

**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).

OMB Number: 1810-0614  
Expiration Date: 07/31/2007

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

Check the one that indicates the report you are submitting:

Part I, 2005-2006

Part II, 2005-2006

Name of State Educational Agency (SEA) Submitting This Report:  
Montana Office of Public Instruction

Address:  
PO Box 202501  
Helena, MT 59620-2501

Person to contact about this report:

Name: Nancy Coopersmith  
Telephone: (406) 444-5541  
Fax: (406) 444-1373  
e-mail: ncoopersmith@mt.gov

Name of Authorizing State Official: (Print or Type): Linda McCulloch, State Superintendent

Wednesday, January 24, 2007, 5:04:21

PM  
Signature

Date

**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.	223
<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.	166
<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	664
<b>2.1.2.2</b> Total Number of Title I Targeted Assistance Schools in the State	499
<b>2.1.2.3</b> Total Number of Title I Schoolwide Program Schools in the State	165
<b>Comments:</b> Change of number of schools in the state changes the total Title I schools in the state.	

**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	
Limited English Proficient	
Homeless	
Migrant	
<b>Comments:</b>	

<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	
Asian/Pacific Islander	
Black, non-Hispanic	
Hispanic	
White, non-Hispanic	
<b>Comments:</b>	

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>						
<b>Age 3 to 5</b>						
<b>K</b>						
<b>1</b>						
<b>2</b>						
<b>3</b>						
<b>4</b>						
<b>5</b>						
<b>6</b>						
<b>7</b>						
<b>8</b>						
<b>9</b>						
<b>10</b>						
<b>11</b>						
<b>12</b>						
<b>Ungraded</b>						
<b>TOTALS</b>						
<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	
Reading/Language Arts	
Science	
Social Studies	
Vocational/Career	
Other (specify)	
<b>Support Services</b>	
Health, Dental, and Eye Care	
Supporting Guidance/Advocacy	
Other (specify)	
<b>Comments:</b>	

**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)	
Instructional Support Paraprofessionals	
Non-Instructional Support Paraprofessionals	
Teachers	
Support Staff (clerical and non-clerical)	
Other (specify)	
<b>Comments:</b>	

**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	9
---	---

**Comments:** Data reflects 8 of 9 programs.

**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	205
2. Total number of adults participating ("Adults" includes teen parents.)	215
3. Total number of adults participating who are limited English proficient	0
4. Total number of children participating	213

**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	139
2. Number of newly enrolled adult participants	139
3. Percent of newly enrolled families at or below the Federal poverty level	90.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	81.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	36.00

**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	12.00
2. From 4 to 6 months	33.00
3. From 7 to 12 months	26.00
4. More than 12 months	29.00

**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</b> <i>Measurement tool used to assess progress for indicator</i>	<b>Cohort</b> <i>Number of participants to whom the indicator applies</i>	<b>Result</b> <i>Number of participants who met the achievement goal</i>	<b>Explanation of Progress</b>
1. Percentage of adults showing significant learning gains on measures of reading	TABE: CASAS:	TABE: 51 CASAS: 0	TABE: 29 CASAS: 0	57%
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: CASAS: BEST HS Diploma	TABE: 0 CASAS: 5 17	TABE: 0 CASAS: 3 8	60% MT Adult Education Program requires use of the BEST, not the CASAS. 47%
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	*Please indicate diploma or GED	*Please indicate diploma or GED	
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED	*Please indicate diploma or GED	*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	Peabody Picture Vocabulary Test (PPVT) receptive: 16	Peabody Picture Vocabulary Test (PPVT) receptive: 14	85.7% No students were exempt from testing based on a severe disability or inability to understand the directions in English.
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: PALS Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask: 16.00	PAL Pre-K Upper Case Letter Naming Subtask: 4.12 *Please indicate average score, not number of participants.	
7. Percentage of school-aged children who are reading on grade level	Please indicate source.	62 Please indicate source.	40 Please indicate source.	65% School district Classroom Teacher Assessments (varies)
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	Parent Education Profile (PEP) 215	Parent Education Profile (PEP) 189	88%

**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														Out of	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	Total
<b>1. ELIGIBLE MIGRANT CHILDREN</b>																		
1. All Migrant Children Eligible for the MEP	77	112	77	58	69	81	77	98	81	92	92	77	74	66	32	0	26	1189
<b>2. PRIORITY FOR SERVICES</b>																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		38	49	38	43	59	32	46	50	63	57	34	36	29	13	0	9	596
<b>3. LIMITED ENGLISH PROFICIENT (LEP)</b>																		
1. Migrant Children who are LEP		90	53	46	49	58	30	31	39	41	32	31	16	22	4	0	5	596
<b>4. CHILDREN ENROLLED IN SPECIAL EDUCATION</b>																		
1. Migrant Children Enrolled in Special Education	0	0	2	0	0	1	3	0	1	4	2	2	0	1	0	0	0	16
<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)	74	98	54	47	50	56	56	73	61	70	75	64	66	55	13	0	19	931
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	1	10	16	6	12	13	8	19	16	15	13	10	7	7	4	0	3	160
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	2	8	7	3	5	11	12	8	7	8	9	3	2	3	3	0	2	93
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)	8	32	33	20	22	30	25	28	31	27	31	14	16	10	12	0	5	344
<b>Comments:</b> Changing populations changes data percentages.																		



**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	Out of Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11
<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>											0	0	0	0	0	0	0
2. Obtained GED																	0
<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.)																	
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
1. Reading/Language Arts)						35	34	37	44	33	36	0	24	0	0	0	243
Number of Migrant Students Tested in Reading/Language Arts																	
2. (State Assessment)						33	34	31	37	27	35	0	16	0	0	0	213
Number of Migrant Students Enrolled During State Testing Window (State Assessment –																	
3. Mathematics)						35	34	37	44	33	36	0	24	0	0	0	243
Number of Migrant Students Tested in Mathematics (State																	
4. Assessment)						33	34	31	37	28	35	0	16	0	0	0	214

**Comments:** Changing populations changes data percentages.

**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		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																
<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)	3	27	39	27	29	35	35	39	44	34	38	26	25	23	26	0	7	457
2. Priority for Service		8	17	11	8	18	14	14	24	19	22	9	14	6	9	0	4	197
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1
4. Any Instructional Service	0	14	39	27	29	35	35	39	44	34	38	26	25	23	22	0	7	437
5. Reading Instruction	0	2	8	5	8	4	4	7	9	7	9	0	0	0	0	0	0	63
6. Mathematics Instruction	0	2	8	5	8	4	4	7	9	7	9	0	0	0	0	0	0	63
7. High School Credit Accrual												0	3	2	1	0	0	6
8. Any Support Service	1	23	39	27	29	35	35	39	44	34	38	26	25	23	26	0	7	451
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Comments:</b> Changing populations changes data percentages.																		

**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/Interession Term																		
	Ages		Ages													Out of	Total	
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	School	
<b>PARTICIPATION—SUMMER TERM OR INTERSESSION</b>																		
1. Served in MEP Summer of Interession Project (with an Instructional or Supportive Service Only	75	104	59	50	52	65	59	81	66	74	77	72	66	63	6	0	23	992
2. Priority for Service		30	45	37	41	54	26	42	43	53	47	31	32	28	4	0	6	489
3. Continuation of Service		1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	2
4. Any Instructional Service	32	70	46	41	41	47	43	52	50	50	52	42	33	39	3	0	7	648
5. Reading Instruction	0	23	36	31	29	35	32	38	35	32	29	23	0	0	0	0	0	343
6. Mathematics Instruction	0	38	38	34	35	39	32	41	40	34	35	28	3	4	1	0	0	402
7. High School Credit Accrual												24	32	26	3	0	4	89
8. Any Support Service	75	104	59	50	52	65	59	81	66	74	77	72	65	62	6	0	23	990
9. Counseling Service	0	0	2	2	1	1	3	0	1	1	2	0	0	0	0	0	0	13
10. Any Referred Service	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
<b>Comments:</b> Changing populations changes data percentages.																		

**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. 80	b. 420
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b.

**Comments:** Changing populations changes data percentages.

**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. 1	b. 6
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 4	b. 687
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 4	b. 760

**Comments:** Changing populations changes data percentages.

**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		
2. Teachers	4	4	35	35
3. Counselors	0	0	0	0
4. All Paraprofessionals	7	6	42	21
5. Qualified Paraprofessionals	6	4	30	13
6. Recruiters	4	1	12	8
7. Records Transfer Staff	2	2	10	10

**Comments:** Changing populations changes data percentages. This table did not take percentages. All numbers have been rounded.

## **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			
2. Juvenile Detention	0		
3. Juvenile Corrections	2	286	109
4. Adult Corrections	1	365	30
5. Other			
6. Number of facilities that served more than one purpose:			
<b>Comments:</b>			

**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			109	30	
<b>RACE/ETHNICITY</b>					
American Indian or Alaska Native			32	9	
Asian or Pacific Islander			2		
Black, non-Hispanic			1		
Hispanic			5		
White, non-Hispanic			69	21	
<b>GENDER</b>					
Male			82	30	
Female			27		
<b>AGE</b>					
5-10 years old					
11-15 years old			46		
16-18 years old			63	30	
19-21 years old					

**Comments:**

### 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		
2. Awarded high school diploma(s)		2		
3. Awarded GED(s)			1	
<b>2. Academic &amp; Vocational Outcomes</b>				
<b>1. Academic</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><i>While in the facility, the number of students who...</i></b>				
1. Earned high school course credits				
2. Were enrolled in a GED program		22	30	
<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		43		
4. Earned a GED		23		
5. Obtained high school diploma		7		
6. Were accepted into post-secondary education				
7. Enrolled in post-secondary education				
<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		1		
<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		5		
3. Obtained employment		6		
<b>Comments:</b>				

**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.

2.4.1.6 Academic Performance in Reading and Math								
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		141	30			141	30	
2. # students from row 1 who tested below grade level upon entry.		119	29			115	30	
3. # students from row 1 who took both the pre- and post-test exams		129	29			129	30	
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams		0	2			0	1	
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams		21	6			24	2	
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams		62	13			60	17	
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams		40	8			41	10	
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams		6	1			4	0	
<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			
2. Juvenile Detention	2	125	98
3. Juvenile Corrections	2	355	82
4. At-risk Programs or Other	1	90	52
5. Number of facilities that served more than one purpose:			

**Comments:**



**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	98	82	52	
<b>RACE/ETHNICITY</b>				
American Indian or Alaskan Native	46	28		28
Asian or Pacific Islander				
Black, non-Hispanic				1
Hispanic		2		2
White, non-Hispanic	52	52		21
<b>GENDER</b>				
Male	65	53		31
Female	33	29		21
<b>AGE</b>				
5-10 years old				
11-15 years old	36	30		33
16-18 years old	62	52		19
19-21 years old				

**Comments:**

**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)			1
2. Awarded high school diploma(s)	2		
3. Awarded GED(s)	2		
<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		107	52
2. Were enrolled in a GED program		73	
<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		107	52
4. Earned a GED		6	4
5. Obtained high school diploma		8	6
6. Were accepted into post-secondary education		3	
7. Enrolled in post-secondary education		3	
<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		6	
<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		3	
3. Obtained employment		7	
<b>Comments:</b> Montana data is correct. The page is miscalculating (field 1.2.).			

**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		180	52		180	52
2. # students from row 1 who tested below grade level upon entry.		162	48		166	49
3. # students from row 1 who took both the pre- and post-test exams		120	23		120	23
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams		6	2		5	
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams		3			8	2
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams		21	7		20	7
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams		43	11		40	10
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams		47	3		47	4
<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.

87.00

**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.

70.00

**Comments:**

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

30

**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
1. Percent of students that carried a weapon on school property during the past 30 days.	YRBS	Frequency: Biennial	2003-2004 2003-2005	2004-2005 2003-2004 - N/A 2004-2005 High School: 10.2 Grades 7-8: 5.5
			2004-2005 2004-2006	2005-2006
			2005-2006 2005-2006	Baseline: 2002: High School: 8.7
			2006-2007 2006-2007	Grades 7-8: 5.9
			2007-2008 2007-2008	Year Established: 2002
		Year of most recent collection: 2005		

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
2. Percent of students that were in a physical fight on school property during the past 12 months.	YRBS	Frequency: Biennial	2003-2004 2003-2004	2004-2005 2003-2004 - N/A 2004-2005 High School: 10.9 Grades 7-8: 20.9
			2004-2005 2004-2005	2005-2006
			2005-2006 2005-2006	Baseline: 2002: High School: 12.2
			2006-2007 2006-2007	Grades 7-8: 21.0
			2007-2008 2007-2008	Year Established: 2002
		Year of most recent collection: 2005		

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
			2003-2004 2003-2004	2004-2005 2003-2004 - N/A 2004-2005 High School: 25.3

3. Percent of students that were offered, sold, or given an illegal drug on school property during the past 12 months.	YRBS	Frequency: Biennial	2004-2005	Grades 7-8: 13.8
			2004-2005	2005-2006
			2005-2006	2005-2006
			2006-2007	Baseline: 2002: High School: 29.5
			2006-2007	Grades 7-8: 17.0
Year of most recent collection: 2005			2007-2008	Year Established: 2002

**Comments:**

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
4. Number of persistently dangerous schools	School Discipline Report	Frequency: Annual		2004-2005 2003-2004: 0
				2003-2004
				2004-2005
				2004-2005
				2005-2006
		Year of most recent collection: 2006	2006-2007	Baseline:
			2007-2008	Year Established:

**Comments:** The collection source for the data for Indicator 1, 2 and 3 is from the Youth Risk Behavior Survey, most recently conducted during 2005. The survey provides weighted data for Montana high school students regarding health risk behaviors.

The School Discipline Report provides data for indicator 4; schools submit this log by July 1 each year. The School Discipline Report was modified for the 2003-2004 reporting period which will result in more accurate reporting of specific offenses, but may also affect aggregate data in specific fields for the first few years until schools become comfortable with the changes. Annual training, telephone and personal technical assistance are provided to increase the accuracy of the discipline numbers reported.

**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	Grades K-6 or K-8 where schools are combined
Middle School	Grades 6, 7 and 8; or Grades 7 and 8
High School	Grades 9-12

Comments:

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

Code 1300 - Aggravated Assault (Battery): Touching or striking of another person against his or her will or intentionally causing bodily harm to an individual. This category should be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Examples: Striking that causes bleeding, broken nose; kicking while a student is down.

Code 1700 - Fighting (Mutual Altercation): Mutual participation in an incident involving physical violence where there is no major injury.

Code 2500 - Physical Altercation (Minor): Confrontation, tussle, or physical aggression that does not result in injury. Offenses could include pushing or shoving.

State definition of physical fighting:

		Number for 2005-2006 school year	Number of LEAs reporting
<b>SUSPENSIONS</b>			
Elementary	786		123
Middle	977		93
High School	1019		79
<b>EXPULSIONS</b>			
Elementary	2		2
Middle	8		7
High School	24		14

Comments: Percentages change due to enrollment changes.

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

Code 11 - Handgun: The weapon involved was a handgun or pistol. Must result in an expulsion hearing before the Board of Trustees.

Code 12 - Shotgun/Rifle: The weapon involved was a shotgun or rifle. Must result in an expulsion hearing before the Board of Trustees.

Code 13 - Other Firearms: The weapon involved was another type of firearm not named above, including zip guns, starter guns, and flare guns. As defined by the Gun-Free Schools Act, other firearms include:

- Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive;
- The frame or receiver of any weapon described above;
- Any firearm muffler or firearm silencer; and
- Any destructive device, which includes:
  1. Any explosive, incendiary (e.g., bomb, grenade), or poison gas;
  2. Any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and
  3. Any combination of parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.

Must result in an expulsion hearing before the Board of Trustees.

Code 20 - Knife, Blade 2.5" or Greater: The weapon involved was a knife with a blade of at least 2.5 inches in length or greater than 2.5 inches in length.

Code 96 - Dangerous Weapon: A weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such a term does not include a pocket knife with a blade of less than 2 ½ inches in length. [Source: 18 U.S.C. Â§930(g)(2)] If the weapon involved was a knife with a blade of 2 ½ inches in length or greater, report the incident under the Knife code above.

Code 97 - Other Weapons: The incident involved a weapon other than those described above.

State definition of weapons:

<b>SUSPENSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	69		45
Middle School	72		35
High School	104		44
<b>EXPULSIONS</b>		<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	4		3
Middle School	5		5
High School	15		7

**Comments:** Percentage change due to enrollment changes.

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

State definition of alcohol-related:	Code 1000 - Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.	
<b>SUSPENSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	6	5
Middle School	39	19
High School	377	62
<b>EXPULSIONS</b>	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	0	0
Middle School	0	0
High School	4	2
<b>Comments:</b> Percentages change due to enrollment changes.		

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

State definition of illicit-drug related: Code 1600 - Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g., Demerol, morphine) or narcotic substance.

<b>SUSPENSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	24	11
Middle School	123	36
High School	435	57
<b>EXPULSIONS</b>		
	<b>Number for 2005-2006 school year</b>	<b>Number of LEAs reporting</b>
Elementary School	1	1
Middle School	3	2
High School	22	12

**Comments:** Percentages change due to enrollment changes.

**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.

One hundred percent of Montana schools that apply for Title IV-A funds have certified and assured that parents and community members are consulted and offered the opportunity to provide input into the planning and implementation of drug and violence prevention programs administered through the local schools.

**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.

### Context and Background

From [Facts About Montana Education](#) and [Directory of Montana Schools](#) posted at <http://www.opi.mt.gov/>

At nearly 150,000 square miles of land area with just over six people per square mile, Montana is one of the largest states in land mass but ranks as one of the smallest in population.

- Population: 902,195 (2000 Census); 935,670 (2005 Estimate)
- Size: 147,046 square miles (fourth largest state)
- Population density: 6.2 per square mile (2000 Census)
- State racial makeup: White 90.6%, American Indian 6.2%, Hispanic 2%, Asian .6%, Black .3%, other .6% (2000 Census)
- School racial makeup: White 84.3%, American Indian 11.3%, Hispanic 2.4%, Asian 1.0%, Black .9%, Pacific Islander .2%
- Size: 570 miles long, 315 miles wide; NW to SE is same as Washington, DC to Chicago
- Elevation range: 1,820 to 12,799 feet above sea level
- Borders three Canadian provinces and four states
- Headwaters for two major rivers – Missouri and Columbia
- Seven Indian Reservations and 12 Tribal Nations including one landless tribe, the Little Shell Chippewa
- Primary industries: agriculture, services, government (including education) and retail trade

Montana is a local-control state with local schools boards setting policy for each of the 439 districts. The Montana Office of Public Instruction has no authority over local districts. Since some of these districts are composed of an elementary district and a high school district that jointly apply for Title V, Part A funds, there are fewer Title V, Part A projects than the total number of districts.

<b>Public School Districts</b>	<b>2005-2006</b>
K-12 Districts	52
Combined elementary (joint board)	104
Combined high school (joint board)	104
Single districts (165 el, 5 hs)	170
State funded districts	2
Nonoperating and annexed districts	7
<b>Total School Districts</b>	<b>439</b>

<b>School Data</b>	<b>2005-2006</b>
Elementary Schools	451
Middle, 7 & 8, Junior High Schools	217
High Schools	172
<b>Total Schools</b>	<b>840</b>

**Total Public School Enrollment 145,416**

<b>Nonpublic School Enrollment (self reported)</b>				
	2003-2004	2004-2005	2005-2006	% of Total Enrollment
Private	7,818	8,164	8,064	5.1%
Home School	3,917	3,971	3,987	2.5%
<b>Total</b>	<b>11,735</b>	<b>12,135</b>	<b>12,051</b>	<b>7.6%</b>

Most Montana districts are experiencing declining enrollments, while a few are growing very quickly. There is no direct correlation between those declining and those growing.



### **Title V, Part A**

Because of its flexibility, Title V, Part A is a very popular program with Montana's LEAs. The number of eligible LEAs changes year to year as some districts consolidate or go into non-operating status. Title V, Part A has 326 projects, fewer than the total number of 439 districts, because some elementary and high school districts with a joint board apply jointly for Title V, Part A funds.

Only 2.7% of Montana districts have a Title V, Part A allocation over \$6,000 and the largest allocation is \$34,688. Although Title VA allocations are small --- 60.8% of LEAs have an allocation of less than \$500 --- many districts redirect from other programs, especially from Title II, Part A. About 85 districts qualify only for Titles IIA and VA and many redirect Title IIA into Title VA to pay for professional development from their curriculum consortium and to use the remaining few dollars for library materials.

The most commonly used Title VA activities fall into the first three choices in the law. They are, in most commonly chosen order: professional development, library and educational materials, computer hardware and software, and class size reduction. Approximately 80% of Montana districts qualify for additional funds from the U. S. Department of Education under REAP, which allows the implementation of a more robust Title VA program than the initial allocations would suggest.

Approximately 80% of Montana LEAs are eligible to redirect 100% of the use of title funds (except for Title I, Part A) into other titles. An increasing number of these districts are no longer applying for Title V, Part A funds, and sometimes other title funds, in the belief that if they do not accept their title allocations, they will receive a larger REAP allocation for which they have no accountability to the SEA and none (they believe) to the U. S. Department of Education.

At the time of reporting, the Montana Office of Public Instruction has only \$11,000 to administer the Title V, Part A program, so SEA staff time to administer the program is limited to four hours per week. Therefore, the following method was used to obtain a random sample for reporting purposes.

### **Sampling Method**

Every seventh district was selected from an alphabetical list of LEAs for which an allocation was generated. Responses given on the 2005-06 Title V, Part A Final Program Report by this sample of 47 LEAs were tabulated.

### **Results**

Of the 47 LEAs in the sample, three chose not to participate in Title V, Part A and two have not yet completed the Final Program Report.

The percentage of nonparticipants in the sample is not representative of the entire population. The sample of 47 schools includes 3 nonparticipants (6.4%) compared to the overall nonparticipant percentage of 2.8% (9 out of 326).

The not-returned percentage is essentially the same for the sample population and the overall population – 4.29 and 4.35 percent respectively. The two not completing the report are rural K-8

districts. One with an enrollment of 4 students is historically late and the other, enrollment 85, has experienced turn-over of principal, clerk, and several teachers.

Ten LEAs in the sample redirected 100% of Title V-A from Title V-A into another title --- six redirected into Title I, Part A and four redirected into Title II, Part A.

Of the 11 sample districts redirecting funds into Title V, Part A, nine redirected from Title IIA, seven from IID, and five from IVA. Most of the LEAs redirected more than one title into VA with only three redirecting only one title. The amount the sample districts redirected into VA was \$72,100 compared to a total allocation for the sample of \$114,207. The sample shows a smaller amount redirected in than does the data for those using at least 85% for the four strategic areas.

In an important way, this sample is not representative of the total population. The net amount redirected into Title V, Part A programs is significantly greater for the total population than for the sample. Adding the redirected amount to the original allocation results in 152.3% of the original allocation being available to the sample districts, whereas 186.9% of the total allocation was available to the total population.

The percentage of nonparticipants in the sample is not representative of the entire population. The sample of 46 schools includes 3 nonparticipants (6.5%) compared to the overall nonparticipant percentage of 2.8% (9 out of 324).

The 33 LEAs in the sample who reported running a Title V, Part A program indicated that they used their Title V, Part A funds to support direct student services to raise student achievement and that they approached, met or exceeded their stated goals.

**2.8.9** Indicate the NUMBER of LEAs that completed Title V, Part A needs assessments that the State determined to be credible.  
 100  
**Comments:**

**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.)  
 \$ 1616941

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:**

**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 <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	233	217
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	83	80
	316	297
<b>TOTAL</b>	(total = all LEAS receiving Title V, Part A funds) 316	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 297

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

**Comments:**

**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. 231

**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	2
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	7
Educational technology, including software and hardware as described in Title II, Part D	1
Parental involvement activities	1
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	1
Activities authorized under Title I, Part A	7
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0

**Comments:**

**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.

**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.	231
<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)	8	36588
Educational Technology State Grants (section 2412(a)(2)(A))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	2	37562
State Grants for Innovative Programs (section 5112(a))	5	185060
Title I, Part A, Improving Basic Programs Operated by LEAs	19	163340
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)	11	353166
Educational Technology State Grants (section 2412(a)(2)(A))	10	36258
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	6	21755
State Grants for Innovative Programs (section 5112(a))	7	11371

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

<b>Comments:</b>
------------------

**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.