

**CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II**

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended by the
No Child Left Behind Act of 2001

For reporting on
School Year 2005-2006



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

U.S. DEPARTMENT OF EDUCATION
WASHINGTON DC 20202

INTRODUCTION

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

The Consolidated State Application and Report includes the following ESEA programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies.*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs.*
- Title I, Part C – *Education of Migratory Children.*
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.*
- Title I, Part F – *Comprehensive School Reform.*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund).*
- Title II, Part D – *Enhancing Education through Technology.*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act.*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants.*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program).*
- Title IV, Part B – *21st Century Community Learning Centers.*
- Title V, Part A – *Innovative Programs.*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities.*
- Title VI, Part B – *Rural Education Achievement Program.*

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

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

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **December 1, 2006**, requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

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

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2005-2006 school year. Part II of the Consolidated State Performance Report is due to the Department by **February 1, 2007**. The information requested in Part II of the Consolidated State Performance Report for the 2005-2006 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations.
3. The information will provide valid evidence of program outcomes or results.
4. The Consolidated State Performance Report is the best vehicle for collection of the data.

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

GENERAL INSTRUCTIONS AND TIMELINES

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

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2005-06 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the 2005-2006 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

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

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2005-2006



PART II DUE FEBRUARY 1, 2007

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

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2005-2006 school year as compared to assessments administered in the 2004-2005 school year.

Comments: An increase in the "number of students" is arbitrary information as an increase or decrease could simply be due to changes in student enrollement or the addition of new assessments. Thus, Colorado will not be taking the staff time to do an analysis on meaningless data.

2.1.2 Title I, Part A Schools by Type of Program

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

2.1.2.1 Total Number of Title I schools in the State 631

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State 251

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State 380

Comments: 1.4.2.1.1 was answered in terms of schools per accountability, which is greater than the number of brick and mortar schools. A K-8 school is counted as two schools (an elementary and middle) for accountability purposes, but as just one real school.

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

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

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2005-2006 School Year	
	Number of Students Served
Students with Disabilities	16985
Limited English Proficient	39423
Homeless	3065
Migrant	3818
Comments: Data reflects reporting from LEAs.	

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2005-2006 School Year	
	Number of Students Served
American Indian/Alaskan Native	2291
Asian/Pacific Islander	2820
Black, non-Hispanic	12370
Hispanic	83130
White, non-Hispanic	46176
Comments:	

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

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

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

Student Participation in Title I, Part A by Grade Level 2005-2006 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0 to 2	0	301	0	0	301	0.20
Age 3 to 5	210	4671	0	0	4881	3.30
K	811	17592	117	2	18522	12.50
1	2083	18127	157	17	20384	13.70
2	2128	17233	130	15	19506	13.10
3	1773	16318	124	18	18233	12.30
4	1900	16039	132	34	18105	12.20
5	1350	15121	45	38	16554	11.10
6	1382	7244	20	68	8714	5.90
7	1129	5691	13	116	6949	4.70
8	1065	5708	11	194	6978	4.70
9	45	2620	12	240	2917	2.00
10	29	2433	8	205	2675	1.80
11	9	1760	2	158	1929	1.30
12	10	1731	4	120	1865	1.30
Ungraded	0	0	0	0	0	0.00
TOTALS	13924	132589	775	1225	148513	100.00

Comments:

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

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

Instructional Services	
	Number of Students Served
Mathematics	5150
Reading/Language Arts	12834
Science	227
Social Studies	225
Vocational/Career	0
Other (specify)	0
Support Services	
Health, Dental, and Eye Care	669
Supporting Guidance/Advocacy	539
Other (specify)	0

Comments:

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

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

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	37
Instructional Support Paraprofessionals	123
Non-Instructional Support Paraprofessionals	0
Teachers	380
Support Staff (clerical and non-clerical)	29
Other (specify)	0

Comments: More teachers and support staff were funded with Title I A funds in the 05-06 school year.

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

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

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State	11
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Comments:

2.2.1.2 Even Start Families Participating During the Year

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

1. Total number of families participating	382
2. Total number of adults participating ("Adults" includes teen parents.)	403
3. Total number of adults participating who are limited English proficient	274
4. Total number of children participating	595

Comments:

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

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

1. Number of newly enrolled families	249
2. Number of newly enrolled adult participants	265
3. Percent of newly enrolled families at or below the Federal poverty level	96.00
4. Percent of newly enrolled adult participants without a high school diploma or GED	91.00
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	79.00

Comments: #3 is defined by qualifying for free or reduced lunch.

2.2.1.4 Percent of families that have remained in the program

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

1. From 0 to 3 months	12.00
2. From 4 to 6 months	15.00
3. From 7 to 12 months	43.00
4. More than 12 months	30.00

Comments:

2.2.2 Federal Even Start Performance Indicators

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

Instructions:

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

Indicators 3 and 4: School-age adults are defined as any parent attending elementary or secondary school. This term also includes those parents within the State's compulsory attendance range who are being served in an alternative school setting such as directly through the Even Start program. For the "Cohort", please include only those adult participants who had a goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by state, so you should include only those adult participants for whom a GED or high school diploma is a possibility.

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

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

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

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

2.2.2 Federal Even Start Performance Indicators				
Indicator	Measure Measurement tool used to assess progress for indicator	Cohort Number of participants to whom the indicator applies	Result Number of participants who met the achievement goal	Explanation of Progress
1. Percentage of adults showing significant learning gains on measures of reading	TABE: TABE CASAS:	TABE: 81 CASAS:	TABE: 63 CASAS:	State criteria for "progress" is moving through at least one learning level on the TABE (78% made measurable progress)/
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: BEST Plus	TABE:	TABE:	Best Plus: State criteria for "progress" is moving through at least one learning level. Of the 65 adults assessed with BEST Plus, 45 progressed through at least one level (69% made progress).
	CASAS:	CASAS: 201	CASAS: 128	CASAS: State criteria for "progress" is moving through at least one learning level (64% made measurable progress).
3. Percentage of school age adults who earn a high school diploma or GED	*Please indicate diploma or GED Diploma	18 *Please indicate diploma or GED	16 *Please indicate diploma or GED	Of the 18 school-age parents who were eligible for graduation, 16 earned a diploma (89%).
4. Percentage of non- school age adults who earn a high school diploma or GED	*Please indicate diploma or GED GED	40 *Please indicate diploma or GED	19 *Please indicate diploma or GED	Of the non-school age adults studying to pass the GED exam, 47% met this goal.
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive:	Peabody Picture Vocabulary Test (PPVT) receptive: 7	Peabody Picture Vocabulary Test (PPVT) receptive: 1	A total of 33 children were kindergarten-ready and enrolled in Even Start for at least six months. Most of these children were English Language Learners and were exempted because they were unable to understand the PPVT directions. Of the seven children with pre and post PPVT scores, five (71%) were English Language Learners. Their teachers determined that their English skills were strong enough for them to understand the directions for the PPVT. Of the seven children with pre- and post-test scores, 1 met the achievement goal (14%).
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask: 21.00	PAL Pre-K Upper Case Letter Naming Subtask: 13.00 *Please indicate average score, not number of participants.	Of the 21 children assessed with the PALS, 16 (76%) were English Language Learners whose teachers determined that they could understand the directions to the test. The average number of upper case letters the tested children recognized was 13.
				Of the 156 school-aged children served, 122 (76%) were reading on

				grade level or made one year's progress during the 2005-06 school year, according to district reading assessments or report cards.
		156	122	[7.4.1.]
7. Percentage of school-aged children who are reading on grade level	Please indicate source. District reading assessment or report card.	Please indicate source.	Please indicate source.	
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP)	<p>Results (the field won't accept this data)</p> <p>Parent Education Profile (PEP)</p> <p>Scale I:A:56, B:50, C:57, D: 56</p> <p>Scale II: E: 57, F: 57, G: 57</p> <p>Each program assessed ten families including as many new families as possible, using Scales I and II of the PEP. For the purposes of this report, only data on new families was used. Improvement was obtained if parents mastered one or more levels on any of the subscales between rating periods. The percentage of parents making measurable improvement on each subscale was:</p> <p>Scale I</p> <p>A: 66%, B: 60%, C: 60%, D:73%</p> <p>Scale II</p> <p>E: 74%, F: 53%, G: 61%</p>
Comments:				

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

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

General Data Reporting Information

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

Table 2.3.1.1 Population Data

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

2.3.1.1 Population Data																									
	Ages		K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total							
	0-2	3-5																							
1. ELIGIBLE MIGRANT CHILDREN																									
1. All Migrant Children Eligible for the MEP	639	2113	882	901	994	922	887	859	778	792	702	674						16013							
												587	395	383	0		3505								
2. PRIORITY FOR SERVICES																									
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"																		1415							
		0	30		131	140	134	166	167	140	122	143					98	80	47	17	0		0		
3. LIMITED ENGLISH PROFICIENT (LEP)																									
1. Migrant Children who are LEP																									
		120		638	723	734	648	556	521	471	472	407	394												
													331	198	151	0		0						6364	
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																									
1. Migrant Children Enrolled in Special Education	0	60	51	56	67	72	67	66	65	69	45	32	28	20	11	0		0						709	
5. MOBILITY																									
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	402	447																							
				150	167	162	148	169	150	129	124	134	106												
													84	43	33	0		765					3213		
2. Migrant Children with a Last Qualifying Move within Previous 13 – 24 Months (Counting back from the Last Day of the Reporting Period)	271	519																							
				213	207	259	219	198	203	183	195	166	152												
													148	97	78	0		980					4088		
3. Migrant Children with a Last Qualifying Move within Previous 25 – 36 Months (Counting back from the Last Day of the Reporting Period)	92	496																							
				224	265	296	274	260	255	215	229	187	201												
													177	125	130	0		869					4295		
4. Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	503																								
				1068	431	472	508	463	448	442	381	362	320	316											
													289	199	167	0		1896					8265		

Comments: Colorado has experience a decrease in numbers, some the effects our state has been experiencing.

2.3.1.2 Academic Status

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

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

	Ages													Ungraded	School	Total		
	0-2	3-5	K	1	2	3	4	5	6	7	8	9	10				11	12
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. Dropped out of school										0	2	5	9	6	7	4		33
2. Obtained GED																		2
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
1. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Reading/Language Arts)						950	907	835	850	795	684	679	521	0	0	0		6221
2. Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						256	623	693	667	684	597	547	455	228	4	0		4754
3. Number of Migrant Students Enrolled During State Testing Window (State Assessment – Mathematics)						946	907	835	850	795	684	679	521	0	0	0		6217
4. Number of Migrant Students Tested in Mathematics (State Assessment)						313	736	754	668	683	598	551	455	228	4	0		4990

Comments: Colorado collected State Student ID's for attending migrant students which allowed our program to request assessment data from the Assessment Department of Education. This allowed our program to report a higher number of migrant students who were tested.

2.3.1.3.1 MEP Participation – Regular School Year

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

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

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

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

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

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

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

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

2.3.1.3.1 MEP Participation – Regular School Year																			
	Ages		Ages	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
	0-2	3-5																	
PARTICIPATION—REGULAR SCHOOL YEAR																			
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	662	2024	922	1058	1145	1080	1028	990	931	931	847	799						1527	15547
2. Priority for Service		0	23	114	123	113	145		147	130	116	135	91	79	46	16	0	0	1278
3. Continuation of Service		0	1	0	0	2	0	1	1	0	1	0	1	0	0	0	0	0	7
4. Any Instructional Service	2	335	806	965	983	972	930		866	857	827	737	714	589	392	337	0	0	10312
5. Reading Instruction	0	299	679	825	857	822	789		714	738	697	632	613	513	347	302	0	0	8827
6. Mathematics Instruction	0	299	679	825	857	822	789		714	738	697	632	613	513	347	302	0	0	8827
7. High School Credit Accrual													86	134	116	102	0	116	554
8. Any Support Service	710	2067	934	1039	1158	1063	1043	979	932	929	842	782	697	466	425	0		1562	15628
9. Counseling Service	34	211	96	116	133	138	111		110	204	187	180	157	170	97	81	0	149	2174
10. Any Referred Service	338	1024	193	219	191	208	189		171	216	179	161	189	144	70	63	0	690	4245
Comments: Colorado reported lower numbers, effects of changes experienced by the state. Continuation of services focusing on providing services to eligible students. Colorado will work with MEP Regional program to ensure accurate information is being reported. Colorado will work with MEP Regional programs to ensure secondary credit accrual is being reported. Focusing on providing service to eligible migrant students.																			

2.3.1.3.2 MEP Participation – Summer/Intersession Term

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation – Summer/Intersession Term																		
	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Out of School	Total
PARTICIPATION—SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer of Intersession Project (with an Instructional or Supportive Service Only)	346	1459	139	180	167	170	146	132	78	61	61	48	27	20	15	0	4351	7400
2. Priority for Service	0	0	7	17	17	21	21	20	10	6	8	7	1	1	1	0	0	137
3. Continuation of Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	47	127	172	164	159	135	123	74	57	57	39	19	12	10	0	0	1195
5. Reading Instruction	0	47	127	172	164	159	135	123	74	57	57	39	19	12	5	0	0	1190
6. Mathematics Instruction	0	47	127	172	164	159	135	123	74	57	57	39	19	12	5	0	0	1190
7. High School Credit Accrual												6	4	4	4	0	231	249
8. Any Support Service	346	1459	139	180	167	170	146	132	78	61	61	48	27	20	15	0	4351	7400
9. Counseling Service	0	0	0	0	0	0	0	1	1	5	2	0	1	1	0	0	2	13
10. Any Referred Service	22	44	23	25	31	23	16	16	18	11	7	11	2	2	0	0	220	471
Comments: Colorado reported a high number of students who received a support service during summer. Colorado also reported a lower number of students that attended summer school and received an Instructional Service. MEP Regional programs choose to send summer migrant students to the school district summer school which resulted in fewer students attending. Colorado's database looks at the latest enrollment line which reported them as an Out of School youth for summer. Colorado will train MEP Regional programs to report Out of School youth as a grade level. Colorado reported a lower number of students who were referred to community agencies during the summer due to high mobility.																		

2.3.1.4 SCHOOL DATA

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

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

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 1053	b. 23530
2. Schools in Which MEP Funds are Combined in SWP	a. 18	b. 648

Comments: Colorado reported a lower number of schools and students enrolled in SWP that combine their monies with migrant education.

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

Enter the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds (by a subgrant from the State or through an intermediate entity that receives the subgrant) and provides services directly to the migrant child. DO NOT include *schoolwide* programs in which MEP were combined in any row of this table.

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 23	b. 110
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 154	b. 6377
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 689	b. 18997

Comments: Colorado reported a lower number of schools that were providing year round services to migrant students.

2.3.1.5.2 KEY MEP PERSONNEL

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

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

For the FTE number (columns b and d), enter the number of FTEs generated by the individuals who worked in the specific job classification. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.

Alternatively, calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one *FTE* for each job classification in your state for each term. (For example, one regular term FTE may equal 180 full-time (8 hour) work days, one summer term FTE may equal 30 full-time work days, or one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

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

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

2.3.1.5.2. KEY MEP PERSONNEL	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION (d)
1. State Director	1	1.00	1	1.00
2. Teachers	34	15.50	171	65.60
3. Counselors	0	0.00	0	0.00
4. All Paraprofessionals	26	15.20	111	40.00
5. Qualified Paraprofessionals	7	3.20	25	24.00
6. Recruiters	41	30.20	17	12.30
7. Records Transfer Staff	12	10.90	10	7.20

Comments: EDEN did not allow me to enter 40.5 for a total under regular year for recruiters.

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

2.4.1 GENERAL DATA REPORTING FORM – SUBPART 1

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

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

Specific instructions are provided before each table.

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

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

Program Definitions: (Definitions New)

Neglected Programs (N): An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

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

Juvenile Detention Facilities (JD): Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Juvenile Corrections (JC): An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

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

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

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

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

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

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

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

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

2.4.1.1 State Agency Title I, Part D, Facilities			
Note: The unduplicated number of students reported in the far right column in this table should match the figures in the "All Students" row in Table 2.4.1.2.			
Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	0	0	0
2. Juvenile Detention	0	0	0
3. Juvenile Corrections	5	218	1648
4. Adult Corrections	1	1095	126
5. Other	0	0	0
6. Number of facilities that served more than one purpose:			3
Comments:			

2.4.1.2 Student Demographics

Instructions: Student Demographics

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction	Number in other programs
All Students	0	0	1648	126	0
RACE/ETHNICITY					
American Indian or Alaska Native	0	0	28	0	0
Asian or Pacific Islander	0	0	13	3	0
Black, non-Hispanic	0	0	215	25	0
Hispanic	0	0	614	68	0
White, non-Hispanic	0	0	778	30	0
GENDER					
Male	0	0	1485	116	0
Female	0	0	163	10	0
AGE					
5-10 years old	0	0	0	0	0
11-15 years old	0	0	518	0	0
16-18 years old	0	0	959	55	0
19-21 years old	0	0	171	71	0

Comments:

2.4.1.3 Academic/Vocational Outcomes

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

For Section 1, items 1-3, report on the number of programs (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, Adult Corrections, or Other). These numbers should not exceed those reported earlier in the facility counts.

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

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

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

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

2.4.1.3 Academic/Vocational Outcomes				
1. Facility Academic Offerings	Number of Neglected Programs	Number of Facilities/Programs		
		Number of Juvenile Corrections and/or Detention Facilities	Number of Adult Corrections Facilities	Number of Other Programs
1. Awarded high school course credit(s)	0	6	1	0
2. Awarded high school diploma(s)	0	4	1	0
3. Awarded GED(s)	0	6	1	0
2. Academic & Vocational Outcomes	Number in Neglected Programs	Number of Students		
		Number in Juvenile Corrections and/or Detention	Number of Adult Corrections Facilities	Number of Other Programs
1. Academic				
<i>While in the facility, the number of students who...</i>				
1. Earned high school course credits	0	1621	120	0
2. Were enrolled in a GED program	0	234	6	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
3. Enrolled in their local district school	0	484	0	0
4. Earned a GED	0	71	6	0
5. Obtained high school diploma	0	28	26	0
6. Were accepted into post-secondary education	0	37	32	0
7. Enrolled in post-secondary education	0	18	57	0
2. Vocational				
<i>While in the facility, the number of students who...</i>				
1. Enrolled in elective job training courses/programs	0	711	69	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>				
2. Enrolled in external job training education	0	4	12	0
3. Obtained employment	0	10	51	0
Comments: Facilities offer multiple academic offerings.				

2.4.1.6. Academic Performance in Reading and Math

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

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

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

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

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

2.4.1.6 Academic Performance in Reading and Math								
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students							
	Reading Performance				Math Performance			
	N	JD/JC	AC	O	N	JD/JC	AC	O
1. # students who were in placement from July 1, 2005 to June 30, 2006	0	593	135	0	0	591	135	0
2. # students from row 1 who tested below grade level upon entry.	0	452	117	0	0	588	130	0
3. # students from row 1 who took both the pre- and post-test exams	0	249	75	0	0	293	75	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	0	13	23	0	0	23	19	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	0	20	13	0	0	34	10	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	0	107	9	0	0	104	7	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	0	40	6	0	0	53	5	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	0	69	24	0	0	79	34	0
Comments:								

2.4.2 GENERAL DATA REPORTING FORM – SUBPART 2

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

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

Specific instructions are provided before each table.

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

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

Program Definitions: (New Definitions)

Neglected Programs (N): An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

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

Juvenile Detention Facilities (JD): Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

Juvenile Corrections (JC): An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision.

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

At-Risk Programs (AR) or Other (O): Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school. Other is any other program, not defined above, which receives Title I, Part D funds and serves non-adjudicated children and youth.

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

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

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

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

In the second column, enter the yearly average length of stay (in days) for students in each type of facility/program. The average should be weighted by number of students and should include the number of days, per visit each student was enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included.

In the third column, indicate the unduplicated number of students who were admitted to each type of facility/program. An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

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

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

Facility/Program type	Number of facilities/programs	Average length of stay (days)	Unduplicated Number of Neglected or Delinquent Students
1. Neglected Programs	9	768	906
2. Juvenile Detention	2	23	221
3. Juvenile Corrections	4	970	1006
4. At-risk Programs or Other	13	0	117
5. Number of facilities that served more than one purpose:			2

Comments:

2.4.2.2 STUDENT DEMOGRAPHICS**Instructions: Student Demographics**

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

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

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in at risk or other programs
All Students	725	466	516	856
RACE/ETHNICITY				
American Indian or Alaskan Native	100	12	26	25
Asian or Pacific Islander	98	5	24	36
Black, non-Hispanic	114	71	99	140
Hispanic	157	225	103	231
White, non-Hispanic	256	153	264	424
GENDER				
Male	472	267	40	586
Female	253	199	476	270
AGE				
5-10 years old	153	2	0	0
11-15 years old	336	105	104	200
16-18 years old	233	316	314	393
19-21 years old	3	43	98	263

Comments:

Instructions: Academic/Vocational Outcomes

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

For Section 1, items 1-3, report on the number of programs (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Report the numbers by program type (e.g., Neglected, Juvenile Corrections and/or Detention, or At-Risk/Other). These numbers should not exceed those reported earlier in the facility counts.

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

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

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

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

2.4.2.3 Academic/Vocational Outcomes			
1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities	Number of At Risk or Other Programs
1. Awarded high school course credit(s)	9	6	0
2. Awarded high school diploma(s)	9	4	0
3. Awarded GED(s)	9	6	0
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in At Risk or Other Programs
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	497	1579	0
2. Were enrolled in a GED program	303	64	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school	322	596	0
4. Earned a GED	123	332	0
5. Obtained high school diploma	25	151	0
6. Were accepted into post-secondary education	111	137	0
7. Enrolled in post-secondary education	110	115	0
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	39	699	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education	15	165	0
3. Obtained employment	336	614	0
Comments: Programs have multiple academic offerings. All nine programs each offer course credit, high school diplomas and GEDs.			

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

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

Students who were pre-tested prior to July 1, 2005 may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. At-risk /other program columns are provided for States for reporting performance data, as available. If no data are available for the requested information, leave that cell blank and add a note in the comments field.

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

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

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

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

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

2.4.2.6 Academic Performance in Reading and Math						
Performance Data (Based on most recent pre/post-test data)	Number of Long-Term Students					
	Reading Performance			Math Performance		
	N	JD/JC	AR/O	N	JD/JC	AR/O
1. # students who were in placement from July 1, 2005 to June 30, 2006	808	1479	0	791	1479	0
2. # students from row 1 who tested below grade level upon entry.	657	496	0	686	526	0
3. # students from row 1 who took both the pre- and post-test exams	412	431	0	400	445	0
4. # students from row 3 who showed negative grade level change from the pre- to post-test exams	18	90	0	29	80	0
5. # students from row 3 who showed no change in grade level from the pre- to post-test exams	48	45	0	36	53	0
6. # students from row 3 who showed improvement of up to 1/2 grade level from the pre- to post-test exams	138	49	0	166	73	0
7. # students from row 3 who showed improvement of up to one full grade level from the pre- to post-test exams	109	85	0	90	54	0
8. # students from row 3 who showed improvement of more than one full grade level from the pre- to post-test exams	99	162	0	79	185	0
Comments:						

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

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

65.00

Comments:

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

59.00

Comments:

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

81

Comments:

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

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

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

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

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

2.7.1 Performance Measures

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

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in weapons incidence.	Department's "Safety and Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 27%
			2004-2005 20%	2005-2006 25%
			2005-2006 25%	Baseline: 02-03 Year Established: 02-03
			2006-2007	
2007-2008				

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in assaults/fights incidence.	Department's "Safety and Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 44%
			2004-2005 20%	2005-2006 86%
			2005-2006 25%	Baseline: 2002-2003 Year Established: 2002-2003
			2006-2007	
2007-2008				

Comments: (Note: State definition was not clearly understood by LEAs so data shifted greatly between years.)

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in drug incidence	Department's "Safety and Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 35%
			2004-2005 20%	2005-2006 39%
			2005-2006 25%	Baseline: 2002-2003 Year Established: 2002-2003
			2006-2007	
2007-2008				

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in alcohol incidence.	Department's "Safety and Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 38%
			2004-2005 20%	2005-2006 37%
			2005-2006 25%	Baseline: 2002-2003 Year Established: 2002-2003
			2006-2007	
2007-2008				

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in tobacco incidence.	Department's "Safety and Discipline Incidents"	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 40%
			2004-2005 20%	2005-2006 40%
			2005-2006 25%	Baseline: 2002-2003
			2006-2007	
2007-2008	Year Established: 2002-2003			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in robbery incidence.	Department's "Safety and Discipline Incidents"	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 24%
			2004-2005 20%	2005-2006 22%
			2005-2006 25%	Baseline: 2002-2003
			2006-2007	
2007-2008	Year Established: 2002-2003			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in other felonies incidence.	Department's "Safety and Discipline Incidents"	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 13%
			2004-2005 20%	2005-2006 12%
			2005-2006 25%	Baseline: 2002-2003
			2006-2007	
2007-2008	Year Established: 2002-2003			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of districts showing a reduction in other code of conduct violations incidence.	Department's "Safety and Discipline Incidents"	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004 15%	2004-2005 39%
			2004-2005 20%	2005-2006 41%
			2005-2006 25%	Baseline: 2002-2003
			2006-2007	
2007-2008	Year Established: 2002-2003			

Comments:

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
Measure: % of schools decreasing truancy rates.	Department's "Safety and Discipline Incidents"	Frequency: Annually Year of most recent collection: 2005-2006	2003-2004	2004-2005
			2004-2005	2005-2006
			2005-2006 5%	Baseline: 2004-2005
			2006-2007 10%	
2007-2008 15%	Year Established: 2003-2004			

Comments:

2.7.2 Suspension and Expulsion Data

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

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

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

School Type	State Definition
Elementary School	Schools that cover grades 1 through 5 or grades 1-6.
Middle School	Schools that cover grades 6 through 8, or 7 through 9.
High School	Schools that cover grades 9-12 or 10 through 12.
Comments:	

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

State definition of physical fighting: Student behavior on school grounds that if committed by an adult would be considered criminal assault. This category includes acts considered first and second degree assault, as defined by state statutes or municipal ordinances, but does not include acts considered third degree assault.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary	528		182
Middle	625		182
High School	906		182
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary	1		182
Middle	17		182
High School	30		182

Comments: Increases or decreases in data between the 2004-05 school year and the 2005-06 school year are attributed to the fact that the numbers of behavior-related incidents reported by each Colorado school differed between the two years.

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

State definition of weapons: This could be a firearm, whether loaded or unloaded, or a firearm facsimile that could reasonably be mistaken for an actual firearm; - Any pellet or BB gun or other device, whether operational or not designed to propel projectiles by spring action or compressed air; - It also includes a fixed blade knife with a blade that measures longer than three inches in length or a spring-loaded knife or a pocket knife with a blade longer than three and one-half inches; or, - That could be any object, device, instrument, material, or substance that could be used or intended to be used to inflict death or serious bodily injury.

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	156		182
Middle School	136		182
High School	241		182
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	67		182
Middle School	202		182
High School	313		182

Comments: Increases or decreases in data between the 2004-05 school year and the 2005-06 school year are attributed to the fact that the numbers of behavior-related incidents reported by each Colorado school differed between the two years.

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

State definition of alcohol-related: Use, possession or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events

SUSPENSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	11		182
Middle School	182		182
High School	1198		182
EXPULSIONS		Number for 2005-2006 school year	Number of LEAs reporting
Elementary School	1		182
Middle School	21		182
High School	55		182

Comments: Increases or decreases in data between the 2004-05 school year and the 2005-06 school year are attributed to the fact that the numbers of behavior-related incidents reported by each Colorado school differed between the two years.

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

State definition of <u>illicit-drug related</u> :	Use, possession or sale of drugs on school grounds, in school vehicles, or at school activities or sanctioned events.	
	Number for 2005-2006 school year	
SUSPENSIONS		Number of LEAs reporting
Elementary School	61	182
Middle School	725	182
High School	2623	182
	Number for 2005-2006 school year	
EXPULSIONS		Number of LEAs reporting
Elementary School	6	182
Middle School	160	182
High School	413	182

Comments: Increases or decreases in data between the 2004-05 school year and the 2005-06 school year are attributed to the fact that the numbers of behavior-related incidents reported by each Colorado school differed between the two years.

2.7.3 Parent Involvement

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

One of the Department SDFSC consultants works with other consultants within the Department to increase parental involvement across numerous program areas statewide. This consultant has collaborated with members of the Department's Positive Behavior Support team to develop a parent involvement component.

The Department ensures that districts include parents in the development of the local consolidated application for funds through the application process and monitoring visits to districts. Parents are brought together for focus group discussions during monitoring visits.

The annual SDFSC Performance Report is posted at the Department's Website on the SDFSC pages. This report reiterates each funded LEA's data-based needs, performance indicators, strategies, and performance outcomes.

When this report is posted, e-mail messages are sent to the Statewide Parent Organization Networks so they may alert their parent networks about the report's availability. The statewide Parent Involvement Organization Network includes community agencies and government consultants. This report serves to communicate local needs and efforts to parents within their community, along with the contact information of the LEA SDFSC program coordinator.

The report may be found at:

http://www.cde.state.co.us/cdeprevention/pi_safedrugfree.htm

(Note: At the time of submitting this Consolidated report, the 2005-06 report was in draft form, undergoing edits, so is not quite yet posted to the Web. It may be posted, however, by the time the US ED staff person reviews this Title IV, Part A section of the Consolidated Report.)

SDFSC consultants field numerous calls, e-mail messages and letters throughout the school year from parents concerned about school safety or disciplinary issues involving their children. Consultants follow up with the schools to suggest strategies that will address areas of concerns. In the cases of suspensions and expulsions, consultants assist parents with understanding due process and rights afforded to families with the goal of having the student modify his or her behavior and be successfully served with alternate educational strategies or re-enrolled in school.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

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

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

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

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

80

Comments:

2.8.10 Indicate the AMOUNT of Title V, Part A funds in dollars (including funds transferred from other programs into Title V, Part A under the Transferability authority in Section 6123(b)) that LEAs used for the four strategic priorities listed below. (Include all LEAs, not just LEAs that spent at least 85 percent for the four strategic priorities.)

\$ 2819259

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

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

Comments:

2.8.11 In the table below, please provide the following information for LEAs receiving Title V, Part A funds.

First row:

- The number of LEAs that used at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs) for the four strategic priorities above, and
- The number of these LEAs that met their State's definition of adequate yearly progress (AYP)

Second row:

- The number of LEAs that did not use at least 85 percent of their Title V, Part A funds (including funds transferred into their Title V allocations from other programs for the four strategic priorities), and
- The number of these LEAs that met their State's definition of AYP

LEAs receiving Title V, Part A funds	NUMBER of these LEAs	NUMBER of these LEAs that met AYP
Number of LEAs that <u>used at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	129	91
Number of LEAs that <u>did not use at least 85%</u> of Title V, Part A funds (including funds transferred into Title V, Part A) for the 4 priorities listed above	35	19
	164	110
TOTAL	(total = all LEAS receiving Title V, Part A funds) 179	(total = all LEAS receiving Title V, Part A funds <u>that met</u> AYP) 110

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

Comments: Note: 3.1 and 4.1 numbers are not the same because several districts did not respond to request for information.

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

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

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2005-2006 school year. 43

Comments:

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

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

Purpose	Number of LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	1
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	1
Educational technology, including software and hardware as described in Title II, Part D	1
Parental involvement activities	1
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	2
Activities authorized under Title I, Part A	8
Activities authorized under Title III (Language instruction for LEP and immigrant students)	1

Comments:

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

Colorado has only eight districts that are eligible for Rural, Low-Income funds. This eligibility list did not change from the 2004-05 school year.

Two of the eight districts made AYP following the 2005-06 school year - 1) Bent Re-1, Las Animas, and 2) Rio Grande C-8, Monte Vista.

Six of the eight did not make AYP for the second year in a row. These districts include 1) Alamosa RE-11J, Alamosa, 2) Otero R-1, La Junta, 3) Otero R-2, Rocky Ford, 4) Huerfano RE-1, Walsenburg, 5) Prowers RE-2, Lamar, and 6) Montezuma-Cortez RE-1, Cortez.

None of these districts have any persistently dangerous schools.

Other data has not yet been analyzed.

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 the 2005-2006 school year?	<u>No</u>
Comments:	

2.10.2 Local Educational Agency Transferability of Funds	
2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2005-2006 school year.	17
Comments:	

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

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	4	231113
Educational Technology State Grants (section 2412(a)(2)(A))	1	31000
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	14143
State Grants for Innovative Programs (section 5112(a))	7	294343
Title I, Part A, Improving Basic Programs Operated by LEAs	6	278467
Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	11	607765
Educational Technology State Grants (section 2412(a)(2)(A))	4	166300
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	5	75001
State Grants for Innovative Programs (section 5112(a))	0	0

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

Comments:

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

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