

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

VERMONT



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA)

Paperwork Burden Statement

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2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the state's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
VERMONT	All students	S	5770	83.1
VERMONT	American Indian or Alaska Native	S	13	>=50
VERMONT	Asian	S	129	S
VERMONT	Native Hawaiian or Other Pacific Islander	S	2	S
VERMONT	Black or African American	S	117	70
VERMONT	Hispanic or Latino	S	129	82
VERMONT	White	S	4979	84.6
VERMONT	Two or more races	S	198	76
VERMONT	Children with Disabilities (IDEA)	S	985	69
VERMONT	English Learners	S	126	49
VERMONT	Economically disadvantaged students	S	2640	75
VERMONT	Children who are homeless	S	120	55
VERMONT	Children in foster care	S	S	S

Frequently Asked Questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
VERMONT	All students	3162	10	1942	S
VERMONT	American Indian or Alaska Native	S	S	S	S
VERMONT	Asian	89	S	27	S
VERMONT	Native Hawaiian or Other Pacific Islander	S	S	S	S
VERMONT	Black or African American	93	S	37	S
VERMONT	Hispanic or Latino	75	S	29	S
VERMONT	White	2838	S	1793	S
VERMONT	Two or more races	58	S	35	S
VERMONT	Female	1698	S	746	S
VERMONT	Male	1464	S	1196	S
VERMONT	Children with Disabilities (IDEA)	190	S	573	S
VERMONT	English Learners	153	S	47	S
VERMONT	Economically disadvantaged students	528	S	647	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

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

2.3.1 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 Schoolwide Programs (SWPs) or Targeted Assistance programs (TAS) 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.

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
VERMONT	Children with disabilities (IDEA)	9869
VERMONT	English learners	1348
VERMONT	Homeless students	860
VERMONT	Migrant students	33

2.3.2 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 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.

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
VERMONT	American Indian or Alaska Native	492
VERMONT	Asian	1110
VERMONT	Black or African American	1495
VERMONT	Hispanic or Latino	947
VERMONT	Native Hawaiian or Other Pacific Islander	63
VERMONT	Total	51581
VERMONT	Two or more races	1817
VERMONT	White	45657

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
VERMONT	Age 3 through 5 (Not Kindergarten)	4015	3	0	5	4023
VERMONT	Age Birth through 2	25	0	0	0	25
VERMONT	Grade 1	3894	193	6	71	4164
VERMONT	Grade 10	2907	88	17	36	3048
VERMONT	Grade 11	2912	37	16	41	3006
VERMONT	Grade 12	2715	31	5	36	2787
VERMONT	Grade 2	3926	128	4	55	4113
VERMONT	Grade 3	3865	116	7	35	4023
VERMONT	Grade 4	3967	134	6	32	4139
VERMONT	Grade 5	3745	118	16	24	3903
VERMONT	Grade 6	4053	74	7	51	4185
VERMONT	Grade 7	3566	53	23	61	3703
VERMONT	Grade 8	3426	53	12	74	3565
VERMONT	Grade 9	3046	118	19	29	3212
VERMONT	Kindergarten	3986	70	0	73	4129
VERMONT	Total	50067	1216	138	623	52044
VERMONT	Ungraded	19	0	0	0	19

2.4 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2018 through August 31, 2019. This section is composed of the following subsections:

- Population data of eligible migratory children
- Academic data of eligible migratory students
- Data of migratory children served during the performance period
- School data
- Project data
- Personnel data

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as “Age 3 through 5 (not Kindergarten),” only if the child’s residency in the state was verified after the child turned 3.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

2.4.1 Migratory Child Counts

This section collects the Title I, Part C, MEP child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2019 through August 31, 2020. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each State Education Agency (SEA) should have implemented sufficient procedures and internal controls to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 2.3.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. §1001.

FAQs on Child Count:

a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.

b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)

c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

Comments
There are no concerns regarding accuracy and eligibility determinations.

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
VERMONT	Age 3 through 5 (Not Kindergarten)	20
VERMONT	Kindergarten	10
VERMONT	Grade 1	7
VERMONT	Grade 2	9
VERMONT	Grade 3	12
VERMONT	Grade 4	4
VERMONT	Grade 5	12
VERMONT	Grade 6	13
VERMONT	Grade 7	9
VERMONT	Grade 8	8
VERMONT	Grade 9	7
VERMONT	Grade 10	8
VERMONT	Grade 11	6
VERMONT	Grade 12	7
VERMONT	Ungraded	0
VERMONT	Out of school	140
VERMONT	Total	272

2.4.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
The Category 1 Child Count for 2018-2019 was 300 and the Category 1 Child Count for 2019-2020 was 272. The decrease in child count for Category 1 was less than 10% and no comment is needed.

2.4.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2019 through August 31, 2020.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
VERMONT	Age Birth through 2	3

2.4.2 Category 2 Child Count (Eligible Migratory Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory children age 3 through 21 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
VERMONT	Age 3 through 5 (Not Kindergarten)	13
VERMONT	Kindergarten	8
VERMONT	Grade 1	3
VERMONT	Grade 2	8
VERMONT	Grade 3	9
VERMONT	Grade 4	3
VERMONT	Grade 5	8
VERMONT	Grade 6	8
VERMONT	Grade 7	7
VERMONT	Grade 8	6
VERMONT	Grade 9	6
VERMONT	Grade 10	6
VERMONT	Grade 11	6
VERMONT	Grade 12	1
VERMONT	Out of school	83
VERMONT	Ungraded	0
VERMONT	Total	175

2.4.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

Comments
The Category 2 Child Count for 2018-2019 was 207 and the Category 2 Child Count for 2019-2020 was 175. The Vermont Migrant Education Program saw a decrease of 15% in the Category 2 count compared to last year. This is likely due to COVID restrictions that decreased ID&R capabilities and availability of summer and intersession programs that our migrant students typically engage in, which led to a decrease in Category 2 Child Count.

2.4.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2019 through August 31, 2020. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
VERMONT	Age Birth through 2	2

2.4.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.4.3.1 Methods Used to Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- Children who—in the case of Category 2—were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods.
- Children once per age/grade level for each child count category.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Two sets of data are collected and inputted into the database: information from the Certificate of Eligibility (COE) and information from the performance reports from the funded project - both regular and summer terms. Vermont uses the mandated national COE form and collects the data on that form as well as the minimum data requirements of MSIX - both are now done electronically through our updated MIS2000 system. After a family with potentially eligible migrant students is identified, trained recruiters visit the family to determine their eligibility. An electronic COE is completed in MIS2000 and sent to the State Identification and Recruitment Coordinator for initial verification. The COEs are then given to the trained Data Specialist who compares the information to any past information on that family or student, including comparing student State ID number, student name, and parent(s) names and information in MSIX. Data such as birth dates and place of birth are doubly checked to ensure that migrant students that have changed names are not counted twice. The final verification is done by the State Director of Migrant Education who reviews and signs every COE. This is all done in the MIS2000 system and once entered and approved, each student is given a state identification number. Information on the COEs is updated continually through the year as teachers and recruiters complete Change forms as needed. If needed, updated COEs are completed. In addition, local recruiters can produce up-to-date lists of eligible students through their MIS2000 web application. They are expected to check the lists for accuracy and then notify the Data Specialist of any changes. Each year in November/December, the MEP does residency verification by crosschecking the MEP database with the State's student demographic database. For every non-match (a student has left, switched schools, preschool students, and OSY not in the database, etc.), a recruiter does a face-to-face visit and completes an updated COE. The only exception is if we have already updated the COE within the preceding 30 days. Every child counted has been seen in person by either a recruiter or teacher during the reporting period. Only those children that we have proof that they resided in Vermont at least one day during the reporting period are counted. The data for this report was collected from 09/01/2019 through 11/01/2020 and covers the period 09/01/2019 through 08/31/2020. COEs submitted electronically on an ongoing basis throughout the year and performance reports are collected at the end of the regular term (June) and again at the end of the summer term (September). Procedures for Category 1 and 2 counts are collected and maintained exactly the same. For Category 2 counts, children are only counted if they received a MEP funded service during the summer period - July 1 through August 31st. Their date of beginning service is their enrollment date for summer child count. Only those children that are at least 3 years of age and are not yet 22 and have not graduated from high school during the summer session are counted. Vermont's Data Specialist has worked with the MIS2000 programmer to ensure that only eligible children are counted. Children must be at least 3 years of age at least 1 day of the reporting period and must not have reached their 22nd birthday before the start of the reporting period. The database is set to calculate only those children within 36 months of their QAD. This is crosschecked by reports done quarterly that generate end of eligibility notices which gives the Data Specialist information to work out any inconsistencies with the database. Once a child has either aged-out or graduated (or received a GED), the database is set to end eligibility for that child and they are not counted in the next year's child count. All COEs are done electronically by trained State recruiters and are only entered once approved by the Data Specialist at the SEA level. This allows for maximum quality control.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every EDFacts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments
MSIX is utilized to verify accuracy of child counts. We utilize MSIX to identify discrepancies between data in MIS2000 and MSIX, as well as missing MDEs.

Data Quality Comments
Please see above.

2.4.3.2 Quality Control Processes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	50
The number of eligibility determinations sampled for which a re-interview was completed.	50
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	50

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2019-20

Comments
Independent prospective re-interviews were completed during the SY 2019-2020 performance period.

FAQ on independent prospective re-interviews:

a. What are independent prospective re-interviews? Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migratory children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent. Only enter a response if your State completed independent re-interviews in SY2018-19.

Comments
<p>Vermont Migrant Education Program (VMPEP) collaborated with Massachusetts Migrant Education Program (MAMEP) and Maine Migrant Education Program (MEMEP) in an exchange model where all states were able to successfully meet the re-interview requirement. MEMEP is overseen by the Maine Department of Education and the sub-grantee providing programming is the non-profit organization Mano en Mano (https://www.manomaine.org/). MAMEP is overseen by Massachusetts Department of Elementary and Secondary Education and the sub-grantee EDCO (https://edcollab.org/programs/mmep/). ID&R Coordinators from MAMEP and MEMEP, both well versed in eligibility and bilingual, completed VMPEP's re-interviews after completing a training by VMPEP's ID&R Coordinator with state specific information.</p>

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
Three students were initially determined to be ineligible but upon further documentation being provided by the Vermont Migrant Education Program to the independent re-interviewers, all three students were ultimately determined to be eligible.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments
The state collects all required data elements and data sections on the National COE.

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “Priority for Services.” The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

Who is classified as having “priority for service?” Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

2.4.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
VERMONT	Age 3 through 5 (Not Kindergarten)	12
VERMONT	Kindergarten	3
VERMONT	Grade 1	2
VERMONT	Grade 2	4
VERMONT	Grade 3	6
VERMONT	Grade 4	0
VERMONT	Grade 5	1
VERMONT	Grade 6	2
VERMONT	Grade 7	3
VERMONT	Grade 8	0
VERMONT	Grade 9	2
VERMONT	Grade 10	2
VERMONT	Grade 11	3
VERMONT	Grade 12	4
VERMONT	Out of school	138
VERMONT	Ungraded	0
VERMONT	Total	182

2.4.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Children with Disabilities (IDEA) During the Performance Period
VERMONT	Age Birth through 2	0
VERMONT	Age 3 through 5 (Not Kindergarten)	2
VERMONT	Kindergarten	2
VERMONT	Grade 1	1
VERMONT	Grade 2	2
VERMONT	Grade 3	3
VERMONT	Grade 4	1
VERMONT	Grade 5	4
VERMONT	Grade 6	7
VERMONT	Grade 7	5
VERMONT	Grade 8	1
VERMONT	Grade 9	2
VERMONT	Grade 10	3
VERMONT	Grade 11	2
VERMONT	Grade 12	1
VERMONT	Out of school	0
VERMONT	Ungraded	0
VERMONT	Total	36

2.4.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2020 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
VERMONT	Age Birth through 2	1
VERMONT	Age 3 through 5 (Not Kindergarten)	3
VERMONT	Kindergarten	1
VERMONT	Grade 1	1
VERMONT	Grade 2	0
VERMONT	Grade 3	2
VERMONT	Grade 4	0
VERMONT	Grade 5	0
VERMONT	Grade 6	0
VERMONT	Grade 7	2
VERMONT	Grade 8	1
VERMONT	Grade 9	1
VERMONT	Grade 10	1
VERMONT	Grade 11	0
VERMONT	Grade 12	0
VERMONT	Out of school	68
VERMONT	Ungraded	0
VERMONT	Total	81

2.4.5 Academic Status

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

2.4.5.1 Dropouts

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

Populated with SEA-LEVEL FS032/DG326

State	Grade	Dropouts During the Performance Period
VERMONT	Grade 7	.
VERMONT	Grade 8	.
VERMONT	Grade 9	.
VERMONT	Grade 10	1
VERMONT	Grade 11	.
VERMONT	Grade 12	.
VERMONT	Ungraded	.
VERMONT	Total	1

FAQ on Dropouts:

How is “dropouts” defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2019-20 performance period, (2) were not enrolled at the beginning of the current (2020-21) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2019-20 performance period should not be reported in this item.

2.4.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments
VT had 4 students graduate from HS, but not through a GED or equivalent program.

2.4.6 MEP Services - During the Performance Period

The following questions collect data about MEP services provided to migratory children during the performance period.

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 migratory child; (2) address a need of a migratory 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/annual measurable objectives. 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 migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

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

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
VERMONT	Age Birth through 2	3
VERMONT	Age 3 through 5 (Not Kindergarten)	20
VERMONT	Kindergarten	10
VERMONT	Grade 1	7
VERMONT	Grade 2	9
VERMONT	Grade 3	12
VERMONT	Grade 4	4
VERMONT	Grade 5	12
VERMONT	Grade 6	13
VERMONT	Grade 7	9
VERMONT	Grade 8	8
VERMONT	Grade 9	7
VERMONT	Grade 10	8
VERMONT	Grade 11	6
VERMONT	Grade 12	7
VERMONT	Ungraded	0
VERMONT	Out of school	132
VERMONT	Total	267

2.4.6.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who have been classified as having “priority for services” and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
VERMONT	Age 3 through 5 (Not Kindergarten)	0
VERMONT	Kindergarten	1
VERMONT	Grade 1	1
VERMONT	Grade 2	0
VERMONT	Grade 3	2
VERMONT	Grade 4	0
VERMONT	Grade 5	0
VERMONT	Grade 6	0
VERMONT	Grade 7	2
VERMONT	Grade 8	0
VERMONT	Grade 9	1
VERMONT	Grade 10	1
VERMONT	Grade 11	1
VERMONT	Grade 12	0
VERMONT	Ungraded	0
VERMONT	Out of school	60
VERMONT	Total	69

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 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.

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Continuation of Services During the Performance Period
VERMONT	Age 3 through 5 (Not Kindergarten)	0
VERMONT	Kindergarten	0
VERMONT	Grade 1	0
VERMONT	Grade 2	0
VERMONT	Grade 3	0
VERMONT	Grade 4	0
VERMONT	Grade 5	0
VERMONT	Grade 6	0
VERMONT	Grade 7	0
VERMONT	Grade 8	0
VERMONT	Grade 9	0
VERMONT	Grade 10	0
VERMONT	Grade 11	0
VERMONT	Grade 12	0
VERMONT	Ungraded	0
VERMONT	Out of school	0
VERMONT	Total	0

FAQ on Continuation of Services:

What is Continuation of Services? The “continuation of services” provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

2.4.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
VERMONT	Age Birth through 2	1
VERMONT	Age 3 through 5 (Not Kindergarten)	2
VERMONT	Kindergarten	1
VERMONT	Grade 1	1
VERMONT	Grade 2	4
VERMONT	Grade 3	4
VERMONT	Grade 4	1
VERMONT	Grade 5	4
VERMONT	Grade 6	2
VERMONT	Grade 7	5
VERMONT	Grade 8	1
VERMONT	Grade 9	1
VERMONT	Grade 10	1
VERMONT	Grade 11	1
VERMONT	Grade 12	1
VERMONT	Ungraded	0
VERMONT	Out of school	79
VERMONT	Total	109

2.4.6.4 Type of Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
VERMONT	Age 3 through 5 (Not Kindergarten)	0	0	.
VERMONT	Age Birth through 2	0	0	.
VERMONT	Grade 1	0	0	.
VERMONT	Grade 10	0	0	0
VERMONT	Grade 11	1	0	0
VERMONT	Grade 12	0	1	0
VERMONT	Grade 2	1	2	.
VERMONT	Grade 3	0	2	.
VERMONT	Grade 4	0	0	.
VERMONT	Grade 5	0	1	.
VERMONT	Grade 6	0	0	.
VERMONT	Grade 7	0	1	.
VERMONT	Grade 8	0	0	0
VERMONT	Grade 9	0	0	0
VERMONT	Kindergarten	0	0	.
VERMONT	Out of school	1	0	0
VERMONT	Total	3	7	0
VERMONT	Ungraded	0	0	0

FAQ on Types of Instructional Services:

What is “high school credit accrual”? MEP-funded instruction, funded in whole or in part by MEP funds, in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

2.4.6.5 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. 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.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
VERMONT	Age 3 through 5 (Not Kindergarten)	19	19
VERMONT	Age Birth through 2	3	2
VERMONT	Grade 1	6	6
VERMONT	Grade 10	8	8
VERMONT	Grade 11	6	6
VERMONT	Grade 12	7	7
VERMONT	Grade 2	9	9
VERMONT	Grade 3	12	12
VERMONT	Grade 4	4	4
VERMONT	Grade 5	12	12
VERMONT	Grade 6	13	13
VERMONT	Grade 7	9	9
VERMONT	Grade 8	8	8
VERMONT	Grade 9	7	7
VERMONT	Kindergarten	10	10
VERMONT	Out of school	117	105
VERMONT	Total	250	237
VERMONT	Ungraded	0	0

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and 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, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

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

2.4.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory 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 migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
VERMONT	67	130

2.4.7.2 Schools Where MEP Funds Were Consolidated in SWPs – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of eligible migratory 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 migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

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, 2019 through June 30, 2020.
- 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:
 - o 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.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that 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.
 - o 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.
 - o 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.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 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.

2.5.1.1 Programs and Facilities - Subpart 1

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

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	0	0
Juvenile corrections	1	28
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	1	.

FAQ on Programs and Facilities - Subpart 1:

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.

Data Quality Comments

The Vermont Agency of Education had no state adult correction facilities participate in the program between July 1, 2019 through June 30, 2020. Even with multiple attempts of outreach and technical assistance, the eligible State Agency that operates the adult corrections facility never completed the grant application for the program year for which data is being collected. During the July 1, 2019 through June 30, 2020 program year, the one state operated juvenile corrections facility became ineligible for the program in the middle of the program year. The facility has since officially closed. Data reported is from when the facility was eligible to receive services.

2.5.1.2 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

State Program Facility Type	# Reporting Data
Adult corrections	0
Juvenile corrections	1
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	1

Data Quality Comments

The Vermont Agency of Education had no state adult correction facilities participate in the program between July 1, 2019 through June 30, 2020. Even with multiple attempts of outreach and technical assistance, the eligible State Agency that operates the adult corrections facility never completed the grant application for the program year for which data is being collected. During the July 1, 2019 through June 30, 2020 program year, the one state operated juvenile corrections facility became ineligible for the program in the middle of the program year. The facility has since officially closed. Data reported is from when the facility was eligible to receive services.

2.5.1.3 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and EL status, 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.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	Total Long-Term Students Served	.	.	5	.	.
VERMONT	Total Unduplicated Students Served	.	.	38	.	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	Children with one or more disabilities (IDEA)	.	.	12	.	.
VERMONT	English learner	.	.	2	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	American Indian or Alaska Native	.	.	1	.	.
VERMONT	Asian	.	.	0	.	.
VERMONT	Black or African American	.	.	6	.	.
VERMONT	Hispanic or Latino	.	.	1	.	.
VERMONT	Native Hawaiian or Other Pacific	.	.	0	.	.
VERMONT	Total	.	.	38	.	.
VERMONT	Two or more races	.	.	0	.	.
VERMONT	White	.	.	30	.	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	Female	.	.	3	.	.
VERMONT	Male	.	.	35	.	.
VERMONT	Total	.	.	38	.	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	10 years old	.	.	0	.	.
VERMONT	11 years old	.	.	0	.	.
VERMONT	12 years old	.	.	1	.	.
VERMONT	13 years old	.	.	3	.	.
VERMONT	14 years old	.	.	6	.	.
VERMONT	15 years old	.	.	9	.	.
VERMONT	16 years old	.	.	10	.	.
VERMONT	17 years old	.	.	9	.	.
VERMONT	18 years old	.	.	0	.	.
VERMONT	19 years old	.	.	0	.	.
VERMONT	20 years old	.	.	0	.	.
VERMONT	21 years old	.	.	0	.	.
VERMONT	3 through 5	.	.	0	.	.
VERMONT	6 years old	.	.	0	.	.
VERMONT	7 years old	.	.	0	.	.
VERMONT	8 years old	.	.	0	.	.
VERMONT	9 years old	.	.	0	.	.
VERMONT	Total	.	.	38	.	.

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, 2019 through June 30, 2020.

2.5.1.4 Academic, Career and Technical Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90–day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
VERMONT	Were accepted and/or enrolled into post-secondary education					S
VERMONT	Obtained high school diploma					S
VERMONT	Obtained employment					S
VERMONT	Enrolled in job training courses/programs					S
VERMONT	Enrolled in a GED program					S
VERMONT	Earned high school course credits					S
VERMONT	Earned a GED					S

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
VERMONT	Were accepted and/or enrolled into post-secondary education	S				
VERMONT	Obtained high school diploma	S				
VERMONT	Obtained employment	S				
VERMONT	Enrolled in job training courses/programs	S				
VERMONT	Enrolled in a GED program	S				
VERMONT	Earned high school course credits	S				
VERMONT	Earned a GED	S				

2.5.2 Academic Performance – Subpart 1

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

2.5.2.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	More than one full grade			S		
VERMONT	Negative change			S		
VERMONT	No Change			S		
VERMONT	Total			S		
VERMONT	Up to one full grade			S		

2.5.2.2 Academic Performance in Mathematics – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in mathematics pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, 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.

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
VERMONT	More than one full grade			S		
VERMONT	Negative change			S		
VERMONT	No Change			S		
VERMONT	Total			S		
VERMONT	Up to one full grade			S		

2.5.3 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.

2.5.3.1 Programs and Facilities – Subpart 2

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

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Juvenile corrections	0	0
Juvenile detention	0	0
Neglected programs	0	0
Other programs	0	0
Total	0	.

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.

Data Quality Comments

The Vermont Agency of Education (AOE) had no subrecipients participate in the Subpart 2 portion of the program during July 1, 2019 through June 30, 2020. The AOE has prioritized developing processes for distributing these funds and ensuring their timely and efficient use, including taking early steps to identify eligible organizations. The AOE has been in recent contact with NDTAC and the Title I, Part D staff at the U.S. Department of Education to improve AOE staff's understanding of these funds and begin taking steps towards disbursement.

2.5.3.2 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 or Facility Type	# Reporting Data
At-risk programs	0
Juvenile corrections	0
Juvenile detention	0
Neglected programs	0
Other programs	0
Total	0

Data Quality Comments

The Vermont Agency of Education (AOE) had no subrecipients participate in the Subpart 2 portion of the program during July 1, 2019 through June 30, 2020. The AOE has prioritized developing processes for distributing these funds and ensuring their timely and efficient use, including taking early steps to identify eligible organizations. The AOE has been in recent contact with NDTAC and the Title I, Part D staff at the U.S. Department of Education to improve AOE staff's understanding of these funds and begin taking steps towards disbursement.

2.5.3.3 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and EL status, 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.

Populated with LEA-LEVEL FS127/DG657

Provide the number of students served by special populations.

Provide the number of students served by race/ethnicity.

Provide the number of students served by sex.

Provide the number of students served by age.

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, 2019 through June 30, 2020.

2.5.3.4 Academic, Career and Technical Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the tables below, for each program type, provide the number of students who attained academic, career and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled, or planned to enroll, in their local district school within 90 calendar days after exiting. A student may be reported only once, per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column (“in fac.”) or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods, per program type.

The third table includes outcomes a student may achieve more than once. In the “in fac.” column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the “90 days after exit” column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784

2.5.3.5 Academic Performance – Subpart 2

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

2.5.3.5.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629

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, 2019, through June 30, 2020.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in mathematics pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2019, 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.

Populated with LEA-LEVEL FS125/DG629

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$1,121,650
Safe and Healthy Students	\$1,112,090
Effective Use of Technology	\$589,604

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the “Any” category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	36
Safe and Healthy Students	40
Effective Use of Technology	32
Any Content Area	45

Data Quality Comments

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

In the table below, indicate whether the State transferred funds under the state transferability authority.

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
Yes

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified the State that they transferred funds under the LEA transferability authority.

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
11

Data Quality Comments

2.7.3 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
Education of Migratory Children (Title I, Part C)	.	0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	4
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	0
Rural Education Initiative (Title V, Part B)	.	0
Student Support and Enrichment Grants (Title IV, Part A)	10	1
Supporting Effective Instruction (Title II, Part A)	4	7

Data Quality Comments

In the table below provide the total amount of FY 2019 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
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$117,165
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$621,761	\$31,779
Supporting Effective Instruction (Title II, Part A)	\$96,979	\$569,796

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2019-20 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	2
Activities authorized under Part A of Title II	.
Activities authorized under Title III	.
Activities authorized under Part A of Title IV	1
Parental involvement activities	.

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

In SY19-20, Vermont districts utilized RLIS funds for small-group literacy interventions, and parent and family engagement activities around trauma-informed practices and adverse childhood experiences, driven by local needs assessments and outlined in Continuous Improvement Plans. Such strategies are largely directed towards the needs of most at-risk learners, who are disproportionately represented in rural, often low-income, populations. Vermont's outcomes and objectives for the RLIS programs as outlined in our approved ESSA State Plan are largely focused on equity gaps between students in and out of poverty. Per Vermont's Annual Snapshot of statewide student performance, most recent data (18-19) indicates that while students in poverty are not reaching proficiency at the same rate as peers, they are demonstrating rates of growth commensurate with their peers in both reading and math.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
The Vermont Agency of Education's Consolidated Federal Programs team holds a yearly state-wide conference for LEA CFP team leaders, business managers and other administrators. Included in this day are topics that include REAP eligibility and allowable uses of funds. Materials from these sessions are maintained for public access on the Agency's website. Additionally, the State's coordinator of this program provides ongoing communication to the field with program updates and guidance, as well as responsive technical assistance.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
The Vermont Agency of Education employs the standard formula based on Average Daily Attendance to award sub-grants to LEA.

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	20

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside of report

Data Quality Comments
Spreadsheet sent 2/1/2021.

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
VERMONT	0	0