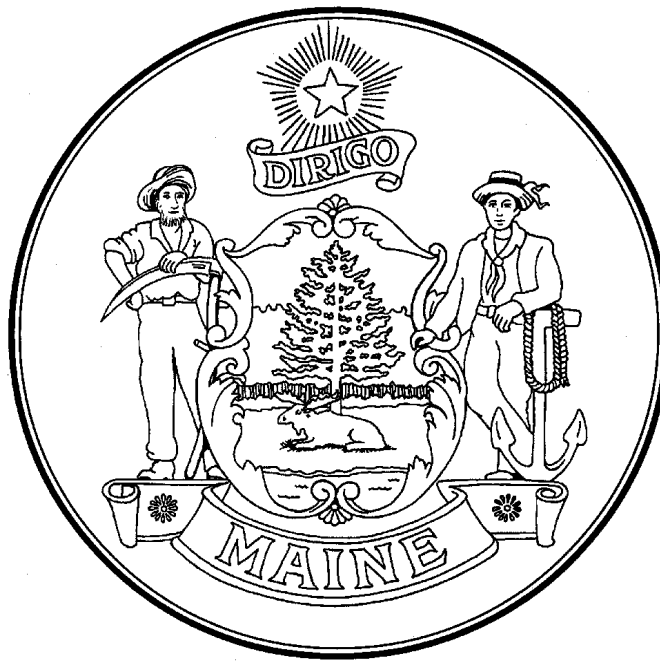


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Baxter Compensation Authority

BCA Board Chair
John Paterson

Executive Director
John Shattuck

March 5, 2007

The Honorable Margaret Rotundo, Senate Chair
The Honorable Jeremy R. Fischer, House Chair
123rd Maine Legislature
5 State House Station
Augusta, Maine 04333-0005

Dear Senator Rotundo, Representative Fischer, and Members of the Joint Standing Committee on Appropriations and Financial Affairs:

It is with great pleasure and appreciation that I provide you with the final report of activities of the Baxter Compensation Authority (BCA). The BCA was established by the 120th Legislature to review and adjudicate claims of physical or sexual abuse suffered by former students of the Governor Baxter School for the Deaf or the older Maine School for the Deaf.

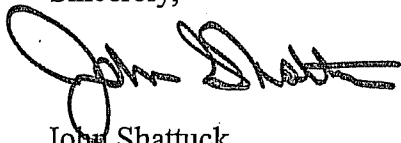
The BCA began accepting claims of abuse in October of 2002. Over the next four and one half years, the BCA Compensation Panel of 3 adjudicators reviewed 361 claims for eligibility and compensation amount. The statutory deadline to file a claim for compensation was March 31, 2006. Most of the claims were from people currently residing in Maine, but through an ambitious outreach effort, we were able to contact many people throughout the country who were able to submit information to be considered by the Panel. Of the 361 claims, 342 people were found to have suffered abuse while a student at the state administered school for the Deaf. A total of \$17,740,000 was awarded in the individual amounts of \$100,000, \$60,000 or \$25,000. A break down of the awards is as follows:

<u>\$100,000</u>	<u>\$60,000</u>	<u>\$57,500</u> (lost appeal)	<u>\$25,000</u>	<u>\$22,500</u> (lost appeal)
63	126	2	147	4

With all claims and appeals decided and awards processed, the BCA was able to officially "close its doors" on June 15, 2006 one year earlier than required by law. Maine's Deaf Community and those associated with the BCA will always be indebted to the Maine Legislature for its commitment in recognizing the State's responsibility in providing a sense of justice to those who suffered as children at the State administered school for the Deaf.

I would be happy to respond to any questions or concerns your Committee may have.

Sincerely,

A handwritten signature in black ink, appearing to read "John Shattuck", written over a horizontal line.

John Shattuck

cc: Jonathon Connick
Jan VeVinney
John Dunleavey
Jill Duson
Commissioner Wyke

State of Maine
DEPARTMENT OF EDUCATION

Testimony of Susan A. Gendron, Commissioner

In Support of L.D. 499

An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2008 and June 30, 2009 (EMERGENCY) (GOVERNOR'S BILL)

Before the Joint Standing Committee on Appropriations and Financial Affairs and the Joint Standing Committee on Education and Cultural Affairs

Hearing Date: February 28, 2007

Senators Rotundo and Bowman, Representatives Fischer and Norton, and Members of the Joint Standing Committees on Appropriations and Financial Affairs and Education and Cultural Affairs:

My name is Susan A. Gendron, Commissioner of the Maine Department of Education, and I am here today to present testimony in support of those items in the Biennial Budget proposal that relate to Department of Education programs.

The Department's overall responsibility is to ensure that each child in Maine has access to meeting the standards of Maine's *Learning Results* through comprehensive planning and leadership.

The Part A Current Services request for the Department of Education being heard today may be found on pages 4-123 to 4-140 of the Committee copy, pages A-184, A-185, 1-193 and A-450 of the Budget Document and pages 196, 197, 198, 208 and 494 of L.D. 499. Today's public hearing also covers language Parts C, D, E, F, JJ and KK.

You will find in your documents an index and brief summary of each Part A request and language Parts C, D, E, F, JJ, and KK which I hope will be useful to you as we proceed.

The Governor Baxter School for the Deaf is the first item and it is being taken out of order. You will find it on 4-138 to 4-140 of the Committee copy, page A-450 of the Budget Document and page 494 of L.D. 499.

I am pleased to present the Department of Education's Part A request, and I look forward to working with both Committees in the days and weeks ahead as we collectively continue to support current initiatives as well as consider new initiatives in the way we provide equity and excellence for every student toward the achievement of Maine's *Learning Results*.

Department of Education
L. D. 499 Biennial Budget FY 2008 – FY 2009

February 28, 2007

Committee Copy Pages Numbers and Requests

4-138 thru 4-140:

Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf – Transfers funds required for State support of the Governor Baxter School for the Deaf as part of the 55% level of State funding for General Purpose Aid. The Governor Baxter School for the Deaf will remain an independent agency governed by its own school board as provided in Title 20-A, Chapter 304.

4-123 thru 4-125:

General Purpose Aid for Local Schools – Provides funding for the baseline budget for General Purpose Aid to be distributed to local school administrative units.

Provides funding for the required State share of essential programs and services in accordance with Title 20-A, Chapter 606-B including Jobs for Maine's Graduates, the Maine School of Science and Mathematics, and the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf.

Reduces funding from the savings to school administrative units as a result of reorganization into regional learning centers.

Reduces funding for General Purpose Aid for local school administrative units from the savings to school administrative units as a result of increases in the student to teacher ratio.

Provides funding for the expansion of the Maine Learning Technology (laptops) Initiative program to the high school level.

4-126 & 4-127:

Jobs for Maine's Graduates – Transfers funds required for State support of the Jobs for Maine's Graduates as part of the 55% level of State funding for General Purpose Aid. The Jobs for Maine's Graduates program will continue to operate as an independent educational private non-profit organization governed by its own board of directors as provided in Title 20-A, Chapter 226.

4-128 & 4-129:

Magnet School, Maine School of Science and Mathematics – Transfers funds required for State support of the Maine School of Science and Mathematics as part of the 55% level of State funding for General Purpose Aid. The Maine School of Science and Mathematics will continue to operate as an independent school governed by its own board of trustees as provided in Title 20-A, Chapter 312.

4-130 thru 4-132:

Language Part C Cost of Funding Public Education K-12 – Establishes the total cost of funding public education from kindergarten to grade 12, consisting of total operating allocations, total debt service allocation, total adjustments and miscellaneous costs and the state and local share of those costs.

This Part also authorizes the Commissioner to expend and disburse or transfer General Purpose Aid funds for Jobs for Maine's Graduates, the Maine School of Science and Mathematics and the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf.

- 4-133:** Language Part D, General Purpose Aid Support Activities – Authorizes 6.615 positions that support the implementation of the Essential Programs and Services, and the transfer of funds from General Purpose Aid to Management Information Systems to support them. The current authorized level is 5. This authorization accommodates the addition of a Data Information Coordinator and .615 of an Office Assistant I to positions in the Management Information Systems.

Authorizes transfer of funding from the General Purpose Aid account to the Learning Through Technology account to support Personal Services and All Other for three positions, a Team Leader, an Education Specialist III and a Planning and Research Associate I, in the Learning Through Technology General Fund account.

Provides that the agreement that provides one-to-one wireless computers for 7th and 8th grade and high school students may occur annually by financial order upon recommendation of the State Budget Office and approval of the Governor.

- 4-134:** Language Part E Fund for the Efficient Delivery of Educational Services – Repeals Title 20-A, §15754, the Fund for the Efficient Delivery of Educational Services which is not funded in the proposed FY 2008-FY 2009 Biennial Budget.

- 4-135:** Language Part F Student to Teacher Ratios – Amends Title 20-A, §15678, sub-section 2 to change the student to teacher ratios from 16:1 and 17:1 at the middle school level and from 15:1 to 16:1 at the high school level to achieve the savings proposed in **4-123 thru 4-125** General Purpose Aid.

- 4-136:** Language Part JJ Laptop Computers – Amends Title 20-A, §15689-A, sub-section 8 to add the cost attributed to the contracted support services and annual payments for laptop computers to middle school and high school students and teachers as an adjustment to General Purpose Aid.

- 4-137:** Language Part KK Lease-Purchase Authorization; Maine Learning Technology Initiative – Authorizes the Department of Administrative and Financial Services, to enter into lease-purchase financing arrangements on behalf of the Department of Education for the acquisition of portable computer systems for high school students.

Testimony to the State Legislature
Spring 2007

My name is Larry Taub and I am the Superintendent of the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf in Falmouth. I have been asked to appear before this committee this morning to testify as to the merits of the proposed change in the funding of our school from the Department of Administrative and Financial Services to the Department of Education.

As you may or may not be aware, until 2002 the Governor Baxter School for the Deaf was under the direct supervision of the Department of Education and the school board functioned in a purely advisory capacity. In 2000 it was decided to change our school's status in 2002 and we were then designated as an independent quasi-state agency reporting directly to the School Board and in turn, the State Legislature. As such, we have submitted school board approved school budgets and capital budgets to the Department of Administrative and Financial Services. While our status as an independent quasi-state agency has allowed us to flourish in providing statewide and local services for the deaf and hard of hearing students throughout the State of Maine, the funding for our services as a school remains as that of a state agency. The change in our relationship with the State enabled us to provide for more creative leadership and flexibility in the provision of services during the past 5 years and we were successful in addressing funding problems though the state legislature even as demands for our services continues to grow.

However, this year the Department of Administrative and Financial Services in conjunction with the Department of Education has recommended that the funding for these vital services be filtered through the Department of Education similar to all other schools in the State of Maine. This is not to say that our services and programs will be overseen by the Department of Education. That role will continue to reside with the Department of Administrative and Financial Services. It is expected from my conversations with agency representatives that this arrangement continues to recognize the dual role of the organization as a statewide educational agency and special purpose school. As such, it will allow the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf to be funded on par with other schools throughout the state by the collaborative efforts of the Department of Administrative and Financial Services and the Department of Education.

As long as this change will have no bearing on the day to day oversight, which will continue through the school board and administered through the superintendent of schools, enabling the educational mission of the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf to be accomplished as well as the continued reporting of our operational efforts to the Department of Administrative and Financial Services I am in favor of this proposal. Thank-you.

MAINE MARITIME ACADEMY
CASTINE, MAINE 04420
207-326-4311



February 22, 2007

Rachel Tremblay
Office of Fiscal and Program Review
5 State House Station
Augusta, Maine 04333-0005

Dear Rachel,

Enclosed are a variety of materials to address those questions which arose during our February 15th public hearing for which the Academy was asked to provide additional information for consideration during committee work sessions.

The first (two page) display identifies specific line items of expenditure in the Academy's operating budget for the past several fiscal years as well as projections for the 2008-2009 biennium. Percentages shown reflect the percentage of total costs for the particular year represented by the individual category of expenditure. As you know, the Academy's state appropriation has always been in the form of an All Other "Grant to Public and Private Organizations" (as is the case with the University and Community College systems). As such, it is actually a subsidy to total overall operations rather than an amount intended to pay for specific operating cost items. In the current fiscal year our state appropriation represents approximately 33.2% of our projected total operating revenue. So, one could conclude that about 33 cents of every dollar spent is a state-funded cost.

Adjustments from the current fiscal year to '08 and '09 are predicated on a variety of known factors and assumptions. For example, salary costs are directly related to our collective bargaining agreements which are negotiated in accordance with the University of Maine Labor Relations Act. Our current contracts provide for a 3% increase for '08 and a further 3 ½% adjustment for '09 (in addition, there are stipulated step increases which average about 2% per year for all employees as a group). It is our understanding that these adjustment rates are comparable to those currently in place for state employees. Most benefit costs increase at the same rates as salaries – except we've used the Bureau of the Budget's 7% per year health insurance premium adjustment projection since our employees are covered by the same plan as state employees. Academy electricity costs are expected to increase by approximately 10% per year for the next biennium as a result of recent rate restructuring. We are projecting increases in fuel costs (both campus and training vessel use) at 20% each year. Most other items of expense are expected to rise in proportion to general C.P.I. growth of about 3% annually.

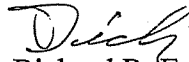
Our second exhibit compares initial Academy General Fund Appropriation requests since fiscal year 2000 through the forthcoming biennium with governors' funding recommendations and final legislative appropriations. While the Academy has consistently requested state assistance each year at amounts greater than levels appropriated in the previous year, as a result of competing priorities and statewide funding challenges the net appropriations have been less than our original requests – and twice less than the amount provided in the preceding year.

Thirdly, we've included a gender breakdown of Academy employees by category in response to questions in this area.

Finally, we offer student retention data – for all undergraduates and for female students as a subset.

I believe the aforementioned and enclosed materials will address the questions at hand. If you or any committee members would like further clarification or additional information, please let me know and I'll be happy to provide it.

Sincerely,



Richard R. Ericson

VP for Administration, Finance &
Governmental Relations

Enclosures

Main Maritime Academy

Expenditures By Line Category

	ACTUAL				Pre Audit		Budget		Projected		Projected	
	2004		2005		2006		2007		2008		2009	
Salaries-Instructional	3,048,434	15.6%	3,194,841	15.3%	3,359,342	15.2%	3,615,565	15.5%	3,778,265	15.4%	3,948,287	15.4%
Salaries-Staff	2,467,672	12.6%	2,607,778	12.5%	2,762,572	12.5%	3,160,821	13.6%	3,318,862	13.6%	3,484,805	13.6%
Salaries-Classified	1,277,108	6.5%	1,387,462	6.7%	1,487,689	6.7%	1,645,022	7.1%	1,727,273	7.1%	1,813,636	7.1%
Overtime Wages	35,286	0.2%	29,661	0.1%	31,350	0.1%	32,445	0.1%	33,418	0.1%	34,421	0.1%
Temporary Part-Time Salaries	321,970	1.6%	299,233	1.4%	356,080	1.6%	360,068	1.5%	370,870	1.5%	381,996	1.5%
Student Wages-Workstudy	106,335	0.5%	99,017	0.5%	116,814	0.5%	139,541	0.6%	142,053	0.6%	143,864	0.6%
Student Wages-Stipend/ Regular	200,186	1.0%	209,260	1.0%	209,718	1.0%	170,668	0.7%	173,740	0.7%	175,955	0.7%
Salaries-Exempt	1,047,080	5.4%	1,107,836	5.3%	1,201,077	5.4%	1,293,253	5.5%	1,357,916	5.5%	1,425,812	5.5%
Salaries-Cruise Stipend	5,000	0.0%	4,700	0.0%	4,500	0.0%	4,800	0.0%	4,886	0.0%	4,949	0.0%
Insurance - Group Life	6,639	0.0%	7,326	0.0%	5,245	0.0%	5,245	0.0%	5,507	0.0%	5,783	0.0%
Insurance - Income Protection	1,979	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Insurance - Maine Municipal Life	30,881	0.2%	32,333	0.2%	34,509	0.2%	39,803	0.2%	41,793	0.2%	43,883	0.2%
Insurance-Group Medical/Deductible	1,644,820	8.4%	1,801,472	8.6%	1,842,067	8.4%	1,926,573	8.3%	2,061,433	8.4%	2,205,733	8.6%
Insurance-Opt Out Payment			1,668	0.0%	7,179	0.0%	7,022	0.0%	7,149	0.0%	7,240	0.0%
Unemployment Compensation	20,499	0.1%	13,766	0.1%	6,249	0.0%	8,000	0.0%	8,144	0.0%	8,248	0.0%
Insurance-Workmans Compensation	38,415	0.2%	68,028	0.3%	54,560	0.2%	55,000	0.2%	55,990	0.2%	56,704	0.2%
Retirement Benefits	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Maine State Retirement	20,596	0.1%	16,777	0.1%	18,187	0.1%	46,109	0.2%	48,414	0.2%	50,835	0.2%
MSRS Contribution Expense	-10,384	-0.1%	-240,562	-1.2%	-310,804	-1.4%	0	0.0%	0	0.0%	0	0.0%
TIAA-CREF Retirement	332,514	1.7%	353,874	1.7%	381,133	1.7%	417,048	1.8%	437,901	1.8%	459,796	1.8%
Social Security	633,291	3.2%	647,739	3.1%	666,379	3.0%	759,089	3.3%	797,043	3.3%	836,896	3.3%
Uniform & Cruise Allowance	10,508	0.1%	9,262	0.0%	12,978	0.1%	12,000	0.1%	12,216	0.0%	12,372	0.0%
Tuition Waivers	67,325	0.3%	96,890	0.5%	63,345	0.3%	70,000	0.3%	71,260	0.3%	72,169	0.3%
Other Employee Benefits	205,876	1.1%	96,792	0.5%	100,471	0.5%	90,000	0.4%	91,620	0.4%	92,788	0.4%
Vacation Time Paid	61,452	0.3%	74,138	0.4%	-98,185	-0.4%	70,000	0.3%	71,260	0.3%	72,169	0.3%
Pay In Lieu of Notice	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Severance Pay	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
In State Travel	82,140	0.4%	96,294	0.5%	94,637	0.4%	105,799	0.5%	107,703	0.4%	109,077	0.4%
Out of State Travel	145,968	0.7%	172,712	0.8%	233,483	1.1%	250,238	1.1%	254,742	1.0%	257,990	1.0%
Freight and Postage	78,080	0.4%	78,960	0.4%	71,653	0.3%	98,263	0.4%	100,032	0.4%	101,307	0.4%
Telephone	145,023	0.7%	122,396	0.6%	137,681	0.6%	137,681	0.6%	140,159	0.6%	141,946	0.6%
Printing & Reproduction	84,709	0.4%	57,059	0.3%	79,129	0.4%	103,909	0.4%	105,779	0.4%	107,128	0.4%
Photocopying (in-house)	28,740	0.1%	17,117	0.1%	36,163	0.2%	36,163	0.2%	36,814	0.2%	37,283	0.1%
Repairs & Maintenance	442,042	2.3%	517,354	2.5%	672,947	3.1%	865,120	3.7%	880,693	3.6%	891,921	3.5%
Rentals	96,207	0.5%	98,200	0.5%	104,394	0.5%	120,876	0.5%	123,052	0.5%	124,620	0.5%
Insurance	188,302	1.0%	209,362	1.0%	174,795	0.8%	236,025	1.0%	240,273	1.0%	243,337	0.9%
Town Water	82,719	0.4%	83,139	0.4%	80,320	0.4%	86,720	0.4%	88,281	0.4%	89,407	0.3%
Town Sewer	121,996	0.6%	159,786	0.8%	153,798	0.7%	183,480	0.8%	186,783	0.8%	189,164	0.7%
Trash Disposal	45,985	0.2%	72,566	0.3%	75,251	0.3%	75,251	0.3%	76,606	0.3%	77,582	0.3%
Electricity	470,190	2.4%	501,593	2.4%	573,662	2.6%	609,616	2.6%	670,578	2.7%	737,635	2.9%
Fuel Oil & Gas	432,347	2.2%	659,624	3.2%	710,999	3.2%	869,018	3.7%	1,042,821	4.3%	1,251,386	4.9%
Municipal Service Fee	16,573	0.1%	17,318	0.1%	16,475	0.1%	17,030	0.1%	17,337	0.1%	17,558	0.1%
Advertising	56,912	0.3%	64,417	0.3%	67,221	0.3%	36,327	0.2%	36,981	0.2%	37,453	0.1%
Purchased Computing	6,530	0.0%	7,100	0.0%	7,400	0.0%	7,400	0.0%	7,533	0.0%	7,629	0.0%
Membership Fees & Dues	25,491	0.1%	26,398	0.1%	32,160	0.1%	38,440	0.2%	39,132	0.2%	39,631	0.2%
Legal & Accounting	76,254	0.4%	95,530	0.5%	84,428	0.4%	111,000	0.5%	112,998	0.5%	114,439	0.4%

	ACTUAL				Pre Audit		Budget		Projected		Projected	
	2004		2005		2006		2007		2008		2009	
Computer Software & Service	136,892	0.7%	176,261	0.8%	189,571	0.9%	199,050	0.9%	202,633	0.8%	205,216	0.8%
Laundry & Cleaning	35,573	0.2%	25,083	0.1%	26,725	0.1%	28,675	0.1%	29,191	0.1%	29,563	0.1%
Towing, Pilotage, Port Fees	22,517	0.1%	60,229	0.3%	44,904	0.2%	30,600	0.1%	31,151	0.1%	31,548	0.1%
Other Services	30,907	0.2%	49,323	0.2%	46,955	0.2%	2,405	0.0%	2,448	0.0%	2,479	0.0%
Collection Fees	0	0.0%	0	0.0%	0	0.0%	1,000	0.0%	1,018	0.0%	1,031	0.0%
Professional Fees	1,368,642	7.0%	1,479,528	7.1%	1,522,891	6.9%	1,596,953	6.8%	1,625,698	6.6%	1,646,426	6.4%
FSA Expenses					6,456	0.0%	0	0.0%	0	0.0%	0	0.0%
Classroom & Office Supplies	127,179	0.7%	148,167	0.7%	152,412	0.7%	155,087	0.7%	157,879	0.6%	159,892	0.6%
Maintenance & Building Supplies	333,234	1.7%	392,765	1.9%	343,677	1.6%	308,810	1.3%	314,369	1.3%	318,377	1.2%
Other Materials & Supplies	238,647	1.2%	253,585	1.2%	235,184	1.1%	160,963	0.7%	163,861	0.7%	165,950	0.6%
Subscriptions & Periodicals	70,545	0.4%	81,045	0.4%	72,513	0.3%	81,450	0.3%	82,916	0.3%	83,973	0.3%
Library Films	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Electronic Subscriptions	8,024	0.0%	7,850	0.0%	7,919	0.0%	15,500	0.1%	15,779	0.1%	15,980	0.1%
Minor Equipment	88,145	0.5%	116,226	0.6%	109,547	0.5%	63,117	0.3%	64,254	0.3%	65,073	0.3%
Fuel Oil-Ship & Boats	274,301	1.4%	372,446	1.8%	494,573	2.2%	547,277	2.3%	656,732	2.7%	788,078	3.1%
Scholarships & Fee Waivers	401,421	2.1%	441,483	2.1%	441,173	2.0%	440,068	1.9%	447,989	1.8%	453,701	1.8%
SEOG Awards	114,489	0.6%	130,050	0.6%	116,027	0.5%	130,050	0.6%	132,391	0.5%	134,079	0.5%
Interdepartment Food Charge	228,202	1.2%	230,589	1.1%	237,422	1.1%	182,604	0.8%	185,891	0.8%	188,261	0.7%
Interdepartment Room Charge	19,140	0.1%	15,835	0.1%	14,600	0.1%	24,940	0.1%	25,389	0.1%	25,713	0.1%
Department Food Purchase	15,780	0.1%	27,003	0.1%	17,832	0.1%	19,100	0.1%	19,444	0.1%	19,692	0.1%
Department Room Purchase	7,795	0.0%	6,854	0.0%	8,260	0.0%	7,815	0.0%	7,956	0.0%	8,057	0.0%
Other Expenses	3,105	0.0%	4,024	0.0%	7,868	0.0%	8,150	0.0%	8,297	0.0%	8,402	0.0%
Bank Service Fees/Cash Short	31,182	0.2%	38,298	0.2%	46,930	0.2%	45,300	0.2%	46,115	0.2%	46,703	0.2%
Indirect Cost on Grant	79	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Bad Debt Expense	4,608	0.0%	14,954	0.1%	0	0.0%	3,000	0.0%	3,054	0.0%	3,093	0.0%
Purchases for Resale - Food	932,907	4.8%	895,963	4.3%	850,144	3.9%	1,078,500	4.6%	1,097,913	4.5%	1,111,911	4.3%
Interest-Credit Line	74	0.0%	137	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Furniture & Equipment	0	0.0%	0	0.0%	0	0.0%	294,624	1.3%	299,927	1.2%	303,751	1.2%
Library Books	0	0.0%	0	0.0%	0	0.0%	59,380	0.3%	60,449	0.2%	61,220	0.2%
Mandatory Transfers for Debt Service	258,847	1.3%	246,825	1.2%	238,878	1.1%	258,059	1.1%	262,704	1.1%	266,053	1.0%
Mandatory Transfers	18,576	0.1%	13,932	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Transfer of Unrestricted Resources	440,490	2.3%	886,621	4.3%	1,177,482	5.3%	0	0.0%	0	0.0%	0	0.0%
Transfer of Restricted Resources	330,105	1.7%	-138,786	-0.7%	-24,409	-0.1%	0	0.0%	0	0.0%	0	0.0%
Transfer of Capital Assets	153,568	0.8%	210,421	1.0%	273,453	1.2%	0	0.0%	0	0.0%	0	0.0%
Reimbursed Expenses	-336,366	-1.7%	-329,429	-1.6%	-333,705	-1.5%	-343,375	-1.5%	-349,756	-1.4%	-354,055	-1.4%
TOTAL	19,558,294	100%	20,833,494	100%	22,044,335	100%	23,315,530	100%	24,481,000	100%	25,705,000	100%

MAINE MARITIME ACADEMY
BUDGET REQUESTS VS. NET APPROPRIATIONS

F.Y. 2001 – F.Y. 2009

(\$000's)

<u>FISCAL YEAR</u>	<u>ORIGINAL MMA REQUEST</u>	<u>RECOMMENDED IN GOVERNOR'S BUDGET</u>	<u>FINAL NET APPROPRIATION</u>
2001	\$7,405	\$7,390	\$7,390
2002	7,685	7,574	7,627
2003	7,993	7,764	7,506
2004	8,128	7,874	7,670
2005	8,558	8,032	7,457
2006	7,625	7,625	7,549
2007	7,815	7,815	7,738
2008	8,435	8,435	?
2009	9,178	9,178	?

MAINE MARITIME ACADEMY

EMPLOYEES BY GENDER

	<u>TOTAL</u>	<u>MALE</u>		<u>FEMALE</u>	
		<u>#</u>	<u>%</u>	<u>#</u>	<u>%</u>
FULL TIME FACULTY	53	38	72%	15	28%
ADJUNCT FACULTY	22	9	41%	13	59%
SUPERVISORY	13	10	77%	3	23%
SALARIED STAFF	54	38	70%	16	30%
HOURLY STAFF	57	29	51%	28	49%
EXEMPT	<u>15</u>	<u>7</u>	47%	<u>8</u>	53%
TOTAL	214	131	61%	83	39%
TRUSTEES	13	9	69%	4	31%

MAINE MARITIME ACADEMY
STUDENT RETENTION DATA BY GENDER
3-YEAR HISTORY

<u>PERCENTAGE GRADUATED</u>	<u>MATRICULATION (ENROLLMENT) YEAR</u>		
	<u>2000</u> ¹	<u>2001</u> ²	<u>2002</u> ³
ALL STUDENTS	58.59%	63.64%	59.19%
FEMALE STUDENTS	79.41%	60.87%	63.89%
MALE STUDENTS	54.27%	64.00%	58.29%

- 1 Percentage of students graduating within 6 years of matriculation
- 2 Percentage of students graduating within 5 years of matriculation
- 3 Percentage of students graduating within 4 years of matriculation

College Access
For Everyone



Are you thinking of going to college
or changing careers?

The Bangor Adult Education CAFE Program
can assist you with the transition.

the following:

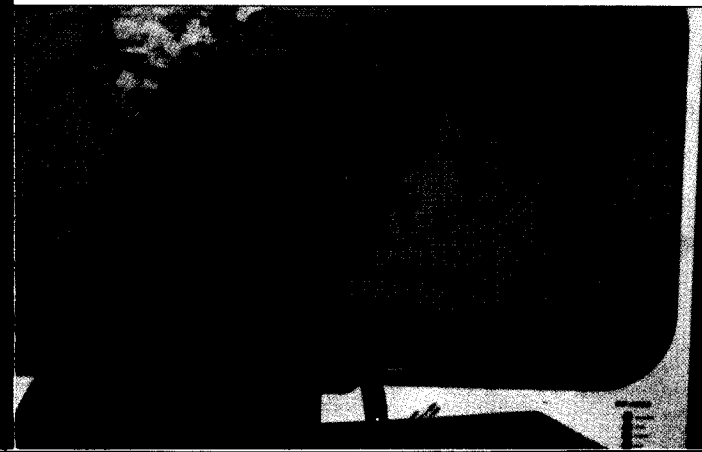
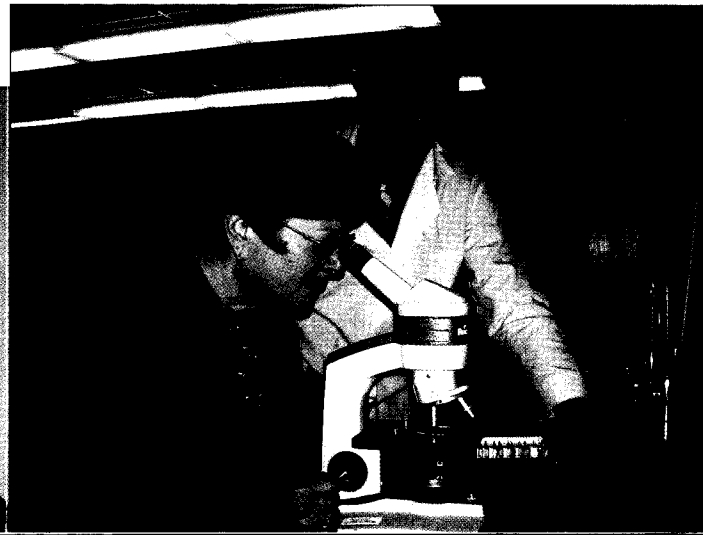
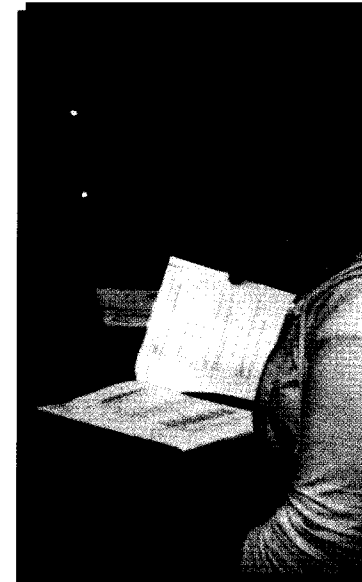
- Low-cost courses (\$30*/40*) in mathematics and writing designed to improve Accuplacer college entrance exam scores
- Low-cost science lab courses (\$40*/50*)
- College and career counseling
- Assistance with applying to college
- Assistance with applying for financial aid
- Experience in the college environment

** Textbooks extra. Bangor residents pay reduced course cost*

CAFE program?

- Current adult high school diploma or G.E.D. candidates
- Past high school or G.E.D. graduates needing to brush up on skills in mathematics, writing or computer applications
- Adults seeking a career change that requires post-secondary education
- College applicants needing developmental courses in mathematics, writing or computer applications to improve Accuplacer college entrance exam scores
- Adults needing to fulfill specific college entrance requirements, such as prerequisite science courses

- Number Skills for College
- Algebra I
- Algebra II
- Computer Applications
- Writing Skills for College
- Anatomy & Physiology
- Biology
- Chemistry



*According to a recent
government report, adults
with a bachelor's degree earn
an average of \$23,000 more
per year than those with a
high school diploma.*

- The Boston Globe

CAFE is funded by a grant from the Maine
Department of Education.

For more information on the CAFE
program, call the Bangor Adult &
Community Education Learning Center at
941-6315.

121 York Street
Bangor, Maine 04401



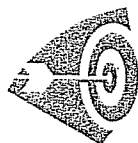
CAFE is a partnership
between the Bangor Adult
& Community Education
Learning Center and
Eastern Maine
Community College.



G.E.D.

G.E.D. Preparation and Testing

G.E.D. stands for tests of General Educational Development. The G.E.D. is accepted as an equivalent to a high school diploma by approximately 97% of colleges and universities in the U.S. and 95% of employers because they recognize the G.E.D. test as a rigorous examination equal to or exceeding high school proficiency.



Hit the bulls eye to your future!

The G.E.D. exam is a battery of five tests in reading, writing, science, math, and social studies. The tests take seven or more hours to complete.

The Learning Center is an official G.E.D. test preparation and administration center. We can offer you the preparation and remediation to prepare for the G.E.D. at Bridgton Memorial School. Students must first take a pre-test to determine their readiness level. Those individuals who pass may schedule to take the tests. Those who do not pass the pre-tests are required to take remedial instruction to help prepare to take the test.

Please call The Learning Center at 647-5054 to find out more information.

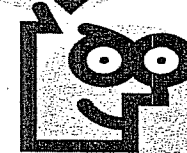
Bridgton Memorial School THE LEARNING CENTER

- Adult Education Diploma
- The College Connection
- Career Counseling
- PLATO Learning Lab
- G.E.D. Prep and Testing
- Southern Maine Community College
- Healthy Families
- Maine Education Opportunities Center
- Early Headstart
- Community Education
- U.S.M. Senior College
- Literacy Volunteers
- Ed2go
- WIC

Bridgton Memorial School
15 Skillins Circle
Bridgton, Maine 04009

Phone: 207-647-5054
Fax: 207-647-2562
www.msad61.k12.me.us

MSAD #61 Adult and Community Education



YOU,

YOUR MIND,

YOUR FUTURE -

Let education and training
be the key to success!

THE
LEARNING
CENTER

207-647-5054
www.msad61.k12.me.us

Postsecondary Planning Resources

*Education, training, and
planning for the future!*

SOUTHERN MAINE COMMUNITY COLLEGE

We are indeed fortunate to have SMCC schedule college level classes right here in our community! Check out our Spring '07 brochure in early December for the schedule of college classes held at Bridgton Memorial School. Most of these classes will apply to a wide variety of degree programs at many colleges and universities. Tentative planned offerings are:

ENG 111: English Composition

MAT 050: Introduction to Algebra

MAT 108: College Algebra

PSY 100: Introduction to Psychology

SOC 100: Introduction to Sociology

BIO 111: Biology

BIO A11: Biology Lab

MDA 114: Medical Terminology (on-line course)

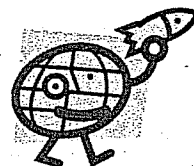
ACCUPLACER™ testing for college readiness is a great place to begin. Call us to schedule a testing time and to get more information about your choices to attend college.

MAINE EDUCATIONAL OPPORTUNITY CENTER

In addition to our own College Connection program and services, A MEOC representative is also available in our community to provide additional services for those interested in pursuing post-secondary education. They offer workshops on financial aid & planning, and can help to answer the many questions related to college search, planning, and success.

You may call The Learning Center for information, or contact our local advisor, Tina McDonald, at 1-800-281-3703. Look for more information about MEOC in our Spring, 2007 brochure, scheduled to be available in early December.

THE COLLEGE CONNECTION & CAREER ADVISING



Our world is going global
- don't let it leave with-
out you!

The **COLLEGE CONNECTION** has been developed to help learners of all ages:

- set goals to obtain postsecondary education and training.
- utilize our PLATO lab to increase skills in a variety of areas.
- take classes to help prepare for college or to meet a class pre-requisite.
- enroll in a variety of first year classes offered at The Learning Center through Southern Maine Community College.
- take the ACCUPLACER™, the College Board's college entrance exam, to determine how ready you are to take college level classes.
- brush up on the skills necessary to re-enroll in college.
- receive college and career counseling assistance from our full-time career counselor.

**Our career counselor will help
you develop a plan to make
your college goals a reality!**

Ed2Go

ON-LINE CLASSES!

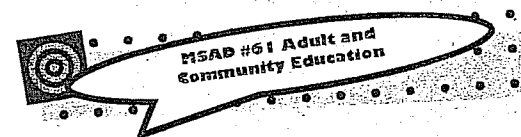
NEW! Learners in our community can now access instructor-facilitated on-line courses through Ed2Go. The courses are comprehensive and self-contained. No textbooks are allowed!! All courses are clear, complete, engaging and filled with useful strategies and practical advice. And best of all, there is no worry about your class being cancelled - for ANY reason!!

Each instructor-facilitated on-line course runs for six (6) weeks and consists of twelve (12) lessons. There are over 300 courses and certificate programs in dozens of fields.

All you need to get started is a computer with internet access, an e-mail address and a web browser. Any additional requirements will be listed with the course description.

For more information or to register:

www.ed2go.com/bms



Bridgton Memorial School
15 Skillins Circle
Bridgton, Maine 04009

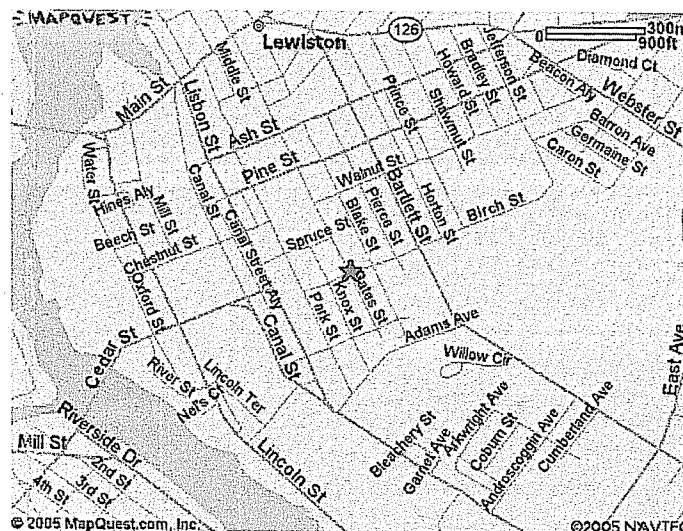
Phone: 207-647-5054
Fax: 207-647-2562
www.msad61.k12.me.us

CTP grads say...

"College Transition gave me the self confidence I needed to go to college."

"I love your class!"

"I like all the courses provided by this program."



The B Street Community Center is located at the corner of Bates & Birch Streets in downtown Lewiston.



Lewiston | Adult Education

*Yes,
I can!*

156 East Ave, Lewiston, Maine 04240

Phone: 207-795-4141
Fax: 207-795-4173

Lewiston | Adult Education

The College Transition Program

At the B Street Community Center

**Get Ready,
Get Set...
Go to College!**

"I believe, without having this program, I could not have made it to college."

Tel: 207.795.4141

www.lewistonadulted.org

There is no charge for the program, which is funded by a grant from the Nellie Mae Education Foundation.



The steps to get you prepared for college!

Improve your:

- reading, writing, and math skills
- computer skills
- study habits
- test taking skills
- time management

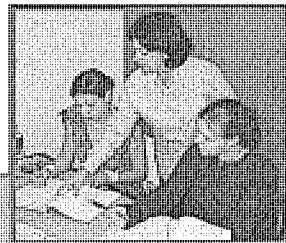
Learn about:

- financial aid forms
- the college application process
- exploring career interests
- when & who to ask for support



The Program

*Individualized guidance
and instruction are the
keys to CTP students'
success.*

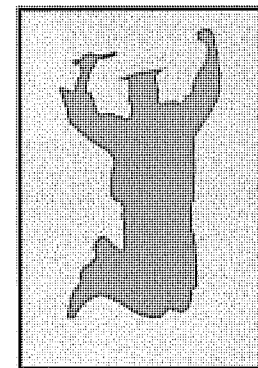


The payoff:

- The developed and sharpened skills you need to be successful.
- The confidence to achieve your educational goals.
- The knowledge you should have before walking into a college classroom.
- The contacts with other program graduates who have the inside scoop on navigating the college landscape.

*"This class has really
helped me get closer to my
goal."*

*"I was a little apprehensive
about going to college, but
now I'm very confident!"*



Shape your Future

www.lewistonadulted.org

156 East Ave
Lewiston, Maine 04240

Phone: 207-795-4141
Fax: 207-795-4173

February 16, 2007

Good afternoon, Senator Rotundo, Representative Fischer, Senator Bowman, Representative Norton and members of the Joint Standing Committee on Appropriations and Financial Affairs, and the Joint Standing Committee on Education and Cultural Affairs.

My name is Betty Gundersdorf, and I'm the Director of Lewiston Adult Education. I am here to offer testimony in support of LD 499, the budget request for the College Transitions Program.

Lewiston is one of the original College Transition sites funded by the Nellie Mae Education Foundation. To date, approximately 140 students have completed our program and about 75% of those students have gone on to pursue post-secondary studies. Our current enrollment for Winter/Spring 2007 is 21....the largest semester enrollment in college transitions we have ever had. Our transition program serves a wide range of students from dislocated workers, to people seeking a new career path, to new Mainers.

Our transition program has several goals...all similar to the programs you have heard described today: We provide career guidance. We seek to immerse students in the rigorous work they will encounter at the college level, arming them with study and test-taking skills. We help students navigate the college selection and admissions process so that they end up in a college that meets their needs and their budgets. And finally, we hope to prepare students to be successful on their placement tests-- avoiding the high cost/no credit scenario of developmental studies.

College transition programs are important to the state of Maine and very important in Androscoggin County. *College for ME...Androscoggin*, a regional arm of the statewide College for ME initiative, is a bold initiative with a goal of doubling the number of college degree holders in Androscoggin County over the next 10 years.

In our county, only 16% of working age adults have at least a BA Degree (25% in Maine and 34% in New England). Only 24% have at least an Associates degree (33% in Maine and 42% in New England). Twenty percent of our county's population doesn't have a high school diploma. Lower educational attainment in Androscoggin County correlates with lower per-capita income, lower median household income, and slightly higher household poverty rates than in the state as a whole. We need college transitions funding to build a world class workforce and a thriving economy.

Lewiston's College Transition Program is flexible enough to meet a variety of needs. It is cost-effective and it dovetails effectively and efficiently with other learning opportunities under the Lewiston Adult Education umbrella. And finally, it works. I urge you to fund LD 499.

Thank you.

Lewiston Adult Education

Comments from College Transition Program Graduates

Students speak about the College Transition Program in words that are poignant and eloquent.

From Raghda S. (January 26, 2007)

...I have good news.... As you know I was told that I'll have to take the ESL II course at CMCC before I enter any major. When I met my advisor, he said that I don't need to take this course because my score is already up to 100 in the ESL test and I can go directly to the major I want. So I'll start this Thursday as a General Studies student and then I'll transfer either to the Nursing Program or Radiologic Technology. I know that you are happy for me and I would like to thank you again and again for what you did for me.

From Nova F. (November 26, 2006) Currently enrolled as a freshmen in UMA

....Only having passed the ninth grade, I had a lot of college preparation to do. At the time of meeting her, I did not even have my G.E.D. Ann Marie gave me the knowledge and skills to help me with my biggest life challenges....I accomplished more than I could ever imagine: great self esteem, awesome study skills, the academic preparation that I needed....

From Donna P. (August 16, 2006)

...I did it. My new score is 111.8 and the percentile is 95. CMCC told me to bring a dictionary. I did, but I didn't need to use it... not once. I already e-mailed my advisor about changing the English class to College Writing. I couldn't have done it without you and I thank you very much....

From Melanie T. (August 2, 2006)

Hi, Ann Marie. Guess what? With your help I brought my score on the writing portion of the placement test up to a 7, and my math score went from a 33 to an 88! Now I can change my major. Thank you.

And again on (November 4, 2006)

...Everything is going extremely well! I am taking 3 courses this semester: Approaches to Art, Ethics, and College Writing. I have earned an A on every essay I have written in Art. My lowest grade is a B in Writing. In Ethics I had the highest grade in the class on our last test.... I am enjoying every second. I am glad I waited till I was older because I do not think I would have taken it as seriously when I was 18. Spending the summer in your classes helped tremendously. I was nervous to go back to college, but it seems I am a lot more prepared than most. I even changed jobs. Instead of bartending, I am now working at a florist's shop. The skills I learned in your class are also helping me to study for my Florist License...

February 16, 2007

Good Afternoon...

First of all, I would like to say that along with Lewiston Adult Education, the College Transition Program was a big key to my furthering education.

At 17 years old I was a high school dropout who only had completed freshman year. I didn't want to be stuck in the never ending cycle of failure anymore. I then enrolled in the GED program. I wasn't there long – it was quick. When I finished my GED I was informed of a College Transition Program. This was described as a class to get you ready for college. I knew that I wanted to go, so I enrolled.

This program, for me, was more than just learning the basics of math, reading, and writing; it was so much more. Because I left high school after ninth grade, I missed important classes – I had some catching up to do. I learned how to build confidence in myself and ways to be successful. These things have helped me not only in college but in life as well. The College Transition Program gave me the boost I needed!

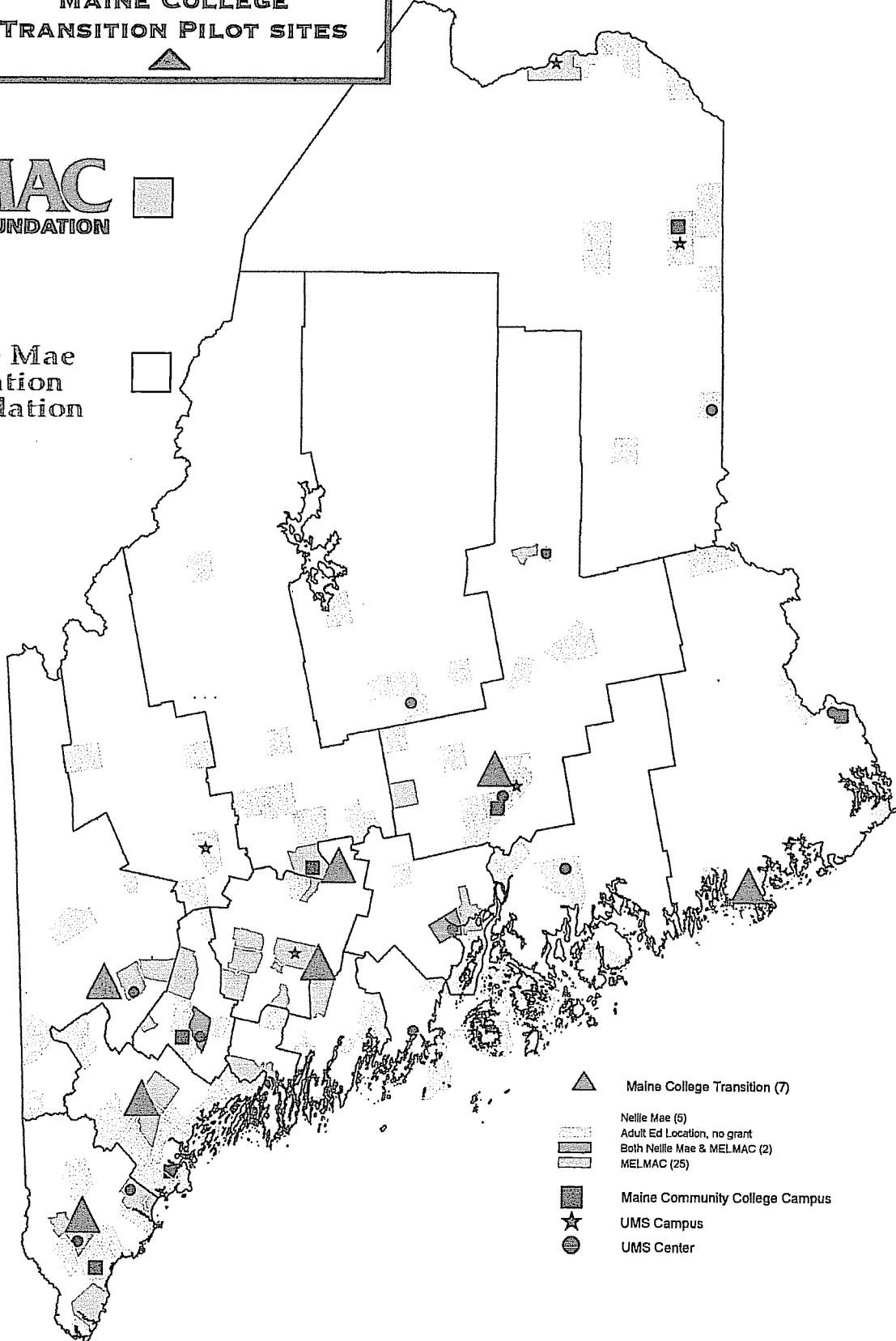
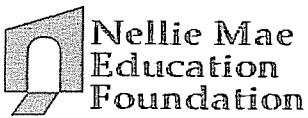
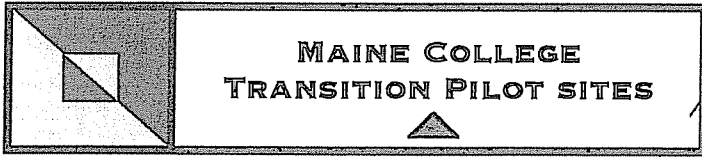
Now, I am in my second year at CMCC working on a medical assistant degree and it's going well. I still benefit from this program, because if I need help with my school work, my teacher is right there to help. This program has helped me more than I can describe. I feel that this is a very beneficial piece for people like me if they would like to go to college. I hope you will fund LD 499.

Kayla Keith

2005 Lewiston College Transition Program graduate
CMCC Student

February 16, 2007

MAP OF MAINE ADULT EDUCATION CENTERS HIGHLIGHTING GRANTS FROM



**College Transition Sites in Maine
2006 - 2007**

Maine College Transition Demonstration Sites:

Bangor
Bridgton
Capital Area
Fairfield
Oxford Hills
Sanford

Betterment Grant Site:

Machias/Calais

Nellie Mae Grant Sites:

Caribou Adult Education
MSAD 5 Adult Education (Rockland)
Sumner Adult Education (East Sullivan)
Belfast Adult Education
Lewiston Adult Education
Portland Adult Education
Marshwood Adult Education (South Berwick)

MELMAC Grant Sites :

Augusta
Bath*
Belfast
Brunswick
Fairfield
Fort Kent
Gardiner
Gray
Lewiston
Maranacook/Hallowell
Mechanic Falls/Poland
Millinocket

Newport
Old Orchard Beach/Saco
South Paris*
Searsport
Sanford
Topsham
Turner
Waterville
Whitefield
Windham
Winthrop/Monmouth
York

Senator Rotundo, Representative Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee,

I'm Shanna Barbour, a student enrolled in the College Connections program through MSAD 61's Adult & Community Education Program.

My journey started one night just after my eldest daughter and I filled out *her* student aide paperwork for college. I began thinking how my life had changed. Over the past two years I had over come great obstacles, bettered the life of myself and my three children. Was I ready for more? When I made the decision to go back to school I looked at what was around me and where I live....not much. Then I saw something in Bridgton - The Learning Center, just down the road from me! I called the number, all the while my hand shaking from nerves. Then my call was answered by Tami. She was so kind and helpful right away I felt a bit calmer. I remember thinking, " Okay Shanna you made the call... now what??" On the line I hear, "This is Madelyn, what can I do to help you"?

I told her that I wanted to get back into school to get my RN, that I had my GED and had been out of school for sometime. I asked if she could help me get started on the right track. With The Learning Center the only place around, I had hopes she could help me. Madelyn began to tell me what she thought would be best; first to come and take the ACCUPLACER, and then we would go from there. I felt so confident that I went the next day and took the ACCUPLACER. The results identified where I needed to remediate to

begin college classes. I was ready for college English, but needed some help to prepare for college algebra. We set some goals, short term and long term, and in doing so this school with its great staff and resources made it possible for me to begin needed classes the next day. I needed high school chemistry, and The Learning Center was just beginning its spring semester classes, so I wasn't too late to enroll. I enrolled in the PLATO lab to work on my math skills.

Then we worked on my strategy to complete my prerequisites, and I'm on track and feel confident I'm taking the right steps to be accepted and successful in the nursing program down the road. I enrolled in the SMCC General Studies program, and I'm on the waiting list for Nursing program. I know that if I didn't have the College Connections program through MSAD 61's Adult & Community Education Program, and its wonderful staff, I would not be where I am today.

Thank You

Senator Rotundo, Representative Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee;

I am Takfoon Hawkins, a student enrolled in the College Connections program through M.S.A.D. 61's Adult and Community Education Program. I should start by giving you some of my background, so you will see how I arrived at The Learning Center.

I was born in Hong Kong, China in 1958 and was the youngest daughter in a large family of 10. Neither my Mother nor Father had any formal education past the elementary school level. My Father worked long hours to support our large family. As a man without an education he did not make much money. As soon as I became old enough to work I was asked to quit school in order to help support the family. I worked full time and attended high school in the evening. I immigrated to the United States in 1979 with my first husband who was a U.S. citizen. Together we had two children, and shortly after my second child's birth we got divorced.

Overnight I became a single, uneducated, unemployed mother of two. I worked many jobs to take care of my kids and thought that's the way it would remain; endless hours and low pay. I tried different formats of educational programs to suite my schedule and was unable to understand the different programs. So I focused on hard work to take care of my children.

In 1999 I met my true love and we married shortly after. He challenged me to "try" and taught me that anything is possible if you have the desire and

the resources in place to help you. In late August, 2006, I responded to a course booklet that I received in the mail for The Learning Center in Bridgton. It was one of the best decisions that I ever made.

The Learning Center provided a tremendous amount of support and educational resources to me, including G.E.D preparation, goal setting, college planning, financial aid information ACCUPLACER testing, remedial instruction in their PLATO lab and personal support. Without all of this support I would not have been able to obtain my G.E.D and be on the track that I am on today. I am currently a student at Southern Maine Community College in the General Studies program studying to become an elementary school teacher.

Senator Rotundo, Representative Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee,

I am Madelyn Litz, Career Counselor for the Adult Education Program for MSAD 61. I came on board with my District last year, and was fortunate to be involved with the submission of our Transition grant proposal last spring. We are proud to be a pilot demonstration site and feel we have learned a lot while addressing the needs of the members of the communities we serve.

Because of the rural nature of our region, and the distance that learners would have to travel to One Stop Career Center services in either So. Paris or Portland, we feel our program is of great importance to the citizens in our area who are interested in pursuing their high school diploma, GED, or training and education beyond high school. The Transition dollars allow us to offer services to our clients that include goal setting, career and college research, preparation for the rigor of their post-secondary education and training, and assistance and support to take that critical first step towards a degree or certification at the college level.

Providing these types of support, and offering scholastic skill remediation opportunities for clients, enhances the likelihood of their success. Because of these transition services our clients feel confident to enter post-secondary programs. The Learning Center, the actual facility at which these services are provided, also allows access to the other programs that support our students: child care, Healthy Families, PROP, SMCC, USM, and enrichment classes through Community Education.

We know there are many in our community who are candidates for our College Connection transition program, and our marketing strategies help us identify them. Our local Chamber of Commerce and affiliated businesses, our local high school, and ongoing advertisement of the services we provide continues to catch the attention and interest of the people who need our programs the most.

We encourage our students to learn more to earn more. Promoting and maintaining our College Connections transition program is key to that objective.

If you do not have any questions, we have two students from our program that would like to address this distinguished panel.

PORTLAND ADULT EDUCATION

Centers for Lifelong Learning

www.portlandadulted.org

adulted@portlandschools.org

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Portland ME 04103
(207) 874-8160
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57 Douglass Street
Portland ME 04102
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February 12, 2007

Remarks for the Governor's budget proposal that includes the college transition program delivered by 30 adult education programs throughout the state:

Presented by Rob Wood, Co-Director, Portland Adult Education, Portland Public Schools

I encourage you to support this Adult Education effort that will increase support for the College Transition efforts by thirty of the more than 100 adult education programs throughout the state.

Adult Education programs have always supported adults to prepare for their futures. We offer the opportunity to earn high school credentials: the high school diploma and the GED. Last year we conferred 3,108 of these credentials. The funding for this is called the adult education subsidy. But we can do more.

Currently 9 adult education programs receive specific state support to offer these college preparation courses and advising opportunities. This legislative support for College Transition will expand the effort to 30 programs. This will more than triple the number of adult education learners who will be able to access and succeed at college. We, as a state, need more college educated citizens and this program will provide these opportunities.

In Portland last year we conferred high school credentials to 226 adult learners. More than 70% of these learners stated that they earned the credential so they could access college. We should celebrate that. Currently, in this winter semester, 86 learners are enrolled in algebra, college writing, and science courses so they can successfully access college. Many of these learners already have a credential but they still do not have the skills to enter college level courses. The Governor's bill would support their efforts.

Studies have shown that 80% of the employees who will be in our workforce in 2016, are already working. We need to support them. We need to provide a pathway to higher education. A survey conducted by Lynn Miller of the Southern Maine Partnership studied the relationship between college remedial courses and college graduation. She found that within the UMS system,

- that a learner who took one remedial class had a 34% chance of graduating within 6 years
- that a learner taking 3 or more developmental courses had an 18% chance of graduating within 6 years.

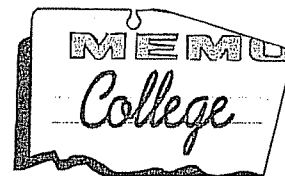
Many adult education programs- more than the ten currently that receive state funding - offer courses and support to adults who want to access and succeed at college. Last year 2,558 learners registered for adult education courses specifically for college preparation. These learners are learning the prerequisite skills often taught in developmental courses at more distant college campuses. Learning for your future in your community is the smart way to go.

The College Transition program through Adult Education provides an economical, efficient and effective plan to accomplish the goal that more of our citizens are prepared for our new economy.

Please contact me at anytime if you have a question.

Portland Public Schools: An equal opportunity employer

MAEA MEDIA



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SPECIAL COLLEGE TRANSITION SUPPLEMENT FROM THE MAINE ADULT EDUCATION ASSOCIATION

SPECIAL SUPPLEMENT

This special edition of the MAEA Media was developed to honor the adult students who continue to make Maine's College Transition programs successful. Their inspirational stories of academic and vocational success fill the pages of this very unique issue. I am certain that you will come away from this issue feeling proud of the profound work you do each day. How rewarding it is to read about student successes across the State of Maine - all as a result of their College Transition commitment!

This edition also provides adult educators with vital information regarding the history of Maine's College Transition Program. Cathy Newell details the long and passionate road that resulted in the implementation of the Maine College Transition program with the passage of bill LD1785 in 2006.

COLLEGE

Enjoy reading about all facets
of the Transition Initiative and
thank you for all that you do!

Maine Adult Education
Association
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Greenwood, ME 04255
207.875.2722
maea@megalink.net
www.maineadulted.org

The Maine Adult Education Association is a professional organization that advocates for adult education locally, statewide, and nationally and supports its members in order to meet the educational needs of Maine's adults.

COLLEGE TRANSITION

-Working for Maine-

Judy Ruszczk enrolled in the Rockland College Transition program in fall of 2004 after 25 years out of school. She wanted to return to the nursing profession but had no idea how to even gather her transcripts to begin the application process. In addition, she had low self-esteem and needed a support network in order to help her overcome her self doubt. Judy enrolled in our program and was a very dedicated and strong student. She was a peer leader and an incredible inspiration to other students.

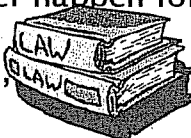


Judy had been a Licensed Practical Nurse (LPN) for over 20 years. But after suffering intense personal and family tragedies, Judy began to drink. After losing her job, the most beloved part of her life, she moved to Maine and embarked on a sobering journey. Sober for nine months, Judy enrolled in College Transition to ultimately fulfill her goal to become a Registered Nurse. Upon successful completion of the Transition program, Judy spent the following spring and summer semesters working to complete her Nursing Program pre-requisites. She took Anatomy & Physiology, Public Speaking, Chemistry, Algebra, Micro Biology and an LPN to RN Transitions course - all in the span of two semesters! Judy was fast-tracked into the 2nd year of the Nursing Program due to her intense commitment to the program and because of her former work as an LPN. She earned a 3.4 GPA and graduated from the school of nursing. She is now employed as an RN in Maine.

Patty Provost of Sumner College Transition Project, Summer 2003

Patty was 38-years-old and a single parent because her husband was in federal prison out of state. She attended the Transitions Project during the summer of 2003. For the first five or six weeks of class, Patty was convinced that college could never happen for her and

she was shocked to be accepted, stunned to receive adequate financial aid, inspired after talking with her prospective advisor. Starting her AS in Criminal Justice at University College at Bangor (UCB) that fall, Patty is now earning her BS, with consistently strong grades. She started a legal research business with a professor and, developed a lending library program at the Penobscot County Jail. Her family is back together and Patty continues to actively contribute to her family, her school, and her community. Patty is quite the inspiration and has a bright future!



How My Life Has Changed because of the College Transition Program:

I no longer have to work two minimum wage jobs.

I now have the ability to choose the work I wish to pursue.

I no longer receive food stamps.

I can purchase my own food without help from the state, local or federal government.

Because of this I can shop without the stigma of people thinking I'm a lazy, no good bum.

I no longer receive fuel assistance. I choose and purchase my own energy source.

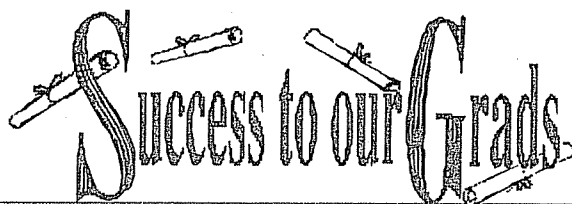
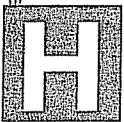
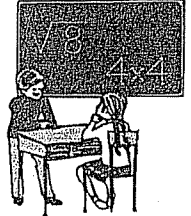
I no longer have to hide disconnection notices from my children because I am able to pay my bills on time.

My children see a mother who works hard and comes home at the end of the day happy instead of a mother who works hard and comes home at the end of the day worried, frustrated and

SHARED STORIES of SUCCESS

College Transition Students throughout Maine

- Tina, a 42-year-old single parent, had just left an abusive relationship when she started our Transition Project in the spring of 2002. She worked as a private housekeeper, cleaning several homes to support herself and her school-aged daughter. Shy, yet determined, Tina completed the Project and started University of Maine in Augusta part-time that fall. Tina is now a full time Ed Tech for her local school with benefits and a full sense of pride in her accomplishments!
- Lynn, 35, completed the Transitions Project in the Summer of 2000. Overcoming early academic challenges, Lynn developed a kind of savvy that allowed her to progress onto the eligibility list for a restricted AS/BS at UC-Bangor. Lynn had to stop-out for a year to wait for her degree slot, but graduated in 2005. Lynn is now a Dental Hygienist in the Ellsworth area.
- Yvonne, 47, a single mother and laborer joined the College Transition program in Rockland and gained up enough confidence to take the ParaPro assessment and pursue her dream of becoming an educator. She passed the test and worked as a special and regular education substitute in the mid-coast. She will start college in the fall of 2007 along with her full-time EdTech position.
- Johnny, a 32-year-old Navy veteran, had been working at the Winter Harbor Navy Base, when it closed and he became a dislocated worker. Johnny received release time in the spring of 2002 to attend the Transition Project, and then started at Eastern Maine Community College. Johnny completed his A.A. in Liberal Studies and transferred it into University of Maine Augusta's B.A. in Social Sciences with a psychology focus at University College-Bangor. Johnny graduated with his B.A. in 2006.
- Angela, 31, a young mom and wife from Harrington, completed the Transition Project during the summer of 2001. Determined to become a nurse after her best friend died of breast cancer, Angela started at UMaine Machias in the fall of 2001 in Liberal Arts with a focus on pre-nursing. She also worked on the Beth C. Wright, Cancer Resource Center project in Ellsworth and as a CNA at a local nursing home. Angela graduated in May 2005 and is a practicing Registered Nurse in Washington County.
- Cheryl, 42 and newly divorced, needed to make a living to support her ever-growing family. The State of Maine permanently placed her twin infant grandchildren in her care due to drug-abuse issues of an older son. She did not allow these additional physical or emotional demands to keep her from continuing with her degree. Needing to relocate her family to Florida to escape on-going abuse issues, Cheryl is currently pursuing her degree to become an Elementary Teacher at Central Florida University.



The Transition Program – A Template Overview

The Transition Program Template is a set of recommendations based on national college transitions experiences and the input of all seven currently operating Maine ABE-to-College programs funded by New England Literacy Resource Center Nellie Mae Grants.

1. What makes a good College Transitions program?



Program Identity: A significant factor in program success and continuation is an identifiable program name or service in the community that sets it apart from the regular adult education offerings. This could take the form of a location for services, a separate flyer or specific advertising and/or specific staff identified as working with transitions.

2. What should be the first priority of any College Transition Program?

Accurate Identification of Student Needs:

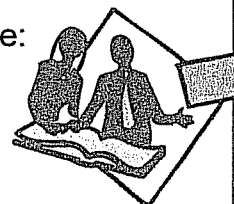
This statement encompasses academics, building (student) relationships, identifying strengths and weakness of students, career goal setting, rigorous academics and developing personal responsibility and should be viewed as an overriding priority for the application of any counseling or academic program to follow. Individual portfolios and accurate tracking and record keeping are essential elements.



3. What best practice needs to be promoted and implemented in any new College Transitions program?

A “defined process” needs to include elements of program design to include:

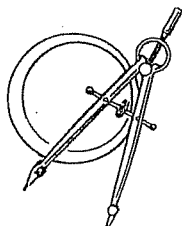
- a) A formal process for intake, orientation and graduation
- b) Accuplacer testing on site
- c) A formal process for portfolio development
- d) A defined data collection process, include documentation of assessment and follow up
- e) A staff development component for teachers and counselors



In summary, the best practice would be a defined, replicable design that could be implemented at local programs in varying levels of intensity dependent on regional needs.

4. Based on your experience, what advice would you give to someone starting a College Transitions program?

Individual Program Staff Responses:



- f) Spend time on planning
- g) Review existing research on Transitions
- h) Visit existing projects
- i) View Transitions as part of a continuum
- j) Build linkages with colleges
- k) Establish a local identity
- l) Be flexible, be patient
- m) Celebrate success

This Template is the summary result of a Meeting of the Nellie Mae Maine ABE-to-College Transition Programs, Lewiston, Maine, January 26, 2006. In Attendance: Roger Dyer, Gloria Berube, Ann Marie Villote, Rob Wood, Connie Patton, Sally Daniels, Darrell Gilman, Shannon Parker, Deepa Rao and Patrick O'Regan.

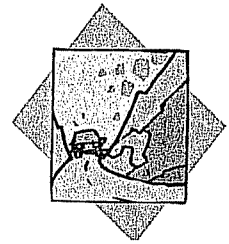
The Road to LD 1785

1989 – Advent of University of Maine's ITV system with high school sites often managed by adult education in local high schools. Use of Perkins funds for a small number of courses and college counseling on a limited scale.

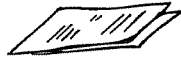
1990's – Attempts at collaborative agreement with University of Maine System and adult education. This was never completed due to personnel changes

1999 – "Outreach Proposal" by King administration. Never really developed into a bill, but would have funded a few programs.

2001 – Nellie Mae Foundation came on scene with ABE-to-College Grants, eventually expanding to seven sites with the goal of developing a model over five years with \$40,000 per program per year.



2002 – Collaborative Agreement signed with Maine Community College System and Maine Adult Education Association. Similar agreement with UMS was in development but, again, personnel changes prevented completion.



2002 and 2004 – The Betterment Fund provided small grants to fund a conference in both years to educate adult education programs and post-secondary partners on College Transitions.

2003 – Maine Compact for Higher Education identified Adult Education College Transitions as one of five key strategies to increase the number of adults with college degrees in Maine. The goal of 40,000 new degrees cannot be reached without adults.

2005 – Lumina Foundation provided funding for leadership in moving to a state-wide program. Curriculum development, assessment of program readiness, coordination with community colleges, and MOU's between CC campuses and adult education programs.

2005 – Governor's PreK-16 Committee identifies adult education as a key link.

2005 – MELMAC Education Foundation added adult education to their grant program. 24 programs are involved with exploring specific aspects of the MELMAC model with relation to adults. \$4,000 per program per year for 2 years.

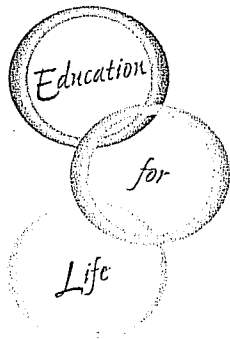
2006 – Senator Libby Mitchell identified Adult Education College Transitions as a critical strategy for education and economic development in light of plant closings and the changing nature of the Maine economy and agreed to sponsor it. Legislative Council accepted the bill for the 2005 session.

2006 – The Education Committee voted Unanimous Ought to Pass for LD 1785 and \$200,000 was appropriated for the initial six sites, with funding for a 7th secured from the Betterment Fund, and a grant from the Nellie Mae Foundation for program leadership.

Get
Ready
for
College

2007 – Maine College Transition was begun with strong legislative support with a \$200,000 appropriation and the passage of LD 1785 outlining the plan to expand the program in the future.

2007 – In his budget, Governor Baldacci moves to accelerate the Maine College Transition program to full implementation of 30 sites. Pilot sites substantially exceed enrollment projections for the first semester.



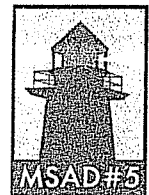
Rockland, Maine has been a College Transition site for five years. As an administrator for the program, I have witnessed, first-hand, the undeniably positive effect our preparatory program has on adults who would otherwise not know how to begin to pursue post-secondary education.

Our seamless collaboration with local University College administrators allows us to work with students to help them succeed once they enroll in college classes. It is a fact that students who attend a Transition program prior to attending college are better prepared academically, culturally and are more financially savvy and responsible regarding financial aid.

We met a **60-year-old woman** seven years who was **reading at the first-grade level** and yet was determined to go to college. Because of our integrated partnership with Literacy Volunteers of Mid-Coast Maine and a Nellie Mae Transition site, our center provides a continuum of services from basic literacy to college preparation. This ambitious student is **now attending her second year at Kennebec Valley Community College** and owes her success to the Transition program which helped her to reach her goal in the last two years.

CP, a young man **formerly living on SSI** and feeling depressed that he wasn't doing anything in his life now works part-time locally and **attends college in Thomaston full-time**. He credits his vocational and academic success to our center as he **earned his high school diploma**, enrolled in Transition classes and networked through our job-skills program to find **work in his desired field**. He will be a chef someday, but for now enjoys his studies and working in the kitchen of a local restaurant.

These are but two examples of the students whose lives are forever changed and exponentially improved due to their enrollment in our Transition program. **Across the state, Transition programs give adult students a place to begin their post-secondary journey.**



The Heart Of The
Community

Kathi Medcalf
Director
kmedcalf@sanford.org

Sanford Community
SCAE
Adult Education

Kim Crook
Assistant Director
kcrook@sanford.org

Quality Offerings from Quality People for over 100 Years!

12 King Street • Springvale, ME 04083 • (207) 490-5145 • fax (207) 324-0932 • <http://www.sanfordlearns.org> • adulted@sanford.org

Dear Senator Rotundo, Rep. Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee;

My name is Kathi Medcalf and I am the Director of Sanford Community Adult Education (SCAE), and we are a recipient this year of a College Transition Grant. I am writing to encourage you to support the College Transition money in the Governor's budget.

Sanford's Program is called: The ROAD to College. ROAD stands for "Removing Obstacles Achieving Dreams". The program is designed for people who are thinking about going to college, but aren't sure where or how to start. Going back to school can be a scary decision and having some support along the "ROAD" can make a huge difference for people. The program is designed to help people enter the "ROAD" from wherever they are, and help them continue on to college, with appropriate course work, in Mathematics, English, and Computer skills. Benefits of the program include:

- Placement in classes that will increase skill levels in order to prevent remediation classes in college,
- Fee waivers for classes at SCAE,
- Free daytime childcare,
- Career and college counseling,
- Upon completion of the program up to a \$500 scholarship to be used at YCCC or UC Sanford.

Sanford's "The ROAD to College", Removing Obstacles, Achieving Dreams, a College Transitions Certificate program began in September of 2006, since that time over 125 people have taken classes as part of this program. Articulation agreements have been made with York County Community College (YCCC) so that when a student completes "The ROAD Certificate", by receiving grades of 80% or better in each class students will receive: GEN 100 Credit at YCCC, and placement out of YCCC MAT 091, 097 and ENG 095 the remedial classes.

Many of our non-traditional students are using their financial aid to pay for remediation in college. We need to direct those students to adult education for cost effective programs to give them the skills they need to succeed. Math is a stumbling block. Adult Education programs offer small classes, and classes at skill levels designed to help adults fill in the gaps of their learning.

The College Transition program helps support students by building their confidence and helping them learn the skills they need to succeed. I encourage you to keep the Governor's level of funding for this program.

Sincerely,

Kathi Medcalf

Kathi Medcalf
Governor's Budget, February 16, 2007

SANFORD COMMUNITY ADULT EDUCATION SPEAKS...

Dear Senator Rotundo, Rep. Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee:

...I have been out in the working world for 20 years. Last year I decided that I wanted to go to college. When I was searching for an adult ed. program I couldn't find a school that could cater to all of my needs. SCAE is what I was looking for. The staff here is very helpful and caring. I feel like every teacher takes my education personally.

I think that my time here will help me for the rest of my life and I will never forget how helpful everyone has been. I have applied to go to SMCC for the fall of 2007 for the HVAC program. I feel like coming to SCAE has helped me get the level of education that I need to achieve my goals.

Sincerely,
James Wakefield

...I wanted to say a few things about the the adult education system. First of all, it is imperative that the adult community have the resources to further their education. Adults, who are in fact improving themselves, are committed and enthusiastic about education. We are not children trying to hide under the radar in a high school, but people who have come to realize that we will NEVER amount to anything unless an education is pursued. We are not satisfied with merely, "getting by," we want to flourish, and give our families the opportunities they deserve. Adult education sets an amazing example for our children, saying education must never stop! Adult education must continue to be available. It must continue to be affordable. Our promise to you is an educated, more efficient, productive community, waiting for our opportunity to just put ourselves out there and give it all back.

I sincerely thank you for the opportunity to be where I am, I will not disappoint you.

Yours Truly,
Amanda Peters

...I came to this school because I dropped out of the high school because I started to go down hill in the high school and I started to miss school. I have been coming here for about 9 to 10 months and enjoy it very much. I only had 4 or 5 more credits to go and now I only have the two classes to do which I should be done in April. Now I am going to be able to walk with the class in June. Because of this school I am graduating and going on to YCCC in September. This school is also letting me take refresher courses here so I can go on to the college and start right off at the college level.

Thank you,
Danielle Alexander

CARIBOU COLLEGE TRANSITION

Dan MacDonald, Caribou Director of Adult Education

The Caribou Transition program (Nellie Mae funded) has enjoyed many wonderful success stories with students going on to college and making better lives for themselves and their families. I cannot express passionately enough how important this program is to the to these students in giving them the self-confidence and support they need to make the transition to a higher education. To help with this, I would like to offer the following testimonial from student Colette Cormier. She explains through her experiences how Caribou Transitions brings together multiple resources to provide an all-inclusive, one stop program to help ensure student success.

Colette Cormier: Caribou Transition participant

I would like to take this opportunity to tell everyone how much the Trio program, Maine Educational Opportunity Center (MEOC) and the College Transition program, Caribou Adult Education and Maine Educational Opportunity Center benefited me in my time of need. The programs and the people involved gave me courage, self-confidence and above all else the extra education I needed to begin a new phase in my life.

Before beginning the College Transition program, I was employed as a human resource coordinator for a local business. In April of 2003 my husband who was the primary bread winner of our family sustained a back injury. We were uncertain of whether or not he would return to work. In August of that same year, the company I was employed at went out of business. I wasn't sure what to do with my husband out of work. I thought I would be able to get a job. I sent out several resumes but to no avail. I didn't receive even a phone call for an interview since I didn't have a college degree. The experience I had was not enough to get me into a job that would begin to cover what my husband was previously bringing home for wages.

In September of 2003, still uncertain of my path, I began to attend the College Transition program. I can't say that it was easy going back to school after so many years of being out of school. The counselors at the College Transition program gave me the courage to not only begin my new phase, but helped me whenever I ran into any stumbling block. Believe me there were many!

The counselors as well as MEOC helped me obtain high school transcripts and fill out the necessary paper work to apply for college. Without them, I'm quite sure the transition would not have gone as smoothly as it did. They gave me the self-confidence I needed to continue onward even when I wasn't sure what I wanted to do. I just knew that if I was going to possibly be the primary wage earner in my family that I would need to make more than just minimum wage.

The class curriculum gave me that little extra push so that I was able to pass all of the placement tests and not be required to take any PBS (developmental) courses. Without

the class preparation and test preparation they gave us, I don't believe I would've passed any of them. Being able to practice what was going to be given as well as just knowing what to expect gave me the confidence and preparedness that is needed when faced with a new environment.

The tutoring and workshop sessions offered by MEOC were equally important to my new role as a student. There seemed to always be new forms to fill out and more information that was needed by the school that I wanted to attend. Without the counselors, who already know "the ropes" so to speak, I may have completely given up just do to the sheer size of the mountain of paperwork that was in front of me.

During my first semester at college, the counselors continued to provide me with assistance. Whether it was to just listen to how hard it was or just to say how proud they were of me, this just kept boosting my self-esteem. They also provided me with a mentor from their program that was already attending the same university that I was. Just knowing that I could call on someone or meet someone at the college was tremendously helpful. I believed it was so helpful that in my second year, I volunteered to become a mentor for someone else that had completed the program.

Even after my second year in college I was still utilizing the services provided by the Trio program. I would still attend the financial aid workshops because even though they should become easier every year, they really don't. If you have changing information annually it can sometimes be tricky to complete the forms. Luckily the counselors that are provided by the Trio program are well educated and committed to the students that need their assistance, because without their expertise and guidance I'm not sure that I wouldn't have given up when things did get tough.

I am now a junior at the University of Maine at Presque Isle. I have maintained a 4.00 average the entire time I have attended the university. Due to my grade point average being the highest of all the juniors during my junior year, I received the Daniel Paterson scholarship. It was a great accomplishment for me!

Collette is on target to graduate as class valedictorian. She is too modest to mention that she is also the mother of two teenagers who require time and attention daily. She is a regular guest at our Orientation sessions; urging potential students to take advantage of the Abe-to-College Transition opportunity

M.S.A.D. #49 Adult and Community Education

Eight School Street
Fairfield, Maine 04937-1370

Patricia Theriault, Director

February 12, 2007

Senator Rotundo, Rep. Fischer, and members of the Appropriations Committee, and
Senator Bowman, Representative Norton and members of the Education Committee,

Dear Legislators:

I have been involved in adult education in the state of Maine since 1987, first as a teacher and for the past nine years as the adult education director in MSAD #49 in Fairfield. We have always believed that part of our mission is to help adults become college ready but without state funding for college transition activities, we were limited in how much we could do.

Two years ago we received a small MELMAC grant to provide college transition services and to do follow-up surveys of our graduates. This year we built on that foundation with one of six \$30,000 college transition demonstration grants.

The impact of this funding has been huge. No adult can read our brochure, take a class with us, or enter our building without constantly being exposed to information about college. With the MELMAC funds we were able to raise awareness; with the college transition grant we have been able to provide programming for adults needing academic preparation. Our activities include:

- In collaboration with KVCC, we created KV Academy, a college prep program for adults. Adults in this program have an identity and a goal: they are on their way to college.
- We offer developmental classes in writing, math, and college prerequisite classes such as algebra, biology and chemistry.
- We offer counseling services and a mentor program.
- We offer Accuplacer testing (the placement test used by KVCC and UMA).
- We host numerous college planning events before class in the evening where our learners are able to get tips on topics such as financial aid and study skills while meeting staff from the local colleges.

This year we are serving 56 adults in our college transition program. Each one of these adults has expressed an intent to enroll in college within the next year. Each one of these adults is taking concrete steps toward enrollment. Each one of these adults will help increase the percentage of college graduates in the state. Each one these adults will contribute to the economy. Each one of these adults will be the start of a tradition of college attendance in their families.

Last semester, 68% of our college transition students indicated that neither of their parents had attended college. Not only do they face enormous hurdles in going through the college application process for themselves, but without that college experience they also have problems in helping their children access college.

We have demonstrated that college transition funding for adults does make a difference. Recently the MELMAC foundation reported a 58% increase in the college attendance rate of adults after only one year of the MELMAC grant. We ask for your support of this budget which will continue state funding for current college transition programs and allow more adult education programs to provide college transition services.

Sincerely,

Patricia Theriault
Director

**Bangor Adult & Community Education
885 Broadway
Bangor, Maine 04401**

February 14, 2007

To: Senator Rotundo, Rep. Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee:

I am writing to urge you to support the College Transition component of the Governor's budget. Bangor Adult & Community Education is one of the College Transition grant sites this year. The CAFÉ (College Access for Everyone) program has helped dozens of students get started on realizing their goal of attending college.

During this initial year, Bangor Adult & Community Education has partnered with Eastern Maine Community College to offer inexpensive developmental courses in writing and mathematics designed to improve Accuplacer placement scores. EMCC has agreed to allow us to offer the courses on their campus. This enables the student to become familiar with the college setting before enrolling in college.

College and career counseling are key components to the CAFÉ program. Our guidance counselor meets with each G.E.D. candidate to discuss college and career options. Some students have not even considered college as an option. Our counselor has opened the eyes of many students that college is a possibility. He assists the students with the selection of an appropriate college path, the completion of applications and with the FAFSA process. This would not be possible without the College Transition grant.

Through the first semester, over 100 people have utilized the CAFÉ program by either taking prerequisite college classes or by utilizing the counseling services. It is my understanding that the other pilot sites are also enjoying success. The Governor's budget for College Transition will provide the resources for even more adults to attend college. I urge you to support the College Transition initiative.

Sincerely,

Gregory Leavitt, Director
Bangor Adult & Community Education

Testimony of Sally Daniels
Concerning LD 499
Budget Request for College Transition
2-16-2007

Sumner Adult Education's statistics continued:

This represents an ideal college retention rate of 100% at this point in the academic year, explaining why MEOC is so supportive of the Transitions initiative. The MEOC overall retention rate in 2006 was 64.2%, which is considered outstanding by the US Department of Education. HigherEdInfo.org presents relevant comparative data by listing the 3-year graduation rate for Maine's 2-year institutions at an average of 40%. (1) Based on available points of comparison, Sumner's 100% retention rate at the 1st year stage is exactly what Maine needs to build a stronger workforce.

(Sumner Adult Education has been funded to annually provide college transition services to 30 students since 2000; the current Nellie Mae Education funding support ends 12-2007)

Thank you for this opportunity to advocate for the continued growth of the network of College Transitions Projects. College Transitions is an absolutely crucial part of a plan to build the number of adult degree holders in our State.

Respectively submitted,
Sally Daniels, Director of Project Services, MEOC
Counselor/Instructor, Sumner Adult Education

(1) From Support Early College Success – Key Facts, MELMAC;
HigherEdInfo.org: reflecting the class entering in 1998 and graduating by 2001;
(data is from all Maine's Community Colleges plus Andover and Beal Colleges)

Testimony of Sally Daniels
Concerning LD 499
Budget Request for College Transition
2-16-2007

MEOC, an educational outreach program of the University of Maine under TRiO funding through the Higher Education Act, annually assists 2500+ Maine adults with college planning and access services. MEOC actively walks next to prospective 1st generation/low income adult college students, providing college planning, readiness referral, admissions and financial aid assistance, annually placing 600+ adult students in college.

MEOC actively collaborates with Adult Education programs around the state to connect Project participants with academic enrichment ranging from brush-up and pre-requisite course completion, to college transitions project participation. **Maine's Adult Education Programs are essential partners in MEOC success because of the number of Maine's adults in need of transitional services at the various levels.** Analyzing data from the 2005-2006 MEOC service delivery database, of the 2622 Mainers receiving MEOC services, 631 enrolled in PSE. Of our participants preparing for college, 1275 were referred to adult education for a range of services. **Of the participants referred, 610 enrolled in Adult Education, of which ~ 160 participated in a College Transitions Project (or a First Steps Project).** The other 450 were largely in non-College Transitions regions of the state and could have benefited from this valuable holistic college readiness and access opportunity.

College Transitions graduates tend to access college at higher rates than students participating in general brush-up and pre-requisite course services. College Transitions Project graduates have been successfully integrated into the college environment and have the skills and confidences essential to college success. Because of their on campus experiences through the Transitions Project, the students have received stronger advising services; because of the required study skills and college awareness components of College Transitions, the students better understand what will be expected of them and how to approach their classes; because of the academic enrichment activities in the areas of math, reading, writing and computer skills, Transitions students are far less likely to need developmental studies.

Let me back these statements with numbers. Because of my role as Counselor and Study Skills/College Awareness Instructor for the Sumner College Transitions Project, I can clearly discuss Sumner's numbers:

During 2005-2006 year, Sumner Adult Education was funded to serve 30 College Transition students:

34 students enrolled

24 of these completed their College Transitions semester

20 of these enrolled in PSE

All 20 continue their PSE enrollment today

The Maine Adult Education College Transition Program

A cost-effective, proven approach to help more Maine adults transition to college and earn degrees, by expanding the capacity of the Adult Education programs.

10,000 Maine adults with college degrees in 10 years

It is imperative that there be a significant increase in the number of working-age Mainers with 2-year and 4-year college degrees. If more Maine workers earn degrees, Maine will be more competitive in the global economy and workers will earn more. (Maine Compact for Higher Education)

A cost-effective way to help more adults earn college degrees is to expand Maine's public school-based adult education programs to explicitly include College Transition. The following proposal would add more than 10,000 to the number of Mainers with college degrees over the next 10 years.

The College Transition plan will develop a system of consistent, high quality advising and preparation for adults seeking to enter the Community College or University System at 30 locations in Maine. The 30 programs will be located strategically throughout the state and extend their reach even further through use of the MDOE's ATM system, already being piloted for high school diploma classes. The 6 pilot programs funded by the State of Maine in 2006 currently in operation, plus 7 programs funded by the Nellie Mae Education Foundation and 1 funded by the Betterment Fund, plus the 11 MELMAC Education Foundation grants which reach 25 adult education locations have developed an effective menu of services and, if expanded to the 30 permanent programs, could meet this goal of increasing the number of Maine people prepared to succeed in earning degrees.

Expand Adult Education Capacity: 30 College Transition sites

An impressive 81% of college transition students in 2003, recently surveyed, reported matriculating without needing to take developmental courses on campus. The persistence rate after one year was an equally impressive 71%. Results from the Nellie Mae program evaluations are similarly positive, as are the preliminary results from the 2006-2007 pilots.

BOTTOM LINE: Maine adults can achieve success in college with a boost from adult education and the State of Maine.

The College Transition Proposal

The operation of 30 Adult Education College Transition programs would cost \$1 million per year, plus the cost of program administration by the Maine Department of Education. The budget proposed by Governor Baldacci would fund the immediate expansion to the 30 sites building on the strong foundation created by the Nellie Mae, MELMAC, and Betterment Foundations and the state-funded pilots, as well as the efforts by local adult education programs. Maine Adult Education is ready for the task.

At the end of 10 years, assuming a very conservative 55% college enrollment and persistence rate, the Compact's goal of 10,000 new degrees from the adult population would be surpassed.

February 16, 2007

For additional information contact: Cathy Newell, Maine Adult Education Association; 875-2722 or 357-7510

January 15, 2007

**Maine Department of Education
Initial Status Report
College Transition Program Demonstration Sites**

This report provides a snapshot of the six College Transition Demonstration Sites funded by the passage in 2006 of LD 1785. The pilot sites have been in operation for four to six months, have hired or reassigned staff to the College Transition activity and enrollment has been immediate and productive. Memoranda of Understanding have been signed with all seven Community College campuses and all sites are working collaboratively with regional campuses of the Community College and/ or the University of Maine System. The initial expectation for participation was an average of 80 enrollments per program or 280 for the first semester. Current total enrollment (7/1/06-1/15/07) is 378 adult students, so we have substantially exceeded our expectations. 70% of these learners are under the age of 50 and more than half of them have never previously enrolled in a college or university course.

A seventh site, Machias, is funded by a grant from the Betterment Fund, and is operating under the same parameters as the six State funded sites.

Location	Start-Up Activity	Post-Secondary Collaboration	Enrollments	% of Enrollees with a HS Diploma	% of students who are new to College Transition
Bangor	Hired Transition Counselor, began classes in basic math, algebra, and writing. Developed the "CAFE" (College Access for Everyone) program identity.	Eastern Maine Community College, campus classroom space, Accuplacer Testing, referrals	126	53%	73%
Bridgton	Hired Transition Counselor, began classes in developmental math, writing, and chemistry. "College Connection" identity.	Southern Maine Community College, Accuplacer testing on-site at learning center.	29	79%	79%
Capital Area: Augusta, Gardiner, Hall Dale, Maranacook, SAD132/133	Hired 6 coaches and a program coordinator, using existing college preparation math and writing classes, initiating college coaching and awareness programs.	Collaborative agreements with University of Maine Augusta and Kennebec Valley Community College, Accuplacer testing on-site, classes located at UMA campus.	87	54%	57%

Fairfield	Developed "KV Academy" identity, hired a project coordinator, expanded instructional time for developmental courses	Classes located at space provided by Kennebec Valley Community College, Accuplacer testing and referral by KVCC staff.	37	100%	100%
Sanford	Utilized existing staff with expanded hours. Developed "ROAD" program identity (Removing Obstacles...Achieving Dreams)	Accuplacer testing on-site, collaborative efforts with Southern Maine Community College and Sanford-Saco campus centers of USM.	75	50%	42%
South Paris	Utilized existing staff with expanded hours. Developed "ACT" (Adult College Transition) program identity. Using cohort model and "Road Map to College" course work.	Collaborative efforts with Western Maine University College Center and SMCC.	16	100%	87%
Machias * Betterment Grant for Rural Area	Utilized existing staff with expanded hours and responsibilities, the program established "TRAILS" as program identity. New program starting at WCCC in February.	Collaborative efforts with University of Maine Machias (classroom space) and program class placement at Washington County Community College.	8	87%	87%

The column labeled "**% of enrollees with a high school diploma**" indicates the % of enrollees who entered the College Transition program with a high school diploma or GED. The remaining % of enrollees is participating in the College Transition program while earning their high school diploma or GED through the adult education program.

The final column "**% of students who are new to College Transition**" indicates the percentage of learners entering the program that have returned to adult education or never previously participated in adult education or College Transition programming."

An independent evaluation of the project, paid through grant funds from the Lumina and Nellie Mae Education Foundation, will take place during 2007.



Adult Education^{MAINE}

MAINE ADULT EDUCATION ANNUAL REPORT

118 programs
115,462 enrollments

July 1, 2004 - June 30, 2005

Executive Summary

Maine Adult Education consists of 118 publicly funded adult education programs with 115,462 enrollments by adult learners throughout our state. Local communities have strongly supported the Adult Education System for many reasons including:

- **Educational Attainment**
- **Economic Development**
- **Community Development**
- **Human Development**

For more than forty years, the partnership between local taxpayers and state and federal governments has provided a strong, accessible, and efficient system that offers a continuum of educational services responsive to local conditions.

Educational Attainment

3,108 high school credentials were awarded

11,806 enrollments in Literacy classes

2,558 enrollments in College Transition courses

In the 2004-2005 school year, there were more than 15,000 enrollments by Maine adults in high school completion courses offered through Maine Adult Education programs. Many of these individuals left traditional high school programs for family or economic reasons.

The majority of adults who earned their high school credential last year stated they wished to enter college. Through College Transition programs, Maine Adult Education also helps another segment of our population enter and succeed in college. These individuals hold high school credentials, but do not have the skills or prerequisites necessary to succeed at our local community colleges or universities.

Only 37 percent of Maine residents 25 and older hold a higher education degree compared with 46 percent in the New England region. The Maine Compact for Higher Education has set a goal for Maine to have 40,000 more college graduates in the next decade. Since the number of youth will continue to decline, the increase in college matriculation must be met by currently employed adults. This is an area of growth for Adult Education and one of four strategies identified by the Compact.

“Adult education programs are natural stepping-stones to higher education.”

**Greater Expectations,
Maine Compact for
Higher Education,
May 2004**

continued on back...

“Our workforce isn’t yet ready for tomorrow’s jobs. Compounding the challenge are thousands of older, less-educated workers laid off by downsizing companies. All of that points to an enormous challenge of retraining and re-educating ourselves for the new economy.”

**Charting Maine’s Future,
The Brookings Institute, 2006**

“ More workers must demonstrate higher levels of literacy, technology proficiency, and self management to function successfully in the workplace.”

**Trends and Implications for the
Maine Workforce,
Maine Dept. of Labor, 2005**

Economic Development

22,174 enrollments by Maine adults in vocational courses

2,558 enrollments by Maine adults in college transition courses

Vocational education strengthens people and communities. It gives people the resources and skills they need to cope with change. Skill areas include computer technology, hard trades, allied health, and retail sales.

During the past five years, Maine Adult Education has served many of Maine's dislocated workers from more than 100 companies including small companies from all corners of the state to large mills in Dexter, Millinocket and Biddeford. The workers successfully learned new skills to reenter the job market or proceed to post-secondary training.

Community Development

63,372 enrollments in personal enrichment classes

Lifelong learning is one of the primary goals of our public education system. Such learning strengthens the bonds between community members. The activities are as varied as our learners, ranging from foreign language learning to aerobic exercise, or wreath-making. These courses are housed in our public schools but all instructional and material costs are borne by the learners.

Human Development

2,110 individuals received ESOL instruction

(English for Speakers of Other Languages)

18 Local programs enrolled 277 families in family literacy

Many of our citizens do not possess the necessary skills to function in our literate community. These skills include basic reading comprehension and numeracy skills. Many of these learners are immigrants who desperately need these skills in order to become more functioning members of our communities.

Family Literacy is another program supported by our adult education funds. These programs focus on increasing the skills of both the parents and the child since the strongest indicator of how a child will achieve and succeed in education, is the educational goals and attainment of his or her parents.

Adult Education Funding

Funding for Adult Education is substantial and diverse. The foundation for all these sources is the "local share." Local share is the money local communities raise for adult education. This supports the infrastructure from which to address the local educational needs. The adult education state subsidy is used to pay for academic and vocational instructional costs and program administration. No state funding is used for personal enrichment instruction.

SOURCES	FY 2004	FY 2005
State Funding	\$ 4,651,482	\$ 4,669,971
Local Share	7,827,356	8,156,335
AEFLA Federal Grant	1,663,282	1,683,715
Carl Perkins Federal Funds	886,859	902,300
Local Contracts	1,263,701	765,899
Other Contracts*	664,577	653,479
Enrollment Fees	3,378,650	3,107,515
Other**	1,672,947	1,773,951
TOTALS	\$22,008,854	\$21,713,169

*Contracts for educational services with DHS, DOL, and other state agencies

** Other federal grants (e.g. Even Start Family Literacy), grants from private organizations (Barbara Bush Foundation and Nellie Mae Foundation), other school department and organization funds not detailed elsewhere.

Adult Education: Maine's Link to a Prosperous Future

- **Flexible Programs**
- **Accessible Locally**
- **Connections to College, The Workplace & The Community**

Prepared by the Maine Adult Education Association,
www.maineadulted.org, using data provided by the Maine
Department of Education, www.maine.gov/education/aded/index.htm

Published January 2007

**Maine Adult Education Association
P.O. Box 187
Greenwood, Maine 04255
207.875.2722 or 357-7510
maea@megalink.net**

Senator Rotundo, Rep. Fischer, and members of the Appropriations Committee, and Senator Bowman, Representative Norton and members of the Education Committee,

I am Cathy Newell, currently Executive Director of the Maine Adult Education Association and former adult education director in Bethel. The Maine Adult Education Association enthusiastically supports the acceleration of the College Transition program included in the budget.

I would like to present you with background material on Adult Education College Transition as well as information from several of the state-funded pilots and Nellie Mae-funded programs, including Bangor, Rockland, Caribou, Sanford and Fairfield. There are some very compelling student stories included, as well as program data and descriptions.

For those of you who were in these seats last year, the report of the pilot sites, and its accompanying map, will be especially heartening as you provided the initial funding for this project. Our 7 programs exceeded their first semester goal of 280 students by nearly 100. This, along with earlier data from the Nellie Mae and MELMAC funded sites, shows that Maine adults are ready to further their education when given a chance.

Maine must have a more highly educated workforce and 80% of the workforce of 2020 is on the job today. The boost provided by our programs can make all the difference in the success of adults in college programs as you will hear in later testimony.

We are looking forward to working with the Maine Department of Education, the Compact, MELMAC, and our post-secondary partners to implement the 30 site program and get going on achieving the goal of increasing the number of degree-holders in Maine.

Joint Standing Committee On Appropriations and Financial Affairs

Testimony of Henry Bourgeois Concerning LD 499 -- the budget request for the College Transitions Program

Senator Rotundo, Representative Fischer, Senator Bowman, Representative Norton and members of the Joint Standing Committee on Appropriations and Financial Affairs, and the Joint Standing Committee on Education and Cultural Affairs.

My name is Henry Bourgeois. I am executive director of the Maine Compact for Higher Education. I am here to testify in support of the budget request for the College Transitions program.

The Compact is a group of business, education, government and community leaders who have been working together for three years to promote the importance of higher education as an economic imperative for Maine's future. We believe that Maine's long-term economic growth requires a highly educated workforce. To compete in the 21st century economy, Maine's workforce must be among the best educated in America. Our goal is to increase the percentage of Maine's workers who have earned an associate's, bachelors or graduate degree to the New England average.

This will require 40,000 new degree holders above projections by 2020-- 10,000 of whom will receive support from the College Transitions program.

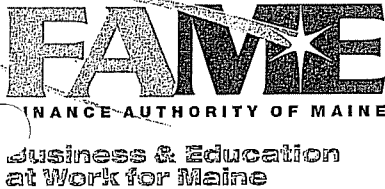
With Maine's demographic challenges -- aging population, drop in number of high school-aged students, 80% of incumbent workers will be working in 10 years -- a major focus of our effort must be on ways to help more adults earn degrees. The College Transition program is one of the Compact's five action strategies. It will help adults transition to college -- especially adults who are earning a high school diploma or who have a diploma but are under-prepared academically.

The College Transitions program is delivered by local adult education centers in partnership with Maine's Community Colleges, Universities and private colleges.

We know this can work, because seven adult education programs have successfully piloted this approach the last five years with foundation support, the MELMAC Education Foundation has invested in twelve more sites, and the Legislature supported six pilot sites last year. College Transitions is so effective that the Lumina Foundation gave us a grant to prepare assessment protocols, curriculum, and articulation agreements to expedite implementation statewide.

Maine's adult education centers are in an ideal position to help 10,000 adults earn college degrees: they currently help about 3,000 adults earn high school degrees, but only about 500 go on to college. Over 100,000 adults participate in adult education programs.

This budget request builds on our positive experiences by supporting thirty College Transition sites across the state to serve all our adults through regional networks. I urge your support of this innovative, cost-effective approach. Thank you for your time. I would be glad to answer your questions.



March 6, 2007

Hon. Margaret Rotundo, Senate Chair
Hon. Jeremy R. Fischer, House Chair
Joint Standing Committee on Appropriations and Financial Affairs

Hon. Lynn Bromley, Senate Chair
Hon. Nancy Smith, House Chair
Joint Standing Committee on Business, Research, and Economic Development

Dear Senators Rotundo and Bromley, Representatives Fischer and Smith, and Distinguished Members of the Joint Standing Committees on Appropriations and Financial Affairs and Business, Research, and Economic Development:

Enclosed please find for the work sessions on L.D. 499 responses by the Finance Authority of Maine to requests made by Committee members at the public hearing held February 27, 2007.

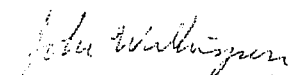
As you will recall, the information requested of FAME included:

1. With respect to FAME's business development and natural resources marketing programs, what amount of money would be useful to assist "gazelle-like" businesses (verbal response to be provided at work session);
2. Regarding the Area Health Education Centers (AHECs), a description of the recruitment activity and principal partners in the program (*see* Appendix A, attached memo from Holly Korda);
3. Racino money: whether any of it goes to FAME-sponsored Fund for Healthy Maine programs (Dental Education, Health Education Centers, Quality Child Care) (*see* answer below); and
4. Quality Child Care Centers: a list of the geographic distribution of the program's beneficiaries (*see* Appendix B, attached list).

With respect to racino money, pursuant to 8 M.R.S.A. § 1036(2)(E), 10% of racino money is forwarded to the Fund for a Healthy Maine. According to the Bureau of Budget, some agencies receive a portion of this money directly (not FAME), but much of it is commingled with other FFHM money and distributed among various agencies for the purposes set forth at 22 M.R.S.A. § 1511(6). As such, FAME does not directly receive a share of the racino money, although it does benefit indirectly when, as now, there are increased revenues in the available pool of FFHM money.

We hope you find this information useful. We look forward to attending the work sessions and to responding to any additional questions Committee members may have.

Sincerely,


John C. Witherspoon *ECW*
Chief Executive Officer

Encl.

Maine AHEC Network: Pipeline Through Practice Programs to Develop Maine's Health Workforce in Primary Care

To: Members of the Joint Standing Committees on Appropriations and Financial Affairs and Business, Research and Economic Development
From: Holly Korda, M.A., Ph.D., Maine AHEC Network Director and Associate Dean for Community Programs, University of New England College of Osteopathic Medicine (UNECOM)
Re: Maine AHEC Network Activities and Community Outreach
Date: March 2, 2007

This memorandum provides background on the Maine AHEC (Area Health Education Centers) Network for consideration in your FY08-09 budget deliberations. I regret that I arrived late from Biddeford and missed the opportunity to provide this information directly at the February 27 public hearing in Augusta, but am fortunate to have been briefed by my colleagues, Bill Norbert and John Witherspoon of the Finance Authority of Maine (FAME), who provided you some background on AHEC's activities at the meeting.

Maine's AHEC Network, established in 1985 by the University of New England College of Osteopathic Medicine (UNECOM), is one of 49 state AHEC programs funded by the Health Resources and Services Administration (HRSA) with the mission "to improve the distribution, diversity, supply and quality of healthcare personnel in the health care services delivery system in rural and underserved areas." The Network works through partnerships with FAME, Maine's Office of Rural Health and Primary Care, and others, and with guidance from its statewide Advisory Committee (see roster attached).

The Maine AHEC Network includes a Program Office and 3 Centers:

- **AHEC Program Office**, located in the Division of Community Programs at UNECOM's Biddeford campus, coordinates activities of the State network and programs for school children, medical and health professions students, and primary care practitioners in rural and underserved areas across Maine. The Program Office supports a Center for Health Literacy; administers an Oral Health Initiative with Maine's Offices of Rural Health and Oral Health; houses community education and provider training materials of Maine's Geriatric Education Center; and led the development of an online MPH Program at UNECOM that primarily targets professionals working in Maine.
- **Acadia Health Education Coalition AHEC**, located in Bangor, supports preceptors and health professions rotations in rural areas (including arranging housing) for 120 UNECOM medical students and physician assistants, U-Maine nurses, and others; runs programs that introduce "kids into health careers" across the State, including leading development of a web portal for health professions training, scholarship and mentoring (launch date: May 8), and providing programs for school-aged children in grades kindergarten through 12 that introduce them to health careers and opportunities; and engages in outreach to expand the primary health care workforce.
- **Franklin Community Health Network (FCHN) AHEC**, located in Farmington, provides enhanced continuing education and training in rural health and hospital care, including on-site seminars and symposia for rural providers, distance education

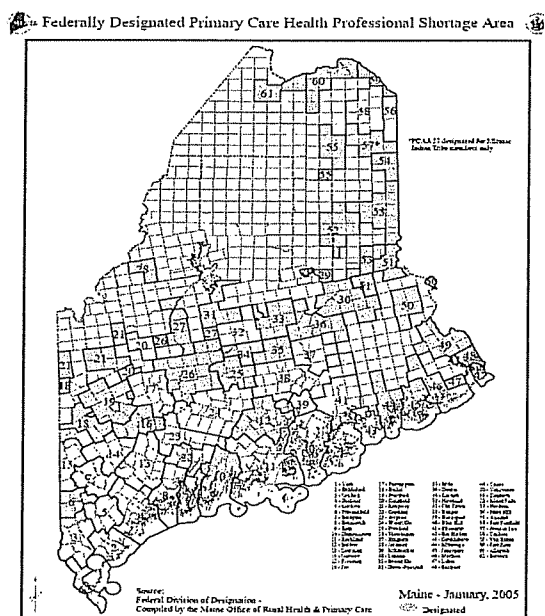
opportunities, and a nursing degree program developed in collaboration with Central Maine Medical Center in Lewiston; and engages in outreach for web portal activities (above) in the Franklin County region.

- **Maine Center for Public Health (MCPH) AHEC**, located in Augusta, provides expertise in public health information and assessment, as well as resources for training Maine's public health professionals and for public health training of other clinicians. MCPH oversees population health projects for more than 120 UNECOM students each year, coordinates internship opportunities for students from Maine universities in public health positions statewide, and supports web portal activities (above) in the Augusta area.

Need and Funding. Maine continues to face chronic shortages of primary care practitioners—a problem exacerbated by the demographics of the State's current workforce. Recent analyses by the Maine Department of Labor show that the State faces serious health workforce shortages in areas outside its urban centers as practitioners "age out" and retire. Maine's only medical school, UNECOM, currently produces more than 100 physicians, a majority of whom practice primary care, but these numbers are not sufficient to meet need as current practitioners enter retirement. Nearly 10% of all Registered Nurses over the age of 52 (545 total) expect to leave nursing within five years—with only 610 total graduates of Maine Nursing Programs, including many who leave the state following graduation, during the 2004- 2005 academic year. Over half of all Licensed Practical or Vocational Nurses in Maine are between the ages of 52 and 71. Nursing Aides, Orderlies, and Attendants have also experienced persistent vacancies, with an estimated 1,038 reported in 2005.

Maine also has the fourth highest chronic disease death rate in the nation, with three of four deaths attributed to cardiovascular disease, cancer, chronic lung disease, and diabetes. The State's population is aging rapidly and by 2010 the U.S. Census Bureau predicts that 15.6% of Maine residents will be aged 65 and older, ranking Maine third "oldest" among all states. These conditions create significant demand for healthcare professionals and services, and impose especially difficult circumstances for Maine's rural and underserved communities.

The Maine AHEC Network helps to support the State's health manpower training needs using its pipeline through practice program strategies. The Network service area covers 64 Health Professional Shortage Areas that include 36 Community Health Centers and 49 Rural Health Clinics that may benefit from the AHEC Network, which offered continuing education that reached 6,221 Maine health professionals with over 34,213 contact hours in 2006. Key Network goals for the coming grant cycle are to build on this success—using distance education, on-site rotations and training, integrated value-added models of primary care delivery, and partnerships with the public and private sectors—to focus on performance and results across the spectrum of primary care providers, and address these critical health manpower gaps statewide.



In most states, AHEC operates under the umbrella of the state's publicly supported medical school, and receives state appropriations to help expand and leverage limited HRSA funding and matching requirements of medical school sponsors and center recipients. According to a 2004 survey, state AHEC appropriations from 35 responding states ranged from \$0 to \$43.8 million, with an average appropriation of \$2.58 million, accounting for 45 percent of the state's AHEC budget. Maine is one of a handful of states where AHEC operates through a private medical school, and has been extremely effective leveraging limited resources. Last year, Maine's AHEC Network received just \$166,000 from the State of Maine (all sources), in addition to \$255,000 in federal funding. This funding was supplemented by \$200,000 in match from UNECOM, an additional \$156,553 combined match from the Centers at Bangor, Farmington and Augusta, and just over \$150,000 from private and other sources.

Community Partners, Outreach, and Activities, FY2004-2007. Highlights of Maine AHEC Network's activities include:

- **Rural health rotations:** 223 Osteopathic Medical students, 36 nursing students, 73 physician assistants, 58 public health professionals (via UNE), 15 allied health workers, 2 others.
- **On site AHEC Preceptors:** 169 Medical preceptors, 1 advanced practice nurse, 17 physician assistants.
- **Continuing education training:** 622 physicians, 1188 nurses, 364 advanced practice nurses, 149 physician assistants, 1 pharmacist, 21 dentists, 378 mental health professionals, 63 physical therapists, 346 public health professionals, 281 community health workers, 1430 allied health workers, 278 other health professionals.
- **Recruitment into health careers:** 4369 students in grades K-8 (<20 hours), 1759 students in grades 9-12 (<20 hours), 441 students who completed health careers training programs (>20 hours, Survivor Aroostook, etc.)

Activities Planned and Proposed, FY2008-2010. The Maine AHEC Network recently submitted its plan for the upcoming 3-year period. The Network will continue its health workforce development activities described above, and will enhance its data collection and reporting statewide. Additionally, the Maine AHEC Network seeks additional funding to:

1. Permit the Acadia AHEC, Maine's oldest and northernmost AHEC Center, to better serve Aroostook and Washington Counties. Maine has only 3 AHEC Centers. The Acadia Coalition AHEC Center serves an enormous geographic area, including medically underserved communities in Northern and Downeast Maine. After years of level-or-declining federal and State funding, Acadia has consolidated its staff in Bangor. It maintains strong ties and relationships in Aroostook County, and additional FAME funding could be targeted to support restoration of a satellite office in Aroostook County.

2. A key workforce "pipeline" strategy will be launched May 8, 2007: a "Maine Health Careers" web portal to serve as a one-stop health professions site for Maine. Modeled on a successful initiative in upstate New York,

MaineHealthCareers.com will provide easy one-stop access to comprehensive information on health careers, health professions training programs, scholarships and tuition assistance, as well as links to career exploration programs and e-mentors. With initial funding from the Maine Office of Rural Health & Primary Care, the project will initially target Maine youth, each of whom receives a laptop computer for use through grades 7 and 8. With sufficient funding, the website can be adapted to also serve adults-incumbent workers and their advisors-and to provide online tools for assessment of the foundational skills required for success, as well as on-line skill gap training. For the short-term, additional funds are still needed to support sufficient outreach to assure that the project reaches its potential.

I respectfully submit this information on behalf of the Maine AHEC Network and look forward to addressing your questions in the upcoming work session to determine appropriations to support the Network's important work in Maine.

ADVISORY COMMITTEE: Maine AHEC Network

1/15/06								
Dwyer, Charles		Director	Office of Rural Health&Primary Care	11 State House Station	Augusta	04333	207-287-5503	charles.dwyer@maine.gov
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Farrand, Sally		Education Specialist	Maine Primary Care Assoc	73 Winthrop Street	Augusta	04333	207-621-0677	sfarrand@mepca.org
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2005-2006 QCC STUDENTS AND AWARDS

COUNTY	AWARDS	STUDENTS
Androscoggin	\$11,445.85	9
Aroostook	\$24,824.66	19
Cumberland	\$16,589.75	15
Franklin	\$2,812.95	3
Hancock	\$4,777.23	5
Kennebec	\$25,591.07	19
Knox	\$11,297.20	14
Lincoln	\$1,000.00	1
Oxford	\$5,000.00	3
Penobscot	\$23,006.00	17
Piscataquis	\$1,457.00	1
Sagadahoc	\$3,316.92	2
Somerset	\$7,251.70	5
Waldo	\$9,110.66	7
Washington	\$2,818.20	2
York	\$26,249.95	19
TOTAL	\$176,549.14	141



Maine Community College System

OFFICE OF THE PRESIDENT

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March 5, 2007

The Honorable Margaret Rotundo, Chair
The Honorable Jeremy Fischer, Chair
Joint Standing Committee on Appropriations & Financial Affairs
123rd Maine Legislature
Augusta, ME 04333

Dear Senator Rotundo, Representative Fischer and Members of the Joint Standing Committee on Appropriations & Financial Affairs:

I am pleased to provide you with responses to questions that were raised during the recent public hearing to review the Maine Community College System's 2008/2009 biennial budget request. While I will be available for the Committee's work session, should you have additional questions or require clarification of the responses provided, please do not hesitate to contact me.

Sincerely yours,



John Fitzsimmons
President

JF/ejc

Enclosure

MAINE COMMUNITY COLLEGE SYSTEM
Response to the Joint Standing Committee on Appropriations & Financial Affairs

QUESTION # 1

Please provide details on waiting lists (what areas are the waiting lists in, how many on list, how long is the wait); and what jobs are going unfilled (nurses, machinists, etc.)?

Response

All Maine Public and Private Colleges (two-year degrees)

Annual Job Openings vs. Occupational Graduates

2002-2012 Related Annual Openings (MDOL projections)	6,525
2004 Graduates (All Maine Colleges)	<u>2,291</u>
Shortage	4,234

MCCS Occupational Instructional Areas

Annual Job Openings vs. Occupational Graduates

2002-2012 Related Annual Openings (MDOL projections)	5,896
2004 Graduates (in Related Programs)	<u>2,067</u>
Shortage	3,829

List of MCCS Occupational Programs at Capacity – Fall 2006

Welding: EMCC
Medical Radiography: EMCC, SMCC
Applied Horticulture: SMCC
Education Technician: KVCC
Nursing: CMCC, EMCC, KVCC, SMCC, NMCC
Electrical/Electronics Technology: KVCC, SMCC
Construction Engineering: EMCC
Carpenter: NMCC
Lineworker: KVCC
Heating & Air Conditioning: EMCC, NMCC, SMCC
Automotive Technology: CMCC, EMCC, NMCC, SMCC
Video & Photo Arts: SMCC
Medical Assistant: KVCC
Physical Therapy Assistant: KVCC

Surgical Technology: EMCC
Computer Technology: YCCC
Marketing: KVCC
Culinary Arts: CMCC, SMCC
Child Development: CMCC, SMCC
Electrical Engineering Technology: EMCC
Computer Aided Drafting/Design: EMCC
Electrician: KVCC
Plumbing: NMCC, SMCC
Auto Body Repair: NMCC
Vehicle Maintenance: NMCC
Machine Tool: KVCC
Design & Visual Comm.: YCCC
Health Information Technology: KVCC
Occupational Therapist Assistant: KVCC
Cardiovascular Technician: SMCC
Respiratory Therapy Technician: KVCC, SMCC
Business Administration: YCCC
Accounting: YCCC
Web Development: YCCC

QUESTION # 2

Please provide information on “administrative costs” and comparison with other community college systems nationally.

Response

According to the U.S. Department of Education IPEDS Data Feedback Report, the campuses of the Maine Community College System have, on average, significantly fewer non-faculty staff members than do our peer institutions (based on the most recent data available from Fall 2005). The average number of these staff members¹ for the Maine Community Colleges is **62**, while our peer institutions (10 New England community colleges with similar enrollment) have an average of **99**. Enrollment at Maine’s community colleges has grown by more than 3,500 in four years while the number of full-time staff has remained virtually unchanged.

In addition, the MCCS System Office has 20.5 employees for a total credit headcount of 13,021 (Fall 2006). By comparison, New Hampshire’s Community/Technical College System employs 50 people for a total credit headcount of 12,670.

As noted during the February 15 public hearing, the recent Brookings Institution report states that “Maine has the nation’s *highest ratio* of ‘other’ payroll to instructional payroll, with \$2.13 going to non-instructional payroll for every \$1 going to instruction payroll.”

¹ Includes all executive, administrative, managerial staff, other professional FTE staff, and non-professional FTE staff.

These numbers do not paint an accurate picture of the Maine Community College System's non-instructional payroll. The data included in the Brookings Institution report combines the Maine Community College System and University of Maine System and is taken from the 2002 U.S. Census. Although this data is the most recent available from the census, it pre-dates the transition of the MCCS from technical to community colleges in 2003 and does not capture some of the non-instructional savings realized from that transition. **A review of MCCS FY06 audited financial statements shows that the MCCS actually spent \$0.64 in non-instructional payroll costs for every \$1.00 of instructional payroll costs.**

QUESTION # 3

Please provide detailed information on "revenue vs. expenditures" including all sources of revenue and all major expenditure lines.

Response

Maine Community College System
FY2006 All Funds

REVENUES	2006
Students	26,486,541
Appropriation	43,218,462
Government Grants & Contracts	20,366,169
Private Gifts, Grants & Contracts	4,351,837
Investments	1,541,503
Sales and Services	10,305,215
Other Revenue	1,446,609
Non-Revenue Receipts	15,319,914
Total Revenues	123,036,250
EXPENDITURES	
Personal Services	63,139,060
<i>Total Personal Services</i>	<i>63,139,060</i>
Professional Services	4,476,842
Travel Expenses	873,363
Vehicle Operation	120,407
Utilities Services	2,508,663
Rents	1,276,000
Repairs	1,550,889
Insurance	593,971
General Operating	2,975,951
Food	831,434
Fuel	1,486,876
Supplies	7,124,427
Education Grants, Payments & Other	16,164,395
<i>Total All Other</i>	<i>39,983,218</i>

Equipment	2,091,628
Land, Buildings & Improvements	7,779,786
Depreciation	6,256,870
<i>Total Capital</i>	<i>16,128,284</i>
Total Expenditures	119,250,562
NET CHANGE *	3,785,688

* The excess of revenue over expenses is primarily a result of three factors:

- The timing of receipts on Federally restricted funding that is in excess of expenditure
- Gifts and investment income from endowments directed toward scholarships
- Receipts on capital projects funded with public bond issues

QUESTION # 4

Please provide information on “tuition waiver” programs. Who qualifies, annual dollars waived, qualification guidelines, number of participants, etc.

Response

A waiver is defined as the reduction in whole or in part of fees or costs that a college would otherwise collect. There is no offsetting payment from another source, so the college loses an amount that would otherwise be receivable.

For the 2005-2006 academic year the total cost of waivers was over \$1.1M. Some waivers are statutorily required; some have been authorized by the MCCS Board of Trustees; some are contained in the collective bargaining agreements with MCCS employees. The following are examples with approximate financial impact based on FY06 data. The number of participants in each waiver category was not available.

- ***New England Board of Higher Education Tuition Break (“Apple”) Program*** provides a discount on tuition to New England residents when they enroll in approved degree programs at out-of-state public colleges and universities throughout New England. Students who meet admissions requirements and enroll in qualified degree programs pay 150% of in-state tuition instead of out-of-state tuition.
Approximate financial impact: \$12,000
- ***Aspirations Program*** provides high school students with the opportunity to take courses in which space is available tuition free, with MDOE paying half the tuition and the college paying half. High school seniors taking MCCS courses must have a 3.0 or B average, be approved by their parents and school, enroll in general education courses, and pay for fees and books.
Approximate financial impact: \$70,000 (MCCS portion)

(Note: funding from the state increased significantly for the 06-07 academic year and the financial impact for this year is not yet available.)

- **Foster Children** who are in the custody of DHS and reside in foster care at the time of high school graduation, are Maine residents, meet admissions requirements and remain in good academic standing qualify for up to five years of full-time enrollment.
Approximate financial impact: \$32,000
- **Dependents and Spouses of Certain Veterans:** the legal children, step-children and spouses of veterans totally and permanently disabled by, or who died as a result of veteran's service may qualify. Children must be at least 16, have graduated from high school, be enrolled in a degree program before turning age 22 and applied before turning 25. Those applying for the waiver as of 1/1/06 must show the veteran entered the service from or resided in Maine for five years immediately preceding beneficiary's application for benefits. Child's waiver may be reduced by amounts of other benefits received.
Approximate financial impact: \$277,000
- **Native Americans** who are included in the current Penobscot or Passamaquoddy tribal census, or the child or grandchild of a Native American tribal member or of a Maliseet or Micmac band number holder who has been a resident of Maine for one year may receive benefits based on academic and tribal eligibility.
Approximate financial impact: \$336,000
- **Resident Assistants** in college dormitories receive tuition and room and/or board waivers in return for their work with students in college resident halls. Each college has established criteria the student must meet to qualify for these positions.
Approximate financial impact: \$250,000
- The various Bargaining Units within the MCCS have tuition waiver benefits for the employee, spouse and dependent children. Requirements may vary by collective bargaining agreement, most allowing participation when space is available in courses, with all agreements allowing no more than two years of full-time course work.
Approximate financial impact: \$110,000

QUESTION # 5

How many campuses offer "developmental" courses, which campuses, what percent of students need to take them, how many students need to take more than one, in what area is the need highest, etc.?

Response

All seven community colleges offer developmental courses in math and English, in reading and/or writing. The most frequently needed developmental courses at all of the colleges are in math, which is true nationally. In fact, the most recent data from the National Center for Education Statistics² finds that 42 percent of the total number of first-time freshmen who

² NCES, 2004: *Remedial Education at Degree-Granting Post-secondary Institutions in Fall 2000*.

were enrolled in public, 2-year institutions, enrolled in remedial courses in Fall 2000. Of the total number of students enrolled in these colleges, 35 percent took developmental math courses, 23 percent took developmental writing, and 20 percent took developmental reading. (*The percentages related to the developmental courses equal more than 42 percent, because some students took more than one developmental course.*)

For MCCS, the percentage of first-time college freshmen who enrolled in developmental courses in Fall 2006 was 47.8 percent or 1,507 students. Of that number, 561 or 37.2 percent enrolled in more than one course.

Maine Community College System	Number	Percent of Cohort
First-year/First-time Matriculated Freshmen – Fall 2006 Cohort *	3,153	
Total <i>Unduplicated</i> Matriculated Headcount enrolled in developmental courses (less than 100 level)	1,507	47.80%
Total Enrollment in Math Courses	1317	41.77%
Total Enrollment in Reading Courses	374	11.86%
Total Enrollment in Writing Courses	377	11.96%

* *First-time/First-year Matriculated Freshmen only. Does not include transfer students or students with prior college experience. This is a common definition that is accepted nationally and allows us to give comparison of MCCS to other community colleges.*

Math is by far the greatest need both nationally and within MCCS. Although the national and MCCS data cited here is for two different points in time, it appears that MCCS students need significantly less remedial assistance in reading and writing than do their peers across the country.

Additionally, a question was raised regarding enrollment in community college developmental/remedial education courses being used as a revenue generator for the colleges. Below is the cost model used by Central Maine Community College for developmental course delivery during the spring 2007 semester.

Revenue Produced from Developmental/Remedial Courses

Average number of students in courses: 12

Per student cost for a 3 credit course @ \$78.00 per credit hour \$ 234.00

Revenue produced (average per course @ \$234 x 12 students) \$2,808.00

Instructional Cost of Course

Scenario 1: Course taught by adjunct faculty \$2,763.45
Gain of \$44.55

Scenario 2: Course taught by full-time faculty \$3,173.31
Loss of \$365.31

QUESTION # 6

Please provide the amount requested by the MCCS of the Governor for its FY08 and FY09 budgets and verify that it is the amount submitted in the Governor's budget.

Response

Yes. The percentage increase requested by the MCCS Board of Trustees in each year of the FY08/FY09 biennium is the percentage increase included in the Governor's Budget Package. That percentage increase is 6 percent in each year of the biennium.

<u>FY08</u>	<u>FY09</u>
\$2,796,517	\$5,728,425*

* an increase of \$2,931,908 on FY08

QUESTION # 7

Please provide personal services, all other and capital expenditure detail for FY05 and FY06.

Response

Maine Community College System
FY05 and FY06 Payroll Costs (All Funds)

Personal Services	FY06	FY05
Permanent Regular	34,192,548	32,835,552
Intermittent Regular (Adjuncts)	8,866,979	8,690,934
Overtime	201,731	211,336
Stipend	359,486	636,298
Medicare/FICA	922,251	869,981
Health Insurance	6,616,995	6,495,610
Dental Insurance	212,424	196,304
Employer Retirement Costs **	10,280,664	8,877,635
Employer Group Life	182,471	174,038
Benefit Opt Out	225,669	209,166
Total Personal Services	62,061,218	59,196,854
** Retiree Health	4,294,270	3,870,368
Retiree Normal	2,339,006	2,119,404
Retiree Unfunded Liability	3,464,653	2,701,889
Administrative Costs	182,735	185,974
All Other		
Professional Services	4,476,842	4,920,157
Travel Expenses	873,363	996,311
Vehicle Operation	120,407	116,137
Utilities Services	2,508,663	2,244,815
Rents	1,276,000	1,269,998
Repairs	1,550,889	1,413,576
Insurance	593,971	554,210

General Operating	2,975,951	3,010,396
Food	831,434	731,671
Fuel	1,486,876	1,347,153
Supplies	7,124,427	7,452,980
Educational Grants, Payments, Other	16,164,395	15,963,195
Total All Other	39,983,218	40,020,599
Capital		
Equipment	2,091,628	2,692,906
Land, Building, Improvements	7,779,786	6,614,437
Depreciation	6,256,870	6,058,928
Total Capital	16,128,284	15,366,271

QUESTION # 8

What does the \$500,000 FY07 appropriation to Early College for ME pay for? How does the Racino money relate to the \$500,000 and the Osher Grant?

Response

The FY07 \$500,000 appropriation funds the Personal Services and All Other costs for the seven (7) full-time and four (4) part-time staff located at the community colleges who serve local schools and students.

Overview of Early College for ME

ECforME is a college-transition program that begins in the junior year of high school and continues into community college. ECforME is now offered in 74 high schools around the state. ECforME is designed for students who are undecided about college, yet have the potential to succeed in college. Students are selected for the program by their high school. ECforME expects to serve up to 1,400 students in FY07. The following schools participate in the program this year:

Bangor High School	Katahdin High School	Portland West
Biddeford High School	Kennebunk High School	Presque Isle High School
Bonny Eagle High School	Lawrence High School	Richmond High School
Boothbay Regional High School	Lewiston High School	Sacopee Valley High School
Brewer High School	Lewiston Regional Technical Center	St. John Valley Tech. Center
Buckfield Jr./Sr. High School	Liberty School	Sanford High School
Bucksport High School	Lisbon High School	Scarborough High School
Calais High School	Marshwood High School	Shed High School
Capital Area Technical Center	Massabesic High School	Skowhegan Area High School
Caribou High School	Mattawancook Academy	South Portland High School
Central Aroostook Jr./Sr. High School	Messaloonkee High School	Telstar High School
Cony High School	Mid-Coast School of Technology	Thornton Academy
Edward Little High School	Mt. Abram Regional High School	Traip Academy
Ellsworth High School	Mt. Ararat High School	United Technologies Center
Falmouth High School	Mount Blue High School	Washington Academy
Forest Hills High School	Mount View High School	Waterville High School
Fort Fairfield Middle/High School	Narraguagus High School	Wells High School
Foxcroft Academy	Noble High School	Westbrook High School

Freeport High School	Nokomis High School	Windham High School
Gorham High School	Old Town High School	Winslow High School
Greely High School	Orono High School	Winthrop High School
Hampden Academy	Oxford Hills Comp. High School	Wiscasset High School
Hodgdon High School	Piscataquis Comm. High School	Woodland Jr./Sr. High School
Houlton High School	Poland Regional High School	York High School
Jay High School	Portland High School	

The Racino funds were designated by the Governor as the match for the \$1million grant ECforME received from The Bernard Osher Foundation to assist MCCS in providing scholarships to participating students.

QUESTION # 9

Please provide a description of the MCCS retirement plans for employees, their options, what the System pays for, etc.

Response

MCCS employees are required to choose between two retirement options: the Maine State Retirement System (MSRS) or the Teachers Insurance & Annuity Association College Retirement Equities Fund (TIAA-CREF), in lieu of social security. The retirement options and employer costs are outlined in the tables below.

MCCS RETIREMENT OPTIONS		
	MSRS State Employee/Defined Benefit Plan	TIAA-CREF Defined Contribution Plan
MSEA Employees	✓	Not Available
AFSCME Employees	✓	Not Available
MEA Faculty	✓	✓
MEA Administrators	✓	✓
Confidential Employees	✓	✓
	Group Life Insurance \$0.14 per \$1,000 of salary	Group Life Insurance \$0.37 per \$1,000 salary
	Group Long Term Disability Insurance	Group Long Term Disability Insurance

EMPLOYER COSTS	
MSRS and TIAA	
For MSEA	28.38%
For MEA	28.38%
For AFSCME	32.88%
For Confidentials	34.03%
TIAA	
For Confidentials	24.87%

QUESTION # 10

The Brookings Report indicates that \$2.13 of non-instructional payroll costs are spent in higher education in Maine compared to \$1.00 in instructional payroll costs. How does that relate to the MCCS?

Response

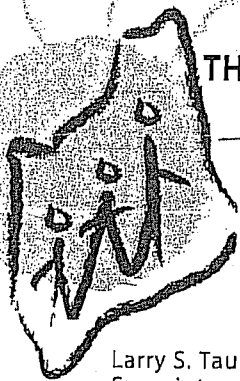
The recent Brookings Institution report states that "Maine has the nation's *highest ratio* of 'other' payroll to instructional payroll, with \$2.13 going to non-instructional payroll for every \$1 going to instruction payroll."

These numbers do not paint an accurate picture of the Maine Community College System's non-instructional payroll. The data included in the Brookings Institution report combines the Maine Community College System and University of Maine System and is taken from the 2002 U.S. Census. Although this data is the most recent available from the census, it pre-dates the transition of the MCCS from technical to community colleges in 2003. **A review of MCCS FY06 audited financial statements shows that the MCCS actually spent \$0.64 in non-instructional payroll costs for every \$1.00 of instructional payroll costs.**

Addendum to the response dated March 5, 2007 to Question # 6 from the Maine Community College System

Appropriation Request

Maine Community College System - Board of Trustees					
	FY07	FY08		FY09	
		\$	%	\$	%
Governor's Budget Recommendation	\$ 46.1	\$ 50.4	9.5%	\$ 53.4	5.8%
MCCS Request		\$ 50.4	9.5%	\$ 53.4	5.8%



THE MAINE EDUCATIONAL CENTER FOR THE DEAF AND HARD OF HEARING

THE GOVERNOR BAXTER SCHOOL FOR THE DEAF

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Larry S. Taub, Ed.D
Superintendent

**Testimony to the Joint Standing Appropriations and Financial
Affairs Committee and the Education and Cultural Affairs
Committee Work Session on March 7, 2007
Maine Educational Center for the Deaf and Hard of Hearing and
Governor Baxter School for the Deaf Budget
FY '08- \$6,567,800 & '09- \$6,611,228**

Good morning Chairpersons of the Joint Standing Education and Cultural Affairs Committee, Senator Peter Bowman and Representative Jacqueline Norton and the members of the committee. I am glad to have the opportunity to meet with all of you again at this work session. After the presentation I made in support of the Department of Education's Commissioner Susan Gendron, it became clear to me that it would be necessary for me to prepare a presentation that would accomplish 2 things. One, clarify to all legislators that the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf functions as a Quasi-Independent State Agency. Two, that in accordance with Maine Education and School Statues under M.R.S.A. 20-A, Chapter 304 Section 7406 (4-A) that I, as the administrative agent for the School Board am mandated to present a budget to the Governor and the Legislature for review by the joint standing committee that has jurisdiction over education matters.

Clarification and History of the Existing Governance Structure

I will first clarify the history of the present arrangement that requires the superintendent of this entity, the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf directly report budgets and submit annual reports to the Governor. This was the outcome of a legislative task force that took place in 1999-2000 and this task force ascertained that the past arrangement of governance and development of budgets between the Maine Educational Center for the Deaf and Hard of hearing and the Governor Baxter School for the Deaf and the Department of Education (DOE) was, based on past performance, not in the best interests of the educational community and the children who are deaf or hard of hearing. I respectfully want to point out that this was a cumbersome arrangement that required the DOE to do both, supervise the school's superintendent and serve as education policy regulators. Supervising the organization from afar caused some problems in past years and was corrected by empowering a local school board to work closely with the superintendent in governing all aspects of school operations through the board and its sub-committees. Allow me to characterize the past and present relationships between the governing bodies and the

Access, encouragement, and direction for lifelong learning...

school superintendent. Prior to the present governing structure, the superintendent reported directly to a representative from the department of education, minimizing the democratic process of involving concerned stakeholders including parents, teachers and students from access to a governing body to present concerns pertaining to the school community as needed. This kind of governing structure is what I define as a state-operated school. With a state-operated school, matters of supervision and final decisions rested with the superintendent and the DOE provided budget supported by state funds. We now have a vastly different structure of governance. What we have today is what is defined as a state-supported school. As such, funding is provided by the state and governance rests with a local school board recommended by the governor and confirmed by the Joint Standing Education and Cultural Affairs Committee. This structure makes for a much more accessible due process system and allows stakeholders to address concerns at different levels of management to arrive at solutions in accordance with school board policies. The role of the Department of Education under this arrangement is solely that of policy regulation not supervision. We, at the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf, are mandated to ensure compliance required by federal and state education law; special education law and policies. In terms of the budgetary process, we are also mandated to present a proposed biennium budget to the Governor. The Governor's Office has relied the Department of Administrative and Financial Services, as with all state agencies, to consider our budget as it goes about formulating the state's comprehensive budget. We, in turn, are to make this budget proposal known to the Joint Standing Education and Cultural Affairs Committee for its approval and vote. Administratively, as far as governmental process was concerned, it has been a very effective process. The Department of the Administrative and Financial Services' Commissioner Rebecca Whyke, however, feels that The Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf would be better served if the state moves our budget under the education portion of the budget. In this way, it would assure us of the same protection public schools enjoy when the state considers the implementation of cost cutting measures among its many state agencies to achieve cost effective government.

The school board and I, have no reservations about the shift of the budget dollars from under the aegis of the DAFS to the DOE. This can work provided that we continue with our mission as a statewide educational agency and provide the broad continuum of services needed to best serve children who are deaf and hard of hearing statewide as a quasi-independent state agency governed by a public school board. This arrangement has enabled us to function as an independent public school entity and effectively desegregates bureaucratic responsibilities of the Department of Education, as regulators of educational policy, and the Department of Financial and Administrative Services which functions, in this case, as a local government entity providing financial support to MECDHH/GBSD since we do not generate local tax revenue. I recommend that we continue to start the budgetary process with the Office of the Governor and DAFS and as previously stated, it is fine with the school board if the DAFS wishes to allot that money to the DOE budget provided that everything else stays the same. Additionally, this desegregation of roles, in terms of past history is important for another reason. Under the old state-operated

structure that existed between the school superintendent and the DOE, too much power was vested in the school superintendent and the DOE had no mechanism to check on how the school's operational, educational and safety issues were handled. DOE representatives basically relied on reports from the superintendent alone and this caused child safety issues to occur prior to 1982 and led to the \$20 million dollar compensation plan to address past wrongs between former students and the State of Maine. However, if reservation should exist in the state legislature about this matter, I want to be sure that the joint standing education and cultural affairs committee allows representatives from the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf to participate in further discussion of this matter if it is deemed warranted.

One of the legislators asked me last week if we assume all security costs on Mackworth Island. The answer is yes, we have security guards on our payroll that keep Mackworth Island safe and serve as the first point of contact for all visitors to the island either to walk the nature trail on the island's perimeter or on school business.

Presentation of the Biennium Budget for FY '08 and FY '09

Peter Gray, Director of Business Operations, and I met with DAFS Commissioner Rebecca Whyke, Ryan Low the State Director of the Budget, David LaChance, our budget analyst and the rest of her staff in Augusta last October to review our Part I budget. We presented a very simple budget that would effectively address both present level programming and services and factored in long-range plans based on input from my administrators. The Part I budget will enable the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf to maintain its present level of services. Unlike past years, we have not formulated a Part II budget for the state's consideration. All this budget asks for is continued funding for current level of services and it only factors in increases for inflationary human resource factors such as cost of living adjustments, health insurance increases. It also contains adjustments to address increased costs for utilities that have impacted our operational budget.

All past Part II requests since I started my tenure as the Superintendent of the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf were never granted by the legislature. That being the case, I, with the support of the school board and the state legislature began to enter into rental agreements with other educational programs to generate new revenue. This revenue will serve as the impetus for expansion of statewide educational services that the state was unable to grant us over the past 5 years. At this time, our calculations show that these rental agreements will result in an additional \$125,000 in income over the next two fiscal years. We plan to continue with the re-allocation of building space to this effect to expand statewide outreach services using our rental income pursuant to the February 2002 recommendations of the Needs Assessment Team that was submitted to and endorsed by the Joint Standing Education and Cultural Affairs Committee at that time.

This expansion will add on staff to our statewide educational services division and reduce caseloads of all of our Early Childhood Family Services Consultants and Public School Outreach Consultants. The rental revenue will serve as seed money and assist us in establishing a new fee for services arrangement with all local schools. The benefits would be two-fold, local school districts could share in costs of professional services on an as needed basis. This would be set up case by case for each child within each school administrative unit, a sliding scale of service options allowing an increased frequency of visitations depending on the student's needs. There would be 4 levels of services ranging from direct intervention from one hour a week to 6 hours a week depending on the needs of our students in public schools. We have just started to do this on a small scale and expect this to grow from our basic services model, which only allows us to visit and observe students as consultants to public school administrators and teachers at this time.

- We will continue with the Governor Baxter School for the Deaf, which is now an early intervention (0-5) and K-8 program for deaf children with additional disabilities. The secondary or multiple disabilities vary; some have physical disabilities others have disabilities stemming from various syndromes. At this time, we have some students who manifest the following syndromes: Usher's, and Wardenberg's. In the past we have served children who have had CHARGE's syndrome. We also have students who, in addition to being deaf, are: mentally retarded, developmentally delayed and autistic. Another students have Oppositional Defiance Disorder (ODD) and Reactive Attachment Disorder (RAD).
- Currently we have 12 students attending Portland High School. The enrollment figures vary from year to year. The students range from college bound students to ESL students. While the majority of them are deaf, we do serve students who are hard of hearing that are reliant on assistive learning devices such as FM systems.
- The cost at this time for running the PHS/GBSD program for our 12 students are as follows:

Salaries – 3 Teachers assigned to Portland High School - \$130,369

Benefits/Taxes – 3 Teachers assigned to Portland High School - \$50,192

Tuition – Portland High School based on Memorandum of understanding with MECDDHH/GBSD - \$45,708*

Interpreting Costs – Portland High School - \$275,000

Total - \$501,269

**As far as I am concerned, GBSD's Deaf and hard of hearing high school students are not factored into Portland's EPS formula. This is why we pay a 50% tuition rate so our deaf and hard of children can attend Portland High School. This is just part of the memorandum of understanding we have with Portland High School to satisfy our financial arrangement of this partnership. The other part of this financial arrangement is for us to provide PHS with an American Sign Language Teacher for all Portland High School students who wish to take this course.*

- Plans to continue with a summer program known in special education circles as the Extended School Year. In the parlance of Special Education Directors, this special education provision is alluded to as ESY. Under Maine Education Law, data needs to be shown that a child has demonstrated significant regression before they qualify for additional weeks of school during the summer months. We have had parents asking us if we could extend the school year and this has been provided for deaf and hard of hearing children to ensure that they are constantly exposed to language, which is lacking in their homes. We also have another summer educational option that fosters literacy. We usually offer a weeklong literacy camp. This is partially funded by tuition fees paid by parents. We pay for the rest of the cost.
- As a statewide resource center, we utilize Maine's vast ATM technology for distance learning classes. This year we had about 90 students taking American Sign Language Classes for foreign language credit. Public Schools pay \$650.00 per student for this class and apply for special education funds and are reimbursed at a later date, approximately 2 years, by the federal government for these courses. We use the revenue to partially support the program in the form of administrative costs. We also provide ASL for Families in the evening hours through the distance learning programs, enabling families of deaf and hard of hearing children to learn sign language from the 4 corners of the state without having to make long excursions to Falmouth where we are headquartered. Our library is more than just a typical school library; we provide access to our Parent/Professional Library collection through Maine's Intrastate Library Loan System over the internet. The Parent/Professional Library collection has books on deafness, speech and language development as well as instructional videotapes on American Sign Language. It is made available to all parents and teachers working with our deaf and hard of hearing student population.

There is much more that we do, what I will do is distribute to each of you a comprehensive packet of public relations materials that we distribute to all interested parties so you can learn more about our statewide mission.

We have additional revenue that I would like to provide you with data about. If you have further questions about how these additional monies are used throughout the year, I will have Peter Gray, our Director of Business Operations to provide you with the details.

Additional funding received by MEDCHH/GBSD is as follows:

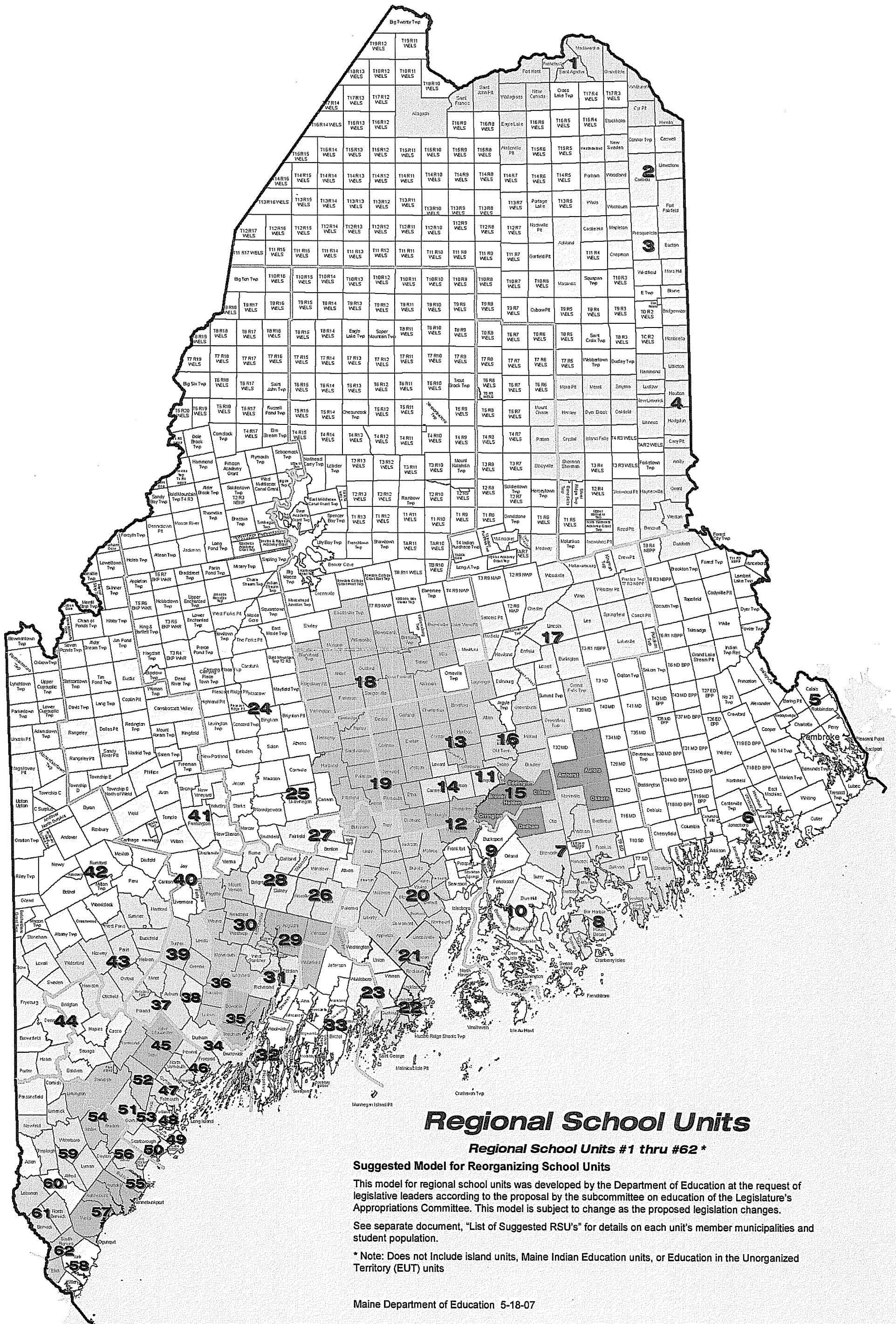
Other Income

Earnings on Investments	12,000
Donations	1,877
Registration Fees	46,500

Sale of Books	550
Sale of Meals	8,000
Miscellaneous Income	7,500
MaineCare	40,000
E-Rate	4,300
Federal Funds*	65,000
Interest Income	20,500
Rental Income	53,133

Total	259,360
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* Please note that the federal funds here are tied into local entitlement and no child left behind funds to support innovative programs and educational projects and are not tied with IDEA funding. IDEA funds are federal monies channeled to the state education departments in the US and the Maine Department of Education uses this federal revenue in the development of their overall general-purpose fund to all public schools statewide.



Regional School Units

Regional School Units #1 thru #62 *

Suggested Model for Reorganizing School Units

This model for regional school units was developed by the Department of Education at the request of legislative leaders according to the proposal by the subcommittee on education of the Legislature's Appropriations Committee. This model is subject to change as the proposed legislation changes.

See separate document, "List of Suggested RSU's" for details on each unit's member municipalities and student population.

* Note: Does not include island units, Maine Indian Education units, or Education in the Unorganized Territory (EUT) units

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
1	174	174	GRAND ISLE
1	256	256	MADAWASKA
1	510	007	ALLAGASH
1	524	112	CYR PLT.
1	524	184	HAMLIN
1	524	437	VAN BUREN
1	527	133	EAGLE LAKE
1	527	156	FORT KENT
1	527	296	NEW CANADA
1	527	377	SAINT FRANCIS PLT.
1	527	379	SAINT JOHN PLT.
1	527	449	WALLAGRASS PLT.
1	527	484	WINTERVILLE PLT.
1	533	161	FRENCHVILLE
1	533	375	SAINT AGATHA
Total			Northern Aroostook - St. John Valley

RSU 1
Total Number of Towns = 15

Madawaska Middle/High School
 Van Buren District Secondary School
 Fort Kent Community High School
 Wisdom Middle High School

Total Number of High Schools = 4

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
12	23	20	43	20	63
160	276	146	422	213	635
4	6	7	13	9	22
2	7	2	9	6	15
8	16	7	23	8	31
66	129	85	214	144	358
41	53	26	79	37	116
184	341	142	483	200	683
14	24	12	36	11	47
15	26	17	43	24	67
9	21	15	36	16	52
18	29	21	50	30	80
4	8	7	15	13	28
51	87	45	132	53	185
39	74	29	103	29	132
627	1,120	581	1,701	813	2,514

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
2	077	077	CARIBOU
2	085	085	CASWELL PLT.
2	236	236	LIMESTONE
2	305	305	NEW SWEDEN
2	412	412	STOCKHOLM
2	469	469	WESTMANLAND PLT.
2	487	487	WOODLAND
2	520	155	FORT FAIRFIELD
Total		Northern Aroostook - Caribou/Limestone/Fort Fairfield	

RSU 2

Total Number of Towns = 8

Caribou High School
Limestone Community School
Fort Fairfield Middle/High School

Total Number of High Schools = 3

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
359	662	338	1,000	483	1,483
17	32	11	43	17	60
75	151	74	225	97	322
17	33	11	44	21	65
6	13	6	19	17	36
0	0	0	0	3	3
47	91	55	146	51	197
167	277	133	410	171	581
688	1,259	628	1,887	860	2,747

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
3	054	054	BRIDGEWATER
3	137	137	EASTON
3	294	294	NASHVILLE PLT.
3	501	084	CASTLE HILL
3	501	087	CHAPMAN
3	501	261	MAPLETON
3	501	356	PRESQUE ISLE
3	501	466	WESTFIELD
3	532	017	ASHLAND
3	532	165	GARFIELD PLT.
3	532	265	MASARDIS
3	532	330	OXBOW PLT
3	532	351	PORTAGE LAKE
3	542	042	BLAINE
3	542	264	MARS HILL
3	545	341	PERHAM
3	545	444	WADE
3	545	452	WASHBURN
Total			Central Aroostook - Presque Isle/Ashland/Mars Hill

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
16	29	15	44	12	56
64	114	50	164	59	223
1	5	4	9	4	13
14	25	12	37	19	56
18	45	15	60	27	87
87	164	75	239	120	359
411	724	327	1,051	444	1,495
15	36	15	51	30	81
52	100	52	152	71	223
4	6	1	7	0	7
7	16	7	23	16	39
3	5	1	6	3	9
7	18	7	25	10	35
37	61	25	86	58	144
73	117	57	174	70	244
0	0	1	1	14	15
0	0	0	0	13	13
108	205	94	299	86	385
917	1,670	758	2,428	1,056	3,484

RSU 3

Total Number of Towns = 18

Easton Junior-Senior High School
 Presque Isle High School
 Ashland Community High School
 Central Aroostook Jr-Sr High School
 Washburn District High School

Total Number of High Schools = 5

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

4	026	026 BANCROFT
4	198	198 HERSEY
4	287	287 MORO PLT.
4	322	322 ORIENT
4	514	115 DANFORTH
4	514	470 WESTON
4	525	290 MT. CHASE
4	525	338 PATTEN
4	525	391 SHERMAN
4	525	407 STACYVILLE
4	529	185 HAMMOND PLT.
4	529	205 HOULTON
4	529	244 LITTLETON
4	529	284 MONTICELLO
4	570	011 AMITY
4	570	081 CARY PLT.
4	570	195 HAYNESVILLE
4	570	201 HODGDON
4	570	241 LINNEUS
4	570	251 LUDLOW
4	570	300 NEW LIMERICK
4	909	108 CRYSTAL
4	909	131 DYER BROOK
4	909	209 ISLAND FALLS
4	909	273 MERRILL
4	909	318 OAKFIELD
4	909	396 SMYRNA
Total		
Southern Aroostook - Houlton/Island Falls/Danforth/Patten		

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0	3	2	5	4	9
0	0	1	1	1	2
0	0	0	0	0	0
4	7	2	9	1	10
27	44	20	64	39	103
6	11	7	18	7	25
5	10	8	18	9	27
48	80	43	123	44	167
30	58	29	87	51	138
28	38	12	50	24	74
2	5	3	8	4	12
250	449	224	673	295	968
49	73	30	103	44	147
30	45	29	74	39	113
11	16	5	21	14	35
9	13	8	21	18	39
6	10	2	12	7	19
44	80	41	121	73	194
45	77	27	104	60	164
7	22	14	36	19	55
7	13	11	24	13	37
10	15	10	25	16	41
5	10	3	13	10	23
38	62	34	96	35	131
9	18	7	25	18	43
29	51	24	75	47	122
12	20	14	34	20	54
711	1,230	610	1,840	912	2,752

RSU 4

Total Number of Towns = 27

East Grand School
 Katahdin Middle/High School
 Houlton High School
 Hodgdon High School
 So Aroostook CSD School

Total Number of High Schools = 5

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

5	005	005	ALEXANDER
5	024	024	BAILEYVILLE
5	070	070	CALAIS
5	089	089	CHARLOTTE
5	100	100	COOPER
5	107	107	CRAWFORD
5	122	122	DENNYSVILLE
5	138	138	EASTPORT
5	175	175	GRAND LAKE STREAM PL
5	270	270	MEDDYBEMPS
5	339	339	PEMBROKE
5	342	342	PERRY
5	357	357	PRINCETON
5	367	367	ROBBINSTON
5	424	424	TALMADGE
5	445	445	WAITE
5	493	493	BARING PLT
5	912	097	CODYVILLE PLT.
5	912	428	TOPSFIELD
5	438	438	VANCEBORO
Total			Eastern Washington - Calais/Topsfield

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
18	33	6	39	25	64
65	128	79	207	92	299
106	198	115	313	185	498
17	28	9	37	16	53
5	13	5	18	13	31
2	4	5	9	4	13
23	38	12	50	20	70
44	82	41	123	50	173
3	7	3	10	1	11
5	7	3	10	5	15
35	58	38	96	41	137
38	77	42	119	35	154
31	51	41	92	56	148
13	38	24	62	21	83
1	4	3	7	4	11
1	5	5	10	12	22
12	20	10	30	7	37
0	0	1	1	0	1
9	15	6	21	14	35
10	15	6	21	5	26
438	821	454	1,275	606	1,881

RSU 5

Total Number of Towns = 20

Woodland Jr-Sr High School
 Calais Middle/High School
 Shead High School

Total Number of High Schools = 3

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

6	031	031	BEALS
6	032	032	BEDDINGTON
6	111	111	CUTLER
6	117	117	DEBLOIS
6	135	135	EAST MACHIAS
6	216	216	JONESBORO
6	217	217	JONESPORT
6	253	253	MACHIAS
6	254	254	MACHIASPORT
6	263	263	MARSHFIELD
6	310	310	NORTHFIELD
6	371	371	ROQUE BLUFFS
6	463	463	WESLEY
6	474	474	WHITING
6	475	475	WHITNEYVILLE
6	537	003	ADDISON
6	537	091	CHERRYFIELD
6	537	098	COLUMBIA
6	537	099	COLUMBIA FALLS
6	537	191	HARRINGTON
6	537	275	MILBRIDGE
6	917	031	BEALS
6	917	217	JONESPORT
6	519	250	LUBEC
Total			Western Washington - Machias/Lubec

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
11	27	22	49	0	49
1	1	0	1	2	3
23	37	13	50	17	67
2	4	2	6	1	7
47	95	58	153	76	229
17	36	24	60	34	94
41	75	43	118	0	118
90	140	61	201	74	275
37	52	22	74	42	116
11	21	19	40	29	69
5	11	5	16	4	20
5	11	9	20	8	28
3	4	2	6	7	13
9	15	11	26	22	48
4	10	6	16	18	34
26	56	50	106	61	167
30	67	27	94	58	152
14	32	16	48	11	59
25	45	21	66	33	99
36	68	30	98	46	144
46	83	32	115	62	177
0	0	0	0	28	28
0	0	0	0	52	52
53	85	32	117	48	165
536	975	505	1,480	733	2,213

RSU 6

Total Number of Towns = 22

Machias Memorial High School
 Narraguagus High School
 Jonesport-Beals High School
 Lubec Consolidated School
 Washington Academy (60/40)

Total Number of High Schools = 5

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
7	144	144	ELLSWORTH
7	158	158	FRANKLIN
7	187	187	HANCOCK
7	262	262	MARIAVILLE
7	327	327	OTIS
7	411	411	STEUBEN
7	526	134	EASTBROOK
7	526	450	WALTHAM
7	904	158	FRANKLIN
7	904	172	GOULDSBORO
7	904	399	SORRENTO
7	904	411	STEUBEN
7	904	418	SULLIVAN
7	904	482	WINTER HARBOR
7	911	399	SORRENTO
7	911	418	SULLIVAN
7	920	172	GOULDSBORO
7	920	482	WINTER HARBOR
7	228	228	LAMOINE
Total			Ellsworth/Eastbrook/Steuben/Lamoine

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
209	432	268	700	335	1,035
44	87	42	129	0	129
84	156	75	231	102	333
24	41	21	62	24	86
19	36	16	52	34	86
32	60	40	100	0	100
17	30	16	46	22	68
9	22	8	30	22	52
0	0	0	0	55	55
0	0	0	0	86	86
0	0	0	0	6	6
0	0	0	0	62	62
0	0	0	0	62	62
0	0	0	0	12	12
5	12	2	14	0	14
40	82	41	123	0	123
43	83	50	133	0	133
25	34	8	42	0	42
33	79	57	136	82	218
584	1,154	644	1,798	904	2,702

RSU 7

Total Number of Towns = 13

Ellsworth High School
Sumner Memorial High School

Total Number of High Schools = 2

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
8	907	028	BAR HARBOR
8	028	028	BAR HARBOR
8	907	291	MT. DESERT
8	291	291	MT. DESERT
8	907	405	SOUTHWEST HARBOR
8	405	405	SOUTHWEST HARBOR
8	907	430	TREMONT
8	430	430	TREMONT
8	431	431	TRENTON
Total		Mount Desert/Bar Harbor/Trenton	

RSU 8

Total Number of Towns = 5

Mt Desert Island High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0	0	0	0	211	211
142	286	138	424	0	424
0	0	0	0	101	101
47	87	65	152	0	152
0	0	0	0	92	92
56	110	70	180	0	180
0	0	0	0	83	83
50	97	43	140	0	140
39	80	48	128	100	228
334	660	364	1,024	587	1,611

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
9	065	065	BUCKSPORT
9	518	358	PROSPECT
9	518	441	VERONA
9	323	323	ORLAND
9	556	157	FRANKFORT
9	556	385	SEARSPORT
9	556	413	STOCKTON SPRINGS
Total			Bucksport/Orland/MSAD 56 (Searsport)/Prospect

RSU 9
Total Number of Towns = 7

Bucksport High School
Searsport District High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
157	320	179	499	294	793
17	42	26	68	38	106
6	17	20	37	31	68
61	111	68	179	109	288
52	93	23	116	46	162
103	177	85	262	120	382
66	116	50	166	75	241
462	876	451	1,327	713	2,040

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
10	083	083	CASTINE
10	389	389	SEDGWICK
10	913	119	DEER ISLE
10	340	340	PENOBSCOT
10	913	415	STONINGTON
10	044	044	BLUE HILL
10	058	058	BROOKLIN
10	060	060	BROOKSVILLE
10	420	420	SURRY
Total			Blue Hill/Penobscot/Deer Isle

RSU 10

Total Number of Towns = 9

Deer Isle-Stonington High School
George Stevens Academy (60/40)
Liberty School (60/40)

Total Number of High Schools = 3

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
15	35	13	48	26	74
30	71	26	97	56	153
42	93	72	165	91	256
29	53	24	77	42	119
28	57	36	93	52	145
74	134	67	201	147	348
17	37	21	58	49	107
22	41	22	63	55	118
25	69	40	109	80	189
282	590	321	911	598	1,509

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
11	027	027	BANGOR
Total			Bangor

RSU 11
Total Number of Towns = 1

Bangor High School
 John Bapst Memorial High School (60/40)

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
961	1,753	794	2,547	1,283	3,830
961	1,753	794	2,547	1,283	3,830

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
12	522	186	HAMPDEN
12	522	295	NEWBURGH
12	522	483	WINTERPORT
Total			MSAD 22 (Hampden)

RSU 12
Total Number of Towns = 3

Hampden Academy

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
226	531	348	879	441	1,320
61	105	56	161	88	249
120	264	155	419	228	647
407	900	559	1,459	757	2,216

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

13	564	050	BRADFORD
13	564	103	CORINTH
13	564	207	HUDSON
13	564	218	KENDUSKEAG
13	564	410	STETSON
13	169	169	GLENBURN
Total			MSAD 64 (Corinth)/Glenburn

RSU 13

Total Number of Towns = 6

Central High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
45	84	38	122	81	203
109	218	127	345	146	491
54	113	47	160	78	238
36	73	40	113	69	182
41	87	26	113	51	164
129	261	146	407	278	685
414	836	424	1,260	703	1,963

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

14 523 232 LEVANT
 14 197 197 HERMON
 14 523 078 CARMEL
Total Hermon/MSAD 23 (Carmel-Levant)

RSU 14

Total Number of Towns = 3

Hermon High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
109	212	117	329	155	484
228	421	223	644	242	886
129	222	96	318	168	486
466	855	436	1,291	565	1,856

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

15	053	053	BREWER
15	118	118	DEDHAM
15	563	095	CLIFTON
15	563	139	EDDINGTON
15	325	325	ORRINGTON
15	563	202	HOLDEN
15	908	010	AMHERST
15	908	022	AURORA
15	908	317	GREAT POND
15	908	326	OSBORN
Total			Brewer/Holden/Dedham/Aurora

RSU 15

Total Number of Towns = 10

Brewer High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
339	626	301	927	464	1,391
73	115	56	171	88	259
33	73	33	106	58	164
77	162	62	224	113	337
111	241	142	383	208	591
103	189	119	308	175	483
4	5	4	9	12	21
10	16	3	19	7	26
1	4	1	5	3	8
2	5	2	7	2	9
753	1,436	723	2,159	1,130	3,289

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

16	009	009	ALTON
16	051	051	BRADLEY
16	177	177	GREENBUSH
16	276	276	MILFORD
16	321	321	OLD TOWN
16	324	324	ORONO
16	440	440	VEAZIE
Total			Old Town/Orono/Veazie/Milford

RSU 16

Total Number of Towns = 7

Old Town High School
Orono High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
31	49	35	84	43	127
52	104	54	158	69	227
63	113	52	165	85	250
86	172	113	285	146	431
254	465	233	698	308	1,006
140	272	131	403	217	620
58	122	64	186	104	290
684	1,297	682	1,979	972	2,951

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

17	079	079	CARROLL PLT.
17	129	129	DREW PLT.
17	136	136	EAST MILLINOCKET
17	170	170	GLENWOOD PLT.
17	227	227	LAKEVILLE
17	249	249	LOWELL
17	255	255	MACWAHOC PLT.
17	271	271	MEDWAY
17	277	277	MILLINOCKET
17	364	364	REED PLT.
17	388	388	SEBOEIS PLT.
17	489	489	WOODVILLE
17	495	495	MEDFORD
17	530	230	LEE
17	530	406	SPRINGFIELD
17	530	459	WEBSTER PLT.
17	530	480	WINN
17	531	066	BURLINGTON
17	531	141	EDINBURG
17	531	146	ENFIELD
17	531	206	HOWLAND
17	531	268	MAXFIELD
17	531	337	PASSADUMKEAG
17	567	092	CHESTER
17	567	238	LINCOLN
17	567	267	MATTAWAMKEAG
Total			Northern Penobscot - Lincoln

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
2	5	4	9	4	13
0	2	1	3	4	7
56	120	61	181	105	286
0	0	0	0	0	0
2	2	5	7	4	11
7	13	6	19	9	28
1	4	3	7	4	11
47	91	46	137	77	214
115	231	164	395	230	625
7	11	3	14	11	25
0	0	0	0	5	5
6	14	14	28	14	42
8	17	7	24	9	33
25	54	26	80	61	141
11	24	20	44	24	68
1	6	5	11	7	18
14	29	9	38	20	58
12	23	14	37	8	45
5	9	1	10	5	15
56	124	48	172	100	272
32	75	46	121	75	196
2	4	3	7	3	10
8	18	17	35	18	53
17	38	11	49	41	90
237	436	223	659	334	993
32	55	19	74	38	112
703	1,405	756	2,161	1,210	3,371

RSU 17

Total Number of Towns = 26

Shenck High School
 Stearns High School
 Penobscot Valley High School
 Mattanawcook Academy
 Lee Academy (60/40)

Total Number of High Schools = 5

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
18	049	049	BOWERBANK
18	189	189	HARMONY
18	222	222	KINGSBURY PLT.
18	226	226	LAKE VIEW PLT.
18	476	476	WILLIMANTIC
18	504	001	ABBOT
18	504	071	CAMBRIDGE
18	504	182	GUILFORD
18	504	335	PARKMAN
18	504	382	SANGERVILLE
18	504	461	WELLINGTON
18	568	088	CHARLESTON
18	568	127	DOVER FOXCROFT
18	541	019	ATKINSON
18	541	062	BROWNVILLE
18	541	225	LAGRANGE
18	541	278	MILO
18	546	124	DEXTER
18	546	149	EXETER
18	546	166	GARLAND
18	546	366	RIPLEY
18	568	283	MONSON
18	568	387	SEBEC
Total		Piscataquis	

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
2	2	0	2	1	3
39	66	21	87	42	129
0	0	0	0	0	0
1	1	1	2	1	3
1	2	3	5	7	12
20	49	19	68	39	107
9	24	17	41	28	69
56	108	43	151	97	248
23	54	35	89	45	134
42	81	38	119	57	176
7	14	13	27	18	45
32	74	42	116	45	161
131	290	182	472	246	718
12	26	10	36	19	55
47	79	43	122	50	172
24	49	29	78	40	118
86	166	77	243	138	381
130	298	111	409	223	632
50	71	28	99	56	155
43	79	30	109	61	170
8	17	15	32	17	49
33	64	22	86	28	114
14	30	11	41	37	78
810	1,644	790	2,434	1,295	3,729

RSU 18

Total Number of Towns = 23

Piscataquis Community High School
 Penquis Valley High School
 Dexter Regional High School
 Foxcroft Academy (60/40)

Total Number of High Schools = 4

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

19	538	126	DIXMONT
19	538	147	ETNA
19	548	102	CORINNA
19	548	194	HARTLAND
19	548	301	NEWPORT
19	548	333	PALMYRA
19	548	349	PLYMOUTH
19	548	376	SAINT ALBANS
19	553	067	BURNHAM
19	553	123	DETROIT
19	553	346	PITTSFIELD
Total			
MSAD 46 (Newport)/MSAD 53 (Pittsfield)/MSAD 38 (Etna)			

RSU 19

Total Number of Towns = 11

Nokomis Regional High School
Maine Central Institute (60/40)

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
43	86	49	135	61	196
60	110	37	147	58	205
125	195	99	294	117	411
80	139	65	204	106	310
122	217	103	320	164	484
79	141	63	204	97	301
56	107	51	158	77	235
83	153	71	224	97	321
39	80	43	123	19	142
49	81	36	117	49	166
172	343	173	516	337	853
908	1,652	790	2,442	1,182	3,624

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
20	503	059	BROOKS
20	503	159	FREEDOM
20	503	213	JACKSON
20	503	224	KNOX
20	503	234	LIBERTY
20	503	282	MONROË
20	503	285	MONTVILLE
20	503	432	TROY
20	503	435	UNITY
20	503	446	WALDO
20	503	494	THORNDIKE
20	534	033	BELFAST
20	534	035	BELMONT
20	534	288	MORRILL
20	534	312	NORTHPORT
20	534	384	SEARSMONT
20	534	422	SWANVILLE
Total		MSAD 3 (Unity)/MSAD 34 (Belfast)	

RSU 20

Total Number of Towns = 17

Mt. View High School
Belfast Area High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
30	69	35	104	43	147
24	54	29	83	44	127
23	43	21	64	30	94
26	47	36	83	43	126
34	69	39	108	38	146
25	47	19	66	43	109
27	60	31	91	42	133
46	77	34	111	55	166
61	111	61	172	85	257
24	46	21	67	29	96
31	59	18	77	32	109
197	363	211	574	303	877
29	69	46	115	46	161
28	58	40	98	49	147
32	77	52	129	62	191
49	107	45	152	71	223
56	104	58	162	86	248
742	1,460	796	2,256	1,101	3,357

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
21	919	014	APPLETON
21	919	072	CAMDEN
21	919	204	HOPE
21	919	240	LINCOLNVILLE
21	919	369	ROCKPORT
21	014	014	APPLETON
21	204	204	HOPE
21	528	072	CAMDEN
21	528	369	ROCKPORT
21	240	240	LINCOLNVILLE
Total			Camden/Rockport/Lincolnville/Hope/Appleton

RSU 21

Total Number of Towns = 5

Camden Hills Regional High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0	0	0	0	76	76
0	0	0	0	252	252
0	0	0	0	86	86
0	0	0	0	117	117
0	0	0	0	178	178
46	87	51	138	0	138
44	87	50	137	0	137
147	287	154	441	0	441
111	261	161	422	0	422
57	125	73	198	0	198
405	847	489	1,336	709	2,045

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
22	505	329	OWLS HEAD
22	505	368	ROCKLAND
22	505	404	SOUTH THOMASTON
22	550	110	CUSHING
22	550	378	SAINT GEORGE
22	550	427	THOMASTON
Total			MSAD 5 (Rockland)/MSAD 50 (Thomaston)

RSU 22

Total Number of Towns = 6

Rockland District High School
 Georges Valley High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
36	85	52	137	41	178
260	384	231	615	334	949
36	95	60	155	73	228
46	97	49	146	68	214
63	131	75	206	103	309
90	176	86	262	144	406
531	968	553	1,521	763	2,284

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
23	540	162	FRIENDSHIP
23	540	434	UNION
23	540	447	WALDOBORO
23	540	451	WARREN
23	540	453	WASHINGTON
Total			MSAD 40 (Waldoboro/Warren/Friendship/Union)

RSU 23

Total Number of Towns = 5

Medomak Valley High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
35	72	35	107	64	171
48	109	70	179	85	264
158	323	175	498	251	749
121	261	130	391	185	576
53	92	47	139	65	204
415	857	457	1,314	650	1,964

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
24	076	076	CARATUNK
24	121	121	DENNISTOW PLT.
24	199	199	HIGHLAND PLT.
24	348	348	PLEASANT RIDGE PLT.
24	426	426	THE FORKS PLT.
24	467	467	WEST FORKS
24	512	212	JACKMAN
24	512	286	MOOSE RIVER
24	513	041	BINGHAM
24	513	289	MOSCOW
24	574	013	ANSON
24	574	145	EMBDEN
24	574	302	NEW PORTLAND
24	574	397	SOLON
24	180	180	GREENVILLE
24	392	392	SHIRLEY
24	497	497	BEAVER COVE
Total		Upper Kennebec	

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0	0	0	0	4	4
0	0	0	0	0	0
4	6	1	7	2	9
0	1	0	1	0	1
0	0	1	1	1	2
0	0	1	1	2	3
26	58	29	87	43	130
11	18	7	25	13	38
40	71	46	117	37	154
20	45	19	64	40	104
91	197	109	306	139	445
37	77	32	109	48	157
20	36	22	58	31	89
26	62	38	100	43	143
47	80	43	123	73	196
7	13	2	15	4	19
2	2	6	8	2	10
331	666	356	1,022	482	1,504

RSU 24

Total Number of Towns = 17

Forest Hills Consolidated School
 Upper Kennebec Valley Jr-Sr High School
 Carrabec High School
 Greenville Middle/High School

Total Number of High Schools = 4

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

25	554	073	CANAAN
25	554	105	CORNVILLE
25	554	272	MERCER
25	554	308	NORRIDGEWOCK
25	554	394	SKOWHEGAN
25	554	395	SMITHFIELD
25	559	056	BRIGHTON PLT.
25	559	018	ATHENS
25	559	257	MADISON
25	559	409	STARKS
Total			MSAD 54 (Skowhegan)/MSAD 59 (Madison)

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
97	181	84	265	127	392
53	108	42	150	60	210
20	36	16	52	25	77
117	247	147	394	204	598
313	609	326	935	473	1,408
23	56	33	89	57	146
3	3	0	3	3	6
70	117	35	152	50	202
177	352	168	520	203	723
18	35	24	59	35	94
891	1,744	875	2,619	1,237	3,856

RSU 25

Total Number of Towns = 10

Skowhegan Area High School
 Madison Area Memorial High School

Total Number of High Schools = 2

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
26	481	481	WINSLOW
26	094	094	CHINA
26	439	439	VASSALBORO
26	332	332	PALERMO
Total			Winslow/China/Vassalboro/Palermo

RSU 26

Total Number of Towns = 4

Winslow High School
 Erskine Academy (60/40)

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
270	542	289	831	420	1,251
164	326	199	525	302	827
170	324	184	508	270	778
44	96	52	148	87	235
648	1,288	724	2,012	1,079	3,091

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

27	549	004	ALBION
27	549	037	BENTON
27	549	096	CLINTON
27	549	150	FAIRFIELD
Total			MSAD 49 (Fairfield/Clinton/Benton/Albion)

RSU 27

Total Number of Towns = 4

Lawrence High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
62	129	86	215	128	343
137	426	317	743	149	892
135	262	131	393	194	587
306	343	41	384	449	833
640	1,160	575	1,735	920	2,655

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
28	370	370	ROME
28	547	034	BELGRADE
28	547	319	OAKLAND
28	547	393	SIDNEY
28	456	456	WATERVILLE
Total			MSAD 47 (Oakland)/Waterville/Rome

RSU 28

Total Number of Towns = 5

Waterville Senior High School
 Messalonskee High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
22	57	32	89	60	149
114	238	116	354	193	547
225	438	252	690	398	1,088
166	344	176	520	216	736
482	903	420	1,323	616	1,939
1,009	1,980	996	2,976	1,483	4,459

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
29	021	021	AUGUSTA
29	090	090	CHELSEA
29	473	473	WHITEFIELD
29	398	398	SOMERVILLE
29	479	479	WINDSOR
Total			Augusta/Chelsea/Windsor

RSU 29
Total Number of Towns = 5

Cony High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
550	1,003	547	1,550	811	2,361
72	161	88	249	158	407
46	110	88	198	142	340
23	40	10	50	30	80
86	186	116	302	142	444
777	1,500	849	2,349	1,283	3,632

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
30	154	154	FAYETTE
30	260	260	MANCHESTER
30	281	281	MONMOUTH
30	292	292	MT. VERNON
30	363	363	READFIELD
30	457	457	WAYNE
30	485	485	WINTHROP
30	516	152	FARMINGDALE
30	516	183	HALLOWELL
30	910	260	MANCHESTER
30	910	292	MT. VERNON
30	910	363	READFIELD
30	910	457	WAYNE
Total			MSAD 16/Monmouth/Readfield/Winthrop/Fayette

RSU 30

Total Number of Towns = 9

Monmouth Academy
Winthrop High School
Hall-Dale High School
Maranacook Community High School

Total Number of High Schools = 4

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
39	71	33	104	60	164
92	185	0	185	0	185
174	349	182	531	270	801
66	130	0	130	0	130
109	222	0	222	0	222
41	78	0	78	0	78
188	370	186	556	309	865
122	223	111	334	158	492
61	104	67	171	133	304
0	0	98	98	149	247
0	0	58	58	88	146
0	0	118	118	163	281
0	0	42	42	64	106
892	1,732	895	2,627	1,394	4,021

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
31	365	365	RICHMOND
31	511	164	GARDINER
31	511	347	PITTSTON
31	511	359	RANDOLPH
31	511	468	WEST GARDINER
Total			Richmond/MSAD 11 (Gardiner)

RSU 31
Total Number of Towns = 5

Richmond High School
Gardiner Area High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
173	290	114	404	178	582
237	432	221	653	318	971
101	175	98	273	143	416
71	146	87	233	80	313
131	241	126	367	152	519
713	1,284	646	1,930	871	2,801

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

32	008	008	ALNA
32	128	128	DRESDEN
32	015	015	ARROWSIC
32	030	030	BATH
32	167	167	GEORGETOWN
32	345	345	PHIPPSBURG
32	464	464	WEST BATH
32	490	490	WOOLWICH
32	486	486	WISCASSET
Total			Bath/West Bath/Wiscasset/Dresden

RSU 32

Total Number of Towns = 9

Morse High School
Wiscasset High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
21	44	14	58	32	90
53	107	62	169	98	267
12	23	10	33	22	55
276	554	296	850	402	1,252
20	52	26	78	40	118
79	137	71	208	106	314
62	117	72	189	107	296
83	164	100	264	172	436
123	242	115	357	212	569
729	1,440	766	2,206	1,191	3,397

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

33	052	052	BREMEN
33	057	057	BRISTOL
33	114	114	DAMARISCOTTA
33	140	140	EDGEComb
33	297	297	NEWCASTLE
33	307	307	NOBLEBORO
33	401	401	SOUTH BRISTOL
33	402	402	SOUTHPORT
33	472	472	WESTPORT ISLAND
33	903	045	BOOTHBAY
33	903	046	BOOTHBAY HARBOR
33	914	052	BREMEN
33	914	114	DAMARISCOTTA
33	914	297	NEWCASTLE
33	215	215	JEFFERSON
Total			Boothbay/Damariscotta/Jefferson

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
0	0	0	0	50	50
72	145	79	224	134	358
0	0	0	0	158	158
32	62	38	100	51	151
0	0	0	0	173	173
47	94	60	154	90	244
21	43	32	75	31	106
16	32	10	42	0	42
21	44	26	70	37	107
93	192	96	288	155	443
43	89	47	136	104	240
21	38	34	72	0	72
58	105	71	176	0	176
46	96	57	153	0	153
60	145	82	227	133	360
530	1,085	632	1,717	1,116	2,833

RSU 33

Total Number of Towns = 12

Boothbay Region High School
 Lincoln Academy (60/40)

Total Number of High Schools = 2

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
34	063	063	BRUNSWICK
34	130	130	DURHAM
Total			Brunswick/Durham

RSU 34

Total Number of Towns = 2

Brunswick High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
692	1,406	710	2,116	1,016	3,132
114	228	123	351	208	559
806	1,634	833	2,467	1,224	3,691

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
35	575	047	BOWDOIN
35	575	048	BOWDOINHAM
35	575	190	HARPSWELL
35	575	429	TOPSHAM
Total			MSAD 75 (Topsham)

RSU 35

Total Number of Towns = 4

Mt. Ararat High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
101	212	130	342	180	522
99	206	109	315	152	467
110	230	119	349	180	529
306	620	326	946	495	1,441
616	1,268	684	1,952	1,007	2,959

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

36	242	242	LISBON
36	243	243	LITCHFIELD
36	448	448	WALES
36	458	458	SABATTUS
36	915	243	LITCHFIELD
36	915	448	WALES
36	915	458	SABATTUS
Total			Lisbon/Sabattus/Litchfield

RSU 36

Total Number of Towns = 4

Lisbon High School
 Oak Hill High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
319	629	339	968	443	1,411
125	242	142	384	0	384
47	113	61	174	0	174
154	305	183	488	0	488
0	0	0	0	198	198
0	0	0	0	88	88
0	0	0	0	266	266
645	1,289	725	2,014	995	3,009

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
37	020	020	AUBURN
37	269	269	MECHANIC FALLS
37	279	279	MINOT
37	350	350	POLAND
Total			Auburn/Poland/Minot/Mechanic Falls

RSU 37

Total Number of Towns = 4

Edward Little High School
 Poland Regional High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
823	1,573	761	2,334	1,144	3,478
102	205	113	318	166	484
82	183	93	276	135	411
175	373	204	577	258	835
1,182	2,334	1,171	3,505	1,703	5,208

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN
 38 233 233 LEWISTON
Total Lewiston

RSU 38
Total Number of Towns = 1

Lewiston High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
1,156	2,172	1,114	3,286	1,415	4,701
1,156	2,172	1,114	3,286	1,415	4,701

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
39	552	178	GREENE
39	552	231	LEEDS
39	552	433	TURNER
Total			MSAD 52 (Turner/Leeds/Green)

RSU 39
Total Number of Towns = 3

Leavitt Area High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
152	324	168	492	232	724
76	153	82	235	144	379
220	474	240	714	349	1,063
448	951	490	1,441	725	2,166

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
40	536	245	LIVERMORE
40	536	246	LIVERMORE FALLS
40	214	214	JAY
Total			Jay/MSAD 36 (Livermore/Livermore Falls)

RSU 40

Total Number of Towns = 3

Jay High School
Livermore Falls High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
80	157	98	255	113	368
166	297	166	463	198	661
206	360	200	560	277	837
452	814	464	1,278	588	1,866

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
41	101	101	COPLIN PLT.
41	113	113	DALLAS PLT.
41	239	239	LINCOLN PLT.
41	259	259	MAGALLOWAY PLT.
41	360	360	RANGELEY
41	361	361	RANGELEY PLT.
41	380	380	SANDY RIVER PLT.
41	496	496	CARRABASSETT VAL
41	509	093	CHESTERVILLE
41	509	153	FARMINGTON
41	509	208	INDUSTRY
41	509	304	NEW SHARON
41	509	306	NEW VINEYARD.
41	509	425	TEMPLE
41	509	442	VIENNA
41	509	460	WELD
41	509	477	WILTON
41	558	023	AVON
41	558	148	EUSTIS
41	558	221	KINGFIELD
41	558	344	PHILLIPS
41	558	417	STRONG
Total			MSAD 9 (Farmington)/Rangeley/MSAD 58 (Kingfield)

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
	8	8	8	17	4
	8	14	7	21	18
	0	1	0	1	1
	0	0	0	0	1
	30	57	34	91	59
	9	10	2	12	5
	2	4	2	6	5
	10	23	19	42	45
	36	87	42	129	73
	215	392	208	600	284
	15	52	39	91	50
	38	96	54	150	65
	12	35	25	60	38
	12	32	19	51	34
	14	27	13	40	24
	10	18	8	26	18
	143	304	149	453	230
	13	26	23	49	25
	17	35	23	58	34
	28	59	49	108	57
	40	71	39	110	61
	46	88	31	119	72
706	1,439	794	2,234	1,203	3,437

RSU 41

Total Number of Towns = 22

Rangeley Lakes Regional School
 Mt. Blue High School
 Mt. Abram Regional High School

Total Number of High Schools = 3

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
42	168	168	GILEAD
42	188	188	HANOVER
42	436	436	UPTON
42	521	074	CANTON
42	521	080	CARTHAGE
42	521	125	DIXFIELD
42	521	343	PERU
42	543	069	BYRON
42	543	274	MEXICO
42	543	372	ROXBURY
42	543	373	RUMFORD
42	544	012	ANDOVER
42	544	039	BETHEL
42	544	181	GREENWOOD
42	544	303	NEWRY
42	544	488	WOODSTOCK
Total			MSAD 43 (Rumford/Mexico)/MSAD 44 (Bethel)/MSAD 21 (Dixfield)

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
11	19	7	26	11	37
6	15	9	24	17	41
0	0	2	2	5	7
33	68	30	98	63	161
15	26	12	38	27	65
100	212	116	328	184	512
39	93	55	148	113	261
4	8	5	13	5	18
129	215	95	310	173	483
7	17	6	23	14	37
205	378	217	595	398	993
30	59	27	86	42	128
74	162	105	267	103	370
17	42	41	83	39	122
4	9	10	19	12	31
34	67	33	100	49	149
708	1,390	770	2,160	1,255	3,415

RSU 42

Total Number of Towns = 16

Dirigo High School
Mountain Valley High School
Telstar High School

Total Number of High Schools = 3

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
43	517	192	HARRISON
43	517	196	HEBRON
43	517	314	NORWAY
43	517	328	OTISFIELD
43	517	331	OXFORD
43	517	334	PARIS
43	517	455	WATERFORD
43	517	471	WEST PARIS
43	539	064	BUCKFIELD
43	539	193	HARTFORD
43	539	419	SUMNER
Total		MSAD 17 (Oxford)/MSAD 39 (Buckfield)	

RSU 43

Total Number of Towns = 11

Oxford Hills Comprehensive High School
Buckfield Jr-Sr High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
85	179	86	265	151	416
51	106	30	136	61	197
153	294	158	452	220	672
60	120	62	182	88	270
140	293	152	445	250	695
164	344	172	516	297	813
51	118	59	177	88	265
57	132	61	193	96	289
91	155	69	224	109	333
24	68	40	108	53	161
27	60	32	92	39	131
903	1,869	921	2,790	1,452	4,242

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
44	561	055	BRIDGTON
44	561	082	CASCO
44	561	293	NAPLES
44	561	386	SEBAGO
44	555	104	CORNISH
44	555	200	HIRAM
44	555	336	PARSONSFIELD
44	555	352	PORTER
44	555	025	BALDWIN
44	572	061	BROWNFIELD
44	572	120	DENMARK
44	572	163	FRYEBURG
44	572	248	LOVELL
44	572	414	STONEHAM
44	572	416	STOW
44	572	423	SWEDEN
Total			MSAD 72 (Fryeburg)/MSAD 55 (Hiram)/MSAD 61 (Naples)

RSU 44

Total Number of Towns = 16

Lake Region High School
 Sacopee Valley Jr-Sr High School
 Fryeburg Academy (60/40)

Total Number of High Schools = 3

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
162	306	154	460	204	664
117	242	120	362	166	528
121	235	137	372	212	584
59	118	68	186	89	275
49	113	55	168	65	233
57	109	73	182	94	276
58	111	73	184	100	284
46	112	59	171	73	244
47	112	61	173	71	244
39	84	53	137	93	230
30	72	54	126	64	190
91	198	147	345	255	600
33	76	39	115	72	187
7	17	2	19	11	30
7	14	9	23	26	49
3	13	15	28	23	51
926	1,932	1,119	3,051	1,618	4,669

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
45	515	176	GRAY
45	515	299	NEW GLOUCESTER
Total			MSAD 15 (Gray/New Gloucester)

RSU 45

Total Number of Towns = 2

Gray-New Gloucester High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
234	451	239	690	338	1,028
209	390	212	602	308	910
443	841	451	1,292	646	1,938

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

46	160	160	FREEPORT
46	562	354	POWNAL
46	491	491	YARMOUTH
Total			Freeport/Pownal/Yarmouth

RSU 46

Total Number of Towns = 3

Freeport High School
Yarmouth High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
231	498	266	764	383	1,147
60	108	45	153	65	218
263	579	322	901	485	1,386
554	1,185	633	1,818	933	2,751

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

47	151	151	FALMOUTH
47	551	109	CUMBERLAND
47	551	313	NORTH YARMOUTH
Total			Falmouth/MSAD 51 (Cumberland/N. Yarmouth)

RSU 47

Total Number of Towns = 3

Falmouth High School
 Greely High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
421	947	552	1,499	648	2,147
339	681	373	1,054	458	1,512
127	282	149	431	238	669
887	1,910	1,074	2,984	1,344	4,328

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN
 48 353 353 PORTLAND
 Total Portland

RSU 48
Total Number of Towns = 1

Portland High School
 Deering High School
 Casco Bay High School

Total Number of High Schools = 3

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
1,575	3,092	1,501	4,593	2,447	7,040
1,575	3,092	1,501	4,593	2,447	7,040

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
49	403	403	SOUTH PORTLAND
49	075	075	CAPE ELIZABETH
Total			South Portland/Cape Elizabeth

RSU 49
Total Number of Towns = 2

South Portland High School
Cape Elizabeth High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
725	1,382	679	2,061	1,010	3,071
358	780	428	1,208	587	1,795
1,083	2,162	1,107	3,269	1,597	4,866

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
50	383	383	SCARBOROUGH
Total			Scarborough

RSU 50

Total Number of Towns = 1

Scarborough High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
718	1,505	799	2,304	1,009	3,313
718	1,505	799	2,304	1,009	3,313

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN
 51 171 171 GORHAM
 Total Gorham

RSU 51
Total Number of Towns = 1

Gorham High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2 TOTAL	K-5 TOTAL	6 to 8 TOTAL	ELEM TOTAL	SEC TOTAL	GRAND TOTAL
569	1,180	654	1,834	889	2,723
569	1,180	654	1,834	889	2,723

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
52	362	362	RAYMOND
52	478	478	WINDHAM
Total			Raymond/Windham

RSU 52
Total Number of Towns = 2

Windham High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
175	346	197	543	270	813
575	1,230	611	1,841	866	2,707
750	1,576	808	2,384	1,136	3,520

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN
53 465 465 WESTBROOK
Total Westbrook

RSU 53
Total Number of Towns = 1

Westbrook High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
577	1,144	577	1,721	799	2,520
577	1,144	577	1,721	799	2,520

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

54	506	068	BUXTON
54	506	173	FRYE ISLAND
54	506	203	HOLLIS
54	506	237	LIMINGTON
54	506	408	STANDISH
Total			MSAD 6 (Buxton/Standish/Hollis/Limington)

RSU 54

Total Number of Towns = 5

Bonny Eagle High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
313	584	310	894	392	1,286
0	0	0	0	0	0
146	287	153	440	209	649
133	285	137	422	211	633
361	721	374	1,095	466	1,561
953	1,877	974	2,851	1,278	4,129

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN
 55 040 040 BIDDEFORD
 Total Biddeford

RSU 55
Total Number of Towns = 1

Biddeford High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
607	1,205	654	1,859	923	2,782
607	1,205	654	1,859	923	2,782

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
56	116	116	DAYTON
56	320	320	OLD ORCHARD BEACH
56	374	374	SACO
Total			Old Orchard Beach/Saco/Dayton

RSU 56

Total Number of Towns = 3

Old Orchard Beach High School
Thornton Academy (60/40)

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
75	176	104	280	119	399
213	396	244	640	313	953
546	1,135	632	1,767	1,005	2,772
834	1,707	980	2,687	1,437	4,124

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
57	016	016	ARUNDEL
57	571	219	KENNEBUNK
57	571	220	KENNEBUNKPORT
57	918	462	WELLS
57	918	498	OGUNQUIT
Total			Arundel/MSAD 71 (Kennebunk)/Wells/Ogunquit

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
124	251	128	379	240	619
341	711	467	1,178	647	1,825
83	190	110	300	161	461
275	575	332	907	454	1,361
10	20	14	34	17	51
833	1,747	1,051	2,798	1,519	4,317

RSU 57

Total Number of Towns = 5

Kennebunk High School
Wells High School

Total Number of High Schools = 2

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
58	492	492	YORK
58	223	223	KITTERY
Total			York/Kittery

RSU 58
Total Number of Towns = 2

Robert W. Traip Academy
 York High School

Total Number of High Schools = 2

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
386	830	470	1,300	668	1,968
236	481	244	725	356	1,081
622	1,311	714	2,025	1,024	3,049

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

59	557	006	ALFRED
59	557	235	LIMERICK
59	557	252	LYMAN
59	557	298	NEWFIELD
59	557	390	SHAPLEIGH
59	557	454	WATERBORO
Total			MSAD 57 (Waterboro)

RSU 59

Total Number of Towns = 6

Massabesic High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
98	159	95	254	121	375
113	214	141	355	151	506
130	272	142	414	217	631
42	90	63	153	83	236
88	164	105	269	138	407
289	636	372	1,008	467	1,475
760	1,535	918	2,453	1,177	3,630

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
60	002	002	ACTON
60	381	381	SANFORD
Total			Sanford/Acton

RSU 60

Total Number of Towns = 2

Sanford High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
80	178	100	278	125	403
822	1,392	809	2,201	1,249	3,450
902	1,570	909	2,479	1,374	3,853

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU SAU TWN

61 560 038 BERWICK
 61 560 229 LEBANON
 61 560 309 NORTH BERWICK
Total MSAD 60 (Berwick/Lebanon/N. Berwick)

RSU 61

Total Number of Towns = 3

Noble High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
247	508	292	800	442	1,242
219	474	288	762	366	1,128
135	278	175	453	256	709
601	1,260	755	2,015	1,064	3,079

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
62	535	142	ELIOT
62	535	400	SOUTH BERWICK
Total			MSAD 35 (S. Berwick/Eliot)

RSU 62
Total Number of Towns = 2

Marshwood High School

Total Number of High Schools = 1

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
263	500	227	727	347	1,074
353	663	335	998	504	1,502
616	1,163	562	1,725	851	2,576

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
63	499	499	CHEBEAGUE ISLAND
63	565	266	MATINICUS ISLE PLT.
63	211	211	ISLESBORO
63	507	311	NORTH HAVEN
63	508	443	VINALHAVEN
63	280	280	MONHEGAN PLT.
63	210	210	ISLE AU HAUT
63	106	106	CRANBERRY ISLES
63	247	247	FRENCHBORO
63	576	421	SWANS ISLAND
63	355	355	LONG ISLAND
Total			Island Consortium

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
9	17	11	28	11	39
3	4	1	5	1	6
12	32	18	50	27	77
10	31	13	44	21	65
42	96	35	131	75	206
1	4	3	7	0	7
1	3	2	5	4	9
2	9	7	16	5	21
8	12	1	13	0	13
14	21	10	31	13	44
7	13	8	21	6	27
109	242	109	351	163	514

Resident Pupils for 2007- 08 funding
Suggested Model for Reorganizing School Units 5/18/07

RSU	SAU	TWN	
64	791	791	INDIAN ISLAND
64	792	792	INDIAN TOWNSHIP
64	793	793	PLEASANT POINT
Total			Maine Indian Education

October 1st with manual corrections

Sads & CSDs exclude Supt Agreements

K-2	K-5	6 to 8	ELEM	SEC	GRAND
TOTAL	TOTAL	TOTAL	TOTAL	TOTAL	TOTAL
	54	84	35	119	29
	50	92	50	142	34
	37	72	37	109	55
	141	248	122	370	118
					488



Maine's
Public
Universities

UNIVERSITY OF MAINE SYSTEM

Office of the Chancellor
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Bangor, ME 04401-5106

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TDD/TDY: 207-973-3262
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May 23, 2007

The University of Maine

University of Maine
at Augusta

Dear Chair Rotundo, Chair Fischer and Members of the Joint Standing
Committee on Appropriations and Financial Affairs

University of Maine
at Farmington

Please find enclosed responses to several questions posed to President
Pattenaude on Sunday, May 6th during our Work Session with the
Appropriations Committee.

University of Maine
at Fort Kent

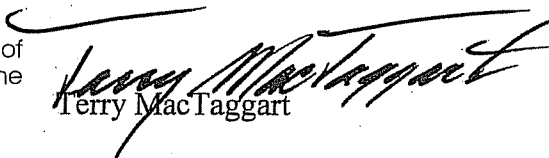
University of Maine
at Machias

If you have further questions please feel free to contact me or our legislative
liaison John Lisnik, as we stand ready to respond to any additional questions
or concerns.

University of Maine
at Presque Isle

Sincerely,

University of
Southern Maine


Terry MacTaggart

Enclosures (4)

Joint Standing Committee on Appropriations and Financial Affairs

Responses to Questions from the May 6, 2007 Public Hearing of the University of Maine
System Budget Request

Question 1: Provide an historical perspective of State Appropriations adjusted for inflation:

Increases in State Appropriations for higher education are often measured against two benchmarks – enrollment growth and inflation. Basically, new funds are needed to cover ordinary increases in operating costs and the costs associated with additional students. A good summary statistic that captures both of these benchmarks is *State Appropriations per FTE Student Adjusted for Inflation*. This summary statistic for the UMS is presented in **Attachment I** – which is reproduced from page 8 of the *FY2008-2009 Biennium Budget Presentation* presented by Chancellor MacTaggart to the joint meeting of the Appropriations & Financial Affairs and Education & Cultural Affairs committees on February 15, 2007.

Analyzing the chart in Attachment I; a flat line over time would indicate that State Appropriations were keeping up with both inflation and student enrollment growth. In other words, the institution would have a “constant purchasing power of funds” for each student it served. Unfortunately for Maine students, State Appropriations for the UMS fell from nearly \$8,000 in FY89 to below \$5,000 in FY07. This represents nearly a 40% decline in the purchasing power of funds for each student over a 20 year period. Consequently, the UMS cannot provide the same amount of equipment, services, or supplies to today’s students as it once provided; making for a very challenging situation for the university system to maintain and enhance the quality of the learning experience.

Question 2: Provide the increase in tuition over the past 10 years.

Response: Please see **Attachment II**. Although the University of Maine remains the lowest tuition cost of all the New England land grants, in-state undergraduate weighted tuition rates have increased an average of 5.4% annually and a cumulative increase of 60.7% over the past 10 years.

Question 3: Provide examples of comparable states to Maine who have ensured adequate state funding for their public institutions.

Response: Please see **Attachment III** which is an excerpt from the FY 2006 State Higher Education Finance (SHEF) report. This report summarizes the changes in Public Appropriations per FTE among the States for fiscal years 2005 – 2006.

Question 4: What will the proposed increases in State Appropriation FY08 and FY09 be used for?

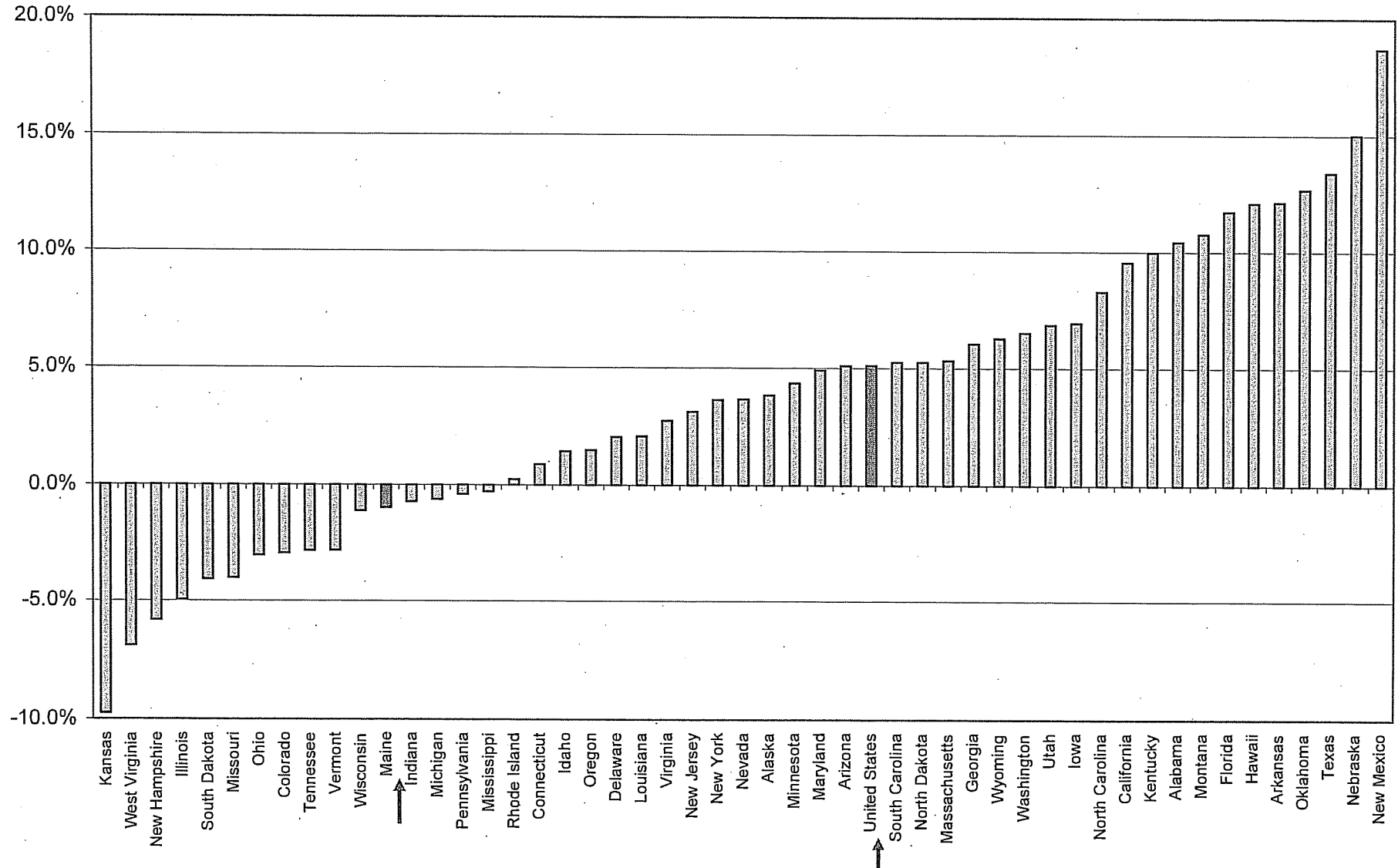
Response: This increase in state appropriation will be used to limit the growth in tuition. Incremental state appropriation is allocated to each university in the University of Maine System in order to minimize the increases in tuition at each campus.

Question 5: What would be the cost to start-up a veterinarian school in Maine?

The initial start-up costs for a vet school is estimated to be \$6.8 million for operating costs and \$18 million for one-time capital costs (labs, classrooms, etc.).

**Public Higher Education Appropriations per FTE
Percent Change by State, Fiscal 2005 - 2006**

ATTACHMENT III





Maine's
Public
Universities

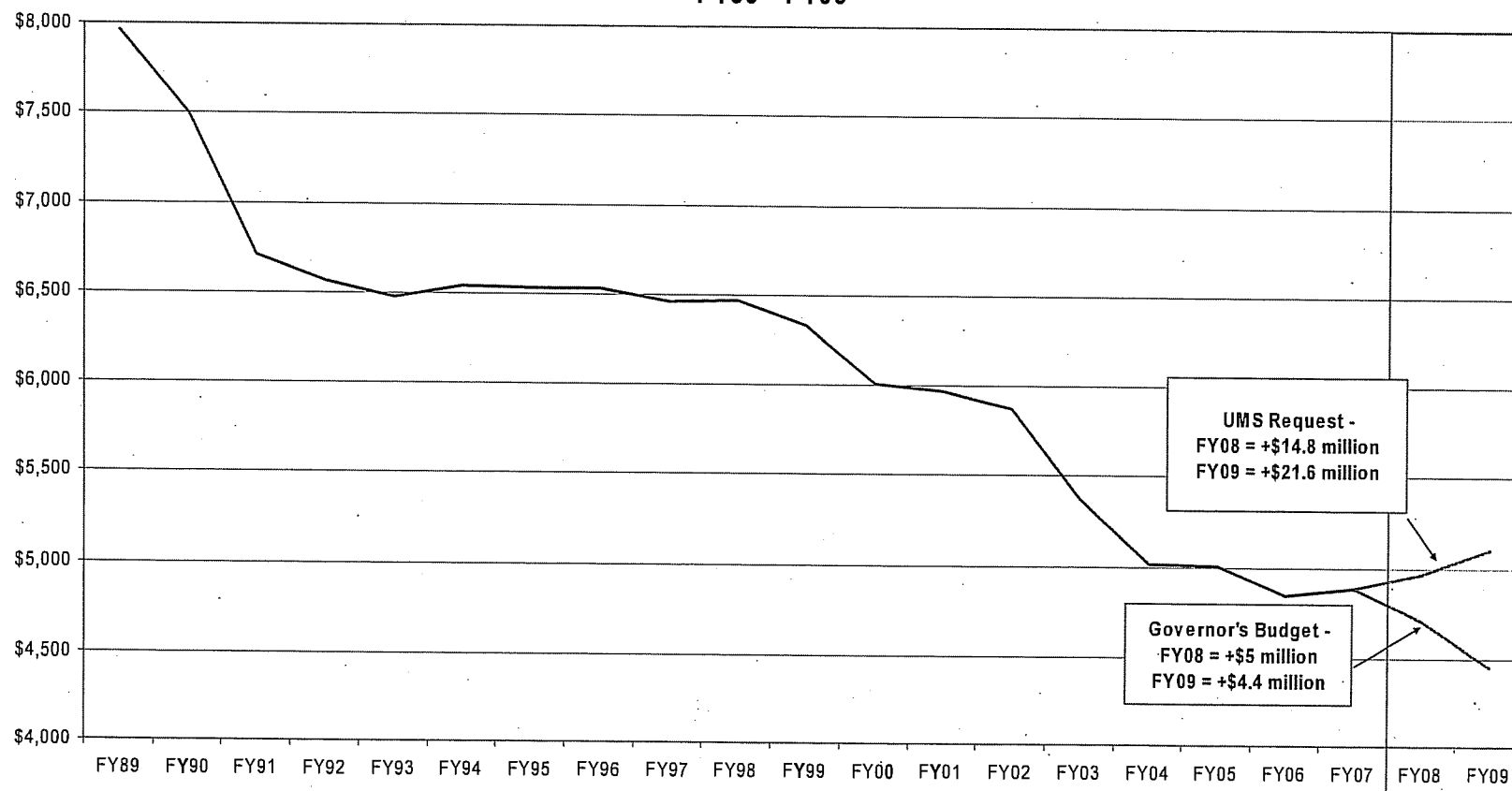
UNIVERSITY OF MAINE SYSTEM

The Catalyst for Maine's Future

ATTACHMENT I

Falling State Support Per Student

Education & General State Appropriations per FTE Student
Adjusted for Inflation
FY89 - FY09



Data: Higher education price index provided by Common Fund; base year FY96

UNIVERSITY OF MAINE SYSTEM

IN-STATE UNDERGRADUATE WEIGHTED TUITION RATES

	ANNUAL TUITION RATE	INCREASE	
		\$	%
FY98	3,385		
FY99	3,484	99	2.9
FY00	3,567	83	2.4
FY01	3,658	91	2.6
FY02	3,811	153	4.2
FY03	3,991	180	4.7
FY04	4,297	306	7.7
FY05	4,623	326	7.6
FY06	5,005	382	8.3
FY07	5,440	435	8.7
Average Annual Increase Since FY98		\$228	5.4 %
Cumulative Increase			60.7 %

Unorganized Territories

5-20-07

Personal Services

Begin Balance	\$	607,773.38		
FY 07 Appropriation	\$	3,604,249.00		
Exp:		Expenditures	Allotment	Unobligated
Jul	\$	137,379.50		
Aug	\$	138,410.50		
Sep	\$	184,479.85	\$ 755,657.00	295,387.15
Oct	\$	213,500.44		
Nov	\$	306,607.94		
Dec	\$	236,046.23	\$ 1,075,551.00	319,396.39
Jan	\$	219,904.11		
Feb	\$	215,100.23		
Mar	\$	216,099.57	\$ 959,226.00	308,122.09
Apr	\$	221,548.28		
May	\$	215,675.26		
Jun	\$		\$ 813,815.00	
Total YTD	\$	2,304,751.91	\$ 3,604,249.00	922,905.63
	\$	1,299,497.09		
Beginning Balance			\$	607,773.38
Total Available from Personal Services			\$	1,530,679.01

All Other

Begin Balance	\$	981,155.07		
FY 07 Appropriation	\$	8,511,849.00		
Exp:		Expenditures	Allotment	Unobligated
Jul	\$	79,053.06		
Aug	\$	104,540.64		
Sep	\$	125,436.97	\$ 674,041.00	365,010.33
Oct	\$	75,645.81		
Nov	\$	243,257.89		
Dec	\$	1,112,288.85	\$ 1,379,265.00	(51,927.55)
Jan	\$	1,357,589.25		
Feb	\$	821,825.46		
Mar	\$	424,586.24	\$ 2,520,734.00	(83,266.95)
Apr	\$	680,611.50		
May	\$	679,139.68		
Jun	\$		\$ 3,951,990.00	
Total YTD	\$	5,703,975.35	\$ 8,526,030.00	229,815.83
	\$	2,807,873.65		
Beginning Balance			\$	981,155.07
Total Available from All Other			\$	1,210,970.90

	FY 2003-04	FY 2004-05	FY 2005-06	FY 2006-07
July	\$ 817,843	\$ 200,250	\$ 358,911	\$ 216,433
August	\$ 202,875	\$ 344,171	\$ 371,558	\$ 300,950
September	\$ 277,214	\$ 341,440	\$ 267,210	\$ 313,383
October	\$ 396,205	\$ 410,851	\$ 377,571	\$ 289,146
November	\$ 485,814	\$ 579,928	\$ 493,344	\$ 574,366
December	\$ 955,217	\$ 942,837	\$ 1,189,360	\$ 1,348,335
January	\$ 987,465	\$ 694,514	\$ 626,489	\$ 1,577,493
February	\$ 1,297,784	\$ 1,655,772	\$ 1,736,563	\$ 1,036,926
March	\$ 612,826	\$ 746,789	\$ 769,121	\$ 640,686
April	\$ 1,081,247	\$ 833,756	\$ 812,565	\$ 902,160
May	\$ 646,134	\$ 1,480,701	\$ 1,312,914	\$ 894,815
June	\$ 2,198,249	\$ 1,697,859	\$ 2,215,917	
Per 13	\$ (13,726)			
Total Exp.	\$ 9,945,149	\$ 9,928,868	\$ 10,531,522	\$ 8,094,692
	10.2%	-0.2%	6.1%	
Total Appropriation	\$ 10,902,895	\$ 11,107,086	\$ 11,516,245	\$ 12,174,098
Begin Cash	\$ 2,164,448	\$ 3,122,055	\$ 614,367	\$ 1,588,929
Trans. In	\$ 2,000	\$ 18,004	\$ 358,000	\$ 47,000
Trans. Out	\$ 2,000	\$ 2,418,004	\$ 358,000	\$ 47,000
Pre-Encumbered		\$ -	\$ -	
Encumbered	\$ 222,580	\$ 291,334	\$ 61,252	\$ 189,136
Unobligated	\$ 2,899,614	\$ 1,608,938	\$ 1,537,837	\$ 5,479,198
Unexpended	\$ 3,122,194	\$ 1,900,272	\$ 1,599,090	\$ 5,668,334

FY 2005-06	FY 2006-07	
	2.8%	
\$ 7,002,691	\$ 7,199,877	Jul-Apr actuals
\$ 3,528,831	\$ 3,634,696	May - Jun- assumed FY06 expenditure level +3.0%
\$10,531,522	\$ 10,834,573	
	\$ 12,174,098	Includes all actions through 122nd Legislature
	\$ 12,174,098	
	\$ 1,339,525	Potential unobligated funds
	\$ 5,479,198	Total unobligated through May 17, 2007
	\$ 3,634,696	Total projected need May - June 2007
	\$ 1,844,503	Potential unobligated funds

MAINE COMMUNITY COLLEGE SYSTEM

Survey of Maine businesses conducted in 2006 by Maine State Chamber indicated that 55% of its members were having difficulty finding skilled workers.

In 2006, the Governor's Community College Advisory Council reported that, each year for the foreseeable future, the state's economy will be short about 4,200 workers with the skills acquired at the community college level.

455,000 working Maine adults do not have a college degree.

Over a quarter of a million (273,000) have expressed interest in going to college.

Since transition to community college in 2003:

- Enrollment has grown by 47% - 3,560 more students
- State appropriation has increased by only 10.4%
- Place rate of graduates is 95%, with 96% placed in jobs in Maine.

In an April date to date comparison, applications for fall 2007 admission have increased 16% system-wide:

Central Maine Community College – Auburn	9%
Eastern Maine Community College – Bangor	18%
Kennebec Valley Community College – Fairfield	9%
Northern Maine Community College – Presque Isle	6%
Southern Maine Community College – South Portland	22%
Washington County Community College – Calais	36%
York County Community College – Wells	7%

What will \$2 million in each year of the biennium do?

- Allow 500 new students to enroll
- Hire faculty and support staff, in particular in the Admissions and Student Services areas, and purchase of some classroom equipment
- Funding will go to industry areas of highest demand, however, all 7 colleges and regions of the state will benefit based on a review and approval by the MCCS Board of Trustees.
- Programs identified as being at capacity will have priority consideration for addition of sections.
 - Welding
 - Electrical/Electronics Technology
 - Construction – Carpentry and Engineering
 - Lineworker Technology
 - Heating & Air Conditioning
 - Automotive
 - Nursing
 - Medical Assistant
 - Physical Therapy Assistant
 - Medical Radiography
 - Education Technician
 - Plumbing
 - Auto Body Repair
 - Computer Technology
 - Surgical Technology
 - Culinary Arts
 - Child Care Development
 - Machine Tool
 - Respiratory Therapy
 - Cardiovascular Technician
 - Occupational Therapist Assistant
 - Vehicle Maintenance
 - Accounting
 - Computer Aided Drafting/Design

What will less than, or more than, \$2 million in each year of the biennium do?

- For every \$1 million invested, 250 new students can be enrolled

MAINE COMMUNITY COLLEGE SYSTEM

Republican Proposal

- Does not allow for any new enrollment growth
- Reduces current base appropriation for ongoing operations by \$1.7 million in year two of the biennium resulting in:
 - Projected loss of 350 to 425 students with an additional loss in tuition revenues of \$840,000 to \$1,120,000 which will lead to further reductions in programs, services and number of students served

OR

- Potential increase in tuition, should the Board of Trustees consider that action necessary, in order to help mitigate the loss would result in:
 - 9% (\$7.00) increase in per credit hour rate (\$78 to \$85)
 - Increased cost to students, on average, of \$210 a year for tuition

OR

- Combination of actions from both of the above

MEMORANDUM
BUREAU OF THE BUDGET
DEPARTMENT OF ADMINISTRATIVE & FINANCIAL SERVICES

TO: Members of the Joint Standing Committees on Appropriations & Financial Services and Education

FROM: Ellen Jane Schneider, Bureau of Budget

cc: Commissioners Wyke and Gendron

RE: Budget recommendations related to Retired Teachers Group Life Insurance and Health Insurance

DATE: March 5, 2007

At public hearing on portions of the Governor's budget recommendations for Education, questions were raised regarding the assumptions underlying the General Fund requests for retired teachers' group life insurance and health insurance coverage. This memo is intended to respond to those questions.

Retired Teachers' Group Life Insurance

- The Governor's budget recommendation for the State cost of retired teachers' group life insurance is found on page A-200 of the budget document and is \$2.4 million in SFY08 and \$2.5m in SFY09.
- This is the first time this cost appears as a discrete program expense in the budget. Historically, there have not been rates developed for individual classes of retirees participating in the MSRS life insurance pool; all individuals were considered as part of a single pool and all funds contributed by the State, by active teachers (the vast majority of whom pay for their own benefit) and employee contributions for supplemental coverage, were simply considered one large pool of money to cover the actuarial costs of insuring the lives of the entire group.
- In preparation for the implementation of GASB-45, MSRS conducted an experience study along with an actuarial analysis of the unfunded liability associated with this insurance program. As a result of that effort, separate rates have been developed for each class of members participating in the group life insurance coverage. These rates comprise both the "normal" cost (the premium cost for current coverage) and the cost of funding the UAL program costs associated with that particular class of participant. Whereas GASB-45 requires only that the UAL be recognized in a program's financial statements, the MSRS governing statute requires the Board to fund all liabilities as they are recognized, in order to fund their coverage in an actuarially sound manner.
- The components of cost for the retired teachers' group life insurance are as follows:

\$0.04 per thousand

"normal" (current) cost

\$0.11 per thousand

UAL cost

- The actuarial assumptions underlying the development of these rates are the same as those employed for the teachers' retirement plan. These assumptions are discussed in the MSRS Consolidated Annual Financial Report (CAFR), which is available at their website. Generally, though, those assumptions include 100% continued participation rate for members currently enrolled in the program, a 7.75% per annum rate of return on investment, a range of salary increases spanning from 4.75% to 10% per year and no COLA benefit increases.

Teacher Retirement

- As noted above, the Committees also asked for the actuarial assumptions related to the request for teacher retirement.
- Those assumptions are reflected in the MSRS CAFR, which is available on the agency's website. The same general summary outlined in the last bullet of the group life section applies to teacher retirement, as well.

Retired Teachers' Health Insurance

- The budget request for the State share of retired teachers' health insurance is found on page A-200 of the budget document and is \$17.4m in SFY08 and \$18.6m in SFY09.
- The Committees asked for an overview of benefits provided under that plan, which is sponsored by the Maine Education Association. That overview is attached to this memo.
- The number of retired teachers coming into the plan has increased 4.3% since the beginning of the current fiscal year. Last week, the MEA Benefits Trust adopted new rates for its plans, effective July 1, 2007. The premium rates for non-Medicare retirees (approximately 46% of retired teachers) will be increasing by 8.6%; the rates for Medicare retirees (54% of the total) will be increasing by 5%.
- This new information may mean we have not budgeted enough for this program. 54% of the group (the Medicare retirees) is coming in 2% under the budgeted increase and the other 46% are coming in at 1.6% above the budgeted increase, rendering the budget projections fairly close to target. However, we are still analyzing what the rate increases in combination with the growth in the group may mean to the adequacy of this budget request. If it is determined that the request is insufficient to cover projected costs, we will bring forward a change package for the Committees' consideration.



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Benefit Overview MEA Group Companion Plan July 1, 2006

- All Medicare deductible and coinsurance costs listed are in effect **January 1, 2007**
- Benefits described in shaded areas are subject to the plan deductible before being paid at 80%. MEA Group Companion Plan has a \$100 individual deductible and a \$600 individual coinsurance limit per calendar year.
- To have Medicare send information on claims it has paid directly to Anthem Blue Cross and Blue Shield, your doctor must include your MEA Group Companion Plan certificate number with the claim information sent to Medicare. Please keep your Explanation of Medicare Benefits (EOMB). Group Companion Plan will need the EOMB to process some claims. Your MEA Group Companion Plan EOB will ask you to send Anthem Blue Cross and Blue Shield your EOMB when it is needed.
- Services initially covered by Medicare are paid based upon Medicare approved amounts. Services paid by Group Companion Plan only are paid based upon Anthem Blue Cross and Blue Shield maximum allowances. Participating Anthem Blue Cross and Blue Shield professionals will not balance bill members if their charge is greater than the Anthem Blue Cross and Blue Shield maximum allowance.

Who Pays What?

Services	Medicare	Group Companion Plan	You
Hospitalization Medicare hospital benefits are based on "benefit periods". A benefit period begins on the first day inpatient services are received and ends after the beneficiary has been out of the hospital and/or skilled care facility for 60 consecutive days. Semiprivate room and board, general nursing, and miscellaneous services and supplies:			
♦ First 60 days of admission	All but \$992	\$992 (Medicare Part A Deductible)	\$0
♦ Day 61-90	All but \$248 per day	\$248 per day	\$0
♦ Day 91 and after:			
• while using 60 lifetime reserve days	All but \$496 per day	\$496 per day	\$0
• once lifetime reserve days are gone:			
- additional 365 days	\$0	100 % of maximum allowance	\$0
- beyond additional 365 days	\$0	\$0	All Costs

Who Pays What?

Services	Medicare	Group Companion Plan	You
Skilled Nursing Facility Care Must meet Medicare's requirements, including having been in a hospital for at least 3 days and entered a Medicare-approved facility within 30 days after leaving the hospital - First 20 days of admission - Day 21-100 - Day 101 and after	All approved amounts All but \$124 per day \$0	\$0 \$124 per day \$0	\$0 \$0 All Costs
Blood - First 3 pints - Additional amounts	\$0 100%	3 pints \$0	\$0 \$0
Hospice Care Available as long as your doctor certifies terminal illness and member elects to receive these services	All but very limited coinsurance for outpatient drugs and inpatient respite care	The lesser of 5% or \$5 per prescription and 5% respite care billed by hospice	\$0
Medical Expenses In or out of the hospital and outpatient hospital treatment, such as physician's services, inpatient and outpatient medical and surgical services and supplies, diagnostic tests, ambulance services, physical, speech and occupational therapy, durable medical equipment, office visits. - First \$131 of Medicare-approved amounts - Remainder of Medicare-approved amounts - Part B Excess Charges (up to 15% above Medicare-approved amounts for physicians who do not accept Medicare assignments)	\$0 80% \$0	\$131 for all Medicare Part B eligible services 20% for all Medicare Part B eligible services 100% of legal excess charge	\$0 \$0 \$0
Benefits beyond Medicare-approved amounts	\$0 \$0 \$0	80% subject to medical necessity 80% (40 visits per year) 80% (25 visits per year)	20% as long as treatment meets medical necessity requirement 20% for 40 visits 20% for 25 visits

Who Pays What?

Services	Medicare	Group Companion Plan	You
OTHER BENEFITS – NOT COVERED BY MEDICARE Foreign Travel-Care Received Outside the USA Non-contracting hospitals outside the US and its territories	\$0, except in limited instances in Canada & Mexico (emergencies & borders)	Balances on Medicare approved days. In emergencies, 100% of reasonable charges for semi-private room up to 121 days for non-Medicare approved days; ~~then 80%~~	In emergencies \$0 for 121 days; ~~20% for days over 121 for non-Medicare approved days~~
Acupuncture	\$0	~~80%~~	~~20%~~
Preventive Services Women's GYN Exam & PAP Test	80% GYN/PAP Test every 2 years; Once every 12 months for high risk women	20% in years Medicare pays benefits; ~~80% in other years~~	\$0 in years Medicare provides benefits; ~~20% in other years~~
■ Women's Mammography Exam	80% every 12 mos. - age 40 and over	20% after Medicare pays - age 40 and over	\$0 for 65 and older
■ Men's Prostate Specific Antigen Testing	100% of Medicare's approved allowance every 12 mos. for age 50 and over	\$0 for age 50 and over	\$0 for age 50 and over
Mental Health and Substance Abuse Inpatient and Outpatient treatment **Medicare treats mental health and substance abuse conditions like any other illness. Medicare coverage for mental health and substance abuse treatment equals the medical hospitalization coverage unless treatment is received in a free standing psychiatric hospital; then coverage is limited to a 190-day lifetime maximum. Call Medicare for more detailed information.	Treated like any other illness. **	Medicare balances, then Maine State Mandates and Federal Mandates	See Summary Schedule of Benefits for deductible, coinsurance and benefit maximums under Maine State Mandates and Federal Mandates

Who Pays What?

Services	Medicare	Group Companion Plan	You
Prescription Drug Program* <i>*With your Anthem Health Identification Card you can purchase prescriptions at your local participating pharmacies or through the mail order program for a 30 day supply for a \$20 copayment per brand name prescription and a \$10 copayment per generic prescription.</i> <i>Through Mail Order and <u>select</u> pharmacies you can purchase your prescriptions for up to a 90 day supply for 2 copayments.</i>	Inpatient prescription drugs. 80% of allowable charges for immunosuppressive drugs during the first year following a covered transplant (after \$100 deductible/calendar year).	Inpatient prescription drugs only. 100% eligible expenses not paid by Medicare for immunosuppressive drugs during the first year following a covered transplant (after Part B deductible/calendar year)	\$20 Brand Name \$10 Generic for each 30-day supply Mail Order and <u>select</u> retail pharmacies – 2 copayments for up to a 90-day supply

THIS IS NOT A CONTRACT.

It is an overview of your benefits.

For more detailed information, please contact your benefits administrator or us for a copy of the certificate of coverage for this health plan.

If there are discrepancies between this benefit overview and the certificate of coverage, the certificate will govern.

Please call our Companion Plan Customer Service Department if you have questions.

The number is
1-800-422-4304.



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Business & Education
at Work for Maine

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March 1, 2007

Hon. Margaret Rotundo, Senate Chair
Hon. Jeremy R. Fischer, House Chair
Joint Standing Committee on Appropriations and Financial Affairs

Hon. Peter B. Bowman, Senate Chair
Hon. Jacqueline R. Norton, House Chair
Joint Standing Committee on Education and Cultural Affairs

Dear Senators Rotundo and Bowman, Representatives Fischer and Norton, and Distinguished Members of the Joint Standing Committees on Appropriations and Financial Affairs and Education and Cultural Affairs:

Enclosed please find for the work sessions on L.D. 499 responses by the Finance Authority of Maine to requests made by Committee members at the public hearing held February 15, 2007.

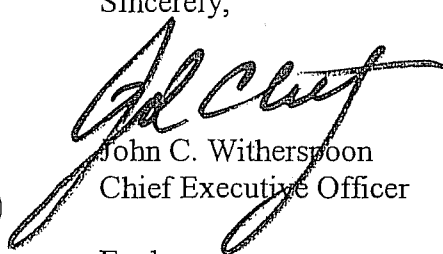
As you will recall, the information requested of FAME included:

1. The names of out-of-state colleges and universities (public and private) attended by Maine State Grant recipients;
2. A list of actual and potential cuts in federal funding FAME receives to administer the guaranteed federal student loan program (FFELP) and the secondary market federal student loan program (HELPP);
3. A financial statement for the NextGen College Investing Plan®; and
4. FAME's FY08 - FY09 budget request submitted to the Governor.

The enclosed, responsive documents correlate to the above-numbered queries. Additionally, with respect to the terms of Maine State Grant Program reciprocity agreements between the State of Maine and other states, I will provide a verbal response at the work session.

We hope you find this information useful. We look forward to attending the work sessions and to responding to any additional questions Committee members may have.

Sincerely,



John C. Witherspoon
Chief Executive Officer

Encl.

APPENDIX 1

2005-2006 Maine State Grant Out of State Schools

Total	Awards	Students
Total	\$1,563,130.00	1911

Connecticut	Awards	Students
BARAN INSTITUTE OF TECHNOLOGY	\$11,000.00	12
CENTRAL CONNECTICUT STATE UNIV.	\$1,000.00	2
Connecticut College	\$6,000.00	6
Eastern Connecticut State University	\$250.00	1
Fairfield University	\$3,000.00	3
MITCHELL COLLEGE	\$500.00	1
POST UNIVERSITY	\$1,000.00	1
Quinnipiac University	\$9,500.00	10
Sacred Heart University	\$4,250.00	5
ST. JOSEPH COLLEGE	\$1,500.00	2
Trinity College	\$3,000.00	3
University of Connecticut	\$12,250.00	25
University of Hartford	\$9,000.00	10
UNIVERSITY OF NEW HAVEN	\$11,400.00	13
Wesleyan University	\$4,000.00	4
Sub Total	\$77,650.00	98

District Of Columbia	Awards	Students
AMERICAN UNIV	\$8,000.00	9
Catholic University of America	\$2,500.00	3
George Washington University	\$12,500.00	13
Georgetown University	\$1,000.00	1
TRINITY UNIVERSITY	\$1,000.00	1
Sub Total	\$25,000.00	27

APPENDIX 1

Massachusetts	Awards	Students
AMERICAN INTERNATIONAL COLLEGE	\$3,000.00	3
AMHERST COLLEGE	\$2,000.00	2
ANNA MARIA COLLEGE	\$1,000.00	1
ASSUMPTION COLLEGE	\$7,000.00	7
ATLANTIC UNION COLLEGE	\$4,750.00	5
BABSON COLLEGE	\$5,000.00	5
BAY PATH COLLEGE	\$2,000.00	2
BECKER COLLEGE WORCESTER	\$6,500.00	7
BENTLEY COLLEGE	\$31,000.00	32
BOSTON COLLEGE	\$10,000.00	10
BOSTON CONSERVATORY	\$2,000.00	2
BOSTON UNIVERSITY	\$26,000.00	27
BRANDEIS UNIV	\$7,500.00	8
BRIDGEWATER STATE COLLEGE	\$500.00	1
CLARK UNIVERSITY	\$21,500.00	22
COLLEGE OF THE HOLY CROSS	\$3,000.00	3
CURRY COLLEGE	\$8,000.00	9
DEAN COLLEGE	\$5,000.00	5
Eastern Nazarene College	\$10,000.00	10
ELMS COLLEGE	\$2,500.00	3
Emerson College	\$15,500.00	15
EMMANUEL COLLEGE	\$15,500.00	17
Endicott College	\$13,000.00	13
FISHER COLLEGE	\$5,500.00	6
Fitchburg State College	\$2,000.00	4
FUNERAL INSTITUTE OF THE N.E.	\$1,500.00	2
Gordon College	\$30,250.00	34
Hampshire College	\$8,000.00	9
Harvard College	\$6,000.00	6
LASELL COLLEGE	\$20,500.00	22
Lesley University	\$8,000.00	9
MASS COLLEGE OF LIBERAL ARTS	\$500.00	1
MASSACHUSETTS COLL. OF PHARM.	\$18,000.00	18
MASSACHUSETTS COLLEGE OF ART	\$8,250.00	17
Massachusetts Institution of Technology	\$5,000.00	5
MASSACHUSETTS MARITIME ACAD.	\$500.00	1
MERIMACK COLLEGE	\$10,500.00	11
MONTSERRAT COLLEGE OF ART	\$6,500.00	7
Mount Holyoke College	\$9,500.00	11
MOUNT IDA COLLEGE	\$21,250.00	23
MOUNT WACHUSETT COMM. COLL.	\$250.00	1
NEWBURY COLLEGE	\$6,000.00	7
NICHOLS COLLEGE	\$2,000.00	2
Northeastern University	\$66,000.00	68
PINE MANOR COLLEGE	\$4,000.00	4
REGIS COLLEGE	\$3,000.00	3
Salem State College	\$2,250.00	5
SCHL OF MUSEUM OF FINE ARTS	\$5,000.00	5
Simmons College	\$22,500.00	23
SIMONS ROCK OF BARD COLLEGE	\$2,000.00	2
Smith College	\$22,170.00	24
Springfield College	\$17,250.00	16
Stonehill College	\$18,000.00	18
SUFFOLK UNIVERSITY	\$16,500.00	17
THE BERKLEE COLLEGE OF MUSIC	\$8,000.00	8
THE NE INST OF ART & COMM	\$6,500.00	7
Tufts University	\$14,000.00	14
UNIV OF MASS/DARTMOUTH	\$250.00	1
University of Massachusetts - Boston	\$250.00	1
University of Massachusetts Amherst	\$12,250.00	26
University of Massachusetts Lowell	\$2,375.00	6
Wellesley College	\$10,000.00	10
Wentworth Institute of Technology	\$39,000.00	42
Western New England College	\$4,500.00	5
Westfield State College	\$1,000.00	2
Wheaton College	\$37,000.00	37
Wheelock College	\$7,000.00	7
Williams College	\$2,000.00	2
WORCESTER POLYTECH INST	\$39,500.00	40
WORCESTER STATE COLLEGE	\$500.00	1
Sub Total	\$735,045.00	799

APPENDIX 1

New Hampshire	Awards	Students
CHESTER COLLEGE OF NEW ENGLAND	\$5,000.00	5
COLBY-SAWYER COLLEGE	\$33,500.00	35
DANIEL WEBSTER COLLEGE	\$13,500.00	15
Dartmouth College	\$15,500.00	16
Franklin Pierce College	\$26,000.00	27
GRANITE STATE COLLEGE	\$1,500.00	6
HESSER COLLEGE	\$5,000.00	6
Keene State College	\$13,250.00	28
MCINTOSH COLLEGE	\$37,750.00	51
New England College	\$21,000.00	23
New Hampshire Technical Institute	\$1,000.00	2
NHCTC / LACONIA	\$500.00	1
Plymouth State University	\$29,250.00	63
Rivier College	\$5,000.00	5
Saint Anselm College	\$27,000.00	30
Southern New Hampshire Univ	\$51,250.00	63
University of New Hampshire	\$61,000.00	130
Sub Total	\$347,000.00	506

Pennsylvania	Awards	Students
ALLEGHENY COLLEGE	\$2,000.00	2
BAPTIST BIBLE COLLEGE OF PA	\$1,500.00	2
BUCKNELL UNIVERSITY	\$500.00	1
CARNEGIE-MELLON UNIV	\$4,500.00	5
CEDAR CREST COLLEGE	\$1,000.00	1
DELAWARE VALLEY COLLEGE	\$1,000.00	1
DICKINSON COLLEGE	\$2,000.00	2
DREXEL UNIVERSITY	\$2,000.00	2
EASTERN COLLEGE	\$2,000.00	2
EDINBORO UNIVERSITY OF PA	\$1,000.00	2
ELIZABETHTOWN COLLEGE	\$1,000.00	1
FRANKLIN & MARSHALL COLLEGE	\$1,000.00	1
Geneva College	\$3,000.00	3
GETTYSBURG COLLEGE	\$6,000.00	6
Grove City College	\$1,000.00	1
HAVERFORD COLLEGE	\$1,000.00	1
JUNIATA COLLEGE	\$4,000.00	4
LAFAYETTE COLLEGE	\$1,000.00	1
Lancaster Bible College	\$2,500.00	3
LEHIGH UNIVERSITY	\$5,000.00	5
MARYWOOD UNIVERSITY	\$2,500.00	3
MERCYHURST COLLEGE	\$1,000.00	1
Messiah College	\$5,000.00	5
MORAVIAN COLLEGE	\$2,000.00	2
MUHLENBERG COLLEGE	\$1,000.00	2
PENNSYLVANIA COLLEGE OF TECHNOLO	\$1,000.00	2
PENNSYLVANIA STATE UNIV	\$3,750.00	9
Philadelphia Biblical University	\$7,000.00	8
POINT PARK UNIVERSITY	\$1,000.00	1
SETON HILL COLLEGE	\$500.00	1
SUSQUEHANNA UNIVERSITY	\$6,375.00	7
SWARTHMORE COLLEGE	\$1,000.00	1
TEMPLE UNIVERSITY	\$4,000.00	8
University of Pennsylvania	\$1,000.00	1
UNIVERSITY OF THE ARTS	\$2,500.00	5
VALLEY FORGE CHRISTIAN COLLEGE	\$5,000.00	5
VILLANOVA UNIVERSITY	\$1,000.00	1
WESTMINSTER COLLEGE	\$500.00	1
WILSON COLLEGE	\$1,000.00	1
Sub Total	\$90,125.00	110

APPENDIX 1

Rhode Island	Awards	Students
BROWN UNIVERSITY	\$10,000.00	10
BRYANT UNIVERSITY	\$16,500.00	17
JOHNSON & WALES UNIVERSITY	\$31,831.00	36
NEW ENGLAND INST OF TECHNOLOGY	\$4,000.00	4
Providence College	\$2,000.00	2
RHODE ISLAND COLLEGE	\$1,000.00	3
Rhode Island School of Design	\$2,000.00	2
Roger Williams University	\$21,500.00	23
Salve Regina University	\$13,500.00	14
University of Rhode Island	\$13,000.00	26
Zion Bible College	\$1,500.00	2
Sub Total	\$116,831.00	139

Vermont	Awards	Students
BENNINGTON COLLEGE	\$10,000.00	10
CASTLETON STATE COLLEGE	\$3,250.00	7
CHAMPLAIN COLLEGE	\$23,500.00	24
Goddard College	\$3,500.00	5
GREEN MOUNTAIN COLLEGE	\$18,000.00	18
Johnson State College	\$4,500.00	9
LANDMARK COLLEGE	\$1,000.00	1
LYNDON STATE COLLEGE	\$8,479.00	21
MARLBORO COLLEGE	\$7,000.00	8
Middlebury College	\$4,000.00	4
NEW ENGLAND CULINARY INSTITUTE	\$10,500.00	11
NORWICH UNIVERSITY	\$17,500.00	18
Saint Michael's College	\$24,500.00	25
SOUTHERN VERMONT COLLEGE	\$1,000.00	1
STERLING COLLEGE	\$2,000.00	3
The Union Inst/Vermont College	\$2,000.00	3
University of Vermont	\$28,000.00	58
VERMONT TECHNICAL COLLEGE	\$2,750.00	6
Sub Total	\$171,479.00	232

Total	Awards	Students
Total	\$1,563,130.00	1911

FINANCE AUTHORITY OF MAINE EFFECT OF FEDERAL CUTS TO FEDERAL FAMILY EDUCATION LOAN PROGRAM (FFELP)

Annual Reductions

CUTS THAT HAVE OCCURRED

Federal cuts that were effective 10/1/2006:

Guaranty program	\$231,465
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PROPOSED CUTS

Federal cuts proposed in H.R. 5:

Guaranty program	\$41,000 - \$96,000
Secondary Market program	\$183,000
Total Proposed Cuts	<u>\$224,000 - \$279,000</u>

Federal cuts proposed in President's budget:

Guaranty program	\$41,000 - \$96,000
Secondary Market program	\$343,000 - \$443,000
Total Proposed Cuts	<u>\$384,000 - \$539,000</u>

FINANCE AUTHORITY OF MAINE
 NEXTGEN COLLEGE SAVINGS PROGRAM FIVE-YEAR PROJECTION
 Fiscal Year Period (July 1 to June 30)

Amounts Are Estimated and Subject to Change

11/29/2006

	FY06 <i>Actual</i> June 30, 2006	FY07 <i>Projected</i> June 30, 2007	FY08 <i>Projected</i> June 30, 2008	FY09 <i>Projected</i> June 30, 2009	FY10 <i>Projected</i> June 30, 2010	FY11 <i>Projected</i> June 30, 2011
Portfolios Beginning NAV Balance	3,168,448,067	3,987,012,841	4,252,441,180	4,486,018,118	4,691,565,824	4,872,447,805
Contributions	1,152,992,108	743,869,880	743,869,880	743,869,880	743,869,880	743,869,880
Market Value	330,899,844	119,610,385	127,573,235	134,580,544	140,746,975	146,173,434
Withdrawals	(665,327,178)	(598,051,926)	(637,866,177)	(672,902,718)	(703,734,874)	(730,867,171)
Portfolios Ending NAV Balance	3,987,012,841	4,252,441,180	4,486,018,118	4,691,565,824	4,872,447,805	5,031,623,949
Revenue						
Admin Fees Earned	5,402,179	6,179,591	6,553,844	6,883,188	7,173,010	7,428,054
Investment Income	209,774	287,756	332,004	287,502	246,505	207,413
Total Revenues	5,611,953	6,467,347	6,885,848	7,170,690	7,419,515	7,635,467
Operating Expenses						
Salaries & Fringe - Staff	472,034	581,322	610,388	640,908	672,953	706,601
Merrill Lynch Programming	-	35,000	35,000	35,000	35,000	35,000
In-House Programming	308,298	298,521	80,000	80,000	80,000	80,000
Marketing	113,136	185,067	300,000	300,000	300,000	300,000
Professional Fees	160,270	192,285	201,899	211,994	222,594	233,724
Other Operating Expenses	116,972	156,621	164,452	172,675	181,308	190,374
Total Administration Expenses	1,170,710	1,448,816	1,391,739	1,440,576	1,491,855	1,545,698
Net Income Before Program Benefits	4,441,243	5,018,531	5,494,109	5,730,113	5,927,660	6,089,769
Program Benefits - Approved						
Rebate 15 bps to all Maine Accounts	90,347	105,300	108,459	111,713	115,064	118,516
Matching Funds - New Accounts - Initial	55,200	62,855	64,740	66,683	68,683	70,744
Matching Funds - Existing Accounts - Annual	104,586	90,521	93,236	96,033	98,914	101,882
NextGen Student Grants	1,521,912	2,400,000	2,472,000	2,546,160	2,622,545	2,701,221
Access Scholarships	742,908	1,400,000	1,442,000	1,485,260	1,529,818	1,575,712
BRAC Grants	33,191	9,600	-	-	-	-
First Steps Initial Grants	800	3,600	3,708	3,819	3,934	4,052
Total Program Benefits - Approved	2,548,944	4,071,875	4,184,143	4,309,668	4,438,958	4,572,127
Net Income After Approved Program Benefits	1,892,299	946,655	1,309,965	1,420,446	1,488,702	1,517,643
Program Benefits - Proposed						
New Funding Initiatives	-	-	2,500,000	2,500,000	2,500,000	2,500,000
Total Program Benefits - Proposed	-	-	2,500,000	2,500,000	2,500,000	2,500,000
Net Income After All Program Benefits	1,892,299	946,655	(1,190,035)	(1,079,554)	(1,011,298)	(982,357)
Ending Cash Balance	6,864,454	7,811,109	6,621,075	5,541,520	4,530,222	3,547,865

FINANCE AUTHORITY OF MAINE
FY08-09 BIENNIAL BUDGET INFORMATION

	FY 2006	FY 2007	Original FAME Request FY 2008	Original FAME Request FY 2009	5% Reduction Request * FY 2008	5% Reduction Request * FY 2009	New FHM Funding FY 2008	New FHM Funding FY 2009
1 General Fund - Business Development	28,615	28,615	28,615	28,615	-	-	-	-
2 General Fund - Natural Resources & Marketing	154,446	154,446	154,446	154,446	-	-	-	-
3 General Fund - Student Financial Assistance	12,816,101	13,061,117	12,761,117	12,761,117	12,761,117	12,761,117	12,761,117	12,761,117
4 Total General Fund	12,999,162	13,244,178	12,944,178	12,944,178	12,761,117	12,761,117	12,761,117	12,761,117
Fund for a Health Maine:								
5 Quality Child Care Scholarship	146,958	148,592	148,592	148,592	148,592	148,592	167,792	167,792
6 Dental Loan Program	241,601	243,235	243,235	243,235	243,235	243,235	277,735	277,735
7 Area Health Education Centers	101,602	103,235	103,235	103,235	103,235	103,235	117,235	117,235
8 Total Fund for a Healthy Maine	490,161	495,062	495,062	495,062	495,062	495,062	562,762	562,762
9 Total Appropriations	13,489,323	13,739,240	13,439,240	13,439,240	13,256,179	13,256,179	13,323,879	13,323,879

* When FAME was asked to reduce its appropriation by 5%, we proposed to eliminate the Business Development and Natural Resources & Marketing appropriations and let the remainder (\$464,000) be taken from the Student Financial Assistance appropriation. The Governor accepted the elimination of the Business Development and Natural Resources & Marketing appropriations, and flat-funded the Student Financial Assistance appropriation.

**Questions Posed to the Department of Education by the Joint Standing Committee
Appropriations and Financial Affairs and the Joint Standing Committee on Education and
Cultural Affairs
on L.D. 499 Biennial Budget**

At the Joint Public Hearing February 16, 2007

Question # 1: *Is there a clerical support position in the State Board of Education budget request?*

Response: There is a full time clerical support position for the State Board of Education in the Support Systems account.

Question # 2: *What are the specifics for the increase in the College Transition sites from 7 to 30, an increase of 23 sites?*

Response: Maine Adult Education currently has 6 sites funded through State dollars, 1 site funded through a grant from the Betterment Fund and 7 additional programs that are receiving funding from the Nellie Mae Educational Foundation. The funding through Nellie Mae will end in December 2007. This brings our current number of College Transitions programs to 14. These 14 programs provide access to only half of the State. The requested increase will allow us to ensure that all adults who wish to prepare for college are able to access College Transition programming.

This program was established in statute in PL 2005, Chapter 69 and funded at the level of \$200,000 in PL 2005, Chapter 519, Part ZZ. The intent was to increase the funding and expand the number of college transition programs offered in an adult education setting from 7 to 30 sites over a 5 year period (by 2011). This budget proposal allows that number to increase to the full 30 sites in FY 08 and continue.

Question # 3: *The Committees asked for a chart showing the Organizational Program and Funding Source color coded.*

Response: Please see attached charts. The Color Black indicates General Fund (010); the Color Red indicates Federal Fund (013); and the Color Green indicates Special Revenue Funding source (014)

Question # 4: *Learning Systems Team and NCLB. What is the funding level of NCLB?*

Response: Please see the attached federal funding charts provided with name of grant, State Fiscal Years 2005, 2006, and 2007, along with estimated FY 2008.

Question # 5: *Post-Secondary Advanced Learning*

(a) *Identify the number of eligible students.*

(b) *How many students would \$3,500,000 support?*

Response: This recommendation will be removed from the budget proposal in the Change Package. It was to have been funded from savings from the student – to – teacher ratios and language Part F will also be removed from the budget proposal in the Change Package.

Question # 6: *Preschool Handicapped. The question is on the number of declining population.*

(a) *Could the Department provide 3 year flow chart by disability and age?*

Response: Please see attached flow chart and graph covering ages 3-5 only for the period from 2000 thru 2006 by disability.

Question # 7: *How are Professional Development funds to be used?*

Response: The Change Package will propose that these funds (\$1,776,092) be used to fund facilitators to assist at the regional level to implement the Local Schools, Regional Support proposal.

Question # 8: *Teacher Retirement. Did the Local Schools, Regional Support Initiative take into consideration the reduction of personnel?*

Response: The planning for the Local Schools, Regional Support Initiative did not project any fiscal impact on the Retirement System.

Question # 9: *There were several other questions posed at this public hearing related to teacher retirement and life insurance. The questions related to the proposed budget recommendations for teacher retirement and various aspects of the retired teachers' health benefits including a description of plan benefits. It is our understanding that both the Department of Administrative and Financial Affairs and the Maine State Retirement System have responded by memo and will be prepared to respond to your questions in work session.*

Department of Education
Summary of Position Changes by Organizational Program and Funding Source
FY 08-09 Biennium

Positions for Certification Office						
<u>Existing position being eliminated:</u>	<u>Fund</u>	<u>From Program</u>	<u>New Position</u>	<u>Fund</u>	<u>To Program</u>	<u>Funding Source</u>
Office Associate II	Federal	Learning Systems	Office Associate II	General Fund	Support Systems	additional revenue from certification fees
Secretary Associate	Federal	Regional Services	Office Associate II	General Fund	Support Systems	additional revenue from certification fees

Positions to be funded from GPA						
<u>Existing position being eliminated:</u>	<u>Fund</u>	<u>From Program</u>	<u>Position</u>	<u>Fund</u>	<u>To Program</u>	<u>Funding Source</u>
Part-time Office Assistant II	Federal	Learning Systems	* Continues Team Leader & Policy Director	General Fund	Learning Through Technology	GPA
Office Specialist I Supervisor	Federal	Learning Systems	* Continues Planning & Research Assoc. I	General Fund	Learning Through Technology	GPA
Office Associate I	Federal	Learning Systems	* Continues Educational Specialist III	General Fund	Learning Through Technology	GPA
* Positions were previously established as limited period per PL 2005, c. 386, Part A						
Transfers seasonal Office Assistant I to MIS	Federal	Learning Systems	Office Assistant I	General Fund	Management Information Systems	GPA
Education Specialist III	Federal	Learning Systems	Public Service Manager II - Data Information Coordinator	General Fund	Management Information Systems	30% GPA / 70% Federal

Department of Education
Summary of Position Changes by Organizational Program and Funding Source
FY 08-09 Biennium

Transfer of positions between programs currently in the General Fund

Existing position being transferred:	<u>From</u>		<u>To</u>	
	<u>Fund</u>	<u>Program</u>	<u>Fund</u>	<u>Program</u>
Education Specialist III	General Fund	Management Information Systems	General Fund	Learning Through Technology
Education Specialist II	General Fund	Learning Systems	General Fund	Learning Through Technology

Transfer of Other Fund Positions

Existing position being transferred:	<u>From</u>		<u>To</u>	
	<u>Fund</u>	<u>Program</u>	<u>Fund</u>	<u>Program</u>
Education Specialist III - Physical Education Consultant	Federal	Learning Systems	Other Special Revenue	Support Systems

U S Dept of Education Grants Breakdown

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Name of Grant	Award #	Appr #	FY 06	Admin	Grant
NCLB					
McKinney Homeless	S196A	1	234,494	58,623	175,871
Katrina-Relief Aid	S398C	17	222,750		222,750
Rural & Low Income	S358B	3	2,104,542	105,227	1,999,315
State Assessments & Standards	S369A	4	3,953,588	3,953,588	
Standards, Assess., & Accountability	S281C	4	0		
Education Technology	S318X	7	2,400,020	120,000	2,280,020
Impact of Teachers' Professional	S318A	7	648,616	648,616	
Title II Eisenhower Higher Ed		22	0		
Title II Eisenhower State Grants		10	0		
Title II teacher Quality		65	0		
Part A Improving Teacher Quality-SAHES	S367B	11	361,297		361,297
Part B Improving teacher quality-Grants	S367A	11	13,533,912	465,468	13,068,444
Mathematics & Science Partnerships	S366B	22	888,336	843,919	44,417
21st Century After School	S287C	13	4,856,279	242,814	4,613,465
Comprehensive School Reform Demo	S332A	13	703,775	35,189	668,586
Even Start-State	S213C	13	1,014,181	60,851	953,330
Even Start-Migrant	S214A	13	0		
Gear UP	P334A	13	3,100,112	3,100,112	
Migrant Education	S011A	13	0		
Neglect & Delinquent	S013A	13	0		
Consortium Incentive	S011B	13	0		
Reading First	S357A	13	0		
Title I	S010A	13	45,582,303	400,000	45,182,303
Title I Accountability	S348A	13	0		
Safe & Drug Free School	S186A	57	0		
Safe & Drug Free School	Q186A	57	0		
Safe & Drug Free School	Q186B	57	0		
Comm Service for Expelled Students	S184C	57	0		
Bilingual Education	T194Q	16	0		
English Language Acquisition	T365a	16	0		
Goals 2000		50	0		
Technology Literacy	S318X	59	0		
Class Size Reduction	S340A	60	0		
Partnership in Character Education	R215V	63	0		
Title V Innovative Education	S298A	66	0		
Total NCLB			79,604,205	10,034,407	69,569,798
Special Education					
Part B IDEA	H027A	12	50,508,531	5,303,396	45,205,135
Part B IDEA	H173A	23	2,535,361	100,000	2,435,361
Infants and Toddlers with Disabilities	H181A	45	2,160,317		2,160,317
State Grants for Technology-Related	H224A	37	391,104	391,104	
Maine's Alternate Funding	H224C	37	750,000	750,000	
State Program Improvements	H323A	14	600,000	130,000	470,000
General Supervision Grant	H326X	14	0		
Total Special Education			56,945,313	6,674,500	50,270,813

U S Dept of Education Grants Breakdown

Vocational Education						
Adult Education	V002A	64	0			
Perkins Act	V048A	8	5,837,891	875,684	4,962,207	
	V243A	8				
Total Voc Education			5,837,891	875,684	4,962,207	
Refugee Resettlement						
Refugee Children School Impact	90ZE	61				
Center for Disease Control	CCU1226	15				
Total Health & Human Dept			0	0	0	
Grand Total			142,387,409	17,584,591	124,802,818	

U S Dept of Education Federal Grants

Name of Grant	Award #	Appr #	FY 08 EST	FY 07	FY 06	FY 05
NCLB						
McKinney Homeless	S196A	1	214,162	214,618	234,495	205,533
School Improvement Grants			696,437			
Katrina Relief-Impact Aid	S398C	17			222,750	
Rural & Low Income(Title VIB)	S358B	3	2,062,055	2,062,052	2,104,542	2,210,529
State Assessments & Standards	S369A	4	3,953,588	3,953,588	3,953,588	3,934,394
Education Technology	S318X	7	0	1,317,349	2,405,727	3,304,308
Impact of Teachers' Professional	S318A	7			648,616	666,102
Title II Eisenhower Higher Ed		22				
Title II Eisenhower State Grants		40				
Title II teacher Quality		65				
Part A Improving Teacher Quality-S	S367B	11		177,253	361,297	362,946
Part B Improving teacher quality-G	S367A	11	13,751,559	13,393,817	13,533,912	13,598,858
Mathematics & Science Partnershi	S366B	22	906,246	906,246	888,336	741,850
21st Century After School	S287C	13	4,807,713	4,807,715	4,856,279	4,895,445
Comprehensive School Reform De	S332A	13	0	0	703,775	1,252,384
Even Start-State	S213C	13	0	445,400	1,014,181	1,113,439
Even Start-Migrant	S214A	13				
Gear UP	P334S	13		3,100,112	3,100,112	2,866,400
Migrant Education	S011A	13	1,048,187	1,048,187	1,072,392	2,104,032
Neglect & Delinquent	S013A	13	170,720	170,720	167,638	186,811
Consortium Incentive	S011B	13				
Reading First	S357A	13	2,802,411	2,806,133	3,256,773	2,927,843
Title I	S010A	13	45,042,941	45,515,821	45,592,307	45,160,071
Title I Accountability	S348A	43				
Safe & Drug-Free School	S186A	57				
Safe & Drug Free School	Q186A	57	0	1,345,228	1,708,024	1,722,103
Safe & Drug Free School	Q186B	57	0	336,307	427,006	430,526
Comm Service for Expelled Stiu	S184C	57				
Bilingual Education	T194Q	16				
English Language Acquisition	T365A	16	621,026	621,027	500,000	500,000
Technology Literacy	S348X	59				
Class-Size Reduction	S340A	60				
Partnership in Character Education	R215V	63				
Title V Innovative Education	S298A	66	491,535	491,535	985,056	1,472,363
Teacher Incentive						
High School Assessments						
High School Intervention						
Total NCLB			76,568,580	82,713,108	87,736,806	89,655,937
Special Education						

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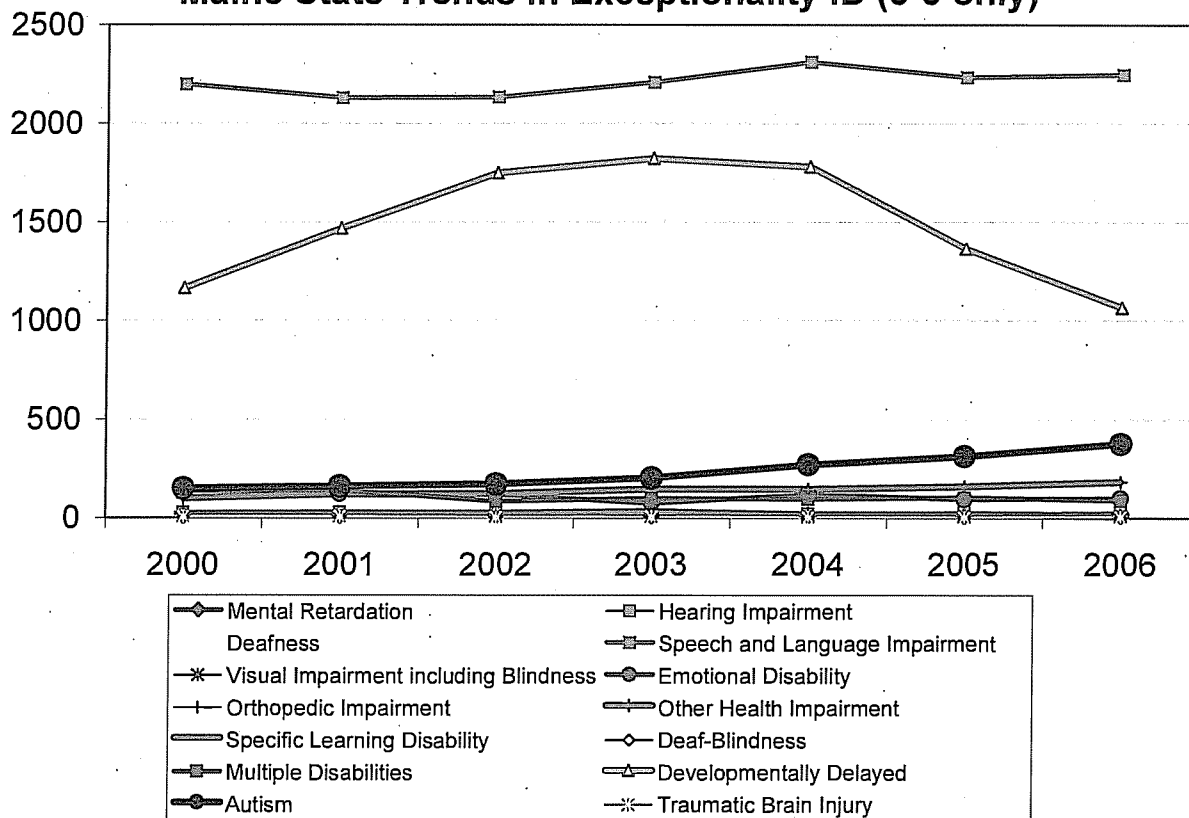
U S Dept of Education Federal Grants

Part B IDEA	H027A	12	50,871,129	50,442,155	50,508,531	48,258,251
Part B IDEA	H173A	23	2,512,715	2,512,715	2,535,361	2,553,622
Infants and Toddlers with Disabilities	H181A	45	2,138,714	2,138,714	2,160,317	2,194,384
State Grants for Technology-Related	H224A	37	152,285	402,777	391,104	391,104
Maine's Alternate Funding	H224C	37			750,000	
State Program Improvements	H323A	14		670,000	600,000	600,000
Gen Super Enhancement	H326X	14				824,810
Total Special Education			55,674,843	56,166,361	56,945,313	54,822,171
Vocational Education						
Adult Education	V002A	64		2,031,611	2,046,666	2,058,651
Perkins Act	V048A	8	0	5,779,511	5,837,891	5,841,197
	V243A	8	0	525,905	529,058	533,325
Total Voc Education				8,337,027	8,413,615	8,433,173
Higher Education--Byrd	P185A	21		163,500	163,500	160,500
Health & Human Education						
Refugee Children School Impact	90ZE	61			110,000	90,499
Center for Disease Control	CCU1226	15			623,599	633,377
Total Health & Human Dept				0	733,599	723,876
Other						
Advance Placement	U330C	62				
Advance Placement testing	U330B	62			1,000	
Advance Placement for All	S330C	62		150,000		
Total Other				150,000	1,000	0
Grand Total			132,243,423	147,529,996	153,993,833	153,795,657

Exceptionality (3-5)

	2000	2001	2002	2003	2004	2005	2006
Mental Retardation	16	14	14	9	14	15	22
Hearing Impairment	25	27	26	26	21	27	22
Deafness	13	12	20	15	9	6	6
Speech and Language Impairment	2197	2129	2133	2209	2311	2233	2247
Visual Impairment including Blindness	5	5	7	4	8	7	10
Emotional Disability	137	122	118	73	119	93	98
Orthopedic Impairment	14	10	14	11	18	15	15
Other Health Impairment	96	118	120	143	144	157	181
Specific Learning Disability	17	20	21	30	14	14	6
Deaf-Blindness	0	0	2	1	2	0	1
Multiple Disabilities	137	139	83	96	93	101	88
Developmentally Delayed	1167	1470	1751	1824	1782	1367	1069
Autism	150	160	171	203	270	311	376
Traumatic Brain Injury	4	4	2	3	1	2	4
All Exceptionality Categories	3978	4230	4482	4647	4806	4348	4145

Maine State Trends in Exceptionality ID (3-5 only)



TESTIMONY OF THE MAINE STATE MUSEUM
To The
JOINT STANDING COMMITTEE ON APPROPRIATIONS & FINANCIAL AFFAIRS
And The
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS
Presented By
JOSEPH R. PHILLIPS, MUSEUM DIRECTOR
Regarding LD 499
THE DRAFT BUDGET BILL FOR THE
FISCAL YEARS ENDING IN 2008 and 2009

My name is Joseph Phillips and I have been director of the Maine State Museum for nearly 15 years.

MUSEUM ACTIVITY

- The museum presents exhibits, and cares for collections in the Cultural Building, State House and Blaine House. We also loan artifacts and specimens to museums throughout the state.
- Our staff supports other scientific State agencies in preserving their specimen collections.
- Exhibit galleries are open to the public seven days a week.
- One of only 800 museums in the entire country accredited by the American Association of Museums.
- Over half of Maine's fourth grade students (public, private and home-schooled) visit the museum each year.
- One special event, "Bug Maine-ia", brought in 2,800 people in one day last fall.

OUTREACH

- The Maine State Museum works closely with the State Archives in distributing New Century Community Program grant money, and in supporting the Cultural Resources Information Center which provides technical guidance to collecting institutions state-wide.
- A decade of collaboration with the Maine Public Broadcasting Network has most recently involved historical and scientific content for the "Maine Experience" series.

- An innovative technical collaboration called "Windows on Maine" was developed with the Fogler Library at the University of Maine and the Maine Public Broadcasting Network. This is a federally funded digital resource for teachers of Maine history and science.

FLAT FUNDING

- MAINE STATE MUSEUM 0180, represents our General Fund Budget, as recommended by the governor, including Office of Information Technology (OIT) calculated increases to be used in purchasing OIT applications services.

This account also includes the Publications Revolving Fund, our Museum Store which generates earned income to pay for the publication of museum books.

- RESEARCH & COLLECTIONS 0174, combines Federal Grants and Private Donations. Past Legislatures have challenged the museum to raise outside money for exhibits and programs. These are labor-intensive efforts which have proven to require several years to succeed. We are currently struggling to raise funds for three important exhibits, targeted for:

2007 Opening – 400th Anniversary of the first English settlement in New England, the Popham Colony in Phippsburg.

2008 Opening – "At Home in Maine" the story of Maine people and their family lives.

2009 Opening - Wabanaki textiles, clothing and costumes of Maine and the Maritime Peninsula of Canada, to be exhibited together for the first time anywhere.

This account also includes one limited time (2-3 years) Museum Specialist III position, funded by a federal grant, to conduct a survey of state-owned science collections in need of preservation and care, held by various agencies.

February 16, 2007