

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

INDIANA



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

No Child Left Behind Act of 2001

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

Name of State Educational Agency (SEA) Submitting This Report:

Indiana Department of Education

Address:

Room 229, State House

Indianapolis, IN 46204-2798 Person to contact about this report:

Name: Jeffery P. Zaring

Telephone: 317-232-6622

Fax: 317-232-6395

e-mail: jzaring@doe.in.gov

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

Jeffery P. Zaring

Friday, April 11, 2008, 11:56:57 AM

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	11586	6966	60.1
4	11009	6764	61.4
5	10159	6385	62.9
6	4515	3048	67.5
7	2020	1108	54.9
8	2014	822	40.8
High School	314	101	32.2
Total	41617	25194	60.5
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	11524	7016	60.9
4	10957	6745	61.6
5	10115	6212	61.4
6	4502	2495	55.4
7	2005	864	43.1
8	1977	762	38.5
High School	312	95	30.4
Total	41392	24189	58.4
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	36352	26502	72.9
4	35630	26885	75.5
5	32752	25473	77.8
6	14797	11748	79.4
7	5445	3689	67.8
8	5070	2993	59.0
High School	824	329	39.9
Total	130870	97619	74.6
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	36224	27242	75.2
4	35484	26810	75.6
5	32654	24615	75.4
6	14744	10220	69.3
7	5432	3188	58.7
8	5049	2913	57.7
High School	855	447	52.3
Total	130442	95435	73.2
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)	25218
Limited English proficient students	9494
Students who are homeless	2740
Migratory students	462
Comments: File is being resubmitted. Children with disabilities = 25,218	

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 unduplicated 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	377
Asian or Pacific Islander	908
Black, non-Hispanic	35015
Hispanic	15691
White, non-Hispanic	84600
Total	136591
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 unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2		N<10			N<10
Age 3-5 (not Kindergarten)	461	1064		N<10	1532
K	11876	12442	197	N<10	24518
1	13688	12196	287	27	26198
2	11439	11516	290	38	23283
3	8157	11162	285	42	19646
4	6367	10475	189	80	17111
5	6260	10677	158	95	17190
6	2599	4654	117	116	7486
7	1169	1848	69	171	3257
8	937	1528	59	260	2784
9	94	N<10		391	486
10	60	N<10		356	418
11	42	N<10		220	264
12	N<10	N<10		96	106
Ungraded				N<10	N<10
TOTALS	63156	77576	1651	1904	144287
Comments:					

Source – The table above is produced through ED Facts. 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	20608
Reading/language arts	54418
Science	1866
Social studies	1637
Vocational/career	139
Other instructional services	
Comments: Error message invalid per conversation with Partner Support Center Representative on 2/14/08.	

Source – The table above is produced through ED Facts. 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	1285
Supporting guidance/advocacy	3454
Other support services	
Comments: Error message invalid per conversation with Partner Support Center Representative on 2/14/08.	

Source – The table above is produced through ED Facts. 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	782.3	
Paraprofessionals ¹	904.2	100.0
Other paraprofessionals (translators, parental involvement, computer assistance) ²	40.6	
Clerical support staff	26.00	
Administrators (non-clerical)	38.9	
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/paraquidance.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	1370.5	100.0
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	12
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	323
2. Adults participating	334
3. Adults participating who are limited English proficient (LEP)	94
4. Participating children	105
a. Infants and toddlers (birth through 2 years)	0
b. Preschool age (age 3 through 5)	0
c. School age (age 6 through 8)	105
Comments: A total of 453 children participated during the year. However, due to the recent addition of questions 4a-4c, we do not have an accurate breakdown of the requested data. This will be added to next year's data collection.	

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 at the time of enrollment 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	213
2. Number of newly enrolled adult participants	211
3. Number of newly enrolled families at or below the federal poverty level	203
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	197
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade	85
Comments:	

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	87
2. Number of families participating more than 3 months and fewer than 6 months	42
3. Number of families participating more than 6 months and fewer than 12 months	90
4. Number of families participating 12 months or longer	104
5. Total families participating	323
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.

We are using the specified measures.

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	94	54	
CASAS	28	16	
Other	0	0	
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	52	34	
CASAS	16	15	
Other	0	0	
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.

2.2.2.3 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<10	N<10	
GED	17	N<10	
Other	0	0	
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	N<10	N<10	
GED	41	30	
Other	0	0	
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	55	34	20	N<10	Exemption due to severe developmental delay
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	55	37	17.1	
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	0	0	
1	0	0	
2	0	0	
3	0	0	
Comments: Our actual data shows a total of 105 children in the cohort, not 0. The total number of children who met their goal was 92. However, we were unable to gather this information in a format that allows us to break the data down based on when the CSPR requested information was published. This data will be available for next 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	0	0	
PEP Scale II	0	0	
PEP Scale III	0	0	
PEP Scale IV	0	0	
Other	202	175	The parenting education assessments included participation in parent-teacher conferences, documented support by families on homework and interactive activities conducted in the home.
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 unduplicated number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	260
Age 3 through 5 (not Kindergarten)	357
K	170
1	184
2	153
3	172
4	171
5	154
6	192
7	181
8	205
9	198
10	164
11	171
12	141
Ungraded	59
Out-of-school	822
Total	3754
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An articles in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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 ED Facts 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.

2.3.1.2 Priority for Services

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

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	0
K	97
1	101
2	79
3	91
4	98
5	83
6	92
7	88
8	107
9	113
10	108
11	102
12	93
Ungraded	59
Out-of-school	0
Total	1311
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>	

Source – Initially, pre-populated by ED Facts 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, and whose education has been interrupted during the regular school year.

2.3.1.3 Limited English Proficient

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

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	56
K	103
1	109
2	96
3	112
4	118
5	121
6	133
7	147
8	126
9	139
10	127
11	94
12	77
Ungraded	36
Out-of-school	598
Total	2192

Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.

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 unduplicated 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)	0
K	N<10
1	N<10
2	N<10
3	N<10
4	N<10
5	N<10
6	N<10
7	N<10
8	N<10
9	N<10
10	N<10
11	N<10
12	N<10
Ungraded	N<10
Out-of-school	0
Total	52
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 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	178	69	12	N<10
Age 3 through 5 (not Kindergarten)	143	112	49	53
K	61	32	38	39
1	62	46	32	44
2	58	29	36	30
3	69	42	37	24
4	67	40	38	26
5	58	30	38	28
6	69	49	36	38
7	75	32	36	38
8	96	42	40	27
9	95	39	35	29
10	85	28	34	17
11	96	23	30	22
12	71	33	27	10
Ungraded	12	17	19	11
Out-of-school	490	233	68	31
Total	1785	896	605	468
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>				

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 unduplicated 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	64
Age 3 through 5 (not Kindergarten)	136
K	61
1	76
2	60
3	64
4	63
5	53
6	67
7	56
8	68
9	66
10	50
11	48
12	43
Ungraded	21
Out-of-school	255
Total	1251

Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.

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 unduplicated number of eligible migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropped Out
7	0
8	N<10
9	N<10
10	N<10
11	N<10
12	0
Ungraded	0
Total	12
Comments:	

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 unduplicated number of eligible migrant students who obtained a General Education Development (GED) Certificate in your state.

Obtained a GED in your state	N<10
Comments: The previous year there were no migrant students that obtained their GED: therefore, with N<10 migrant students that obtained a GED the increase is a significant percentage, but not a significant real number increase.	

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 unduplicated 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	168	168
4	165	165
5	157	157
6	195	195
7	169	169
8	131	131
9	142	142
10	102	102
11	0	0
12	0	0
Ungraded	0	0
Total	1229	1229

Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops. There are different data collection sources for the student count and for assessment; therefore, there is a slight difference in the numbers indicated.

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	171	171
4	166	166
5	160	160
6	200	200
7	175	175
8	133	133
9	147	147
10	105	105
11	0	0
12	0	0
Ungraded	0	0
Total	1257	1257

Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to

There are different data collection sources for the student count and for assessment; therefore, there is a slight difference in the numbers indicated.

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.

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

2.3.3.1 MEP Participation – Regular School Year

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

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

2.3.3.1.1 MEP Students Served During the Regular School Year

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

Age/Grade	Served During Regular School Year
Age Birth through 2	143
Age 3 through 5 (not Kindergarten)	287
K	129
1	150
2	122
3	134
4	131
5	112
6	151
7	133
8	146
9	138
10	95
11	100
12	80
Ungraded	29
Out-of-school	483
Total	2563
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 unduplicated 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	0
K	72
1	87
2	64
3	82
4	86
5	74
6	81
7	71
8	91
9	102
10	93
11	88
12	79
Ungraded	28
Out-of-school	0
Total	1098
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	N<10
4	N<10
5	N<10
6	0
7	0
8	0
9	N<10
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	N<10
Comments: These values are correct as reported by COEStar.	

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 **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.*

2.3.3.1.4.1 Instructional Service – During the Regular School Year

In the table below, provide the unduplicated number of participating migrant children who received any type of MEP-funded instructional service during the regular school year. 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	143
Age 3 through 5 (not Kindergarten)	287
K	129
1	150
2	122
3	134
4	131
5	112
6	151
7	133
8	146
9	138
10	95
11	100
12	80
Ungraded	29
Out-of-school	336
Total	2416
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>	

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)	0	0	
K	129	129	
1	150	150	
2	122	122	
3	134	134	
4	131	131	
5	112	112	
6	151	151	
7	133	133	
8	146	146	
9	138	138	37
10	95	95	40
11	100	100	39
12	80	80	42
Ungraded	29	29	0
Out-of-school	336	336	0
Total	1986	1986	158
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.			

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 unduplicated 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 unduplicated 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	143	0
Age 3 through 5 (not Kindergarten)	287	0
K	129	11
1	148	27
2	122	19
3	134	20
4	131	25
5	112	21
6	151	17
7	133	24
8	146	23
9	138	25
10	95	21
11	100	21
12	80	N<10
Ungraded	29	N<10
Out-of-school	483	N<10
Total	2561	267
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.		

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 unduplicated 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. Do not include children who were referred, but received no services. The total is calculated automatically.

Age/Grade	Referred Service
Age birth through 2	23
Age 3 through 5 (not Kindergarten)	198
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	11
9	19
10	12
11	19
12	23
Ungraded	0
Out-of-school	0
Total	305
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>	

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 unduplicated 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	238
Age 3 through 5 (not Kindergarten)	332
K	128
1	158
2	123
3	147
4	142
5	140
6	158
7	152
8	180
9	174
10	151
11	152
12	112
Ungraded	29
Out-of-school	703
Total	3219
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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 unduplicated 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	88
1	92
2	71
3	69
4	93
5	81
6	83
7	81
8	95
9	104
10	99
11	96
12	89
Ungraded	23
Out-of-school	0
Total	1164
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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 unduplicated 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: The values indicated are correct according to the COEStar data collection.	

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 unduplicated 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	15
Age 3 through 5 (not Kindergarten)	42
K	128
1	158
2	123
3	147
4	142
5	140
6	158
7	152
8	180
9	174
10	151
11	152
12	112
Ungraded	29
Out-of-school	598
Total	2601
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>	

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 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)	0	0	
K	128	128	
1	158	158	
2	123	123	
3	147	147	
4	142	142	
5	140	140	
6	158	158	
7	152	152	
8	180	180	
9	174	174	11
10	151	151	12
11	152	152	14
12	112	112	13
Ungraded	29	29	0
Out-of-school	598	598	0
Total	2544	2544	50
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.			

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 unduplicated 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 unduplicated 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	238	0
Age 3 through 5 (not Kindergarten)	331	0
K	128	0
1	156	N<10
2	121	N<10
3	144	N<10
4	140	N<10
5	137	N<10
6	158	N<10
7	150	11
8	180	13
9	172	14
10	150	16
11	150	17
12	111	18
Ungraded	29	11
Out-of-school	700	0
Total	3195	138
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.

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 unduplicated 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	33
Age 3 through 5 (not Kindergarten)	287
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	14
10	11
11	17
12	21
Ungraded	N<10
Out-of-school	19
Total	405
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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 unduplicated 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	245
Age 3 through 5 (not Kindergarten)	347
K	159
1	177
2	147
3	162
4	167
5	145
6	189
7	175
8	197
9	194
10	161
11	166
12	138
Ungraded	35
Out-of-school	802
Total	3606
<p>Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.</p>	

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	307
Number of eligible migrant children enrolled in those schools	11409
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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: There were 167 migrant students enrolled in Schoolwide programs; however NO migrant funds were consolidated into those programs. Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops.	

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 and provides services directly to the migrant child. Do not 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	19	3011
2. Regular school year – school day/extended day	N<10	111
3. Summer/intersession only	0	0
4. Year round	14	3413
Comments: Decline in count due to fewer families migrating to Indiana. Concerns about immigration resulted in adult males traveling alone rather than with families. An article in the Washington Post dated 12/03/07 details the impact of immigration concerns on farmworkers and how throughout the US crops often rotted in the fields since migrant workers were not there to pick the crops. Two school summer project sites from 2005-06 added regular school year services thus moving into the category of year round.		

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 (regardless of whether the director is funded by State, MEP, or other funds) 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

- 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.*
- 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 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
Teachers	50	39.5	94	78.00
Counselors	12	4.00	8	5.00
All paraprofessionals	113	94.00	108	98.00
Recruiters	11	8.00	38	22.00
Records transfer staff	28	18.00	22	15.00
Comments:				

Source – Initially, pre-populated by ED Facts 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	83	78.00	87	81.00
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.

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	1	290
2. Juvenile detention	0	0
3. Juvenile corrections	0	0
4. Adult corrections	6	97
5. Other	0	0
Total	7	194

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:	

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	1
2. Juvenile Detention	0
3. Juvenile Corrections	0
4. Adult Corrections	6
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 unduplicated 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	124	0	0	1911	0
Long Term Students Served	46	0	0	1057	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0	0	0		0
Asian or Pacific Islander	0	0	0		0
Black, non-Hispanic	51	0	0		0
Hispanic	N<10	0	0		0
White, non-Hispanic	71	0	0		0
Total	124	0	0		0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	70	0	0	1692	0
Female	54	0	0	219	0
Total	124	0	0	1911	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0		0
6	0	0	0		0
7	0	0	0		0
8	0	0	0		0
9	0	0	0		0
10	N<10	0	0		0
11	N<10	0	0		0
12	N<10	0	0		0
13	12	0	0		0
14	22	0	0		0
15	28	0	0		0
16	21	0	0		0
17	19	0	0		0
18	N<10	0	0		0
19	0	0	0		0
20	0	0	0		0
21	0	0	0		0
Total	124	0	0		0

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

Comments: Department of Correction was not able to provide accurate data breakdowns by race/ethnicity and individual age. IDOE is working with DOC to resolve future data issues to provide all information requested.

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)	N<10	0	N<10	0
2. Awarded high school diploma(s)	N<10	0	0	0
3. Awarded GED(s)	0	0	N<10	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 unduplicated 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	88	0	869	0
2. Enrolled in a GED program	0	0	274	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 unduplicated 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	0	1156	0
2. Earned a GED	0	0	274	0
3. Obtained high school diploma	25	0	0	0
4. Were accepted into post-secondary education	17	0	12	0
5. Enrolled in post-secondary education	17	0	12	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 unduplicated 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	20	0	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.

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

In the table below, provide the unduplicated 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	0	0	0
2. Obtained employment	0	0	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 long-term 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 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)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
1. Long-term students who tested below grade level upon entry	24	0	392	0
2. Long-term students who have complete pre- and post-test results (data)	46	0	493	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	126	0
4. No change in grade level from the pre-to post-test exams	16	0	41	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	58	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	30	0	41	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	227	0
Comments:				

Source – Initially, pre-populated by ED Facts 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	28	0	344	0
2. Long-term students who have complete pre-and post-test results (data)	46	0	493	0

Of the students reported in row 2 above, indicate the number who showed:

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	120	0
4. No change in grade level from the pre-to post-test exams	18	0	77	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	37	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	28	0	42	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	217	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	0	0
2. Neglected programs	0	0
3. Juvenile detention	0	0
4. Juvenile corrections	34	97
5. Other	0	0
Total	34	97

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:	

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	0
2. Neglected programs	0
3. Juvenile detention	0
4. Juvenile corrections	32
5. Other	0
Total	32
Comments: 2 LEA's have 2 programs, so that is why there are 34 programs but 32 LEA's.	

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	0	0	0	12385	0
Total Long Term Students Served	0	0	0	3319	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	0	0	0	26	0
Asian or Pacific Islander	0	0	0	34	0
Black, non-Hispanic	0	0	0	3550	0
Hispanic	0	0	0	917	0
White, non-Hispanic	0	0	0	7858	0
Total	0	0	0	12385	0

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	0	0	0	9023	0
Female	0	0	0	3362	0
Total	0	0	0	12385	0

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	N<10	0
7	0	0	0	N<10	0
8	0	0	0	14	0
9	0	0	0	33	0
10	0	0	0	64	0
11	0	0	0	123	0
12	0	0	0	318	0
13	0	0	0	832	0
14	0	0	0	1790	0
15	0	0	0	2544	0
16	0	0	0	3143	0
17	0	0	0	2783	0
18	0	0	0	288	0
19	0	0	0	24	0
20	0	0	0	2	0
21	0	0	0	0	0
Total	0	0	0	11968	0

If the total number of students differs by demographics, please explain. Comments: One Subpart 2 facility was only able to report students by age groups.
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 together in a single column.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 2 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. 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.

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/Corrections	Other Programs
1. Awarded high school course credit(s)	0	0	16	0
2. Awarded high school diploma(s)	0	0	11	0
3. Awarded GED(s)	0	0	18	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 unduplicated 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	0	0	2689	0
2. Enrolled in a GED program	0	0	908	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.

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

In the table below, provide the unduplicated 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	0	0	4123	0
2. Earned a GED	0	0	84	0
3. Obtained high school diploma	0	0	70	0
4. Were accepted into post-secondary education	0	0	14	0
5. Enrolled in post-secondary education	0	0	11	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.

2.4.2.5 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 unduplicated 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	0	0	898	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. 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 unduplicated 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	0	0	N<10	0
2. Obtained employment	0	0	190	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. 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 unduplicated 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	0	0	1383	0
2. Long-term students who have complete pre- and post-test results (data)	0	0	1246	0

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	0	0	133	0
4. No change in grade level from the pre-to post-test exams	0	0	114	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	404	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	402	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	193	0
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	0	0	1412	0
2. Long-term students who have complete pre-and post-test results (data)	0	0	1250	0

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	0	0	145	0
4. No change in grade level from the pre-to post-test exams	0	0	127	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	389	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	387	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	202	0
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	55.4
Mathematics	60.7
Comments: Calculations based on 56 schools with data in tested grades.	

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?	66
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
Decrease the number of persistently dangerous schools, as defined by the state.	DOE EX/SU Report	Frequency: Annual	2004-05 0	2004-05 0
			2005-06 0	2005-06 0
			2006-07 0	2006-07 0
		Year of most recent collection: 06-07	2007-08 0	Baseline: 0
			2008-09 0	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the number of expulsions for possession of deadly weapons.	DOE EX/SU Report	Frequency: Annual	2004-05 1,196	2004-05 1,432
			2005-06 1,172	2005-06
			2006-07 1,149	2006-07 1,720
		Year of most recent collection: 06-07	2007-08 1,126	Baseline: 1,246
			2008-09 1,092	Year Established: 2003
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 17,398	2004-05 4,717
			2005-06 17,051	

			2005-06
		Frequency: Annual	2006 07 16,710
			2006-07 5022
			2007 08 16,376
			Baseline: 18,115

Decrease the number of suspensions and expulsions for the use/possession of alcohol and tobacco.	DOE EX/SU Report	Year of most recent collection: 06-07	2008-09 16,048	Year Established: 2003
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Comments:

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 8 reporting the use of alcohol in the last month.	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 22.8 %	2004-05 21.1%
			2005-06 22.1 %	2005-06 20.6%
			2006-07 21.3 %	2006-07 19.9%
		Year of most recent collection: 2007	2007-08 20.5 %	Baseline: 24.3%
			2008-09 19.7 %	Year Established: 2003

Comments:

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 8 reporting the use of tobacco in the last month.	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 12.5 %	2004-05 12.5%
			2005-06 11.6 %	2005-06 11.6%
			2006-07 10.7 %	2006-07 10.8%
		Year of most recent collection: 2007	2007-08 9.8%	Baseline: 14%
			2008-09 8.9%	Year Established: 2003

Comments:

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 8 reporting the use of marijuana in the last month.	ATOD Use by Indiana	Frequency: Annual	2004-05 9.4%	2004-05 9.3%

	Children and Adolescents Survey		2005-06 9.1%	2005-06 8.2%
			2006-07 8.7%	2006-07 8.3%
	Year of most recent collection: 2007		2007-08 8.3%	Baseline: 10.6%
			2008-09 7.9%	Year Established: 2003
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 33.1 %	2004-05 33.0%
			2005-06 32.1 %	2005-06 33.0%

Decrease the percentage of students in grade 10 reporting the use of alcohol in the last month. Comments:	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual 200607 31.1% 2006-07 31.1% Year of most recent collection: 2007 200708 30.1% Baseline: 36.9% 200809 29.1% Year Established: 2003		

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 10 reporting the use of tobacco in the last month.	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 20.4 %	2004-05 20.8%
			2005-06 18.7 %	2005-06 20.6%
			2006-07 17.0 %	2006-07 19.3%
		Year of most recent collection: 2007	2007-08 15.3 %	Baseline: 22.2%
			2008-09 13.6 %	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 10 reporting the use of marijuana in the last month.	ATOD Use by Indiana Children and	Frequency: Annual	2004-05 16.8 %	2004-05 16.0%

	Adolescents Survey		2005-06 16.3 %	2005-06 14.6%
			2006-07 15.9 %	2006-07 14.4
	Year of most recent collection: 2007	2007-08 15.5 %	Baseline: 18.2%	
		2008-09 15.1 %	Year Established: 2003	
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 12 reporting the use of alcohol in the last month.	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 40.2 %	2004-05 41.8%
			2005-06 39.3 %	2005-06 42.2%
			2006-07 36.3 %	2006-07 39.7
		Year of most recent collection: 2007	2007-08 34.5 %	Baseline: 46.1%
			2008-09 33.7 %	Year Established: 2003
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
Decrease the percentage of students in grade 12 reporting the use of tobacco in the last month.	ATOD Use by Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 24.5 %	2004-05 26.5%
			2005-06 21.7 %	2005-06 26.9%
			2006-07 18.8 %	2006-07 24.3
		Year of most recent collection: 2007	2007-08 15.8 %	Baseline: 28.8%
			2008-09	Year Established: 2003
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Decrease the percentage of students in grade 12 reporting the use of marijuana in the last month.	Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 17.2 %	2004-05 17.8%
			2005-06 16.1 %	2005-06 17.2%
			2006-07 15.0 %	2006-07 15.8
		Year of most recent collection: 2007	2007-08 13.5 %	Baseline: 19.8%
			2008-09 12.4 %	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
		Frequency:	2004-05	2004-05
			2005-06	2005-06
			2006-07	2006-07
		Year of most recent collection:	2007-08	Baseline:
			2008-09	Year Established:
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 8 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes a day.	Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 80.3 %	2004-05 79.4%
			2005-06 80.9 %	2005-06 79%
			2006-07 81.5 %	2006-07 75.6%
		Year of most recent collection: 2007	2007-08 82.1 %	Baseline: 79.1%
			2008-09 82.7 %	Year Established: 2003

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 8 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana occasionally.	Indiana Children and Adolescents Survey	Frequency: Annual	2004- 05 71.4 %	2004-05 69.1%
			2005- 06 72.6 %	2005-06 70%
			2006- 07 73.8 %	2006-07 66.5%
		Year of most recent collection: 2007	2007- 08 74.6 %	Baseline: 69%
			2008- 09	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 8 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they take one or more drinks of alcohol (beer, wine liquor occasionally).	Indiana Children and Adolescents Survey	Frequency: Annual	2004- 05 30.4 %	2004-05 30.7%
			2005- 06 31.2 %	2005-06 30.5%
			2006- 07 32% %	2006-07 30.7%
		Year of most recent collection: 2007	2007- 08 32.8 %	Baseline: 28.8%
			2008- 09	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 10 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes a day.	Indiana Children and Adolescents Survey	Frequency: Annual	2004- 05 85.9 %	2004-05 83.9%
			2005- 06 87.3 %	2005-06 82.9%
			2006- 07 88.7 %	2006-07 79.4%
		Year of most recent collection: 2007	2007- 08 90.1 %	Baseline: 84.2%
			2008- 09 91.5 %	Year Established: 2003
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	2005-06
		Frequency:	2006-07	2006-07
		Year of most recent collection:	2007-08	Baseline:
			2008-09	Year Established:
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 59.9 %	2004-05 58.4%
			2005-06 60.5 %	2005-06 58.2%
		Frequency: Annual	2006-07 61.0 %	2006-07 55.2%
Increase the percentage of students in grade 10 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana occasionally.	Indiana Children and Adolescents Survey	Year of most recent collection: 2007	2007-08 61.5 %	Baseline: 57.4%
			2008-09 62%	Year Established: 2003
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 26.3 %	2004-05 25.9%
			2005-06 26.9 %	2005-06 25.9%
		Frequency: Annual	2006-07 27.2 %	2006-07 27.3%
Increase the percentage of students in grade 10 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they take one or more drinks of alcohol (beer, wine liquor occasionally.	Indiana Children and Adolescents Survey	Year of most recent collection: 2007	2007-08 27.5 %	Baseline: 24.1%
			2008-09 27.8 %	Year Established: 2003
Comments:				

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

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 12 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke one or more packs of cigarettes a day.	Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 86.8 %	2004-05 85.6%
			2005-06 87.6 %	2005-06 85.1%
			2006-07 88.5 %	2006-07 81.9%
		Year of most recent collection: 2007	2007-08 89.4 %	Baseline: 85.9%
			2008-09 89.4 %	Year Established: 2003
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
Increase the percentage of students in grade 12 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they smoke marijuana occasionally.	Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 53.6 %	2004-05 52.9%
			2005-06 54.0 %	2005-06 53%
			2006-07 54.3 %	2006-07 49.7%
		Year of most recent collection: 2007	2007-08 54.6 %	Baseline: 51.9%
			2008-09 54.9 %	Year Established: 2003
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Increase the percentage of students in grade 12 responding "moderate risk" or "great risk" to the question "How much do you think people risk harming themselves (physically or in other ways) if they take one or more drinks of alcohol (beer, wine liquor occasionally).	Indiana Children and Adolescents Survey	Frequency: Annual	2004-05 21.8 %	2004-05 21.4%
			2005-06 22.3 %	2005-06 22.4%
			2006-07 22.9 %	2006-07 22.2%
		Year of most recent collection: 2007	2007-08 23.5 %	Baseline: 19.3%

			2008-09 24.1 %	Year Established: 2003
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	All data are reported based on local school district discipline codes definitions of alcohol related violations.
Illicit drug related	All data are reported based on local school district discipline codes and are reported under the category "drugs" which would be any suspension/expulsion for a drug other than alcohol or tobacco.
Violent incident without physical injury	All data are reported based on local school district discipline codes and are reported under the category "Fighting" which would be any suspension/expulsion incident that does not rise to the level of Battery
Violent incident with physical injury	All data are reported based on local school district discipline codes and are reported under the category "Battery" -student knowingly or intentionally touches another person in a rude, insolent, or angry manner causing or intent to cause bodily injury as defined by Indiana Code.
Weapons possession	All data are reported based on local school district discipline codes and are reported under the category of "deadly weapons (other than firearms)" and under the categories of handguns, rifles or shotguns and other firearms as defined by U.S. Code.
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	5874	198
6 through 8	12085	268
9 through 12	7953	277
Comments:		

Source – Initially, pre-populated from ED Facts 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	N<10	3
6 through 8	152	54
9 through 12	263	77
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 2.7.2.3 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 violent incident with physical injury.

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

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

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	3752	219
6 through 8	5417	252
9 through 12	3445	248
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 violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	11	8
6 through 8	268	73
9 through 12	360	106
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 weapons possession.

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 weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	427	103
6 through 8	454	135
9 through 12	384	118
Comments:		

Source – Initially, pre-populated from ED Facts 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 weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	11	9
6 through 8	110	54
9 through 12	167	82
Comments:		

Source – Initially, pre-populated from ED Facts 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 alcohol-related 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 alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	19	6
6 through 8	143	55
9 through 12	457	129
Comments:		

Source – Initially, pre-populated from ED Facts 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 alcohol-related incidents by grade level. Also, provide the number of LEAs that reported data on alcohol-related incidents, including LEAs that report no incidents.

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	0
6 through 8	27	16
9 through 12	97	47
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	41	24
6 through 8	859	154
9 through 12	1795	207
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<10	1
6 through 8	295	102
9 through 12	800	171
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 most common 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
No	Training and technical assistance to LEAs on recruiting and involving parents
Yes	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
Yes	Parent involvement in State-level advisory groups
Yes	Parent involvement in school-based teams or community coalitions
No	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
Yes	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
No Response	Other Specify 1
No Response	Other Specify 2
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	313	100.0
Total received Title V, Part A funds	313	
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 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	2938827	93.5
Total Title V, Part A funds expended by LEAs	3141552	
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	269	251
2. Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	45	35
3. Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	0	0
Total LEAs receiving Title V, Part A funds	314	286
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	0
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	1
2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	1
3. Educational technology, including software and hardware as described in Title II, Part D	1
4. Parental involvement activities	0
5. Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
6. Activities authorized under Title I, Part A	0
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.

Indiana's RLIS Goal One states that by 2014 all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. For the 2007 -08 school year, all 3 RLIS school corporations are above the state average in the ISTEP Math and English Language Arts scores, with some significant improvement in the last few years. This data can be accessed at <http://www.doe.in.gov/asap/data.html>.

Goal Two states that school dropout rates will decrease by 1/2% during the life of the RLIS program. From 2002 -2007, 2 of the 3 RLIS school corporations have reported decreased dropout rates, with one showing a 100% reduction. The third RLIS school corporation has reported a slight increase, from 0 dropouts in 2002 -03 to 3 dropouts in the 2006 -07 school year.

The third goal of the RLIS program states that each RLIS school corporation will execute a professional development plan that provides scientifically based professional development for all instructional staff. Indiana State Board Rule 511 IAC 6.2 requires all schools in Indiana to have a School Improvement Plan in which a plan for professional development is required. See Strategic and Continuous School Improvement and Achievement Plan at <http://www.doe.state.in.us/asap/sip2.html#Required>.

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).	101
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)	27	241709.00
Educational Technology State Grants (Section 2412(a)(2)(A))	3	11412.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	15	505608.5
State Grants for Innovative Programs (Section 5112(a))	69	3045202.89
Title I, Part A, Improving Basic Programs Operated by LEAs	2	7655.82

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)	70	3256229.29
Educational Technology State Grants (Section 2412(a)(2)(A))	2	51722.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	39	420479.42
State Grants for Innovative Programs (Section 5112(a))	13	83157.5
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.