

**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	
<p>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</p>	
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2004-2005 <input checked="" type="checkbox"/> Part II, 2004-2005	
Name of State Educational Agency (SEA) Submitting This Report: Alaska Department of Education & Early Development	
Address: PO Box 110500 Juneau, AK 99811-0500	
Person to contact about this report:	
Name: Margaret MacKinnon	
Telephone: 907-465-2970	
Fax: 907-465-2989	
e-mail: margaret_mackinnon@eed.state.ak.us	
Name of Authorizing State Official: (Print or Type): Margaret MacKinnon	
_____ Signature	9/29/2006 5:52 PM EST _____ Date

Data amended after verification. Title I, Part D significantly revised. 9/29/06

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. 198

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. 159

These numbers reflect schools that showed an increase in percent of students scoring proficient, as some had enrollment changes that would have indicated a decrease if just using numbers of students.

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 290

2.1.2.2 Total Number of Title I Targeted Assistance Schools in the State 173

2.1.2.3 Total Number of Title I Schoolwide Program Schools in the State 117

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	6097
Limited English Proficient	9968
Homeless	2591
Migrant	5324

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	17881
Asian/Pacific Islander	2100
Black, non-Hispanic	1950
Hispanic	1465
White, non-Hispanic	11258

Mixed ethnicity 179 students reported as served.

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	2	0	0	2	0.0
Age 3-5	126	380	0	0	506	1.4
K	806	2950	0	0	3756	10.7
1	920	2763	0	2	3685	10.5
2	1038	2713	0	3	3754	10.7
3	878	2427	4	2	3311	9.4
4	820	2357	7	1	3185	9.1
5	899	2361	9	2	3271	9.3
6	703	2352	2	9	3066	8.7
7	660	1488	0	11	2159	6.1
8	661	1679	1	24	2365	6.7
9	714	929	0	77	1720	4.9
10	533	866	0	62	1461	4.2
11	498	746	0	74	1318	3.8
12	392	689	0	74	1155	3.3
Ungraded	0	451	0	0	451	1.3
TOTALS	9648	25153	23	341	35165	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	7538
Reading/Language Arts	10391
Science	1537
Social Studies	1298
Vocational/Career	282
Other (specify)	388
Support Services	
Health, Dental, and Eye Care	146
Supporting Guidance/Advocacy	146
Other (specify)	310

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)	9
Teachers	86
Teacher Aides	108
Support Staff (clerical and non-clerical)	15
Other (specify)	101

FTE rounded to whole numbers as decimals were not accepted.

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	<u>8</u>
-----------------------------------------------------------------	----------

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>227</u>
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2. Total number of adults participating	
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("Adults" includes teen parents.)	<u>252</u>
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3. Total number of adults participating who are limited English proficient	<u>89</u>
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4. Total number of children participating	<u>354</u>
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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>124</u>
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2. Number of newly enrolled adult participants	<u>125</u>
------------------------------------------------	------------

3. Percent of newly enrolled families at or below the Federal poverty level	<u>95.2</u>
-----------------------------------------------------------------------------	-------------

4. Percent of newly enrolled adult participants without a high school diploma or GED	<u>72.0</u>
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5. Percent of newly enrolled adult participants who have not gone beyond the 9th grade	<u>25.6</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>11.9</u>
2. From 4 to 6 months	<u>16.3</u>
3. From 7 to 12 months	<u>28.2</u>
4. More than 12 months	<u>43.6</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: Programs use various tools to measure progress.	TABE: 75.0	TABE: 45.0	TABE: All programs in Alaska indicated progress. Programs use various tools to measure progress of individual participants.
	CASAS: Programs use various tools to measure progress.	CASAS:	CASAS:	CASAS:
2. Percentage of LEP adults showing significant learning gains on measures of English language acquisition	TABE: Programs use various tools to measure progress.	TABE: 86.0	TABE: 68.0	TABE: All programs in Alaska indicated progress. Programs use various tools to measure progress of individual participants.
	CASAS: Programs use various tools to measure progress.	CASAS:	CASAS:	CASAS:
3. Percentage of school age adults who earn a high school diploma or GED	Programs use various tools to measure progress.	26.0	8.0	All programs in Alaska indicated progress. Programs use various tools to measure progress of individual participants.
	*Please Indicate diploma or GED	*Please Indicate diploma or GED	*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	Programs use various tools to measure progress.	49.0	17.0	All programs in Alaska indicated progress. Programs use various tools to measure progress of individual participants.
	*Please Indicate diploma or GED	*Please Indicate diploma or 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: Programs use various tools to measure progress.	Peabody Picture Vocabulary Test (PPVT) receptive: 33.0	Peabody Picture Vocabulary Test (PPVT) receptive: 31.0	Peabody Picture Vocabulary Test (PPVT) receptive: All programs in Alaska indicated progress. Programs use various tools to measure progress of individual participants.
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
	Programs use various tools to measure progress.		0.0	
7. Percentage of school-aged children who are reading on grade level	Programs use various tools to measure progress.	60.0	35.0	
	Please indicate source.	Please indicate source.	Please indicate source.	Please indicate source.

	Programs use various tools to measure progress.			
8. Percentage of parents who show improvement on measures of parental support for children's learning in the home, school environment, and through interactive learning activities	Parent Education Profile (PEP) Programs use various tools to measure progress.	Parent Education Profile (PEP)	Parent Education Profile (PEP)	Parent Education Profile (PEP) Programs have not fully implemented PEP. All programs are using at least one of the PEP scales to measure progress.

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	169	876	720	667	697	736	680	742	821	901	866	942	814	744	562	0	370	11307
2. PRIORITY FOR SERVICES																		
1. All Migrant Children Eligible for MEP classified as having "Priority for Services"		0	0	0	0	23	26	33	42	32	48	39	25	6	0	0	0	274
3. LIMITED ENGLISH PROFICIENT (LEP)																		
1. Migrant Children who are LEP		0	162	227	306	321	288	323	371	360	358	350	296	229	154	0	5	3750
4. CHILDREN ENROLLED IN SPECIAL EDUCATION																		
1. Migrant Children Enrolled in Special Education	2	44	68	70	84	109	107	120	134	136	124	138	116	93	75	0	0	1420
5. MOBILITY																		
1. Migrant Children with a Last Qualifying Move within 12 Months (Counting back from the Last Day of the Reporting Period)	17	160	186	128	129	120	104	111	106	108	106	127	89	86	64	0	27	1668
2. Migrant Children with a Last Qualifying Move within Previous 13 - 24 Months (Counting back from the Last Day of the Reporting Period)	129	450	343	353	388	400	371	403	461	523	486	510	460	399	303	0	162	6141
3. Migrant Children with a Last Qualifying Move within Previous 25 - 36 Months (Counting back from the Last Day of the Reporting Period)	23	188	134	128	110	138	130	150	156	157	165	203	153	155	120	0	112	2222
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)	97	452	331	319	350	368	346	377	405	408	436	483	386	377	283	0	199	5617

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>										2	11	24	17	19	11	0		84
2. Obtained GED																		7
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)						631	655	719	804	870	830	872	721	82	5	0		6189
Number of Migrant Students Tested in Reading/Language Arts (State Assessment)						609	641	708	788	856	799	864	690	78	4	0		6007
Number of Migrant Students Enrolled During State Testing Window (State Assessment - 3. Mathematics)						964	655	719	804	870	830	872	721	82	5	0		6189
Number of Migrant Students Tested in Mathematics (State Assessment)						608	636	703	782	855	792	821	673	77	4	0		5951

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)	39	219	220	224	257	577	264	267	343	367	356	335	329	271	1970	79	4044	
2. Priority for Service		0	0	0	0	8	6	10	6	9	15	14	8	0	0	0	76	
3. Continuation of Service		24	13	16	23	31	29	29	39	37	41	26	36	30	18	0	399	
4. Any Instructional Service	38	199	210	216	251	266	260	258	330	328	328	299	297	252	1770	71	3780	
5. Reading Instruction	15	82	146	144	171	151	142	145	175	141	137	128	120	85	52	0	14	1848
6. Mathematics Instruction	0	2	25	15	24	32	21	17	27	19	13	13	25	14	9	0	1	257
7. High School Credit Accrual													0	0	0	0	0	0
8. Any Support Service	4	33	25	27	25	43	30	32	39	77	47	67	45	43	39	0	13	589
9. Counseling Service	0	2	5	2	2	6	3	2	2	2	2	8	0	5	14	0	0	55
10. Any Referred Service	7	35	22	24	16	20	27	27	25	27	35	23	32	17	15	0	13	365

2.3.1.3.2 MEP Participation -Summer/Intersession Term

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

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

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

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

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

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

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

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

2.3.1.3.2 MEP Participation-Summer/Intersession Term

	Ages 0-2	Ages 3-5	K	1	2	3	4	5	6	7	8	9	10	11	12	Un- grad- ed	Out- of- school	Total
PARTICIPATION-SUMMER TERM OR INTERSESSION																		
1. Served in MEP Summer or Intersession Project (with an Instructional or Supportive Service Only)	0	124	171	187	202	208	196	193	229	223	193	162	157	116	230	60	2444	
2. Priority for Service	0	0	0	0	5	5	4	5	9	5	4	3	1	0	0	0	41	
3. Continuation of Service	7	16	11	18	21	12	14	23	26	22	14	19	14	2	0	7	226	
4. Any Instructional Service	0	124	171	187	202	208	196	193	229	223	193	162	157	116	230	60	2444	
5. Reading Instruction	0	106	149	159	178	182	162	155	190	190	153	122	126	88	190	41	2020	
6. Mathematics Instruction	0	2	36	23	42	36	34	30	43	27	32	17	19	9	1	0	2	353
7. High School Credit Accrual												0	0	0	0	0	0	
8. Any Support Service	0	4	15	15	15	18	17	19	23	15	17	10	5	8	0	0	8	189
9. Counseling Service	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	4
10. Any Referred Service	0	3	0	0	1	1	3	3	2	0	3	1	1	0	0	0	1	19

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. 323	b. 6054
2. Schools in Which MEP Funds are Combined in SWP	a. 97	b. 2622

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. 6	b. 811
2. MEP Projects: Regular School Year (Some or All MEP Services Provided During an Extended Day/Week)	a. 5	b. 286
3. MEP Projects: Summer/Intersession Only	a. 0	b. 0
4. MEP Projects: Year Round (All MEP Services Provided throughout the Regular School Year and Summer/Intersession Terms)	a. 22	b. 2502

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>180</u> Days (b)	NUMBER OF MEP FUNDED STAFF IN SUMMER-TERM/ INTERSESSION (c)	FTE IN SUMMER-TERM/ INTERSESSION 1 FTE = <u>15</u> Days (d)
2.3.1.5.2. KEY MEP PERSONNEL				
1. State Director	1	1	1	1
2. Teachers	24	9	44	41
3. Counselors	10	3	3	3
4. All Paraprofessionals	98	59	40	36
5. "Qualified" Paraprofessionals	31	19	16	19
6. Recruiters	87	27	2	2
7. Records Transfer Staff	33	13	3	2

FTE is rounded to the nearest whole number since I could not enter decimal places. FTE for summer term at state level is larger than number funded because some programs run for longer than 15 days. We set 15 for the state average.

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	2	205	60	169
2. Delinquent (Total)	9	995	NA	869
2.1. Juvenile Detention	5	707	23	608
2.2. Juvenile Corrections	3	215	341	188
2.3. Adult Corrections	1	73	548	73
3. Number of facilities that served more than one purpose: <u> 5 </u>				

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	169	608	188	73
Race/ethnicity				
American Indian or Native Alaskan	65	327	90	31
Asian or Pacific Islander	17	42	21	4
Black, non-Hispanic	22	40	16	8
Hispanic	12	10	4	0
White, non-Hispanic	53	189	57	30
Gender				
Male	100	484	169	73
Female	69	124	19	0
Age				
5-10 years old	0	0	0	0
11-15 years old	51	178	34	0
16-18 years old	114	430	152	14
19 years and older	4	0	2	59

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)	1	5	1
2. Awarded high school diploma(s)	1	3	1
3. Awarded GED(s)	1	2	1
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	58	413	73
2. Were enrolled in a GED program	0	15	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	134	129	73
4. Earned a GED	4	16	7
5. Obtained high school diploma	6	16	14
6. Were accepted into post-secondary education	5	9	2
7. Enrolled in post-secondary education	3	7	3
2. Vocational			
<i>While in the facility, the number of students who...</i>			
1. Enrolled in elective job training courses/programs	60	335	59
<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	4	0	6
3. Obtained employment	18	24	22

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)	32	46	15	0	51	23	0	81	14
2. # students from row 1 who tested below grade level upon entry.	11	28	6	0	37	5	0	32	5
3. # students from row 1 who took both the pre- and post-test reading exams	28	20	15	0	29	23	0	38	14
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	2	0	0	9	0	0	2	0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	5	3	2	0	6	3	0	10	2
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	15	2	5	0	3	5	0	1	3
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	6	0	4	0	4	2	0	5	1
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	2	13	4	0	7	13	0	20	8

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)	32	48	15	0	51	23	0	81	14
2. # students from row 1 who tested below grade level upon entry.	5	28	8	0	29	7	0	28	9
3. # students from row 1 who took both the pre- and post-test math exams	8	20	15	0	29	23	0	36	14
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0	3	0	0	4	0	0	2	0
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	1	7	3	0	6	2	0	3	2
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	1	0	7	0	0	5	0	0	5
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	6	1	2	0	6	3	0	10	1
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	9	3	0	13	13	0	21	6

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	0	0	NA	0
2. Neglected Programs	1	204	60	168
3. Delinquent (Total)	5	730	NA	645
4. Juvenile Detention	2	469	18	411
5. Juvenile Corrections	3	261	344	234
6. Number of facilities that served more than one purpose: <u> 2 </u>				

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	0	168	411	234
Race/ethnicity				
American Indian or Native Alaskan	0	64	207	101
Asian or Pacific Islander	0	17	37	25
Black, non-Hispanic	0	22	34	24
Hispanic	0	12	7	4
<i>White, non-Hispanic</i>	0	53	126	80
Gender				
<i>Male</i>	0	99	336	215
<i>Female</i>	0	69	75	19
Age				
5-10 years old	0	0	0	0
11-15 years old	0	50	88	32
16-18 years old	0	114	323	141
19 years and older	0	4	0	61

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)	1	5
2. Awarded high school diploma(s)	1	5
3. Awarded GED(s)	1	5
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	58	431
2. Were enrolled in a GED program	0	20
<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	134	135
4. Earned a GED	4	23
5. Obtained high school diploma	6	26
6. Were accepted into post-secondary education	5	6
7. Enrolled in post-secondary education	3	6
2. Vocational		
<i>While in the facility, the number of students who...</i>		
1. Enrolled in elective job training courses/programs	60	367
<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	4	6
3. Obtained employment	18	46

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)	32	60	0	74	0	69
2. # students from row 1 who tested below grade level upon entry.	11	34	0	42	0	37
3. # students from row 1 who took both the pre- and post-test reading exams	28	35	0	52	0	52
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test reading exams	0	2	0	9	0	2
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test reading exams	5	5	0	9	0	12
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	15	7	0	8	0	4
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	6	4	0	6	0	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	2	17	0	20	0	28

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)	32	60	0	74	0	69
2. # students from row 1 who tested below grade level upon entry.	5	36	0	36	0	37
3. # students from row 1 who took both the pre- and post-test math exams	8	35	0	52	0	50
4. # students from row 3 who showed <u>negative</u> grade level change from the pre- to post-test math exams	0	3	0	4	0	2
5. # students from row 3 who showed <u>no change</u> in grade level from the pre- to post-test math exams	1	10	0	8	0	5
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	1	7	0	5	0	5
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	6	3	0	9	0	11
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	12	0	26	0	27

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. 89.0

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. 86.0

2.5.3 How many schools in the State have or have been awarded a CSR grant since 1998? 28

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 <u> </u> (circle one)
Year last updated:	<u>2005</u> (year)
Date of State Approval:	<u>06/15/05</u> MM/DD/YY
Web Site Location/URL: <u>http://www.eed.state.ak.us/EdTech/pdf/AK_Ed_Tech_Plan.pdf</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

The integration of technology into the curriculum is achieved by using technology as a tool in all areas rather than as a content area in itself. Technology integration is the incorporation of technology into the daily routines of schools. Integration is occurring if teachers are trained in a full range of technology uses and in the determination of their appropriate roles and applications. Teachers and students routinely turn to technology when needed. Teachers and students are empowered, encouraged, and provided with the necessary equipment, connectivity, and curriculum support to use the technology as an educational tool.

2.6.2.1.2 Technology literacy

Technology literacy and proficiency is the ability of an individual to use technology effectively, appropriately, and responsibly to acquire lifelong knowledge and skills.

In addition, definitions for professional development, teacher technology productivity use and administrator productivity and school management use were provided for reporting purposes.

2.6.2.2 Goals, Objectives, Targets

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal A: All teachers will use technology effectively to help students achieve high academic standards.
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.	1 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 1: All teachers will receive professional development in effective use of technologies in their classroom.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentages of teachers who receive professional development in technology productivity use. Indicator b: Percentages of teachers who receive professional development in technology for curriculum integration.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 46% Target b: 37%
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 51% (Actual 54%) Target b: 41% (Actual 42%)
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 56% (Actual 83%) Target b: 45% (Actual 40%)
Target <i>Target for 2005-06 school year</i>	Target a: 62% Target b: 50%
Target <i>Target for 2006-07 school year.</i>	Target a: 68% Target b: 55%
Target <i>Target for 2007-08 school</i>	Target a: 75% Target b: 61%
Assessment of Progress <i>Status of progress on indicator</i> (1) Target met (2) Target not met	Target a: (1) Target met. Target b: (2) Target not met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal A: All teachers will use technology effectively to help students achieve high academic standards.
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.	1 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 2: All teachers will demonstrate effective use of technologies in their classroom.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of districts that assess teachers in the effective use of technologies in their classroom. Indicator b: Percentage of teachers that meet the standards in effective use of technologies in their classroom.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 82% Target b: N/A
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 87% (Actual 78%) Target b: N/A
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 92% (Actual 54%) Target b: 60% (Actual 68%)
Target <i>Target for 2005-06 school year</i>	Target a: 65% Target b: 65%
Target <i>Target for 2006-07 school year.</i>	Target a: 70% Target b: 70%
Target <i>Target for 2007-08 school</i>	Target a: 75% Target b: 75%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (2) Target not met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting. LEAs only requested to assess teachers on a three-year cycle in accordance with their Technology Plan submission.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal B: All administrators will effectively use technology to help students achieve high academic standards.
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.	1 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 1: All administrators will receive professional development in effective use of technologies in their school.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentages of administrators who receive professional development in technology productivity use. Indicator b: Percentages of administrators who receive professional development in school management tools.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 36% Target b: 46%
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 40% (Actual 78%) Target b: 51% (Actual 81%)
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 46% (Actual 70%) Target b: 56% (Actual 80%)
Target <i>Target for 2005-06 school year</i>	Target a: 80% Target b: 62%
Target <i>Target for 2006-07 school year.</i>	Target a: 90% Target b: 68%
Target <i>Target for 2007-08 school</i>	Target a: 100% Target b: 75%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (1) Target met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal B: All administrators will effectively use technology to help students achieve high academic standards.
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.	1 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 2: All administrators will demonstrate effective use of technologies in their school.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of districts that assess the proficiency of administrators in the effective use of technologies in their school. Indicator b: Percentage of administrators that meet the standards in effective use of technologies in their school.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 19% Target b: N/A
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 21% (Actual 26%) Target b: N/A
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 23% (Actual 41%) Target b: 60% (Actual 79%)
Target <i>Target for 2005-06 school year</i>	Target a: 65% Target b: 65%
Target <i>Target for 2006-07 school year.</i>	Target a: 70% Target b: 70%
Target <i>Target for 2007-08 school</i>	Target a: 75% Target b: 75%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (1) Target met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal C: All students will have the technology and information literacy skills necessary to enable them to achieve high academic standards and lifelong learning.
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.	1 & 2
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 1: All districts will improve students' technology and information literacy skills.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of districts that have specific strategies to improve technology and information literacy in their technology plan. Indicator b: Percentage of districts that have technology and information literacy skills in their curriculum frameworks.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 83% Target b: 75%
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 86% (Actual 91%) Target b: 80% (Actual 83%)
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 89% (Actual 96%) Target b: 85% (Actual 91%)
Target <i>Target for 2005-06 school year</i>	Target a: 93% Target b: 90%
Target <i>Target for 2006-07 school year.</i>	Target a: 97% Target b: 95%
Target <i>Target for 2007-08 school</i>	Target a: 100% Target b: 100%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (1) Target met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA technology plan rubric provided.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal C: All students will have the technology and information literacy skills necessary to enable them to achieve high academic standards and lifelong learning.
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.	1 & 2
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 2: All students will demonstrate technology and information literacy skills.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of districts that assess students' technology and information literacy skills. Indicator b: Percentage of students that are considered proficient at the 8th grade level for technology and information literacy skills.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 52% Target b: N/A
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 57% (Actual 57%) Target b: N/A
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 63% (Actual 60%) Target b: 60% (Actual 66%)
Target <i>Target for 2005-06 school year</i>	Target a: 65% Target b: 65%
Target <i>Target for 2006-07 school year.</i>	Target a: 70% Target b: 70%
Target <i>Target for 2007-08 school</i>	Target a: 75% Target b: 75%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (2) Target not met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.
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.	1, 2 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 1: All districts will have high-speed access to advanced telecommunications services.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of individual classrooms that are networked to their school office with teacher access to e-mail and student records. Indicator b: Percentage of individual school sites that are networked to their central administrations with administrative access to e-mail, student records, and administrative data.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: 87% Target b: 92%
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: 90% (Actual 91%) Target b: 94% (Actual 94%)
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 93% (Actual 91%) Target b: 96% (Actual 98%)
Target <i>Target for 2005-06 school year</i>	Target a: 96% Target b: 98%
Target <i>Target for 2006-07 school year.</i>	Target a: 99% Target b: 99%
Target <i>Target for 2007-08 school</i>	Target a: 100% Target b: 100%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (1) Target met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

Goals, Objectives, Targets	Narrative
Program Goal (Indicate page number and item label as designated in the State Consolidated Application or restate goal.)	Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.
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.	1, 2 & 3
Program Objective (Indicate page number and item label as designated in the State Consolidated Application or restate objective.)	Objective 2: All districts will have adequate technology infrastructure, technical support, and training.
Indicator (Indicate page number and item label as designated in the State Consolidated Application or restate indicator.)	Indicator a: Percentage of districts with an established replacement cycle. Indicator b: Percentage of districts with a designated school technology leader.
Target <i>Indicate status of data in 2002-03 school year (SY).</i> BASELINE DATA	Target a: N/A Target b: N/A
Target <i>Indicate status of data in 2003-04 school year</i>	Target a: N/A Target b: N/A
Target <i>Indicate status of data in 2004-05 school year.</i>	Target a: 45% (Actual 48%) Target b: 70% (Actual 70%)
Target <i>Target for 2005-06 school year</i>	Target a: 55% Target b: 80%
Target <i>Target for 2006-07 school year.</i>	Target a: 65% Target b: 90%
Target <i>Target for 2007-08 school</i>	Target a: 75% Target b: 100%
Assessment of Progress <i>Status of progress on indicator</i> <i>(1) Target met</i> <i>(2) Target not met</i>	Target a: (1) Target met. Target b: (1) Target met.
Measurement tool(s) used to assess progress of indicators.	LEA determined instruments using state definitions for reporting.

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
<p>Goal A: All teachers will use technology effectively to help students achieve high academic standards.</p> <p>Objective 1: All teachers will receive professional development in effective use of technologies in their classroom.</p> <p>Indicator a: Percentages of teachers who receive professional development in technology productivity use.</p> <p>Indicator b: Percentages of teachers who receive professional development in technology for curriculum integration.</p> <p>Objective 2: All teachers will demonstrate effective use of technologies in their classroom.</p> <p>Indicator a: Percentage of districts that assess the proficiency of all teachers in using technology with students.</p> <p>Indicator b: Percentage of teachers that meet the standards in effective use of technologies in their classroom.</p> <p>Objective 3: Districts will be encouraged to use demonstrated technology competency such as an educational technology portfolio as one criterion for hiring preferences for teachers.</p> <p>Indicator a: Percentage of districts that require a demonstration of technology use and curriculum technology integration skills as part of the hiring process for teachers.</p>	<p>Modification to an outcome objective (objective 1, goal A); Split into 2 indicators (under objective 1, goal A); New objective (objective 2, goal A); Moved indicator under new objective (indicator a, objective 2, goal A); New indicator (under objective 2, goal A); Deleted objective (objective 3, goal A); Deleted indicator (indicator a, objective 3, goal A)</p>
<p>Goal B: All administrators will effectively use technology to help students achieve high academic standards.</p> <p>Objective 1: All administrators will receive professional development in effective use of technologies in their school.</p> <p>Indicator a: Percentages of administrators who receive professional development in technology productivity use.</p> <p>Indicator b: Percentages of administrators who receive professional development in school management tools.</p> <p>Objective 2: All administrators will demonstrate effective use of technologies in their school.</p> <p>Indicator a: Percentage of districts that assess the proficiency of administrators in the effective use of technologies in their school.</p>	<p>Modification to an outcome objective (objective 1, goal B); split into 2 indicators (under objective 1, goal B); New objective (objective 2, goal B); Moved indicator under new objective (indicator a, objective 2, goal B); New indicator (indicator b, objective 2, goal B); Deleted objective (objective 3, goal B); Deleted indicator (indicator a, objective 3, goal B)</p>

<p>Indicator b: Percentage of administrators that meet the standards in effective use of technologies in their school.</p> <p>Objective 3: Districts will be encouraged to use demonstrated technology competency such as an educational technology portfolio as one criterion for hiring preferences for administrators.</p> <p>Indicator a: Percentage of districts that require a demonstration of technology use as part of the hiring process for administrators.</p>	
<p>Goal C: All students will have the technology and information literacy skills necessary to enable them to achieve high academic standards and lifelong learning.</p> <p>Objective 1: All districts will improve students' technology and information literacy skills.</p> <p>Indicator a: Percentage of districts that have specific strategies to improve technology literacy in their district technology plan.</p> <p>Indicator b: Percentage of districts that have technology and information literacy skills in their curriculum frameworks.</p> <p>Objective 2: All students will demonstrate technology and information literacy skills.</p> <p>Indicator a: Percentage of districts assessing students' technology and information literacy skills.</p> <p>Indicator b: Percentage of students that are considered proficient at the 8th grade level for technology and information literacy skills.</p>	<p>Modification to an outcome objective from an enabling objective (objective 1, goal C); Moved indicators (indicators a and b, objective 1, goal C) under new objective (goal D); Modification to an outcome objective from an enabling objective (objective 2, goal C); New indicator (indicator b, objective 2, goal C); Deleted objective; Deleted indicator.</p>
<p>Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.</p> <p>Objective 1: All districts will have high-speed access to advanced telecommunications services.</p> <p>Indicator a: Percentage of individual classrooms that are networked to their school office with teacher access to e-mail and student records.</p>	<p>New goal; Modification to an outcome objective; moved indicator under modified objective under new goal.</p>
<p>Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.</p> <p>Objective 1: All districts will have high-speed access to advanced telecommunications services.</p> <p>Indicator b: Percentage of individual school sites that are networked to their central administrations with administrative access to e-mail, student records, and administrative data.</p>	<p>New goal; Modification to an outcome objective; moved indicator under modified objective under new goal.</p>
<p>Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.</p>	<p>New indicator under new objective under new goal.</p>

<p>Objective 2: All districts will have adequate technology infrastructure, technical support, and training.</p> <p>Indicator a: Percentage of districts with an established replacement cycle.</p>	
<p>Goal D: All students and schools will have dependable access to advanced technologies and telecommunications connectivity to expand learning options.</p> <p>Objective 2: All districts will have adequate technology infrastructure, technical support, and training.</p> <p>Indicator b: Percentage of districts with a designated school technology leader.</p>	<p>New indicator under new objective under new goal.</p>

These goals, objectives, and indicators have been modified based on the technical assistance provided by USDOE.

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
<p>The number of persistently dangerous schools as defined by the State of Alaska. The baseline for this indicator was established in 2002.</p>	<p>Online data reporting system</p>	<p>Frequency: <u>Collection is continuous and evaluation of data is done annually.</u></p> <p>Year of most recent collection: _____</p>	<p>2003-2004 <u>No Persistently Dangerous Schools</u></p> <p>2004-2005 <u>No Persistently Dangerous Schools</u></p> <p>2005-2006 <u>No Persistently Dangerous Schools</u></p> <p>2006-2007 _____</p> <p>2007-2008 _____</p>	<p>2003-2004 <u>Goal Met- Alaska had no Persistently Dangerous Schools in 2003-2004.</u></p> <p>2004-2005 <u>Goal Met- Alaska had no Persistently Dangerous Schools in 2004-2005.</u></p> <p>Baseline: _____</p> <p>Year established: _____</p>
<p>Per the recommendation of Kimberly Light, Alaska's Title IV Federal Program Officer, Alaska has added the following indicator: The percentage of K-12 alcohol and illicit drug suspensions and expulsions will decrease each year in Alaska public schools. (The total number of alcohol and illicit drug suspensions and expulsions divided by the student count for the year) The baseline data is beginning with the data collected in 2004-2005.</p>	<p>Online Suspensions, Expulsions, and Truancies Data base.</p>	<p>Frequency: <u>Data is collected ongoingly and is evaluated annually.</u></p> <p>Year of most recent collection: _____</p>	<p>2003-2004 _____</p> <p>2004-2005 <u>Establish Baseline .0068668%</u></p> <p>2005-2006 _____</p> <p>2006-2007 _____</p> <p>2007-2008 _____</p>	<p>2003-2004 _____</p> <p>2004-2005 <u>Baseline .0068668%</u></p> <p>Baseline: _____</p> <p>Year established: _____</p>

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	Sec. 14.03.060 Elementary, junior high, and secondary schools. An elementary school consists of grades kindergarten through grade eight or any appropriate combination of grades within this range. (For reporting purposes on the CSPR II elementary schools are represented by grades K-6).
Middle School	(c) Grades seven through eight, nine, and ten or any appropriate combination of grades within this range may be organized as a junior high school. (For reporting purposes on the CSPR II middle schools are represented by grades 7-8.)
High School	(b) A secondary school consists of grades seven through twelve or any appropriate combination of grades within this range. The establishment of one or two grades beyond the 12th grade is optional within the governing body of the school district. (For reporting purposes on the CSPR II high schools are represented by grades 9-12.)

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

State definition of physical fighting: _____ State definition of physical fighting: _____ **PHYSICAL**

FIGHTING:** The state does not consider physical fighting in the state performance indicators. As such, schools reporting physical fighting do so taking into consideration their own school district definition. Alaska does, however, consider assault as a measurement of the state performance indicator, and has provided a definition which is as follows: **Definition: Assault:** A person commits the crime of assault if:

1. A person recklessly causes serious physical injury or places another in fear of imminent serious physical injury by means of a dangerous instrument.
2. With intent to cause serious physical injury to another, the person causes serious physical injury to any person.
3. The person knowingly engages in conduct that results in serious physical injury to another.
4. A person recklessly causes serious physical injury to another by repeated assaults with or without the use of a dangerous instrument, even if each assault individually does not cause serious physical injury.
5. While being 18 years of age or older, knowingly causes physical injury to a child under 16 years of age and the injury reasonably requires medical treatment.
6. With the intent to place another in fear of death or serious physical injury to the person or the persons family member makes repeated threats to cause death or serious physical injury to another person.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	747	19
Middle	1110	12
High School	1371	42

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	18	2
High School	38	5

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

State definition of weapons: **Federal Definition:** ** A weapon [including a starter or look alike gun], which will or is designed to or may readily be converted to expel a projectile by the action on any explosive:AS 11.81.900
**Dangerous instrument means any deadly weapon or anything that, under the circumstances in which it is used, attempted to be used, or threatened to be used, is capable of causing death or serious physical injury. **Any destructive device, which includes

- o Knife or sharp instrument
- o Any explosive, incendiary, or poison gas including:
 - Bomb
 - Grenade
 - Rocket having a propellant charge
 - Missile having an explosive or incendiary charge
 - Mine, or
 - Similar device

**Any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	69	10
Middle	52	9
High School	142	27

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	3	2
Middle	15	3
High School	34	6

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

State definition of alcohol-related: The State of Alaska does not have a state definition for alcohol-related. This definition is determined at the district level.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	2	2
Middle	31	3
High School	201	22

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	5	2
High School	10	2

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

State definition of illicit-drug related: The State of Alaska does not have a state definition for illicit drug-related. This definition is determined at the district level.

SUSPENSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	22	5
Middle	176	9
High School	593	24

EXPULSIONS	Number for 2004-2005 school year	Number of LEAs reporting
Elementary	0	0
Middle	16	4
High School	94	6

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.

- › Alaska Department of Education & Early Development participates in several statewide conferences targeted to parents and community members as well as special events targeted at sub-populations of the parent and community audience in Alaska, such as the Statewide Fetal Alcohol Syndrome Conference. EED has also created a state-of-the-art elearning module on Fetal Alcohol Spectrum Disorders that it makes available free of charge to all parents with school-aged children who are affected by prenatal exposure to alcohol.
- › Department of Education also publishes a monthly newsletter, *Healthy Alaskans* which covers a broad range of health and safety topics is available free of charge to all interested parents and community members. In addition, EED posts Youth Risk Behavior Survey results on its website to make them readily available to parents and community members.
- › Department of Education has also been centrally involved in the Interagency Coordinating Committee regarding the Prevention of Underage Drinking. This involvement has culminated a comprehensive Prevention of Underage Drinking Townhall Meetings across Alaska all having extensive community and parent inclusion.

ditionally the Department of Education worked closely with the Governor's Office

Title IV requests for waivers are approved that do not demonstrate meaningful and ongoing community and parent involvement, and the Department of Education & Early Development carefully reviews district documentation of Title IV funded program results being published/shared with 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).

The Alaska Department of Education & Early Development did not collect data in this manner in 2004-2005.

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	18	7	
Area 2: Teacher Quality	14	9	
Area 3: Safe and Drug Free Schools	4	0	
Area 4: Increase Access for all Students	15	2	
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).			

Total number of students served in not formally tallied or reported to EED.

- 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. 3
- 2.8.4** Indicate the number of LEAs shown in B.1 that met AYP in school year 2004-2005. 1
- 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. 75.0

[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.

The Department of Education & Early Development has remained mindful and respectful of Title V's written intent to maximize local decision making for Innovative Programs. EED has, however, gone to great lengths to provide training and technical support to districts to ensure that their Title V supported activities target the districts' areas of allowable greatest need (as evidenced by supporting data).

EED has sought to build greater data driven decision making by districts through many different mechanisms. For example, district needs assessments on the NCLB applications must be supported by district data, and these assessments are individually reviewed by EED review cadres. Requests for clarifying information are sent out to all districts where the connections between district data and district Title V directives are not clear. EED has reinforced data driven decision making by devoting the last two annual statewide NCLB education conferences to data driven decision making. At this year's NCLB conference EED also offered a series of workshops to all interested districts on Title V programming and evaluation. These workshops were punctuated by opportunities for district staff to sign up for one-on-one Title V support with EED's Title V program manager.

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. 34

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	0
Parental involvement activities	0
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

All LEAs in Alaska qualify for SRSA, so none qualify for RLIS.

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.

N/A

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. 3

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))	0	0
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	3	482685
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0

Program	Total Number of LEAs transferring funds FROM eligible program	Total amount of funds transferred FROM eligible program
Improving Teacher Quality State Grants (section 2121)	3	480803
Educational Technology State Grants (section 2412(a)(2)(A))	1	1882
Safe and Drug-Free Schools and Communities (section 4112(b)(1))	0	0
State Grants for Innovative Programs (section 5112(a))	0	0

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

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.