

# **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 2005-2006**



**PART I DUE DECEMBER 1, 2006  
PART II DUE FEBRUARY 1, 2007**

**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.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- 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 IV, Part B – *21<sup>st</sup> Century Community Learning Centers.*
- 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.*

In addition to the programs cited above, the Title X, Part C - *Education for Homeless Children and Youths* program data will be incorporated in the CSPR for 2005-2006.

The NCLB Consolidated State Performance Report for the 2005-2006 school year consists of two information collections. Part I of this report is due to the Department by December 1, 2006 . Part II is due to the Department by February 1, 2007.

## **PART I**

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, 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 ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- **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.

## **PART II**

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, 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.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2005-2006 school year and beyond.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2005-2006 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **December 1, 2007**. Part II of the Report is due to the Department by **February 1, 2007**. Both Part I and Part II should reflect data from the 2005-2006 school year, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission. 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 "2005-06 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 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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



**CONSOLIDATED STATE PERFORMANCE REPORT: PART II**

For reporting on  
**School Year 2005-2006**



**PART II DUE FEBRUARY 1, 2007**

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

<b>2.1.1 Student Achievement and High-Poverty Schools</b>	
<b>2.1.1.1</b> Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in <b>reading/language arts</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	164
<b>2.1.1.2</b> Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in <b>mathematics</b> as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.	160
<b>Comments:</b>	

<b>2.1.2 Title I, Part A Schools by Type of Program</b>	
For the 2005-2006 school year, please provide the following:	
<b>2.1.2.1</b> Total Number of Title I schools in the State	275
<b>2.1.2.2</b> Total Number of Title I Targeted Assistance Schools in the State	161
<b>2.1.2.3</b> Total Number of Title I Schoolwide Program Schools in the State	114
<b>Comments:</b>	

**2.1.3 Title I, Part A Student Participation****Student Participation in Title I, Part A by Special Services/Programs and Racial/Ethnic Groups**

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2005-2006 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

<b>2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year</b>	
	Number of Students Served
Students with Disabilities	5566
Limited English Proficient	12668
Homeless	1439
Migrant	4665
<b>Comments:</b> We have entered the data as it was submitted to us by the districts.	

<b>2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year</b>	
	Number of Students Served
American Indian/Alaskan Native	17393
Asian/Pacific Islander	1901
Black, non-Hispanic	1550
Hispanic	1373
White, non-Hispanic	16665
<b>Comments:</b> Multi-race/Other = 157	

Additional racial/ethnic groups or combinations of racial/ethnic groups may be reported that are consistent with the major racial/ethnic categories that you use under NCLB.

**2.1.3.2 Student Participation in Title I, Part A by Grade Level**

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2005-2006 school year.

<b>Student Participation in Title I, Part A by Grade Level 2005-2006 School Year</b>						
	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>	<b>Percent of Total</b>
<b>Age 0 to 2</b>	1	2	0	0	3	0.00
<b>Age 3 to 5</b>	107	220	16	0	343	1.03
<b>K</b>	879	2654	4	0	3537	10.58
<b>1</b>	1093	2631	0	2	3726	11.15
<b>2</b>	1151	2443	0	1	3595	10.76
<b>3</b>	1028	2308	0	0	3336	9.98
<b>4</b>	936	2187	0	5	3128	9.36
<b>5</b>	859	2246	1	2	3108	9.30
<b>6</b>	753	2225	1	3	2982	8.92
<b>7</b>	597	1492	1	6	2096	6.27
<b>8</b>	511	1500	0	5	2016	6.03
<b>9</b>	648	885	0	25	1558	4.66
<b>10</b>	532	979	0	13	1524	4.56
<b>11</b>	473	838	0	10	1321	3.95
<b>12</b>	360	784	0	9	1153	3.45
<b>Ungraded</b>	0	0	0	0	0	0.00
<b>TOTALS</b>	9928	23394	23	81	33426	100.00
<b>Comments:</b>						

**2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2005-2006 School Year**

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2005-2006 school year.

<b>Instructional Services</b>	
	Number of Students Served
Mathematics	5929
Reading/Language Arts	8707
Science	1155
Social Studies	1254
Vocational/Career	719
Other (specify)	17
<b>Support Services</b>	
Health, Dental, and Eye Care	304
Supporting Guidance/Advocacy	494
Other (specify)	15

**Comments:**

**2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2005-2006 School Year**

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2005-2006 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	<b>Number of Title I Targeted Assistance Program FTE Staff</b>
Administrators (non-clerical)	5
Instructional Support Paraprofessionals	56
Non-Instructional Support Paraprofessionals	5
Teachers	70
Support Staff (clerical and non-clerical)	8
Other (specify)	2

**Comments:** Number is as reported by districts for 2005-2006.

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)****2.2.1 Subgrants and Even Start Program Participants**

For the 2005-2006 school year, please provide the following information:

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

1. Number of federally funded Even Start subgrants in the State	8
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**Comments:**

**2.2.1.2 Even Start Families Participating During the Year**

("Participating" means participating in all required core services and following any period of preparation.)

1. Total number of families participating	177
2. Total number of adults participating ("Adults" includes teen parents.)	188
3. Total number of adults participating who are limited English proficient	63
4. Total number of children participating	298

**Comments:**

**2.2.1.3 Characteristics of newly enrolled families at the time of enrollment**

(A newly enrolled family means a family who is enrolled for the first time in Even Start at any time during the year.)

1. Number of newly enrolled families	89
2. Number of newly enrolled adult participants	94
3. Percent of newly enrolled families at or below the Federal poverty level	75.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	54.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	20.00

**Comments:**

**2.2.1.4 Percent of families that have remained in the program**

(Include families that are newly enrolled and those that are continuing.)

1. From 0 to 3 months	13.00
2. From 4 to 6 months	16.00
3. From 7 to 12 months	36.00
4. More than 12 months	35.00

**Comments:**

## 2.2.2 Federal Even Start Performance Indicators

Using the format of the table below, describe the State's progress in meeting the federal performance indicators listed for Even Start participants in your State. States should report data if local projects are using the indicated measures and the state collects the data.

### Instructions:

Indicators 1 and 2: The definition of significant learning gains for adult education is determined by each state. Use the definition determined by your state's adult education program in conjunction with the Department of Education's Office of Adult and Vocational Education (OVAE).

Indicators 3 and 4: School-age adults are defined as any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance range who are being served in an alternative school setting such as directly through the Even Start program. For the "Cohort", please include only those adult participants who had a 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 a GED or high school diploma is a possibility.

Indicator 5: A standard score increase of 4 or more points between pre- and post-test is considered to be a significant learning gain. For the "Cohort", please describe the number of age-eligible children who took both a pre-test and post-test with at least six months of services in between. In the "Explanation" box please note the number of students exempted from participation due to severe disability or inability to understand the directions in English.

Indicator 6: In the "Result" box for this indicator, please describe the average score for the children in your state who participated in this assessment. Do not describe the number of participants who met the achievement goal. The "Cohort" is the total number of students who participated in the assessment.

Indicator 7: The source of data for this indicator is usually determined by the state, and in some cases by school district. Please indicate the source of the data you provide.

Indicator 8: While most states are using the PEP, other assessments of parenting education are acceptable. Please provide non-PEP data in the "Explanation of Progress" column.

<b>2.2.2 Federal Even Start Performance Indicators</b>				
<b>Indicator</b>	<b>Measure Measurement tool used to assess progress for indicator</b>	<b>Cohort Number of participants to whom the indicator applies</b>	<b>Result Number of participants who met the achievement goal</b>	<b>Explanation of Progress</b>
1. Percentage of adults showing significant learning gains on measures of reading	TABE: CASAS:	TABE: 125 CASAS:	TABE: 63 CASAS:	All programs indicated progress.
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: CASAS:	TABE: CASAS:	TABE: CASAS:	All programs in Alaska indicated progress. Programs primarily used the BEST as a measure for LEP. 63 adults were tested (cohort) and 53 of them met achievement goals (result).
3. Percentage of school age adults who earn a high school diploma or GED	GED assumed *Please indicate diploma or GED	38 *Please indicate diploma or GED	7 *Please indicate diploma or GED	Data was not reported separately by GED or diploma. GED completion is assumed vs. diploma.
4. Percentage of non- school age adults who earn a high school diploma or GED	GED *Please indicate diploma or GED	32 *Please indicate diploma or GED	9 *Please indicate diploma or GED	
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: 79	Peabody Picture Vocabulary Test (PPVT) receptive: 67	All programs in Alaska indicated progress.
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask: No Data	PAL Pre-K Upper Case Letter Naming Subtask: 79.00	PAL Pre-K Upper Case Letter Naming Subtask: *Please indicate average score, not number of participants.	Alaska has only implemented PALS Pre-K Upper Case Letter Naming Subtask among its grantees as of 9/2006. Data on this measure should be available for 2006-2007 data collection.
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	122 Please indicate source. Programs use various tools to measure progress.	78 Please indicate source. Programs use various tools to measure progress.	
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP)	Parent Education Profile (PEP) 188	Parent Education Profile (PEP) 137	

**Comments:**

**2.3 EDUCATION OF MIGRATORY CHILDREN (TITLE I, PART C)**

Please complete the following tables for the Title I, Part C, Migrant Education Program.

**General Data Reporting Information**

1. The tables in this section contain annual performance report requirements for the Title I, Part C, Migrant Education Program (MEP) for reporting year 2005-2006.
2. Instructions for each table are provided just before the table.

**Table 2.3.1.1 Population Data**

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide *unduplicated* number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2005-2006 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 – 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data																			
	Ages		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																	
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																			
1. All Migrant Children Eligible for the MEP	162	719	616	600	644	676	722	682	705	768	845	874						428	10687
													797	716	733	0			
<b>2. PRIORITY FOR SERVICES</b>																			
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																			
		0	0	0	0	25	57	41	47	64	67	54	46	12	0	0		0	413
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																			
1. Migrant Children who are LEP			134	223	224	279	263	289	259	298	322	301							
	3												247	223	196	0		18	3279
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																			
1. Migrant Children Enrolled in Special Education	0	33	62	65	84	78			128	110	114	126	130	121					
														119	110	99		12	1391
<b>5. MOBILITY</b>																			
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	15	117																	
			157										108	103					
				83	90	75	94	93	88	99					111	86	73	0	35
																			1427
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	123	378																	
			298	310	346	378	393	366	370	415	451	450							
													377	364	388	0		178	5585
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	24	224																	
			161	207	207	224	235	223	247	254	286	321							
													309	266	272	0		215	3675
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	67	333																	
			248	280	259	312	338	315	314	362	365	367							
													350	286	334	0		222	4752
<b>Comments:</b> We have entered the data as it was submitted to us by the districts.																			

**2.3.1.2 Academic Status**

Instructions: Table 2.3.1.2 asks for the statewide *unduplicated number of eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count).

Include children who changed grades during the 2005-2006 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages													Ungraded	School	Total		
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11	12
<b>1. HIGH SCHOOL COMPLETION</b> -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <b>Dropped out of school</b>										3	7	22	29	22	20	0		103
2. Obtained GED																		14
<b>2. ACADEMIC ACHIEVEMENT</b> -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
1. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Reading/Language Arts)						463691	653684	747796	804			686	218	4	0			5746
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						463691	653684	747794	803			683	216	4	0			5738
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)						463691	653684	747796	804			686	218	4	0			5746
4. Number of Migrant Students Tested in Mathematics (State Assessment)						462690	650676	745787	789			673	211	4	0			5687

**Comments:** We have entered the data as it was submitted to us by the districts.

**2.3.1.3.1 MEP Participation – Regular School Year**

Table 2.3.1.3.1 (on the next page) asks for the statewide, *unduplicated* number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2005-2006 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds. DO NOT count migrant children served through a schoolwide program (SWP) where MEP funds were combined, in any row of this table.

*Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP-funded service, even those children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.*

Served in a Regular School Year Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1305 (e) (2) – (3). Do not report in row 3 the children served in Sections 1305 (e) (1), children whose eligibility expired during the regular school year.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds. (Do not count the number of service interventions per child).

2.3.1.3.1 MEP Participation – Regular School Year																		
	Ages		Ages												Ungraded	Out of	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12		School	
<b>PARTICIPATION—REGULAR SCHOOL YEAR</b>																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	35	197	200	236	238	275	308	277	290	307	341	372	290	287	293	0	92	4038
2. Priority for Service		0	0	0	0	6	21	17	21	19	22	29	17	8	0	0	0	160
3. Continuation of Service		2	14	4	6	9	8	5	12	12	18	8	22	12	10	0	0	142
4. Any Instructional Service	32	185	191	219	228	269	300	276	285	296	332	362	281	282	290	0	80	3908
5. Reading Instruction	3	79	118	129	134	160	171	143	125	125	124	140	98	100	104	0	14	1767
6. Mathematics Instruction	0	6	45	53	53	68	92	75	80	82	80	96	80	90	84	0	2	986
7. High School Credit Accrual													0	0	0	0	0	0
8. Any Support Service	4	19	19	28	24	17	24	14	20	43	40	53	44	46	24	0	15	434
9. Counseling Service	2	5	4	9	5	3	1	0	4	16	19	22	24	30	12	0	1	157
10. Any Referred Service	0	30	71	61	60	58	70	67	70	41	47	59	53	62	85	0	18	852
<b>Comments:</b> We have entered the data as it was submitted to us by the districts.																		

**2.3.1.3.2 MEP Participation – Summer/Intersession Term**

Instructions Table 2.3.1.3.2 (on the next page) asks for the statewide unduplicated number of children who were served by the MEP in a summer or intersession term by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age in only in the higher age cell. Count summer/intersession students in the appropriate grade based on the promotion date definition used in your state. Within each row, count a child only once statewide (*unduplicated* count). In all cases, the Total is the sum of the cells in a row.

Participation information is required for children who received instructional or support services funded in whole or in part with MEP funds.

Count only those children who were actually served; do not count unserved children. Include in this table all children who received a MEP funded service, even children continuing to receive services in the year after their eligibility ended, and those children previously eligible in secondary school and receiving credit-accrual services.

Served in a Summer or Intersession Project. Enter the number of children who participated in MEP-funded instructional or supportive service only. DO NOT include children who were served only by a "referred" service. Count a child only once statewide by age/grade in row 1 if he/she received any type of MEP-funded instructional or supportive service. Do not count the number of times an individual child received an instructional intervention.

Continuation of Services. In row 3, report only the numbers of children served under Sections 1304 (e) (2) – (3). Do not report in row 3 the children served in Sections 1304 (e) (1), children whose eligibility expired during the summer term.

Instructional Services. For each listed instructional service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 4 if he/she received any type of MEP-funded instructional service (regardless whether provided by a teacher or paraprofessional). Count each child only once statewide in row 5, once in row 6, and once in row 7 if he/she received the MEP-funded instruction (and provided by a teacher) in the subject area noted. Do not count the number of times an individual child received an instructional intervention.

Support Services. For each listed support service, enter the number of children who participated in MEP-funded services. Count a child only once statewide by age/grade in row 8 if he/she received any type of MEP-funded supportive service. Count a child only once statewide in row 9 if he/she received the specific MEP supportive service noted (*i.e.*, do not count the number of service interventions per child).

Referred Services. Count a child only once statewide by age/grade in row 10 if he/she received a referred service. This is NOT a count of the referrals themselves, but instead represents the number of children who are placed in an educational or educationally-related service funded by another non-MEP program/organization that they would not have otherwise obtained without the efforts of MEP funds (*i.e.*, do not count the number of service interventions per child).

2.3.1.3.2 MEP Participation – Summer/Intersession Term																		
	Ages		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																
<b>PARTICIPATION—SUMMER TERM OR INTERSESSION</b>																		
1. Served in MEP Summer of Intersession Project (with an Instructional or Supportive Service Only)	2	68	108	117	152	142	131	134	123	113	100	80	61	70	18	0	10	1429
2. Priority for Service		0	0	0	0	16	9	12	13	12	13	5	10	1	0	0	0	91
3. Continuation of Service		3	4	5	15	9	3	9	7	6	2	11	7	4	2	0	1	88
4. Any Instructional Service	2	65	91	97	134	131	118	119	111	96	90	70	55	67	18	0	10	1274
5. Reading Instruction	2	55	69	83	37	52	14	114	111	103	100	90	78	72	47	0	9	1036
6. Mathematics Instruction	0	7	12	19	31	30	32	29	24	28	21	14	12	16	5	0	2	282
7. High School Credit Accrual												0	0	0	0	0	0	0
8. Any Support Service	0	5	27	32	28	22	19	17	15	22	15	14	9	6	4	0	0	235
9. Counseling Service	0	0	9	10	11	5	7	8	2	6	1	1	0	0	0	0	0	60
10. Any Referred Service	0	6	9	7	7	6	8	8	7	3	7	7	5	3	2	0	1	86
<b>Comments:</b> We have entered the data as it was submitted to us by the districts.																		

**2.3.1.4 SCHOOL DATA**

Table 2.3.1.4 asks for information on the number of schools and number of *eligible* migrant children who were enrolled in those schools.

In the first column of Table 2.3.1.4, enter the number of schools that enroll *eligible* migrant children during the regular school year. Schools include public schools, alternative schools, and private schools (that serve school-age children, i.e., grades K-12). In the second column, enter the number of *eligible* migrant children who were enrolled in these schools. In the second column, since more than one school in a State may enroll the same migrant child, the count of eligible children enrolled will be duplicated statewide

<b>2.3.1.4. STUDENT ENROLLMENT</b>	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 467	b. 9530
2. Schools in Which MEP Funds are Combined in SWP	a. 99	b. 2914

**Comments:** We have entered the data as it was submitted to us by the districts.

**2.3.1.5 MEP Project Data**

**2.3.1.5.1 Type Of MEP Project**

Enter 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 *schoolwide* programs in which MEP were combined in any row of this table.

<b>2.3.1.5.1. TYPE OF MEP PROJECT</b>	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 12	b. 1356
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 8	b. 1490
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 19	b. 6711

**Comments:** We have entered the data as it was submitted to us by the districts.

**2.3.1.5.2 KEY MEP PERSONNEL**

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification.

For actual numbers (columns a and c), enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed.

For the FTE number (columns b and d), enter the number of FTEs generated by the individuals who worked in the specific job classification. 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.

Alternatively, 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.

Use only the percentage of days worked by an individual that were paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.

DO NOT include staff employed in *schoolwide programs* where MEP funds are combined with those of other programs.

<b>2.3.1.5.2. KEY MEP PERSONNEL</b>	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	1	1.00	1	1.00
2. Teachers	27	15.60	21	12.70
3. Counselors	8	2.90	2	2.00
4. All Paraprofessionals	54	31.70	21	19.90
5. Qualified Paraprofessionals	42	21.40	19	14.10
6. Recruiters	110	37.60	1	0.10
7. Records Transfer Staff	46	31.00	4	2.30

**Comments:** We have entered the data as it was submitted to us by the districts.

## **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)**

### **2.4.1 GENERAL DATA REPORTING FORM – SUBPART 1**

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2005-2006, defined as July 1, 2005 through June 30, 2006.

#### **General Instructions for Title I, Part D, Subpart 1 Tables:**

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 1 funding during the reporting year.

For items that request information on the **number of students**, report only on, neglected or delinquent students who received Title I, Part D, Subpart 1 services during the reporting year.

#### **Program Definitions: (Definitions New)**

**Neglected Programs (N):** 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.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** 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.

**Juvenile Corrections (JC):** 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.

**NOTE:** States should include any programs serving adjudicated youth (including non secure facilities and group homes) in the JC category.

**Adult Corrections (AC):** An adult correctional institution is a facility in which persons, including persons under 21 years of age, are confined as a result of conviction for a criminal offense.

**Other (O):** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**Instructions: State Agency Title I, Part D, Facilities and Students**

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 1 funding. Indicate the total number of facilities/programs by type, including neglected programs, juvenile detention facilities, juvenile correction facilities, adult correction centers, or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was 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.

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 6.

<b>2.4.1.1 State Agency Title I, Part D, Facilities</b>			
<b>Note:</b> The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0		
2. Juvenile Detention	6	36	621
3. Juvenile Corrections	4	310	270
4. Adult Corrections	1	365	73
5. Other	0		
6. Number of facilities that served more than one purpose:			4
<b>Comments:</b> No neglected students are reported because they are counted by the facility type in detention facilities.			

**2.4.1.2 Student Demographics**

**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 1. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.1.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students	0	621	270	73	0
<b>RACE/ETHNICITY</b>					
American Indian or Alaska Native		281	115	34	
Asian or Pacific Islander		35	16	5	
Black, non-Hispanic		42	26	5	
Hispanic		12	8	1	
White, non-Hispanic		209	74	28	
<b>GENDER</b>					
Male		485	230	73	
Female		136	40	0	
<b>AGE</b>					
5-10 years old		0	0	0	
11-15 years old		225	49	0	
16-18 years old		405	151	7	
19-21 years old		1	7	66	

**Comments:** Juvenile Detention: Multi-race/Other = 42

Juvenile Correction: Multi-race/Other = 31

### 2.4.1.3 Academic/Vocational Outcomes

Indicate the number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g., do not double-count a student who earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, items 1 and 2, enter the number of students who attained the following academic outcomes during their time in the facility/program: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other).

For Section 2.1, items 3-7, enter the number of students who attained the following academic outcomes while in a facility/program OR within 30 days after exit: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other).

For Section 2.2, item 1, enter the number of students who attained the following vocational outcome during their time in a facility/program: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other).

For Section 2.2, items 2 and 3, enter the number of students who attained the following vocational outcomes while in a facility/program OR within 30 days after exit: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other).

<b>2.4.1.3 Academic/Vocational Outcomes</b>				
<b>1. Facility Academic Offerings</b>	Number of Neglected Programs	<b>Number of Facilities/Programs</b>		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)	0	6	1	0
2. Awarded high school diploma(s)	0	6	1	0
3. Awarded GED(s)	0	5	1	0
<b>2. Academic &amp; Vocational Outcomes</b>	Number in Neglected Programs	<b>Number of Students</b>		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
<b>1. Academic</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Earned high school course credits		339	73	
2. Were enrolled in a GED program		58	4	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
3. Enrolled in their local district school		303	73	
4. Earned a GED		28	2	
5. Obtained high school diploma		23	8	
6. Were accepted into post-secondary education		6	1	
7. Enrolled in post-secondary education		6	1	
<b>2. Vocational</b>				
<i><b>While in the facility, the number of students who...</b></i>				
1. Enrolled in elective job training courses/programs		335	43	
<i><b>While in the facility or within 30 calendar days after exit, the number of students who...</b></i>				
2. Enrolled in external job training education		48	30	
3. Obtained employment		47	36	
<b>Comments:</b> Note: Facilities do not award GEDs, the state Department of Labor awards GEDs.				

**2.4.1.6. Academic Performance in Reading and Math**

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 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. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in adult corrections (AC), and students in other programs (O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

For row 3, enter the number of long-term students reported in item 1 who have complete data available for both the pre and the post test exams.

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to + grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

<b>2.4.1.6 Academic Performance in Reading and Math</b>								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	174	61			174	61		
2. # students from row 1 who tested below grade level upon entry.	101	16			96	26		
3. # students from row 1 who took both the pre- and post-test exams	82	36			76	28		
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	17	0			12	0		
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	13	1			20	1		
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	9	17			18	12		
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	20	11			10	13		
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	23	7			16	2		
<b>Comments:</b>								

## 2.4.2 GENERAL DATA REPORTING FORM – SUBPART 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2005-2006, defined as July 1, 2005 through June 30, 2006.

### General Instructions for Title I, Part D, Subpart 2 Tables:

Specific instructions are provided before each table.

For items that request information on the **number of facilities/programs**, report **only** on facilities or programs that received Title I, Part D, Subpart 2 funding during the reporting year.

For items that request information on the **number of students**, report **only** on at-risk, neglected or delinquent students who received Title I, Part D, Subpart 2 services during the reporting year.

### Program Definitions: (New Definitions)

**Neglected Programs (N):** 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.

**NOTE:** Do not include programs funded solely through Title I, Part A in these tables.

**Juvenile Detention Facilities (JD):** 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.

**Juvenile Corrections (JC):** 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.

**NOTE:** States should include any programs serving adjudicated youth (including non-secure facilities and group homes) in the JC category.

**At-Risk Programs (AR) or Other (O):** 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. Other is any other program, not defined above, which receives Title I, Part D funds and serves non-adjudicated children and youth.

**2.4.2.1 Local Education Agency Title I, Part D, Facilities and Students**

**Instructions: Local Education Agency Title I, Part D, Facilities And Students**

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 2 funds. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

In the first column, report the number of facilities/programs that received Title I, Part D, Subpart 2 funding. Indicate the total number of facilities/programs by type, including neglected programs, juvenile detention facilities, juvenile correction facilities, and at-risk or other programs.

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was 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.

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. 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.

Throughout the table, count facilities based on how the facility/program was classified to ED for funding purposes. Indicate the number of multipurpose facilities in row 5.

**Note:** The unduplicated number of students reported in the far right column in this table should match the figures reported in the "All Students" row in Table 2.4.2.2.

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0		
2. Juvenile Detention	2	53	303
3. Juvenile Corrections	3	326	298
4. At-risk Programs or Other	0		

5. Number of facilities that served more than one purpose: 2

**Comments:** No neglected students are reported because they are counted by the facility type in detention facilities.

**2.4.2.2 STUDENT DEMOGRAPHICS**

**Instructions: Student Demographics**

Report demographic data on students who were served under Title I, Part D, Subpart 2. Report the number of students by program type and by race/ethnicity, gender, and age. This should be an unduplicated count of students. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

**NOTE:** The unduplicated number of students on the "All Students" row in this table should match the figures reported in the far right column in Table 2.4.2.1. unduplicated count = all students row = race total = gender total = age total.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students		303	298	
<b>RACE/ETHNICITY</b>				
American Indian or Alaskan Native		108	130	
Asian or Pacific Islander		31	20	
Black, non-Hispanic		35	31	
Hispanic		3	7	
White, non-Hispanic		94	84	
<b>GENDER</b>				
Male		241	258	
Female		62	40	
<b>AGE</b>				
5-10 years old		0	0	
11-15 years old		106	46	
16-18 years old		206	183	
19-21 years old		1	69	

**Comments:** Juvenile Detention: Multi-race/Other = 32

Juvenile Correction: Multi-race/Other = 26

**Instructions: Academic/Vocational Outcomes**

Indicate the number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student who earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting outcome data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

For Section 1, items 1-3, report on the number of programs (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. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers should not exceed those reported earlier in the facility counts.

For Section 2.1, items 1 and 2, enter the number of students who attained the following academic outcomes during their time in the facility/program: earned high school course credits and/or were enrolled in a GED program. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other).

For Section 2.1, items 3-7, enter the number of students who attained the following academic outcomes while in a facility/program OR within 30 days after exit: enrolled in a district school, earned a GED, obtained a high school diploma, were accepted into postsecondary education, and/or enrolled in post-secondary education. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other).

For Section 2.2, item 1, enter the number of students who attained the following vocational outcome during their time in a facility/program: enrolled in elective job training courses. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other).

For Section 2.2, items 2 and 3, enter the number of students who attained the following vocational outcomes while in a facility/program OR within 30 days after exit: enrolled in external job training education, and/or obtained employment. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other).

<b>2.4.2.3 Academic/Vocational Outcomes</b>			
<b>1. Facility Academic Offerings</b>	<b>Number of Facilities/Programs</b>		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)		3	
2. Awarded high school diploma(s)		3	
3. Awarded GED(s)		3	
<b>2. Academic &amp; Vocational Outcomes</b>	<b>Number of Students</b>		
<b>1. Academic</b>	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
<b><i>While in the facility, the number of students who...</i></b>			
1. Earned high school course credits		357	
2. Were enrolled in a GED program		52	
<b><i>While in the facility or within 30 calendar days after exit, the number of students who...</i></b>			
3. Enrolled in their local district school		207	
4. Earned a GED		19	
5. Obtained high school diploma		12	
6. Were accepted into post-secondary education		4	
7. Enrolled in post-secondary education		4	
<b>2. Vocational</b>			
<b><i>While in the facility, the number of students who...</i></b>			
1. Enrolled in elective job training courses/programs		378	
<b><i>While in the facility or within 30 calendar days after exit, the number of students who...</i></b>			
2. Enrolled in external job training education		77	
3. Obtained employment		73	
<b>Comments:</b> GEDs are awarded by the state Department of Labor, not by the institution.			

**2.4.2.6. Academic Performance in Reading and Math****Instructions:**

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs, juvenile corrections and/or detention, adult corrections, or other programs who participated in pre- and post-testing in reading and math. Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2005 to June 30, 2006.

Students who were pre-tested prior to July 1, 2005 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. At-risk /other program columns are provided for States for reporting performance data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Report the data by the following facility or program type: students in neglected programs (N), students in juvenile corrections and/or detention (JD/JC), students in at-risk or other programs (AR/O).

For row 1, enter the number of long-term students who were in placement during the reporting year.

For row 2, enter the number of long-term students who tested below grade level in reading or math (respectively) when they entered the facility or program.

For row 3, enter the number of long-term students reported in item 1 who have complete data available for both the pre and the post test exams.

For rows 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to ½ grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students should be reported in only one of these five change categories. The sum of rows 4-8 should be equal to the number provided in row 3.

<b>2.4.2.6 Academic Performance in Reading and Math</b>						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006		185			185	
2. # students from row 1 who tested below grade level upon entry.		97			99	
3. # students from row 1 who took both the pre- and post-test exams		106			91	
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams		17			10	
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams		11			18	
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams		25			30	
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams		25			16	
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams		28			17	
<b>Comments:</b>						

**2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)**

**2.5.1** Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2005-2006 school year.

80.00

**Comments:**

**2.5.2** Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2005-2006 school year.

76.00

**Comments:**

**2.5.3** How many schools in the State have or have been awarded a CSR grant since 1998?

28

**Comments:**

**2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)**

Performance data for this program will be available from other sources, including State Educational Technology indicators in EDEN.

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

### **2.7.1 Performance Measures**

Instructions: In the following chart, please identify:

- Each of your State indicators as submitted in the June 2002 Consolidated State Application;
- The instrument or data source used to measure the indicator;
- The frequency with which the data are collected (annually, semi-annually, biennially) and year of the most recent collection;
- The baseline data and year the baseline was established; and
- Targets for the years in which your State has established targets.

**2.7.1 Performance Measures**

**Note:** The target information submitted for 2003-2004, 2004-2005, and 2005-2006 cannot be changed from the figures established as part of your 2004-2005 CSPR submission. At the completion of the Part II CSPR submission cycle, ED will analyze the figures submitted as part of the 2004-2005 CSPR against those submitted in the 2005-2006 CSPR and ask states to reconcile any differences.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
The number of persistently dangerous schools as defined by the State of Alaska.	Online Suspensions, Expulsions, and Truancies Database	Frequency: Ongoing Year of most recent collection: 2007 to date	2003-2004 No Persistently Dangerous Schools	2004-2005 Goal Met
			2004-2005 No Persistently Dangerous Schools	2005-2006 Goal Met
			2005-2006 No Persistently Dangerous Schools	Baseline: The baseline was established in 2002. No Persistently Dangerous Schools were present in Alaska in 2002.
			2006-2007 No Persistently Dangerous Schools	Year Established: 2002
			2007-2008 No Persistently Dangerous Schools	

**Comments:** Alaska is pleased to report that it had no Persistently Dangerous Schools or schools at risk to become Persistently Dangerous in 2005-2006. This information is shared with the public on the Alaska Department of Education & Early Development's website.

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
The percentage of k-12 alcohol and illicit drug suspensions and expulsions will decrease each year in Alaska public schools. (The total number of alcohol and illicit drug suspensions and expulsions divided by the October student count for the year). The baseline for this data was 2004-2005.	Online Suspensions, Expulsions, and Truancies Database	Frequency: Ongoing Year of most recent collection: 2007 to date	2003-2004 N/A	2004-2005 .008735
			2004-2005 Baseline .0087835	2005-2006 .0077478 Goal Met
			131,210 students divided by 1150 illicit drug and alcohol incidents	(131,374 students divided by 1017 illicit-drug and alcohol related incidents)
			2005-2006 less than .0087835	Baseline: The baseline for this indicator was .0087835
			2006-2007 less than .00774778	
2007-2008 To be determined by next year's data	Year Established: 2004-2005			

**Comments:** Alaska experienced a decrease in the percentage of suspensions and expulsions for illicit drugs and alcohol related incidents in 2005-2006 when compared to the 2004-2005 school year. EED made an error in the calculation on the baseline for this indicator last year. All of the data entered for numbers of alcohol or illicit drugs for last year was accurate, but the student count used to generate the percentage was wrong. The exact numbers of students have been included in this report for both 2004-2005 and 2005-2006 and will be included in future reports to avoid this error occurring again.

**2.7.2 Suspension and Expulsion Data**

Instructions: In the following charts, indicate the number of out-of-school suspensions and expulsions for elementary, middle, and high school students for each of the underlined incidents.

Please also provide the State's definition of an elementary, middle, and high school, as well as the State's definition of each of the incidents underlined below.

(If your State does not collect data in the same format as requested by this form, the State may provide data from a similar question, provided the State includes a footnote explaining the differences between the data requested and the data the State is able to supply.)

School Type	State Definition
Elementary School	Sec.14.03.060 Elementary, junior high, and secondary schools. An elementary school consists of grades kindergarten through grade eight or any appropriate combination of grades within this range. (For reporting purposes on the CSPR II elementary schools are represented by grades K-6).
Middle School	Grades seven through eight, nine and ten or any appropriate combination of grades within this range may be organized as a junior high school. (For reporting purposes on the CSPR II middle schools are represented by grades 7-8).
High School	A secondary school consists of grades seven through twelve or any appropriate combination of grades within this range. The establishment of one or two grades beyond the 12th grade is optional within the governing body of the school district. (For reporting purposes on the CSPR II high schools are represented by grades 9-12).
<b>Comments:</b>	

**2.7.2.2 The number of out-of-school suspensions and expulsions for physical fighting.**

Alaska does not consider physical fighting in the state performance indicators. As such, schools reporting physical fighting do so taking into consideration their own school district definition. Alaska does, however, consider assault as a measurement of the state performance indicator, and has provided a definition which is as follows: Assault: A person commits the crime of assault if: 1) A person recklessly causes serious physical injury or places another in fear of imminent serious physical injury by means of a dangerous instrument. 2) with intent to cause serious physical injury to another, the person causes serious physical injury to any person, 3) The person knowingly engages in conduct that results in serious physical injury to another, 4) A person recklessly causes serious physical injury to another by repeated assaults with or without the use of a dangerous instrument, even if each assault individually does not cause serious physical injury. 5) While being 18 years of age or older, knowingly causes physical injury to a child under 16 years of age and the injury reasonably requires medical treatment, 6) With the intent to place another in fear of death or serious physical injury to the person or the persons family member makes repeated threats to cause death or serious physical injury to another person.

SUSPENSIONS	Number for 2005-2006 school year		Number of LEAs reporting
	Elementary	Middle	
	843		19
	1115		11
	1551		41
EXPULSIONS	Number for 2005-2006 school year		Number of LEAs reporting
	Elementary	Middle	
	0		0
	10		3
	28		3

**Comments:** The numbers entered for suspensions and expulsions for fighting in the above chart for 2005-2006 accurately reflect the number of incidents districts reported. Cumulatively, Alaska's data indicates an increase of 263 incidents of fighting resulting in suspension/expulsion over last year. EED has continued to improve and to broaden its technical support to districts to improve district reporting, and it is unclear if the increased numbers in 2005-2006 reflect more complete reporting or more actual incidents of fighting.

**2.7.2.3 The number of out-of-school suspensions and expulsions for weapons possession**

State definition of weapons: Alaska uses the federal definition of firearms under 18 U.S.C. 921 within its state law 14.03.160 Suspension or expulsion of students possessing weapons. 14.03.160 also requires school districts to report all suspensions and expulsions for deadly "deadly weapons" to the Alaska Department of Education & Early Development by June 30th of each year. AS 11.81.900 Definitions defines "deadly weapons" as any firearm, or anything designed for and capable of causing death or serious physical injury, including a knife, an axe, a club, metal knuckles, or an explosive.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	66		10
Middle School	64		7
High School	104		18
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	4		2
Middle School	5		2
High School	31		3

**Comments:** The suspensions and expulsions weapons data above for 2005-2006 accurately reflects the district data submitted to EED. Cumulatively, this data reflects a 7% decrease in weapons-related school based incidents. EED has emphasized the mandatory 1 year expulsion required for all students caught bringing firearms to school in its statewide distance-delivered trainings on the Suspensions, Expulsions, and Truancies database. Onsite district monitoring has also bolstered district compliance in including this information in student handbooks and in district disciplinary policy. This increased effort may have contributed to this decrease.

**2.7.2.4 The number of alcohol-related out-of-school suspensions and expulsions.**

State definition of alcohol-related: The State of Alaska does not have a state definition for alcohol-related. This definition is determined at the district level.

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	3		2
Middle School	52		8
High School	201		22
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0		0
Middle School	2		2
High School	14		5

**Comments:** The suspensions and expulsions alcohol data above for 2005-2006 accurately reflects the district data submitted to EED. The numbers above represent an increase of 22 alcohol-related incidents (statewide) over the previous year. It remains unclear if this increase represents better reporting, more alcohol-related incidents occurring in school, and/or the impact of diminishing Title IV funds to supplement school prevention efforts.

**2.7.2.5 The number of illicit drug-related out-of-school suspensions and expulsions.**

State definition of illicit-drug related: The State of Alaska does not have a state definition of illicit drug-related. This definition is determined at the district level.

<b>SUSPENSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	21	4
Middle School	117	9
High School	533	22
<b>EXPULSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	1	1
Middle School	7	2
High School	67	5

**Comments:** The illicit drug-related data above for the 2005-2006 school year accurately reflects the district data submitted to EED. This data indicates a significant decrease in illicit drug use/possession in Alaska's middle and high schools. The data indicates a decrease of 155 suspensions and expulsions for this illicit drug use/possession from the previous year, or a decrease of 20%.

**2.7.3 Parent Involvement**

Instructions: Section 4116 of ESEA requires that each State provide information pertaining to the State's efforts to inform parents of and include parents in drug and violence prevention efforts. Please describe your State's efforts to include parents in these activities.

The Alaska Department of Education & Early Development participates in several statewide and regional conferences targeted to parents and community members as well as in special events targeted at sub-populations of the parent and community audience in Alaska like FASD Conferences. EED has also created a collection of state-of-the-art elearning modules it makes available free of charge to all parents. Relevant elearning resources EED shares with parents include Fetal Alcohol Spectrums Disorders, Child Abuse and Neglect, Supporting Positive Student Behavior, Alaska Parent Guide, Sexual Assault and Domestic Violence, Precautions Against Blood-Borne Pathogens, and Acting as an Advocate. Interested parents can sign up for these modules online or can call EED and request free CD copies.

EED also informs parents on its website of the safety status of all of its schools, annually posting Persistently Dangerous Schools findings, as well as promptly responding to any parent inquiries as to the safety of public schools through analysis of the Suspensions and Expulsions Statewide database.

EED also publishes a monthly newsletter, Healthy Alaska, which covers a broad range of health and safety topics. It is available free of charge to parents and community members. EED utilizes its website and newsletter to promote parent understanding and support for critical surveillance instruments like the Youth Risk Behavior Survey. Alaska is one of just a few states that requires active parental consent for students to participate in surveys like the YRBS, and strong parental support is critical for successful YRBS administrations.

EED is also centrally involved in the Alaska Interagency Coordinating Committee on the Prevention of Underage Drinking. This involvement is generating an updated State Prevention Plan with recommendations to bolster parent and community support of alcohol prevention and intervention initiatives.

Finally, EED individually reviews every NCLB district application to insure meaningful and ongoing community and parent involvement took place in the planning of all Title IV funded activities, and that mechanisms to inform parents of the activities' outcomes are firmly in place. District monitoring is used as a final assurance to verify that parents were notified of Title IV funded program outcomes.

**2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)**

**All information should be for the 2005-2006 school year.**

**2.8.8** Section 5122 of the Elementary and Secondary Education Act (ESEA), as amended, requires States to provide an annual statewide summary of how Title V, Part A funds are contributing to improving student academic performance and the quality of education for students. The statute further requires that those summaries be based on evaluations provided to the State by local educational agencies (LEAs) receiving program funds.

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

**2.8.9** Indicate the NUMBER of LEAs that completed Title V, Part A needs assessments that the State determined to be credible.  
 53  
**Comments:** Alaska has 54 LEAs. 53 completed credible Title V needs assessments that were individually reviewed by the Alaska Department of Education & Early Development to assure compliance with statutory requirements and to insure the needs assessment conclusions were data driven. The remaining district did not apply for or receive NCLB funds.

**2.8.10** Indicate the AMOUNT of Title V, Part A funds in dollars (including funds transferred from other programs into Title V, Part A under the Transferability authority in Section 6123(b)) that LEAs used for the four strategic priorities listed below. (Include all LEAs, not just LEAs that spent at least 85 percent for the four strategic priorities.)  
 \$ 2723799  
 The **4 strategic priorities** are: (1) support student achievement, enhance reading and math, (2) improve the quality of teachers, (3) ensure that schools are safe and drug free, (4) promote access for all students to a quality education.  
 Activities authorized under Section 5131 of the ESEA that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.  
**Comments:** The Alaska Department of Education & Early Development collects, categorizes, and reviews all Title V funded activities in a format that groups the above four strategic priorities in a manner that insures accurate reporting.

**2.8.11** In the table below, please provide the following information for LEAs receiving Title V, Part A funds.  
 First row:  
 • The number of LEAs that used **at least 85 percent** of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs) for the four strategic priorities above, and  
 • The number of these LEAs that met their State's definition of adequate yearly progress (AYP)  
 Second row:  
 • The number of LEAs that did not use **at least 85 percent** of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs for the four strategic priorities), and  
 • The number of these LEAs that met their State's definition of AYP

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <b>used at least 85%</b> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	42	20
Number of LEAs that <u>did not use</u> <b>at least 85%</b> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	11	4
	53	24
<b>TOTAL</b>	(total = all LEAS receiving Title V, Part A funds) 53	(total = all LEAS receiving Title V, Part A funds that met AYP) 24

Note: Allocations should include any funds transferred into Title V, Part A under the transferability option under section 6132 (b).

**Comments:** Alaska's analysis of its Title V funded programs indicate a significantly higher percentage (48%) of LEAs using 85% or more of their Title V funds on the four priority areas met AYP than those that did not concentrate 85% or more of their Title V funds on the four priority areas (36%).

**2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B)**

**2.9.1 Small Rural School Achievement Program (Title VI, Part B, Subpart 1)**

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2005-2006 school year. 32

**Comments:**

**2.9.2 Rural and Low-Income School Program (Title VI, Part B, Subpart 2)**

**2.9.2.1** LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2005-2006 school year.

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

**Comments:** No districts in Alaska qualified for the RLIS program as they qualified under SRSA.

**2.9.2.2** Describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

N/A

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

<b>2.10.1 State Transferability of Funds</b>	
Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2005-2006 school year?	<u>No</u>
<b>Comments:</b>	

<b>2.10.2 Local Educational Agency Transferability of Funds</b>	
<b>2.10.2.1</b> Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2005-2006 school year.	4
<b>Comments:</b>	

**2.10.2.2** In the charts below, please indicate below the total number of LEAs that transferred funds TO and FROM each eligible program and the total amount of funds transferred TO and FROM each eligible program.

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	4	746899
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	4	668549
Educational Technology State Grants (section 2412(a)(2)(A))	2	31728
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	46622
State Grants for Innovative Programs (section 5112(a))	0	0

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

**Comments:**

**2.11 21ST CENTURY COMMUNITY LEARNING CENTERS (TITLE IV, PART B)**

Performance data needed for this program will be available from another source. The Department will implement a national evaluation and data reporting system to provide essential data needed to measure program performance. States will be notified and are requested to participate in these activities once they are implemented.