

**Special Services Team (Z080)
Overview**

Program Purpose: The Special Education Team provides for general administration and supervision to ensure implementation of the State policy regarding equal educational opportunities for all children with disabilities, pursuant to Title 20-A and the federal Individuals with Disabilities Education Act (IDEA), as amended. The team administers State and federal laws governing the education of children with disabilities; conducts program reviews of special education programs in local schools; conducts due process reviews to assure that all federal and state rights are upheld; establishes and maintains a coordinated service delivery system for children from birth to five and their families (CDS System); ensures that an adequate supply of qualified special education and related services personnel is maintained in the State; and provides technology-related support, advocacy, and delivery systems for individuals with disabilities of all ages. The team also provides for the management of several federal grant programs and provides administration and technical assistance in the areas that include: health education, assistive technology, early childhood services, due process, and safe and drug free schools.

Population Served:

Program Area	Enrollment
[Please see Program Summary pages]	--
Total	--

Financial Data: Aggregate financial data for the Special Services Team is presented here. The program summary pages that follow describe the financial data for each of the individual programs within this Department Team.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
General Fund	N/A	\$ 16,649,691	\$ 15,241,660
Federal Expenditures Fund	N/A	66,645,623	75,622,282
Fund for a Healthy Maine	\$100,659	99,373	104,647
Federal Block Grant Fund	199,270	193,624	247,485
Federal ARRA Funds	0	24,513,886	30,384,321
Total All Funds	N/A	\$108,102,197	\$121,600,395

Leadership and Staff Support: David Stockford, Policy Director and Team Leader, Special Services, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(1.0) Contract/Grant Specialist (1.0) Development Project Officer (9.0) Education Specialist II (10.0) Education Specialist III (1.0) Management Analyst I (7.0) Office Associate II (1.0) Office Specialist I (1.0) Planning & Research Assoc. I (1.0) Policy Development Specialist (1.0) Public Service Manager III (1.0) Statistician III

Federal Block Grant Fund	(1.0) Education Specialist II (1.0) Education Specialist III
Total	(36.0)

Performance Data: The program summary pages that follow describe the performance data that is available for each of the individual programs within the Special Services Team.

**Program: IDEA/School Age - Special Education Grants to States
Department Team: Special Services (Z080)**

Program Purpose: The purpose of this federal entitlement grant program is to provide funds to ensure that eligible students with disabilities receive a free and appropriate public education that includes special education and related services designed to meet their individual needs.

Population Served: The following data was provided from the December 2009 child count.

Program Area	Enrollment
Special Education (Ages 5-20)	28,923
Total	28,923

Financial Data: Federal grants are authorized under the Individuals with Disabilities Education Act, (IDEA) as amended, Part B, Sec. 611 and the American Recovery and Reinvestment Act of 2009.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
Federal Expenditures Fund	\$50,323,964	\$53,130,454	\$57,403,354
Federal ARRA Funds	0	23,437,547	26,454,662
Total All Funds	\$50,323,964	\$76,568,001	\$83,858,016

Leadership and Staff Support: David Stockford, Policy Director and Team Leader, Special Services, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(3.5) Education Specialist II (7.0) Education Specialist III (0.85) Management Analyst I (4.5) Office Associate II (1.0) Office Specialist I (1.0) Planning & Research Assoc. I (1.0) Policy Development Specialist (1.0) Public Service Manager III
Total	(19.85)

Note: In response to guidance from the U.S. Department of Education (USDE) Office of Special Education Programs, the Special Services Team is restructuring MDOE staff support to align with a General Supervision System, as required by the IDEA, through the effective coordination of components that include:

1. State Performance Plan;
2. Policies, Procedures and Effective Implementation;
3. Integrated Monitoring Activities;
4. Fiscal Management;
5. Data on Processes and Results;
6. Improvement, Correction, Incentives and Sanctions;
7. Effective Dispute Resolution; and
8. Targeted Technical Assistance.

This will result in realignment of personnel and organizational structure.

Performance Data: The 2004 reauthorization of the federal IDEA required each state to develop: (1) State Performance Plans (SPP) evaluating the state's implementation of Part B of the IDEA and describing how the state will improve such implementation; and (2) Annual Performance Reports (APR) to document progress of local educational agencies according to the targets in its SPP. The SPP and APR are submitted to the USDE Office of Special Education Programs (OSEP) and are required to be posted on the states' websites. States also report annually to the Secretary of Education on their performance in meeting SPP targets for Part B of the IDEA. The reports for Maine and other states, including OSEP responses to the states' SPPs and APRs (or "State Determination Letters"), are posted on the USDE website at:

<http://www2.ed.gov/fund/data/report/idea/partbspap/allyears.html#me>.

The SPPs and APRs submitted by the Maine DOE to the USDE are available at the Maine DOE website: <http://www.maine.gov/education/speced/spp/>.

Program: Child Development Services (0449)
Department Team: Special Services (Z080)

Program Purpose: The Child Development Services (CDS) System ensures the provision of child find activities, early intervention services, and Free Appropriate Public Education (FAPE) services to eligible children, pursuant to MRSA Title 20-A, and is designated as the State Education Agency responsible for carrying out the State's obligations under the federal Individuals with Disabilities Education Act (IDEA).

The CDS System consists of 9 regional sites, a State Office, and a State Level Advisory Board comprised of one member from each regional site, (Note: CDS System consolidated from 15 sites in FY 2009-10 to 9 Sites for FY 2010-11). Each CDS site is an Intermediate Educational Unit (IEU), separate from the local education agency and provides both Early Intervention and FAPE services under the supervision of the Maine Department of Education (MDOE). The CDS System ensures the provisions of federal and state regulations statewide through a grant agreement between the MDOE and each regional site.

Population Served: Each regional CDS site is accountable for their specific population of children birth through five in need of early intervention services or special education programs. This responsibility is met through collaboration with families, schools, local medical facilities and other agencies. Once a child enters the CDS System, the child and family receive support and services from a collaborative team of early intervention and special education experts. FY 2009-10 total enrollment by CDS regional site (Note: CDS System will have 9 regional sites in FY 2010-11):

Regional CDS Site	Enrollment
Aroostook	189
Cumberland	737
Androscoggin	596
Franklin	147
Two Rivers	383
Hancock	174
Lincoln	139
Knox	215
Opportunities	305
Project PEDS	428
Search	230
So. Kennebec	381
Waldo	226
Washington	163
York	685
Total	4,998

Financial Data: Federal funds are authorized under the IDEA, as amended, Part C (0-2) and Part B (for children 3-5) and the American Recovery and Reinvestment Act of 2009.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
General Fund	\$16,330,053	\$15,989,481	\$14,898,739
Federal Expenditures Fund	4,259,554	4,783,511	5,125,426
Federal ARRA Funds	0	1,076,339	3,929,659
Total All Funds	\$20,589,607	\$21,849,331	\$23,953,824

Leadership and Staff Support: Debra Hannigan, Director, provides administrative leadership for the CDS program. Staff support for the program includes the position identified below, which is a MDOE support staff position.

Funding Source	Legislative Count -- DOE Position
Federal Expenditures Fund	(1.0) Office Associate II
Total	(1.0)

State Intermediate Educational Unit Positions for CDS System

The State (State IEU) has its own staff structure apart from the MDOE (Note: Legislative Count for the MDOE position listed above is not including in the positions identified below).

State IEU Position	Funding Source		
	Federal	State IEU	FTE
State Director	100%		1.0
Business Manager	60%	40%	1.0
Data Manager	60%	40%	1.0
Program Manager	60%	40%	1.0
Program TA – Part C	100%		1.0
Program TA – Part B	100%		1.0
Accounts Payable Specialist		100%	1.0
Accounts Payable Processor (3)		100%	3.0
Payroll Specialist	60%	40%	1.0
Site Accountant (2)	100%		2.0
Site Accountant (1)	50%	50%	1.0
Administrative Assistant	50%	50%	1.0
Administrative Assistant	60%	40%	1.0
State IEU Total			16.0

Performance Data: The federal reauthorization of IDEA (2004) required development of 2 State Performance Plans (SPP) which the MDOE submitted for review and approval on December 2, 2005. Each February, beginning in 2007, an Annual Performance Report (APR) has been published to document progress. MDOE provided the following information on the performance reporting for the CDS System sites:

- CDS System reports performance to the US Department of Education (USDE) under the federal IDEA, Part C (0-2) and Part B (for children 3-5) as part of Maine’s SPP and the APR.
- The most recent SPP calls for improvement of CDS sites to a level 1 (meets requirements) from level 2 (needs assistance) or Level 3 (needs intervention) by the end of FY 2011-12.
- Reports annually to the Legislature’s Joint Standing Committee on Education & Cultural Affairs.

Link to performance reports (SPP and APR): <http://www.maine.gov/education/speced/spp/>.

Source: MDOE Program Personnel and MDOE Program Evaluation Report (November 2007)
Updated (September 2010)

**Program: State Wards and State Agency Clients
Department Team: Special Services (Z080)**

Program Purpose: The State Wards and State Agency Client program provides a continuum of quality special education services to children and youth ages B-20 who are in the custody of the Department of Health and Human Services (DHHS), under the care of Children’s Behavioral Health Services, involved in the corrections system or who are homeless.

Population Served: Maine DOE notes that these data do not include children placed in prior years:

Program Area	Enrollment
Hospitalizations (Mental Health)	131
In state, out of district placements:	
1) Serving children with autism	27
2) Serving children with emotional disabilities	197
3) For children requiring locked facilities	30
Out of state placements	11
Regional Day treatment programs	9
Served in public schools	1,550
Total	1,955

Financial Data: Funding for this program is provided as a miscellaneous cost within the General Purpose Aid to Local Schools program.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
General Fund	\$36,358,405	\$ 35,409,980	\$ 40,795,484
Total All Funds	\$36,358,405	\$ 35,409,980	\$ 40,795,484

Leadership and Staff Support: Nancy Connolly, Consultant for Exceptional Children, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(1.0) Education Specialist III (0.5) Education Specialist II (0.25) Management Analyst I (1.0) Office Associate II
Total	(2.75)

Although funding for State Wards and State Agency Clients is provided as a miscellaneous cost within GPA, the program is administered by the Special Services Team.

Performance Data: The MDOE reports the following performance-related data for this program:

- Assuring payment of vendor vouchers on timely basis.
- Validation of out-of-district placements for state agency clients.
- Reviews of special purpose private schools.
- Removing barriers that impede children receiving quality special education services.
- Rate Setting of Special Purpose Private Schools.

**Program: Individuals with Disabilities Education Act/School Age
Grants for the Integration of Schools and Mental Health Systems
Department Team: Special Services (Z080)**

Program Purpose: The purpose of this discretionary grant program is to provide funds to increase student access to high-quality mental health care by developing innovative approaches that link school systems with the local mental health system.

Population Served:

Program Area	Enrollment
Youth in Care (DHHS Custody)	1,743
Youth in V9 Status (Voluntary)	164
Incarcerated Youth (Educational Disruption)	Committed 85 Short sentences 235 Secured detention pending court hearing 578
Homeless Youth	1,269
In-patient Psychiatric Care (State Wards/State Agency Clients)	492
Total	4,566

Financial Data: Federal funding for this program is authorized under the Elementary and Secondary Education Act of 1965, as amended, Title V, Part D, subpart 14, section 5541.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
Federal Expenditures Fund	\$149,989	\$130,847	\$163,041
Total All Funds	\$149,989	\$130,847	\$163,041

Leadership and Staff Support: David Stockford, Policy Director and Team Leader, Special Services, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	N/A
Total	--

While the Legislature has not authorized position counts for this program, contracted services staff support is provided for the programs -- including the equivalent to a (1.0) Program Director position (funded by federal funds) and a (1.0) Program Manager position (funded by federal funds and private foundation funding).

Performance Data: The Maine DOE provided the following performance information:

Keeping Maine's Children Connected Statewide (KMCC) Liaison Network. The results are based on survey completed by KMCC Liaisons in spring, 2010.

- 176 KMCC Liaisons representing each regional state agency office, school administrative unit, juvenile correctional facility, and in-patient psychiatric hospital.
- Participants at the regional trainings and meetings rated themselves as having a 71% increase in their learning based on 5 learning criteria.
- Over 92% of KMCC Liaisons said they still access information from the initial trainings, including the 40% who had attended the initial training over 3 years ago.

- 50% said they have changed the way they assist youth as a result of the training and regional meetings.
- 90% stated that having a single contact for schools, agencies and facilities assists in having a more effective transition for youth.

Interagency Data Tracking System. For the first time in Maine, a data system was developed and piloted to track contact between crisis mental health services and schools to increase coordination and support for youth. Mobile crisis programs were piloted in York, Cumberland and Sagadahoc counties.

- 100% of the crisis workers in Cumberland and Sagadahoc are now communicating to families about connections with schools to avoid families and mental health services working in isolation. This is a 56% increase from the beginning of the project in spring, 2009.
- Three additional mobile crisis agencies have implemented the data tracking system since September, 2010.
- For the first time in Maine, data is now tracked on contact between clinical staff at Spring Harbor Hospital, an in-patient psychiatric hospital, and school staff to increase coordination and support for the youth.
 - Between the first and second quarter of tracking data, there was a 13% increase in number of contacts between in-patient psychiatric staff at Spring Harbor Hospital and school staff.
 - Acadia Hospital in Bangor has agreed to implement a similar system to track contact between clinical staff and schools as of October, 2010.

School District Internal Communication Protocols. Six school administrative units have developed internal communication protocols.

- Protocols were developed as a result of staff surveys which indicated that there is inconsistent and ineffective utilization of school resources. As of October, 2010, five of these school units are also tracking referrals for school-based and community mental health services.

Increased Youth Involvement. Thirty youth are actively involved in the Get Connected Youth Advisory Committee.

- They have created a video and presented to different groups on the issue of educational stability. They have also developed a checklist/guide on supporting youth who experience disruptions in their educational programs which is now utilized in different high schools around the state.
- Surveyed 3,200 youth from grades 5-12 to identify mental health programming success and needs in 4 school districts.

Increased Training Educational Stability. Developed and implemented an orientation program on strategies to maintain educational stability for new child welfare services case workers in coordination with the Child Welfare Training Institute.

- All new case workers were trained on the topic of maintaining educational stability in FY 2009-10.

**Program: Special Education Due Process
Department Team: Special Services (Z080)**

Program Purpose: The purpose of the Due Process Team is to administer the Department’s dispute resolution process for special services. This includes managing and overseeing a system of administrative due process hearings, the State’s complaint procedures for compliance under the Individuals with Disabilities Education Act (IDEA) and mediations as well as providing technical assistance to parents, school personnel and other individuals and agencies. Under IDEA statute and regulations, children with disabilities from birth to age 20 and their parents are guaranteed a system of procedural safeguards to provide for educational and related services. For children with disabilities from ages 3-20, the provision of a free appropriate public education (FAPE) is required.

Population Served: Constituencies served include children with disabilities and their parents, as well as school personnel, other individuals and agencies that are involved in the provision of a FAPE to eligible children with disabilities. The data provided below covers July 1, 2008 through June 30, 2009 (Note: Data submitted to the (federal) Office of Special Education Programs (OSEP) for July 1, 2009 through June 30, 2010 has yet to be verified):

Program Area	Population Served
Birth-age 20 children with disabilities (including adult students with disabilities) and their parents	33,765 children with disabilities and their families
Maine school administrative unit personnel, parents and special services groups and committees	Approximately 3,700 e-mails and telephone calls from parents, school personnel, and interested parties (i.e., legislators, protection and advocacy personnel, attorneys, etc.)
Total	--

Financial Data: Federal grants are authorized under the Individuals with Disabilities Education Act, (IDEA) as amended, Part B, Sec. 611.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
General Fund	N/A	\$142,075	\$207,248
Federal Expenditures Fund	N/A	318,782	328,568
Total All Funds	N/A	\$460,857	\$535,816

Leadership and Staff Support: Pauline Lamontagne, Due Process Coordinator, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(1.0) Education Specialist III (3.0) Education Specialist II (1.0) Office Associate II (0.15) Management Analyst I
Total	(5.15)

Performance Data: The federal Individuals with Disabilities Education Act (IDEA) requires that the State Education Agency submits a detailed Annual Performance Report (APR) on compliance with

numerous performance indicators. Details regarding the performance of special education due process can be found as part of the State APR at the MDOE website:

- IDEA Part B APR Indicators 16,17,18 and 19 reported February 1, 2010 (APR pages 70-77)
- IDEA APR Indicators 10,11,12 and 13 reported February 1, 2010 (APR pages 70-77)
- IDEA Part B, Table 7 reported November 1, 2009
- IDEA Part C, Table 4, reported November 1, 2009

Note: The data that has been submitted to the Office of Special Education Programs (OSEP) covers July 1, 2008 through June 30, 2009. The July 1, 2009 through June 30, 2010 data has yet to be verified.

Source: MDOE Program Personnel and MDOE Program Evaluation Report (November 2007)
Updated (August 2010)

IDEA Part B APR Indicators 16, 17, 18 and 19 reported February 1, 2010 (APR pages 70-77)
http://www.maine.gov/education/speced/spp/documents/bapr_ffy2008.pdf

IDEA Part C APR Indicators 10, 11, 12 and 13 reported February 1, 2010 (APR pages 70-77)
http://www.maine.gov/education/speced/spp/documents/capr2008_041510.pdf

**Program: Comprehensive System of Personnel Development (CSPD)
Department Team: Special Services (Z080)**

Program Purpose: The purpose of the Comprehensive System of Personnel Development (CSPD) is to improve the quantity and quality of educational personnel available to students with disabilities, and to ensure that students with disabilities receive a Free and Appropriate Public Education (FAPE).

The Comprehensive System of Personnel Development (CSPD) provides “evidence-based” pre-service and in-service personnel development and technical assistance for school personnel and parents, focusing particularly on individuals with disabilities age birth to twenty, so that all children meet Maine’s *Learning Results* and, upon graduation, enter post-secondary education or employment. Some of this work includes:

- Directing recruitment and preparation efforts of special education personnel;
- Developing and monitoring contractual agreements and payments;
- Monitoring progress and submitting reports to the U.S. Department of Education (USDE), Office of Special Education Programs (OSEP);
- Generating and distributing Local Education Agency (LEA) profiles based on State Performance Plan (SPP) indicators; and
- Facilitating and providing administrative assistance to task forces/panels.

Population Served:

Program Area	Enrollment
State Personnel Development Grant (SPDG)	509 pre-service & in-service students; 139 LEAs 16 CDS System sites 72 pre-service & in-service personnel for children with disabilities age birth to five
State Performance Plan (SPP)	151 LEAs
Total	--

Financial Data: Federal grants are authorized under the Individuals with Disabilities Education Act, (IDEA) as amended, Part D, sub-part 1, Secs. 651 to 655.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
Federal Expenditures Fund	\$604,298	\$662,695	\$1,112,737
Total All Funds	\$604,298	\$662,695	\$1,112,737

Leadership and Staff Support: David Stockford, Policy Director and Team Leader, Special Services, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(1.0) Contract/Grant Specialist (1.0) Statistician III
Total	(2.0)

Performance Data: Maine submits an Annual Performance Report in compliance with the federal requirements for the State Personnel Development Grant Programs. The most recent report can be found at the Maine DOE website: <http://www.maine.gov/education/speced/spdg/reporting.html>.

Performance data for the State Personnel Development Grant Program is also available at the USDE website: <http://www2.ed.gov/programs/osepsig/performance.html>.

Note: Information on Maine's State Personnel Development Grant Program, including links to federal requirements, can be found at the Maine DOE website at: <http://www.maine.gov/education/speced/spdg/index.html>.

**Program: Gifted and Talented Education
Department Team: Special Services (Z080)**

Program Purpose: Maine law requires school administrative units to establish educational programs for gifted and talented children in the schools of the unit. The rule establishes the gifted and talented education program standards governing each school administrative unit in the state and adopts procedures for ascertaining compliance with all applicable, legal requirements for the establishment, approval, and funding of such programs. An annual application and approval process is conducted for programs meeting the needs of identified gifted and talented students.

Population Served:

Program Area	Enrollment
Gifted and Talented K-12	11,568
Total	11,568

Financial Data: Although the administration of this program is under the Special Services Team, funding for the program is provided as part of the General Fund appropriation to the General Purpose Aid for Local Schools program as part of the “Other Subsidizable Costs” component.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
General Fund	\$5,118,690	\$4,468,840	\$4,739,601
Total All Funds	\$5,118,690	\$4,468,840	\$4,739,601

Leadership and Staff Support: Clifford McHatten, Consultant, Exceptional Children, provides administrative leadership for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(0.50) Education Specialist II (0.50) Office Associate II
Total	(1.0)

Performance Data: School units are required to submit an annual application, including a plan and a budget for the gifted and talented program, to the Department in November. The locally approved plan must certify that the program is aligned with the System of Learning Results and the Parameters for Essential Instruction and that the program meets State standards and procedures governing the establishment, implementation, and approval of educational programs for the gifted and talented as outlined in Department Rules.

The Department of Education is currently designing a Gifted and Talented Program web site that will include school units’ performance data and approved budgets.

Source: MDOE Program Personnel and MDOE Program Evaluation Report (November 2007) Updated (September 2010). Current program information can be found at the MDOE website at: <http://www.maine.gov/education/gt/>

**Program: 21st Century Learning Centers
Department Team: Special Services (Z080)**

Program Purpose: The purpose of Maine’s 21st Century Community Learning Centers program is to establish or extend “Community Learning Centers” that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program.

Population Served:

Program Area	Enrollment
Management	Training and Monitoring for 33 grantees
Program	10,500 low-income, low-performing students
Total	

Financial Data: Federal funding for this program is authorized under the Elementary and Secondary Education Act of 1965, as amended, Title IV, Part B.

	FY 2009 Actual	FY 2010 Actual	FY 2011 Budgeted
Federal Expenditures Fund	\$5,310,813	\$6,663,003	\$6,656,477
Total All Funds	\$5,310,813	\$6,663,003	\$6,656,477

Leadership and Staff Support: Lauren Sterling, Senior Staff Coordinator, provides administrative leadership for the program. Staff support for the program. Staff support for the program includes:

Funding Source	Legislative Count -- Position
Federal Expenditures Fund	(1.0) Development Project Officer
Total	(1.0)

Performance Data: Maine submits performance data to the USDE via an online performance reporting system three times during each contract year and also submits an annual year-end report and budget on behalf of grantees to the USDE: Profiles of Maine and other states’ 21st Century Community Learning Centers programs can be found at the USDE website:
<http://www2.ed.gov/programs/21stccclc/performance.html>.

Maine DOE also provided the following performance data for participants in Maine’s 21st Century Community Learning Centers program.

Of Maine’s regular, low-performing students (those served 30 days or more) during the 2008-2009 school year:

- 49% of elementary students’ math grades improved from fall to spring compared to 39% improvement nationally.
- 47% of middle and high school students’ math grades improved from fall to spring compared to 38% improvement nationally.
- 51% of elementary students’ English grades improved from fall to spring compared to 41% improvement nationally.
- 100% of 21st programs reporting emphasis in at least one core academic area compared to 97% nationally.
- 98% of programs offering enrichment and supportive activities compared to 92% nationally.

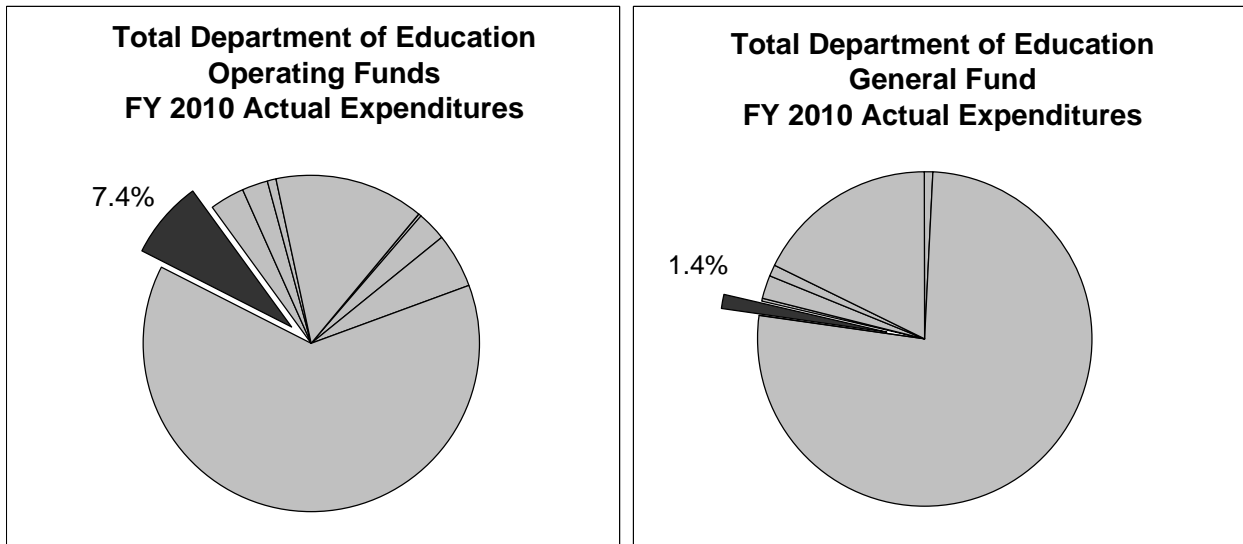
Behavioral Changes Based on Teacher Surveys:

- 63% improvement in turning in homework on time. (7% increase from 2006)
- 68% improved homework completion to teachers' satisfaction (9% increase from 2006).
- 69% improved class participation (8% increase from 2006).
- 68% improvement in class attentiveness (12% improvement from 2006).
- 76% improved in academic performance. (10% improvement from 2006).

Source: MDOE Program Personnel and MDOE Program Evaluation Report (November 2007)
Updated (September 2010)

Note: Maine's 21st Century Community Learning Centers program information, including links to federal requirements, can be found at the Maine DOE website at:
<http://www.maine.gov/education/nclb/tivb/home.htm>.

Special Services



	FY 2009 Actual Expenditures	FY 2010 Actual Expenditures	FY 2011 Budgeted Expenditures
General Fund			
Child Development Services	\$16,330,053	\$15,989,481	\$14,898,739
Special Education Due Process	N/A	\$142,075	\$207,248
Other	N/A	\$518,135	\$135,673
Federal Expenditures Fund			
IDEA/School Age - Special Education Grants	\$50,323,964	\$53,130,454	\$57,403,354
Child Development Services	\$4,259,554	\$4,783,511	\$5,125,426
IDEA/School Age Grants for the Integration of Schools and Mental Health Systems	\$149,989	\$130,847	\$163,041
Special Education Due Process	N/A	\$318,782	\$328,568
Comprehensive System of Personnel Development (CSPD)	\$604,298	\$662,695	\$1,112,737
21st Century Learning Centers	\$5,310,813	\$6,663,003	\$6,656,477
Other		\$956,331	\$4,832,679
Fund for a Healthy Maine			
Other	\$100,659	\$99,373	\$104,647
Federal Block Grant Fund			
Other	\$199,270	\$193,624	\$247,485
Federal ARRA Funds			
IDEA/School Age - Special Education Grants	\$0	\$23,437,547	\$26,454,662
Child Development Services	\$0	\$1,076,339	\$3,929,659
Total General Fund	N/A	\$16,649,691	\$15,241,660
Total Federal Expenditures Fund	N/A	\$66,645,623	\$75,622,282
Total Fund for a Healthy Maine	\$100,659	\$99,373	\$104,647
Total Federal Block Grant	\$199,270	\$193,624	\$247,485
Total Federal ARRA Funds	\$0	\$24,513,886	\$30,384,321
Total All Funds	N/A	\$108,102,197	\$121,600,395

	Fund	Appropriation Account	Unit
SPECIAL SERVICES TEAM (Z080)			
> Dept. of Education Programs that map directly to the budget			
Special Services Team	10	Z080-75	1405,1417, 1419,1420
Individuals with Disabilities Education Act/School Age - Special Education Grants to States	13	Z080-12	3045-3047, 3049,3050,Z080
Child Development Services System	10/13	0449-29, 0449-23, 0449-45	0449,6238, 6142,6240,6241
State Wards and State Agency Clients	10	0308-09	3065,3067
Individuals with Disabilities Education Act/Grants to Integrate School & Mental Health Systems	13	Z080-12	3048
Special Education Due Process	10/13	Z080-12, Z080-75	1420(GF)
Comprehensive System of Personnel Development (CSPD)	13	Z080-14	3062,3063
21st Century Learning Centers (NCLB Title IV-B)	13	Z080-67	3053,3054
Maine Consumer Information and Technology Training Exchange (MaineCITE)	13	Z080-37	3076
Health Education	10	Z080-75	1417
School Nurse Education	14	0949-10	1200
> Dept. of Education Programs included in Governmental Evaluation Act Program Evaluation Report that do not map directly to the budget			
Gifted and Talented Education			N/A
Special Education Federal Program			
Special Education Monitoring			
Coordinated School Health Program			
Physical Education			
HIV Prevention Education Program			
Student Assistance Team			
Safe and Drug Free Schools (NCLB Title IV-A)			
Children's Cabinet			
Early Childhood Education/Four Year Old Programs			
Keeping Maine's Children Connected			
Youth Development Centers Project IMPACT			