

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 2004-2005



**PART I DUE MARCH 6, 2006
PART II DUE APRIL 14, 2006**

**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 is also intended to have the important purpose of encouraging the integration of State, local, and ESEA programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies -- State, local, and federal -- is a more coherent, well-integrated educational plan that will result in improved teaching and learning.

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

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

The NCLB Consolidated State Performance Report for the 2004-2005 school year consists of two information collections. Part I of this report is due to the Department by March 6, 2006 . Part II is due to the Department by April 14, 2006.

PART I

Part I of the Consolidated State Report, which States must submit to the Department by **March 6, 2006** , requests information related to the five ESEA Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in section 1111(h)(4) of ESEA. The five ESEA Goals established in the June 2002 Consolidated State Application are as follows:

- o **Performance goal 1:** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- o **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.
- o **Performance goal 3** : By 2004-2005, all students will be taught by highly qualified teachers.
- o **Performance goal 4** : All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- o **Performance Goal 5** : All students will graduate from high school.

PART II

Part II of the Consolidated State Performance Report consists of information related to State activities and outcomes of specific ESEA programs for the 2004-2005 school year. Part II of the Consolidated State Performance Report is due to the Department by **April 14, 2006**. The information requested in Part II of the Consolidated State Performance Report for the 2004-2005 school year necessarily varies from program to program. However, for all programs, the specific information requested for this report meets the following criteria.

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

The Department is continuing to work with the Performance-Based Data Management Initiative (PBDMI) to streamline data collections for the 2004-2005 school year and beyond.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the 2004-2005 school year must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **March 6, 2006**. Part II of the Report is due to the Department by **April 14, 2006**. Both Part I and Part II should reflect data from the 2004-2005 school year, unless otherwise noted.

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

TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "2004-2005 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 2004-2005 CSPR will be found on the main CSPR page of the EDEN website (<https://EDEN.ED.GOV/EDENPortal/>).

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

OMB Number: 1810-0614
Expiration Date: 07/31/2006

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, 2004-2005 Part II, 2004-2005

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

Address:

Person to contact about this report:

Name:

Telephone:

Fax:

e-mail:

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

Signature

Date

CONSOLIDATED STATE PERFORMANCE REPORT: PART II

For reporting on
School Year 2004-2005



PART II DUE APRIL 14, 2006

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

2.1.1 Student Achievement and High-Poverty Schools

2.1.1.1 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **reading/language arts** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 75

2.1.1.2 Please provide the number of public schools with poverty rates of 40% or greater reporting an increase in the number of students performing at the proficient or advanced levels of student achievement in **mathematics** as measured by State assessments administered in the 2004-2005 school year as compared to assessments administered in the 2003-2004 school year. 126

2.1.2 Title I, Part A Schools by Type of Program For the 2004-2005 school year, please provide the following:

2.1.2.1 Total Number of Title I schools in the State 368

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State 302

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State 66

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

In the following tables, please provide the *unduplicated* number of children participating in Title I, Part A in the State by special services/programs and racial/ethnic groups during the 2004-2005 school year. Count a child only once (*unduplicated* count) in each category even if the child participated during more than one term or in more than one school or district in the State during the reporting period. Include students in both Title I schoolwide and targeted assistance programs.

2.1.3.1.1 Student Participation in Title I, A by Special Services or Programs 2004-2005 School Year

	Number of Students Served
Students with Disabilities	3947
Limited English Proficient	1207
Homeless	70
Migrant	129

2.1.3.1.2 Student Participation in Title I, A by Racial or Ethnic Group 2004-2005 School Year

	Number of Students Served
American Indian/Alaskan Native	5368
Asian/Pacific Islander	118
Black, non-Hispanic	346
Hispanic	477
White, non-Hispanic	12881

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

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

Title I, Part A student participation counts by grade and by public, private and local neglected should be reported as *unduplicated* counts. Please enter the number of participants by grade in Title I public targeted assistance programs (TAS), Title I schoolwide *programs* (SWP), private school students participating in Title I programs, and students served in Part A local neglected programs during the 2004-2005 school year.

Student Participation in Title I, Part A by Grade Level 2004-2005 School Year						
	Public TAS	Public SWP	Private	Local Neglected	Total	Percent of Total
Age 0-2	0	0	0	0	0	0.0
Age 3-5	13	46	0	0	59	1.0
K	675	903	28	0	1606	8.0
1	1523	901	75	0	2499	13.0
2	1264	855	72	1	2191	11.0
3	1232	827	40	2	2099	11.0
4	1100	919	34	1	2053	11.0
5	934	945	25	3	1904	10.0
6	840	985	31	15	1856	10.0
7	481	726	12	36	1219	6.0
8	454	679	9	42	1142	6.0
9	179	646	0	51	825	4.0
10	187	568	0	49	755	4.0
11	102	440	0	24	542	3.0
12	40	400	0	11	440	2.0
Ungraded	0	0	0	0	0	0.0
TOTALS	9024	9840	326	235	19190	100.0

2.1.3.3 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services - 2004-2005 School Year

In the following chart, please provide the number of students receiving instructional and support services funded by Title I, A in targeted assistance (TAS) programs during the 2004-2005 school year.

Instructional Services	
	Number of Students Served
Mathematics	4247
Reading/Language Arts	7238
Science	255
Social Studies	274
Vocational/Career	0
Other (specify)	51
Support Services	
Health, Dental, and Eye Care	0
Supporting Guidance/Advocacy	0
Other (specify)	87

2.1.4 Staff Information for Title I, Part A Targeted Assistance Programs - 2004-2005 School Year

In the following chart, please provide the number of full-time equivalent (FTE) staff funded through Title I, A targeted assistance (TAS) programs during the 2004-2005 school year by job category. For administrators and supervisors who service both targeted assistance and schoolwide programs, report the FTE attributable to their TAS duties only.

	Number of Title I Targeted Assistance Program FTE Staff
Administrators (non-clerical)	17
Teachers	433
Teacher Aides	155
Support Staff (clerical and non-clerical)	0
Other (specify)	22

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 2004-2005 school year, please provide the following information:

2.2.1.1 Federally Funded Even Start Subgrants in the State

1. Number of federally funded Even Start subgrants in the State 9

2.2.1.2 Even Start Families Participating During the Year

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

1. Total number of families participating	<u>205</u>
2. Total number of adults participating ("Adults" includes teen parents.)	<u>205</u>
3. Total number of adults participating who are limited English proficient	<u>39</u>
4. Total number of children participating	<u>295</u>

2.2.1.3 Characteristics of newly enrolled families at the time of enrollment

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

1. Number of newly enrolled families	<u>149</u>
2. Number of newly enrolled adult participants	<u>155</u>
3. Percent of newly enrolled families at or below the Federal poverty level	<u>100.0</u>
4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>83.0</u>
5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>42.0</u>

2.2.1.4 Percent of families that have remained in the program

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

1. From 0 to 3 months	<u>15.0</u>
2. From 4 to 6 months	<u>16.0</u>
3. From 7 to 12 months	<u>34.0</u>
4. More than 12 months	<u>36.0</u>

2.2.2 Federal Even Start Performance Indicators

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

Indicator	Measure Measurement tool used to assess progress for indicator	Cohort Number of participants to whom the indicator applies	Result Number of participants who met the achievement goal	Explanation of Progress
1. Percentage if adults showing significant learning gains on measures of reading	TABE:	TABE: 76.0	TABE: 70.0	TABE: 92%
	CASAS:	CASAS: 0.0	CASAS: 0.0	CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: BEST	TABE: 35.0	TABE: 30.0	TABE: 86% - Only one site with a significant LEP population
	CASAS:	CASAS: 0.0	CASAS: 0.0	CASAS:
3. Percentage of school age adults who earn a high school diploma or GED	GED	0.0	0.0	83%
	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	Diploma *Please Indicate diploma or GED	*Please Indicate diploma or GED
4. Percentage of non-school age adults who earn a high school diploma or GED	GED	0.0	0.0	82%
	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	GED *Please Indicate diploma or GED	*Please Indicate diploma or GED
5. Percentage of children entering kindergarten who are achieving significant learning gains on measures of language development	Peabody Picture Vocabulary Test (PPVT) receptive: N/A	Peabody Picture Vocabulary Test (PPVT) receptive: 0.0	Peabody Picture Vocabulary Test (PPVT) receptive: 0.0	Peabody Picture Vocabulary Test (PPVT) receptive: Results are not available because the PPVT III was not implemented as part of the program until the 2005-2006 program year.
6. The average number of letters children can identify measured by the PALS Pre-K Uppercase Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask:	PAL Pre-K Upper Case Letter Naming Subtask	PAL Pre-K Upper Case Letter Naming Subtask
	N/A	N/A	0.0	Results are not available because the PALS PreK was not implemented as part of the program until the 2005-2006 program year.
7. Percentage of school-aged children who are reading on grade level	Various measurement tools used	31.0	23.0	74% Measurement instruments used include DIBELS, STAR, Metropolitan
	Please indicate source.	Please indicate source.	Please indicate source.	Please indicate source.
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment,	Parent Education Profile (PEP)	Parent Education Profile (PEP) 91.0	Parent Education Profile (PEP) 45.0	Parent Education Profile (PEP) 50%

and through interactive
learning activities

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

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

General Data Reporting Information

1. The tables in this section contain annual performance report requirements for the **Title I, Part C, Migrant Education Program (MEP) for reporting year 2004-2005**.
2. Instructions for each table are provided just before the table.

Table 2.3.1.1 Population Data

Instructions: Table 2.3.1.1 (on the next page) requires you to report the statewide unduplicated number of *eligible* migrant children by age/grade according to several descriptive categories. Include only *eligible* migrant children in the cells in this table. Within each row, count a child only once statewide (*unduplicated* count). Include children who changed ages (e.g., from 2 years to 3 years of age) or grades during the 2004-2005 reporting period in only the higher age/grade cell. For example, a child who turns three during the reporting year would only be counted in the Ages 3 - 5 cell. In all cases, the Total is the sum of the cells in a row.

2.3.1.1 Population Data

		Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. ELIGIBLE MIGRANT CHILDREN																			
1.	All Migrant Children Eligible for the MEP	129	120	49	57	35	36	33	35	40	27	31	22	19	14	2	0	0	649
2. PRIORITY FOR SERVICES																			
1.	All Migrant Children Eligible for MEP classified as having "Priority for Services"		0	37	58	32	23	27	24	34	23	22	19	20	14	2	0	0	335
3. LIMITED ENGLISH PROFICIENT (LEP)																			
1.	Migrant Children who are LEP		15	11	15	4	6	1	3	5	1	2	0	0	0	0	0	0	63
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																			
1.	Migrant Children Enrolled in Special Education	0	0	3	2	0	3	1	2	4	1	1	0	0	0	0	0	0	17
5. MOBILITY																			
1.	Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	106	107	37	58	32	23	27	24	34	23	22	19	20	14	2	0	0	548
2.	Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	17	15	11	9	3	8	3	6	5	3	0	3	0	0	0	0	0	83
3.	Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	0	1	1	2	2	2	2	2	1	1	1	0	0	0	0	0	0	15
4.	Migrant Children with any Qualifying Move within a Regular School Year (Count any Qualifying Move within the Previous 36 Months; counting back from the Last Day of the Reporting Period)	0	0	0	1	0	0	1	0	0	0	1	0	0	0	0	0	0	3

2.3.1.2 Academic Status

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

Include children who changed grades during the 2004-2005 reporting period in only the higher age/grade cell. In all cases, the Total is the sum of the cells in a row

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
1. HIGH SCHOOL COMPLETION -- (Note: Data on the high school completion <u>rate</u> and school dropout <u>rate</u> has been collected through Part I of the Consolidated State Performance Report.)																		
1. <i>Dropped out of school</i>										0	0	0	0	0	0			0
2. Obtained GED																		0
2. ACADEMIC ACHIEVEMENT -- (Note: The results of state assessments in mathematics and reading/language arts are collected in Part I of the Consolidated State Performance Report. However, information on the number of eligible migrant students who participated in the state assessment will be collected below.)																		
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 1. Reading/Language Arts)						13	14	15	17	16	15	0	0	0	0	0		90
Number of Migrant Students Tested in Reading/Language Arts 2. (State Assessment)						11	13	12	13	14	14	0	0	0	0	0		77
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 3. Mathematics)						13	14	15	17	16	15	0	0	0	0	0		90
Number of Migrant Students Tested in Mathematics (State 4. Assessment)						11	14	12	14	13	15	0	0	0	0	0		79

2.3.1.3.1 MEP Participation - Regular School Year

Table 2.3.1.3.1 (on the next page) asks for the statewide, unduplicated number of children who were served by the MEP in the regular school year by age/grade according to several descriptive categories. Include children who changed ages, e.g., from 2 years to 3 years of age, or grades during the 2004-2005 reporting period in only the higher age/grade cell. Within each row, count a child only once statewide (*unduplicated count*). In all cases, the total is the sum of the cells in a row.

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

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

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

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

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

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

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

2.3.1.3.1 MEP Participation - Regular School Year

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION - REGULAR SCHOOL YEAR																		
1. Served in MEP (with an MEP-funded Instructional or Supportive Service Only -- do not include children served in a SWP where MEP funds are combined)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2. Priority for Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3. Continuation of Service		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Any Instructional Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Reading Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6. Mathematics Instruction	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. High School Credit Accrual													0	0	0	0	0	0
8. Any Support Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10. Any Referred Service	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Does not apply Summer Program only

2.3.1.3.2 MEP Participation -Summer/Intersession Term

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

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

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

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

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

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

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

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

2.3.1.4 SCHOOL DATA

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

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

2.3.1.4. STUDENT ENROLLMENT	NUMBER OF SCHOOLS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. Schools Enrolling Migrant Children	a. 3	b. 649
2. Schools in Which MEP Funds are Combined in SWP	a. 0	b. 0

2.3.1.5 MEP Project Data

2.3.1.5.1 Type Of MEP Project

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

2.3.1.5.1. TYPE OF MEP PROJECT	NUMBER OF MEP PROJECTS	NUMBER OF MIGRANT CHILDREN ENROLLED
1. MEP Projects: Regular School Year (All MEP Services Provided During the School Day Only)	a. 0	b. 0
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 0	b. 0
3. MEP Projects: Summer/Intersession Only	a. 3	b. 649
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 0	b. 0

2.3.1.5.2 KEY MEP PERSONNEL

For each school term, enter both the actual number and *full-time-equivalent* number of staff that are paid by the MEP. Report both the actual number and FTE number by job classification. For actual numbers, enter the total number of individuals who were employed in the appropriate job classification, regardless of the percentage of time the person was employed. For the FTE number, define how many full-time days constitute one *FTE* for each term in your state. (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, and one *intersession* FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year .) **Use only the percentage of an FTE paid by the MEP in calculating the total FTE numbers to be reported below for each job classification.**

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

	NUMBER OF MEP FUNDED STAFF IN REGULAR SCHOOL YEAR (a)	FTE IN REGULAR SCHOOL YEAR 1 FTE = <u>90</u> Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = <u>36</u> Days (d)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	1	1	1	1
2. Teachers	0	0	52	27
3. Counselors	0	0	0	0
4. All Paraprofessionals	0	0	18	9
5. "Qualified" Paraprofessionals	0	0	1	1
6. Recruiters	0	0	5	5
7. Records Transfer Staff	0	0	3	3

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

2.4.1 General Data Reporting Form - Subpart 1

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 1, N or D Education Program for school year 2004-2005, defined as July 1, 2004, through June 30, 2005.

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

Specific instructions are provided before each table.

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

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

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

Include the aggregate number of facilities/programs and/or students for all State Agencies that received Title I, Part D, Subpart 1 funds.

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

In the second column, indicate the duplicated number of neglected or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students *more than* once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program more than once during the reporting year.

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

Note: Throughout Table I, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 3. If a facility was multipurpose, but received Title I, Part D, Subpart 1 funds for only one area, count it only once.

2.4.1.1 State Agency Title I, Part D, Facilities

Facility/Program type	Number of facilities/ programs	Number of N or D students (Duplicated)	Average length of stay (days)	Number of N or D students (Unduplicated)
1. Neglected Programs	0	0	0	0
2. Delinquent (Total)	2	422	NA	403
2.1. Juvenile Detention	1	152	10	140
2.2. Juvenile Corrections	1	270	157	263
2.3. Adult Corrections	0	0	0	0
3. Number of facilities that served more than one purpose: <u> 1 </u>				

During the 2004-2005 program year, North Dakota had one (1) identified State Agency program.

2.4.1.2 Student Demographics

Report demographic data on neglected or delinquent students who were served under Title I, Part D, Subpart 1. Report the number of students by race/ethnicity, gender, and age.

	Number in neglected programs	Number in juvenile detention	Number in juvenile correction	Number in adult correction
All Students	0	152	276	0
Race/ethnicity				
American Indian or Native Alaskan	0	60	140	0
Asian or Pacific Islander	0	1	1	0
Black, non-Hispanic	0	1	8	0
Hispanic	0	2	4	0
White, non-Hispanic	0	88	123	0
Gender				
Male	0	116	194	0
Female	0	36	82	0
Age				
5-10 years old	0	0	0	0
11-15 years old	0	28	40	0
16-18 years old	0	114	188	0
19 years and older	0	10	48	0

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table items 1-3, report the number of neglected programs, juvenile corrections and detention facilities, and adult correction facilities 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.

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

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

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

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

2.4.1.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities/Programs		
	Number of Neglected Programs (a)	Number of Juvenile Corrections and/or Detention Facilities (b)	Number of Adult Corrections Facilities (c)
1. Awarded high school course credit(s)	0	1	0
2. Awarded high school diploma(s)	0	1	0
3. Awarded GED(s)	0	1	0
2. Academic & Vocational Outcomes	Number of Students		
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention	Number in Adult Corrections
1. Academic			
<i>While in the facility, the number of students who...</i>			
1. Earned high school course credits	0	358	0
2. Were enrolled in a GED program	0	17	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
3. Enrolled in their local district school	0	147	0
4. Earned a GED	0	13	0
5. Obtained high school diploma	0	40	0
6. Were accepted into post-secondary education	0	9	0
7. Enrolled in post-secondary education	0	6	0
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	0	19	0
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>			
2. Enrolled in external job training education	0	18	0
3. Obtained employment	0	0	0

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 1 students in neglected programs, juvenile corrections/detention, or adult corrections who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004 , to June 30, 2005

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**), students in juvenile corrections or detention (**JC**), and students in adult corrections (**AC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

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

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more the one of these change categories

2.4.1.4 Academic Performance in Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	0	61	0	0	46	0	0	48	0
2. # students from row 1 who tested below grade level upon entry.	0	50	0	0	41	0	0	45	0
3. # students from row 1 who took both the pre- and post-test reading exams	0	45	0	0	42	0	0	40	0
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	15	0	0	12	0	0	8	0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	0	1	0	0	5	0	0	5	0
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	0	4	0	0	6	0	0	3	0
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	0	7	0	0	1	0	0	2	0
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	0	18	0	0	17	0	0	22	0

2.4.1.5 Academic Performance in Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students								
	In placement for 90-179 consecutive calendar days			In placement for 180-270 consecutive calendar days			In placement for more than 270 consecutive calendar days		
	N	JC	AC	N	JC	AC	N	JC	AC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	0	61	0	0	46	0	0	48	0
2. # students from row 1 who tested below grade level upon entry.	0	59	0	0	41	0	0	46	0
3. # students from row 1 who took both the pre- and post-test math exams	0	45	0	0	42	0	0	40	0
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0	13	0	0	14	0	0	9	0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	0	1	0	0	3	0	0	8	0
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	0	13	0	0	6	0	0	3	0
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	0	4	0	0	6	0	0	4	0
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	0	14	0	0	13	0	0	16	0

End Subpart 1 Reporting Form

2.4.2 General Data Reporting Form - Subpart 2

The tables in this section contain annual performance report requirements for the Title I, Part D, Subpart 2, N or D Education Program for school year 2004-2005, **defined as July 1, 2004, through June 30, 2005.**

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

Specific instructions are provided before each table.

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

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

At-risk students are reported only in the facility/program and demographic counts. They are **not** reported in the outcome or academic performance tables.

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

Include the aggregate number of facilities/programs and/or students for all Local Education Agencies that received Title I, Part D, Subpart 2 funds.

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

In the second column, indicate the duplicated number of at-risk, neglected, or delinquent students who were admitted to each type of facility/program. A duplicated count is one that counts students more than once if they were admitted to a facility or program multiple times in the reporting year.

In the third column, enter the average length of stay (in days) for students in each type of facility/program. The average should include multiple visits for students who entered a facility or program *more than once* during the reporting year.

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

Note: Throughout this table, count facilities based on how the facility/program was classified for funding purposes. If a facility served as a multipurpose institution (e.g., a facility that served as both a corrections and a neglected facility) and received funding for both areas, then count the facility under both categories in Table I and enter how many facilities were double-counted in item 4. If a facility was multipurpose, but received Title I, Part D, Subpart 2 funds for only one area, count it only once.

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

Facility/Program type	Number of facilities/ programs	Number of at-risk or N or D Students (Duplicated)	Average length of stay (days)	Number of at-risk or N or D students (Unduplicated)
1. At-Risk Programs	6	491	NA	477
2. Neglected Programs	6	174	208	171
3. Delinquent (Total)	5	214	NA	210
4. Juvenile Detention	5	214	175	210
5. Juvenile Corrections	0	0	0	0
6. Number of facilities that served more than one purpose: <u> 6 </u>				

Many facilities were newly identified in the 2004-2005 program year and do not have their entire program for serving students in place.

Instructions: Student Demographics

Report demographic data on at-risk, neglected or delinquent students who were served under Title I, Part D, Subpart 2. Report the number of students by race/ethnicity, gender, and age.

2.4.2.2 STUDENT DEMOGRAPHICS

	Number in at-risk programs	Number in neglected programs	Number in juvenile detention	Number in juvenile correction
All Students	491	174	210	0
Race/ethnicity				
American Indian or Native Alaskan	11	31	66	0
Asian or Pacific Islander	0	2	0	0
Black, non-Hispanic	1	4	3	0
Hispanic	2	2	4	0
<i>White, non-Hispanic</i>	36	96	122	0
Gender				
<i>Male</i>	82	78	119	0
<i>Female</i>	47	57	76	0
Age				
5-10 years old	0	1	0	0
11-15 years old	37	107	102	0
16-18 years old	92	66	105	0
19 years and older	0	0	3	0

Many programs did not track information on students in a disaggregated manner. Many programs will be serving an increased population of students in subsequent years.

Instructions: Academic/Vocational Outcomes

The number of facilities or programs with specific academic offerings, and the numbers of students who attained specific academic or vocational outcomes. The reported numbers should represent unduplicated counts of students; report only information on a student's most recent enrollment (e.g. do not double-count a student that earned credits on two separate enrollments). However, students may be counted in more than one outcome category within the same enrollment period (e.g., returned to school and earned high school credits). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For Section 1 of this table, items 1-3, report the number of neglected programs, and juvenile corrections and detention facilities 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.

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

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

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

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

2.4.2.3 Academic/Vocational Outcomes

1. Facility Academic Offerings	Number of Facilities	
	Number of Neglected Programs	Number of Juvenile Corrections and/or Detention Facilities
1. Awarded high school course credit(s)	83	34
2. Awarded high school diploma(s)	5	1
3. Awarded GED(s)	4	0
2. Academic & Vocational Outcomes	Number of Students	
	Number in Neglected Programs	Number in Juvenile Corrections and/or Detention
1. Academic		
<i>While in the facility, the number of students who...</i>		
1. Earned high school course credits	45	148
2. Were enrolled in a GED program	3	9
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
3. Enrolled in their local district school	60	161
4. Earned a GED	3	4
5. Obtained high school diploma	5	18
6. Were accepted into post-secondary education	3	4
7. Enrolled in post-secondary education	0	4
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs	15	4
<i>While in the facility or within 30 calendar days after exit, the number of students who...</i>		
2. Enrolled in external job training education	5	3
3. Obtained employment	3	2

This portion was not adequately tracked in the 2004-2005 program year to ensure inclusion of all children served in the N&D program.

Instructions: Academic Performance Tables

Report the number of long-term Title I, Part D, Subpart 2 students in neglected programs or juvenile corrections/detention who participated in pre- and post-testing in reading and math. Long-term refers to students who were incarcerated for at least 90 consecutive calendar days from July 1, 2004, to June 30, 2005.

The reported numbers should represent unduplicated counts of students; report only information on a student's most recent testing data. Count each student in only one length of stay category. For each length of stay category, report the data by the following facility or program type: students in neglected programs (**N**) and students in juvenile corrections or detention (**JC**). As the table indicates, combine reporting numbers for juvenile corrections and detention facilities.

For item 1, enter the number of students who were in placement during the reporting year for either 90-179 days, 180-270 days, or more than 270 days, by type of facility/ program.

For item 2, enter the number of students reported in item 1 who tested below grade level when they entered the facility or program.

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

For items 4-8, indicate the number of students reported in item 3 who showed either negative change, no change, up to 1/2 grade level change, up to one grade level change, or more than one grade level change on the pre-post test exam. Students reported in item 3 should not appear in more than one of these change categories.

2.4.2.4 Academic Performance In Reading

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	154	34	32	30	8	52
2. # students from row 1 who tested below grade level upon entry.	43	30	32	24	8	49
3. # students from row 1 who took both the pre- and post-test reading exams	4	10	17	13	8	37
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	0	0	0	0	6
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	0	0	1	3	0	8
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test reading exams	0	4	1	1	0	9
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test reading exams	4	3	5	4	1	6
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test reading exams	0	2	10	5	7	8

Many programs did not have a firm pre-and-post-test system in place for their reading programs, thus the reporting of "NA" on this report. All applicants must ensure this is in place in their 2006-2007 program year application.

2.4.2.5 Academic Performance In Math

Performance Data (Based on most recent pre/post-test data)	Number of long-term students					
	In placement for 90-179 consecutive calendar days		In placement for 180-270 consecutive calendar days		In placement for more than 270 consecutive calendar days	
	N	JC	N	JC	N	JC
1. # students who were in placement from July 1, 2004, to June 30, 2005 (in each length-of-stay category)	114	34	15	30	0	52
2. # students from row 1 who tested below grade level upon entry.	39	30	15	23	0	47
3. # students from row 1 who took both the pre- and post-test math exams	0	9	0	12	0	35
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0	0	0	1	0	10
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	0	0	0	0	0	4
6. # students from row 3 who showed improvement of <u>up to 1/2 grade level</u> from the pre- to post-test math exams	0	4	0	4	0	10
7. # students from row 3 who showed improvement of <u>up to one full grade level</u> from the pre- to post-test math exams	0	1	0	2	0	4
8. # students from row 3 who showed improvement of <u>more than one full grade level</u> from the pre- to post-test math exams	0	4	0	5	0	7

Many programs did not have a firm pre-and-post-test system in place for their math programs, thus the reporting of "NA" on this report. All applicants must ensure this is in place in their 2006-2007 program year application.

END Subpart 2 Reporting Form

2.5 COMPREHENSIVE SCHOOL REFORM (TITLE I, PART F)

2.5.1 Please provide the percentage of Comprehensive School Reform (CSR) schools that have or have had a CSR grant and made AYP in reading/language arts based on data from the 2004-2005 school year. 74.0

2.5.2 Please provide the percentage of CSR schools that have or have had a CSR grant and made AYP in mathematics based on data from the 2004-2005 school year. 84.0

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 19

2.6 ENHANCING EDUCATION THROUGH TECHNOLOGY (TITLE II, PART D)**Funding Year: FY 2003****School Years: 2003-2004 AND 2004-2005****2.6.1 FY 2003 Program Information**

State (Approved) Technology Plan (YES/NO)	Yes <u>X</u> No ___ (circle one)
Year last updated:	<u>2003</u> (year)
Date of State Approval:	<u>05/01/03</u> MM/DD/YY
Web Site Location/URL: <u>http://www.ndetc.k12.nd.us/erate/techplan/</u>	

State Program Goals, Objectives and Performance Indicators

Using the format of the table below, describe the State's progress in meeting its EETT performance indicators based on data sources that the State established for its use in assessing the effectiveness of the program in improving access to and use of educational technology by students and teachers in support of academic achievement, as submitted in the Consolidated State Application. Indicate which of the three or combination of the three Title II, Part D goals relates to your State goals.

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Provide results for each indicator, as well as an assessment and explanation of progress. For targets with no set targets, provide a descriptive assessment of progress. Please indicate where data are not yet available.

For the purpose of completing the table below, please explain how your State defines the following:

2.6.2.1.1 Curriculum Integration

Title II, Part D -- Enhanced Education Through Technology Goals:

1. Improve student academic achievement through the use of technology in elementary schools and secondary schools.
2. To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
3. To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Curriculum Integration

The Professional Competency Continuum (PCC) defines curriculum integration using the following competencies and the levels at which educators achieve these competencies. North Dakota uses the PCC to measure levels of integration and skill in the use of technology (technology literacy) of educators.

Curriculum Design Educator is skilled at identifying opportunities within the curriculum for improving student learning through the use of technology and is capable of designing technology-enriched learning activities that are aligned with curriculum standards.

Teaching/Learning Strategies Educator uses a variety of instructional strategies for teaching and learning with technology (authentic problem, project, and inquiry-based) and is able to match specific strategies with the learning needs of individual students.

New Roles for Educators Educator understands the possibilities for new roles for educators (facilitator, co-investigator, coach, guide,) that better support learning in a technology-rich classroom and has mastered specific strategies for adopting these roles such as modeling, mediating, explaining and providing options without controlling.

New Roles for Students Educator understands the possibilities for new roles for students (teacher, independent learner, collaborator, investigator, problem solver and producer of knowledge and products valued by stakeholders outside the classroom) that better support learning in the technology-rich classroom and has explicit strategies for supporting students as they adopt these roles.

Assessment Educator is skilled in the design and implementation of a variety of ongoing, seamless assessment strategies, including portfolio, performance and product-based assessments that are viewed by students as a valuable part of learning, and are more relevant in the technology-rich classroom than paper and pencil assessments that primarily involve recall and seatwork.

Additional Information on the North Dakota PCC is available at: <http://www.edutech.nodak.edu/ndpcc/pdf/index.htm>

2.6.2.1.2 Technology literacy

Teachers

See above for teacher technology literacy definition.

Students

North Dakota defines technology literacy for students in its Library/Technology Literacy Standards. We have 4th, 8th and 12th grade standards, benchmarks, and specific knowledge examples. These standards serve as guides for the LEAs to develop their own local standards. The 8th grade benchmarks serve as guidelines that

the SEA provides to LEAs to use as minimum standards to refer to as a guide in the development their own local expectations of students.

<http://www.dpi.state.nd.us/standard/content/tech.pdf>

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
<p>Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)</p>	<p>To improve student achievement through the use of educational technology in North Dakota K-12 schools.</p> <ul style="list-style-type: none"> This is the only goal of the 2003 North Dakota State Education Technology Plan.
<p>Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.</p>	<p>All three of the statutory goals are addressed in this goal. This State Education Technology Plan had one goal. The individual statutory goals are addressed in the objectives. The objective below matches up with all three statutory goals.</p>
<p>Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)</p>	<p>A clear vision of how technology is to be used in North Dakota will be developed and used to drive all technology planning and implementation activities.</p>
<p>Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)</p>	<p>ND Education Technology Council will communicate the state's vision for education technology to stakeholders.</p>
<p>Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA</p>	<p>New State Education Technology Plan being written.</p>
<p>Target <i>Indicate status of data in 2003-04 school year</i></p>	<p>State Education Technology Plan published May 2003. State Education Technology Director will share new State Education Technology Plan with stake holders.</p>
<p>Target <i>Indicate status of data in 2004-05 school year.</i></p>	<p>State Education Technology Director will share the State Education Technology Plan with stake holders.</p>
<p>Target <i>Target for 2005-06 school year</i></p>	<p>State Education Technology Director will share new State Education Technology Plan with stake holders. Team is developed for updating the State Education Technology Plan. New State Education Technology Plan being written.</p>
<p>Target <i>Target for 2006-07 school year.</i></p>	<p>State Education Technology Plan published May 2006. State Education Technology Director will share new State Education Technology Plan with stake holders.</p>
<p>Target <i>Target for 2007-08 school</i></p>	<p>State Education Technology Director will share the State Education Technology Plan with stake holders.</p>
<p>Assessment of Progress <i>Status of progress on indicator</i></p> <p>(1) Target met (2) Target not met</p>	<p>Target Met The 2003 State Education Technology Plan was published on time and was shared with stakeholder groups on no less than 8 occasions during the 2003-04 and 2004-05 school years throughout the state in many venues. This plan is used as a reference for district (LEA) technology planning and both the statewide and local e-rate applications.</p>
<p>Measurement tool(s) used to assess progress of indicators.</p>	<p>ND ETC Director presentations to education groups - ND School Boards Association, ND Council of Educational Leaders, ND Association of Technology Leaders</p>

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	To improve student achievement through the use of educational technology in North Dakota K-12 schools. <ul style="list-style-type: none"> • This is the only goal of the 2003 North Dakota State Education Technology Plan.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	All three of the statutory goals are addressed in this goal. This State Education Technology Plan had one goal. The individual statutory goals are addressed in the objectives. The objective below matches up with statutory goal #1.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Educators will provide all students with technology enriched learning opportunities that lead to academic success.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Schools will use distance learning and other technologies to ensure that students graduate ready for work or post-secondary education.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Targets were not written as measurable goals. We said that we would monitor the distance education course offerings statewide.
Target <i>Indicate status of data in 2003-04 school year</i>	none
Target <i>Indicate status of data in 2004-05 school year.</i>	none
Target <i>Target for 2005-06 school year</i>	none
Target <i>Target for 2006-07 school year.</i>	none
Target <i>Target for 2007-08 school</i>	none
Assessment of Progress <i>Status of progress on indicator</i> (1) Target met (2) Target not met	Target not met. This is because there was no measurable goal with yearly targets, only a goal that states that the use of distance learning and that other technologies will be available to ensure that students are prepared for post-secondary education or the workforce. Availability and delivery of these courses has increased.
Measurement tool(s) used to assess progress of indicators.	North Dakota School Approval and Accreditation reports of distance education courses offered.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	To improve student achievement through the use of educational technology in North Dakota K-12 schools. <ul style="list-style-type: none"> This is the only goal of the 2003 North Dakota State Education Technology Plan.
Statutory Goal Indicate Statutory Goal number 1, 2, and/or 3. This Statutory Goal(s) relates to the Goal(s) submitted in your State Consolidated Application.	All three of the statutory goals are addressed in this goal. This State Education Technology Plan had one goal. The individual statutory goals are addressed in the objectives. The objective below matches up with goal #2.
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Educators will provide all students with technology enriched learning opportunities that lead to academic success.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	All students will be technology literate by the end of the eighth grade, as defined by the ND Library/Technology Standards. http://www.dpi.state.nd.us/standard/content/tech.pdf
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	The goal was not written with targets as this department was still waiting for additional guidance from the Department of Education when this plan was written.
Target <i>Indicate status of data in 2003-04 school year</i>	none
Target <i>Indicate status of data in 2004-05 school year.</i>	none
Target <i>Target for 2005-06 school year</i>	none
Target <i>Target for 2006-07 school year.</i>	none
Target <i>Target for 2007-08 school</i>	none
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target not met. The goal was not written with targets as this department was still waiting for additional guidance from the US DOE when this plan was written.
Measurement tool(s) used to assess progress of indicators.	The North Dakota Library/Technology Literacy Standards http://www.dpi.state.nd.us/standard/content/tech.pdf are in place. LEAs are made aware that addressing and teaching to the 8 th grade standards and benchmarks in this document is this department's method for showing US DOE that students are technologically literate by the 8 th grade. A survey of schools is planned for May 2006 that includes a question of how schools are addressing this statutory requirement, and regularly scheduled monitoring of formula funds also asks this question.

If for any reason you have modified or added Goal(s), objectives, indicators, and/or targets since submitting the State Consolidated Application, please indicate in the chart below.

Original Goal(s), objectives, indicators, and/or targets (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Modification or Additions
Since the meeting in Washington, DC for Title II Part D personnel, I felt that rather than modify all of our goals North Dakota stated in last year’s plan, I would be better off using objectives from the 2003-05 North Dakota State Education Technology Plan. I stated the objecltives for which I felt I could offer some data in the State Education Technology Plan that was in place during the reporting period. The link to that plan is http://www.ndetc.k12.nd.us/erate/techplan/	The attachments are reports from the group that conducted the evaluations of the Title II Part D competitive grants.
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment
See attachment	See attachment

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

2.7.1 Performance Measures

Instructions: In the following chart, please identify:

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

2.7.1 Performance Measures

Indicator	Instrument/ Data Source	Frequency of collection	Targets	Actual Performance
The percentage of students who engage in a physical fight on school property	UMIRS	Frequency: <u>Annual</u> Year of most recent collection: <u>2004-2005</u>	2003-2004 <u>see</u> <u>comments</u> 2004-2005 <u>see</u> <u>comments</u> 2005-2006 <u>see</u> <u>comments</u> 2006-2007 <u>see</u> <u>comments</u> 2007-2008 <u>see</u> <u>comments</u>	2003-2004 <u>177</u> 2004-2005 <u>see</u> <u>comments</u> Baseline: <u>205</u> Year established: <u>2002-2003</u>

2002-03 data was limited to K-12 public enrollment, 2003-04 data includes public, non-public and BIA K-12 students. DPI has determined a programming glitch in data base housing the reporting forms which gave different numbers each time a query was run. This has since been corrected.

2.7.2 Suspension and Expulsion Data

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

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

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

School Type	State Definition
Elementary School	
Middle School	
High School	

There is no existing state definition or law for what grades must be included in elementary, middle or secondary schools.

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

State definition of physical fighting: ND Statute includes the following: a)Aggravated Assault: willfully causes serious bodily injury to another human being or knowingly causes substantial bodily injury to another human being with a dangerous weapon or other weapon (NDCC: Chapter 12.1-17-02); b) Assault: willfully causes substantial bodily injury to another human being; or negligently causes substantial bodily injury to another human by means of a firearm, destructive device, or other weapon (NDCC: Chapter 12.1.17.01.1); c) Simple Assault: willfully causes bodily injury to another human being or negligently causes bodily injury to another human being by means of a firearm, destructive device or weapon (NDCC: Chapter 12.1-17.01).

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

Suspensions: 143 LEAs reporting: 409 Expulsions: 2 LEAs reporting: 409 ND schools do not have a specific grade range for middle school; this is the reason we cannot collect data as stated above.

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

State definition of weapons: __

ND Statute includes: a) firearm: Any weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of any such weapon; any firearm muffler or firearm silencer; or any machine gun (handgun, shotgun, rifle, or bomb). b) Knife: considered a weapon if the blade is 2.5 inches or longer. c) other objects: The weapon involved was another known object (e.g. chain, nunchakus, brass knuckles, billy club, electrical weapon, or device, stun gun, BB or pellet gun).

—

SUSPENSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	0		0
Middle	0		0
High School	0		0

EXPULSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	0		0
Middle	0		0
High School	0		0

Suspensions: 44 LEAs reporting: 409 Expulsions: 6 LEAs reporting: 409 ND schools do not have a specific grade range for middle school; this is the reason we cannot collect data as stated above.0

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

State definition of alcohol-related: The incident is alcohol-related if those involved were under the influence of alcohol at the time of the incident; or if there is evidence that they had been drinking, based on testing or investigation at the scene. Possession, use, or sale of alcohol is included.

SUSPENSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	0		0
Middle	0		0
High School	0		0

EXPULSIONS	Number for 2004-2005 school year		Number of LEAs reporting
Elementary	0		0
Middle	0		0
High School	0		0

Suspensions: 101 LEAs reporting: 409 Expulsions: 4 LEAs reporting: 409 ND schools do not have a specific grade range for middle school; this is the reason we cannot collect data as stated above.

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

State definition of illicit-drug related: The incident is drug-related if those involved were under the influence of drugs at the time of the incident, based on testing or investigation at the time of the incident. The incident may be related to the possession, use, or sale of drugs.

SUSPENSIONS	Number for 2004-2005 school year	
		Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

EXPULSIONS	Number for 2004-2005 school year	
		Number of LEAs reporting
Elementary	0	0
Middle	0	0
High School	0	0

Suspensions: 135 LEAs reporting; 409 Expulsions: 9 LEAs reporting; 409 ND schools do not have a specific grade range for middle school; this is the reason we cannot collect data as stated above.

2.7.3 Parent Involvement

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

- 1) The Title guidance document explains that schools are required to develop the SDFSC annual plan based on the Principles of Effectiveness which includes having parents involved in the planning process. On the Consolidated Title Application the local education agencies (LEAs) are asked to identify the parent members of the district planning team; the 2003-2004 school year identified 127 parent members on the district planning team of 210 districts.
- 2) During regional SDFSA training sessions, school personnel are asked to include parents in the planning process. They are reminded that with the inception of NCLB, involving parents became a Principle of Effectiveness, so parents must be a part of the district planning process. The SDFSC staff present strategies to increase parental involvement.
- 3) The SDFSC unit is in the process of updating their web page. A compilation of the suspension/expulsion data will be featured. The web page currently houses the 2003 YRBS data, and lists the trainers available to help schools and communities with their prevention efforts. We will publish a yearly SDFSC status report for ND on the web page.
- 4) The SDFSC staff is establishing a rapport with the newspapers and other media throughout the state. Through our connection with the media, we will get more information out to the public.

2.8 INNOVATIVE PROGRAMS(TITLE V, PART A)

- 2.8.1** Please describe **major** results to date of State-level Title V, Part A funded activities to improve student achievement and the quality of education for students. Please use quantitative data if available (e.g., increases in the number of highly qualified teachers).

North Dakota allocates its Title V Part A funds to support activities related to the development of the state's challenging content and achievement standards in all core subject areas.

The State has developed content and achievement standards in core subject areas. These standards are accessible at <http://www.dpi.state.nd.us/standard/content.shtm> and <http://www.dpi.state.nd.us/standard/perform/index.shtm>. The state's standards are drafted following strict protocols with the direct assistance of approximately 120 teachers per subject area. Local school districts use these standards to develop and align their local curricula and instructional strategies. Effectively, these standards touch the State's approximate 8,000 teachers. Various state and local professional development activities are built around the dissemination of these standards.

2.8.2 The table below requests data on student achievement outcomes of **Title V, Part A - funded** LEAs that use **20%** or more of Title V, Part A funds and funds transferred from other programs for **strategic priorities including: (1)** student achievement in reading and math, **(2)** teacher quality, **(3)** safe and drug free schools, **(4)** access for all students to a quality education. Complete the table below using aggregated data from all LEA evaluations of school year 2004-2005 activities funded in whole or in part from Title V, Part A - Innovative Programs funds.

Priority Activity/Area [1]	Number of LEAs that used 20% or more Title V, Part A, including funds transferred into Title V, Part A (see Note) for:	Number of these LEAs that met AYP	Total Number of Students Served
Area 1: Student Achievement in Reading and Math	116	103	74477
Area 2: Teacher Quality	44	41	27209
Area 3: Safe and Drug Free Schools	1	1	34
Area 4: Increase Access for all Students	16	14	15678
Note: Funds from REAP and Local Flex (Section 6152) that are used for Title V, Part A purposes and funds transferred into Title V, Part A under the transferability option under section 6132(b).			

2.8.3 Indicate the number of Title V, Part A funded LEAs that did not use, in school year 2004-2005, 20% or more of Title V, Part A funds including funds transferred from other programs into Title V, Part A, for any of the priority activities/areas listed in the table under B above. 60

2.8.4 Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. 55

2.8.5 Indicate the percentage of Title V funds, including funds transferred from other programs into Title V that LEAs used for the four strategic priorities. 84.0

[1] In completing this table, States should include activities described in Section 5131 of the ESEA as follows: Area 1 (activities 3, 9,12,16,19,20,22,26,27), Area 2 (activity 1,2), Area 3 (activity 14,25), Area 4 (activities 4,5,7,8,15,17)

2.8.6 Indicate the percentage of LEAs that completed needs assessments that the State determined to be meaningful and credible. 100.0

2.8.7 Describe how decisions were made regarding the local uses of funds.

Each school district determines the Title V authorized activities they will conduct based on their local needs assessment data.

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

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

Please indicate the number of eligible LEAs that notified the State of the LEA's intention to use the Alternative Uses of Funding authority under section 6211 during the 2004-2005 school year. 130

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

2.9.2.1 LEAs that receive Rural and Low-Income School (RLIS) Program grants may use these funds for any of the purposes listed in the following table. Please indicate in the table the total number of eligible LEAs that used funds for each of the listed purposes during the 2004-2005 school year.

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

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

For 2004-2005, Belcourt is the only school district eligible for these funds. Belcourt applied for the funds late in the year for educational technology and parental involvement activities. Belcourt is conducting these activities in coordination with its Even Start program. Even though Belcourt did not make AYP, the consultation services and tutorial services for displaced students will help the district move toward student academic achievement, which will be measured on the state assessments.

2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)**2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of section 6123(a) during the 2004-2005 school year? No

2.10.2 Local Educational Agency Transferability of Funds

2.10.2.1 Please indicate the total number of LEAs that notified the State that they were transferring funds under the LEA Transferability authority of section 6123(b) during the 2004-2005 school year. 14

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

Program	Total Number of LEAs transferring funds <u>TO</u> eligible program	Total amount of funds transferred <u>TO</u> eligible program
Improving Teacher Quality State Grants (section 2121)	0	0
Educational Technology State Grants (section 2412(a)(2)(A))	2	32800
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	1	1277
State Grants for Innovative Programs (section 5112(a))	9	243813
Title I, Part A, Improving Basic Programs Operated by LEAs	5	132731

Program	Total Number of LEAs transferring funds <u>FROM</u> eligible program	Total amount of funds transferred <u>FROM</u> eligible program
Improving Teacher Quality State Grants (section 2121)	12	358375
Educational Technology State Grants (section 2412(a)(2)(A))	3	14611
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	5	37513
State Grants for Innovative Programs (section 5112(a))	1	122

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

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

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