

CONSOLIDATED STATE PERFORMANCE REPORT

PART II

SCHOOL YEAR 2019-2020

MARYLAND



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

Paperwork Burden Statement

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, DC 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, DC 20202.

2.1 ACCOUNTABILITY

2.1.4 Section 1003 of the ESEA School Improvement Funds

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

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

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

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

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

Populated with SCH-LEVEL FS132/DG794

Data published outside of report

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

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

2.2.1 Four Year Adjusted Cohort Graduation Rates

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

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

State	Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
MARYLAND	All students	S	67178	86.8
MARYLAND	American Indian or Alaska Native	S	165	87
MARYLAND	Asian	S	4478	96.0
MARYLAND	Native Hawaiian or Other Pacific Islander	S	79	90
MARYLAND	Black or African American	S	22138	84.7
MARYLAND	Hispanic or Latino	S	12672	71.6
MARYLAND	White	S	25036	94.1
MARYLAND	Two or more races	S	2610	92
MARYLAND	Children with Disabilities (IDEA)	S	6231	68.5
MARYLAND	English Learners	S	5246	55.6
MARYLAND	Economically disadvantaged students	S	22822	79.3
MARYLAND	Children in foster care	S	235	50
MARYLAND	Children who are homeless	S	1117	66

Frequently Asked Questions (FAQs) on graduation rates:

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

2.2.2 Postsecondary Enrollment

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

Populated with SEA-LEVEL FS160/DG739

State	Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# for which data are unavailable	Total
MARYLAND	All students	39212	24	18185	S
MARYLAND	American Indian or Alaska Native	88	S	38	S
MARYLAND	Asian	3612	S	537	S
MARYLAND	Native Hawaiian or Other Pacific Islander	45	S	29	S
MARYLAND	Black or African American	12428	10	6914	S
MARYLAND	Hispanic or Latino	4016	S	4171	S
MARYLAND	White	17367	S	5877	S
MARYLAND	Two or more races	1656	S	619	S
MARYLAND	Female	21696	S	7226	S
MARYLAND	Male	17516	S	10959	S
MARYLAND	Children with Disabilities (IDEA)	1590	S	2180	S
MARYLAND	English Learners	634	S	1856	S
MARYLAND	Economically disadvantaged students	8870	S	7620	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

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

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

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

Populated with SEA-LEVEL FS037/DG548

State	Special Services or Programs	# Students Served
MARYLAND	Children with disabilities (IDEA)	29775
MARYLAND	English learners	46922
MARYLAND	Homeless students	6502
MARYLAND	Migrant students	53

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

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

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

Populated with SEA-LEVEL FS037/DG548

State	Race Ethnicity	# Students Served
MARYLAND	American Indian or Alaska Native	650
MARYLAND	Asian	5396
MARYLAND	Black or African American	103380
MARYLAND	Hispanic or Latino	68297
MARYLAND	Native Hawaiian or Other Pacific Islander	300
MARYLAND	Total	218994
MARYLAND	Two or more races	7924
MARYLAND	White	33047

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

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

Populated with SEA-LEVEL FS134/DG670

State	Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
MARYLAND	Age 3 through 5 (Not Kindergarten)	17836	0	0	55	17891
MARYLAND	Age Birth through 2	251	0	0	0	251
MARYLAND	Grade 1	26375	428	3	216	27022
MARYLAND	Grade 10	2030	0	110	0	2140
MARYLAND	Grade 11	1549	0	71	0	1620
MARYLAND	Grade 12	1623	0	56	0	1679
MARYLAND	Grade 2	25896	455	11	200	26562
MARYLAND	Grade 3	26008	436	12	159	26615
MARYLAND	Grade 4	25833	391	21	173	26418
MARYLAND	Grade 5	26769	437	34	154	27394
MARYLAND	Grade 6	11688	36	40	51	11815
MARYLAND	Grade 7	11019	101	40	37	11197
MARYLAND	Grade 8	10486	42	54	26	10608
MARYLAND	Grade 9	2969	0	165	0	3134
MARYLAND	Kindergarten	26163	174	1	166	26504
MARYLAND	Total	216495	2500	618	1237	220850
MARYLAND	Ungraded	0	0	0	0	0

2.4 EDUCATION OF MIGRATORY CHILDREN

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

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

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

There are two exceptions to this rule:

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

2.4.1 Migratory Child Counts

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

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

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

FAQs on Child Count:

- a. How is “out-of-school” defined? Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are “here-to-work” only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a “migratory child” are eligible for the MEP.
- b. How is “ungraded” defined? Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded or ungraded groupings for children with learning disabilities (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting a child “in the age/grade category in which s/he spent the majority of his/her time while residing in the State” defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2018-19. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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

Comments
The Maryland State Department of Education does not have any concerns regarding the accuracy of the data reported.

2.4.1.1 Category 1 Child Count (Eligible Migratory Children)

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

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MARYLAND	Age 3 through 5 (Not Kindergarten)	28
MARYLAND	Kindergarten	14
MARYLAND	Grade 1	16
MARYLAND	Grade 2	18
MARYLAND	Grade 3	6
MARYLAND	Grade 4	12
MARYLAND	Grade 5	8
MARYLAND	Grade 6	10
MARYLAND	Grade 7	7
MARYLAND	Grade 8	10
MARYLAND	Grade 9	14
MARYLAND	Grade 10	5
MARYLAND	Grade 11	3
MARYLAND	Grade 12	0
MARYLAND	Ungraded	0
MARYLAND	Out of school	2
MARYLAND	Total	153

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
Due to the Coronavirus pandemic, the mobility of migrant families changed, creating struggles and stresses for most families. This caused a greater than 10 percent decrease in the number of families migrating to and from Maryland. Recruiters reported that some families were afraid to move away from their home states or were not allowed to move to other states due to the restrictions caused by the pandemic.

2.4.1.3 Birth through Two Child Count

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

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	Eligible Migratory Children
MARYLAND	Age Birth through 2	7

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

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

Do not include:

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

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MARYLAND	Age 3 through 5 (Not Kindergarten)	18
MARYLAND	Kindergarten	11
MARYLAND	Grade 1	12
MARYLAND	Grade 2	13
MARYLAND	Grade 3	5
MARYLAND	Grade 4	6
MARYLAND	Grade 5	7
MARYLAND	Grade 6	7
MARYLAND	Grade 7	5
MARYLAND	Grade 8	7
MARYLAND	Grade 9	9
MARYLAND	Grade 10	3
MARYLAND	Grade 11	0
MARYLAND	Grade 12	0
MARYLAND	Out of school	0
MARYLAND	Ungraded	0
MARYLAND	Total	103

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
Due to the Coronavirus pandemic, the mobility of migrant families changed drastically. This created an opportunity to reach out to families in Maryland and provide available resources and services. Due to the restrictions of the pandemic, the Governor's Stay at Home Order, and with many families remaining at home for extensive periods of time, this caused a greater than 10 percent increase in the number of new and old migrant students served in the summer program. The program was able to provide migrant services through many avenues including virtual platforms. Recruiters reported that due to the restrictions of the pandemic, it was easier to engage some families whose children would normally be more difficult to enroll in the summer program, and that families were both fearful of and cautious about being exposed to the virus.

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

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

Do not include:

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

Populated with SEA-LEVEL FS122/DG635

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
MARYLAND	Age Birth through 2	6

2.4.3 Child Count Calculation and Validation Procedures

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

2.4.3.1 Methods Used to Count Children

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

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

Comments

Maryland operates one central database. All COEs are processed at the State Migrant Service Center (SMSC). All data (enrollments, withdrawals, supplemental programs, needs assessment) submitted to the SMSC are entered and maintained in one system (MIS2000). Only trained migrant recruiters can complete COEs. The State Data Specialist is responsible for providing a list of currently enrolled students to recruiters so they can verify that the students are still residing in the area. The recruiters visit families and report the information back to the State Data Specialist, who will then enter a new student history line into the database with the updated information. If the student has left the area, then no new entry is made for that student. The Maryland State Department of Education (MSDE) process for ensuring that three-year-olds have resided in Maryland for at least one day after they turn three years old includes first verifying the birth date during the COE process. The month, day, and year the child was born is recorded using a birth certificate. If a birth certificate is not available, the recruiter can accept immunization records, hospital certificates, baptismal certificates, and other relevant documents. If written evidence is not available, the interviewer may rely on the interviewee's verbal statement. Birth to three-year-olds are verified to have received service in the State for more than one day by the information in the COE process captured through recruitment efforts. In addition, each MEP provides program enrollment attendance data for three-year-olds who attend summer programs. Student enrollment is evaluated annually. Students are not counted automatically from one year to the next. A recruiter is required to visit the family at least once a year to determine eligibility. In some cases, recruiters check in multiple times per year. Each recruiter inputs information in the MIS2000 system during the interview process for children that have graduated from high school or attained an HSED. This information is verified and approved by the State Data Specialist, who runs a new child check report to ensure that these students have not been counted in subsequent periods. A summer enrollment flag is attached to students who receive direct services. Students who do not participate in a summer program are residency-enrolled. The SMSC generates a student list reporting any summer enrollment flags not having supplemental service reported. The student missing supplemental service is checked against the summer sites' attendance rosters and supplemental input form. Student records with missing input information are updated. Students that did not receive services have the summer flag removed and are counted in Category 1. The following MIS2000 logic is used to produce Maryland's count: Select distinct count (distinct schlhst.studentseq) from ".MIS2000:student" student0. For a given student, there can be multiple school enrollments. In many cases, several of the student's enrollments will fall within the twelve-month reporting period. The word "distinct," as used in context of the above sentence, will count only one of several possible matches based on the criteria outlined below: MIS2000:student refers to that part of the database containing "one time" information on students such as name, address, etc. ; MIS2000:schlhist schlhst0. MIS2000:schlhist refers to that part of the database containing multiple occurrences of school-related information (school history lines) associated with a particular student record. This includes the school ID, enrollment date, withdrawal date, etc. Where student0.StudentSeq=schlhist0.StudentSeq. This statement is linking, for example, Juan Garcia's student record with his related school history records. The !StartDate and !EndDate fields referenced below contain the beginning and ending dates of the performance report period. These dates are September 1st of a given year and August 31st of the following year. The following statements check certain dates to ensure that at least one of them is within the twelve-month report period, therefore establishing that the child was there for one or more days. And ((schlhst0.FundingDate>=!StartDate and schlhst0.FundingDate <=!EndDate). Determines if Funding Date is within the period or (schlhst0.WithdrawDate>=!StartDate and schlhst0.WithdrawDate<=!EndDate). Determines if Withdraw Date is within the period or (schlhst0.LQMDate>=!StartDate and schlhst0.LQMDate <=!EndDate). Determines if LQM Date is within the period or (schlhst0.ResDate>=!StartDate and schlhst0.ResDate <=!EndDate)). Determines if Residence Date is within the period. In addition to satisfying one of the above date criteria, the following statements must all be true before the student is counted: And (schlhst0.LQM3Date>=!StartDate). LQM3Date is the last qualifying move date plus three years. This date is compared with the report period start date and must be equal to or greater than to ensure that the student had at least one day of eligibility remaining during the report period. And (student0.ThirdBDay<=!EndDate). The ThirdBDay field is the date the student will be three years old and is compared with the end of the report period to ensure that the child turned three before the end of the period. And (student0.TwentySecondBDay>=!StartDate). The TwentySecondBDay field is the date the student will turn 22 years old and is compared with the start of the report period to ensure that the student was still eligible. The following criterion of "only children who were within 36 months of a QAD" is captured within the MIS2000 system, and this is checked via monthly status reports. There is a filter on this report for "Type=S." Maryland gives summer students with migrant-funded supplemental programs an SH type of "S." The "Type=S" filter is added to the above logic to generate the Category 2 count. In addition, the enrollment type field must contain an "S" for the student to be counted as a summer school enrollment. Note: MIS2000 logic assures that a student is only counted one time even if they have multiple enrollments (different schools, summer, fall and spring, etc.). Duplicate enrollment (same child, different last name, e.g., Juan Garcia vs. Juan Garcia-Alvarez) is checked at the time of enrollment. Definitions: LQM3Date is the date on which the student's End of Eligibility (EOE) is reached. Start Date and End Date allow the user to enter variable dates at runtime. Maryland uses a start date of September 1st and an end date of August 31st of the funding year on this Category 1 count report. StudentSeq is a number that MIS2000 assigns to each student in the database to uniquely identify each student. The State ensures that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED Facts data file through the following process. 1) EDEN file data is collected and prepared using MIS2000; 2) The Migrant Data Specialist works with MIS2000 to run the data required specifications for EDEN files; 3) Status reports, LEA attendance records, student input data, and supplemental program data to account for all students and all services reported are reviewed; 4) The results are reviewed with the MEP Director, and once the report is verified it is uploaded to a secured site at the MSDE; 5) The Research and Evaluation Coordinator for the MSDE's Division of Curriculum, Instructional Improvement, and Professional Learning will review and validate the data submitted by going through the CSPR, and will contact the MEP Director if there are any questions related to the files submitted; and 6) The Research and Evaluation Coordinator then converts the data into the ED Facts format and submits it to the ED Facts Coordinator to transmit to the Department.

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

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

Yes

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

No

If MSIX is utilized, please explain how.

Comments
Not applicable

Data Quality Comments

2.4.3.2 Quality Control Processes

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

Results	#
The number of eligibility determinations sampled.	0
The number of eligibility determinations sampled for which a re-interview was completed.	0
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	0

<p>What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the "Comment" row at the end of this table.</p>
2017-18

Comments
Although re-interviewing is a standard quality control practice, due to the impact of the COVID-19 pandemic re-interviews did not occur during this performance period. Therefore, zero is reported for all three categories in the results table. The MEP most recently conducted independent prospective re-interviews for SY2017-2018 and is scheduled to conduct a new round of independent re-interviews next year for SY2020-2021.

FAQ on independent prospective re-interviews:

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

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

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

Comments
Not applicable

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
Not applicable

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

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

Data Quality Comments

2.4.4 Eligible Migratory Children

2.4.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634

FAQ on priority for services:

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

2.4.4.2 English Learners (ELs)

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

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	ELs During the Performance Period
MARYLAND	Age 3 through 5 (Not Kindergarten)	11
MARYLAND	Kindergarten	6
MARYLAND	Grade 1	4
MARYLAND	Grade 2	3
MARYLAND	Grade 3	3
MARYLAND	Grade 4	4
MARYLAND	Grade 5	3
MARYLAND	Grade 6	3
MARYLAND	Grade 7	1
MARYLAND	Grade 8	2
MARYLAND	Grade 9	3
MARYLAND	Grade 10	1
MARYLAND	Grade 11	1
MARYLAND	Grade 12	.
MARYLAND	Out of school	2
MARYLAND	Ungraded	.
MARYLAND	Total	47

2.4.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634

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

2.4.4.4 Qualifying Arrival Date (QAD)

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

Populated with SEA-LEVEL FS121/DG634

State	Age Grade	QAD During the Performance Period
MARYLAND	Age Birth through 2	.
MARYLAND	Age 3 through 5 (Not Kindergarten)	5
MARYLAND	Kindergarten	2
MARYLAND	Grade 1	3
MARYLAND	Grade 2	7
MARYLAND	Grade 3	2
MARYLAND	Grade 4	2
MARYLAND	Grade 5	3
MARYLAND	Grade 6	2
MARYLAND	Grade 7	3
MARYLAND	Grade 8	3
MARYLAND	Grade 9	2
MARYLAND	Grade 10	1
MARYLAND	Grade 11	1
MARYLAND	Grade 12	.
MARYLAND	Out of school	.
MARYLAND	Ungraded	.
MARYLAND	Total	36

2.4.5 Academic Status

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

2.4.5.1 Dropouts

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

Populated with SEA-LEVEL FS032/DG326

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

FAQ on Dropouts:

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

2.4.5.2 HSED (High School Equivalency Diploma)

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

Obtained a HSED in your State During the Performance Period
0

Data Quality Comments

2.4.6 MEP Services - During the Performance Period

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

FAQ on Services:

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

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

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Served During the Performance Period
MARYLAND	Age Birth through 2	7
MARYLAND	Age 3 through 5 (Not Kindergarten)	18
MARYLAND	Kindergarten	11
MARYLAND	Grade 1	12
MARYLAND	Grade 2	14
MARYLAND	Grade 3	6
MARYLAND	Grade 4	6
MARYLAND	Grade 5	7
MARYLAND	Grade 6	7
MARYLAND	Grade 7	5
MARYLAND	Grade 8	7
MARYLAND	Grade 9	9
MARYLAND	Grade 10	3
MARYLAND	Grade 11	0
MARYLAND	Grade 12	0
MARYLAND	Ungraded	0
MARYLAND	Out of school	1
MARYLAND	Total	113

2.4.6.1 Priority for Services – During the Performance Period

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

Populated with SEA-LEVEL FS054/DG102

State	Age Grade	Priority for Services During the Performance Period
MARYLAND	Age 3 through 5 (Not Kindergarten)	6
MARYLAND	Kindergarten	10
MARYLAND	Grade 1	12
MARYLAND	Grade 2	14
MARYLAND	Grade 3	6
MARYLAND	Grade 4	6
MARYLAND	Grade 5	7
MARYLAND	Grade 6	7
MARYLAND	Grade 7	5
MARYLAND	Grade 8	7
MARYLAND	Grade 9	9
MARYLAND	Grade 10	2
MARYLAND	Grade 11	.
MARYLAND	Grade 12	.
MARYLAND	Ungraded	.
MARYLAND	Out of school	.
MARYLAND	Total	91

2.4.6.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 1304(e)(2–3). Do not include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Populated with SEA-LEVEL FS054/DG102

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

FAQ on Continuation of Services:

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

2.4.6.3 Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Instructional Service During the Performance Period
MARYLAND	Age Birth through 2	5
MARYLAND	Age 3 through 5 (Not Kindergarten)	18
MARYLAND	Kindergarten	11
MARYLAND	Grade 1	12
MARYLAND	Grade 2	14
MARYLAND	Grade 3	6
MARYLAND	Grade 4	6
MARYLAND	Grade 5	7
MARYLAND	Grade 6	7
MARYLAND	Grade 7	5
MARYLAND	Grade 8	7
MARYLAND	Grade 9	9
MARYLAND	Grade 10	3
MARYLAND	Grade 11	.
MARYLAND	Grade 12	.
MARYLAND	Ungraded	.
MARYLAND	Out of school	.
MARYLAND	Total	110

2.4.6.4 Type of Instructional Service – During the Performance Period

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
MARYLAND	Age 3 through 5 (Not Kindergarten)	15	15	.
MARYLAND	Age Birth through 2	.	.	.
MARYLAND	Grade 1	12	12	.
MARYLAND	Grade 10	3	3	.
MARYLAND	Grade 11	.	.	.
MARYLAND	Grade 12	.	.	.
MARYLAND	Grade 2	14	14	.
MARYLAND	Grade 3	6	6	.
MARYLAND	Grade 4	6	6	.
MARYLAND	Grade 5	7	7	.
MARYLAND	Grade 6	7	7	.
MARYLAND	Grade 7	5	5	.
MARYLAND	Grade 8	7	7	.
MARYLAND	Grade 9	9	9	.
MARYLAND	Kindergarten	11	11	.
MARYLAND	Out of school	.	.	.
MARYLAND	Total	102	102	.
MARYLAND	Ungraded	.	.	.

FAQ on Types of Instructional Services:

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

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

In the table below, in the column titled Support Services, provide the unduplicated number of eligible migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
MARYLAND	Age 3 through 5 (Not Kindergarten)	16	.
MARYLAND	Age Birth through 2	5	.
MARYLAND	Grade 1	7	.
MARYLAND	Grade 10	1	.
MARYLAND	Grade 11	.	.
MARYLAND	Grade 12	.	.
MARYLAND	Grade 2	9	.
MARYLAND	Grade 3	3	.
MARYLAND	Grade 4	2	.
MARYLAND	Grade 5	5	.
MARYLAND	Grade 6	3	.
MARYLAND	Grade 7	2	.
MARYLAND	Grade 8	2	.
MARYLAND	Grade 9	8	.
MARYLAND	Kindergarten	9	.
MARYLAND	Out of school	.	.
MARYLAND	Total	72	.
MARYLAND	Ungraded	.	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and the one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

2.4.7 School Data during the Regular School Year

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

2.4.7.1 Schools and Enrollment – During the Regular School Year

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

Populated with SCH-LEVEL FS165/DG110

State	Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
MARYLAND	28	90

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

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

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

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

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

Throughout this section:

- Report data for the program year of July 1, 2019 through June 30, 2020.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
 - o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
 - o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
 - o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
 - o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
 - o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
 - o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

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

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

2.5.1.1 Programs and Facilities - Subpart 1

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

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	14	106
Juvenile corrections	6	94
Juvenile detention	7	49
Neglected programs	0	0
Other programs	0	0
Total	27	.

FAQ on Programs and Facilities - Subpart 1:

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

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

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

State Program Facility Type	# Reporting Data
Adult corrections	14
Juvenile corrections	6
Juvenile detention	7
Neglected programs	0
Other programs	0
Total	27

Data Quality Comments

2.5.1.3 Students Served – Subpart 1

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

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	Total Long-Term Students Served	0	326	154	268	0
MARYLAND	Total Unduplicated Students Served	0	1442	311	291	0

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	Children with one or more disabilities (IDEA)	0	539	114	130	0
MARYLAND	English learner	0	34	9	9	0

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	American Indian or Alaska Native	0	1	0	1	0
MARYLAND	Asian	0	2	0	0	0
MARYLAND	Black or African American	0	1080	220	241	0
MARYLAND	Hispanic or Latino	0	145	31	19	0
MARYLAND	Native Hawaiian or Other Pacific	0	1	2	0	0
MARYLAND	Total	0	1442	311	291	0
MARYLAND	Two or more races	0	6	2	3	0
MARYLAND	White	0	207	56	27	0

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	Female	0	203	21	5	0
MARYLAND	Male	0	1239	290	286	0
MARYLAND	Total	0	1442	311	291	0

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	10 years old	0	1	0	0	0
MARYLAND	11 years old	0	4	0	0	0
MARYLAND	12 years old	0	12	0	0	0
MARYLAND	13 years old	0	63	8	0	0
MARYLAND	14 years old	0	131	28	0	0
MARYLAND	15 years old	0	215	47	0	0
MARYLAND	16 years old	0	394	93	0	0
MARYLAND	17 years old	0	464	95	0	0
MARYLAND	18 years old	0	142	34	12	0
MARYLAND	19 years old	0	14	6	85	0
MARYLAND	20 years old	0	2	0	108	0
MARYLAND	21 years old	0	0	0	86	0
MARYLAND	3 through 5	0	0	0	0	0
MARYLAND	6 years old	0	0	0	0	0
MARYLAND	7 years old	0	0	0	0	0
MARYLAND	8 years old	0	0	0	0	0
MARYLAND	9 years old	0	0	0	0	0
MARYLAND	Total	0	1442	311	291	0

FAQ on Unduplicated Count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

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

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

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

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

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

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

State	Outcomes (once per student, only after exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	Enrolled in local district school		S	S	S	

State	Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac
MARYLAND	Were accepted and/or enrolled into post-secondary education			24	S	26
MARYLAND	Obtained high school diploma			S	S	S
MARYLAND	Obtained employment			S	S	S
MARYLAND	Enrolled in job training courses/programs			1442	S	311
MARYLAND	Enrolled in a GED program			S	S	S
MARYLAND	Earned high school course credits			250	S	180
MARYLAND	Earned a GED			28	S	27

State	Outcomes	Juvenile Corrections - 90 Days After Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
MARYLAND	Were accepted and/or enrolled into post-secondary education	S	S	S		
MARYLAND	Obtained high school diploma	S	S	S		
MARYLAND	Obtained employment	S	243	S		
MARYLAND	Enrolled in job training courses/programs	S	S	S		
MARYLAND	Enrolled in a GED program	S	291	S		
MARYLAND	Earned high school course credits	S	S	S		
MARYLAND	Earned a GED	S	15	S		

2.5.2 Academic Performance – Subpart 1

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

2.5.2.1 Academic Performance in Reading – Subpart 1

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

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

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	More than one full grade		S	S	136	
MARYLAND	Up to one full grade		S	S	88	
MARYLAND	Negative change		3	3	5	
MARYLAND	No Change		15	6	39	
MARYLAND	Total		18	10	268	

2.5.2.2 Academic Performance in Mathematics – Subpart 1

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

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

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MARYLAND	More than one full grade		S	S	136	
MARYLAND	Up to one full grade		S	S	88	
MARYLAND	Negative change		3	3	5	
MARYLAND	No Change		15	6	39	
MARYLAND	Total		18	10	268	

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

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

2.5.3.1 Programs and Facilities – Subpart 2

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

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	3	141
Juvenile corrections	4	303
Juvenile detention	2	59
Neglected programs	5	177
Other programs	0	0
Total	14	.

FAQ on average length of stay:

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

Data Quality Comments

Please note that the figure reported for the average length of stay for juvenile detention programs/facilities was revised during the reopen review period. This is because one LEA, which previously was unable to report complete data during the initial report submission period due to the impact of the COVID-19 pandemic and, later, a ransomware cyberattack, was subsequently able to provide the required data, resulting in a recalculation of the average length of stay.

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	3
Juvenile corrections	4
Juvenile detention	2
Neglected programs	5
Other programs	0
Total	14

Data Quality Comments

Please note that the figure for the number of juvenile detention programs/facilities reporting data was revised during the reopen review period (increasing from one to two programs/facilities reporting data). This is because one LEA, which previously was unable to report complete data during the initial report submission period due to the impact of the COVID-19 pandemic and, later, a ransomware cyberattack, was subsequently able to report the required data.

2.5.3.3 Students Served – Subpart 2

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

Populated with LEA-LEVEL FS127/DG657

State	# of students served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Total Long-Term Students Served	272	62	16	136	.
MARYLAND	Total Unduplicated Students Served	338	84	88	159	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Children with one or more disabilities (IDEA)	48	22	54	120	.
MARYLAND	English learner	31	18	2	49	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	American Indian or Alaska Native	25	0	0	0	.
MARYLAND	Asian	4	2	1	1	.
MARYLAND	Black or African American	191	46	76	82	.
MARYLAND	Hispanic or Latino	42	13	7	12	.
MARYLAND	Native Hawaiian or Other Pacific	2	0	0	0	.
MARYLAND	Total	338	84	88	159	.
MARYLAND	Two or more races	13	2	0	15	.
MARYLAND	White	61	21	4	49	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Female	91	32	11	14	.
MARYLAND	Male	247	52	77	145	.
MARYLAND	Total	338	84	88	159	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	10 years old	1	2	0	1	.
MARYLAND	11 years old	0	0	0	1	.
MARYLAND	12 years old	1	2	0	1	.
MARYLAND	13 years old	14	5	0	14	.
MARYLAND	14 years old	41	6	0	18	.
MARYLAND	15 years old	41	5	2	23	.
MARYLAND	16 years old	84	9	22	43	.
MARYLAND	17 years old	85	13	49	33	.
MARYLAND	18 years old	49	16	9	22	.
MARYLAND	19 years old	15	12	3	3	.
MARYLAND	20 years old	6	9	2	0	.
MARYLAND	21 years old	1	5	1	0	.
MARYLAND	3 through 5	0	0	0	0	.
MARYLAND	6 years old	0	0	0	0	.
MARYLAND	7 years old	0	0	0	0	.
MARYLAND	8 years old	0	0	0	0	.
MARYLAND	9 years old	0	0	0	0	.
MARYLAND	Total	338	84	88	159	.

FAQ on Unduplicated Count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019 through June 30, 2020.

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

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

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

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

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

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

State	Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Enrolled in local district school	111	21	23	6	

State	Outcomes	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
MARYLAND	Obtained employment	38	11	19	S	S
MARYLAND	Enrolled in job training courses/programs	35	S	36	S	S
MARYLAND	Enrolled in a GED program	S	8	20	S	6
MARYLAND	Earned high school course credits	316	102	18	14	120
MARYLAND	Earned a GED	S	S	4	S	S
MARYLAND	Were accepted and/or enrolled into post-secondary education	4	S	11	S	S
MARYLAND	Obtained high school diploma	70	S	8	S	4

State	Outcomes	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
MARYLAND	Obtained employment	3	11	5		
MARYLAND	Enrolled in job training courses/programs	S	15	5		
MARYLAND	Enrolled in a GED program	13	3	S		
MARYLAND	Earned high school course credits	42	132	6		
MARYLAND	Earned a GED	10	S	S		
MARYLAND	Were accepted and/or enrolled into post-secondary education	S	S	S		
MARYLAND	Obtained high school diploma	11	3	S		

2.5.3.5 Academic Performance – Subpart 2

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

2.5.3.5.1 Academic Performance in Reading – Subpart 2

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

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

Populated with LEA-LEVEL FS125/DG629

State	Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Negative change	39	S	3	S	
MARYLAND	No change	73	S	S	26	
MARYLAND	Up to one full grade	S	10	S	61	
MARYLAND	More than one full grade	S	28	4	S	
MARYLAND	Total	149	47	11	89	

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2019, through June 30, 2020.

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

2.5.3.5.2 Academic Performance in Mathematics – Subpart 2

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

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

Populated with LEA-LEVEL FS125/DG629

State	Performance Data (Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MARYLAND	Negative change	40	S	4	S	
MARYLAND	No change	81	S	S	31	
MARYLAND	More than one full grade	S	17	3	S	
MARYLAND	Up to one full grade	S	21	S	56	
MARYLAND	Total	159	47	11	89	

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

2.6.1 Funds Spent Under Title IV, Part A

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

Content Area	Amount of Funds Spent
Well-Rounded	\$4,325,386
Safe and Healthy Students	\$4,764,665
Effective Use of Technology	\$2,386,388

Data Quality Comments

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

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

Content Area	Number of LEAs Spending Funds
Well-Rounded	25
Safe and Healthy Students	23
Effective Use of Technology	22
Any Content Area	25

Data Quality Comments
The 25 LEAs referenced in the table above include all 24 local school systems in Maryland plus the SEED School of Maryland.

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

2.7.1 State Transferability of Funds

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

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2019-20?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

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

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
0

Data Quality Comments

2.7.3 LEA Funds Transfers

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

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

Data Quality Comments

In the table below provide the total amount of FY 2019 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	\$0
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$0
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$0
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	\$0
Rural Education Initiative (Title V, Part B)	.	\$0
Student Support and Enrichment Grants (Title IV, Part A)	\$0	\$0
Supporting Effective Instruction (Title II, Part A)	\$0	\$0

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

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

Purpose	# LEAs
Activities authorized under Part A of Title I	0
Activities authorized under Part A of Title II	0
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	1
Parental involvement activities	0

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

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

Comments

During SY2019-2020, one Maryland LEA was eligible for and participated in the RLIS program: Dorchester County Public Schools (DCPS). In evaluating its SY2019-2020 program objectives, DCPS made progress towards established goals and provided the rationale for continuing conflict resolution and mediation services. The activities in the grant afforded assistance for students through mentoring programs to provide a model for good decision making, opportunities for students who needed additional time to complete coursework immediately after the school year ended to earn course credit, and support for students who required interventions and skill development to maintain pace in their cohort. DCPS analyzed promotion/retention data for targeted groups to determine if students were matriculating at a rate consistent with other students in their graduation cohort. Student behavior and attendance data were collected and analyzed to determine student success with respect to outcomes. For the Asset Development Program, data were collected at the end of the Asset Development session to determine the number of students who successfully achieved promotion status because of their involvement with the program.

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 Maryland State Department of Education provided direct technical assistance that focused on making progress towards meeting the goals outlined in the RLIS grant application and providing ongoing support for capacity building innovations to increase student outcomes. More specifically, the State engaged the LEA sub-grantee (Dorchester County Public Schools) in a collaborative inquiry process to identify any necessary supports to: 1) help inform decisions in order to improve data-driven instruction, and 2) address professional development needs to enhance professional knowledge and effectiveness in order to increase student outcomes.

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 SEA designed the RLIS application for the LEA (Dorchester County Public Schools) to complete based on the amount of funding received from the U.S. Department of Education and outlining the allowable activities. The grant amount allocated is determined using a formula based on the number of students in average daily attendance (ADA) served by the eligible LEA. The LEA completed and submitted the application, which was reviewed by the SEA for approval.

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?	0
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	0

Data Quality Comments

2.8.6 RLIS LEAs Awarded Funds

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

Data published outside of report

Data Quality Comments
One LEA in Maryland, Dorchester County Public Schools (LEA ID 2400300), received an RLIS award in the amount of \$87,168.

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

Populated with LEA-LEVEL FS131/DG614