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 2006-07

COLORADO

PART I DUE FRIDAY, DECEMBER 28, 2007
PART II DUE FRIDAY, FEBRUARY 22, 2008

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
- Title X, Part C – Education for Homeless Children and Youths

The NCLB Consolidated State Performance Report (CSPR) for school year (SY) 2006-07 consists of two information collections.

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.

Starting with SY 2005-06, collection of data for the Education of Homeless Children and Youths was added to Part I in order to provide timely data for the program's performance measures. This change allowed ED to retire OMB collection 1810-0650. For SY 2006-07, Migrant Education Program child count information that is used for funding purposes is now collected via Part I. This change allowed ED to retire OMB collection 1810-0519

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.
3. The information will provide valid evidence of program outcomes or results.
4. The CSPR is the best vehicle for collection of the data.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2006-07 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by Friday, December 28, 2007. Part II of the Report is due to the Department by Friday, February 22, 2008. Both Part I and Part II should reflect data from the SY 2006-07, 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 2006-07 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 2006-07 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

Check the one that indicates the report you are submitting: Part I, 2006-07 X Part II, 2006-07

Name of State Educational Agency (SEA) Submitting This Report:
Colorado Department of Education
Address:
1560 Broadway, Suite 1450
Denver, CO 80202 Person to contact about this report:

Name: Patrick Chapman
Telephone: 303-866-6780
Fax: 303-866-6637
e-mail: chapman_p@cde.state.co.us
                                        Name of Authorizing State Official: (Print or Type):

Patrick Chapman

                                        Friday, April 18, 2008, 4:28:32 PM

    Signature Date

CONSOLIDATED STATE PERFORMANCE REPORT:
PART II

For reporting on
School Year 2006-07

PART II DUE FEBRUARY 22, 2008

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 performance level was reported, 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 & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	16468	14074	85.5
4	15564	13037	83.8
5	14712	11804	80.2
6	7116	5274	74.1
7	6217	4350	70.0
8	6192	3369	54.4
High School	4600	1310	28.5
Total	70869	53218	75.1
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X075 that is data group 583. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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 & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	15312	12468	81.4
4	15338	11429	74.5
5	14720	11235	76.3
6	7112	5501	77.3
7	6223	4251	68.3
8	6196	4391	70.9
High School	4593	3063	66.7
Total	69494	52338	75.3
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in files N/X076, N/X077, or N/X078 that are data group 584. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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

In the table below, provide the number of students in TAS who completed the assessment and for whom a performance level was reported, 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 & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	8705	8103	93.1
4	8586	7903	92.0
5	8506	7591	89.2
6	4467	3817	85.4
7	2764	2286	82.7
8	2841	2057	72.4
High School	1202	615	51.2
Total	37071	32372	87.3
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X075 that is data group 583. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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 in TAS.

Grade	# Students Who Completed the Assessment & a Performance Level Reported	# Students Scoring At or Above Proficient	Percentage At or Above Proficient
3	8375	7579	90.5
4	8533	7414	86.9
5	8498	7357	86.6
6	4464	3964	88.8
7	2762	2257	81.7
8	2836	2384	84.1
High School	1202	1011	84.1
Total	36670	31966	87.2
Comments:			

Source – The table above is produced through EDFacts. The SEA submits the data in files N/X076, N/X077, or N/X078 that are data group 584. In addition, the SEA submits the data in file N/X101 that includes data group 22.

Note: New data collection for the SY 2006-07 CSPR.

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)	16976
Limited English proficient students	53859
Students who are homeless	3460
Migratory students	8119
Comments:	

Source – Initially, pre-populated by EDFacts file N/X037 that is data group 538, category sets C-F. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly section 2.1.3.1.1 of the SY 2005-06 CSPR.

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	2245
Asian or Pacific Islander	2893
Black, non-Hispanic	13242
Hispanic	85054
White, non-Hispanic	46492
Total	149926
Comments:	

Source – The table above is produced through EDFacts. The SEA submits the data in file N/X037, that is data group ID 548, category set B.

Note: This table was formerly section 2.1.3.1.2 of the SY 2005-06 CSPR. The total row is new for the SY 2006-07 CSPR.

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

In the table below, provide the <u>unduplicated</u> 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	0	327	0	0	327
Age 3-5 (not Kindergarten)	184	3040	0	0	3224
K	1034	18223	54	N<16	19315
1	1805	18733	80	N<16	20627
2	2059	17629	97	N<16	19798
3	1827	17174	95	21	19117
4	1671	16064	88	29	17852
5	1371	15051	61	31	16514
6	1146	7088	44	36	8314
7	753	6051	25	60	6889
8	912	5464	21	85	6482
9	208	2690	19	171	3088
10	66	2397	N<16	169	2646
11	41	1859	N<16	139	2046
12	39	1558	N<16	185	1785
Ungraded	38	37	0	0	75
TOTALS	13154	133385	608	952	148099
Comments:					

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

Note: This table was formerly section 2.1.3.2 of the SY 2005-06 CSPR. The percent of total column has been deleted for the SY 2006-07 CSPR.

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	4246
Reading/language arts	12067
Science	165
Social studies	131
Vocational/career	0
Other instructional services	82
Comments:	

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

Note: This table was formerly part of section 2.1.3.3 of the SY 2005-06 CSPR.

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	132
Supporting guidance/advocacy	19
Other support services	40
Comments:	

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

Note: This table was formerly part of section 2.1.3.3 of the SY 2005-06 CSPR.

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 the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) of 2002.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	338.4	
Paraprofessionals1	98.8	89.1
Other paraprofessionals (translators, parental involvement, computer assistance)2	8.2	
Clerical support staff	10.00	
Administrators (non-clerical)	18.7	
Comments:		

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

Note: This table was formerly part of section 2.1.4 of the SY 2005-06 CSPR. The following changes have been made to this table for the SY 2006-07 CSPR: Instructional Paraprofessionals has been relabeled to paraprofessionals, Non-instructional paraprofessionals has been relabeled to other paraprofessionals(translators, parental involvement, computer assistance), Support staff (clerical and non-clerical) has been relabeled to Clerical support staff, Other (specify) has been deleted, and percentage qualified has been added.

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 as amended by NCLB, Title I, Section 1119(g)(2).

2 Consistent with ESEA as amended by NCLB, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs (formerly 1.5.4.)

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**
Paraprofessionals3	1097.3	93.3
Comments:		

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

Note: This table was formerly section 1.5.4 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the paraprofessional FTE count has been added to this data collection.

3 Consistent with ESEA as amended by NCLB, 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, 2006 to June 30, 2007, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	6
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 required core services.

2. "Adults" include teen parents. The number of participating children will be calculated automatically.

	# Participants
1. Families participating	319
2. Adults participating	322
3. Adults participating who are limited English proficient (LEP)	221
4. Participating children	418
a. Infants and toddlers (birth through 2 years)	166
b. Preschool age (age 3 through 5)	173
c. School age (age 6 through 8)	79
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: The participating children subcategories have been added to this data collection for the SY 2006-07 CSPR.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of families <u>at the time of enrollment</u> 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 at any time during the year.

	#
1. Number of newly enrolled families	197
2. Number of newly enrolled adult participants	199
3. Number of newly enrolled families at or below the federal poverty level	190
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	193
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade	158
Comments: #3 is measured by free/reduced lunch eligibility.	

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

Note: For the SY 2006-07 CSPR, three new rows have been added: the number of newly enrolled families at or below the federal poverty level, the number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment, and the number of newly enrolled adult participants who have not gone beyond the 9th grade data collections have been changed from percent to number.

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 still participating, count the time between the family's start date and the end of the reporting year (June 30, 2007). Report each family only once in lines 1-4. The total number of families participating will be automatically calculated.

Time in Program	# Families
1. Number of families participating 3 months or less	7
2. Number of families participating more than 3 months and fewer than 6 months	32
3. Number of families participating more than 6 months and fewer than 12 months	157
4. Number of families participating 12 months or longer	123
5. Total families participating	319
Comments:	

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

Note: The additional calculation of total families participating is new for the SY 2006-07 CSPR. This data collection has been changed from collecting percent of families to collecting number of families for the SY 2006-07 CSPR.

2.2.2 Federal Even Start Performance Indicators

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

Describe your State's progress in meeting the federal performance indicators listed for Even Start participants. States should always provide an explanation if they are using measures that differ from what is specified.

Colorado programs (six programs as compared to ten last year) maintained or made progress on four of six performance indicators (data from the seventh indicator was not comparable to last year):

2.2.2.1 showed a slight decrease in the percentage of adults showing significant learning gains on measures of reading from 78% last year to 75% this year.

2.2.2.2 stayed the same with 71% of LEP adults showing significant learning gains for two years.

2.2.2.3 showed a 7% increase from last year in the percentage of school-age adults who earned a diploma and an increase of 9% in the non-school-age adults earning a GED.

2.2.2.4 had the most dramatic improvement -last year 14% of children achieved a significant learning gain on the PPVT and this year 74% showed gains with over three times as many children tested for this year.

2.2.2.5 showed a very slight drop with last year's average number of letters identified as 13 and this year the average number was 12.9.

2.2.2.6 is based on data could not be disaggregated for the table (but will be for next year) -the total number of school-aged children compared to last year showed an increase from 69% to 81% of children reading on grade level or making one year's growth in literacy skills. A revision of the state's performances indicator will likely lead to a separation of outcomes for children reading at grade level and those who make one year's growth in literacy skills.

2.2.2.7 PEP data was analyzed differently this year (looking at scores from each scale rather than the individual subscales) and was based on new and returning parents. Last year's data was only from new parents, so the data from the two years is not comparable.

Note: This is a new data collection for the SY 2006-07 CSPR.

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. Do not include LEP adults.

The definition of "significant learning gains" for adult education is determined by your State's adult education program in conjunction with the 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.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	15	N<16	State criteria for significant learning gain is progressing through one learning level.
CASAS	37	30	State criteria for significant learning gain is progressing through one learning level.
Other			
Comments:			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of adults pre-and post-tested has been added, but the number participating (cohort) has been deleted. This data collection requests the number of adults who showed significant gains. This is different from the SY 2005-06 CSPR, which requested the percentage of adults who showed significant gains.

2.2.2.2 LEP Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of LEP adults who showed significant learning gains on measures of reading.

	# Pre-and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	159	121	State criteria for significant learning gain is progressing through one learning level.
Other	59	34	State criteria for significant learning gain is progressing through one learning level.
Comments: Other assessment is the "BEST Plus."			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of adults pre-and post-tested has been added, but the number participating (cohort) has been deleted. This data collection requests the number of adults who showed significant gains. This is different from the SY 2005-06 CSPR, which requested the percentage of adults who showed significant gains.

2.2.2.3 Adults Earning a High School Diploma or GED

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

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. "Cohort" includes only those 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	# In Cohort	# Who Met Goal	Explanation (if applicable)
Diploma	N<16	N<16	
GED			
Other			
Comments:			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage.

Non-School-Age Adults	# In Cohort	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	20	N<16	
Other			
Comments:			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of non-school age adults earning a diploma or GED, which is a change from the SY 2005-06 CSPR where it requested the percentage. For the SY 2006-07 CSPR, the collection of diploma or GED data has been split into two rows, which is a change from the SY 2005-06 CSPR where it was collected together.

2.2.2.4 Children Entering 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 to 2.2.2.4 through 2.2.2.7:

1. A "significant learning gain" is considered to be a standard score increase of 4 or more points with a minimum 6 months between pre-and post-test.

2. "Age-Eligible" includes the total number of children who are expected to enter kindergarten in the school year following the reporting year.
3. "Tested" includes the number of age-eligible children who took both a pre-and post-test with at least 6 months of services in between.

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	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	71	23	17	48	48 children were exempted due to their inability to understand the directions in English -of the 23 children tested, 19 were English Language Learners.
Comments:					

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the number exempted have been added, but the number participating (cohort) has been deleted. This data collection is requesting the number of children entering kindergarten who are achieving significant learning gains, which is a change from the SY 2005-06 CSPR where it requested the percentage.

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

In the table below, provide the average number of letters children can identify as measured by the PALS Pre-K Upper Case Letter Naming Subtask.

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 weighted average and rounded to one decimal.

	# Age-Eligible	# Tested	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	73	29	12.9	Of the 29 children tested, 26 were English Language Learners.
Comments:				

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number age eligible, the number tested and the average number of letters (weighted average) have been added, but the number participating (cohort) has been deleted. This data collection is requesting the average number of letters children can identify, which is a change from the SY 2005-06 CSPR where it requested the percentage.

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 grade level. 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			
1			
2			
3			
Comments: For K-3 in total, there were 79 students and 64 met the goal. CO collects this data to include children reading on grade level and children who made 1 year's growth in literacy skills during the 2006-07 school year.			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of school-age children reading on grade level, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of grades K through 3rd **is new for the SY 2006-07 CSPR.**

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 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	57	47	New and returning families were included this year. Improvement was shown by any increase in the scale score (averaged score of subscale scores) from Time I to Time 2.
PEP Scale II	57	45	New and returning families were included this year. Improvement was shown by any increase in the scale score (averaged score of subscale scores) from Time I to Time 2.
PEP Scale III			
PEP Scale IV			
Other			
Comments:			

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

Note: This table was formerly part of section 2.2.2 of the SY 2005-06 CSPR. This data collection is requesting the number of parents who show improvement on measures of parental support, which is a change from the SY 2005-06 CSPR where it requested the percentage. The breakdown of PEP scales is new for the SY 2006-07 CSPR.

2.3 EDUCATION OF MIGRATORY 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, 2006 through August 31, 2007. 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 underlined number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	667
Age 3 through 5 (not Kindergarten)	1466
K	797
1	849
2	896
3	831
4	773
5	727
6	675
7	643
8	645
9	604
10	500
11	371
12	314
Ungraded	0
Out-of-school	1665
Total	12423
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 Initially, the row "age birth through 2" is pre-populated by EDFacts file N/X121 that is data group 634, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

2.3.1.2Priority 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)	30
K	106
1	101
2	94
3	88
4	79
5	74
6	77
7	63
8	71
9	76
10	58
11	34
12	27
Ungraded	0
Out-of-school	221
Total	1199
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

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 <u>unduplicated</u> 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)	65
K	411
1	442
2	396
3	377
4	323
5	280
6	272
7	250
8	249
9	213
10	144
11	109
12	56
Ungraded	0
Out-of-school	91
Total	3678
Comments: The difference is due to the fact that there has been a decline in Migrant Population. The counts submitted for 05-06 12 month count was 15,506 vs. 06-07 12 month count is 11,613. This past year, Colorado has experienced a significant decrease in identification and recruitment. This decrease can be attributed to the following factors: Recently passed state legislation on immigration reform which affects services to families, employers hiring undocumented workers, and required identification for specific state services. The legislation has made a significant impact on family mobility, family access, and family confidence in government programs. Families are seeking employment in areas other than agriculture. Families are opting to settle in their current residence. Agricultural employment opportunities are decreasing.	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set C. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

2.3.1.4 Children with Disabilities (IDEA)

In the table below, provide the underduplicated 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	0
Age 3 through 5 (not Kindergarten)	58
K	42
1	51
2	60
3	70
4	67
5	56
6	62
7	44
8	39
9	35
10	23
11	21
12	N<16
Ungraded	0
Out-of-school	0
Total	641
Comments:	

Source – Initially, pre-populated by EDFacts file N/X121 that is data group 634, category set D. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR.

2.3.1.5 Last Qualifying Move

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

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	287	223	57	0
Age 3 through 5 (not Kindergarten)	334	496	416	351
K	133	224	206	210
1	139	199	217	245
2	136	229	242	266
3	132	171	236	256
4	93	216	211	224
5	112	178	183	209
6	91	158	212	184
7	93	157	141	206
8	95	152	193	169
9	93	150	159	163
10	74	117	149	139
11	47	70	121	108
12	40	69	109	87
Ungraded	0	0	0	0
Out-of-school	590	586	586	531
Total	2489	3395	3438	3348
Comments:				

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

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR. New for this data collection for the SY 200607 CSPR is the column requesting data on students whose qualifying move occurred in the previous 37-48 months and the date of August 31 as the last day of the reporting period.

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	338
Age 3 through 5 (not Kindergarten)	881
K	399
1	417
2	422
3	374
4	368
5	341
6	307
7	267
8	293
9	289
10	221
11	182
12	167
Ungraded	0
Out-of-school	1113
Total	6379
Comments:	

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

Note: This table was formerly part of section 2.3.1.1 of the SY 2005-06 CSPR. New for this data collection for the SY 200607 CSPR is the date of August 31 as the last day of the reporting period.

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	0
8	N<16
9	N<16
10	N<16
11	N<16
12	20
Ungraded	0
Total	42
Comments: Dropouts Information gathered by the SEA for the 06-07 SY is more accurate as we are collaborating effectively with LEA's in order to ensure accurate information is being reported.	

Source – Initially, pre-populated by EDFacts file N/X032 that is data group 326, category set E. If necessary, it is updated

through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

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 2006-07 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	N<16
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.2 of the SY

2005-06 CSPR.

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 <u>unduplicated</u> 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	745	382
4	694	380
5	642	402
6	602	372
7	595	352
8	567	364
9	523	301
10	394	212
11	0	0
12	0	0
Ungraded	0	0
Total	4762	2765
Comments: The decrease in child count numbers has contributed to the amount of children being tested. EDEN data was calculated from the test booklets, at the time of testing. The data entered reflects information from the migrant database (for students enrolled). Then, those student's SASIDs were matched with assessment booklets. Please note that this is not AYP participation rate data.		

Source – Initially, pre-populated by EDFacts file N/X081 that includes data group 589, category set F. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.3.1. The only difference is that this section collects data on migrant students and the State's NCLB mathematics assessment.

Grade	Enrolled	Tested
3	738	436
4	694	424
5	642	396
6	602	368
7	595	347
8	567	357
9	523	301
10	394	211
11	0	0
12	0	0
Ungraded	0	0
Total	4755	2840
Comments: The decrease in child count numbers has contributed to the amount of children being tested. EDEN data was calculated from the test booklets, at the time of testing. The data entered reflects information from the migrant database (for students enrolled). Then, those student's SASIDs were matched with assessment booklets. Please		

note that this is not AYP participation rate data.

Source – Same as 2.3.3.1.

Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

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.

<u>Unless otherwise indicated</u>, 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 <u>not</u> include:

- Children who were served through a Title I SWP where MEP funds <u>were</u> 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 <u>not</u> 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 <u>unduplicated</u> 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	550
Age 3 through 5 (not Kindergarten)	1500
K	820
1	909
2	917
3	865
4	818
5	760
6	712
7	693
8	689
9	635
10	538
11	385
12	305
Ungraded	0
Out-of-school	893
Total	11989
Comments:	

Source – Initially, pre-populated by EDFacts file N/X123 that includes data group 636, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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	27
K	103
1	95
2	90
3	85
4	78
5	73
6	77
7	63
8	69
9	75
10	58
11	33
12	24
Ungraded	0
Out-of-school	63
Total	1013
Comments: WARNING -The number of children having Priority for Services for Grade 6 (78) is greater than the value reported for same age/grade in Table 2.3.1.2 (77). WARNING -The number of children having Priority for Services for Grade 7 (64) is greater than the value reported for same age/grade in Table 2.3.1.2 (63). Key	

Source – Initially, pre-populated by EDFacts file N/X123 that includes data group 636, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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	N<16
3	0
4	0
5	0
6	N<16
7	N<16
8	0
9	N<16
10	N<16
11	N<16
12	0
Ungraded	0
Out-of-school	0
Total	N<16
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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)	311
K	652
1	762
2	751
3	725
4	700
5	644
6	604
7	600
8	589
9	539
10	447
11	343
12	259
Ungraded	0
Out-of-school	36
Total	7962
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

2.3.3.1.4.2 Type of Instructional Service

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

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	199	221	
K	620	510	
1	705	610	
2	697	580	
3	657	562	
4	637	529	
5	600	501	
6	544	454	
7	554	478	
8	539	456	
9	476	420	269
10	404	356	195
11	297	256	144
12	236	211	118
Ungraded	0	0	0
Out-of-school	33	33	89
Total	7198	6177	815
Comments: Information gathered by the SEA for the 06-07 SY is more accurate as we are collaborating effectively with LEA's in order to ensure accurate information is being reported and students are receiving appropriate services during regular term.			

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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 underlined number of participating migrant children who received any MEP-funded support service during the regular school year. In the column titled Counseling Service, provide the underlined 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	500	0
Age 3 through 5 (not Kindergarten)	1553	N<16
K	822	N<16
1	910	N<16
2	918	N<16
3	868	N<16
4	821	N<16
5	764	N<16
6	713	55
7	693	51
8	690	61
9	634	52
10	538	47
11	384	35
12	305	28
Ungraded	0	0
Out-of-school	894	N<16
Total	12007	385
Comments: Focus was on academic development and ensuring that students were performing at grade level.		

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

Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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	243
Age 3 through 5 (not Kindergarten)	642
K	78
1	42
2	37
3	40
4	40
5	37
6	38
7	33
8	40
9	37
10	38
11	N<16
12	20
Ungraded	0
Out-of-school	436
Total	1816
Comments: Focus was on academic development and ensuring that students were performing at grade level.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.1 of the SY 2005-06 CSPR.

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 EDFacts file N/X124 that includes data group 637.

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 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 Summer/Intersession Term
Age Birth through 2	174
Age 3 through 5 (not Kindergarten)	579
K	113
1	117
2	145
3	105
4	95
5	91
6	56
7	44
8	30
9	61
10	26
11	30
12	N<16
Ungraded	0
Out-of-school	2905
Total	4584
Comments: Focus was throughout the year in order to ensure academic achievement and meeting graduation requirements.	

Source – Initially, pre-populated by EDFacts file N/X124 that includes data group 637, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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	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	0
Ungraded	0
Out-of-school	0
Total	0
Comments: Colorado is reporting the data value for PFS for Summer as zero for the 2006/2007 SY. Colorado's PFS includes students who's education was interrupted during regular year (Sept-June) and was Failing or At Risk of Failing during regular.	

Source – Initially, pre-populated by EDFacts file N/X124 that includes data group 637, category set A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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	0
Ungraded	0
Out-of-school	0
Total	0
Comments: It is correct that the data values are zero.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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 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	N<16
Age 3 through 5 (not Kindergarten)	53
K	103
1	110
2	134
3	94
4	86
5	85
6	51
7	40
8	27
9	54
10	23
11	29
12	N<16
Ungraded	0
Out-of-school	N<16
Total	916
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY

2005-06 CSPR.

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	0	0	
Age 3 through 5 (not Kindergarten)	39	37	
K	103	86	
1	107	93	
2	127	112	
3	92	79	
4	78	65	
5	85	74	
6	51	38	
7	39	26	
8	24	22	
9	30	44	32
10	17	N<16	N<16
11	19	16	22
12	N<16	N<16	N<16
Ungraded	0	0	0
Out-of-school	N<16	N<16	139
Total	822	718	213
Comments: Focus was on academic development and ensuring that students were performing at grade level during regular term.			

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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 underlined number of participating migrant children who received any MEP-funded support service during the summer/intersession term. In the column titled Counseling Service, provide the underlined 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	174	0
Age 3 through 5 (not Kindergarten)	578	0
K	113	0
1	115	0
2	145	0
3	104	0
4	94	0
5	89	N<16
6	54	N<16
7	44	N<16
8	30	0
9	61	N<16
10	25	0
11	30	0
12	N<16	N<16
Ungraded	0	0
Out-of-school	2905	39
Total	4574	45
Comments: The difference is due to the fact that there has been a decline in what was reported in Summer/Intercession migrant population. The counts submitted for 05-06 Summer Intercession count was 7,054 vs. 06-07 count is 4,313. LEA's focused on providing counseling service to out of school youth in order to ensure that this population is served.		

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

Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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

Age/Grade	Referred Service
Age birth through 2	N<16
Age 3 through 5 (not Kindergarten)	16
K	19
1	N<16
2	16
3	N<16
4	N<16
5	10
6	17
7	N<16
8	N<16
9	N<16
10	N<16
11	N<16
12	N<16
Ungraded	0
Out-of-school	20
Total	161
Comments: The difference is due to the fact that there has been a decline in what was reported in Summer/Intercession migrant population. The counts submitted for 05-06 Summer/Intercession count was 7,054 vs. 06-07 count is 4,313. The decrease in families that received a referred during the Summer/Intercession is due to the fact the LEA's reporting it as an actual support service provided. (e.g. a student who received dental services were reported under dental).	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.3.2 of the SY 2005-06 CSPR.

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	89
Age 3 through 5 (not Kindergarten)	499
K	731
1	796
2	815
3	761
4	728
5	676
6	637
7	626
8	619
9	574
10	475
11	353
12	284
Ungraded	0
Out-of-school	106
Total	8769
Comments:	

Source – Initially, pre-populated by EDFacts file N/X054 that includes data group 102, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

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
Number of schools that enrolled eligible migrant children	887
Number of eligible migrant children enrolled in those schools	8625
Comments: The decrease in numbers of eligible migrant children enrolled in schools from last year to this year is due to the fact that last years numbers included out of school children. This year Colorado only reported numbers of eligible migrant children attending schools.	

Source – Initially, pre-populated by EDFacts file N/X102 that includes data group 110. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.4 of the SY 2005-06 CSPR. This data collection has been changed to include public schools only.

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
Number of schools where MEP funds were consolidated in a schoolwide program	0
Number of eligible migrant children enrolled in those schools	0
Comments: Colorado does not allow for migrant funds to be consolidated in School Wide Programs. The data values for this table are zero.	

Source – Initially, pre-populated by EDFacts file N/X102 that includes data groups 110 and 514. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.4 of the SY 2005-06 CSPR.

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
1. Regular school year – school day only	124	1681
2. Regular school year – school day/extended day	0	0
3. Summer/intersession only	24	153
4. Year round	126	1684
Comments: The increase is due to the fact that data is being reported more accurately. Focus was on regular term academics.		

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.5.1 of the SY

2005-06 CSPR. FAQs on type of MEP project:

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

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

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

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

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

2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (<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	1.00
Comments:	

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

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of MEP funded staff in the regular school year, the number of MEP funded staff in summer term/intersession and the FTE amount of time in summer term/intersession have been deleted.

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	61	14.1	193	26.00
Counselors	16	7.00	14	2.5
All paraprofessionals	14	8.7	27	7.4
Recruiters	52	33.9	19	13.9
Records transfer staff	15	10.9	9	6.4
Comments: The SEA and Grants Fiscal is providing better technical assistance to its LEA's is this area by offering a better understanding, coding, and classification of job responsibilities.				

Source – Initially, pre-populated by EDFacts file N/X065 that includes data groups 515 and 625, category A. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR.

FAQs on MEP staff:

a.   *How is the FTE calculated? The FTE may be calculated using one of two methods:*
- 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.
- 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.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	31	7.00	21	8.3
Comments: The SEA and Grants Fiscal is providing better technical assistance to its LEA's is this area by offering a better understanding, coding, and classification of job responsibilities.				

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

Note: This table was formerly part of section 2.3.1.5.2 of the SY 2005-06 CSPR.

FAQs on qualified paraprofessionals:

a.   *How is the FTE calculated? The FTE may be calculated using one of two methods:*
- To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
- 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) (Section 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, 2006 through June 30, 2007.
- 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
1. Neglected programs	0	0
2. Juvenile detention	0	0
3. Juvenile corrections	6	101
4. Adult corrections	1	365
5. Other	0	0
Total	7	

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: We cannot average the averages to determine the total average length of stay in days.	

Note: This table was formerly part of section 2.4.1.1 of the SY 2005-06 CSPR. The unduplicated count of Neglected and Delinquent students has been moved for the SY 2006-07 CSPR. The additional calculation of total number of programs/facilities is new for the SY 2006-07 CSPR.

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
1. Neglected Programs	0
2. Juvenile Detention	0
3. Juvenile Corrections	6
4. Adult Corrections	1
5. Other	0
Total	7
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This is a new data collection for the SY 2006-07 CSPR.

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 <u>unduplicated</u> 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	2136	119	0
Long Term Students Served	0	0	839	109	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	37	0	0
Asian or Pacific Islander	0	0	24	0	0
Black, non-Hispanic	0	0	337	23	0
Hispanic	0	0	753	33	0
White, non-Hispanic	0	0	985	63	0
Total	0	0	2136	119	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	1658	113	0
Female	0	0	478	N<16	0
Total	0	0	2136	119	0

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	5	0	0
12	0	0	13	0	0
13	0	0	38	0	0
14	0	0	146	0	0
15	0	0	292	0	0
16	0	0	484	0	0
17	0	0	582	35	0
18	0	0	390	35	0
19	0	0	135	29	0
20	0	0	50	20	0
21	0	0	N<16	0	0
Total	0	0	2136	119	0

If the total number of students differs by demographics, please explain.

Comments:
Note: For the SY 2006-07 CSPR, the age groupings that were present in the SY 2005-06 CSPR have been changed to collect data by each age year.

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, 2006 through June 30, 2007.

Note: In the remaining tables, report numbers for juvenile detention and correctional facilities together in a single column.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

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

# Programs That	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Awarded high school course credit(s)	0	N<16	N<16	0
2. Awarded high school diploma(s)	0	N<16	N<16	0
3. Awarded GED(s)	0	N<16	N<16	0
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
1. Earned high school course credits	0	1941	119	0
2. Enrolled in a GED program	0	190	0	0
Comments:				

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

was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

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 Facilities	Other Programs
1. Enrolled in their local district school	0	1081	0	0
2. Earned a GED	0	37	N<16	0
3. Obtained high school diploma	0	N<16	25	0
4. Were accepted into post-secondary education	0	26	50	0
5. Enrolled in post-secondary education	0	20	50	0
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY

2005-06 CSPR.

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 Facilities	Other Programs
Enrolled in elective job training courses/programs	0	424	90	0
Comments:				

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

was formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

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 Facilities	Other Programs
1. Enrolled in external job training education	0	N<16	0	0
2. Obtained employment	0	26	0	0
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was formerly part of section 2.4.1.3 of the SY

2005-06 CSPR.

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 format of 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, 2006, 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 (rows 3 through 7). Below the table is a 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
1. Long-term students who tested below grade level upon entry	0	367	95	0
2. Long-term students who have complete pre- and post-test results (data)	0	321	N<16	0

<u>Of the students reported in row 2 above, indicate the number who showed:</u>

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	44	0	0
4. No change in grade level from the pre-to post-test exams	0	N<16	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	86	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	73	N<16	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	107	0	0
Comments:				

Source – Initially, pre-populated by EDFacts file N/X113 that is data group 628, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.1.6 of the SY 2005-06 CSPR.

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, 2006 through June 30, 2007.

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
1. Long-term students who tested below grade level upon entry	0	390	107	0
2. Long-term students who have complete pre-and post-test results (data)	0	321	N<16	0

<u>Of the students reported in row 2 above, indicate the number who showed</u>:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	43	0	0
4. No change in grade level from the pre-to post-test exams	0	16	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	71	N<16	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	82	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	109	0	0
Comments:				

Source – Initially, pre-populated by EDFacts file N/X113 that is data group 628, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.1.6 of the SY 2005-06 CSPR.

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 a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
1. At-risk programs	3	141
2. Neglected programs	21	162
3. Juvenile detention	1	164
4. Juvenile corrections	8	314
5. Other	2	124
Total	35	

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: We cannot average the averages to determine the total average length of stay.	

Note: This table was formerly part of section 2.4.2.1 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the unduplicated count of neglected and delinquent children has been moved. The category At-risk or Other has been split into two separate categories for the SY 2006-07 CSPR.

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.

State Program/Facility Type	# Reporting Data
1. At-risk programs	3
2. Neglected programs	21
3. Juvenile detention	1
4. Juvenile corrections	8
5. Other	2
Total	35
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This is a new data collection for the SY 2006-07 CSPR.

2.4.2.2 Students Served – Subpart 2

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

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	397	1699	85	1227	107
Total Long Term Students Served	184	962	56	1128	52

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	N<16	48	N<16	38	N<16
Asian or Pacific Islander	N<16	27	N<16	29	0
Black, non-Hispanic	89	333	32	269	N<16
Hispanic	122	427	29	341	32
White, non-Hispanic	164	843	21	512	64
Total	397	1678	85	1189	107

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	211	1149	85	741	74
Female	186	550	0	486	33
Total	397	1699	85	1227	107

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	N<16	0	0	0
6	0	16	0	0	0
7	0	19	0	0	0
8	0	30	0	0	0
9	0	47	0	N<16	0
10	0	64	0	N<16	0
11	0	67	0	22	0
12	N<16	117	N<16	38	N<16
13	N<16	138	N<16	81	N<16
14	31	248	27	145	N<16
15	69	309	19	227	26
16	72	315	12	303	22
17	92	224	9	265	20
18	48	74	2	86	N<16
19	57	16	0	30	N<16
20	N<16	N<16	0	N<16	N<16
21	N<16	N<16	0	0	0
Total	397	1699	85	1227	107

If the total number of students differs by demographics, please explain. Comments: For race/ethnicity there were 21 students

in Neglected Programs, coded as other, and 38 in Juvenille Source – Manual entry by the SEA into the online collection tool.

Note: For this data collection, the age groupings that were present in the SY 2005-06 CSPR have been changed to collect data by each age year. In addition, the column At-risk and Other was split into two separate columns.

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, 2006 through June 30, 2007.

Note: In the remaining tables, report numbers for juvenile detention and correctional facilities <u>together</u> in a single column.

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
1. Awarded high school course credit(s)	N<16	17	N<16	N<16
2. Awarded high school diploma(s)	N<16	N<16	N<16	0
3. Awarded GED(s)	N<16	N<16	N<16	0
Comments:				

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

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. In addition, the column At-risk and Other was split into two separate columns.

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 underlined 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
1. Earned high school course credits	267	897	1133	53
2. Enrolled in a GED program	58	48	35	N<16
Comments:				

Source – Manual entry by the SEA into the online collection tool. Note: This was

formerly part of section 2.4.1.3 of the SY 2005-06 CSPR.

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 underlined 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
1. Enrolled in their local district school	149	514	323	11
2. Earned a GED	44	24	121	0
3. Obtained high school diploma	N<16	23	72	N<16
4. Were accepted into post-secondary education	N<16	N<16	76	N<16
5. Enrolled in post-secondary education	N<16	N<16	N<16	N<16
Comments:				

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

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. In addition, the column At-risk and Other was split into two separate columns.

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
1. Enrolled in elective job training courses/programs	228	120	741	N<16
Comments:				

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

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

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
1. Enrolled in external job training education	19	N<16	64	0
2. Obtained employment	45	68	231	N<16
Comments:				

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

Note: This was formerly part of section 2.4.2.3 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

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, 2006, 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 (rows 3 through 7). Below the table is a 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
1. Long-term students who tested below grade level upon entry	105	585	680	45
2. Long-term students who have complete pre-and post-test results (data)	126	583	802	52

Of the students reported in row 2 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
3. Negative grade level change from the pre-to post-test exams	26	60	229	0
4. No change in grade level from the pre-to post-test exams	N<16	41	75	N<16
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	N<16	98	70	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	28	159	121	N<16
7. Improvement of more than one full grade level from the pre-to post-test exams	42	225	307	46
Comments:				

Source – Initially, pre-populated by EDFacts file N/X125 that is data group 629, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.6 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

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, 2006, through June 30, 2007.

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
1. Long-term students who tested below grade level upon entry	123	675	750	36
2. Long-term students who have complete pre-and post-test results (data)	126	584	792	42

Of the students reported in row 2 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
3. Negative grade level change from the pre-to post-test exams	37	79	232	0
4. No change in grade level from the pre-to post-test exams	N<16	42	70	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	27	120	98	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	25	154	126	0
7. Improvement of more than one full grade level from the pre-to post-test exams	25	189	266	42
Comments:				

Source – Initially, pre-populated by EDFacts file N/X125 that is data group 629, category sets A and B. If necessary, it is updated through manual entry by the SEA into the online collection tool.

Note: This was formerly part of section 2.4.2.6 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the column At-risk and Other was split into two separate columns.

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

This section collects information on Comprehensive School Reform.

2.5.1 CSR Grantee Schools Making AYP

In the table below, provide the percentage of CSR schools that have/had a CSR grant and that made AYP in reading/language arts and mathematics during SY 2006-07.

	Percentage
Reading/language	69.0
Mathematics	67.0
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: Mathematics was formerly part of section 2.5.2 of

the SY 2005-06 CSPR.

2.5.2 CSR Grantees

In the table below, provide the number of schools that have/had a CSR grant since 1998.

	#
Schools that have/had a CSR grant since 1998?	92
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This was formerly part of section 2.5.3 of the SY 2005-06

CSPR.

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

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

2.7.1 Performance Measures

In the table below, provide actual performance data. The first four columns (e.g., Performance Indicators, Instruments/Data Sources, Frequency of Collection/Baselines, and Targets) will be pre-populated from your State's SY 2005-06 CSPR submission.

Note: The information in the first four columns is provided for reference purposes only.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction in weapons incidents, statewide for all schools.	Department's "Safety and Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annual Year of most recent collection: 2006-2007	2004-05	2004-05
			2005-06 Baseline	2005-06
			2006-07 10% reduction	2006-07 3.9% reduction
			2007-08 15% reduction	Baseline: 05-06
			2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction in 1st and 2nd degree assaults and vehicular assault incidents, statewide for all schools.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2006-2007	2004-05	2004-05
			2005-06	2005-06
			2006-07 Baseline	2006-07 Baseline
			2007-08 5% reduction	Baseline: 2006-2007
			2008-09 10% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction in 3rd degree assaults and disorderly conduct incidents, statewide for all schools.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually Year of most recent collection: 2006-2007	2004-05	2004-05
			2005-06	2005-06
			2006-07 Baseline	2006-07 Baseline
			2007-08 5% reduction	Baseline: 06-07
			2008-09 10% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 2.7% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction in drug incidents, statewide for all schools.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 17.8% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction is alcohol incidents, statewide for all schools		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 9% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction in tobacco incidents, statewide for all schools.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 Not yet known
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Percent of schools decreasing truancy rates.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 35% increase
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of in-school suspensions for weapons (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 7% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of out-of-school suspensions for weapons (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of expulsions for weapons (unduplicated count), statewide.	Department's "Safetyand Discipline	Frequency: Annually	2004-05	2004-05
			2005-06 Baseline	2005-06

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
	Incidents" Report via the Automated Data Exchange.		2006-07 10% reduction	2006-07 5.10% reduction
			2007-08 15% reduction	Baseline: 2005-2006
		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 16% increase
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of in-school suspensions for alcohol (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 18.3% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of out of school suspensions for alcohol (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of expulsions for alcohol (unduplicated count), statewide.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 45.2% reduction

			2007-08 15% reduction	Baseline: 2005-2006
		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 60% increase
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of in-school suspensions for drugs (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05	2004-05
			2005-06 Baseline	2005-06
		Frequency: Annually	2006-07 10% reduction	2006-07 2.6% reduction
	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2007-08 15% reduction	Baseline: 2005-2006
Reduction of out of school suspensions for drugs (unduplicated count), statewide.		Year of most recent collection: 2006-2007	2008-09 20% reduction	Year Established: 2006-2007
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of expulsions for drugs (unduplicated count), statewide.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.		2004-05	2004-05
			2005-06 Baseline	2005-06
			2006-07 10% reduction	2006-07 0.89% reduction
		Frequency: Annually		
		Year of most recent collection: 2006-2007	2007-08 15% reduction	Baseline: 2005-2006

			2008-09 20% reduction	Year Established: 2006-2007
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of in-school suspensions for 3rd degree assualts and disorderly conduct (unduplicated count), statewide.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually	2004-05	2004-05
			2005-06	2005-06
			2006-07 Baseline	2006-07 Baseline
			2007-08 5% reduction	Baseline: 2006-2007
		Year of most recent collection: 2006-2007	2008-09 10% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of out-of-school suspensions for 3rd degree assaults and disorderly conduct (unduplicated count), statewide.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually	2004-05	2004-05
			2005-06	2005-06
			2006-07 Baseline	2006-07 Baseline
			2007-08 5% reduction	Baseline: 2006-2007
		Year of most recent collection: 2006-2007	2008-09 10% reduction	Year Established: 2006-2007
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Reduction of expulsions for 3rd degree assaults and disorderly conduct (unduplicated count), statewide.	Department's "Safetyand Discipline Incidents" Report via the Automated Data Exchange.	Frequency: Annually	2004-05	2004-05
			2005-06	2005-06
			2006-07 Baseline	2006-07 Baseline
			2007-08 5% reduction	Baseline: 2006-2007
		Year of most recent collection: 2006-2007	2008-09 10% reduction	Year Established: 2006-2007
Comments:				

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	Use, possession or sale of alcohol on school grounds, in school vehicles, or at school activities or sanctioned events
Illicit drug related	Use, possession or sale of drugs on school grounds, in school vehicles, or at school activities or sanctioned events.
Violent incident without physical injury	Colorado does not have a definition for this category, nor does it collect information per this label.
Violent incident with physical injury	Meets the state criminal code definition for 1st, 2nd, and 3rd degree assaults, and vehicular assaults. Also includes "disorderly conduct" that covers physical fights, whereas actual injury is unknown, but still most likely fits the definition of "injury" per state statutes. (3rd degree assault and disorderly are not disaggregated in the collection).
Weapons possession	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.
Comments:	

Source – Initially, pre-populated with definition from the SY 2005-06 CSPR. If necessary, it is updated by the SEA.

Note: This was formerly part of sections 2.7.2.3, 2.7.2.4, and 2.7.2.5 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the State definition of physical fighting data collection has been removed, however the data collection for violent incident without physical injury and violent incident with physical injury have been added.

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

The following questions collect data on violent incident without physical injury.

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

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

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5		0
6 through 8		0
9 through 12		0
Comments: Data is not reported.		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.3 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

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

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

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5		0
6 through 8		0
9 through 12		0
Comments: Data is not reported.		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.3 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

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

The following questions collect data on <u>violent incident with physical injury</u>.

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 <u>violent incident with physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident with physical injury</u>, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	741	183
6 through 8	1974	183
9 through 12	1881	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.2 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

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 <u>violent incident with physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident with physical injury</u>, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<16	183
6 through 8	46	183
9 through 12	82	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: The tables in this section and 2.7.2.2 replace section 2.7.2.2 of the SY 2005-06 CSPR, which collected data on physical fighting.

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	151	183
6 through 8	120	183
9 through 12	189	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.3 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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	101	183
6 through 8	163	183
9 through 12	254	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.3 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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	18	183
6 through 8	162	183
9 through 12	991	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.4 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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	N<16	183
6 through 8	N<16	183
9 through 12	31	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.4 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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

The following questions collect data on illicit drug-related incidents.

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

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	53	183
6 through 8	584	183
9 through 12	2560	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.5 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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

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

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	N<16	183
6 through 8	121	183
9 through 12	417	183
Comments:		

Source – Initially, pre-populated from EDFacts file N/X030 for data group 523. If necessary, it is updated by the SEA.

Note: This table was formerly part of section 2.7.2.5 of the SY 2005-06 CSPR. The data collection requirement to report by elementary, middle and high school has changed to the grades K through 5, 6 through 8, and 9 through 12 for the SY 2006-07 CSPR.

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 Response	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
No Response	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
No Response	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
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This data collection has been changed from a manual

text entry to a check box format for the SY 2006-07 CSPR.

2.8 INNOVATIVE PROGRAMS (TITLE V, PART A)

This section collects information pursuant to Title V, Part A of the Elementary and Secondary Education Act (ESEA), as amended.

2.8.1 Annual Statewide Summary

Section 5122 of ESEA, as amended, 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.

Note: This data collection was formerly section 2.8.8 of the SY 2005-06 CSPR.
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	169	93.4
Total received Title V, Part A funds	181	
Comments:		

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

Note: This table was formerly section 2.8.9 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the number of LEAs and percentage of LEAs that completed credible Title V, Part A needs assessments is a new data collection.

2.8.3 LEA Expenditures

In the table below, provide the amount of Title V, Part A funds underlined expended 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	1298914	96.4
Total Title V, Part A funds expended by LEAs	1347803	
Comments:		

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

Note: This table was formerly section 2.8.10 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the total amount of Title V, Part A funds expended by LEAs is a new data collection.

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 used 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 not 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
1. Used at least 85 percent of their Title V, Part A funds for the four strategic priorities	125	62
2. Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	8	5
3. Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	48	34
Total LEAs receiving Title V, Part A funds	181	101
Comments:		

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

Note: This table was formerly section 2.8.11 of the SY 2005-06 CSPR. For the SY 2006-07 CSPR, the data collection for States to report not knowing whether they used at least 85 percent of their Title V, Part A funds is a new data collection.

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	30
Comments:	

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
1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	2
2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	3
3. Educational technology, including software and hardware as described in Title II, Part D	1
4. Parental involvement activities	3
5. Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	1
6. Activities authorized under Title I, Part A	6
7. Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly section 2.9.2.1 of the SY 2005-06

CSPR.

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.

Eight Colorado districts were eligible for Rural, Low-Income funds during the 2006-07 school year:

NCLB/State Performance Goal 1 -High Standards in Reading/Language Arts and Mathematics

Overall, 1 LEA made AYP but 7 did not. Of the 7 that did not, 4 made AYP in reading (3 didn't). None of the 7 made AYP in math.

NCLB/State Performance Goal 2 -English Proficiency in Reading/Language Arts and Mathematics

Four districts met AMAO targets in both reading and math; two did not; the remaining districts are non-applicable.

NCLB/State Performance Goal 3 -Highly Qualified Teachers

Two LEAs reached the 100% target; 6 did not.

NCLB/State Performance Goal 4 -Safe and Drug Free

There were no "persistently dangerous" schools in any of the eight LEAs.

NCLB/State Performance Goal 5 -Graduation from High School

One district increased its graduation rate from the 2005-06 school year. Seven had a declining rate.

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly section 2.9.2.2 of the SY 2005-06

CSPR.

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 2006-07?	__No__
Comments:	

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

2.10.2 Local Educational Agency (LEA) Transferability of Funds

Number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	8
Comments:	

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

2.10.2.1 Use of Funds

In the tables below, provide 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	# LEAs Transferring Funds TO Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	2	51190.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0	0.00
State Grants for Innovative Programs (Section 5112(a))	4	49776.00
Title I, Part A, Improving Basic Programs Operated by LEAs	3	187990.00

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.10.2.2 of the SY

2005-06 CSPR.

Program	# LEAs Transferring Funds FROM Eligible Program	Total Amount of Funds Transferred FROM Eligible Program
Improving Teacher Quality State Grants (Section 2121)	5	229257.00
Educational Technology State Grants (Section 2412(a)(2)(A))	1	1211.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	4	58488.00
State Grants for Innovative Programs (Section 5112(a))	0	0.00
Comments:		

Source – Manual entry by SEA into the online collection tool. Note: This table was

formerly part of section 2.10.2.2 of the SY 2005-06 CSPR.

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