# 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 2007-08

## WASHINGTON



**PART I DUE FRIDAY, DECEMBER 19, 2008**
**PART II DUE FRIDAY, FEBRUARY 27, 2009**

**U.S. DEPARTMENT OF EDUCATION**
**WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act* (*ESEA*), as amended by the *No Child Left Behind Act* of 2001 (*NCLB*) provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies–State, local, and Federal–is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2007-08 consists of two Parts, Part I and Part II.

**PART I**

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

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

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

**PART II**

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

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

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2007-08 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 19, 2008**. Part II of the Report is due to the Department by **Friday, February 27, 2009**. Both Part I and Part II should reflect data from the SY 2007-08, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome.   Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2007-08 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2007-08 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

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

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

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

Check the one that indicates the report you are submitting:
   ___Part I, 2007-08                                _X_Part II, 2007-08

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

Address:
P O Box 47200
Olympia, WA 98504

Person to contact about this report:

Name: Anne Renschler

Telephone: 360-725-6229

Fax: 360-586-3305

e-mail: anne.renschler@k12.wa.us

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

| | |
|---|---|
| _____ | _____Wednesday, May 6, 2009, 5:27:33 PM_____ |
| Signature | Date |

# CONSOLIDATED STATE PERFORMANCE REPORT
# PART II

## For reporting on
# School Year 2007-08



## PART II DUE FEBRUARY 27, 2009
## 5PM EST

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

This section collects data on Title I, Part A programs.

**2.1.1  Student Achievement in Schools with Title I, Part A Programs**

The following sections collect data on student academic achievement on the State's *NCLB* assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

**2.1.1.1  Student Achievement in Mathematics in Schoolwide Schools (SWP)**

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

| Grade | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring At or Above Proficient | Percentage At or Above Proficient |
|---|---|---|---|
| 3 | 27,007 | 15,686 | 58.1 |
| 4 | 26,213 | 10,706 | 40.8 |
| 5 | 25,686 | 12,516 | 48.7 |
| 6 | 15,838 | 5,728 | 36.2 |
| 7 | 11,302 | 4,040 | 35.7 |
| 8 | 10,786 | 4,146 | 38.4 |
| High School | 3,683 | 1,120 | 30.4 |
| Total | 120,515 | 53,942 | 44.8 |
| **Comments:** | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Grade | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring At or Above Proficient | Percentage At or Above Proficient |
|---|---|---|---|
| 3 | 26,925 | 16,208 | 60.2 |
| 4 | 26,223 | 16,206 | 61.8 |
| 5 | 25,642 | 16,700 | 65.1 |
| 6 | 15,819 | 9,180 | 58.0 |
| 7 | 11,313 | 5,777 | 51.1 |
| 8 | 10,808 | 6,267 | 58.0 |
| High School | 3,444 | 2,535 | 73.6 |
| Total | 120,174 | 72,873 | 60.6 |
| **Comments:** | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Grade | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring At or Above Proficient | Percentage At or Above Proficient |
|---|---|---|---|
| 3 | 19,825 | 13,966 | 70.4 |
| 4 | 20,182 | 11,106 | 55.0 |
| 5 | 19,863 | 12,418 | 62.5 |
| 6 | 13,426 | 6,710 | 50.0 |
| 7 | 8,227 | 4,036 | 49.1 |
| 8 | 8,093 | 4,164 | 51.5 |
| High School | 1,879 | 778 | 41.4 |
| Total | 91,495 | 53,178 | 58.1 |
| Comments: | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.1.1.4  Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)**

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's *NCLB* reading/language arts assessment by all students in TAS.

| Grade | # Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned | # Students Scoring At or Above Proficient | Percentage At or Above Proficient |
|---|---|---|---|
| 3 | 19,784 | 14,466 | 73.1 |
| 4 | 20,183 | 14,812 | 73.4 |
| 5 | 19,865 | 15,361 | 77.3 |
| 6 | 13,416 | 9,244 | 68.9 |
| 7 | 8,218 | 5,136 | 62.5 |
| 8 | 8,090 | 5,350 | 66.1 |
| High School | 1,793 | 1,454 | 81.1 |
| Total | 91,349 | 65,823 | 72.1 |
| Comments: | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.1.2  Title I, Part A Student Participation**

The following sections collect data on students participating in Title I, Part A by various student characteristics.

**2.1.2.1  Student Participation in Public Title I, Part A by Special Services or Programs**

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

|  | # Students Served |
|---|---|
| Children with disabilities (*IDEA*) | 33,193 |
| Limited English proficient students | 55,476 |
| Students who are homeless | 6,267 |
| Migratory students | 19,832 |
| **Comments:** | |

Source – The table above is produced through ED*Facts*. The SEA submits the data in file N/X037 that is data group 548, category sets B, C, D and E.

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

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

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

| Race/Ethnicity | # Students Served |
|---|---|
| American Indian or Alaska Native | 13,121 |
| Asian or Pacific Islander | 18,907 |
| Black, non-Hispanic | 16,602 |
| Hispanic | 79,422 |
| White, non-Hispanic | 115,834 |
| Total | 243,886 |
| **Comments:** | |

Source – The table above is produced through ED*Facts*. The SEA submits the data in file N/X037 that is data group 548, category set A.

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

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

| Age/Grade | Public TAS | Public SWP | Private | Local Neglected | Total |
|---|---|---|---|---|---|
| Age 0-2 | | | | | |
| Age 3-5 (not Kindergarten) | 348 | 3,271 | 0 | 3 | 3,622 |
| K | 2,979 | 28,037 | 138 | 38 | 31,192 |
| 1 | 5,413 | 28,394 | 214 | 55 | 34,076 |
| 2 | 5,050 | 27,931 | 226 | 53 | 33,260 |
| 3 | 4,327 | 27,185 | 141 | 56 | 31,709 |
| 4 | 3,585 | 26,377 | 149 | 63 | 30,174 |
| 5 | 2,802 | 25,444 | 121 | 62 | 28,429 |
| 6 | 1,868 | 15,565 | 48 | 23 | 17,504 |
| 7 | 1,477 | 11,221 | 20 | 26 | 12,744 |
| 8 | 1,325 | 10,542 | 15 | 42 | 11,924 |
| 9 | 499 | 5,080 | 5 | 69 | 5,653 |
| 10 | 511 | 4,326 | 0 | 86 | 4,923 |
| 11 | 274 | 3,680 | 0 | 84 | 4,038 |
| 12 | 156 | 3,571 | 0 | 88 | 3,815 |
| Ungraded | | | | | |
| TOTALS | 30,614 | 220,624 | 1,077 | 748 | 253,063 |
| **Comments:** Washington State does not currently collect the number of ungraded students. | | | | | |

Source – The table above is produced through ED*Facts*. The SEA submits the data in file N/X134, that is data group 670, category set A.

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

The following sections request data about the participation of students in TAS.

**2.1.2.4.1  Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services**

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

|  | # Students Served |
|---|---|
| Mathematics | 10,484 |
| Reading/language arts | 28,392 |
| Science |  |
| Social studies |  |
| Vocational/career |  |
| Other instructional services | 628 |
| **Comments:** | |

Source – The table above is produced through ED*Facts*. The SEA submits the data in file N/X036 that is data group 549, category set A.

**2.1.2.4.2  Student Participation in Title I, Part A Targeted Assistance Programs by Support Services**

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

|  | # Students Served |
|---|---|
| Health, dental, and eye care | 229 |
| Supporting guidance/advocacy | 1,832 |
| Other support services | 1,170 |
| **Comments:** | |

Source – The table above is produced through ED*Facts*. The SEA submits the data in file N/X036, that is data group 549, category set B.

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

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

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

See the FAQs following the table for additional information.

| Staff Category | Staff FTE | Percentage Qualified |
|---|---|---|
| Teachers | 331.00 | |
| Paraprofessionals[1] | 365.00 | 100.0 |
| Other paraprofessionals (translators, parental involvement, computer assistance)[2] | 8.00 | |
| Clerical support staff | 20.00 | |
| Administrators (non-clerical) | 21.00 | |
| **Comments:** For the Other paraprofessionals - we have placed couselors in this category<br>For the Administrators (non-clerical)- we have included curriculum speclaist in this category. | | |

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

**FAQs on staff information**

a. *What is a "paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
   (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
   (2) Providing assistance with classroom management, such as organizing instructional and other materials;
   (3) Providing assistance in a computer laboratory;
   (4) Conducting parental involvement activities;
   (5) Providing support in a library or media center;
   (6) Acting as a translator; or
   (7) Providing instructional services to students.

b. *What is an "other paraprofessional?"* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: http://www.ed.gov/policy/elsec/guid/paraguidance.doc.

[1] Consistent with *ESEA*, Title I, Section 1119(g)(2).

[2] Consistent with *ESEA*, Title I, Section 1119(e).

**2.1.3.1  Paraprofessional Information for Title I, Part A Schoolwide Programs**

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

|  | **Paraprofessionals FTE** | **Percentage Qualified** |
|---|---|---|
| Paraprofessionals[3] | 808.00 | 100.0 |
| **Comments:** | | |

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

[3] Consistent with *ESEA*, Title I, Section 1119(g)(2).

**2.2   WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)**

### 2.2.1  Subgrants and Even Start Program Participants

For the reporting program year July 1, 2007 to June 30, 2008, please provide the following information:

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

| Number of federally funded Even Start subgrants | 7 |
|---|---|
| **Comments:** | |

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

### 2.2.1.2  Even Start Families Participating During the Year

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2007. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules.

The total number of participating children will be calculated automatically.

| | # Participants |
|---|---|
| 1.   Families participating | 233 |
| 2.   Adults participating | 256 |
| 3.   Adults participating who are limited English proficient (Adult English Learners) | 209 |
| 4.   Participating children | 394 |
|     a.   Birth through 2 years | 159 |
|     b.   Age 3 through 5 | 151 |
|     c.   Age 6 through 8 | 68 |
|     c.   Above age 8 | 16 |
| **Comments:** | |

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

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

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

|  | # |
|---|---|
| 1.   Number of newly enrolled families | 122 |
| 2.   Number of newly enrolled adult participants | 133 |
| 3.   Number of newly enrolled families at or below the federal poverty level at the time of enrollment | 115 |
| 4.   Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment | 99 |
| 5.   Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment | 64 |
| **Comments:** | |

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

**2.2.1.4  Retention of Families**

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2008). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

| Time in Program | # |
|---|---|
| 1.   Number of families enrolled 90 days or less | 26 |
| 2.   Number of families enrolled more than 90 but less than 180 days or less | 49 |
| 3.   Number of families enrolled more than 180 days but 365 days or less | 65 |
| 4.   Number of families enrolled more than 365 days | 93 |
| 5.   Total families enrolled | 233 |
| **Comments:** | |

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

**2.2.2  Federal Even Start Performance Indicators**

This section collects data about the federal Even Start Performance Indicators.

In the space below, provide any explanatory information necessary for understanding the data provided in this section on performance indicators.

The response is limited to 8,000 characters.

The state provided data for all federal indicators, and is meeting or exceeding Federal and State targets for performance, with the exception of alphabet knowledge at Kindergarten entry. The blank spaces represent assessment results not required or reported in our state.
For the PALS upper case alphabet knowledge, the data may underestimate the actual outcome due to the schedule of assessment for most children, which occurred in April 2008.

**2.2.2.1  Adults Showing Significant Learning Gains on Measures of Reading**

In the table below, provide the number of adults who showed significant learning gains on measures of reading. To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE).

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

|  | # Pre- and Post-Tested | # Who Met Goal | Explanation (if applicable) |
|---|---|---|---|
| TABE |  |  |  |
| CASAS | 26 | 17 | Exceeded target; 67% of adults made significant gains in reading. |
| Other |  |  |  |
| **Comments:** |  |  |  |

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

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

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

|  | # Pre- and Post-Tested | # Who Met Goal | Explanation (if applicable) |
|---|---|---|---|
| BEST |  |  |  |
| CASAS | 167 | 123 | Exceeded target; 74% of adults made significant gains. |
| TABE |  |  |  |
| Other |  |  |  |
| **Comments:** |  |  |  |

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

**2.2.2.3  Adults Earning a High School Diploma or GED**

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

The following terms apply:

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

| School-Age Adults | # with goal | # Who Met Goal | Explanation (if applicable) |
|---|---|---|---|
| Diploma | 12 | 8 | Exceeded target; 67% of teen parents met the goal of high school completion. |
| GED | 0 | 0 | |
| Other | | | |
| **Comments:** | | | |

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

| Non-School-Age Adults | # with goal | # Who Met Goal | Explanation (if applicable) |
|---|---|---|---|
| Diploma | | | |
| GED | 7 | 7 | Exceeded target; 100% met goal of obtaining a GED |
| Other | | | |
| **Comments:** | | | |

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

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

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

The following terms apply:

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

| | # Age-Eligible | # Pre- and Post-Tested | # Who Met Goal | # Exempted | Explanation (if applicable) |
|---|---|---|---|---|---|
| PPVT-III | 43 | 18 | 13 | 11 | Exceeded Target. 72% of students made significant gains on language development. |
| PPVT-IV | | | | | |
| TVIP | 11 | 4 | 3 | | Washington state encourages the use of the TVIP to measure gains in language for Spanish speaking students exempted from the PPVT-III. Programs are also encouraged to use both the PPVT and TVIP for students with limited English language acquisition, to monitor growth in both languages. Not all programs had the capacity to administer the TVIP. |
| **Comments:** | | | | | |

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

**2.2.2.4.1  Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills**

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of the reporting year.
3. # who met goal includes children who score a Standard Score of 85 or higher on the spring PPVT-III
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions in English.

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

| | # Age-Eligible | # Tested | # Who Met Goal | # Exempted | Explanation (if applicable) |
|---|---|---|---|---|---|
| PPVT-III | 43 | 24 | 12 | 11 | Approximately 80% of students are from families who speak a language other than English as their primary language. 50% of students demonstrated age appropriate development in English language acquisition by Kindergarten entry. As reported in the previous indicator 72 % of students are making significant gains toward age appropriate English language acquisition. |
| PPVT-IV | | | | | |
| TVIP | 11 | 10 | 7 | | Approximately 80% of students are from families who speak a language other than English as their primary language. 75% of students exempted from the PPVT-III demonstrated age appropriate development in Spanish language acquisition. |
| **Comments:** | | | | | |

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

**Note:**  New collection for the SY 2007-08 CSPR. Proposed under OMB 83I.

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

The following terms apply:

1.  "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2.  "Tested" includes the number of age-eligible children who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2008.
3.  The term "average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a <u>weighted</u> average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.
4.  "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.

| | # Age-Eligible | # Tested | # Exempted | Average Number of Letters (Weighted Average) | Explanation (if applicable) |
|---|---|---|---|---|---|
| PALS PreK Upper Case | 43 | 33 | 10 | 11.4 | Ten ELL Students were exempted from this assessment as a result of low levels of English language acquisition. |
| **Comments:** | | | | | |

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

**2.2.2.6  School-Aged Children Reading on Grade Level**

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by school district. Please indicate the source(s) of the data in the "Explanation" field.

| Grade | # In Cohort | # Who Met Goal | Explanation (include source of data) |
|---|---|---|---|
| K | 20 | 13 | 65% Reading on grade level. No data was reported for one student. Five students were exempted due to low level of English language acquisition. |
| 1 | 14 | 12 | 85% Reading on grade level. One student was exempted due to low level of English language acquisition. |
| 2 | 9 | 4 | Incomplete data was reported by one program. Of the nine students eligible to be reported, six students were reported for the outcome with four; 67% meeting the goal. Data was not reported for three students. |
| 3 | 4 | 0 | Incomplete data was entered by one program. Of the four students eligible to be reported, one student, was reported as not meeting the goal. Data was not reported for three students. Two students were exempted from the outcome due to low levels of English language acquisition. |
| **Comments:** In addition we had 2 eligible students above 3rd grade, participating in the program, with both reading on grade level in the 4th and 5th grade respectively. | | | |

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

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

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

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

|  | # In Cohort | # Who Met Goal | Explanation (if applicable) |
|---|---|---|---|
| PEP Scale I | 84 | 71 | Exceeded target of 80% |
| PEP Scale II | 83 | 75 | Exceeded target of 80% |
| PEP Scale III | 76 | 66 | Exceeded target of 80% |
| PEP Scale IV |  |  | Washington State does not administer this scale |
| Other |  |  |  |
| **Comments:** |  |  |  |

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

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

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2007 through August 31, 2008. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data – migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs at 1.10 contain definitions of out-of-school and ungraded that are used in this section.

### 2.3.1  Population Data

The following questions collect data on eligible migrant children.

### 2.3.1.1  Eligible Migrant Children

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

| Age/Grade | Eligible Migrant Children |
|---|---|
| Age birth through 2 | 343 |
| Age 3 through 5 (not Kindergarten) | 1,113 |
| K | 2,136 |
| 1 | 2,359 |
| 2 | 2,264 |
| 3 | 2,114 |
| 4 | 2,091 |
| 5 | 2,138 |
| 6 | 2,012 |
| 7 | 2,088 |
| 8 | 2,043 |
| 9 | 2,302 |
| 10 | 2,019 |
| 11 | 1,603 |
| 12 | 1,469 |
| Ungraded | 19 |
| Out-of-school | 9,056 |
| Total | 37,169 |
| Comments: | |

Source – All rows except for "age birth through 2" are populated with the data provided in Part I, Section 1.10, Question 1.10.1.

**2.3.1.2  Priority for Services**

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

| Age/Grade | Priority for Services |
|---|---|
| Age 3 through 5 (not Kindergarten) | 0 |
| K | 751 |
| 1 | 700 |
| 2 | 631 |
| 3 | 614 |
| 4 | 552 |
| 5 | 525 |
| 6 | 511 |
| 7 | 525 |
| 8 | 518 |
| 9 | 598 |
| 10 | 443 |
| 11 | 277 |
| 12 | 213 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 6,858 |
| **Comments:** The number identified as Priority for Service increased from 2006-07 to 2007-08 by nearly 47% as the state aligned their definition to the federal definition of "interrupted school year within the last 12 months (excluding summer)" as opposed to previous state definition "interrupted school year within the last school year (excluding summer)". | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

**2.3.1.3  Limited English Proficient**

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

| Age/Grade | Limited English Proficient (LEP) |
|---|---|
| Age 3 through 5 (not Kindergarten) | 2 |
| K | 1,317 |
| 1 | 1,432 |
| 2 | 1,172 |
| 3 | 953 |
| 4 | 878 |
| 5 | 806 |
| 6 | 618 |
| 7 | 581 |
| 8 | 523 |
| 9 | 600 |
| 10 | 522 |
| 11 | 401 |
| 12 | 284 |
| Ungraded | |
| Out-of-school | 6 |
| Total | 10,095 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.3.1.4 Children with Disabilities (*IDEA*)**

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

| Age/Grade | Children with Disabilities (*IDEA*) |
|---|---|
| Age birth through 2 | 5 |
| Age 3 through 5 (not Kindergarten) | 74 |
| K | 103 |
| 1 | 124 |
| 2 | 145 |
| 3 | 118 |
| 4 | 133 |
| 5 | 146 |
| 6 | 128 |
| 7 | 133 |
| 8 | 130 |
| 9 | 122 |
| 10 | 98 |
| 11 | 73 |
| 12 | 78 |
| Ungraded | 2 |
| Out-of-school | 2 |
| Total | 1,614 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.3.1.5  Last Qualifying Move**

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31. The totals are calculated automatically.

| Age/Grade | 12 Months | Last Qualifying Move<br>Is within X months from the last day of the reporting period | | |
| --- | --- | --- | --- | --- |
| | | Previous 13 – 24 Months | Previous 25 – 36 Months | Previous 37 – 48 Months |
| Age birth through 2 | 169 | 132 | 40 | 2 |
| Age 3 through 5 (not Kindergarten) | 345 | 407 | 254 | 107 |
| K | 631 | 791 | 461 | 253 |
| 1 | 630 | 765 | 633 | 331 |
| 2 | 603 | 712 | 565 | 384 |
| 3 | 562 | 695 | 529 | 328 |
| 4 | 562 | 688 | 514 | 327 |
| 5 | 532 | 669 | 580 | 357 |
| 6 | 509 | 664 | 506 | 333 |
| 7 | 549 | 663 | 558 | 318 |
| 8 | 534 | 649 | 526 | 334 |
| 9 | 592 | 766 | 593 | 351 |
| 10 | 492 | 674 | 565 | 288 |
| 11 | 373 | 494 | 452 | 284 |
| 12 | 271 | 490 | 474 | 234 |
| Ungraded | 4 | 4 | 7 | 4 |
| Out-of-school | 4,656 | 2,384 | 1,359 | 657 |
| Total | 12,014 | 11,647 | 8,616 | 4,892 |
| Comments: | | | | |

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

**2.3.1.6  Qualifying Move During Regular School Year**

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

| Age/Grade | Move During Regular School Year |
|---|---|
| Age birth through 2 | 252 |
| Age 3 through 5 (not Kindergarten) | 713 |
| K | 1,345 |
| 1 | 1,433 |
| 2 | 1,274 |
| 3 | 1,203 |
| 4 | 1,164 |
| 5 | 1,135 |
| 6 | 1,076 |
| 7 | 1,128 |
| 8 | 1,073 |
| 9 | 1,229 |
| 10 | 1,098 |
| 11 | 763 |
| 12 | 594 |
| Ungraded | 6 |
| Out-of-school | 6,177 |
| Total | 21,663 |
| **Comments:** | |

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

**2.3.2  Academic Status**

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

**2.3.2.1  Dropouts**

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

| Grade | Dropped Out |
|---|---|
| 7 | 51 |
| 8 | 78 |
| 9 | 91 |
| 10 | 100 |
| 11 | 69 |
| 12 | 75 |
| Ungraded | 0 |
| Total | 464 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

**2.3.2.2  GED**

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

| **Obtained a GED in your state** | 22 |
|---|---|
| **Comments:** | |

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

### 2.3.2.3  Participation in State NCLB Assessments

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

### 2.3.2.3.1  Reading/Language Arts Participation

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

| Grade | Enrolled | Tested |
|---|---|---|
| 3 | 1,625 | 1,509 |
| 4 | 1,618 | 1,528 |
| 5 | 1,652 | 1,546 |
| 6 | 1,578 | 1,467 |
| 7 | 1,640 | 1,527 |
| 8 | 1,602 | 1,468 |
| 9 | 2 | 2 |
| 10 | 1,466 | 1,144 |
| 11 | 20 | 14 |
| 12 | 4 | 1 |
| Ungraded | 0 | 0 |
| Total | 11,207 | 10,206 |
| **Comments:** Data submitted through EDEN (by building/by Local Educational Agency) is higher than the summative data submitted for CSPR. The data is currently under review to ensure data has been submitted into EDEN and CSPR is accurate. | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

### 2.3.2.3.2  Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's *NCLB* mathematics assessment.

| Grade | Enrolled | Tested |
|---|---|---|
| 3 | 1,625 | 1,541 |
| 4 | 1,618 | 1,547 |
| 5 | 1,652 | 1,570 |
| 6 | 1,578 | 1,497 |
| 7 | 1,640 | 1,551 |
| 8 | 1,602 | 1,482 |
| 9 | 2 | 2 |
| 10 | 1,454 | 1,160 |
| 11 | 19 | 13 |
| 12 | 4 | 1 |
| Ungraded | 0 | 0 |
| Total | 11,194 | 10,364 |
| **Comments:** Data submitted through EDEN (by building/by Local Educational Agency) is higher than the summative data submitted for CSPR. The data is currently under review to ensure data has been submitted into EDEN and CSPR is accurate. | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.3.3 MEP Participation Data**

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

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

**2.3.3.1 MEP Participation – Regular School Year**

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

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

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

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

| Age/Grade | Served During Regular School Year |
|---|---|
| Age Birth through 2 | |
| Age 3 through 5 (not Kindergarten) | 129 |
| K | 699 |
| 1 | 801 |
| 2 | 706 |
| 3 | 642 |
| 4 | 655 |
| 5 | 594 |
| 6 | 576 |
| 7 | 670 |
| 8 | 636 |
| 9 | 673 |
| 10 | 655 |
| 11 | 574 |
| 12 | 771 |
| Ungraded | 0 |
| Out-of-school | 29 |
| Total | 8,810 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Age/Grade | Priority for Services |
|---|---|
| Age 3 through 5 | |
| K | 277 |
| 1 | 280 |
| 2 | 224 |
| 3 | 213 |
| 4 | 196 |
| 5 | 181 |
| 6 | 175 |
| 7 | 223 |
| 8 | 188 |
| 9 | 212 |
| 10 | 189 |
| 11 | 117 |
| 12 | 114 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 2,589 |
| **Comments:** The increase in the number of migrant students identified as Priority for Service from 2006-07 to 2007-08 is due to the states alignment to the federal definition of interrupted school year to be within the last 12 months (excluding summer) as opposed to the previous state definition - interrupted school year within the last school year (excluding summer). | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Age/Grade | Continuation of Services |
|---|---|
| Age 3 through 5 (not Kindergarten) | 0 |
| K | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 0 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 1 |
| 10 | 2 |
| 11 | 3 |
| 12 | 11 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 17 |
| **Comments:** The number of migrant students who received migrant funded services beyond their End-of-Eligibility timeframe decreased from 2006-07 to 2007-08 due to the continued diligence of local educational agencies to locate other more effective resources to address the needs of formerly-migrant students. ||

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

**2.3.3.1.4  Services**

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

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

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

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

| Age/Grade | Children Receiving an Instructional Service |
|---|---|
| Age birth through 2 | 0 |
| Age 3 through 5 (not Kindergarten) | 97 |
| K | 479 |
| 1 | 584 |
| 2 | 502 |
| 3 | 421 |
| 4 | 449 |
| 5 | 367 |
| 6 | 392 |
| 7 | 380 |
| 8 | 372 |
| 9 | 372 |
| 10 | 398 |
| 11 | 393 |
| 12 | 596 |
| Ungraded | 0 |
| Out-of-school | 5 |
| Total | 5,807 |
| **Comments:** | |

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

### 2.3.3.1.4.2  Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the regular school year. Include children who received such instructional services provided by <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

| Age/Grade | Reading Instruction | Mathematics Instruction | High School Credit Accrual |
|---|---|---|---|
| Age birth through 2 | 0 | 0 | |
| Age 3 through 5 (not Kindergarten) | 2 | 0 | |
| K | 327 | 123 | |
| 1 | 392 | 165 | |
| 2 | 330 | 123 | |
| 3 | 260 | 126 | |
| 4 | 310 | 155 | |
| 5 | 218 | 123 | |
| 6 | 166 | 147 | |
| 7 | 140 | 118 | |
| 8 | 181 | 126 | |
| 9 | 66 | 88 | 328 |
| 10 | 48 | 52 | 373 |
| 11 | 39 | 28 | 374 |
| 12 | 24 | 31 | 557 |
| Ungraded | 0 | 0 | 0 |
| Out-of-school | 1 | 0 | 0 |
| Total | 2,504 | 1,405 | 1,632 |
| **Comments:** An LEA did report one student enrolled as Out-of-School received reading services. | | | |

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

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

**2.3.3.1.4.3  Support Services with Breakout for Counseling Service**

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

| Age/Grade | Children Receiving Support Services | Breakout of Children Receiving Counseling Service |
|---|---|---|
| Age birth through 2 | 0 | 0 |
| Age 3 through 5 (not Kindergarten) | 32 | 3 |
| K | 194 | 14 |
| 1 | 199 | 26 |
| 2 | 200 | 21 |
| 3 | 195 | 19 |
| 4 | 164 | 21 |
| 5 | 203 | 17 |
| 6 | 181 | 14 |
| 7 | 255 | 17 |
| 8 | 271 | 19 |
| 9 | 319 | 21 |
| 10 | 323 | 20 |
| 11 | 249 | 19 |
| 12 | 281 | 31 |
| Ungraded | 0 | 0 |
| Out-of-school | 27 | 14 |
| Total | 3,093 | 276 |
| **Comments:** There was a decrease in the number of migrant students reported to be served in support services - especially counseling. In particular, one school district with a significant number of migrant students did not report as many students accessing counseling services paid with migrant funds as in the previous year. | | |

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

**FAQs on Support Services:**

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

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

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

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

| Age/Grade | Referred Service |
|---|---|
| Age birth through 2 | 0 |
| Age 3 through 5 (not Kindergarten) | 6 |
| K | 1 |
| 1 | 1 |
| 2 | 0 |
| 3 | 0 |
| 4 | 1 |
| 5 | 1 |
| 6 | 0 |
| 7 | 1 |
| 8 | 0 |
| 9 | 4 |
| 10 | 9 |
| 11 | 3 |
| 12 | 5 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 32 |

**Comments:** As districts become more familiar with this data gathering procedure, the number of students identified for referral to other educationally related services increases.

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

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

The questions in this subsection are similar to the questions in the previous section. There are two differences. First, the questions in this subsection collect data on the **summer/intersession term** instead of the regular school year. The second is the source for the table on migrant students served during the summer/intersession is ED*Facts* file N/X124 that includes data group 637, category set A.

**2.3.3.2.1  MEP Students Served During the Summer/Intersession Term**

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

| Age/Grade | Served During Summer/Intersession Term |
|---|---|
| Age Birth through 2 | 1 |
| Age 3 through 5 (not Kindergarten) | 34 |
| K | 288 |
| 1 | 331 |
| 2 | 291 |
| 3 | 319 |
| 4 | 260 |
| 5 | 199 |
| 6 | 200 |
| 7 | 122 |
| 8 | 53 |
| 9 | 186 |
| 10 | 236 |
| 11 | 208 |
| 12 | 121 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 2,849 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Age/Grade | Priority for Services |
|---|---|
| Age 3 through 5 | |
| K | 120 |
| 1 | 122 |
| 2 | 101 |
| 3 | 129 |
| 4 | 90 |
| 5 | 54 |
| 6 | 62 |
| 7 | 44 |
| 8 | 17 |
| 9 | 62 |
| 10 | 56 |
| 11 | 47 |
| 12 | 26 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 930 |
| **Comments:** The increase in identified Priority for Service migrant students served in summer/intersesesion programs was again due to Washington State alignment to OME's definition of "interrupted school year within the last 12 months - excluding summer." | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| Age/Grade | Continuation of Services |
|---|---|
| Age 3 through 5 (not Kindergarten) | 0 |
| K | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 0 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 0 |
| 10 | 0 |
| 11 | 0 |
| 12 | 1 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 1 |
| **Comments:** The number of migrant students whose eligibility ended that continue to receive services through the Migrant Education Program continues to decline as local educational agencies look at other services and resources to provide those needed services. | |

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

**2.3.3.2.4  Services**

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

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

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

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

| Age/Grade | Children Receiving an Instructional Service |
|---|---|
| Age birth through 2 | 1 |
| Age 3 through 5 (not Kindergarten) | 34 |
| K | 288 |
| 1 | 331 |
| 2 | 291 |
| 3 | 319 |
| 4 | 260 |
| 5 | 199 |
| 6 | 200 |
| 7 | 122 |
| 8 | 31 |
| 9 | 86 |
| 10 | 135 |
| 11 | 126 |
| 12 | 83 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 2,506 |
| **Comments:** Out-of-school data correct as originally submitted. ||

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

### 2.3.3.2.4.2  Type of Instructional Service

In the table below, provide the number of **participating** migrant children reported in the table above who received reading instruction, mathematics instruction, or high school credit accrual during the summer/intersession term. Include children who received such instructional services provided by <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

| Age/Grade | Reading Instruction | Mathematics Instruction | High School Credit Accrual |
|---|---|---|---|
| Age birth through 2 | 1 | 0 | |
| Age 3 through 5 (not Kindergarten) | 7 | 0 | |
| K | 239 | 193 | |
| 1 | 262 | 199 | |
| 2 | 235 | 185 | |
| 3 | 265 | 203 | |
| 4 | 199 | 157 | |
| 5 | 163 | 124 | |
| 6 | 184 | 137 | |
| 7 | 87 | 72 | |
| 8 | 6 | 18 | |
| 9 | 0 | 0 | 30 |
| 10 | 0 | 0 | 41 |
| 11 | 0 | 1 | 50 |
| 12 | 0 | 0 | 46 |
| Ungraded | 0 | 0 | 0 |
| Out-of-school | 0 | 0 | 0 |
| Total | 1,648 | 1,289 | 167 |

**Comments:** As the requirements for graduation become more rigorous, migrant students must utilize summer programs to acquire credit retrieval for courses they may have missed or may not have completed during the regular school year due to their migratory lifestyle.

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

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

**2.3.3.2.4.3  Support Services with Breakout for Counseling Service**

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

| Age/Grade | Children Receiving Support Services | Breakout of Children Receiving Counseling Service |
|---|---|---|
| Age birth through 2 | 0 | 0 |
| Age 3 through 5 (not Kindergarten) | 0 | 0 |
| K | 21 | 0 |
| 1 | 33 | 0 |
| 2 | 22 | 0 |
| 3 | 31 | 0 |
| 4 | 28 | 0 |
| 5 | 13 | 0 |
| 6 | 14 | 0 |
| 7 | 9 | 0 |
| 8 | 0 | 0 |
| 9 | 0 | 0 |
| 10 | 0 | 0 |
| 11 | 2 | 0 |
| 12 | 0 | 0 |
| Ungraded | 0 | 0 |
| Out-of-school | 0 | 0 |
| Total | 173 | 0 |
| **Comments:** There appears to have been more of an emphasis on academic support for the summer/intercession programs and less emphasis/need in support services. | | |

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

**FAQs on Support Services:**

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

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

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

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

| Age/Grade | Referred Service |
|---|---|
| Age birth through 2 | 0 |
| Age 3 through 5 (not Kindergarten) | 0 |
| K | 0 |
| 1 | 0 |
| 2 | 0 |
| 3 | 0 |
| 4 | 0 |
| 5 | 0 |
| 6 | 0 |
| 7 | 0 |
| 8 | 0 |
| 9 | 2 |
| 10 | 2 |
| 11 | 1 |
| 12 | 0 |
| Ungraded | 0 |
| Out-of-school | 0 |
| Total | 5 |
| **Comments:** There were some migrant students referred to other instructional services by MEP funded staff during the summer/intercession periods. | |

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

### 2.3.3.3  MEP Participation – Program Year

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

| Age/Grade | Served During the Program Year |
|---|---|
| Age Birth through 2 | 1 |
| Age 3 through 5 (not Kindergarten) | 155 |
| K | 870 |
| 1 | 995 |
| 2 | 884 |
| 3 | 845 |
| 4 | 814 |
| 5 | 720 |
| 6 | 701 |
| 7 | 747 |
| 8 | 677 |
| 9 | 781 |
| 10 | 768 |
| 11 | 658 |
| 12 | 825 |
| Ungraded | 0 |
| Out-of-school | 29 |
| Total | 10,470 |
| **Comments:** | |

Source – Initially populated from ED*Facts*. *See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.3.4  School Data**

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

**2.3.4.1  Schools and Enrollment**

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

| | # |
|---|---|
| Number of schools that enrolled eligible migrant children | 476 |
| Number of eligible migrant children enrolled in those schools | 26,907 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

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

| | # |
|---|---|
| Number of schools where MEP funds were consolidated in a schoolwide program | 0 |
| Number of eligible migrant children enrolled in those schools | 0 |
| **Comments:** | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.3.5  MEP Project Data**

The following questions collect data on MEP projects.

**2.3.5.1  Type of MEP Project**

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

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

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

| Type of MEP Project | Number of MEP Projects | Number of Migrant Children Participating in the Projects |
|---|---|---|
| Regular school year – school day only | 52 | 10,680 |
| Regular school year – school day/extended day | 12 | 1,128 |
| Summer/intersession only | 0 | 0 |
| Year round | 28 | 23,369 |
| **Comments:** We see an increase in the number of migrant students who are participating in projects that are funded in whole or in part with MEP funds during the school day as well as the number of projects being offered during the school day/extended day but a decrease the number of migrant students who participated in the school day/extended day services. Much of this is due to transportation limitations due to the high cost of fuel. | | |

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

**FAQs on type of MEP project:**

  a.  *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.

  b.  *What are Regular School Year – School Day Only projects?* Projects where <u>all</u> MEP services are provided during the school day during the regular school year.

  c.  *What are Regular School Year – School Day/Extended Day projects?* Projects where <u>some</u> or <u>all</u> MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

  d.  *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.

  e.  *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

**2.3.6  MEP Personnel Data**

The following questions collect data on MEP personnel data.

**2.3.6.1  Key MEP Personnel**

The following questions collect data about the key MEP personnel.

**2.3.6.1.1  MEP State Director**

In the table below, provide the FTE amount of time the State director performs MEP duties (<u>regardless of whether the director is funded by State, MEP, or other funds</u>) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

| State Director FTE | 0.40 |
|---|---|
| **Comments:** | |

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

**FAQs on the MEP State director**

a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.

b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

**2.3.6.1.2  MEP Staff**

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

| Job Classification | Regular School Year | | Summer/Intersession Term | |
|---|---|---|---|---|
| | Headcount | FTE | Headcount | FTE |
| Teachers | 96 | 22.30 | 309 | 15.30 |
| Counselors | 14 | 5.10 | 2 | 0.10 |
| All paraprofessionals | 259 | 55.10 | 184 | 5.40 |
| Recruiters | 108 | 25.60 | 18 | 0.80 |
| Records transfer staff | 89 | 18.30 | 16 | 0.70 |
| **Comments:** There was a decrease in actual headcount and FTE for regular and summer/intersession terms due to local educational agency turnover in staff which led to some positions not being filled as planned or the LEA was unable to purchase as much staff time due to increases in staff salary or benefits. | | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**FAQs on MEP staff:**

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

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

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

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

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

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

### 2.3.6.1.3 Qualified Paraprofessionals

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

| | Regular School Year | | Summer/Intersession Term | |
|---|---|---|---|---|
| | Headcount | FTE | Headcount | FTE |
| Qualified paraprofessionals | 169 | 39.50 | 136 | 4.60 |
| **Comments:** The headcount for both regular year and summer/intersession decreased due to either unfilled vacancies by the local educational agencies or by an increase in salary and benefits which led to the inability to purchase as much staff time. | | | | |

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

**FAQs on qualified paraprofessionals:**

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

b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

**2.4  PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)**

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2007 through June 30, 2008.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
    - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
    - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
    - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
    - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
    - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
    - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
    - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

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

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

## 2.4.1.1  Programs and Facilities - Subpart 1

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

| State Program/Facility Type | # Programs/Facilities | Average Length of Stay in Days |
|---|---|---|
| Neglected programs | 0 | 0 |
| Juvenile detention | 0 | 0 |
| Juvenile corrections | 10 | 164 |
| Adult corrections | 0 | 0 |
| Other | 9 | 103 |
| Total | 19 | 139 |

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

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

| | # |
|---|---|
| **Programs in a multiple purpose facility** | 0 |
| **Comments:** The data was corrected in the above box "Average Length of Stay in Days" in order to reflect the USDOE requirement to use the weighted formula. | |

#### FAQ on Programs and Facilities - Subpart I:
*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

## 2.4.1.1.1  Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

| State Program/Facility Type | # Reporting Data |
|---|---|
| Neglected Programs | 0 |
| Juvenile Detention | 0 |
| Juvenile Corrections | 10 |
| Adult Corrections | 0 |
| Other | 9 |
| Total | 19 |
| **Comments:** | |

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

### 2.4.1.2  Students Served – Subpart 1

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

| # of Students Served | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---|---|---|---|---|---|
| Total Unduplicated Students Served | 0 | 0 | 998 | 0 | 684 |
| Long Term Students Served | 0 | 0 | 510 | 0 | 178 |

| Race/Ethnicity | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---|---|---|---|---|---|
| American Indian or Alaska Native | 0 | 0 | 43 | 0 | 38 |
| Asian or Pacific Islander | 0 | 0 | 47 | 0 | 40 |
| Black, non-Hispanic | 0 | 0 | 206 | 0 | 203 |
| Hispanic | 0 | 0 | 184 | 0 | 59 |
| White, non-Hispanic | 0 | 0 | 496 | 0 | 331 |
| Total | 0 | 0 | 976 | 0 | 671 |

| Sex | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---|---|---|---|---|---|
| Male | 0 | 0 | 890 | 0 | 523 |
| Female | 0 | 0 | 108 | 0 | 161 |
| Total | 0 | 0 | 998 | 0 | 684 |

| Age | Neglected Programs | Juvenile Detention | Juvenile Corrections | Adult Corrections | Other Programs |
|---|---|---|---|---|---|
| 3 through 5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 | 0 | 3 |
| 12 | 0 | 0 | 1 | 0 | 5 |
| 13 | 0 | 0 | 4 | 0 | 27 |
| 14 | 0 | 0 | 21 | 0 | 76 |
| 15 | 0 | 0 | 129 | 0 | 132 |
| 16 | 0 | 0 | 266 | 0 | 182 |
| 17 | 0 | 0 | 267 | 0 | 141 |
| 18 | 0 | 0 | 232 | 0 | 79 |
| 19 | 0 | 0 | 56 | 0 | 27 |
| 20 | 0 | 0 | 22 | 0 | 9 |
| 21 | 0 | 0 | 0 | 0 | 3 |
| Total | 0 | 0 | 998 | 0 | 684 |

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

This response is limited to 8,000 characters.

**Comments:** LEA data added counts in "other" category for Race/Ethnicity. Juv Corrections data included 22 additional and Other Nationality data include 13 additional. "Long-term studens served" data was corrected for "Other Programs" to reflect LEA changes.

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

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

**FAQ on long-term:**
*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

**2.4.1.3  Programs/Facilities Academic Offerings – Subpart 1**

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should <u>not</u> exceed those reported earlier in the facility counts.

| # Programs That | Neglected Programs | Juvenile Corrections/ Detention Facilities | Adult Corrections Facilities | Other Programs |
|---|---|---|---|---|
| Awarded high school course credit(s) | 0 | 10 | 0 | 6 |
| Awarded high school diploma(s) | 0 | 9 | 0 | 5 |
| Awarded GED(s) | 0 | 9 | 0 | 1 |
| **Comments:** | | | | |

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

**2.4.1.4  Academic Outcomes – Subpart 1**

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

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

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

| # of Students Who | Neglected Programs | Juvenile Corrections/ Detention Facilities | Adult Corrections Facilities | Other Programs |
|---|---|---|---|---|
| Earned high school course credits | 0 | 935 | 0 | 478 |
| Enrolled in a GED program | 0 | 194 | 0 | 131 |
| **Comments:** | | | | |

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

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

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

| # of Students Who | Neglected Programs | Juvenile Corrections/ Detention Facilities | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Enrolled in their local district school | 0 | 415 | 0 | 416 |
| Earned a GED | 0 | 111 | 0 | 53 |
| Obtained high school diploma | 0 | 12 | 0 | 17 |
| Were accepted into post-secondary education | 0 | 4 | 0 | 10 |
| Enrolled in post-secondary education | 0 | 8 | 0 | 10 |
| **Comments:** | | | | |

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

**2.4.1.5  Vocational Outcomes – Subpart 1**

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

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

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

| # of Students Who | Neglected Programs | Juvenile Corrections/ Detention Facilities | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Enrolled in elective job training courses/programs | 0 | 198 | 0 | 153 |
| Comments: | | | | |

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

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

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

| # of Students Who | Neglected Programs | Juvenile Corrections/ Detention Facilities | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Enrolled in external job training education | 0 | 42 | 0 | 38 |
| Obtained employment | 0 | 138 | 0 | 96 |
| Comments: | | | | |

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

**2.4.1.6  Academic Performance – Subpart 1**

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 1 in reading and mathematics.

**2.4.1.6.1  Academic Performance in Reading – Subpart 1**

In the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 1, who participated in pre- and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2007, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities <u>together</u> in a single column. Students should be reported in only one of the five change categories in the second table below. Below the table is an FAQ about the data collected in this table.

| Performance Data (Based on most recent pre/post-test data) | Neglected Programs | Juvenile Corrections/ Detention | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Long-term students who tested below grade level upon entry | 0 | 255 | 0 | 84 |
| Long-term students who have complete pre- and post-test results (data) | 0 | 273 | 0 | 97 |

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

| Performance Data (Based on most recent pre/post-test data) | Neglected Programs | Juvenile Corrections/ Detention | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Negative grade level change from the pre- to post-test exams | 0 | 56 | 0 | 2 |
| No change in grade level from the pre- to post-test exams | 0 | 23 | 0 | 64 |
| Improvement of up to 1/2 grade level from the pre- to post-test exams | 0 | 58 | 0 | 14 |
| Improvement from 1/2 up to one full grade level from the pre- to post-test exams | 0 | 38 | 0 | 6 |
| Improvement of more than one full grade level from the pre- to post-test exams | 0 | 98 | 0 | 11 |
| **Comments:** Revised data on "long term tested" as well as "long term pre-post tested" for Juv Corr and Other programs to correct data entry mistakes from providers. Corrected data from one provider responses to outcomes showed in Reading, which changed totals in the roll-up. | | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**FAQ on long-term students:**
*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

**2.4.1.6.2  Academic Performance in Mathematics – Subpart 1**

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

| Performance Data (Based on most recent pre/post-test data) | Neglected Programs | Juvenile Corrections/ Detention | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Long-term students who tested below grade level upon entry | 0 | 330 | 0 | 88 |
| Long-term students who have complete pre- and post-test results (data) | 0 | 356 | 0 | 97 |

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

| Performance Data (Based on most recent pre/post-test data) | Neglected Programs | Juvenile Corrections/ Detention | Adult Corrections | Other Programs |
|---|---|---|---|---|
| Negative grade level change from the pre- to post-test exams | 0 | 53 | 0 | 9 |
| No change in grade level from the pre- to post-test exams | 0 | 23 | 0 | 50 |
| Improvement of up to 1/2 grade level from the pre- to post-test exams | 0 | 79 | 0 | 13 |
| Improvement from 1/2 up to one full grade level from the pre- to post-test exams | 0 | 48 | 0 | 12 |
| Improvement of more than one full grade level from the pre- to post-test exams | 0 | 153 | 0 | 13 |
| **Comments:** Revised data on "long term tested" as well as "long term pre-post tested" for Juv Corr and Other programs to correct data entry mistakes from providers. Corrected data from one provider responses to outcomes showed in Math, which changed totals in the roll-up. | | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.4.2  LEA Title I, Part D Programs and Facilities – Subpart 2**

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

**2.4.2.1  Programs and Facilities – Subpart 2**

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

| LEA Program/Facility Type | # Programs/Facilities | Average Length of Stay (# days) |
|---|---|---|
| At-risk programs | 0 | 0 |
| Neglected programs | 0 | 0 |
| Juvenile detention | 22 | 9 |
| Juvenile corrections | 4 | 101 |
| Other | 0 | 0 |
| Total | 26 | 13 |

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

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

| | # |
|---|---|
| **Programs in a multiple purpose facility** | 0 |
| **Comments:** The data was corrected in the above box "Average Length of Stay in Days" in order to reflect the USDOE requirement to use the weighted formula. | |

**FAQ on average length of stay:**
*How is average length of stay calculated?* The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

**2.4.2.1.1  Programs and Facilities That Reported - Subpart 2**

In the table below, provide the number of LEAs that reported data on neglected and delinquent students.

The total row will be automatically calculated.

| LEA Program/Facility Type | # Reporting Data |
|---|---|
| At-risk programs | 0 |
| Neglected programs | 0 |
| Juvenile detention | 22 |
| Juvenile corrections | 4 |
| Other | 0 |
| Total | 26 |
| **Comments:** | |

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

**2.4.2.2  Students Served – Subpart 2**

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

| # of Students Served | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---|---|---|---|---|---|
| Total Unduplicated Students Served | 0 | 0 | 7,960 | 333 | 0 |
| Total Long Term Students Served | 0 | 0 | 123 | 102 | 0 |

| Race/Ethnicity | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---|---|---|---|---|---|
| American Indian or Alaska Native | 0 | 0 | 456 | 137 | 0 |
| Asian or Pacific Islander | 0 | 0 | 247 | 3 | 0 |
| Black, non-Hispanic | 0 | 0 | 1,120 | 25 | 0 |
| Hispanic | 0 | 0 | 1,476 | 23 | 0 |
| White, non-Hispanic | 0 | 0 | 4,058 | 137 | 0 |
| Total | 0 | 0 | 7,357 | 325 | 0 |

| Sex | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---|---|---|---|---|---|
| Male | 0 | 0 | 5,802 | 257 | 0 |
| Female | 0 | 0 | 2,158 | 76 | 0 |
| Total | 0 | 0 | 7,960 | 333 | 0 |

| Age | At-Risk Programs | Neglected Programs | Juvenile Detention | Juvenile Corrections | Other Programs |
|---|---|---|---|---|---|
| 3-5 | 0 | 0 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 | 0 | 0 |
| 9 | 0 | 0 | 3 | 0 | 0 |
| 10 | 0 | 0 | 24 | 4 | 0 |
| 11 | 0 | 0 | 63 | 4 | 0 |
| 12 | 0 | 0 | 234 | 10 | 0 |
| 13 | 0 | 0 | 557 | 13 | 0 |
| 14 | 0 | 0 | 986 | 41 | 0 |
| 15 | 0 | 0 | 1,618 | 66 | 0 |
| 16 | 0 | 0 | 2,082 | 95 | 0 |
| 17 | 0 | 0 | 2,243 | 94 | 0 |
| 18 | 0 | 0 | 127 | 5 | 0 |
| 19 | 0 | 0 | 22 | 1 | 0 |
| 20 | 0 | 0 | 1 | 0 | 0 |
| 21 | 0 | 0 | 0 | 0 | 0 |
| Total | 0 | 0 | 7,960 | 333 | 0 |

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

**Comments:** LEA data included additional catagory of "other" races in Race/Ethnicity section. Juv Detention catagory included 603 additional in the "other" cageory and 8 in the Juv Corrections. "Long-term studens served" data was corrected for "Juv Detention" and "Juv Corrections" to reflect LEA changes.

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

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

**FAQ on long-term:**
*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007 through June 30, 2008.

**2.4.2.3  Programs/Facilities Academic Offerings – Subpart 2**

In the table below, provide the number of programs/facilities (<u>not students</u>) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should <u>not</u> exceed those reported earlier in the facility counts.

| LEA Programs That | At-Risk Programs | Neglected Programs | Juvenile Detention/ Corrections | Other Programs |
|---|---|---|---|---|
| Awarded high school course credit(s) | 0 | 0 | 24 | 0 |
| Awarded high school diploma(s) | 0 | 0 | 6 | 0 |
| Awarded GED(s) | 0 | 0 | 8 | 0 |
| **Comments:** | | | | |

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

**2.4.2.4  Academic Outcomes – Subpart 2**

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

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

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

| # of Students Who | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Earned high school course credits | 0 | 0 | 5,418 | 0 |
| Enrolled in a GED program | 0 | 0 | 285 | 0 |
| Comments: | | | | |

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

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

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

| # of Students Who | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Enrolled in their local district school | 0 | 0 | 5,606 | 0 |
| Earned a GED | 0 | 0 | 102 | 0 |
| Obtained high school diploma | 0 | 0 | 15 | 0 |
| Were accepted into post-secondary education | 0 | 0 | 10 | 0 |
| Enrolled in post-secondary education | 0 | 0 | 16 | 0 |
| Comments: | | | | |

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

**2.4.2.5  Vocational Outcomes – Subpart 2**

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

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

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

| # of Students Who | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Enrolled in elective job training courses/programs | 0 | 0 | 3,254 | 0 |
| **Comments:** | | | | |

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

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

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

| # of Students Who | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Enrolled in external job training education | 0 | 0 | 55 | 0 |
| Obtained employment | 0 | 0 | 166 | 0 |
| **Comments:** | | | | |

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

**2.4.2.6  Academic Performance – Subpart 2**

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

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

In the format of the table below, provide the underlined number of long-term students served by Title I, Part D, Subpart 2, who participated in pre- and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2007, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Students should be reported in only one of the five change categories in the second table below. Below the table is an FAQ about the data collected in this table.

| Performance Data (Based on most recent pre/post-test data) | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Long-term students who tested below grade level upon entry | 0 | 0 | 126 | 0 |
| Long-term students who have complete pre- and post-test results (data) | 0 | 0 | 160 | 0 |

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

| Performance Data (Based on most recent pre/post-test data) | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Negative grade level change from the pre- to post-test exams | 0 | 0 | 17 | 0 |
| No change in grade level from the pre- to post-test exams | 0 | 0 | 37 | 0 |
| Improvement of up to 1/2 grade level from the pre- to post-test exams | 0 | 0 | 23 | 0 |
| Improvement from 1/2 up to one full grade level from the pre- to post-test exams | 0 | 0 | 32 | 0 |
| Improvement of more than one full grade level from the pre- to post-test exams | 0 | 0 | 51 | 0 |
| **Comments:** Revised data on "long term tested" as well as "long term pre-post tested" for Juv Corr/Detention programs to correct data entry mistakes from providers. Corrected data from one provider responses to outcomes showed in Reading, which changed totals in the roll-up. | | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**FAQ on long-term:**
*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2007, through June 30, 2008.

**2.4.2.6.2  Academic Performance in Mathematics – Subpart 2**

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

| Performance Data (Based on most recent pre/post-test data) | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Long-term students who tested below grade level upon entry | 0 | 0 | 127 | 0 |
| Long-term students who have complete pre- and post-test results (data) | 0 | 0 | 151 | 0 |

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

| Performance Data (Based on most recent pre/post-test data) | At-Risk Programs | Neglected Programs | Juvenile Corrections/ Detention | Other Programs |
|---|---|---|---|---|
| Negative grade level change from the pre- to post-test exams | 0 | 0 | 21 | 0 |
| No change in grade level from the pre- to post-test exams | 0 | 0 | 57 | 0 |
| Improvement of up to 1/2 grade level from the pre- to post-test exams | 0 | 0 | 21 | 0 |
| Improvement from 1/2 up to one full grade level from the pre- to post-test exams | 0 | 0 | 22 | 0 |
| Improvement of more than one full grade level from the pre- to post-test exams | 0 | 0 | 30 | 0 |
| **Comments:** Revised data on "long term tested" as well as "long term pre-post tested" for Juv Corr/Detention programs to correct data entry mistakes from providers. Corrected data from one provider responses to outcomes showed in Math, which changed totals in the roll-up. | | | | |

Source – Initially populated from ED*Facts. See* Attachment D: CSPR & ED*Facts* Data Crosswalk.

**2.7   *S*AFE AND *D*RUG *F*REE *S*CHOOLS AND *C*OMMUNITIES *A*CT (*T*ITLE *I*V, *P*ART *A*)**

This section collects data on student behaviors under the *Safe and Drug-Free Schools and Communities Act.*

**2.7.1  Performance Measures**

In the table below, provide actual performance data.

| Performance Indicator | Instrument/ Data Source | Frequency of Collection | Year of most recent collection | Targets | Actual Performance | Baseline | Year Baseline Established |
|---|---|---|---|---|---|---|---|
| Number of schools identified as "persistently dangerous" per state definition. | Schools report on number of expulsions due to "firearms" in schools and on number of expulsions due to "violent criminal offenses." | annual | 2007-2008 | 2005-06: NA<br>2006-07: 0<br>2007-08: 0<br>2008-09: 0<br>2009-10: 0 | 2005-06: NA<br>2006-07: 0<br>2007-08: | For a school to be considered "persistently dangerous" it must exceed the minimum allowable expulsions for both firearms expulsions and violent criminal offense expulsions for three consecutive years. Since no school has met both criteria in 2007, no school will be identified as persistently dangerous until 2010 at the earliest. | 2003-2004 |
| **Comments:** The above description in actual performance and baseline is accurate. | | | | | | | |

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

### 2.7.2  Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

### 2.7.2.1  State Definitions

In the spaces below, provide the State definitions for each type of incident.

| Incident Type | State Definition |
|---|---|
| Alcohol related | Any infraction involving alcohol for individuals under the age of 21 (based on school district policy). |
| Illicit drug related | Any infraction involving tobacco or any prescription or non-prescription drug used in an unsafe manner (based on school district policy). |
| Violent incident without physical injury | Not collected, see comment below. |
| Violent incident with physical injury | Not collected, see comment below. |
| Weapons possession | Incidents involving firearms (handguns, rifles/shotguns, other firearms) knives/daggers, or other weapons on school premises, on transportation systems, or in areas of facilities being used exclusively by public or private schools. |
| **Comments:** Beginning in 2009-2010, Washington will collect data on violent incidents with and without physical injury. Currently we collect only weapons incidents. ||

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

**2.7.2.2  Out-of-School Suspensions and Expulsions for Violent Incident Without Physical Injury**

The following questions collect data on <u>violent incident without physical injury</u>.

**2.7.2.2.1  Out-of-School Suspensions for Violent Incident Without Physical Injury**

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

| Grades | # Suspensions for Violent Incident Without Physical Injury | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** We collect suspension data for: harassment, intimidation, and bullying; alcohol with illicit drugs; illicit drugs; alcohol; violent criminal offenses; and assault. | | |

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

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

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

| Grades | # Expulsions for Violent Incident Without Physical Injury | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** We collect expulsion data for: harassment, intimidation, and bullying; alcohol with illicit drugs; illicit drugs; alcohol; violent criminal offenses; assault; firearms; and modified firearms expulsions. | | |

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

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

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

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

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

| Grades | # Suspensions for Violent Incident with Physical Injury | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** We collect suspension data for: harassment, intimidation, and bullying; alcohol with illicit drugs; illicit drugs; alcohol; violent criminal offenses; and assault. | | |

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

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

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

| Grades | # Expulsions for Violent Incident with Physical Injury | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** We collect expulsion data for: harassment, intimidation, and bullying; alcohol with illicit drugs; illicit drugs; alcohol; violent criminal offenses; assault; firearms; and modified firearms expulsions. | | |

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

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

The following sections collect data on <u>weapons possession</u>.

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

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

| Grades | # Suspensions for Weapons Possession | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** Currently Washington collects information on weapons incidents. Beginning in 2009-2010, Washington will collect on suspensions for weapons possession. | | |

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

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

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

| Grades | # Expulsion for Weapons Possession | # LEAs Reporting |
|---|---|---|
| K through 5 | | |
| 6 through 8 | | |
| 9 through 12 | | |
| **Comments:** Currently Washington collects information on weapons incidents. Beginning the 2009-2010, Washington will collect on explusions for weapons possession. | | |

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

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

The following questions collect data on <u>alcohol-related</u> incidents.

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

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

| Grades | # Suspensions for Alcohol-Related Incidents | # LEAs Reporting |
|---|---|---|
| K through 5 | 19 | 251 |
| 6 through 8 | 606 | 265 |
| 9 through 12 | 1,841 | 238 |
| **Comments:** | | |

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

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

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

| Grades | # Expulsion for Alcohol-Related Incidents | # LEAs Reporting |
|---|---|---|
| K through 5 | 0 | 251 |
| 6 through 8 | 49 | 264 |
| 9 through 12 | 105 | 238 |
| **Comments:** | | |

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

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

The following questions collect data on <u>illicit drug-related</u> incidents.

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

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

| Grades | # Suspensions for Illicit Drug-Related Incidents | # LEAs Reporting |
|---|---|---|
| K through 5 | 44 | 251 |
| 6 through 8 | 1,140 | 265 |
| 9 through 12 | 3,631 | 238 |
| **Comments:** | | |

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

**2.7.2.6.2  Out-of-School Expulsions for Illicit Drug-Related Incidents**

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

| Grades | # Expulsion for Illicit Drug-Related Incidents | # LEAs Reporting |
|---|---|---|
| K through 5 | 6 | 251 |
| 6 through 8 | 137 | 265 |
| 9 through 12 | 357 | 238 |
| **Comments:** | | |

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

**2.7.3  Parent Involvement**

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

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

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

The response is limited to 8,000 characters.

|  |
|---|

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

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

This section collects information pursuant to Title V, Part A of *ESEA*.

**2.8.1  Annual Statewide Summary**

Section 5122 of *ESEA*, requires States to provide an annual Statewide summary of how Title V, Part A funds contribute to the improvement of student academic performance and the quality of education for students. In addition, these summaries must be based on evaluations provided to the State by LEAs receiving program funds.

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

## 2.8.2  Needs Assessments

In the table below, provide the number of LEAs that completed a Title V, Part A needs assessment that the State determined to be credible and the total number of LEAs that received Title V, Part A funds. The percentage column is automatically calculated.

|  | # LEAs | % |
|---|---|---|
| Completed credible Title V, Part A needs assessments | 277 | 100.0 |
| Total received Title V, Part A funds | 277 |  |
| **Comments:** | | |

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

## 2.8.3  LEA Expenditures

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

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

Activities authorized under Section 5131 of the *ESEA* that are included in the four strategic priorities are 1-5, 7-9, 12, 14-17, 19-20, 22, and 25-27. Authorized activities that are not included in the four strategic priorities are 6, 10-11, 13, 18, 21, and 23-24.

|  | $ Amount | % |
|---|---|---|
| Title V, Part A funds expended by LEAs for the four strategic priorities | 1,157,232 | 99.9 |
| Total Title V, Part A funds expended by LEAs | 1,158,533 |  |
| **Comments:** | | |

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

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

In the table below, provide the number of LEAs:

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

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

|  | # LEAs | # LEAs Met AYP |
|---|---|---|
| <u>Used</u> **at least 85 percent** of their Title V, Part A funds for the four strategic priorities | 275 | 27 |
| Did <u>not use</u> **at least 85 percent** of their Title V, Part A funds for the four strategic priorities | 2 | 0 |
| Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities | 0 | 0 |
| Total LEAs receiving Title V, Part A funds | 277 | 27 |
| **Comments:** | | |

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

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

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

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

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

| | # LEAs |
|---|---|
| # LEA's using SRSA alternative uses of funding authority | 95 |
| **Comments:** REAP flexibility allowed 95 small, rural LEAs to combine activities of Title IIA, Title IID, and Title IVA by pooling those funds and directing them toward programs and services that were of highest priority for each LEA. This flexibility assisted LEAs in planning as they worked to meet the Goals of ESEA, Washington State standards and objectives of local school improvement plans and school technology plans.<br>The majority of the LEAs in Washington state REAPed Title IIA, Title IID and Title IVA into Title VA where they were able to utilize the 27 allowable activities of that specific federal program. This wider range of activities assisted LEAs to meet and support the needs of students and staff.<br>Of the 95 participating REAP LEAs, 84 (87%) REAP flexed into Title VA.<br>Six LEAs REAP flexed into Title IID.<br>Four LEAs REAP flexed into Title I, A.<br>Three LEAs REAP flexed into Title IIA.<br>Allowable activities reported by LEAs to be utilized most often through REAP flexibility during the 2007-08 school year are noted below.<br>Professional Development 67%<br>Technology Support 48%<br>Curriculum/Instructional Support 26%<br>Library/Media Support 15% | |

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

### 2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

| Purpose | # LEAs |
|---|---|
| Teacher recruitment and retention, including the use of signing bonuses and other financial incentives | 5 |
| Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers | 9 |
| Educational technology, including software and hardware as described in Title II, Part D | 8 |
| Parental involvement activities | 7 |
| Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A) | 6 |
| Activities authorized under Title I, Part A | 15 |
| Activities authorized under Title III (Language instruction for LEP and immigrant students) | 4 |
| **Comments:** In the 2007-08 school year, 22 of Washington state's LEAs were eligible for Rural Low Income Schools (RLIS) grants. Each LEA receiving a grant in 2007-08 formally adopted the five ESEA Performance Goals.<br>LEAs identified which goals had highest priority for use of their RLIS resources. Because all five of the Performance Goals support Goal One, Washington State chose to compare results of the 2007 (spring) Washington Assessment of Student Learning (WASL) with results of the 2008 (spring) WASL as an indicator of whether the RLIS grants had a positive impact on student learning.<br>LEAs increasing percentage of 3rd grade students proficient in mathematics - 15<br>LEAs increasing percentage of 3rd grade students proficient in reading - 13<br>LEAs increasing percentage of 4th grade students proficient in mathematics - 16<br>LEAs increasing percentage of 4th grade students proficient in reading - 8<br>LEAs increasing percentage of 7th grade students proficient in mathematics - 5<br>LEAs increasing percentage of 7th grade students proficient in reading - 7<br>LEAs increasing percentage of 10th grade students proficient in mathematics - 12<br>LEAs increasing percentage of 10th grade students proficient in reading - 14<br>Washington is encouraged to see the gains made at the 10th grade level in reading and mathematics. The average increase in one year in reading was 7.3% and in mathematics was 5.6%. | |

Also, gains were made at the 3rd grade level in reading and mathematics. The average increase in one year in reading was 6.5% and in mathematics was 6.8%.

The gains made in these small, rural and high poverty LEAs are in large part attributable to the funding support provided by the RLIS grants. The majority of LEAs focused their RLIS funding on allowable activities under Title I, Part A, specifically in the area of professional development. Other major areas of focus were parental involvement and Safe and Drug free activities.

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

**2.9.2.1  Goals and Objectives**

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

The response is limited to 8,000 characters.

In the 2007-08 school year, 22 of Washington state's LEAs were eligible for Rural Low Income Schools (RLIS) grants. Each LEA receiving a grant in 2007-08 formally adopted the five ESEA Performance Goals.
LEAs identified which goals had highest priority for use of their RLIS resources. Because all five of the Performance Goals support Goal One, Washington State chose to compare results of the 2007 (spring) Washington Assessment of Student Learning (WASL) with results of the 2008 (spring) WASL as an indicator of whether the RLIS grants had a positive impact on student learning.
LEAs increasing percentage of 3rd grade students proficient in mathematics - 15
LEAs increasing percentage of 3rd grade students proficient in reading - 13
LEAs increasing percentage of 4th grade students proficient in mathematics - 16
LEAs increasing percentage of 4th grade students proficient in reading - 8
LEAs increasing percentage of 7th grade students proficient in mathematics - 5
LEAs increasing percentage of 7th grade students proficient in reading - 7
LEAs increasing percentage of 10th grade students proficient in mathematics - 12
LEAs increasing percentage of 10th grade students proficient in reading - 14
Washington is encouraged to see the gains made at the 10th grade level in reading and mathematics. The average increase in one year in reading was 7.3% and in mathematics was 5.6%.

Also, gains were made at the 3rd grade level in reading and mathematics. The average increase in one year in reading was 6.5% and in mathematics was 6.8%.

The gains made in these small, rural and high poverty LEAs are in large part attributable to the funding support provided by the RLIS grants. The majority of LEAs focused their RLIS funding on allowable activities under Title I, Part A, specifically in the area of professional development. Other major areas of focus were parental involvement and Safe and Drug free activities.

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

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

#### 2.10.1  State Transferability of Funds

| | |
|---|---|
| Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2007-08? | No |
| **Comments:** | |

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

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

| | # |
|---|---|
| LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b). | 10 |
| **Comments:** | |

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

#### 2.10.2.1  LEA Funds Transfers

In the tables below, provide the total number of LEAs that transferred funds from and to each eligible program and the total amount of funds transferred from and to each eligible program.

| Program | # LEAs Transferring Funds FROM Eligible Program | # LEAs Transferring Funds TO Eligible Program |
|---|---|---|
| Improving Teacher Quality State Grants (Section 2121) | 10 | 0 |
| Educational Technology State Grants (Section 2412(a)(2)(A)) | 0 | 0 |
| Safe and Drug-Free Schools and Communities (Section 4112(b)(1)) | 0 | 1 |
| State Grants for Innovative Programs (Section 5112(a)) | 0 | 9 |
| Title I, Part A, Improving Basic Programs Operated by LEAs | | 0 |

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

| Program | Total Amount of Funds Transferred FROM Eligible Program | Total Amount of Funds Transferred TO Eligible Program |
|---|---|---|
| Improving Teacher Quality State Grants (Section 2121) | 596,883.00 | 0.00 |
| Educational Technology State Grants (Section 2412(a)(2)(A)) | 0.00 | 0.00 |
| Safe and Drug-Free Schools and Communities (Section 4112(b)(1)) | 0.00 | 50,447.00 |
| State Grants for Innovative Programs (Section 5112(a)) | 0.00 | 546,436.00 |
| Title I, Part A, Improving Basic Programs Operated by LEAs | | 0.00 |
| **Comments:** | | |

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

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