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Report on the Implementation of the Recommendations of the Commission on the Status of Education in Maine



August 1985



DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES

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STATE OF MAINE
AUGUSTA, MAINE



STATE OF MAINE

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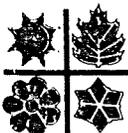
August 5, 1985

Honorable Joseph E. Brennan, Governor
State of Maine
Augusta, ME 04333

Dear Governor Brennan:

In response to your request, I am pleased to send you the enclosed report, outlining our progress in implementing the recommendations made by the Commission on the Status of Education in Maine. The report is organized in the following sections:

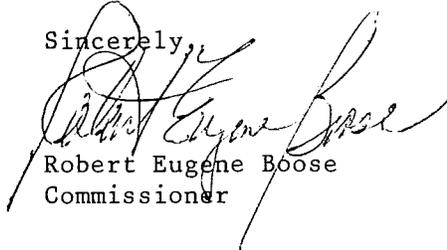
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Four seasons for Me.

As you will see, much progress has been made in implementing these recommendations which bring about greatly needed changes in Maine's educational system. I would like to take this occasion to thank you for providing the leadership and incentive which resulted in the Commission's year-long study and its report Education: Maine's Most Important Investment and to the 111th legislature for using the report as a blueprint to develop the legislation which enacted this reform package.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Eugene Boose". The signature is written in dark ink and is positioned above the typed name and title.

Robert Eugene Boose
Commissioner

REB/mgp

1. CAREER AND PERSONAL COUNSELING

The Commission recommended that you develop a proposal for my review to increase personal, academic and career counseling in our schools. I asked you to refer to the excellent career information systems available through the Maine Occupational Information Coordinating Committee (MOICC) in the development of your proposal. (Commission recommendation #3)

RESPONSE

A proposal was submitted in the form of suggested legislation to the Governor in early December 1984. The proposal addressed the points recommended by the Commission on the Status of Education in Maine and included several items directly related to the Maine Occupational Information Coordinating Committee (MOICC) career education activities. The proposal was withdrawn from the Governor's legislative package. In addition, a proposal to strengthen K-12 guidance services in Maine's public schools was prepared for consideration but was held for submission to the second regular session of the 112th legislature. The proposed legislation would require local school administrative units to develop and submit annually a comprehensive K-12 guidance and counseling services plan. Requirements for K-6 and 7-12 guidance services are outlined and include both areas of personal counseling and career guidance. The Department of Educational and Cultural Services would also be authorized to hire a K-6 Guidance Consultant and a Grades 7-12 Guidance Consultant to provide assistance to local school administrative units in meeting and maintaining the requirements of the legislature.

Career and Personal Counseling is now included in the new education law titled Chapter 125, Basic School Approval, Section 125.16 Guidance and Counseling. This section is comprehensive and includes the points addressed by the Commission and includes MOICC career educational components. The guidance section in the statute reads as follows:

125.16 GUIDANCE AND COUNSELING

Student guidance and counseling services shall be available to all students in grades K through 12. A plan for providing services shall be developed as part of the School Improvement Plan and shall be a coordinated effort among members of the professional staff. The plan shall give attention to the following goals:

1. Include program activities and services designed to enable students to maximize their learning potential and to develop the knowledge, skills and abilities necessary for career planning.
2. Prepare students to participate effectively in their current and future educational programs.
3. Assist students in dealing with human relationships, societal values, decision making skills and personal development.
4. Encourage parental involvement.

5. Assist students in exploring and preparing for further education or training.
6. Provide information to students, parents, staff, and community as related to guidance services and appropriate referral sources.
7. Develop and implement standards for guidance program evaluation.

In addition to the inclusion of guidance services in the new education statute, the State Vocational Education Plan which has been approved by the U.S. Department of Education includes dramatic strengthening of guidance services at the state and local levels. Eight program activities were approved for federal funding in guidance and they are:

1. Establish statewide guidance service including materials, resources, and staff development.
2. Provide training to counselors on information related to current skills and academic requirements of various programs and occupations. (Staff Development)
3. Provide, as part of preservice to counselors, on-site study of business, industry, and labor as well as on-site field exposure to vocational education programs. (Staff Development)
4. Develop curriculum and materials to include career guidance activities of self-assessment, career planning, career decision making and employability skills, and aptitude, interest, career development, achievement tests and inventories. (Curriculum)
5. Plan and develop a systematic and coordinated approach to strengthen and expand guidance programs. (Student Services)
6. Review exemplary programs and services currently existing and used by other states; document status of vocational guidance programs; assess guidance needs as related to student target populations and provide for program planning. (Student Services)
7. Provide counselors with preservice and inservice training on vocational/career/occupational information, including employment opportunities and skills that are needed and emerging. (Staff Development)
8. Provide training to counselors working with special needs students. (Staff Development)

MOICC career education programs have also been funded through the legislature and plans are underway for expansion of career education activities. Federal funding has also been approved for MOICC career education programs and Improved Career Decision Making programs for staff development in career education. Through these activities, guidance and career counseling programs have been significantly expanded and strengthened during this past year.

2. EARLY CHILDHOOD EDUCATION

I asked you to review existing programs for preschoolers ages 3 to 5, as well as those for children in kindergarten through grade 3; to report to me on your findings and, if appropriate, prepare legislation for submission to the 112th Legislature which will improve our capacity to serve these children. (Commission recommendation #5)

RESPONSE

The Curriculum Division of DECS has added to its staff two consultants with experience and expertise in early elementary education. The primary responsibility of these consultants is to provide schools and communities with a source for information, services and assistance relating to educational programs for young children. In the three months the program has been in operation, a variety of services have been provided to administrators, teachers, parents and interested community members. Workshops, presentations and requests for information are among the types of duties performed by the staff.

In addition, the Early Childhood Education Plan grant program is administered by this office. The existing sixteen project sites have been reviewed and reported on by the grant coordinator. Of the sixteen, the following fifteen will continue as an addition, expansion or innovation to the regular school program: Alton, Ashland, Auburn, Biddeford, Fryeburg, Gray, Kingfield, Medway, Nobleboro, Orono, Portland, Saco, South Portland, Thomaston and Windham. For the coming school year, twenty-nine new projects have been awarded grant funds totaling \$250,000. Projects range from provision for "early kindergarten" programs to programs designed to enhance the development of language skills. Technical assistance is being provided to some of the sites in order to improve the quality of their proposals. Regular monitoring, advising and evaluation of these pilot programs will be a part of the consultants' duties.

Another activity has been the provision of technical assistance to those units initiating kindergarten programs as mandated by the Education Reform Act of 1984. Teachers have asked for and received help in organizing classrooms, ordering materials, planning curriculum and other related tasks.

Plans for the immediate future of this office include the research, development and publication of two important documents. A K-3 grade curriculum guide will be designed to aid primary teachers in curricular planning. A model for an integrated, standardized screening and assessment program will also be made available to schools.

The consultants, with the assistance of the Early Education Advisory Committee, are in the process of planning a major statewide conference on Early Education. The conference will be held at the Augusta Civic Center on Dec. 4, 1985. A random sample of K-3 teachers has been surveyed to determine topics of interest. This office is in the process of locating experts in the target areas, and inviting them to speak at the conference.

Additionally the Special Session also appropriated \$1.6 million to the Head Start program. Finally, in the First Session of the 112th Legislature, legislation was enacted establishing permissive authority for public schools to provide services to pre-school handicapped children (ages 3-5) and receive reimbursement through the school subsidy formula.

REVIEW OF EXISTING PROGRAMS FOR PRESCHOOL CHILDREN
AGED 3-5 TO DETERMINE POSSIBLE NEED FOR EXPANSION OF SERVICES

This report must be prefaced with excerpts from the CHILD CARE TASK FORCE REPORT (November, 1984), which sheds much light on this issue. For example, these facts should be noted:

- approximately 500 five year old children spend some time taking care of themselves with no adult present (p. 7)
- another...1000 children ages three through five are sometimes left home with only a neighbor or a friend looking in on them (p. 7)
- only 31% of children ages three through five are cared for in an organized program (p. 17)
- approximately 21% of parents of children five or younger expressed an interest in increased child care services

Determining what programs exist for children of this age group required sleuthing, interviewing and research. To some degree this is a frustrating task due to the fact that there is no way to actually know how many programs are operating beyond the bounds of state licensure. Also, most programs serve children of varying ages.

However, using agency records, it can be determined how many custodial and educational programs are operated under state auspices. Detailed below are these figures. This report then attempts to determine the need for more services to these children, if any. This is done by combining the population in this age range with the percentage of how many of their mothers are in the work force. These numbers are then compared to how many "slots" in programs are available for these children.

Existing Programs

The Department of Human Services, Bureau of Social Services, direct the licensing of the following facilities for children. It must be noted that children younger than three years old are also included in these numbers. The numbers of slots targeted for school-age children have been deleted from this report, as much as possible.

	<u># of Providers</u>	<u># of Slots</u>
Day Care Homes (registered)	146	1673
Day Care Homes	747	5995
Day Care Centers	161	5519
Nursery Schools	316	5452
TOTAL	1,370	19,039

HeadStart programs are operated by Community Services. Thirteen agencies provide a morning educational program for children of low socio-economic status. There are 2,334 slots available statewide. The director of Community Services estimates that 25% of the eligible population is being served. All programs have waiting lists.

Programs are also mandated to provide services to 10% of the regional population in handicapped children. Special Education, HeadStart programs typically serve more disabled children than this 10%.

The State of Maine is unparalleled in its' interdepartmental provision of services to preschool children with special needs. John Hornstein of the Special Education Division of DECS directs the operation of sixteen regional sites. In the last year, 2,440 children were screened at these sites for possible handicapping conditions. Of this number, 590 were placed in programs for early intervention. However, it is impossible at this time to sort out what types of programs are being provided. Placements range from a half-hour speech therapy per week to full-day, center-based care.

In addition to the programs described above, some school administrative units have taken advantage of the law that allows schools to be reimbursed for programs provided to four-year olds (Title 20-A, Section 5201,2.C:p.335). Approximately 175 children are participating in these programs. About ten communities are providing programs, serving from nine to thirty children per town.

State Population of 3-5 Year Old Children

Based on the 1980 Census, it was estimated that, in 1983, there would be 62,264 children in this age range. Of these, 2,260 were identified as handicapped and in receipt of services funded publicly. It was estimated that an equal number of handicapped children were receiving services funded privately.

Based on U.S. Labor Department statistics, it can be estimated that 57% of these children have working mothers. Assuming that only a very small percentage are in the daily care of their fathers, approximately 35,490 preschool children were in need of full-time care in 1983. Now, two years later, it is obvious that this is a conservative estimate of the current need.

*** of Slots Available**

Child Care Programs	19,039
HeadStart Programs	2,334
TOTAL * OF SLOTS	21,373

*** of Children**

In Need (1983)	35,490
Available Slots	21,373
<u>TOTAL UNSERVED</u>	14,117

It cannot be overemphasized that this is an extremely conservative figure of the children in need of some type of care. In addition, it must be noted that both HeadStart and most nursery schools are not full-day programs. Therefore, it can be extrapolated that, in order to accommodate parental work schedules, approximately 2,650 children need services additional to what they are already receiving.

A more comprehensive assessment of the existing programs and related needs in this field will be done with relative ease and at minor expense. Within the next six weeks, the Division of Special

Education will begin an extensive, computerized needs assessment. Questions regarding availability and provision of services to non-disabled children will be added to this survey. From this survey it will be determined: 1) what kind of services are available; 2) where the providers are (retrievable by county and/or town); and, 3) numbers of children served (hopefully broken down by age). To "piggy-back" on the Special Education survey will cost about \$2/provider surveyed, or a total of \$2,740 for the 1370 licensed sites. In addition, sixteen regional meetings will be conducted.

Conclusions and Suggestions for the Future

Quality child care is of vital importance to the future of our State. Increasing the availability of affordable, well-planned child care could reduce the incidence of abuse and neglect of preschoolers and improve their regard for themselves and their world. This in turn would impact on such tragedies as juvenile delinquency and adolescent pregnancy, which can foster the repetition of the abuse cycle.

Although the legislature recently funded one position to administer an Office of Child Care under the Department of Human Services, the need seems to be of an interagency nature. The importance of an educational component beyond the custodial service brings in the Department of Educational and Cultural Services. We believe proposals for legislation would have a greater chance for success if they were developed and funded interdepartmentally.

One way these needs would begin to be addressed is through a cooperative effort between the Department of Educational and Cultural Services and the Department of Human Services. These two agencies could contribute equal funding and staff support for the establishment of regional pilot sites that would provide before and/or after school care for children in grades pre-kindergarten through third. We will begin exploring ways to address this cooperative effort during the coming year.

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-FIVE

H.P. 944 - L.D. 1346

AN ACT to Allow School Administrative Units
to Provide Services to Preschool
Handicapped Students.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA c. 307, first 2 lines are repealed and the following enacted in their place:

CHAPTER 307

PRESCHOOL HANDICAPPED CHILDREN

SUBCHAPTER I

PRESCHOOL COORDINATION PROJECTS

Sec. 2. 20-A MRSA §7706, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. 3. 20-A MRSA c. 307, sub-c. II is enacted to read:

SUBCHAPTER II

ADDITIONAL PROGRAMS

§7721. Additional speech and language programs

In addition to the programs authorized in this chapter, the commissioner may authorize expenditures to institutions and organizations for speech and language education of hearing and language impaired

children who have not reached compulsory school age.

§7722. Preschool services to handicapped children

In addition to the programs authorized in subchapter I, the commissioner may authorize expenditures to school administrative units for services to preschool handicapped students.

1. School year 1985-86. For the school year 1985-86, allowable special education expenditures as defined in section 15603, subsection 22, paragraph D, subparagraph (1), will be made directly to school administrative units based on costs for the base year 1983-84 updated to 1984-85 expenditures.

2. School year 1986-87 and subsequent years. Starting in 1986-87 for base year costs in 1984-85 expenditures will be made through the school subsidy formula.

3. Federal and state funds. Federal and state grants awarded to school administrative units to initiate these services shall be considered local funds in computing the units educational costs in chapter 606. For the base year 1984-85 only, federal money passed through to the local units under the federal Public Law 94-142 legislation and used to fund preschool classrooms for handicapped students may be considered local funds in computing the units educational costs under chapter 606.

4. Governance and financial responsibility. The school board responsible for operating the preschool service shall assume the financial responsibility for the program. It shall receive the state subsidy for the program and may charge tuition for costs which exceed expenditures made for those programs in the base year.

Sec. 4. 20-A MRSA §15603, sub-§22, ¶¶B and C, as enacted by PL 1983, c. 859, Pt. G, §§2 and 4, are amended to read:

B. The costs of tuition and board to other schools for programs which have been approved by the commissioner. Medical costs shall not be al-

lowable as part of a tuition charge; and

C. The cost of programs for gifted and talented students which have been approved by the commissioner; and

Sec. 5. 20-A MRSA §15603, sub-§22, ¶D is enacted to read:

D. Starting in 1986-87 for expenditures in the base year 1984-85, the following preschool handicapped services:

(1) The salary and benefit costs of certified professional, assistants and aides or persons contracted to perform preschool handicapped services which have been approved by the commissioner; and

(2) The cost of tuition to other schools for programs which have been approved by the commissioner.

Sec. 6. 20-A MRSA §15612, sub-§9 is enacted to read:

9. Preschool handicapped services adjustment. The allocation for services under section 15603, subsection 22, paragraph D, shall not include 80% of the service costs which have been funded under health insurance policies, federal and state programs, other than those listed in section 7722, or other 3rd-party providers.

Wherever practical, school administrative units shall utilize these insurance and other 3rd-party payors as the first source of funds for these preschool handicapped services.

Sec. 7. Appropriation. The following funds are appropriated from the General Fund to carry out the purposes of this Act.

1985-86

EDUCATIONAL AND CULTURAL
SERVICES, DEPARTMENT OF

General Purpose Aid for
Local Schools
All Other

\$287,256

In House of Representatives, 1985

Read twice and passed to be enacted.

..... Speaker

In Senate, 1985

Read twice and passed to be enacted.

..... President

Approved 1985

..... Governor

3. USE OF NON-TEACHING PERSONNEL

The Commission recommended that you develop a program to promote the use of non-teaching staff, including volunteers, to perform non-teaching tasks currently assigned to teachers. I asked you to report back to me with specific recommendations. (Commission recommendation #9)

RESPONSE

The enactment of L.D. 655, "An Act to Amend the School Volunteer Program," funds a consultant for one year in the Division of Curriculum to aid schools in the development of volunteer programs. In responding to local needs, schools may choose to ask volunteers to help with clerical and other non-teaching tasks. This recommendation does raise some questions which tend to make the issue more complex than it seems. Some of those questions are:

- Exactly what are non-teaching tasks?
- Will relieving teachers of them give them more time to teach or improve the quality of instruction?
- If relieving teachers of non-teaching tasks is a priority in local systems, are volunteers being utilized in this capacity?
- Where is the line drawn between a position requiring a paid employee and one suitable for a volunteer?

Summary of Recommendations

1. The Department has already designed a program to promote the use of volunteers in relieving teachers of non-teaching tasks. The Department has not developed a program to promote the use of paid staff to relieve teachers of non-teaching tasks. Since volunteer involvement is necessarily limited, other duties require paid employees.

2. Since schools are not using volunteers to any extent to relieve teachers of non-teaching tasks (even when given the opportunity to do so) the Department should concentrate its efforts in areas where teachers do utilize volunteers, while promoting non-teaching duties as well. The following information, based on 1983-84 data, indicates the frequency with which schools utilize volunteers in various capacities.

Local Priorities for Volunteer Service

The 1984 survey of Maine school volunteer programs has been compiled and analyzed. The results:

- 452 school responded (120 replies in 1983, 121 in 1982)
- 79.9% or 361 schools utilize volunteers (108 in 1983)
- 50.4% or 242 schools have organized programs (41 in 1982, 47 in 1983)
- 64 schools have coordinators of volunteers with no other responsibilities
- 16 districts have coordinators of volunteers with no other responsibilities

Thirty-one areas of volunteer service were listed on the survey and schools wrote in 19 more for a total of 40 categories of service in 1984.

Volunteers worked in the following areas in 1984:

Relieving Teachers of Non-teaching Tasks

909 volunteers 7.8% of total volunteers
23,424 hours or 9.8% of the total

Other Support Services (Fundraising, screening, advisory councils)

2728 Volunteers or 23.5%
31,049 hours or 13.2%

Services to Students

7573 Volunteers or 65.1%
175,945 hours or 73.77%

4. CERTIFICATION OF PRINCIPALS AND SUPERINTENDENTS

I asked you to continue to work with the State Board of Education to develop more rigorous requirements for the certification of principals and superintendents. (Commission recommendation #10)

RESPONSE

The 112th Legislature enacted legislation which establishes a 2-level certification for principals and superintendents. It sets basic standards for each level and a support team to assess the strengths and weaknesses of a candidate applying for a renewal of a certificate or a higher level certificate. It also provides for an action plan to specify the criteria the principal or superintendent must meet for certification or recertification. It should be noted that the increased staffing demands, of this legislation as well as the new teacher certification, has created a situation which will require the Department of Education and Cultural Services to request additional staff for an already overburdened division.

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-FIVE

H.P. 871 - L.D. 1228

AN ACT to Provide for State Certification of
School Administrators.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §13011, sub-§5 is enacted to read:

5. Administrator certificates. The state board rules shall establish qualifications for certifying superintendents of schools, principals and directors of vocational education and shall also establish qualifications for such other certificates for administrators as may be determined to be necessary and beneficial for the efficient operation of the schools.

Sec. 2. 20-A MRSA §13012, as amended by PL 1983, c. 859, Pt. I, §1, is further amended to read:

§13012. Provisional teacher certificate

1. Definition. A provisional teacher certificate is the entry level certificate issued to an individual who has not taught previously in the State.

2. Qualifications. State board rules governing the qualifications for a provisional teacher certificate shall require that a certificate may only be issued to an applicant who, at a minimum:

A. For elementary school, has graduated from an

accredited, degree-granting institution upon completion of:

(1) A 4-year program in liberal arts and sciences; or

(2) An approved 4-year teacher preparation program and has majored in the subject area to be taught or an interdisciplinary program in liberal arts; and

Has met other academic and preprofessional requirements established by the state board for teaching at the elementary school level;

B. For secondary school, has graduated from an accredited, degree-granting, educational institution upon completion of:

(1) A 4-year program in liberal arts and sciences; or

(2) An approved 4-year teacher preparation program and has majored in the subject area to be taught; and

Has met other academic and preprofessional requirements established by the state board for teaching at the secondary school level; or

C. Is otherwise qualified by having met separate educational criteria for specialized teaching areas including, but not limited to, special education, home economics, agriculture, vocational education, art, music, business education, physical education and industrial arts, as established by the state board for teaching in these specialized areas.

3. Endorsements. The provisional teacher certificate shall be issued with an endorsement which specifies the grades and subject area which the teacher is deemed qualified to teach. The state board shall by rule establish the criteria for assessing teacher proficiency and subject matter competency for the provisional certificate. A holder of a provisional teacher certificate may not teach outside his or her

area of endorsement unless he or she has received a waiver from the commissioner in accordance with state board rules. These endorsements shall not apply to teachers in private schools approved for attendance purposes only.

4. Two-year limit. The provisional teacher certificate may be issued for a 2-year period and may only be renewed in accordance with section 13016.

5. Qualifying examinations. The provisional teacher certificate shall only be issued to those applicants who have taken the teacher qualifying examinations set forth in chapter 502-A.

Sec. 3. 20-A MRSA §13016, sub-§4, as enacted by PL 1983, c. 845, §4, is repealed.

Sec. 4. 20-A MRSA §13018, as enacted by PL 1983, c. 845, §4, is amended to read:

§13018. Recertification of 5-year and 10-year teacher certificates

Teachers, who hold certificates issued in accordance with chapter 501, shall continue to hold those certificates until their termination dates. All certificates issued after June 30, 1988, shall be issued in accordance with this chapter. Teachers who held 5-year or 10-year certificates prior to June 30, 1988, shall be considered to have held professional teacher certificates for the purpose of recertification under this chapter.

Sec. 5. 20-A MRSA §§13019-A to 13019-E are enacted to read:

§13019-A. Superintendent certificate

1. Initial certification. A superintendent's certificate is the certificate required for employment as a superintendent of a school administrative unit in the State. State board rules shall require that qualifications for such a certificate include the following:

A. Evidence of at least 3 years of satisfactory

teaching experience or an equivalent experience;

B. Evidence of previous administrative experience in schools or equivalent experience;

C. Academic and professional knowledge as demonstrated through the completion of required graduate or undergraduate courses or programs, performance in examinations or completion of specialized programs approved for this purpose;

D. A basic level of knowledge in the following areas:

(1) Community relations;

(2) School finance and budget;

(3) Supervision and evaluation of personnel;

(4) Federal and state civil rights and education laws;

(5) Organizational theory and planning;

(6) Educational leadership;

(7) Educational philosophy and theory;

(8) Effective instruction;

(9) Curriculum development;

(10) Staff development; and

(11) Other competency areas as determined by state board rule; and

E. Satisfactory completion of an approved internship or practicum relating to the duties of a superintendent.

2. Certificate renewal. A superintendent's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through

an approved administrator action plan in accordance with state board rules.

§13019-B. Principal certificate

1. Initial certificate. A principal's certificate is the certificate required for employment as principal of a public school and as chief administrator of a private school approved for attendance purposes pursuant to section 2901, subsection 2, paragraph B. State board rules shall require that qualifications for such a certificate include the following:

A. Three years of satisfactory teaching experience or an equivalent relevant experience;

B. Academic and professional knowledge as demonstrated through the completion of graduate or undergraduate courses or programs, performance in examinations or completion of specialized programs approved for this purpose;

C. A basic level of knowledge in the following areas:

(1) Community relations;

(2) School finance and budget;

(3) Supervision and evaluation of personnel;

(4) Federal and state civil rights and education laws;

(5) Organizational theory and planning;

(6) Educational leadership;

(7) Educational philosophy and theory;

(8) Effective instruction;

(9) Curriculum development;

(10) Staff development; and

(11) Other competency areas as determined by state board rule; and

D. Satisfactory completion of an approved internship or practicum in the duties of a principal.

2. Certificate renewal. A principal's certificate is limited to 5 years in duration and may be renewed based on further approved study or demonstrated professional growth and improvement through an approved administrator action plan in accordance with state board rules.

§13019-C. Director of vocational education certificate

1. Initial certificate. A director of vocational education certificate shall be required of each director of a vocational region or center established pursuant to this Title and of a vocational program in an approved school.

2. State board rules shall require that qualifications for such a certificate include the following:

A. Three years of satisfactory experience in teaching or vocational training or equivalent experience;

B. Academic and professional knowledge as demonstrated through completion of graduate or undergraduate courses or programs, performance in examinations or completion of specialized programs approved for this purpose;

C. A basic level of knowledge in the following areas:

(1) Community relations;

(2) School finance and budget;

(3) Supervision and evaluation of personnel;

(4) Federal and state civil rights and edu-

cation laws;

(5) Organizational theory and planning;

(6) Educational leadership;

(7) Educational philosophy and theory;

(8) Effective instruction;

(9) Curriculum development;

(10) Staff development; and

(11) Other competency areas as determined
by state board rule; and

D. Satisfactory completion of an approved in-
ternship or practicum relating to the duties of a
director of vocational education.

2. Certificate renewal. A certificate issued
under this section is limited to 5 years in duration
and may be renewed based on further graduate study or
demonstrated professional growth and improvement
through an approved administrator action plan in ac-
cordance with state board rules.

§13019-D. Recertification of administrators

Administrators who hold certificates issued in
accordance with chapter 501 shall continue to hold
those certificates until their termination dates.
Renewal of administrator certificates issued in ac-
cordance with chapter 501 which are granted after the
effective date of this Act and before July 1, 1988,
shall be valid for 5 years. All certificates issued
after June 30, 1988, shall be issued in accordance
with this chapter.

§13019-E. Recertification of other professional per-
sonnel

Professional personnel other than teachers and
administrators who hold certificates issued pursuant
to chapter 501 of this Title shall continue to hold
those certificates until their termination dates.

All certificates issued after June 30, 1988, shall be issued and renewed in accordance with rules of the state board adopted pursuant to this chapter.

Sec. 6. 20-A MRS §13021, as enacted by PL 1983, c. 845, §4, is amended to read:

§13021. Periodic review

The state board shall review teacher and administrator certificate standards every 6 years and report the results of its review to the Legislature, along with any proposed legislation. The first report to the Legislature shall be due starting with the legislative session beginning in December 1990.

Sec. 7. Pilot project; report to the Legislature; legislative study. The Commissioner of Educational and Cultural Services shall establish pilot projects for certification of administrators. The commissioner may use the school based innovative grants established in the Maine Revised Statutes, Title 20-A, section 17103, for those projects and waive the local match requirement established in the Maine Revised Statutes, Title 20-A, section 4254 for those projects. At least 2 of the projects given such a waiver will include the study of the mentor concept or the development of administrator action plans for certification and recertification of administrators. The study required by Public Law 1983, chapter 845, to be conducted by the commissioner and the state board and the report required of the state board shall also include consideration of administrator certification. The study required by Public Law 1983, chapter 845, to be conducted by the joint standing committee of the Legislature having jurisdiction over education shall also include administrator certification.

Sec. 8. Effective date. Section 2 of this Act shall be effective July 1, 1988.

In House of Representatives, 1985

Read twice and passed to be enacted.

..... Speaker

In Senate, 1985

Read twice and passed to be enacted.

..... President

Approved 1985

..... Governor

5. EXPLANATION OF SCHOOL FINANCE FORMULA

I asked you to prepare and publish by January 1, 1985, a brief and clear explanation of the School Finance Formula which would be available for public distribution at town and school board meetings. (Commission recommendation #13)

RESPONSE

A pamphlet, "How Maine Finances Its Public Schools" and a chart, "School Finance Act of 1985" have been prepared to give a brief and clear explanation of the school finance formula. These items have been made available for distribution to towns and to local school boards and superintendents.



How Maine Finances Its Public Schools

By Elinor Multer

January 1985

• Overview •

The principle which drives Maine's school finance law is simple, but the formulas are complicated. The principle is to equalize the financial effort made by the state's school districts in providing public school education. This translates into providing more state aid for poorer school districts and fewer state dollars for richer districts. The principle, and the formulas used to implement it, is designed to assure that the quality of education a pupil receives does not depend upon the wealth of his or her school district.

School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state and therefore are not subject to local variations in assessing practices.)

Under the 1984 state law, at least 55% of the total operating cost of Maine's public school system is paid by the state, with the balance coming from the local districts. This does not mean, however, that each district receives 55%. Depending on its "wealth", a district may receive nothing or it may receive up to 90% from the state.

I. Operating Costs: Determining the State and Local Percentages

The most complicated part of Maine public school funding is determining how much (what percentage) each district's operating funds will be paid by the state. Once the percentage is calculated, it is also used

to determine the amount of state funding for other aspects of education. (See Section III.)

The percentage of state funding for a district is based on enrollment and property values in that district. The key factor is how many dollars worth of real property (using assessed valuations) there are, on a per pupil basis, in a district and how that number compares with the average for the state as a whole. Districts where the pupil value of real property is higher than the state average will receive less than 55 percent of state funding for operating costs. Districts where the per pupil property value is less than the state average will receive more than 55 percent state funding. In other words, towns with high property values and few pupils will get less from the state than towns with lower values and more pupils.

II. Operating Costs: Determining the Dollars

Once the percentages of state and local operating funds have been determined for a school district, it is possible to calculate the actual dollar amounts.

The State of Maine recognizes that it costs more to educate a high school pupil than a pupil in the elementary grades. Funding for the 1985-86 school year is based on a calculation of \$1,685 in operating costs per elementary student (grades K through 8) and \$2,258 per high school pupil. (In recent years these figures have been going up at the rate of \$100 or more per year.) The number of state and local dollars to be paid to or raised by a district for operating costs is determined as follows:

1. The current figure for per pupil costs in elementary and high school grades is multiplied by the number of pupils in each category within the district and these two numbers are added together.

EXAMPLE 1: A district has 550 high school pupils and 750 elementary pupils — $\$2,258 \times 550 = \$1,241,900$; $\$1,685 \times 750 = \$1,263,750$. The total operating cost allocation for this district with its 1,300 pupils is \$2,505,650.

2. The total calculated in Example 1 (\$2,505,650) is multiplied by the percentages (as explained in Section I) to determine how many operating dollars will be provided by the state and how many by the district.

EXAMPLE 2: Calculations indicate that this relatively "poor" district is entitled to 75% state funding for operating costs. Therefore, the state funds will be $.75 \times \$2,505,650$ or \$1,879,238, leaving a balance of \$626,412 ($\$2,505,650 - \$1,879,238$) to be raised from the local taxpayers.

III. Funding for Other School Costs

Maine provides funds annually to its local districts for two other types of costs, in addition to operating costs. These dollars are for program costs and for debt service. In each case, the formula utilizes the percentage of state support calculated for operating costs.

1. Program Costs — This category includes funds for four types of costs: Special education, vocational education, operation of the district's trans-

portation system, and bus purchases. Recent data for these four costs are compiled. The resulting Program Cost Allocation figure is multiplied by the percentages calculated for operating costs to determine the state and local share of these program costs within each district.

For program costs, unlike operating costs, there is a built-in circuit breaker or cap on the local share, assuring that no district will be unduly burdened by exceptional expenses. Program costs in excess of that amount are funded by the state.

2. Debt Service — The Debt Service Allocation for each district consists essentially of the current year's payments of principal and interest, and approved lease costs for the previous year. The state and local percentages are applied to this total to determine state funding for debt service. As with program costs, there is a circuit breaker which limits the local share.

IV. Summing It Up: A Considerable Sum

Adding up the state payments for operating costs, program costs, and debt service for each district gives the total amount which the district receives under the new state school funding law.

Elinor Multer is a free-lance writer. She was an education writer and columnist for a daily newspaper in New Jersey. Formerly she was Director of publications and public relations at Brookdale Community College in New Jersey for five years.

Ms. Multer volunteered to write this explanation of Maine's school financing. She has lived in Maine approximately ten years — the last eight on Orr's Island.



- For additional information on this subject contact the:

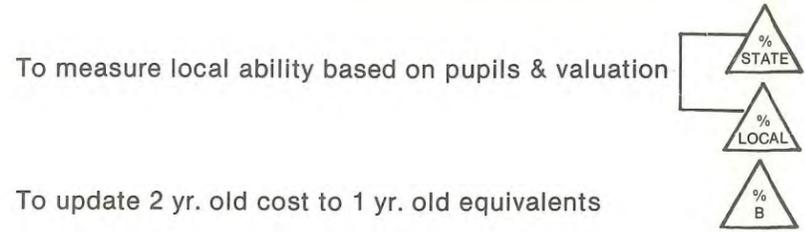
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Robert E. Boose, *Commissioner*

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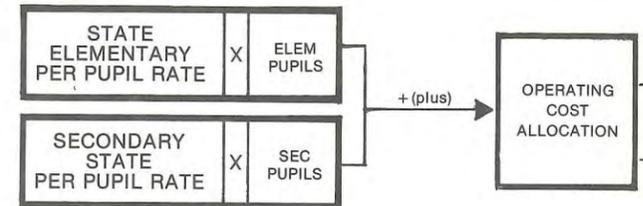
School Finance Act of 1985

STEP 1 | PERCENTAGES



STEP 1 - Calculate percentages: (A) for each local unit's subsidy based on how much wealth the community has and how many pupils to be educated - property valuation per pupil, range 0% - 90%; and (B) for statewide updating from 2-year-old costs to 1-year-old equivalents, 5.5% for 1985-86.

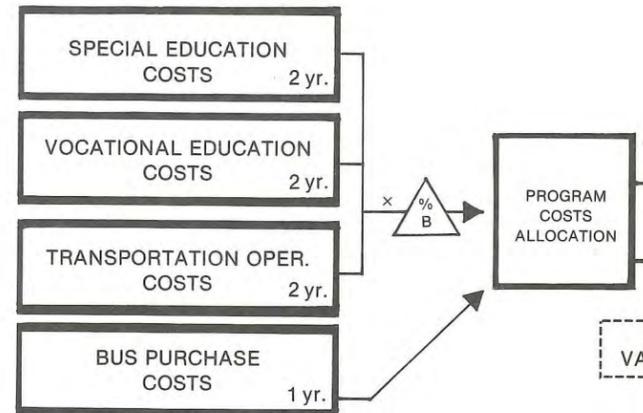
STEP 2 | OPERATING COSTS



STEP 2 - Each pupil is allocated a set sum: for 1985-86, that's \$1,685 per elementary pupil and \$2,258 per secondary pupil, which are operating rates. The combined products for each school system is the operating cost allocation, which is divided into local and state shares. The shares are determined from the percentages in Step 1 above.

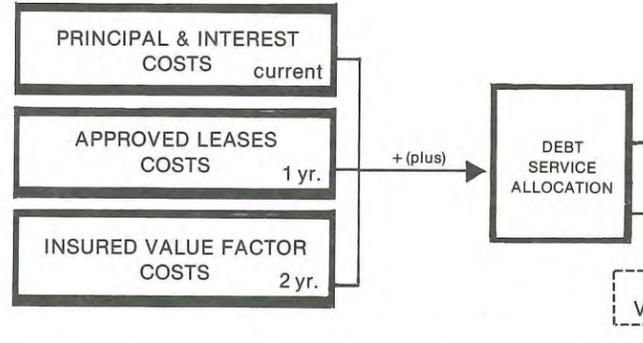
STEP 3 - Program costs are treated as a separate item, including 2-year-old costs of special education, vocational education, transportation, and bus purchases (bus purchases are one-year-old costs). The two-year-old items are updated with the percentage from Step 1 above, combined with bus purchases, and divided into local and state shares with the school unit's proper percentage.

STEP 3 | PROGRAM COSTS



STEP 4 - Debt Service Costs - principal and interest due on construction bonds, approved leases, and an insured value factor (a change for building use that a private secondary school can add to its tuition bill)—are allocated in whole and divided into local and state shares as per the school unit's calculated percentage.

STEP 4 | DEBT SERVICE



CIRCUIT BREAKER - These are used on program allocations (Step 3) and debt service allocations (Step 4); they guarantee that no local school shall have to raise more than normal taxes in areas where they might be overburdened—that is, have high costs in special education, big bonds to pay off, etc.

The circuit breakers are called millage limits, one for program costs and one for debt service costs. In 1985-86, the program millage limit is 1.32 mills and the debt service limit is 0.55 mills.

If these limits are less than the calculated local share, the excess is added to the state share.

STEP 5 | TOTAL

STEP 5 - All local shares are added: operating costs, program costs, and debt service costs. The local school unit will need to raise that amount. Any less effort locally and the state share will be reduced proportionately.

All state shares are added; the total state dollars are sent to the locals monthly plus one lump-sum check for bond payments.

6 & 7. ANNUAL REPORT TO THE LEGISLATURE

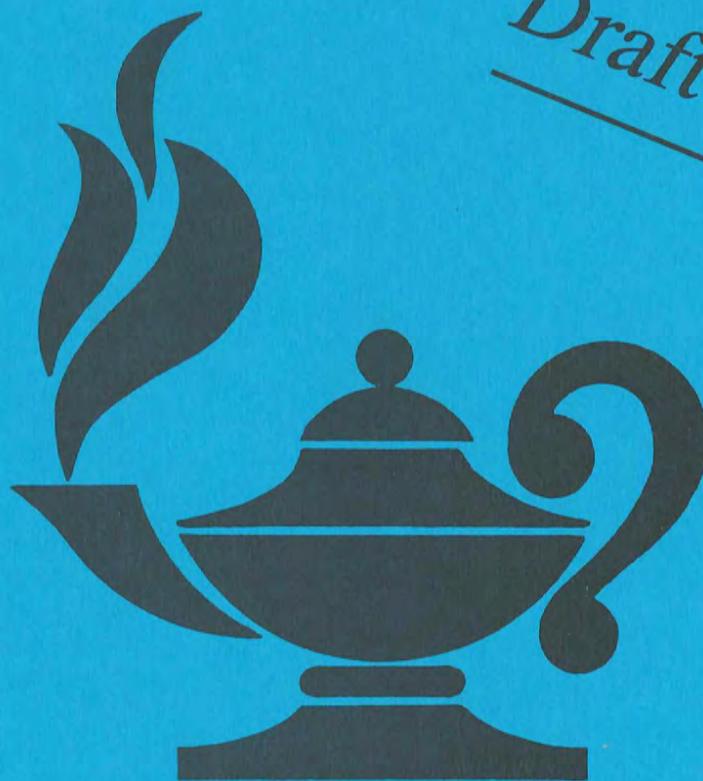
I asked that you develop the data base and format for an Annual Report on the Status of Education in Maine that will be published and delivered to me and the Legislature in January 1986. The Annual Report should include a section on the status of coordination among the major components of Maine's Educational System, prepared in collaboration with the Chair of the State Board of Education, the Chancellor of the University, and the Chairman of the University of Maine Board of Trustees. (Commission recommendation #15 and #18)

RESPONSE

The data base and format for the Maine Public Schools Annual Performance Report have been established and a draft copy developed. Status of coordination among the major components of Maine's Educational System will be included in the first report due in January 1986.

Maine Public Schools Annual Performance Report

Draft Copy



1984-1985

DEPARTMENT OF EDUCATIONAL & CULTURAL SERVICES

ROBERT EUGENE BOOSE, ED.D., COMMISSIONER

RICHARD W. REDMOND, DEPUTY COMMISSIONER



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Ellen Egan George, *Staff Attorney*

Foreword

One new duty of the Commissioner of Education, as mandated by the Legislature in the Education Reform Act of 1984, is the issuance of an annual report on the status of Maine's public schools with suggestions and recommendations for their improvement. Accordingly, I asked the staff of the Maine Department of Educational and Cultural Services to prepare material for a composite account of the state's public education system focusing on progress achieved during the past fiscal year and priorities established for the near and long term future. This initial draft of the Maine Public Schools Annual Performance Report is the result of this effort.

For easy reference, the material has been organized under four major sections: 1) Educational Achievement; 2) Demographic and Educational Profile; 3) Financing K-12 Public Education in Maine; and 4) Educational Developments and Issues. Liberal use has been made of charts and graphs to emphasize those data that have had significant impact on public education both in Maine and throughout the nation.

Please note that this document does not include those sections relating to legislative issues, many of which were unresolved at printing time, or MDECS progress and priorities, which I will include in my report to superintendents at their conference on June 24.

Robert Eugene Boose, *Commissioner*
Maine Department of Educational
and Cultural Services

June 1985

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SECTION I: EDUCATIONAL ACHIEVEMENT

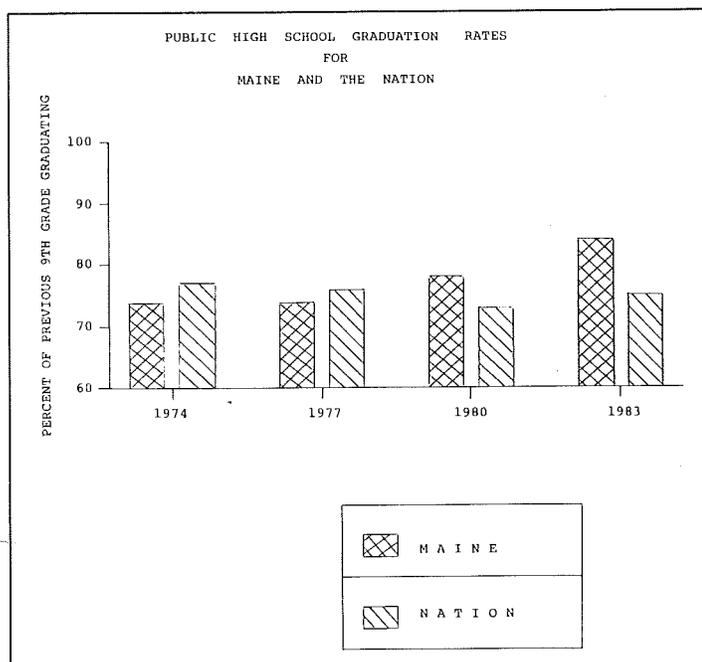
High School Graduation

Graduation Rates

In 1982-83, 14,764 Maine seniors received their high school diplomas, reflecting a graduation rate of 84 percent. The graduation rate is the number of high school graduates measured against the ninth grade enrollment four years earlier. Within a state, the graduation rate does not take into account the number of students moving into or out of the state. The national graduation rate is unaffected by student mobility between states.

Highlights

- Maine graduation rates were constant through the 1973 to 1977 years, but have shown a steady increase since 1977 with the 1982-83 rate being 10 percent higher than those obtained in 1976-77.
- National graduation rates show a different pattern, with a steady decline for the period 1973-74 to 1979-80, followed by an increase in 1982-83.
- Over the ten year period from 1973-74 to 1982-83 Maine's graduation rate has increased from a low point in 1973-74 (3 percent below national average) to a high in 1982-83 (10 percent above national average).



High School Completion Programs for Adults

Maine adults who have not completed a high school program are given an opportunity to earn their high school credential by one of two major programs.

- Regular High School Diploma** — students are given the opportunity to add to their previous high school transcripts to allow them to graduate with a diploma. In Maine an academic course has a minimum of 45 hours of instruction.
- High School Equivalency Certificates.** This program gives an opportunity to earn a High School Equivalency Certificate through the Maine Department of Education's General Educational Development (GED) Testing Program. The GED certificate is by Maine law equivalent to a high school diploma and is well accepted by Maine institutions of higher education and employers. The GED exam consists of five components: Writing, Math, Social Studies, Science and Reading skills.

Highlights

- During calendar year 1984, 2,855 people were issued GED certificates in the State of Maine. 53% of the people earning certificates were between the ages of 17 and 23. THIS TOTAL IS THE LARGEST NUMBER ISSUED IN ONE YEAR IN MAINE.
- THE PERCENT OF MAINE TEST TAKERS WHO PASSED THE GED AND RECEIVED CERTIFICATES WAS HIGHER THAN THE NATIONAL AVERAGE. In 1984 Maine had 93% of its people taking the exam, pass it. This compared with 57% on the national level.
- Over the past ten years, from 1970 to 1980 the total number of non-high school credential adults in Maine had decreased from 270,000 in 1970 to 238,822 in 1980 because of the impact of our credentialing programs.
- In an attempt to reach a large number of the 238,822 adults without a high school credential, Maine has now developed a new program called ECO (External Credit Option), administered by the Maine Department of Educational and Cultural Services. This program works in the high school diploma area and is a series of home study curriculums that offer academic credit. This helps to eliminate such barriers as travel, child care and time commitment.

Achievement of Public School Students

Maine Assessment of Educational Progress

The Maine Assessment of Educational Progress (MAEP) provides a mechanism for evaluating student performance or progress at three points in the educational process: fourth, eighth and eleventh grades. A MAEP assessment involves achievement testing of a sample of students in each of the three levels, as well as a survey of relevant characteristics of the students, school personnel, and instructional programs.

The purposes of the MAEP program are the following:

- to permit the Maine schools to fulfill their accountability to the public for the quality of elementary and secondary education in Maine;
- to detect year-to-year trends in educational achievement within the Maine student population;
- to compare achievement of Maine students with that of their peers nationally; and
- to promote and encourage the use of assessment tools and information by local school systems for the purposes of self-managed evaluation.

Assessment instruments included both multiple-choice and free-response questions. Primary sources of test items included the item pool of the Maine Assessment and Planning for Schools and the National Assessment of Educational Progress (NAEP). The use of NAEP items permits national and regional comparisons of performance. In mathematics, items were also used that had been previously administered to eighth and eleventh graders in Maine as part of the 1978 Maine Assessment of Basic Skills.

Math Performance

Achievement in mathematics in Maine in 1983-84 compared to previous national performance in 1977-78 and previous Maine performance in 1978, based on common sets of test items used in the different assessments, shows that Grade 4 students in Maine tended to outperform fourth graders nationwide.

The results at grades 8 and 11 are indicative of strong consistency over time and with national levels of performance.

Possible areas of strength and weakness evident at the earlier grades seem to disappear by Grade 11. An exception is Algebra, where Maine eleventh graders scored almost seven percentage points higher than their national counterparts a few years earlier.

Science Performance

Maine overall performance levels in science were generally quite consistent with those of the U.S.

Compared to students nationwide, Grade 4 students in Maine were particularly strong on scientific inquiry skills and weak in the area of physical sciences.

The advantage in the area of scientific inquiry was maintained at Grade 8 but not at Grade 11.

Across the three grade levels was a gradual decline in achievement relative to the nation in life sciences.

Reading Performance

On the average, Maine students in grades 4, 8, and 11 outperformed their peers in the nation and the northeast on items common to assessments in reading and listening.

In 1984, students at each grade level were required to write a short essay on a given topic. Various scoring methods were used in each of the three grades.

One scoring method used for all three grades was the 7-point Focused Holistic scoring method. In this method, scores between 4 and 7 were considered fully competent.

Fifty-one percent of the fourth graders achieved a score of 4 or higher.

Achievement of College Bound Students

Performance on SAT

In 1984, graduating Maine high school seniors — 7,854 of them — took the Scholastic Aptitude Test (SAT), Reading Comprehension and Vocabulary Test and Test of Standard Written English. The number represents 46 percent of the total of 16,986 graduates. Nationally, 34 percent of graduating seniors took the SAT.

The SAT measures those abilities most commonly needed for academic success in college. It does not measure high school achievement.

The SAT results show:

- Maine verbal SAT scores to be 2 points higher than in 1983.
- Maine math SAT scores to be 1 point lower than in 1983.
- Maine SAT Verbal Reading Comprehension and Vocabulary subscores to be consistent with New England and national averages.
- Maine SAT Test of Standard Written English scores to be consistent with New England and national averages.

SUMMARY:

Verbal SAT Averages:

- From 1964-1984, Verbal average scores have declined 49 points at the national level. Maine SAT averages were not made available until 1972.
- From 1974-1984, Verbal average scores have declined 18 points at the national level. Maine averages declined 12 points during this period.
- The largest yearly decline at the national level was in 1975 with a 10 point decline and at the state level in 1973 with a 10 point decline.

Math SAT Averages:

- From 1964-1984, Math average scores have declined 27 points at the national level. Maine Math average scores were not available until 1972.
- From 1974-1984, Math average declined 9 points at the national level. Maine averages declined 14 points during this period.
- The largest yearly decline at the national level was in 1975 with an 8 point decline and at the state level in 1977 with a 5 point decline.
- Both Maine and national math average scores have been consistently higher than verbal scores.

SAT SCORE AVERAGES 1964-1984: NATIONAL AND MAINE DATA

National Data				Maine Data			
Year	# Taking Tests	Verbal	Math	Year	# Taking Tests	Verbal	Math
1972	1,381,400	453	484	1972	7,678	451	480
1973	1,014,853	445	481	1973	7,424	441	481
1974	985,239	444	480	1974	7,190	441	477
1975	996,428	434	472	1975	7,227	437	471
1976	999,809	431	472	1976	7,459	437	476
1977	979,396	429	470	1977	7,541	431	471
1978	989,185	429	468	1978	7,359	429	467
1979	991,617	427	467	1979	7,827	430	468
1980	991,245	424	466	1980	7,904	427	467
1981	994,046	424	466	1981	8,127	426	465
1982	988,270	426	467	1982	7,898	427	463
1983	962,542	425	468	1983	7,968	427	464
1984	964,684	426	471	1984	7,854	429	463

Performance on Achievement Tests

In 1984, 3,540 Maine high school seniors, representing 45 percent of the students who took the SAT in Maine, took at least one Achievement Test. Nationally, 21 percent who take the SAT also take at least one Achievement Test.

Achievement Tests are designed to assess the skills students have developed in a particular subject and their ability to apply that knowledge to new materials and situations.

In Maine in 1984, there were 9,981 Achievement Tests taken, an average of three examinations per student. The test results show that students who take Achievement Tests have higher SAT scores. The average SAT scores for students who took at least one Achievement Test was 495; the average SAT score for all students was 446.

Most frequently taken Achievement Tests in Maine in 1984 were English Composition (3,356), Mathematics Level I (2,781), American History (883) and Biology (825). There were three percent less tests taken than in the previous year.

Since 1980, average scores on 11 of the 13 Achievement Tests have shown an increase: English Composition, 4 points; Math Level I, 8 points; American History, 23 points; Biology, 13 points; Chemistry, 18 points; Literature, 6 points; Physics, 10 points; Math Level II, 12 points; German, 21 points; European History, 35 points; Latin, 35 points.

Studies of Maine Students

Two separate studies, each taken in 1982, indicate that SAT and Achievement Test averages of Maine high school students are affected by the greater percentage of Maine students taking each of the tests.

In Maine, in 1984, 46 percent of graduating seniors took the SAT compared to 34 percent nationally. Forty-five percent of the students taking the SAT also took one Achievement Test. The national percentage of this group is 21.

Both of the studies, taken at different high schools, showed that the test takers in Maine included a significant number of students with less academic preparation than those who completed a full college preparatory program.

Achievement Test Data

1. Maine 1984 Achievement (ACH) Test Data (score in parentheses are national averages).

ACH	Number of Tests Taken	ACH Test Average	Corresponding Maine SAT Averages	
			Verbal Average	Math Average
English Composition	3,356	479 (518)	474	518
Mathematics Level I	2,781	505 (542)	469	522
Biology	825	510 (550)	495	525
American History	883	480 (521)	479	499
Chemistry	601	532 (573)	505	579
Literature	411	482 (521)	491	478
Mathematics Level II	434	612 (659)	523	615
French	322	512 (544)	508	533
Physics	189	549 (597)	508	599
Spanish	107	448 (528)	479	501
European History	28	536 (548)	539	499
German	17	504 (578)	513	528
Latin	27	550 (558)	560	585

Success of Job Placement of Students with Vocational Education

Secondary Vocational Education in Maine

Job Placement of Students with Vocational Education

Approximately 29 percent or 9,015 of Maine's secondary students (grades 11-12) were enrolled in vocational education programs during Fiscal Year 1983. Many of these men and women entered the job market immediately upon graduation from high school.

In 1982-83, for all students who completed vocational education programs and responded to a comprehensive State level survey:

Sixty-six percent (66%) sought employment upon graduation;

Twenty-four percent (24%) continued their education; and,
Ten percent (10%) made other plans such as service in the military.

Vocational Center — Facilities providing vocational education to secondary students governed by a single school administrative unit. It may serve students from other affiliated school administrative units and may include satellite center facilities and programs.

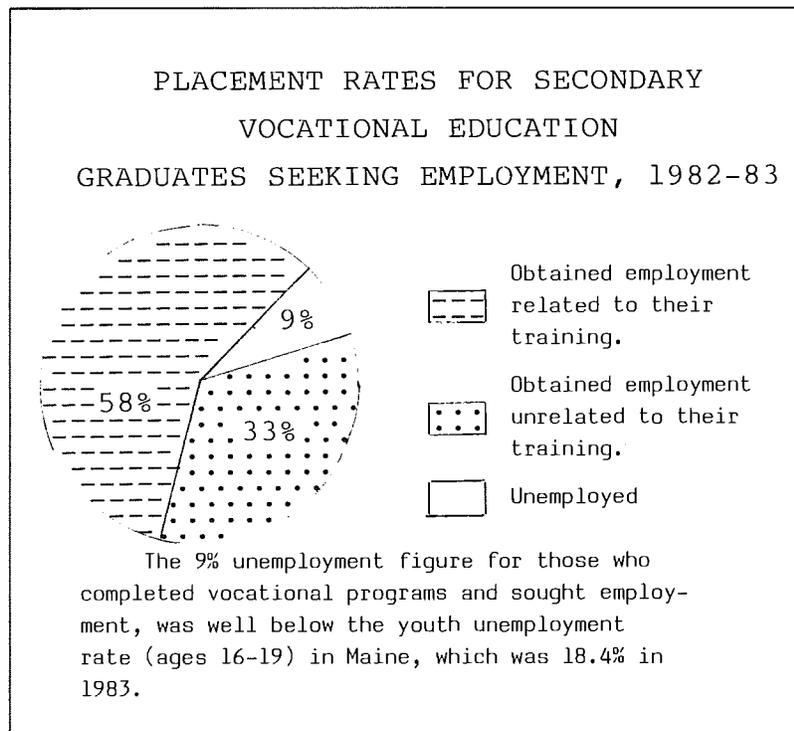
At each vocational center an advisory committee is responsible for the coordination of vocational education. Membership of this advisory committee consists of a superintendent and a school board member from each participating administrative unit.

Vocational Satellite Program — A facility or program providing vocational education to secondary students administered by a school administrative unit affiliated with a vocational center.

The school principal and the director of the vocational center jointly make recommendations to the local superintendent and supervise personnel working in the vocational satellite program.

Vocational Region — Facilities or programs providing vocational education to secondary school students governed by a cooperative board consisting of residents from each school administrative unit to the whole region.

Superintendents within each region serve as an advisory committee to the cooperative board.



Maine's Cultural Resources

Maine State Library

The Maine State Library performs two major functions by providing informational resources and services for state government and all citizens of Maine and by broadening and improving access to informational resources regardless of their location or the residency of individual citizens.

In 1984, a study of the potential for automated library networking in Maine was initiated by the Maine Library Commission and the Maine Library Automation Committee. To be included in the study are an integrated statewide network, regionalization, automation of the Maine State Library, a union catalog option and small-scale automation development.

The Information Exchange was transferred to the Maine State Library in 1984. This computer-based searching service provides help locating resources for solving problems in classroom instruction, program development, proposal writing and other education topics. It includes the Maine Resource Bank, a unique service in the form of a computerized file of educational resources in Maine — people, programs, and instructional materials.

Automated in 1984 was the Maine Card Service for public libraries, now providing more than 50,000 sets of cards a year to 85 libraries.

Evidenced in 1984 was a 35 percent growth in the Books-by-Mail Program, a service for rural residents who live in towns without local libraries and for those who live in towns in which the library is open for just a few hours a week. Nearly 10,000 persons a week are now using the service at a rate of 70,000 books a year.

In 1984, the collection of large print books was expanded and made available to readers throughout the state. Annual circulation of large print books directly is 17,000 with another 15,000 going out to local libraries for use by their patrons.

Maine State Museum

The State Museum's most basic function in 1984 continued to be the acquisition and care of artifact and specimen collections. The Museum, serving as trustees for the people of the State of Maine, acquired over 1,000 artifacts and works of art during the year. These collections ranged from many items of decorative arts and furnishings to larger items of machinery and technology required for the development of Museum exhibition programs.

Among the most important gifts of the year were 6 woolen power looms from the Knox Woolen Company in Camden and the complete contents of a woodworking shop in Woodstock. Bequests to the Museum reached an all-time high with several major estimates conveyed to the Museum — providing literally hundreds of artifacts valued at hundreds of thousands of dollars.

To aid in the on-going exhibition program, the staff acquired a number of important Maine-made products including a motor

launch built by the Rice Brothers' shipyard in Boothbay, and engines made in Maine by Rice, Penny, Orr & Jennings, Dirigo. Maine-made carriages and sleighs rounded out a growing collection of transportation-related Maine products.

Great progress was made in 1984 on the construction of the "Made in Maine" exhibition. Started in 1983, this exhibit is scheduled to open in October of 1985. It is the largest and most complex exhibition ever tackled by the State Museum, and it will make use of an unprecedented number of artifacts. Progress on this installation continued to run well ahead of schedule during the year and this led to an important decision to enlarge the scope of the exhibition to include a display area for many larger Maine-made products, such as the engines and boats noted above. Among the largest installations made with the reconstruction of the "Spear" woodworking shop as the centerpiece of the "Maine in Maine" installation. Following the completion of a stone foundation for this building, the complete three stories of the structure were re-erected piece by piece, and include a water turbine turning in a stream of running water. The Museum also installed the cupola casting furnace that had been acquired from the Portland Stove Foundry Company, and a rare set of "falling" stocks used to felt woolen cloth in the 1860s and 1870s.

Exhibit work proceeded simultaneously in all of the 13 environmental scenes that form the entire exhibition. Running well ahead of schedule, the staff has been afforded the rare opportunity to critique their own work and to initiate corrections, improvements and changes as were desirable to make the exhibit better.

This installation will utilize an unprecedented number of collections and objects. When completed it is expected to show 1,500 or more artifacts owned by the Maine State Museum. As work on the "Made in Maine" exhibition continues, design work has been started on the plans for the Museum's next major installation called "12,000 Years in Maine." This installation will utilize a large selection of archaeological and ethnographic specimens; it will require a design effort of substantial sophistication to deal with objects which are inherently esoteric.

The administrative staff of the Museum oversees the public programs of the Museum — particularly visitor services in the Museum itself — as well as scheduling of group visits to the Blaine House, the State House, and Fort Western. Although general visitation during 1984 remained relatively static during a period of heavy construction at the Museum, school groups continue to grow at a remarkable rate. During the spring of 1984, an average of 7,000 school children per month visited the Museum in groups. While this total is exceeded by general visitation during the summer months (averaging 10,000 visitors per month), the fact that most school visits take place only during the hours of 9 a.m. to 1 p.m. makes the spring season the time of greatest congestion in the exhibit galleries. Until more exhibit space is opened to the public, it appears unlikely the the Museum can handle a greater number of school visitors than at present. With the opening of "Made in Maine," however, the Museum's space will be greatly increased and school visitation is expected to increase as well.

Maine State Commission on the Arts and Humanities

The Maine State Commission on the Arts and Humanities in 1984 through programs provided matching grants to cultural institutions, public schools, presenters of touring artists and for exhibitions:

- Awarded 399 matching grants to nonprofit organizations for professional artists.
- Provided 1,696 days of employment for these artists.
- Reached 45,208 students, teachers, and administrators.
- Reached 187 schools directly or through cooperative programs.

The Commission in 1984 received its first major grant of \$30,500 from the National Endowment for the Arts to begin a Traditional Arts/Folk Arts Program. The program was conceived in 1984 to document and present the work of Maine's traditional artists with an emphasis on our state's contemporary artists.

In the winter and spring of 1984, the Commission inaugurated a State House and Blaine House Concert Series. The State House Concerts feature artists from the Maine Touring Artists Program, which provides fee subsidy to bring artists throughout the state. The Blaine House Series features both Maine resident artists and internationally known figures who have a deep interest in the state. It is broadcast on public television.

Maine Historic Preservation Commission

The Maine Historic Preservation Commission in 1984 made surveys that covered over 1,900 square miles and added more than 6,100 new properties to the statewide historic resources inventory.

In the area of prehistoric archaeology, 210 new sites were discovered, ranging from Paleo-Indian quarries in the north to Archaic and Ceramic/Contact Period encampments on the coast. Three hundred sixty-five historic archaeological sites were recorded, including a large number of potential shipwrecks. Architectural surveys inventories covered 5,600 buildings, the highest number for any single year in the Commission's history.

The Commission nominated 113 properties to the National Register of Historic Places, 51 as individual buildings and sites and the balance as components of 4 historic districts.

In its regulatory role, the staff reviewed 631 Federal and State projects to ensure that they would not damage or destroy significant historic resources.

Under the Federal Economic Recovery Tax Act of 1981, owners of registered depreciable properties are eligible for a 25 percent Federal income tax credit for the certified rehabilitation of such properties. The certification process is administered by the Commission. In 1984, 30 projects were processed, representing a private sector investment in preservation of at least \$18 million.

In the area of public education, the Commission funded six new publications and three public conferences, while the staff delivered dozens of public slide lectures on archaeology and architectural history. And the Commission's three packaged slide lectures, "The Archaeology of Colonial Maine," "The Archaeology of Prehistoric Maine," and "200 Years of Maine Housing" were sent out to approximately twenty public schools.

SECTION II: DEMOGRAPHIC AND EDUCATIONAL PROFILE

Profile of Maine

Demographic Information

Demographic statistics provide policy and decision makers with valuable insight into population characteristics and trends. This information is helpful in planning for the present and future educational needs of our citizens. In the chart, selected demographic statistics from the 1970 and 1980 census are displayed for Maine and the nation. Some of the more significant items have been highlighted below.

FACTS

- The birth rate in Maine has declined over the 10 years from 17.9 to 14.6. This decline is substantially greater than the nation, which declined from 18.4 to 16.2
- From 1970 to 1980 Maine's population grew faster than the nation, during the same period our birth rate decreased. The reason for growth then, is our in-migration exceeds out-migration substantially. It should be noted that the largest age group migrating into Maine are in the 65 and greater category, while the largest percent of out-migration is in the 25 to 45 age group. As a result school enrollment is projected to stabilize over the next few years.
- The population of Maine is slightly older than the population of the nation. In Maine the median age is 30.4 in 1980 and the nation is 30.0 for that year. However, the median age in 1970 for Maine was 28.6. The increase over the decade reflects the high in-migration of 65 and older citizens.

Educational Attainment

The educational attainment of Maine's population is significantly higher than that of the nation for 12 years of school completed. In Maine the percent of population completing 12 years of school is 39.4, the nation's percent of the above is 34.6

However, in the area of higher education, Maine seems to lag behind the nation. The percent of Maine's population with four or more years of college is 14.4 compared to the national population of 16.2.

The percent of high school graduates in Maine's population is 2.6 percentage points higher than the nation at 69.1%. The nation has 66.5 percent of the population graduating.

SELECTED DEMOGRAPHIC STATISTICS FOR
MAINE AND THE NATION

	1970		1980	
	Maine	Nation	Maine	Nation
Birth Rate	17.9	18.4	14.6	16.2
% Pop. Growth Over Ten Years	2.5	13.3	13.2	11.4
Total Population	969,265	203,211,926	1,125,043	226,545,805
% of White Population	99.4	82.8	98.9	79.6
% of Black Population	.3	11.1	.3	11.7
% of Amer. Indian Population	.2	.4	.4	.6
% of Asian/Pacific Islander Population	.1	1.2	.3	1.6
% of All Other	.0	4.5	.1	6.5
Median Age	28.6	27.9	30.4	30.0
% Under 20 Years	38.2	37.9	32.4	32.0
% 20-44 Years	29.6	31.7	35.6	37.1
% of 45-64 Years	20.6	20.5	19.5	19.6
% 65 and Older	11.6	9.9	12.5	11.3
Median Years of School	12.1	12.1	12.5	12.5
% of Women 16 Yrs. & Older in Labor Force	36.9	41.4	40.9	49.9

EDUCATIONAL ATTAINMENT BY ETHNICITY
25 YEARS AND OLDER IN 1980

ETHNICITY	EDUCATIONAL ATTAINMENT					% OF HIGH SCHOOL GRADUATES
	0-8 YEARS	9-11 YEARS	12 YEARS	COLLEGE 1-3 YEARS	COLLEGE 4 OR MORE YEARS	
<u>White</u>						
Maine	16.5%	14.8%	39.3%	15.0%	14.4%	69.5%
Nation	16.6	14.6	35.7	16.0	17.1	68.8
<u>Black</u>						
Maine	11.6	14.1	42.4	19.4	12.5	69.3
Nation	27.0	21.8	29.3	13.5	8.4	51.2
<u>Hispanic</u>						
Maine	18.8	15.2	33.3	19.8	12.9	63.5
Nation	40.1	15.9	24.4	12.0	7.6	44.0
<u>Asian/Pacific Islander</u>						
Maine	14.8	12.1	31.0	16.6	25.5	66.7
Nation	16.4	8.8	24.7	17.2	32.9	74.8
<u>Amer. Indian/Native Alaskan</u>						
Maine	31.1	15.3	32.1	16.3	5.2	51.1
Nation	25.0	19.5	31.3	16.5	7.7	55.5
<u>Total</u>						
Maine	16.6	14.8	39.4	15.0	14.4	69.1
Nation	18.3	15.3	34.6	15.6	16.2	66.5

The Educational System

Public School Enrollment

The public school enrollment for Maine has shown a steady decline since 1973. The last two years indicate a slowing trend in enrollment drops. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off by the early 1990s.

MAINE PUBLIC SCHOOL ENROLLMENT				
FALL 1984-85				
Grade	Total	E.U.T.	S.I.C.	State Totals
Ungraded Elementary	125	0	0	125
Special Elementary	1,671	0	0	1,671
Pre-Kindergarten	218	0	12	230
Kindergarten	16,365	26	45	16,436
Grade 1	16,374	36	45	16,455
Grade 2	14,754	38	31	14,823
Grade 3	14,290	42	32	14,364
Grade 4	14,686	38	33	14,757
Grade 5	14,763	43	44	14,850
Grade 6	15,463	26	33	15,522
TOTAL K-6	108,709	249	275	109,233
Grade 7	16,739	12	22	16,773
Grade 8	18,096	10	24	18,130
TOTAL 7-8	34,835	22	46	34,903
TOTAL K-8	143,544	271	321	144,136
Grade 9	17,776	0	0	17,776
Grade 10	16,078	0	0	16,078
Grade 11	14,703	0	0	14,703
Grade 12	14,516	0	0	14,516
Special Secondary	588	0	0	588
Post Graduates	42	0	0	42
TOTAL 9-12	63,703	0	0	63,703
TOTAL K-12	207,247	271	321	207,839

Maine's Public Schools

Because of geographic and economic differences in Maine, schools have evolved over the years into different organizations. A brief explanation of each follows:

Cities or Towns with Individual Supervision

A city or town with individual school organization is a single municipality of comparatively large size for Maine (generally 75 or more teachers). One school committee administers the education of all grades in the city or town through a superintendent of schools. City or town charter usually determines the method of budget approval. In many cities and towns, the city council or town council has final budget approval. Since it is a single municipality, cost sharing is not a factor.

School Administrative Districts

A school administrative district (SAD) is a combination of 2 or more municipalities who pool all their educational resources to educate all students. One school committee (comprised of representatives from each of the municipalities) administers the education of grades K-12 through a superintendent of schools. Budget approval is by majority vote of those present and voting at a district budget meeting. Cost sharing is based on a formula which includes state valuation and/or number of pupils.

Community School Districts

A community school district is a combination of two or more municipalities formed to build, maintain, and operate a school

building or buildings to educate any or all grades. For example, a CSD may be formed to build and operate a grade 7-12 school for all towns in the CSD. These same towns will maintain individual control (or belong to a union) for the education of their K-6 students. A CSD may also include education of all grades K-12.

The CSD school committee is comprised of members of each town's local school committee if one exists. CSD school committees are apportioned according to the one person one vote principal. Cost sharing is based on a formula including number of pupils in each town and/or state valuation of any combination of each.

CSD budgets are approved by majority vote of voters present and voting at a district budget meeting.

Unions of Towns

A union is a combination of two or more towns joined together for **administrative purposes only**. Since none of the towns are large enough to cost justify the employment of a superintendent of schools, they share a superintendent's services and the cost of operating the superintendent's office. Each of the towns maintains its own budget and school board elected at town meetings and operates in every way as a separate unit except for the sharing of superintendent services. A union school committee is comprised of members of each town's school committees and it conducts the business of the union. All votes of the union committee are cast on a weighted basis in proportion to the population of the towns involved.

Cost sharing for union services are apportioned to each town in proportion to the amount of the superintendent's services required in that town.

Budget approval is accomplished for each town's individual budget in town meetings.

The union budget is approved by weighted vote of the union committee.

DISTRIBUTION OF LOCAL EDUCATION AGENCIES IN MAINE

	Number of Systems	Number of Local Admin. Units	Number of Towns
CITIES AND TOWNS HAVING INDIVIDUAL SUPERVISION	35	35	35
SCHOOL ADMINISTRATIVE DISTRICTS	73	73	278
UNIONS OF TOWNS	35	138	120*
TOWNS UNDER DISTRICT SUPERINTENDENTS AND AGENTS OF THE COMMISSIONER	21	21	21
COMMUNITY SCHOOL DISTRICTS	13	13	39
SCHOOLING OF INDIAN CHILDREN	1	3	3
TOTALS	178	283	476

* 18 Towns are counted with C.S.D.'s

Schooling of Indian Children

There are three reservations of Indian children in Maine. These three reservations are organized exactly as a union of towns described above.

Education in Unorganized Territories (EUT)

Education in Unorganized Territories (EUT) in Maine is a responsibility of the State. The education of territory children is accomplished by the state operating schools which are in unorganized territories and by the assignment of agent superintendents to assure that each child in an unorganized territory receives education. These agents are assigned by the Commissioner of Education through the Division of Unorganized Territories.

SCHOOLS IN MAINE

	PUBLIC	PRIVATE
ELEMENTARY	606	68
SECONDARY	100	21
COMBINED ELEM./SEC.	40	30
TOTAL SCHOOLS IN MAINE	746	119

TYPE OF SCHOOL:

	PUBLIC	PRIVATE		PUBLIC	PRIVATE		PUBLIC	PRIVATE
HIGH SCHOOL	92	19						
JUNIOR HIGH SCHOOL	64	0	ELEMENTARY	58	0	COMBINED	6	0
JR./SR. HIGH SCHOOL	21	3						
INTERMEDIATE SCHOOL	36	0	ELEMENTARY	36	0	COMBINED	0	0
UNGRADED SCHOOL	0	7						
SPECIAL EDUCATION SCHOOL	6	16						

SPECIAL EDUCATION

CLASSES:

ELEMENTARY	145	1
SECONDARY	22	1
COMBINED ELEM./SEC.	9	0

OTHER CLASSES:

UNGRADED	5	0
PRE-KINDERGARTEN	11	15
POST-GRADUATE	31	9

Educational Program

In Maine, there are 746 public schools located in 283 local educational agencies. Generally, school is in session from early September to mid-June for a minimum of 180 school days. Standards and curriculum content vary for elementary schools and secondary schools.

Approximately 69 percent of Maine's public school students are in grades kindergarten through eight. The length of the school week is 25 hours, exclusive of lunch. The school day for kindergarten students must be at least two and one-half hours.

The elementary school curriculum includes, but is not limited to, instruction in:

- The English language, including reading, writing, spelling, and grammar
- Mathematics
- Science
- American History and government
- Maine studies
- Social studies
- Music, art and drama

The secondary level enrollment, grades nine through 12, is approximately 31 percent of the total public school membership. The length of the school week is 25 hours, exclusive of lunch.

The secondary school curriculum includes, but is not limited to, the following:

- English
- Social studies and history, including American history and Government, four years
- Science, including at least one year of laboratory study, 2 years
- Fine arts, which may include art, music, forensics or drama, one year

Student Discontinuers

The Department of Educational and Cultural Services is embarking on a new method of data collection to acquire discontinuer data. The new form will be sent to superintendents of schools in July of 1985 for the first time. This instrument is designed to provide "class discontinuence," i.e., how many and what percentage of the first grade enrollment this year will graduate from high school. It will also provide discontinuers by grade which will assist in identification of the most severe problem areas and allow more emphasis to be placed on prevention at these stages of the academic experience.

Presently, data is collected annually in July of each year for the previous school year in total only (all grades). While the resulting data provides an annual discontinuers rate, it does not provide class drop-out rates.

Maine's School and Public Libraries

Maine has 485 public school libraries and 226 public libraries. Most school libraries are one-person libraries. Although not surveyed, the number of volumes in school libraries statewide is probably around the order of 2.5 million, according to consultant estimates. Surveys show 4.3 million volumes in public libraries. Annual circulation per capita is 6.6, which compares very well with national figures.

The Regional Library System under the direction of the Maine State Library, which promotes the sharing of books and other resources among all Maine libraries. Maine is believed to be among the top 10 states in terms of interlibrary loans per capita, and probably among the top three, depending on how figures are interpreted.

Pupil Distribution and Density

The lower eight counties in Maine (Cumberland, York, Androscoggin, Sagadahoc, Lincoln, Knox, Kennebec, and Waldo) together made up 16.6 percent of the total geographic area in Maine, but contains 58.4 percent of Maine's public school enrollment.

While Maine public school enrollment has declined each year for the past 11 years, it is anticipated (based on live birth and in-out migration data) that enrollment will stabilize within the next two years.

PUBLIC SCHOOLS					
1984-1985 FALL ENROLLMENT BY COUNTY					
COUNTY	GRADES		TOTAL	GRADES	TOTAL
	K-6	7-8	K-8	9-12	K-12
PUBLIC SCHOOLS					
Androscoggin	9,302	2,869	12,171	5,506	17,677
Aroostook	9,431	2,830	12,261	5,865	18,126
Cumberland	18,678	5,932	24,610	12,135	36,745
Franklin	2,756	936	3,692	1,720	5,412
Hancock	3,903	1,295	5,198	2,292	7,490
Kennebec	9,901	3,034	12,935	5,940	18,875
Knox	3,095	1,010	4,105	1,564	5,669
Lincoln	2,689	887	3,576	1,318	4,894
Oxford	4,936	1,719	6,655	3,200	9,855
Penobscot	12,935	4,076	17,011	8,340	25,351
Piscataquis	1,998	694	2,692	826	3,518
Sagadahoc	2,976	1,099	4,075	1,987	6,062
Somerset	5,145	1,838	6,983	2,835	9,818
Waldo	3,086	928	4,014	1,386	5,400
Washington	3,396	1,001	4,397	1,717	6,114
York	14,482	4,687	19,169	7,072	26,241
E.U.T.	249	22	271	0	271
S.I.C.	275	46	321	0	321
STATE TOTALS	109,233	34,903	144,136	63,703	207,839

Special Student Membership

Educationally Disadvantaged Chapter I

Chapter I of the Education Consolidation and Improvement Act of 1981 replaced Title I ESEA, which was designed to meet the special needs of educationally deprived children. It provides funds for supplementation programs of reading and mathematics for disadvantaged children in low-income areas; for children in institutions for the handicapped; for neglected or delinquent children; and for children of migratory agricultural workers.

In 1982-83, 171 projects provided services to 22,574 students enrolled in public and private schools in Maine. Of these students, 76 percent were in grades 1-6, 15 percent in grades 7-12 and nine percent in kindergarten.

Maine Chapter I programs in both reading and math in general have made a substantial impact on bringing students who were behind their classmates closer to average achievement rates.

Maine Migrant Education

Approximately 70 school systems in Maine participated in the Maine Migrant Education Program in 1984.

There were 8,000 students identified as eligible children of migrant agricultural workers. Of that number, 5,000 were settled out migrants (their families have stopped moving from place to place to seek seasonal farm work); 1,000 were interstate migrants (moving from state to state for transient harvest work); and 1,000 were intrastate migrants (did not cross the state line in search of work).

General areas of occupational employment were picking potatoes, apples, blueberries, various fishery related gathering and processing, dairying and poultry processing.

Grant Award	Year	F.T.E.*
\$2,372,069	1980	5,843
2,751,686	1981	6,649
3,100,771	1982	6,473
3,077,148	1983	5,660
3,150,280	1984	5,437

*Full-time equivalent migrant pupils.

Refugee Children in Maine

The number of refugee children entering Maine schools continues to increase annually. Total numbers of refugee children funded under the Transition Program for Refugee Children since 1978 are:

Number of	1978	79	80	81	82	83	84	85	86
	45	131	123	218	289	320	337	347	372

The Asian population of Maine reported in the 1980 Census reflects an increase of 192% from the 1970 Census. The 1980 counts are not strictly comparable to 1970, since the classifications have changed somewhat.

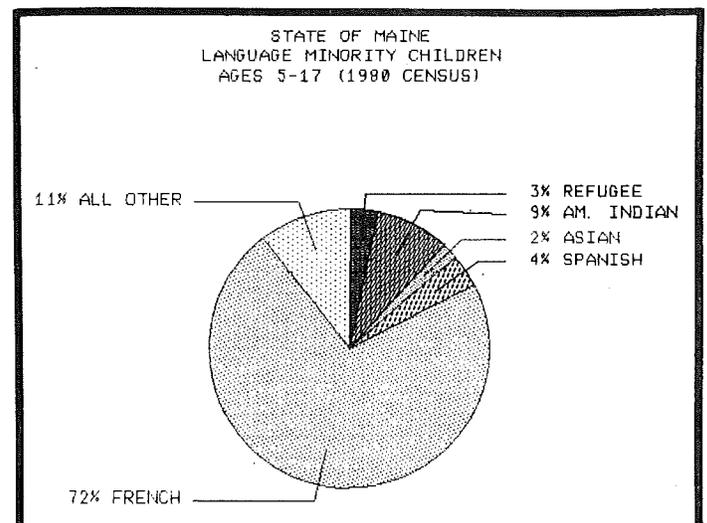
ESEA Title IV and Civil Rights Title IV are the primary service vehicles the Maine Department of Educational and Cultural Services uses for these children.

The Transition Program for Refugee Children is for most districts in Maine the only funding support made available to their refugee children. Maine school administrators place the highest priority on the refugees' primary need to learn English quickly.

National Origin Minority Groups

There are 42,000 school age children in Maine who are members of national origin minority groups. Of these, nearly 15,000 are estimated to be limited English proficient. The accompanying chart provides a breakdown of this data by language group.

Needs for Maine's limited English proficient children are determined largely by (1) on-going technical assistance requests, (2) needs requests that are part of state workshops, and (3) compliance with federal guidelines assuring equal education opportunities.



Governor Baxter School for the Deaf

The Governor Baxter School for the Deaf was established for the purpose of providing an educational and residential program for deaf children from Maine. The school is also responsible for providing assistance to educators of hearing impaired children who attend public school programs in Maine.

The Governor Baxter School for the Deaf meets School Approval Standards developed by the Maine State Department of Educational and Cultural Services and is also accredited by the Conference of Educational Administrators serving the Deaf.

The academic program which includes pre-school, elementary, mid-school and high school serves approximately 75 students in the school. About 25 percent of these students are partially mainstreamed into Falmouth and other nearby towns. A comprehensive support system is provided for mainstream students and teachers. A comprehensive language-based curriculum continues in the elementary and mid-school programs. Another Artist-in-Residence Program was sponsored by the Maine Commission on the Arts and Humanities. The "HUG Team," a substance abuse team established last year with the assistance of the Division of Alcohol and Drug Education, continues to increase awareness and understanding of issues related to chemical dependency. The NEX (Health and Sex Education) Team, composed of staff, parents, students, and community members is in the initial stages of designing and developing a comprehensive health and sex education curriculum appropriate for hearing impaired students K-12. A classroom-based speech program has been established. Computer literacy courses have expanded to mid-school and elementary students as well as school staff.

The vocational program which includes computer science, career education, work-study, and vocational counseling is designed for mid-school and high school students. Selected students attend Portland Regional Vocational Technical Center for more advanced vocational training.

A new program, Project SAIL (Students Achieving Independence in Life), was established to meet the special needs of multiply handicapped deaf children. This project is a coordinated effort by academic and residential staff.

The residential program involves about half of the school population. Programming is provided for non-commuting students and students participating in the Independent Living Program, Project SAIL, and/or extra curricular activities. The Independent Living Program has been expanded for all high school students. The developmental, structured program is designed to teach independent living skills and decision-making skills in an apartment-like setting. The program will be refined and expanded for all residential students. The school is closed on weekends and students return home. However, for the second year, "Open Weekends" have been offered at Governor Baxter School for the Deaf for the hearing impaired students and their families from throughout the State to attend programs and participate in educational and recreational programs designed and implemented by school staff to assist these families in dealing with their hearing impaired children. Dormitory renovations are currently underway to meet fire safety regulations and standards in school programming.

The Outreach Program, established in 1983, provides technical assistance to service providers and parents of hearing impaired children throughout the State. A Pre-school Consultant joined the staff in the fall of 1984 to provide services to children 0-5. Consultation and training have been provided to over 40 school districts and other service providers. In-service training has been conducted throughout the State. A comprehensive week-long evaluation including language (English and/or another language if appropriate, physical therapy assessments is available at the school. The evaluation is for all hearing impaired children, regardless of their mode of communication. The evaluation team makes recommendations to the referring school districts and the parents for appropriate programming needs rather than for specific placement. Twenty students were evaluated during the 1984-1985 school year. In July 1984, the Outreach Program conducted a Family Learning Vacation for twelve families of hearing impaired children ages 0-8. Two Family Learning Vacations (0-8 and 8-12) are being planned for the summer of 1985.

All staff (academic, residential, Outreach, and other) have participated in a comprehensive staff development/school improvement program. The University of Southern Maine in cooperation with Governor Baxter School for the Deaf established a M.S. program designed to train teachers of the hearing impaired. The second Summer Institute will be offered at Governor Baxter School for the Deaf this summer.

School staff have been working in conjunction with the State Department of Education, University of Southern Maine, and other service agencies to work on establishing statewide guidelines for educating hearing impaired children.

Revisions in the organization of the school will become effective in the fall of 1985. The academic and residential programs will be combined to form the educational center which will be known as Governor Baxter School for the Deaf. The Outreach Program will expand its staff and services with existing staff. It will be known as the Governor Baxter Center for the Education of the Hearing Impaired. The school and the center combined are Governor Baxter School for the Deaf.

Education of the Handicapped

The Special Education enrollment from 1976-77 to 1983-84 increased by 3,368 students or 14.2 percent.

Twenty-seven thousand, sixty-nine handicapped students were provided Special Education and Related Services in 1983-84. This represents 12.03 percent of the total estimated 5-17 school age population in Maine.

The majority of handicapped students served were 9,465 learning disabled students. This represents 34.96 percent of all handicapped served or 4.20 percent of Maine's 5-17 school aged population. Six thousand, four hundred and forty-seven or 2.86 percent of 5-17 school aged population were identified as having emotional problems.

Eighteen thousand, forty-six special education students were educated in Resource Rooms*, 2,461 in composite classrooms*, 1,016 in Regional Day Programs*, 931 in hospital or home instruction and the remaining 2,322 students were educated in private or institutional programs, other alternative or tutorial programs.

Number of Handicapped Students Served

Preschool:	2,285
6-17:	23,205
18-21:	1,355
TOTAL	27,069

Mentally Retarded:	4,894
Hard of Hearing:	246
Deaf:	185
Speech Impaired:	6,447
Visually Handicapped:	140
Emotionally Disturbed:	4,125
Orthopedically Impaired:	421
Other Health Impaired:	358
Learning Disabled:	9,465
Deaf/Blind:	17
Multi-handicapped	771
TOTAL	27,069

*Resource Room: A resource program is a special education program in which mildly to moderately handicapped children receive less than half of their academic and behavioral instruction from a teacher who is certified in one or more special education teaching areas.

*Composite Classroom: Where the number of students requiring self-contained and resource programs is insufficient for separate activities, a composite program may be used.

*Regional Day Program: A program for severely handicapped students operated for or by several school administrative units.

National and Maine Summary of Students Receiving Special Education and Related Services Under P.L. 94-142 and P.L. 89-313 School Year 1983-84

	Maine	National
Ages:		
3-5	2,260	243,192
6-17	22,263	3,665,129
18-21	1,059	186,804
Total of P.L. 94-142	25,582	4,095,125
Percent of School Age Population (5-17)	11.36	9.15
Total of P.L. 89-313	1,487	247,031
Percent of School Age Population (5-17)	0.66	0.55
Total of P.L. 94-142 and 89-313 Combined	27,069	4,342,156
Combined Percent of Population	12.03	9.70
Percent of Handicapped	100.00	100.00

Number and Change in Number of Children Ages 3-21 Served Under P.L. 89-313 and P.L. 94-142

Maine

+ _____ Number _____ +		+ Change in Number Served +		+ Percent Changes in Number Served +	
1976-77	1981-82	1983-84	1983-84 1976-77	1983-84 1976-77	1983-84 1981-82
23,701	25,947	27,069	3,368	1,122	14.2
					4.3

Home Study in Maine

Home Study in Maine

For three consecutive years, home-study maintained a level of 55-60 approvals. As the program has become more widely utilized by parents and better understood by all, Maine has witnessed the home-schooling movement grow dramatically over this time span.

In the summer of 1984, a task force made up of school superintendents, home schoolers and department staff developed comprehensive guidelines to augment rules established by the commissioner.

It was necessary to develop the rules and guidelines to establish consistency from district to district and to establish a continuity from the local level to the commissioner's office. This was needed to protect the individual's rights and to ensure the integrity of the program.

This school year the number of approvals totaled 123. A predominance of the approvals are for children of the elementary school age, often in geographically remote areas.

School Personnel Profile

Maine Educators — Fall 1984-85

Maine has 14,010 full-time equivalent teachers, of whom 8,731 (62.3 percent) are females and 5,279 (37.7 percent) are males.

Males occupy 72.2 percent of all administrative/supervisory positions.

Twenty point one percent (20.1%) of all Maine teachers have 19 years or more of teaching experience.

Forty-four percent (44%) of Maine teachers are between the ages of 30 and 39.

Sixty-six point seven percent (66.7%) of Maine teachers have a Bachelor's Degree.

Twenty-five point three percent (25.3%) of Maine teachers have a Master's Degree.

MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE & FEMALE FALL 1984					
Position	Number of Positions	Number of Males	% of Total Males	Number of Females	% of Total Females
Superintendent	141	135	95.7	6	4.3%
Principals:					
Elementary	310	229	73.9%	81	26.1%
Secondary	101	97	96.0%	4	4.0%
Combined	111	92	83.0%	19	17.0%
Director of Services for Exceptional Children	101	37	36.6%	64	63.4%
Guidance Counselor	366	201	55.0%	165	45.0%
Assistant Principal	170	143	84.2%	27	15.8%
Assistant Superintendent	33	29	87.9%	4	12.1%
TOTAL	1,333	963	72.2%	370	27.8%

Teacher Education and Certification

Twelve institutions of higher education are preparing teachers in the State of Maine. Approximately 1,700 people obtained an initial Maine certificate during the 1983-84 school year with about 2/3 of these obtaining their first degree at a Maine college.

The DECS conducts program visits to each institution on a five year cycle to review the various teacher training programs to assure state standards are being met.

A decline in the number of individuals entering teacher training programs has been evidenced over the past few years especially in the areas of math, science, business education, and special education. Maine expects shortages in these areas to continue along with possible shortages in English, foreign languages until at least 1990.

For recertification, Maine teachers must earn the equivalent of six semester hours of approved course work within a five-year period. These credits may be earned through approved university courses, approved inservice courses, and through individual professional growth activities approved by the Department of Education. In all, approximately 7,500 educators renewed teaching credentials during the 1983-84 school year.

In place as the result of 1984 legislation are 20 pilot project sites in Maine to identify procedures for training and certifying master teachers. This is a collaborative process facilitating communication among teachers, principals, administrators, board of education members, university staff and MDECS personnel.

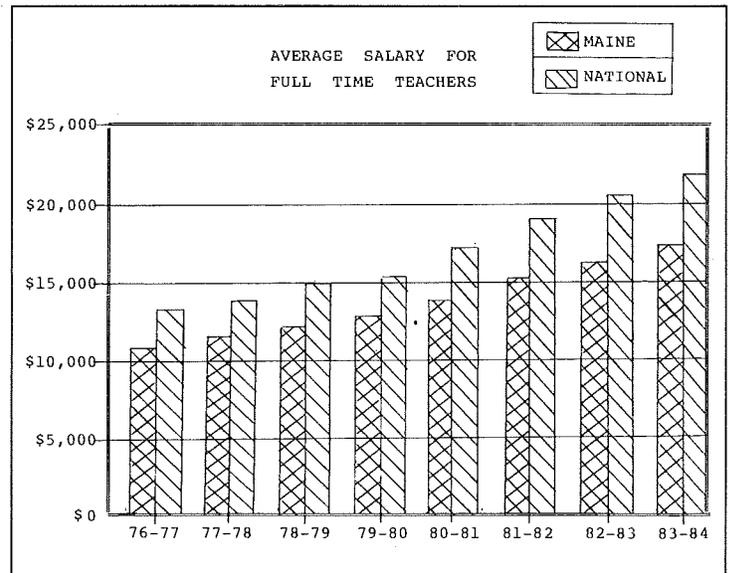
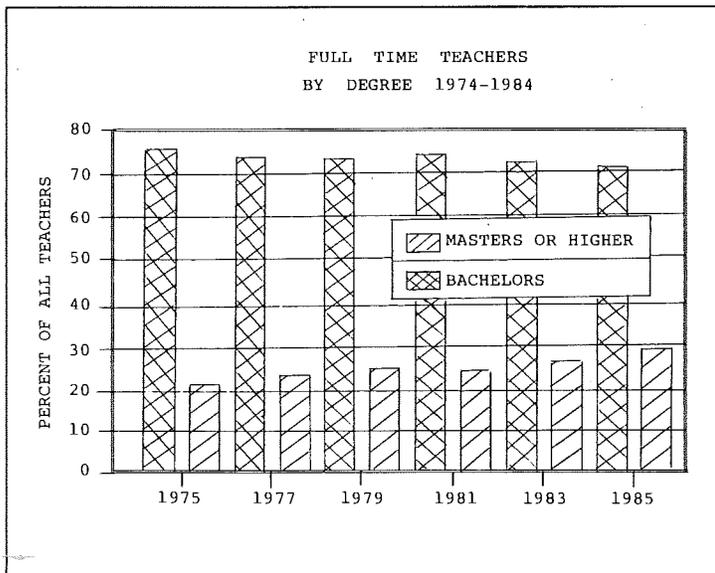
Teacher Supply and Demand

Teacher supply and demand data is gathered, recorded, and analyzed by the Maine Department of Educational and Cultural Services on a regular basis. Teacher demand information is obtained from data submitted and solicited from Maine's public and private school systems. Teacher supply information is based on current registrants with the teacher placement office, projected graduates of approved teacher education programs at Maine's public and private colleges and universities, individuals certified by subject area(s), and teacher education staffing patterns that are available from the Department's Division of Management Information.

Special education (all areas), mathematics, science (including computer science), music, reading specialists and business education show the greatest shortages. Areas showing the greatest supply of teachers are elementary education, health and physical education, English, distributive education and the social sciences.

Examination and analysis of supply and demand trends for teachers in Maine is a constant process subject to a number of factors: rapid changes in economic conditions, population changes, legislative mandates, and reduction of students entering the field of teacher education.

Future projections through 1990 show that Maine's supply and demand of teachers in specific area(s) will remain the same as the present. The areas of special education (all areas), mathematics, sciences, music, reading specialist and business education are expected to experience the greatest shortages of teachers.



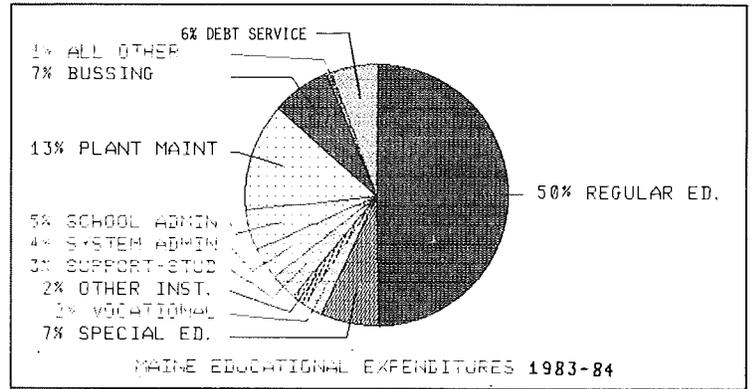
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

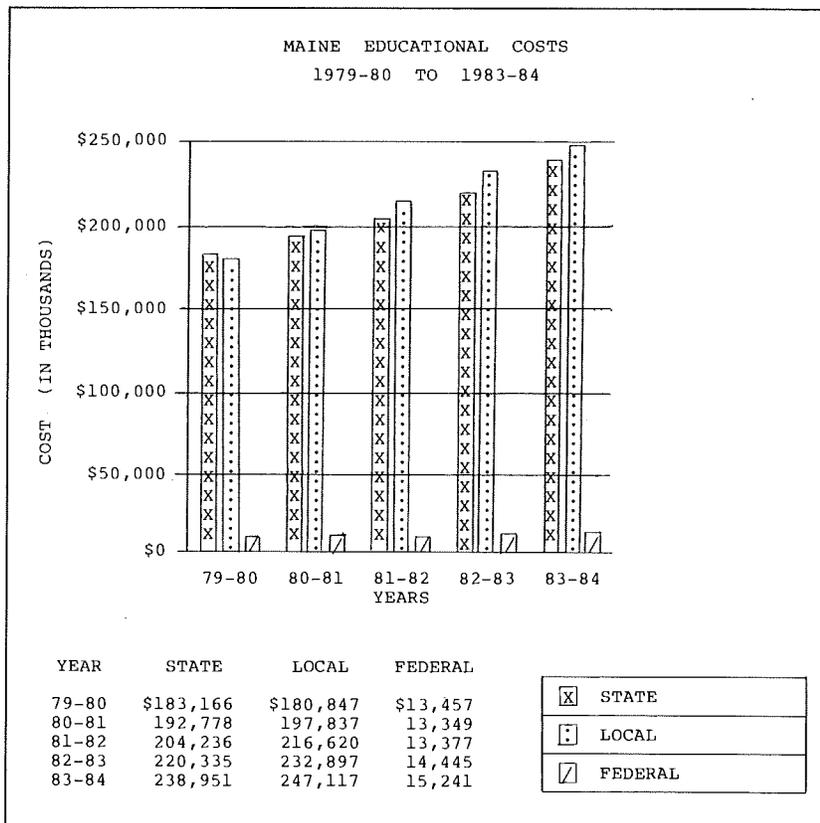
Types of Local Revenues and Expenditures

In 1983-84, educational expenditures in Maine from State, local, and Federal sources totalled approximately \$501,000,000.

A breakdown of the percentages of the total for the various costs are shown in the accompanying graph.



Maine Education Costs

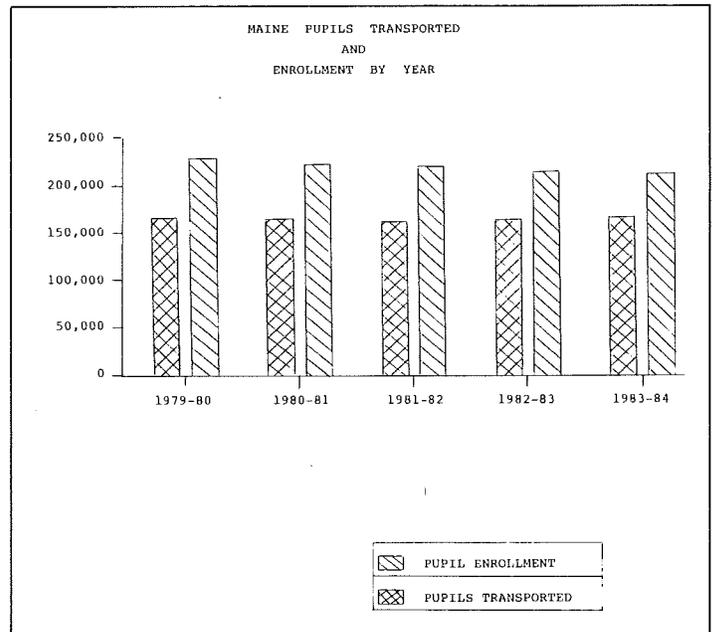


Public School Pupil Transportation

An average of 167,000 school children were transported daily on school buses to public and private schools in Maine in 1984.

Average cost per mile for the 1,835 publicly owned and 445 privately owned buses was \$1.22, an increase of four cents per mile from 1983. Miles traveled during the year totaled 26,679,643 at an average cost of \$194.22.

Expenditures for school transportation totaled \$32,343,978.23 for the year. Purchases of school buses totaled \$3,971,832.27.



School Nutrition Program

In 1983-84 in Maine, 104,956 of the 211,805 students enrolled in public schools in Maine participated in the School Nutrition Program.

Only 27 out of the total of 746 public schools in Maine do not participate in the School Lunch Program. One hundred fifty public schools participate in the School Breakfast Program.

Over a three year period (1981-83), average daily participation has decreased by 2.9 percent and enrollment has decreased by 9 percent.

Total reimbursement to School Nutrition Programs has increased by \$1,178,498 (10.9 percent) in the three year period.

Average price to a paying student in Maine is 75 cents a meal. Approximately 48 percent of all meals served statewide are free or at a reduced price.

The average price has remained stable since 1982, when a 10 cent increase went into effect as a result of the Omnibus Reconciliation Act of 1981 which included a 25 percent cut in funds.

Special Education Services

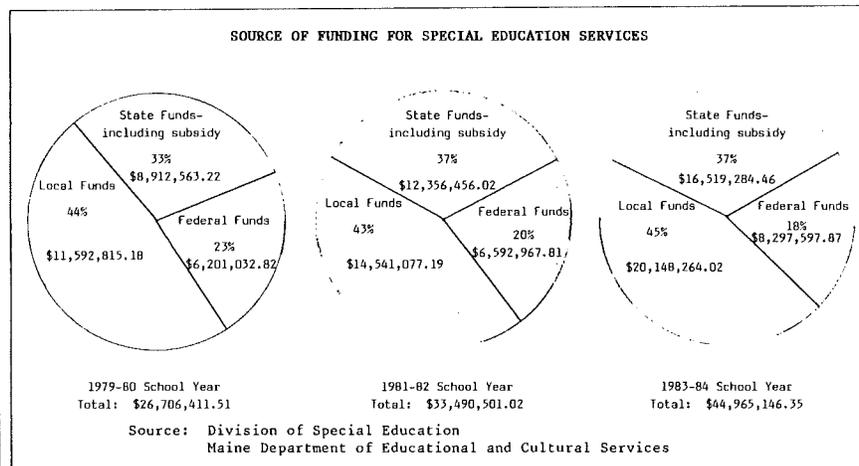
Since the enactment of P.L. 94-142, Education of all Handicapped Children's Act, considerable progress made toward assuring that handicapped children and youth of Maine have a genuine opportunity to receive an education commensurate with their needs. Available federal, state and local funds have increased significantly over the past ten years in terms of numbers. In terms of percentages, most of the necessary fiscal effort to conduct programs for the handicapped has come from local school district funds.

Direct costs for special education services increased from 26.7 million in 1979-80 to 44.9 million in 1983-84. This difference represents 18.2 million or a 68.3 percent increase.

State funding including subsidy for special education increased from 8.9 million in 1979-80 to 16.5 million in 1983-84. This represents a 7.6 million dollar increase or 85 percent.

Local funding for special education increased from 11.6 million in 1979-80 to 20.1 million in 1983-84. This difference represents an 8.5 million dollar increase or 73 percent.

Federal funding for special education increased from 6.2 million in 1979-80 to 8.3 million in 1983-84. This represents 2.1 million dollar increase or 33.8 percent.



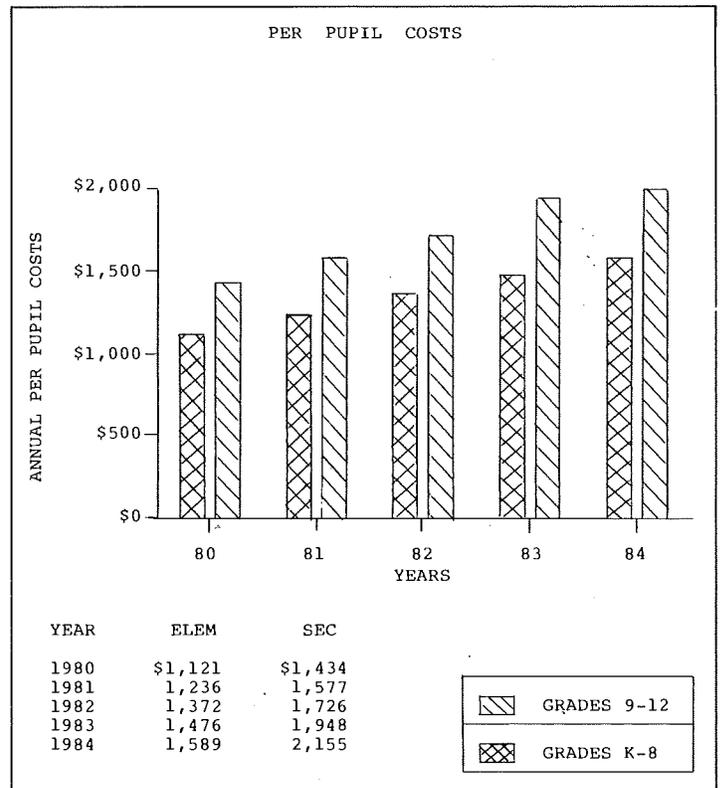
State of Maine Education Appropriations

General Purpose Aid to Education

The principle of Maine's school finance law is to equalize the financial effort made by the state's school districts in providing public school education. This translates into providing more state aid for poorer school districts and fewer state dollars for richer districts. The principle, and the formulas used to implement it, is designed to assure that the quality of education a pupil receives does not depend upon the wealth of his or her school district.

School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state and, therefore, are not subject to local variations in assessing practices.)

Under the 1984 state law, at least 55 percent of the total operating cost of Maine's public school system is paid by the state, with the balance coming from the local districts. This does not mean, however, that each district receives 55 percent. Depending on its wealth, a district may receive nothing or it may receive up to 90 percent from the state.



Federally Funded Programs

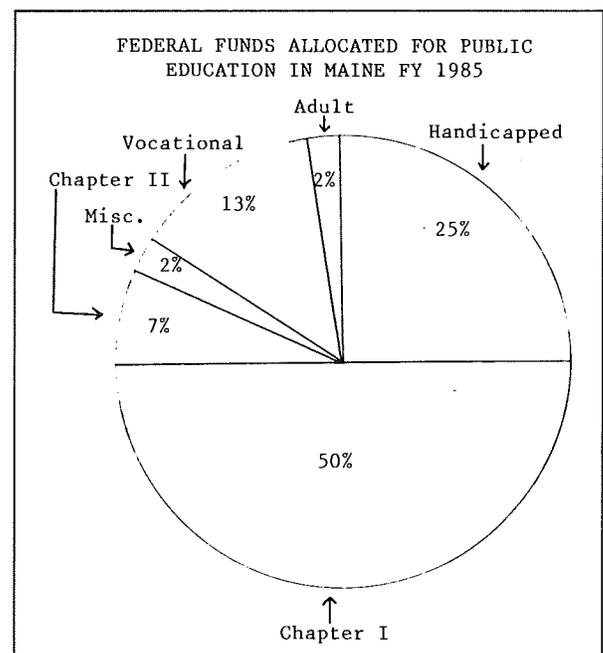
Federally funded programs administered by the Maine Department of Education are intended to supplement state and local public education efforts. Each program responds to educational needs which Congress has determined to be a national priority.

The federal contribution for public education in Maine has increased from 27.9 million in FY 1981 to 30.6 million in FY 1985.

The school price index for this time period is over 43 percent. While the federal contribution has increased by 11 percent, federal appropriations for the past five years have not kept up with inflation.

Federal contributions have been further reduced through the establishment of the Block Grant concept (which consolidates categorical programs) called the Education Consolidation and Improvement Act. This act allocates fewer dollars through this block grant concept than had been allocated to the individually funded categorical programs that now fall under the act.

In short, federal dollars allocated toward Maine's educational efforts have declined in actual purchasing power.



SECTION IV: EDUCATIONAL DEVELOPMENTS AND ISSUES

Education Reform Act

The year 1984 will be remembered as one of landmark education legislation in Maine.

The writing of a report on the status of education in Maine by a commission appointed by Governor Joseph E. Brennan was paralleled by the development by Commissioner Robert E. Boose of a concept paper on increasing educational effectiveness in Maine public schools. Working with members of the State Board of Education, a 35-member Committee on Excellence representing the spectrum of education in Maine and 47 members of the staff of the Department of Educational and Cultural Services, Commissioner Boose produced recommendations for state and local action evolving from mission statements calling for increased academic requirements for graduation, improved student achievement, development of student responsibility, increased opportunities in adult and community education, strengthened recruitment-retention-retraining of teachers, strengthened parent and community involvement in schools, insured accountability for public education and strengthened collaborative support systems and resources for schools.

Reports on task forces on projects, systems and finances appointed by Commissioner Boose to respond to specific recommendations made by the Governor's status commission coincided in August of 1984 with administrative directions by the Governor to the Commissioner to implement as quickly as possible other recommendations of the status commission pertaining to career and personal counseling, early childhood education, use of non-teaching personnel, certification of principals and superintendents, explanations of the school finance formula, annual report to the legislature and management strategies for the vocational-technical institutes.

In the month of September 1984, a period of intense activity on the part of the Governor, the Commissioner and the Legislature and their staffs produced the Education Reform Act of 1984, which called for improvements and innovations designed to upgrade the quality of education in Maine public schools.

The legislation called for improvements in basic school approval, school accreditation, graduation requirements, assessment of student performance and the school finance act. In addition, it provided for both classroom-based and school-based innovative grants, interest-free loans for teachers and high school graduates through the Blaine House Scholars Program, qualifying examinations for initial teachers and an early elementary school assistance program.

The implementation schedule of the new legislation:

- **Basic School Approval.** Rules and regulations have been formulated and reviewed at informational public meetings. It is intended that rules and regulations will be finalized in July of 1985 after completing the Administrative Procedure Act Process. Basic School approval will require comprehensive reviews of each public school on a five-year cycle.

- **Accreditation.** A task force to develop new accreditation requirements for both elementary and secondary schools will be appointed in the summer of 1985. Rules to be adopted will take effect for the 1989-90 school year. All secondary schools will be required to undergo the accreditation review process. Accreditation for elementary schools will remain voluntary. The focus of the accreditation process is on improvement and increased quality of programs.

- **State Assessment of Student Performance.** Staff is in place and an advisory committee, broadly representative of the education spectrum, is being selected to work with contract firms in the development of a program to measure and evaluate on an annual basis the academic achievements of students in grades 4, 8, and 11 in the public elementary and secondary schools. Reading, math, and writing will be assessed annually while science and social studies will be assessed on alternate years using stratified samples.

The following reports will be provided.:

- (1) state profile report that annually assesses the general academic performance of Maine's elementary and secondary students and general educational trends in Maine's schools;
- (2) school profile reports that assesses student achievement in participating districts and schools;
- (3) school staff reports that provide teachers with assessment achievement results for individual classrooms; and
- (4) parental reports that provide parents with information about the achievement of their children.

- **Qualifying Examinations for Initial Teachers.** Scheduled to become fully implemented by July 1, 1988. Rules and regulations are now effective. An advisory committee broadly representative of elementary and secondary teachers and administrators, public and private college/university teacher educators was appointed by the Commissioner to advise the Department on the implementation of the program.

During the implementation period before qualifying scores become effective in July 1988, the Department and the advisory committee will review the types of examinations available. Applicants for initial teacher certification will be required to take the Core Battery of the National Teacher Examination beginning September 1, 1985. The summary results will be used in the study process and as a check on the impact of qualifying score levels.

Decisions on the specific examinations to be used in the program and the qualifying score levels will be made by the Commissioner and the State Board of Education by December of 1987. All applicants applying for certification after July 1, 1988 will be required to meet those standards.

- Innovative Educational Grants. In April of 1985, the MDECS awarded 75 grants varying in amounts up to \$5,000 to teachers to develop innovative and creative approaches to teaching and learning in the classroom and in May of 1985 awards of up to \$20,000 were made went to 39 projects to promote improvement in Maine schools. Each group of grants was funded by a \$250,000 appropriation. A second round of each type grant for the 85-86 school year was awarded in June of 1985.

- Blaine House Scholars. This program offers interest-free loans to Maine school teachers and Maine high school graduates pursuing a postsecondary education. Twenty-five percent of the monies was awarded in the spring of 1985 to 129 certified teachers currently employed in Maine public or approved private schools and 50 percent to 85 graduating high school seniors and 86 high school graduates who are enrolled or are enrolling in a teacher pre-service training program. Preference was given to applicants studying in designated underserved subject areas. The remaining 25 percent of the loan fund went to 58 graduating high school seniors and 27 high school graduates who do not choose to pursue a career in teaching.

- High School Graduation Requirements. The Administrative Procedure Act process has been completed. Staff positions of math consultant and foreign language consultants have been filled. The new requirements effective with the freshman classes of 1985-86 include two years of social studies and history, two years of mathematics, two years of science (at least one of laboratory study), one year of fine arts, one two-year sequence in a foreign language and computer instruction.

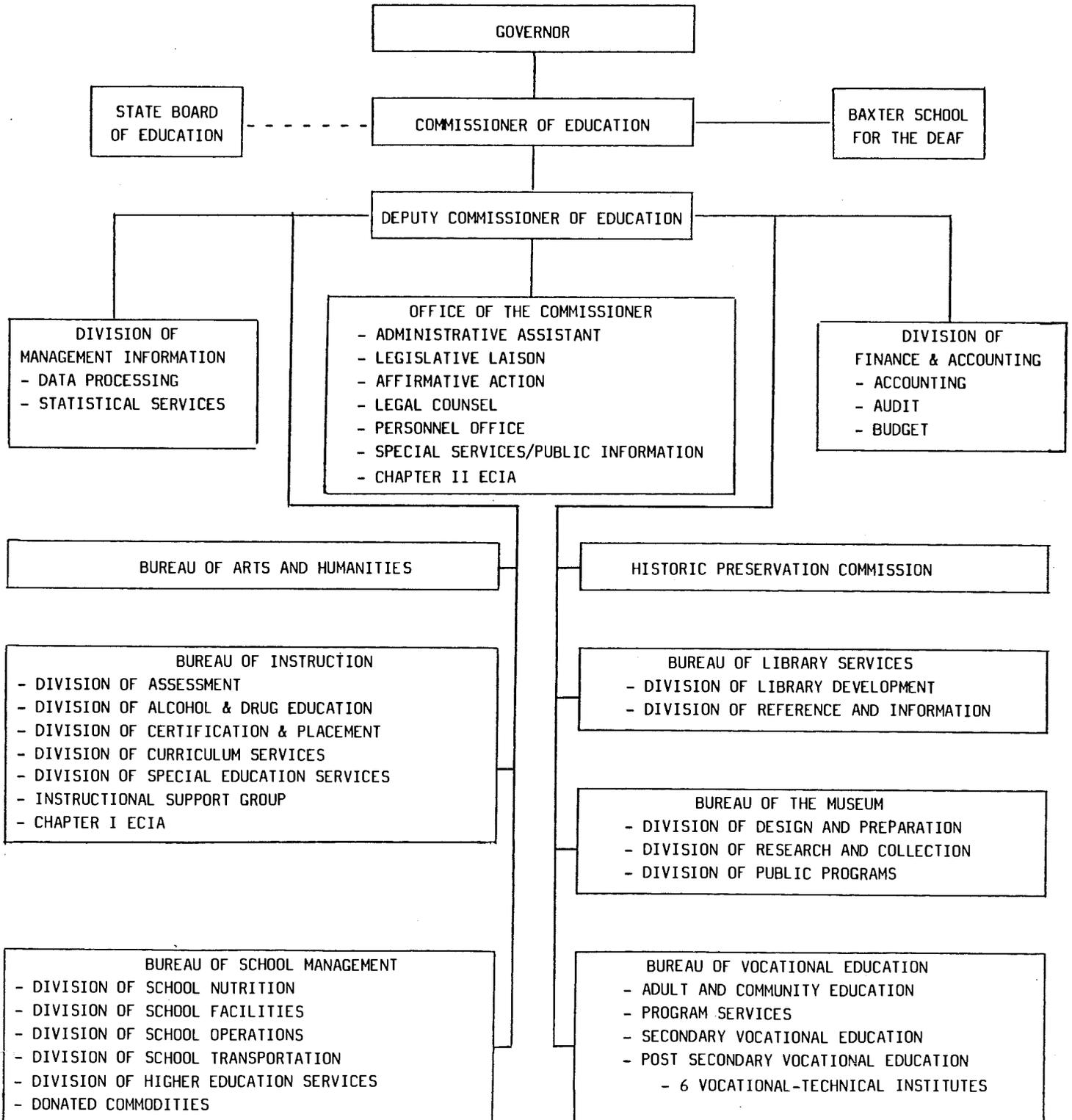
- Early Elementary, kindergarten to grade 3, school assistance program. Two staff consultants and an advisory committee are in place. Early childhood screening instruments and procedures will be compiled and model curriculum guides developed. An overview of successful early elementary programs is to be produced. Next year a statewide needs assessment for providing technical assistance will be developed.

- School Finance Act of 1985. In effect are features to simplify the subsidy formula: an increase in the debt service limit from \$30 million to \$35 million, an increase in the state's average contribution from 54 percent to 55 percent and an updating of two-year-old costs to one-year-old costs in the calculation of operating costs.

- Teacher Recognition Grants.

State of Maine
 DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
 Augusta 04333

O R G A N I Z A T I O N A L C H A R T



TOTAL AUTHORIZED POSITIONS

Department of Educational and Cultural Services

*Total Positions Authorized by the Legislature 1,165
(Effective Date 7-01-85)

Vocational Technical Institutes	627	
Governor Baxter School for the Deaf	122	
Arts and Humanities Bureau	7	
Bureau of Historic Preservation	9	
Maine State Library Bureau	61	
State Museum Bureau	32	
Unorganized Territory	64	
Commission to Study the University of Maine	<u>2</u>	
		924
DECS Central Office Staff Positions		241

*Position Count includes general fund, federal, block grant,
and special revenue positions.

Maine Public Schools
Annual Performance Report

Editing and layout by Perleston L. Pert, Director
Special Services/Public Information

Statistical content coordinated by Dale Elliott,
Division of Management Information

Charts and graphs prepared by Dale Elliott and Shirley McQuarrie
Division of Management Information

Cover design by Robert Hawkins, *Bureau of School Management*

The Maine Department of Educational and Cultural Services insures equal employment, equal educational opportunities, and affirmative action regardless of race, sex, color, national origin, religion, marital status, age, or handicap.

8. MANAGEMENT STRATEGY FOR THE VOCATIONAL TECHNICAL INSTITUTES (VTI's)

I asked that you continue to work with the State Board of Education on the VTI management strategy, and report to me on your progress. (Commission recommendation #16)

RESPONSE

The Department worked actively with members of the Governor's staff, the state government committee, and the education committee to develop legislation which established a new Board of Trustees for the Vocational Technical Institutes. The new Board of Trustees, the Departments of Educational and Cultural Services, Finance and Administration, Personnel, and the Office of Employee Relations have been charged to review current VTI governance structures and recommend any necessary changes, including legislation.

The VTI Management Plan was written before this legislative mandate occurred. It was developed within existing systems and will be used as a "bench mark" for the pending review of the VTI's. The goals and objectives described in this document will be used as a reference point for any structural changes that might be recommended in the coming months.

VTI MANAGEMENT PLAN

JANUARY 21, 1985

PREPARED BY: THE STATE BOARD OF EDUCATION
 JANE DEFREES, CHAIRMAN
 THE DEPARTMENT OF EDUCATIONAL AND CULTURAL
 SERVICES
 ROBERT E. BOOSE, COMMISSIONER

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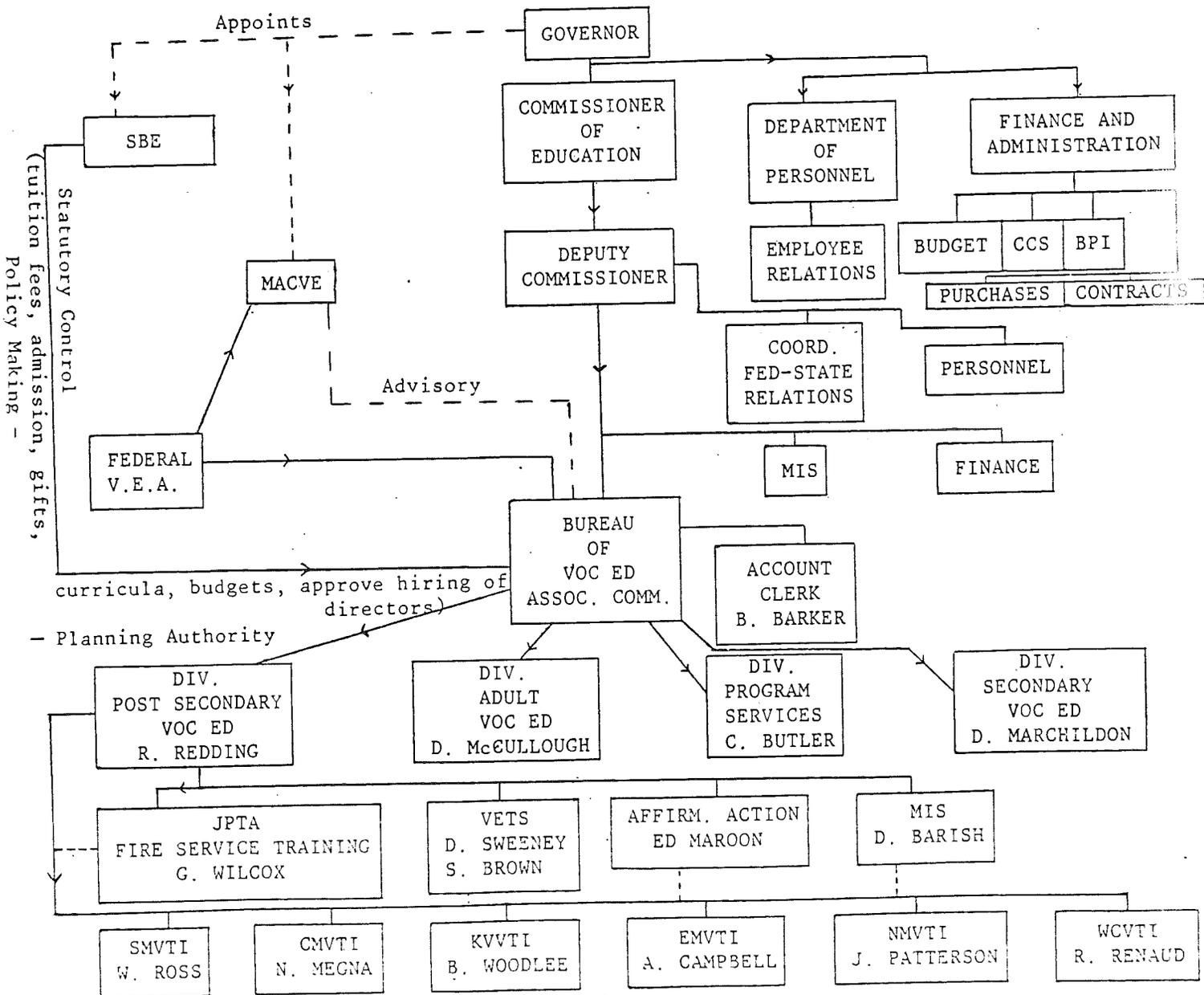
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Chapter 1

VTI Governance

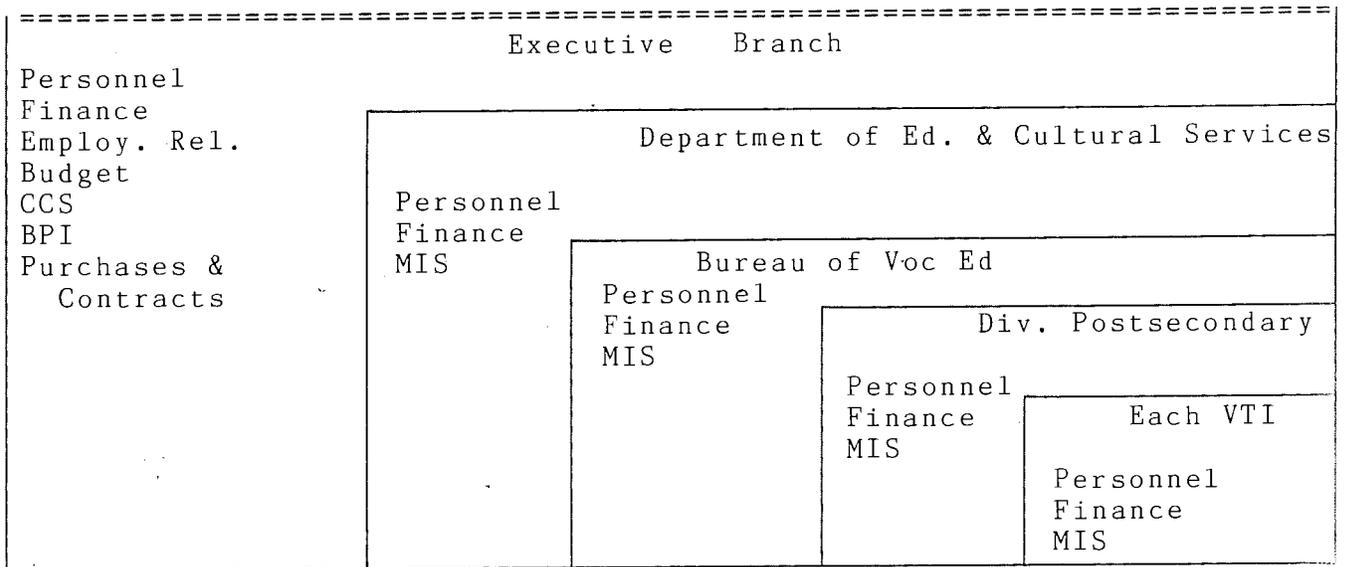
Overview: Maine's Vocational Technical Institutes are governed by the State Board of Education (SBE). The SBE is the policy making and planning authority for the VTIs. Specifically, the SBE can set tuition rates and fees, specify admission requirements, accept gifts, oversee curricula, review budgets, and approve hiring directors. However, ultimate control of all fiscal decisions rest with the Executive Branch of State Government.

An Organizational Chart of VTI Management Systems



An analysis of the VTI Management System Chart suggests an extremely complex governance structure. Also, not included in this Management Chart, is a description of the relationship that the VTIs have with Secondary Vocational Education as well as the impact of Federal legislation on VTI operations.

The following chart describes the VTI management hierarchy.



Maine's VTI system is decentralized. The Department of Education and Cultural Services (DECS) is primarily concerned with K-12 education. This emphasis is evident in the Bureau of Vocational Education's staffing patterns. Most all Bureau administrative positions deal with secondary operations while the Bureau's Division of Postsecondary Vocational Education is staffed by one full-time Director. This is the only full-time VTI administrative position. All other Bureau VTI administrative positions are either mandated by Federal Law or are shared by other Divisions within the Bureau. (Veterans Affairs and Affirmative Action positions are mandated while the position of Programmer Analyst is shared by the entire Bureau.) For this reason, little planning, curriculum coordination, program evaluation, or centralized decision making is made at the Bureau level. Each VTI develops its respective budgets locally with a minimum of input from the Bureau and submits them for review to the SBE. However, the Department of Education develops, outside of this process, a different department budget that attempts to include some VTI needs.

The eventual result of this process is that some parts of

locally developed VTI budgets are included in the DECS budget while other VTI needs are addressed through local legislative lobbying.

An other factor worth consideration is that Federal Vocational Legislation fails to distinguish between Secondary and Postsecondary Vocational Education. Maine's Bureau of Vocational Education has been modeled after Federal guidelines where there is little distinction between the VTIs and the secondary systems. The Bureau is heavily biased towards secondary models because of Federal Legislation and also because the Bureau is within the Department of Education. The fact that Maine has not formalized a two year Community College System has also reinforced this structure.

In addition to the State's responsibility and management over VTI operations, a significant amount of control is maintained through Federal Vocational Legislation. Specifically, 20% of all VTI operations and more than two thirds of the total Bureau's administrative budget come from Federal sources. Less than 10% of all Vocational Education support is from Federal money yet, Federally mandated guidelines and compliancy criteria consume in excess of 90% of management time and resources. The ultimate effect of both the structure of the VTIs as well as the impact of Federal dollars is that the system has difficulty responding to expectations.

The future of Vocational Education is clouded. Serious consideration must be given to the unique problems facing Secondary Vocational Education while the VTIs represent an enormous investment that must be utilized to the fullest. To continue to function under the present structure will make it near impossible to address these needs.

Changes in the structure of the VTIs along with redefining the VTI role as a State economic development and educational asset rather than an extension of secondary public education is in order. For these reasons, the following organizational recommendation is made and a redefinition of the VTI mission is made in Chapters 2, 4, and 5.

1. Restructure and expand Secondary Vocational Education and Adult Education into the Department of Education and Cultural Services as a Division of Secondary Vocational Education and a Division of Adult/Secondary Continuing Education respectively, thus allowing these systems to become an integral part of K-12 education.

This will create a Secondary Vocational Education system more reflective of the changes being made throughout secondary education today.

2. Redefine the Bureau of Vocational Education so that the management functions and goals described in this paper are implemented

This will allow the VTIs to respond better to the State's expectations.

A Summary of Important VTI Operations

1. VTI contracts and personnel matters are handled by the Department of Personnel's Employee Relations Bureau with DECS's Personnel Department, along with the Director of the Division of Postsecondary Vocational Education and VTI Directors.
2. No Vocational Education Planning Office exists. Planning is done by many different individuals in the Bureau including the Associate Commissioner, each Division Director, and input from all local units.
3. VTI budgets are maintained at each VTI with input from the Bureau's Account Clerk II, DECS's Finance Department, the Governor's Budget Office, and under the rules and regulations of Federal Vocational legislation.
4. No formal curriculum coordination exists among the VTIs.
5. No centralized coordination of student services exists.
6. Budgets are prepared at each VTI and submitted to the Bureau of Vocational Education and the State Board of Education. The State Board's approved VTI budget is then presented to the Governor. However, the Governor's budget office defines the overall DECS budget independent of the VTI budget process. This overall DECS budget must be met by the Department and usually includes a different set of priorities from the State Board's VTI budget. The DECS budget eventually becomes part of the Governor's budget presented to the Legislature.
7. MIS (Management Information Systems) is staffed by one Bureau person under the direction of the Director of Postsecondary Vocational Education. This system was designed to comply with a Federal mandate for computerized vocational data. In addition the system is under the control and direction of DECS's MIS Director who works with the Governor's Central Computing Services Department. Information is not centralized in one system but fragmented and duplicated in many offices, systems, VTIs, and departments. Access is at best, extremely difficult and in many cases impossible.

Chapter 2

Mission and Goals:

2.1 Overview:

The following is a response to recommendation #16 of the "Report of the Commission on the Status of Education in Maine."

2.2 Mission:

The mission of Maine's Vocational Technical Institutes is to provide Associate Degree, Diploma or Certificate programs directed at educational, occupational and technical needs of Maine's citizens as well as the manpower needs of Maine's employers.

2.3 Goals:

1. The system will be responsive to the needs of Maine's citizens, employers and the economic development strategies of the state.

The VTIs will be able to routinely add, upgrade and/or eliminate programs based on the economic demands of the state, economic development strategies of the state, human needs of the citizens, and reasonable cost effective program development practices.

This implies that a planning process should be available that describes which programs are to be added, eliminated or upgraded. This process should be systematic and based on the best available data as provided by the MOICC and other sources. It should be an integral part of the management of the VTIs and tied

to the budget process.

2. The system will be able to work with employers by providing consultation on the application of technology and by providing on-site training.

The VTIs should maintain close contact with the University's colleges of business, technology, computer science, nursing, and engineering. This implies that applications research be done by the VTIs to develop ways to teach and utilize up-to-date technology. In addition, the VTI's programs should be "portable" in that they can be offered on an employer's site during slack time.

3. The system will be able to attract, retain, and upgrade faculty and administrators.

Salary levels need to be competitive with other post secondary educational systems as well as private business. Minimum credentials of faculty and administrators must be specified along with an evaluative process that will allow faculty and staff to keep up-to-date with change. Resources need to be available for training and upgrading of personnel.

4. The system will be able to provide student support services.

Student placement, career guidance, and financial assistance programs need to be available at all campuses. Programs for the handicapped and disadvantaged need to be developed. In addition, academic support services such as developmental studies and remedial programs in mathematics and communicative skills need to be provided.

5. Clear lines of articulation will be maintained among other institutions in the state.

Program coordination among secondary school systems, the University system, among other VTIs, and other educational institutions must be maintained. Students should be able to routinely transfer between postsecondary institutions. Program duplication among postsecondary institutions must be kept to a minimum.

6. The system will be able to utilize community and employer resources.

The VTIs must be able to develop programs utilizing the most economical methods possible. This implies the use of private equipment, facilities, and personnel when possible as well as sharing resources with other educational institutions.

Chapter 3

Long-range Planning and The Budget Process

3.1 Planning Concept Description:

The ability of the VTIs to respond to job needs, to economic development strategies, and in general, to an overall need for a coordinated Vocational/Technical educational system is the prime objective of this proposal. The VTIs should be able routinely to add new programs as well as to expand, adapt, reduce, or eliminate existing programs. In order to insure that statewide planning is implemented, the planning process has to be connected to the budget process.

Planning is designed to operate under the following conditions:

1. The VTIs will continue to seek the resources to grow and expand programs. If additional money is provided for a new program, program expansion will be based on priorities developed from this planning process.
2. When resources are fixed and an urgent need arises to add a new program, that new program can be implemented at the expense of reducing or eliminating existing low priority programs.

3.2 The Proposal:

1. The position of Administrative Assistant for VTI Planning be created in the Bureau. This person would be responsible for a continuous evaluation of all existing VTI programs based on employment projections, economic development strategies of the State, program costs, and regional

needs. The evaluative procedures will be developed by the VTI Directors in conjunction with input from local VTI Advisory Committees, the State Board of Education, the Maine Occupational Information Coordinating Committee (MOICC), the Maine Advisory Committee on Vocational Education, and the Bureau of Vocational Education. It is anticipated that the VTI Planning process will operate under the guidance of a Planning Committee made up of one representative from MOICC, one from MACVE, three VTI Directors, three representatives from business and industry appointed by the Commissioner of Education, one representative from The State Development Office, the Associate Commissioner for Vocational Education, one member from the Board of Technology, and one from the University of Maine.

2. Specific guidelines for planning need to be established by the Planning Committee in conjunction with the Division of Post Secondary Vocational Technical Education. These guidelines need to identify clearly all factors that need to be considered in the prioritizing process along with the weight of each factor. This evaluation will result in all VTI programs being prioritized. In addition, a priority list of desirable new programs should be produced under the same process.
3. This list of desirable new programs will be used as the State Board of Education's Part II Budget requests. In particular, the Department of Education and Cultural Services will use this list as DECS's Part II Budget requests to the extent that money becomes available and according to the priorities listed.
4. Economic development of regions with low employment demand will be considered in this process. VTIs within this category will be given special consideration for the implementation of new programs designed to serve the entire state. Balanced development across the system will be maintained.
5. The recommendations of the VTI Planning Office will become a base for VTI budget requests. In particular, only new or expanded programs from the recommended list can be proposed in the budget requests of each VTI. All new programs must be identified by the VTI Planning Office as a high priority and must be recommended for that particular region. If no additional funding is provided for new programs, then the development of any new program must be balanced on a cost basis with the reduction or elimination of existing low priority programs.
6. No VTI budget proposals would be accepted until the VTI

Planning Office recommendations are considered. The planning process would only deal with "ongoing" continuous programs and in no way would have anything to do with short-term, regional projects that each VTI can develop through their respective Adult Education Divisions.

7. In addition to providing the system with program flexibility, this process will make the system responsive to the evaluative criteria. The VTI Planning Office would have to maintain detailed information on job placement and student follow-up studies of each VTI program.
8. Because the process of adding while eliminating or reducing programs is not a one to one relationship, i.e., the costs associated with this process may not be identically equivalent on a dollar for dollar basis over the start up and phase down periods, a modest pool of money needs to be available to provide for the development of the new curriculum, the purchase of new equipment and supplies, and for other necessary start up costs. A non-lapsing account not to exceed \$500,000 for the entire VTI system be available for this purpose.
9. Over a period of time, the \$ 500,000 ceiling on the fund could be increased or decreased. However, **under no-growth budgets, the size of the fund will dictate the magnitude of the system's response to add new programs and upgrade existing programs.** If large amounts of monies become available along with well documented needs for new programs, the system will respond with the implementation of many new programs. Conversely, if the fund is exhausted, no new programs or program improvements will be proposed.
10. While new programs are being implemented, it is anticipated that existing programs will be phased out or reduced in size. Eventually, all new positions created during this transitional period should become ongoing, state supported, positions reclaimed from phased out programs. However, during the transitional period when both old and new programs are in operation, temporary positions are needed. For this reason, in addition to the \$ 500,000 requested, the VTIs need a pool of no less than six temporary positions. These positions should only exist on a temporary basis for no longer than two years and are to be considered "transitional positions" that must return to the planning fund to begin the process all over again.

Chapter 4

VTI-University of Maine Planning

The State Board of Education and the University of Maine's Board of Trustees should develop a policy directed at coordinating the development of two year (or shorter) programs.

4.1 Policy Regarding Two-Year or Shorter Length Programming

Long-range, system wide planning regarding two-year or shorter length programming will be done cooperatively by the Department of Education and Cultural Services and the University of Maine's Chancellor's Office. Regional program development and screening will be done through five Two Year (or shorter) Program Planning and Resource Sharing Committees.

4.2 Planning

Long-range planning for all two year Associate Degree or shorter postsecondary programs should be done involving input from the Bureau of Vocational Education's Division of Postsecondary Programs and the University of Maine's Chancellor's Office. This input will be accomplished by:

1. the appointment by the Chancellor of a UM representative to serve on the proposed VTI Planning Committee,
2. the appointment by the Commissioner of Education of a VTI representative to serve on University two-year planning committees operating under the control of the Chancellor's Office.

The goal of this representation is to provide a coordinated approach to VTI-University of Maine long-range Planning.

4.2.1 Regionalization of Planning

Both the University and VTI system are structured to respond to the regional needs of the State. Since each campus of both systems is responsible for the development of new program proposals directed at regional priorities, VTI-UM planning should also become regionalized. In particular, regional VTI-University of Maine Two Year Program Planning and Resource Sharing Committees should be established according to the following regions:

Region #1	SMVTI-USM
Region #2	CMVTI, KVVTI - UMA, UMF
Region #3	EMVTI-UMO
Region #4	NMVTI-UMPI, UMFK
Region #5	WCVTI-UMM

Each state region should create a Two Year (or shorter) Program Planning and Resource Sharing Committee supported by equal membership from each school. These committee members would be appointed by the VTI Directors or President of each institution. The primary focus of these committees would be (with respect to two year or shorter programs only):

1. minimization of program duplication,
2. program articulation between institutions,
3. resource sharing where appropriate,
4. needs assessment utilizing the best available data, and
5. in general, the development of a coordinated VTI-UM curricula optimizing the resources of both systems to best meet regional educational needs.

4.3 Two-Year Screening Committee

With the development of a regionalized approach to program screening along with input into the long-range planning processes of both the VTIs and the University of Maine System, the Two-Year Screening Committee is no longer needed and should be terminated.

Chapter 5

Short Term Planning and Program Development

Adult Education/VTI Continuing Education

5.1 Adult Education Name Change

VTI Adult Education should be renamed **VTI Continuing Education** to reflect a redefined role. VTI Continuing Education needs to be integrated into each VTI's operations to reflect the recommendations made by the "Task Force on Technology. There is no need for a separate VTI Adult Education Administration. The existing system needs to be restructured under the direct, local control of each VTI Director. The present VTI Adult Education Director at each VTI should become an administrative assistant for short-term, local VTI programming. This system must be able to react to immediate industrial needs for short training programs. Dual business offices and record keeping systems should be eliminated by expanding the "day school" services into the evening and summer time.

5.2 Redefined VTI Continuing Education Goals

1. The system will be responsive to short-term educational, job training, and regional employer needs.

The ability to develop rapidly programs directed at the immediate needs of individuals, businesses, industries, and public service organizations located in the immediate area of each VTI is essential. This implies that the VTI Continuing Education system must be able to routinely create programs over a very short period of time.

2. The system will be able to hire a well qualified, part

time faculty and be able to offer well designed and organized courses utilizing the latest technology and business practices.

Fee schedules and hiring procedures must be sufficiently flexible to allow for the hiring of the "best and brightest" persons available. The ability to recover some of the costs associated with program costs through variable tuition rates is essential. In addition, monies to pay for costs associated with curriculum development, program evaluation and maintenance of standards have to be available.

3. The VTI Continuing Education program should have access to all VTI facilities.

No equipment, rooms, or facilities should be reserved for day programs. In addition, VTI Continuing Education should strive to utilize VTI facilities evenings, during school vacations, and at anytime they are available.

4. VTI Continuing Education should be flexible so that programs can be offered anywhere facilities become available.

VTI Continuing Education should be portable so that they can be offered on an employer's site during slack time. The Adult Education system should be prepared to hire the best available part time instructional staff who will be able to utilize actual production equipment for instruction. Academic support services such as portable classrooms, curriculum development assistance, and any necessary instructional support for a portable program should be provided on site by the VTI Continuing Education System.

5. The VTI Continuing Education should utilize the same systems as day programs.

The operation of VTI Continuing Education should be "transparent" to the student. The record keeping system, billing system, and student support services should be the same for all programs at each VTI. There is no need for two different administrative structures as well as clerical and financial systems to exist.

5.3 VTI Continuing Education Costs

Approximately \$ 300,000 is necessary to sufficiently staff and support these goals. This money would be used to hire the

necessary staff to integrate VTI Continuing Education into VTI operations. Clerical staff, registrars, and necessary support persons would be hired. The remaining dollars would provide sufficient "start-up" money to begin activities.

To deliver the desired programs, the VTIs must be able to maintain sufficient state supported staff and operations that can be expected to develop specific curricula adapted for short-term training needs, as well as be able to hire part-time faculty and oversee the operation of programs. This is a fixed cost and should be supported by the state as an economic development investment. Program costs such as the salaries of part-time faculty and the cost of supplies, should be supported from user fees.

Chapter 6

Management Information Systems (MIS)

A modern Management Information System is essential to VTI operations. At present, there is no MIS system. Approximately \$216,000 is being paid annually to maintain a mandated Federal Voc Ed data system along with a centralized accounting system. This system is expensive and requires centralized computing facilities and expensive communication networks. The software has been designed, written, and maintained by programmers and systems analysts familiar with a large, centralized network. However, since the creation of this system, significant advances in equipment and software have been made. Equipment costs have seen dramatic reductions along with increased computing power. The modern system requires "user friendliness" and sufficient flexibility to allow the user to become a manager of his own information.

For these reasons, the most reasonable direction for VTI Management Information Systems should be towards small, micro-computer based local area networks (LANs). Each VTI campus as well as the Bureau should be allowed to purchase small computer systems and the commercial software necessary to develop LANs. The existing centralized computer system should be used as a system wide "network server" and archive. Each campus would be expected to maintain their respective system. However, system wide standards need to be set by Bureau support staff so that all LANs can communicate with each other as well as provide standardized information for the Bureau's LAN.

The transition from present operations can be realized by gradually reducing the Bureau's support of this centralized operation. No additional support for this network should be provided. The purchase of small LANs should be encouraged by the Bureau as well as supported from the funds already going towards the existing system. When new staff positions are filled, special attention should be given to experience in the applications of LANs to academic institutions. Bureau staffing patterns should be reviewed and redefined to provide a management information team capable of routinely maintaining operational information. This review should be a consequence of shifts in Federal support for Vocational Education.

Communications between the VTIs and the centralized archive, can be done over public telephone lines through modems. When the state develops a modern communications network, the VTIs should be considered in this development process and allowed to be part of it once in place.

The Bureau and each VTI should promote staff development activities directed at Management Information Systems. A review of all data files and record keeping systems should be done in order to minimize duplication of information and to provide sources of information that can be shared.

Chapter 7

Faculty

7.1 Faculty Programs

A \$ 450,000 fund be established for the following programs:

1. \$300,000 be available for faculty/staff incentive grants. This would be a one year award not to exceed \$5000 per selected person for the performance of a specific task directly related to the improvement of instruction, research in the application of technology to business or instruction, curriculum development and improvement, or student support services at each VTI. All grant awards will be for tasks above and beyond normal teaching duties and must be for a service that is not normally expected of staff or faculty. The awarding of these grants will be done through a faculty committee appointed by the Associate Commissioner of Vocational Education. The awards will be based on a standardized, statewide application process to be negotiated between the VTI administration and the Faculty Association.
2. \$150,000 for professional development and faculty-industry exchange programs. This fund would support travel and attendance at professional and technical conferences. These monies will be awarded on a priority basis depending on the long-range planning process described earlier in this document. For example, if the VTI system is planning to expand instruction into CNC operations, then faculty development and attendance at related professional and technical conferences will be a prime consideration for these monies. This money will be awarded on a system wide basis from the Director of Postsecondary Vocational Education's Office through a standardized application process developed through the Planning Office and through negotiation with the Faculty Association.
3. A faculty-industry exchange program would be established whereby faculty will be released for a period of time not to exceed one academic year to work in private industry.

The release project would have to be directly related to the instructor's teaching assignment.

4. \$100,000 for laboratory, instructional, and technical assistantships.

Chapter 8

Administrative Structure

Two positions are needed: an administrative assistant for planning, and one for curriculum coordination. In addition, the position of "Postsecondary Vocational Education Director" needs to be upgraded to a salary level higher than the VTI Directors in that division.

8.1 Administrative Assistant for Planning

The position of Administrative Assistant for VTI Planning should be created in the Bureau of Vocational Education. This person would be responsible for a continuous evaluation of all existing VTI programs based on projected jobs, the State's economic development strategy, and the needs of the citizens of Maine. In addition, this person would be responsible for compliance with all Federal regulations that relate to postsecondary vocational technical education including Federal Planning requirements.

8.2 Administrative Assistant for VTI Curriculum Coordination

The position of Administrative Assistant for VTI Curriculum Coordination should be created in the Bureau of Vocational Education. This person would be responsible for program articulation within the VTIs, among VTIs and secondary school systems, among VTIs and all relevant postsecondary institutions in the State. In addition, this person would be responsible for producing an up-to-date VTI catalog, for standardization of curricula among the similar programs within the VTIs, and for the

maintenance of clear lines of articulation with other postsecondary educational institutions in Maine.

8.3 The Position of Postsecondary Vocational Education Director

The present position of Postsecondary Vocational Education Director should be upgraded to a pay range above that of the VTI Directors. The added responsibilities would be that this person would be expected to establish and maintain close ties with Maine's industries as well as engineering and technical institutions. The Postsecondary Director would be expected to monitor the overall direction of programs offered at the VTIs and be responsible for the maintenance of high standards of Vocational Technical Education.

8.4 Costs

The cost of implementing these administrative positions and position upgrade is \$60,000.

Chapter 9

Implementation Strategy

The VTIs must compete with other state agencies for money and support. The cost of implementing the entire management strategy described here is high. Not doing it will be more costly.

As of this writing, preliminary details of the the Carl Perkins Vocational Educational Act for 1984 indicate that each state could be expected to remove all maintenance of program efforts from Federal VEA money. The total cost of removing these persons from that payroll might be over 2,100,000.

Hence the following management plan implementation strategy:

1. Implement the "no cost" recommendations of this plan now.
2. New Federal money coming into the State can be used to implement the following management recommendations:
 - a. Restructuring Vocational Education as described in the Governance Chapter;
 - b. The VTI limited part-time positions described in the planning section of this document;
 - c. The \$ 500,000 new program/program improvement fund;
 - d. The VTI Faculty grants;
 - e. The VTI Faculty Professional Development recommendations;
 - f. A VTI Management Information System be developed; and
 - g. The goals described in the VTI Adult Education/Continuing Education section.
3. Of prime concern is the funding of the Administrative Assistant for Planning position that will make the planning recommendations work. This position should be funded as soon as possible and request for this position should not

be delayed.

4. In summary, a large part of this management plan can be implemented tangentially as a result of transferring Federally funded positions to State payrolls.

9. INNOVATIVE GRANTS PROGRAM

Implementation of the Innovative Educational Grant Program is well under way. In March of 1985, the Coordinator of the program began work. Since that time the following implementation has occurred:

- ° a system for reading and awarding grants has been developed and implemented;

FY '85 Funds -- 489 classroom-based and 125 school-based proposals have been processed. 75 classroom-based and 39 school-based grants were awarded in April, 1985

FY '86 Funds -- 476 classroom-based and 106 school-based proposals have been processed. 115 classroom-based and 44 school-based grants were awarded in June, 1985
- ° a system for notifying grant applicants of funding decisions has been developed and implemented;
- ° technical assistance to grant writers has been provided;

telephone assistance was provided to over 150 applicants rewriting FY '85 applications for FY '86 consideration.

INNOVATIVE EDUCATIONAL
GRANT PROGRAM

COORDINATOR:

JEAN KONZAL
DEPARTMENT OF EDUCATIONAL &
CULTURAL SERVICES
STATE HOUSE STATION #23
AUGUSTA, MAINE 04333

TELEPHONE: 289-5981

75 education grants announced

Funds should enable new approaches to teaching, learning

AUGUSTA — The recipients of 75 grants to develop innovative and creative approaches to classroom teaching and learning were announced this week by the Maine Department of Educational and Cultural Services.

The grants, which will be used at all grade levels, vary in amounts up to \$5,000, with almost half between \$1,000 and \$2,000. The largest number of grants are for science, reading, arts, social studies and language arts projects.

"The grants program is an incentive for quality and excellence in classrooms, which should have a major and long-term effect on the education of Maine's children," said Dr. Robert Boose, Maine's commissioner of education, in a MEDECS release.

The grants are funded by a 1984 appropriation provided by the state. For August, 47 teachers applied for the grants. For September, 28 more teachers were eligible to apply. The grants are available to all teachers working in public schools.

The grants are available to all teachers working in public schools. The grants are available to all teachers working in public schools.

and Implementation of a Humanities Program, \$2,000, Mr. S. A. D. A Literary Magazine, \$1,200, Dennis Harrington, High School Humanities Course, \$4,000, Melanie Yocum, Academy, BioVideo Feedback, \$4,000.

In Hancock County, Norma Patterson, Ur. No. 14, \$2,000, David Hitchings, George Steyer, disciplinary Archaeological Research, \$4,000, Priscilla Worrester, Tremont Consolidating Lab, \$3,000, Larry Cassis, Deer Island of Curriculum, \$4,000, and Interaction Videotape, \$1,000.

In Penobscot County, Gerald Ban, Fishing Controversy, \$4,000, Caldwell Reading Program, \$4,000, School Department, \$4,000, Laurie Van Sanford, \$4,000.

The head of Maine's state department of education announced that some 75 grants for creative teaching methods have been approved by the state. The grants are available to all teachers working in public schools.

The grants are available to all teachers working in public schools. The grants are available to all teachers working in public schools.

Auburn and Lisbon school departments recipients of grants

throughout the summer, and the program will be started in the fall. It will be a combination of serving parents and serving students. "We are going to be looking at the possibility of having a parent-teacher conference at the same time as a student conference," said the superintendent. "We will be using the program in different classes — English, history, science, and mathematics. After school sessions will be held for parents with special needs. Other speakers could be high school teachers involved in the adolescent parent program."

Grants awarded for teacher-initiated projects

More than 75 teachers applied for the grants and 77 projects were selected by the Department of Education for \$500,000 in funds established through the 1984 Education Reform Act. The money will be available through the 1984-85 school year. For August, 47 teachers applied for the grants. For September, 28 more teachers were eligible to apply. The grants are available to all teachers working in public schools.

By KARLENE K. WASHBURN Staff Writer

Two proposals from teachers in the August school system have received financial support from the state Department of Education's Innovative Grants program. Rome Elementary School received a grant of \$1,000. The grant is scheduled to be used at the end of the school year. The Rome school is based on 47 in students based to SAD of in.

Over a dozen innovative grants OK'd in area

The Department of Education and Cultural Services has approved more than a dozen innovative grants for area schools. The grants are available to all teachers working in public schools. The grants are available to all teachers working in public schools.

By BOB KEYS Central Staff

The Department of Education and Cultural Services has approved more than a dozen innovative grants for area schools. The grants are available to all teachers working in public schools. The grants are available to all teachers working in public schools.

Two state grants to enhance offerings in Bangor schools

Some 800 middle school students in the city will benefit from the results of the grant, said Pusey. Work on the science programs will begin this summer with a five-day workshop tentatively scheduled for August. The results of the workshop will take effect in the fall. Additional work will continue throughout the school year and next summer, she said.

A grant of \$4,820 to improve summer and fall reading programs at Downeast School was awarded to Laurie Van Sanford, a reading teacher at Downeast School. "I was elated," said Van Sanford, when asked her reaction to the announcement. "I thought about it all vacation week and didn't know I was thrilled."

Van Sanford, who has been a teacher for eight years, said her grant would be used to purchase 1,500 paperback books for use by 400 children in kindergarten through fifth grade and by their parents during a fall reading contest. The grant also will be used to fund a summer-reading program for about 30 children at Downeast School. The teacher said in the past she has used school books and some of her own books to supplement the reading programs. "We just needed our own books," she said.

Freeport schools awarded grant

Freeport schools have been awarded a \$20,000 grant to expand innovative programs in the primary school years. The grant provides a combination of state and local funds to expand the program. The grant provides a combination of state and local funds to expand the program. The grant provides a combination of state and local funds to expand the program.

By Jeanne Curran Of the NEWS Staff

and reading programs in schools will get a boost thanks to grants. The grant is intended to fund investments in the science program at middle-school level, according to Judith Pusey, director of Bangor's instruction. The grant is intended to fund investments in the science program at middle-school level, according to Judith Pusey, director of Bangor's instruction.

By BOB KEYS Central Staff

The Department of Education and Cultural Services has approved more than a dozen innovative grants for area schools. The grants are available to all teachers working in public schools. The grants are available to all teachers working in public schools.



STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

Innovative Educational Grant Program--Implementation Report

Implementation of the Innovative Educational Grant Program is well under way. In March of 1985, the Coordinator of the program, Jean Konzal, began work. Since that time the following implementation has occurred:

- a system for reading and awarding grants has been developed and implemented;

FY '85 Funds -- 489 classroom-based and 125 school-based proposals have been processed. 75 classroom-based and 39 school-based grants were awarded in April, 1985.

FY '86 Funds -- 476 classroom-based and 106 school-based proposals have been processed. 115 classroom-based and 44 school-based grants were awarded in June, 1985

- a system for notifying grant applicants of funding decisions has been developed and implemented;
- technical assistance to grant writers has been provided;

telephone assistance was provided to over 150 applicants rewriting FY '85 applications for FY '86 consideration.

Plans for the further implementation of this program include:

- the development of a system to monitor and evaluate programs;
- the development of a network of trained grant proposal writers throughout the state;
- the development of a corps of trained grant readers;
- the development of a plan to identify and disseminate exemplary programs;
- the formation of an Advisory Board.

The following pages of this report provide detailed information about the grant proposals that were received and awarded.

FY
'85

	Requests		Awards	
	<u>#</u>	<u>\$</u>	<u>#</u>	<u>\$</u>
Classroom Based	489	+\$1.5 million	75	\$250,000
School Based	125	+\$800,000	39	\$250,000



STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA MAINE 04333

FY '85

Classroom-Based Grants
Recommended for Funding

Grant Amount:

\$	0 - 1,000	4
	1,001 - 2,000	25
	2,001 - 3,000	4
	3,001 - 4,000	7
	4,001 - 5,000	<u>35</u>
	TOTAL	75

School-Based Grants

Recommended for Funding

Grant Amount:

\$	1 - 5,000	17
	5001 - 10,000	12
	10,0001 - 15,000	8
	15,0001 - 20,000	<u>2</u>
	TOTAL	39

F.Y. '85
Classroom-Based
BY SUBJECT AREA:

<u>Category</u>	<u>#of Grants Submitted</u>	<u>%of Total Submitted</u>	<u>#of Grants Awarded</u>	<u>%of Total Awarded</u>
Arts	36	7%	6	8%
Computers	32	7%	4	5%
Early Ch. Ed.	11	2%	3	4%
Elem. Curr.	15	3%	2	3%
For. Lang./ESC	10	2%	1	1%
Gifted & Talented	7	1%	2	3%
Guidance	9	2%	1	1%
Health	18	4%	4	5%
Home Ec.	7	1%	2	3%
Humanities	15	3%	4	5%
Indus. Arts	10	2%	1	1%
L.A./Elem	28	6%	3	4%
L.A./H.S.	34	7%	6	8%
Math	23	5%	3	4%
M. Sch. Curr.	11	2%	2	3%
Reading	47	10%	7	10%
School/Community	20	4%	4	5%
Science	56	11%	8	11%
Soc. Stud.	34	7%	6	8%
Staff Dev't.	9	2%	1	1%
Voc. Ed.	23	5%	1	1%
SP. ED.	34	7%	4	5%
TOTAL	489		75	

FY 85
SCHOOL-BASED
BY SUBJECT AREA:

<u>Category</u>	<u># of Grants Submitted</u>	<u>% of Total Submitted</u>	<u># of Grants Submitted</u>	<u>% of Total Submitted</u>
Alt. Ed	10	8%	3	8%
Arts	10	8%	2	5%
Computers	6	5%	1	3%
Curr. Dev't.	11	9%	3	8%
Early Ch. Ed.	3	2%	1	3%
Elem. Curr.	0	0%	0	0%
For. Lan./ESC	0	0%	0	0%
Gifted & Talented	4	3%	2	5%
Guidance	6	5%	2	5%
Health	2	2%	0	0%
Home Ec.	0	0%	0	0%
Humanities	3	2%	1	3%
Indus. Arts	0	0%	0	0%
L.A./Elem	4	3%	2	5%
L.A./H.S.	3	2%	1	3%
Library	6	5%	0	0%
Math	3	2%	0	0%
Mid. Sch. Curr.	1	1%	0	0%
Reading	7	6%	3	7%
School/Community	3	2%	0	0%
Science	11	9%	6	14%
Soc. Stud.	2	2%	1	3%
Sp. Ed.	11	9%	3	8%
Staff Dev't.	19	15%	8	20%
Voc. Ed.	0	0%	0	0%
TOTAL	125		39	

FY 85
CLASSROOM-BASED
COUNTY DISTRIBUTION

	<u># Grants Submitted</u>	<u>% of Total</u>	<u>% Maine School Population</u>	<u># Grants Recommended for Approval</u>	<u>% of Total Awarded</u>
Androscoggin	41	8%	9%	3	4%
Aroostook	26	5	8	3	4
Cumberland	100	21	18	14	19
Franklin	20	4	2	4	5
Hancock	27	6	4	6	8
Kennebec	39	8	9	6	8
Knox	12	3	3	4	5
Lincoln	21	4	2	4	5
Oxford	10	2	5	1	2
Penobscot	58	12	12	4	5
Piscataquis	7	2	2	1	2
Sagadahoc	10	2	3	3	4
Somerset	35	7	5	7	9
Waldo	11	2	2	2	3
Washington	11	2	3	1	2
York	<u>61</u>	<u>12</u>	<u>13</u>	<u>11</u>	<u>15</u>
Total	489	100%	100%	75	100%



STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

FY '85

School-based Grants
Recommended for Funding

<u>County</u>	<u>No. of Grants Submitted</u>	<u>No of Grants Recommended for Funding</u>
Androscoggin	21	8
Aroostook	15	4
Cumberland	19	6
Franklin	5	1
Hancock	1	0
Kennebec	9	2
Knox	1	0
Lincoln	4	1
Oxford	6	2
Penobscot	18	7
Piscataquis	1	1
Sagadahoc	7	3
Somerset	3	0
Waldo	0	0
Washington	6	2
York	9	2
TOTAL .	125	39

AWARDS
FY '85
CLASSROOM-BASED GRANTS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
ARUNDEL	MILDRED L. DAY MEMORIAL	MEMORY EXPANSION (M.E.)	SPED	ELAINE POLLOCK
AUBURN	EDWARD LITTLE HIGH + 1	MYTHOLOGY AND THE ADOLESCENT	SC COM	REGINALD HANNAFORD
AUBURN	SHERWOOD HEIGHTS SCHOOL	KIDS	ECE	RONALD LOGAN
AUGUSTA	LINCOLN + SILBERT SCHOOLS	GREAT ART TO GO	ARTS	SHERRY BLOUIN
AUGUSTA	LINCOLN	PEER	READING	AUDREY CONANT
BANBOR	DOWNEAST ELEMENTARY	SUMMER PAPERBACK BOOK CLUB	READING	LAURIE VANSANFORD
BIDDEFORD	BIDDEFORD HIGH SCHOOL	DEBATE: AMERICAN SOCIAL HISTORY	SS	ROBERT LIBBY
CAPE ELIZABETH	CAPE ELIZABETH HIGH	CULTURAL PERSPECTIVES	SS	MARGARET BEALS
CARIBOU	CARIBOU MIDDLE SCHOOL	PROJECT LATCH-KEY	SC/COM	WAYNE MOWATT
CSD 907	MOUNT DESERT ISLAND HIGH	VIDEOTAPE: BETWEEN PARENT & TODDLER	HOME EC	JEANNE BISHOP
DEER ISLE CSD	STONINGTON ELEMENTARY + 1	MARINE EDUCATION	MID S C	LARRY CASSIS
FALMOUTH	FALMOUTH HIGH SCHOOL	COMPUTER LIBRARY AIDES PROGRAM	COMP	DEANIE STETSON
FALMOUTH	PLUMMER-MOZ SCHOOL	PERFORMING ARTS PILOT PROGRAM	ARTS	SUE PEDERSEN
FREEMPORT	MORSE STREET SCHOOL	PROGRAMS: HEARING IMPAIRED STUDENTS	SPED	SUSAN FITZGERALD
GORHAM	SHAW JR HIGH + 2	LEND AN APPLE TO A TEACHER	COMP	WALTER ZIKO
GORHAM	WHITE ROCK ELEMENTARY	CLASSROOMBASED/HOME READING PROGRAM	SC COM	DEBRA MARQUIS
JAY	JAY JUNIOR HIGH SCHOOL	CLASSROOM NEWSPAPER	LA/HS	DEBORAH PROBERT
LAMOINE	LAMOINE CONSOLIDATED	OUR COASTAL ENVIRONMENT	SCI	KATHLEEN STANLEY
LINCOLNVILLE	LINCOLNVILLE CENTRAL	HANDS-ON ELEMENTARY SCIENCE PROGRAM	SCI	STEVEN HUTCHINGS
LISBON	LISBON HIGH SCHOOL	SOLAR GREENHOUSE DESIGN	SCI	JAMES DRUMMOND
MILLINOCKET	MILLINOCKET MIDDLE	PROCESSING IMPROVES WRITING	LA/HS	ALBERT FOWLER
MONHEGAN	MONHEGAN SCHOOL	COASTAL NATURAL RESOURCES	SCI	MARY SEAMAN
NEWCASTLE	LINCOLN ACADEMY	BIOVIDEO FEEDBACK!	SCI	MELANIE HODSDON
PORTLAND	PORTLAND HIGH SCHOOL	PORT TO PRAIRIE	LA/HS	BETSY PARSONS
PORTLAND	REICHE COMMUNITY SCHOOL	LEARNING STYLES	ECE	KAREN PEVERADA
PORTLAND	DEERING HIGH SCHOOL	"LITE TOUCH" COMMUNICATION	SPED	DONALD SWANDER
RANGELEY	RANGELEY LAKES REGIONAL	FINE ARTS AND CREATIVE THINKING	ARTS	SHIRLEY ANDERSON
SAD 17	OXFORD HILLS HIGH	COURSES IN FINE ARTS APPRECIATION	ARTS	CLYDE LAVINE
SAD 20	FORT FAIRFIELD HIGH	SELF POWER	HEALTH	LAWRENCE PLANT
SAD 28	ROCKPORT ELEMENTARY	GIFTED & TALENTED COMMUNICATIONS	G&T	JAN STAPLES
SAD 32	ASHLAND COMMUNITY HIGH	FEED 'EM	HEALTH	JANICE WEBSTER
SAD 34	CROSBY JUNIOR HIGH	"STUDY-WRITE"	LA/HS	LOU SOLEBELLO
SAD 35	MARSHWOOD JUNIOR HIGH	VACATION LEARNING LAB	EL CURR	PAMELA ATWOOD
SAD 40	MEDOMAK VALLEY HIGH	DEVELOPMENT OF A HUMANITIES PROGRAM	HUMAN	LYNN FURSTRAND
SAD 40	PRESCOTT MEMORIAL	"WE CAN DO IT"	LA/EL	MARY SZWEC
SAD 49	LAWRENCE HIGH SCHOOL	ROBOTICS	COMP	MICHAEL QUIGLEY
SAD 50	GEORGES VALLEY HIGH	ARCHAEOLOGY & ANTHROPOLOGY OF MAINE	SS	MARIELLEN EATON
SAD 54	CENTRAL ELEMENTARY	GLACIAL EFFECTS: SANDY RIVER VALLEY	SCI	THOMAS CUNNINGHAM
SAD 54	NORRIDGEWOCK CENTRAL	DIAGNOSTIC PRESCRIPTIVE ARITHMETIC	MATH	JANINE LEACH
SAD 54	SKOWHEGAN AREA HIGH	GROUP PROCESS FOR CLASSROOM TEACHER	GUID	WILLIAM STONE, JR.
SAD 57	MASSABESIC JUNIOR HIGH	PASS	READING	JOAN CONGILL
SAD 59	STARKS ELEMENTARY	PRESCRIPTIVE ARITHMETIC CLASSROOMS	MATH	CHERYL PATTEN
SAD 6	BONNY EABLE HIGH SCHOOL	COMPUTER ASSISTED STUDY, FORE RIVER	SCI	DANIEL LIBBY
SAD 60	NOBLE HIGH SCHOOL	ENERGY AND FOOD	HOME EC	JUDY OPPERT
SAD 60	NOBLE JUNIOR HIGH SCHOOL	ADOLESCENT LITERATURE	G&T	W. DOUGLAS MARQUIS
SAD 60	HURD ELEMENTARY	COMPUTATION SKILLS CENTER	MATH	RICHARD GORHAM
SAD 61	LAKE REGION HIGH SCHOOL	PEER HELPER PROGRAM	HEALTH	0.00LA/HS 0.0
SAD 61	BRIDGTON ELEMENTARY	KIDTALK	LA/HS	CINDY TOBIASON
SAD 63	HOLBROOK SCHOOL	GEORGES BANK FISHING CONTROVERSY	MID S C	GERALD BAILEY
SAD 7	NORTH HAVEN COMMUNITY	BOTANICAL GARDEN & HERBARIUM	SCI	JEFF CRAWFORD

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
SAD 71	FARK STREET SCHOOL	STORYTELLERS	LA/EL	GLORIA DAY
SAD 71	JR HIGH OF THE KENNEBUNKS	JHSK'S SCIENCE ISLAND	SCI	SANDRA CALDWELL
SAD 74	CARRABEC HIGH	CARRABEC ARCHAEOLOGICAL PROJECT	SS	ERIC LANT
SAD 75	MT. ARARAT	FOLK LIFE STUDIES IN VIDEO	ARTS	JEFF FISCHER
SAD 9	WILTON ELEMENTARY SCHOOLS	COMPUTER PACKETS: PRIMARY TEACHERS	COMP	HARVEY HAYDEN
SAD 9	W.B. MALLET SCHOOL	MODELS OF TEACHING	ST DEVT	JANICE DODGE
SAD 9	MT. BLUE HIGH SCHOOL	GERMAN-AMERICAN EDUCATIONAL EXCHANG	FL/ESL	ELLSWORTH CROCKER
SANFORD	EDISON SCHOOL	PEOPLE MAKING A TOWN 60	SS	SHEILA GUINEY
SOUTH PORTLAND	MAHONEY MIDDLE SCHOOL	A COMPUTER IN THE ARTS	ARTS	ELIZABETH NOWERS
SOUTH PORTLAND	SOUTH PORTLAND HIGH	DESIGN OF A COMMUNITY	SS	MARK TURSKI
STATE	GOVERNOR BAXTER SCHOOL	MOVEMENT AND LANGUAGE	SPED	JAYMIE CHAMBERLIN
UNION 102	ROSE GAFFNEY ELEMENTARY	SHARING OUR WORLD	EL CURR	OZIAS BRIDGHAM
UNION 113	SCHENCK HIGH SCHOOL	COMPUTER ASSISTED DESIGN SYSTEM	VOC ED	ALDEN COLBY
UNION 42	ROME ELEMENTARY	ELEMENTARY VIOLIN TALENT PROGRAM	ARTS	JAN STEVENS
UNION 47	MORSE HIGH SCHOOL	THE PUBLICATIONS WORKSHOP	LA/HS	DAVID INGMUNDSON
UNION 47	WOOLWICH CENTRAL SCHOOL	HANDS ON OUR PAST	EL CURR	LAWRENCE FRAZIER
UNION 49	BOOTHBAY REGION HIGH	HIGH SCHOOL HUMANITIES COURSE	HUMAN	DENNIS HARRINGTON
UNION 60	NICKERSON ELEMENTARY	THE WRITE PROJECT	LA/EL	KEYTH CARTER
UNION 87	ASA C. ADAMS	"CALDECOTT READING PROGRAM"	READING	ELIZABETH CARR
UNION 91	LUMAN WARREN SCHOOL	READY OR NOT	ECE	NORMA PATTERSON
UNION 93	GEORGE STEVENS ACADEMY	ARCHAEOLOGICAL RESEARCH, BLUE HILL	HUMAN	DAVID HITCHINGS
UNION 98	TREMONT CONSOLIDATED	"SHARED READING" LAB	READING	PRISCILLA WORCESTER
WATERVILLE	WATERVILLE REG VOC CENTER	SATRAC	VOC ED	STEPHEN CRATE
WATERVILLE	WATERVILLE JUNIOR HIGH	BREAKING THE BARRIER	READING	DONNA RICHARDSON
WATERVILLE	BROOKSIDE SCHOOL	ONE STEP BEYOND	READING	KARLENE ADDITON

AWARDS
FY '85
SCHOOL-BASED GRANTS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
AUBURN	ALL SCHOOLS IN AUBURN	CLASS: LANGUAGE IMPAIRED STUDENTS	SPED	PAT GROVES
AUBURN	EDWARD LITTLE HIGH + 1	EXCELLENCE FOR THE UNDERACHIEVER	ALT ED	PAUL MALINSKI
AUGUSTA	AUGUSTA, SAD 16 + 1	GIFTED & TALENTED SYMPOSIUM	G&T	CHERYL CLUKEY
BANGOR	FIFTH STREET MIDDLE + 1	SCIENCE FOR THE MIDDLE SCHOOLS	SCI	JUDITH PUSEY
BIDDEFORD	EMERY AND J.F. KENNEDY	ECSTASY	GUID	SARAH-JANE POLI
GORHAM	GORHAM SCHOOLS	YOUTH IN ACTION	ALT ED	WALTER RIDLON
LEWISTON	TEN SCHOOLS + 1 VOC CEN	COACHING	ST DEVT	JAMES TRACEY
LEWISTON	MARTEL SCHOOL	PROGRAMS FOR CHILDREN OF ABUSE	GUID	JOANNE LABEL
LEWISTON	MONTELLO SCHOOL	MAINE INDIAN DAY	SS	CHLOE GIAMPAOLO
LEWISTON		PLANNING GRANT:VOC.ED./SP.ED.	SPED	KENNETH JORDAN
LISBON	LISBON/LISBON FALLS	PROJECT RESEARCH	ST DEVT	JUDITH STALLWORTH
MACHIAS	ROSE GAFFNEY ELEMENTARY	ENVIRONMENTAL EDUCATION PROJECT	SCI	DANIEL LEE
OLD TOWN	OLD TOWN HIGH SCHOOL	COMPUTERIZED STUDENT ATTENDANCE	COMP	DONALD STURGEON
PORTLAND	PORTLAND HIGH SCHOOL	COALITION OF ESSENTIAL SCHOOLS	ALT ED	BARBARA ANDERSON
RICHMOND	RICHMOND HIGH SCHOOL	CHILD CARE & PARENTING PROJECT	ECE	JAMES WALSH
SAD 1	PINE STREET ELEM + 4	POST-KINDERGARTEN SUMMER SCHOOL	ECE	MARTIE DOUGAN
SAD 15	GRAY-NEW GLOUCESTER + 5	PROJECT ADVANCE IN MAINE	G&T	GARY BARDNER
SAD 19	LUBEC HIGH SCHOOL	TO RAISE ACADEMIC AWARENESS	CUR DEV	JOAN PELLETIER
SAD 21	DIRIGO HIGH + 3	DISTRICT TEACHER SUPPORT TEAM	ST DEVT	DR. CARROLL HOWES
SAD 22	WEATHERBEE + 2	WRITING SKILLS	LA/EL	GRETCHEN GREINER
SAD 24	GATEWAY ELEMENTARY + 1	P(ROBLEM) S(OLVING)	READING	MARY COOMBS
SAD 24	VAN BUREN SECONDARY	GREAT THEMES OF LITERATURE	HUMAN	DR. LELA PHILLIPS
SAD 32	ASHLAND HIGH + 2	SCIENCE CURRICULUM	SCI	DAVID DOUGAN
SAD 40	NINE SCHOOLS IN SAD 40	INNOVATIVE CURRICULUM DEVELOPMENT	CUR DEV	DAVID GAUL
SAD 44	ANDOVER ELEMENTARY + 4	A PLAN FOR SCIENCE EXCELLENCE	SCI	LAWRENCE ARSENAULT
SAD 46	DEXTER REGIONAL HIGH + 2	TEACHERS HELPING TEACHERS	ST DEVT	MARK KEEGAN
SAD 47	ATWOOD/TAPLEY + 2	BOOKS AND THEIR BEGINNINGS PROGRAM	READING	LISA STOUTZ
SAD 48	NOKOMIS REGIONAL HIGH	ENVIRONMENTAL STUDIES PROPOSAL	SCI	STAN SAWYER
SAD 51		1985 MAINE SCIENCE OLYMPIAD	SCI	JULIANNE OPPERMAN
SAD 51		INSTRUCTIONAL LEADERSHIP INSTITUTE	ST DEVT	MORTON HAMLIN
SAD 58	KINGFIELD, PHILLIPS + 2	DANCE/CREATIVE EXPRESSION	ARTS	THOMAS MORRILL
SAD 6	ALL SCHOOLS IN SAD 6	PROJECT L.E.A.D.S.	ST DEVT	RONALD BARKER
SAD 67	MATTANAWCOOK ACADEMY + 3	SAD 67 CERTIFICATION PILOT PROJECT	ST DEVT	JACQUELINE THURLOW
SAD 67	ELLA P. BURR + 2	TEAM-TEACHING SOCIAL SKILLS	SPED	LEE ELLIS
SAD 68	CHARLESTON ELEMENTARY	CHARLESTON WRITERS CONFERENCE	LA/EL	FREDRICK JOHNSTON
SCARBOROUGH	SCARBOROUGH HIGH SCHOOL	MAINE ACADEMIC DECATHLON PROJECT	CUR DEV	DR. SHARON HENNESSEY
UNION 30	LISBON ELEMENTARY + 3	SUBSTITUTE & VOLUNTEER TRAINING	ST DEVT	VANCE KEENE
UNION 43	MONMOUTH ACADEMY	PROJECT SPICE	LA/HS	RONALD MOODY
UNION 47	WEST BATH SCHOOL	ELEMENTARY THEATRE-A PRIATE'S GOLD	ARTS	GENE MOLL

FY
'86

	Received		Awarded	
	<u>#</u>	<u>\$</u>	<u>#</u>	<u>\$</u>
Classroom-Based	476	+\$1.5 million	115	\$375,000
School-Based	106	+\$1 million	44*	\$375,000

* Two additional Administrative Certification pilot projects will be awarded this FY.

1000

1000

1000

1000

1000



STATE OF MAINE

Department of
Educational and Cultural Services

State House Station 23
AUGUSTA, MAINE 04333

FY 86

Classroom-Based Grants
Recommended for Funding

Grant Amount:

\$	0 - 1,000	6
	1,001 - 2,000	22
	2,001 - 3,000	22
	3,001 - 4,000	21
	4,001 - 5,000	<u>44</u>
	TOTAL	115

School-Based Grants
Recommended for Funding

Grant Amount:

\$	1 - 5,000	21
	5,001 - 10,000	17
	10,001 - 15,000	2
	15,001 - 20,000	<u>4</u>
	TOTAL	44

FY '86
CLASSROOM-BASED
BY SUBJECT AREA:

<u>Category</u>	<u># of Grants Submitted</u>	<u>% of Total Submitted</u>	<u># of Grants Awarded</u>	<u>% of Total Awarded</u>
Arts & Humanities	34	7%	9	8%
Computers	27	6%	6	5%
Early Ch. Ed.	21	4%	5	4%
Elem. Curr.	24	5%	4	3%
For. Lang./ESL	15	3%	3	3%
Gifted & Talented	12	3%	4	3%
Guidance	15	3%	3	3%
Health	15	3%	4	3%
Home Ec.	5	1%	1	1%
Indus. Arts	14	3%	4	4%
L.A./Elem	46	10%	9	8%
L.A./H.S.	21	4%	3	3%
Library	6	1%	2	2%
Math	17	4%	5	4%
Mid. Sch. Curr.	11	2%	5	4%
Reading	25	5%	7	6%
School/Community	13	3%	2	2%
Science	57	12%	5	10%
Soc. Stud.	26	6%	8	7%
Sp. Ed.	40	8%	13	11%
Staff Dev't.	9	2%	3	3%
Voc. Ed.	<u>12</u>	<u>3%</u>	<u>3</u>	<u>3%</u>
TOTAL	476		115	

FY '86
SCHOOL-BASED
BY SUBJECT AREA:

<u>Category</u>	<u># of Grants Submitted</u>	<u>% of Total Submitted</u>	<u># of Grants Awarded</u>	<u>% of Total Awarded</u>
Alt. Ed.	6	6%	1	2%
Arts	8	7%	3	7%
Computers	8	7%	3	7%
Curr. Dev't.	12	11%	5	11%
Early Ch. Ed.	4	4%	2	5%
Elem. Curr.	3	3%	1	2%
For. Lang./ESC	0	0%	0	0%
Gifted & Talented	4	4%	2	5%
Guidance	4	4%	0	0%
Health	3	3%	0	0%
Home Ec.	0	0%	0	0%
Humanities	1	1%	0	0%
Indus. Arts	1	1%	1	2%
L.A./Elem	6	5%	2	5%
L.A./H.S.	2	2%	1	2%
Library	3	3%	1	2%
Math	4	4%	3	7%
Mid. Sch. Curr.	1	1%	1	-2%
Reading	3	3%	2	-5%
School/Community	4	4%	3	7%
Science	2	2%	1	2%
Soc. Stud.	0	0%	0	0%
Sp. Ed.	7	6%	3	7%
Staff Dev't.	19	18%	9	20%
Voc. Ed.	1	1%	0	0%

FY '86
CLASSROOM-BASED
COUNTY DISTRIBUTION

<u>County</u>	<u>% of Maine Population</u>	<u># of Grants Submitted</u>	<u># of Grants Awarded</u>	<u>%</u>	<u>% of Total Submitted</u>
Androscoggin	9%	39	8	.21	.05
Aroostook	8%	33	7	.21	.05
Cumberland	18%	107	25	.23	.23
Franklin	2%	24	7	.29	.06
Hancock	4%	25	6	.24	.05
Kennebec	9%	39	10	.26	.08
Knox	3%	13	5	.38	.05
Lincoln	2%	14	3	.21	.02
Oxford	5%	10	6	.60	.05
Penobscot	12%	43	13	.30	.12
Piscataquis	2%	5	1	.20	.01
Sagadahoc	3%	7	2	.29	.01
Somerset	5%	24	7	.29	.06
Waldo	2%	9	2	.22	.02
Washington	3%	8	3	.37	.03
York	13%	69	14	.20	.12

FY '86
SCHOOL-BASED GRANTS
RECOMMENDED FOR FUNDING

<u>County</u>	<u>No. of Grants Submitted</u>	<u>No. of Grants Recommended for Funding</u>
Androscoggin	8	2
Aroostook	19	8
Cumberland	18	7
Franklin	4	2
Hancock	1	1
Kennebec	9	3
Knox	1	1
Lincoln	1	0
Oxford	9	3
Penobscot	13	5
Piscataquis	3	1
Sagadahoc	1	1
Somerset	5	2
Waldo	3	2
Washington	3	2
York	8	4
TOTAL	106	44

AWARDS
FY '86
CLASSROOM-BASED GRANTS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
AUBURN	AUBURN MIDDLE SCHOOL	ARTS & ACADEMICS	ARTS B	JOSEPH CAPELLUZI
AUBURN	EDWARD LITTLE HIGH + 1	KEYBOARDING FOR ELEMENTARY NEEDS	COMP A	RICHARD SHEA
AUGUSTA	SYLVIA J. GILBERT ELEM	LIVING LANGUAGE	LA/EL A	PATRICIA DOWNES
BANGOR	DOWNEAST ELEMENTARY	ORAL HISTORY - CAREERS	EL CURR	GERALD BRYAN
BREWER	BREWER HIGH SCHOOL	BREWER HS-EARTH SCIENCE	SCI/HS	HAROLD PRESSEY
BREWER	BREWER HIGH SCHOOL	COM-PUTE AT BREWER HIGH	IA	MALCOLM DOBLE
BRUNSWICK	BRUNSWICK HIGH	MATH FOR LIFE	MATH	JAMES DEMPSEY
BRUNSWICK	COFFIN SCHOOL	PORTABLE MICROCOMPUTER	SPED	CAROL ARBUCKLE
CAPE ELIZABETH	CAPE ELIZABETH MIDDLE	STUDIO 456! WORDWORKS	LA/EL	MARY JO THOMPSON
CARIBOU	CARIBOU HIGH SCHOOL	A HISTORY-LANG ARTS CONNECTION	READING	RON WILLEY
CARIBOU	CARIBOU REGIONAL VOC CEN	MICROPROCESSOR INTERFACING	VOC ED	LYNN MCNEAL
CSD 10/UNION 42	KARANACOOK COMMUNITY	IMPLEMENTING OF A MIDDLE SCHOOL	MID S C	HOPE BROWN
EUT	EDMUNDS CONSOLIDATED	LIBRARY MEDIA CENTER	LIB	MARY MCFADDEN
FALMOUTH	PLUMMER-MOTZ SCHOOL	BIG BOOKS/SHARED READING	READING	CORINNE GREENE
FREEPORT	FREEPORT MIDDLE SCHOOL	LEARNING STYLES	MID S C	SUSAN SMITH
FREEPORT	FREEPORT MIDDLE SCHOOL	COMPREHENSIVE COMPUTER INTEGRATION	MID S C	DEBORAH BARRONS
KEN-A-SET ASSOC	HILLTOP SCHOOL	SEVER PROFDLY HANDI TRNG TAPES	SPED A	WENDY MILLER
KITTERY	HORACE MITCHELL SCHOOL	WRITING IN THE CONTENT AREAS	LA/EL A	ELEANOR DICKENS
LEWISTON	MARTEL SCHOOL	WRITING FOR PUBLICATION	LA/EL A	CHRISTINE RICHARDS
LIMESTONE	LIMESTONE JR. & SR. HIGH	LANGUAGE CONNECTIONS	LA/HS	PAMELA ROLFE
ME VOC REGION 10	MAINE VOC REGION 10	ART IN THE TRADES	ARTS B	FAYE WHITNEY
MILLINOCKET	MILLINOCKET MIDDLE SCHOOL	SEVENTH GRADE THREE DAY FIELD TRIP		FRANCIS BOYNTON
MILLINOCKET	DISTRICT WIDE SCHOOLS	AN OCEANOGRAPHIC STUDY	G&T	ANNE HUTCHINS
MT. DESERT	MT. DESERT ISLAND HIGH	MINEX: A LAB MANUAL PRIMER	SCI/HS	JOAN D'AGOSTINO
NEWCASTLE	LINCOLN ACADEMY	MODERNIZING INDUSTRIAL ARTS	IA	EDMUND KRAWIC
OLD ORCHARD	OLD ORCHARD BEACH HIGH	STUDENTS ON STAGE	ARTS	BILL MARSHALL
OLD TOWN	HERBERT GRAY SCHOOL	MAKING THE MOST OF TODAYS DOLLAR		JOAN LITTLEFIELD
OLD TOWN	JEFFERSON STREET + 2	REAL READING	READING	JOAN BISHOP
ORRINGTON	CENTER DRIVE SCHOOL	SURVIVAL PROGRAM	HEALTH	STEPHEN KINGSBURY
PORTLAND	PORTLAND HIGH SCHOOL	THE COMPUTER MANAGED HOME	COMP A	DONNA CROOK
PORTLAND	PORTLAND HIGH SCHOOL	PARENT INVOLVEMENT & TRAINING	SPED	J. PETER MCCORMACK
PORTLAND	KING MIDDLE SCHOOL	A SOUTHEAST ASIAN FOLKTALE READER	FL/ESL	DIANA RUDLOE
PORTLAND	RIVERTON ELEMENTARY	MICROSWITCH TECHNOLOGY	SPED	PATRICK YOUNG
PORTLAND	PORTLAND HIGH SCHOOL	THE NEW ENGLAND EXPERIENCE	FL/ESL	JUDY TUCKER
PRIVATE	THE SPURWINK SCHOOL	ART RESIDENCY	SPED A	JANE SPENCER-SEARS
RANGELEY	RANGELEY LAKES REGIONAL	CREATIVE MOVEMENT	ARTS	ISAAC DYER
RICHMOND	MARCIA BUKER SCHOOL	"HANDS ON" CHILDREN'S MUSEUM	EL CURR	VIRGINIA MURPHY
RUMFORD	RUMFORD HIGH	SCIENCE, TECHNOLOGY AND SOCIETY	SCI/HS	RICHARD WEIRICH
SACO	SACO MIDDLE SCHOOL	AMERICAN TRADITION	ARTS B	FRANCES WOOD
SAD 01	ZIPPEL ELEMENTARY	CONVERSATIONAL FRENCH	FL/ESL	SHARON RICHARDS
SAD 05	ROCKLAND DISTRICT HIGH	COMPUTERS & PREVOCATIONAL PROGRAM	SPED A	THOMAS JAMROG
SAD 06	BONNY EAGLE JR. HIGH	"OUR COUNTRY THROUGH LITERATURE"	SS	MICHAEL MCCARTHY
SAD 07	NORTH HAVEN COMMUNITY	ISLAND HISTORICAL INVESTIGATIONS	SS	A. BARNEY HALLOWELL
SAD 07	NORTH HAVEN COMMUNITY	SCIENCE UNDER GLASS	SCI/EL	JIM HAMMOND
SAD 09	MT. BLUE HIGH SCHOOL	SCIENCE CURRICULUM UNIFICATION	SCI/EL	JOHN ERNEST
SAD 09	MALLET & ST. JOSEPH	BOOKS ALIVE IN '85	LA/EL	ANN PIKE
SAD 13	MOSCOW PRIMARY + 2	ALTERNATIVE TEACHING	ST DEVT	CAMILLE BEANE
SAD 15	GRAY-NEW GLOU JR. HIGH	PROJECT CHALLENGE	MID S C	MICHELLE MCELWAIN
SAD 15	MEMORIAL SCHOOL	CREATIVE DISCOVERY	EL CURR	JAMES PLUMMER
SAD 17	OXFORD HILLS JR. HIGH	MULTISENSORY READING	SPED A	REBECCA CUMMINGS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
SAD 17	GUY E. ROWE SCHOOL	1+1+1+1 = 1	EL CURR	BRUCE TYNER
SAD 17	GUY E. ROWE SCHOOL	ENHANCING COUNSELOR SERVICES	GUID	RITA CLIFFORD
SAD 22	HAMPDEN ACADEMY	COURSE: NUTRITION AS A SCIENCE	HOME EC	RUTH CROCKER
SAD 24	MARGARET CHASE SMITH	SCHOOL MATH MANAGEMENT	MATH	JERRY SCANLIN
SAD 27	ST. FRANCIS ELEMENTARY	ACADIAN HERITAGE	SS	GENE PERREAULT
SAD 28	ROCKPORT ELEMENTARY	ACADEMIA	ECE	MARVIN HIGGINS
SAD 28	ELM ST. & ROCKPORT ELEM	DEVELOPMENTAL READING PROGRAM	READING	STEPHANIE AMES
SAD 32	ASHLAND COMMUNITY HIGH	FEED 'EM	HEALTH	JOAN MICHAUD
SAD 34	KERMIT NICKERSON SCHOOL	S.M.I.L.E. NOW!	ECE	RUTH HOLMES
SAD 34	BELFAST AREA HIGH SCHOOL	THE AMERICAN EXPERIENCE	ARTS	BERNIE BAKER
SAD 36	LIVERMORE FALLS GRAMMAR	TRAVELING VIDEOS	G&T	VERONICA THOMPSON
SAD 40	MILLER GRADE SCHOOL	COMPUTERS FOR SPECIAL ED STUDENTS	SPED	MARY DUNDERDALE
SAD 41	PENQUIS VALLEY HIGH	SCIENCE DEMONSTRATION	SCI/HS	VIRGIL VALENTE
SAD 42	CENTRAL ARDOSTOOK HIGH	COMPUTERS IN AGRICULTURE	VOC ED	MARK EASTMAN
SAD 46	DEXTER PRIMARY SCHOOL	READING WITH LITERATURE	READING	PEGGY SMITH
SAD 49	LAWRENCE HIGH SCHOOL	TELECOMMUNICATIONS NETWORK	COMP	MICHAEL QUIGLEY
SAD 49	CENTRAL ELEMENTARY	THE READ-ALONG PRESS	ECE	BONNIE RYAN
SAD 52	GREENE CENTRAL SCHOOL	PROJECT LIFE SKILLS	SPED	MARGARET MARSTON
SAD 54	BLOOMFIELD ELEMENTARY	WRITERS TO WRITERS	LA/EL	VIRGINIA SMITH
SAD 54	SKOWHEGAN AREA HIGH	TEENS 'N THEATRE	HEALTH	LETA YOUNG
SAD 57	MASSABESIC HIGH SCHOOL	RELIEF PRINT MAKING/RURAL STUDENTS	ARTS	SHEILA CLOUGH
SAD 57	SHAPLEIGH MEMORIAL SCHOOL	THROUGH OUR WORDS AND EYES	SS	TESS BURKE
SAD 58	PHILLIPS ELEMENTARY	MEALS ON WHEELS	HEALTH	JUNE FLAGG
SAD 58	KINGFIELD ELEMENTARY	NEEDS OF ADOLESCENCE	MID S C	THOMAS ROSS
SAD 71	CONSOLIDATED SCHOOL	ELECTRONIC BLACKBOARD	COMP	JACK SAYDNA
SAD 71	JR HIGH OF THE KENNEBUNKS	INDUSTRIAL TECHNOLOGY	IA	SANDRA CALDWELL
SAD 71	JR HIGH OF THE KENNEBUNKS	"SEASONED WITH AGE"	SC COM	SANDRA CALDWELL
SAD 72	NEW SUNCOOK ELEMENTARY	RESEARCH INTO PRACTICE	ST DEVT	GARY MACDONALD
SAD 72	ANNIE HEALD SCHOOL	THE PARENTING WORKSHOP	SC COM	LAUREN POTTER
SAD 74	GARRET SCHENCK	PLANTS GROW	SCI/EL	JULIE SEARLS
SAD 75	BOWDOINHAM COMMUNITY	DIAGNOSTIC PRESCRIPTIVE ARITHMETIC	MATH	MODENE GAUDETTE
SANFORD	EDISON SCHOOL	THE GERMINATION OF AN IDEA	ARTS	MARGARET MAURAIS
SANFORD	SANFORD JUNIOR HIGH	ECOLOGICAL HISTORY	SCI/EL	SHEILA ENGLISH
SCARBOROUGH	SCARBOROUGH HIGH SCHOOL	MANAGEMENT SYSTEM/SUPPORT SERVICES	COMP A	ANNE KURLANSKI
SOUTH PORTLAND	SO. PORTLAND HIGH SCHOOL	WRITING ACROSS THE CURRICULUM	LA/HS	JAMES DUNN
SOUTH PORTLAND	MAHONEY MIDDLE/FISHER	LIBRARIES ALIVE VIDEO PROJECT	LIB	SUSAN MCLELLAN-ARTHU
SOUTH PORTLAND	SO PORTLAND HIGH + 2	"WHO IS THAT KID, ANYWAY?"	ST DEVT	ARTHUR TORDOFF
SOUTH PORTLAND	MAHONEY MIDDLE SCHOOL	SURVIVAL COMMUNICATION	SPED A	KATHERINE BACHELDER
STATE	GOV. BAXTER SCH FOR DEAF	RESOURCE CENTER	SPED	SAMUEL CHERASO
UNION 104	SHEAD HIGH SCHOOL	HUMAN LEARNING	SPED A	J. BRIAN SMITH
UNION 113	SCHENCK HIGH SCHOOL	MATAGAMON TO MEDWAY	G&T	JAMES WILLARD
UNION 29	HINOT CONSOLIDATED	SCIENCE AND READING	SCI	FRED HAMMOND
UNION 30	MARION T. MORSE ELEMENTAR	EMBRACING MATH WITH TLC	MATH	SALLY SMALL
UNION 37	RANGELEY LAKES REGIONAL	HISTORY & DEVELOPMENT OF MICROCHIP	COMP A	BRENT QUIMBY
UNION 42	MT. VERNON ELEMENTARY	PEER TUTORING	SPED	LAUREN MCMULLIN
UNION 42	READFIELD ELEMENTARY	VOLUNTEERS+TEACHERS+COMPUTERS!	SPED A	PATRICIA ALLEN
UNION 42	MANCHESTER ELEMENTARY	SPELLING FOR A PURPOSE	LA/EL A	JAMES BURNS
UNION 44	SABATTUS ELEMENTARY	LABORATORY DEVELOPMENT	SCI/EL	MARC BOUSSE
UNION 48	WISCASSET HIGH SCHOOL	ARCHITECTURE IN WISCASSET	ARTS B	DAVID CHASE
UNION 51	WINDSOR ELEMENTARY	WRITING IS LANGUAGE LEARNING	LA/EL A	PAUL SIROIS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
UNION 87	JOHN R. GRAHAM SCHOOL	READING TO WRITE/WRITING TO READ	LA/HS	BARBARA WICKS
UNION 91	ORLAND CONSOLIDATED	TIDE POOL SCHOOL	SCI/EL	LOUISE BIGGIE
UNION 91	LUMAN WARREN SCHOOL	LOVING LITERATURE	READING	ELLEN ALMQUIST
UNION 93	GEORGE STEVENS ACADEMY	MULTI-DISCIPLINARY ARCHAEOLOGY	SS	DAVID HITCHINGS
UNION 96	ELLA LEWIS SCHOOL	PRIMARY READ ALOUD PROGRAM	ECE	JO-AN TYLER
UNION 98	CONNERS/EMERSON SCHOOL	GIFTED/TALENTED RESEARCH SKILLS	G&T	PAULETTE SAVOIE
UNION 98	TREMONT CONSOLIDATED	WHOLE LANGUAGE & MUSIC	ECE	PAULETTE SAVOIE
WATERVILLE	WATERVILLE HIGH SCHOOL	HISTORY THROUGH POSTCARDS	SS	PHILIP GONYAR
WATERVILLE	WATERVILLE ADULT ED	CAREER EXPLORATION	GUID	DON MAHEAU
WATERVILLE	WATERVILLE HIGH SCHOOL	APPLIED TECHNOLOGY	IA	EDWARD ROY
WELLS-OBUNQUIT	WELLS JUNIOR HIGH SCHOOL	UNDERSTANDING CULTURAL DIVERSITY	SS	SUSAN WALTERS
WELLS-OBUNQUIT	WELLS HIGH SCHOOL	SCIENCE, TECHNOLOGY & SOCIETY	SCI/HS	PAMELA FISHER
WESTBROOK	CONGIN SCHOOL	MAGICAL JOURNEY	GUID	COLEMAN ROGERS
WINDHAM	FIELD ALLEN SCHOOL	WELL	LA/EL	DONNA SMITH
YORK	YORK HIGH SCHOOL	ARCHITECTURAL HERITAGE OF YORK	SS	RICHARD CLARK

AWARDS
FY '86
SCHOOL-BASED GRANTS

SYSTEM	SCHOOL	TITLE	CATEGORY	CONTACT
ARUNDEL	MILDRED L. DAY MEMORIAL	ARUNDEL PILOT CERTIFICATION PROJECT	ST DEVT	ELAINE POLLOCK
AUBURN	AUBURN SCHOOL SYSTEM	TRAINING FOR PARENTS AND TEACHERS	SPED	ROY LOUX
AUGUSTA	CONY HIGH SCHOOL	KEYBOARDING/CAREER EDUCATION	CUR DEV	MICHAEL FORTUNATO
BANGOR	DOWNEAST ELEM + 3	TOOLS FOR TEACHERS	COMP	CHRIS BATCHELDER
BIDDEFORD	BIDDEFORD JR. HIGH	CORE	ALT ED	SUZANNE LUKAS
CAPE ELIZABETH	POND COVE ELEM & LUNT SCH	TEACHER TRAINING	ST DEVT	DR. BRUCE THURLOW
FREEPORT	ALL SCHOOLS IN FREEPORT	COMPENSATION AND ASSESSMENT PLAN	ST DEVT	EVE BITHER
GORHAM	GORHAM HIGH SCHOOL	PROJECT READ	READING	SHIRLEY CONNOR
LEWISTON	LEWISTON REG VOC CENTER	PLANNING GRANT:VOC.ED./SP.ED.	SPED	KENNETH JORDAN
PORTLAND	PORTLAND & DEERING HIGH	MAINE ACADEMIC DECATHLON PROJECT	CUR DEV	DR. PETER GREER
PORTLAND	KING MIDDLE SCHOOL + 1	M.A.P.	ALT ED	FAYE PARMELEE
SAD 01	PRESQUE ISLE RVC + 5	PROJECT KEYS	COMP	BEHRIG JOHNSON
SAD 09	SO AROOSTOOK COMMUNITY	"MASTER PLAN"	ST DEVT	W. BRUCE PARSONS
SAD 21	CANTON SCHOOL	CANTONTALK	LA/EL	RUTH MARSTALLER
SAD 24	VAN BUREN SECONDARY	PROJECT MOTION	IA	EARL COOKBS
SAD 25	KATAHDIN HIGH SCHOOL	A MODEL FOR IMPROVING COMMUNICATION	LA/HS	LOREN RITCHIE
SAD 27	ALL SCHOOLS IN SAD 27	ST. JOHN VALLEY 'IN/PRE' PROJECT	ST DEVT	TERRY MURPHY
SAD 33	DR. LEVESQUE/WISDOM HIGH	SCHOOL IMPROVEMENT	ST DEVT	THOMAS SCOTT
SAD 34	BLADYS WEYMOUTH ELEM	SUNRISE PRODUCTIONS	ARTS	CARLA LANTZ
SAD 42	CENTRAL AROOSTOOK HIGH	WRITING PROJECT	LA/HS	MARK EASTMAN
SAD 42	FORT STREET SCHOOL	DEVELOPMENTAL WRITING CURRICULUM	LA/EL	LAURINE YORK
SAD 44	TELSTAR MID/SR REG HIGH	ART AS A LIVING	ARTS	CATHY NEWELL
SAD 46	DEXTER MIDDLE SCHOOL	APPLICATIONS OF WORD PROCESSING	LA/EL	GILBERT REYNOLDS
SAD 47	INTER-DISTRICT COLL	ADMINISTRATION CERTIFICATION PILOT	ST DEVT	J. DUKE ALBANESE
SAD 50	ST. GEORGE ELEMENTARY	READING FOR PLEASURE	READING	ANN LAMKERT
SAD 51	GREELY HIGH SCHOOL	MAINE SCIENCE OLYMPIAD	SCI	JULIANNE OFFERMAN
SAD 55	SACOPEE VALLEY ELEM	MUSIC AND THE HUMANITIES	ARTS	FRED BECHARD
SAD 56	COOPERATION W/ SAD 3 & 34	EARLY EDUCATION PROGRAM	ECE	JOHN SOMMO
SAD 58	KINGFIELD ELEMENTARY	MATH	MATH	THOMAS MORRILL
SAD 58	KINGFIELD, PHILLIPS + 3	BUSINESS-SCHOOL PARTNERSHIPS	SC COM	VICI ROBINSON
SAD 59 & 74	ALL SCHOOLS IN EACH DIST	EFFECTIVE TEACHING TECHNIQUES	ST DEVT	RODNEY HATCH
SAD 60	NORTH BERWICK HEADSTART	SAD 60 PRESCHOOL PROJECT	ECE	PAUL ANDRADE
SAD 60	DISTRICT WIDE SCHOOLS	SPECIAL EDUCATION COMPUTERS	SPED	PAUL ANDRADE
SAD 64	DISTRICT WIDE	LEADERSHIP SYMPOSIUM/SUPERINTENDENT	ST DEVT	LEONARD NEY
SAD 64	BRADFORD & HUDSON ELEM	ABC - READ TO ME	READING	JANET ALEXANDER
SAD 68	MORTON AVE & MAYO ST ELEM	P.A.S.S. VOLUNTEER PROGRAM	SC COM	LINDA SMITH
SAD 74	FIVE ELEMENTARY SCHOOLS	DIAGNOSTIC PRISCRPTIVE ARITHMETIC	MATH	SHARON BOTTESCH
SAD 77	CUTLER ELEMENTARY	PROJECT THINK	READING	MARTY LIVINGSTONE
UNION 104	SHEAD HIGH SCHOOL	HORIZONS EAST	G&T	ROMANTHA BUROW
UNION 43	HENRY L. COTTRELL SCHOOL	PROJECT EXTENSION	CUR DEV	JOHN SEILER
UNION 47	WOOLWICH CENTRAL SCHOOL	HANDS ON OUR PAST	CUR DEV	ANN PAINE
UNION 87	ASA C. ADAMS SCHOOL	GREENHOUSE	SCI	CHRISTOPHER CHILELLI
UNION 91	LYMAN WARREN + 2	EFFECTIVE INSTRUCTION	ST DEVT	KENNETH KINNEY
WINDHAM	MANCHESTER-ARLINGTON	"WINDHAM FOCUS"	CUR DEV	BRUCE GARROW

10. BLAINE HOUSE SCHOLARS PROGRAM

The Blaine House Scholars Program offers interest free loans to Maine school teachers and Maine high school graduates pursuing a postsecondary education. Twenty-five percent of the Blaine House Scholars monies is awarded to current, certified teachers who are currently employed in Maine public or approved private schools, and fifty percent is awarded to graduating high school seniors and high school graduates who are enrolled or are enrolling in a teacher preservice training program. The remaining twenty-five percent of this loan fund is for graduating high school seniors and high school graduates who do not choose to pursue a career in teaching.

The first cycle of the Blaine House Scholars Program attracted 1921 eligible applications. Of these applications, the selection committees awarded 93 teacher loans, 171 preservice training loans and 85 non-preservice loans. The award of these loans was based on academic merit, and the credentials of the recipients were most impressive.

Applications were received from every part of the state and the recipients represented every county.

Teacher recipients are currently attending summer school to upgrade their classroom skills and techniques. Student recipients will be entering the classroom in the fall '85 semester.

**BLAINE HOUSE SCHOLARS
PROGRAM**



**INTEREST - FREE
LOANS
FOR EDUCATION**

The Blaine House Scholars Program is an interest-free loan program established by the special session of the 111th Legislature for graduating high school seniors, college students and teachers. Recipients may borrow a maximum of \$1500 per year up to a total of \$6000. Student loans are competitive based on academic merit. Teacher loans are also competitive, and based on the relevance of the request to the individual's teaching career.

Who May Apply

Certified teachers currently employed on at least a half-time basis by a Maine public school or private school approved for tuition purposes.

High school seniors who are residents of Maine and who graduate from a Maine high school in the upper ½ of their class.

Graduates of Maine high schools who are currently enrolled in a posted secondary institution. Applicants must have graduated in the upper ½ of their high school class and be maintaining at least a 2.5 GPA on a 4.0 grade point scale.

Graduate Study

Only current, certified teachers as described above are eligible for graduate or continuing study.

Applications

Applications are available at Maine high school guidance offices and all college financial aid offices in New England. The filing deadline is February 15. Applications post-marked after that date will not be considered. It is the responsibility of the applicant to supply the appropriate information and transcripts requested on the application. The Department of Educational and Cultural Services takes no responsibility for applications which arrive late or incomplete.

The Blaine House Scholars Fund

Twenty-five percent of the fund is allocated to current Maine teachers. Fifty percent is for those high school seniors entering or college students enrolled in a teacher pre-service training program. Twenty-five percent is allocated to high school seniors and college students enrolled in other programs.

Renewal

A Blaine House Scholars loan recipient may automatically renew his loan by maintaining a 2.5 GPA and filing a renewal application prior to February 15.

Payment

Payment of awards is made directly to the institution at which the recipient is studying. Payment will be made within 60 days after notification from the school verifying that the recipient is attending classes. Post secondary students must be enrolled on a full-time basis as determined by the standards of the institution. Teachers may attend classes on a part-time basis.

Repayment

Each student recipient may cancel the total amount of the loan by completing four years of return service in a public or private school approved for tuition purposes or a state operated school. This repayment option can be accelerated to two years if the return service is conducted in a geographically isolated area or underserved subject area designated by the Commissioner.

If the recipient fails to use the return service option, the total debt must be repaid to the state within five years of graduation.

Teachers may have their loans cancelled by two years return service in a Maine public or private school approved for tuition purposes or a state operated school. If this service is performed in a designated underserved subject or geographically isolated area, the loan will be considered cancelled after one year return service. Failure to complete the return service option will necessitate total repayment of the loan within three years of graduation or completion of the courses for which the loan was awarded.

Where You May Study

You may use a Blaine House Scholars loan at a post-secondary institution offering two year, four year, or graduate level programs which lead to an Associate, Baccalaureate, Masters or Doctorate degree and vocational/technical institute offering at least a two year program of study beyond grade 12. This institution may be located within this state, another state or foreign country.



STATE OF MAINE

**Department of
Educational and Cultural Services
Higher Education Services**

STATE HOUSE STATION 119
AUGUSTA, MAINE 04333

Tel: (207) 289-2181

BLAINE HOUSE SCHOLARS PROGRAM



SUMMARY REPORT
1985

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I. Introduction

Enacted by the Special Session of the 111th Legislature, the Blaine House Scholars Program offers interest free loans to Maine school teachers and Maine high school graduates pursuing a postsecondary education. Twenty-five percent of the Blaine House Scholars monies is awarded to current, certified teachers who are currently employed in Maine public or approved private schools, and fifty percent is awarded to graduating high school seniors and high school graduates who are enrolled or are enrolling in a teacher preservice training program. Preference is given to those applicants studying in designated underserved subject areas. These areas are currently math, special education, computer science, and science. The remaining twenty-five percent of this loan fund is for graduating high school seniors and high school graduates who do not choose to pursue a career in teaching.

APPLICANT/RECIPIENT INFORMATION

Total Number All Applicants		1921
High School Senior - Pre-Service	292	
High School Graduates - Pre-Service	<u>225</u>	
Total	517	
High School Senior - Non-Pre-Service	978	
High School Graduates Non-Pre-Service	<u>297</u>	
Total	1275	
Teachers	129	

Total Number Loan Recipients		349
High School Senior - Pre-Service	85	
High School Graduates - Pre-Service	<u>86</u>	
Total	171	
High School Senior - Non-Pre-Service	58	
High School Graduates - Non-Pre-Service	<u>27</u>	
Total	85	
Teachers	93	
High School	47	
Junior High School	13	
Elementary	26	
K-12	7	

Total Number Not Receiving Loan	1572
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FUNDS EXPENDED

Total funds available - Pre-Service		\$250,000.00
High School Seniors	-	\$125,000.00
High School Graduates	-	<u>125,000.00</u>
		\$250,000.00

Total funds available - Non Pre-Service	-	\$125,000.00
High School Seniors		\$ 85,500.00
High School Graduates	-	<u>39,500.00</u>
		\$125,000.00

Total funds available - Teachers	-	\$125,000.00
Teachers	-	\$124,998.00
Total		\$499,998.00
		\$500,000.00
Balance		\$2.00

RECIPIENT PROFILES

The Blaine House Scholars Program attracted many fine candidates. The profile of the average awards recipient graphically points out that the State of Maine can be proud of its young people and education system.

The average high school senior entering a teacher pre-service training program was in the upper 94th percentile of his/her class and had an average combined SAT score of 1080. The average score of the highest subject area was 580. Of those students who had made a final decision on post secondary education, 60% will be studying in Maine.

The average of the grade point average of the college student enrolled in a pre-service program was 3.64. 78% of these students are attending post secondary institutions in Maine.

Of those high school seniors not enrolled in teacher pre-service training, the average recipient was in the upper 98th percentile of his/her class with an average combined SAT score of 1270 and average high subject area of 690.

Within this group, 26% had elected to study in Maine while 19% were undecided.

Among the currently enrolled post secondary students not enrolled in teacher pre-training programs, the average grade point average was 3.86. 51% of these recipients are attending school in Maine.

HIGH SCHOOL SENIOR PRE-SERVICE

AVG Class Percentile: 94

AVG High Subject SAT: 580

AVG Combined SAT: 1080

60% to Maine Post-Secondary Schools

HIGH SCHOOL SENIOR NON PRE-SERVICE

AVG Class Percentile: 98

AVG High Subj. SAT: 690

AVG Combined SAT: 1270

26% Maine Post-secondary

19% Undecided

HIGH SCHOOL GRADUATES PRE-SERVICE

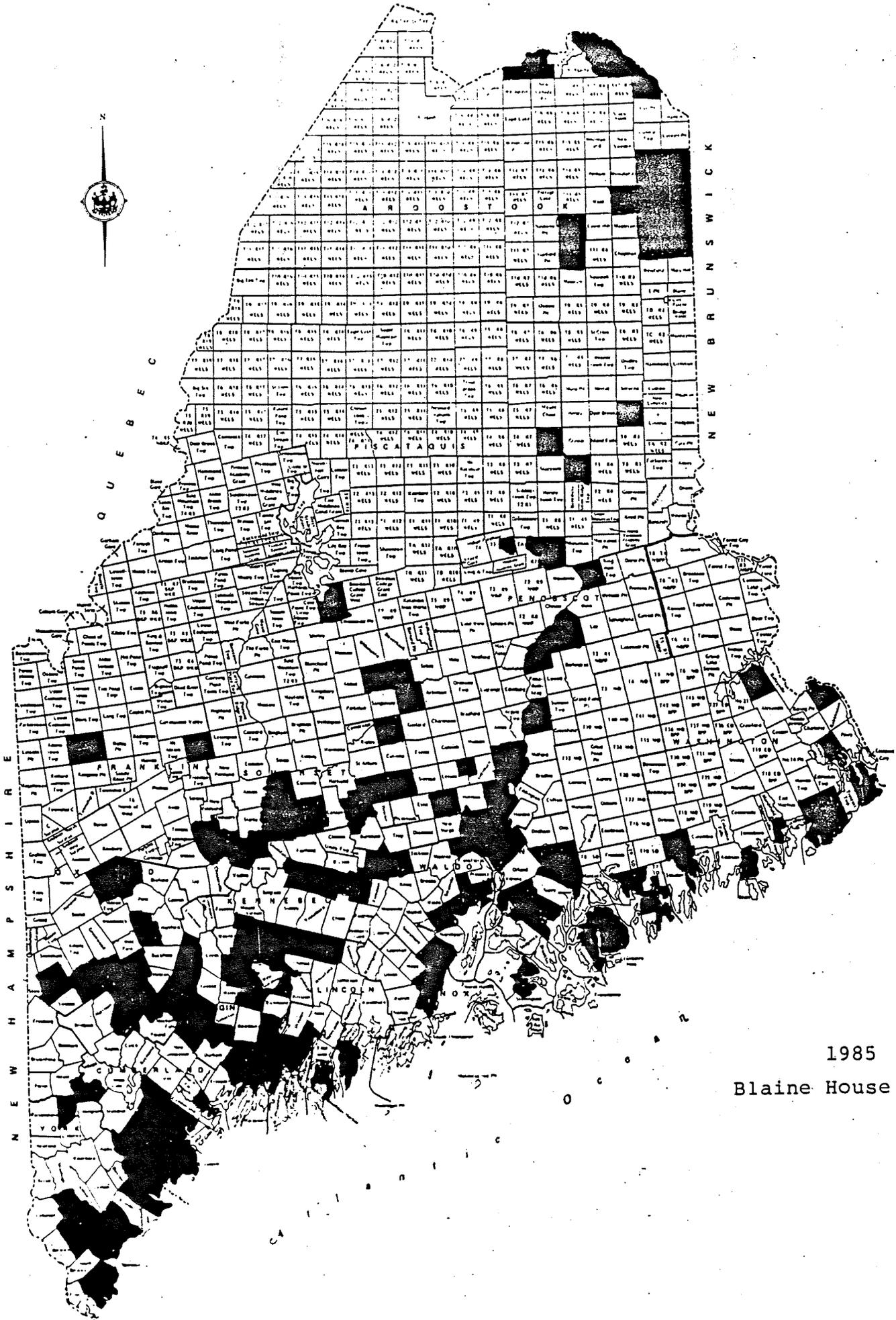
AVG GPA 3.64

78% Attending Maine Schools

HIGH SCHOOL GRADUATES NON PRE-SERVICE

AVG GPA 3.86

51% Attending Maine Schools



1985
Blaine House Awards

VI. Selection Process

The rules governing the Blaine House Scholars Program establish three (3) Selection Committees to review all eligible applications. These groups are chosen by the Commissioner on a state-wide basis and this year consisted of individuals from the education profession and included classroom teachers, guidance counselors, principals, superintendents, college professors, admissions directors, financial aid administrators and school board members.

Teacher applications were reviewed by a committee of five readers. Requests were rated in the following descending order: within the individuals' classroom/service area; not within that area but directly related to it; outside the individuals' area but within the education profession; and not related to educational career. Extra preference was given to those requests in the underserved subject areas. The committee then ranked them using the above criteria.

Applications from college students were reviewed by a committee of 10 individuals with the preservice and non-preservice being rated separately. Students' records were reviewed for GPA and academic awards, and placed in a descending rank order. As with teachers, preservice applicants in underserved subject areas were given preference.

High school senior applications were read by a committee comprised of 15 individuals. As with applications from college students, the preservice and non-preservice applications were read separately. Students were evaluated by their class standings, standardized test scores, academic awards and an evaluation of the students' program. This was not limited to what the individual school system had to offer but how the student made use of what was available to him. Again, as with the other classifications of applicant, preservice individuals were accorded preference if their request was in an underserved area.

VII. Additional Applicant Information

College Students Preservice

Applications received from 114 home towns.
Fifty-five (55) home towns represented by awards.
Twenty-three (23) colleges represented by awards.

89% of award recipients were female
82% of applicants were female
38% choose an underserved subject area
21 @ special education
7 @ math
8 @ science
1 @ computers
24% chose elementary education

High School Seniors Preservice

Applications received from 102 high Schools.
Fifty-three (53) high schools represented by awards.

80% of applicants were female
70% of awards were to female students
55% designated a desire to teach in an underserved area
29 @ math
3 @ computer science
7 @ special education
8 @ science
13% chose elementary education

High School Senior Non-preservice

Applications received from 135 high schools.
Forty-two (42) high schools represented by awards.

53% of the recipients were female
63% of the applicants were female

College Student Non-preservice

Applications received from 118 home towns.
Twenty-six (26) towns represented by awards.
Twenty (20) colleges represented by awards.
74% recipients were female
60% of applicants were female

Teacher Awards

Applications received from 63 towns
Fifty-two (52) towns represented by awards.
55% of awards went to female applicants
61% will be studying in-state
31% of awards in underserved subject areas

BLAINE HOUSE RECIPIENTS
BY COUNTY

*Current Teachers

Androscoggin

Kelley J. Angell
RR #2, Box 76
Turner, ME 04282
University of Maine/Farmington

Nancy E. Bedard
227 Cook St.
Auburn, ME 04210
Westbrook College

Donna L. Bell
21 Moody St.
Lewiston, ME 04240
University of Maine/Farmington

Michael R. Berube
77 Charles St.
Lewiston, ME 04240
St. Dominic Regional High School

Michelle G. Bosse
95 Cumberland Ave.
Lewiston, ME 04240

Paul R. Boucher*
148 Cook St.
Auburn, ME 04210
Gardiner High School

Elizabeth A. Eames
29 Lemay Ave.
Lewiston, ME 04240
Lewiston High School

Janis E. Flynn
15 Michaud Avenue
Lewiston, ME 04240
University of Maine/Farmington

Ethel A. Green*
12 Fourth Avenue
Mechanic Falls, ME 04256
SAD #17

Michael R. Leveille
8 Eustis Street
Lewiston, ME 04240
Westbrook College

Dennis R. Maron
85 Ste. Croix St.
Lewiston, ME 04240
St. Dominic Regional High School

Ann M. Palmer*
8 Hogan Rd.
Lewiston, ME 04240
Leeds Central School

Louise M. Paré
53 High St.
Lewiston, ME 04240
St. Dominic Regional High School

Darlene A. Parker*
RFD 3, Box 590
Stone Rd.
Auburn, ME 04210
Martel School

Debra A. Pellerin
185 Pond Rd.
Lewiston, ME
Lewiston High School

Pamela S. Quirrion
RFD #2, Box 795
Livermore Falls, ME 04254
University of Maine/Farmington

Michael J. Woodhead*
Box 28
West Minot, ME 04288
Mortello School

AROOSTOOK

Beth-Ann S. Alden*
11 Laurette Circle
Caribou, ME 04736
Hilltop School

Joela T. Beahm
Bog Rd., Box 163
Limestone, ME 04750
University of Maine at Farmington

Donald W. Cassidy
PO Box 268
Fort Fairfield, ME 04742
Fort Fairfield High School

Beth V. Daigle
RFD #2, Box 46
Fort Kent, ME 04743
Fort Kent Community High School

Priscilla P. Daigle*
PO Box 294
Fort Kent, ME 04743
Fort Kent Community High School

Lucinda L. Dunehew
150 Washburn Street
Caribou, ME 04736
University of Maine at Presque Isle

David R. Ezzy
19 Elm Street
Fort Kent, ME 04743
Fort Kent Community High School

Sharon L. Forest*
RR Box 143
Oakfield, ME 04763
Southern Aroostook Community School

Brenda H. Fortin
PO Box 236
Lille, ME 04749
Van Buren District

Louise A. Guerette
5 Legion Street
Madawaska, ME 04756
University of Maine at Farmington

Mary K.J. Guerrette
43-16th Avenue
Madawaska, ME 04756
Madawaska High School

Kevin R. Haley
7 1st Avenue
Fort Kent, ME 04743
Fort Kent, Community High School

Ellen D. Harper
RFD #2, State Park Road
Presque Isle, ME 04769
University of Maine at Farmington

Darren J. London
Box 1
Sherman Station, ME 04777
Katahdin High School

Danny R. MacDonald
RFD # Golden Gate Tr. Park
Lot 64
Caribou, ME 04736
University of Southern Maine

Rebecca A. MacWhinnie
45 12th Avenue
Madawaska, ME 04756
University of Maine at Farmington

Denise M. Madore
RFD #4, Box 399A
Caribou, ME 04736
Limestone High School

Thomas C. Martin
RFD #2, Box 1010
Old Rte. 161
Fort Kent, ME 04743
Fort Kent Community High School

Janice E. Michaud
33 No. Garden Circle
Caribou, ME 04736
Eastern Nazarene College

Ella (Vikki) Victoreen O'Connor*
HCR 65, Box 36-B
Sherman Station, ME 04777
Southern Aroostook Community School

Kevin P. Page
PO Box 301
Limestone, ME 04750
University of Maine at Farmington

Ann L. Parent
2 Cote Avenue
Van Buren, ME 04785
Van Buren District Secondary School

AROOSTOOK (Cont.)

Andrew L. Pelletier
RFD #1, Box 1306
Soldier Pond, ME 04781
Fort Kent Community High School

Ruth S. Plourde
RFD #1, Box 1420
Fort Kent, ME 04743
Fort Kent Community High School

Carol A. Post
Box 13, New Dunn Town Road
Washburn, ME 04786
Washburn District High School

Scott D. Richardson*
PO Box 351
Easton, ME 04740
Opportunity Training Center

Leland J. Roy
RFD #3, Box 1343
Fort Kent, ME 04743
University of Maine at Fort Kent

Kimberley A. Smith
23 Third, #2
Presque Isle, ME 04769
Univeristy of Miane at Prèsque Isle

Darlene M. St.Pierre
Van Buren Road
Limestone, ME 04750
Saint Joseph's College

John A. Tardif
PO Box 28
Grand Isle, ME 04.46
Madawaska High School

Rhonda M. Thombs
Bos 235
Ashland, ME 04732
Ashland community High School

Judith Workman*
131 West Main Street
Fort Kent, ME 04743
MSAD #27

CUMBERLAND

Stacie A. Capozza
RFD 2, Whiterock Drive
Gorham, ME 04038
Gorham High School

Chris P. Chapman*
PO Box 816
Brunswick, ME 04011
Mt. Ararat School

Matthew A. Cobb
495 Ocean House Road
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University of New Hampshire

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HCR 69, Box 368
Cutler, ME 04626
Washington Academy

Jeanette M. Driscoll*
76 Garfield St.
Calais, ME 04626
Union #106

Robin L. Dupont*
RFD 318A
Milbridge, ME 04658
Narraguagus High School

Clayton L. Hall*
Rt. 1, Box 131
Machias, ME 04654
Rose M. Gaffney School

Martin P. Jessiman
Rt. 1, Box 78
Whiting, ME 04691
Bowdoin College

Dana W. Kadey*
Princeton, ME 04668
Calais Schools

Cheryl A. Knox
RFD Box 88
Pembroke, ME 04666
Washington Academy

Beverly M. McCurdy*
9 High Street
Machias, ME 04654
Rose M. Gaffney School

Deborah A. Reinhardt*
RFD 1, Box 242W
Jonesport, ME 04649
Jonesport Elementary School

Frances M. Smith
Box 37
Cherryfield, ME 04622
Narraguagus High School

George N. Toles
150 Dixie Road
Lubec, ME 04652
Lubec High School

Deborah G. Wood
89 Court Street
Machias, ME 04654
Rose M. Gaffney School

YORK

Janet L. Bertrand
15 Breton Ave.
Sanford, ME 04073
University of Maine/Farmington

Deborah L. Brock*
58 Highland St.
Biddeford, ME 04005
Biddeford School Department

Rebecca L. Cretaro*
90 Cascade Rd.
Old Orchard Beach, ME 04064
Thornton Academy

Melissa S. Damon
36 Farview Drive
Sanford, ME 04073
Sanford High School

Barbara L. Desrochers
RFD #2, 1 Creation Lane
York, ME 03909
York High School

Janel L. Farnsworth
RFD 2, Box 1113
Wells, ME 04090
Wells High School

Lawrence D. Frank
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Saco, ME 04072
Old Orchard Beach High School

Richard G. Hawes*
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Thornton Academy

Robert P. Hewes
38 Summer St.
Saco, ME 04072
University of New Hampshire

Jill A. Humphrey
P.O. Box 63
Cornish, ME 04020
Saco Valley High School

Audrey L. Jackman
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Ocean Park, ME 04063
Old Orchard Beach High School

Kimberly A. Joy
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Kennebunk, ME 04043
Kennebunk High School

Michael S. Labbee
RR1, Box 114
No. Berwick, ME 03906
Noble High School

Diane M. Larochele
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Old Orchard, ME 04064
Old Orchard High School

Russell J. Libby
RFD #1, Box 634
West Buxton, ME 04093
Bonny Eagle High School

Barbara McAllister*
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Biddeford, ME 04005
Old Orchard Beach Schools

Diane E. Moore-Holbrook
RR #2, Box 464
Kezar Falls, ME 04047
Porter School

Joyce M. Moseley
RFD #1, Box 194
W. Buxton, ME 04093
Eastern Nazarene College

Donna M. Nadeau
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Biddeford High School

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York High School

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York Middle School

11. STATEWIDE STUDENT ASSESSMENT AND TEACHER QUALIFYING EXAMS

The primary responsibility of the newly created Division of Assessment is to develop and conduct a state-wide assessment of 4th, 8th and 11th grade students in Maine on a yearly basis. The following represents the status and progress towards meeting the stated goals of developing and conducting an annual assessment:

1. The Division of Assessment is fully staffed based upon authorized allocations.
2. Approximately 125 professional educators are serving on 12 committees. These educators represent a wide spectrum of the educational establishment in Maine. Their task has been to develop objectives, select items and recommend reporting procedures.
3. A contract has been awarded to Advanced Measurements Systems, Inc., for test construction, administration, scoring and reporting.
4. Advanced Systems, in concert with the Division of Assessment and various committees, is on schedule to conduct the first round of assessment at the 8th grade level in November, the 4th grade level in February, and the 11th grade level in April.
5. Students in 4th, 8th, and 11th grade will be assessed annually in reading, writing, mathematics, science, social studies, and humanities.

The Division of Assessment will provide the following reports:

1. State profile report that annually assesses the general academic performance of Maine's elementary and secondary students and general educational trends in Maine's School.
2. School profile reports that assesses student achievement in participating districts and schools.
3. School staff reports that provide teachers with assessment achievement results for individual classrooms.
4. Parental reports that provide parents with information about the achievement of their children

The Division will work closely with all divisions within the Department and with the Division of Instruction in particular, to use assessment results to improve the quality of instruction and effectiveness of Maine's schools.

The Division is also responsible during a transition period of three years for conducting a validating study that will establish a standardized qualifying examination for teachers seeking initial certification in the State of Maine. The core battery from the

National Teacher Exam will be administered in Maine on September 14, 1985, at two sites; on October 26, 1985, at 4-5 sites in Maine plus a national administration; on April 5, 1986, at 2-3 sites and a national administration, and on August 9, 1986, at two sites in Maine. Based upon the validation study, qualifying scores will be established by June 30, 1988.

12. SCHOOL APPROVAL AND GRADUATION REQUIREMENTS

A widely representative group of educators was enlisted in the late fall of 1984 and first convened in January of 1985 to write draft rules designed to support the newly created statutes relating to basic school approval (Chapter 125) and instructional requirement and graduation standards (Chapter 127). After many meetings, this writing committee produced the draft rules which then went to eight public hearings and information gathering sessions at different locations across the state.

The rules have undergone a continuous re-writing and editing from the outset. The State Board of Education, the Commissioner, S.I.G. (Strategic Implementation Group) and Department staff were heavily involved in the documents that were prepared for a final statewide hearing that was held at the Augusta Civic Center on July 9, 1985. Final revisions resulting from public oral and written testimony received at the July 9th hearing, including the 10 day period following the hearing, were considered and prompted additional editing. A final draft review was held July 22nd by the Commissioner and the State Board of Education. Revisions were made and the documents ordered printed.

A most significant feature of the school approval document is the inclusion of an annual school improvement plan, which will provide the Commissioner with profile information which will assist in the annual January report to the Governor and legislature. Instructional requirements have also been significantly broadened and strengthened.

PROPOSED RULE

05-071 DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
[STATE BOARD OF EDUCATION/COMMISSIONER]

Chapter 125 BASIC APPROVAL STANDARDS: PUBLIC SCHOOLS AND SCHOOL UNITS

SUMMARY: This rule establishes school approval standards governing the school administrative units and public schools of the state and adopts procedures for ascertaining compliance with all applicable legal requirements, as authorized by Title 20-A, chapter 206.

Section 1. General Provisions

125.01. GENERAL OBJECTIVES

This rule establishes the substantive school approval standards pertaining to school administrative units and public schools under the direction of school boards of the state. Its intent is to provide a framework for planning and growth with local flexibility as influenced by local conditions. This rule establishes procedures for comprehensive reviews of units and schools by which the Commissioner will determine compliance with applicable standards and methods of enforcement for ensuring compliance.

125.02. DEFINITIONS

Commissioner: "Commissioner" shall mean the Commissioner of Educational and Cultural Services or a designee.

Department: "Department" shall mean the Department of Educational and Cultural Services.

Student records: "Student records" shall mean those records which are directly related to a student and are maintained by a school or a party acting for the school.

Elementary school: "Elementary school" shall mean that portion of a school that provides instruction in any combination of kindergarten through grade 8.

Instructional day: "Instructional day" shall mean a school day during which both students and teachers are present.

Instructional time: "Instructional time" shall mean that portion of a school day devoted to the teaching-learning process, but not including extra-curricular activities, lunch time or recess. Time spent on organized field trips related to school studies may be considered instructional time, but the instructional time counted for extended field trips shall not exceed a normal school day for each day of the field trip.

Kindergarten: "Kindergarten" shall mean a one or two-year childhood education program immediately prior to grade one.

Probation: "Probation" shall mean a specified period of time in which a school administrative unit must take corrective action to comply with this chapter.

School: "School" shall mean an individual attendance center within a school administrative unit.

School administrative unit: "School administrative unit" shall mean the state-approved unit of school administration.

School day: "School day" shall mean a day on which school was in operation as an instructional day and/or teacher in-service day.

Secondary school: "Secondary school" shall mean that portion of a school that provides instruction in any two consecutive grades 9 through 12.

Teacher: "Teacher" shall mean any certified employee who is regularly employed for the instruction of students in a school.

Teacher in-service day: "Teacher in-service day" shall mean a school day during which teachers and professional staff report for work, but students are not present for instruction. These days may include in-service educational programs, administrative meetings, parent-teacher conferences, record-keeping duties, curriculum preparation, and other similar activities related to the operation of school programs.

Section 2. Basic School Approval Standards

125.03 GENERAL REQUIREMENT

Each school unit and the elementary and secondary schools within it shall meet all requirements of Title 20-A, Maine Revised Statutes, other statutes and rules applicable to the operation of public schools, and the requirements of this rule.

125.04 INSTRUCTIONAL PROGRAM REQUIREMENTS

Each elementary and secondary school shall provide courses of study which comply with the statutory requirements of Title 20-A, chapter 207-A and rules of the Commissioner. Each school shall have a written curriculum approved by the commissioner.

125.05 INSTRUCTIONAL TIME

A. School Year

At least 175 school days shall be used for instruction for all students. In meeting the requirement of a 180-day school year, the school unit may use up to five days as teacher in-service days.

B. School Week and Instructional Days

A school week is the five days Monday through Friday. A school need not be in session the same number of hours each day provided that the total amount of instructional time in the school week is a minimum of twenty-five hours and that each school day is a minimum of three hours in length. Exceptions occur when there are holidays or when schools are closed because of inclement weather or other extenuating circumstances. Plans to use school days of varying numbers of hours must be addressed in the School Improvement Plan. Scheduled instructional days of less than five hours must include staff development activities, parent teacher meetings, or other planned activities as approved by the commissioner.

The daily session for students in kindergarten shall be a minimum of two and one-half hours.

Days scheduled for less than a full school day before vacations may be counted for no more than a half day.

Alternative programs within elementary and secondary schools may operate for fewer hours than regular programs with the approval of the commissioner.

In-service days for kindergarten teachers shall be scheduled so that the number of sessions for children is equal to the number of required instructional days.

125.06 SCHOOL CALENDARS

Each school administrative unit shall adopt a school calendar which must be filed with the Commissioner of Education on or before July 1 prior to the next school year. The calendar shall include all instructional days, scheduled teacher in-service days, and other planned activities, and the date for high school graduation, where applicable. High school graduation shall be scheduled after the end of the 175th instructional day and shall remain fixed, unless a change of date is approved by the commissioner. Each school unit shall attach its policy for scheduling make-up days with the school calendar.

The following days may not be scheduled as instructional or teacher in-service days: Patriots Day (third Monday in April); Memorial Day (last Monday in May); Independence Day (July 4); Labor Day (first Monday in September); Columbus Day (second Monday in October); Veteran's Day (November 11); Christmas Day (December 25); Thanksgiving Day, or any other day as designated by the Governor.

125.07 CANCELLATIONS AND SHORTENED SCHOOL DAYS

A. Cancelled School Days

Scheduled school days cancelled due to unforeseen circumstances beyond the control of school officials must be rescheduled to meet the minimum requirements of the school year. Legal holidays may not be used for make-up days.

B. Rescheduling

Acceptable methods of rescheduling cancelled days are as follows:

- (1) rescheduling and/or shortening of scheduled vacation periods.
- (2) postponing of the scheduled closing date of school.
- (3) conducting classes on Saturday.

School administrative units may not schedule make-up time as an extension of another school day. This does not, however, preclude the counting of a specific calendar day as one-half an instructional day and one-half a teacher in-service day.

If it becomes necessary to shorten an instructional day because of unforeseen circumstances which involve student health or safety, a full day may be counted provided the school has been in session for more than one-half of the scheduled school day, but not less than two and one-half hours of

instructional time. Whenever the school has assembled its students but is unable to remain in session for less than one-half day due to unforeseen circumstances which involve student health or safety, that portion of time may be counted as one-half of a school day.

125.08 WAIVER OF MINIMUM YEAR

A. Commissioner's Authority

The Commissioner may, at his discretion, waive the minimum school year. Waivers may be granted only after school officials have exhausted all reasonable avenues for making up lost school days and only in extreme emergencies.

B. Request for Waiver

Any request for a waiver of the minimum school year must be made in written application by the school board. The application for waiver shall include a copy of the unit's school calendar and a statement explaining the request for a waiver. The application shall also include documentation of all efforts to reschedule classes to meet legal requirements and reasons why such rescheduling is not possible or practicable.

Where an individual school is forced to close while all others in the school unit remain open, the school may be granted a waiver by the Commissioner when (1) the period is for a short term; (2) the majority of schools which serve the majority of the student population in the school unit has met the minimum number of days required by statute; and (3) it is not practicable for economic or educational reasons to reschedule the cancelled instructional days. Such waivers will be considered in light of the statutory requirement that school units must give "as nearly as practicable" the same length term in all its schools.

125.09 EXTENDED SCHOOL YEAR

A. Approval of Extended School Year

If a school board intends to adopt a school year of more than 190 days, it must have the approval of the commissioner.

B. Procedure

The superintendent, with the approval of the school board, shall submit an application to the Commissioner for approval of an extended school year. Such application shall be submitted by May 1 of the preceding school year.

The application shall include the following information:

- (1) Specific reasons for the adoption of an extended school year
- (2) Cost projections

- (3) Provision for an evaluation of the extended school year program
- (4) Evidence that at least one public hearing was held on the topic by the school board if the extended school year includes instructional days or other required attendance of students.

125.10 SCHOOL FACILITIES

A. Construction

Construction of new school buildings, additions, and major alterations shall be in accordance with state board rules governing the construction of new projects.

B. Health and Safety Requirements

All school facilities, which shall include buildings grounds and equipment necessary for the provision of instructional programs shall be operated and maintained in safe, healthful, and sanitary condition.

School facilities shall be in compliance with all applicable health and safety laws and regulations including the Life Safety Code of the Department of Public Safety, the State Plumbing Code adopted by the Department of Human Services and applicable regulations of the Department of Labor. Each building shall maintain proper documentation to demonstrate conformity with applicable state and local fire, health, and safety codes.

If the building gets its water from a private source, the water must be tested annually in accordance with Title 22, sec. 2604.

Schools shall be inspected by the State Fire Marshal, or other authorized personnel, and the Department of Labor at least once every five years. The school board shall cause any deficiencies to be corrected.

The sanitary conditions of each school shall be inspected annually. The school board shall cause any deficiencies to be corrected.

Each room used for instructional purposes shall have sufficient air changes to produce healthful conditions and to avoid odors, accumulation, or concentrations of toxic substances or dust particles. Temperatures shall be kept at a level which provides a comfortable environment for employees and students.

Each school building shall be provided with an adequate number of clean toilets which shall be of the flush water type and connected to a sewer, filter bed, septic tank, or of another design approved by the Department of Human Services. Toilets shall be installed so that privacy, cleanliness and supervision are assured and shall be kept free from all markings. Each school board shall provide for the cleaning and repair of toilet facilities.

Toilet rooms shall include wash sinks which are connected to an adequate, pressurized, water supply.

Except where authorized by the Commissioner, in geographically isolated schools, toilet facilities for staff members shall be separate from those for students.

Drinking water from sanitary fountains shall be available in each school.

C. Adequacy of Facilities

School facilities shall have adequate space with respect to student enrollment, the instructional program, and essential administrative and supporting services.

Schools shall provide adequate space for recreation and physical education.

Storage space shall be provided so that materials and equipment may be securely stored in a space other than in student instructional areas.

Each classroom or laboratory shall be adequate to serve the specific purpose for which it is intended and shall have sufficient area to accommodate each student.

125.11 GRADE AND PROGRAM ORGANIZATION

A. Elementary School

An elementary school shall be any organization of grades K - 8. The school organization shall facilitate the school's instructional objectives.

B. Junior High School

A junior high school is a school which maintains a diversified course of study approved by the Commissioner in any combination of two or more grades 6 through 9. A junior high school may be maintained in connection with or as part of an approved secondary school.

C. Secondary School

A secondary school is a school which maintains at least one diversified course of study and includes at least two consecutive grades 9 through 12.

125.12 SCHOOL STAFFING

A. General Requirements

Each school unit shall employ a sufficient number of professional personnel to deliver the approved instructional program.

B. Superintendent

Each school administrative unit shall employ a certified superintendent of schools. The superintendent shall devote full time to the duties of the position except in the following situations:

- (1) Approval has been given by the Commissioner for the superintendent to serve simultaneously as a supervising principal.
- (2) The superintendent's duties in a geographically isolated unit are performed by an agent appointed by the Commissioner.

Where a school administrative unit fails to appoint a superintendent, an agent approved by the commissioner may be selected for this purpose.

In instances where a school administrative unit is determined to be remote and cannot practically be combined with another school unit in a union or district, the Commissioner may appoint an agent to serve in the capacity of superintendent.

C. Principal

A certified principal shall supervise the operation and management of each school under policies established by the governing school board.

D. Attendance Officer

Each school administrative unit shall annually appoint an attendance officer to fulfill the duties specified in the compulsory attendance law.

E. Professional Staff

Professional staff members shall hold all certificates appropriate to their assignments and any state licenses required by law.

F. Auxiliary Staff

Auxiliary staff, including para-professional classroom aides and assistants and bus drivers, shall meet all applicable state requirements.

125.13 MINIMUM SCHOOL SIZE

Where a school administrative unit operates a secondary school of fewer than 100 students or an elementary school of fewer than 10 students, it shall annually evaluate whether it is necessary or profitable to maintain the school. The procedures set forth in Title 20-A, Chapter 202 shall be followed.

125.14 STAFFING: STUDENT-TEACHER RATIOS

A. Kindergartens

No kindergarten class shall exceed a 25-1 pupil-teacher ratio.

B. Grades 1-8

The pupil-teacher ratio in each grade in grades 1-8 shall not exceed 25-1. A higher ratio may be allowed for non-traditional scheduling or large group instruction. Notwithstanding the 25-1 ratio, the commissioner may require that a class size be reduced in instances where the physical facilities or equipment may pose a threat to the health or safety of students.

C. Grades 9-12

The pupil-teacher ratio in each classroom in grades 9-12 shall not exceed 30-1 over the course of a semester. A higher ratio may be allowed for non-traditional scheduling or large group instruction. Notwithstanding the 30-1 ratio, the Commissioner may require that any class size be reduced where the physical facilities and equipment may pose a threat to the health or safety of students.

D. Exceptions

In cases of unexpected large enrollments, the maximum ratio for elementary and secondary schools may be exceeded for up to 45 calendar days at the discretion of the school administrative unit. If the enrollment problem remains unresolved, the request for a student-teacher ratio waiver must be made in writing to the commissioner by the superintendent prior to the end of the 45 day grace period.

Other exceptions to the above mentioned student-teacher ratios may be granted by the commissioner when an excessive hardship exists due to limited financial, physical, or human resources. This request for a student-teacher ratio waiver must be made in writing to the commissioner by the superintendent at the time the hardship is recognized.

125.15 STUDENT ASSESSMENT AND EVALUATION

A. State-wide Assessment Program

Each school unit shall participate in the state-wide assessment of student progress as required by Title 20-A, Sections 5201-6207, and applicable rules of the Commissioner.

B. School Evaluation Policies

Each school unit shall establish a policy for the assessment of student abilities and achievements and shall identify evaluation instruments and procedures to be used.

The academic performance of all students shall be assessed by teachers on a regular basis, but not less than once each quarter. A summary of student assessment shall be sent to parents at least once each quarter.

Each school unit shall schedule at least one meeting during the school year between parents and school personnel.

C. Curriculum Evaluation

School units will demonstrate how student assessment data are used (or are to be used) to evaluate, develop, and improve school instructional programs.

125.16 GUIDANCE AND COUNSELING

Student guidance and counseling services shall be available to all students in grades K through 12. A plan for providing services shall be developed as part of the School Improvement Plan and shall be a coordinated effort among members of the professional staff. The plan shall give attention to the following goals:

- (1) Include program activities and services designed to enable students to maximize their learning potential and to develop the knowledge, skills and abilities necessary for career planning.
- (2) Prepare students to participate effectively in their current and future educational programs.
- (3) Assist students in dealing with human relationships, societal values, decision making skills and personal development.
- (4) Encourage parental involvement.

- (5) Assist students in exploring and preparing for further education or training.
- (6) Provide information to students, parents, staff, and community as related to guidance services and appropriate referral sources.
- (7) Develop and implement standards for guidance program evaluation.

125.17 SCHOOL HEALTH SERVICES AND SAFETY PROCEDURES

A. School Health Services

Each school unit shall establish school health services which meet all applicable statutory requirements and rules of the Department and the Department of Human Services.

No child shall be enrolled or allowed to remain in school who is not in compliance with provisions of the School Immunization Law, Title 20-A, sec. 6351, and rules of the Commissioner and of the Department of Human Services.

Each child shall be screened by designated personnel for vision and hearing deficiencies in accordance with Title 20-A, sec. 6451, and rules of the Commissioner.

Children in grades 5-8 shall be screened for scoliosis in accordance with Title 20-A, sec. 6452, and rules of the Department of Human Services.

The school administrative unit shall inform the parent of a student suffering from a disease or defect in accordance with MRSA 20-A, §6453.

Employees of the school unit shall comply with provisions of the Tuberculosis Testing Law, Title 20-A sec. 6551, and rules of the Department of Human Services.

B. Emergency Procedures

Written procedures for emergency fire drills shall be posted in all buildings. Fire drills shall be held eight times annually in accordance with the requirements of the Life Safety Code. Results shall be recorded and deficiencies noted and corrected. Staff members shall receive an annual orientation in this procedure.

Each school shall have immediate access to a telephone or other means of electronic communication. The numbers of local fire, police and emergency services shall be conspicuously posted on or near all telephones.

Each school shall have first-aid medical supplies available for the treatment of minor injuries.

Each school shall distribute to all staff members a written procedure governing the handling of serious health emergencies, including accidents. Staff members shall receive an orientation in this procedure.

C. Safety Procedures

Systematic procedures for the safe operation of all school equipment shall be established; appropriate instruction in the use of equipment shall be provided for staff. All equipment shall be periodically inspected according to a written safety procedure. Results shall be recorded and deficiencies noted and corrected.

Instruction in safety pertaining to all potentially dangerous activities conducted in school programs such as industrial arts, physical education, fine arts, and science laboratories shall be the duty of teachers assigned to the programs.

All persons shall wear industrial quality eye protective devices which have been sanitized prior to use, when exposed to dangerous activities in:

- (1) vocational and industrial shops or laboratories involving the use of hot molten metals; the milling, sawing, turning, grinding, cutting or stamping of any solid materials; the heat treatment, tempering or kiln firing of any metal or other materials, including gas or electric arc welding; the repairing or servicing of any vehicle; or the use of caustic or explosive materials.
- (2) chemical or combined chemical-physical laboratory work, including the use of acid, caustic or explosive chemicals or hot liquids or solids.

Industrial quality eye protective devices shall meet the standards of the U.S.A. Standards Institute Safety Code for Head, Eye, and Respiratory Protection, Z87.1-1968, adopted by the U.S.A. Standards Institute.

125.18 SCHOOL LUNCH PROGRAMS

Each school administrative unit shall provide meals for students in accordance with the provisions of Title 20-A, secs. 6601 - 6603, and applicable rules.

125.19 RECORDS

A. Student Records

Each school unit shall maintain accurate and up-to-date attendance, health, and academic records on each enrolled student. Records shall be entrusted to designated personnel who shall be knowledgeable in the confidentiality provisions applicable to the records. All records shall be stored in appropriate storage facilities and safeguarded from unauthorized access.

Upon request of the parent or school officials, a student's educational records shall be forwarded to any approved school in which the student is enrolled.

A record of the high school transcripts of all former students shall be kept in perpetuity by each school unit.

B. Parental Access Rights; Confidentiality

Each school unit shall adopt a policy describing the access rights of parents, students and educational personnel to student records and the applicable confidentiality rights of parents and students.

Student records shall be made available to the parents or student of majority age for inspection and copying.

A copy of the policy shall be posted in each school and parents shall be notified annually of the policy. The school unit shall maintain records in accordance with Title 20-A, sec. 6001.

C. Roster of Students in Equivalent Instruction.

The superintendent of each school unit shall maintain a roster of all students eligible to attend school within the school unit who have been excused for equivalent instruction.

D. Personnel Records

A school administrative unit shall maintain records in accordance with MRSA 20-A, sec. 6101.

E. Financial Records

Financial records shall be in accordance with accepted accounting practices and such requirements as may be prescribed by the Commissioner.

125.20 REPORTS

To maintain approval status of the school administrative unit, the superintendent of each unit shall annually submit reports to the Commissioner as required by applicable law and regulation and as determined by him to be necessary. Except for ad hoc reports which may be required during a school year, the required reports shall be summarized in an annual Administrative Calendar published by the Department and distributed to all superintendents prior to the school year.

125.21 LIBRARY FACILITIES

A. Elementary Schools

Each elementary school shall maintain a library-media program which affords access to books and materials which supplement and complement the regular textbooks and instructional materials.

B. Secondary Schools

Each secondary school shall have a central library area.

Each secondary school shall maintain and keep up to date a card catalog or its equivalent of all library resources.

C. Elementary and Secondary Schools

The School Improvement Plan shall address updating and maintaining library resources.

The library resources shall be accessible to all students during school hours.

125.22 INSTRUCTIONAL MATERIALS, APPLIANCES AND APPARATUS

Each school unit shall provide all instructional materials and equipment necessary for the instructional program free of charge to students.

Equipment of a personal nature need not be provided by the school.

The system of textbook selection and other instructional materials shall be established by the superintendent with the assistance of the professional staff and approved by the school board. Textbooks shall be up-to-date. Social studies and science textbooks should not be older than five years unless up-to-date supplemental instructional materials are also available.

Each school shall maintain specialized materials and supplies to support instruction in each subject area.

125.23 SCHOOL IMPROVEMENT PLAN

A. Purpose

The purpose of a School Improvement Plan is to promote excellence in the schools of the state through a process of long-range planning. The superintendent of each unit or a designee shall have charge of the on-going school improvement process in each school unit. Each school administrative unit shall submit a School Improvement Plan that includes attention to the needs of each school within the school unit, including vocational education programs. The process shall result in adoption by the school board of the School Improvement Plan by July 1, 1986.

B. Development of the School Improvement Plan.

- (1) The School Improvement Plan process shall include a comprehensive assessment of needs, the establishment of goals, action strategies and evaluative criteria to assess attainment of goals.
- (2) The assessment of needs and the setting of goals shall reflect current educational research and practices as they relate to student achievement, curriculum and program, and school personnel.
- (3) The School Improvement Plan shall incorporate the requirements and/or recommendations of the state.
- (4) Teachers, administrators, citizens, board members and, as appropriate, pupils shall be actively involved in developing the plan.
- (5) Areas to be addressed:
 - a. The mission of the school.
 - b. The written curriculum.
 - c. The time used for instruction.
 - d. Staffing in relation to program offerings and the size of the pupil population.
 - e. The physical facility as it relates to program and services.
 - f. Instructional equipment and library resources.
 - g. The organization of school relative to grade levels and program offerings.

- h. The procedures used for student assessment and evaluation.
- i. Student personnel services, including, but not limited to, guidance, special education and remedial programs.
- j. The record-keeping and reporting procedures.
- k. The established goals and objectives for meeting pupil needs.
- l. The school's disciplinary, homework, attendance, and promotion policies.
- m. The school's written staff development plan which is consistent with established school goals and includes ways to strengthen the recruiting, training, and retaining of staff.
- n. The written staff evaluation and supervision plan which includes professional support for teachers and administrators.
- o. Instructional leadership within the school administrative unit.

C. Implementation of the School Improvement Plan

A proposed school improvement plan shall be on the agenda of at least one special meeting of the school board; the board shall invite participation and discussion by parents, citizens, staff, and students. After receiving comments on the proposed plan, the school board shall review the proposal, make any modifications deemed appropriate, and adopt a final plan.

D. Annual Update of the Plan

Each school administrative unit shall annually update its School Improvement Plan. It shall be the responsibility of the school board to report the ongoing school improvement process and the updated plan annually to the citizenry. Citizen recommendations shall be considered prior to final adoption of the School Improvement Plan updated by the school board.

E. Filing The School Improvement Plan with the Department

- (1) All school board-approved plans shall be submitted to the Department by September 30, 1986.
- (2) Annual updates will be submitted to the Department by September 30th in subsequent years.
- (3) The Department shall be notified in the annual update of substantive change in the following areas:
 - a. Program of studies
 - b. Facilities
 - c. Certified teaching staff
 - d. Number of pupils
 - e. Administration
 - f. Student achievement

Section 3. Procedural Requirements

125.24 GENERAL PURPOSE

This section establishes procedures for obtaining initial approval status, conducting periodic comprehensive reviews, and the filing of applications for approval standards. These procedures are the responsibility of the superintendent.

125.25 INITIAL APPROVAL PROCEDURES

A. Applicability

No school administrative unit may operate a new school without obtaining initial approval from the Commissioner. A new school shall include any facility newly constructed, leased or bought for school purposes, or any school closed for a year or more which is reopened.

A school unit seeking initial approval status for any school shall make this intention known to the Department in writing on or before nine months prior to the school year. School units which have received school construction awards from the State Board of Education shall be deemed to have met this requirement.

Application for initial approval status shall be made on forms provided by the Commissioner. The superintendent of the school unit is responsible for supplying all information necessary for a determination that the school is entitled to initial approval. The application form must be signed by the superintendent of the school administrative unit in which the school is located certifying that the form contains information that is accurate at the time of reporting.

Prior to receiving initial approval from the Commissioner, the facility shall be approved for safety by the State Fire Marshal and certified as sanitary by the Department of Human Services.

Two months prior to the initial opening the applicant school must arrange for an on-site inspection by representatives of the Department.

Initial approval status shall be awarded when the Commissioner determines that the school is likely to comply with all approval standards.

Upon obtaining initial approval by the Commissioner, the school unit shall be entitled to operate the school and to receive state subsidy aid to which it is otherwise entitled.

By October 15th of the year of initial approval, representatives of the Department shall visit the school while it is in session to determine if all applicable school approval standards are being met. If school approval standards are not being met, initial approval status shall continue until compliance is determined or until the end of the school year, whichever is the earlier date.

125.26 CONTINUED APPROVAL STATUS

To maintain continued approval status for the school unit and all schools within it, the superintendent shall submit timely completed annual school reports to the Commissioner. Failure to submit timely required reports shall

be grounds for probationary status and may result in a finding of non-compliance by the Commissioner and the assessing of appropriate penalties authorized by law.

125.27 COMPREHENSIVE SCHOOL REVIEWS

A. Scheduling of Comprehensive Reviews

At least once in each five-year period, the Department shall conduct a comprehensive review of the schools of each school administrative unit. The findings resulting from this review shall be the basis for determining whether the unit and/or any school within it is in compliance with school approval standards.

The schedule of comprehensive school reviews shall be established by the Commissioner and published prior to the school year in which such reviews will occur. The yearly schedule shall include school units in the various geographic areas of the state. Superintendents may apply for scheduling prior to July of the preceding school year, but the final selection shall remain at the discretion of the Commissioner.

Comprehensive reviews of school units shall be coordinated, to the extent practicable, with program reviews of vocational education, special education, and other specialized state or federal program reviews.

B. Inspections

When petitioned for an inspection of one or more schools in a school administrative unit pursuant to Title 20-A, Sec. 258-A, the Commissioner may schedule a comprehensive review as soon as practicable or conduct a more limited inspection.

125.28 PROBATION

Any school which is determined by the Commissioner not to comply with applicable school approval standards shall be placed on probationary status. Failure to submit timely School Approval Reports shall result in probationary status.

The Commissioner shall notify in writing the superintendent responsible for any schools placed on probationary status and shall include a statement of the reasons for probationary status.

Representatives of the Department shall meet with the superintendent and shall determine a reasonable deadline for achieving compliance with school approval standards. This procedure shall not apply to required financial reports; failure to submit timely financial reports shall result in a withholding of state subsidy in accordance with Title 20-A, Section 0801-A.

A school or school unit on probation shall be required to file with the commissioner an acceptable written plan of corrective action. Failure to file a required plan of corrective action shall result in enforcement action by the Commissioner, pursuant to section 29 of this rule.

The Commissioner shall reinstate approval status upon a determination of compliance with school approval standards.

125.29 ENFORCEMENT MEASURES

A. Notice of Failure to Comply

The superintendent of any school or school unit which fails to meet school approval standards by the established deadline shall be notified in writing of pending enforcement action by the Commissioner. Such notice shall include a statement of the laws and regulations with which the school or unit fails to comply.

B. Penalties

School administrative units failing to comply with school approval standards shall be given notice and the opportunity for a hearing. The Commissioner may withhold state subsidy and other state funds from a school unit until compliance is achieved.

If compliance is not achieved within a time determined by the Commissioner, the Commissioner may refer the matter to the Attorney general for legal action.

Section 4. Effective Date for Compliance

125.30 DEADLINES FOR COMPLIANCE

All schools and school units shall meet the school approval requirements established in this rule by August 1, 1986. Specific requirements otherwise established by statute shall take effect as specified.

125.31 WAIVER OF DEADLINE

The Commissioner may grant up to two additional years until August, 1987, for compliance with any provision of the Education Reform Act of 1984 (P.L. 1984 c. 859) and of this rule where he has determined a school unit would face undue financial hardship.

BASIS STATEMENT: This rule was adopted to assure that Maine school children are recipients of a quality education and of quality services.

AUTHORITY: 20-A MRSa §258-A, §§4501-4504, §6801-A, 5 MRSa §8001 et seq.

EFFECTIVE DATE: August 1, 1985

05- DEPARTMENT OF EDUCATIONAL AND CULTURAL SERVICES
071 COMMISSIONER
Chapter 127 INSTRUCTIONAL REQUIREMENTS AND GRADUATION STANDARDS

SUMMARY: Maine law requires the Commissioner to prescribe the basic instructional requirements for the public and publicly supported elementary and secondary schools. The school board of each school administrative unit or the board of directors of each private school approved for tuition purposes, may prescribe, subject to approval of the Commissioner, instructional requirements in addition to the minimum requirements of this rule.

Section 1. GENERAL PROVISIONS

127.01 General Objectives

This rule establishes the instructional requirements, high school diploma standards, and instructional time minimums for the public elementary and secondary schools of the state. It adopts by reference the state review, compliance and enforcement procedures of the Basic School Approval rule, chapter 125.

127.02 Definitions

The following terms used in this chapter shall have the meanings stated here.

Commissioner: "Commissioner" shall mean the Commissioner of Educational and Cultural Services.

Course: A "course" shall mean a planned unit of instruction in separate or integrated subjects under the direction of a certified teacher.

Course of study: A "course of study" shall mean a planned program of instruction of required and elective courses that may lead to a high school diploma or completion of elementary school when satisfactorily completed.

Credit: "Credit" shall mean an award for completion of a course of at least 45 minutes per day of instruction plus assigned homework for 175 days, or its equivalent, subject to the approval of the commissioner.

Curriculum: The "Curriculum" shall mean a written document which includes the totality of the schools syllabi. The curriculum shall reflect a comprehensive plan for continuous, systematic, and specific instruction.

Fine arts: "Fine arts" shall mean instruction which includes an aesthetic dimension, a process of creation, and a history of the art form as objectives.

High school diploma: "High school diploma" shall mean a certificate awarded to a student who has completed a secondary course of study which meets applicable requirements and is approved by the Commissioner.

Instructional day: "Instructional day" shall mean a school day during which both students and teachers are present.

Integrated study: "Integrated study" shall mean a course which combines two or more subjects. Diploma standards cannot be duplicated through integrated study unless each subject satisfies the minimum credit requirement.

Instructional time: "Instructional time" shall mean that portion of a school day devoted to the teaching-learning process, but not including extra-curricular activities, lunch time, or recess. Time spent on organized field trips related to school studies may be considered instructional time, but the instructional time counted for extended field trips shall not exceed a normal school day for each day of the field trip.

Laboratory study: "Laboratory study" shall mean a course in which at least forty percent of the instructional time is directed to the student's application of the principles of science. This requirement may be satisfied through a laboratory experience or a field-based experience.

School calendar: "School calendar" shall mean the schedule of school days adopted in advance of the school year by the school board.

School day: "School day" shall mean a day on which school was in operation as an instructional day and/or teacher in-service day.

School year: "School year" shall mean the total number of instructional days and teacher in-service days in schools operating to meet the requirements of Title 20-A, Maine Revised Statutes.

Secondary school: "Secondary school" shall mean a school of at least two consecutive grades, 9 through 12.

Sequence of courses: A "sequence of courses" shall mean courses in a subject that develop concepts and skills from the simple to the complex.

Syllabus: A "syllabus" shall mean a description of a course or sequence of courses including a statement of educational objectives.

Teacher in-service day: "Teacher in-service day" shall mean a school day during which teachers report for scheduled work, but students are not present for instruction. This may include in-service educational programs, administrative meetings, parent-teacher conferences, records days, curriculum development, and other similar activities related to school.

Transitional instruction: "Transitional instruction" shall mean a program of instruction for students of limited proficiency in English to enable them to attain a level of English language proficiency so that they may benefit from the total educational program.

127.03 General Requirements K-12:

A. English as the Language of Instruction

English shall be the language of instruction in all elementary and secondary schools except in foreign language courses and as provided in this rule.

B. Transitional Instruction

Students of limited English proficiency may be provided with transitional instruction for a period of time sufficient to enable them to attain a proficiency in English language skills which allows their participation in the regular course of study. Transitional instruction may include instruction using bilingual teachers or para-professionals in all or some of the courses. Alternatively, it may take the form of a specialized English as a Second Language course or sequence of courses in which students are given concentrated basic instruction in English language skills.

C. Bilingual Instruction

The school board of each school administrative unit may establish, subject to approval of the Commissioner, bilingual programs for the purpose of providing proficiency in both English and a second language. Bilingual programs not intended to aid students of limited proficiency in English shall not be limited to enrollment by national origin.

D. Safety Instruction

Instruction in safety shall be integrated into all relevant areas of the school program.

E. Particular statutory requirements

A minimum of one-half hour of instruction per week shall be given to students, in correlation with appropriate components of the school curriculum, as intended by 20 M.R.S.A. §1221, in the great principles of humanity.

All teachers shall use their best endeavors to lead students in their charge to an understanding of the principles of morality, justice, truth and patriotism as intended by 20 M.R.S.A §1221.

127.04 Special Education

Special education for exceptional students shall be provided as part of each public elementary and secondary program in accordance with the requirements of Title 20-A, Chapter 303. The students' Individual Education Plans (I.E.P.) shall address how diploma requirements will be met.

127.05 Gifted and Talented Programs

Specialized instruction for identified gifted and talented students may, at the discretion of the school board, be provided to students of elementary and secondary schools, in accordance with the requirements of Title 20-A, Chapter 400 and applicable rules.

Each school administrative unit shall, commencing with the 1987-88 school year, establish a plan for phasing in gifted and talented educational programs by 1991-92.

127.06 Alternative Programs

A. Role of Alternative Programs

A school administrative unit, with the approval of the Commissioner, may establish one or more programs to meet the needs of excused students, as identified in Title 20-A, section 5001, and the needs of truants, dropouts and others, as identified in Title 20-A, sections 5101 - 5104, as alternatives to the regular course(s) of study.

Alternative programs shall operate as part of the elementary or secondary school program. Alternative programs shall have stated goals, objectives and procedures for implementing and assessing their effectiveness. Alternative programs may allow students of eligible age to attend school part-time. They may be scheduled apart from the regular school day.

B. Role of Alternative Instruction

Up to one-fourth of the credits required for a high school diploma may be earned outside the regular school program, if approved in a policy of the school board. Credits earned in this manner may include, but not be limited to, the following: tutoring, adult education, and correspondence courses.

Correspondence schools used for this purpose must be approved by the Commissioner. No public funds may be used to underwrite such instruction.

Tutoring for credit purposes must be by a certified teacher, or under the supervision of a certified teacher.

All such nontraditional instruction must be approved in advance by the school principal, in accordance with school board policies, and carried on under the principal's general supervision.

C. Procedural Requirements

School administrative units shall develop an Alternative Educational Plan for every student enrolled in an alternative program. The primary goal of an Alternative Educational Plan will be the completion by the student of high school diploma requirements.

Each Alternative Educational Plan shall consist of the following components:

- (1) A description of the student's academic strengths and the observed or measurable deficiencies.
- (2) A description of the annual educational goals that the student may reasonably be expected to achieve during the school year.
- (3) A description of short-term instructional objectives leading to each annual educational goal.

127.07 Prohibitions

Instruction in religious principles or doctrine shall not be allowed in any course. This prohibition, however, shall not be construed to prevent or exclude references to religion or references to or the use of religious literature, art, or music or other matters having a religious significance when such references or uses do not constitute instruction in specific religious principles or doctrines or preferences for any religious sect, church, creed or sectarian purposes and when such references or uses are incidental to or illustrative of matters properly included in the course of study. Instruction concerning religion is an appropriate part of courses in history, literature, music, art, philosophy, anthropology, sociology and psychology, among others. Courses in comparative religions or the history of religion may be taught.

Where religion is included within a course of study, the instruction may not be limited to the doctrines or principles of any one religion, sect or denomination.

Section 2. ELEMENTARY COURSE OF STUDY

127.08 Kindergarten Programs

Kindergarten is a one or two year program prior to grade one designed to serve as an introduction to the academic environment. The kindergarten program shall provide activities that promote the development of feelings of self-worth as a learner and the development of skills in the following areas: social interaction, academic readiness, language expression, and fine and gross motor coordination.

127.09 General Requirement

The instructional program in each elementary grade, 1-8, shall include the subjects required in this rule for a school year of at least 175 instructional days. The time spent and the subject content may vary from grade to grade. Each school board shall adopt a curriculum for its elementary grades.

127.10 Required Subjects

English Language Instruction - Sequential instruction in the English language shall be required. English language instruction at the elementary level is defined as language arts which shall include reading, writing, spelling, grammar, handwriting, listening and speaking skills.

Fine Arts - Sequential instruction in fine arts shall be required. Fine arts may be provided through separate or integrated study and may include an awareness, appreciation, or performance of the art form.

Health Education - Sequential instruction in health education shall be required. Health education shall include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention, and substance use and abuse, including the effects of alcohol, tobacco, and narcotics.

Library Instruction - Library instruction in the elementary grades shall include the following: location, identification and use of print and non-print materials, critical selection skills, and research and reporting skills.

Maine Studies - Maine studies shall be required of all students in at least one grade between grades 6 and 12. If Maine Studies is taught in grades 6-8, it must be at least one semester in duration. Instruction shall include Maine history and geography; Maine's natural, economic and industrial resources; and Maine's cultural and ethnic heritage.

Mathematics - Sequential instruction in mathematics shall be required. Such instruction shall include mathematical concepts, the metric system, computation, measurement, and problem-solving skills.

Physical Education - Physical education instruction will promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills.

Sequential instruction in physical education shall be required. Such instruction shall include movement education, recreation and leisure activities, gross/fine motor skills, and perceptual-motor development.

Science - Sequential instruction in science shall be required. Instruction shall include the biological and physical sciences with an emphasis upon experimental inquiry.

Social Studies - Sequential instructions in Social Studies may be based upon on the disciplines of anthropology, economics, geography, history, political science, government, sociology, and culture as appropriate to the developmental level of the student.

Instruction in American history and government shall be required and shall include the Constitution of the United States, the Declaration of Independence, the importance of voting and the privileges and responsibilities of citizenship.

Section 3. SECONDARY SCHOOL PROGRAM AND DIPLOMA REQUIREMENTS

127.11 High School Diploma Requirements

A. Credit Total

A total of at least 16 credits shall be required for the award of a high school diploma. High school credit may be awarded only to students enrolled in grades 9-12, except that schools may award credits to adults under policies adopted by the school board which measure whether the students have acquired the equivalent learning experiences.

Credit for equivalent instruction in non-approved schools may be awarded based upon the receiving school's assessment of the value of that educational experience.

B. Required Subjects

Diplomas may be awarded only to student who have successfully completed the subjects and demonstrated the skills required in this chapter.

C. School Board Requirements

Each school board shall adopt at least one course of study to be provided in the secondary school(s) under its direction and supervision.

Requirements for the high school diploma in addition to those identified or established in this rule shall be adopted by the school board. Credit may be awarded for instruction outside the regular school program (e.g., adult education, college courses, correspondence courses, etc.).

All academic and related requirements shall be specified in the policy of the school board. These may include minimum attendance requirements.

Diploma requirements shall be published and distributed to students entering the ninth grade.

D. Advanced Study

Nothing in these rules shall prevent the award of a diploma to a student who has completed all state and local diploma requirements in fewer than four years of study.

E. College Enrollment

A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education may receive a high school diploma from the

school the student last attended, although the student may not meet all statutory or regulatory diploma requirements. Such decisions shall be discretionary with the superintendent of the school unit, in accordance with the policies of the school board.

127.12 Subjects Required for High School Diploma

A. Student Diploma Requirements

Each secondary school shall offer at least one course of study which leads to a high school diploma and which includes the following:

American history - One credit in American history and government shall be required in a comprehensive course which includes instruction in the importance of voting, the privileges and responsibilities of citizenship, the Constitution of the United States and the Declaration of Independence.

English - Four credits in English shall be required in a comprehensive program which includes reading comprehension, literature, written, listening and oral communication skills, the structure and uses of the English language, and research and reporting skills.

Fine arts - A credit in fine arts shall be required which may include arts, music, forensics, or drama. Fine arts may be provided through separate or integrated study and may include an awareness, appreciation, or performance of the art form.

Health education - One-half credit in health education shall be required.

Maine studies - One-half credit in Maine studies shall be required if not taken between grades 6 and 8 in the school unit. Instruction shall include Maine history and geography, the natural, economic and industrial resources of the state and the cultural and ethnic heritage of the state.

Mathematics - Two credits in mathematics shall be required.

Physical education - One credit in physical education shall be required.

Science - Two credits in science instruction shall be required including one credit of laboratory study.

Social studies - One credit in social studies shall be required, which may include instruction in economics, geography, political science, history, government, sociology, anthropology, and psychology.

B. Required Skills

Computer skills - Each student shall be required to demonstrate proficiency in the use of computers, in accordance with computer proficiency and performance standards established by the school unit. Proficiency shall mean experiences with computers that include loading, operating, and applying fundamental skills. This may include word processing, keyboarding, developing a data base, accessing data, and using software.

127.13 Program Instructional Requirements

A. Foreign Languages

Each secondary school shall provide at least a two-year sequence in one foreign language as part of the secondary program. Schools are encouraged to offer two or more foreign languages as part of the secondary program.

Where a secondary school does not offer courses in two foreign languages, students may attend another secondary school approved for tuition purposes to take the missing course in accordance with Title 20-A, sec. 4729, sub-§6.

B. Health Education

Health education shall include instruction in community health, consumer health, environmental health, family life, growth and development, nutritional health, personal health including mental and emotional health, prevention and control of disease and disorders, safety and accident prevention which may include cardio-pulmonary resuscitation (CPR), and substance use and abuse, including the affects of alcoholic drinks, stimulants, and narcotics upon the human system.

C. Instruction in Computer Skills

Instruction in the use and application of computers shall be available to all secondary students. Instruction should include one or more of the following: word processing, programming, entering, accessing and the manipulating of data.

D. Library Instruction

Library instruction shall continue the instructional objectives of the K-8 course of study but shall emphasize independent research skills.

E. Physical Education

Physical education instruction will promote physical well-being, self-esteem, self-awareness, sportsmanship and interpersonal skills.

This requirement may include, but not be limited to: physical fitness, fundamental motor skills and patterns, adapted physical education, individual and group sports. Physical education may include special physical education, movement education and motor development.

F. Vocational Education

Each school unit shall provide vocational instruction in accordance with Title 20-A, chapter 313 and related rules.

Vocational students may, with the approval of the Commissioner, satisfy the second-year mathematics, science, and social studies requirements through separate or integrated study offered as part of the vocational curriculum.

127.14 Driver Education

Secondary schools may offer driver education for credit and to meet the purposes of Title 29, if such courses are approved as meeting the special instructional requirements of the Commissioner.

Section 4. PROCEDURAL REQUIREMENTS FOR APPROVAL OF INSTRUCTIONAL PROGRAMS

127.15 General Purpose

This section establishes procedures for the Commissioner's approval of instructional programs in elementary and secondary schools and for the enforcement of the requirements of this chapter and applicable statutory provisions.

127.16 Review and Approval

A. Comprehensive Reviews

The approval of instructional programs established by statute and this rule shall take place as part of the school approval process defined in Chapter 125, of the Department's rules (Basic School Approval Standards: Public Schools and School Units). The comprehensive review conducted by the Department shall include a review of instructional programs, high school diploma standards, and relevant academic policies. The Commissioner's supervision of instructional programs, however, shall not be limited to comprehensive reviews.

B. Enforcement Actions

Enforcement of instructional requirements established by statute and in this rule shall be in accordance with Chapter 125 of the Department's rules.

Section 5. EFFECTIVE DATE OF RULE

127.17 Deadlines for Compliance

All schools and school units shall meet the instructional requirements established in this rule by August 1, 1985, except as provided in section 127.18.

127.18 Waiver of Deadline

The Commissioner may grant up to two additional years until August 1, 1987, for compliance with any applicable provision of the Education Reform Act of 1984, (P.L. 1983, c. 859) and of this rule where he has determined a school unit would face undue financial hardship.

BASIS STATEMENT: This rule is adopted pursuant to Title 20-A, chapter 207-A, as enacted by P.L. 1983, c. 859.

EFFECTIVE DATE: August 1, 1985

13. TEACHER RECOGNITION GRANTS

The Special Session established the Teacher Recognition Grants and a Commission to recommend a long term method of implementing them. The Commission did its work, made its recommendations, and the 112th Legislature enacted compromise legislation which provided for teachers to receive two \$1,000 grants, one in February of 1986 and one in August of 1986. It further set a goal for each school administrative unit to establish a minimum salary of \$13,500 for school year 1986 and a mandated \$15,500 minimum salary by school year 1987. Part time teachers and teachers on sabbatical leave are also eligible. Local school administrative units will receive block grants to support the costs for the first two years and will be subsidized in subsequent years through the school subsidy formula.

The Commissioner shall report annually on the impact of these grants and related costs. The report will be part of the Commissioner's Annual Report to the Legislature.

APPROVED

CHAPTER

JUL 2 '85

505

BY GOVERNOR

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-FIVE

H.P. 1087 - L.D. 1580

AN ACT to Implement Teacher Recognition
Grants and Establish a Minimum Salary
for Teachers.

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §256, sub-§1, as amended by PL 1983, c. 860, §1, is further amended to read:

1. Report to Governor and Legislature. The commissioner shall prepare and deliver to the Governor and Legislature an annual report on the status of public education in the State, including any suggestions and recommendations to improve public education and including the reporting requirements of section 13506, subsection 3-A.

The commissioner may be invited by the Speaker of the House of Representatives and the President of the Senate annually, in January, to appear before a joint session of the Legislature to address the Legislature on the status of public education in the State and such related matters as the commissioner desires to bring to the Legislature's attention.

Sec. 2. 20-A MRSA §13402, sub-§1, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. 3. 20-A MRSA §§13403 and 13404 are enacted to read:

§13403. Recommended minimum salaries for 1986-87

It is the intent of the Legislature that each school administrative unit and state-operated school should establish a minimum salary of \$13,500 for certified teachers for the school year starting after June 30, 1986.

§13404. Minimum salaries for 1987-88

Each school administrative unit and state-operated school shall establish a minimum starting salary of \$15,500 for certified teachers for the school year starting after June 30, 1987.

Sec. 4. 20-A MRSA §13503, as enacted by PL 1983, c. 859, Pt. J, §§2 and 7, is repealed.

Sec. 5. 20-A MRSA §13503-A is enacted to read:

§13503-A. Teacher recognition grants

Teacher recognition grants of \$1,000 shall be awarded to teachers who are or have been employed in qualifying schools during the 1985-86 school year. The grants shall be issued by the Treasurer of State on February 15, 1986, to those employed during the entire fall semester and on August 15, 1986, to those employed during the entire spring semester.

1. Part-time teachers. The grants will be prorated to teachers whose assignments are less than full time or who job share a single position. No individual teacher may receive more than \$1,000 as a teacher recognition grant.

2. Teachers on sabbatical. All teachers on approved sabbatical leave who are expected to resume their position in a local school unit shall be included as recipients of these grants.

3. Exclusions. The following shall not be eligible for the teacher recognition grants provided in this section:

A. Persons providing contract services to a school administrative unit or units; and

B. Substitute teachers and teachers not employed

for the full fall semester or full spring semester of the 1985-86 school year.

Sec. 6. 20-A MRSA §13505, as enacted by PL 1983, c. 859, Pt. J, §2, is amended to read:

§13505. Local filing; certification

Qualifying The chief school administrator of qualifying schools shall file with the commissioner a certified list of teachers eligible to receive grants under this chapter, including their names, mailing addresses, social security numbers, income tax withholding status and current salary. Filing information shall be submitted on or before January 15th for the February 15th schedule of payment; the filing for the August 15th schedule of payment shall be submitted on or before July 15th.

Sec. 7. 20-A MRSA §13506, sub-§§2-A and 3-A, are enacted to read:

2-A. Appeal. Teachers may appeal the teacher recognition grant in writing to a grant review panel or panels by March 15, 1986, for the grant assigned February 15th and by September 15, 1986 for the August 15th grant. The panel or panels shall be composed of one representative of teachers, one representative of school management and one member of the public and shall be reimbursed for their expenses incurred in carrying out their responsibilities under this subsection. The panel or panels shall be established by the commissioner. The cost of administration of the panel or panels shall be deducted from the funds available for block grants established in section 13509.

3-A. Reporting. As part of his or her reporting responsibility under section 256, subsection 1, the commissioner shall report annually to the Governor and the Legislature on the following:

A. Implementation of the teacher recognition grants and block grants for enhancing teacher compensation provided by this chapter;

B. The impact on local communities of the School

Finance Act and of implementing increased curriculum and graduation requirements, including recommended ways to meet increased local needs. The commissioner shall estimate projected local costs, including catastrophic costs, and propose alternative methods for meeting those costs, including recommendations for additional state funding of education costs; and

C. The operation of collective bargaining at the local level.

Sec. 8. 20-A MRSA §13507, as enacted by PL 1983, c. 859, Pt. J, §2, is repealed and the following enacted in its place:

§13507. Local collective bargaining

1. Teacher recognition grants. The state-funded teacher recognition grants shall not be considered during local collective bargaining for the purposes of setting teachers' salaries.

2. Block grants. Where a teacher bargaining agent exists, the teacher bargaining agent and school administrative unit or qualifying private school shall, at a minimum, in accordance with the collective bargaining procedures set forth in Title 26, chapter 9-A, negotiate, or where a contract is in effect, reopen negotiations, as to the use of the block grant funds provided in section 13509 for teacher salaries. Any funds not expended locally by the end of one fiscal year are to be expended pursuant to section 13509, subsection 4, paragraph G.

Sec. 9. 20-A MRSA §13508, as enacted by PL 1983, c. 859, Pt. J, §2, is amended to read:

§13508. Future appropriations

It is the intent of the Legislature that at least \$13,500,000 be appropriated in fiscal year 1985-86, at least \$27,000,000 be appropriated in fiscal year 1986-87, and at least \$27,000,000 and any additional funds that may be appropriated in fiscal year 1987-88 by the 112th and 113th Legislatures to carry out the intent of this chapter. It is also the intent that

appropriations shall be made in subsequent years to continue the programs established under this chapter. The appropriations referred to in this section shall be placed in a nonlapsing account to be used to carry out the intent of this chapter.

Sec. 10. 20-A MRSA §13509, as enacted by PL 1983, c. 859, Pt. J, §2, is repealed and the following enacted in its place:

§13509. Payments

Payments made under this chapter shall be made as follows.

1. School year 1985-86. For the school year 1985-86, payments shall be made in accordance with sections 13503-A to 13505.

2. School year 1986-87. Each school administrative unit and qualifying private school shall receive a block grant computed pursuant to subsection 4, to be used to supplement teacher salaries in accordance with the minimum salary recommendation set forth in section 13403 and for other teacher salary related purposes as locally determined.

3. School year 1987-88. Each school administrative unit and qualifying private school shall receive a block grant, computed pursuant to subsection 4, to be used to supplement teacher salaries in accordance with the minimum salary requirement set forth in section 13404 and for other teacher salary related purposes as locally determined.

4. Computation of block grants. The commissioner shall allocate the money appropriated by the Legislature for block grants in 1986-87 and 1987-88 in accordance with the following conditions.

A. The purpose of the block grant payments is to assist school administrative units and qualifying private schools to meet the minimum salary objectives set forth in sections 13403 and 13404 and to otherwise recognize the importance of teaching in the schools of the State.

B. The amount of the grants to individual units and qualifying private schools shall generally reflect the costs that would be necessary to achieve the minimum salary objectives set forth in this section and as computed in accordance with a prototype schedule established by the commissioner.

C. For the purpose of calculating block grant amounts only, 6% per year normal teacher salary increases will be assumed to occur at the local level. This assumption will be reviewed by the commissioner prior to the computation of grant amounts for 1987-88 and may be revised if the evidence suggests the need for revision.

D. All units shall receive a minimum grant of \$400 per teacher in 1986-87 and \$800 per teacher in 1987-88. The maximum grant per teacher in 1986-87 shall be \$1,800. Any computed entitlement that was not paid in 1986-87 as a result of the \$1,800 per teacher limit shall be paid in 1987-88.

E. The number of teachers to be used in computing block grant payments in 1986-87 shall include the number of full-time equivalent teachers eligible to receive the February 1986 teacher recognition grant in each unit or qualifying private school, plus any additional certified teachers whose local employment responsibility includes an assignment to work directly with students in an instructional or counseling relationship on a regular basis, excluding teachers whose salaries are paid from federal funds. The number of teachers to be used in computing block grant payments for 1987-88 shall be based on the local staff information data supplied to the department in October 1986.

F. The department shall collect the necessary data to allow the recognition grants to be paid in February and August 1986 and for the block grants to be paid as supplemental monthly payments in 1986-87 and in 1987-88. Block grant payments will be made directly to vocational regions and qualifying private schools on or before

October 15th and April 15th in 1986-87 and 1987-88, based on the submission of information to the commissioner indicating that those payments are being used to meet the purposes of this section.

G. Each school administrative unit shall be permitted to carry forward unused block grant money from one fiscal year to the next succeeding year, based on information provided to the commissioner indicating that the money to be carried forward will be used to meet the purposes of this section.

H. The amounts required to meet the employer's share of teacher retirement costs attributable to block grant payments in 1986-87 and 1987-88 shall be transferred to the Maine State Retirement System in the appropriate year.

Sec. 11. 20-A MRSA §13510, as amended by PL 1983, c. 860, §2, is repealed.

Sec. 12. 20-A MRSA §15602, sub-§1, as enacted by PL 1983, c. 859, Pt. G, §§2 and 4, is amended to read:

1. Contributions from General Fund. It is the intent of the Legislature to provide at least 55% of the cost of the total allocation from General Fund revenue sources or a percentage no less than that provided in the year prior to the year of allocation, whichever is greater.

The amount of the teacher recognition grants authorized in section 13503-A which are paid or deemed eligible to be paid on August 15, 1986, shall be added to the actual local operating costs expended by local units in 1986-87. The minimum amount of the cost of the total allocation from General Fund revenue sources for 1988-89 shall be increased by the total amount expended by the State in 1986-87 for teacher recognition grants in accordance with section 13503-A and block grants in accordance with section 13509. The resulting percentage shall be used to define the minimum percentage contribution from General Fund revenue sources in 1988-89 and subsequent years.

Sec. 13. Appropriation. The following funds are appropriated from the General Fund to carry out the purposes of this Act.

	<u>1985-86</u>	<u>1986-87</u>
<u>EDUCATIONAL AND CULTURAL SERVICES,</u> <u>DEPARTMENT OF</u>		
Teacher recognition grants		
All Other	\$650,000	\$500,000

In House of Representatives, 1985

Read twice and passed to be enacted.

..... Speaker

In Senate, 1985

Read twice and passed to be enacted.

..... President

Approved 1985

..... Governor

OUTLINE PROPOSED-COMPROMISE FOR TEACHER RECOGNITION GRANTS

	<u>FY-85-86</u>	<u>FY-86-87</u>	<u>FY-87-88</u>	<u>FY-88-89</u>
Teacher Recognition Grants (2 @ \$1,000)	13.5+M	13.5+M*	0	0
*Second Grant will be considered an allowable cost and reimbursed in 1988-89				
2-15-86 and 8-15-86				
Using Full-Time Equivalents (FTE)				
Salary Plan Block Grants		13.5+M	27+M	0
Allowable Cost - For State Aid	55%	55%	55%	27+M

Data Collection Teacher Information
Salary Plan Grants

Based on	Based on
2-15-86	8-15-86 Plus
Count Plus	ADD'L Tchr
ADD'L Tchr	Full-Time Equivalents
Full-Time Equivalents	

MINIMUM Salary - Recommended
(Not Mandated)

\$13,500

MINIMUM Salary - Mandated

\$15,500

Commissioner Monitors and
Reports Annually To Legislature
In Annual Comm. Report

Jan 86

Jan 87

Jan 88

Jan 89

a. Commissioner recommends
min. sal. or OTHER changes
88-89 and future yrs.

Recommended
For
School Yr

88-89

b. Commissioner reviews calculation
assumptions after first year of
Block Grants and makes recommendations

Recommended
For
School Yr

87-88

ILLUSTRATION OF STATE CALCULATIONS FOR BLOCK GRANTS TO ALL UNITS 1986-87
USING A RECOMMENDED \$13,500 MINIMUM SALARY

Examples:

	Minimum Salary 1985-86	1986-87 Assume Statewide Growth of Minimum of 6%	Actual Funds Needed to Reach \$13,500	*Amount Block Grant Awarded per Teacher
UNIT A	\$ 11,000 + (660)	= \$ 11,660	\$ 1,840	\$ 1,800 (\$40 carryover to 1987-88)
UNIT B	12,000 + (720)	= 12,720	780	780
UNIT C	13,000 + (780)	= 13,780	- 0 -	400 minimum award per teacher

* Minimum Award \$400 per Teacher
Maximum Award \$1,800

ILLUSTRATION OF STATE CALCULATIONS FOR BLOCK GRANTS TO ALL UNITS 1987-88
USING A RECOMMENDED \$15,500 MINIMUM SALARY

EXAMPLES:

	Minimum Salary 1986-87	1987-88 Commissioner's Minimum Salary Growth Percentage & Recommends Calculation of Block Grants-Assume 6%	Funds Needed to Reach Mandated \$15,500	*Amount Block Grant Award per Teacher
	<hr/>	<hr/>	<hr/>	<hr/>
UNIT A	\$ 11,660 + (700)	= \$ 12,360	\$ 2,140 (plus \$40 carry-over from 1986-87)	\$ 2,180
UNIT B	12,720 + (763)	= 13,483	2,017	2,017
UNIT C	13,780 + (827)	= 14,607	893	893
UNIT D	14,500 + (870)	= 15,370	130	*800

* Minimum Award \$800 per Teacher
No Maximum Award per Teacher