132
11	86
12	64
Ungraded	18
Out-of-school	286
Total	
<b>Comments:</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	362
Number of eligible migrant children enrolled in those schools	3,384
<b>Comments:</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> No MEP funds are consolidated in schoolwide programs in Kansas.	

### 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	12	561
Regular school year – school day/extended day		
Summer/intersession only		
Year round	23	1,783
<b>Comments:</b> No districts provided summer school only. More students are receiving services during regular school day. After using the same data collection and reporting system for 18 years, Kansas designed and implemented a new migrant data system that is tied to the Kansas Individual Data on Students (KIDS) System. As a result of connecting the two data systems, the collection and reporting of migrant data has improved. Kansas is confident that the data reported truly reflects accurate migrant data. In addition, Kansas revised its recruiting system by launching a new statewide recruiting program with state-level recruiters that resulted in increased identification of students eligible for migrant services.		

#### 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>	1.00
<b>Comments:</b> This data is correct.	

#### 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	184	26.00	179	62.60
Counselors	0	0.00	0	0.00
All paraprofessionals	179	89.40	116	55.70
Recruiters	86	23.90	16	12.70
Records transfer staff	17	9.80	8	5.40
<b>Comments:</b> The data is correct.				

**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	0	0.00	0	0.00
<b>Comments:</b> The data on qualified paraprofessionals funded with MEP funds is not collected.				

#### 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, 2009 through June 30, 2010.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.



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

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

**2.4.1.1 Programs and Facilities - Subpart 1**

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

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	2	220
Adult corrections	1	119
Other	0	0
Total	3	113

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

	#
<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.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	0
Juvenile Corrections	2
Adult Corrections	1
Other	0
Total	3
<b>Comments:</b>	

**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			695	48	
Long Term Students Served			458	48	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native			32	N<10	
Asian or Pacific Islander			N<10	N<10	
Black, non-Hispanic			220	20	
Hispanic			45	11	
White, non-Hispanic			390	16	
Total					

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male			658	48	
Female			37	N<10	
Total			695		

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5			N<10	N<10	
6			N<10	N<10	
7			N<10	N<10	
8			N<10	N<10	
9			N<10	N<10	
10			N<10	N<10	
11			N<10	N<10	
12			N<10	N<10	
13			N<10	N<10	
14			N<10	N<10	
15			22	N<10	
16			100	N<10	
17			179	N<10	
18			219	N<10	
19			118	12	
20			35	27	
21			15	N<10	
Total					

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, 2009 through June 30, 2010.

**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.

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

**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		688	N<10	
Enrolled in a GED program		58	48	
<b>Comments:</b>				

**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		64	N<10	
Earned a GED		63	N<10	
Obtained high school diploma		51	N<10	
Were accepted into post-secondary education		36	N<10	
Enrolled in post-secondary education		36	N<10	
<b>Comments:</b>				

**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		666	N<10	
<b>Comments:</b>				

**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		34	N<10	
Obtained employment		165	N<10	
<b>Comments:</b>				

**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 tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, 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 tables, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing 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		299	33	
Long-term students who have complete pre- and post-test results (data)		257	23	

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

<b>Performance Data (Based on most recent testing 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		43	N<10	
No change in grade level from the pre- to post-test exams		74	N<10	
Improvement of up to 1/2 grade level from the pre- to post-test exams		21	N<10	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		25	N<10	
Improvement of more than one full grade level from the pre- to post-test exams		94	17	
<b>Comments:</b> In process of reviewing data.				

**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, 2009 through June 30, 2010.

**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 testing 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		329	43	
Long-term students who have complete pre- and post-test results (data)		272	23	

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

<b>Performance Data (Based on most recent testing 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		55	N<10	
No change in grade level from the pre- to post-test exams		17	N<10	
Improvement of up to 1/2 grade level from the pre- to post-test exams		43	N<10	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		36	N<10	
Improvement of more than one full grade level from the pre- to post-test exams		121	12	
<b>Comments:</b> In process of reviewing data				



## 2.4.2 LEA Title I, Part D Programs and Facilities- Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs		
Neglected programs		
Juvenile detention	16	30
Juvenile corrections	11	98
Other		
Total	27	64

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

	#
Programs in a multiple purpose facility	0
Comments:	

#### FAQ on 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 LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	
Neglected programs	
Juvenile detention	16
Juvenile corrections	11
Other	
Total	27
Comments:	

**2.4.2.2 Students Served – Subpart 2**

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

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served			4,044	1,048	
Total Long Term Students Served			295	317	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native			56	16	
Asian or Pacific Islander			92	10	
Black, non-Hispanic			1,118	323	
Hispanic			879	148	
White, non-Hispanic			1,899	551	
Total			4,044	1,048	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male			3,167	826	
Female			877	222	
Total			4,044	1,048	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5			N<10	N<10	
6			N<10	N<10	
7			N<10	N<10	
8			N<10	N<10	
9			N<10	N<10	
10			N<10	N<10	
11			38	N<10	
12			109	14	
13			226	55	
14			475	90	
15			797	181	
16			1,105	248	
17			1,204	259	
18			74	128	
19			N<10	36	
20			N<10	N<10	
21			N<10	N<10	
Total					

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

**Comments:**

**FAQ on Unduplicated Count:**

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

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**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.

<b>LEA Programs That</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention/ Corrections</b>	<b>Other Programs</b>
Awarded high school course credit(s)			24	
Awarded high school diploma(s)			15	
Awarded GED(s)			8	
<b>Comments:</b>				

**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			1,536	
Enrolled in a GED program			175	
<b>Comments:</b>				

**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			1,694	
Earned a GED			45	
Obtained high school diploma			43	
Were accepted into post-secondary education			22	
Enrolled in post-secondary education			25	
<b>Comments:</b>				

**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			84	
<b>Comments:</b>				

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education			N<10	
Obtained employment			34	
<b>Comments:</b>				

**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 tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, 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. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing 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			398	
Long-term students who have complete pre- and post-test results (data)			329	

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

<b>Performance Data (Based on most recent testing 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			25	
No change in grade level from the pre- to post-test exams			64	
Improvement of up to 1/2 grade level from the pre- to post-test exams			103	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			70	
Improvement of more than one full grade level from the pre- to post-test exams			67	
<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, 2009, through June 30, 2010.

**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 testing 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			365	
Long-term students who have complete pre- and post-test results (data)			306	

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

<b>Performance Data (Based on most recent testing 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			24	
No change in grade level from the pre- to post-test exams			65	
Improvement of up to 1/2 grade level from the pre- to post-test exams			89	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			67	
Improvement of more than one full grade level from the pre- to post-test exams			61	
<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
The number of schools identified as persistently dangerous	KAN-DIS Title IV Report	Annually	2009-2010	2007-08: Less than 1%	2007-08: 0%		
				2008-09: Less than 1%	2008-09: 0%		
				2009-10: Less than 1%	2009-10: 0%		
				2010-11: Less than 1%			
				2011-12:			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
The percentage of students suspended or expelled due to bringing a weapon to school	KAN-DIS Discipline Report	Annually	2009-2010	2007-08: Less than 1%	2007-08: 0.0005%		
				2008-09: Less than 1%	2008-09: 0.0012%		
				2009-10: Less than 1%	2009-10: 0.0012%		
				2010-11: Less than 1%			
				2011-12:			

**Comments:**

## 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	Incident is related to the possession, use, solicitation, or sale of alcohol. Alcohol related is further defined by one of the following classifiers: possession, use, solicitation/sale, or other.
Illicit drug related	Incident is related to the possession, use, solicitation, or sale of illegal drugs or controlled substances in violation of school policies. Drug-Related is further defined by one of the following classifiers: marijuana possession, marijuana use, marijuana solicitation/sale, illicit drug possession, illicit drug use, illicit drug solicitation/sale, drug paraphernalia possession, or drugs-other.
Violent incident without physical injury	There is no state definition of violent incident. Districts determine this. Often the incident results in a suspension or expulsion.
Violent incident with physical injury	There is no state definition of violent incident. Districts determine this. Often the incident results in a suspension or expulsion.
Weapons possession	Possession of an instrument or object designed to inflict harm on other persons. Must describe the type of weapon found.
<b>Comments:</b>	

**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.

<b>Grades</b>	<b># Suspensions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	1,351	293
6 through 8	2,042	293
9 through 12	1,622	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Expulsions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	24	293
9 through 12	39	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Suspensions for Violent Incident with Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	31	293
6 through 8	42	293
9 through 12	58	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Expulsions for Violent Incident with Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	N<10	293
9 through 12	N<10	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Suspensions for Weapons Possession</b>	<b># LEAs Reporting</b>
K through 5	231	293
6 through 8	153	293
9 through 12	140	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Expulsion for Weapons Possession</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	18	293
9 through 12	40	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Suspensions for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	38	293
9 through 12	241	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Expulsion for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	N<10	293
9 through 12	N<10	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Suspensions for Illicit Drug-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	21	293
6 through 8	335	293
9 through 12	1,381	293
<b>Comments:</b>		

**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.

<b>Grades</b>	<b># Expulsion for Illicit Drug-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	N<10	293
6 through 8	35	293
9 through 12	95	293
<b>Comments:</b>		

### 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.

Y	Parental Involvement Activities
<input checked="" type="checkbox"/> Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
<input type="checkbox"/> No	Training and technical assistance to LEAs on recruiting and involving parents
<input type="checkbox"/> No	State requirement that parents must be included on LEA advisory councils
<input checked="" type="checkbox"/> Yes	State and local parent training, meetings, conferences, and workshops
<input type="checkbox"/> No	Parent involvement in State-level advisory groups
<input checked="" type="checkbox"/> Yes	Parent involvement in school-based teams or community coalitions
<input type="checkbox"/> No	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
<input checked="" type="checkbox"/> 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
<input type="checkbox"/> No	Other Specify 1
<input type="checkbox"/> No	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.



**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	106
<b>Comments:</b>	

**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	# LEA
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	0
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	2
Educational technology, including software and hardware as described in Title II, Part D	6
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	1
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
<b>Comments:</b> In 2009-2010 only 7 LEAs received Rural Low-Income Schools grant funds.	

### 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.

Seven districts participated in the Rural Low-Income Schools (RLIS) Program in 2008-2009: USD 234 Fort Scott, USD 250 Pittsburg, USD 257 Iola, USD 352 Goodland, USD 447 Cherryvale, USD 499 Galena and USD 508 Baxter Springs. Each district met most of the goals described in the June 2002 Kansas Consolidated State Application:

1.1 The first goal was to have at least 76.7% of the students scoring at proficient or above on the Kansas Reading Assessments. All seven districts exceeded this goal with results ranging from 81.1% at USD 250 Pittsburg to 90.5% at USD 508 Baxter Springs.

1.2 The second goal was to have at least 70.5% of the students scoring at proficient or above on the Kansas Mathematics Assessments. Again, all seven districts exceeded this goal with results ranging from 74.8% at USD 250 Pittsburg to 85.8% at USD 508 Baxter Springs.

1.3 In this goal, all districts were to make adequate yearly progress (AYP) in reading and mathematics. Four districts made AYP in both reading and mathematics: USD 257 Iola, 447 Cherryvale, 499 Galena and 508 Baxter Springs. The other three districts did not make AYP in either reading or mathematics. These three missed AYP in the Students with Disabilities subgroup and in the economically disadvantaged (free and reduced lunch) subgroup. One district missed AYP with the African-American group and another district did not make AYP with the Hispanics group. The subgroup for English Language Learners did not make AYP in USD 352.

2.1 For this goal, districts with English Language Learners (ELL) were to make the three Annual Measurable Achievement Objectives (AMAOs) required by Title III. Only 2 of the 7 districts received Title III funds and had to meet the AMAOs; the districts were USD 250 Pittsburg and USD 352 Goodland. The first AMAO is to increase the percent of ELLs making progress in learning English as measured by the state's English Language Proficiency Assessment by 20%. Both districts met AMAO 1.

2.2 The second AMAO is to have at least 15% of ELLs score proficient on the state's English Language Proficiency Assessment. Again, both districts met AMAO 2.

2.3 The third AMAO is to have the ELL subgroup make AYP in both reading and mathematics. As mentioned in 1.3 above, USD 352 Goodland did not make AYP in reading or mathematics for the ELL subgroup. Therefore, this goal was not met. USD 250 did not have enough ELLs to meet the minimum number size for determining AYP; therefore, it was not calculated for this group.

3.1 This goal is to have the percent of classes taught by highly qualified teachers be 100%. None of the districts were at 100%. The districts ranged from having 1% of the classes not being taught by highly qualified teachers to 17%. The content areas in which teachers were not highly qualified included English, world languages, social sciences, fine arts, mathematics and science.

4.0 All seven districts met the goal of not being identified as persistently dangerous.

5.0 The final goal in the Consolidated State Application relates to graduation rates. In 2009-2010, Kansas increased its graduation rate goal to 80%. This goal was approved by the U.S. Department of Education. All seven districts met the prior year's goal of 75%; however, not all met the new goal of 80%. USD 499 Galena had a rate of 76.5% and USD 234 Fort Scott's rate was 78.9%. Two districts had rates in the 80's and two were in the 90's. USD 250 Pittsburg had the highest graduation rate at 90.8%.

The seven grants that participated in the Rural Low-Income Schools Program did well overall in terms of the State goals. There are, however, 4 of these districts that are on improvement for Title I: USD 234 Fort Scott, USD 250 Pittsburg, USD 257 Iola, and USD 352 Goodland. Since the targets for making AYP continue to rise each year, it is becoming more difficult for districts with multi-subgroups to make AYP.

**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 2009-10?	No
<b>Comments:</b>	

**2.10.2 Local Educational Agency (LEA) Transferability of Funds**

	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	11
<b>Comments:</b>	

**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)	8	2
Educational Technology State Grants (Section 2412(a)(2)(A))	1	2
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	5	0
State Grants for Innovative Programs (Section 5112(a))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs		7

In the table below provide the total amount of FY 2010 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)	109,382.00	5,961.00
Educational Technology State Grants (Section 2412(a)(2)(A))	528.00	66,713.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	20,344.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs		57,580.00
<b>Total</b>	<b>130,254.00</b>	<b>130,254.00</b>

**Comments:** The total number of LEAs that transferred funds from one program to another was 11. Some LEAs transferred funds from more than one eligible program.

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