

# CONSOLIDATED STATE PERFORMANCE REPORT

## PART II

SCHOOL YEAR 2019-2020

MAINE



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
MAINE	All students	S	13833	87.4
MAINE	American Indian or Alaska Native	S	115	72
MAINE	Asian	S	250	>=95
MAINE	Native Hawaiian or Other Pacific Islander	S	16	>=80
MAINE	Black or African American	S	526	83
MAINE	Hispanic or Latino	S	310	82
MAINE	White	S	12355	87.8
MAINE	Two or more races	S	261	82
MAINE	Children with Disabilities (IDEA)	S	2878	74
MAINE	English Learners	S	503	81
MAINE	Economically disadvantaged students	S	6555	78.9
MAINE	Children in foster care	S	53	53
MAINE	Children who are homeless	S	484	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.

## 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
MAINE	All students	7535	4144	S	S
MAINE	American Indian or Alaska Native	56	S	S	S
MAINE	Asian	204	53	S	S
MAINE	Native Hawaiian or Other Pacific Islander	10	S	S	S
MAINE	Black or African American	282	132	S	S
MAINE	Hispanic or Latino	138	97	S	S
MAINE	White	6714	3759	S	S
MAINE	Two or more races	131	76	S	S
MAINE	Female	4066	1623	S	S
MAINE	Male	3469	2521	S	S
MAINE	Children with Disabilities (IDEA)	707	1418	S	S
MAINE	English Learners	298	137	S	S
MAINE	Economically disadvantaged students	2580	2577	S	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
MAINE	Children with disabilities (IDEA)	8788
MAINE	English learners	2429
MAINE	Homeless students	696
MAINE	Migrant students	27

### 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
MAINE	American Indian or Alaska Native	337
MAINE	Asian	523
MAINE	Black or African American	3446
MAINE	Hispanic or Latino	1252
MAINE	Native Hawaiian or Other Pacific Islander	57
MAINE	Total	49299
MAINE	Two or more races	1741
MAINE	White	41943

### 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
MAINE	Age 3 through 5 (Not Kindergarten)	2324	72	0	0	2396
MAINE	Age Birth through 2	0	0	0	0	0
MAINE	Grade 1	5213	1688	0	46	6947
MAINE	Grade 10	368	49	0	4	421
MAINE	Grade 11	346	40	0	2	388
MAINE	Grade 12	386	35	0	1	422
MAINE	Grade 2	5094	1415	0	47	6556
MAINE	Grade 3	5056	1170	0	38	6264
MAINE	Grade 4	5307	933	0	27	6267
MAINE	Grade 5	5072	730	0	26	5828
MAINE	Grade 6	2649	337	0	3	2989
MAINE	Grade 7	1984	235	0	5	2224
MAINE	Grade 8	1965	164	0	10	2139
MAINE	Grade 9	375	52	0	9	436
MAINE	Kindergarten	5088	1148	0	30	6266
MAINE	Total	41233	8068	0	248	49549
MAINE	Ungraded	6	0	0	0	6

## 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
<p>"All summer/intersession services are logged into the MIS 2000 system with a two-step review process. The Statewide Services Coordinator reviews and approves all service entries. MIS 2000 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 regional 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. The primary summer project is a summer school for children ages 3-13, and children younger are not permitted to attend. Staff review ""turning 3"" reports in MIS2000 monthly and update any enrollments when students turn 3 years old. If students will be turning three during the summer, there is a plan to connect with the family after the 3rd birthday, enroll the child in a summer/intersession enrollment and create a service plan in MIS2000. 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 MIS 2000, 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 ED Facts file submission."</p>

### 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
MAINE	Age 3 through 5 (Not Kindergarten)	23
MAINE	Kindergarten	20
MAINE	Grade 1	8
MAINE	Grade 2	18
MAINE	Grade 3	10
MAINE	Grade 4	11
MAINE	Grade 5	24
MAINE	Grade 6	15
MAINE	Grade 7	18
MAINE	Grade 8	15
MAINE	Grade 9	14
MAINE	Grade 10	9
MAINE	Grade 11	17
MAINE	Grade 12	13
MAINE	Ungraded	0
MAINE	Out of school	28
MAINE	Total	243

### 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
<p>The Maine Migrant Education Program recruited significantly fewer students during the 2019-2020 performance period compared to previous performance periods. Typically, the Maine Migrant Education Program recruits most of its migratory children during the blueberry harvest in the late summer. However, a drought and the coronavirus pandemic significantly impacted the harvest during the summer of 2020. The drought and a late frost impacted the size of the crop that was harvested. Because of the COVID-19 pandemic, many of these workers did not travel to Maine to work in the blueberry harvest like they have in past years. Those workers that did travel often did not bring their families and companies did not often have adequate family housing. The companies that harvest the blueberries hired significantly fewer workers to rake the berries. One major blueberry company did not harvest blueberries at all in 2020. All of this resulted in fewer migratory children recruited into the Maine Migrant Education Program during the 2019-2020 performance period. More specifically, during the 2019-2020 performance period, the Maine Migrant Education Program recruited ~33% of the number of workers recruited into the blueberry harvest during the 2018-2019 performance period. Despite an increase in recruitment of migratory children in other parts of the state during different times of the year, the decrease in blueberry recruitment resulted in a decrease of more than 10% of eligible students compared to the previous performance period.</p>

### 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
MAINE	Age Birth through 2	14

## 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
MAINE	Age 3 through 5 (Not Kindergarten)	19
MAINE	Kindergarten	14
MAINE	Grade 1	6
MAINE	Grade 2	18
MAINE	Grade 3	8
MAINE	Grade 4	9
MAINE	Grade 5	20
MAINE	Grade 6	14
MAINE	Grade 7	17
MAINE	Grade 8	14
MAINE	Grade 9	13
MAINE	Grade 10	8
MAINE	Grade 11	16
MAINE	Grade 12	3
MAINE	Out of school	12
MAINE	Ungraded	0
MAINE	Total	191

### 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
As stated in section 2.4.1.2, the Maine Migrant Education Program recruited significantly fewer students during the 2019-2020 performance period compared to previous performance periods because of the COVID-19 pandemic and its effect on the blueberry harvest. Due to fewer eligible migratory children in the state for the blueberry harvest, there were significantly fewer students served during the summer/intersession period in the 2019-2020 performance period. Although the Blueberry Harvest School still provided on-site services in a safe, socially distant, manner, there were not as many migratory children eligible and present in the state to receive those MEP-funded summer/intersession services.

### 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
MAINE	Age Birth through 2	5

## 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

The Maine Migrant Education Program (MEP) has written guidelines, a state-specific Identification and Recruitment (ID&R) Manual, and regular trainings 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 a minimum of a quarterly basis. The strict quality control process starts with the trained recruiter completing a face-to-face interview with the 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 information 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 the field script, and then submits it 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 one, three, or six months. This ensures that only children with current COEs are served. On a monthly basis, regional and statewide 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 MIS 2000) are communicating appropriately and that all eligible migrant students in Maine are accounted for in both. Child Eligibility Logic The data for the State's migratory children is recorded and managed in MIS 2000. MIS 2000 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 2019-2020 Performance Period (September 1, 2019 – August 31, 2020) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, date of service, or withdrawal date between 9/1/2019 and 8/31/2020, in the MIS2000 system and/or the state student database.
- 2) MIS 2000 automatically ensures that the child is only included if they meet the age requirements to enroll in public elementary and secondary schools in the state of Maine. According to Title 20-A §5201, the child must be under 20 years of age before the start of the school year. . . The school year, for the purpose of this subsection, is defined as starting on July 1st and ending on the following June 30th.
- 3) MIS 2000 automatically ensures that the qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2016) of his/her residency date which occurs between 9/1/2019 and 8/31/2020.
- 4) If a Continuation of Services (COS) date is in the system for the 2019-2020 Performance Period, a child must have been eligible and residing in the State for at least one day during the Performance Period. COS requests are submitted directly to the State Director and approved on a case-by-case basis.
- 5) All eligible migrant families receive an annual home visit to provide services and verify residency. Students who have turned three during the performance period receive a new enrollment and additional services after their third birthday.
- 6) Only students who were present in the state for at least one day and met eligibility criteria are determined to be eligible and present. The SEA approves all COEs in MIS2000 through the three-step review process.
- 7) Students who have graduated from high school or received a high school equivalency (HSE) 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 compares MIS 2000 data with state student and adult education databases to ensure migrant students who graduated are documented as such in MIS 2000 c) MIS 2000 automatically calculates the date of graduation/HSE diploma to indicate the child has not graduated before the start of the performance period and is therefore still eligible for the MEP.
- 8) 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 MIS 2000 and state student database ensure accuracy.

**Checking for Residency** To verify residency in the State during the 2019-2020 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 MIS 2000 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 create a new enrollment for the child and provide and log the services to the child after their third birthday.

**Creating a Unique State ID** Upon initial entry into MIS 2000, 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. MIS 2000 provides a crosswalk between the student's state-issued ID (Maine state student ID) and the student's MSIX ID. On a monthly 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 MIS 2000 record. This is all automatically updated to MSIX. Staff also run the MSIX worklist report regularly to complete any possible merges and splits.

**Checking for Duplication** State staff review student information contained within the MSIX Potential Duplicate Report to identify duplicates. State staff resolves duplicates by selecting the correct Student ID number and merging it into the appropriate record. This is completed in MIS 2000 in the "Merge Duplicate students" function, which will automatically be uploaded to MSIX.

**Category 2 Count** All summer/intersession services are logged into the MIS 2000 system with a two-step review process. The Statewide Services Coordinator reviews and approves all service entries. MIS 2000 has an automatic check to ensure only students ages 3-21 are included in this count. MEP Staff ensures that children are between the ages of 3 and 21 at the time of enrollment into MEP-funded summer/intersession projects. 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 MIS 2000, 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 ED Facts 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? Please respond in the table below.

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

Yes

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

Yes

If MSIX is utilized, please explain how.

<b>Comments</b>
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.

<b>Data Quality Comments</b>
No additional 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.	150
The number of eligibility determinations sampled for which a re-interview was completed.	52
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	52

<p><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.</b></p>
2019-20

Comments
N/A (since independent prospective re-interviews were conducted for the 2019/20 performance period).

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

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

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

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

Comments
<p>The Maine Migrant Education Program partnered with the state Migrant Education Programs of Massachusetts and Vermont to complete the independent re-interviews for the 2019-2020 performance period. To facilitate an independent, unbiased process, the group decided that each state would have their reinterviews completed by staff from the other two states. In other words, staff from Massachusetts and Vermont completed the Maine re-interviews. The results of all completed reinterviews were reviewed by a panel that consisted of the State Directors of Massachusetts and Vermont. The re-interviewers and the review panel members were not former employees of the Maine Migrant Education Program and were not involved in the initial eligibility determinations for any of the children in the randomly selected sample.</p>

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

<b>Comments</b>
<p>The Maine Migrant Education Program completed the 2019-2020 re-interviews during June and July 2020. The COVID-19 pandemic and associated precautions made traditional, in-person reinterviews impossible during this calendar year. In response, the team decided to conduct all reinterviews by telephone, which is allowed by regulation (34 CFR § 200.89 (b)(2)(iii)) when face-to-face reinterviews are impractical. Overall, out of a sample of 150 students, 52 re-interviews were completed and all 52 students re-interviewed were found eligible for the Maine Migrant Education Program. Minor discrepancies included updated, more recent, Migratory Fisher and Migratory Agricultural Worker move dates. None were found to have discrepancies that affected program eligibility, leading to a Discrepancy Rate of 0% as calculated by dividing the number of sample children found ineligible (0) by the number of reinterviews completed (52). In anticipation for the internal re-interviews for the 2020-2021 performance period, the Maine Migrant Education Program will conduct re-interviews on a seasonal basis throughout the year. The goals of doing so will be to speak with more students and families (particularly out-of-school-youth) before they leave the state, as well as to reduce the amount of time required to complete re-interviews during the Summer.</p>

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

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

<b>Data Quality Comments</b>
No additional comments 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.

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

<b>State</b>	<b>Age Grade</b>	<b>ELs During the Performance Period</b>
MAINE	Age 3 through 5 (Not Kindergarten)	.
MAINE	Kindergarten	2
MAINE	Grade 1	4
MAINE	Grade 2	8
MAINE	Grade 3	4
MAINE	Grade 4	6
MAINE	Grade 5	14
MAINE	Grade 6	7
MAINE	Grade 7	9
MAINE	Grade 8	4
MAINE	Grade 9	8
MAINE	Grade 10	3
MAINE	Grade 11	10
MAINE	Grade 12	6
MAINE	Out of school	2
MAINE	Ungraded	.
MAINE	Total	87

### 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

<b>State</b>	<b>Age Grade</b>	<b>Children with Disabilities (IDEA) During the Performance Period</b>
MAINE	Age Birth through 2	.
MAINE	Age 3 through 5 (Not Kindergarten)	.
MAINE	Kindergarten	3
MAINE	Grade 1	2
MAINE	Grade 2	6
MAINE	Grade 3	2
MAINE	Grade 4	2
MAINE	Grade 5	6
MAINE	Grade 6	4
MAINE	Grade 7	3
MAINE	Grade 8	1
MAINE	Grade 9	4
MAINE	Grade 10	1
MAINE	Grade 11	3
MAINE	Grade 12	2
MAINE	Out of school	.
MAINE	Ungraded	.
MAINE	Total	39

### 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
MAINE	Age Birth through 2	9
MAINE	Age 3 through 5 (Not Kindergarten)	7
MAINE	Kindergarten	10
MAINE	Grade 1	1
MAINE	Grade 2	5
MAINE	Grade 3	3
MAINE	Grade 4	1
MAINE	Grade 5	3
MAINE	Grade 6	2
MAINE	Grade 7	4
MAINE	Grade 8	6
MAINE	Grade 9	7
MAINE	Grade 10	2
MAINE	Grade 11	4
MAINE	Grade 12	4
MAINE	Out of school	14
MAINE	Ungraded	.
MAINE	Total	82

## 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
MAINE	Grade 7	0
MAINE	Grade 8	0
MAINE	Grade 9	0
MAINE	Grade 10	0
MAINE	Grade 11	1
MAINE	Grade 12	4
MAINE	Ungraded	.
MAINE	Total	5

#### 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

<b>Data Quality Comments</b>
No additional comments 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.

Populated with SEA-LEVEL FS054/DG102

<b>State</b>	<b>Age Grade</b>	<b>Served During the Performance Period</b>
MAINE	Age Birth through 2	10
MAINE	Age 3 through 5 (Not Kindergarten)	22
MAINE	Kindergarten	18
MAINE	Grade 1	8
MAINE	Grade 2	18
MAINE	Grade 3	9
MAINE	Grade 4	11
MAINE	Grade 5	22
MAINE	Grade 6	14
MAINE	Grade 7	18
MAINE	Grade 8	14
MAINE	Grade 9	13
MAINE	Grade 10	8
MAINE	Grade 11	17
MAINE	Grade 12	11
MAINE	Ungraded	0
MAINE	Out of school	27
MAINE	Total	240

### 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

<b>State</b>	<b>Age Grade</b>	<b>Priority for Services During the Performance Period</b>
MAINE	Age 3 through 5 (Not Kindergarten)	1
MAINE	Kindergarten	3
MAINE	Grade 1	3
MAINE	Grade 2	7
MAINE	Grade 3	1
MAINE	Grade 4	5
MAINE	Grade 5	7
MAINE	Grade 6	6
MAINE	Grade 7	11
MAINE	Grade 8	4
MAINE	Grade 9	6
MAINE	Grade 10	4
MAINE	Grade 11	3
MAINE	Grade 12	2
MAINE	Ungraded	0
MAINE	Out of school	15
MAINE	Total	78

## 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
MAINE	Age 3 through 5 (Not Kindergarten)	1
MAINE	Kindergarten	3
MAINE	Grade 1	3
MAINE	Grade 2	7
MAINE	Grade 3	1
MAINE	Grade 4	5
MAINE	Grade 5	7
MAINE	Grade 6	6
MAINE	Grade 7	11
MAINE	Grade 8	4
MAINE	Grade 9	6
MAINE	Grade 10	4
MAINE	Grade 11	3
MAINE	Grade 12	2
MAINE	Ungraded	0
MAINE	Out of school	15
MAINE	Total	78

### 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
MAINE	Age Birth through 2	4
MAINE	Age 3 through 5 (Not Kindergarten)	19
MAINE	Kindergarten	16
MAINE	Grade 1	6
MAINE	Grade 2	18
MAINE	Grade 3	9
MAINE	Grade 4	9
MAINE	Grade 5	20
MAINE	Grade 6	14
MAINE	Grade 7	17
MAINE	Grade 8	13
MAINE	Grade 9	13
MAINE	Grade 10	8
MAINE	Grade 11	16
MAINE	Grade 12	5
MAINE	Ungraded	0
MAINE	Out of school	22
MAINE	Total	209

### 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
MAINE	Age 3 through 5 (Not Kindergarten)	0	0	.
MAINE	Age Birth through 2	0	0	.
MAINE	Grade 1	0	0	.
MAINE	Grade 10	0	0	0
MAINE	Grade 11	1	0	0
MAINE	Grade 12	0	0	0
MAINE	Grade 2	5	4	.
MAINE	Grade 3	1	1	.
MAINE	Grade 4	1	1	.
MAINE	Grade 5	0	0	.
MAINE	Grade 6	1	1	.
MAINE	Grade 7	0	0	.
MAINE	Grade 8	0	0	.
MAINE	Grade 9	0	1	0
MAINE	Kindergarten	0	0	.
MAINE	Out of school	0	0	.
MAINE	Total	9	8	0
MAINE	Ungraded	0	0	.

#### FAQ on Types of Instructional Services:

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

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

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

Populated with SEA-LEVEL FS145/DG684

State	Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
MAINE	Age 3 through 5 (Not Kindergarten)	22	21
MAINE	Age Birth through 2	10	6
MAINE	Grade 1	8	8
MAINE	Grade 10	8	8
MAINE	Grade 11	17	16
MAINE	Grade 12	11	9
MAINE	Grade 2	18	18
MAINE	Grade 3	9	9
MAINE	Grade 4	11	11
MAINE	Grade 5	22	20
MAINE	Grade 6	14	13
MAINE	Grade 7	18	18
MAINE	Grade 8	13	12
MAINE	Grade 9	13	13
MAINE	Kindergarten	18	14
MAINE	Out of school	27	11
MAINE	Total	239	207
MAINE	Ungraded	0	0

### FAQs on Support Services:

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

b. What are counseling services? Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counsees, 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
MAINE	45	119

### 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	.	.
Juvenile corrections	1	208
Juvenile detention	1	36
Neglected programs	.	.
Other programs	.	.
Total	.	.

### 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

Amendment to the length of stay - data should have been entered into the Juvenile Corrections. Data has been updated the manual entry field in CSPR II.

### 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	.
Juvenile corrections	1
Juvenile detention	1
Neglected programs	.
Other programs	.
Total	.

#### Data Quality Comments

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.

Populated with SEA-LEVEL FS119/DG656

State	# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	Total Long-Term Students Served	.	18	36	.	.
MAINE	Total Unduplicated Students Served	.	151	36	.	.

Provide the number of students served by special populations.

State	Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	Children with one or more disabilities (IDEA)	.	103	9	.	.
MAINE	English learner	.	2	0	.	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	American Indian or Alaska Native	.	2	1	.	.
MAINE	Asian	.	39	0	.	.
MAINE	Black or African American	.	0	6	.	.
MAINE	Hispanic or Latino	.	0	0	.	.
MAINE	Native Hawaiian or Other Pacific	.	0	0	.	.
MAINE	Total	.	151	36	.	.
MAINE	Two or more races	.	0	1	.	.
MAINE	White	.	110	28	.	.

Provide the number of students served by gender.

State	Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	Female	.	37	6	.	.
MAINE	Male	.	114	30	.	.
MAINE	Total	.	151	36	.	.

Provide the number of students served by age.

State	Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	10 years old	.	0	0	.	.
MAINE	11 years old	.	0	0	.	.
MAINE	12 years old	.	1	0	.	.
MAINE	13 years old	.	18	3	.	.
MAINE	14 years old	.	17	2	.	.
MAINE	15 years old	.	35	8	.	.
MAINE	16 years old	.	37	8	.	.
MAINE	17 years old	.	42	8	.	.
MAINE	18 years old	.	1	7	.	.
MAINE	19 years old	.	0	0	.	.
MAINE	20 years old	.	0	0	.	.
MAINE	21 years old	.	0	0	.	.
MAINE	3 through 5	.	0	0	.	.
MAINE	6 years old	.	0	0	.	.
MAINE	7 years old	.	0	0	.	.
MAINE	8 years old	.	0	0	.	.
MAINE	9 years old	.	0	0	.	.
MAINE	Total	.	151	36	.	.

**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
MAINE	Enrolled in local district school		147	11		

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
MAINE	Were accepted and/or enrolled into post-secondary education			S	S	S
MAINE	Obtained high school diploma			S	S	5
MAINE	Obtained employment			S	S	S
MAINE	Enrolled in job training courses/programs			S	S	17
MAINE	Enrolled in a GED program			S	S	7
MAINE	Earned high school course credits			S	S	S
MAINE	Earned a GED			S	S	36

<b>State</b>	<b>Outcomes</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Adult Corrections - In Fac</b>	<b>Adult Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
MAINE	Were accepted and/or enrolled into post-secondary education	5				
MAINE	Obtained high school diploma	S				
MAINE	Obtained employment	7				
MAINE	Enrolled in job training courses/programs	S				
MAINE	Enrolled in a GED program	5				
MAINE	Earned high school course credits	S				
MAINE	Earned a GED	S				

## 2.5.2 Academic Performance – Subpart 1

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

### 2.5.2.1 Academic Performance in Reading – Subpart 1

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

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

Populated with SEA-LEVEL FS113/DG628

State	Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
MAINE	Negative change		S	S		
MAINE	No Change		S	S		
MAINE	More than one full grade		S	6		
MAINE	Up to one full grade		S	16		
MAINE	Total		S	25		

### 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
MAINE	Negative change		S	S		
MAINE	No Change		S	S		
MAINE	More than one full grade		S	6		
MAINE	Up to one full grade		S	16		
MAINE	Total		S	25		

## 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	.	.
Juvenile corrections	3	194
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

#### 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
No additional comments at this time.

### 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	.
Juvenile corrections	3
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments
No additional comments at this time.

### 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
MAINE	Total Long-Term Students Served	.	.	.	17	.
MAINE	Total Unduplicated Students Served	.	.	.	21	.

Provide the number of students served by special populations.

State	Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MAINE	Children with one or more disabilities (IDEA)	.	.	.	21	.

Provide the number of students served by race/ethnicity.

State	Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MAINE	American Indian or Alaska Native	.	.	.	.	.
MAINE	Asian	.	.	.	.	.
MAINE	Black or African American	.	.	.	1	.
MAINE	Hispanic or Latino	.	.	.	.	.
MAINE	Native Hawaiian or Other Pacific	.	.	.	.	.
MAINE	Total	.	.	.	21	.
MAINE	Two or more races	.	.	.	2	.
MAINE	White	.	.	.	18	.

Provide the number of students served by sex.

State	Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MAINE	Female	.	.	.	7	.
MAINE	Male	.	.	.	14	.
MAINE	Total	.	.	.	21	.

Provide the number of students served by age.

State	Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
MAINE	10 years old	.	.	.	.	.
MAINE	11 years old	.	.	.	.	.
MAINE	12 years old	.	.	.	.	.
MAINE	13 years old	.	.	.	1	.
MAINE	14 years old	.	.	.	3	.
MAINE	15 years old	.	.	.	2	.
MAINE	16 years old	.	.	.	7	.
MAINE	17 years old	.	.	.	5	.
MAINE	18 years old	.	.	.	3	.
MAINE	19 years old	.	.	.	.	.
MAINE	20 years old	.	.	.	.	.
MAINE	21 years old	.	.	.	.	.
MAINE	3 through 5	.	.	.	.	.
MAINE	6 years old	.	.	.	.	.
MAINE	7 years old	.	.	.	.	.
MAINE	8 years old	.	.	.	.	.
MAINE	9 years old	.	.	.	.	.
MAINE	Total	.	.	.	21	.

**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
MAINE	Enrolled in local district school				5	

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
MAINE	Obtained high school diploma					
MAINE	Obtained employment					
MAINE	Earned high school course credits					

<b>State</b>	<b>Outcomes</b>	<b>Juvenile Detention - 90 Days After Exit</b>	<b>Juvenile Corrections - In Fac</b>	<b>Juvenile Corrections - 90 Days After Exit</b>	<b>Other Programs - In Fac</b>	<b>Other Programs - 90 Days After Exit</b>
MAINE	Obtained high school diploma		S	S		
MAINE	Obtained employment		S	S		
MAINE	Earned high school course credits		12	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
MAINE	More than one full grade				S	
MAINE	Negative change				S	
MAINE	No change				3	
MAINE	Up to one full grade				3	
MAINE	Total				7	

#### 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
MAINE	More than one full grade				S	
MAINE	Negative change				S	
MAINE	No change				S	
MAINE	Up to one full grade				5	
MAINE	Total				8	

## 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	\$300,182
Safe and Healthy Students	\$433,024
Effective Use of Technology	\$67,400

#### Data Quality Comments

The data reported is accurate. A total of 136 LEAs transferred some or all of their Title IV, Part A funds into other ESEA programs. In total, \$3,775,375.34 in Title IV, Part A funds were transferred to other ESEA programs.

### 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	32
Safe and Healthy Students	34
Effective Use of Technology	13
Any Content Area	48

#### Data Quality Comments

The data originally reported is inaccurate. The total number of LEAs spending funds under each content area totalled 32 for "Well-rounded Education", 34 for "Safe and Healthy Students", and 13 for the "Effective Use of Technology". A total of 48 LEAs spent funds under "Any Content Area".

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

<b>Data Quality Comments</b>
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>LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).</b>
0

<b>Data Quality Comments</b>
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>
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)	.	149
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)	.	66
Student Support and Enrichment Grants (Title IV, Part A)	41	1
Supporting Effective Instruction (Title II, Part A)	179	28

#### **Data Quality Comments**

The number of LEAs that transferred funds from Title IV A to Title V was 41, not 179.

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)	.	\$3,482,084
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)	.	\$1,961,687
Student Support and Enrichment Grants (Title IV, Part A)	\$3,775,375	\$1,625
Supporting Effective Instruction (Title II, Part A)	\$2,076,490	\$406,469

Data Quality Comments
-----------------------

No additional comments at this time.
--------------------------------------

## 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	52
Activities authorized under Part A of Title II	40
Activities authorized under Title III	0
Activities authorized under Part A of Title IV	64
Parental involvement activities	2

Data Quality Comments
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**

Maine LEAs set individual district and school goals each year and the RLIS funds assist them in reaching their goals. For school year 19-20, COVID proved to be a massive disruption and forced schools to rethink how funds would be used. During this time many of Maine LEAs decided that in order to get remote schooling available for their students and to avoid as much as possible a gap in learning. The majority of RLIS funds were used to assist LEAs in purchasing devices for students and online subscriptions to materials that students could access from home. Due to the shift in needs and not having administered our state assessment during the year, many of the original outcomes and goals that were developed were not met. The RLIS funds did prove to be crucial as the pandemic hit and before the first wave of emergency funding was not available. In this regard, the needs and goals of the LEAs shifted and with these funds, the unwritten outcomes were met.

### 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 ESEA Federal Programs team at the Maine Department of Education was able to provide technical assistance in a much more meaningful way in school year 19-20. With the regionalization effort, LEAs did not all have to go to one individual with questions around RLIS funding and allowable uses, rather they had access to a regional program manager that they could bring all ESEA related questions to. This effectively reduced the response time from the SEA to the LEA. The Title V Coordinator worked diligently with all eligible Title V, Part B LEAs during the eligibility process, informing them of estimated RLIS awards and helping to guide dual-eligible LEAs on which grant would benefit them the most. In the end, all eligible Maine LEAs had applied and received funding.

### 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

Maine uses a formula to calculate grant awards under RLIS. The formula starts by taking the amount allocated to the state and removing 5% for the administration of the program. The remaining 95% is then broken into two categories, poverty, and ADA. 70% of the funds go into the poverty "bucket" while the remaining 30% go into the ADA bucket. Next, all LEAs who are in the RLIS cohort for the year have their poverty percentages totaled up and then the amount of funds in the poverty bucket is divided among the total poverty percentage to come up with a dollar amount per poverty percentage point. The same process happens for the ADA where the total ADA is calculated from all RLIS LEAs and then is divided into the amount of funding in the ADA bucket to come up with a dollar amount per student. The dollar per poverty and dollar per student amount is then multiplied back out by the LEAs poverty percentage and ADA to come up with a final allocation amount.

## 2.8.5 RLIS State Administrative Funds

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

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	5
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	75

### Data Quality Comments

No additional comments at this time.

## 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

The file will be emailed to the above email address. No additional comments at this time.

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

Populated with LEA-LEVEL FS131/DG614

State	Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize SRSA's AFUA, under Section 5211 of the ESEA.
MAINE	6	5.4