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 2010-11

VIRGINIA

PART I DUE FRIDAY, DECEMBER 16, 2011
PART II DUE FRIDAY, FEBRUARY 17, 2012

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:

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

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2010-11 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 EDFacts 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 2010-11 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 16, 2011**. Part II of the Report is due to the Department by **Friday, February 17, 2012**. Both Part I and Part II should reflect data from the SY 2010-11, 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 2010-11 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 2010-11 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

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:
___Part I, 2010-11   _X_ Part II, 2010-11

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

Address:
P. O. Box 2120
Richmond, VA 23218-2120

Person to contact about this report:

Name: Ms. Veronica Tate, Director of Program Administration and Accountability

Telephone: (804) 225-2870

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e-mail: Veronica.Tate@doe.virginia.gov

Name of Authorizing State Official: (Print or Type):
Dr. Patricia I. Wright, Superintendent of Public Instruction

_____   _____ Thursday, April 5, 2012, 3:20:44 PM
        Signature

CONSOLIDATED STATE PERFORMANCE REPORT
PART II

For reporting on
School Year 2010-11

PART II DUE FEBRUARY 17, 2012
5PM EST

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	27,664	24,156	87.3
4	27,142	22,890	84.3
5	25,142	21,423	85.2
6	7,418	5,111	68.9
7	4,002	2,716	67.9
8	3,451	2,656	77.0
High School	1,896	1,788	94.3
Total	96,715	80,740	83.5
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	27,651	21,428	77.5
4	27,103	21,937	80.9
5	25,509	21,706	85.1
6	7,551	6,163	81.6
7	4,618	3,770	81.6
8	3,875	3,314	85.5
High School	137	96	70.1
Total	96,444	78,414	81.3
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	19,887	18,060	90.8
4	20,016	17,593	87.9
5	18,850	16,687	88.5
6	3,957	2,771	70.0
7	2,568	1,803	70.2
8	2,166	1,673	77.2
High School	2,459	2,183	88.8
Total	69,903	60,770	86.9
Comments:			

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.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	19,859	16,231	81.7
4	20,023	17,182	85.8
5	18,986	16,771	88.3
6	4,028	3,397	84.3
7	3,109	2,616	84.1
8	2,218	1,841	83.0
High School	477	414	86.8
Total	68,700	58,452	85.1
Comments:			

2.1.2   Title I, Part A Student Participation

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

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

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

	# Students Served
Children with disabilities (*IDEA*)	34,327
Limited English proficient students	27,410
Students who are homeless	4,619
Migratory students	300
Comments:	

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 Alaskan Native	659
Asian	6,400
Black or African American	93,399
Hispanic or Latino	34,039
Native Hawaiian or other Pacific Islander	272
White	87,475
Two or more races	7,992
Total	230,236
Comments:	

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

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

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	n<	n<	0	0	229
Age 3-5 (not Kindergarten)	73	5,941	0	0	6,014
K	2,672	40,496	0	0	43,168
1	4,267	30,766	0	0	35,033
2	4,176	29,467	0	0	33,643
3	3,948	28,884	0	0	32,832
4	3,006	28,237	0	0	31,243
5	2,266	26,532	0	0	28,798
6	711	7,872	0	0	8,583
7	534	4,842	0	0	5,376
8	638	4,011	0	0	4,649
9	381	0	0	0	381
10	113	0	0	0	113
11	111	0	0	0	111
12	n<	n<	0	0	63
Ungraded					
TOTALS	22,961	207,275	0	0	230,236
Comments: Virginia has no students under the classification of ungraded.					

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.

	# Students Served
Mathematics	3,441
Reading/language arts	14,191
Science	
Social studies	
Vocational/career	
Other instructional services	5,209
Comments: Other instructional services Students received services in both Reading/Language arts and Mathematics combined.	

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

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

	# Students Served
Health, dental, and eye care	0
Supporting guidance/advocacy	34
Other support services	0
Comments:	

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	920	
Paraprofessionals[1]	200	100.0
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	23	
Clerical support staff	21	
Administrators (non-clerical)	26	
Comments:		

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

[1] Consistent with *ESEA*, Title I, Section 1119(g)(2).

[2] 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[3]	3,893.00	99.2
Comments:		

[3] 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, 2010 to June 30, 2011.

2.2.1.1 Federally Funded Even Start Subgrants in the State

Number of federally funded Even Start subgrants	5
Comments:	

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, 2010. 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	157
2. Adults participating	168
3. Adults participating who are limited English proficient (Adult English Learners)	88
4. Participating children	237
a. Birth through 2 years	61
b. Ages 3 through 5	110
c. Ages 6 through 8	58
c. Above age 8	n<
Comments:	

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	91
2. Number of newly enrolled adult participants	96
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	71
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	84
5. Number of newly enrolled adult participants who have not gone beyond the 9th grade at the time of enrollment	64
Comments:	

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, 2011). 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.

Time in Program	#
1. Number of families enrolled 90 days or less	7
2. Number of families enrolled more than 90 but less than 180 days	30
3. Number of families enrolled 180 or more days but less than 365 days	57
4. Number of families enrolled 365 days or more	63
5. Total families enrolled	157
Comments:	

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	51	31	Significant progress is defined as a gain of 27 points or more between pre and posttest.
CASAS			Virginia does not use CASAS.
Other	49	24	Results are for TABE Mathematics. Significant progress is defined as a gain of 27 points or more between pre and posttest.
Comments:			

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			Virginia does not use TABE for English language learners.
CASAS			Virginia does not use CASAS.
BEST			Virginia does not use BEST for English language learners.
BEST Plus	72	63	Significant progress is defined as a gain of 20 points or more between pre and posttest.
BEST Literacy			Virginia does not require the BEST Literacy section.
Other			
Comments:			

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			
GED			
Other			
Comments:			
Non-School-Age Adults	# With Goal	# Who Met Goal	Explanation (if applicable)
Diploma			
GED	26	19	These students are 19 and above.
Other			
Comments:			

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. "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					
PPVT-IV	42	18	15	14	Virginia defines age-eligible children as those who will be 5 by September 30 of the next year. Fourteen children were exempted because of limited English proficiency. Ten children were pretested but not posttested because they were not in the program long enough for the posttest.
TVIP					
Comments:					

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					
PPVT-IV	42	18	14	14	Virginia defines age-eligible children as those who will be 5 by September 30 of the next year. Fourteen children were exempted because of limited English proficiency. Ten children were pretested but not posttested because they were not in the program long enough for the posttest.
TVIP					
Comments:					

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 <u>weighted</u> 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	42	26	10	22.1	Virginia defines age-eligible children as those who will be 5 by September 30 of the next year. The 10 exempted children were English language learners. Six children left the program before the spring test.
Comments:					

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.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	23	19	Data represent Phonological Awareness Literacy Screening (PALS). Four children who did not achieve the goal were English language learners.
1	19	17	Data represent Phonological Awareness Literacy Screening (PALS). Two children who did not achieve the goal were English language learners.
2	n<	n<	Data represent Phonological Awareness Literacy Screening (PALS). The child who did not achieve the goal was an English language learner.
3	n<	n<	Data represent Standards of Learning (SOL) Reading results. Two children who did not achieve the goal were English language learners.
Comments:			

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			
PEP Scale II			
PEP Scale III			
PEP Scale IV			
Other			
Comments: Virginia does not use the PEP or an assessment tool equal to the PEP. Virginia uses a Parent and Child Togethe (PACT) observation form. Data from the PACT observation program is not a formal assessment tool; therefore, data are not reportable.			

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, 2010 through August 31, 2011. 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 underlined number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	26
Age 3 through 5 (not Kindergarten)	92
K	76
1	94
2	66
3	71
4	66
5	58
6	40
7	34
8	30
9	26
10	29
11	19
12	14
Ungraded	
Out-of-school	183
Total	924
Comments: Virginia does not have any students classified as ungraded.	

2.3.1.2 Priority for Services

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

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	90
K	75
1	93
2	66
3	71
4	61
5	56
6	40
7	34
8	29
9	26
10	27
11	19
12	13
Ungraded	
Out-of-school	182
Total	882
Comments: Virginia does not have any students classified as ungraded.	

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

2.3.1.3 Limited English Proficient

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

Age/Grade	Limited English Proficient (LEP)
Age 3 through 5 (not Kindergarten)	68
K	72
1	88
2	60
3	66
4	65
5	50
6	36
7	31
8	26
9	20
10	21
11	13
12	12
Ungraded	
Out-of-school	59
Total	687
Comments: Virginia does not have any students classified as ungraded.	

2.3.1.4 Children with Disabilities (*IDEA*)

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

Age/Grade	Children with Disabilities (*IDEA*)
Age birth through 2	
Age 3 through 5 (not Kindergarten)	n<
K	n<
1	n<
2	n<
3	n<
4	n<
5	n<
6	n<
7	n<
8	n<
9	n<
10	n<
11	n<
12	
Ungraded	
Out-of-school	n<
Total	42
Comments: Virginia does not have any students in grade 12 for this category. Virginia does not have any students classified as ungraded.	

2.3.1.5 Last Qualifying Move

In the table below, provide the underlined underlined 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, 2010. 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	17	n<	n<	
Age 3 through 5 (not Kindergarten)	38	31	21	n<
K	39	23	11	n<
1	48	35	n<	n<
2	25	20	14	n<
3	37	17	14	n<
4	33	20	10	n<
5	25	18	n<	n<
6	15	12	n<	n<
7	14	11	n<	n<
8	11	10	n<	n<
9	n<	10	n<	
10	12	11	n<	n<
11	n<	n<	n<	n<
12	n<	n<	n<	n<
Ungraded				
Out-of-school	128	38	10	n<
Total	462	275	132	55

Comments: The child count is reflective of an overall decline in the number of students identified as migrant in Virginia over the past six years.

Virginia does not have any students classified as ungraded.

2.3.1.6 Qualifying Move During Regular School Year

In the table below, provide the <u>unduplicated</u> number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2010. The total is calculated automatically.

Age/Grade	Move During Regular School Year
Age birth through 2	15
Age 3 through 5 (not Kindergarten)	58
K	35
1	46
2	30
3	36
4	34
5	33
6	17
7	18
8	14
9	14
10	19
11	n<
12	n<
Ungraded	
Out-of-school	55
Total	443
Comments: Virginia does not have any students classified as ungraded.	

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

Grade	Dropped Out
7	
8	
9	
10	
11	
12	
Ungraded	
Total	
Comments: As a result of implementing new migrant data collection procedures and providing technical assistance on using the new procedures, figures reported for 2010-2011 reflect an accurate number of dropouts for this population. Virginia does not have any students classified as ungraded.	

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 2009-10 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

2.3.2.2 GED

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

Obtained a GED in your state	n<
Comments:	

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 <u>unduplicated</u> 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	34	34
4	31	31
5	31	31
6	22	22
7	20	20
8	19	19
HS	10	10
Total	167	167
Comments:		

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	37	37
4	35	35
5	34	34
6	23	23
7	15	15
8	18	18
HS	37	37
Total	199	199
Comments:		

2.3.3   MEP Participation Data

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

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

2.3.3.1   MEP Participation Regular School Year

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

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

2.3.3.1.1 MEP Students Served During the Regular School Year

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

Age/Grade	Served During Regular School Year
Age Birth through 2	12
Age 3 through 5 (not Kindergarten)	64
K	43
1	46
2	36
3	49
4	34
5	29
6	29
7	20
8	24
9	23
10	39
11	26
12	19
Ungraded	
Out-of-school	80
Total	573

Comments: The number of students participating (2.3.3.1.1)in grades 10, 11 , and 12 is greater than the number of students eligible (2.3.1.1)in grades 10, 11, and 12. The reason for this difference is the number of students participating includes students who received instructional or support services and students that received services under the continuation of services provision. For the number of students eligible (2.3.1.1), students that received service under the continuation of services provision were not included.

The total child count is reflective of an overall decline in the number of students identified as migrant in Virginia over the past six years.

2.3.3.1.2 Priority for Services – During the Regular School Year

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

Age/Grade	Priority for Services
Age 3 through 5	44
K	42
1	45
2	35
3	47
4	30
5	27
6	27
7	20
8	23
9	20
10	35
11	25
12	17
Ungraded	
Out-of-school	80
Total	517

Comments: The number of students participating (2.3.3.1.2) in grades 10, 11 ,and 12 is greater than the number of students eligible (2.3.1.2) in grades 10, 11, and 12. The reason for this difference is the number of students participating includes students who received instructional or support services and students that received services under the continuation of services provision. For the number of students eligible (2.3.1.2), students that received service under the continuation of services provision were not included.

Virginia does not have any students classified as ungraded.

2.3.3.1.3 Continuation of Services – During the Regular School Year

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten	11
K	n<
1	12
2	n<
3	10
4	n<
5	n<
6	n<
7	n<
8	n<
9	10
10	19
11	11
12	11
Ungraded	
Out-of-school	n<
Total	130

Comments: The increase in the total number of migrant students identified under the "Continuation of Services" provision is due to increased technical assistance to school divisions in identification and classification of migrant students.

Virginia does not have any students classified as ungraded.

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 underlined number of **participating** migrant children who received underline any type of MEP-funded instructional service during the regular school year. Include children who received instructional services provided by underline 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	n<
Age 3 through 5 (not Kindergarten	47
K	39
1	43
2	31
3	43
4	29
5	25
6	26
7	14
8	22
9	17
10	29
11	16
12	n<
Ungraded	
Out-of-school	47
Total	444

Comments: The decrease in the total number of participating migrant children who received instructional services compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year.

Virginia does not have any students classified as ungraded.

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 <u>a teacher only</u>. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2	n<	n<	
Age 3 through 5 (not Kindergarten)	10	27	
K	32	26	
1	31	25	
2	28	21	
3	35	33	
4	21	20	
5	21	18	
6	20	19	
7	n<	n<	
8	17	15	
9	16	15	n<
10	21	17	11
11	n<	n<	n<
12	n<	n<	n<
Ungraded			
Out-of-school	n<		
Total	279	258	30

Comments: The decrease in the total number of participating migrant children who received reading instruction, mathematics instruction, or high school credit accrual compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year.

Virginia does not have any students classified as ungraded.

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	12	n<
Age 3 through 5 (not Kindergarten)	64	48
K	43	30
1	45	34
2	36	22
3	48	31
4	33	22
5	29	18
6	29	26
7	20	12
8	23	19
9	22	19
10	38	28
11	26	16
12	19	n<
Ungraded		
Out-of-school	80	20
Total	567	363
Comments: The decrease in the total number of participating migrant children who received support services compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year.		

FAQs on Support Services:

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

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

2.3.3.1.4.4 Referred Service – During the Regular School Year

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

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	18
K	n<
1	n<
2	n<
3	n<
4	n<
5	n<
6	
7	
8	
9	n<
10	n<
11	n<
12	n<
Ungraded	
Out-of-school	11
Total	59
Comments: The decrease in the total number of participating migrant children who received an educational service or educationally related service funded by another non-MEP program/organization compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year. Virginia does not have any students classified as ungraded.	

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

Age/Grade	Served During Summer/Intersession Term
Age Birth through 2	22
Age 3 through 5 (not Kindergarten)	72
K	68
1	82
2	57
3	54
4	62
5	57
6	33
7	31
8	22
9	21
10	22
11	22
12	21
Ungraded	
Out-of-school	138
Total	784
Comments: The number of students participating (2.3.3.2.1) in grades 11 and 12 is greater than the number of students eligible (2.3.1.1) in grades 11 and 12. The reason for this difference is the number of students participating includes students who received instructional or support services and students that received services under the continuation of services provision. For the number of students eligible (2.3.1.1), students that received service under the continuation of services provision were not included. Virginia does not have any students classified as ungraded.	

2.3.3.2.2 Priority for Services – During the Summer/Intersession Term

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

Age/Grade	Priority for Services
Age 3 through 5	72
K	68
1	81
2	57
3	54
4	60
5	54
6	33
7	31
8	22
9	21
10	22
11	22
12	21
Ungraded	
Out-of-school	137
Total	755

Comments: The number of students participating (2.3.3.2.2) in grades 11 and 12 is greater than the number of students eligible (2.3.1.2) in grades 11 and 12. The reason for this difference is the number of students participating includes students who received instructional or support services and students that received services under the continuation of services provision. For the number of students eligible (2.3.1.2), students that received service under the continuation of services provision were not included.

Virginia does not have any students classified as ungraded.

2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	n<
K	n<
1	n<
2	n<
3	n<
4	n<
5	n<
6	n<
7	n<
8	n<
9	n<
10	n<
11	13
12	n<
Ungraded	
Out-of-school	n<
Total	59
Comments: Virginia does not have any students classified as ungraded.	

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	n<
Age 3 through 5 (not Kindergarten	26
K	29
1	19
2	15
3	19
4	23
5	13
6	13
7	12
8	n<
9	n<
10	n<
11	n<
12	n<
Ungraded	
Out-of-school	31
Total	235

Comments: The decrease in the total number of participating migrant children who have been classified as served under the continuation of services compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year.

Virginia does not have any students classified as ungraded.

2.3.3.2.4.2 Type of Instructional Service

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

Age/Grade	Reading Instruction	Mathematics Instruction	High School Credit Accrual
Age birth through 2		n<	
Age 3 through 5 (not Kindergarten)	n<	15	
K	22	19	
1	13	13	
2	11	10	
3	14	12	
4	15	15	
5	11	n<	
6	n<	n<	
7	n<	n<	
8	n<	n<	
9	n<	n<	
10	n<	n<	n<
11	n<	n<	n<
12	n<		n<
Ungraded			
Out-of-school	n<	n<	
Total	118	115	n<

Comments: The decrease in the total number of participating migrant children who have been classified as served under the continuation of services compared to the previous year can be attributed to an overall decrease in the total number of migrant children during the 2010-2011 school year.

The migrant students particpating in high school credit accural served during the 2010-2011 school year was greater than the number served in 2009-2010 due to increased technical assistance to school divisions in identification and classification of credit bearing course work.

Virginia does not have any students classified as ungraded.

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2	16	n<
Age 3 through 5 (not Kindergarten)	51	17
K	33	n<
1	31	10
2	33	n<
3	34	10
4	36	12
5	27	n<
6	23	n<
7	21	10
8	11	n<
9	10	n<
10	16	11
11	19	11
12	18	n<
Ungraded		
Out-of-school	75	n<
Total	454	133

Comments: The increase in the total number of participating migrant children who, during the summer/intesession, received counseling services can be attributed to the increase in need.

Virginia does not have any students classified as ungraded.

FAQs on Support Services:

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

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

2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term

In the table below, provide the underlined 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	
Age 3 through 5 (not Kindergarten)	n<
K	
1	n<
2	n<
3	n<
4	n<
5	n<
6	n<
7	
8	
9	
10	
11	n<
12	n<
Ungraded	
Out-of-school	n<
Total	32

Comments: The increase in the total number of participating migrant children who, during the summer/intesession, received referred services can be attributed to the increase in need.

Virginia does not have any students age birth through 2 or K, 7, 8, 9, or 10 for this category.

Virginia does not have any students classified as ungraded.

2.3.3.3 MEP Participation – Program Year

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

Age/Grade	Served During the Program Year
Age Birth through 2	26
Age 3 through 5 (not Kindergarten)	105
K	85
1	106
2	67
3	81
4	70
5	64
6	44
7	38
8	37
9	36
10	47
11	31
12	25
Ungraded	
Out-of-school	189
Total	1,051

Comments: The number of students participating (2.3.3.3)in age birth through 2 and grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 is greater than the number of students eligible (2.3.1.1) in age birth through 2 and grades K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12 . The reason for this difference is the number of students participating includes students who received instructional or support services and students that received services under the continuation of services provision. For the number of students eligible (2.3.1.1), students that received service under the continuation of services provision were not included.

Virginia does not have any students classified as ungraded.

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	84
Number of eligible migrant children enrolled in those schools	435
Comments:	

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	2
Number of eligible migrant children enrolled in those schools	98
Comments:	

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	1	84
Regular school year – school day/extended day	0	
Summer/intersession only	2	366
Year round	4	860
Comments: The number of summer/intersession projects have been adjusted from those implemented the previous year based on programmatic needs. The increase in the number of participating migrant children in summer/intersession projects can be attributed to the increase in need and enrollment of out-of-school youth.		

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 (<u>regardless of whether the director is funded by State, MEP, or other funds</u>) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

State Director FTE	0.50
Comments:	

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	3	1	28	27
Counselors	0	0	0	0
All paraprofessionals	16	9	20	14
Recruiters	5	2	5	5
Records transfer staff	2	0	2	1
Administrators				
Comments: The number of staff funded by the MEP have been adjusted from the previous year based on programmatic needs.				

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	16	4.19	20	14.80
Comments: The number of qualified paraprofessionals have been adjusted from the previous year based on programmatic needs.				

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, 2010 through June 30, 2011.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
    - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
    - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
    - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
    - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
    - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
    - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
    - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

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

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

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students. Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	24	68
Juvenile corrections	7	365
Adult corrections	0	0
Other	0	0
Total	31	

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	0
Comments:	

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	24
Juvenile Corrections	7
Adult Corrections	0
Other	0
Total	31
Comments:	

2.4.1.2 Students Served – Subpart 1

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

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	6,498	1,342	0	0
Long Term Students Served	0	1,504	1,342	0	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	15	66	0	0
Asian	0	44	n<	0	0
Black or African American	0	3,169	883	0	0
Hispanic or Latino	0	712	14	0	0
Native Hawaiian or other Pacific Islander	0	0	n<	0	0
White	0	2,357	292	0	0
Two or more races	0	201	78	0	0
Total	0	6,498	1,342	0	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	4,818	1,305	0	0
Female	0	1,680	37	0	0
Total	0	6,498	1,342	0	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	74	0	0	0
10	0	94	0	0	0
11	0	115	0	0	0
12	0	215	0	0	0
13	0	336	n<	0	0
14	0	593	n<	0	0
15	0	1,193	n<	0	0
16	0	1,402	106	0	0
17	0	1,809	243	0	0
18	0	544	405	0	0
19	0	123	321	0	0
20	0	0	168	0	0
21	0	0	64	0	0
Total	0	6,498	1,342	0	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, 2010 through June 30, 2011.

2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1

In the table below, provide the number of programs/facilities (not students) that received Title I, Part D, Subpart 1 funds and awarded at least one high school course credit, one high school diploma, and/or one GED within the reporting year. Include programs/facilities that directly awarded a credit, diploma, or GED, as well as programs/facilities that made awards through another agency. The numbers should not exceed those reported earlier in the facility counts.

# Programs That	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Awarded high school course credit(s)		24	7		
Awarded high school diploma(s)		0	7		
Awarded GED(s)		23	7		
Comments:					

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 underlined number of students who attained academic outcomes while in the State agency program/facility by type of program/facility.

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits		4,224	628		
Enrolled in a GED program		443	243		
Comments:					

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

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in their local district school		5,198	35		
Earned a GED		256	119		
Obtained high school diploma		20	67		
Were accepted into post-secondary education		25	100		
Enrolled in post-secondary education		25	79		
Comments:					

2.4.1.5 Vocational Outcomes - Subpart 1

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

2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility

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

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs		385	1,342		
Comments:					

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

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

# of Students Who	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Adult Corrections	Other Programs
Enrolled in external job training education		385	457		
Obtained employment		n<	n<		
Comments:					

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 <u>unduplicated</u> number of <u>long-term</u> 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, 2010, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities <u>together</u> in a single column. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	n<	1,203	397	n<	n<
Long-term students who have complete pre- and post-test results (data)	n<	1,504	420	n<	n<

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	n<	221	n<	n<	n<
No change in grade level from the pre- to post-test exams	n<	146	n<	n<	n<
Improvement of up to 1/2 grade level from the pre- to post-test exams	n<	337	104	n<	n<
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	n<	272	216	n<	n<
Improvement of more than one full grade level from the pre- to post-test exams	n<	528	100	n<	n<
Comments:					

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, 2010 through June 30, 2011.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

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

Performance Data (Based on most recent testing data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students who tested below grade level upon entry	n<	902	397	n<	n<
Long-term students who have complete pre- and post-test results (data)	n<	1,504	420	n<	n<

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

Performance Data (Based on most recent pre/post-test data).	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	n<	329	n<	n<	n<
No change in grade level from the pre- to post-test exams	n<	213	n<	n<	n<
Improvement of up to 1/2 grade level from the pre- to post-test exams	n<	257	150	n<	n<
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	n<	326	169	n<	n<
Improvement of more than one full grade level from the pre- to post-test exams	n<	379	101	n<	n<
Comments:					

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

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

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students. Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. Make sure to identify the number of multipurpose facilities that were included in the facility/program count in the second table. The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	34	163
Neglected programs	22	145
Juvenile detention	3	80
Juvenile corrections	12	87
Other	0	0
Total	71	

How many of the programs listed in the table above are in a multiple purpose facility?

	#
Programs in a multiple purpose facility	11
Comments:	

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	34
Neglected programs	22
Juvenile detention	3
Juvenile corrections	12
Other	
Total	71
Comments:	

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 underlined number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served	2,253	383	466	239	0
Total Long Term Students Served	1,621	215	171	73	0

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaskan Native	n<	n<	n<	0	0
Asian	83	n<	n<	12	0
Black or African American	1,153	193	219	67	0
Hispanic or Latino	270	22	36	93	0
Native Hawaiian or other Pacific Islander	n<	0	n<	0	0
White	662	153	192	56	0
Two or more races	69	10	14	11	0
Total	2,253	383	466	239	0

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male	1,488	299	399	142	0
Female	765	84	67	97	0
Total	2,253	383	466	239	0

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5	42	n<	0	0	0
6	40	n<	0	0	0
7	64	n<	0	0	0
8	49	12	0	0	0
9	53	26	0	0	0
10	41	25	0	0	0
11	49	19	n<	n<	0
12	121	22	n<	n<	0
13	159	20	12	n<	0
14	210	18	31	20	0
15	239	35	85	54	0
16	490	76	132	86	0
17	493	83	178	52	0
18	135	12	16	10	0
19	45	10	n<	n<	0
20	n<	n<	0	0	0
21	n<	n<	0	0	0
Total	2,253	383	466	239	0

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, 2010 through June 30, 2011.

2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2

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

LEA Programs That	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections Facilities	Other Programs
Awarded high school course credit(s)	23	7	2	11	0
Awarded high school diploma(s)	18	3	1	10	0
Awarded GED(s)	10	1	3	3	0
Comments:					

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 <u>unduplicated</u> number of students who attained academic outcomes while in the LEA program/facility by type of program/facility.

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Earned high school course credits	955	154	102	136	n<
Enrolled in a GED program	462	14	51	25	n<
Comments:					

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in their local district school	1,483	197	376	51	n<
Earned a GED	326	n<	34	22	n<
Obtained high school diploma	93	12	13	n<	n<
Were accepted into post-secondary education	119	17	17	14	n<
Enrolled in post-secondary education	119	13	10	14	n<
Comments:					

2.4.2.5   Vocational Outcomes - Subpart 2

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

2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in elective job training courses/programs	49	13	42	n<	n<
Comments:					

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in external job training education	n<	n<	n<	n<	n<
Obtained employment	71	32	11	n<	n<
Comments:					

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 <u>long-term</u> 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, 2010, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities <u>together</u> in a single column. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	225	84	34	n<	n<
Long-term students who have complete pre- and post-test results (data)	353	152	36	n<	n<

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	71	n<	n<	n<	n<
No change in grade level from the pre- to post-test exams	93	30	n<	n<	n<
Improvement of up to 1/2 grade level from the pre- to post-test exams	133	52	n<	n<	n<
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	33	52	n<	n<	n<
Improvement of more than one full grade level from the pre- to post-test exams	23	14	20	n<	n<
Comments:					

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, 2010, through June 30, 2011.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

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

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students who tested below grade level upon entry	207	86	53	n<	n<
Long-term students who have complete pre- and post-test results (data)	270	130	43	n<	n<

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

Performance Data (Based on most recent pre/post-test data).	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Negative grade level change from the pre- to post-test exams	14	n<	10	n<	n<
No change in grade level from the pre- to post-test exams	116	56	n<	n<	n<
Improvement of up to 1/2 grade level from the pre- to post-test exams	80	58	n<	n<	n<
Improvement from 1/2 up to one full grade level from the pre- to post-test exams	44	12	n<	n<	n<
Improvement of more than one full grade level from the pre- to post-test exams	16	n<	22	n<	n<
Comments:					

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
1. The percentage of students who carried a gun to school or school event during a given school year.	Discipline, Crime, and Violence Report	Annually	2010-2011	2008-09: .001 2009-10: .001 2010-11: .001 2011-12: .001 2012-13: .001	2008-09: .00129% 2009-10: .00096% 2010-11: .00071%	.0441%	2002-2003
Comments:							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
2. The percentage of students who engaged in a physical fight on school property.	Discipline, Crime, and Violence Report	Annually	2010-2011	2008-09: 1.0 2009-10: 1.0 2010-11: 1.0 2011-12: 1.0 2012-13: 1.0	2008-09: 1.26413% 2009-10: 1.15328% 2010-11: 1.04285%	2.45601%	2002-2003
Comments:							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
3. The percentage of students offered, sold, or given an illegal drug on school property.	Discipline, Crime, and Violence Report	Annually	2010-2011	2008-09: .10 2009-10: .10 2010-11: .10 2011-12: .10 2012-13: .10	2008-09: .11334% 2009-10: .09578% 2010-11: .10698%	.24346%	2002-2003
Comments:							

2.7.2 Out-of-School Suspensions and Expulsions

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

2.7.2.1 State Definitions

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

Incident Type	State Definition
Alcohol related	Violation of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession or consumption of intoxicating alcoholic beverages or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action.
Illicit drug related	a. Schedule I or II drug or marijuana or anabolic steroid. b. Unlawful use, cultivation, manufacture, purchase, possession, transportation, or importation of any inhalants or substances represented as drug look-alikes. c. Unlawful taking or attempted taking or drugs prescribed to another. d. Unlawful possession with intent to distribute, sell or solicit any Schedule I or II drug, or marijuana, or anabolic steroid. e. Unlawful use, possession, with intent to distribute, sell or solicit any controlled drug or narcotic substance not specified in previous drug categories.
Violent incident without physical injury	Mutual participation in a fight with no or minor injury; assault/battery without the use of a firearm or other weapon.
Violent incident with physical injury	Mutual participation in a fight with serious injury; physical assault/battery with a firearm or other weapon; malicious wounding without a weapon; physical threat/intimidation and sexual offenses such as: a. forcible assault b. attempted forcible assault c. aggravated sexual battery
Weapons possession	Weapons possession includes the following: a. Possessing or bringing a handgun or pistol to school or to a school event will result in automatic expulsion that may be modified upon an appeal. b. Possessing or bringing a rifle/shotgun to school or a school event will result in automatic expulsion that may be modified by the chief executive officer. c. Possessing or bringing to school or a school sponsored event any weapon that is designed to expel a projectile or may readily be converted to expel a projectile by the action of an explosive, including live ammunition. d. Possession or representation of any weapon that explodes, or is designed to, or may readily be converted to explode. This includes ammunition. e. Use of any weapon that is designed to explode with the use of a triggering device and is used as a destructive bomb. f. Possessing or bringing any other weapon that will, is designed to, or may readily be converted to expel a projectile by the action of an explosive to school or school event. g. Possessing or bringing to school or a school event any sharp-edged instrument that is classified as a knife with a blade of more than three inches. h. Possessing or bringing to school or a school event any pneumatic gun or rifle which includes BB gun, paint ball, or pellet gun. i. Possessing or bringing to school or a school event a possible weapon of razor blades, box cutters, fireworks, firecrackers, or stink bombs. j. Possessing or bringing to school or a school event ammunition. k. Possessing or bringing any mechanism that is designed to emit an electronic, magnetic, or other charge, or shock through the use of a projectile, or other charge that exceeds the

equivalency of 5 milliamp 60 hertz shock.

l. Possessing or bringing to school or a school sponsored event any substance used as a weapon. The substance would include mace, tear gas, or pepper spray.

Comments:

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

The following questions collect data on <u>violent incident without physical injury</u>.

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 <u>violent incident without physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident without physical injury</u>, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	2,564	132
6 through 8	7,346	132
9 through 12	6,604	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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 <u>violent incident without physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident without physical injury</u>, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident Without Physical Injury	# LEAs Reporting
K through 5	0	132
6 through 8	n<	132
9 through 12	55	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

The following questions collect data on <u>violent incident with physical injury</u>.

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 <u>violent incident with physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident with physical injury</u>, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	949	132
6 through 8	1,154	132
9 through 12	1,112	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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 <u>violent incident with physical injury</u> by grade level. Also, provide the number of LEAs that reported data on <u>violent incident with physical injury</u>, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	0	132
6 through 8	n<	132
9 through 12	19	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

The following sections collect data on <u>weapons possession</u>.

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

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	598	132
6 through 8	773	132
9 through 12	807	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	n<	132
6 through 8	35	132
9 through 12	78	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

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

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	26	132
6 through 8	210	132
9 through 12	812	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

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

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	0	132
6 through 8	n<	132
9 through 12	22	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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	26	132
6 through 8	301	132
9 through 12	626	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

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

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

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	n<	132
6 through 8	85	132
9 through 12	298	131
Comments: Only 131 of 132 school divisions reported for grades 9 through 12. Lexington City secondary students attend Rockbridge County Public Schools.		

2.7.3 Parent Involvement

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

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

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

The response is limited to 8,000 characters.

Parent Involvement in LEA Programs
As part of the Title IV application for federal funds, each school division is required to describe the process used to include parents in the development of the application and in the ongoing administration of the Safe and Drug-Free Schools and Community Act (SDFSCA) Program. Additionally, school divisions are required in annual SDFSCA progress reports to provide a description of the specific strategies they have used. Virginia school divisions use a variety of methods to involve parents, such as parent representation on local Health Advisory Councils, School Safety Teams, and Community Prevention Councils. Annual SDFSCA progress reports have documented use of parent education/involvement related to drug and violence prevention efforts, most frequently in the form of training/educational activities.

Strengthening Connections: The Whole Child, Family, School and Community Conference
In September 2011, a two-day conference was held for school, community and parent participants. The conference goal was to advance local collaboration and cross-train professionals in an effort to facilitate greater efficiency and effectiveness. The conference included sessions on working with parents and students experiencing homelessness, students returning from correctional facilities, building blocks for developing resiliency in students and families, building strong collaborations among parents, schools and community resources, changing norms to promote a healthy school climate, promoting school attendance, strengthening services and collaboration for students in foster care, and student assistance programming in action.

Online Resources for Parents
Since 2007, parents have had online access to information on school discipline and crime data for every public school in Virginia through the School Safety Information Resource (SSIR). There has been a high level of interest in this information.

A parent guide to school discipline is available online. This resource was developed with advisory assistance from the Virginia Congress of Parent Teacher Associations (PTAs) and is designed to promote understanding of basic disciplinary processes and improve parent-school communication. Another online resource for parents is a guide for planning all-night alcohol/drug-free celebrations for teens after prom and graduation.

The Virginia School Performance Report Card has been a key parent information resource since 1998. These report cards provide information on student achievement, accreditation, safety, attendance, dropout rates, graduation rates, and professional qualifications of teachers for the state as a whole and for individual schools. School safety incident data is posted for every school in Virginia.

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

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

2.9.1 LEA Use of Alternative Funding Authority Under the Small Rural Achievement (SRSA) Program (Title VI, Part B, Subpart 1)

In the table below, provide the number of LEAs that notified the State of their intent to use the alternative uses funding authority under Section 6211.

	# LEAs
# LEA's using SRSA alternative uses of funding authority	0
Comments:	

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

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

Purpose	# LEA
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	1
Parental involvement activities	0
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	0
Activities authorized under Title I, Part A	1
Activities authorized under Title III (Language instruction for LEP and immigrant students)	0
Comments:	

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.

In 2010-2011 school year, 31 school divisions received Title VI, Part B, Subpart 2, Rural and Low-Income School (RLIS) Program funds: (Accomack County, Brunswick County, Buchanan County, Buckingham County, Charlotte County, Colonial Beach (Town of), Cumberland County, Dickenson County, Franklin City, Galax City, Grayson County, Greensville County, Halifax County, Henry County, Lancaster County, Lee County, Lunenburg County, Martinsville City, Mecklenburg County, Northampton County, Northumberland County, Norton City, Nottoway County, Patrick County, Prince Edward County, Russell County, Smyth County, Sussex County, Tazewell County, Waynesboro City, and Wise County). In these 31 school divisions, one hundred and twenty-six schools (126) received Title I, Part A, funds.

Performance Results for Divisions Receiving Title VI, Part B, Subpart 2 Funds

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Adequate Yearly Progress (AYP) results for divisions receiving Title I, Part A, funds:
- 1 LEA made AYP
- 30 LEAs did not make AYP
Adequate Yearly Progress (AYP) results for schools receiving Title I, Part A, funds:
- 67 schools made AYP
- 59 schools did not make AYP
- 3 divisions had 100 percent of schools made AYP
- 2 divisions had 83.3 percent of schools made AYP
- 2 divisions had 78 percent of schools made AYP
- 1 division had 71 percent of schools made AYP
- 1 division had 70 percent of schools made AYP
- 1 division had 67 percent of schools made AYP
- 1 division had 64 percent of schools made AYP
- 2 divisions had 60 percent of schools made AYP
- 1 division had 50 percent of schools made AYP
- 3 divisions had 33 percent of schools made AYP
- 1 division had 29 percent of schools made AYP
- 2 divisions had 25 percent of schools made AYP
- 10 divisions had 0 percent of schools made AYP
- One school division that receives Title I, Part A, funds only operates
a Pre-Kindergarten program. In Virginia, this program is not included
for AYP status.

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.

Annual Measurable Achievement Objectives (AMAOs) Proficiency Results of English Language Learners (ELLs)
- No divisions met all AMAOs
- 21 divisions had an ELL population too small to count
- No divisions missed all three AMAOs

Performance Goal 3: All students will be taught by highly qualifies teachers

Highly Qualified Teachers (HQT) Percentage
- 7 divisions had 100 percent HQT status
- 7 divisions had 99 percent HQT status
- 4 divisions had 98 percent HQT status
- 2 divisions had 97 percent HQT status
- 5 divisions had 96 percent HQT status
- 2 divisions had 95 percent HQT status
- 1 division had 94 percent HQT status
- 1 division had 93 percent HQT status
- 2 divisions had 92 percent HQT status

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning

Safe and Drug-Free Learning Environments
Weapons
- 2 divisions reported no weapon offenses
- 7 divisions reported between 1 and 4 weapon offenses
- 11 divisions reported between 5 and 9 weapon offenses
- 11 divisions reported between 10 and 26 weapon offenses

Alcohol, Tobacco, and Other Drug Offenses
- 1 division reported no alcohol, tobacco, or other drug offenses
- 7 divisions reported between 1-10 alcohol, tobacco, or other drug offenses
- 12 divisions reported between 11-21 alcohol, tobacco, or other drug offenses
- 8 divisions reported between 21-50 alcohol, tobacco, or other drug offenses
- 3 divisions reported more than 50 alcohol, tobacco, or other drug offenses

Performance Goal 5: All students will graduate from high school.

High School Graduation Rate - Federal Graduation Indicator (FGI)
- 9 divisions had a FGI of 80 or more and met the annual objective
- 14 divisions had a FGI between 70 and 79 and did not meet the annual
objective
- 8 divisions had a FGI less than 69 and did not meet the annual objective

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 2010-11?	Yes
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

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

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 **FROM** Eligible Program	# LEAs Transferring Funds **TO** Eligible Program
Improving Teacher Quality State Grants (Section 2121)		
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		

In the table below provide the total amount of FY 2010 appropriated funds transferred from and to each eligible program.

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

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