

# **CONSOLIDATED STATE PERFORMANCE REPORT: Parts I and II**

**for  
STATE FORMULA GRANT PROGRAMS  
under the  
ELEMENTARY AND SECONDARY EDUCATION ACT  
As amended by the  
No Child Left Behind Act of 2001**

For reporting on  
**School Year 2009-10**

**MAINE**



**PART I DUE FRIDAY, DECEMBER 17, 2010  
PART II DUE FRIDAY, FEBRUARY 18, 2011**

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

## INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act (ESEA)*, as amended by the *No Child Left Behind Act of 2001 (NCLB)* provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies—State, local, and Federal—is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

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

The *NCLB* Consolidated State Performance Report (CSPR) for school year (SY) 2009-10 consists of two Parts, Part I and Part II.

## **PART I**

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

## **PART II**

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required ED Facts submission.
3. The information will provide valid evidence of program outcomes or results.

## GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2009-10 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Friday, December 17, 2010**. Part II of the Report is due to the Department by **Friday, February 18, 2011**. Both Part I and Part II should reflect data from the SY 2009-10, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

## TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2009-10 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2009-10 CSPR will be found on the main CSPR page of the EDEN web site (<https://EDEN.ED.GOV/EDENPortal/>).

According to the Paperwork Reduction Act of 1965, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0614. The time required to complete this information collection is estimated to average 111 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimates(s) contact School Support and Technology Programs, 400 Maryland Avenue, SW, Washington DC 20202-6140. Questions about the new electronic CSPR submission process, should be directed to the EDEN Partner Support Center at 1-877-HLP-EDEN (1-877-457-3336).

		OMB Number: 1810-0614
		Expiration Date: 10/31/2010
<p>Consolidated State Performance Report          For          State Formula Grant Programs          under the          Elementary And Secondary Education Act          as amended by the          No Child Left Behind Act of 2001</p>		
Check the one that indicates the report you are submitting: <input type="checkbox"/> Part I, 2009-10 <input checked="" type="checkbox"/> Part II, 2009-10		
Name of State Educational Agency (SEA) Submitting This Report: Maine		
Address: 23 State House Station Augusta, ME 04333-0023		
Person to contact about this report:		
Name: Wanda Monthey		
Telephone: 207-624-6831		
Fax: 207-624-6821		
e-mail: wanda.monthey@maine.gov		
Name of Authorizing State Official: (Print or Type): Wanda Monthey		
_____ Signature		Tuesday, April 26, 2011, 4:12:37 PM

This section of the 2009-10 CSPR was certified by Wanda Monthey wanda.monthey@maine.gov624-6831

**2.1 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES (TITLE I, PART A)**

This section collects data on Title I, Part A programs.

**2.1.1 Student Achievement in Schools with Title I, Part A Programs**

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

**2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)**

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	1,158	591	51.0
4	1,045	555	53.1
5	1,014	576	56.8
6	670	393	58.7
7	611	373	61.0
8	621	396	63.8
High School	69	N<20	
Total	5,188		55.8

**Comments:**

**2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)**

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	1,155	749	64.8
4	1,044	639	61.2
5	1,014	676	66.7
6	668	454	68.0
7	606	421	69.5
8	618	445	72.0
High School	69	N<20	
Total	5,174		65.6

**Comments:**

**2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)**

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	10,850	6,691	61.7
4	11,139	6,912	62.1
5	10,371	6,378	61.5
6	7,762	4,586	59.1
7	6,312	3,626	57.4
8	6,288	3,593	57.1
High School	1,737	712	41.0
Total	54,459	32,498	59.7
<b>Comments:</b>			

**2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)**

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State's reading/language arts assessment by all students in TAS.

<b>Grade</b>	<b># Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned</b>	<b># Students Scoring at or above Proficient</b>	<b>Percentage at or above Proficient</b>
3	10,843	7,816	72.1
4	11,130	7,437	66.8
5	10,351	7,354	71.0
6	7,771	5,132	66.0
7	6,307	4,296	68.1
8	6,282	4,264	67.9
High School	1,742	742	42.6
Total	54,426	37,041	68.1
<b>Comments:</b>			

## 2.1.2 Title I, Part A Student Participation

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

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

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

	# Students Served
Children with disabilities ( <i>IDEA</i> )	4,399
Limited English proficient students	1,592
Students who are homeless	534
Migratory students	N<20
<b>Comments:</b>	

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

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

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

Race/Ethnicity	# Students Served
American Indian or Alaska Native	230
Asian or Pacific Islander	476
Black, non-Hispanic	1,663
Hispanic	485
White, non-Hispanic	26,528
Total	29,382
<b>Comments:</b>	

**2.1.2.3 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 targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

<b>Age/Grade</b>	<b>Public TAS</b>	<b>Public SWP</b>	<b>Private</b>	<b>Local Neglected</b>	<b>Total</b>
Age 0-2	N<20	N<20	N<20	N<20	
Age 3-5 (not Kindergarten)	336	386	N<20	N<20	
K	2,052	1,123	N<20	N<20	
1	3,510	1,185	66	N<20	
2	2,901	1,187	52	N<20	
3	2,510	1,155	50	N<20	
4	2,191	1,193	36	N<20	
5	1,978	1,081	20	N<20	
6	1,263	718	N<20	N<20	
7	979	573	N<20	N<20	
8	929	572	N<20	N<20	
9	230	126	N<20	38	
10	216	135	N<20	27	
11	134	116	N<20	N<20	
12	90	118	N<20	N<20	
Ungraded	26	N<20	N<20	N<20	
<b>TOTALS</b>					29,382
<b>Comments:</b>					

**2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services**

The following sections collect data about the participation of students in TAS.

**2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services**

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

	<b># Students Served</b>
Mathematics	8,612
Reading/language arts	14,882
Science	166
Social studies	N<20
Vocational/career	N<20
Other instructional services	364
<b>Comments:</b>	

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

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

	<b># Students Served</b>
Health, dental, and eye care	N<20
Supporting guidance/advocacy	116
Other support services	44
<b>Comments:</b>	

**2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)**

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	530	
Paraprofessionals <sup>1</sup>	634	100.0
Other paraprofessionals (translators, parental involvement, computer assistance) <sup>2</sup>	22	
Clerical support staff	11	
Administrators (non-clerical)	28	
<b>Comments:</b>		

<sup>1</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

<sup>2</sup> Consistent with *ESEA*, Title I, Section 1119(e).

**2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs**

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

	<b>Paraprofessionals FTE</b>	<b>Percentage Qualified</b>
Paraprofessionals <sup>3</sup>	204.00	100.0
<b>Comments:</b>		

<sup>3</sup> Consistent with *ESEA*, Title I, Section 1119(g)(2).

**2.2 WILLIAM F. GOODLING EVEN START FAMILY LITERACY PROGRAMS (TITLE I, PART B, SUBPART 2)****2.2.1 Subgrants and Even Start Program Participants**

In the tables below, please provide information requested for the reporting program year July 1, 2009 to June 30, 2010.

**2.2.1.1 Federally Funded Even Start Subgrants in the State**

Number of federally funded Even Start subgrants	2
<b>Comments:</b>	

**2.2.1.2 Even Start Families Participating During the Year**

In the table below, provide the number of participants for each of the groups listed below. The following terms apply:

1. "Participating" means enrolled and participating in all four core instructional components.
2. "Adults" includes teen parents.
3. For continuing children, calculate the age of the child on July 1, 2009. For newly enrolled children, calculate their age at the time of enrollment in Even Start.
4. Do not use rounding rules to calculate children's ages .

The total number of participating children will be calculated automatically.

	# Participants
1. Families participating	38
2. Adults participating	42
3. Adults participating who are limited English proficient (Adult English Learners)	N<20
4. Participating children	38
a. Birth through 2 years	N<20
b. Ages 3 through 5	N<20
c. Ages 6 through 8	N<20
c. Above age 8	N<20
<b>Comments:</b>	

### 2.2.1.3 Characteristics of Newly Enrolled Families at the Time of Enrollment

In the table below, provide the number of newly enrolled families for each of the groups listed below. The term "newly enrolled family" means a family who enrolls for the first time in the Even Start project or who had previously been in Even Start and re-enrolls during the year.

	#
1. Number of newly enrolled families	21
2. Number of newly enrolled adult participants	24
3. Number of newly enrolled families at or below the federal poverty level at the time of enrollment	20
4. Number of newly enrolled adult participants without a high school diploma or GED at the time of enrollment	N<20
5. Number of newly enrolled adult participants who have not gone beyond the 9 <sup>th</sup> grade at the time of enrollment	N<20
<b>Comments:</b>	

### 2.2.1.4 Retention of Families

In the table below, provide the number of families who are newly enrolled, those who exited the program during the year, and those continuing in the program. For families who have exited, count the time between the family's start date and exit date. For families continuing to participate, count the time between the family's start date and the end of the reporting year (June 30, 2010). For families who had previously exited Even Start and then enrolled during the reporting year, begin counting from the time of the family's original enrollment date. **Report each family only once in lines 1-4.** Note enrolled families means a family who is participating in all four core instructional components. The total number of families participating will be automatically calculated.

Time in Program	#
1. Number of families enrolled 90 days or less	N<20
2. Number of families enrolled more than 90 but less than 180 days	N<20
3. Number of families enrolled 180 or more days but less than 365 days	N<20
4. Number of families enrolled 365 days or more	N<20
5. Total families enrolled	38
<b>Comments:</b>	

## 2.2.2 Federal Even Start Performance Indicators

This section collects data about the federal Even Start Performance Indicators

### 2.2.2.1 Adults Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of adults who showed significant learning gains on measures of reading. Only report data from the TABE reading test on the TABE line. Likewise, only report data from the CASAS reading test on the CASAS line. Data from the other TABE or CASAS tests or combination of both tests should be reported on the "other" line.

To be counted under "pre- and post-test", an individual must have completed **both** the pre- and post-tests.

The definition of "significant learning gains" for adult education is determined at the State level either by your State's adult education program in conjunction with the U.S. Department of Education's Office of Vocational and Adult Education (OVAE), or as defined by your Even Start State Performance Indicators.

These instructions/definitions apply to both 2.2.2.1 and 2.2.2.2.

Note: Do not include the Adult English Learners counted in 2.2.2.2.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	N<20	N<20	5 point gain if pre-test score is 210 or below. 3 point gain if pre-test score is 211 - 245
Other	N<20	N<20	5 point gain if pre-test score is 210 or below 3 point gain if pre-test score is 211 - 245
<b>Comments:</b> Math scores are reported under other			

### 2.2.2.2 Adult English Learners Showing Significant Learning Gains on Measures of Reading

In the table below, provide the number of Adult English Learners who showed significant learning gains on measures of reading.

	# Pre- and Post-Tested	# Who Met Goal	Explanation (if applicable)
TABE			
CASAS	N<20	N<20	CASAS - Language proficiency 5 point gain if pre-test score is 210 or below 3 point gain if pre-test score is 211 - 245
BEST			
BEST Plus	N<20	N<20	1 grade level gain
BEST Literacy			
Other			
<b>Comments:</b>			

**2.2.2.3 Adults Earning a High School Diploma or GED**

In the table below, provide the number of school-age and non-school age adults who earned a high school diploma or GED during the reporting year.

The following terms apply:

1. "School-age adults" is defined as any parent attending an elementary or secondary school. This also includes those adults within the State's compulsory attendance range who are being served in an alternative school setting, such as directly through the Even Start program.
2. "Non-school-age" adults are any adults who do not meet the definition of "school-age."
3. Include only the number of adult participants who had a realistic goal of earning a high school diploma or GED. Note that age limitations on taking the GED differ by State, so you should include only those adult participants for whom attainment of a GED or high school diploma is a possibility.

<b>School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma			
GED			
Other			
<b>Comments:</b>			
<b>Non-School-Age Adults</b>	<b># With Goal</b>	<b># Who Met Goal</b>	<b>Explanation (if applicable)</b>
Diploma			
GED	N<20	N<20	
Other			
<b>Comments:</b>			

### 2.2.2.4 Children Age-Eligible for Kindergarten Who Are Achieving Significant Learning Gains on Measures of Language Development

In the table below, provide the number of children who are achieving significant learning gains on measures of language development.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year who have been in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took both a pre- and post-test with at least 6 months of Even Start service in between.
3. A "significant learning gain" is considered to be a standard score increase of 4 or more points.
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions.

	# Age-Eligible	# Pre- and Post- Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	N<20	N<20	N<20	N<20	
PPVT-IV	N<20	N<20	N<20	N<20	
TVIP	N<20	N<20	N<20	N<20	
<b>Comments:</b>					

#### 2.2.2.4.1 Children Age-Eligible for Kindergarten Who Demonstrate Age-Appropriate Oral Language Skills

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who took the PPVT-III or TVIP in the spring of or latest test within the reporting year.
3. # Who met goal includes children who score a Standard Score of 85 or higher on the spring (or latest test within the reporting year) TVIP, PPVT-III or PPVT-IV
4. "Exempted" includes the number of children who could not take the test (based on the practice items) due to a severe disability or inability to understand the directions .

Note: Projects may use the PPVT-III or the PPVT-IV if the PPVT-III is no longer available, but results for the two versions of the assessment should be reported separately.

	# Age-Eligible	# Tested	# Who Met Goal	# Exempted	Explanation (if applicable)
PPVT-III	N<20	N<20	N<20	N<20	
PPVT-IV	N<20	N<20	N<20	N<20	
TVIP	N<20	N<20	N<20	N<20	
<b>Comments:</b>					

### 2.2.2.5 The Average Number of Letters Children Can Identify as Measured by the PALS Pre-K Upper Case Letter Naming Subtask

In the table below, provide the average number of letters children can identify as measure by PALS subtask.

The following terms apply:

1. "Age-Eligible" includes the total number of children who are old enough to enter kindergarten in the school year following the reporting year and who have been enrolled in Even Start for at least six months.
2. "Tested" includes the number of age-eligible children who received Even Start services and who took the PALS Pre-K Upper Case Letter Naming Subtask in the spring of 2010 (or latest test within the reporting year).
3. "Exempted" includes the number of children exempted from testing due to a severe disability or inability to understand the directions in English.
4. "Average number of letters" includes the average score for the children in your State who participated in this assessment. This should be provided as a weighted average (An example of how to calculate a weighted average is included in the program training materials) and rounded to one decimal.

	# Age-Eligible	# Tested	# Exempted	Average Number of Letters (Weighted Average)	Explanation (if applicable)
PALS PreK Upper Case	N<20	N<20	N<20	21.0	
<b>Comments:</b>					

### 2.2.2.6 School-Aged Children Reading on Grade Level

In the table below, provide the number of school-age children who read on or above grade level ("met goal"). The source of these data is usually determined by the State and, in some cases, by the school district. Please indicate the source(s) of the data in the "Explanation" field.

Grade	# in Cohort	# Who Met Goal	Explanation (include source of data)
K	N<20	N<20	
1	N<20	N<20	
2	N<20	N<20	
3			
<b>Comments:</b> District Assessment - AIMSweb			

### 2.2.2.7 Parents Who Show Improvement on Measures of Parental Support for Children's Learning in the Home, School Environment, and Through Interactive Learning Activities

In the table below, provide the number of parents who show improvement ("met goal") on measures of parental support for children's learning in the home, school environment, and through interactive learning activities.

While many states are using the PEP, other assessments of parenting education are acceptable. Please describe results and the source(s) of any non-PEP data in the "Other" field, with appropriate information in the Explanation field.

	# in Cohort	# Who Met Goal	Explanation (if applicable)
PEP Scale I	23	22	.5 gain if pre-test is Level 1 or 2 .3 gain if pre-test is Level 3 or 4
PEP Scale II	23	20	.5 gain if pre-test is Level 1 or 2 .3 gain if pre-test is Level 3 or 4
PEP Scale III	23	20	.5 gain if pre-test is Level 1 or 2 .3 gain if pre-test is Level 3 or 4
PEP Scale IV	23	21	.5 gain if pre-test is Level 1 or 2 .3 gain if pre-test is Level 3 or 4
Other			
<b>Comments:</b>			

**2.3 EDUCATION OF MIGRANT CHILDREN (TITLE I, PART C)**

This section collects data on the Migrant Education Program (Title I, Part C) for the reporting period of September 1, 2009 through August 31, 2010. This section is composed of the following subsections:

- Population data of eligible migrant children;
- Academic data of eligible migrant students;
- Participation data of migrant children served during either the regular school year, summer/intersession term, or program year;
- School data;
- Project data;
- Personnel data.

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the reporting period. For example, a child who turns 3 during the reporting period would only be reported in the "Age 3 through 5 (not Kindergarten)" row.

FAQs in section 1.10 contain definitions of out-of-school and ungraded that are used in this section.

**2.3.1 Population Data**

The following questions collect data on eligible migrant children.

**2.3.1.1 Eligible Migrant Children**

In the table below, provide the unduplicated number of **eligible** migrant children by age/grade. The total is calculated automatically.

Age/Grade	Eligible Migrant Children
Age birth through 2	22
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

### 2.3.1.2 Priority for Services

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

Age/Grade	Priority for Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<p><b>Comments:</b> There were no eligible migrants with a Priority for Service (PFS) designation for this reporting period. State definition of PFS was revised and finalized at the end of the reporting period. Data collection for the upcoming reporting period has incorporated the necessary fields in order to capture the PFS designation per eligible migrant.</p>	

#### FAQ on priority for services:

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

**2.3.1.3 Limited English Proficient**

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

<b>Age/Grade</b>	<b>Limited English Proficient (LEP)</b>
Age 3 through 5 (not Kindergarten)	N<20
K	N<20
1	N<20
2	N<20
3	N<20
4	
5	N<20
6	N<20
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	N<20
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

**2.3.1.4 Children with Disabilities (IDEA)**

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

<b>Age/Grade</b>	<b>Children with Disabilities (IDEA)</b>
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	N<20
1	
2	
3	N<20
4	
5	
6	N<20
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	N<20
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

**2.3.1.5 Last Qualifying Move**

In the table below, provide the unduplicated number of **eligible** migrant children by when the last qualifying move occurred. The months are calculated from the last day of the reporting period, August 31, 2009. The totals are calculated automatically.

Age/Grade	Last Qualifying Move Is within X months from the last day of the reporting period			
	12 Months	Previous 13 – 24 Months	Previous 25 – 36 Months	Previous 37 – 48 Months
Age birth through 2	N<20	N<20	N<20	
Age 3 through 5 (not Kindergarten)	26	N<20	N<20	
K	N<20	N<20	N<20	
1	N<20	N<20	N<20	N<20
2	N<20	N<20		N<20
3	N<20	N<20	N<20	N<20
4	N<20	N<20	N<20	N<20
5	N<20		N<20	N<20
6	N<20	N<20	N<20	N<20
7	N<20	N<20		N<20
8	N<20	N<20	N<20	N<20
9	N<20	N<20		
10	N<20	N<20	N<20	N<20
11	N<20	N<20		N<20
12	N<20	N<20		
Ungraded				
Out-of-school	31	N<20		
Total				

**Comments:** The total number of eligible migrants for the MEP is of small proportions. Consequently, any variants will cause greater than expected results. In addition, a combination of more exhaustive ID&R efforts as well as a two consecutive devastating blueberry harvests (Maine's largest crop) could be considered contributing factors for the decrease in numbers.

**2.3.1.6 Qualifying Move During Regular School Year**

In the table below, provide the unduplicated number of **eligible** migrant children with any qualifying move during the regular school year within the previous 36 months calculated from the last day of the reporting period, August 31, 2009. The total is calculated automatically.

<b>Age/Grade</b>	<b>Move During Regular School Year</b>
Age birth through 2	N<20
Age 3 through 5 (not Kindergarten)	N<20
K	N<20
1	N<20
2	N<20
3	N<20
4	N<20
5	N<20
6	N<20
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	
Ungraded	N<20
Out-of-school	N<20
Total	

**Comments:** The decline in numbers is directly proportionate to the decrease in the overall total number of eligible migrant children in Maine. The total number of eligible migrants for the MEP is of small proportions. Consequently, any variants will cause greater than expected results. In addition, more exhaustive ID&R practices may explain the decline in the overall total figure. Finally, the greatest influx of migrants to the State does not take place during the school year but in the summer months for the Blueberry and Broccoli harvests.

### 2.3.2 Academic Status

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

#### 2.3.2.1 Dropouts

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

Grade	Dropped Out
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	N<20
Ungraded	
Total	
<b>Comments:</b>	

#### FAQ on Dropouts:

*How is "dropped out of school" defined?* The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2008-09 reporting period should be classified NOT as "dropped-out-of-school" but as "out-of-school youth."

#### 2.3.2.2 GED

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

<b>Obtained a GED in your state</b>	0
<b>Comments:</b> There were no eligible migrants who obtained a GED during this reporting period. However, for the upcoming reporting period the MEP is working in conjunction with the newly awarded High School Equivalency Program (HEP) in the State in order to increase these figures in 2010-2011.	

**2.3.2.3 Participation in State Assessments**

The following questions collect data about the participation of eligible migrant students in State Assessments.

**2.3.2.3.1 Reading/Language Arts Participation**

In the table below, provide the unduplicated number of **eligible** migrant students enrolled in school during the State testing window and tested by the State reading/language arts assessment by grade level. The totals are calculated automatically.

<b>Grade</b>	<b>Enrolled</b>	<b>Tested</b>
3	N<20	N<20
4	N<20	N<20
5	N<20	N<20
6	N<20	N<20
7	N<20	N<20
8	N<20	N<20
HS		
Ungraded		
Total		

**Comments:**

**2.3.2.3.2 Mathematics Participation**

This section is similar to 2.3.2.3.1. The only difference is that this section collects data on migrant students and the State's mathematics assessment.

<b>Grade</b>	<b>Enrolled</b>	<b>Tested</b>
3	N<20	N<20
4	N<20	N<20
5	N<20	N<20
6	N<20	N<20
7	N<20	N<20
8	N<20	N<20
HS		
Ungraded		
Total		

**Comments:**

**2.3.3 MEP Participation Data**

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

Unless otherwise indicated, participating migrant children include:

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

Do not include:

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

**2.3.3.1 MEP Participation Regular School Year**

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

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

**2.3.3.1.1 MEP Students Served During the Regular School Year**

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

Age/Grade	Served During Regular School Year
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

**Comments:** The Maine Migrant Education Program (MEP) has successfully completed the State's Comprehensive Needs Assessment (CNA) and consequent Service Delivery Plan; which will act as the foundation in order to begin serving migrants during the regular school year.

**2.3.3.1.2 Priority for Services – During the Regular School Year**

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

Age/Grade	Priority for Services
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<p><b>Comments:</b> The State's PFS definition was revised and finalized at the end of the reporting period. Data collection for the upcoming reporting period has incorporated the necessary fields in order to capture the PFS designation per eligible migrant.</p>	

**2.3.3.1.3 Continuation of Services – During the Regular School Year**

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

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

**Comments:** There were no eligible migrants who received instructional or support services during the regular school year under the continuation of services.

**2.3.3.1.4 Services**

The following questions collect data on the services provided to participating migrant children during the regular school year.

**FAQ on Services:**

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

**2.3.3.1.4.1 Instructional Service – During the Regular School Year**

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<p><b>Comments:</b> The Maine Migrant Education Program (MEP) has successfully completed the State's Comprehensive Needs Assessment (CNA) and consequent Service Delivery Plan; which will act as the foundation in order to begin serving migrants during the upcoming school year.</p>	

**2.3.3.1.4.2 Type of Instructional Service**

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

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

**Comments:** The Maine Migrant Education Program (MEP) has successfully completed the State's Comprehensive Needs Assessment (CNA) and consequent Service Delivery Plan; which will act as the foundation in order to begin serving migrants during the upcoming school year.

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.1.4.3 Support Services with Breakout for Counseling Service

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2		
Age 3 through 5 (not Kindergarten)		
K		
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Ungraded		
Out-of-school		
Total		
<b>Comments:</b> The Maine Migrant Education Program (MEP) has successfully completed the State's Comprehensive Needs Assessment (CNA) and consequent Service Delivery Plan; which will act as the foundation in order to begin serving migrants during the upcoming school year.		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.1.4.4 Referred Service – During the Regular School Year**

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

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	

**Comments:** The Maine Migrant Education Program (MEP) has successfully completed the State's Comprehensive Needs Assessment (CNA) and consequent Service Delivery Plan; which will act as the foundation in order to begin serving migrants and referring them to local service providers during the upcoming school year.

**2.3.3.2 MEP Participation - Summer/Intersession Term**

The questions in this subsection are similar to the questions in the previous section with one difference. The questions in this subsection collect data on the **summer/intersession term** instead of the regular school year.

**2.3.3.2.1 MEP Students Served During the Summer/Intersession Term**

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

<b>Age/Grade</b>	<b>Served During Summer/Intersession Term</b>
Age Birth through 2	N<20
Age 3 through 5 (not Kindergarten)	24
K	N<20
1	N<20
2	N<20
3	N<20
4	N<20
5	N<20
6	N<20
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	N<20
Ungraded	N<20
Out-of-school	N<20
Total	
<b>Comments:</b>	

**2.3.3.2.2 Priority for Services – During the Summer/Intersession Term**

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

Age/Grade	Priority for Services
Age 3 through 5	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b> State definition of PFS was revised and finalized at the end of the reporting period. Data collection for the upcoming reporting period has incorporated the necessary fields in order to capture the PFS designation per eligible migrant.	

**2.3.3.2.3 Continuation of Services – During the Summer/Intersession Term**

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

Age/Grade	Continuation of Services
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

### 2.3.3.2.4 Services

The following questions collect data on the services provided to participating migrant children during the summer/intersession term.

#### FAQ on Services:

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

#### 2.3.3.2.4.1 Instructional Service – During the Summer/Intersession Term

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

Age/Grade	Children Receiving an Instructional Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	24
K	N<20
1	N<20
2	N<20
3	N<20
4	N<20
5	N<20
6	N<20
7	N<20
8	N<20
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

**2.3.3.2.4.2 Type of Instructional Service**

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

<b>Age/Grade</b>	<b>Reading Instruction</b>	<b>Mathematics Instruction</b>	<b>High School Credit Accrual</b>
Age birth through 2			
Age 3 through 5 (not Kindergarten)	24	24	
K	N<20	N<20	
1	N<20	N<20	
2	N<20	N<20	
3	N<20	N<20	
4	N<20	N<20	
5	N<20	N<20	
6	N<20	N<20	
7	N<20	N<20	
8	N<20	N<20	
9			
10			
11			
12			
Ungraded			
Out-of-school			
Total			
<b>Comments:</b>			

**FAQ on Types of Instructional Services:**

What is "*high school credit accrual*"? Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

### 2.3.3.2.4.3 Support Services with Breakout for Counseling Service

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

Age/Grade	Children Receiving Support Services	Breakout of Children Receiving Counseling Service
Age birth through 2		
Age 3 through 5 (not Kindergarten)	24	24
K	N<20	N<20
1	N<20	N<20
2	N<20	N<20
3	N<20	N<20
4	N<20	N<20
5	N<20	N<20
6	N<20	N<20
7	N<20	N<20
8	N<20	N<20
9	N<20	N<20
10	N<20	N<20
11	N<20	N<20
12		
Ungraded		
Out-of-school	N<20	N<20
Total		
<b>Comments:</b>		

#### FAQs on Support Services:

- a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.
- b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

**2.3.3.2.4.4 Referred Service – During the Summer/Intersession Term**

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

Age/Grade	Referred Service
Age birth through 2	
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
<b>Comments:</b>	

**2.3.3.3 MEP Participation – Program Year**

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

<b>Age/Grade</b>	<b>Served During the Program Year</b>
Age Birth through 2	
Age 3 through 5 (not Kindergarten)	24
K	N<20
1	N<20
2	N<20
3	N<20
4	N<20
5	N<20
6	N<20
7	N<20
8	N<20
9	N<20
10	N<20
11	N<20
12	N<20
Ungraded	N<20
Out-of-school	N<20
Total	
<b>Comments:</b>	

### 2.3.4 School Data

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

#### 2.3.4.1 Schools and Enrollment

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

	#
Number of schools that enrolled eligible migrant children	24
Number of eligible migrant children enrolled in those schools	52
<b>Comments:</b> The decline in numbers is directly proportionate to the decline in the overall total number of eligible migrant children in Maine. The total number of eligible migrants for the MEP is of small proportions. Consequently, any variants will cause greater than expected results. In addition, more exhaustive ID&R practices may explain the decline in the overall total. Finally, the greatest influx of migrants to the State does not take place during the school year but in the summer months for the Blueberry and Broccoli harvests.	

#### 2.3.4.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs

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

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

### 2.3.5 MEP Project Data

The following questions collect data on MEP projects.

#### 2.3.5.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds by a subgrant from the State or through an intermediate entity that receives the subgrant and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **participating** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Below the table are FAQs about the data collected in this table.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Participating in the Projects
Regular school year – school day only		
Regular school year – school day/extended day		
Summer/intersession only	1	133
Year round		
<b>Comments:</b>		

#### FAQs on type of MEP project:

- a. *What is a project?* A project is any entity that receives MEP funds either as a subgrantee or from a subgrantee and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications. A project's services may be provided in one or more sites.
- b. *What are Regular School Year– School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.
- c. *What are Regular School Year– School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).
- d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.
- e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

### 2.3.6 MEP Personnel Data

The following questions collect data on MEP personnel data.

#### 2.3.6.1 Key MEP Personnel

The following questions collect data about the key MEP personnel.

##### 2.3.6.1.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the reporting period (e.g., September 1 through August 31). Below the table are FAQs about the data collected in this table.

<b>State Director FTE</b>	1.00
<b>Comments:</b> MEP Director was a full time employee during the regular school year. However, she decided to leave her position two weeks prior to the end of the summer term.	

#### FAQs on the MEP State director

- a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the reporting period. To calculate the FTE number, sum the total days the State director worked for the MEP during the reporting period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.
- b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

**2.3.6.1.2 MEP Staff**

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

Job Classification	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Teachers	0	0.00	10	5.00
Counselors	0	0.00	1	0.50
All paraprofessionals	0	0.00	9	4.50
Recruiters	2	0.76	7	4.13
Records transfer staff	1	0.18	3	1.80
<b>Comments:</b> Regular School Year for All Staff: 1760 hours = 1 FTE				
Summer/Intersession Term: 320 hours = 1 FTE				

**Note:** The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

**FAQs on MEP staff:**

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
  1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.
- c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.
- d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.
- e. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.
- f. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

### 2.3.6.1.3 Qualified Paraprofessionals

In the table below, provide the headcount and FTE of the qualified paraprofessionals funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs. Below the table are FAQs about the data collected in this table.

	Regular School Year		Summer/Intersession Term	
	Headcount	FTE	Headcount	FTE
Qualified Paraprofessionals			9	4.50
<b>Comments:</b> Last year's FTE calculations were based on school year terms, which amounted to a total of 2080 hours. This reporting period's FTE calculations were broken up between the regular school year term and the summer term. The figure 4.5 strictly corresponds to summer term. As a result, the number is greater than the figure reported last year.				

#### FAQs on qualified paraprofessionals:

- a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
1. To calculate the FTE, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
  2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked for a term and divide this sum by the number of full-time days that constitute one FTE in that term.
- b. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d) of *ESEA*).

## 2.4 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK (TITLE I, PART D, SUBPARTS 1 AND 2)

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

Throughout this section:

- Report data for the program year of July 1, 2009 through June 30, 2010.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Multiple Purpose Facility:** An institution/facility/program that serves more than one programming purpose. For example, the same facility may run both a juvenile correction program and a juvenile detention program.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

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

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

**2.4.1.1 Programs and Facilities - Subpart 1**

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

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs	0	0
Juvenile detention	1	13
Juvenile corrections	2	315
Adult corrections	1	180
Other	0	0
Total	4	141

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

	#
<b>Programs in a multiple purpose facility</b>	2
<b>Comments:</b>	

**FAQ on Programs and Facilities - Subpart I:**

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

**2.4.1.1.1 Programs and Facilities That Reported - Subpart 1**

In the table below, provide the number of State agency programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	0
Juvenile Detention	1
Juvenile Corrections	2
Adult Corrections	1
Other	0
Total	4
<b>Comments:</b>	

**2.4.1.2 Students Served – Subpart 1**

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

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served		229	158	42	
Long Term Students Served		N<20	129	32	

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native		N<20	N<20	N<20	
Asian or Pacific Islander		N<20	N<20	N<20	
Black, non-Hispanic		N<20	21	N<20	
Hispanic		N<20	N<20	N<20	
White, non-Hispanic		211	128	34	
Total					

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male		186	140	39	
Female		43	N<20	N<20	
Total		229			

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5		N<20	N<20	N<20	
6		N<20	N<20	N<20	
7		N<20	N<20	N<20	
8		N<20	N<20	N<20	
9		N<20	N<20	N<20	
10		N<20	N<20	N<20	
11		N<20	N<20	N<20	
12		N<20	N<20	N<20	
13		N<20	N<20	N<20	
14		N<20	N<20	N<20	
15		32	N<20	N<20	
16		61	26	N<20	
17		82	54	N<20	
18		33	42	N<20	
19		N<20	N<20	N<20	
20		N<20	N<20	N<20	
21		N<20	N<20	N<20	
Total					

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

This response is limited to 8,000 characters.

**Comments:**

**FAQ on Unduplicated Count:**

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

**FAQ on long-term:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**2.4.1.3 Programs/Facilities Academic Offerings – Subpart 1**

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

<b># Programs That</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention Facilities</b>	<b>Adult Corrections Facilities</b>	<b>Other Programs</b>
Awarded high school course credit(s)		N<20	N<20	
Awarded high school diploma(s)		N<20	N<20	
Awarded GED(s)		N<20	N<20	
<b>Comments:</b>				

**2.4.1.4 Academic Outcomes- Subpart 1**

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 1.

**2.4.1.4.1 Academic Outcomes While in the State Agency Program/Facility**

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections Facilities	Other Programs
Earned high school course credits		212	N<20	
Enrolled in a GED program		50	N<20	
<b>Comments:</b>				

**2.4.1.4.2 Academic Outcomes While in the State Agency Program/Facility or Within 30 Calendar Days After Exit**

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in their local district school		137	N<20	
Earned a GED		50	N<20	
Obtained high school diploma		21	N<20	
Were accepted into post-secondary education		N<20	N<20	
Enrolled in post-secondary education		N<20	N<20	
<b>Comments:</b>				

**2.4.1.5 Vocational Outcomes- Subpart 1**

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

**2.4.1.5.1 Vocational Outcomes While in the State Agency Program/Facility**

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in elective job training courses/programs		26	N<20	
<b>Comments:</b>				

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

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

# of Students Who	Neglected Programs	Juvenile Corrections/ Detention Facilities	Adult Corrections	Other Programs
Enrolled in external job training education		N<20	N<20	
Obtained employment		N<20	N<20	
<b>Comments:</b>				

**2.4.1.6 Academic Performance- Subpart 1**

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

**2.4.1.6.1 Academic Performance in Reading – Subpart 1**

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the tables, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		72	22	
Long-term students who have complete pre- and post-test results (data)		129	32	

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

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		N<20	N<20	
No change in grade level from the pre- to post-test exams		N<20	N<20	
Improvement of up to 1/2 grade level from the pre- to post-test exams		N<20	N<20	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		N<20	N<20	
Improvement of more than one full grade level from the pre- to post-test exams		53	N<20	
<b>Comments:</b>				

**FAQ on long-term students:**

*What is long-term?* Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2009 through June 30, 2010.

**2.4.1.6.2 Academic Performance in Mathematics – Subpart 1**

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

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry		78	38	
Long-term students who have complete pre- and post-test results (data)		100	32	

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

<b>Performance Data (Based on most recent testing data)</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Adult Corrections</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams		25	N<20	
No change in grade level from the pre- to post-test exams		N<20	N<20	
Improvement of up to 1/2 grade level from the pre- to post-test exams		N<20	N<20	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams		N<20	N<20	
Improvement of more than one full grade level from the pre- to post-test exams		55	N<20	
<b>Comments:</b>				

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

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

**2.4.2.1 Programs and Facilities – Subpart 2**

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

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	0	
Neglected programs	0	
Juvenile detention	0	
Juvenile corrections	3	
Other	0	
Total	3	

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

	#
<b>Programs in a multiple purpose facility</b>	0
<b>Comments:</b> DID NOT COLLECT AVG LENGTH OF STAY DATA ELEMENT. ELEMENT HAS BEEN ADDED FOR 2010-2011.	

**FAQ on average length of stay:**

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

**2.4.2.1.1 Programs and Facilities That Reported - Subpart 2**

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

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

**2.4.2.2 Students Served – Subpart 2**

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the 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 race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served				30	
Total Long Term Students Served				30	

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native				N<20	
Asian or Pacific Islander				N<20	
Black, non-Hispanic				N<20	
Hispanic				N<20	
White, non-Hispanic				27	
Total				30	

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male				N<20	
Female				N<20	
Total				30	

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5					
6					
7					
8					
9					
10					
11				N<20	
12				N<20	
13				N<20	
14				N<20	
15				N<20	
16				N<20	
17				N<20	
18				N<20	
19				N<20	
20				N<20	
21				N<20	
Total				30	

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

**Comments:** THE EMPTY CELLS SHOULD BE ZEROS. EDEN/EdFACTS PERSON IS ON VACATION. WE WILL UPDATE DURING THE RE-OPEN PROCESS.

**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, 2009 through June 30, 2010.

**2.4.2.3 Programs/Facilities Academic Offerings – Subpart 2**

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

<b>LEA Programs That</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Detention/ Corrections</b>	<b>Other Programs</b>
Awarded high school course credit(s)	0	0	3	0
Awarded high school diploma(s)	0	0	1	0
Awarded GED(s)	0	0	0	0
<b>Comments:</b>				

**2.4.2.4 Academic Outcomes- Subpart 2**

The following questions collect academic outcome data on students served through Title I, Part D, Subpart 2.

**2.4.2.4.1 Academic Outcomes While in the LEA Program/Facility**

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Earned high school course credits			25	
Enrolled in a GED program			N<20	
<b>Comments:</b>				

**2.4.2.4.2 Academic Outcomes While in the LEA Program/Facility or Within 30 Calendar Days After Exit**

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in their local district school			N<20	
Earned a GED			N<20	
Obtained high school diploma			N<20	
Were accepted into post-secondary education			N<20	
Enrolled in post-secondary education			N<20	
<b>Comments:</b>				

**2.4.2.5 Vocational Outcomes- Subpart 2**

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

**2.4.2.5.1 Vocational Outcomes While in the LEA Program/Facility**

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in elective job training courses/programs			N<20	
<b>Comments:</b>				

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

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

# of Students Who	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Enrolled in external job training education			N<20	
Obtained employment			N<20	
<b>Comments:</b>				

### 2.4.2.6 Academic Performance- Subpart 2

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

#### 2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the tables below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading testing. In the first table, report the number of students who tested below grade level upon entry based on their pre-test. A post-test is not required to answer this item. Then, indicate the number of students who completed both a pre-test and a post-test. In the second table, report only students who participated in both pre-and post-testing. Students should be reported in only one of the five change categories in the second table below.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2009, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Throughout the table, report numbers for juvenile detention and correctional facilities together in a single column. Below the tables is an FAQ about the data collected in these tables.

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Long-term students who tested below grade level upon entry			N<20	
Long-term students who have complete pre- and post-test results (data)			28	

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

Performance Data (Based on most recent testing data)	At-Risk Programs	Neglected Programs	Juvenile Corrections/ Detention	Other Programs
Negative grade level change from the pre- to post-test exams			N<20	
No change in grade level from the pre- to post-test exams			N<20	
Improvement of up to 1/2 grade level from the pre- to post-test exams			N<20	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			N<20	
Improvement of more than one full grade level from the pre- to post-test exams			N<20	
<b>Comments:</b> THE EMPTY CELLS SHOULD BE ZEROS. EDEN/EdFACTS PERSON IS ON VACATION. WE WILL UPDATE DURING THE RE-OPEN PROCESS.				

#### 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, 2009, through June 30, 2010.

**2.4.2.6.2 Academic Performance in Mathematics – Subpart 2**

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

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Long-term students who tested below grade level upon entry			N<20	
Long-term students who have complete pre- and post-test results (data)			28	

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

<b>Performance Data (Based on most recent testing data)</b>	<b>At-Risk Programs</b>	<b>Neglected Programs</b>	<b>Juvenile Corrections/ Detention</b>	<b>Other Programs</b>
Negative grade level change from the pre- to post-test exams			N<20	
No change in grade level from the pre- to post-test exams			N<20	
Improvement of up to 1/2 grade level from the pre- to post-test exams			N<20	
Improvement from 1/2 up to one full grade level from the pre- to post-test exams			N<20	
Improvement of more than one full grade level from the pre- to post-test exams			N<20	
<b>Comments:</b> THE EMPTY CELLS SHOULD BE ZEROS. EDEN/EdFACTS PERSON IS ON VACATION. WE WILL UPDATE DURING THE RE-OPEN PROCESS.				

**2.7 SAFE AND DRUG FREE SCHOOLS AND COMMUNITIES ACT (TITLE IV, PART A)**

This section collects data on student behaviors under the *Safe and Drug-Free Schools and Communities Act*.

**2.7.1 Performance Measures**

In the table below, provide actual performance data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Total number of persistently dangerous schools.	Maine Gun Free Schools Reports and SDFS School Incident Data Reports	Annual	2009-10	2007-08: 0	2007-08: 0	0	2003-04
				2008-09: 0	2008-09: 0		
				2009-10: 0	2009-10: 0		
				2010-11: 0			
				2011-12: 0			
<b>Comments:</b> Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Total number of school incidents of prohibited behavior.	Maine SDFS School Incident Data Reports	Annual	2009-10	2007-08: 9950	2007-08: 1034	10428	2003-04
				2008-09: 9900	2008-09: 1089		
				2009-10: 9850	2009-10: 1112		
				2010-11: 10800			
				2011-12: 10500			
<b>Comments:</b> Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students in grades 6-12 reporting they don't feel safe at school.	MIYHS - The Maine Integrated Youth Health Survey for grades 6-12. (Previously called the Maine Youth Drug & Alcohol Use Survey - MYDAUS)	Biennial	2008-09	2007-08: 15%	2007-08: 16.1%	17.4%	2001-02
				2008-09: 14.5%	2008-09: 14%		
				2009-10: N/A	2009-10: N/A		
				2010-11: 13.5%			
				2011-12: N/A			
<b>Comments:</b> The Actual Performance data for 2008-09 has been updated with final / verified data. (We had previously supplied only preliminary data for this section of the 2008-09 CSPR Part II.) Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.							
Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
				2007-			

Percentage of students in grades 9-12 offered, sold or given illegal drugs on school property during past 12 months.	MIYHS - The Maine Integrated Youth Health Survey for Grades 6-12. (Previously called the Maine Youth Drug & Alcohol Use Survey - MYDAUS)	Biennial	2008-09	2007-08: N/A	2007-08: N/A	33%	2002-03
				2008-09: 26%	2008-09: 22.3%		
				2009-10: N/A	2009-10: N/A		
				2010-11: 22%			
				2011-12: 21%			

**Comments:** The Actual Performance data for 2008-09 has been updated with final/ verified data. (We had previously supplied only preliminary data for this section of the 2008-09 CSPR Part II.)  
Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Number of students suspended, expelled or removed to alternative setting for substance abuse policy violations.	Maine SDFS School Incident Data Reports	Annual	2009-10	2007-08: 270	2007-08: 1558	298	2003-04
				2008-09: 1525	2008-09: 1439		
				2009-10: 1500	2009-10: 987		
				2010-11: 975			
				2011-12: 950			

**Comments:** The figures that were entered for 2008-09 and prior years reflect a calculation error that was recently discovered. Those figures apparently included students who were removed for less than 1 day or more. The 2009-10 figure correctly represents the number of students suspended, expelled or removed to alternative setting for 1 day or more for substance abuse policy violations.

Targets for 2010-11 and beyond have been updated / revised in response to most current data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students grades 6-12 who reported cigarette smoking during past 30 days.	MIYHS - The Maine Integrated Youth Health Survey for Grades 6-12. (Previously called the Maine Youth Drug & Alcohol Use Survey - MYDAUS)	Biennial	2008-09	2007-08: 12%	2007-08: 12.2%	15.2%	2001-02
				2008-09: 11%	2008-09: 14%		
				2009-10: N/A	2009-10: N/A		
				2010-11: 13.5%			
				2011-12: 13%			

**Comments:** The Actual Performance data for 2008-09 has been updated with final/ verified data. (We had previously supplied only preliminary data for this section of the 2008-09 CSPR Part II.)  
Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students grades 6-12 who reported using marijuana during past	MIYHS - The Maine Integrated Youth Health Survey for Grades 6-12. (Previously called the Maine Youth Drug & Alcohol Use Survey -			2007-08: 14.5%	2007-08: 12.7%		
				2008-09: 13%	2008-09: 18.5%		
				2009-10: N/A	2009-10: N/A		
				2010-11: 18%			
				2011-			

30 days.	MYDAUS)	Biennial	2008-09	12: 17.5%	17.1%	2001-02
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**Comments:** The Actual Performance data for 2008-09 has been updated with final / verified data. (We had previously supplied only preliminary data for this section of the 2008-09 CSPR Part II.)

The Actual Performance percentage for 2008-09 represents survey data for grades 7-12.

Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.

Performance Indicator	Instrument/ Data Source	Frequency of Collection	Year of most recent collection	Targets	Actual Performance	Baseline	Year Baseline Established
Percentage of students grades 6-12 who reported ingesting 5 or more drinks in a 2 hour period during past 2 weeks.	MIYHS - The Maine Integrated Youth Health Survey for Grades 6-12. (Previously called the Maine Youth Drug & Alcohol Use Survey - MYDAUS)	Biennial	2008-09	2007-08: 13%	2007-08: 12.5%	16%	2001-02
				2008-09: 12%	2008-09: 16.2%		
				2009-10: N/A	2009-10: N/A		
				2010-11: 15%			
				2011-12: 14%			

**Comments:** The Actual Performance data for 2008-09 has been updated with final / verified data. (We had previously supplied only preliminary data for this section of the 2008-09 CSPR Part II.)

The Actual Performance data for 2008-09 represents survey data for grades 7-12 who reported ingesting 5 or more drinks in a 2 hour period during past 30 days.

Performance Targets for 2010-11 and beyond have been updated / revised in response to most current data.

## 2.7.2 Out-of-School Suspensions and Expulsions

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

### 2.7.2.1 State Definitions

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

Incident Type	State Definition
Alcohol related	Possession, sale, manufacture, distribution, use or showing evidence of use of any alcohol substances. Includes alcohol distribution, alcohol possession and alcohol use.
Illicit drug related	Illegal drug possession, sale, manufacture, distribution, use, being under the influence of drugs other than tobacco or alcohol. Includes "huffing" or inhaling mind-altering substances. Includes substances represented as drugs. Includes taking or selling prescription drugs not intended for the individual involved, such as Ritalin or painkillers. Includes over the counter drugs or legal substances if abused by the student, including glue, substance in aerosol cans, paint thinner, etc. Includes marijuana distribution, marijuana possession, marijuana use; other drug distribution; other drug possession; and other drug use. EXCLUDES TOBACCO AND ALCOHOL
Violent incident without physical injury	Includes any of the following categories of incidents where "serious bodily injury" WAS NOT checked: Aggravated assault; arson; battery; bomb threat; bomb-related; bullying/injurious hazing; extortion; fighting; fireworks; gang fight; harassment-sexual; harassment-other; hate crime/bias; kidnapping; physical attack; robbery; sexual battery; simple assault; threat/intimidation; vandalism (criminal mischief)
Violent incident with physical injury	Includes any incident where "serious bodily injury" was checked and that resulted in a bodily injury that involved a substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or faculty
Weapons possession	Includes assault with firearms; assault with another weapon; possession of firearm, possession of other weapon, sale or transfer of a weapon, and other weapon offense.
<b>Comments:</b>	

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

The following questions collect data on violent incident without physical injury.

**2.7.2.2.1 Out-of-School Suspensions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of-school suspensions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Suspensions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	341	174
6 through 8	1,533	171
9 through 12	1,767	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

**2.7.2.2.2 Out-of-School Expulsions for Violent Incident Without Physical Injury**

In the table below, provide the number of out-of school expulsions for violent incident without physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident without physical injury, including LEAs that report no incidents.

<b>Grades</b>	<b># Expulsions for Violent Incident Without Physical Injury</b>	<b># LEAs Reporting</b>
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

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

The following questions collect data on violent incident with physical injury.

#### 2.7.2.3.1 Out-of-School Suspensions for Violent Incident with Physical Injury

In the table below, provide the number of out-of-school suspensions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Suspensions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

#### 2.7.2.3.2 Out-of-School Expulsions for Violent Incident with Physical Injury

In the table below, provide the number of out-of school expulsions for violent incident with physical injury by grade level. Also, provide the number of LEAs that reported data on violent incident with physical injury, including LEAs that report no incidents.

Grades	# Expulsions for Violent Incident with Physical Injury	# LEAs Reporting
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts. Update 4-21-11: The 2009-10 data that was submitted by schools has been re-checked and the zero figures that have been entered for Out-of School Expulsions for Violent Incident with Physical Injury at each grade level are correct.		

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

The following sections collect data on weapons possession.

#### 2.7.2.4.1 Out-of-School Suspensions for Weapons Possession

In the table below, provide the number of out-of-school suspensions for weapons possession by grade level. Also, provide the number of LEAs that reported data on weapons possession, including LEAs that report no incidents.

Grades	# Suspensions for Weapons Possession	# LEAs Reporting
K through 5	44	174
6 through 8	105	171
9 through 12	134	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

#### 2.7.2.4.2 Out-of-School Expulsions for Weapons Possession

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

Grades	# Expulsion for Weapons Possession	# LEAs Reporting
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

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

The following questions collect data on alcohol-related incidents.

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

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

Grades	# Suspensions for Alcohol-Related Incidents	# LEAs Reporting
K through 5	N<20	174
6 through 8	40	171
9 through 12	174	113

**Comments:** Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts. Update 4-21-11: The 2009-10 data that was submitted by schools has been re-checked and the figures that have been entered for Out-of-School Suspensions for Alcohol-Related Incidents at each grade level are correct. The reporting system that schools use to submit incidence data has undergone several changes during the past few years and this may have led to some inconsistent reporting in this area. This issue should be resolved as schools become more familiar with the current reporting system.

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

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

Grades	# Expulsion for Alcohol-Related Incidents	# LEAs Reporting
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113

**Comments:** Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.

### 2.7.2.6 Out-of-School Suspensions and Expulsions for Illicit Drug-Related Incidents

The following questions collect data on illicit drug-related incidents.

#### 2.7.2.6.1 Out-of-School Suspensions for Illicit Drug-Related Incidents

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

Grades	# Suspensions for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	N<20	174
6 through 8	143	171
9 through 12	540	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

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

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

Grades	# Expulsion for Illicit Drug-Related Incidents	# LEAs Reporting
K through 5	N<20	174
6 through 8	N<20	171
9 through 12	N<20	113
<b>Comments:</b> Maine's number of LEAs is fewer than in years past due to continuing school district consolidation efforts.		

### 2.7.3 Parent Involvement

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

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

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

The response is limited to 8,000 characters.

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

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

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

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

	# LEAs
# LEA's using SRSA alternative uses of funding authority	72
<b>Comments:</b>	

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

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

Purpose	# LEA
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	6
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	24
Educational technology, including software and hardware as described in Title II, Part D	33
Parental involvement activities	5
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	17
Activities authorized under Title I, Part A	12
Activities authorized under Title III (Language instruction for LEP and immigrant students)	4
<b>Comments:</b> Many LEAs split their funding between 2 or 3 purpose areas	

### 2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

#### Title VI Rural Low-Income 09-10 Data - Maine

In Maine all our Title VI NCLB goals are related either directly or indirectly to improving the achievement levels of at risk students. In the application process, Title VI Rural Low-income SAUs indicate which State goal or goals they wish to target the use of their funds as they develop projects. Through school year 2009-10 none of Maine's Rural Low-Income SAUs have failed to meet the district level AYP standards. This is one indicator that this supplemental funding is serving the students in these programs well. Listed below are some samples of projects undertaken during the 2009-10 school year under three of the goals of this grant. We chose only three of the goals as a sample due to space restrictions.

#### A. Goal: Improve student achievement:

RSU 23 Bucksport provided tutoring and after school program for Title IA eligible students in grades 2 through 8. The focus of the programs was in the areas of language arts and mathematics. The tutor worked 3 days a week in two of the schools that house students Grades 2-4. The after school program was held 4 days a week and focused on grades 5-8. The goal of both programs was to improve the academic achievement of students through an alternative opportunity to meet the standards of Maine's Learning Results. The results were as follows: In Reading: Percentage of identified students who meet the standards at the end of the program Grade 2, 62% Grade 3, 10% Grade 6, 38% Grade 7 64%.

In Mathematics: Percentage of identified students who meet the standards at the end of the program Grade 3 55% Grade 5 38% Grade 6 10% Grade 7 41% Grade 8 52%

SAD 09 Farmington set up a tutorial program for Title IA eligible students who were at risk of high school failure. The existing program was expanded to an extended day program and summer extended year programming an attempt to help personalize each students need in addressing the standards which they were in danger of not meeting. The results were impressive for the extended day program with 91.5 % of 106 grade nine students participating, 57.7% of 52 tenth grade students participating, 72.2% of eighteen 11 grade students participating and 71.4% of 14 twelve grade students. The extended year program had 82 students eligible to participate with 70 actually participating of which 5 did not finish but 74 Carnegie credits were recovered form this work. Overall this program exceeded it goals and helped a large number of at risk students experience success.

SAD 29 Houlton set up an after school program for Title IA eligible seventh and eighth grade students at risk in an effort to improve their achievement and attain benchmarks in reading and mathematics. Many of these students loss ground over the summer and needed a boost. After the program ended and using local assessments 88% of the students attending meet proficiency levels in reading, language arts and mathematics. In addition, the failure rate for students taking core courses decreased by 17%. Overall this program has been deemed a success with plans to continue supporting students this upcoming year.

#### B. Goal: Using technology to support improve student achievement

SAD 15 Gray has used its RLI grant to support its district goal of having all teachers, administrators and students able to demonstrate and use technology applications as tools to design, communicate, demonstrate and exhibit student learning. To work on this goal, the SAU supported five technology rich classrooms within five of the schools of the district. Each classroom was provided an interactive whiteboard, digital camera, printer, scanner and the training to use these tools successfully. The teachers in these technology rich classrooms have worked with their colleagues to train them using these tools. A summer technology institute has been planned to reinforce the skills and provide more teachers time to work with the tools. The plan is to expand this pilot to more teachers in each of the schools who are now ready to begin to work in a technology rich environment.

At SAD 01 Presque Isle, the district used Title VI funds to support all aspects of their technology program with the goal of improving achievement for all students. The funds were used to lease computers and printers for the secondary One-to-one program, to enhance the wireless network and provide projection equipment for teachers to effectively utilize the tools. Professional development was providing for staff members with on-going support. The program was deemed successful as student achievement on the NECAP/MHSA was reported at or above State averages for all those groups tested.

RSU 67 in Lincoln used some of its Title VI funding to set up a reading and mathematics computer based tutorials system called ALEKS. Using the computer based system, 63.8 % of students without any special programming were able to meet or exceed their growth targets as measured by the NWEA assessment tool. 60% of students with special needs and 55% of those receiving Title IA support also met or exceeded their growth targets. The district hopes to be able to expand the program this coming school year to include more grades and students.

C. Goal: Work to Improve Teacher Quality and Effectiveness.

SAD 52 in Turner used part of its Title VI grant to support technology at grade levels. At the secondary level they have gone to a One-to-one program enabling all students 24/7 access to technology. Title VI funds were used to purchase Netbooks for the staff and along with professional development, they were prepared as students began the school year with their own laptops. Teachers were also supported with an integrator who provided sample lessons and consultation on projects. Some I-pod Touch units were purchased so that administrators could participate in the iwalk through program gathering data on trends and gearing professional development on needs determined by the data.

The Jay School Department combined the use of technology equipment and professional development to increase the ability of its teachers to integrate technology into the curriculum. Eleven SmartBoards were purchased for the K-12 grades with six being mobile and five fixed in classrooms. SmartBoard trainings were held throughout the school year allowing teachers several times to be exposed to their use and to expand their knowledge at a second or third follow-up session. Teachers were surveyed and the overwhelming conclusion was that more training is needed. Teachers have become proficient in used the equipment in mathematics classes and there is a desire to expand those skills and knowledge to other curriculum areas. Some of the exciting breakthroughs include the use of the boards in self-contained autism program for early literacy and math skills. Even the principal of the elementary school used the SmartBoards as a regular part of staff meeting demonstrating to staff how this technology can be adopted to other instructional efforts. With the SmartBoards in place, the plan is to continue the training efforts to enhance teaching and learning by using technology.

SAD 57 Waterboro has become a Reinventing Schools Coalition Project partner (RISC) and has used its Title VI funding to support on-going training of staff. 275 staff members were trained at the symposium level of understanding the RISC model. 80 members also participated in the Beacon Educator Training. As a result, there is a shared vision for the district and a plan for transitioning to a standards based system. Teachers have been invited to present and train other districts. The district has a cohort group working with a consultant to unpack standards and create scoring guides for five content areas.

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**2.10 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE VI, PART A, SUBPART 2)****2.10.1 State Transferability of Funds**

Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2009-10?	No
<b>Comments:</b>	

**2.10.2 Local Educational Agency (LEA) Transferability of Funds**

	<b>#</b>
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	50
<b>Comments:</b>	

**2.10.2.1 LEA Funds Transfers**

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

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	32	13
Educational Technology State Grants (Section 2412(a)(2)(A))	11	28
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	27	8
State Grants for Innovative Programs (Section 5112(a))	0	0
Title I, Part A, Improving Basic Programs Operated by LEAs		8

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

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	1,195,498.00	68,885.00
Educational Technology State Grants (Section 2412(a)(2)(A))	53,392.00	880,205.00
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))	177,331.00	301,218.00
State Grants for Innovative Programs (Section 5112(a))	0.00	0.00
Title I, Part A, Improving Basic Programs Operated by LEAs		175,913.00
Total	1,426,221.00	1,426,221.00
<b>Comments:</b>		

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