

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Parts I and II**

for  
**STATE FORMULA GRANT PROGRAMS**  
under the  
**ELEMENTARY AND SECONDARY EDUCATION ACT**  
As amended in 2001

For reporting on  
**School Year 2011-12**

**MARYLAND**



**PART I DUE THURSDAY, DECEMBER 20, 2012**  
**PART II DUE FRIDAY, FEBRUARY 15, 2013**

**U.S. DEPARTMENT OF EDUCATION**  
**WASHINGTON, DC 20202**

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

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

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2011-12 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2011-12 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 20, 2012**. Part II of the Report is due to the Department by **Friday, February 15, 2013**. Both Part I and Part II should reflect data from the SY 2011-12, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

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

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2011-12 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2011-12 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

		OMB Number: 1810-0614
		Expiration Date: 11/30/2013
<p>Consolidated State Performance Report          For          State Formula Grant Programs          under the          Elementary And Secondary Education Act          as amended in 2001</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2011-12 <input checked="" type="checkbox"/> Part II, 2011-12		
Name of State Educational Agency (SEA) Submitting This Report: Maryland State Department of Education		
Address: 200 West Baltimore Street Baltimore, Maryland 21201		
Person to contact about this report:		
Name: Mary L. Gable, Assistant State Superintendent Academic Policy		
Telephone: 410-767-0473		
Fax: 410-333-2275		
e-mail: mgable@msde.state.md.us		
Name of Authorizing State Official: (Print or Type): Dr. Lillian M. Lowery		
		Friday, February 8, 2013, 2:35:50 PM
Signature _____		Date

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

This section collects data on Title I, Part A programs.

**2.1.1 Student Achievement in Schools with Title I, Part A Programs**

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

**2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)**

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of ESEA. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	18,377	14,868	80.91
4	17,848	15,084	84.51
5	16,982	13,161	77.50
6	5,894	4,056	68.82
7	4,769	2,423	50.81
8	4,603	1,896	41.19
High School			
Total	68,473	51,488	75.19
<b>Comments:</b>			

**2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)**

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	18,378	13,965	75.99
4	17,843	14,723	82.51
5	16,983	14,051	82.74
6	5,900	4,026	68.24
7	4,774	2,987	62.57
8	4,620	2,733	59.16
High School			
Total	68,498	52,485	76.62
<b>Comments:</b>			

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

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,227	1,951	87.61
4	2,204	1,954	88.66
5	2,132	1,759	82.50
6	1,771	1,121	63.30
7	1,848	829	44.86
8	1,665	600	36.04
High School	686	403	58.75
Total	12,533	8,617	68.75
<b>Comments:</b>			

**2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)**

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	2,233	1,843	82.53
4	2,205	1,959	88.84
5	2,131	1,893	88.83
6	1,776	1,118	62.95
7	1,861	1,142	61.36
8	1,665	946	56.82
High School	686	420	61.22
Total	12,557	9,321	74.23
<b>Comments:</b>			

## 2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

### 2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

	# Students Served
Children with disabilities ( <i>IDEA</i> )	22,515
Limited English proficient students	22,818
Students who are homeless	5,490
Migratory students	83
<b>Comments:</b>	

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	714
Asian	3,790
Black or African American	82,774
Hispanic or Latino	31,557
Native Hawaiian or other Pacific Islander	469
White	30,457
Two or more races	4,702
Total	154,463
<b>Comments:</b>	



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

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

<b>Age/Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age 0-2	0	0	0	0	0
Age 3-5 (not Kindergarten)	35	15,039	144	1	15,219
K	222	21,631	214	0	22,067
1	479	20,665	239	3	21,386
2	571	19,642	237	4	20,454
3	633	19,258	204	9	20,104
4	654	18,692	182	8	19,536
5	651	17,843	175	11	18,680
6	804	6,201	107	23	7,135
7	1,014	4,782	100	45	5,941
8	928	4,607	103	72	5,710
9	71	52	11	244	378
10	3	0	6	158	167
11	0	0	7	127	134
12	0	0	12	54	66
Ungraded	0	0	0	0	0
<b>TOTALS</b>	<b>6,065</b>	<b>148,412</b>	<b>1,741</b>	<b>759</b>	<b>156,977</b>

**Comments:**

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

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

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

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

	<b># Students Served</b>
Mathematics	4,416
Reading/language arts	4,340
Science	520
Social studies	0
Vocational/career	0
Other instructional services	0
<b>Comments:</b>	

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

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

	<b># Students Served</b>
Health, dental, and eye care	0
Supporting guidance/advocacy	27
Other support services	31
<b>Comments:</b>	

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

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

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of ESEA.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	112	
Paraprofessionals <sup>1</sup>	24	100.00
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	1	
Clerical support staff	1	
Administrators (non-clerical)	1	
<b>Comments:</b>		

FAQs on staff information

1. What is a "paraprofessional?" An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
  - (1) Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
  - (2) Providing assistance with classroom management, such as organizing instructional and other materials;
  - (3) Providing assistance in a computer laboratory;
  - (4) Conducting parental involvement activities;
  - (5) Providing support in a library or media center;
  - (6) Acting as a translator; or
  - (7) Providing instructional services to students.
2. What is an "other paraprofessional?" Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.
3. Who is a qualified paraprofessional? A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: <http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

<sup>1</sup> Consistent with ESEA, Title I, Section 1119(g)(2).

<sup>2</sup> Consistent with ESEA, Title I, Section 1119(e).

**2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs**

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

	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals <sup>3</sup>	1,426.68	100.00
<b>Comments:</b>		

**2.1.4.1 Parental Involvement Reservation Under Title I, Part A**

	LEAs that Received an FY 2011 (School Year 2011-2012) Title I, Part A Allocation of \$500,000 or less	LEAs that Received a Federal fiscal year (FY) 2011 (School Year 2011-2012) Title I, Part A Allocation of more than \$500,000
Number of LEAs *	1	24
Sum of the amount reserved by LEAs for parental involvement	3,901	3,253,791
Sum of LEAs' FY 2011 Title I, Part A allocations	390,854	172,198,332
Percentage of LEA's FY 2011 Title I, Part A allocations reserved for parental involvement	1.00	1.90

<sup>1</sup> \*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2011 Title I, Part A allocation. In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2011-2012.

**In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2011-2012.**

Parent/Family Nights/Back To School Nights/learning fairs/Science Night  
 Teacher Stipends  
 STEM Program Support  
 Materials/supplies/mailings  
 Parent liaisons/coordinators  
 Transportation/mileage  
 Food/refreshments  
 Conferences/workshops  
 Parenting classes/consultants  
 Translation/translators  
 Parent libraries/materials/lending libraries/subscriptions for parent resources  
 Support for Early Learning, HIPPIY, and ABC programs

<sup>3</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 3)****2.2.1 Subgrants and Even Start Program Participants**

In the tables below, please provide information requested for the reporting program year July 1, 2011 to June 30, 2012.

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

Number of federally funded Even Start subgrants	2
<b>Comments:</b>	

**2.2.1.2 Even Start Families Participating During the Year**

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2011. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children's ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	50
2. Adults participating	51
3. Adults participating who are limited English proficient (Adult English Learners)	37
4. Participating children	80
a. Birth through 2 years	10
b. Ages 3 through 5	43
c. Ages 6 through 8	25
c. Above age 8	2
<b>Comments:</b>	

### 2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	25
2. Number of newly enrolled adult participants	25
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	19
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	25
5. Number of newly enrolled adult participants who have not gone beyond the 9 <sup>th</sup> grade at the time of enrollment	9
<b>Comments:</b>	

### 2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2012). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

<b>Time in Program</b>	<b>#</b>
1. Number of families enrolled 90 days or less	13
2. Number of families enrolled more than 90 but less than 180 days	9
3. Number of families enrolled 180 or more days but less than 365 days	20
4. Number of families enrolled 365 days or more	8
5. Total families enrolled	50
<b>Comments:</b>	

## 2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

### 2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	0	0	N/A
CASAS	3	2	The definition of significant gain and criterion value for Maryland is, "Adult participants in Even Start who have attended at least 60 hours of adult education instruction, and will demonstrate achievement in the areas of reading, writing, English language acquisition, problem solving or numeracy by improving one literacy level, as measured by the CASAS or BEST."  Additional adult education and achievement data reported for the, "number of adults who attended adult education instruction less than 60 hours is ( 10 )
Other	0	0	N/A
<b>Comments:</b>			

### 2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE	0	0	N/A
CASAS	30	20	The definition of significant gain and criterion value for Maryland is, "English language learners (ELL) in Even Start who have attended at least 60 hours of English language instruction, and will demonstrate achievement in listening, speaking, reading and writing by improving one literacy level, as measured by the CASAS or BEST."  Additional adult education and achievement data reported for the, "number of Adult English Learners who attended adult education instruction less than 60 hours is ( 7 ).
BEST	0	0	N/A
BEST Plus	0	0	N/A
BEST Literacy	0	0	N/A
Other	0	0	N/A
<b>Comments:</b>			

**2.2.2.3 Adults Earning a High School Diploma or GED**

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

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma	0	0	N/A
GED	0	0	N/A
Other	0	0	N/A

**Comments:**

Non-School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma	0	0	N/A
GED	2	2	
Other	5	4	External Diploma Program (EDP) The definition of significant gain and criterion value for Maryland is, Within six months of completing instruction at the Adult Secondary or Advanced Secondary level, 78% of adult participants in Even Start with a goal of earning a high school diploma will obtain a high school diploma or its equivalent, as evidence by documentation. Adults who participated in an ED External Diploma Program (EDP) and obtained an EDP within six months of completing instruction.

**Comments:**

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility within the reporting year.



**2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development**

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Pre- and Post-Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post-Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	8	8	7	0	The definition of significant gain and criterion value for Maryland is, Eighty percent of children, ages 3 through grade 3, who attend Even Start for six consecutive months or more, will improve in reading readiness or the ability to read on grade level in accordance with state, local school system or program standards for reading readiness or grade level performance.  In Maryland additional criterion included, the number of children who improved in language and literacy development and "four- year-olds who will be eligible to enter kindergarten in fall; and had been enrolled in Even Start for at least six consecutive months whose post-test standard score is 4 or more points higher than the pre-test standard score
PPVT-IV	0	0	0	0	N/A
TVIP	0	0	0	0	N/A
<b>Comments:</b>					

**2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills**

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions .

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III					The definition of significant gain and criterion value for Maryland is, Eighty percent of children, ages 3 through grade 3, who attend Even Start for six consecutive months or more, will improve in reading readiness or the ability to read on grade level in accordance with state, local school system or program standards for reading readiness or grade level performance.  In Maryland additional criterion included, the number of children who improved in

	8	8	5	0	language and literacy development and "four- year-olds who will be eligible to enter kindergarten in fall; and had been enrolled in Even Start for at least six consecutive months with a standard score of 85 or higher on the post-test
PPVT-IV	0	0	0	0	N/A
TVIP	0	0	0	0	N/A
<b>Comments:</b>					

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

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2011 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	8	7	0	26.00	The definition of significant gain and criterion value for Maryland is, Eighty percent of children, ages 3 through grade 3, who attend Even Start for six consecutive months or more, will improve in reading readiness or the ability to read on grade level in accordance with state, local school system or program standards for reading readiness or grade level performance.  In Maryland additional criterion included, "four- year-olds who will be eligible to enter kindergarten in the fall; and had been enrolled in Even Start for at least six consecutive months at the time the PALS post-test was administered.
<b>Comments:</b>					

### 2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by the school district. Please indicate the source(s) of the data in the "Explanation" field.

The following terms apply:

1. "# in Cohort" includes school-aged children who have participated in Even Start for at least 6 months.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	6	4	Significant gain and criterion value for Maryland is, "Eighty percent (80%) of children, ages 3 through grade 3, who attend Even Start for six consecutive months or more will improve in reading readiness or the ability to read on grade level in accordance with state, local school system or program standards for reading readiness or grade level performance. In addition to the PALS and PPVT-III, projects assessed this indicator using the OUNCE, Progress Report, Report Cards, Work Sampling System, and Creative Curriculum, Letter People
1	10	10	Local School System assessments
2	8	7	Local School System assessments
3	3	2	Local School System assessments
<b>Comments:</b>			

**2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities**

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# in Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	0	0	N/A
PEP Scale II	0	0	N/A
PEP Scale III	0	0	N/A
PEP Scale IV	0	0	N/A
Other	31	21	<p>In Maryland, this federal indicator is assessed as two separate indicators. Significant gain and criterion value for Maryland's parent education indicators are:</p> <p>(a)"Seventy-five (75%) of parents/guardians, who attend Even Start for six consecutive months or more, will create a home environment that supports their children's literacy development, as evidenced by documenting at least three new or expanded literacy related family activities during the program year."</p> <p>(b)"Seventy-five percent (75%) of parents/guardians, who attend Even Start for six consecutive months or more, will support their children's literacy development by being actively involved in school and community life, as evidenced by documenting at least three school or community literacy-related activities during the program year."</p> <p>Additional measures used to assess these indicators were:                      Home Visitor Observation Logs,                      Family Literacy Logs, Ounce Portfolio,                      Parents As Teachers (PAT), and the Home Instruction Program for Preschool Youngsters (HIPPY),                      School/ Parent Involvement sign in/evaluation sheet                      Even Start Family Assessment Check list                      Family Action Plan                      ILA group meetings &amp; Parent education classes</p>
<b>Comments:</b>			

## 2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2011 through August 31, 2012. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

### 2.3.1 Population Data

The following questions collect data on eligible migrant children.

#### 2.3.1.1 Eligible Migrant Children

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	47
Age 3 through 5 (not Kindergarten)	65
K	41
1	19
2	27
3	17
4	11
5	10
6	6
7	10
8	8
9	16
10	3
11	10
12	6
Ungraded	0
Out-of-school	85
Total	381
<b>Comments:</b>	

**2.3.1.2 Priority for Services**

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

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5 (not Kindergarten)	0
K	18
1	7
2	15
3	4
4	2
5	3
6	0
7	1
8	2
9	1
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	53
<b>Comments:</b>	

**FAQ on priority for services:**

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

**2.3.1.3 Limited English Proficient**

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

<b>Age/Grade</b>	<b>Limited English Proficient (LEP)</b>
Age 3 through 5 (not Kindergarten)	30
K	30
1	12
2	17
3	16
4	8
5	5
6	2
7	5
8	5
9	4
10	1
11	3
12	2
Ungraded	0
Out-of-school	14
Total	154
<b>Comments:</b>	

**2.3.1.4 Children with Disabilities (IDEA)**

In the table below, provide the unduplicated number of **eligible** migrant children who are also Children with Disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

<b>Age/Grade</b>	<b>Children with Disabilities (IDEA)</b>
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	0
1	0
2	0
3	0
4	0
5	2
6	1
7	1
8	0
9	0
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	4

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year.



**2.3.1.5 Last Qualifying Move**

In the table below, provide the unduplicated number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2011. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	32	15	0	0
Age 3 through 5 (not Kindergarten)	33	26	5	1
K	20	11	10	0
1	5	9	5	0
2	12	13	0	2
3	6	4	5	2
4	6	2	2	1
5	3	4	2	1
6	2	2	2	0
7	4	2	4	0
8	5	1	1	1
9	8	5	2	1
10	2	1	0	0
11	8	2	0	0
12	1	1	3	1
Ungraded	0	0	0	0
Out-of-school	56	25	3	1
Total	203	123	44	11
<b>Comments:</b> Migrant students as a nature of the program are a mobile population. They are not the same children from year to year.				

**2.3.1.6 Qualifying Move During Regular School Year**

In the table below, provide the unduplicated number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2011. The total is calculated automatically.

<b>Age/Grade</b>	<b>Move During Regular School Year</b>
Age birth through 2	11
Age 3 through 5 (not Kindergarten)	18
K	16
1	8
2	7
3	6
4	3
5	5
6	0
7	6
8	4
9	6
10	2
11	1
12	4
Ungraded	0
Out-of-school	46
Total	143
<b>Comments:</b>	

### 2.3.2 Academic Status

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

#### 2.3.2.1 Dropouts

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

Grade	Dropped Out
7	0
8	0
9	1
10	0
11	0
12	0
Ungraded	
Total	1

**Comments:** Migrant students as a nature of the program are a mobile population. The number is so small that one student impacts the difference from year to year.

#### FAQ on Dropouts:

*How is "dropped out of school" defined?* The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2010-11 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

#### 2.3.2.2 GED

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

<b>Obtained a GED in your state</b>	0
<b>Comments:</b>	

### 2.3.2.3 Participation in State Assessments

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

#### 2.3.2.3.1 Reading/Language Arts Participation

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

Grade	Enrolled	Tested
3	8	8
4	3	3
5	1	1
6	3	3
7	4	4
8	2	2
HS	3	3
Total	24	24
<b>Comments:</b>		

#### 2.3.2.3.2 Mathematics Participation

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

Grade	Enrolled	Tested
3	8	8
4	3	3
5	1	1
6	3	3
7	4	4
8	2	2
HS	3	3
Total	24	24
<b>Comments:</b>		

**2.3.3 MEP Participation Data**

The following questions collect data about the participation of migrant students served during the regular school year, summer/intersession term, or program year.

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

**2.3.3.1 MEP Participation – Regular School Year**

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

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

**2.3.3.1.1 MEP Students Served During the Regular School Year**

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

<b>Age/Grade</b>	<b>Served During Regular School Year</b>
Age Birth through 2	0
Age 3 through 5 (not Kindergarten)	3
K	10
1	3
2	5
3	6
4	2
5	2
6	1
7	4
8	2
9	4
10	1
11	2
12	0
Ungraded	0
Out-of-school	0
Total	45
<b>Comments:</b>	

**2.3.3.1.2 Priority for Services – During the Regular School Year**

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

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

**2.3.3.1.3 Continuation of Services – During the Regular School Year**

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

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

### 2.3.3.1.4 Services

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

#### FAQ on Services:

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

#### 2.3.3.1.4.1 Instructional Service – During the Regular School Year

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

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

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. Instructional services are provided for eligible students based on needs.



### 2.3.3.1.4.2 Type of Instructional Service

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

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

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. The project did literacy programs and content area support instructional services were not identified as reading and math support only.

Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. The project did literacy programs and content area support instructional services were not identified as reading and math support only.

#### FAQ on Types of Instructional Services:

What is "high school credit accrual"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.1.4.3 Support Services with Breakout for Counseling Service

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	0	0
Age 3 through 5 (not Kindergarten)	2	0
K	3	0
1	2	0
2	3	0
3	3	0
4	1	0
5	2	0
6	1	0
7	2	0
8	1	0
9	0	0
10	0	0
11	1	0
12	0	0
Ungraded	0	0
Out-of-school	0	0
Total	21	0

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. Services are based on need.

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.1.4.4 Referred Service – During the Regular School Year**

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

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

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. Referrals are only reported if the projects can report the service was received

**2.3.3.2 MEP Participation – Summer/Intersession Term**

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

**2.3.3.2.1 MEP Students Served During the Summer/Intersession Term**

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

<b>Age/Grade</b>	<b>Served During Summer/Intersession Term</b>
Age Birth through 2	18
Age 3 through 5 (not Kindergarten)	42
K	29
1	10
2	20
3	12
4	8
5	5
6	4
7	8
8	4
9	4
10	1
11	3
12	0
Ungraded	0
Out-of-school	8
Total	176
<b>Comments:</b>	

**2.3.3.2.2 Priority for Services – During the Summer/Intersession Term**

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

<b>Age/Grade</b>	<b>Priority for Services</b>
Age 3 through 5	0
K	17
1	7
2	15
3	4
4	2
5	3
6	0
7	1
8	2
9	1
10	0
11	0
12	0
Ungraded	0
Out-of-school	0
Total	52
<b>Comments:</b>	

**2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term**

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

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

### 2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

#### FAQ on Services:

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

#### 2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	18
Age 3 through 5 (not Kindergarten)	42
K	29
1	10
2	20
3	12
4	8
5	5
6	4
7	8
8	4
9	4
10	1
11	3
12	0
Ungraded	0
Out-of-school	8
Total	176
<b>Comments:</b>	

**2.3.3.2.4.2 Type of Instructional Service**

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

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2	0	0	
Age 3 through 5 (not Kindergarten)	39	39	
K	29	29	
1	10	10	
2	20	20	
3	12	12	
4	8	8	
5	5	5	
6	4	4	
7	8	8	
8	4	4	
9	4	4	0
10	1	1	0
11	1	1	0
12	0	0	0
Ungraded	0	0	0
Out-of-school	0	0	0
Total	145	145	0
<b>Comments:</b>			

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.



### 2.3.3.2.4.3 Support Services with Breakout for Counseling Service

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	18	0
Age 3 through 5 (not Kindergarten)	42	0
K	29	0
1	10	0
2	20	0
3	12	0
4	8	0
5	5	0
6	4	0
7	8	0
8	4	0
9	4	0
10	1	0
11	3	0
12	0	0
Ungraded	0	0
Out-of-school	8	0
Total	176	0
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term**

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

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

**Comments:** Migrant students as a nature of the program are a mobile population. They are not the same children from year to year. Referrals are done based on need and only reporting those that could be documented as provided. Because of fiscal restraints less and less services are operational to help migrant families. Educational services are not considered referrals since the providing MEP projects are the school systems.

**2.3.3.3 MEP Participation – Program Year**

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

<b>Age/Grade</b>	<b>Served During the Program Year</b>
Age Birth through 2	19
Age 3 through 5 (not Kindergarten)	44
K	29
1	10
2	22
3	15
4	9
5	5
6	4
7	8
8	5
9	5
10	1
11	4
12	0
Ungraded	0
Out-of-school	8
Total	188
<b>Comments:</b>	

### 2.3.4 School Data

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

#### 2.3.4.1 Schools and Enrollment

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools that enrolled eligible migrant children	33
Number of eligible migrant children enrolled in those schools	149
<b>Comments:</b>	

#### 2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the year, the number of children may include duplicates.

	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
<b>Comments:</b>	

### 2.3.5 MEP Project Data

The following questions collect data on MEP projects.

#### 2.3.5.1 Type of MEP Project

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

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

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

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only	0	0
Regular school year – school day/extended day	1	45
Summer/intersession only	2	176
Year round	0	0
<b>Comments:</b>		

#### FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.
- b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

### 2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

#### 2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

##### 2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

<b>State Director FTE</b>	0.30
<b>Comments:</b>	

#### FAQs on the MEP State director

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

**2.3.6.1.2 MEP Staff**

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

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	0	0	25	20
Counselors	0	0	0	0
All paraprofessionals	1	0	28	19
Recruiters	2	2	3	2
Records transfer staff	0	0	0	0
Administrators	1	0	2	2

**Comments:** ERROR: The difference between key MEP Personnel Staff during the Summer/Intersession Term FTE for previous year (16) and current year value (20) is more than or equal to 25%.  
 Response: This difference was due to a program design that required some job-sharing due to required PD in the local also some program design changes in the locals.

ERROR: The difference between key MEP Personnel Staff All Paraprofessionals Regular School Headcount for previous year (2) and current year value (1) is more than or equal to 25%.  
 Response: This changed based on student service needs and a different delivery model that was supported by the recruiter/advocate enabling family contact continuity for the project.

ERROR: The difference between key MEP Personnel Staff All Paraprofessionals Summer/Intersession Term Headcount for previous year (19) and current year value (28) is more than or equal to 25%.  
 Response: This difference was due to a program design that required some job-sharing due to required PD in the local also some program design changes in the locals.

ERROR: The difference between key MEP Personnel Staff All Paraprofessionals Summer/Intersession Term FTE Term for previous year (11) and current year value (19) is more than or equal to 25%.  
 Response: This difference was due to a program design that required some job-sharing due to required PD in the local also some program design changes in the locals.

ERROR: The difference between key MEP Personnel Staff Records Transfer staff Regular school year Headcount for previous year (1) and current year value (0) is more than or equal to 25%.  
 Response: The position is not MEP funded

ERROR: The difference between key MEP Personnel Staff Records Transfer staff Regular school year FTE for previous year (1) and current year value (0) is more than or equal to 25%.  
 Response: The position is not MEP funded

ERROR: The difference between key MEP Personnel Staff Records Transfer staff Summer/Intersession Term Headcount for previous year (1) and current year value (0) is more than or equal to 25%.  
 Response: The position is not MEP funded

ERROR: The difference between key MEP Personnel Staff Records Transfer staff Summer/Intersession Term FTE for previous year (1) and current year value (0) is more than or equal to 25%.  
 Response: The position is not MEP funded

**Note:** The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the

corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

#### **FAQs on MEP staff:**

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
  1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.
- g. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.



### 2.3.6.1.3 Qualified Paraprofessionals

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

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals	1	0.44	28	19.73
<p><b>Comments:</b> Section 2.3.6.1.3 (Qualified Paraprofessionals)</p> <p>ERROR: The difference between Regular School Year Headcount of Qualified Paraprofessionals for previous years (2) and current year value (1) is more than or equal to 25% This changed based on student service needs and a different delivery model that was supported by the recruiter/advocate enabling family contact continuity for the project.</p> <p>ERROR: The difference between Regular School Year FTE of Qualified Paraprofessionals for previous years (.60) and current year value (0.44) is more than or equal to 25% This changed based on student service needs and a different delivery model that was supported by the recruiter/advocate enabling family contact continuity for the project.</p> <p>ERROR: The difference between Summer/Intersession Term Headcount of Qualified Paraprofessionals for previous years (19) and current year value (28) is more than or equal to 25% This difference was due to a program design that required some job-sharing due to required PD in the local also some program design changes in the locals.</p> <p>ERROR: The difference between Summer/Intersession Term FTE of Qualified Paraprofessionals for previous years (11.70) and current year value (19.73) is more than or equal to 25% This difference was due to a program design that required some job-sharing due to required PD in the local also some program design changes in the locals.</p>				

#### FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of ESEA).

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

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2011 through June 30, 2012.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

**2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1**

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

**2.4.1.1 Programs and Facilities - Subpart 1**

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students.

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

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	
Juvenile detention	7	24
Juvenile corrections	11	67
Adult corrections	13	192
Other	0	
Total	31	
<b>Comments:</b>		

**FAQ on Programs and Facilities - Subpart I:**

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

**2.4.1.1.1 Programs and Facilities That Reported - Subpart 1**

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

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	7
Juvenile Corrections	11
Adult Corrections	13
Other	0
Total	31
<b>Comments:</b>	

**2.4.1.2 Students Served – Subpart 1**

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

<b># of Students Served</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Total Unduplicated Students Served	0	2,719	1,899	598	0
Long Term Students Served		28	688	596	

<b>Race/Ethnicity</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
American Indian or Alaskan Native	0	1	0	2	0
Asian	0	17	1	1	0
Black or African American	0	1,881	1,656	431	0
Hispanic or Latino	0	194	64	36	0
Native Hawaiian or other Pacific Islander	0	3	1	26	0
White	0	619	162	100	0
Two or more races	0	4	15	2	0
Total	0	2,719	1,899	598	0

<b>Sex</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Male	0	2,008	1,765	565	0
Female	0	711	134	33	0
Total	0	2,719	1,899	598	0

<b>Age</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	1	0	0	0
11	0	4	1	0	0
12	0	24	3	0	0
13	0	114	22	0	0
14	0	263	93	0	0
15	0	471	254	0	0
16	0	671	424	35	0
17	0	740	631	48	0
18	0	331	379	83	0
19	0	89	87	115	0
20	0	10	4	190	0
21	0	1	1	127	0
Total	0	2,719	1,899	598	0

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

**Comments:**

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2011 through June 30, 2012.

**2.4.1.4 Academic Outcomes – Subpart 1**

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

**2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility**

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

<b># of Students Who</b>	<b>Neglected Programs</b>	<b>Juvenile Detention Facilities</b>	<b>Juvenile Corrections Facilities</b>	<b>Adult Corrections Facilities</b>	<b>Other Programs</b>
Earned high school course credits		752	844	0	
Enrolled in a GED program		271	286	193	
<b>Comments:</b>					

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

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

<b># of Students Who</b>	<b>Neglected Programs</b>	<b>Juvenile Detention Facilities</b>	<b>Juvenile Corrections Facilities</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Enrolled in their local district school		971	378	0	
Earned a GED		10	83	193	
Obtained high school diploma		1	34	0	
Accepted or enrolled in post-secondary education		2	20	64	
<b>Comments:</b>					

**2.4.1.5 Vocational Outcomes – Subpart 1**

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

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

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

<b># of Students Who</b>	<b>Neglected Programs</b>	<b>Juvenile Detention Facilities</b>	<b>Juvenile Corrections Facilities</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Enrolled in job training course/programs		96	600	42	
Obtained employment		32	80	0	
<b>Comments:</b>					

**2.4.1.6 Academic Performance – Subpart 1**

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

**2.4.1.6.1 Academic Performance in Reading – Subpart 1**

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2011, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		25	496	476	
Long-term students who have complete pre- and post-test results (data)		25	457	551	

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

<b>Performance Data (Based on most recent pre/post-test data).</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		2	75	4	
No change in grade level from the pre- to post-test exams		3	57	14	
Improvement of up to 1/2 grade level from the pre- to post-test exams		1	71	194	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		3	49	177	
Improvement of more than one full grade level from the pre- to post-test exams		16	205	162	
<b>Comments:</b>					

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2011 through June 30, 2012.



**2.4.1.6.2 Academic Performance in Mathematics – Subpart 1**

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

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		23	503	562	
Long-term students who have complete pre- and post-test results (data)		28	457	551	

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

<b>Performance Data (Based on most recent pre/post-test data).</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		5	59	9	
No change in grade level from the pre- to post-test exams		1	59	20	
Improvement of up to 1/2 grade level from the pre- to post-test exams		2	80	179	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		5	51	186	
Improvement of more than one full grade level from the pre- to post-test exams		15	208	157	
<b>Comments:</b>					

## 2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

### 2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students.

Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	3	146
Neglected programs	5	147
Juvenile detention	2	170
Juvenile corrections	4	263
Other	0	
Total	14	
<b>Comments:</b>		

#### FAQ on average length of stay:

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

#### 2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	3
Neglected programs	5
Juvenile detention	2
Juvenile corrections	4
Other	
Total	14
<b>Comments:</b>	

**2.4.2.2 Students Served – Subpart 2**

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

<b># of Students Served</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Total Unduplicated Students Served	565	128	202	114	
Total Long Term Students Served	411	120	188	93	

<b>Race/Ethnicity</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
American Indian or Alaska Native	1	0	0	0	
Asian	11	3	0	1	
Black or African American	302	80	195	61	
Hispanic or Latino	143	1	2	2	
Native Hawaiian or other Pacific Islander	0	2	0	0	
White	105	41	4	42	
Two or more races	3	1	1	8	
Total	565	128	202	114	

<b>Sex</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Male	435	76	192	107	
Female	130	52	10	7	
Total	565	128	202	114	

<b>Age</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
3-5	0	0	0	0	
6	0	0	0	0	
7	0	0	0	0	
8	0	0	0	0	
9	0	0	0	0	
10	0	0	0	0	
11	3	0	0	0	
12	25	4	0	5	
13	53	11	0	15	
14	56	20	0	23	
15	80	20	37	23	
16	103	19	75	25	
17	103	30	90	13	
18	59	11	0	10	
19	42	7	0	0	
20	26	6	0	0	
21	15	0	0	0	
Total	565	128	202	114	

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

**Comments:**

**FAQ on Unduplicated Count:**

*What is an unduplicated count?* An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2011 through June 30, 2012.

**2.4.2.4 Academic Outcomes – Subpart 2**

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

**2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility**

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

<b># of Students Who</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Earned high school course credits	356	97	147	86	
Enrolled in a GED program	74	1	52	0	
<b>Comments:</b>					

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

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

<b># of Students Who</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Enrolled in their local district school	470	66	66	46	
Earned a GED	12	1	3	0	
Obtained high school diploma	48	6	3	2	
Accepted or enrolled in post-secondary education	9	3	0	0	
<b>Comments:</b>					

**2.4.2.5 Vocational Outcomes – Subpart 2**

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

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

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

<b># of Students Who</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Enrolled in job training courses/programs	54	14	0	23	
Obtained employment	66	11	0	0	
<b>Comments:</b>					

### 2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent students served by Title I, Part D, Subpart 2 in reading and mathematics.

#### 2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2011, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	184	38	167	21	
Long-term students who have complete pre- and post-test results (data)	390	24	182	72	

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

<b>Performance Data (Based on most recent pre/post-test data).</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	8	0	0	6	
No change in grade level from the pre- to post-test exams	66	1	132	12	
Improvement of up to 1/2 grade level from the pre- to post-test exams	88	1	22	2	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	138	19	13	32	
Improvement of more than one full grade level from the pre- to post-test exams	90	3	15	20	
<b>Comments:</b>					

#### FAQ on long-term:

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2011, through June 30, 2012.

**2.4.2.6.2 Academic Performance in Mathematics – Subpart 2**

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry	209	40	168	26	
Long-term students who have complete pre- and post-test results (data)	389	24	181	72	

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

<b>Performance Data (Based on most recent pre/post-test data).</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams	5	0	0	6	
No change in grade level from the pre- to post-test exams	88	2	137	15	
Improvement of up to 1/2 grade level from the pre- to post-test exams	86	2	19	4	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	104	17	15	29	
Improvement of more than one full grade level from the pre- to post-test exams	106	3	10	18	
<b>Comments:</b>					



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

This section collects data on student behaviors under the Safe and Drug-Free Schools and Communities Act (TITLE IV,PART A).

**2.7.1 Performance Measures**

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4.1.1: Number of victims of violent criminal offenses who transfer to other schools. NOTE 1	Violent Criminal Offenses in Schools Report	Annual	2011-12	2009-10: 5	2009-10: 14	0	2002-03
				2010-11: 15	2010-11: 4		
				2011-12: 15	2011-12: 3		
				2012-13: 7			
				2013-14: n/a			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4.1.2: Percentage of alcohol use (last 30 days) in grades 6, 8, 10, and 12. NOTES 1 and 2	Maryland Adolescent Survey (MAS)	Biennial	2007-08	2009-10: 6th grade: 3.5% 8th grade: 12.0% 10th grade: 26% 12th grade: 40%	2009-10: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a	6th grade:5.0% 8th grade:16.4% 10th grade:35.0% 12th grade:44.3%	2002-03
				2010-11: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a	2010-11: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a		
				2011-12: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a	2011-12: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a		
				2012-13: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a			
				2013-14: 6th grade:n/a 8th grade:n/a 10th grade:n/a 12th grade: n/a			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2009-10: 6th grade:3.0% 8th grade:9.4%	2009-10: 6th		

4.1.2 - Percentage of other drug use (last 30 days) in grades 6, 8, 10, and 12.	Maryland Adolescent Survey (MAS)	Biennial	2007-08	10th grade:17.0%	grade:n/a	6th grade:3.7%	2002-03
				12th grade:25.2%	8th grade:n/a		
				2010-11: 6th grade:n/a	10th grade:n/a		
				8th grade:n/a	12th grade: n/a		
				2011-12: 6th grade:n/a	8th grade:n/a		
8th grade:n/a	10th grade:n/a						
10th grade:n/a	12th grade: n/a						
2012-13: 6th grade:n/a	8th grade:n/a						
8th grade:n/a	10th grade:n/a						
10th grade:n/a	12th grade: n/a						
2013-14: 6th grade:n/a	8th grade:n/a						
8th grade:n/a	10th grade:n/a						
10th grade:n/a	12th grade: n/a						
NOTES 1 and 2						12th grade:28.2%	

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2009-10: Classroom Disruptions: 6,200 Insubordination: 8,200 Refusal to Obey School Policies: 12,700	2009-10: Classroom Disruptions: 5,292 Insubordination: 7,189 Refusal to Obey School Policies: 11,187		
				2010-11: Classroom Disruptions: 5,150 Insubordination: 6,350 Refusal to Obey School Policies: 12,675	2010-11: Classroom Disruptions: 4,015 Insubordination: 7,360 Refusal to Obey School Policies: 10,486		
				2011-12: Classroom Disruptions: 5,250 Insubordination: 7,100 Refusal to Obey School Policies: 11,100	2011-12: Classroom Disruptions: 2,202 Insubordination: 4,254 Refusal to Obey School Policies: 7,004		
				2012-13: Classroom Disruptions: 2,000 Insubordination: 4,100 Refusal to Obey School Policies: 6,950			

4.1.3: Number of suspensions by last offense (combined in- and out-of-school suspensions and expulsions)	Suspensions, Expulsions, and Health-Related Exclusions Report.	Annual	2011-12	2013-14: Classroom Disruptions: n/a Insubordination: n/a Refusal to Obey School Policies: n/a	Classroom Disruptions: 10,621 Insubordination: 13,561 Refusal to Obey School Policies: 18,732	2002-03
NOTE 1						

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4.1.4: Number of persistently dangerous schools	Persistently Dangerous Schools Report	Annual	2011-12	2009-10: 2	2009-10: 2	0	2002-03
				2010-11: 2	2010-11: 3		
				2011-12: 2	2011-12: 3		
				2012-13: 3			
				2013-14: 3			

**Comments:**

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
4.2.1: Percentage of local school systems using researched-based programs to prevent/reduce ATOD and violence. NOTE 1	Safe & Drug-Free Schools Report (BTE Attachment 11)	Annual	2011-12	2009-10: 100%	2009-10: 100%	100%	2002-03
				2010-11: 100%	2010-11: 100%		
				2011-12: 100%	2011-12: 100%		
				2012-13: 100%			
				2013-14: n/a			

**Comments:** NOTE 1: The reporting requirements for the Safe and Drug-Free Schools and Communities Program will no longer be required after school year (SY) 2012-13. The program is no longer being funded and SY 2012-13 is the last year in which program funds will be used.  
NOTE 2: Administration of the Maryland Adolescent Survey (MAS) has been discontinued and the survey is not being replaced. The data elements for Performance Indicator 4.1.2 are not available from any other source.

## 2.7.2 Out-of-School Suspensions and Expulsions

The following questions collect data on the out-of-school suspension and expulsion of students by grade level (e.g., K through 5, 6 through 8, 9 through 12) and type of incident (e.g., violence, weapons possession, alcohol-related, illicit drug-related).

### 2.7.2.1 State Definitions

In the spaces below, provide the State definitions for each type of incident.

Incident Type	State Definition
Alcohol related	Possession, use or showing evidence of use, sale, or distribution of any alcoholic substances.
Illicit drug related	Possession, use or showing evidence of use, sale, or distribution of controlled dangerous substances including prescription drugs, over-the-counter medicines, look-alike drugs, and substances represented as controlled substances of drug paraphernalia (unless documentation on file that student may self-carry).
Violent incident without physical injury	Incidents without physical injury include those in which no students, school personnel, or other persons on school grounds require professional medical attention.
Violent incident with physical injury	Incidents with physical injury include those in which one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.
Weapons possession	<ol style="list-style-type: none"> <li>1. Possession of a firearm as defined in 18 U.S.C. §921. Examples include handguns, rifles, shotguns, and bombs.</li> <li>2. Possession of any type of gun, other than a firearm, loaded or unloaded, operable or inoperable. This may include any object that is a look-alike of a gun or firearm (e.g., B-B guns, pellet guns, water guns) unless it is part of the curriculum or educational program (e.g. ROTC, band) (Consideration would need to be made to the age, grade, developmental level, prior offenses, intentionality, circumstances in determining an appropriate course of action and consequences.)</li> <li>3. Possession of any implement that the school administrative staff deems could cause or is intended to cause bodily injury/harm, other than a firearm or other gun.</li> </ol>
<b>Comments:</b>	

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

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

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

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

<b>Grades</b>	<b># Suspensions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	7,038	25
6 through 8	12,889	25
9 through 12	11,060	25
<b>Comments:</b>		

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

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

<b>Grades</b>	<b># Expulsions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	33	25
6 through 8	150	25
9 through 12	178	25
<b>Comments:</b>		

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

The following questions collect data on violent incident with physical injury.

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

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

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	177	25
6 through 8	256	25
9 through 12	342	25
<b>Comments:</b>		

#### 2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

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

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	1	25
6 through 8	16	25
9 through 12	13	25
<b>Comments:</b>		

#### 2.7.2.4 Out-of-School Suspensions and Expulsions for Weapons Possession

The following sections collect data on weapons possession.

##### 2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

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

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	441	25
6 through 8	498	25
9 through 12	620	25
<b>Comments:</b>		

##### 2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

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

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	26	25
6 through 8	58	25
9 through 12	95	25
<b>Comments:</b>		

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

The following questions collect data on alcohol-related incidents.

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

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

<b>Grades</b>	<b># Suspensions for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	13	25
6 through 8	143	25
9 through 12	526	25
<b>Comments:</b>		

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

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

<b>Grades</b>	<b># Expulsion for Alcohol-Related Incidents</b>	<b># LEAs Reporting</b>
K through 5	0	25
6 through 8	2	25
9 through 12	4	25
<b>Comments:</b>		



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

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

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

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	42	25
6 through 8	429	25
9 through 12	2,465	25
<b>Comments:</b>		

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

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

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	1	25
6 through 8	14	25
9 through 12	99	25
<b>Comments:</b>		

### 2.7.3 Parent Involvement

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

Yes/No	Parental Involvement Activities
<u>Yes</u>	Information dissemination on Web sites and in publications, including newsletters, guides, brochures, and "report cards" on school performance
<u>Yes</u>	Training and technical assistance to LEAs on recruiting and involving parents
<u>Yes</u>	State requirement that parents must be included on LEA advisory councils
<u>No</u>	State and local parent training, meetings, conferences, and workshops
<u>No</u>	Parent involvement in State-level advisory groups
<u>Yes</u>	Parent involvement in school-based teams or community coalitions
<u>No</u>	Parent surveys, focus groups, and/or other assessments of parent needs and program effectiveness
<u>Yes</u>	Media and other campaigns (Public service announcements, red ribbon campaigns, kick-off events, parenting awareness month, safe schools week, family day, etc.) to raise parental awareness of drug and alcohol or safety issues
<u>No</u>	Other Specify 1
<u>No</u>	Other Specify 2

In the space below, specify 'other' parental activities.

The response is limited to 8,000 characters.

#### Maryland's Plan for Family, School, and Community Involvement

The plan addresses the importance of families, schools, and communities working together to reach academic success for all students. Parent and family involvement in education is a priority goal for the Maryland State Department of Education and the State Board of Education. The goal is to create family-friendly schools where everyone - from teachers to parents - has the tools to promote student success. Family involvement makes up one-fifth of the Department's strategic plan.

#### Maryland's Parent Advisory Council (M-PAC)

State Superintendent of Schools, Nancy S. Grasmick, established Maryland's Parent Advisory Council (M-PAC) in the fall of 2003. The Council, composed of 125 parents, educators, parent advocacy group representatives, and community representatives, was charged to make recommendations to advise the Maryland State Department of Education (MSDE) on strategies to address Goal 5, "Parents and legal guardians will be involved in education," of Achievement Matters Most, Maryland's Plan for Every Student.

M-PAC generated 21 recommendations on how the objectives of Goal 5 can be met. On August 30, 2005, the State Board of Education unanimously voted to accept all 21 of the recommendations made by the Council in its report entitled A Shared Responsibility: Recommendations for Increasing Family and Community Involvement in Schools.

#### The Superintendent's Family Involvement Council

In April 2006, the State Superintendent of Schools created the Superintendent's Family Involvement Council to lay the groundwork for implementing the M-PAC recommendations. The Council is comprised of approximately 40 members that represent a geographic and ethnic diversity of parents, educators, students, and community- and faith-based organizations. The Council will serve in an advisory capacity to the Maryland State Department of Education on issues of family involvement.

#### Positive Behavioral Interventions and Supports (PBIS)

PBIS is a statewide behavioral initiative, which is currently active in over 400 schools throughout the State. A critical component of this initiative is the involvement of parents/family in the schools' efforts to create and maintain safe and orderly learning environments. Many of the participating PBIS schools engage families by providing them with strategies to provide positive behavioral environments within their homes.

#### Character Education Programs

The statewide Character Education Program helps schools support the home by fostering personal and civic virtues such as respect for self, empathy for others, a sense of self-discipline and responsibility, personal integrity, trust, fairness, courage, and love of learning. It reasserts the responsibility of schools, parents, and community members to be as concerned with the development of character as they are with the education of the intellect.

**2.9 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP) (TITLE VI, PART B, SUBPARTS 1 AND 2)**

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

**2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds**

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

<b>Purpose</b>	<b># LEAs</b>
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	1
Educational technology, including software and hardware as described in Title II, Part D	0
Parental involvement activities	1
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	1
Activities authorized under Title I, Part A	0
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
<b>Comments:</b>	

### 2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Dorchester County Public Schools (DCPS) is in the first year of implementation of the Rural and Low Income Schools grant. DCPS targeted resources to NCLB Goals 1, 4, and 5. Specifically, funds were targeted to the Academic & Behavior Growth Program, which is designed to help students who are currently in need of targeted assistance to improve their academic standing and/or improve behavior that may contribute to poor academic standing.

The schools selected for this program have demonstrated a need based on trends in academic and/or discipline data. The trends are consistent with the schools inability to achieve the Annual Measurable Objectives for the 2011 school year. An analysis of data shows that four low income elementary schools demonstrated the greatest need for services proposed in the Academic & Behavior Growth Program. Those schools are Hurlock, Choptank, Maple, and Sandy Hill Elementary Schools. The discipline data in each of these schools revealed a positive correlation between subgroups that did not make AYP and the number of disciplinary infractions received by students in these subgroups. DCPS believes that if the behavioral needs of these students are met, the school will have a greater chance of making AYP.

DCPS also conducted an analysis of data for Mace's Lane Middle School. The subgroups for Mace's Lane Middle School showed a similar correlation to the academic and discipline data shown at the targeted elementary schools mentioned above. The academic needs for these students and others who may be experiencing difficulty in achieving academic proficiency are being addressed through targeted interventions funded by Maryland's Race to the Top initiative. Addressing the behavior needs of these students through the Academic & Behavior Growth Program will ensure that the needs of the whole child are met.

Administration and supervisors will receive professional development in cultural proficiency during the 2011-2012 school year. The training is sponsored by the DCPS Office of Minority Achievement. The training will eventually be offered to all DCPS staff after the initial class offering. The training will help DCPS staff to better understand and respond to the needs of the targeted population.

An examination of current high school data shows that approximately 60 high school students are currently displaying high risk factors for dropping out of high school. It is vitally important that these students who have been identified receive immediate intervention that will allow them to rejoin their graduation cohort. The goals outlined in DCPS' grant application outline targeted interventions for these students and are as follows:

Goal 1.1 - Provide academic seminars and individual counseling for targeted students to teach strategies that promote increased academic achievement.

Goal 1.2 - Provide individual and group behavior counseling for students based on information received from disciplinary information, parent questionnaires, and student interviews.

Evaluation Strategies for Goals 1.1 and 1.2: Student's ability to meet the promotion requirements for the next grade level. For example, it will be determined that a 9th grade student has met the program objective if the student meets all requirements to become a 10th grader.

Goal 2.1 - Increase capacity for school counselors to identify root causes for negative behavior and assign appropriate interventions.

Goal 2.2 - Provide conflict resolution and mediation training for students, staff, and parents.

Goal 2.3 - Provide professional development for bus drivers to decrease the number of infractions on the school bus.

Goal 2.4 - Provide mental health screening services for students who may be experiencing behavioral difficulties that impede their ability to perform academically.

Evaluation Strategies for Goals 2.1-2.4: 10% decrease in the number of disciplinary infractions in participating schools and on the school bus.

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

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2011-12?	<u>No</u>
<b>Comments:</b>	

**2.10.2 Local Educational Agency (LEA) Transferability of Funds**

	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	0
<b>Comments:</b>	

**2.10.2.1 LEA Funds Transfers**

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds <u>FROM</u> Eligible Program	# LEAs Transferring Funds <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))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs	0	0

In the table below provide the total amount of FY 2012 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred <u>FROM</u> Eligible Program	Total Amount of Funds Transferred <u>TO</u> Eligible Program
Improving Teacher Quality State Grants (Section 2121)	0.00	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))	0.00	0.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	0.00	0.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs	0.00	0.00
Total	0.00	0.00
<b>Comments:</b>		

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

**2.11 GRADUATION RATES**

This section collects graduation rates.

**2.11.1 Graduation Rates**

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2011-12). Below the table are FAQs about the data collected in this table.

Student Group	Graduation Rate
All Students	83.57
American Indian or Alaska Native	79.46
Asian	93.44
Black or African American	76.50
Hispanic or Latino	72.51
Native Hawaiian or other Pacific Islander	75.00
White	90.49
Two or more races	89.20
Children with disabilities ( <i>IDEA</i> )	57.41
Limited English proficient (LEP) students	54.82
Economically disadvantaged	74.89

**FAQs on graduation rates:**

- What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsguidance.pdf>.

The response is limited to 8,000 characters.

**Comments:**

**FAQs on graduation rates:**

- What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: <http://www2.ed.gov/policy/elsec/guid/hsguidance.pdf>.

The response is limited to 8,000 characters.

The response is limited to 8,000 characters.

## 2.12 LISTS OF SCHOOLS AND DISTRICTS

This section contains data on school statuses. States granted ESEA Flexibility should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to EDFacts.

### 2.12.1 List of Schools for ESEA Flexibility States

#### 2.12.1.1 List of Reward Schools

**Instructions for States that identified reward schools under ESEA flexibility for SY 2012-13 :** Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- If applicable, State-specific status in addition to reward (e.g., grade, star, or level)
- Whether the school was identified as a high progress or high performing reward school
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003(g).

<sup>1</sup> The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.

### 2.12.1.2 List of Priority and Focus Schools

**Instructions for States that identified priority and focus schools under ESEA flexibility for SY 2012-13 :** Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Status for SY 2012-13 (Use one of the following status designations: priority or focus)
- If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

<sup>2</sup> The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be found on the Department's Web page at <http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc>.



### 2.12.1.3 List of Other Identified Schools

**Instructions for States that identified non- priority, focus, or reward schools with State-specific statuses under ESEA flexibility for SY 2012-13 :** Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific designation (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

**2.12.2.1 Instructions for States that identified schools for improvement, corrective action, or restructuring under ESEA section 1116 for SY 2012-13:** Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- Status for SY 2012-13 (Use one of the following status designations: School Improvement v Year 1, School Improvement v Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing))
- Whether (yes or no) the school is a Title I school (This information must be provided by all States.)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

**2.12.3.1 Instructions for States that identified school districts with State-specific statuses under ESEA flexibility for SY 2012-13:** Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the reading/language arts assessment Whether the district met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific status for SY 2012-13 (e.g., grade, star, or level)
- Whether the district received Title I funds.

**2.12.4.1 Instructions for States that identified school districts for improvement or corrective action under ESEA section 1116 for SY 2012-13:** Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2012-13 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district received Title I funds.