

**CONSOLIDATED STATE PERFORMANCE REPORT:  
Part II**

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

For reporting on  
**School Year 2018-19**

**Ma i ne**



**PART II DUE THURSDAY, MAY 28, 2020**

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

## INTRODUCTION

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<sup>1</sup> of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015(ESSA)<sup>2</sup>.

### Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 35.00 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202.

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<sup>1</sup> SEC.8303. Consolidated Reporting – (a) In general: In order to simplify reporting requirements and reduce reporting burdens, the Secretary shall establish procedures and criteria under which a State educational agency, in consultation with the Governor of the State, may submit a consolidated State annual report. (b) Contents: The report shall contain information about the programs included in the report, including the performance of the State under those programs, and other matters as the Secretary determines are necessary, such as monitoring activities. (c) Replacement: The report shall replace separate individual annual reports for the programs included in the consolidated State annual report.

<sup>2</sup> All citations to the ESEA in this document are to the ESEA, as amended by the ESSA.

OMB Number: 1810-0724
Expiration Date: 10/31/2022

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, 2018-19     Part II, 2018

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

**Address:**

**Person to contact about this report:**

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

Janette Kirk

**Submitted Date and Time:**

## 2.1 ACCOUNTABILITY

### 2.1.1 School Performance on Accountability Indicators

The following indicators are collected through ESS and compiled in the EDEN036 report via the ED*Facts* Reporting System (ERS) and will be posted as an accompanying report for every State:

- LEA Name
- NCES LEA ID
- State LEA ID
- School Name
- NCES School ID
- State School ID
- Title I School Status - DG 22 (FS129)
- Academic achievement indicator status – DG 835 (FS200)
- Other academic indicator status DG 836 (FS201)
- Graduation rate indicator status – DG 834 (FS199)
- Progress achieving English language proficiency indicator status - DG 837 (FS205)
- School quality or student success indicator status – DG 838 (FS202)

The ED*Facts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.  
no additional comments at this time."

**2.1.2 Schools Identified for Comprehensive Support and Improvement**

In the table below, provide the number of schools identified for comprehensive support and improvement, overall and by reason identified.

	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Lowest performing five percent of Title I schools			
High schools failing to graduate one third or more of their students	0		
Title I schools that have received additional targeted support under Section 1111(d)(2)(C) of the ESEA and that have not exited that status after a State-determined number of years	75		
Total Identified	75		

**Comments:** The response is limited to 4,000 characters. No additional comments at this time.

**2.1.3 Schools Implementing Targeted Support and Improvement Plans**

In the table below, provide the number of schools implementing targeted support and improvement plans.

	<b>Number of Schools</b>	<b>Number of Title I Schools</b>	<b>Number of non- Title I Schools</b>
Schools with One or More Consistently Underperforming Subgroups of Students			
Schools in which any Subgroup of Students, on its own, would lead to Identification Under <i>ESEA</i> Section 1111(c)(4)(D)(i)(I) (i.e., Schools Receiving Additional Targeted Support)	240	123	117

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of LEA with One or More Schools Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES LEA ID
- Amount of LEA's Section 1003(a) of the *ESEA* Allocation

The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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. The data for this question are reported through *EDFacts* files and compiled in the EDEN012 "Section 1003 Allocations to LEAs and Schools" report in the *EDFacts* Reporting System (ERS).

- Name of School Provided Assistance through Section 1003(a) of the *ESEA* Funds in SY 2018-19
- NCES School ID
- Amount of School's Section1003(a) of the *ESEA* Allocation

The *EDFacts* files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report. Before certifying Part II of the CSPR, a state user must run the EDEN012 report in ERS and verify that the state's data are correct. The final, certified data from this report will be made publicly available alongside the state's certified CSPR DOCX.

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.



## 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.

Student Group	# Students in Cohort	# of Graduates	Graduation Rate
All students	14,330	S	87.4%
American Indian or Alaska Native	116	S	78%
Asian or Pacific Islander	360	S	S
<i>Asian</i>	341	S	94%
<i>Native Hawaiian or     Other Pacific Islander</i>	19	S	>=80%
Black or African American	493	S	80%
Hispanic or Latino	306	S	82%
White	12,797	S	87.8%
Two or more races	258	S	82%
Children with disabilities ( <i>IDEA</i> )	2,838	S	73%
English Learners	516	S	80%
Economically disadvantaged students	6,738	S	78.4%
Children in foster care	82	S	48%
Children who are homeless	531	S	62%

#### 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.

**Comments:** The response is limited to 8,000 characters.  
No additional comments at this time.

**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. If data are missing or incomplete, please explain in the comments.

	# Enrolled in an IHE	# Not enrolled in an IHE	# for which data are unavailable	Total
All students	7,426		4,091	S
American Indian or Alaska Native	48		11	S
Asian or Pacific Islander	175		60	S
<i>Asian</i>	S		S	S
<i>Native Hawaiian or Other Pacific Islander</i>	S		S	S
Black or African American	284		116	S
Hispanic or Latino	130		77	S
White	6,673		3,748	S
Two or more races	116		79	S
Children with disabilities ( <i>IDEA</i> )	489		1,228	S
English Learners	156		94	S
Economically disadvantaged students	1,934		1,982	S

**Comments:** The response is limited to 8,000 characters.

No additional comments at this time.

**Comments:** The response is limited to 4,000 characters.

No additional comments at this time.

**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.

<b>Special Services or Programs</b>	<b># Students Served</b>
Children with disabilities ( <i>IDEA</i> )	8,467
English learners	2,521
Homeless students	969
Migrant students	21

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>Race/Ethnicity</b>	<b># Students Served</b>
American Indian or Alaska Native	416
Asian	480
Black or African American	3,182
Hispanic or Latino	1,072
Native Hawaiian or other Pacific Islander	41
White	39,913
Two or more races	1,356
Total	46,460

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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). The totals column by type of program will be automatically calculated.

<b>Age /Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age Birth through 2	0	0	0	0	0
Age 3 through 5 (not Kindergarten)	132	2,379	0	0	2,511
K	1,373	4,456	30	0	5,859
1	2,047	4,600	48	0	6,695
2	1,673	4,486	41	0	6,200
3	1,335	4,743	40	0	6,118
4	1,110	4,652	32	0	5,794
5	835	4,590	13	0	5,438
6	368	2,489	9	0	2,866
7	233	1,576	3	0	1,812
8	192	1,715	0	0	1,907
9	89	312	0	0	401
10	78	314	1	0	393
11	65	301	0	0	366
12	59	276	0	0	335
Ungraded	0	0	8	0	8
<b>TOTALS</b>	<b>9,589</b>	<b>36,889</b>	<b>225</b>	<b>0</b>	<b>46,703</b>

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

## 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, 2018 through August 31, 2019. 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 2.4.1.1 *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:** The response is limited to 8,000 characters.  
No additional comments at this time.

**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, 2018 through August 31, 2019. 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.

<b>Age/Grade</b>	<b>Eligible Migratory Children</b>
Age 3 through 5 (not Kindergarten)	33
K	18
1	16
2	21
3	18
4	24
5	26
6	21
7	30
8	17
9	16
10	22
11	26
12	23
Ungraded	0
Out-of-school	39
<b>Total</b>	<b>350</b>

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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 response is limited to 8,000 characters.  
No additional comment at this time.



**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, 2018 through August 31, 2019.

Age/Grade	Eligible Migratory Children
Age Birth through 2	21

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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, 2018 through August 31, 2019. 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).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	26
K	15
1	16
2	16
3	15
4	20
5	23
6	21
7	23
8	13
9	13
10	15
11	18
12	9
Ungraded	0
Out-of-school	6
Total	249

**Comments:** The response is limited to 4,000 characters.  
 No additional comments at this time.

**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 response is limited to 8,000 characters.  
No additional comments at this time.

**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, 2018 through August 31, 2019. 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).

Age/Grade	Eligible Migratory Children Served by the MEP During the Summer/Intersession Term
Age Birth through 2	17

**Comments:** The response is limited to 4,000 characters.  
 No additional comments at this time.

### 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 serviced 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:** The response is limited to 8,000 characters.

Our State Migrant Education Program (MEP) has written guidelines, a state-specific Identification and Recruitment (ID&R) Manual, and regular training on the details of eligibility for migrant students. Training is provided for all staff (including seasonal and temporary staff) annually during the month of July and supplemental training is done at least quarterly.

The strict quality control process starts with trained recruiters completing a face-to-face interview with a family. They fill out a paper field script form, documenting the basic eligibility information. The recruiter enters information from the field script into the electronic Certificate of Eligibility (COE) on MIS2000. After reviewing the COE with the family, the recruiter and interviewee sign electronically on the tablet. The recruiter documents eligibility and submits the COE for review from the ID&R Coordinator. The ID&R Coordinator reviews the COE, compares to previous records, MSIX, and field script, and then submits to the State Director for final approval. Children are only entered into the system as approved once the State Director has approved the student.

Regional staff manage a case load of students in their area and compare this list to the report produced in MIS2000. An End of Eligibility Report provides updates for children who will be ending eligibility within 1, 3, or 6 months. This ensures that only children with current COEs are served.

On a monthly basis, staff manage the MSIX worklists and data quality reports, including the Potential Duplicates, Merges, and Splits by User, and Data Logic. Staff review these reports and work closely with the MSIX help desk and MsEdd staff to account for any discrepancies. The State Director and state data management analyst check the MSIX Child Count Reconciliation Report, at least quarterly, for completeness, validity, and logic issues. These processes ensure that both systems (MSIX and MIS2000) are communicating appropriately and that all eligible migrants in Maine are accounted for in both.

#### Child Eligibility Logic

The data for the State's migratory children is recorded and managed in MIS2000. MIS2000 and MSIX follow the same logic for producing data for the Consolidated State Performance Report (CSPR). The logic checks include:

- 1) That the child resided in the state of Maine during the 2018-2019 Performance Period (September 1, 2018 – August 31, 2019) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, date of service, or withdrawal date between 9/1/2018 and 8/31/2019, in the MIS2000 system and/or the state student database.
- 2) MIS2000 automatically ensures that the child is only included if between the ages of 3 through 21 years of age based on the child's birthdate.
- 3) MIS2000 automatically ensures that the qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2015) of residency date which occurs between 9/1/2018 and 8/31/2019.
- 5) If a Continuation of Services (COS) date is in the system for the 2018-2019 Performance Period, a child must have been eligible and residing in the State for at least 1 day during the Performance Period. COS requests are submitted directly to the State Director and approved on a case-by-case basis.
- 6) All eligible migrant families receive an annual home visit to provide services and verify residency. Students who have turned 3 during the performance period receive additional services after their third birthday.
- 7) Only students who were present in the state for at least 1 day and met eligibility criteria are determined to be eligible. The SEA approves all COEs in MIS2000 through the three-step review process.
- 8) Students who have graduated from high school or received a high school equivalency diploma are not included in reporting because a) regional coordinators are in touch with students in high school or equivalency programs and document their completion b) the SEA annually completes a manual comparison of all high school students in MIS2000 data with the state student database to ensure migrant students who graduated are documented in MIS2000.
- 9) Children are counted for only one age/grade count per performance period, as determined by annual review by the Data Manager and State Director. Verification in MIS2000 and state student database ensure accuracy.

**Checking for Residency**

To verify residency in the State during the 2018-2019 Performance Period, MEP staff conducted a home visit after September 1 and before August 31 for every child in the Category 1 count. All home visits are logged in MIS2000 with the date of the visit. For families who refuse services or are unable to be contacted and have students in school, state MEP staff also can verify the child’s residence via school enrollment records in the state student database. For 2-year-old children turning 3 years of age, MEP staff provide and log the service to the child after their third birthday.

**Creating a Unique State ID**

Upon initial entry into MIS2000, each child is assigned a unique identifier as a MEP student ID. This unique MEP student ID ensures continuity of data for students who maintain MEP eligibility. If the child was not previously eligible, a MEP student ID is assigned. MIS2000 provides a cross walk between the student’s state-issued ID (Maine state student ID) and the student’s MSIX ID. On an annual basis, the state Data Analyst compares the list of eligible migrant students to the state database to ensure student accounts are linked. If the students attend school in Maine, their ME state student ID will be connected to their MIS2000 record. This is all automatically updated to MSIX. Staff also run the MSIX worklist report regularly to complete any possible merges and splits. Migrant student lists from MIS2000 are shared with the Department at least monthly, to ensure that students are receiving free meals from school, and that the migrant data accurately accounts for the migrant children in every EDFacts data file.

**Checking for Duplication**

State staff review student information contained within the MSIX Potential Duplicate Report to identify duplicates. State staff resolve duplicates by selecting the correct Student ID number and merging into the appropriate record. This is completed in MIS2000 in the “Merge Duplicate students” function, which will automatically be uploaded to MSIX.

**Category 2 Count**

All summer/intersession services are logged into the MIS2000 system with a two-step review process. The Statewide Services Coordinator reviews and approves all service entries. MIS2000 has an automatic check to ensure only students ages 3-21 are included in this count. The summer report counts students who turn three during the performance period as “3TO5NOTK” if they have an enroll, withdraw, residency or residency verification date after their third birthday. Otherwise, they’re counted as “UNDER3”. Regarding 21-year-olds, the report requires that their 22nd birthday is after the beginning of the performance period. At the time of enrollment, recruiters and coordinators also complete a manual check on all students enrolling in summer/intersession projects to ensure they are between 3-21 by recording and reviewing the child’s date of birth.

As part of its quality control process, State MEP staff verify that all of the children included in Category 2 actually received a summer service by individually reviewing each student’s record. Any student with a Type “03” summer enrollment MUST have an appropriate summer service logged. Summer Served reports in MIS2000, attendance logs, and Reconciliation Reports in MSIX are verified to ensure correct coding of enrollment. Finally, State MEP staff run the MSIX Child Count Reconciliation report to check the State Category 2 child counts against MSIX Category 2 child counts. All discrepancies are resolved before the State’s EDFacts file submission.

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? See the Office of Migrant Education’s CSPR Rating Instrument for the criteria needed to address this question. Please respond in the table below.

<b>Accuracy of EDFacts Data Files</b>	<b>Yes/No</b>
The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required EDFacts data file.	YES

<b>Use of MSIX to Verify Data Quality</b>	<b>Yes/No</b>
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:** The response is limited to 8,000 characters.

The state uses MSIX to verify the migrant student data; update student data as determined to be necessary, including near matches and potential duplicates; move notices that assist with determination of eligibility; reconciliation of student enrollment counts; and verification/review of enrollment history.

**Comments:** The response is limited to 4,000 characters.

No comments at this time.

**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.

<b>Results</b>	<b>#</b>
The number of eligibility determinations sampled.	50
The number of eligibility determinations sampled for which a re-interview was completed.	27
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	27

  

<b>Procedures</b>	<b>SY</b>
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.	2016-2017

**Comments:** The response is limited to 8,000 characters.  
No additional comment at this time.

**FAQ on independent prospective re-interviews:**

*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.

<b>Obtaining Data from Families</b>	<b>Re-interview Method</b>
Select how the re-interviews were conducted: Face-to-face re-interviews Phone Interviews Both	Both

<b>Obtaining Data from Families</b>	<b>Yes/No</b>
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 SY 2018-19.

**Comments:** The response is limited to 8,000 characters.  
N/A

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:** The response is limited to 8,000 characters.  
Re-interviews are conducted annually as an additional check to ensure all students are eligible for the program. For the re-interview process all 27 students were found to be eligible. They were re-interviewed by a different recruiter than the one who completed the initial eligibility determination. Minor discrepancies included some families reporting Qualifying Arrival Dates (QAD) that were a day or two ahead or behind of the documented QAD, and reporting qualifying activities - some families reported "loading blueberries" at the time of interview, and "processing blueberries" at the time of the re-interview.

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

	<b>Yes/No</b>
Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	YES

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	4
K	1
1	4
2	6
3	5
4	7
5	10
6	6
7	10
8	3
9	4
10	5
11	4
12	4
Ungraded	
Out-of-school	35
Total	108

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>Age/Grade</b>	<b>ELs During the Performance Period</b>
Age 3 through 5 (not Kindergarten)	2
K	1
1	7
2	7
3	5
4	13
5	11
6	11
7	7
8	9
9	3
10	11
11	11
12	7
Ungraded	
Out-of-school	4
Total	109

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>Age/Grade</b>	<b>Children with Disabilities (<i>IDEA</i>) During the Performance Period</b>
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	2
K	2
1	5
2	4
3	2
4	4
5	3
6	7
7	
8	5
9	1
10	4
11	4
12	3
Ungraded	
Out-of-school	
<b>Total</b>	<b>46</b>

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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, 2019 (i.e., QAD during the performance period). The total is calculated automatically.

<b>Age/Grade</b>	<b>QAD During the Performance Period</b>
Age Birth through 2	18
Age 3 through 5 (not Kindergarten)	18
K	12
1	9
2	11
3	12
4	11
5	18
6	15
7	21
8	10
9	11
10	9
11	7
12	8
Ungraded	
Out-of-school	28
<b>Total</b>	<b>218</b>

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

### 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.

Grade	Dropouts During the Performance Period
7	0
8	0
9	0
10	1
11	0
12	2
Ungraded	
Total	3

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

#### 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 2018-19 performance period, (2) were not enrolled at the beginning of the current (2018-19) 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 2018-19 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).

<b>Obtain HSED</b>	<b>#</b>
Obtained a HSED in your State During the Performance Period	3

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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.

Age/Grade	Served During the Performance Period
Age Birth through 2	20
Age 3 through 5 (not Kindergarten)	31
K	18
1	16
2	20
3	18
4	23
5	26
6	21
7	28
8	16
9	16
10	19
11	25
12	20
Ungraded	0
Out-of-school	32
Total	349

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	4
K	1
1	4
2	6
3	5
4	6
5	10
6	6
7	9
8	3
9	4
10	5
11	4
12	4
Ungraded	0
Out-of-school	31
Total	102

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

Age/Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

**Comments:** The response is limited to 4,000 characters.  
No Additional comments at this time.

**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.

Age/Grade	Instructional Service During the Performance Period
Age Birth through 2	3
Age 3 through 5 (not Kindergarten)	24
K	12
1	14
2	12
3	13
4	15
5	17
6	15
7	23
8	10
9	8
10	9
11	12
12	10
Ungraded	0
Out-of-school	16
Total	213

**Comments:** The response is limited to 4,000 characters.  
 No additional comments at this time.

**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.

<b>Age/Grade</b>	<b>Reading Instruction During the Performance Period</b>	<b>Mathematics Instruction During the Performance Period</b>	<b>High School Credit Accrual During the Performance Period</b>
Age Birth through 2	1	0	
Age 3 through 5 (not Kindergarten)	3	1	
K	0	0	
1	6	6	
2	7	7	
3	11	11	
4	8	7	
5	10	9	
6	3	1	
7	1	1	
8	0	1	
9	0	1	0
10	1	1	0
11	1	0	0
12	1	0	0
Ungraded	0	0	0
Out-of-school	1	0	0
<b>Total</b>	<b>54</b>	<b>46</b>	<b>0</b>

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age Birth through 2	17	1
Age 3 through 5 (not Kindergarten)	31	10
K	18	0
1	16	2
2	19	3
3	18	1
4	23	3
5	26	7
6	21	6
7	27	5
8	15	6
9	16	5
10	19	8
11	22	9
12	20	12
Ungraded	0	0
Out-of-school	32	5
Total	340	83

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

#### 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.

<b>Schools</b>	<b>#</b>
Number of schools that enrolled eligible migratory children	58
Number of eligible migratory children enrolled in those schools	162

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

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

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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, 2018 through June 30, 2019.
- 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, 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.
  - **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.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, 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/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	1	35
Juvenile corrections	1	181
Adult corrections	0	0
Other	0	0
Total	2	

**Comments:** The response is limited to 4,000 characters.  
0 represents no program.

**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.

**2.5.1.2 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.

<b>State Program/Facility Type</b>	<b># Reporting Data</b>
Neglected programs	0
Juvenile detention	1
Juvenile corrections	1
Adult corrections	0
Other	0
Total	2

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served		201	36		
Total Long Term Students Served		21	36		

Provide the number of students served by special populations

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )		161	21		
English Learners (ELs)		2	2		

Provide the number of students served by race/ethnicity.

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native		1	0		
Asian		0	0		
Black or African American		47	7		
Hispanic or Latino		2	2		
Native Hawaiian or other Pacific Islander		0	0		
White		151	27		
Two or more races		0	0		
Total		201	36		

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male		149	28		
Female		52	8		
Total		201	36		

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5		0	0		
6		0	0		
7		0	0		
8		0	0		
9		0	0		
10		0	0		
11		0	0		
12		3	0		
13		18	4		
14		25	2		
15		42	8		
16		47	8		
17		50	11		
18		15	3		



Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
19		0	0		
20		1	0		
21		0	0		
Total		201	36		

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

**Comments:** The response is limited to 8,000 characters.  
No additional comment at this time.

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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, 2018 through June 30, 2018.

**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.

Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit		183	7		

Outcomes (once per student) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	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
Earned a GED			S	S	S	S				
Obtained high school diploma			S	S	8	S				

Outcomes (once per student per time period) - # of Students Who	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	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
Earned high school course credits			S	S	32	S				
Enrolled in a GED program			S	S	S	5				
Accepted and/or enrolled into post-secondary education			S	S	21	S				
Enrolled in job training courses/programs			S	S	S	S				
Obtained employment			S	S	4	10				

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters. Juvenile Detention cannot have any contact with students after discharged.

**Comments:** The response is limited to 4,000 characters. No additional comment at this time.

**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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams		S	S		
Long-term students with no change in grade level from the pre- to post-test exams		S	S		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	5		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	3		
Total students pre/post- tested		S	10		

**Comments:** The response is limited to 4,000 characters. No additional comment at this time.

**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, 2018 through June 30, 2019.

**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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams		S	S		
Long-term students with no change in grade level from the pre- to post-test exams		S	S		
Long-term students with improvement up to one full grade level from the pre- to post-test exams		S	5		
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		S	S		
Total students pre/post- tested		S	9		

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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, 2018 through June 30, 2019.

**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/Facility Type	# Programs/Facilities	Average Length of Stay in Days
At-risk programs	0	0
Neglected programs	0	0
Juvenile detention	0	0
Juvenile corrections	3	202
Other	0	0
Total	3	

**Comments:** The response is limited to 4,000 characters.  
Zeros indicate no program facility type.

**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.

**2.5.3.2 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.

<b>LEA Program/Facility Type</b>	<b># Reporting Data</b>
At-risk programs	0
Neglected programs	0
Juvenile detention	0
Juvenile corrections	3
Other	0
Total	3

**Comments:** The response is limited to 4,000 characters.  
Zeros indicate no program type.

**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.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served				42	
Total Long Term Students Served				34	

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with disabilities ( <i>IDEA</i> )				42	
ELs				1	

Provide the number of students served by race/ethnicity.

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native				1	
Asian					
Black or African American				3	
Hispanic or Latino				1	
Native Hawaiian or other Pacific Islander					
White				36	
Two or more races				1	
Total				42	

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male				29	
Female				13	
Total				42	

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3 through 5					
6					
7					
8					
9					
10					
11					
12				4	
13				9	
14				4	
15				8	
16				7	
17				7	
18				2	
19					

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
20				1	
21					
Total				42	

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

**Comments:** The response is limited to 8,000 characters.  
No additional comment at this time.

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**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, 2018 through June 30, 2019.



**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 technical 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 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.

Outcomes (once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
# of Students Who Enrolled in their local district school 90 days after exit				11	

Outcomes (once per student) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned a GED										
Obtained high school diploma							S			

Outcomes (once per student per time period) - # of Students Who	At-Risk Programs - In fac.	At-Risk Programs - 90 days after exit	Neglected Programs - In fac.	Neglected Programs - 90 days after exit	Juvenile Detention - In fac.	Juvenile Detention - 90 days after exit	Juvenile Corrections - In fac.	Juvenile Corrections - 90 days after exit	Other Programs - In fac.	Other Programs - 90 days after exit
Earned high school course credits							14	3		
Enrolled in a GED program										
Accepted and/or enrolled into post-secondary education										
Enrolled in job training courses/programs										
Obtained employment							S			

In the text box below, please account for any missing or incomplete data after exit.

**Comments:** The response is limited to 8,000 characters.  
No additional comment at this time.

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.

**2.5.4 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.

**2.5.4.1 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams				S	
Long-term students with no change in grade level from the pre- to post-test exams				5	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				S	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				7	
Total students pre/post- tested				18	

**Comments:** The response is limited to 4,000 characters. No additional comment at this time.

**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, 2018, through June 30, 2019.

*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.

**2.5.4.2 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, 2018, 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.

<b>Performance Data (Based on most recent pre/post-test data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention</b>	<b>Juvenile Corrections</b>	<b>Other Programs</b>
Long-term students with negative grade level change from the pre- to post-test exams				S	
Long-term students with no change in grade level from the pre- to post-test exams				6	
Long-term students with improvement up to one full grade level from the pre- to post-test exams				7	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams				S	
<b>Total students pre/post- tested</b>				<b>18</b>	

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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, 2018, through June 30, 2019.

*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.

**2.6 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*. The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Amount of Funds Spent</b>
Well-Rounded	893,153.39
Safe and Healthy Students	1,016,719.63
Effective Use of Technology	212,974.22

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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). The data are reported through the Annual Performance Reporting Tool.

<b>Content Area</b>	<b>Number of LEAs Spending Funds</b>
Well-Rounded	76
Safe and Healthy Students	78
Effective Use of Technology	39
Any Content Area	78

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>State Transferability of Funds</b>	<b>Yes/No</b>
Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY 2018-19?	YES

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>LEA Transferability of Funds</b>	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).	42

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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.

<b>Program</b>	<b># LEAs Transferring Funds FROM Eligible Program</b>	<b># LEAs Transferring Funds TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	76	44
Student Support and Enrichment Grants (Title IV, Part A)	136	4
Improving Basic Programs Operated by LEAs (Title I, Part A)		159
Education of Migratory Children (Title I, Part C)		0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0
Rural Education Initiative (Title V, Part B)		53

In the table below provide the total amount of FY 2018 appropriated funds transferred from and to each eligible program.

<b>Program</b>	<b>Total Amount of Funds Transferred FROM Eligible Program</b>	<b>Total Amount of Funds Transferred TO Eligible Program</b>
Supporting Effective Instruction (Title II, Part A)	1,483,536.50	904,571.77
Student Support and Enrichment Grants (Title IV, Part A)	3,296,759.37	0.09
Improving Basic Programs Operated by LEAs (Title I, Part A)		3,071,502.73
Education of Migratory Children (Title I, Part C)		0.00
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)		0.00
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)		0.00
Rural Education Initiative (Title V, Part B)		804,221.37

**Comments:** The response is limited to 4,000 characters.

SEA has verified within the district application the \$0.09 is correct regarding transfers to Title IVA.



**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 SY2018-19 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	29
Activities authorized under Part A of Title II	38
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	50
Parental involvement activities	4

**Comments:** The response is limited to 4,000 characters.  
No additional comments at this time.

**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:** The response is limited to 8,000 characters.

Maine was able to implement the first alternative allocation formula in the country for RLIS funds in FY18. This formula allows Maine to focus the Rural Low-Income Schools funding to those that were the most rural and truly low-income. This has provided LEAs with resources to help balance the inequity that Title I and Title II had generated (their formulas are based on equality vs equity). While awards were not as substantial as in previous years for some LEAs, there were more LEAs choosing the RLIS. This provided LEAs with the added flexibility with Title II and IV that Title V provides via the Alternative Use and also with transfers. With the new allocation formula, it has reinforced the goal of bringing equity to all Maine LEAs subsequently benefitting Maine students.

**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 response is limited to 8,000 characters.

Maine has provided support to all LEAs eligible for both RLIS and SRSA in order to ensure the maximum fiscal support from the Title V program. Each year the Maine team provides in person updates and technical assistance in four different locations across the state. The Maine team works closely with all LEAs each year to ensure that the LEAs are aware of the added flexibilities that the Title V program provides.

**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 response is limited to 8,000 characters.

Maine was the first state in the nation to have an approved alternative allocation formula for RLIS. Maine's formula is based on two primary factors: ADA and poverty rate. Maine strives to ensure funds are allocated to LEAs that are high poverty. As a result, the state allocation is divided into two "pots" of money - 70% of funds assigned to the poverty rate and 30% of funds assigned to ADA. The state then totals the poverty rates for all RLIS districts and then divides it into the funds assigned to poverty to determine a dollar amount per poverty point. The same process is then used with ADA to determine a dollar amount per student. These dollar amounts are then multiplied out for each LEA and their respective poverty rates and ADA.

**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?	5.00%
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	90.00%

**Comments:** The response is limited to 4,000 characters.

Maine has consistently reserved 5% of the RLIS award for state-level administration of the program. These funds are primarily used to pay the salary of the Title V Coordinator with a large portion of the remainder used during the Maine team's in-person technical assistance provided in four locations across the state. It is estimated that 90% of the state-level admin funds were utilized specifically for technical assistance under RLIS.

**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. This information will be collected from SEAs outside of the CSPR collection tool.

- NCES LEA ID
- LEA Name
- RLIS Award Amount

**Comments:** The response is limited to 4,000 characters.

2302640 Augusta Public Schools	\$24,487.03;
2303510 Brewer Public Schools	\$17,652.74;
2304110 Caswell Public Schools	\$27,003.77;
2300062 East Machias Public Schools	\$11,734.52
2305360 Eastport Public Schools	\$15,575.51
2312100 Education in Unorganized Terr	\$13,480.56
2305500 Ellsworth Public Schools	\$14,455.25
2306250 Greenville Public Schools	\$10,540.47
2306330 Harmony Public Schools	\$13,664.75
2307100 Jonesport Public Schools	\$14,146.56
2307530 Lisbon Public Schools	\$16,346.60
2300067 Machiasport Public Schools	\$20,866.64
2307800 Madawaska Public Schools	\$14,700.85
2314821 Maine Virtual Academy	\$12,994.14
2308160 Medway Public Schools	\$13,339.67
2308400 Moosabec CSD	\$15,667.70
2311100 MSAD 27	\$13,996.98
2314530 MSAD 46	\$19,064.04
2309560 Pembroke Public Schools	\$15,459.08
2309630 Penobscot Public Schools	\$11,306.39
2314776 RSU 02	\$19,015.00
2311520 RSU 03/MSAD 03	\$20,705.22
2314809 RSU 09	\$22,524.31
2314795 RSU 10	\$26,318.84
2310590 RSU 11/MSAD 11	\$21,722.90
2314780 RSU 12	\$16,857.76
2314787 RSU 13	\$21,812.42
2310710 RSU 15/MSAD 15	\$18,141.98
2314775 RSU 16	\$17,393.65
2314779 RSU 18	\$22,577.33
2314785 RSU 19	\$24,714.56
2314791 RSU 20	\$17,111.83
2314790 RSU 24	\$18,217.92
2314796 RSU 25	\$18,779.33
2311130 RSU 28/MSAD 28	\$9,864.21
2311160 RSU 29/MSAD 29	\$15,946.02
2311220 RSU 30/MSAD 30	\$17,762.46
2311250 RSU 31/MSAD 31	\$16,044.45
2311430 RSU 37/MSAD 37	\$16,751.55
2314788 RSU 38	\$13,906.79
2314794 RSU 39	\$17,555.04
2311550 RSU 40/MSAD 40	\$21,004.34
2311580 RSU 41/MSAD 41	\$17,973.60
2311670 RSU 44/MSAD 44	\$15,067.17
2314330 RSU 49/MSAD 49	\$24,837.47
2314806 RSU 50	\$17,746.07
2314160 RSU 52/MSAD 52	\$18,147.66
2314610 RSU 53/MSAD 53	\$18,842.03
2314590 RSU 54/MSAD 54	\$28,353.03
2314190 RSU 55/MSAD 55	\$19,657.51
2314300 RSU 58/MSAD 58	\$14,301.69
2314560 RSU 59/MSAD 59	\$18,281.31
2314700 RSU 60/MSAD 60	\$23,369.20
2314210 RSU 61/MSAD 61	\$19,992.61
2314777 RSU 67	\$20,932.38
2314761 RSU 68/MSAD 68	\$15,786.57
2314762 RSU 70/MSAD 70	\$16,564.35
2314822 RSU 71	\$19,181.50
2314765 RSU 72/MSAD 72	\$15,225.58

2314805	RSU 73	\$17,965.91
2314767	RSU 74/MSAD 74	\$20,053.91
2310860	RSU 79/MSAD 01	\$18,909.91
2311730	RSU 80/MSAD 04	\$10,651.30
2310650	RSU 83/MSAD 13	\$15,767.39
2310680	RSU 84/MSAD 14	\$18,200.04
2310830	RSU 85/MSAD 19	\$23,815.02
2310980	RSU 87/MSAD 23	\$12,969.94
2311010	RSU 88/MSAD 24	\$19,380.34
2310500	Sanford Public Schools	\$28,037.33
2313350	Waterville Public Schools	\$23,749.86
2313500	Wesley Public Schools	\$27,985.97
2313860	Winslow Schools	\$17,594.99
2313970	Winthrop Public Schools	\$14,452.07

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

	<b>Number</b>	<b>Percentage</b>
What number and percentage of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	12	10.34%

**Comments:** The response is limited to 4,000 characters.  
No additional comment at this time.