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

VERMONT

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/).

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 X Part II, 2006-07

Name of State Educational Agency (SEA) Submitting This Report:
Vermont Department of Education
Address:
120 State Street
Montpelier, VT Person to contact about this report:

Name: Kerry Garber
Telephone: 802-828-3150
Fax: 802-828-0573
e-mail: kerry.garber@state.vt.us

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

Kerry Garber

Friday, April 18, 2008, 3:50:35 PM

Signature Date

CONSOLIDATED STATE PERFORMANCE REPORT:
PART II

For reporting on
School Year 2006-07

NoChild
LeftBehind

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	3018	1897	62.9
4	2942	1664	56.6
5	2945	1780	60.4
6	2889	1732	60.0
7	2036	1194	58.6
8	2037	1123	55.1
High School			
Total	15867	9390	59.2
Comments: EDEN school level files are filtered for small n. These data show all schools. No assessment in High School during the 2006-2007 School Year due to transition from former high school test given in spring to new high school assessment (NECAP) given in the fall as approved by US DOE as part of our assessment and accountability reviews.			

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	3012	1991	66.1
4	2928	1830	62.5
5	2939	1908	64.9
6	2888	1877	65.0
7	2037	1280	62.8
8	2032	1229	60.5
High School			
Total	15836	10115	63.9
Comments: EDEN school level files are filtered for small n. These data show all schools. No assessment in High School during the 2006-2007 School Year due to transition from former high school test given in spring to new high school assessment (NECAP) given in the fall as approved by US DOE as part of our assessment and accountability reviews.			

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	1889	1315	69.6
4	1819	1210	66.5
5	1828	1213	66.4
6	1664	1078	64.8
7	1275	802	62.9
8	1284	736	57.3
High School			
Total	9759	6354	65.1
Comments: EDEN school level files are filtered for small n. These data show all schools. No assessment in High School during the 2006-2007 School Year due to transition from former high school test given in spring to new high school assessment (NECAP) given in the fall as approved by US DOE as part of our assessment and accountability reviews.			

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	1892	1371	72.5
4	1819	1247	68.6
5	1832	1290	70.4
6	1661	1136	68.4
7	1274	856	67.2
8	1283	854	66.6
High School			
Total	9761	6754	69.2
Comments: EDEN school level files are filtered for small n. These data show all schools. No assessment in High School during the 2006-2007 School Year due to transition from former high school test given in spring to new high school assessment (NECAP) given in the fall as approved by US DOE as part of our assessment and accountability reviews.			

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)	4750
Limited English proficient students	843
Students who are homeless	502
Migratory students	88
Comments:	

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

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

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	170
Asian or Pacific Islander	416
Black, non-Hispanic	724
Hispanic	332
White, non-Hispanic	29982
Total	31624
Comments:	

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

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

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

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	25	21	0	0	46
Age 3-5 (not Kindergarten)	373	1097		0	1470
K	414	2820		100	3334
1	746	2752	11	0	3509
2	627	2817	13	0	3457
3	484	2786	11	0	3281
4	387	2739	11	0	3137
5	367	2746		0	3113
6	304	2699		0	3003
7	250	2078		0	2328
8	214	2073		0	2287
9	76	1206	0		1282
10	56	1194			1250
11	41	1019	0		1060
12		1004	0		1004
Ungraded		41	0	0	41
TOTALS	4364	29092	46	100	33602

Comments: TAS-Statewide Total was 4,373 even though some cells were supressed due to N of less than 11. Private-Statewide Total was 90 even though some cells were supressed due to N of less than 11. Local Neglected-Statewide Total was 126 even though some cells were supressed due to N of less than 11. All Programs-Statewide Total was 33,681 even though some cells were supressed due to N of less than 11.

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

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

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

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

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

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

	# Students Served
Mathematics	1341
Reading/language arts	2485
Science	158
Social studies	153
Vocational/career	20
Other instructional services	599
Comments: Not all students participate in all instructional services.	

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

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

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

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

	# Students Served
Health, dental, and eye care	231
Supporting guidance/advocacy	198
Other support services	133
Comments: Not all students participate in all instructional services.	

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

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

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

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

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act (NCLB) of 2002.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	97.7	
Paraprofessionals1		98.2
Other paraprofessionals (translators, parental involvement, computer assistance) 2	10.6	
Clerical support staff	2.4	
Administrators (non-clerical)	6.00	
Comments: Percentages of HQ paraprofessionals is based on number of paras, not FTE of paras.		

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

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

FAQs on staff information

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

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

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

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

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

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

	Paraprofessionals FTE	**Percentage Qualified**
Paraprofessionals3		99.0
Comments: Percentages of HQ paraprofessionals is based on number of paras, not FTE of paras.		

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	5
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	131
2. Adults participating	179
3. Adults participating who are limited English proficient (LEP)	26
4. Participating children	272
a. Infants and toddlers (birth through 2 years)	100
b. Preschool age (age 3 through 5)	102
c. School age (age 6 through 8)	70
Comments:	

Source – Manual entry by SEA into the online collection tool. Note: The participating children subcategories have been

added to this data collection for the SY 2006-07 CSPR.

2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of families <u>at the time of enrollment</u> for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project at any time during the year.

	#
1. Number of newly enrolled families	51
2. Number of newly enrolled adult participants	58
3. Number of newly enrolled families at or below the federal poverty level	44
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	50
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade	
Comments: Blank entry due to supressed N of less than 11.	

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	N<10
2. Number of families participating more than 3 months and fewer than 6 months	14
3. Number of families participating more than 6 months and fewer than 12 months	11
4. Number of families participating 12 months or longer	98
5. Total families participating	131
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.

Vermont has made significant progress with Even Start adult and child participatns as a result of the intensity of instruction and the integration of instruction. Vermont will iniate a prcess to align Vermont state indicators with federal indicators since there are some discrepancies that have developed as a result of the establishment of federal indicators in the past two years. Vermont state indicators are included with this report as appropriate in the explanation column.

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	53	36	VERMONT STATE INDICATOR: Within the calendar year, 50% of adult participants will achieve a combined gain of two grade levels in reading, writing and/or math.
CASAS	0	0	N/A
Other	0	0	N/A
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	0	0	N/A
CASAS	0	0	N/A
Other	35	23	VERMONT STATE INDICATOR: Within the calendar year, 50% of adult paricipants who are English Language Learners will achieve a one level gain as measured by the Oral Interview Section or the Literacy Skills Section of the Basic English Skills Test (BEST).
Comments: Other = BEST			

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			
GED	0	0	N/A
Other	0	0	N/A
Comments: Blank entry due to suppressed N of less than 11.			

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			VERMONT STATE INDICATOR: Within the calendar year, 50% of adult participants assessed at or above grade equivalent 7 in reading, writing adn math, prior to the beginning of the calendar year, will obtain a secondary school credential.
GED			
Other	0	0	N/A
Comments: Diploma-Blank entry due to suppressed N of less than 11. GED-Blank entry due to suppressed N of less than 11.			

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					N/A
Comments: Blank entry due to suppressed N of less than 11.					

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				N/A
Comments: Blank entry due to suppressed N of less than 11.				

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	N/A
1	0	0	N/A
2	18	12	VERMONT STATE INDICATOR: Among families that have participated in Even Start for at least one full year, the percentage of second grade children achieving the standard for reading accuracy and comprehension as measured by the Vermont Developmental Reading Assessment (DRA) is equal to or higher than the statewide percentage of those who receive free and reduced meals.
3	0	0	N/A
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 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	N/A
PEP Scale II	0	0	N/A
PEP Scale III	0	0	N/A
PEP Scale IV	0	0	N/A
Other	60	54	VERMONT STATE INDICATOR: Within the calendar year, 50% of families will achieve a 0.5 level gain in the Parenting Education Profile Assessment.
Comments: Other = PEP (Parenting Education Profile)			

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 <u>unduplicated</u> number of eligible migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	28
Age 3 through 5 (not Kindergarten)	39
K	19
1	36
2	31
3	19
4	24
5	27
6	20
7	16
8	14
9	11
10	
11	
12	
Ungraded	0
Out-of-school	198
Total	482

Comments: Actual Total for the State was 498 even though some cells were supressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

Source – All rows except for "age birth through 2" are populated with the data provided in Part I, Section 1.10, Question 1.10.1 Initially, the row "age birth through 2" is pre-populated by EDFacts file N/X121 that is data group 634, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

2.3.1.2 Priority for Services

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

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	
K	11
1	
2	
3	
4	
5	
6	
7	0
8	
9	
10	0
11	0
12	0
Ungraded	
Out-of-school	72
Total	83

Comments: Actual Total for the State was 109 even though some cells were supressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

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

FAQ on priority for services:

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

2.3.1.3 Limited English Proficient

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

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	0
6	
7	
8	0
9	
10	0
11	0
12	0
Ungraded	
Out-of-school	135
Total	135
Comments: Actual Total for the State was 157 even though some cells were supressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.	

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 <u>unduplicated</u> 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	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	0
11	0
12	0
Ungraded	0
Out-of-school	
Total	0

Comments: Actual Total for the State was 53 even though some cells were supressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

Age/Grade	12 Months	Last Qualifying Move Is within X months from the last day of the reporting period		
		Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2				
Age 3 through 5 (not Kindergarten)	12	12	14	
K				
1	12	14		
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
Ungraded	0	0	0	0
Out-of-school	102	72	19	
Total	126	98	33	0

Comments: The Statewide total for 12 months was 173 even though some cells were supressed due to small N supression. The Statewide total for 13-24 months was 145 even though some cells were supressed due to small N supression. The Statewide total for 25-36 months was 109 even though some cells were supressed due to small N supression. The Statewide total for 37-48 months was 72 even though some cells were supressed due to small N supression. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5.

Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

Age Birth -2 -All category entries supressed due to N of less than 11.

Age 3-5 -37 to 48 months entry supressed due to N of less than 11.

K -All category entries supressed due to N of less than 11.

1-25-36 and 37-48 month category entries supressed due to N of less than 11.

2-All category entries supressed due to N of less than 11.

3-All category entries supressed due to N of less than 11.

4-All category entries supressed due to N of less than 11.

5-All category entries supressed due to N of less than 11.

6-All category entries supressed due to N of less than 11.

7-All category entries supressed due to N of less than 11.

8-All category entries supressed due to N of less than 11.

9-All category entries supressed due to N of less than 11.

10-All category entries supressed due to N of less than 11.

11-All category entries supressed due to N of less than 11.

12-All category entries supressed due to N of less than 11.

Out-of-school -37-48 month category entry supressed due to N of less than 11.

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

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

2.3.1.6 Qualifying Move During Regular School Year

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

Age/Grade	Move During Regular School Year
Age birth through 2	24
Age 3 through 5 (not Kindergarten)	38
K	15
1	28
2	18
3	13
4	16
5	20
6	13
7	15
8	
9	
10	
11	
12	
Ungraded	0
Out-of-school	171
Total	371

Comments: Actual Total for the State was 394 even though some cells were supressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. 9. Entry suppressed due to N of less than 11. 10. Entry suppressed due to N of less than 11. 11. Entry suppressed due to N of less than 11. 12. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

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

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

2.3.2 Academic Status

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

2.3.2.1 Dropouts

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

Grade	Dropped Out
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Total	0
Comments: Vermont's counts will continue to decrease as the number of dairy farms in Vermont continues to decrease. According to the dairy milk report milk cows are down by more than 1000. Less cows means less workers. Dairy farm work continues to be the major qualifying activity in Vermont. Also the trend of dairy farm owners hiring young Hispanics (and mostly single) as farm workers and milkers is continuing. These positions were formerly held by migrant Vermont farm workers with young families.	

Source – Initially, pre-populated by EDFacts file N/X032 that is data group 326, category set E. If necessary, it is updated through manual entry by the SEA into the online collection tool.

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

FAQ on Dropouts:

How is "dropped out of school" defined? The term used for students, who, during the reporting period, were enrolled in a public or private school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2006-07 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

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

Obtained a GED in your state	
Comments: Entry Suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.	

Source – Manual entry by SEA into the online collection tool. Note: This table was formerly part of section 2.3.1.2 of the SY 2005-06 CSPR.

2.3.2.3 Participation in State NCLB Assessments

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

2.3.2.3.1 Reading/Language Arts Participation

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

Grade	Enrolled	Tested
3	24	24
4	27	27
5	23	23
6	23	23
7	13	13
8	18	18
9		
10		
11		
12		
Ungraded		
Total	128	128
Comments: NECAP assessment demographics represent the status of the child in the preceding school year, unless that student was not in the preceding year, in which case the status of the child during testing is applied. Because of this, the number of Migrant students tested is not expected to be the same as the number of students eligible. There was no High School Assessment during school year 2006-2007.		

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	24	24
4	27	27
5	23	23
6	23	23
7	13	13
8	18	18
9		
10		
11		
12		
Ungraded		
Total	128	128

Comments: NECAP assessment demographics represent the status of the child in the preceding school year, unless that student was not in the preceding year, in which case the status of the child during testing is applied. Because of this, the number of Migrant students tested is not expected to be the same as the number of students eligible.

There was no High School Assessment during school year 2006-2007.

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

Age/Grade	Served During Regular School Year
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	30
K	19
1	20
2	20
3	15
4	21
5	17
6	
7	11
8	
9	
10	
11	
12	
Ungraded	0
Out-of-school	96
Total	249

Comments: Actual Total for the State was 279 even though some cells were supressed due to N of less than 11. Age Birth through 2 -Entry suppressed due to N less than 11. 6. Entry suppressed due to N less than 11. 7. Entry suppressed due to N less than 11.

1   Entry suppressed due to N less than 11.
2   Entry suppressed due to N less than 11.
3   Entry suppressed due to N less than 11.
4   Entry suppressed due to N less than 11.
5   Entry suppressed due to N less than 11.

On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes.

Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.
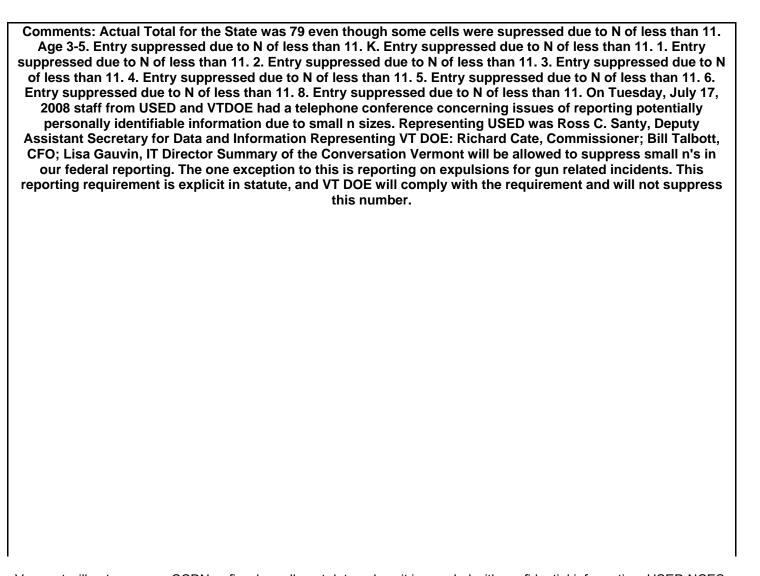
Source – Initially, pre-populated by EDFacts file N/X123 that includes data group 636, subtotal 1. If necessary, it is updated through manual entry by the SEA into the online collection tool.

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

2.3.3.1.2 Priority for Services – During the Regular School Year

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

Age/Grade	Priority for Services
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	0
8	
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	52
Total	52

Comments: Actual Total for the State was 79 even though some cells were supressed due to N of less than 11. Age 3-5. Entry suppressed due to N of less than 11. K. Entry suppressed due to N of less than 11. 1. Entry suppressed due to N of less than 11. 2. Entry suppressed due to N of less than 11. 3. Entry suppressed due to N of less than 11. 4. Entry suppressed due to N of less than 11. 5. Entry suppressed due to N of less than 11. 6. Entry suppressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

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

2.3.3.1.3 Continuation of Services – During the Regular School Year

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	
K	
1	0
2	
3	
4	
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: Actual Total for the State was 5 even though some cells were supressed due to N of less than 11. Age 3-5. Entry suppressed due to N of less than 11. K. Entry suppressed due to N of less than 11. 2. Entry suppressed due to N of less than 11. 3. Entry suppressed due to N of less than 11. 4. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

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

2.3.3.1.4 Services

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

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

2.3.3.1.4.1 Instructional Service – During the Regular School Year

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	23
K	17
1	13
2	15
3	12
4	14
5	10
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	92
Total	196

Comments: Actual Total for the State was 217 even though some cells were supressed due to N of less than 11. 6. Entry suppressed due to N of less than 11. 7. Entry suppressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. 9. Entry suppressed due to N of less than 11. 10. Entry suppressed due to N of less than 11.

1   Entry suppressed due to N of less than 11.

2   Entry suppressed due to N of less than 11.
Ungraded. Entry suppressed due to N of less than 11.
On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting

potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant

Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT

Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one

exception to this is reporting on expulsions for

gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will

not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will

be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES
personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will
be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5.
Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont
suppressed all cells less than or equal to 11.

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)	17	15	
K	14	11	
1	12		
2	13		
3			
4	11	12	
5			
6			
7			
8			
9			
10	0	0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Out-of-school	11		0
Total	78	38	0

Comments: The state total for reading instruction was 108. Some cells were supressed due to a N of less than 11. The state total for Mathematics Instruction was 86. Some cells were supressed due to a N of less than 11. Mathematics 1. Entry suppressed due to N of less than 11. Mathematics 2. Entry suppressed due to N of less than 11. Reading and Mathematics 3. Entry suppressed due to N of less than 11. Reading and Mathematics 4. Entry suppressed due to N of less than 11. Reading and Mathematics 5. Entry suppressed due to N of less than 11. Reading and Mathematics 6. Entry suppressed due to N of less than 11. Reading and Mathematics 7. Entry suppressed due to N of less than 11. Reading and Mathematics 8. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2		0
Age 3 through 5 (not Kindergarten)	22	
K	22	
1	19	0
2	20	
3	14	
4	20	
5	16	
6		
7	11	
8		
9		
10		
11		
12		0
Ungraded	0	0
Out-of-school	59	20
Total	203	20

Comments: The statewide total for Support Services was 231. Some cells were suppressed due to a N of less than 11. The statewide total for Counseling Services was 41. Some cells were suppressed due to a N of less than 11. Support Services Age Birth -2 Entry suppressed due to N of less than 11. Counseling Service 3-5 Entry suppressed due to N of less than 11. Counseling Service K Entry suppressed due to N of less than 11. Counseling Service 2 Entry suppressed due to N of less than 11. Counseling Service 3 Entry suppressed due to N of less than 11. Counseling Service 4 Entry suppressed due to N of less than 11. Counseling Service 5 Entry suppressed due to N of less than 11. Support Service and Counseling Service 8 Entry suppressed due to N of less than 11. Support Service and Counseling Service 9 Entry suppressed due to N of less than 11. Support Service and Counseling Service 10 Entry suppressed due to N of less than 11. Support Service and Counseling Service 11 Entry suppressed due to N of less than 11. Support Service 12 Entry suppressed due to N of less than 11.

Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

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

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

FAQs on Support Services:

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

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

2.3.3.1.4.4 Referred Service – During the Regular School Year

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

Age/Grade	Referred Service
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	12
K	13
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	0
11	0
12	0
Ungraded	0
Out-of-school	
Total	25

Comments: Vermont continues to decrease. According to the dairy milk report milk cows are down by more than 1000. Less cows means less workers. Dairy farm work continues to be the major quilifying activity in Vermont. Also the trend of dairy farm owners hiring young Hispanic (and mostly single as farm workers and milkers is continuing. These positions were formerly held by migrant Vermont farm workers with young families. Actual Total for the State was 75 even though some cells were supressed due to N of less than 11. 1. Entry suppressed due to N of less than 11. 2. Entry suppressed due to N of less than 11. 3. Entry suppressed due to N of less than 11. 4. Entry suppressed due to N of less than 11. 5. Entry suppressed due to N of less than 11. 6. Entry suppressed due to N of less than 11. 7. Entry suppressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. 9. Entry suppressed due to N of less than 11. Out of School. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes.

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

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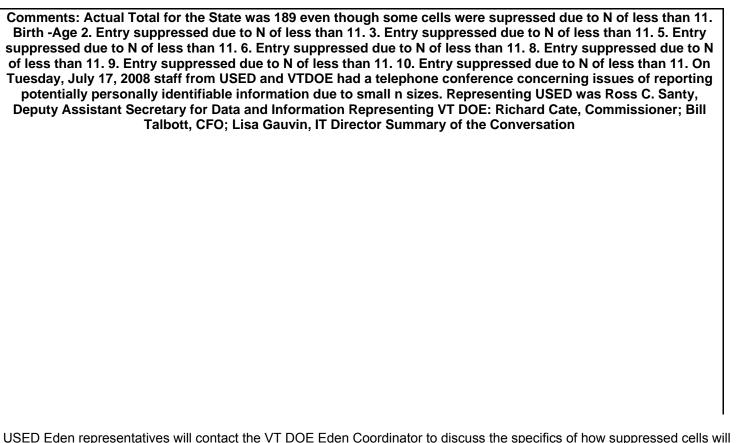
2005-06 CSPR.

2.3.3.2 MEP Participation – Summer/Intersession Term

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

2.3.3.2.1 MEP Students Served During the Summer/Intersession Term

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

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	21
K	16
1	12
2	14
3	
4	12
5	
6	
7	11
8	
9	
10	
11	0
12	0
Ungraded	0
Out-of-school	69
Total	155

Comments: Actual Total for the State was 189 even though some cells were supressed due to N of less than 11. Birth -Age 2. Entry suppressed due to N of less than 11. 3. Entry suppressed due to N of less than 11. 5. Entry suppressed due to N of less than 11. 6. Entry suppressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. 9. Entry suppressed due to N of less than 11. 10. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

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OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

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

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

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

Age/Grade	Priority for Services
Age 3 through 5	0
K	
1	
2	
3	0
4	
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	24
Total	24

Comments: Actual Total for the State was 29 even though some cells were supressed due to N of less than 11. K. Entry suppressed due to N of less than 11. 1. Entry suppressed due to N of less than 11. 2. Entry suppressed due to N of less than 11. 4. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

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

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

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

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

Comments: 6. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission. OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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 <u>NOT</u> *considered services. Other examples of an allowable activity that would* <u>not</u> *be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.*

2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	16
K	14
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	65
Total	95

Comments: Actual Total for the State was 142 even though some cells were supressed due to N of less than 11. Age Birth -2. Entry suppressed due to N of less than 11. 1. Entry suppressed due to N of less than 11. 2. Entry suppressed due to N of less than 11. 3. Entry suppressed due to N of less than 11. 4. Entry suppressed due to N of less than 11. 5. Entry suppressed due to N of less than 11.

1   Entry suppressed due to N of less than 11.
2   Entry suppressed due to N of less than 11.
3   Entry suppressed due to N of less than 11.
4   Entry suppressed due to N of less than 11.
5   Entry suppressed due to N of less than 11.
6   Entry suppressed due to N of less than 11.
7   Entry suppressed due to N of less than 11.
Ungraded. Entry suppressed due to N of less than 11.
On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting

potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant

Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT

Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one

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gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will

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

2005-06 CSPR.

2.3.3.2.4.2 Type of Instructional Service

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

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2		0	
Age 3 through 5 (not Kindergarten)	15		
K	14		
1			
2			
3			
4			
5			
6			
7		0	
8	0	0	
9	0	0	0
10		0	0
11	0	0	0
12	0	0	0
Ungraded	0	0	0
Out-of-school			0
Total	29	0	0

Comments: The statewide total for Reading Instruction was 82. Some cells were suppressed due to a N of less than 11. The statewide total for Mathematics Instruction was 48. Some cells were suppressed due to a N of less than 11. Reading Instruction Age Birth -2. Entry suppressed due to N of less than 11. Mathematics Instruction Age 3-5. Entry suppressed due to N of less than 11. Mathematics Instruction K. Entry suppressed due to N of less than 11. Reading and Math 1. Entry suppressed due to N of less than 11. Reading and Math 2. Entry suppressed due to N of less than 11. Reading and Math 3. Entry suppressed due to N of less than 11. Reading and Math 4. Entry suppressed due to N of less than 11. Reading and Math 5. Entry suppressed due to N of less than 11. Reading and Math 6. Entry suppressed due to N of less than 11. Reading 7. Entry suppressed due to N of less than 11. Reading 10. Entry suppressed due to N of less than 11. Reading and Math Out-of-School. Entry suppressed due to N of less than 11.

Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

2005-06 CSPR.

2.3.3.2.4.3 Support Services with Breakout for Counseling Service

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	18	
K	14	
1		
2	11	
3		
4		
5		
6		
7		
8		
9		
10		0
11		
12	0	0
Ungraded	0	0
Out-of-school	16	0
Total	59	0

Comments: The statewide total for Support Services was 121. Some cells were suppressed due to a N of less than 11. The statewide total for Counseling Services was 21. Some cells were suppressed due to a N of less than 11. Counseling 3-5. Entry suppressed due to N of less than 11. Counseling K. Entry suppressed due to N of less than 11. Support and Counseling 1. Entry suppressed due to N of less than 11. Support and Counseling 2. Entry suppressed due to N of less than 11. Support and Counseling 3. Entry suppressed due to N of less than 11. Support and Counseling 4. Entry suppressed due to N of less than 11. Support and Counseling 5. Entry suppressed due to N of less than 11. Support and Counseling 6. Entry suppressed due to N of less than 11. Support and Counseling 7. Entry suppressed due to N of less than 11. Support and Counseling 8. Entry suppressed due to N of less than 11. Support and Counseling 9. Entry suppressed due to N of less than 11. Support 10. Entry Suppressed due to N of less than 11.

On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes.

Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

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

FAQs on Support Services:

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

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

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the underlined 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	0
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	0
12	0
Ungraded	0
Out-of-school	13
Total	13

Comments: The statewide total was 71. Some cells were suppressed due to a N of less than 11. Age 3-5. Entry Suppressed due to N of less than 11. K. Entry Suppressed due to N of less than 11. 1. Entry Suppressed due to N of less than 11. 2. Entry Suppressed due to N of less than 11. 3. Entry Suppressed due to N of less than 11. 4. Entry Suppressed due to N of less than 11. 5. Entry Suppressed due to N of less than 11. 6. Entry Suppressed due to N of less than 11. 7. Entry Suppressed due to N of less than 11. 8. Entry Suppressed due to N of less than 11. 9. Entry Suppressed due to N of less than 11. 10. Entry Suppressed due to N of less than 11. 11. Entry Suppressed due to N of less than 11. 12. Entry Suppressed due to N of less than 11.

Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information

Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director

Summary of the Conversation

Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number.

USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified.

Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will be suppressed in VT DOE's data submission.

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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

2005-06 CSPR.

2.3.3.3 MEP Participation – Program Year

In the table below, provide the underlined 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	
Age 3 through 5 (not Kindergarten)	39
K	19
1	25
2	22
3	17
4	22
5	20
6	11
7	12
8	
9	
10	
11	
12	
Ungraded	0
Out-of-school	154
Total	341

Comments: Actual Total for the State was 372 even though some cells were supressed due to N of less than 11. Age Birth through 2 -Entry suppressed due to N of less than 11. 8. Entry suppressed due to N of less than 11. 9. Entry suppressed due to N of less than 11. 10. Entry suppressed due to N of less than 11. 11. Entry suppressed due to N of less than 11. 12. Entry suppressed due to N of less than 11. On Tuesday, July 17, 2008 staff from USED and VTDOE had a telephone conference concerning issues of reporting potentially personally identifiable information due to small n sizes. Representing USED was Ross C. Santy, Deputy Assistant Secretary for Data and Information Representing VT DOE: Richard Cate, Commissioner; Bill Talbott, CFO; Lisa Gauvin, IT Director Summary of the Conversation Vermont will be allowed to suppress small n's in our federal reporting. The one exception to this is reporting on expulsions for gun related incidents. This reporting requirement is explicit in statute, and VT DOE will comply with the requirement and will not suppress this number. USED Eden representatives will contact the VT DOE Eden Coordinator to discuss the specifics of how suppressed cells will be identified. Vermont will not suppress CCDNon-fiscal enrollment data unless it is coupled with confidential information. USED NCES personnel will contact the Vermont CCD Non-fiscal Coordinator to discuss and identify items that may be confidential and will

OSEP publishes tables that are based on state data submissions. OSEP uses a small N suppression threshold of 5. Vermont will suppress all cells with values of 10 or less. OSEP will use a footnote on published tables stating that Vermont suppressed all cells less than or equal to 11.

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 <u>regular school year</u>. 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	109
Number of eligible migrant children enrolled in those schools	467
Comments: Vermont's counts will continue to decrease as teh number of dairy fams in Vermont continues to decrease. According to the dairy milk report milk cows are down by more than 1000. Less cows means less workers. Dairy farm work continues to be the major quilifying activity in Vermont. Also the trend of dairy farm owners hiring young Hispanic (and mostly single as farm workers and milkers is continuing. These positions were formerly held by migrant Vermont farm workers with young families.	

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 <u>regular school year</u>. 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:	

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

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

2.3.5 MEP Project Data

The following questions collect data on MEP projects.

2.3.5.1 Type of MEP Project

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

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

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

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
1. Regular school year – school day only	0	0
2. Regular school year – school day/extended day	0	0
3. Summer/intersession only	0	0
4. Year round	4	382
Comments: Vermont's counts will continue to decrease as teh number of dairy fams in Vermont continues to decrease. According to the dairy milk report milk cows are down by more than 1000. Less cows means less workers. Dairy farm work continues to be the major quilifying activity in Vermont. Also the trend of dairy farm owners hiring young Hispanic (and mostly single as farm workers and milkers is continuing. These positions were formerly held by migrant Vermont farm workers with young families.		

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	0.2
Comments:	

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

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

FAQs on the MEP State director

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

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

2.3.6.1.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff 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	7	4.8	6	4.6
Counselors	0	0.00	0	0.00
All paraprofessionals	4	2.6	7	3.2
Recruiters	6	2.1	6	2.1
Records transfer staff	1	0.7	1	0.7
Comments: The FTE remains the same but we have found it more effective to hire more, but part time recruiters.				

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

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

FAQs on MEP staff:

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

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

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

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

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

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

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

2.3.6.1.3 Qualified Paraprofessionals

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

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified paraprofessionals	3	2.5	3	2.5
Comments: Local programs have new staff and have chosen different staffing patterns.				

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 <u>only</u> programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
1. Neglected programs	0	0
2. Juvenile detention	1	15
3. Juvenile corrections	1	203
4. Adult corrections	17	270
5. Other	0	0
Total	19	163

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	2
Comments: Total average length of stay was figured by adding the 3 lengths of stay then dividing them by 3.	

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

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

2.4.1.1.1 Programs and Facilities That Reported -Subpart 1

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

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
1. Neglected Programs	0
2. Juvenile Detention	1
3. Juvenile Corrections	1
4. Adult Corrections	17
5. Other	0
Total	19
Comments:	

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

2.4.1.2 Students Served – Subpart 1

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

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	337	17	595	0
Long Term Students Served	0	0	12	504	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	0		0		0
Asian or Pacific Islander	0				0
Black, non-Hispanic	0	19	0	48	0
Hispanic	0			0	0
White, non-Hispanic	0	295	15	521	0
Total	0	314	15	569	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	245	17	493	0
Female	0	92	0	102	0
Total	0	337	17	595	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0		0	0	0
11	0		0	0	0
12	0	14	0	0	0
13	0	27		0	0
14	0	58		0	0
15	0	81			0
16	0	97		12	0
17	0	53		60	0
18	0	0	0	90	0
19	0	0	0	119	0
20	0	0	0	158	0
21	0	0	0	155	0
Total	0	330	0	594	0

If the total number of students differs by demographics, please explain. Comments: Juvenile Detention-Statewide Total was

337 even though some cells were supressed due to N of less than 11.
Source – Initially, pre-populated by EDFacts file N/X119 that is data group 656, category sets A, B, and C. If necessary, it is updated through manual entry by the SEA into the online collection tool.

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 <u>not</u> exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Awarded high school course credit(s)	0	N<10	17	0
2. Awarded high school diploma(s)	0	0	17	0
3. Awarded GED(s)	0	0	6	0
Comments:				

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

2.4.1.4 Academic Outcomes – Subpart 1

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

2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility

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

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Earned high school course credits	0	0	273	0
2. Enrolled in a GED program	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.

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

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

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Enrolled in their local district school	0	337	32	0
2. Earned a GED	0	0		0
3. Obtained high school diploma	0	0	67	0
4. Were accepted into post-secondary education	0	0		0
5. Enrolled in post-secondary education	0	0		0
Comments: Blank entry due to suppressed N of less than 11				

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

2005-06 CSPR.

2.4.1.5 Vocational Outcomes – Subpart 1

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

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

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

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
Enrolled in elective job training courses/programs	0	17	595	0
Comments:				

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

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

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

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

# of Students Who	Neglected Programs	Juvenile Corrections/Detention Facilities	Adult Corrections Facilities	Other Programs
1. Enrolled in external job training education	0		16	0
2. Obtained employment	0		85	0
Comments: Blank entry due to suppression of N less than 11				

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

2005-06 CSPR.

2.4.1.6 Academic Performance – Subpart 1

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

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the format of the table below, provide the unduplicated number of <u>long-term</u> students served by Title I, Part D, Subpart 1, who participated in pre-and post-testing in reading. Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2006, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities <u>together</u> in a single column. Students should be reported in only one of the five change categories (rows 3 through 7). Below the table is a FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
1. Long-term students who tested below grade level upon entry	0		116	0
2. Long-term students who have complete pre- and post-test results (data)	0			0

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

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0		0
4. No change in grade level from the pre-to post-test exams	0	0		0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0		0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0			0
7. Improvement of more than one full grade level from the pre-to post-test exams	0			0
Comments: Blank entry due to suppressed N of less than 11				

Source – Initially, pre-populated by EDFacts file N/X113 that is data group 628, category sets A and B. If necessary, it is

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

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

FAQ on long-term students:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2006 through June 30, 2007.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

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

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
1. Long-term students who tested below grade level upon entry	0	11	177	0
2. Long-term students who have complete pre-and post-test results (data)	0		14	0

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

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Corrections/ Detention	Adult Corrections	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0		0
4. No change in grade level from the pre-to post-test exams	0	0		0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0			0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0			0
7. Improvement of more than one full grade level from the pre-to post-test exams	0			0
Comments: Blank entry due to suppressed N of less than 11				

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	0	0
5. Other	1	166
Total	1	166

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: Other = Delinquent Program	

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	0
5. Other	1
Total	1
Comments: Other = Delinquent Program	

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	0	24
Total Long Term Students Served	0	0	0	0	15

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	0	0	0	0	0
Asian or Pacific Islander	0	0	0	0	
Black, non-Hispanic	0	0	0	0	
Hispanic	0	0	0	0	0
White, non-Hispanic	0	0	0	0	22
Total	0	0	0	0	22

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	0	0	0	0	24
Female	0	0	0	0	0
Total	0	0	0	0	24

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
13	0	0	0	0	0
14	0	0	0	0	0
15	0	0	0	0	
16	0	0	0	0	
17	0	0	0	0	
18	0	0	0	0	
19	0	0	0	0	0
20	0	0	0	0	0
21	0	0	0	0	0
Total	0	0	0	0	0

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

Comments: Other Programs-Statewide Total was 24 even though some cells were supressed due to N of less than 11.

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

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention/Corrections	Other Programs
1. Awarded high school course credit(s)	0	0	0	1
2. Awarded high school diploma(s)	0	0	0	1
3. Awarded GED(s)	0	0	0	1
Comments:				

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

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

2.4.2.4 Academic Outcomes – Subpart 2

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

2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Earned high school course credits	0	0	0	14
2. Enrolled in a GED program	0	0	0	
Comments: Blank entry suppressed due to N of less than 11				

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

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

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in their local district school	0	0	0	0
2. Earned a GED	0	0	0	
3. Obtained high school diploma	0	0	0	
4. Were accepted into post-secondary education	0	0	0	0
5. Enrolled in post-secondary education	0	0	0	
Comments: Blank entry suppressed	due to N of less t	han 11		

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

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

2.4.2.5 Vocational Outcomes – Subpart 2

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

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in elective job training courses/programs	0	0	0	24
Comments:				

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

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

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/Detention	Other Programs
1. Enrolled in external job training education	0	0	0	
2. Obtained employment	0	0	0	
Comments: Blank entry suppressed due to N of less than 11				

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 <u>unduplicated</u> number of <u>long-term</u> 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 <u>together</u> in a single column. Students should be reported in only one of the five change categories (rows 3 through 7). Below the table is a FAQ about the data collected in this table.

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

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

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	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	0	0
2. Long-term students who have complete pre-and post-test results (data)	0	0	0	0

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

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
3. Negative grade level change from the pre-to post-test exams	0	0	0	0
4. No change in grade level from the pre-to post-test exams	0	0	0	0
5. Improvement of up to 1/2 grade level from the pre-to post-test exams	0	0	0	0
6. Improvement from 1/2 up to one full grade level from the pre-to post-test exams	0	0	0	0
7. Improvement of more than one full grade level from the pre-to post-test exams	0	0	0	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	60.0
Mathematics	60.0
Comments:	

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

the SY 2005-06 CSPR.

2.5.2 CSR Grantees

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

	#
Schools that have/had a CSR grant since 1998?	26
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
			2004-05 0%	2004-05 0%
			2005-06 0%	2005-06 0%
		Frequency: Every Year	2006-07 0%	2006-07 0%
			2007-08 0%	Baseline: 0%
The percentage of persistently dangerous schools as defined by the state.	Combined Incident Reporting Software (CIRS).	Year of most recent collection: 2006	2008-09	Year Established: 2001
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 7%	2004-05 9%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 6%	2006-07 8%
			2007-08 9%	Baseline: 8%
Percentage of students who carried a weapon such as a gun, knife, or club on school property.	Youth Risk Behavior Survey (YRBS)	Year of most recent collection: 2007	2008-09	Year Established: 2001
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 27%	2004-05 27%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 25%	2006-07 29%
			2007-08 27%	Baseline: 29%
Engaged in physical fights in the last 12 months.	Youth Risk Behavior Survey (YRBS)	Year of most recent collection: 2007	2008-09	Year Established: 2001
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 38%	2004-05 37%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 36%	2006-07 43%
Percentage of students who consumed at least one alcoholic drink during the past 30 days grades 8-12.	Youth Risk Behavior Survey (YRBS)	Year of most recent collection: 2007	2007-08 39%	Baseline: 43%
			2008-09	Year Established: 2001
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 21%	2004-05 21%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 19%	2006-07 25%
Percentage of students who binged on alcohol (had five or more drinks within a couple of hours)during the past 30 days.	Youth Risk Behavior Survey	Year of most recent collection: 2007	2007-08 23%	Baseline: 25%
			2008-09	Year Established: 2001
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 18%	2004-05 16%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 16%	2006-07 22%
Percentage of students who smoked cigarettes on one or more days during the past 30 days.	Youth Risk Behavior Survey (YRBS)	Year of most recent collection: 2007	2007-08 16%	Baseline: 22%
			2008-09	Year Established: 2001
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
Percentage of students who smoked cigarettes every day during the past 30 days.	Youth Risk Behavior Survey (YRBS)	Frequency: Every other yea	2004-05 6%	2004-05 6%
			2005-06 0%	2005-06 0%

		Frequency of Collection	Targets	Actual Performance
			2006-07 5%	2006-07 8%
		Year of most recent collection: 2007	2007-08 5%	Baseline: 8%
			2008-09	Year Established: 2001
Comments:				

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Targets	Actual Performance
			2004-05 9%	2004-05 9%
			2005-06 0%	2005-06 0%
		Frequency: Every other yea	2006-07 8%	2006-07 12%
		Year of most recent collection: 2007	2007-08 21%	Baseline: 12%
Percentage of students using marijuana before age 13.	Youth Risk Behavior Survey (YRBS)		2008-09	Year Established: 2001
Comments:				

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	Drinking alcoholic beverages and/or having alcoholic beverages in one's pocket(s), bag(s), car, locker,etc.
Illicit drug related	Smoking, snorting, injecting, ingesting, or otherwise using an illegal drug. Unlawful distribution or sale of any illegal drugs.
Violent incident without physical injury	Mutual participation in an incident involving physical violence, where there is no major injury
Violent incident with physical injury	Requires professional medical attention which may include but is not limited to, a bullet wound, a stab or puncture wound, fractured/broken bones, concussions, cuts requiring stitches, and any injury with profuse bleeding.
Weapons possession	Possession of an instrument or object to inflict harm on other persons. Both firearms and other weapons should be coded here.
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	52	60
6 through 8	86	60
9 through 12	103	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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

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

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

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

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	60
6 through 8	0	60
9 through 12	N<10	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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	60	60
6 through 8	114	60
9 through 12	53	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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	0	60
6 through 8	0	60
9 through 12	N<10	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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	25	60
6 through 8	25	60
9 through 12	55	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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

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

2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

In the table below, provide the number of out-of-school expulsions for 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	0	60
6 through 8	N<10	60
9 through 12	N<10	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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

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

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

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

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	60
6 through 8	32	60
9 through 12	187	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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

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

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

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

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	60
6 through 8	0	60
9 through 12	N<10	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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 <u>illicit drug-related</u> incidents.

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

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	10	60
6 through 8	81	60
9 through 12	391	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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 <u>illicit drug-related</u> incidents by grade level. Also, provide the number of LEAs that reported data on <u>illicit drug-related</u> incidents, including LEAs that report no incidents.

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	0	60
6 through 8	N<10	60
9 through 12	N<10	60
Comments: This information is retrieved from our Education Data Warehouse Database (EDW) system.		

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

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

2.7.3 Parent Involvement

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

Yes/No	Parental Involvement Activities
Yes	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
No	Training and technical assistance to LEAs on recruiting and involving parents
No	State requirement that parents must be included on LEA advisory councils
Yes	State and local parent training, meetings, conferences, and workshops
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: In partnership with the Vermont Department of Health, the Vermont Department of Education published and distributed the Vermont Youth Risk Behavior Survey "YRBS". This publication provides accurate information that informs Vermont parents about students and trends in both their healthy and their risky behaviors. The YRBS provides significant data about violence such as physical fighting, as well as data about alcohol, tobacco, marijuana and other drug use among students in grades 8-12. The Vermont Department of Education public website provides reports and publications for parents regarding violence prevention in the Safe Schools section. Preventing and responding to school disruption and violence directly addresses issues of concern to parents. In the Law & Regulations section, model harassment policies and procedures are outlined. The Vermont State Team for Children and Families has chosen "Youth Choose Healthy Behaviors" as one of its top ten priorities. The mission of the State Team is to provide community safety and support to families. Regional Partnerships throughout the State meet regularly and involve parents on a local level in the dissemination of information and the promotion of prevention and reduction of violence and illicit use of alcohol, tobacco and other drugs. The Governor of Vermont has launched several new initiatives to inform and involve parents, beginning with the formation of a Parental Advisory Council. A plan to improve Vermont's Drug Education, Treatment, Enforcement and Rehabilitation-known as the "DETER" program, is being developed. The Governor aims to embark on a four-year effort to assure that every middle and high school has a drug counselor or Student Assistance Professional or "SAP". Traditionally in Vermont the Student Assistance Professionals have played a large role in informing and involving parents in violence reduction and prevention as well as reduction and prevention of illicit substance use in and around the schools.

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	60	100.0
Total received Title V, Part A funds	60	
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 <u>expended</u> by the LEAs. The percentage column will be automatically calculated.

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

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

	$ Amount	%
Title V, Part A funds expended by LEAs for the four strategic priorities	1289502	83.8
Total Title V, Part A funds expended by LEAs	1538643	
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	35	0
2. Did not use at least 85 percent of their Title V, Part A funds for the four strategic priorities	17	0
3. Not known whether they used at least 85 percent of their Title V, Part A funds for the four strategic priorities	8	0
Total LEAs receiving Title V, Part A funds	60	0

Comments: AYP for Local Education Agencies (LEAs) In Vermont, for the purpose of accountability decisions, the LEA is the town or union school district. Federal law requires that AYP decisions be made for LEAs using the same criteria and processes as for schools. Separate reports are issued for LEAs, even when the town school district consists of a single school. In the case of districts with multiple schools, the data are aggregated to the district level and the same AYP determinations are made with the data. If a town district includes a Grade 12, the academic indicator is the graduation rate. If the town district does not include Grade 12, the academic indicator is the percentage of students in the lowest level of the reading NECAP. For the purposes of clarification and definition we submit the following from Act # 114 of the Vermont General Assembly (2004): NO. 114. AN ACT RELATING TO COMPLIANCE WITH THE NO CHILD LEFT BEHIND ACT. (S.308) It is hereby enacted by the General Assembly of the State of Vermont: Sec. 1. 16 V.S.A. Â§ 144b is amended to read: Â§ 144b. FEDERAL EDUCATION AID FUNDS; ADMINISTRATION (a) The state board of education, as sole state agency, may administer such federal funds as may be made available to the state under Public Law 89-10, known as the Elementary and Secondary Education Act of 1965 as amended, and Public Law 107-110, known as the No Child Left Behind Act of 2001. Those funds may be accepted and shall be distributed and accounted for by the state treasurer in accordance with that law and rules and regulations of the United States issued under it if there is conflict between that law or those rules and regulations and the laws of this state. (b) For purposes of distribution of funds under this section, a supervisory union or supervisory district shall be a local education agency as that term is defined in 20 U.S.C. Â§ 7801(26). (c) For purposes of determining pupil performance and application of consequences for failure to meet standards and for provision of compensatory and remedial services pursuant to 20 U.S.C. Â§Â§ 6311-6318, a school district shall be a local education agency.

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

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	0
2. Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	0
3. Educational technology, including software and hardware as described in Title II, Part D	0
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.

No eligible LEAs chose to participate.

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).	32
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)	5	108276.5
Educational Technology State Grants (Section 2412(a)(2)(A))	13	247415.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	3	46389.00
State Grants for Innovative Programs (Section 5112(a))	26	818189.4
Title I, Part A, Improving Basic Programs Operated by LEAs	3	68074.5

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)	23	1045698.00
Educational Technology State Grants (Section 2412(a)(2)(A))	4	9855.3
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	17	220160.00
State Grants for Innovative Programs (Section 5112(a))	3	12631.00
Comments:		

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

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

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