Commission to Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Resolve 2013, Chapter 114

(Phil McCarthy)

Report of the
Commission to Study the Adequacy and Equity of Certain Cost Components of the School Funding Formula

December 2014

INTRODUCTION

The Commission to Study the Adequacy and Equity of Certain Cost Components of the School Funding Formula was created in legislation crafted by the Joint Standing Committee on Education of the 126th Legislature (the "Education Committee"). The legislation was enacted as Resolve 2014, chapter 114. A copy of the resolve appears in Appendix X.

Creation of the Commission is the latest step in a multi-year process undertaken to review the state's education funding formula, the Essential Programs and Services (EPS) funding formula. That process began with the Education Committee of the 125th Legislature, which authorized the Legislature to enter into a contract with a qualified research entity to conduct an independent review of the EPS Funding Act. The Resolve required the research entity to provide an interim report of findings by April 1, 2013, and a final report by December 1, 2013. The project was described in Resolve 2011, chapter 166.

Lawrence O. Picus and Associates, a California research company, was awarded the contract for the independent review. The interim report is available at http://www.maine.gov/legis/opla/EPSReviewPart1%28PicusandAssoc%20%294-1-2013.pdf and the final report is available at http://www.maine.gov/legis/opla/EPSfundingPart%202FinalReport.pdf

Following receipt of the final report from Lawrence O. Picus and Associates, the Education Committee scheduled weekly work sessions to discuss various aspects of the report, as well as to discuss other issues relating to EPS. From those discussions, seven topics were identified as priority topics for action; those topics formed the list of duties for the Commission to Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula. The topics were funding provisions related to:

- Public preschool programs for children 4 years of age
- Support for economically disadvantaged students; Title I funds
- Professional development and collaborative time needed to implement proficiency-based learning
- Regional cost adjustments for teacher salaries
- Debt service for locally approved school construction projects

- Special education allocation for minimum subsidy receivers
- State contribution to fund the cost of the unfunded actuarial liability for retired teachers

BACKGROUND ON the ESSENTIAL PROGRAMS AND SERVICES FUNDING FORMULA

The Essential Programs and Services Funding formula was developed by the Maine State Board of Education's Committee to Study Essential Programs & Services and School Funding and enacted into law in 2003 (Public Law 2003, chapter 504). EPS was a significant change from prior funding formulas, which were driven by prior expenditures, i.e., the more school districts spent, the more state funds they were likely to receive, all other factors remaining constant.

By contrast, the EPS formula was designed to estimate how much money a school district needed to fund its essential programs and services (its allocation), as determined by research-based information. The total amount that the district should need for these programs and services is called the "total allocation" for the district.

Many elements are used in determining the total allocation – including the number of students in the school; the status of the students as English language learners, economically disadvantaged students or students with special needs; the level of teacher salaries compared to other areas of the state; the state-established ratios of students to teachers, administrators, educational specialists and others, to name just a few. Each of the elements are reviewed on a three year cycle to determine whether they represent an accurate picture of the cost of essential programs and services in Maine public schools.

Another aspect of the school funding system in Maine is the method of dividing the allocation between state and local shares. That distribution methodology is not technically part of EPS formula, but it is a critical factor in the total school funding formula. Once the total allocation is determined, it is divided into a state contribution and a local contribution. This is done by calculating how much the local district can raise by applying a mil rate, set by the state, against the certified State property valuation of the district. The portion of the allocation that is not raised by applying that mil rate is the amount that the state provides to the district. The mil rate used for this purpose is determined by dividing the total statewide property valuation into the total amount of funds that will be available from the State for distribution under EPS to school administrative units.

COMMISSION COMPOSITION AND PROCESS

The Commission was created by Resolves 2014, chapter 114, legislation that originated with the Joint Standing Committee on Education of the 126th Maine Legislature. Five members were appointed by the President of the Maine Senate; seven members were appointed by the Speaker of the House. The final two members were the Commissioner of Education or designee, and the Chair of the State Board of Education or designee. The names of Commission members and the organizations they represent, are included in Appendix Y.

Between July and December of 2014, the Commission met 6 times to receive information and discuss topics set forth in the Resolve. As specified in the Resolve, the Maine Education Policy Research Institute (MEPRI) and the Maine Department of Education (MDOE), provided staff services and resources to the Commission. MEPRI conducted independent research and surveys to gather information for the commission. Their research products are incorporated into this report.

At its final meetings, the Commission took formal votes on recommendations. The Department of Education abstained from voting on recommendations, and a few items were not unanimously supported by all members of the commission. All recommendation were supported by a majority of the commission member, with one exception. One resulted in an evenly divided vote and this one is noted in the recommendations.

What follows are the final recommendations of the commission and the materials and processes used by the commission in reaching their recommendations. Materials used by the commission during their deliberations appear in a series of appendices.

H.P. 1335 - L.D. 1850
Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5(1). Public preschool programs for children 4 years of age.

A. Review the work products and any proposed rules developed by the Department of Education's work group to implement quality standards of practice for Maine public preschool programs, including an analysis of the standards proposed to address quality and consistency of public preschool programs and collaboration with other early childhood and preschool programs;

B. Conduct an analysis of the targeted funds for public preschool to grade 2 students that are allocated specifically for preschool students and conduct an analysis of the projected costs for providing public preschool programs for all eligible children 4 years of age in the State;

C. Review the current method for calculating the number of public preschool students enrolled in a school administrative unit's public preschool program and conduct an analysis of the projected costs for changing the current method for calculating the number of public preschool students that counts each public preschool student as a 0.5 full-time equivalent student for the first year and a 1.0 full-time equivalent student beginning in the 2nd year to a new method that counts each public preschool student as a 1.0 full-time equivalent student for the first year and subsequent years; and

D. Collect and review information on the physical space and facility capacity of school administrative units and project the school facility costs necessary to implement public preschool programs for eligible children 4 years of age in the State.

Commission Action:

The commission received and reviewed materials from the Maine Department of Education (MDOE) and the Maine Education Policy Research Institute (MEPRI). In addition, a two-phase survey study was conducted to collect information from SAU superintendents and preschool teachers regarding facilities, programming, and costs of current public preschools in Maine along with projected costs for expanding preschool opportunities. Results from the superintendents' survey were analyzed and presented the commission. Results from the survey of preschool teachers was not available at the time of the commission discussions. Based on the review of materials, the commission made the following recommendations:

- **1. The Maine Department of Education begin as soon as possible a process for school districts to apply for preschool program grants that should become available in 2015-16.**

- **2. Recommend that the Maine Joint Standing Committee on Education and Culture Affairs further investigate what the obstacles are in terms of start-up costs and capital costs and ongoing operational costs for SAUs to develop pre-K programs. In addition the Committee should investigate parental obstacles and issues related to expanding public preschool programs.**

Public Preschool Programs for Children 4 Years of Age

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Development of Rules to Implement Quality Preschool Program Standards

One task assigned the commission was to review the work products and any proposed rules developed by the Department of Education's work group to implement quality standards of practice for Maine public preschool programs, including an analysis of the standards proposed to address quality and consistency of public preschool programs and collaboration with other early childhood and preschool programs.

The Department has proposed Chapter 124, Basic School Approval: Public Preschool Program Standards. Hearing were held November 17, 2014. The comment period ended on December 5, 2014. A survey with open ended questions was sent to the public preschool program teachers to determine the actual: class sizes, staffing ratios, type of curriculum, screening and assessment instruments, transition procedures, transportation, etc in each of the programs. This concrete data will be reviewed in the context of the rulemaking underway, and will inform the refinements to the proposed regulation. A copy of the draft rules are attached.

05-071 DEPARTMENT OF EDUCATION

Chapter 124: BASIC APPROVAL STANDARDS: PUBLIC PRESCHOOL PROGRAMS

SUMMARY: This rule establishes school approval standards governing the school administrative units which are implementing public preschool programs and adopts procedures for ascertaining compliance with all applicable legal requirements, as authorized by Title 20-A, Maine Revised Statutes, Chapters 203 and 206. By July 1, 2017, all preschool programs must comply with the program standards contained in this rule. Any new public preschool programs implemented for the 2015-2016 school year must be approved prior to opening.

Section 1. GENERAL OBJECTIVES

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

1.02 School administrative units may operate a public preschool program or provide for children to participate in such programs in accordance with 20-A §4271 and shall meet all school approval requirements of Title 20-A, Maine Revised Statutes (20-A MRSA), other statutes, and rules applicable to the operation of public preschool programs, and the requirements of this rule.

Section 2. DEFINITIONS

2.01 Administrator: "Administrator" means any person certified by the Commissioner as an administrator and employed by a school administrative unit in an administrative capacity.

2.02 Assessment: "Assessment" means an educational instrument or activity designed to gather information on a child's knowledge and skill to make instructional decisions.

2.03 Commissioner: "Commissioner" means the Commissioner of the Maine Department of Education or a designee.

2.04 Curriculum: "Curriculum" means the school administrative unit's written document that includes the learning expectations for all children for all domains of development as indicated in the Early Learning and Development Standards.

2.05 Department: "Department" means the Maine Department of Education.

2.07 Early Learning and Development Standards (ELDS): "Early Learning and Development Standards" means what should children know and be able to do at kindergarten entry.

2.08 Elementary school: "Elementary school" means that portion of a school that provides instruction in any combination of grades pre-kindergarten through grade 8.

2.09 Essential Programs and Services: "Essential Programs and Services" means those programs and services, as defined by the State Board of Education or adopted by the Legislature, that a school administrative unit offers for each student to have the opportunity to meet the content standards of the system of Early Learning and Development Standards/Learning Results.

2.10 Instructional day: "Instructional day" means a school day during which both students and teachers are present, either in a school or in another setting.

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

2.12 Kindergarten: "Kindergarten" means a one or two-year instructional program aligned with the system of Learning Results, immediately prior to grade one.

2.13 Parent: "Parent" means the parent or legal guardian of a student, or the student if of majority age.

2.14 Provisional Approval: "Provisional Approval" means an approval for a specified period of time during which a school administrative unit must take corrective action to the public preschool program to comply with this rule.

2.15 Public Preschool Program: "Public Preschool Program" means a program offered by a public school that provides instruction ot children who are four years of age by October 15th.

2.16 School: "School" means an individual attendance center within a school administrative unit including any combination of grades pre-kindergarten through

12. In this rule, an educational program located in or operated by a juvenile correctional facility, an educational program located in the unorganized territories and operated by the Department of Education, the Maine School of Science and Mathematics, and the Maine Educational Center for the Deaf and Hard of Hearing shall be considered schools.

2.17 School administrative unit: "School administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district, regional school unit or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools, except that it does not include a career and technical education region. Beginning July 1, 2009, "school administrative unit" means the state-approved unit of school administration and includes only the following:

A. A municipal school unit;

B. A regional school unit formed pursuant to chapter 103-A;

C. An alternative organizational structure as approved by the commissioner and approved by the voters;

D. A school administrative district that does not provide public education for the entire span of kindergarten to grade 12 that has not reorganized as a regional school unit pursuant to chapter 103-A;

E. A community school district that has not reorganized as a regional school unit pursuant to chapter 103-A;

F. A municipal or quasi-municipal district responsible for operating public schools that has not reorganized as a regional school unit pursuant to chapter 103-A;

G. A municipal school unit, school administrative district, community school district, regional school unit or any other quasi-municipal district responsible for operating public schools that forms a part of an alternative organizational structure approved by the commissioner; and

H. A public charter school authorized under chapter 112 by an entity other than a local school board.

2.18 School calendar: "School calendar" means the schedule of school days adopted in advance of the school year by the school board.

2.19 School day: "School day" means a day in which school is in operation as an instructional day and/or a teacher in-service day.

2.20 School personnel: "School personnel" means individuals employed by a school administrative unit or under contract with the unit to provide services to the children enrolled in the schools of the unit.

2.21 School year: "School year" means the total number of school days in a year as established by the school administrative unit.

2.22 Screening. "Screening: means utilizing a standard or norm-referenced screening tool designed and validated to identify a child's level of performance overall in developmental areas (i.e., cognition, fine motor, gross motor, communication, self-help/adaptive, and gross motor skills). The screening is a brief check (10-15 minutes) of the child's development and is not diagnostic or confirming in content.

2.23 Student records: "Student records" means those records that are directly related to a student and are maintained by a school or a party acting for the school.

2.24 Teacher: "Teacher" means any person who is regularly employed for the instruction of students in a school and who is certified by the Commissioner for this position.

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

Section 3. CLASS SIZE

3.01 Maximum class size: 16 children

Section 4. CURRICULUM AND COMPREHENSIVE ASSESSMENT SYSTEM

4.01 Each school administrative unit shall have an evidence-based written curriculum aligned with the Early Learning and Development Standards. The school administrative unit shall inform parents and students of the curriculum, instructional expectations, and assessment system.

4.02 Public preschool programs must demonstrate curriculum practice that aligns with the Maine Early Learning and Development Standards and is appropriate for the age and developmental level of the students. Teachers must organize space and

select materials in all content and developmental areas to stimulate exploration, experimentation, discovery and conceptual learning.

A. A variety of activity areas are offered every session including, but not limited to: block building, dramatic play, writing, art, music, science, math, literacy, sand/water play, manipulatives, gross motor activities and mealtime routines , which allows teachers to eat with children.

B. Equipment, materials and furnishings are available and are accessible to all children, including children with disabilities.

C. A daily schedule is posted that includes:

(1) Opportunities for individual, small group and whole group activities. The amount of time spent in large group, teacher-directed activity is limited to short periods of time – 10-20 minutes depending on the time of the year.

(2) Opportunities for physical movement, fresh air and access to drinking water are provided to the children.

(3) Opportunity for rest in a full-day program (more than 5 hours) is provided for the children. Cots or mats are provided for each child.

(4) The schedule and program activities minimize the transitions that children make from one classroom space to another, including school "specials" especially during the first half of the school year. Most special supports or therapies are provided in-class to minimize transitions for children with disabilities.

(5) Program development and services to any and all English learners are overseen by an English as a Second Language-endorsed teacher.

4.03 Screening and Assessment

A. Screening

(1) All children must receive a valid and reliable research-based screening tool within the first 30 days of the school year (or prior to school entry) which includes: early language and literacy/numeracy/cognitive; gross and fine motor; personal/social; social/emotional development- to identify those who may be in need of additional assessment or to determine eligibility for special education services unless the child has an existing Individualized Education Program-IEP). All children must receive a hearing,

vision, and health screening upon entry to the public preschool program. The health screening must include information pertaining to oral health and lead poisoning awareness. If hearing, vision, and health screening has been done in the public preschool, the screenings do not have to be redone in kindergarten, unless there is a concern.

(2) Each preschool program shall develop a written Child Find referral policy consistent with the State of Maine Unified Special Education Rules 05-071 Chapter 101 Section IV. 2(D)(E).

(3) Administration of a home language survey is undertaken to identify possible English learners.

B. Assessment

Programs provide periodic and ongoing research based assessment of children's learning and development that:

(1) Documents each child's interests, needs and progress to help plan instruction, relying mostly on demonstrated performance of authentic activities.

(2) Includes: children's work samples, observations, anecdotal notes, checklists and inventories, parent conference notes, photographs, video, health screening reports and referral records for support services.

(3) Communicates with families regularly to ensure connection between home and school, including providing interpreters and translators, as needed.

(4) Aligns with the Early Learning and Development Standards and are used to inform curriculum and instruction.

(5) Is informed by family culture, experiences, children's abilities and disabilities, and home language.

(6) Is used in settings familiar to the children.

(7) Informs activities to support planning for individual children.

4.04 Child Development Reporting

Parents shall have the opportunity to meet individually with their child's teacher about their child's development at least twice during each school year using the research based assessment (providing interpreters and translators as needed).

Section 5. INSTRUCTIONAL TIME

5.01 School Year

A school administrative unit shall make provision for the maintenance of all its schools for at least 180 school days. At least 175 school days shall be used for instruction. In meeting the requirement of a 180-day school year, no more than 5 days may be used for in-service education for teachers, administrative meetings, parent-teacher conferences, records' days and similar activities.

5.02 Public Preschool Instructional Time

Instructional time for public preschool program shall be a minimum of 10 hours per week for 35 weeks and shall not include rest time. Public preschool programs shall schedule within the 175 school days that the school administrative unit has designated as instructional time, but does not have to use all days, allowing flexibility as to numbers of days per week.

Extended public preschool program Day: A school administrative unit is encouraged to schedule public preschool for more than 10 hours per week to improve child outcomes and to reduce the risk of later school failure.

Section 6. SCHOOL ADMINISTRATIVE UNIT ORGANIZATION AND SCHOOL SIZE

6.01 Personnel Ratios

A. Classroom student-teacher ratios

(1) Maximum adult to child ratio is 1 adult to 8 children

(2) Ratios include, at a minimum, one teacher holding appropriate teacher certification from the Maine Department of Education (as per current statute) and a support staff with a minimum of an Educational Technician Authorization II from the Maine DOE. These ratios are maintained during both indoor and outdoor activities and during mealtimes.

Section 7. QUALITY OF EDUCATION PERSONNEL

7.01 Specific Requirements

A. Teacher degree requirement: Teachers must hold (as per current statue) the required Maine DOE Early Childhood 081 (B-5) endorsement.

B. Assistant teacher requirements: An assistant teacher must hold (as per current statute), at a minimum, an Educational Technician II Authorization from the Maine DOE who obtains a Level 4 status on the Maine Roads to Quality Registry within 3 years.

C. All preschool staff must join the Maine Roads to Quality Registry.

Section 8. NUTRITION

8.01 General Requirements

The program shall serve well-balanced meals and/or snack that follow the U.S. Department of Agriculture guidelines in all programs.

8.02 Specific Requirements

A. The program shall serve at least one meal and/or snacks at regularly established times. Meals and snacks are not more than three hours apart.

B. Each child is given sufficient time at mealtimes and snacks to eat at a reasonable, leisurely rate.

C. Classroom ratios will be maintained during mealtimes.

D. Meals and or snacks are culturally responsive to participating families.

E. The meal and snack time offers opportunities for interactions between adults and children.

Section 9. SCHOOL FACILITIES

9.01 Indoor: Minimum requirement shall be 35 square feet per child. Areas not to be calculated as usable space include but are not limited to: hallways, lockers, cubbies, door swings, closets, supply cabinets, corridors, bathrooms, teacher spaces, food preparation areas and offices.

A. All classroom spaces must be accessible to all children, including children with disabilities.

B. There shall be a water source in the classroom for hand washing, and drinking water is readily available to children throughout the day.

C. The indoor environment shall be designed so staff can supervise children by sight and sound at all times. Supervision for short intervals by sound is permissible, as long as teachers check frequently on children who are out of sight (e.g., independent toileting).

D. Toilets, accessible for use by all participating children, must be within 40 feet of the indoor areas that children use. It is preferable to have them within the classroom.

E. Electrical outlets in public preschool classrooms shall be protected by safety caps, plugs or other means.

F. Natural light must be present in any classroom used for four-year-old program activities.

G. Easily accessible and individual space shall be made available for children's outside clothing and personal possessions.

9.02 Outdoor: The program must have access to an outdoor play area with at least 75 square feet of usable space per child and with equipment of a size suitable to the age and needs of four-year-old children as dictated by the National Safety Standards for playgrounds in public schools.

A. The outdoor play area must be protected by fences or natural barriers.

B. Surfaces used under climbers, swings and at the bottom of slides are energy-absorbing materials such as mulch, sand or bark. Concrete or asphalt shall not be used.

C. Outdoor play areas provide both shade and sun.

D. There are established protocols for emergencies.

E. The playground areas and equipment are accessible to all children.

F. Preschool classrooms schedule outdoor time by themselves, with other preschool classrooms, or with kindergarten children.

Section 10. FAMILY ENGAGEMENT

10.01 Programs identify how they will engage in a process of partnership-building with families to establish mutual trust and to identify child strengths, goals, and necessary services and supports.

10.02 Programs have written policies and procedures that demonstrate intentional practices designed to foster strong reciprocal relationships with families, including, but not limited to: application information, family orientation, parent conferences, parent education-specifically around literacy and numeracy, newsletters, PTA participation, home visits, family events, program evaluations, and these policies and procedures are to be translated in a language understandable to parents/guardians.

Section 11. COMMUNITY ENGAGEMENT

Programs establish relationships with community-based learning resources and agencies, such as libraries, arts education programs, and family literacy programs.

Section 12. COORDINATED PUBLIC PRESCHOOL PROGRAMS

12.01 Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a public preschool program implementation plan for children 4 years of age for submission to and approval by the department. Evaluation of the proposal must include consideration of at least the following factors:

A. Demonstrated coordination with other early childhood programs in the community to maximize resources;

B. Consideration of the extended child care needs of working parents; and

C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community. [20-A MRSA §4502(9)]

D. Demonstrated coordination with Child Development Services.

12.02 Schools offering a public preschool program in partnership with a community agency must submit a Memorandum of Understanding (MOU), signed by all involved parties, on a yearly basis. The elements of the MOU shall, at a minimum, include:

A. Roles and responsibilities of each of the partners;

B. A budget, including the amount of resources that each partner will provide for the implementation of the plan;

C. Describe the organizational capacity and the existing infrastructure of the SAU and the partners to deliver a high quality program;

D. The methods and processes for making different types of decisions (e.g., policy, operational);

E. How the partners will coordinate, but not supplant, the delivery of the public preschool program with existing services for preschool –aged children including, if applicable, programs and services supported through Title I of ESEA, the Head Start Act, and Child Care Development Block Grant;

F. How the partners will coordinate with Child Development Services (under Part B, Section 619 of IDEA) regional site to ensure access for CDS for conducting its statutory obligations under IDEA and Maine law /regulations; and

G. A description of the responsibilities and process of sharing child records that meets Section 16 of this chapter.

12.03 Beginning with 2015-16 school year the Commissioner may provide start-up funding as set forth in 20-A MRSA §4271 to school administrative units to implement or expand public preschool programs for children 4 years of age as required by 20-A MRSA §4502(9).

Section 13 TRANSITION

13.01 Enrollment transition into the public preschool program. Public preschool programs will have a process for enrollment transition from home and or other early childhood programs. The process will involve parents/legal guardians, including parental consent for transition of the pertinent educational records.

13.02 Public preschool to kindergarten transition. Public preschool program will have a process to provide transition between four-year-old programs and the kindergarten program. This includes links, by the elementary school, with other area Head Start and early childhood programs serving young children who will be entering kindergarten. The process will involve parents/legal guardians, including parental consent for transition of pertinent educational records.

Section 14 TRANSPORTATION

14.01 If a school transports public preschool children, it is recommended that the standard of care offered to public preschool students meet the standard of care as defined by "Guideline for the Safe Transportation of Preschool Age Children in School Buses," which is provided by the National Highway Transportation Safety Agency, as follows:

A. Children should be in a child safety restraint system appropriate for the age, weight and height of the student.

B. There should be at least one aide on board the bus to assist with loading, unloading, correct securement and behavior/emotional support.

C. There will be training, communication and operational policy items for drivers, aides, parents, students and routes.

NOTE: Pursuant to 20-A MRSA §5401(3-A) school administrative units are not required to provide transportation for public preschool children.

Section 15. RECORDS AND REPORTS

If the public preschool program operates within the school administrative unit (SAU), the SAU addresses these provisions within the basic school approval.

If the public preschool program operates in an external facility and/or under a contract with the SAU, the contract between the SAU and the contractor must address the provisions of this section.

15.01 Student Records

Each school board shall adopt a policy in accordance with the Family Education Rights and Privacy Act (FERPA) that establishes the procedure for changing a student record by adding or removing items, and for controlling access to records.

A. Each school administrative unit shall maintain accurate and up-to-date education records on each enrolled student. Education records shall be defined as in FERPA and shall include academic records, disciplinary records, and other information including directory information.

(1) Academic records include information relating to the student's educational performance including student performance on the local assessment system and on other assessments as may be required for an individual student.

(2) Disciplinary records include, but are not limited to, a record of suspensions and expulsions, and other violations of the Student Code of Conduct adopted by the school board.

B. Records shall be entrusted to designated personnel who shall be knowledgeable about the confidentiality provisions applicable to the records. All records shall be safeguarded from unauthorized access. Either student records will be kept in fireproof storage at the school or a duplicate set will be kept off site.

C. Upon request of the parent or school officials, a student's education records, including special education records, shall be forwarded to any school in which the student is enrolled or is intending to enroll. The school administrative unit shall notify parents that all records, including disciplinary records, must be sent to a school administrative unit to which a student applies for transfer.

D. Parental Access Rights: Confidentiality

Each school administrative unit shall adopt a policy describing the access rights of parents, students, and educational personnel to student records and the applicable confidentiality rights of parents and students. Student records shall be made available to the parents, or to the student of majority age, for inspection and copying.

A copy of the policy shall be posted in each school and parents shall be notified annually of the policy. The school administrative unit shall maintain records in accordance with the Family Education Rights and Privacy Act (FERPA).

Section 16. PUBLIC PRESCHOOL APPROVAL

16.01 Approval Procedures

A. A school administrative unit shall obtain approval from the Commissioner prior to opening a new public preschool program. All new public preschool programs implemented in the 2015-16 school year must be approved prior to opening. By July 1, 2017 all public preschool programs implemented before 2015-16 must comply with programs standards contained in this rule.

B. A school administrative unit seeking approval status for any public preschool program shall make this intention known to the Commissioner in writing at least nine months prior to the school year. School units that

have received school construction approval from the State Board of Education shall be deemed to have met this notice requirement.

C. An Implementation Plan for initial approval status shall be made on forms provided by the Commissioner and available on the Maine Department of Education Public Preschool website. The superintendent of the school administrative unit is responsible for supplying all information necessary for a determination that the school is entitled to approval. The implementation plan application form must be signed by the superintendent of the school administrative unit in which the school is located, certifying that the form contains information that is accurate at the time of reporting. Prior to receiving approval from the Commissioner, the facility shall be approved for safety by the State Fire Marshal or local municipal fire department official, and certified as sanitary by the Department of Health and Human Services (DHHS).

D. Two months prior to the initial opening the applicant school must arrange for an on-site inspection by a representative of the Commissioner.

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

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

G. Six weeks after student occupancy, representatives of the Commissioner shall visit the public preschool program while it is in session to determine if all applicable school approval standards are being met. If school approval standards are not being met, approval status shall continue until compliance is demonstrated or until the end of the school year, whichever is the earlier date.

16.02 Provisional Approval

A. Any public preschool program that is determined by the Commissioner not to comply with applicable school approval standards shall be placed on provisional approval. Failure to submit School Approval Reports, other than financial reports, in a timely manner, in accordance with Section 15.05 of this rule, shall result in provisional approval status. Failure to submit financial reports in a timely manner shall result in a withholding of state subsidy in accordance with Section 16.03.B.

B. When placing a school on provisional approval status the Commissioner shall take the following action:

(1) The Commissioner shall notify, in writing, the superintendent responsible for any public preschool programs placed on provisional approval status and shall include a statement of the reasons for provisional approval status.

(2) Representatives of the Commissioner shall meet with the superintendent and shall determine a reasonable deadline for achieving compliance with school approval standards.

(3) A school or school administrative unit on provisional approval status shall be required to file with the Commissioner an acceptable written plan of corrective action.

(4) Failure to file a required plan of corrective action shall result in enforcement action by the Commissioner, pursuant to Section 16.03 of this rule.

C. The Commissioner shall restore full approval status upon the Commissioner's determination of compliance with school approval standards.

16.03 Enforcement Measures

A. Notice of Failure to Comply

The Commissioner shall give written notice of pending enforcement action to the superintendent of any school or school administrative unit that fails to comply with school approval standards by the established deadlines in statute or in the plan of corrective action established in Section 16.02.B.(3). Such notice shall include a statement of the laws and regulations with which the school or school administrative unit fails to comply. School administrative units failing to comply with school approval standards shall be given notice and the opportunity for a hearing.

B. Penalties

The Commissioner may impose the following penalties on school administrative units until compliance is achieved:

(1) Withhold state subsidy and other state funds from school administrative unit;

(2) Refer the matter to the Attorney General, who may seek injunctive relief to enjoin activities not in compliance with the governing statute or seek any other remedy authorized by law; or

(3) Employ other penalties authorized in statute or authorized or required by federal law.

Section 17. PRESCHOOL PROGRAM MONITORING

17.01 Public preschool programs, including partnerships, will complete the electronic Public Preschool Program Annual Report online and submit to the Maine Department of Education no later than 30 days after the end of the school year.

17.02 Each public preschool program, including partnerships, will receive a site visit by the Department no less than once every three years.

17.03 The review will utilize observational instruments, implemented by qualified individuals with demonstrated reliability, that assess:

A. Compliance with the program standards,

B. Classroom quality, and

C. Multiple dimensions of teacher-child interactions that are linked to positive child development and later achievement.

17.04 The results of this classroom evaluation will be shared with the teacher and principal and a plan for training and technical assistance will be developed.

STATUTORY AUTHORITY: 20-A MRSA §4271(4)

EFFECTIVE DATE:

Approved: 03/18/14 mac

126th MAINE LEGISLATURE

LD 1530 **LR 171(02)**

An Act To Establish a Process for the Implementation of Universal Voluntary Prekindergarten Education

Fiscal Note for Bill as Amended by Committee Amendment " "
Committee: Education and Cultural Affairs
Fiscal Note Required: Yes

Fiscal Note

	FY 2013-14	FY 2014-15	Projections FY 2015-16	Projections FY 2016-17
Net Cost (Savings)				
General Fund	$0	$69,877	$69,667	$320,576
Appropriations/Allocations				
General Fund	$0	$69,877	$69,667	$320,576

Fiscal Detail and Notes

This bill includes a General Fund appropriation of $69,877 to the PK-20, Adult Education and Federal Programs Team program within the Department of Education for 80% of the cost of one Early Childhood Coordinator position and related all other beginning in fiscal year 2014-15. The requirement that a uniform common statewide assessment program be established for kindergarten which must be used by all local school administrative units (SAU's) beginning with the 2016-2017 school year will result in a one-time General Fund cost to the Department of Education of approximately $248,000 in fiscal year 2016-17 for professional development for teachers, principals and central office representatives, including the cost for teacher stipends, travel reimbursement and other related expenses. According to the Department of Education, it is part of a multistate consortium that will be working on developing a kindergarten assessment over the next 3 and a half years as part of a federal grant. This fiscal note assumes that the assessment tool will be provided to SAU's at no cost and will be administered to students during normal school hours.

This legislation requires SAU's to operate or otherwise provide for the availability of a public preschool program if adequate funding is provided from State, federal and/or private funding sources, including slot machine and table game revenue from the Oxford Casino distributed to SAU's by the Department of Education pursuant to current law. This legislation also provides that SAU's are not required to expend any local revenues to implement and operate a public preschool program.

Public Law 2013, Chapter 368, Part C, section 5 required funds from casino slot machines and casino table games distributed by the Department of Education pursuant to Title 8, section 1036, subsection 2-A, paragraph A or Title 8, section 1036, subsection 2-B, paragraph A to SAU's as general purpose aid for local schools with each SAU making its own determination as to how to allocate the funds. This legislation diverts those funds by requiring that, beginning in fiscal year 2015-16, slot machine and table games revenue from the Oxford Casino be used to fund an approved plan for the development or expansion of a public preschool program. Current estimates of slot machine and table game revenue to be distributed to SAU's for K-12 public education for fiscal year 2015-16 and fiscal year 2016-17 are projected to be $19.3 million and $19.5 million respectively.

The total cost for SAU's to provide a public preschool program will depend on the number of students that participate in the program each year. Had this requirement been in place during the 2013-2014 school year the cost to the State associated with funding 100% of the total cost of the public preschool program is estimated to have been between $42.3 million and $102.2 million depending on the number of 4 year olds enrolled. After adjusting for state funding currently being provided to those SAU's that are offering public preschool programs in the 2013-2014 school year, the additional cost to the State would have been between $26.1 million and $85.9 million. These estimates are based on the following:

10/1/2013 Kindergarten Count		13,365
10/1/2013 4 year olds plus Pre-K 5 year olds Counts		4,887
Estimated additional public preschool program students		8,478
FY14 State Elem EPS Rate		$ 6,415
FY14 State Elem EPS Rate @ 10% for PreK-2 Targeted Funds		$ 642
Total estimate per student		$ 7,057
Total FY 14 cost - additional public preschool students		$ 59,825,007
Total FY 14 cost -existing public preschool students		$ 34,485,116
Estimated FY 2014 cost for public preschool program		$ 94,310,123
Classroom cost	63 classrooms @ $125,000	$ 7,875,000

Assume 100% eligible student participation:

Estimated FY 2014 cost for public preschool program	$ 94,310,123
Classroom cost	$ 7,875,000
Cost to fund 100% of public preschool program	$ 102,185,123
less: FY 14 Estimated state funding provided for pre-k programs	$ 16,308,011
Estimated additional state funding needed (100% student participation)	**$ 85,877,111**

Assume only currently participating students continue to participate:

Estimated FY 2014 cost for public preschool program	$ 34,485,116
Classroom cost	$ 7,875,000
Total cost	$ 42,360,116

Cost to fund 100% of public preschool program	$ 42,360,116
less: FY 14 Estimated state funding provided for pre-k programs	$ 16,308,011
Estimated additional state funding needed (no new student participation)	**$ 26,052,104**

Additional costs to the Department of Education associated with gathering the required feedback and submitting the required report can be absorbed within existing budgeted resources.

The EPS Funding Formula Statute Language Regarding Full-Time Equivalent Preschool Students

The EPS Funding Formula statute was changed in 2013.The new statute language is:

Title 20-A: EDUCATION; Chapter 606-B: ESSENTIAL PROGRAMS AND SERVICES
HEADING: PL 2001, c. 660, §1 (new)

§15674. PUPIL COUNTS

1. Pupil counts used for determination of operating costs. In addition to the additional weighted counts authorized under section 15675 and except as provided in subsection 2, the pupil count used for operating costs in this Act is the sum of:

A. The average number of secondary school-age persons enrolled in an adult education course counted during the most recent calendar year counted pursuant to section 8605, subsection 2; [2003, c. 504, Pt. A, §6 (NEW).]

B. The average number of students in equivalent instruction programs during the most recent calendar year, as reported pursuant to section 5021, subsection 8; and [2003, c. 504, Pt. A, §6 (NEW).]

C. The greater of:
(1) The average of the 2 pupil counts for April 1st and October 1st of the most recent calendar year prior to the year of funding, reported in accordance with section 6004, including the counts of students enrolled in an alternative education program made in accordance with section 5104-A; and
(2) The average of the 6 pupil counts for April 1st and October 1st of the 3 most recent calendar years prior to the year of funding, reported in accordance with section 6004, including the counts of students enrolled in an alternative education program and counted in accordance with section 5104-A. [2007, c. 667, §15 (AMD).]

2. Exception. Notwithstanding subsection 1, paragraph C, the pupil count identified in subsection 1, paragraph C, subparagraph (1) must be used for:

A. Elementary school level and middle school level students for school administrative units that send all their elementary school level and middle school level students as tuition students to schools elsewhere in the State; [2003, c. 504, Pt. A, §6 (NEW).]

B. High school level students for school administrative units that send all their high school level students as tuition students to schools elsewhere in the State; and [2003, c. 504, Pt. A, §6 (NEW).]

C. School level students for school administrative units that send all their school level students to schools elsewhere in the State. [2003, c. 504, Pt. A, §6 (NEW).]
[2003, c. 504, Pt. A, §6 (NEW) .]

3. Pupil count for public preschool programs. Beginning with funding for the 2015-2016 school year, the pupil count for students 4 years of age and students 5 years of age attending public preschool programs must be based on the most recent October 1st count prior to the year of funding. [2013, c. 581, §7 (NEW) .]

Summary Results from the Preschool Program Superintendent Survey Study

Overview

In fall 2014, MEPRI conducted an online survey of Maine superintendents regarding preschool offerings by their district. The purpose of the survey was to gather information regarding the costs and capacity of public preschool programs in Maine. The survey was designed with input from Department of Education staff and pilot tested by four superintendents. After modifications based on feedback from the pilot study, a final version of the superintendent survey was developed and posted online. The Commissioner of Education announced the survey in the weekly Commissioner's newsletter, and included a link for Superintendents to access the online form. Following the Commissioner's announcement, a cover letter and link to the survey was also emailed to all Superintendents in Maine. Follow-up reminders were subsequently emailed to all Superintendents who did not complete the survey, with additional follow-up emails sent to all Superintendents by both the Department and the Maine School Management Association.

Summary of Results

Surveys were completed by 83 Superintendents reflecting a total of 104 districts – with some Superintendents reporting on multiple districts (e.g., AOS's). For simplicity in language, the following results will refer to "districts" even though in certain cases a response covered multiple districts within an AOS. Fifty-eight percent of responding superintendents reported that their district had a preschool program, with one-in-five of those doing so in partnership with a community agency. An additional 12% of respondents indicated that their district entirely contracted out preschool services with a local community partner. Sixteen percent indicated that their district had no program but was in the process of planning for one, with the balance indicating that their district had no program and had no plans to add one. Respondents indicated that their programs served a total of 2,792 students, which is slightly more than half of the 5,004 preschool students listed in the State Longitudinal Data System enrollment report.

Nearly half of the respondents — including those not currently offering a preschool program, but intending to start one — indicated that they planned to expand their program. These superintendents reported that their expansion plans would allow them to serve up to 1,695 additional students, at a mean estimated expansion cost of $1,036 per new potential student.

Of the districts currently offering programs, 83% provided an estimate the operating costs associated with their preschool program, although a number of respondents indicated that it was difficult if not impossible to fully differentiate all costs specific to their preschool activities. Responding superintendents estimated that operating costs for their preschool program were approximately $4,204 per student, with staff salary and benefits constituting approximately two-thirds of this amount. For those programs offering transportation (approximately three-fourths of SAU operated programs), transportation was the next most significant operating cost. Not surprisingly, this was particularly true for districts that were not able to incorporate preschool transportation into their otherwise existing transportation operations.

Results on Operating Costs

Results from the superintendent surveys were combined with data accessed in the State Longitudinal Data System in order to estimate the total state-wide operating costs associated with universal preschool programs in Maine. Analyses estimated both the total state-wide operating costs if preschool programs were offered for all 4 year-old children in Maine (i.e., cost for all approximately 13,448 children), as well as the increase in operating costs if current programs serving approximately 5,004 children were expanded to 13,448 children.

The number of ***potential*** preschool students was estimated by using the number of kindergarten students enrolled in 2013/2014 based on two approaches:

(a) **School-based model**. Every school currently offering kindergarten also offers preschool. For example, a school with 20 kindergarten students and no preschool program would be estimated as having 20 potential preschool students, while an otherwise identical school with 5 preschool students would be estimated as having 15 potential additional preschool students.

(b) **District-based model**. Every district currently offering kindergarten also offers preschool at a capacity-level that would serve all 4 year olds in their district; although this may not be in every elementary school or every school offering kindergarten.

Per-Student Operating Costs. Operating costs estimates were based on per-student operating costs reported in the superintendent's survey. On average, superintendents reported a mean

operating cost of $4,204 per preschool student served in their district; however, the average per-student cost was greater for small programs, before leveling off for larger programs. Therefore, several statistical models were explored to weight per-student operating costs based on the size of a program (e.g., simple mean, linear function, power function, inverse function, etc.). Based on these analyses, an inverse function was chosen to estimate per-student operating costs based on the number of potential preschool students in a school (for the school-based model) and district (for the district-based model). An inverse function has the benefit of reflecting the higher per-student operating costs observed in smaller programs, while "leveling off" for larger programs.

Total Statewide Operating Costs (School-Based Model). The estimate for the school-based model (i.e., every school currently offering kindergarten also offers preschool) was calculated by multiplying the number of potential preschool students in each school by the per-student operating cost for that school. This reflected the estimated per-school operating costs for a fully-enrolled preschool program. Schools that did not currently offer kindergarten were assumed to not offer preschool and had preschool counts and operating costs equal to zero. The per-school operating costs were then summed across all schools in Maine resulting in the statewide operating costs for the school-based model.

Using these analyses, it was estimated that if every school currently offering kindergarten also offered preschool at a capacity that could serve all four year old children in their community, the total annual operating costs for Maine would be approximately **$50,194,206.** Of this amount, approximately **$31,986,459** reflects costs associated with new or expanded programs and **$18,207,747** is associated with existing preschool programs.

Total Statewide Operating Costs (District-Based Model). The estimate for the district-based model (i.e., every district currently offering kindergarten also offers preschool within their district) was calculated by multiplying the number of potential preschool students in each district by the per-student operating cost for that district. This reflected the estimated per-district operating costs for a fully-enrolled preschool program. Districts that did not currently offer kindergarten were assumed to not offer preschool and had preschool counts and operating costs

equal to zero. The per-district operating costs were then summed across the all districts in Maine resulting in the statewide operating costs for the district-based model.

Using these analyses, it was estimated that if every district currently offering kindergarten also offer preschool within their district with the capacity to fully enroll all four year children, the total operating costs for Maine would be approximately **$47,267,868**. Of this amount, approximately $**29,116,288** reflects costs associated with new or expanded programs and **$18,151,580** is associated with existing preschool programs.

Possible Factors Impacting Actual Operating Costs. While these estimates have the benefit of (1) being based on superintendent-reported estimates of operating costs for existing pre-school programs, and (2) incorporating the higher costs associated with smaller programs, there are several factors that may suggest that if implemented the final actual operating costs may be greater than these estimates indicate. First, new regulations being proposed may lead to higher future per-pupil operating costs than current values. For example, larger programs may need to hire additional staff in order to satisfy lower student: teacher ratios required in the future. Second, while the model used to estimate per-pupil costs is weighted by program size, based on student enrollment data in the State Longitudinal Data System, survey respondents were disproportionately from districts with larger preschool programs than non-responding districts. Consequently, actual per-student costs in particularly small districts may be greater than those estimated here. Finally, given schools are not required to offer preschool it is logical that schools currently offering programs will also disproportionately be those for which the operating costs are relatively low. Schools for which the anticipated operational costs are greater may be more inclined to not offer preschool programs at all. If so, the per-pupil operating costs based on existing programs may underestimate the operating costs when programs are implemented statewide.

Results on Start-Up and Expansion Costs

Results from the superintendent surveys were similarly combined with State Longitudinal Data System information in order to estimate the initial start-up costs required to offer preschool to all four year old children in Maine. This includes expanding existing programs so that they have the physical capacity to serve all four year old children in their community, as well as start-up costs

for schools or districts that currently do not offer preschool to begin doing so. For simplicity, we will refer to both of these combined as ***expansion costs*** given it is the cost of expanding preschool programs to all children in Maine (i.e., expanding services from the approximately 5,004 children currently in public preschool to 13,448 children).

As with the operating costs, expansion costs were estimate using both a school-based model (i.e., every school currently offering kindergarten would also offer preschool) and a district-based model (i.e., every district currently offering kindergarten would also offer preschool at a capacity-level that would serve all four year old children in their district).

Per-Student Expansion Costs. Expansion costs estimates were based on per-student expansion costs reported in the superintendent's survey. On average, superintendents who reported that they were currently planning to expand their preschool program reported a mean cost of $1,036 per additional student that could be served. Unlike operating costs, this value was on average fairly constant regardless of the program size. Therefore, while several statistical models were explored as ways to weight per-student expansion costs based on the size of a program, the overall mean per-student expansion cost was used in subsequent analyses.

Total Statewide Expansion Costs (School-Based Model). The estimate for the school-based model (i.e., every school currently offering kindergarten either starts a preschool program or expands their existing program so that it can serve all four year old children in their community) was calculated by multiplying the potential ***increase*** in preschool student enrollment in each school by the per-student expansion cost. Schools that did not currently offer kindergarten were assumed to not offer preschool as part of this expansion and thus had no expansion costs. The per-school expansion costs were then summed across all schools in Maine resulting in the statewide expansion costs for the school-based model.

Using these analyses, it was estimated that the cost to expand preschool programs to every school in Maine currently offering kindergarten would be approximately **$9,260,483.** This is based on creating the capacity within each of these schools to potentially serve all four year old children in their community

Total Statewide Operating Costs (District-Based Model). The estimate for the district-based model (i.e., every district currently offering kindergarten also offers preschool with the capacity to serve all four year old children) was calculated by multiplying the number of potential preschool students in each district by the per-student expansion cost. If a district did not offer kindergarten, it was assumed they would not add a preschool program as part of this expansion and thus had no expansion costs. The per-district expansion costs were then summed across all districts in Maine resulting in the statewide expansion costs for the district-based model.

Using these analyses, it was estimated that if every district offering kindergarten also offered preschool with the capacity to fully enroll all four year old children, the total expansion costs for Maine would be approximately **$8,846,995**.

Possible Factors Impacting Actual Expansion Costs. As with estimates of operating costs, there are two possible factors that suggest the final expansion costs may be higher than those reported here. First, as with operating costs, new regulations may lead to higher per-pupil expansion costs than superintendents anticipated when answering the survey. Furthermore, given schools are not required to offer preschool it is logical that schools with higher expansion costs (e.g., requiring extensive new physical space, etc.) would be less likely to have already undertaken such expansion. If so, the expansion costs based on existing programs may underestimate the actual costs when programs are expanded statewide.

Superintendent Reports on Public Preschool Programs in Maine

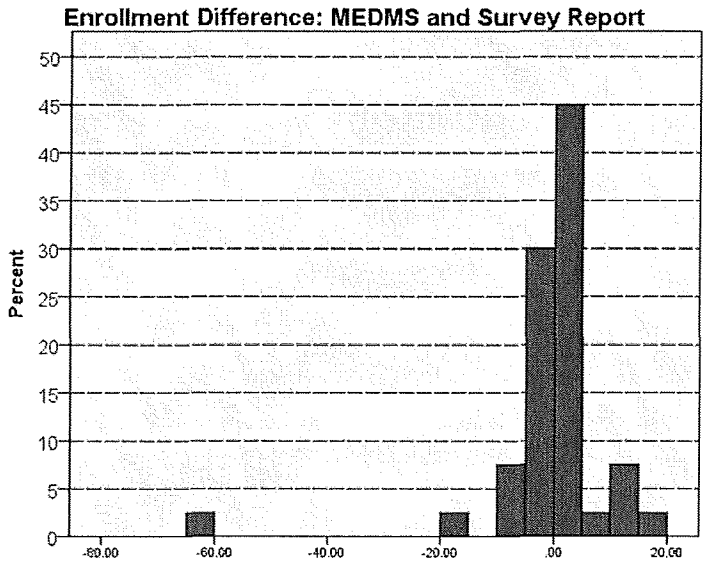
Craig A. Mason, PhD
Michael J. Porter, M.S.

Maine Education Policy Research Institute
University of Maine

Version: 20141204

Updates: MEDMS and DOE Data

- Question regarding possible discrepancy between superintendent and MEDMS counts
  - Student counts, with one outlier appear consistent given different reporting dates
  - No statistically significant difference in superintendent reports of enrollment numbers and MEDMS counts.



Updates: MEDMS and DOE Data

- Question regarding possible discrepancies in classroom counts
  - Further examination and linking with MDOE reports suggest less discrepancy than initially appeared
  - DOE reports may be under counting cases were multiple classrooms are present, as well as some more recent additions
  - Some superintendents may also be report classroom sessions, rather than physical classrooms

Comparison to Non-Respondents

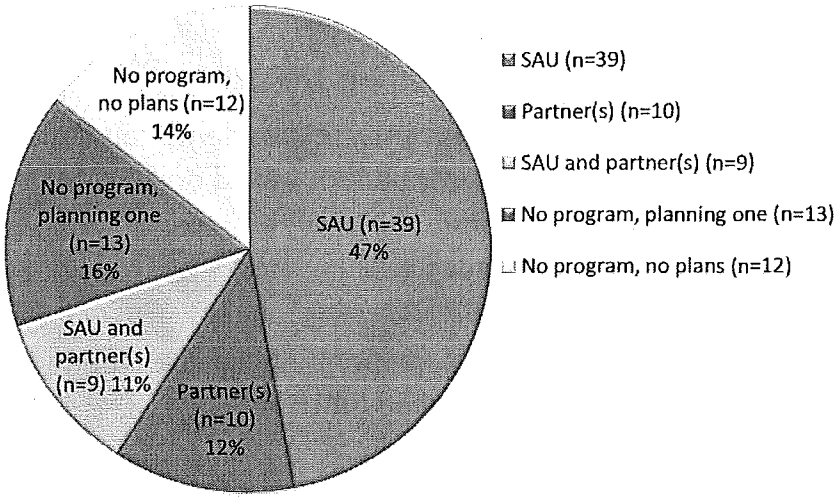
- Survey covers half of SAUs with programs/students based on MEDMS
  - SAUs with programs were more likely to respond
    - Respondents: 67.5% have program
    - Non-Respondents: 52.2% have program
  - Respondents tended to come from larger districts
    - Respondents: 1443
    - Non-Respondents: 644

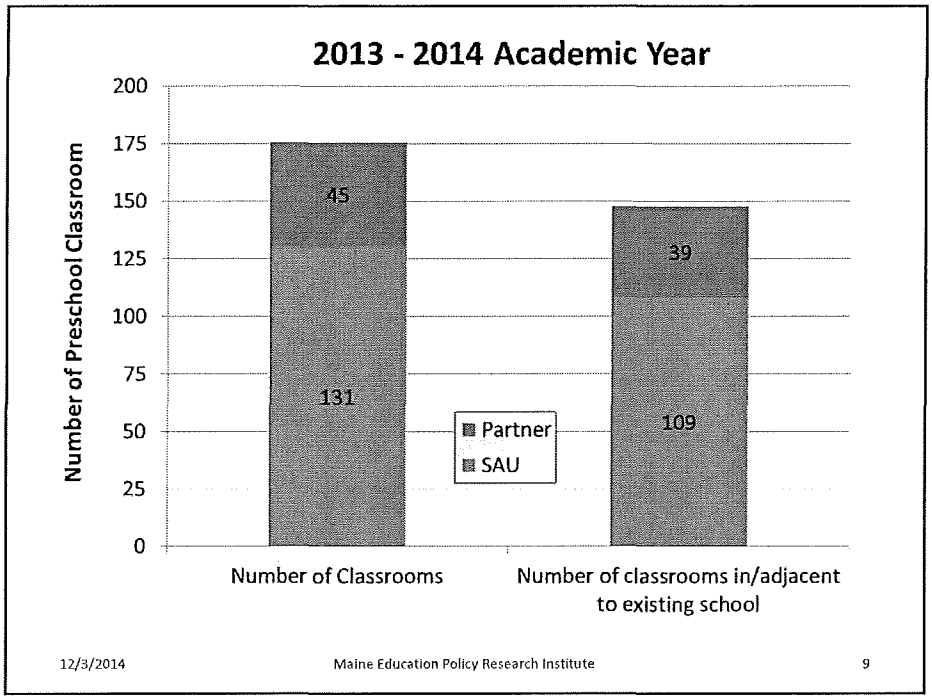
Comparison to Non-Respondents

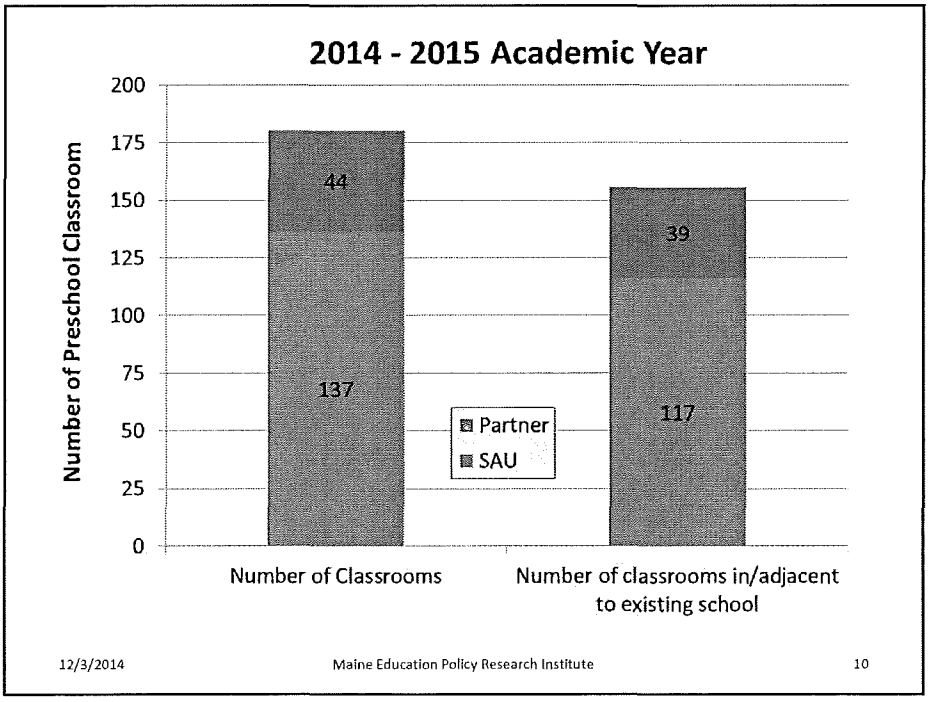
- Survey covers half of SAUs with programs/students based on MEDMS
  - **Among SAUs with programs**, respondents tended to have higher levels of enrollment based on MEDMS data
    - Respondents: 56.3 students
    - Non-Respondents: 35.3 students
  - Based on MEDMS data, responding districts tended to have lower free/reduced lunch rates
    - Respondents: 45.3%
    - Non-Respondents: 51.5%

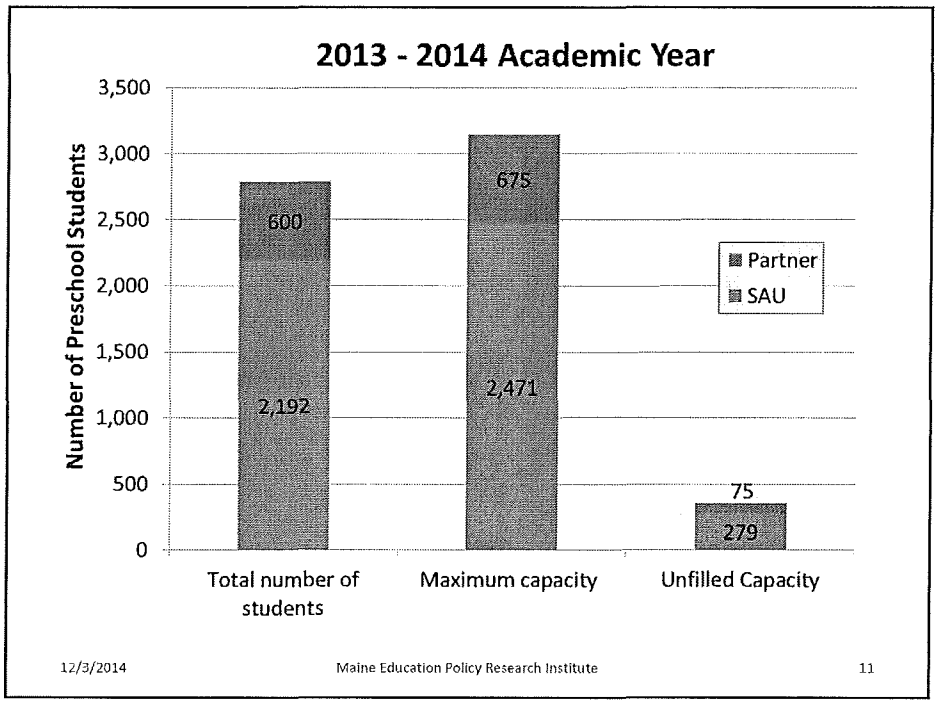
SUPERINTENDENT SURVEY DATA

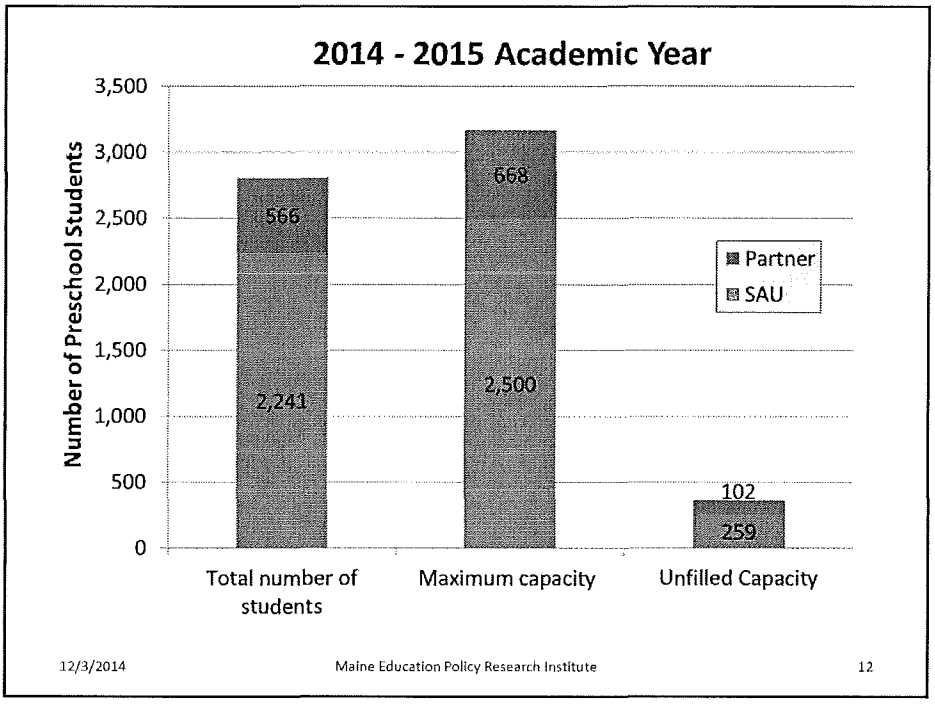
Entity Operating Preschool Program



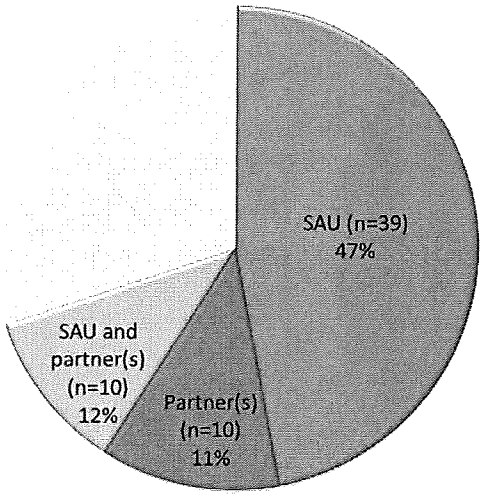

2013 - 2014 Academic Year
Number of Preschool Classroom
200
175
150
125
100
75
50
25
0
45
131
39
109
Partner
SAU
Number of Classrooms
Number of classrooms in/adjacent to existing school
12/3/2014
Maine Education Policy Research Institute
9


2014 - 2015 Academic Year
Number of Preschool Classroom
200
175
150
125
100
75
50
25
0
44
137
39
117
Partner
SAU
Number of Classrooms
Number of classrooms in/adjacent to existing school
12/3/2014
Maine Education Policy Research Institute
10


2013 - 2014 Academic Year
Number of Preschool Students
3,500
3,000
2,500
2,000
1,500
1,000
500
0
600
2,192
675
2,471
75
279
Partner
SAU
Total number of students
Maximum capacity
Unfilled Capacity
12/3/2014
Maine Education Policy Research Institute
11


2014 - 2015 Academic Year
Number of Preschool Students
3,500
3,000
2,500
2,000
1,500
1,000
500
0
566
2,241
668
2,500
102
259
Partner
SAU
Total number of students
Maximum capacity
Unfilled Capacity
12/3/2014
Maine Education Policy Research Institute
12

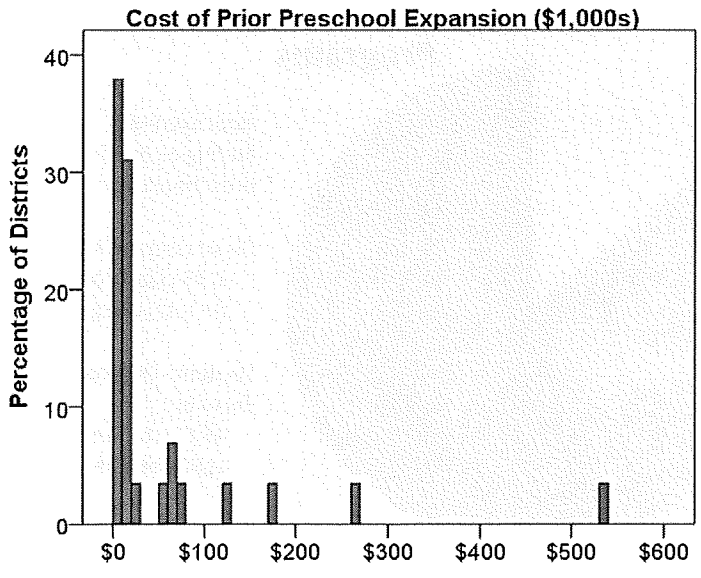
Prior Expansion - Previous 5 Years



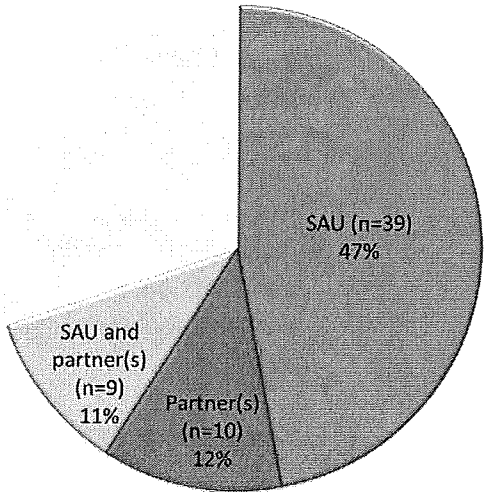
29 Districts Reporting Expansion Data for Previous 5 Years

Mean start-up cost, including renovation, construction, purchasing, leasing: **$51,814**

Median cost: **$12,000**

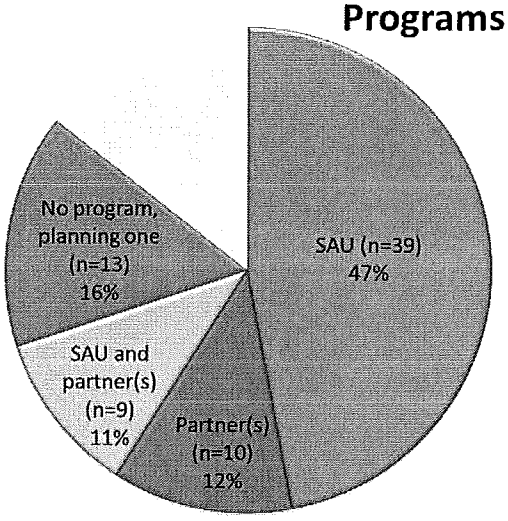


Expansion Plans for Existing Programs



Plan to expand their existing programs:
46.4%

Expansion Plans for New and Existing Programs

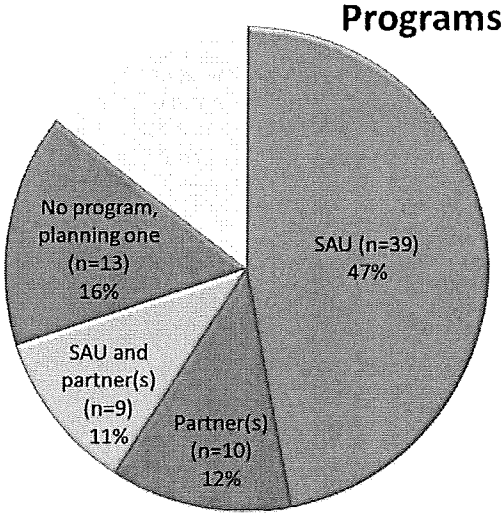


Approximately 39 districts adding or expanding preschool programs

Classrooms to add:
- **2.35** classrooms per district
- **87** total classrooms

Students that could be enrolled:
- **45.81** students per district
- **1695** total students

Expansion Plans for New and Existing Programs

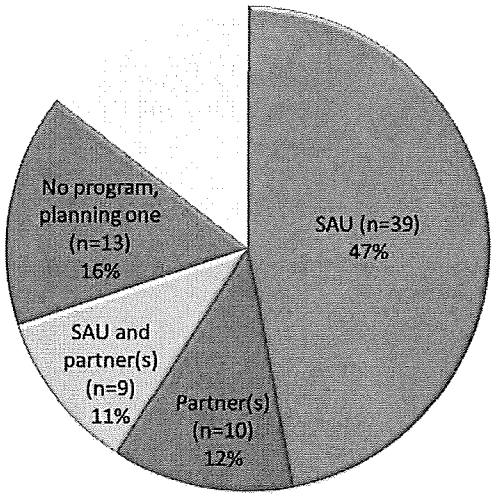


78.2% of responding districts indicated they can expand using existing SAU space

Others require 2-6 rooms

In total, this would addapproximately **21 rooms** across all reporting districts.

Costs by Student, Classroom, District

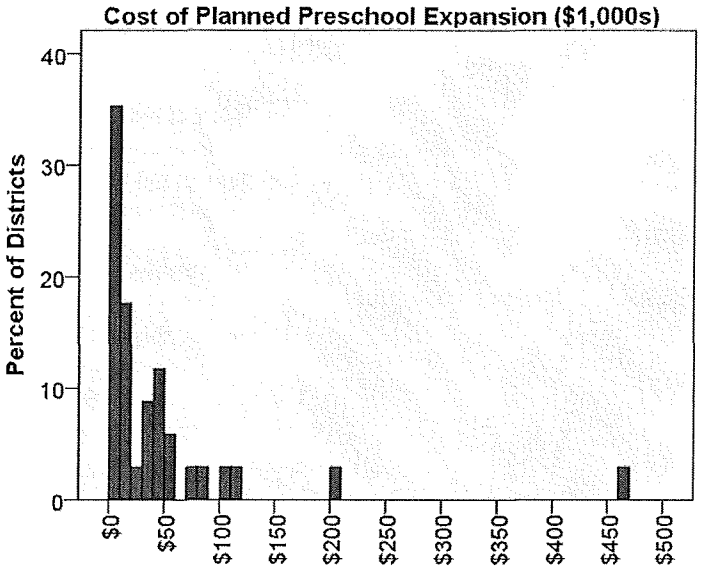


Estimated expansion costs, approximately 3/4 of which are "hard" renovations

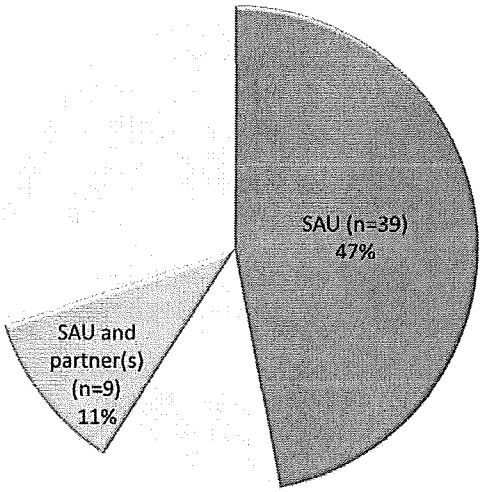
Per Student: **$1,036**
Median=**$538**

Per Classroom: **$20,422**
Median=**$10,000**

District-wide : **$44,480.**
Median=**$12,500**



SAU Staffing and Operating Costs

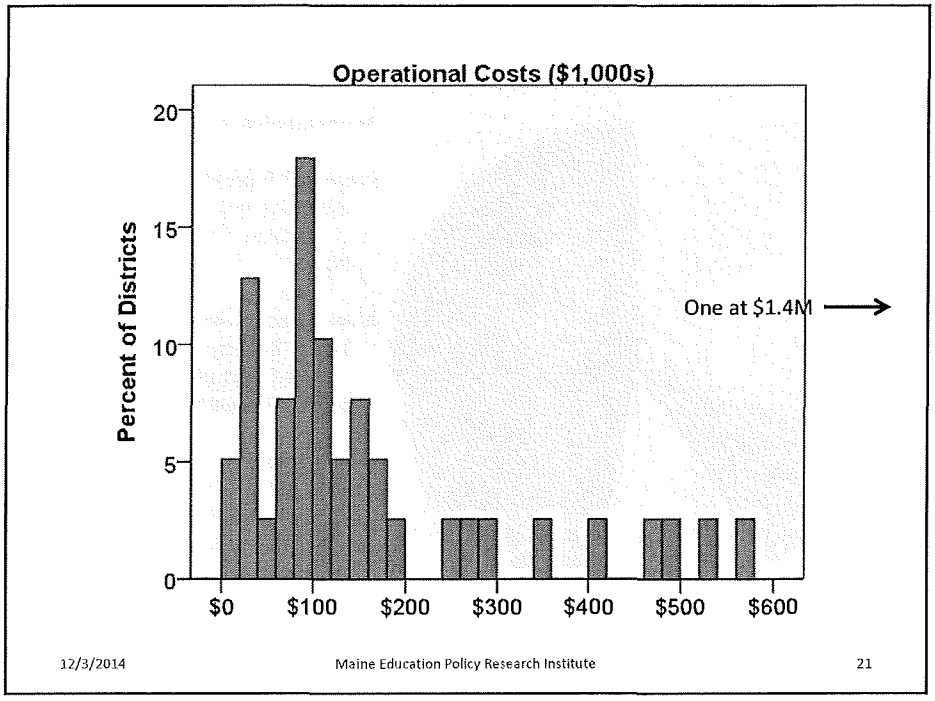


Approximately 40 districts

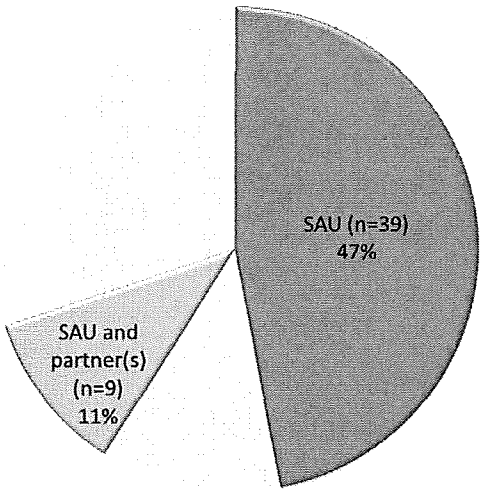
Factoring in salaries, benefits, meals, transportation, other costs

Mean cost of **$192,633**

Median cost of **$104,039**



Costs by Student, Classroom, and School



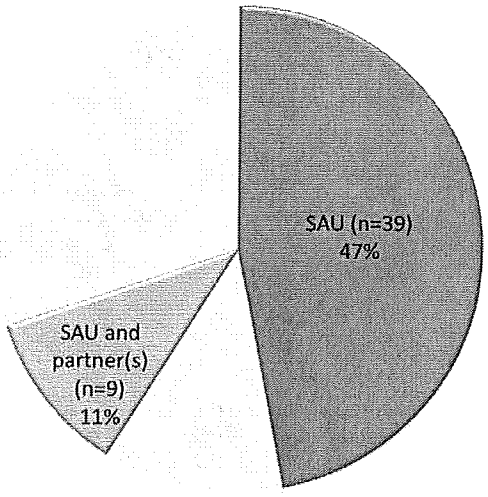
Total Operating Costs

Per Student
Mean cost of $4,204
Median cost of $3,215

Per Classroom
Mean cost of $68,278
Median cost of $59,203

Per School
Mean cost of $91,162
Median cost of $83,000

Staffing Costs: District-wide



Approximately 45 Districts

Preschool Teachers
- **2.09 FTE** / district on average (median=**1.00 FTE**)
- **94.10 FTE** total across districts

Aides / Paraprofessionals
- **2.00 FTE** / district on average (median=**1.00 FTE**)
- **86.15 FTE** total across districts

Salary/Fringe
- **$132,895**: District mean salaries (median=**$75,025**)
- **$35,724**: District mean fringe (median=**$23,307**)

Staffing by Student, Classroom, School

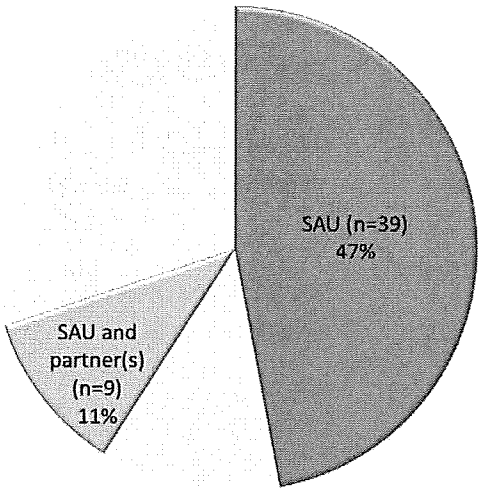
- Mean Teacher FTE
  - Per student: **0.05** (median = 0.04)
  - Per classroom: **0.79** (median = 0.79)
  - Per school: **1.05** (median = 1.00)

- Mean Teacher FTE
  - Per student: **0.04** (median = 0.03)
  - Per classroom: **0.73** (median = 0.86)
  - Per school: **1.07** (median = 1.00)

Staffing by Student, Classroom, School

- Mean Staff Salary
  - Per student: **$2,965** (median = $2,195)
  - Per classroom: **$47,586** (median = $43,617)
  - Per school: **$63,507** (median = $63,000)
- Mean Staff Benefits
  - Per student: **$927** (median = $616)
  - Per classroom: **$14,807** (median = $11,070)
  - Per school: **$17,696** (median = $15,372)

SAU Operating Costs

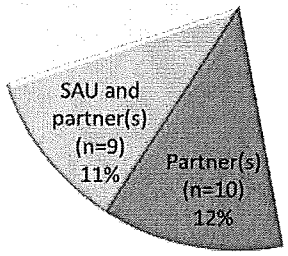


Across Approximately 44 Districts

72.7% provide transportation
- Mean cost of **$36,381** (based on estimates from 2/3 of these districts)
- The median cost was **$7,000**

57.1% provide meals
- Mean cost of **$6,930** (based on estimates from slightly more than half of these districts)
- The median cost was close to **$0**

Costs to Partner Agencies



SAU Payments to Partners (N=11)

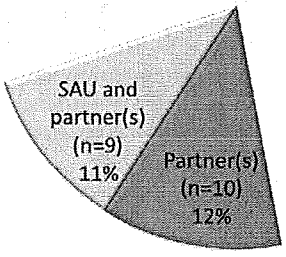
- **$69,802** mean payment to partner(s)
- **$20,000** median payment to partner(s)

Including Other SAU Costs (N=11)

- **$118,701** mean payment to partner(s)
- **$23,916** median payment to partner(s)

Eight districts have other, complicated financial supports

Partner Agency Services



Across 19 Districts

10.5% of partner agencies provide transportation

33.3% of partner agencies provide meals

H.P. 1335 - L.D. 1850

Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 2. (2). Support for economically disadvantaged students; Title I funds.

A. Collect school administrative unit spending data on the number of Title I teachers and education technicians in order to update the staffing ratios in the essential programs and services funding formula;

B. Conduct an analysis of the updated data collected on student-teacher and student-education technician staffing ratios in the essential programs and services funding formula in order to separate the groups of teachers into the following categories: classroom teachers, Title I teachers and teacher leaders or instructional coaches;

C. Develop a plan for adjusting the costs of the essential programs and services funding formula to account for the separate costs of classroom teachers, Title I teachers, education technicians and teacher leaders or instructional coaches;

D. Conduct research and analysis of the structures, programs, costs and achievement impacts of evidence-based practices in other states related to extended school day and summer school programs and also analyze examples of extended school day and summer school programs provided by school administrative units in the State;

E. Develop 2 or more models for funding and evaluating extended school day and summer school programs for inclusion in the essential programs and services funding formula; and

F. Project the financial impact of the adjustments under this subsection to the essential programs and services funding formula.

Commission Actions:

The commission received and reviewed materials developed by the Maine Education Policy Research Institute (MEPRI). These materials included an analysis of student-teacher ratios with and with the inclusion of Title I teachers, and model options for addressing the inclusion of Title I expenditures in the EPS funding formula. The materials also provided an analysis of effective summer school programs and some evidence related to extended day programs, and the cost of these programs. MEPRI researchers also conducted case studies of a number of Maine programs and provided the commission evidence of program characteristics and costs. Based on these materials, the commission recommended the following:

1. **Maintain the current EPS teacher-student ratios and include Title I expenditures in the calculations of EPS allocations (Model Option 1) by either (a) increasing the State contribution so that there is no negative effect on individual SAUs (hold harmless); or (b) encourage the Legislature to identify ways to mitigate the impacts of adopting Option 1 (e.g., 3-year phase in of Option 1).**

Note: The commission was evenly divided on whether the current policy should be left unchanged if additional state funding was insufficient to hold all SAUs harmless.

2. **Retain the current Education Technician ratios in the EPS formula, and continue reviewing these ratios as part of the regular schedule for the review of EPS components.**

3. **Because of insufficient reliable data at this time, the title of instructional coaches should not be added to staffing ratios.**

4. **Block grants be available to all SAUs to fund summer school programming co that meets best practices. Grant conditions include:**
   a. **per-capita amounts with a base amount.**
   b. **reporting procedures to ensure that SAUs continue to qualify for block grants.**
   c. **Block grants continue to be available to SAUs as long as programs conform to specified research-based best practices.**

5. **The summer school program block grants be funded outside of the EPS formula until such time as the State achieves funding 55% of the cost of education. At that time the State will determine how to include such funding inside the EPS formula.**

6. **The Joint Standing Committee on Education and Cultural Affairs request further research and analysis of extended day programs that support improved student achievement, and determine if such programming should also be available under a block grant program.**

Table of Contents

Description of the Calculation of Title I Funds and Staffing Ratios

When the original analysis of the components of the EPS cost model was constructed in the late 1990s, the analysis of existing staffing ratios provided to the EPS Task Force included teachers and education technicians paid using federal Title I funds. There were two reasons for this. First, at that time, the data needed to determine how many teachers and education technicians were paid by federal Title I funds was not available to the Maine Department of Education. Second, the EPS components were designed to provide the total cost of meeting the state learning results for K-12 students, without regard to who provided the funding, whether local, state, or federal.

In the EPS funding formula an SAU's state subsidy and local required funding each year is listed on the SAU's ED 297 report. On page one of that report, the recommended number of FTE teachers is calculated by dividing the SAU enrollment in each grade span by the recommended EPS ratios. Thus, Title I teachers and education technicians are included in those costs. In order to calculate EPS rates that represent only the state and local portions of the funds needed, a line appears at the bottom of page one listed as "Adjustment for Title I Revenues," where an SAU's federal Title I revenues, less a percentage for local payments into the teacher retirement system, are subtracted.

Today, the Maine Department of Education does have the ability to determine how many teachers and education technicians in Maine SAUs are paid by federal Title I funds. The analysis presented here shows a computation of actual student-teacher ratios and student-education technician ratios for the 2013-14 school year. Staffing ratios with and without the Title I teachers and education technicians were calculated for K-5, middle, and high schools overall and also for different groups of schools of each grade span. As in past reviews, information has been provided on staffing ratios in schools that were identified as being higher performing than their peers in terms of student performance. Information is also provided on staffing ratios in schools that were identified as being more efficient than their peers in terms of providing good student results as a return on education spending. Ratios are also provided for schools of differing poverty levels and school sizes.

Current EPS Student-Teacher Ratios

Regular Classroom Teacher and Subject Specialists

Grade Level	FTE Student-Teacher Ratio
Grades K-5	17:1
Grades 6-8	16:1
Grades 9-12	15:1

Geographically Isolated Small Schools

School Type and Size	Small School Adjustment
K-8 school, fewer than 15 students per grade	12.2% weighted per-pupil amount
Elementary school other than K-8, fewer than 15 students per grade	13.4% weighted per-pupil amount
Elementary school other than K-8, Between 15 and 29 students per grade	8.8% weighted per-pupil amount
Secondary school, fewer than 100 students	11:1 Student-teacher ratio
Secondary school, between 100 and 200 students	13:1 student-teacher ratio

(Note: Small island schools receive an additional adjustment.)

Updated Calculation of Current Student-Teacher Ratios

Teacher Ratios by School Type

Schools were divided into types according to their grade span. Most schools fit within or almost within the EPS prototypical school types of K-5, 6-8, and 9-12, or were K-8 or K-12 schools. Schools with narrower grade ranges, such as K-2 or 7-8, were placed within the closest EPS school type. Schools in the group labeled "other" include schools that cross two different EPS types, such as a 6-12 grade span.

Table 1. Teacher Ratios by Grade Span 2013-14

	K-5	Middle School	High School	K-8	K-12	Other	All Schools
Number of Schools	270	82	89	88	10	26	565
Total Enrollment	71,900	31,122	45,978	16,174	1,993	7,649	174,816
FTE Title I Teachers	178	13	2	45	6	1	244
FTE Teachers With Title I	4,693	2,076	3,067	1,257	186	541	11,819
FTE Teachers Without Title I	4,515	2,063	3,065	1,213	180	540	11,575
Teacher-Student Ratio With Title I	**15.3**	**15.0**	**15.0**	**12.9**	**10.7**	**14.1**	**14.8**
Teacher-Student Ratio W/O Title I	**15.9**	**15.1**	**15.0**	**13.3**	**11.1**	**14.2**	**15.1**

Teacher Ratios Based on Performance

Higher and lower performing schools were identified by their student assessment scores in the years 2007 through 2010. Higher performing schools were better than average in three measures—mean scale score, the percentage of students meeting state standards, and the percentage of students at least partially meeting state standards—and had mean scale scores better than would be expected based on student characteristics and performance in earlier grades. High schools also needed a better than average graduation rate. Lower performing schools were worse than average in each measure.

Table 2. K-5 School Teacher-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	61	64
Total Enrollment	14,829	16,313
FTE Teachers With Title I	971	1,122
FTE Teachers Without Title I	946	1,067
FTE Title I Teachers	25	55
Teacher-Student Ratio With Title I	15.3	14.5
Teacher-Student Ratio Without Title I	15.7	15.3

Table 3. Middle School Teacher-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	18	33
Total Enrollment	7,507	11,446
FTE Teachers With Title I	513	767
FTE Teachers Without Title I	513	760
FTE Title I Teachers	0	7
Teacher-Student Ratio With Title I	14.6	14.9
Teacher-Student Ratio Without Title I	14.6	15.1

Table 4. High School Teacher-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	13	14
Total Enrollment	7,280	6,053
FTE Teachers With Title I	542	427
FTE Teachers Without Title I	542	426
FTE Title I Teachers	0	1
Teacher-Student Ratio With Title I	14.4	14.2
Teacher-Student Ratio Without Title I	14.4	14.2

Teacher Ratios Based on Efficiency

More efficient schools were identified as higher performing schools that also had a return on spending better than the state average and better than would be expected based on student characteristics and performance in earlier grades. A school's return on spending was defined as the percentage of students meeting state proficiency standards divided by operating expenditure. Less efficient schools were lower performing schools with low return on spending.

Table 5. K-5 School Teacher-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	48	40
Total Enrollment	13,037	9,103
FTE Teachers With Title I	827	641
FTE Teachers Without Title I	806	612
FTE Title I Teachers	21	29
Teacher-Student Ratio With Title I	15.8	14.2
Teacher-Student Ratio Without Title I	16.2	14.9

Table 6. Middle School Teacher-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	13	21
Total Enrollment	6,082	6,691
FTE Teachers With Title I	411	463
FTE Teachers Without Title I	411	459
FTE Title I Teachers	0	5
Teacher-Student Ratio With Title I	14.8	14.4
Teacher-Student Ratio Without Title I	14.8	14.6

Table 7. High School Teacher-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	10	8
Total Enrollment	6,274	2,370
FTE Teachers With Title I	432	180
FTE Teachers Without Title I	432	179
FTE Title I Teachers	0	1
Teacher-Student Ratio With Title I	14.5	13.2
Teacher-Student Ratio Without Title I	14.5	13.3

Teacher Ratios by Poverty Level

Schools identified as average poverty schools had a percentage of students eligible for free or reduced price lunches within a half a standard deviation of the state average. Higher and lower poverty schools were above or below this range.

Table 8. K-5 Teacher-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	81	93	96	270
Total Enrollment	24,206	22,067	25,627	71,900
Average School Size	299	237	267	266
FTE Teachers With Title I	1,544	1,465	1,684	4,693
FTE Teachers Without Title I	1,515	1,410	1,591	4,515
FTE Title 1 Teachers	29	56	93	178
Teacher Student Ratios With Title I	15.7	15.1	15.2	15.3
Teacher Student Ratios Without Title I	16.0	15.7	16.1	15.9

Table 9. Middle School Teacher-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	30	30	22	82
Total Enrollment	13,348	10,698	7,076	31,122
Average School Size	445	357	322	380
FTE Teachers With Title I	901	711	464	2,076
FTE Teachers Without Title I	901	703	459	2,063
FTE Title I Teachers	0	8	5	13
Teacher-Student Ratios With Title I	14.8	15.0	15.3	15.0
Teacher-Student Ratios Without Title I	14.8	15.2	15.4	15.1

Table 10. High School Teacher-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	40	35	14	89
Total Enrollment	23,697	16,358	5,923	45,978
Average School Size	592	467	423	517
FTE Teachers With Title I	1,579	1,093	395	3,067
FTE Teachers Without Title I	1,579	1,092	394	3,065
FTE Title I Teachers	0	0	1	1
Teacher-Student Ratios With Title I	15.0	15.0	15.0	15.0
Teacher-Student Ratios Without Title I	15.0	15.0	15.0	15.0

Teacher Ratios by School Size

Schools were divided into categories based on the school sizes cited in the EPS isolated small schools adjustment. For K-5, middle, and K-8 Schools, those with less than 15 students per grade and between 15 and 29 students per grade are listed.

Table 11. K-5 Schools Teacher-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-28	28+	Total
Number of Schools	25	36	209	270
Total Enrollment	1,543	4,061	66,296	71,900
Average School Size	62	113	317	266
FTE Teachers With Title I	138	306	4,249	4,693
FTE Teachers Without Title 1	131	295	4,089	4,515
FTE Title I Teachers	6	11	161	178
Teacher-Student Ratio With Title I	11.2	13.3	15.6	15.3
Teacher-Student Ratio Without Title I	11.8	13.8	16.2	15.9

Table 12. Middle Schools Teacher-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-28	28+	Total
Number of Schools	1	2	79	82
Total Enrollment	50	204	30,868	31,122
Average School Size	50	102	391	380
FTE Teachers With Title I	6	17	2,053	2,076
FTE Teachers Without Title 1	5	16	2,042	2,063
FTE Title I Teachers	1	1	11	13
Teacher-Student Ratio With Title I	9.1	12.1	15.0	15.0
Teacher-Student Ratio Without Title I	10.0	12.9	15.1	15.1

Table 13. K-8 Schools Teacher-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-28	28+	Total
Number of Schools	44	27	17	88
Total Enrollment	3,472	5,031	7,671	16,174
Average School Size	79	186	451	184
FTE Teachers With Title I	333	406	518	1,257
FTE Teachers Without Title 1	319	390	503	1,213
FTE Title I Teachers	14	15	15	45
Teacher-Student Ratio With Title I	10.4	12.4	14.8	12.9
Teacher-Student Ratio Without Title I	10.9	12.9	15.3	13.3

Ratios by School Size: High Schools

For high schools, schools with less than 100 students and between 100 and 200 students are listed, which are the high school sizes cited in the EPS isolated small schools adjustment.

Table 14. High Schools Teacher-Student Ratios by Size

	School Size			
	1-99	100-199	200+	Total
Number of Schools	3	9	77	89
Total Enroll	223	1,205	44,550	45,978
Average School Size	74	134	579	517
FTE Teachers With Title I	25	113	2,928	3,067
FTE Teachers Without Title I	25	113	2,927	3,065
FTE Title I Teachers	0	0	2	2
Teacher-Student Ratio With Title I	8.8	10.7	15.2	15.0
Teacher-Student Ratio Without Title I	8.8	10.7	15.2	15.0

Ratios by Beating the Odds

Schools were considered to be beating the odds and designated "above the line" if their average scale score on the 2013 NECAP was better than would be expected based on the percentage of students in the school eligible for free or reduced-price lunch. Other schools were considered below the line.

Table 15. K-5 Schools Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	97	98
Total Enrollment	27,297	28,034
Average School Size	281	286
FTE Teachers With Title I	1,794	1,855
FTE Teachers Without Title I	1,715	1,797
FTE Title 1 Teachers	79	58
Teacher-Student Ratio With Title I	15.2	15.1
Teacher-Student Ratio Without Title I	15.9	15.6

Table 16. Middle School Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	46	35
Total Enrollment	17,484	13,118
Average School Size	380	375
FTE Teachers With Title I	1,175	867
FTE Teachers Without Title I	1,167	863
FTE Title 1 Teachers	8	5
Teacher-Student Ratio With Title I	14.9	15.1
Teacher-Student Ratio Without Title I	15.0	15.2

Table 17. High School Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	45	42
Total Enrollment	23,379	21,168
Average School Size	520	504
FTE Teachers With Title I	1,534	1,434
FTE Teachers Without Title I	1,532	1,434
FTE Title I Teachers	2	0
Teacher-Student Ratio With Title I	15.2	14.8
Teacher-Student Ratio Without Title I	15.3	14.8

Updated Calculation of Current Student-Education Technicians Ratios

Regular Education Technicians

Grade Level	Student-Education Technicians Ratio
Grades K-5	100:1
Grades 6-8	100:1
Grades 9-12	250:1

Education Technicians by School Type

Schools were divided into types according to their grade span. Most schools fit within or almost within the EPS prototypical school types of K-5, 6-8, and 9-12, or were K-8 or K-12 schools. Schools with narrower grade ranges, such as K-2 or 7-8, were placed within the closest EPS school type. Schools in the group labeled "other" include schools that cross two different EPS types, such as a 6-12 grade span.

Table 18. Ed Tech Ratios by Grade Span 2013-14

	K-5	Middle School	High School	K-8	K-12	Other	All Schools
Number of Schools	270	82	89	88	10	26	565
Total Enrollment	71,900	31,122	45,978	16,174	1,993	7,649	174,816
Ed Tech With Title I	845	118	149	174	27	41	1,354
Ed Tech Without Title I	629	100	146	139	25	38	1,076
FTE Title I Ed Techs	216	18	3	35	3	3	278
Title I % of FTE Ed Tech	25.6%	15.3%	2.0%	20.1%	9.5%	6.8%	20.5%
Ed Tech-Student Ratio With Title I	**85.1**	**264.2**	**309.6**	**92.74**	**72.7**	**187.0**	**129.1**
Ed Tech-Student Ratio W/O Title I	**114.3**	**311.8**	**316.0**	**116.1**	**80.4**	**200.8**	**162.4**

Education Technicians Ratios Based on Performance

Higher and lower performing schools were identified by their student assessment scores in the years 2007 through 2010. Higher performing schools were better than average in three measures—mean scale score, the percentage of students meeting state standards, and the percentage of students at least partially meeting state standards—and had mean scale scores better than would be expected based on student characteristics and performance in earlier grades. High schools also needed a better than average graduation rate. Lower performing schools were worse than average in each measure.

Table 19. K-5 School Ed Tech-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	61	64
Total Enrollment	14,829	16,313
Average School Size	243	255
Ed Tech With Title I	171	183
Ed Tech Without Title I	146	137
Ed Tech-Student Ratio With Title I	86.9	89.3
Ed Tech-Student Ratio Without Title I	101.6	118.9

Table 20. Middle School Ed Tech-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	18	33
Total Enrollment	7,507	11,446
Average School Size	417	347
Ed Tech With Title I	26	51
Ed Tech Without Title I	22	41
Ed Tech-Student Ratio With Title I	289.8	224.0
Ed Tech-Student Ratio Without Title I	342.8	279.9

Table 21. High School Ed Tech-Student Ratios by Performance

	Higher Performing	Lower Performing
Number of Schools	13	14
Total Enrollment	7,820	6,053
Average School Size	602	432
Ed Tech With Title I	21	28
Ed Tech Without Title I	21	27
Ed Tech-Student Ratio With Title I	376.0	217.0
Ed Tech-Student Ratio Without Title I	376.0	225.0

Education Technicians Ratios Based on Efficiency

More efficient schools were identified as higher performing schools that also had a return on spending better than the state average and better than would be expected based on student characteristics and performance in earlier grades. A school's return on spending was defined as the percentage of students meeting state proficiency standards divided by operating expenditure. Less efficient schools were lower performing schools with low return on spending.

Table 22. K-5 School Ed Tech-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	48	40
Total Enrollment	13,037	9,103
Average School Size	272	228
Ed Tech With Title I	149	115
Ed Tech Without Title I	124	94
Ed Tech-Student Ratio With Title I	87.8	79.4
Ed Tech-Student Ratio Without Title I	105.1	97.2

Table 23. Middle School Ed Tech-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	13	21
Total Enrollment	6,082	6,691
Average School Size	468	319
Ed Tech With Title I	20	30
Ed Tech Without Title I	16	25
Ed Tech-Student Ratio With Title I	305.6	224.5
Ed Tech-Student Ratio Without Title I	382.5	273.1

Table 24. High School Ed Tech-Student Ratios by Efficiency

	More Efficient	Less Efficient
Number of Schools	10	8
Total Enrollment	6,274	2,370
Average School Size	627	296
Ed Tech With Title I	19	12
Ed Tech Without Title I	19	11
Ed Tech-Student Ratio With Title I	333.7	204.3
Ed Tech-Student Ratio Without Title I	333.7	223.6

Education Technicians Ratios by Poverty Level

Schools identified as average poverty schools had a percentage of students eligible for free or reduced price lunches within a half a standard deviation of the state average. Higher and lower poverty schools were above or below this range.

Table 25. K-5 School Ed Tech-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	81	93	96	270
Total Enrollment	24,206	22,067	25,627	71,900
Average School Size	299	237	267	803
Ed Tech With Title I	270	279	296	845
Ed Tech Without Title I	230	206	193	629
Ed Tech-Student Ratio With Title I	90	79	87	85
Ed Tech-Student Ratio Without Title I	105	107	133	114

Table 26. Middle School Ed Tech-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	30	30	22	82
Total Enrollment	13,348	10,698	7,076	31,122
Average School Size	445	357	322	1123
Ed Tech With Title I	37	44	37	118
Ed Tech Without Title I	35	38	27	100
Ed Tech-Student Ratio With Title I	363.7	243.7	190.2	264.2
Ed Tech-Student Ratio Without Title I	383.6	281.5	262.1	311.8

Table 27. High School Ed Tech-Student Ratios by Poverty Level

	School Poverty Level			
	Lower	Average	Higher	Total
Number of Schools	40	35	14	89
Total Enrollment	23,697	16,358	5,923	45,978
Average School Size	592	467	423	1483
Ed Tech With Title I	67	62	20	149
Ed Tech Without Title I	67	60	19	146
Ed Tech-Student Ratio With Title I	356.3	263.8	296.2	309.6
Ed Tech-Student Ratio Without Title I	356.3	272.6	311.7	316.0

Education Technician Ratios by School Size

Schools were divided into categories based on the school sizes cited in the EPS isolated small schools adjustment. For K-5, middle, and K-8 Schools, those with less than 15 students per grade and between 15 and 29 students per grade are listed.

Table 28. K-5 Schools Ed Tech-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-29	29+	Total
Number of Schools	25	36	209	270
Total Enrollment	1,543	4,061	66,296	71,900
Average School Size	62	113	317	492
Ed Tech With Title I	25	59	761	845
Ed Tech Without Title I	21	48	561	629
Ed Tech-Student Ratio With Title I	61.7	68.4	87.2	85.1
Ed Tech-Student Ratio Without Title I	74.2	85.5	118.3	114.3

Table 29. Middle Schools Ed Tech-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-29	29+	Total
Number of Schools	1	2	79	82
Total Enrollment	50	204	30,868	31,122
Average School Size	50	102	391	543
Ed Tech With Title I	0	2	115	117
Ed Tech Without Title I	0	0	100	100
Ed Tech-Student Ratio With Title I	N.A.	88.7	269.6	266.5
Ed Tech-Student Ratio Without Title I	N.A.	N.A.	309.3	311.8

Table 30. K-8 Schools Ed Tech-Student Ratios by Pupils Per Grade

	Pupils Per Grade			
	<15	15-29	29+	Total
Number of Schools	44	27	17	88
Total Enrollment	3,472	5,031	7,671	16,174
Average School Size	79	186	451	716
Ed Tech With Title I	55	61	58	174
Ed Tech Without Title I	43	50	46	139
Ed Tech-Student Ratio With Title I	62.9	82.5	131.8	92.7
Ed Tech-Student Ratio Without Title I	81.5	100.0	165.3	116.1

Ratios by School Size: High Schools

For high schools, schools with less than 100 student and between 100 and 200 students are listed, which are the high school sizes cited in the EPS isolated small schools adjustment.

Table 31. High Schools Ed Tech-Student Ratios by Size

	School Size			
	1-99	100-199	200+	Total
Number of Schools	3	9	77	89
Total Enrollment	223	1,205	44,550	45,978
Average School Size	74	134	579	517
Ed Tech With Title I	2	8	139	282
Ed Tech Without Title I	0	6	145	283
Ed Tech-Student Ratio With Title I	111.5	156.5	321.0	162.9
Ed Tech-Student Ratio Without Title I	N.A.	211.4	308.3	162.3

Education Technician Ratios by Beating the Odds

Schools were considered to be beating the odds and designated "above the line" if their average scale score on the 2013 NECAP was better than would be expected based on the percentage of students in the school eligible for free or reduced-price lunch. Other schools were considered below the line.

Table 32. K-5 Schools Ed Tech-Student Ratios Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	97	98
Total Enrollment	27,297	28,034
Average School Size	281	286
Ed Tech With Title I	280	320
Ed Tech Without Title I	211	239
Ed Tech-Student Ratio With Title I	97.4	87.7
Ed Tech-Student Ratio Without Title I	129.3	117.5

Table 33. Middle School Ed Tech-Student Ratios Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	46	35
Total Enrollment	17,484	13,118
Average School Size	380	375
Ed Tech With Title I	62	54
Ed Tech Without Title I	50	48
Ed Tech-Student Ratio With Title I	282.0	243.8
Ed Tech-Student Ratio Without Title I	350.4	273.9

Table 34. High School Ed Tech-Student Ratios Beating the Odds

	Performance	
	Below Line	Above Line
Number of Schools	45	42
Total Enrollment	23,379	21,168
Average School Size	520	504
Ed Techs With Title I	80	63
Ed Techs Without Title I	78	62
Ed Tech-Student Ratio With Title I	291.5	336.0
Ed Tech-Student Ratio Without Title I	299.0	341.4

Title I Adjustment Option Models

This chart describes three options for making statewide Title I and teacher – student ratio adjustments in the EPS formula.

Policy Option	**1. Include Title 1 Funds in EPS Rate Calculation**	**2. Include Title 1 Adjustment, Increase Teacher Ratios by 1**	**3. Include Title 1 Adjustment, Reduce Teacher Ratios by 1**
Teacher-Student Ratios	Grades K-5 1:17 Grades 6-8 1:16 Grades 9-12 1:15	Grades K-5 1:18 Grades 6-8 1:17 Grades 9-12 1:16	Grades K-5 1:16 Grades 6-8 1:15 Grades 9-12 1:14
Mill Expectation (Current = 8.10) **Changes in mill rate expectations**	8.10 → 8.29	8.10 → 8.11	8.10 → 8.51
Cost*: Statewide* ($millions) Change in total allocation, local required, and state subsidy	Total: $44.7 Local: $23.8 State: $20.9	Total: $1.4 Local: $0.8 State: $0.6	Total: $95.7 Local: $51.0 State: $44.7
Pros and Cons	Pros: • Avoids appearance of federal funds supplanting state funds • More funds to SAUs with high need students Cons: • Cost (state and local)	Pros: • Avoids appearance of federal funds supplanting state funds • Near cost neutral Cons: • Less favorable EPS recommended teacher ratios	Pros: • Avoids appearance of federal funds supplanting state funds • Similar to actual ratios (unweighted pupil counts) Cons: • Cost (state and local)

The chart on the next page models the impacts of the options on three different sample SAUS (higher, moderate, and lower subsidy received.

Title I Adjustment Options for Three Sample School Districts

Cost*: Sample SAUs ($millions)	1. Include Title 1 Funds in EPS Rate Calculation	2. Include Title 1 Adjustment, Increase Teacher Ratios by 1	3. Include Title 1 Adjustment, Reduce Teacher Ratios by 1
A. Higher Receiver 68.5% $2.69 million total allocation	Total: $0.07 (3%) Local: $0.02 (1%) State: $0.05 (2%)	Total: $0.03 (1%) Local: $0.00 (0%) State: $0.03 (1%)	Total: $0.12 (4%) Local: $0.04 (1%) State: $0.07 (3%)
B. Moderate Receiver 52.3% $25.6 million total allocation	Total: $0.7 (3%) Local: $0.3 (1%) State: $0.5 (2%)	Total: $0.2 (1%) Local: $0.0 (0%) State: $0.2 (1%)	Total: $1.3 (5%) Local: $0.6 (2%) State: $0.7 (3%)
C. Lower Receiver 15.3% $16.2 million total allocation	Total: $0.0 (0%) Local: $0.3 (2%) State: -$0.3 (-2%)	Total: -$0.5 (-3%) Local: $0.0 (0%) State: -$0.5 (-3%)	Total: $0.4 (2%) Local: $0.7 (4%) State: -$0.3 (-2%)

High level cost estimates by MDOE do not include effect on isolated small school adjustment or special education allocation.
*CAVEAT: Estimates assume no change in overall state share percentage: a lower state percentage would result in a higher local cost.

N.B.: Calculations are not precise and should not be considered exact. Data would need to be updated and statewide factors and calculations considered to determine more precise impacts.

The charts on the next page provide more detailed information on the potential impacts of the options at the statewide level and for three sample school districts.

Sample Impacts of Modifications to Title I Adjustment and Student-Teacher Ratios

Entity	EPS Allocation	Subsidy %	State Contribution	Local Contribution	Mill Expectation
State	**$2,061,318,509**	**46.8%**	**$943,846,108**	**$1,072,762,508**	**8.10**
Scenario 1	$44,709,893	46.8%	$20,937,430	$23,772,463	8.29
Scenario 2	$1,371,454	46.8%	$568,565	$802,889	8.11
Scenario 3	$95,667,150	46.8%	$44,698,950	$50,968,199	8.51

Entity	EPS Allocation	Subsidy %	State Contribution	Local Contribution	Mill Expectation
District A	**$2,689,875**	**68.51%**	**$1,842,818**	**$847,058**	**8.10**
Scenario 1	$70,805	68.60%	$50,936	$19,869	8.29
Scenario 2	$33,358	68.86%	$32,312	$1,046	8.11
Scenario 3	$117,507	68.30%	$74,631	$42,876	8.51

Entity	EPS Allocation	Subsidy %	State Contribution	Local Contribution	Mill Expectation
District B	**$25,584,696**	**52.31%**	**$13,383,278**	**$12,185,843**	**8.10**
Scenario 1	$746,719	52.58%	$460,878	$285,841	8.29
Scenario 2	$241,467	52.70%	$226,423	$15,044	8.11
Scenario 3	$1,336,234	52.40%	$722,419	$616,814	8.51

Entity	EPS Allocation	Subsidy %	State Contribution	Local Contribution	Mill Expectation
District C	**$16,261,821**	**15.29%**	**$2,482,137**	**$13,754,408**	**8.10**
Scenario 1	$25,276	13.44%	($297,358)	$322,634	8.29
Scenario 2	($478,073)	12.61%	($495,053)	$16,981	8.11
Scenario 3	$443,229	13.36%	($252,982)	$696,211	8.51

Summer School Programming Support for Struggling Students

Introduction

In their final report, Picus and Associates identified a number of areas for expanded investment in "a powerful sequence of additional and effective strategies for struggling students" (p. 84). For the purpose of the report, "struggling students" were identified as both students who qualified for free and reduced priced lunch and those who failed to achieve proficiency on state tests. In the sections that follow, Picus and Associates highlighted four different supports for disadvantaged students that fall under this umbrella of effective strategies. These were:

- Tutoring
- Extended Day Learning Programs
- Summer School
- Additional Pupil Support

At the present time, the funding formula does not allow for any state allotments specifically for extended day resources. However, the authors note that districts can use funds allocated by the economically disadvantaged student weight.

At the request of the Education Committee of the Maine State Legislature, MEPRI conducted an extensive review of both extended day learning opportunities and summer school. Our efforts included a thorough scan of the scholarly literature surrounding both expanded learning options. Additionally, we conducted semi-structured interviews with a range of district personnel, including superintendents, principals, Title I administrators, and summer program staff. Our primary goal was to get a sense of the broad variety of programs that were being offered across the state, especially in districts working with high rates of disadvantaged students. In the following sections, we provide a summary of the elements of programming that various stakeholders identified as critical components necessary for success. Finally, given cost estimates from each program, we estimate the costs of bringing summer programs to scale.

National Research Literature Findings for Summer Programs

An extensive review of the national literature highlights competing findings regarding the effectiveness of summer programs, as noted by Picus and his colleagues. However, many studies confirm that that participation in summer programming has immense potential impact for students from traditionally disadvantaged populations, including geographically isolated, low income, and minority youth. Variations in findings can be attributed to a range of flaws in the

current research. For example, research examining "summer" programs reveal diverse approaches to programming; there is no routinely agreed upon set of norms or practices. As a result, the research draws comparisons between programs that are, functionally, very different from one another. Given these disparities, several scholars cite flaws in the design of evaluations. Despite the questions surrounding the research examining the effectiveness of summer programs, a number of studies highlight the promise of the provision of such offerings to youth. Cumulatively, the research suggests that without access to structured programs during the non-school months, students from traditionally underserved populations are at heightened risk for losing academic ground, a phenomenon often referred to as the "summer slide." Such losses are particularly troubling in comparison to the demonstration stability or gains in comparative assessments of more privileged youth. The following bullets offer a summary of the research literature.

- The learning loss experienced during the summer months accounts for a substantial proportion of the academic achievement gap between low-income students and their more privileged peers. In a meta-analysis of nearly 100 studies, Cooper and his colleagues (1996) estimate a summer learning loss equivalent to approximately one month. Additional studies show seasonal learning loss spans both math (Alexander, Entwisle, & Olson, 2001) and reading (Heyns, 1978).

- Alexander and his colleagues (2007) conclude that early childhood and summer learning loss accounts for 65% of the variance in the ninth grade achievement gap.

- Students' academic progress may be curtailed by the lack of access to engaging, enriching activities during the summer months (Heyns, 1978; Alexander, Entwisle, & Olson, 2001).

- There is evidence of significant differences by socioeconomic status in time use, indicating that low-income students watch disproportionately more television in summer, equating nearly a month of instructional time, and spend less time speaking with adults (Gershenson, 2013). Such findings may stem from low-income students' limited access to summer programs, especially when compared to their higher income peers.

- Borman and Dowling (2006) found a cumulative positive effect on literacy among students who attended a summer program over the course of multiple summers. This finding highlights the need for sustainable funding sources for programs, such that students may have continual access to them throughout their school years.

- In a random assignment study, Chaplin and Capizzano (2006) found that students who attended Building Educated Leaders for Life (BELL) gained approximately one month's

worth of reading skills throughout the course of the 5 week, full time program as compared to no gain for the comparison group, who did not attend the program.

- McCombs and colleagues (2012) found that the positive effects yielded from participation in summer programs endured for the following two years.

- In a survey of 500 teachers in 15 cities, nearly two thirds indicated that they lose a substantial amount of teaching time each year (at least 3 – 4 weeks) reviewing previous year's material. Similarly, teachers who staffed summer programs overwhelmingly (72%) felt that the experience provided them with professional development opportunities that enhanced their teaching during the traditional school year. Also, 93% indicated that summer programs were an important opportunity through which to develop personal relationships with students.

Characteristics of Effective Summer Programs

In 2011, the RAND report, *Making Summer Count,* the authors summarized extensive empirical work to identify a curated set of program components that were affiliated with positive student outcomes, and thus to the creation of a high quality program. The following list summarizes the findings from the RAND review of the literature:

- **Small student to teacher ratios**: Students who are enrolled in summer experiences in which there are lower student to teacher ratios are more likely to demonstrate positive learning outcomes. For example, Cooper and his colleagues (2000) demonstrated that a 20:1 ratio was the tipping point for positive student performance.

- **Differentiated instruction**: Summer programs provide the opportunity for program staff to work more closely with students, accommodating evident differences with more personalized instruction (Tomlinson, 1999). Summer learning environments provide increased opportunities for students to work either one-on-one with individual program staff or to work in small groups, whose needs match his or her own.

- **High quality instruction**: Repeated studies illustrate the importance of high quality instruction, provided by well-trained teachers, on student outcomes. Therefore, individuals who can provide students with engaging activities to best foster their learning and development staff the most effective summer programs. Additionally, program staff may benefit from the provision of professional development targeting the unique environment of the summer program.

- **Aligned school-year and summer curricula**: Summer curriculum may be aligned in two different, but equally important, directions. First, the curriculum may support struggling students, and serve as a time to "catch up" during the summer months on material that they were expected to have mastered prior to the end of the previous school year. Second, for more advanced students, the summer curriculum may align with learning expectations for the following school year, providing them with a "leg up" on material as they advance to the next grade.

- **Engaging and rigorous programs**: Summer programs have the benefit of not being constricted by the stringent expectations of standardized assessments. As a result, summer programs have the opportunity to provide students with alternative approaches to learning that may engage students, regardless of their school year performance.

- **Maximized participation and attendance**: In order to ensure that students benefit from the program, it is critical to maintain high attendance rates. The cumulative exposure to an engaging curriculum during the summer months may help the students at the highest risk for school failure to achieve at higher rates. Suggested means for maximized participation is targeting recruitment to students who would most benefit from the program and the provision of incentives for participation.

- **Sufficient duration**: A number of studies have examined the critical number of hours for program delivery should be. Identified rates fall between 80 and 360. Locally, one Maine-based foundation that invests heavily in summer programs has set the minimum threshold at 100 hours.

- **Involved parents**: The provision of opportunities for parents to be involved with summer programs has been tied to increased student performance and overall program effect. Some possible reasons for this include: that when parents connect with the program, they are more like to buy into its quality and potential for their child. As a result, they may encourage attendance at higher rates than their peers who did not otherwise connect with the program. Second, when parents are actively involved there is increased opportunity to provide them with information about ways to encourage learning and positive development in their own homes. Similarly, in creating a relationship with the parents, program staff may have access to information regarding students that they may not otherwise know and may be essential to their progress.

- **Evaluation of effectiveness**: Establishing measures for evaluation helps staff in myriad ways. For example, with an evaluation plan in place, staff are able to assess students' progress over the summer months. Additionally, an active evaluation may help identify elements of the program that are beneficial to students and those that are in need of change to best meet the needs of youth.

Using these indicators of quality programming, we assessed each of the districts that we visited. Table 1 provides a checklist of the program characteristics that we observed in the 10 districts that we visited. Our observations revealed that there is evidence of variation among the programs offered in Maine, both across and within districts. This is consistent with the national literature, which stresses that the effectiveness of extended day programming is difficult to measure due to the wide variation in its execution in practice.

Table 35. Sample of Maine School Districts Summer School Programming: Status of Effective Characteristics

	Smaller Class Sizes	Differentiated Instruction	High Quality Instruction	Aligned school year and summer curricula	Engaging and rigorous programming	Maximized participation and attendance	Sufficient duration (minimum of 80 hours)	Involved Parents	Evaluations of Effectiveness
District 1	□		□	□	□	□	□		
District 2	□		□		□	□	Programs are offered for over 80 hours, but week-by-week		
District 3	□	□	□	□	□	□			
District 4	□		□		□	□	Programs are offered for over 80 hours, but week-by-week □		
District 5	□	□	□	□	□	□	□	□	
District 6	□	□	□			□			□
District 7	□		□		□	□	□	□	□
District 8	□		□	□	□	□			
District 9	□		□		□	□			
District 10	□	□	□	□	□	□			□

Cost of Summer School Programming: National Estimates

As can be seen from the brief overview of existing literature, the concept of summer programs is diverse in both how it is conceived and how it is executed. As a result, few studies have focused on the specifics of the costs affiliated with summer programming for youth. In order to ensure accuracy, program costs must consider the administrative, instructional, and curricular costs of each program's offerings, as well as the additional services provided, such as meals, non-academic activities, and transportation. Due to the multiple components, many estimates of summer programming have fallen short, often underestimating the real costs affiliated with providing high quality summer programs. In the present section, we summarize the findings of two studies that examine the costs affiliated with extended learning opportunities.

The Cost of Quality Out of School Time Programs-The Wallace Foundation (2009)

In 2009, The Wallace Foundation commissioned the report, *The Cost of Quality Out of School Time Programs*, which is the most comprehensive singular report of its type. The authors examined the costs of 111 programs in six cities, and caution that the costs of quality programs depend on a wide range of variables. Such variables include, the mission of the program, the duration of the program, and the ages of youth served (e.g., elementary and middle school as compared to high school). In addition to estimates of direct costs affiliated with the program, the authors also considered non-monetary contributions that facilitated the program functioning and increased overall quality, including space and volunteers. In total, the costs affiliated with these non-monetary contributions were estimated as approximately 15% of the total program cost. Separate estimates are calculated for school year and summer programs, which reflect the different demands encountered in each brand of program delivery. Total costs reflect estimates include of a range of expense categories, including staff salaries, transportation, benefits, administrative support, and space in which to operate the program. Other costs included such elements as snacks for participants, instructional materials, and staff training, and were aggregated into a singular "other" category. Table 2 summarizes these cost estimates by targeted student population (e.g., elementary school vs. high school).

The authors note that the average attendance on a given day was substantially lower than the number of students enrolled. Thus, the cost estimates across both age groups decreased when calculating for the total number of students. Increased enrollment numbers were affiliated with lower per pupil expenditures. However, the relationship between enrollment and cost was not purely linear, and the authors caution that there was a tipping point at which increased enrollment fails to reflect a cost-benefit.

Table 36. Summer Program Cost Estimates per Student (Wallace Foundation, 2009)

	Summer
Elementary School	• Average cost of summer programs was **$32 per student per day** (range: $21-36) or **$4 per student per hour** (range: $2-5). o Among the programs analyzed, the average program **enrolled 128 students**, with approximately **93 attending each day**. The programs **ran for an average of 44 days**, and had a **daily duration of approximately 8.7 hours** o Programs that had a multiple focus (e.g., academic and nonacademic), as opposed to a singular non-academic focus or an academic focus, were found to have the highest per slot average cost (**$34/slot**, as compared to $26 and $30 for non-academic and academic programs, respectively) o **School-run, school-based programs were found to be the least cost intensive** when compared with programs community-run, school-based programs or those run by community based organizations.
High School	• The average cost of summer programs was **$44 per student per day** (range: $15-49) or **$8 per student per hour** (range: $3-12). o Among the programs analyzed, the average program **enrolled 282 students**, with approximately **55 attending each day**. The programs ran for an average of 35 days, and had a daily duration of approximately **6.4 hours**. The total affiliated **cost per child was $790** o The cost variations for summer programming were less substantial than those observed for elementary and middle school students

***Making Summer Count*-RAND (2011)**

In the 2011 report, *Making Summer Count*, RAND conducted an extensive review of existing studies that estimate the cost of effective summer programming. Additionally, the authors collected empirical data in seven sites in an effort to draw their own conclusions. For the purpose of the review, they focus specifically on programs that operate "to scale," which they define as the provision of academically driven programming to 1,000 students or more.

Therefore, the authors begin by acknowledging the efforts of The Wallace Foundation report; however, caution that the estimates are severely limited, in that they include *all* types of summer programs, including academic and non-academic. Therefore, the authors recalculate a per hour estimate for academic-focused programming to be $7-19 per slot (child attending) per hour based on the seven programs. Cost estimates included both the cost of classroom-based programming for six hours a day, as well as a constant variable, which imputed the assumed value for meals, transportation, and facilities (e.g., overhead and utilities). Additionally, the authors broke out the summer program costs per student by provider type. Analyses revealed that the cost for externally operated programs (e.g., a community based organization) ranged between $2,058-2,081 per child, whereas district funded programs raged from $1,109-2,621 per child. The analyses also included a books-only program, which cost $245 per child. This final category of programming is rooted in research, which suggests that students benefit from access and exposure to reading materials during the summer months (Allington et al., 2010; Grossman, Goldsmith, Sheldon, & Arbeton, 2009; Kim, 2006).

When considering the disparities in the affiliated costs per child, the authors cite a number of potential categories of differential spending across the programs that may influence the overall estimate. For example, such variables may include size, administrative costs, and the sources of support services, such as transportation and meals. Of the six place-based programs, five were less expensive to operate in the summer months than the school-year equivalent program. The outlier was identified as a first-year program, and the inflated price tag was most likely associated with start-up costs.

Cost of Summer School Programming: Maine

From the data collected in case studies of 10 districts in Summer 2014, we analyzed trends in the types of programs that are offered in Maine, as well as the barriers and facilitators to their perceived impact. There were a number of criteria required for districts to be included in the sample, such as demonstration of a higher rate of students eligible for free and reduced priced lunch than the Maine average and sponsored summer programs for K-12 students. We must note that among the higher populated districts, students were drawn from a broad geographic areas where there was in-district variation in school demographics (e.g., FRPL rates may range from 60-80% across schools within districts).

Elements of Quality Programs:

- **Offering Transportation:** Stakeholders uniformly agreed that transportation was a critical, and often initially overlooked, piece. Transportation costs are high, leading districts to adopt creative approaches, such as providing a bus that leaves from a central location (e.g., a school) or having janitors drive the buses, as their salaries were already covered by schools' operating budgets.

- **Providing Engaging Curriculum:** First, our data suggest programs functioned best when they were developed around central themes relevant to students' developmentally appropriate interests. For many, this meant creating environments distinct from the traditional classrooms, often taking a more experiential approach to learning.

- **Eliminating Participation Stigma:** Several participants discussed how their districts lacked a culture of participation in summer programs due to stigma (e.g., that participation indicated school failure). Therefore, a substantial amount of effort was required to develop programs such that they would yield a desired enrollment. Several stakeholders suggested that their programs benefitted from eliminating enrollment requirements. By making programs available to all students, independent of their socioeconomic or academic standing, participants noted that they were able to eliminate stigma that may otherwise obstruct enrollment.

- **Acknowledging Economic Realities of Districts:** District personnel repeatedly mentioned the demand for full-day programming in order to accommodate parents' schedules. Study participants concluded that without a full-day format, students would be less likely to enroll.

- **Reliable Funding Sources:** Of the districts included in our study, half were substantially funded by grants from private foundations, while the other three depended on an amalgamation of state and federal funds. Given the insecurity of funding, one administrator noted that the funding schemas directly impacted efforts to be "planful," as the budget was often not approved until very late, and parents had either found alternative plans for their children or lost interest. Participants from each district discussed the difficulties of grant seeking.

- **Creating Opportunities to Address the Whole Child:** The final emergent theme was the importance of using summer programs as an opportunity to address the needs of the whole child. Through comprehensive partnerships, summer programs were able to provide students with meals and healthy program alternatives to what they may otherwise do if they were not in the program.

As part of our research efforts across Maine, we gathered cost data. Of the 10 districts, 6 provided sufficient information such that we could disaggregate data and calculate a cost estimate for bringing high quality summer programming to scale (Appendix A). Table 3 reflects the estimated summer school funding model.

Table 37. Revised Summer School Funding Model-Maine Data

Level	K-5	6-8	High School
Duration	80 Hours	80 Hours	80 Hours
Cost per Student	$4.00/hr, $320/student	$5/hr, $400/student	$5.50/hr, $440/student
Total Students 2013-14	80,993	41,320	57,266
FRPL Students 2013-14	42,116 @52.0% FRPL in 3rd grade	20,453 @49.5% FRPL in 6th grade	20,443 @35.7% FRPL (11th grade)
Estimated Students @ ½ participating	21,100	10,200	10,200
Costs	**$ 6.8 M**	**$ 4.1 M**	**$ 4.5 M**
Total Cost:	**$15.4 M**		

For 6 programs who provided additional detail on costs:

Average total cost: $5.00 per student per hour (range $4.00 to $5.88)

Average staff cost: $4.34 per student per hour (range $4.23 to $4.55)

Other costs:

Transportation: $0 to $75 per student total; or average $70 per day (range $0 to $115)

Supplies: $0 to $50 per student

Administration: $0 to $52 per student

All 6 sites provided transportation, and no sites reported additional facilities and maintenance costs.

Extended Day Program Support for Struggling Students

National Research Literature Findings for Extended Day Programs

Similar to research surrounding summer programs, studies examining the impact of extended learning programs on students' academic outcomes demonstrate varying evidence of effectiveness. This is due, in part, to the fact that "extended day programs" is an umbrella term that encapsulates myriad approaches to prolonging the school day, including early arrival, breakfast programs and afterschool. The missions and goals of these programs are diverse. Additionally, scholars have noted flaws in the methods used to evaluate these programs (Lauer et al., 2006). This section explores the national literature and highlights some barriers and facilitators to the successful implementation of extended day learning programs.

- School-aged youth are more likely to be unsupervised and at heightened risk of engaging in high-risk behaviors between 3:00 and 6:00 pm (Afterschool Alliance, 2013; Fight Crime, Invest in Kid, 2003).
- One study suggests that approximately 15% (8.4 million) of school-aged youth participate in afterschool programs; however, more than double that number (18.5 million) would participate in high quality afterschool activities if they were available (Afterschool Alliance, 2009). Between third and fifth grade, students' participation in afterschool programs declines, and there is evidence of increased self-care (Posner & Vandell, 1999).
- A cost-benefit analysis estimates that for every $1 invested in out of school time programming, there is a $10.51 return on investment, stemming from increased economic productivity and decreased crime and welfare costs (Newman, Smith, & Murphy, 2001).
- In a review of 35 studies, Lauer and her colleagues (2006) identify the strongest positive effect of afterschool program participation on math and reading for low income, at-risk youth, which is estimated at 1/10 of a standard deviation. Similarly, Posner and Vandell (1999) found that students who spent time in structured, academic programs after school experienced increases in their academic performance and decreases in disciplinary infractions.
- In a review of 9 rural out of school time programs, Harris, Malone, and Sunnanon (2011) found that the majority of the programs resulted in overwhelmingly positive outcomes for youth across various domains, including academic achievement, youth development, prevention of risky behaviors, and work force preparation.
- The provision of a universally free breakfast program was connected to increases in academic and psychosocial outcomes for participating youth (Murphy, Pagano, Nachmani, Sperling, Kane, & Kleinman, 1998). Additionally, the provision of breakfast decreases the experiences of food insecurity for low-income students (Bartfield & Ahn, 2011).
- Youth who participate in extramural programs exhibit improved healthy behaviors and positive outcomes, such as higher rates of exercise (Harrison & Naravan, 2003), increased motivation and self-efficacy (Mahoney, Larson, & Eccles, 2005), and increased civic engagement (Zaff, Moore, Paillo, & Williams, 2003).
- Youth involvement in extramural activities has been shown to curb participation in risk behaviors, such as school dropout (Mahoney, 2000), fighting (Linville & Huebner, 2005), and substance use (Harrison & Naravan, 2003).
- Extended learning opportunities provide a potential opportunity for students to connect with academics beyond the restraints of the traditional teaching methods employed in their classrooms. In contrast to traditional classrooms, afterschool programming provides a potential space for alternative learning strategies, which encourage the development of diverse skills in participating youth (NIOST, 2009).
- In their review of effective afterschool programs, Durlak and his colleagues (2007) identified a framework of characteristics: sequenced, active, focused, and explicit (SAFE). By this, the authors suggest that the types of learning opportunities must be

sequenced to develop students' skills gradually and effectively, students must actively engage with learning materials (counter to drill and kill techniques), the content of the program must be focused on skills development, and the targeted learning outcomes must be explicit in the curriculum.

- A review of 9 rural programs identified particular challenges to participation germane to rural areas (Harris, Malone, and Sunnanon, 2011). First, rural programs often demonstrated lower rates of participation as compared to the suburban and urban alternatives. For example, previous research found that only 12% of rural youth participated in afterschool programs, as compared to 21% of suburban and 30% of urban youth. Depressed participation numbers were the result of a range of factors, including limited access to engaging programs and restricted transportation options. Additionally, there is evidence that there were fewer designated funds for afterschool program in rural areas. The fewest 21st Century Community Learning Center grants were awarded to rural schools and districts, and there were limited private funds available. Cumulatively, these impact both program development and sustainability. Finally, the authors note that it is especially difficult to recruit and sustain quality staff in rural areas. This is due to the combination of a limited workforce pool and restricted resources to pay afterschool practitioners competitive wages and to provide them with continuing professional development to enhance their practice.

Estimated Costs of Extended Day Programs: Examining Multiple Models

A. Picus model:

The evidence-based model proposed by Picus and Associates and presented in Table 4 is built on the assumption that extended day programs would run every day that school is in session, and would require and equivalent of 25% of an average teacher's salary. Participation assumptions are similar to those for summer programs, at 50% of the number of students eligible for free and reduced priced lunch.

Table 38. Picus EB Model Extended Day Program Costs

Program Description	5 days per week, 2 hours per day, entire school year
Participation Estimate	50% of the 86,865 FRPL eligible students will participate (43,433)
Cost Basis	1 teacher per class of 15 participants, working at 25% of full time = 1 FTE teacher for 60 participating students and per 120 total FRPL eligible students
Cost Per Student	$997 per participant
Total Cost	**86,865 FRPL / 120 = 724 teachers needed** **724 @ $50,243[a] mean FT salary x 19% benefit rate** **= $43.29M**

B. National data estimates:

National cost estimates are available in prior research by RAND and the Wallace Foundation. The research incorporated a variety of program models, including academic, non-academic, and mixed emphases. For the model in Table 5, the participation rate mirrors the assumptions of the Picus evidence based model, but the time estimate more closely reflects the hours observed in Maine programs (e.g., four days per week instead of five, first and last weeks off). As with summer programs, costs per student are higher in high school than elementary school.

Table 39. National Extended Day Program Cost Estimates (based on published research)

Program Description	Est. 2 hours per day, 4 days/week, 34 weeks/yr (270 hours)	
Participation Estimate	50% of the 86,865 FRPL eligible students will participate (43,433), estimated as 28,957 K-8 students and 14,476 teens	
	K-8	High School
Cost Basis	$4 per hour per student	$8 per hour per student
Cost Per Participating Student	$1,080 x 28,957 = $31.3M	$2,160 x 14,476 = $31.3M
Total Cost	**= $62.6 M**	

C. Maine Program Cost Estimates:

Our research around extended day programs yielded less explicit information surrounding the associated costs than we were able to find for summer programs. This was due, in part to our stated charge from the EPS Commission. However, we use the information available from two programs with explicit academic components to calculate a cost estimate of how much the expansion of extended day programs may cost in the state of Maine.

For this cost model presented in Table 6, participation levels are again estimated at 50% of the total number of students eligible for free and reduced price lunch. Program intensity reflects the actual practice found in both Maine-based programs. Note that the actual cost estimates for elementary students are substantially higher than the national cost estimates per student per hour. The high school cost estimate is from the high end of the range reflecting regular participation, as this is consistent with the national costs. The wide range in per-student costs depending on how "enrollment" is defined reflects the variation in how students are targeted and counted in participant data.

Program 1: Elementary students

- 2 hours per day, Monday – Thursday, 32 weeks (256 hours total)
- $90,500 per year for 50 students attending regularly
- Cost: $1810 per student or $7 per hour per student

Program 2: Middle and high school students

- 2 hours per day, Monday – Thursday (number of weeks not given; estimated at 34 weeks)
- $195,000 per year for 90 regular attendees and 250 total students served over the year
- Cost: $ 780 per total student served at any level of participation, or $2160 per regular participant; $8.00 per regular participant/hour, or $3 per total students served/hour.

Table 40. Maine-based Extended Day Program Cost Estimates

Program Description	2 hours per day, 4 days/wk, 34 weeks/yr (270 hours)	
Participation Estimate	50% of the 86,865 FRPL eligible students will participate (43,433), estimated as 28,957 K-8 students and 14,476 teens	
	K-8	High School
Cost Basis	$7 per hour per student	$8 per hour per student
Cost Per Participating Student	$1,890 x 28,957 = $54.7M	$2,160 x 14,476 = $31.3M
Total Cost	**= $ 86.0 M**	

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ADDENDUM A: Sample of Maine School District Summer Programming: District Cost Estimates & Context

	Total Cost	Total Enrollment	Estimated Cost per Pupil	Funding Source	Notes
District 1	$500,000	1,110	$450/student	• Private Foundation Grant • 2 Schools with SIG • Local funds • 21st Century Learning Grants • Title I funds	• Janitorial overtime included in the budget • Transportation director overtime • Administrative staff in the schools burdened with fielding calls, etc. during the school year • Classroom staff
Districts 2 & 4 ***Outside program provider partners with schools in both districts to provide program for youth**	$36,000	600	$600/student	• Private Foundation Grant • Title I funds • Nominal district	• Students pay $20/week
District 3	$24,000	20	$1,200/student	• Title I funding, where available • Maine Community Foundation • Davis Family Foundation • Stephen King • Community business support • Healthy Acadia	• Number of programs offered, this is only 1 estimate
District 5	$34,000	35 students	$980/student	• Local funds • Private foundation • Americorps • 21st CCLC • Small grants	
District 6	$8,000 (Freshman Academy)	25 (FA)	$320/student (FA)	• Title I	• Least intensive programs of the sample. • K-8, drop in tutoring targeting students at risk of scoring low on tests
District 7	$13,000	50	$260/student	• 21st CCLC	
District 8	$ 13,503	62	$218/student		
District 9	$9,000	25	$360/student	• 21st CCLC	
District 10	$70,000	200	$350/student		

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Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5(3). Professional development and collaborative time needed to implement proficiency-based learning.

A. Collect school administrative unit spending data on professional development programs and collaborative time for teachers, as well as the school administrative unit spending data on teacher leaders or instructional coaches in order to update the staffing ratios in the essential programs and services funding formula;

B. Establish a dedicated funding mechanism and process, such as a supplemental professional development block grant program, that allows the Department of Education to provide funding to school administrative units that submit proposals to secure professional development funds;

C. Create a standards-based inventory of effective professional development programs and strategies from which school administrative units may select programs and strategies in order to receive supplemental professional development block grant funds; and

D. Develop an implementation plan for increasing the allocation of funds for professional development, collaborative time for teachers and teacher leaders or instructional coaches and include provisions in the implementation plan to monitor the use of these funds by school administrative units.

Commission Action:

The commission received and reviewed materials from the Maine Education Policy Research Institute (MEPRI) regarding professional development. This included materials on evidence-based best practice characteristics, and costs of professional development at the national and state levels. In addition, a statewide survey study was conducted to collect information from Maine teachers regarding the nature and effectiveness of their current professional development opportunities. Based on the review of materials, the commission made the following recommendations:

1. **Block grants be available to all SAUs to fund collaborative time that meets best practices. Grant conditions include:**
   a. **per-capita amounts with a base amount.**
   b. **reporting procedures to ensure that SAUs continue to qualify for block grants.**
   c. **Block grants continue to be available to SAUs as long as programs conform to specified research-based best practices.**

2. **The block grants be funded outside of the EPS formula until such time as the State achieves funding 55% of the cost of education. At that time the State will determine how to include such funding inside the EPS formula.**

3. **A stakeholder group, in collaboration with the Maine Department of Education, establish best practice guidelines, including best practices for the inclusion of leadership in collaborative professional development time.**

4. **Block grants be available to all SAUs for two years to be used to provide professional development for school and district leaders to support professional development best practices. The amounts of the block grants to be determined based upon a recommendation of the Maine Department of Education and research evidence provided by the Maine Education Policy Research Institute (MEPRI).**

5. **A stakeholder group, in collaboration with the Maine Department of Education, define qualifying leadership and establish guidelines of best practice.**

6. **The Maine Department of Education recommend to the Joint Standing Committee on Education and Cultural Affairs processes and procedures to increase the accountability for current SAU professional development expenditures in terms of best practices, and that MDOE establish ways for sharing SAU best practices.**

Professional Development Materials

Table of Contents

Teacher Professional Development - Costs & Expenditures

Highly effective teachers are a critical piece of a high quality education for Maine students. National literature and analysis of Maine data suggest that improving professional development opportunities for teachers would be beneficial to students and educators. Numerous models and characteristics of professional development structures and content have been proposed as best practice.

Picus & Associates (2013) suggest a model that includes:

- Ten days of dedicated (student-free) professional training *EB Cost ($): 28,239,415*
- Funding for related training costs (i.e. administration, materials, travel, fees, etc.) at $100/student *EB Cost ($): 18,966,849*
- Instructional Coaches (one coach/technology coordinator per 200 students) *EB Cost ($): 62,489,567*

National Literature Review

The following national literature scan (see Table 1 below) includes empirical studies, literature reviews and general analysis articles from education, economic and business sectors addressing professional training and development costs.

It is important to highlight that there is neither a common definition nor a list of characteristics included in the professional development expenditures used across most related research nor within the literature reviewed below, thereby accounting for significant variation in the estimated costs. It is also important to take into consideration the year of publication (or year of data, when provided) to account for inflation and economic contexts of the time period.

Summary of Key Findings:

- A consistent list of common key findings regarding costs and expenditure practices in professional training was not apparent across the literature.
- Challenge of research involving educational costs is the lack of an inclusive, common definitions or codes for expenditures.
- Rural and smaller districts reflect much different spending levels and trends than larger, urban/suburban districts.
- Wide variation by district in spending on teacher professional development: approximately 1% to 12% of operating district budgets, averaging approximately 3%.
- Districts regularly spend significantly more on professional development than is budgeted or forecasted.

Table 1. National Literature Review of Professional Development Costs and Expenditures Research

REFERENCE Literature on Costs & Expenditures in Teacher Professional Development	*2013 State of the Industry Report* American Society for Training & Development (2014)	*Descriptive Analysis... Massachusetts* Coggshall et al. - AIR (2013)	*School District Spending on PD...* Killeen, Monk & Plecki (2002)	*Cost Framework for PD* Odden et al. (2002)
KEY FINDING	spending avg = $1,195 per employee; avg 3.6% of payroll (consistent since 1996)	primary PD focus = core content & Common Core, using student data	districts spend approx 3% (1.8-11.8) of total general expenditures on PD; ~ $200/pupil	actual spending on PD is usually 20-50x more than budgeted funds
KEY FINDING:	11% = tuition reimbursement	districts with greater emphasis on using data to plan PD have more "HQT"s	modest level of PD investment compared to other sectors of economy	limitation of prior research: crude accounting codes
KEY FINDING	training avg = 30 hours/yr more productive industries avg = 58 hrs/yr	districts with greater emphasis providing PD re: instruction have higher hs grad rates	rural, smaller districts spend far less than larger, urban districts on PD	limitation of prior research: district level only (school augmented)
KEY FINDING	technology-based delivery = 39% (2011 = 37%)	biggest obstacle: time and $; gaps in PD: non-core subjects, differentiating instruction	opportunity costs: quality of instruction w/ substitute; loss of instruction w/ early release	6 essential cost elements: teacher time, training or coaching, admin, equipment or facilities, travel and tuition/conf fees

Table 1. National Literature Review of Professional Development Costs and Expenditures Research (cont.)

REFERENCE **Literature on Costs & Expenditures in Teacher Professional Development**	*What Makes PD Effective?...* Garet et al. (2001)	*Staff Development for Teachers...* Miller, Lord & Dorney (1994)	*Regression Analysis...* Orlich & Evans (1990)	*Staff Development in California* Little et al. (1987)
KEY FINDING	national survey of Eisenhower PD Program math/science teacher grantees (n=1,027)	interviews with district leaders re: PD spending in 6 categories	statistical analysis of PD costs reported in prior literature	analysis of district-wide PD costs by activity (vs budget or coded expenditures) - interviews, surveys & fiscal documents
KEY FINDING:	estimated cost of high quality PD = $512 per teacher	15% of principal time = PD	recommends: local cost analysis should include efficient model & potential inefficiencies	includes personal teacher spending outside contracted time & salary increases from acquired PD
KEY FINDING	best practice = sustained; intensive; active; coherent w/ daily work	% of operating budget: lg district = 1.8%, med district = 2.0%, sm district = 2.8	investment "costs" approx 3x more than original estimates (usually due to indirects)	avg spending = 5% of total classroom costs, aka $4,600/teacher
KEY FINDING	greatest efficacy & efficiency = collective participation by grade, subject or school	cost per teacher: lg district = $1,755, med district = $2,706, sm district = $3,528	per teacher funding varies by district size (economy of scale) - don't rec statewide dollar amount	excluding personal time & credit hours: 1.4% classroom expenditures, aka $1,360/teacher

Maine SAU Professional Development EPS Expenditures & Allocations

The 2013 Maine Essential Programs and Services model allocated $59 per student for professional development, and Maine SAUs reported a $54 per student expenditure in that category (see Table 2 below). The FY2013 EPS per pupil allocation is approximately 9.3% above actual per pupil expenditures. A majority of per pupil expenditures were in the $20-$100 range, with extreme amounts considered outliers.

(See Addendum A: Maine Statewide Professional Development Expenditures by Object FY2013 for full list of expenditures.)

Table 2. Professional Development Expenditures & Allocations by Maine SAUs

	FY2010	***FY2013***
Number of SAUs	146	162
Total Professional Development (PD) Expenditure	$7,992,374	$9,160,949
Total Attending Enrollment	172,132	170,286
Statewide Per-Pupil Actual PD Expenditure	$46	$54
Per-Pupil EPS PD Allocation Rate	$56	$59
Lowest Per-Pupil PD Expenditure	$0.07	$0.17
Highest Per-Pupil PD Expenditure	$417	$582

- $5,168,018.08 (**56%**) of total professional development expenditures was dedicated to Tuition Reimbursement for Professionals, Instructional Aides and Administrators. This was the most substantial area of expenditures.
- $1,863,847.75 (**20%**) of total professional development expenditures was dedicated to Salaries and Benefits. This was the second most substantial area of expenditures.
- Approximately $830,000 (**9%**) of total professional development expenditures was dedicated to purchased professional training and related resources (not including salaries or benefits).

Instructional Coaches: Maine Superintendent Survey

The use of Instructional Coaches has become increasingly popular in public schools in the United States and was a recommended element of the professional development model proposed by Picus & Associates. However, the Maine Department of Education (MDOE) does not currently collect information on the uses of instructional coaches.

MEPRI conducted a survey of Maine superintendents to gather more information about the status of Instructional Coaches in Maine SAUs. Superintendents were asked about instructional coaches paid by salary or stipend. They were asked to provide the number of Full-Time Equivalent (FTE) instructional coaches at each grade level, along with the position title and funding source.

Summary of Responses:

110	Responses (excluding duplicates)
less 27	Not Identified
83	Identifiable Responses
less 4	Responses with no attending regular students
79	**Responses with 121,173 attending students**
less 47	Responses reporting no instructional coaches
32	**Responses with 167.96 FTE instructional coaches and 55,129 attending students**

Table 3. Instructional Coaches Ratios by Grade Span

	Responses	FTE Instructional Coaches	Students	Ratio
FTE Coaches Paid by Salary:				
Grades K-5	28	90.72	24,538	270
Grades 6-8	17	29.10	8,268	284
Grades 9-12	11	10.55	6,891	653
Grades K-12 mixed	9	24.70	14,644	593
Total Paid by Salary	31	155.07	54,636	352
FTE Coaches Paid by Stipend:				
Stipend	10	12.89	15,438	1,198
Total Paid by Salary or Stipend	32	167.96	55,129	328

Table 4. FTE Instructional Coach by Salaried Position and Funding Source

All Grade Levels Total	General Fund	Title I	Grants	Other funding source	Total
1. Classroom teachers	33%	6%	1%	0%	40%
2. Literacy specialists	22%	16%	1%	0%	39%
3. Other position	14%	5%	1%	1%	21%
Total	69%	27%	4%	1%	100%

Table 5. Instructional Coaches Paid by Stipend

FTE	Stipend Title
0.01	Curr Design Team Co Chairs
0.10	Leadership Team (Proficiency Based Cmt.)
0.10	Leadership team Chair
1.00	Literacy Coach
0.01	Literacy Consultant
0.01	Literacy Consultant
0.06	Literacy Consultant
4.00	Literacy Specialists
0.10	LT Chairperson
1.00	Math Coach
1.00	Math Teacher
0.10	Mentors
0.10	Teacher Leaders
5.00	Teacher Leaders
0.05	Team Leaders (6)
0.25	Title I Coordinator
12.89	Total

Table 6. Estimated Cost of Instructional Coaches at Current and EB Model Ratios

	Maine Students	Student-Coach Ratio (General Fund*)	FTE Instructional Coaches	Salary & Benefits** ($millions)	State Share at 45%	Local Share at 55%
Estimated Current Ratio	182,000	462	394	23.6	10.6	13.0
EB Model Ratio	182,000	200	910	54.4	24.5	29.9

*Including positions paid by salary and by stipend in SAUs reporting instructional coaches

**Assuming average full time teacher salary of $50,243 and 19% benefits, excludes 16.15% teacher retirement payments (est. $3.2 million for current ratio and $7.4 million for EB model ratio) with a 100% state share.

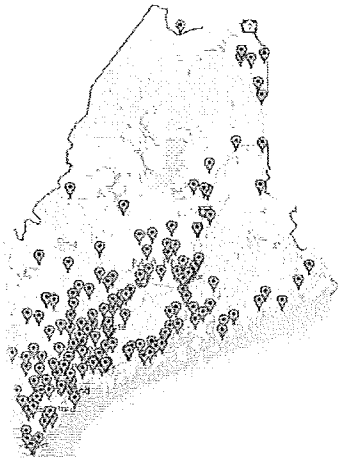
MAINE TEACHER SURVEY - PROFESSIONAL DEVELOPMENT

MEPRI also conducted a statewide survey of Maine teachers about professional development experiences and resources. Preliminary Respondent Descriptives as of Nov 3, 2014 include:

Sample: 674 Maine teachers from MEDMS 2013 publicly available email list completed one or more of the survey questions. 82% of individual respondents had 10 or more years experience in the teaching profession.

Schools and Districts Represented: "Responding Schools" = schools with at least one survey respondent
# of Responding Schools = 273 (47% of schools)
# of Responding School Districts = 113 (56% of districts)

Locations of Responding Schools:



Responding Schools' free/reduced-price lunch (FRPL) student eligibility rate range: 5% -100%
46% of responding schools FRPL student eligibility rate > 50%
17% of responding schools FRPL student eligibility rate < 30%

geographic locale of Responding Schools - percent (# of schools):

City -	4%	(11)
Suburban -	29%	(73)
Town -	11%	(29)
Rural -	52%	(142)

Responding Schools' enrollment range: 29 to 1,360

Responding Schools' configurations include:

K-12	PK-5	7-12
PK-3	Middle Schools	High Schools

Instructional Coaches: Maine Teacher Survey

Maine Teacher Survey respondents (n=674) were asked to identify if their district (n=113) or school (n=273) had *professional support personnel* (i.e. instructional coach, instructional specialist or instructional strategist). 324 respondents (48%) representing 81 districts indicated that there were professional support personnel in their school or district.

Table 7. Frequency of Meetings between Maine Teachers and Professional Support Personnel (Coaches)

Frequency of Meetings with Professional Support Personnel	Individual Meetings (percent of respondents)	Small Group Meetings (percent of respondents)
Never	46%	21%
Daily	1%	1%
Weekly	11%	19%
Monthly	13%	19%
3 to 5 times per Year	19%	28%
Annually	10%	12%

- 33% of respondents indicated that there were no professional support personnel in their school or district, and 17% of respondents indicated that they did not know if there was professional support personnel in their school or district.
- 46% of those respondents who indicated that there was support personnel in their school/district also said they had **never met individually with their professional support person.** 21% of those respondents who indicated that there was support personnel in their school/district also said they had never collectively (in small groups) met with a professional support person.
- Most commonly, teacher who had met with a professional support person did so in-person (94% of respondents) monthly or 3-5 times per year. 24% of respondents who had met with a professional support person indicated that they corresponded with that person via email, and less than 4% of respondents reported that they used virtual technology to meet.

Characteristics of Effective Teacher Professional Development Practices

National Literature Review

It is evident throughout education research that it is not only the quantity of learning experiences but also the quality of learning experiences that lead to positive outcomes. This is true in the case of professional learning for educators as well. Time to engage in high quality learning is a critical characteristic of effective professional development, and six characteristics were identified by Picus & Associates (2013) as "structural features of effective [teacher] professional development" (p. 106).

MEPRI has conducted a review of research studies from the United States that meet rigorous methodology standards and include analysis of student academic achievement. The findings of each study have been organized into the six characteristics mentioned above with notes on minimum dedicated time when applicable. A table summarizing this review is on the following page (Table 8). The full scan can be found in Appendix B.

Summary of Findings from Literature Review:

- ***School-based and job-embedded*** PD was a characteristic identified in some literature, but not a vastly dominant theme.
- A large majority of studies finding increased student achievement included professional development models that included initial trainings as well as structured ***continuous, long-term*** learning and feedback structures through the school year.
- PD with ***collective participation*** among groups of teachers then the entire school/district faculty was a common finding in literature including rural schools as well as studies meeting the Institute of Education Sciences (IES) standards for research.
- PD that included a ***content focus on one or more subject areas*** and was sustained for the long-term was common among practices that correlated with an increase in student achievement, in both rural and non-rural school settings.
- PD that incorporated ***active learning*** experiences for participants and shared opportunities for teachers to learn new techniques in their instructional practice was a common characteristic for effective practice that correlated with an increase in student achievement in empirical research studies, although not necessarily within literature including rural school contexts.
- PD that was ***coherent with a comprehensive local process*** for improving student learning was evident in the literature including rural school contexts, but not a prevalent practice among the empirical research studies.

Table 8. Characteristics of Effective Teacher Professional Development Practices National Literature Review

REFERENCES:	Empirical Studies of PD adhering to *What Works Clearinghouse* Standards	Experimental or Quasi-experimental Studies of Professional Development	Literature on Professional Development in Contexts including Rural Schools	Total # of Studies Including the Identified Key Finding
Avg Minimum # of Hours	57.5	25		
KEY FINDING: *Activity Form* School-based & Job- Embedded	4	4	2	**11**
KEY FINDING: *Duration* Continuous, Long-Term	6	8	3	**17**
KEY FINDING: *Collective Participation* Groups of Teachers then Entire Faculty	5	1	4	**10**
KEY FINDING: *Content Focus* Subject Area Learning	6	9	4	**19**
KEY FINDING: *Active Learning* New Techniques in Instructional Practice	5	11	1	**17**
KEY FINDING: *Coherence* Comprehensive Local Process for Improving Student Learning	2	1	4	**7**

Characteristics of Effective Teacher Professional Development

Maine Teacher Survey

The MEPRI Maine Teacher Survey asked teachers how often their professional development experiences reflected elements of the six structural characteristics of effective professional development identified in literature (as mentioned above).

(Number of survey item responses = 637)

Table 9. Summary of Findings from Maine Teacher Survey: Characteristics of Effective Professional Development

Characteristic of Professional Development	Never	up to 25% of PD	26-50% of PD time	51-75% of PD time	76-100% of PD time
Connects Content to Instructional Strategies	19 %	**52 %**	17 %	10 %	2 %
Long-term, Sustained Learning	17 %	**46 %**	19 %	12 %	6 %
Common and/or Collective Experiences	11 %	**35 %**	22 %	17 %	15 %
Focus on Specific Subject Area Content	23 %	**45 %**	19 %	10 %	4 %
Engages Participants in Active Learning	22 %	**50 %**	16 %	9 %	2 %
Connected to Local Goals & Initiatives	7 %	26 %	**29 %**	23 %	14 %

- These six structural characteristics of effective PD were most commonly reflected in Maine teachers' experiences less than 25% of the time, except for the characteristic of being connected to local goals and initiatives, which as reflected 26% to 50% of the time. In MEPRI's survey of Maine teachers definitions of *collective, common* and *individual* professional development were explicated to help define how teachers' professional development time is organized and used.

Use of Time & Structure in Teacher Professional Development

Maine Teacher Survey

In MEPRI's survey of Maine teachers definitions of *collective, common* and *individual* professional development were explicated to help define how teachers' professional development time is organized and used.

Collective = learning or informational experiences for teachers involving an entire organizational group of professional staff.

Table 10a. Summary of Maine Teacher Survey – Collective Professional Development

Number of Days within Contractual School Year	Percent of Responses
None	1%
1 to 3	24%
4 to 6	43%
7 to 9	15%
10 or more	16%

- During the contractual school year, teachers most frequently (43% of respondents) spent **four to six (4-6) days engaged in collective PD.**
- Content and organizational structure of collective PD was most often determined by school and/or district administration, and **33% of this collective PD was structured for teachers to receive information** regarding administrative expectations or school/district/state initiatives.

Common = learning or informational experiences involving a small (approx. 2-15) organizational group of professionals.

Table 10b. Summary of Maine Teacher Survey - Common Professional

Number of Hours within One Week of the Academic Year	Percent of Responses
None	29%
1 to 3	61%
4 to 5	6%
6 to 10	2%
more than 10	2%

- During the academic year, teachers most frequently (61% of respondents) spent **one to three (1-3) hours per week engaged in common PD.**
- On average **40% of this common PD time was engaged in collaborative professional work**: 15% of time dedicated to collaborative curriculum or assessment development, 12% of time in collaborative discussion of student issues, 8.5% of time conducting collaborative review and/or analysis of student data, and 4% of time collaboratively assessing student work.

Individual = learning or informational experiences involving one person or one-on-one experiences with a mentor/expert.

Table 10c. Summary of Maine Teacher Survey - Individual Professional Development

Number of Hours within One Week of the Academic Year	Percent of Responses
None	48%
1 to 3	37%
4 to 5	9%
6 to 10	3%
more than 10	3%

- During the academic year, teachers most frequently (48% of respondents) had **no contractual time for individual PD**.

Table 11. Maine Teacher Survey Summary of Professional Development Time Structure and Use

	Collective Professional Development Time	*Common* Professional Development Time	*Individual* Professional Development Time
Proficiency-Based Education	21%	21%	15%
Administrative Information	18%	18%	-
Subject Area Content	15%	-	14%

- During the academic school year, teachers most frequently spent their *collective* PD time engaged in work related to proficiency-based education (21% of time), receiving administrative information (18% of time), receiving information about school, district or state initiatives (15% of time) and subject area content learning (15% of time). 13% of time was dedicated to work regarding pedagogical or instructional strategies, and 9% of time was used for technology training.
- During the academic school year, teachers most frequently spent their *common* PD time engaged in work related to proficiency-based education (21% of time), receiving administrative information (18% of time). 8.5% of time was used meeting with students and/or students' families, and 13% of time was identified as "other."
- During the academic school year, teachers spent on average 40% of their *common* PD time engaged in collaborative professional work: 15% of time dedicated to collaborative curriculum or assessment development, 12% of time in collaborative discussion of student issues, 8.5% of time conducting collaborative review and/or analysis of student data, and 4% of time collaboratively assessing student work.
- During the academic school year, teachers most frequently spent their *individual* PD time planning curriculum or developing assessments (27% of time), working with elements of proficiency-based education (15% of time), engaged in subject area content learning (14% of time) or analyzing student data (12% of time). 9% of individual PD time was used reading professional literature and/or research, and 8% of individual PD time was dedicated to technology training.

Maine Teacher Survey

Common Attributes of Maine Teachers' Professional Development Time

- In an average week during the school year, teachers most frequently (52% of respondents) indicated that they spent **more than ten (10) contractual hours engaged in professional work other than teaching or professional learning** (i.e. lunchroom monitor duty, correcting papers, communicating with parents, etc.). 25% of respondents reported that they spent six to ten (6-10) contractual hours engaged in professional work other than teaching or professional learning, and 23% of respondents said they spent five or less contractual hours engaged in professional work other than teaching or professional learning.
- Teachers most commonly (56% of respondents) indicated that, during the academic year, they spent **one to three (1-3) hours per week of non-compensated time outside the contractual day engaging in professional development**.

Use of Time & Structure in Teacher Professional Development

International Literature Review

Comparing the United States to nations that are top-performers on the PISA, most top-performing nations' teachers spend less time supervising extracurricular activities, but other time varies among nations.

Table 12. OECD Teacher Time Survey

	PISA 2012 combined rank	Total working hours per week	Percent of working hours spent teaching	Collaborative Work with Colleagues (hrs per wk)	Assessing Student Work (hrs per wk)	Meeting with Students (hrs per wk)	Administrative or Managerial Work (hrs per wk)	Communicating with Parents/Families (hrs per wk)	Extracurricular Roles (hrs per wk)
Singapore	2	47.6	31%	3.6	8.7	2.6	7.2	1.6	3.4
Korea	4	37.0	35%	3.2	3.9	4.1	8.2	2.1	2.7
Japan	5	53.9	31%	3.9	4.6	2.7	8.5	1.3	7.7
Finland	7	31.6	57%	1.9	3.1	1.0	1.6	1.2	0.6
Estonia	8	36.1	48%	1.9	4.3	2.1	3.1	1.3	1.9
Canada	11	48.2	46%	3.0	5.5	2.7	5.4	1.7	3.6
Poland	12	36.8	44%	2.2	4.6	2.1	3.5	1.3	2.4
Netherlands	13	35.6	42%	3.1	4.2	2.1	3.5	1.3	1.3
Australia	18	42.7	37%	3.5	5.1	2.3	7.3	1.3	2.3
Belgium	19	37.0	48%	2.1	4.5	1.3	3.3	0.7	1.3
UK	21	45.9	39%	3.3	6.1	1.7	6.2	1.6	2.2
Czech Rep	23	39.4	42%	2.2	4.5	2.2	3.7	0.9	1.3
France	24	36.5	46%	1.9	5.6	1.2	2.0	1.0	1.0
Denmark	26	40.0	44%	3.3	3.5	1.5	3.0	1.8	0.9
Norway	27	38.3	38%	3.1	5.2	2.1	4.1	1.4	0.8
Latvia	28	36.1	44%	2.3	4.6	3.2	3.4	1.5	2.1
United States	**29**	**44.8**	**44%**	**3.0**	**4.9**	**2.4**	**4.9**	**1.6**	**3.6**

Use of Technology in Teacher Professional Development

Maine Teacher Survey

In the MEPRI survey about professional development, Maine teachers were asked to respond to three survey items directly inquiring about methods for using technology in professional development experiences that were evident in some implementation models discussed in national literature: virtual communication with instructional coach or support personnel, video recording of teaching practice, and general use of technology to engage in professional learning experiences.

Table 13. Maine Teacher Survey - Use of technology (video conferencing, webinars, online courses, online chat sessions, etc.) to participate in professional learning experiences

Frequency Per Year	Percent of Respondents
Never	29 %
Daily	3 %
Weekly	11 %
3 to 5 times per Year	31 %
Once per Year	25 %

- 2% of respondents that met with support personnel indicated that they used virtual audio or video meeting formats. 0% of respondents indicated that they used live virtual written chat applications to communicate with support personnel. 24% of respondents indicated that they used email to communicate with support personnel.
- 80% of respondents indicated that they had never used video recording of their instructional practices for professional learning and/or instructional training.

  17% of respondents indicated that they used video recording of their instructional practices for professional learning and/or instructional training one to five times per year.

  3% of respondents indicated that they used video recording of their instructional practices for professional learning and/or instructional training weekly or monthly.

Sample Policy Proposal

Supplemental Professional Development Block Grant Program

The purpose of this professional development block grant program is to provide supplemental funds to school districts implementing statewide mandated education reforms.
Funds may be used to (1) conduct professional development activities, or (2) support an instructional coaches program.

A. School districts electing to secure supplemental funds to conduct ***professional development activities*** or **support instructional coaches** must submit a proposal (no longer than 6 pages) that includes the following:

1. Description of how the proposed professional development program or instructional coaches' support adheres to and /or facilitates the following evidence-based effective PD strategies:
    a. Long-term, sustained learning
    b. Common and/or collective experiences
    c. Focus on specific subject content areas
    d. Engages Participants in active learning
    e. Connects to local goals and objectives
    f. Connects content to instructional strategies
2. Timeline for completing professional development program.
3. Target outcomes and benchmarks aligned with goals of the statewide mandated education reform.
4. Evaluation plan, including the collection of pre and post program evidence of impacts.
5. Description of how the professional development activities and/or instructional coaches program will be sustained beyond MDOE grant funding.
6. Budget

B. School district must submit third quarter reports.

C. Continued funding will depend upon MDOE approval of third quarter reports.

D. Funding may be received for 1-3 years, with the opportunity to secure more than one grant.

Model Options for Supplemental Professional Development Block Grant Program

This chart provides model options for grant funding provided directly to SAUs for state mandated education initiatives (i.e. outside of the EPS Formula and the General Purpose Aid distribution method)

	All schools	All Schools that Meet Eligibility Criteria	Competitive Districts
School Eligibility for Funds	• All school districts that operate schools.	• Any school districts that operate schools and that meet basic criteria would receive funds.	• Only school districts that operate schools and submit the best proposals for PD programs would receive funds.
Amount of Funds Provided to Each School	Options: • Per capita amount (by teacher or student). • Per capita amount with a base amount to ensure that small schools have sufficient funds for a program. • Other?	Options: • Per capita amount. • Per capita amount with a base minimum to ensure that small schools have sufficient funds for a program. • Total cost of a specific list of project elements (i.e., not all PD that a school might want to provide would be funded). • A portion of the cost of proposed project, with local contribution. • Other?	Options: • Per capita amount. • The total cost of the proposed project. • The cost of project minus local contribution. • Other?
Duration of Funding	Options: • Ongoing, added to funding formula as categorical state fund. • A specific time period. • Other?	Options: • A specific time period. • Specific time period with renewal possibilities. • As long as school maintains eligibility. • Other?	Options: • 1-3 years • X years, renewable based on progress. • Other?
Evaluation	Options: • No evaluation. • Annual reporting of use of funds. • Other?	Options: • No evaluation. • Evaluation as part of district required program approval. • Annual reporting of use of funds.	Options: • No evaluation. • Evaluation as part of district required program approval. • Annual reporting of use of funds.

	All schools	All Schools that Meet Eligibility Criteria	Competitive Districts
		• Other?	• Other?
Other Factors, Considerations	• Could be varying amounts of funds depending on financial need. • May or may not need to define PD and eligible costs, depending on options chosen.	• What would be the school eligibility criteria? • What would be the project or cost eligibility criteria? Need to define PD.	• What would be the basis for ranking/scoring – financial need, academically struggling schools, highest-quality PD, most cost-effective, etc? • What projects and costs would be eligible? Need to define PD.
Pros and Cons	Pros: • Easiest to administer. • Gives greatest flexibility to local units. Cons: • Not necessarily targeted to highest-need schools. • No requirement for quality programming.	Pros: • All schools with PD programs that meet criteria would benefit. • May be easier to implement than a competitive program. Cons: • Higher total cost than competitive. • Funds are not necessarily targeted to highest-need schools.	Pros: • Can be targeted to high-need schools by factoring that into competitive scoring. • Targets the funds to high-quality programs. • Total cost can be controlled by determining how many applications to approve. Cons: • Only a portion of schools receive funding. • Not all schools have the capacity to write competitive grant applications. • May be the most time-intensive process for schools and DOE to implement.

Additional questions relevant to the details of all of the above options.

- Funding – new money or redistribution of EPS funds?
- Will it be start-up funding then phase into the EPS formula?
- What will the application/reporting requirements be for these funds?
- Does the Department need additional staff--content area specialist, staff to review applications/reports, etc. As well as, IT issues for automating any application or reporting requirements.

Funding for Increasing Embedded Teacher Learning & Collaboration Time

Increasing the amount of time that teachers have without student responsibilities during their contractual schedule can create more opportunities for teacher collaboration, common professional learning activities, and individual professional development. There are three broad categories of strategies currently in use in Maine districts to facilitate these professional activities:

- **Early release / late start days**: On a weekly or bi-weekly basis, all teachers are released from the classroom to engage in professional development. This design works across all types of school sizes and grade levels. Financial cost varies depending on whether all, some, or no students remain in the building during the PD time. If all students arrive late or leave early, direct costs are low but total instructional time is reduced. In some cases, students remain in the building and are supervised by non-profit partners and/or volunteers at an additional cost. Several districts use a version of this model.
- **Increase contractual days or hours**: Adding more paid time in teachers' contracts (without students) can also provide more opportunities for teachers to engage in PD. If collective PD activities are desired, days must be commonly scheduled for all teachers. This method also accommodates a variety of grade spans and school sizes, and costs can be estimated based on daily salary rates. This model interacts with teacher contract negotiations, and may be most feasible in the context of a statewide teacher contract. Currently a few Maine districts have longer contractual school years for teachers.
- **Increasing staff to cover common time during the day:** To allow teachers with opportunities to work with colleagues during the school day, schools may hire additional staff to provide educational opportunities to students during meeting times. Schools employ a variety of strategies; elementary and secondary configurations have different constraints, as do smaller versus larger schools. Costs vary depending on the number and type of added staff (i.e. literacy specialists, allied arts, or other certified teachers are more expensive than educational technicians). It is unclear if any Maine schools have intentionally hired additional staff for this purpose, though there are ample reports of schools that have been able to configure student schedules so that teachers have common planning time with their grade level, content area, and/or team teachers.

These strategies may involve structural changes to school staffing plans or schedules, making additional costs above and beyond current funding levels difficult to quantify in some cases. Regardless of the particular strategies employed to provide teachers with embedded professional time, consideration must be given to the various options for funding. The chart on the following page provides options for funding any of the various strategies for providing teachers with adequate contractual time to pursue professional development.

Options for Increasing Funding to Provide Teachers with Time for Job-Embedded Professional Learning

	All schools	All schools that meet eligibility criteria	Competitive districts
School Eligibility for Funds	• All school districts that operate schools.	• Any school districts that operate schools and that meet basic criteria would receive funds. • Basis could be meeting an established threshold of need and/or minimum characteristics of the proposed activity	• Only school districts that operate schools and submit the best proposals for PD programs would receive funds. • Basis could be demonstrated level of need and/or quality of the proposed activity
Amount of Funds Provided to Each School	Options: • Per capita amount (by teacher or student), as in current EPS formula. • Per capita amount with a base amount to ensure that small schools have sufficient funds for a program. • Other?	Options: • Per capita amount. • Per capita amount with a base minimum to ensure that small schools have sufficient funds for a program. • A portion of the cost of proposed change. • Other?	Options: • Per capita amount. • The total cost of the proposed project. • A portion of the cost of proposed project (e.g. minus local contribution). • Other?
Duration of Funding	Options: • Ongoing, embedded in existing categories or added to funding formula as categorical state fund. • A specific time period. • Other?	Options: • A specific time period. • Specific time period with renewal possibilities. • As long as school maintains eligibility. • Other?	Options: • A specific time period (e.g. 1-3 years) • X years, renewable based on progress and/or evaluation. • Other?
Evaluation	Options: • No evaluation. • Annual reporting of use of funds. • Other?	Options: • No evaluation. • Evaluation as part of district required program approval. • Annual reporting of use of funds. • Other?	Options: • No evaluation. • Evaluation as part of district required program approval. • Annual reporting of use of funds. • Other?

Other Factors, Considerations, & Challenges	• Costs may vary widely across schools as different grade levels, sizes, and local contexts demand distinct strategies. • The determination of additional/eligible costs may be subjective, as some districts have already implemented strategies within existing resources. • Teacher contracts may limit available options in some districts. • Could be varying amounts of funds depending on financial need.	• Costs may vary widely across schools as different grade levels, sizes, and local contexts demand distinct strategies. • The determination of additional/ eligible costs may be subjective. • Teacher contracts may limit available options in some districts. • What would be the eligibility criteria? • Evaluation criteria should reflect goals.	• Costs may vary widely across schools as different grade levels, sizes, and local contexts demand distinct strategies. • The determination of additional/eligible costs may be subjective. • Teacher contracts may limit available options in some districts. • What would be the basis for ranking/scoring – financial need, academically struggling schools, program quality, cost-effective, etc? • Evaluation criteria should reflect goals
Pros and Cons	Pros: • Easiest to administer. • Gives greatest flexibility to local units. Cons: • Not targeted to highest-need schools. • No requirement for quality programming.	Pros: • All schools with programs that meet criteria would benefit. • May be easier to implement than a competitive program? Cons: • Higher total cost than competitive.	Pros: • Can be targeted to high-need schools. • Targets the funds to high-quality programs. • Total cost can be controlled by determining how many applications to approve. Cons: • Only a portion of schools receive funding. • Not all schools have the capacity to write competitive grant applications. • May be the most time-intensive process for DOE to implement.

Additional questions relevant to the details of all of the above options.

- Funding – new money or redistribution of EPS funds?
- Will it be start-up funding then phase into the EPS formula?
- What will the application/reporting requirements be for these funds?
- Does the Department need additional staff to implement and administer?
- A statewide teacher contract may reduce some barriers to implementing new strategies.
- How to ensure equitable professional time for teachers in different school contexts (elementary vs secondary, small rural vs. large, etc.)?

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ADDENDUM A: Maine Statewide Professional Development Expenditures by EPS Object FY2013

Object Code	Object Description	Total Expenditure Statewide FY13
1010	Salaries - Professionals	$150,909.51
1020	Salaries - Aides or Assistants	$52,988.38
1040	Salaries - Administrators	$88,389.15
1050	Salaries - Assistant Administrators	$400,944.50
1180	Salaries - Regular Employees	$21,220.03
1200	Salaries - Temporary Employees	$27,372.80
1230	Salaries - Substitutes	$259,814.70
1233	Salaries	$2,902.04
1234	Salaries	$337.50
1310	Salaries - Overtime for Professionals	$20,016.64
1320	Salaries - Overtime for Ed Techs	$1,676.33
1500	Salaries - Stipends	$520,404.29
1510	Stipends - Department Head	$55,145.68
1560	Stipends - Teacher Leader	$4,500.00
1570	Stipends - Teacher Mentor	$99,205.57

ADDENDUM A: Maine Statewide Professional Development Expenditures by EPS Object FY2013 (cont.)

Object Code	Object Description	Total Expenditure Statewide FY13
2000	Employee Benefits	$8,114.19
2010	Employee Benefits for Professionals	$176.18
2030	Employee Benefits for Substitutes and Tutors (Temporary Employees)	$8,821.29
2040	Employee Benefits for Administrators	$5,445.31
2080	Employee Benefits for Regular Employees	$2,737.35
2110	Group Health Insurance for Professionals	$11,162.70
2111	Group Insurance for Professionals - Other	$607.72
2120	Group Health Insurance for Instructional Aides or Assistants	$26,369.64
2140	Group Health Insurance for Administrators	$9,688.22
2150	Group Health Insurance for Assistant Administrators	$69,845.21
2200	Social Security/Medicare	$3,924.32
2201	Social Security/Medicare Contributions - Stipends	$117.60
2205	Social Security/Medicare Contributions - Stipends	$10.87
2210	Social Security/Medicare Payments for Professionals	$1,102.27
2211	Social Security/Medicare Payments for Professionals	$7.12
2220	Social Security/Medicare Contributions for Instructional Aide/Assistant	$662.11
2221	Social Security/Medicare	$12.57
2230	Social Security/Medicare Contributions for Substitutes and Tutors	$2,658.33
2231	Social Security/Medicare	$18.49
2240	Social Security/Medicare Contributions for Administrators	$773.65
2250	Social Security/Medicare Contributions for Assistant Administrators	$4,502.74

ADDENDUM A: Maine Statewide Professional Development Expenditures by EPS Object FY2013 (cont.)

Object Code	Object Description	Total Expenditure Statewide FY13
2280	Social Security/Medicare Contributions for Regular Employees	$157.78
2300	Retirement Contributions	$702.86
2310	Retirement Contributions for Professionals	$32.38
2330	Retirement Contributions for Substitutes and Tutors	$12.46
2380	Retirement Contributions for Regular Employees	$357.27
2510	Tuition Reimbursement for Professionals	$4,938,733.96
2520	Tuition Reimbursement for Instructional Aides or Assistants	$204,023.16
2540	Tuition Reimbursement for Administrators	$25,260.96
2600	Unemployment Compensation	$58.95
2610	Unemployment Compensation Paid for Professionals	$97.76
2630	Unemployment Compensation Paid for Substitutes and Tutors	$258.08
2640	Unemployment Compensation for Administrators	$16.07
2680	Unemployment Compensation Paid for Regular Employees	$3.93
2700	Workers' Compensation	$800.31
2710	Worker's Compensation Paid for Professionals	$524.01
2720	Worker's Compensation Paid for Instructional Aides or Assistants	$215.67
2730	Worker's Compensation Paid for Substitutes and Tutors	$773.60
2740	Worker's Compensation Paid for Administrators	$228.40
2780	Worker's Compensation Paid for Regular Employees	$97.08
3000	Purchased Prof & Technical Services	$41,483.17
3300	Professional Employee Training & Development	$708,721.63

ADDENDUM A: Maine Statewide Professional Development Expenditures by EPS Object FY2013 (cont.)

Object Code	Object Description	Total Expenditure Statewide FY13
3306	Purchased Professional & Technical Services	$3,482.55
3310	Employee Training on Student Assessment	$2,855.40
5000	Other Purchased Services	$258.83
5310	Other Purchased Services - Postage	$167.04
5320	Other Purchased Services - Telephone	$52.50
5800	Other Purchased Services - Travel	$15,770.18
5810	Travel - Professional Development	$59,846.62
5900	Other Purchased Services	$2,825.00
6000	General Supplies	$23,439.94
6100	Instructional Supplies	$22,286.30
6400	Books and Periodicals	$22,729.18
6420	Books and Periodicals - Softcover	$250.80
6500	Technology-Related Supplies	$7,495.00
6600	Audiovisual Supplies	$1,800.24
7341	Technology Hardware	$4,000.00
7350	Equipment - Technology Software	$2,062.50
8000	Debt Service & Miscellaneous	$100.00
8100	Dues & Fees - Membership	$45,380.35

ADDENDUM B: National Literature Review - Effective Characteristics of Teacher Professional Development

REFERENCE: Empirical Studies of PD adhering to *What Works Clearinghouse* Standards	*Overview of Research...* AR Bureau of Legislative Research (2012)	*Teacher Professional Learning...* Jaquith et al. (2010)	*PD in US...* Wei et al. (2010)	*Effects of Teacher...* Blank & de las Alas (2009)	*Improving Impact...* Desimone (2009)	*Professional Learning...* Wei et al. (2009)	*Reviewing the Evidence...* Yoon et al. (2007)
Minimum # of Hours				91	40	50	49
KEY FINDING: *Activity Form* School-based & Job-Embedded	X		X	X	X		
KEY FINDING: *Duration* Continuous, Long-Term	X	X	X	X	X	X	X
KEY FINDING: *Collective Participation* Groups of Teachers then Entire Faculty	X		X	X	X		X
KEY FINDING: *Content Focus* Subject Area Learning	X	X	X	X	X	X	X
KEY FINDING: *Active Learning* New Techniques in Instructional Practice	X		X	X	X		X
KEY FINDING: *Coherence* Comprehensive Local Process for Improving Student Learning		X			X		

REFERENCE: Experimental or Quasi-experimental Studies of Professional Development	*A Multistate District...* Carlson et al. (2011)	*Effect of Staff Development* Tienken (2003)	*Thinking Mathematics...* Burkhouse et al. (2003)	*Beginning Literacy...* McCutchen et al. (2002)	*Enhancing Students...* Saxe & Gearhardt (2001)	*Putting Books in Class...* McGill-Franzen et al. (1999)
Minimum # of Hours						30
KEY FINDING: *Activity Form* School-based & Job-Embedded	**X**	**X**	**X**	**X**		
KEY FINDING: *Duration* Continuous, Long-Term	**X**		**X**	**X**	**X**	**X**
KEY FINDING: *Collective Participation* Groups of Teachers then Entire Faculty	**X**					
KEY FINDING: *Content Focus* Subject Area Learning		**X**	**X**	**X**	**X**	**X**
KEY FINDING: *Active Learning* New Techniques in Instructional Practice		**X**	**X**	**X**	**X**	**X**
KEY FINDING: *Coherence* Comprehensive Local Process for Improving Student Learning						

REFERENCE: Experimental or Quasi-experimental Studies of Professional Development	*Direct Instruction...* Sloan (1993)	*Effects of One Year...* Cole (1992)	*Effects of the Learning...* Marek & Methven (1991)	*An Analysis of Effects...* Bahr, Kinzer & Rieth (1991)	*Using Knowledge...* Carpenter et al. (1989)	*Relationship Between...* Duffy et al. (1986)
Minimum # of Hours		40	20			10
KEY FINDING: *Activity Form* School-based & Job-Embedded						
KEY FINDING: *Duration* Continuous, Long-Term	**X**	**X**				**X**
KEY FINDING: *Collective Participation* Groups of Teachers then Entire Faculty						
KEY FINDING: *Content Focus* Subject Area Learning		**X**	**X**		**X**	**X**
KEY FINDING: *Active Learning* New Techniques in Instructional Practice	**X**	**X**	**X**	**X**	**X**	**X**
KEY FINDING: *Coherence* Comprehensive Local Process for Improving Student Learning						

REFERENCE: Literature on Professional Development in Contexts including	*High Quality Teaching...* Howley & Howley (2005)	*Investigating Science...* Annetta & Shymansky (2005)	*Providing PD & Team...* Haar (2003)	*Using Research...* Scribner (2003)	*Quality Teacher in Rural...* Holloway (2002)
Minimum # of Hours					
KEY FINDING: *Activity Form* School-based & Job-Embedded	X				X
KEY FINDING: *Duration* Continuous, Long-Term	X		X		X
KEY FINDING: *Collective Participation* Groups of Teachers then Entire Faculty	X	X	X	X	
KEY FINDING: *Content Focus* Subject Area Learning	X	X	X	X	
KEY FINDING: *Active Learning* New Techniques in Instructional Practice		X			
KEY FINDING: *Coherence* Comprehensive Local Process for Improving Student Learning	X		X	X	X

H.P. 1335 - L.D. 1850
Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5.4. Regional cost adjustment for teacher salaries. As part of the research and analysis of the cost components related to the regional cost adjustment for teacher salaries, the commission shall:

A. Collect and update school administrative unit data included in the regional adjustment for teacher salaries pursuant to the Maine Revised Statutes, Title 20-A, section 15682;

B. Recalculate the regional adjustments using the most recent teacher salary data available and conduct analyses using the 35 labor market areas currently included in the essential programs and services funding formula and using the 31 labor market areas developed by the Department of Labor; and

C. Conduct research and analysis of the strategies used in other states to address teacher salary gaps in school districts.

Commission Action:

Using updated staff data compiled by the Maine Department of Education, the Maine Education Research Policy Institute (MEPRI) conducted an analysis of the regional labor market adjustments (LMAs). This data was used to recalculate the 35 and 31 labor market regional teacher salary indices. Additional analyses were conducted using different descriptive parameters, and models were developed for incorporating the updated data in the EPS funding formula. Research and analysis of strategies used in other states to address teacher salary gaps was also completed. All this information was reviewed by the commission, and based on this review the commission made the following recommendations:

1. **The updated LMA information and accompanying analysis be forwarded to the Joint Standing Committee on Education and Cultural Affairs.**

2. **The Joint Standing Committee on Education and Cultural Affairs examine the potential implications of the updated labor market adjustments on individual regions within Maine.**

3. **The 35 labor market regions continue to be used as the basis for adjustments.**

Regional Cost Adjustment For Teacher Salaries

Table of Contents

Description of the Calculation of EPS Salary and Labor Market Adjustments

The EPS formula adjusts personnel costs for differences in education and experience levels and for differences in personnel cost across the state. First the costs are adjusted for education and experience. Costs for individual SAUs will vary depending upon the profile of their staff. If the staff are more experienced (e.g., more years of teaching) and/or have more education (e.g., earned more education degrees) than staff in another SAU, then the personnel costs for the first district will be higher. The EPS takes these differences into consideration in determining personnel cost in each district. This is done in the following fashion.

1. Statewide average salaries are calculated for different Years of Experience categories and for different Education Level Categories.

2. The different average salaries are converted into indices, with beginning BA teachers' average salary being set at 1.00.

The current salary matrices appear in the tables beginning on the next page.

3. Next a salary matrix profile is created for each SAU, based on the previous year' SAU personnel profile. For example if the SAU has 50 teachers, and 5 teachers had master's degrees with 6-10 years experience, then 10 % of total number of teachers would have an index of 1.38.
4. The next step is to convert this SAU specific profile into the EPS teacher matrix. Based on the student enrollment and EPS student-teacher ratios, the total number of teachers would be calculated for the SAU, and a new salary matrix is created for the SAU. For example, the EPS calculations may determine that the SAU should have 45 teachers. If this were the case, 4.5 teachers would have an index of 1.38, and a matrix salary of $45,011.
5. The cost of these 4.5 EPS teachers would be calculated as 4.5 teachers X their matrix average teacher salary (e.g., 4.5 x $45,011 = $202, 549.50).
6. Steps 3-6 are calculated for each personnel position in the EPS formula, and a total EPS staff cost allocation is calculated for each SAU.

Second, personnel costs are adjusted for difference in costs in different regions of the state. The Maine Department of Labor divides the state into 35 labor market areas based on commuting distance for shopping and work.

SALARY MATRIXES

SALARY MATRIX for Teachers, Guidance/Social Workers, and Librarians

Years of Experience	Education Category: BA only	BA+15 BA+30	MA or MA+15	MA+30 or CAS	Doctorate
<1	1.00	1.04	1.16	1.24	1.25
1-5	1.07	1.11	1.23	1.31	1.32
6-10	1.22	1.27	1.38	1.47	1.47
11-15	1.39	1.44	1.55	1.63	1.64
16-20	1.56	1.60	1.72	1.80	1.81
21-25	1.68	1.73	1.84	1.93	1.93
26-30	1.74	1.79	1.90	1.98	1.99
31+	1.76	1.80	1.92	2.00	2.01

CLASSROOM TEACHER
LITERACY SPECIALIST
LONG TERM SUBSTITUTE
SCHOOL SOCIAL WORKER
DIRECTOR OF GUIDANCE
GUIDANCE COUNSELOR
LIBRARIAN/MEDIA SPECIALIST

Years of Experience	Education Category: BA only	BA+15 BA+30	MA or MA+15	MA+30 or CAS	Doctorate
<1	32,617	33,922	37,836	40,445	40,771
1-5	34,900	36,205	40,119	42,728	43,054
6-10	39,793	41,424	45,011	47,947	47,947
11-15	45,338	46,968	50,556	53,166	53,492
16-20	50,883	52,187	56,101	58,711	59,037
21-25	54,797	56,427	60,015	62,951	62,951
26-30	56,754	58,384	61,972	64,582	64,908
31+	57,406	58,711	62,625	65,234	65,560

SALARY MATRIX for Education Technicians and Library Technicians/Media Assistants

Years of Experience	Tech I	Tech II	Tech III	Media Tech I	Media Tech II	Media Tech III
<1	0.84	1.00	1.13	0.90	1.02	1.16
1-5	0.88	1.04	1.18	0.94	1.06	1.21
6-10	0.95	1.12	1.25	1.02	1.14	1.28
11-15	1.04	1.21	1.34	1.11	1.22	1.37
16+	1.06	1.22	1.35	1.12	1.24	1.38

ED TECH I
ED TECH II
ED TECH III
ED TECH I - LIBRARY/MEDIA
ED TECH II - LIBRARY/MEDIA
ED TECH III - LIBRARY/MEDIA

Base Salary for Matrix *Education Technician II with zero experience*

Years of Experience	Tech I	Tech II	Tech III	Media Tech I	Media Tech II	Media Tech III
<1	13,505	16,077	18,167	14,469	16,399	18,649
1-5	14,148	16,720	18,971	15,112	17,042	19,453
6-10	15,273	18,006	20,096	16,399	18,328	20,579
11-15	16,720	19,453	21,543	17,845	19,614	22,025
16+	17,042	19,614	21,704	18,006	19,935	22,186

SALARY MATRIX for School Administrators

State-wide Average Salary	79,879

PRINCIPAL
ASSISTANT PRINCIPAL

Actual FTEs:

		School Enrollment								Total
1. A. Principals	School Enroll Ratio:	1 to 124 .88	125 to 174 .92	175 to 249 .96	250 to 349 1.01	350 to 499 1.05	500 to 699 1.11	700 to 999 1.18	1000+ 1.24	
	FTE	0.00	0.00	0.00	3.00	0.00	0.00	1.00	0.00	4.00
		70,294	73,489	76,684	80,678	83,873	88,666	94,257	99,050	
	Salary	0	0	0	242,033	0	0	94,257	0	336,291
	School Enroll	1 to 124	125 to 174	175 to 249	250 to 349	350 to 499	500 to 699	700 to 999	1000+	Total
1. B. Asst. Principals	Ratio:	.70	.73	.78	.83	.87	.93	.99	1.06	
	FTE	0.00	0.00	0.00	0.00	0.00	0.00	1.00	0.00	1.00
		55,915	58,312	62,306	66,300	69,495	74,287	79,080	84,672	
	Salary	0	0	0	0	0	0	79,080	0	79,080

SALARY MATRIX for Clerical staff

Years of Experience	Secretaries Salary Factor	Secretaries Salary
<1	1.00	25,577
1-5	1.08	27,623
6-10	1.18	30,181
11-15	1.27	32,483
16+	1.30	33,250

ADMINISTRATIVE ASSISTANT/SECRETARY
School Administrative Asst./Secretaries only

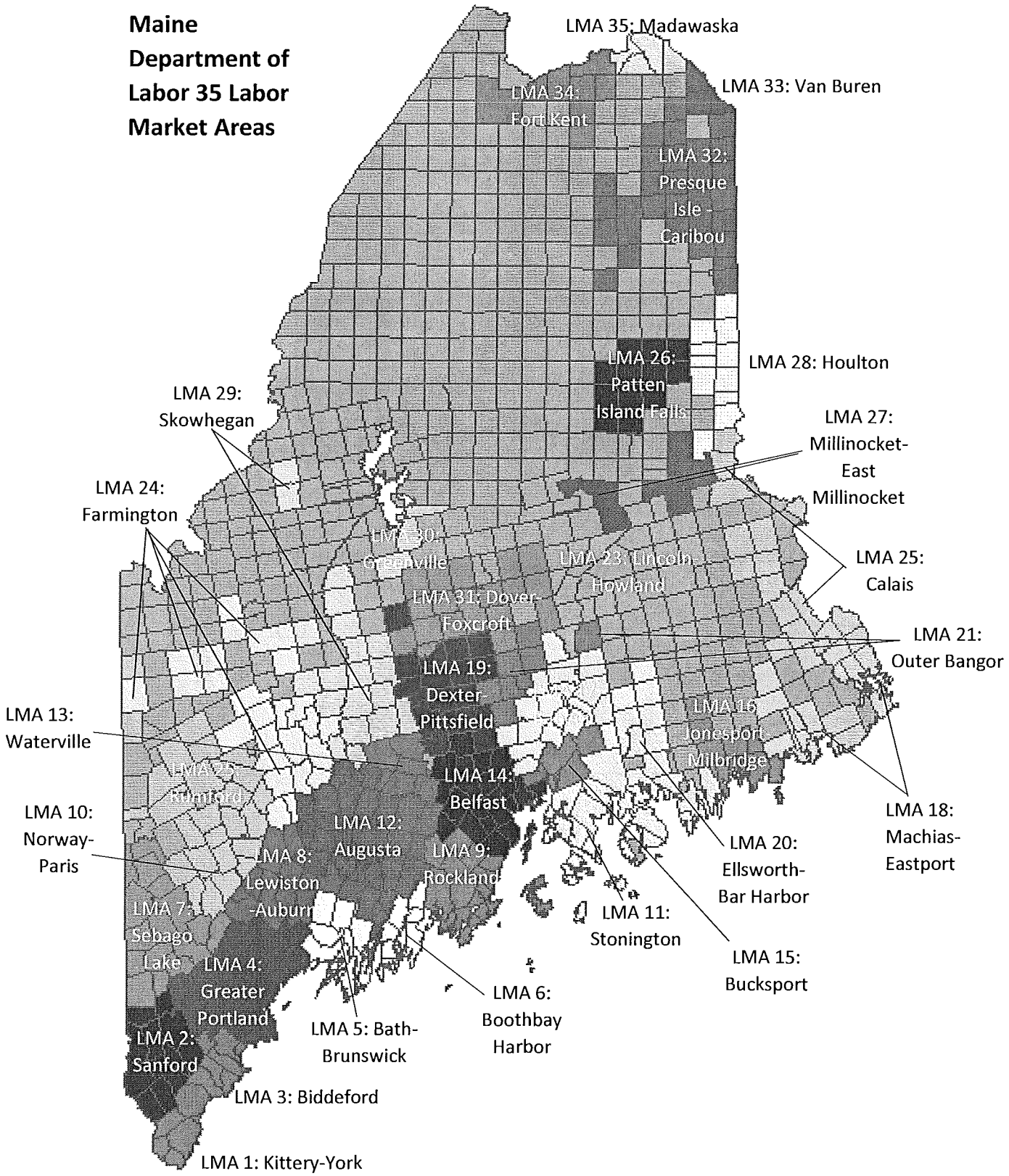
	Years of Experience					
Secretaries	<1	1-5	6-10	11-15	16+	Total
FTE	0.00	0.00	1.00	0.00	0.00	1.00
Salary	0	0	30,181	0	0	30,181

SALARY MATRIX for Health staff

Years of Experience	Health Salary Factor	Health Salary
<1	0.85	41,911
1-5	0.93	45,856
6-10	0.94	46,349
11-15	1.06	52,265
16+	1.11	54,731

NURSE

	Years of Experience					
Health	<1	1-5	6-10	11-15	16+	Total
FTE	1.00	1.00	1.00	1.00	1.00	5.00
Salary	41,911	45,856	46,349	52,265	54,731	241,111


Maine Department of Labor 35 Labor Market Areas
LMA 35: Madawaska
LMA 33: Van Buren
LMA 34: Fort Kent
LMA 32: Presque Isle - Caribou
LMA 26: Patten Island Falls
LMA 28: Houlton
LMA 29: Skowhegan
LMA 27: Millinocket-East Millinocket
LMA 24: Farmington
LMA 30: Greenville
LMA 23: Lincoln Howland
LMA 25: Calais
LMA 31: Dover Foxcroft
LMA 21: Outer Bangor
LMA 19: Dexter Pittsfield
LMA 16 Jonesport Milbridge
LMA 13: Waterville
LMA 14: Belfast
LMA 10: Norway-Paris
LMA 12: Augusta
LMA 18: Machias-Eastport
LMA 8: Lewiston -Auburn
LMA 9: Rockland
LMA 20: Ellsworth-Bar Harbor
LMA 11: Stonington
LMA 7: Sebago Lake
LMA 4: Greater Portland
LMA 15: Bucksport
LMA 6: Boothbay Harbor
LMA 5: Bath-Brunswick
LMA 2: Sanford
LMA 3: Biddeford
LMA 1: Kittery-York

How the Regional Adjustment is Calculated

The calculation of the EPS regional adjustment by LMA involves several steps.

1. Each SAU is assigned to an LMA based on the location of the town or towns that constitute the SAU. When the towns of an SAU are in two different LMAs, the SAU is placed in the LMA where most of its students reside. When an LMA is very small in terms of its number of students and SAUs, it is combined with other LMAs for purposes of computing its regional adjustment.

2. An average full-time teacher salary is calculated for each LMA. An adjustment is then made to the LMA average salaries to account for differences in the education and experience level of teachers in different LMAs. Regression analysis, a widely utilized statistical method, is used to determine what the most likely average salary would be if teachers in the LMA had the same education and experience as teachers throughout the state.

3. The resulting education-and-experience adjusted average salary for each LMA is divided by the state average teacher salary and rounded to two decimal places, yielding the LMA regional adjustment shown in the table. A 1.00 means no salary adjustment for the LMA and represents teacher salaries at the state average. A 0.95 means teacher salaries in that LMA average 5% below the state as a whole for teachers of equal education and experience.

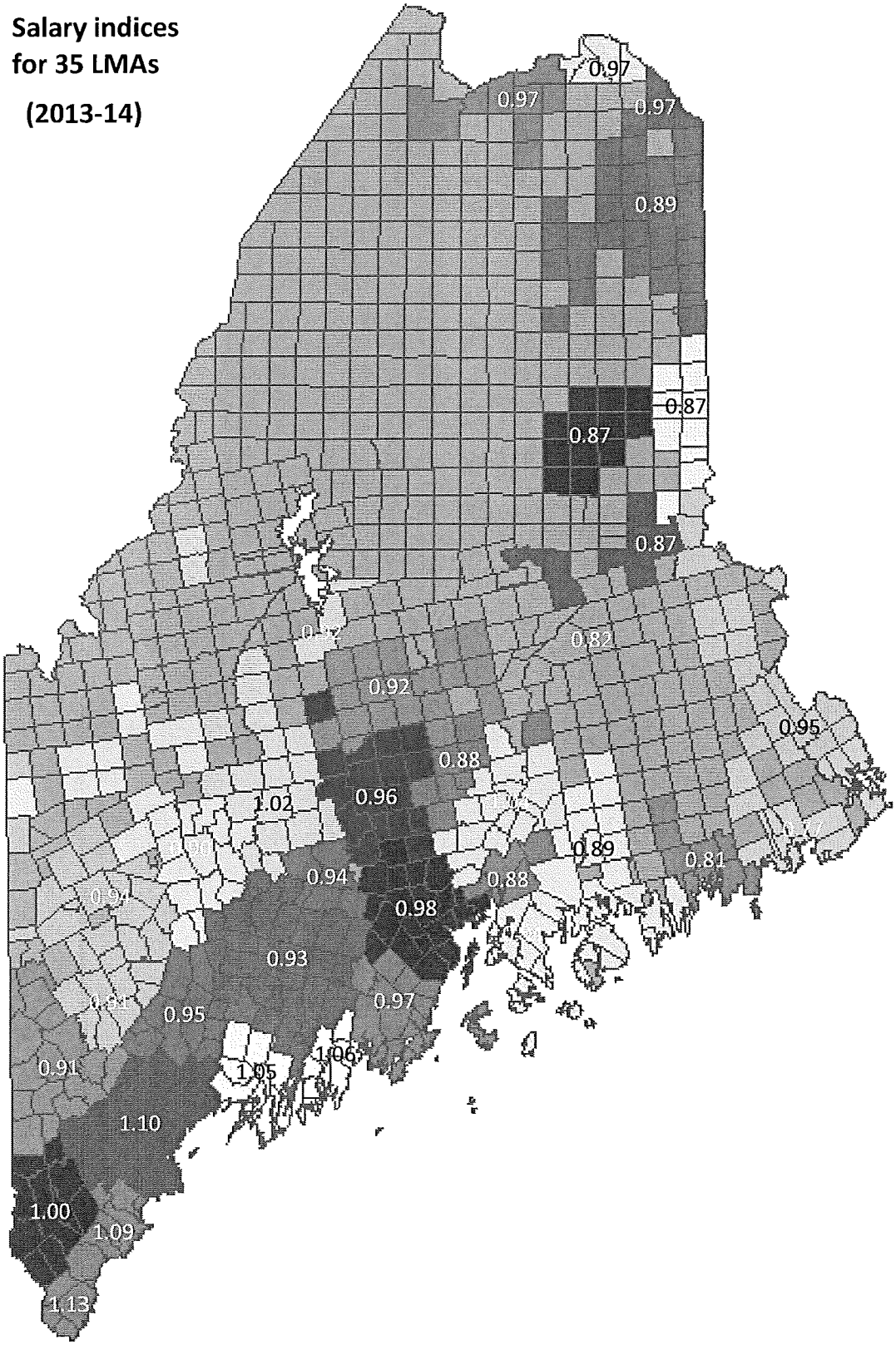
When determining the cost allocation for salaries of school personnel in each SAU, the total staff cost allocation from the matrix calculation (Step 6 on a previous page) is multiplied by the LMA regional adjustment.

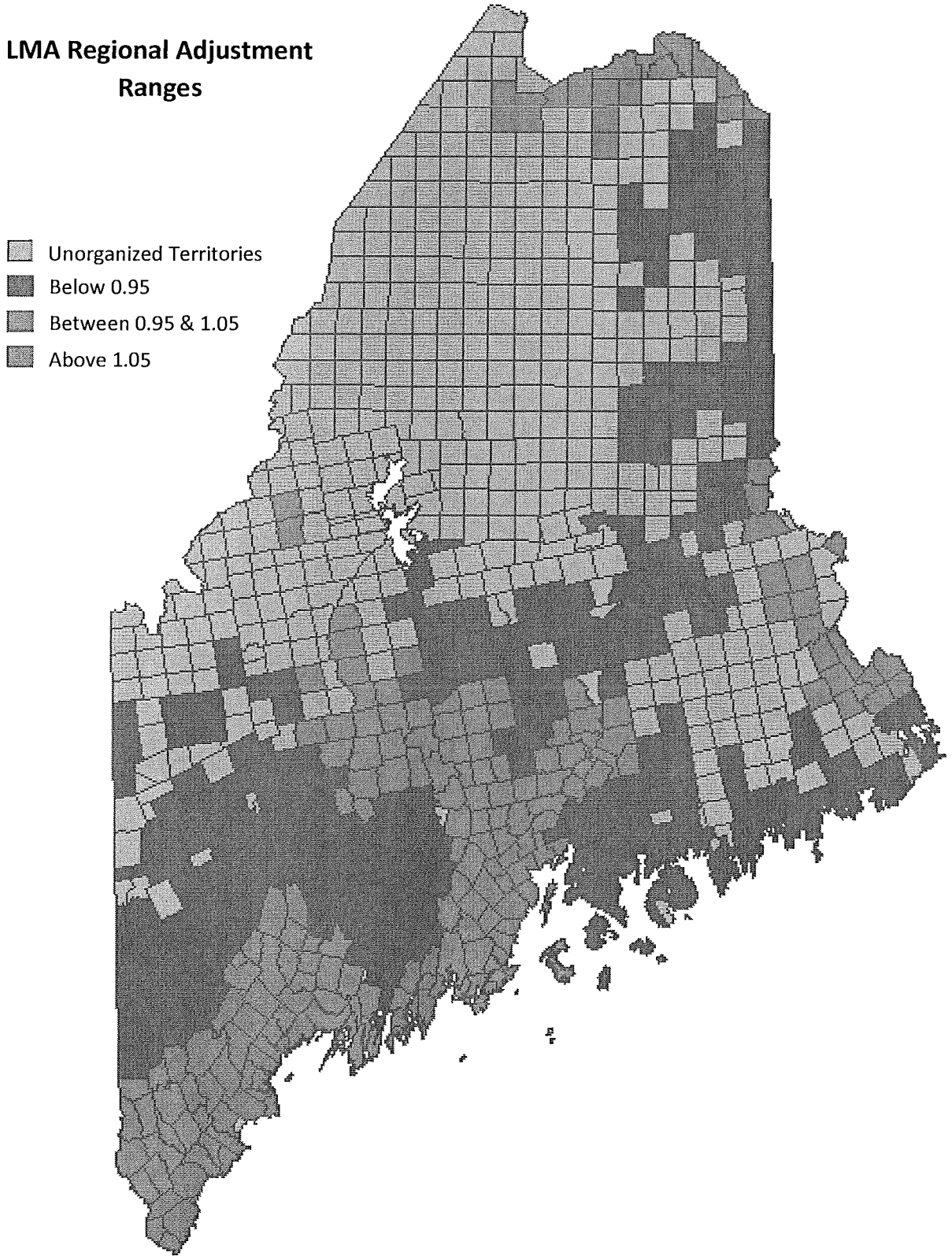
Table 1. Updated Regional Adjustment Change
By 35 Labor Market Areas 2004-05 to 2013-14

Labor Market Area (LMA)	Regional Adjustment 2004-05 Data	Regional Adjustment 2006-07 Data	Regional Adjustment 2008-09 Data	Regional Adjustment 2013-14 Data	Change 2004-05 to 2013-14
1. Kittery - York LMA	1.06	1.07	1.06	1.13	+.07
2. Sanford LMA	1.03	1.04	1.02	1.00	-.03
3. Biddeford LMA	1.09	1.09	1.09	1.09	+.00
4. Greater Portland LMA	1.08	1.08	1.09	1.10	+.02
5. Bath - Brunswick LMA	1.02	1.04	1.03	1.05	+.03
6. Boothbay Harbor LMA	1.03	1.02	1.05	1.06	+.03
7. Sebago Lake LMA*	0.94	0.94	0.93	0.91	-.03
8. Lewiston - Auburn LMA	0.98	0.97	0.96	0.95	-.03
9. Rockland LMA	1.00	1.01	1.00	0.97	-.03
10. Norway - Paris LMA*	0.94	0.94	0.93	0.91	-.03
11. Stonington LMA	0.95	0.98	0.94	0.94	-.01
12. Augusta LMA	0.95	0.96	0.94	0.93	-.02
13. Waterville LMA	0.97	0.97	0.96	0.94	-.03
14. Belfast LMA	1.01	1.01	0.99	0.98	-.03
15. Bucksport LMA	0.94	0.92	0.90	0.88	-.06
16. Jonesport - Milbridge LMA	0.84	0.84	0.83	0.81	-.03
17. Bangor LMA	1.02	0.99	1.02	1.04	+.02
18. Machias - Eastport LMA	0.84	0.81	0.83	0.77	-.07
19. Dexter - Pittsfield LMA	0.94	0.96	0.96	0.96	+.02
20. Ellsworth - Bar Harbor LMA	0.93	0.93	0.91	0.89	-.04
21. Outer Bangor LMA	0.89	0.89	0.89	0.88	-.01
22. Rumford LMA	0.93	0.92	0.92	0.94	+.01
23. Lincoln - Howland LMA	0.86	0.85	0.84	0.82	-.04
24. Farmington LMA	0.96	0.95	0.96	0.90	-.06
25. Calais LMA	0.96	0.97	0.98	0.95	-.01
26. Patten - Island Falls LMA*	0.88	0.90	0.87	0.87	-.01
27. Millinocket - East Millinocket LMA*	0.88	0.90	0.87	0.87	-.01
28. Houlton LMA*	0.88	0.90	0.87	0.87	-.01
29. Skowhegan LMA	1.03	1.02	1.05	1.02	-.01
30. Greenville LMA*	0.95	0.95	0.94	0.92	-.03
31. Dover - Foxcroft LMA*	0.95	0.95	0.94	0.92	-.03
32. Presque Isle - Caribou LMA	0.90	0.90	0.89	0.89	-.01
33. Van Buren LMA*	0.99	1.00	0.98	0.97	-.02
34. Fort Kent LMA*	0.99	1.00	0.98	0.97	-.02
35. Madawaska LMA*	0.99	1.00	0.98	0.97	-.02
Lowest	0.84	0.81	0.83	0.77	-.07
Highest	1.09	1.09	1.09	1.13	+.07
Maine	1.00	1.00	1.00	1.00	~

* Due to the small number of teachers in each of these LMA, data was combined into the following groups: 7/10; 26/27/28; 30/31; and 33/34/35.

Salary indices for 35 LMAs (2013-14)




LMA Regional Adjustment Ranges
Unorganized Territories
Below 0.95
Between 0.95 & 1.05
Above 1.05

US Department of Labor and Maine Department of Labor 31 Labor Market Areas

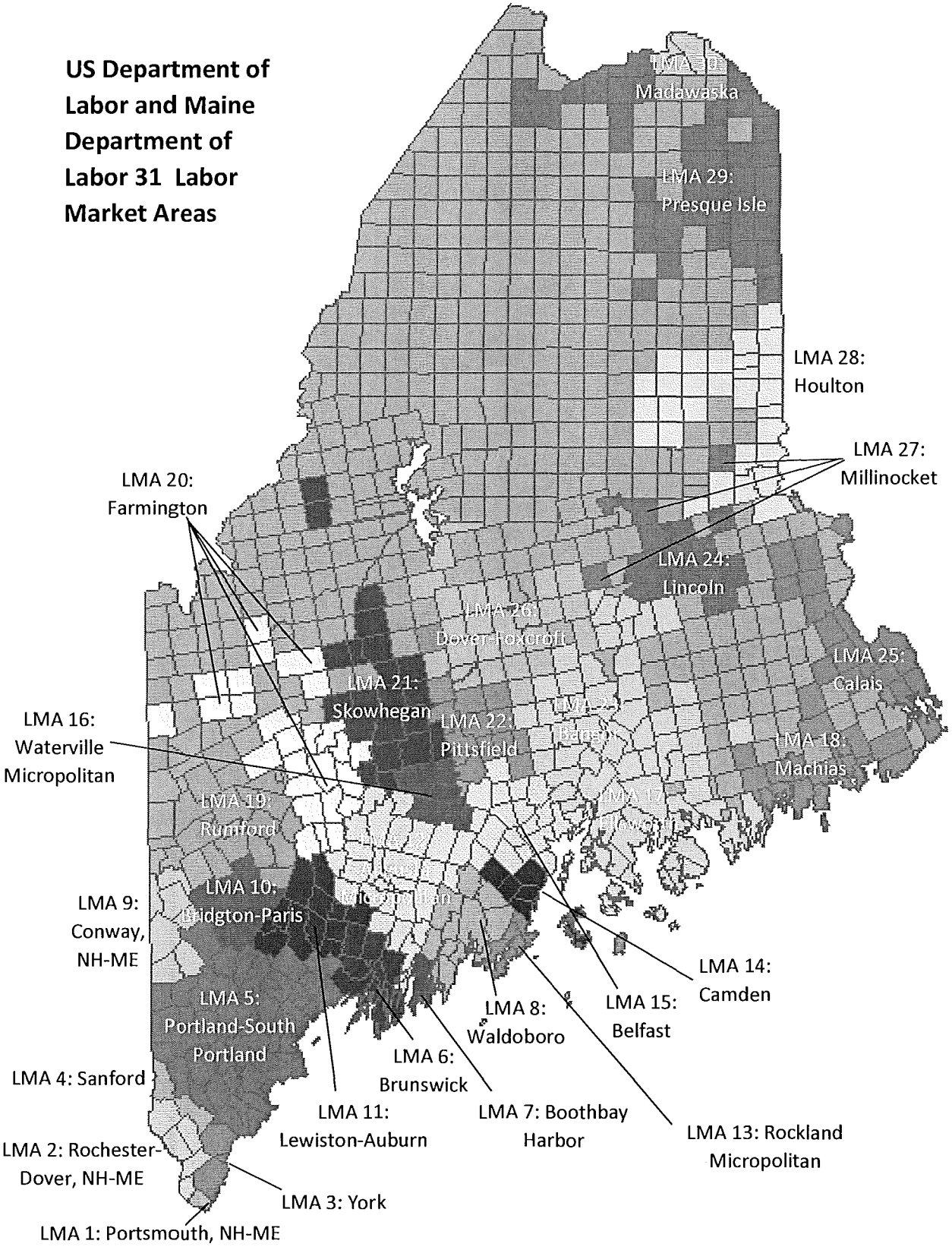


Table 2. 31* LMA Regional Adjustment
Calculated Change 2004-05 to 2013-14

	Labor Market Area (LMA)	Regional Adjustment (2004-05)	Regional Adjustment (2013-14)	Change 2004-05 to 2013-14
1	Portsmouth, NH-ME Metropolitan	1.04	1.03	-.02
2	Rochester-Dover, NH-ME Metropolitan	1.03	1.06	+.03
3	York, ME LMA	1.14	1.20	+.05
4	Sanford Micropolitan	1.02	1.00	-.02
5	Portland-South Portland Metropolitan	1.07	1.08	+.01
6	Brunswick Micropolitan	1.02	1.05	+.03
7	Boothbay Harbor, ME LMA	1.04	1.06	+.02
8	Waldoboro, ME LMA	0.98	0.94	-.04
9	Conway, NH-ME LMA	0.88	0.84	-.04
10	Bridgton-Paris, ME LMA	0.96	0.91	-.05
11	Lewiston-Auburn, ME Metropolitan	0.97	0.95	-.02
12	Augusta Micropolitan	0.97	0.92	-.05
13	Rockland Micropolitan	1.02	0.97	-.05
14	Camden, ME LMA	1.03	1.05	+.02
15	Belfast, ME LMA	0.98	0.98	-.01
16	Waterville Micropolitan	0.97	0.94	-.02
17	Ellsworth, ME LMA	0.93	0.90	-.03
18	Machias, ME LMA	0.83	0.79	-.05
19	Rumford, ME LMA	0.93	0.94	+.01
20	Farmington, ME LMA	0.96	0.90	-.06
21	Skowhegan, ME LMA	1.03	1.02	-.01
22	Pittsfield, ME LMA	0.97	0.97	+.00
23	Bangor, ME Metropolitan	0.99	1.02	+.02
24	Lincoln, ME LMA	0.87	0.80	-.07
25	Calais, ME LMA	0.95	0.92	-.02
26	Dover-Foxcroft, ME LMA	0.94	0.93	-.01
27	Millinocket, ME LMA	0.93	0.87	-.06
28	Houlton, ME LMA	0.85	0.87	+.02
29	Presque Isle, ME LMA	0.91	0.89	-.01
30	Madawaska, ME LMA	1.05	1.02	-.03
	Lowest	0.83	0.79	-.07
	Highest	1.14	1.20	+.05
	Maine	1.00	1.00	~

* Due to consolidated school districts and unorganized territories, a regional adjustment could not be computed for the St. George LMA.

Salary indices for 31 LMAs

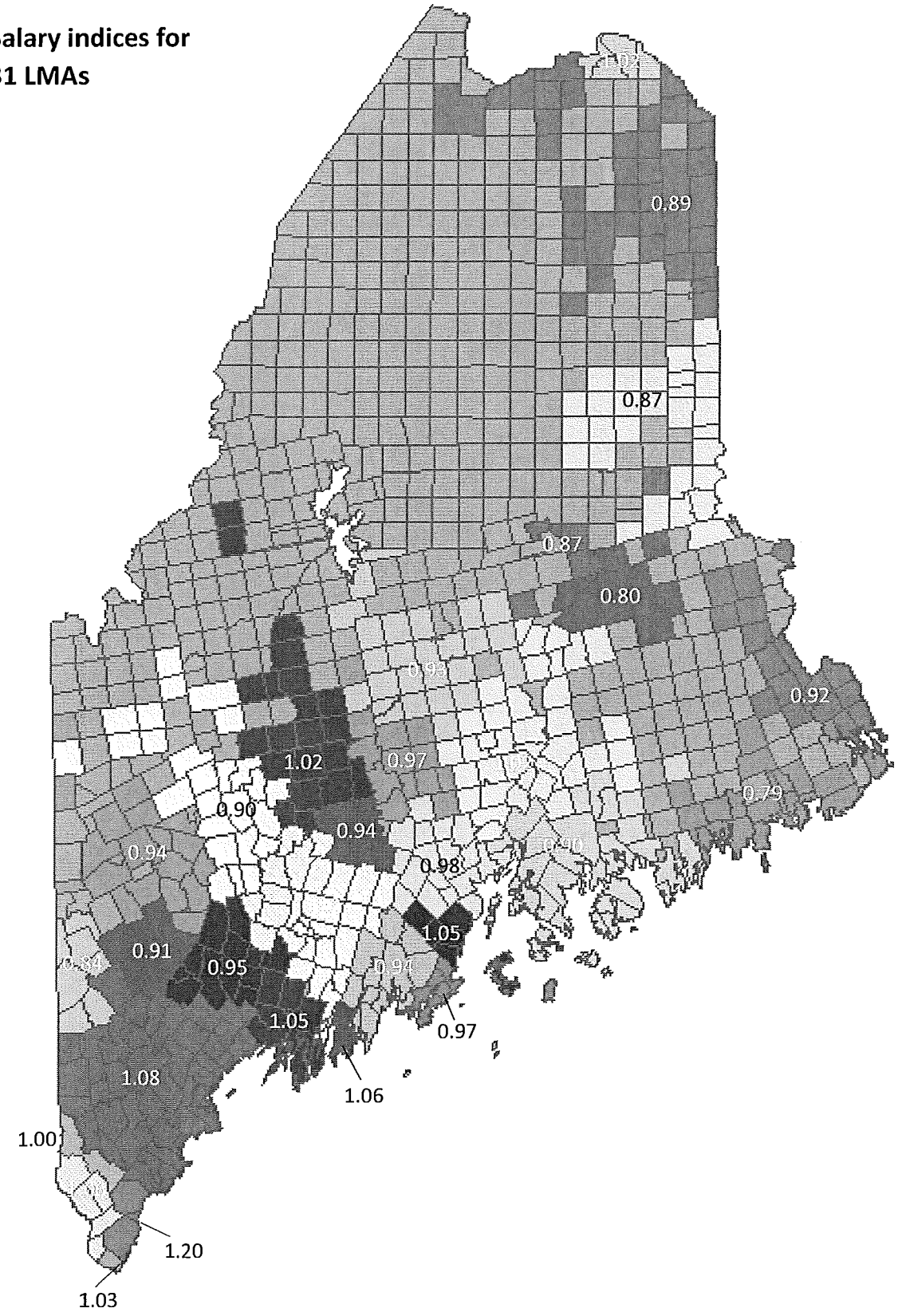


Table 3. Regional Adjustment Coefficients Comparison to State Averages

By Labor Market Area (2013-14 Staff Data)

Labor Market Area (LMA)	First Year Bachelors Degree	Experience Increment	Education Increment	Regional Adjustment
1. Kittery - York LMA	123%	92%	77%	1.13
2. Sanford LMA	104%	102%	40%	1.00
3. Biddeford LMA	115%	99%	88%	1.09
4. Greater Portland LMA	110%	111%	110%	1.10
5. Bath - Brunswick LMA	101%	119%	76%	1.05
6. Boothbay Harbor LMA	107%	110%	39%	1.06
7. Sebago Lake LMA*	94%	88%	67%	0.91
8. Lewiston - Auburn LMA	95%	99%	71%	0.95
9. Rockland LMA	95%	108%	67%	0.97
10. Norway - Paris LMA*	94%	88%	76%	0.91
11. Stonington LMA	94%	94%	71%	0.94
12. Augusta LMA	91%	100%	52%	0.93
13. Waterville LMA	97%	92%	46%	0.94
14. Belfast LMA	106%	91%	40%	0.98
15. Bucksport LMA	85%	100%	64%	0.88
16. Jonesport - Milbridge LMA	91%	62%	27%	0.81
17. Bangor LMA	103%	108%	115%	1.04
18. Machias - Eastport LMA	89%	52%	14%	0.77
19. Dexter - Pittsfield LMA	96%	106%	66%	0.96
20. Ellsworth - Bar Harbor LMA	93%	85%	35%	0.89
21. Outer Bangor LMA	91%	86%	64%	0.88
22. Rumford LMA	98%	87%	57%	0.94
23. Lincoln - Howland LMA	89%	65%	35%	0.82
24. Farmington LMA	93%	82%	68%	0.90
25. Calais LMA	98%	82%	118%	0.95
26. Patten - Island Falls LMA*	91%	88%	42%	0.87
27. Millinocket - East Millinocket LMA*	91%	88%	42%	0.87
28. Houlton LMA*	91%	88%	42%	0.87
29. Skowhegan LMA	108%	94%	65%	1.02
30. Greenville LMA*	94%	88%	72%	0.92
31. Dover - Foxcroft LMA*	94%	88%	72%	0.92
32. Presque Isle - Caribou LMA	92%	89%	40%	0.89
33. Van Buren LMA*	96%	100%	101%	0.97
34. Fort Kent LMA*	96%	100%	101%	0.97
35. Madawaska LMA*	96%	100%	101%	0.97
Lowest	85%	52%	14%	0.77
Highest	123%	119%	118%	1.13
Maine	$ 34,968	$ 1,092	$ 5,579	$ 50,243

* Due to the small number of teachers in each of these LMA, data was combined into the following groups: 7/10; 26/27/28; 30/31; and 33/34/35.

Table 4. Regional Adjustment Simulation 1: Current Adjustment 2004-05 Data Vs. 2013-14 Data By Labor Market Area (2013-14 Staff Data)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment FY 2014 Data	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.13	$1,796
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.09	0
4. Greater Portland LMA	2,514	1.08	1.10	3,554
5. Bath - Brunswick LMA	511	1.02	1.05	1,085
6. Boothbay Harbor LMA	116	1.03	1.06	246
7. Sebago Lake LMA	280	0.94	0.91	-594
8. Lewiston - Auburn LMA	1,025	0.98	0.95	-2,175
9. Rockland LMA	457	1.00	0.97	-969
10. Norway - Paris LMA	241	0.94	0.91	-511
11. Stonington LMA	112	0.95	0.94	-79
12. Augusta LMA	956	0.95	0.93	-1,352
13. Waterville LMA	361	0.97	0.94	-766
14. Belfast LMA	291	1.01	0.98	-616
15. Bucksport LMA	85	0.94	0.88	-360
16. Jonesport - Milbridge LMA	78	0.84	0.81	-165
17. Bangor LMA	763	1.02	1.04	1,079
18. Machias - Eastport LMA	128	0.84	0.77	-635
19. Dexter - Pittsfield LMA	281	0.94	0.96	397
20. Ellsworth - Bar Harbor LMA	351	0.93	0.89	-992
21. Outer Bangor LMA	132	0.89	0.88	-93
22. Rumford LMA	264	0.93	0.94	187
23. Lincoln - Howland LMA	141	0.86	0.82	-397
24. Farmington LMA	106	0.96	0.90	-450
25. Calais LMA	118	0.96	0.95	-84
26. Patten - Island Falls LMA	14	0.88	0.87	-10
27. Millinocket - East Millinocket LMA	68	0.88	0.87	-48
28. Houlton LMA	116	0.88	0.87	-82
29. Skowhegan LMA	309	1.03	1.02	-219
30. Greenville LMA	17	0.95	0.92	-35
31. Dover - Foxcroft LMA	138	0.95	0.92	-292
32. Presque Isle - Caribou LMA	374	0.90	0.89	-265
33. Van Buren LMA	24	0.99	0.97	-34
34. Fort Kent LMA	70	0.99	0.97	-99
35. Madawaska LMA	51	0.99	0.97	-72
Lowest	14	0.84	0.77	-2,175
Highest	2,514	1.09	1.13	3,554
Maine	12,120	1.00	1.00	-$4,363

Total Policy Cost ($millions)	-$ 4.4	Total Losses	-12,706
State Share (45%)	-$ 2.0	Total Gains	8,343
Local Share (55%)	-$ 2.4		

Table 5. Regional Adjustment Simulation 2: 2013-14 Data vs. Floor = 1.00

By Labor Market Area (2013-14 Staff Data, 2013-14 Adjustment)

Labor Market Area (LMA)	FTE Teachers	Regional Adjustment FY 2014 Data	Regional Adjustment Floor = 1.00	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.13	1.13	$0
2. Sanford LMA	619	1.00	1.00	0
3. Biddeford LMA	646	1.09	1.09	0
4. Greater Portland LMA	2,514	1.10	1.10	0
5. Bath - Brunswick LMA	511	1.05	1.05	0
6. Boothbay Harbor LMA	116	1.06	1.06	0
7. Sebago Lake LMA	280	0.91	1.00	1,781
8. Lewiston - Auburn LMA	1,025	0.95	1.00	3,624
9. Rockland LMA	457	0.97	1.00	969
10. Norway - Paris LMA	241	0.91	1.00	1,532
11. Stonington LMA	112	0.94	1.00	477
12. Augusta LMA	956	0.93	1.00	4,733
13. Waterville LMA	361	0.94	1.00	1,531
14. Belfast LMA	291	0.98	1.00	411
15. Bucksport LMA	85	0.88	1.00	720
16. Jonesport - Milbridge LMA	78	0.81	1.00	1,045
17. Bangor LMA	763	1.04	1.04	0
18. Machias - Eastport LMA	128	0.77	1.00	2,088
19. Dexter - Pittsfield LMA	281	0.96	1.00	793
20. Ellsworth - Bar Harbor LMA	351	0.89	1.00	2,729
21. Outer Bangor LMA	132	0.88	1.00	1,116
22. Rumford LMA	264	0.94	1.00	1,121
23. Lincoln - Howland LMA	141	0.82	1.00	1,788
24. Farmington LMA	106	0.90	1.00	749
25. Calais LMA	118	0.95	1.00	418
26. Patten - Island Falls LMA	14	0.87	1.00	129
27. Millinocket - East Millinocket LMA	68	0.87	1.00	621
28. Houlton LMA	116	0.87	1.00	1,062
29. Skowhegan LMA	309	1.02	1.02	0
30. Greenville LMA	17	0.92	1.00	93
31. Dover - Foxcroft LMA	138	0.92	1.00	779
32. Presque Isle - Caribou LMA	374	0.89	1.00	2,911
33. Van Buren LMA	24	0.97	1.00	52
34. Fort Kent LMA	70	0.97	1.00	149
35. Madawaska LMA	51	0.97	1.00	108
Lowest	14	0.77	1.00	0
Highest	2,514	1.13	1.13	4,733
Maine	12,120	1.00	1.00	$33,529

Total Policy Cost ($millions)	$ 33.5	Total Losses	0
State Share (45%)	$ 15.1	Total Gains	33,529
Local Share (55%)	$ 18.4		

Table 6. Regional Adjustment Simulation 3: 2013-14 Data vs. Between 0.95 and 1.05

By Labor Market Area (2013-14 Staff Data, 2013-14 Adjustment)

Labor Market Area (LMA)	FTE Teachers	Regional Adjustment FY 2014 Data	Regional Adjustment Between 0.95 and 1.05	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.13	1.05	-$2,052
2. Sanford LMA	619	1.00	1.00	0
3. Biddeford LMA	646	1.09	1.05	-1,828
4. Greater Portland LMA	2,514	1.10	1.05	-8,884
5. Bath - Brunswick LMA	511	1.05	1.05	0
6. Boothbay Harbor LMA	116	1.06	1.05	-82
7. Sebago Lake LMA	280	0.91	0.95	792
8. Lewiston - Auburn LMA	1,025	0.95	0.95	0
9. Rockland LMA	457	0.97	0.97	0
10. Norway - Paris LMA	241	0.91	0.95	681
11. Stonington LMA	112	0.94	0.95	79
12. Augusta LMA	956	0.93	0.95	1,352
13. Waterville LMA	361	0.94	0.95	255
14. Belfast LMA	291	0.98	0.98	0
15. Bucksport LMA	85	0.88	0.95	420
16. Jonesport - Milbridge LMA	78	0.81	0.95	770
17. Bangor LMA	763	1.04	1.04	0
18. Machias - Eastport LMA	128	0.77	0.95	1,634
19. Dexter - Pittsfield LMA	281	0.96	0.96	0
20. Ellsworth - Bar Harbor LMA	351	0.89	0.95	1,488
21. Outer Bangor LMA	132	0.88	0.95	651
22. Rumford LMA	264	0.94	0.95	187
23. Lincoln - Howland LMA	141	0.82	0.95	1,291
24. Farmington LMA	106	0.90	0.95	375
25. Calais LMA	118	0.95	0.95	0
26. Patten - Island Falls LMA	14	0.87	0.95	79
27. Millinocket - East Millinocket LMA	68	0.87	0.95	382
28. Houlton LMA	116	0.87	0.95	654
29. Skowhegan LMA	309	1.02	1.02	0
30. Greenville LMA	17	0.92	0.95	35
31. Dover - Foxcroft LMA	138	0.92	0.95	292
32. Presque Isle - Caribou LMA	374	0.89	0.95	1,588
33. Van Buren LMA	24	0.97	0.97	0
34. Fort Kent LMA	70	0.97	0.97	0
35. Madawaska LMA	51	0.97	0.97	0
Lowest	14	0.77	0.95	-8,884
Highest	2,514	1.13	1.05	1,634
Maine	12,120	1.00	1.00	$159

Total Policy Cost ($millions)	$ 0.16	Total Losses	-12,847
State Share (45%)	$ 0.07	Total Gains	13,006
Local Share (55%)	$ 0.09		

Table 7. Regional Adjustment Simulation 4: 2013-14 Data vs. No Adjustment
By Labor Market Area (2013-14 Staff Data, 2013-14 Adjustment)

Labor Market Area (LMA)	FTE Teachers	Regional Adjustment FY 2014 Data	Regional Adjustment = 1.00 (No Adjustment)	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.13	1.00	-$3,335
2. Sanford LMA	619	1.00	1.00	0
3. Biddeford LMA	646	1.09	1.00	-4,113
4. Greater Portland LMA	2,514	1.10	1.00	-17,769
5. Bath - Brunswick LMA	511	1.05	1.00	-1,808
6. Boothbay Harbor LMA	116	1.06	1.00	-492
7. Sebago Lake LMA	280	0.91	1.00	1,781
8. Lewiston - Auburn LMA	1,025	0.95	1.00	3,624
9. Rockland LMA	457	0.97	1.00	969
10. Norway - Paris LMA	241	0.91	1.00	1,532
11. Stonington LMA	112	0.94	1.00	477
12. Augusta LMA	956	0.93	1.00	4,733
13. Waterville LMA	361	0.94	1.00	1,531
14. Belfast LMA	291	0.98	1.00	411
15. Bucksport LMA	85	0.88	1.00	720
16. Jonesport - Milbridge LMA	78	0.81	1.00	1,045
17. Bangor LMA	763	1.04	1.00	-2,159
18. Machias - Eastport LMA	128	0.77	1.00	2,088
19. Dexter - Pittsfield LMA	281	0.96	1.00	793
20. Ellsworth - Bar Harbor LMA	351	0.89	1.00	2,729
21. Outer Bangor LMA	132	0.88	1.00	1,116
22. Rumford LMA	264	0.94	1.00	1,121
23. Lincoln - Howland LMA	141	0.82	1.00	1,788
24. Farmington LMA	106	0.90	1.00	749
25. Calais LMA	118	0.95	1.00	418
26. Patten - Island Falls LMA	14	0.87	1.00	129
27. Millinocket - East Millinocket LMA	68	0.87	1.00	621
28. Houlton LMA	116	0.87	1.00	1,062
29. Skowhegan LMA	309	1.02	1.00	-437
30. Greenville LMA	17	0.92	1.00	93
31. Dover - Foxcroft LMA	138	0.92	1.00	779
32. Presque Isle - Caribou LMA	374	0.89	1.00	2,911
33. Van Buren LMA	24	0.97	1.00	52
34. Fort Kent LMA	70	0.97	1.00	149
35. Madawaska LMA	51	0.97	1.00	108
Lowest	14	0.77	1.00	-17,769
Highest	2,514	1.13	1.00	4,733
Maine	12,120	1.00	1.00	$3,416
Total Policy Cost ($millions)	$ 3.4		Total Losses	-30,113
State Share (45%)	$ 1.5		Total Gains	33,529
Local Share (55%)	$ 1.9			

Policy Options: 35 Labor Market Areas vs. 31 Labor Market Areas

The 35 LMAs in the EPS model were defined by the Maine Department of Labor on the basis of commuting patterns evident in the 1990 U.S. Census data. The definition of LMAs was updated by the federal government in 2005, resulting in 31 Maine LMAs. The new definition combined whole Metropolitan Statistical Areas (such as Greater Portland and Greater Bangor) into very large LMAs which had very large variation in teacher salaries within them. In addition, three of the 31 LMAs were partly in Maine and partly in New Hampshire. For this reason, the 35 former LMAs continued to be used in the EPS regional adjustment. a table of the pros and cons of keeping the original 35 labor market area or updating to the newer 31 labor market areas follows.

Policy Options: 35 Labor Market Areas v. 31 Labor Market Areas For EPS Regional Adjustment

Policy Option	1. Keep 35 Labor Market Areas	2. Change to 31 Labor Market Areas
LMA Source	Prior Maine Department of Labor LMAs based on commuting patterns in 1990 US Census data	Current Maine and US Departments of Labor LMAs based on Metropolitan and Micropolitan Statistical Areas
Pros and Cons	Pros: • The EPS model currently contains 35 LMAs in its regional adjustment. Cons: • Older geographic data is not updated.	Pros: • The Maine and US Departments of Labor currently use 31 Maine LMAs for statistical reporting. Cons: • Combining and changing areas causes increased adjustment value in some SAUs and decreased in others. • More salary variation occurs within larger LMAs (metropolitan and micropolitan areas), which means more SAU salaries will be farther from their LMA average. • There is a wider range of regional adjustments (0.79–1.20) among the 31 LMAs than among the 35 (0.77–1.13). • Some LMAs are partially within New Hampshire with only a small portion in Maine. • Some Towns between two Metropolitan or Micropolitan Statistical Areas are not in any LMA. (However, they may be treated as belonging to an adjacent one.)

EPS Regional Adjustment Option Models

This chart provides five options for updating and/or modifying the LMA Salary Regional Adjustment Component of the EPS formula

Policy Option	1. Update current LMA's data.	2. Make all LMAs equal the state average.	3. Bring up the lower LMAs to the state average.	4. Limit the size of the adjustment.	5. Soften the adjustment for all LMAs
Specific Policy	Update w/ 2014 Staff Data	Set All to 1.00 (No Adjustment)	All Below 1.00 Raised to 1.00	Bounded Range of 0.95 to 1.05	50/50 Mix of LMA Adjustment and 1.00
Description	Update to 2014 data from currently used 2005 data	No regional adjustment	Regional adjustment with a floor of 1.00	Adjustments below 0.95 raised to 0.95. Adjustments above 1.05 lowered to 1.05	Regional adjustment is halfway between 1.00 and the calculated adjustment for each LMA.
Simulation	See Table 1	See Table 2	See Table 3	See Table 4	See Table 5
Alternative Variations			• Floor other than 1.00	• Ranges other than 0.95–1.05	• Mix other than 50/50
Use of Funds	No restrictions	No restrictions	No restrictions	Require salary increases to qualify for 0.95 minimum (Betit proposal)	No restrictions
Cost (vs. Current)	-$4.3 million	-$0.9 million	$29.2 million	-$4.2 million (.95–1.05)	-$2.7 million (50/50)
Pros and Cons	Pros: • Low overall cost • Closer to current actual Cons: • Broader range of adjustments: 0.77 – 1.13(current) vs. 0.84 – 1.09(existing)	Pros: • Low overall cost • Increases allocations for LMA's below 1.00 Cons: • Below actual cost for LMAs with high labor costs • Not reflective of actual differences	Pros: • Increases allocations for LMA's below 1.00 Cons: • Highest cost option • No guarantee of raising low salaries	Pros: • Low overall cost • Smaller adjustment for low salary LMAs • Fewer gains and losses Cons: • Below actual cost for LMAs with the highest labor costs	Pros: • Low overall cost • Smaller range of adjustments vs. update alone • Fewer gains and losses Cons: • Below actual cost for LMAs with high labor costs

Note: All simulations use updated 2013-14 data in 35 LMAs and compare to current adjustment, which was based on 2004-05 data.

Table 1. Regional Adjustment Simulation: Update to 2013-14 Data
By Labor Market Area (vs. Current Adjustment 2005 Data)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment FY 2014 Data	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.13	$1,796
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.09	0
4. Greater Portland LMA	2,514	1.08	1.10	3,554
5. Bath - Brunswick LMA	511	1.02	1.05	1,085
6. Boothbay Harbor LMA	116	1.03	1.06	246
7. Sebago Lake LMA	280	0.94	0.91	-594
8. Lewiston - Auburn LMA	1,025	0.98	0.95	-2,175
9. Rockland LMA	457	1.00	0.97	-969
10. Norway - Paris LMA	241	0.94	0.91	-511
11. Stonington LMA	112	0.95	0.94	-79
12. Augusta LMA	956	0.95	0.93	-1,352
13. Waterville LMA	361	0.97	0.94	-766
14. Belfast LMA	291	1.01	0.98	-616
15. Bucksport LMA	85	0.94	0.88	-360
16. Jonesport - Milbridge LMA	78	0.84	0.81	-165
17. Bangor LMA	763	1.02	1.04	1,079
18. Machias - Eastport LMA	128	0.84	0.77	-635
19. Dexter - Pittsfield LMA	281	0.94	0.96	397
20. Ellsworth - Bar Harbor LMA	351	0.93	0.89	-992
21. Outer Bangor LMA	132	0.89	0.88	-93
22. Rumford LMA	264	0.93	0.94	187
23. Lincoln - Howland LMA	141	0.86	0.82	-397
24. Farmington LMA	106	0.96	0.90	-450
25. Calais LMA	118	0.96	0.95	-84
26. Patten - Island Falls LMA	14	0.88	0.87	-10
27. Millinocket - East Millinocket LMA	68	0.88	0.87	-48
28. Houlton LMA	116	0.88	0.87	-82
29. Skowhegan LMA	309	1.03	1.02	-219
30. Greenville LMA	17	0.95	0.92	-35
31. Dover - Foxcroft LMA	138	0.95	0.92	-292
32. Presque Isle - Caribou LMA	374	0.90	0.89	-265
33. Van Buren LMA	24	0.99	0.97	-34
34. Fort Kent LMA	70	0.99	0.97	-99
35. Madawaska LMA	51	0.99	0.97	-72
Lowest	14	0.84	0.77	-2,175
Highest	2,514	1.09	1.13	3,554
Maine	12,120	1.00	1.00	-$4,363

Total Policy Cost ($millions)	-$ 4.4	Total Losses	-12,706
State Share (45%)	-$ 2.0	Total Gains	8,343
Local Share (55%)	-$ 2.4		

Table 2. Regional Adjustment Simulation: "All to 1.00" (No Adjustment) By Labor Market Area (vs. Current Adjustment)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment = 1.00 (No Adjustment)	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.00	-$1,539
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.00	-4,113
4. Greater Portland LMA	2,514	1.08	1.00	-14,215
5. Bath - Brunswick LMA	511	1.02	1.00	-723
6. Boothbay Harbor LMA	116	1.03	1.00	-246
7. Sebago Lake LMA	280	0.94	1.00	1,188
8. Lewiston - Auburn LMA	1,025	0.98	1.00	1,450
9. Rockland LMA	457	1.00	1.00	0
10. Norway - Paris LMA	241	0.94	1.00	1,021
11. Stonington LMA	112	0.95	1.00	397
12. Augusta LMA	956	0.95	1.00	3,381
13. Waterville LMA	361	0.97	1.00	766
14. Belfast LMA	291	1.01	1.00	-205
15. Bucksport LMA	85	0.94	1.00	360
16. Jonesport - Milbridge LMA	78	0.84	1.00	880
17. Bangor LMA	763	1.02	1.00	-1,079
18. Machias - Eastport LMA	128	0.84	1.00	1,452
19. Dexter - Pittsfield LMA	281	0.94	1.00	1,190
20. Ellsworth - Bar Harbor LMA	351	0.93	1.00	1,736
21. Outer Bangor LMA	132	0.89	1.00	1,023
22. Rumford LMA	264	0.93	1.00	1,307
23. Lincoln - Howland LMA	141	0.86	1.00	1,391
24. Farmington LMA	106	0.96	1.00	300
25. Calais LMA	118	0.96	1.00	335
26. Patten - Island Falls LMA	14	0.88	1.00	119
27. Millinocket - East Millinocket LMA	68	0.88	1.00	573
28. Houlton LMA	116	0.88	1.00	981
29. Skowhegan LMA	309	1.03	1.00	-656
30. Greenville LMA	17	0.95	1.00	58
31. Dover - Foxcroft LMA	138	0.95	1.00	487
32. Presque Isle - Caribou LMA	374	0.90	1.00	2,647
33. Van Buren LMA	24	0.99	1.00	17
34. Fort Kent LMA	70	0.99	1.00	50
35. Madawaska LMA	51	0.99	1.00	36
Lowest	14	0.84	1.00	-14,215
Highest	2,514	1.09	1.00	3,381
Maine	12,120	1.00	1.00	-$947

Total Policy Cost ($millions)	-$ 0.9	Total Losses	-24,090
State Share (45%)	-$ 0.4	Total Gains	23,143
Local Share (55%)	-$ 0.5		

Table 3. Regional Adjustment Simulation: All Below 1.00 Raised to 1.00 (Floor) By Labor Market Area (vs. Current Adjustment)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment Floor = 1.00	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.13	$1,796
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.09	0
4. Greater Portland LMA	2,514	1.08	1.10	3,554
5. Bath - Brunswick LMA	511	1.02	1.05	1,085
6. Boothbay Harbor LMA	116	1.03	1.06	246
7. Sebago Lake LMA	280	0.94	1.00	1,188
8. Lewiston - Auburn LMA	1,025	0.98	1.00	1,450
9. Rockland LMA	457	1.00	1.00	0
10. Norway - Paris LMA	241	0.94	1.00	1,021
11. Stonington LMA	112	0.95	1.00	397
12. Augusta LMA	956	0.95	1.00	3,381
13. Waterville LMA	361	0.97	1.00	766
14. Belfast LMA	291	1.01	1.00	-205
15. Bucksport LMA	85	0.94	1.00	360
16. Jonesport - Milbridge LMA	78	0.84	1.00	880
17. Bangor LMA	763	1.02	1.04	1,079
18. Machias - Eastport LMA	128	0.84	1.00	1,452
19. Dexter - Pittsfield LMA	281	0.94	1.00	1,190
20. Ellsworth - Bar Harbor LMA	351	0.93	1.00	1,736
21. Outer Bangor LMA	132	0.89	1.00	1,023
22. Rumford LMA	264	0.93	1.00	1,307
23. Lincoln - Howland LMA	141	0.86	1.00	1,391
24. Farmington LMA	106	0.96	1.00	300
25. Calais LMA	118	0.96	1.00	335
26. Patten - Island Falls LMA	14	0.88	1.00	119
27. Millinocket - East Millinocket LMA	68	0.88	1.00	573
28. Houlton LMA	116	0.88	1.00	981
29. Skowhegan LMA	309	1.03	1.02	-219
30. Greenville LMA	17	0.95	1.00	58
31. Dover - Foxcroft LMA	138	0.95	1.00	487
32. Presque Isle - Caribou LMA	374	0.90	1.00	2,647
33. Van Buren LMA	24	0.99	1.00	17
34. Fort Kent LMA	70	0.99	1.00	50
35. Madawaska LMA	51	0.99	1.00	36
Lowest	14	0.84	1.00	-1,313
Highest	2,514	1.09	1.13	3,554
Maine	12,120	1.00	1.00	$29,166

Total Policy Cost ($millions)	$ 29.2	Total Losses	-1,737
State Share (45%)	$ 13.1	Total Gains	30,903
Local Share (55%)	$ 16.0		

Table 4. Regional Adjustment Simulation: All Between 0.95 and 1.05
By Labor Market Area (vs. Current Adjustment)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment Between 0.95 and 1.05	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.05	-$257
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.05	-1,828
4. Greater Portland LMA	2,514	1.08	1.05	-5,331
5. Bath - Brunswick LMA	511	1.02	1.05	1,085
6. Boothbay Harbor LMA	116	1.03	1.05	164
7. Sebago Lake LMA	280	0.94	0.95	198
8. Lewiston - Auburn LMA	1,025	0.98	0.95	-2,175
9. Rockland LMA	457	1.00	0.97	-969
10. Norway - Paris LMA	241	0.94	0.95	170
11. Stonington LMA	112	0.95	0.95	0
12. Augusta LMA	956	0.95	0.95	0
13. Waterville LMA	361	0.97	0.95	-510
14. Belfast LMA	291	1.01	0.98	-616
15. Bucksport LMA	85	0.94	0.95	60
16. Jonesport - Milbridge LMA	78	0.84	0.95	605
17. Bangor LMA	763	1.02	1.04	1,079
18. Machias - Eastport LMA	128	0.84	0.95	998
19. Dexter - Pittsfield LMA	281	0.94	0.96	397
20. Ellsworth - Bar Harbor LMA	351	0.93	0.95	496
21. Outer Bangor LMA	132	0.89	0.95	558
22. Rumford LMA	264	0.93	0.95	374
23. Lincoln - Howland LMA	141	0.86	0.95	894
24. Farmington LMA	106	0.96	0.95	-75
25. Calais LMA	118	0.96	0.95	-84
26. Patten - Island Falls LMA	14	0.88	0.95	69
27. Millinocket - East Millinocket LMA	68	0.88	0.95	335
28. Houlton LMA	116	0.88	0.95	572
29. Skowhegan LMA	309	1.03	1.02	-219
30. Greenville LMA	17	0.95	0.95	0
31. Dover - Foxcroft LMA	138	0.95	0.95	0
32. Presque Isle - Caribou LMA	374	0.90	0.95	1,323
33. Van Buren LMA	24	0.99	0.97	-34
34. Fort Kent LMA	70	0.99	0.97	-99
35. Madawaska LMA	51	0.99	0.97	-72
Lowest	14	0.84	0.95	-5,331
Highest	2,514	1.09	1.05	1,323
Maine	12,120	1.00	1.00	-$4,204

Total Policy Cost ($millions)	-$ 4.20	Total Losses	-13,581
State Share (45%)	-$ 1.89	Total Gains	9,377
Local Share (55%)	-$ 2.31		

Table 5. Regional Adjustment Simulation: 50/50 Mix of LMA and 1.00
By Labor Market Area (vs. Current Adjustment)

Labor Market Area (LMA)	FTE Teachers	Current Regional Adjustment 2005 Data	Regional Adjustment 50/50 Mix	Estimated Change in Cost Allocation *($thousands)*
1. Kittery - York LMA	363	1.06	1.07	$128
2. Sanford LMA	619	1.03	1.00	-1,313
3. Biddeford LMA	646	1.09	1.05	-2,057
4. Greater Portland LMA	2,514	1.08	1.05	-5,331
5. Bath - Brunswick LMA	511	1.02	1.03	181
6. Boothbay Harbor LMA	116	1.03	1.03	0
7. Sebago Lake LMA	280	0.94	0.96	297
8. Lewiston - Auburn LMA	1,025	0.98	0.98	-362
9. Rockland LMA	457	1.00	0.99	-484
10. Norway - Paris LMA	241	0.94	0.96	255
11. Stonington LMA	112	0.95	0.97	159
12. Augusta LMA	956	0.95	0.97	1,014
13. Waterville LMA	361	0.97	0.97	0
14. Belfast LMA	291	1.01	0.99	-411
15. Bucksport LMA	85	0.94	0.94	0
16. Jonesport - Milbridge LMA	78	0.84	0.91	357
17. Bangor LMA	763	1.02	1.02	0
18. Machias - Eastport LMA	128	0.84	0.89	408
19. Dexter - Pittsfield LMA	281	0.94	0.98	793
20. Ellsworth - Bar Harbor LMA	351	0.93	0.95	372
21. Outer Bangor LMA	132	0.89	0.94	465
22. Rumford LMA	264	0.93	0.97	747
23. Lincoln - Howland LMA	141	0.86	0.91	497
24. Farmington LMA	106	0.96	0.95	-75
25. Calais LMA	118	0.96	0.98	125
26. Patten - Island Falls LMA	14	0.88	0.94	54
27. Millinocket - East Millinocket LMA	68	0.88	0.94	263
28. Houlton LMA	116	0.88	0.94	449
29. Skowhegan LMA	309	1.03	1.01	-437
30. Greenville LMA	17	0.95	0.96	12
31. Dover - Foxcroft LMA	138	0.95	0.96	97
32. Presque Isle - Caribou LMA	374	0.90	0.95	1,191
33. Van Buren LMA	24	0.99	0.99	-9
34. Fort Kent LMA	70	0.99	0.99	-25
35. Madawaska LMA	51	0.99	0.99	-18
Lowest	14	0.84	0.89	-5,331
Highest	2,514	1.09	1.07	1,191
Maine	12,120	1.00	1.00	-$2,655

Total Policy Cost ($millions)	-$ 2.65	Total Losses	-10,521
State Share (45%)	-$ 1.19	Total Gains	7,866
Local Share (55%)	-$ 1.46		

Teacher Salary Recommendations by Picus & Associates

Redesigning Maine's Teacher Salary Systems

(*An Independent Review of Maine's Essential Programs and Services Funding Act*,

Picus & Associates, 2013, p. 145):

- Provide regional adjustments to teacher salary levels using Comparable Wage Index or Hedonic Wage Index.
- Compare Maine teacher salaries to similar labor market wages.
- **Increase teacher recruitment and retention with performance pay systems established at the state, not district, level.**
- **Develop state-level incentive programs for teaching in hard-to-staff geographic regions, subject areas or demographic student populations, including**
    - **additional incentives for effective teachers.**
    - **substantial recruitment efforts.**
    - **ongoing, state-funded analysis of incentive programs.**

Teacher Salaries - United States 2013

Table 1. Average Teacher Salary by State, United States 2013

Rank	State	2013 Average Teacher Salary	Percent change, 2000 to 2013
1	New York	75,279	8.0
2	Massachusetts	73,129	14.9
3	District of	70,906	10.2
4	Connecticut	69,766	-1.4
5	California	69,324	6.4
6	New Jersey	68,797	-3.2
7	Alaska	65,468	3.1
8	Maryland	65,265	8.4
9	Pennsylvania	63,521	-3.8
10	Rhode Island	63,474	-1.3
11	Michigan	61,560	-8.2
12	Delaware	59,679	-1.7
13	Illinois	59,113	-6.9
14	Oregon	58,758	1.6
15	Ohio	58,092	2.6
16	Wyoming	57,920	24.2
17	Minnesota	56,268	3.4
18	Nevada	55,957	4.0
19	New Hampshire	55,599	7.8
20	Wisconsin	55,171	-1.9
21	Hawaii	54,300	-2.1
22	Washington	53,571	-4.5
23	Georgia	52,880	-5.7
24	Vermont	52,526	1.8
25	Iowa	51,528	5.7
26	Indiana	51,456	-10.0
27	Louisiana	51,381	13.6
28	Kentucky	50,326	1.2
29	Montana	49,999	13.9
30	Arizona	49,885	-1.1
31	Virginia	49,869	-5.8
32	Colorado	49,844	-4.4
33	Idaho	49,734	2.4
34	Utah	49,393	3.4
35	Nebraska	48,931	7.7
36	Tennessee	48,289	-2.7
37	Maine	48,119	-1.0
38	Texas	48,110	-6.3
39	Alabama	47,949	-4.4
40	South Carolina	47,924	-2.8
41	Missouri	47,517	-2.5
42	Kansas	47,464	-0.7
43	North Dakota	47,344	16.0
44	Florida	46,944	-6.5
45	Arkansas	46,632	2.2
46	New Mexico	46,573	4.7
47	West Virginia	46,405	-3.0
48	North Carolina	45,947	-14.7
49	Oklahoma	44,128	3.2
50	Mississippi	41,994	-3.5
51	South Dakota	39,580	-0.4
	United States	**$56,383**	**-1.3**

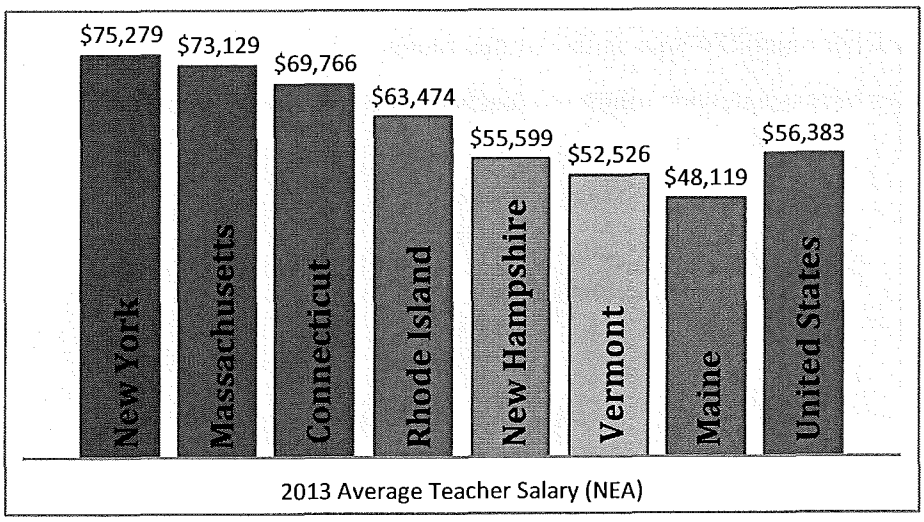
Source: National Center for Education Statistics, 2014.

Table 2. Average Starting Teacher Salaries by State, United States 2013

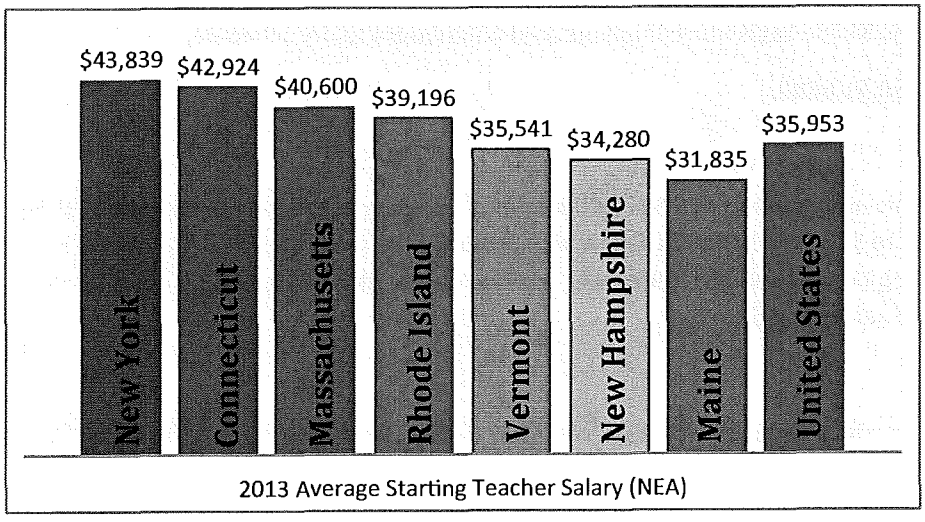
Rank - State	Average Starting Teacher Salary
1. District of Columbia	$51,539
2. New Jersey	$48,631
3. Alaska	$44,166
4. New York	$43,839
5. Wyoming	$43,269
6. Maryland	$43,235
7. Connecticut	$42,924
8. Pennsylvania	$41,901
9. California	$41,259
10. Hawaii	$41,027
11. Massachusetts	$40,600
12. Delaware	$39,338
13. Rhode Island	$39,196
14. Louisiana	$38,655
15. Texas	$38,091
16. Virginia	$37,848
17. Illinois	$37,166
18. Washington	$36,335
19. Alabama	$36,198
20. Michigan	$35,901
21. Vermont	$35,541
22. Nevada	$35,358
23. Florida	$35,166
24. Kentucky	$35,166
25. Indiana	$34,696
26. Minnesota	$34,505
27. New Hampshire	$34,280
28. Tennessee	$34,098
29. Georgia	$33,664
30. Oregon	$33,549
31. Wisconsin	$33,546
32. Kansas	$33,386
33. Iowa	$33,226
34. Ohio	$33,096
35. Utah	$33,081
36. Arkansas	$32,691
37. West Virginia	$32,533
38. South Carolina	$32,306
39. Colorado	$32,126
40. North Dakota	$32,019
41. New Mexico	$31,960
42. Arizona	$31,874
43. Maine	$31,835
44. Oklahoma	$31,606
45. Mississippi	$31,184
46. Idaho	$31,159
47. Nebraska	$30,844
48. North Carolina	$30,778
49. Missouri	$30,064
50. South Dakota	$29,851
51. Montana	$27,274
United States	**$35,953**

Source: National Education Association, 2014.

Northeast 2013
Average Teacher Salaries



Northeast 2013
Average Starting Teacher Salaries



Models of Teacher Salary Policies

Statewide Minimum Salary - United States

Minimum Teacher Salary Policies in the United States:

Nine states have a statewide minimum teacher salary (National Council on Teacher Quality, 2014):

STATE	Minimum Salary
California	$34,000
Montana	$33,000
Idaho	$30,500
Maine	$30,000
New Mexico	$30,000
Massachusetts	$20,000
New Jersey	$18,500
Illinois	$9,000
Rhode Island	$1,200

Statewide Minimum Teacher Salary Policy - Maine

In 1985, the Maine Legislature implemented a minimum salary schedule,

(20-A MRSA §13406).

In 2005, this was updated as a $27,000 minimum starting salary beginning in 2006 then increasing to $30,000 in 2007. The law also required the state to provide a subsidy to districts not meeting the minimum requirement, making up the difference between the locally negotiated salary and $30,000.

In 2011, the state had provided approximately $300,000, ranging from $10 to $31,000 to 37 districts with salaries lower than the required minimum.

- Fifteen states (AL, AR, DE, GA, HI, LA, MS, NC, OH, OK, SC, TN, TX, WA, WV) have a mandated state salary schedule, although many of these policies allow for local increases. Three states (IN, MI, FL) have policy guidelines for locally-developed salary schedules.

Statewide Minimum Salary - National & International Research Literature Findings

- Increasing minimum teacher salary statewide may increase out-of-state teacher recruitment, but this is a very small portion of the Maine teacher workforce (Picus & Associates, 2013). Most teacher labor markets are regional, and mobility is quite limited (Jaramillo, 2012).
- National evidence from empirical research indicates that statewide increases in the amount of a few thousand dollars do not necessarily improve teacher quality or reduce regional variation (Ballou & Podgursky, 1997; Ritter & Barnet, 2013).
- Research suggests that statewide increases in teacher pay of no more than a couple thousand dollars can incentivize upwardly mobile teachers to leave the classroom for administrative positions (Boal, 2005).
- International literature suggests that substantial salary increases that improve the supply and qualifications of the applicant pool improved the prestige of the teaching as a profession in Japan, Poland, South Korea and Finland (Barber, Mourshed & Whelan, 2007; Sahlberg, 2011).

Peformance-Based Pay for Educators

Performance-based pay schedules or merit-based compensation have been in practice in various professional fields for some time. Fundamentally, this method of payment incorporates compensation based on the employee's output or achievements. The method for determining the level of performance varies widely, even within single professions. Recently, education policy and reform leaders have been recommending that public education systems incorporate performance-based pay or merit-based compensation as a method for improving the teaching workforce and rewarding high quality professionals.

Performance-Based Teacher Pay Models - United States

Florida Signed into state law in 2011, the "Student Success Act" requires school districts to administer assessments for each course offered to students, thereby providing data to incorporate student growth measures into the mandated instructional personnel and school administrator evaluation systems developed by each district.

Kentucky Senate Bill 1 passed in 2009 mandating public school education reform, including providing students with effective teachers and leaders. In 2010, the Office of Education Accountability commissioned a study of the state's teacher evaluation and compensation system and began a three-year initiative to develop alternative approaches. 2014 begins the statewide "no consequences" implementation of the "Professional Growth and Effectiveness System."

Texas Executive Order RP 51, signed in 2005, authorized the Commissioner of Education to establish a performance-based pay grant program for Texas public school educators. This initiative, the "Governor's Educator Excellence" grant program, began in 2006. In addition, HB 1 authorized two additional performance-based pay programs for Texas educators subject to comprehensive evaluations. By 2013, nearly 180,000 of teachers received bonuses costing $392 million; the program was revised and funding reduced by 90%.

Other performance-based pay or merit-based compensation programs in the U.S. include:

Teacher ProComp - Denver Public Schools, CO
IMPACT - Washington, D.C.
Q-Comp - Minnesota
Tennessee Value Added Assessment System - TN

Peformance-Based Teacher Pay Models - Maine

Maine Schools for Excellence

In 2010, Maine education leaders formally came together to explore ideas and practices surrounding teacher quality and performance-based compensation. The Maine Schools for Excellence (MSFE) began as a collaborative program between National Board for Professional Teaching Standards and six Maine public school districts using a five-year Teacher Incentive Fund (TIF3) grant from the U.S. Department of Education. In 2012, an additional TIF4 grant expanded the work to four more districts.

In this program, these districts are working to develop a Human Capital Management System that incorporates School Environment, Educator Preparation, Selection and Induction, Evaluation and Professional Growth as well as Recognition and Reward. The Recognition and Reward Program outlines opportunities for performance-based incentives tied to instructional, leadership and student achievement growth measures and is outlined in the MSFE report: http://www.maine.gov/doe/excellence/resources/msfemodelrecogandrewardprog20140103.pdf

One district, MSAD 74, has incorporated performance-based wage opportunities as a permanent part of their collectively-bargained teacher compensation structure. More information about this system can be found in the Salaries and Performance Scale sections of the teacher contract: https://drive.google.com/file/d/0B65Q1g5WagVoNmkyelVwdU1wd1E/edit

Several districts have incorporated a reward system in addition to their existing traditional salary scale, thereby allowing educators to earn bonuses based on performance measures. One example of this model is being implemented in the Lewiston Public Schools district, and more information can be found in their Performance System Guide: http://www.lewistonpublicschools.org/~lewschdept/media/news/Improving_Educator_Effectiveness.pdf

More information about MSFE is available at the Maine Department of Education website: http://www.maine.gov/doe/excellence/resources/index.html

TIF3 MSFE SAUs	TIF4 MSFE SAUs
Lewiston Public Schools	MSAD 11
Wiscasset School Department	MSAD 44

MSAD 24
RSU 12
RSU 55
RSU 74

Millinocket School Department
RSU 19

Peformance-Based Pay Teacher Pay - National & International Research Review

Evidence from national and international research indicates:

- Performance-based compensation correlated with limited or no student achievement gains (Dee & Keys, 2004; Yuan et al., 2013).
- Includes potential costs, such as cheating to increase student test scores (Murnane & Steele, 2007).
- Improves teacher performance but may incentivize higher performing job openings and rewarded activities instead of harder-to-staff, higher-need positions (Lavy, 2004).
- One study found that targeted merit pay for decreasing student dropout rates did decrease dropout rates, but school staff identified their next challenge as addressing the higher failure rates and lower daily attendance rates that were arose when that at-risk student population stayed enrolled in school (Eberts, Hollenbeck & Stone, 2002).
- Incentives tend to be perceived as short-range motivation for teachers (Kelly, Odden, Milanowski & Heneman, 2000; Podgursky & Springer, 2006).
- PISA scores in countries with performance-related pay structures are approximately one quarter of a standard deviation higher than countries without salary adjustments for performance (Woessmann, 2010).
- Long-term empirical studies are few because many programs are discontinued or drastically reduced after a few years due to apparent lack of support or funding.

Recruiting and Retaining Teachers in Hard-to-Staff Schools

It is evident that "some [Maine] SAUs continue to have difficulty staffing some schools or subject areas" (Picus & Associates, 2013, p. 145). This was confirmed in results from a survey conducted by MEPRI of Maine superintendents as part of the report, *Challenges Faced by Maine School Districts in Providing High Quality Education* (Silvernail & Linet, 2014). Respondents were asked to rank provided lists of 25 challenges, from the most to least challenging issue faced by their district. Each set of responses were also scored within a range of 1 - 4, with 4 indicating a major challenge and 1 indicating a minor challenge. Two challenges relevant to recruiting and retaining teachers in hard-to-staff schools are summarized below.

Challenge	All Districts	Rural Districts	Non-Rural Districts
Competitive Salaries and Benefits	9th issue, 2.77	5th issue, 3.03	15th issue, 2.46
Recruiting and Retaining High Quality Teachers	18th issue, 2.40	17th issue, 2.49	20th issue, 2.28

At least twenty states in the U.S. offer some type of incentive for teaching in hard-to-staff positions, including:

- tuition support,
- loan assumption programs,
- signing or annual bonus,
- housing credits,
- relocation funds,
- targeted recruiting funds,
- increased public relations campaigns,
- alternative or expedited certification pathways.

Recruiting Teachers in Hard-to-Staff Schools - Maine Model

Blaine House Scholars Program

For many years, the Finance Authority of Maine has offered a no-interest loan of $1,500 per year, up to $6,000, to Maine residents who graduated from a Maine high school or are

teachers employed in a Maine school to pursue undergraduate or graduate education. The loan is awarded to applicants maintaining a minimum GPA. The loan may be paid in full upon completion of the educational program or repayed through teaching in Maine at a public school for four years or an underserved subject area or geographically isolated area for two years. No analysis or empirical study has been conducted on this program to date.

Recruiting and Retaining Teachers in Hard-to-Staff Schools (cont.)

National Research Literature reflects the following :

- The most significant factors influencing teachers' job placement are *local amenities* available in the region (Loeb, Miller & Strunk, 2009; Tuck, Berman & Hill, 2007) and *working conditions* in the school (Darling-Hammond & Sykes, 2003; Barber, 2007).
- Most findings are either not linked to *student achievement* or demonstrate no positive correlation between student achievement and teacher incentive programs (Ladd, 2009; Anderson, 2011).
- Financial incentives can *reduce teacher turnover rates* in hard-to-staff subject areas and higher poverty schools by 17% (Clotfelter, Ladd & Vigdor, 2007) and *increase the supply* of teachers by 5% (Clotfelter et al., 2007; Fowler, 2008).
- Extending teacher recruitment into *teacher preparation programs* can provide important training as well as crucial support systems for new teachers choosing to fill the open positions in hard-to-staff locations (Hirsch, 2006). For example, Alaska's University for Alaska's Schools works with the University of Alaska's teacher preparation program to require *explicit training for teaching in rural remote schools*, report annual teacher placement, and conduct follow-up surveys of graduates about their of job selection choices.

Highly Qualified Teachers - Maine

However, the evidence from Maine does *not* suggest that a significant number of teachers in the state's public schools are underqualified, even in schools with higher rates of poverty (Maine Department of Education, 2011).

	Lower Poverty Schools*	Higher Poverty Schools*
Percent of Teachers who are "Highly Qualified"	98.5	97.5

* Lower Poverty Schools are below and Higher Poverty Schools are above Maine state average rate of students eligible for free or reduced price lunch (Maine average in 2013 = 45%).

There are fewer Highly Qualified Teachers (HQTs) in the certification areas of Special Education, World Languages and English as a Second Language (ESL) and the highest rates of HQTs are in Elementary and Secondary Art, General Elementary, Secondary English Language Arts and Secondary Social Studies. This somewhat reflects the Northeast Teacher Supply (AAEE, 2008), which indicates that there are significant teacher shortages in this region of the nation in Special Education, World Languages and Sciences (does not report on ESL) and an abundant supply of teachers certified in Primary and Intermediate Elementary, Physical Education, Social Studies and English Language Arts.

2010 Maine Highly Qualified Teacher Rates (MDOE, 2011)

Certification Subject Area	**Elementary** (includes grades PK-8) rate of teachers identified as "Highly Qualified"	**Secondary** (includes grades 5-12) rate of teachers identified as "Highly Qualified"
General Elementary	99.2	
Art	99.4	98.6
English Language Arts		98.7
Social Studies		98.6
Math		97.6
Science		97.5
World Languages	92.0	94.8
English as a Second Language	96.2	91.7
Special Education	94.5	89.8

Recruiting and Retaining Teachers in Hard-to-Staff Schools (cont.)

National Board Certified Teachers - National Literature Review

- Students of National Board Certified Teachers (NBCTs) demonstrate higher achievement (Clotfelter et al., 2007; Vandevoort, Amerin-Beardsley & Berliner, 2004), especially low-income students (Cavalluzzo, 2004; Goldhaber & Anthony, 2007).
- It is important to note that these reports in literature highlight that this finding does not necessarily indicate whether the rigorous National Board Certification process improves teacher quality since the studies do not usually compare student results before and after the certification process. This finding only identifies that students in classes with NBCTs perform better than students of teachers who are not National Board Certified.
- U.S. Secretary of Education Arne Duncan provided guidelines from the Office for Civil Rights in an October 2014 "Dear Colleague" letter for the Excellent Educators for All initiative outlining teacher qualifications to include:
    - years of professional experience,
    - teaching in professional certification area, and
    - National Board Certification.

National Board Certified Teachers - Maine

There is evidence that a greater abundance of Maine's 167 active National Board Certified Teachers work in more affluent districts:

- 39% of NBCTs in Maine come from one of four lower poverty districts that had offered salary increases for NBCTs substantially higher than the MDOE allocation of $2,750 (Falmouth, Five Town CSD, RSU 51 and RSU 75).
- The remaining 102 NBCTs in Maine work among 48 districts reflecting a Free/Reduced Price Lunch rate range of 6% to 80% and including all geographic locales.
- Approximately 1% of teachers in rural or city districts are NBCTs. Suburban and town districts include 2.6% and 5.3% NBCTs, respectively.

This data (MDOE, 2014) suggests that students in lower poverty school districts are more likely to have a NBCT, but there are NBCTs in all geographic regions and school districts of various poverty levels, sizes and geographic locales in Maine have few to no NBCTs.

	Lower Poverty District*	Higher Poverty District*
2013 Percent of Maine's National Board Certified Teachers	68%	32%

* Lower Poverty Districts are below and Higher Poverty Districts are above Maine state average rate of students eligible for free or reduced price lunch (Maine average in 2013 = 45%).

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H.P. 1335 - L.D. 1850
Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5(5). Debt service for locally approved school construction projects in the required local share of school funding.

A. Review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15672, subsection 2-A related to determination of debt service costs that are included and excluded from the school construction projects that are recognized in the required state and local shares of school funding;

B. Review school administrative unit data related to energy and other costs related to minor capital costs, defined in the Maine Revised Statutes, Title 20-A, section 15672, subsection 20-A; and

C. Review the statutory provisions under the Maine Revised Statutes, Title 30-A, section 6006-F related to the School Revolving Renovation Fund.

Commission Actions:

The commission received and reviewed documents from the Maine Department of Education (MDOE) related to the topics of major and minor capital construction and the School Revolving Renovation Fund. The MDOE provided clarification on the interpretation of current law. Based on this clarification and discussions, the commission recommended the following:

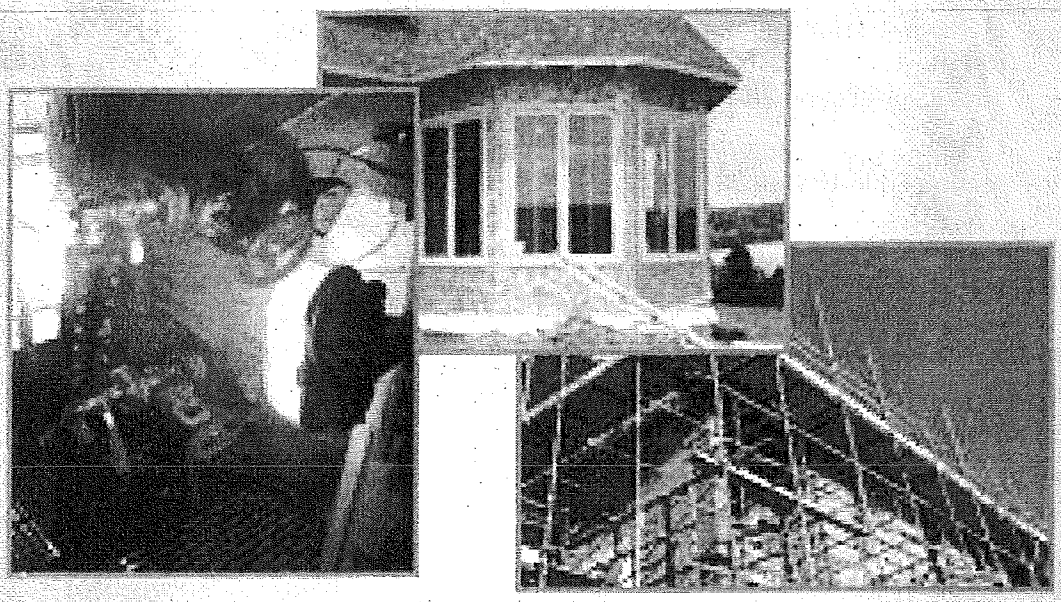
1. No change be made in current law related to school construction projects.

Section 5. Sub-section 5.
Debt service for locally approved school construction projects in the required local share of school funding.

Accounting for

Minor Capital Improvement Costs

In The Essential Programs & Services Model



A Report Submitted to:

The Joint Standing Committee on Education and Cultural Affairs

Pursuant to LD1686 Chapter 182
124th Legislature

March 2011

Accounting for Minor Capital Improvement Costs

in the Essential Programs and Services Model

During the Second Session of the 124th Legislature, the Joint Standing Committee on Education and Cultural Affairs considered LD1686 relating to the requirement of 20-A 15690 2A(2) to raise and appropriate funds for local only debt and its relationship to the Essential Programs and Services operating cost component for Operation and Maintenance of Plant. LD1686, Chapter 182, became a resolve **To Clarify the Reporting of Debt Service Costs and the Allowance of Minor Capital Improvement Project Costs under Essential programs and Services**. The resolve charged the Commissioner of Education with convening a stakeholders group to review current law relating to recognizing, funding, and approving non-state-funded debt service costs incurred for minor capital improvement projects. A copy of the Resolve is attached as ***Appendix A***.

In accordance with the request, the Commissioner established a nine member stakeholder group comprised of representatives from the Maine School Superintendents Association, the Maine Association of School Business Officials, the Maine School Boards Association, and the Department of Education.

Resolve: Chapter 182, Stakeholder Group Members

Michael Cormier
Superintendent
RSU/SAD#9
Farmington

George Joseph
Superintendent
Carrabassett Valley School Department

Leon Levesque
Superintendent
Lewiston Schools

David Bridgham
Business Manager
RSU#24
Ellsworth

Adam Hanson
Business Manager
AOS #93
Damariscotta

Susan Campbell
School Board Member
Augusta School Department

Ashley O'Brien
School Board Member
RSU#36
Livermore

Jim Rier
Director Finance & Operations
Department of Education

Joanne Allen
School Finance Specialist
Department of Education

DISCUSSION:

The Essential Programs and Services Model (EPS) includes a cost component for Maintenance and Operation of school facilities. The per-pupil amount for that cost component of EPS was created using school administrative units' (SAU) annual reported general fund expenditures for maintenance and operation. Those reported expenditures included costs for minor capital improvements whether expended for services or annual payments made on debt for minor capital improvements. The Federal Accounting Handbook for Schools, which Maine follows throughout its accounting, reporting and auditing processes, includes minor capital expenditures and payments on minor capital debt in maintenance and operation of plant. In other words there is consistency between reported expenditures and the costs that are included in the EPS per-pupil calculation for Maintenance and Operation of Plant.

See Appendix B: Function Code Report (specifically #2680 and #2690)

In the first year of EPS implementation, FY2005-06, the per-pupil amount for Maintenance and Operation was set at $625 for K-8 and $825 for 9-12 student populations. While the cost component has been reviewed twice since that initial implementation, the method of calculation and the data used to create the per-pupil amount has not changed. Chapter 606-B has required that the per-pupil amount be inflated by the Consumer Price Index (cpi) each year. The resultant amounts for FY2011 are $986 per-pupil K-8 and $1172 per-pupil 9-12. While these per-pupil amounts are a part of each unit's unique EPS per-pupil amount the total allocation for Maintenance and Operation will also be impacted by each unit's unique number of specialized student populations – Economically Disadvantaged, Limited English Proficient, and K-2 students; for example the greater the number of specialized students the greater the total EPS allocation for Maintenance and Operation.

For the annual budget preparation, all proposed expenditures for minor capital improvements including the debt payment on locally approved bonding for minor capital improvements should be assigned to cost center #9 - Maintenance and Operations as required by **20-A §1485 (1) A&B Cost center summary budget format.** Revenue to support those expenditures would be part of the Total EPS Allocation and funded by the required state and local appropriation in warrant article required by **20-A §15690 (1) School administrative unit contribution to total cost of funding public education from kindergarten to grade 12.**

See Appendix C&D: Cost Center Summary Budget Graphics

If the SAU is proposing to spend an aggregate amount in their total budget that will exceed the 100% EPS Total Allocation, additional funds will be required and would be raised in the Additional Local Funds Article required by **20-A §15690 (3) Additional Local**

Appropriation. If the SAU is proposing to expend funds for Maintenance and Operation above the EPS defined cost component that will contribute to that additional local amount required to meet the proposed total budget. If the SAU is not proposing to spend an amount for Maintenance and Operation that is above the EPS defined cost there would be no impact on the additional local funds article due to that cost component.

By contrast, funds proposed to be expended on local debt payments for Major Capital Improvements are required to be included in Article #10 - Debt and other Commitments. Revenue to support those local only Major Capital debt payments should be included the local only debt Article required by **20-A §15690 (2) Non-state –funded debt service.** Local only SAU expenditures and local appropriations for Major Capital Improvements are not included in the data that creates the EPS per pupil amount for Maintenance and Operation. The proposed expenditure for local only debt for Major Capital Improvements is excluded from the SAU's total expenditure comparison with the spending target (100% of EPS the EPS allocation) required by **20-A §15690 (3B) Additional local appropriation.** Local only debt for Major Capital Improvements is not recognized in EPS so the local revenue raised to support those payments should not be included in the SAU's spending comparison with the 100% EPS spending target.

The Committee studied and has included two examples of SAU proposed expenditures and how those expenditures matched up with the EPS defined costs for Maintenance and Operation.

See Appendix E (SAU A Budget Graphic and F (SAU B Budget Graphic)

FY2011	EPS Maintenance & Operation Allocation	Article #9 Proposed Expenditure	Difference	Over/Under EPS FY2011
SAU "A"	$6,027,065	$5,553,192	($473,873)	($1,812,274)
SAU "B"	$2,797,803	$3,260,193	$462,803	$880,526

In example "A", it could be argued that the EPS allocation exceeds the amount of proposed expenditures in Article #9 and if any additional local funds were proposed by the SAU those additional funds would not have been a result of the Maintenance and Operation EPS allocation –the EPS allocation is higher than the proposed expenditures.

In example "B", it could be argued that because the proposed expenditures in Article #9 exceed the EPS defined costs for maintenance and operation by $462,803, a substantial portion of the over EPS benchmark spending of $880,526 is due to the proposed

spending for maintenance and operation that exceed the EPS allocation for that cost component.

CONCLUSIONS:

The EPS allocation for Maintenance and Operation properly includes expenditures for minor capital improvements and the annual payment on debt incurred for minor capital improvements. All expenditures for minor capital improvements purchased services or debt payments should be included in expenditure article #9 for budget preparation and voter approval.

The committee also concluded that while Federal Accounting Handbook for Schools requirements that distinguish between minor capital costs and major capital costs are rather clear and include examples, the statutory definitions for those two categories are not as clear and do not include consistent examples.

20-A §15901 Definitions

3. Major capital cost. "Major capital cost" means school construction projects and may include the cost for equipment approved under a school construction project.

[1981, c. 693, §§5, 8 (NEW) .]

4. School construction project. "School construction project" means:

A. On-site additions to existing schools; [1981, c. 693, §§5, 8 (NEW).]

B. New schools; [1981, c. 693, §§5, 8 (NEW).]

C. The cost of land acquired in conjunction with projects otherwise defined by this subsection; [1983, c. 612, (AMD).]

D. The building of or acquisition of other facilities related to the operation of school administrative units; [1981, c. 693, §§5, 8 (NEW).]

E. The complete restoration of existing school buildings in lieu of replacement when in the judgment of the commissioner the action is in the best interest of the State and local unit; and [1983, c. 613, (RPR).]

F. Off-site construction only if, in the judgment of the commissioner, it is economically in the best interests of the State or there is no other practical way to complete a project. [2005, c. 683, Pt. B, §12 (AMD).]

"School construction project" does not mean the purchase, lease-purchase or construction of portable temporary classroom space, as defined in section 15672, subsection 21-B, the lease-purchase of bus garage and maintenance facilities or a permanent space lease-purchase project as defined in section 15901, subsection 4-B.

[2005, c. 683, Pt. B, §12 (AMD) .]

20-A §15672 Definitions

20-A. Minor capital costs. "Minor capital costs" means costs relating to plant maintenance, minor remodeling, site development or the purchase of land not in conjunction with a construction project.

A. "Minor capital costs" does not include construction of new buildings or the purchase of land in conjunction with a school construction project. [2005, c. 2, Pt. D, §§72, 74 (AFF); 2005, c. 2, Pt. D, §36 (NEW); 2005, c. 12, Pt. WW, §18 (AFF).]

B. Expenditures to repay funds borrowed for minor capital expenditures must be considered minor capital costs in the year in which these funds are repaid. [2005, c. 2, Pt. D, §§72, 74 (AFF); 2005, c. 2, Pt. D, §36 (NEW); 2005, c. 12, Pt. WW, §18 (AFF).]

C. Purchase of land made in accordance with this subsection must be approved:

(1) By the legislative body of the school administrative unit; and

(2) By the commissioner, under rules adopted for this purpose. [2005, c. 2, Pt. D, §§72, 74 (AFF); 2005, c. 2, Pt. D, §36 (NEW); 2005, c. 12, Pt. WW, §18 (AFF).]

[2005, c. 2, Pt. D, §§72, 74 (AFF); 2005, c. 2, Pt. D, §36 (NEW); 2005, c. 12, Pt. WW, §18 (AFF) .]

RECOMMENDATIONS:

Amend the statutory definition of Minor capital costs, 20-A 15672 (20-A), to include the same examples as those used in the Federal Accounting Handbook for School Systems, specifically the code 2690 description, Operation and Maintenance of Plant – Capital Renewal and Renovation. "Examples include: roof replacement, boiler replacement, and installing new windows".

The Department of Education should post this report and provide a template for School Administrative Units to calculate their unique EPS Cost Component for Maintenance and Operation of Plant in order for them to make accurate comparisons with the amount being proposed in Cost Center #9 for approval by the voters.

Resolve, To Clarify the Reporting of Debt Service Costs and the Allowance of Minor Capital School Improvement Projects Costs under Essential Programs and Services

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, many school administrative units have an immediate need to submit proposals for approval under the school funding formula for recognition of non-state-funded debt service expenditures incurred for minor capital school improvement projects; and

Whereas, it may be necessary to change the law to allow for reimbursement for these non-state-funded debt service expenditures; and

Whereas, a review of current law and state policy pertaining to the funding and reporting requirements for these projects must be initiated before the 90-day period expires in order that the study may be completed and a report submitted in time for submission to the next legislative session; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

Sec. 1 Review of essential programs and services requirements for non-state-funded debt service expenditures incurred for minor capital school improvement projects. Resolved: That the Commissioner of Education shall convene a stakeholder group to review current state law related to recognizing, funding and approving non-state-funded debt service costs incurred for minor capital school improvement projects; and be it further

Sec. 2 Stakeholder group. Resolved: That the Commissioner of Education or the commissioner's designee is a member of the stakeholder group. The Commissioner of Education shall invite the participation of representatives of the following educational associations:

1. The Maine School Superintendents Association;

2. The Maine Association of School Business Officials; and

3. The Maine School Boards Association.

The commissioner may invite any other person the commissioner determines will contribute to the development of effective policies related to the issues to be reviewed by the stakeholder group; and be it further

Sec. 3 Duties. Resolved: That the Commissioner of Education and the stakeholder group shall review the provisions of the Essential Programs and Services Funding Act pertaining to funding and reporting requirements for approval for reimbursement of non-state-funded debt service costs incurred for minor capital school improvement projects. The stakeholder group shall develop recommendations to change, as necessary, relevant provisions in the school funding formula to appropriately address these local expenditures. The recommendations must include, but are not limited to, recommendations relating to:

Appendix A

1. How school administrative unit expenditures for non-state-funded debt service costs incurred for minor capital school improvement projects should be recognized under the Essential Programs and Services Funding Act, particularly with respect to how these expenditures should be counted towards the amount of locally raised funds that meet or exceed the local cost share expectation as defined in the Maine Revised Statutes, Title 20A, section 15671-A, subsection 1, paragraph B;

2. The types of expenditures, including the replacement of windows, a boiler or a roof, that may be included as non-state-funded debt service costs incurred for minor capital school improvement projects that are recognized as part of the amount of locally raised funds that meet the local cost share expectation;

3. How school administrative units should report expenditures for non-state-funded debt service expenditures incurred for minor capital school improvement projects;

4. How to clarify the school funding formula requirements related to the adoption and approval of expenditures for non-state-funded debt service costs incurred for minor capital school improvement projects, including how to more effectively communicate to the public how these expenditures are reflected in the language that is included in school budget articles and explanations that are presented to the voters to adopt and approve the school budget; and

5. Any other policy issue pertaining to the recognition and funding of debt service costs that a majority of the stakeholder group determines to be necessary and useful to improving public policy related to the appropriate maintenance and improvement of school facilities in the State; and be it further

Sec. 4 Report. Resolved: That the Commissioner of Education shall present the findings and recommendations of the stakeholder group to the joint standing committee of the Legislature having jurisdiction over education matters by January 15, 2011.

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.

Function Code Report

Function Code	*2600*	
Function	***Title***	***Description***
Operation and Maintenance of Plant		Activities concerned with keeping the physical plant open, comfortable, and safe for use, and keeping the grounds, buildings, and equipment in effective working condition and state of repair. This includes the activities of maintaining safety in buildings, on the grounds, and in the vicinity of schools. Costs for building rental and property insurance should also be included here.

Function Code	*2610*	
Function	***Title***	***Description***
Operation & Maintenance of Plant	Care of Buildings	Custodial activities concerned with keeping the physical plant clean and ready for daily use. This includes operating the heating, lighting, and ventilating systems, and doing minor repairs.

Function Code	*2620*	
Function	***Title***	***Description***
Operation and Maintenance of Plant	Maintenance of Buildings	Activities associated with keeping buildings at an acceptable level of efficiency through repairs and preventative maintenance.

Function Code	*2630*	
Function	***Title***	***Description***
Operation & Maintenance of Plant	Care and Upkeep of Grounds	Activities involved in maintaining and improving the land (but not the buildings). This code includes snow removal, landscaping, grounds maintenance, and the like.

Function Code 2640

Function	*Title*	*Description*
Operation & Maintenance of Plant	Care and Upkeep of Equipment	Activities involved in maintaining equipment owned or used by the school administrative unit. This includes such activities as servicing and repairing furniture, machines, and movable equipment.

Function Code 2650

Function	*Title*	*Description*
Operation & Maintenance of Plant	Vehicle Operation and Maintenance (other than Student Transportation Vehicles)	Activities involved in maintaining general purpose vehicles such as trucks, tractors, graders, and staff vehicles. This includes such activities as repairing vehicles; replacing vehicle parts; and cleaning, painting, greasing, fueling, and inspecting vehicles for safety, (i.e., preventive maintenance).

Function Code 2660

Function	*Title*	*Description*
Operation & Maintenance of Plant	Security	Activities concerned with maintaining a safe and secure environment for students and staff, whether in-transit to or from school, on a campus or administrative facility, or participating in school-sponsored events. This includes costs associated with security plan development and implementation, installation of monitoring devices such as cameras or metal detectors, security personnel such as campus police and security guards, purchase of security vehicles and communication equipment, and other security related costs. Costs associated with in-service training related to school safety, drug and violence prevention training, and alternative schools should not be accounted for here.

Function Code *2670*

Function	*Title*	*Description*
Operation and Maintenance of Plant	Safety	Activities concerned with maintaining a safe environment for students and staff, whether they are in transit to or from school, on a campus or administrative facility, or participating in school sponsored events. This includes costs associated with chemical officers, installation and monitoring school fire alarm systems and providing school crossing guards, as well as other costs incurred in an effort to ensure basic safety of staff and students. Costs associated with in-service training related to school safety, drug and violence prevention training, and alternative schools should not be accounted for under this function code.

Function Code *2680*

Function	*Title*	*Description*
Operation & Maintenance of Plant	Capital Enhancement and Improvement	Those activities having to do with additions or alterations to existing plant assets that add to, as opposed to restore, the value of the base asset or create a new asset. Many of these projects and expenses are made to enhance educational programs. (Adding a new ventilation system when one did not exist is a capital improvement or enhancement while replacing a roof is capital renewal.)

Function Code *2690*

Function	*Title*	*Description*
Operation and Maintenance of Plant	Capital Renewal and Renovation	Those activities having to do with the replacement, in whole or substantial part, of a building component which renews its life expectancy. Activities which bring facilities up to current codes and standards would be categorized as capital renewal. In most cases, capital renewal activities involve the substantial renewal or replacement of fixed assets. Examples include: replacing a roof covering, replacing a boiler, installing new windows.

EXPENDITURES What the District Board Proposes to Spend on Education from July 1, 2010 to June 30, 2011

Article	Description	Category	Board of Directors Recommends
ARTICLE # 1	To see what sum the District will be allowed to EXPEND for	REGULAR INSTRUCTION	$18,757,354
ARTICLE # 2	To see what sum the District will be allowed to EXPEND for	SPECIAL EDUCATION	$10,387,771
ARTICLE # 3	To see what sum the District will be allowed to EXPEND for	CAREER & TECHNICAL	$2,982,941
ARTICLE # 4	To see what sum the District will be allowed to EXPEND for	OTHER INSTRUCTION	$767,222
ARTICLE # 5	To see what sum the District will be allowed to EXPEND for	STUDENT & STAFF SUPPORT	$2,934,121
ARTICLE # 6	To see what sum the District will be allowed to EXPEND for	SYSTEM ADMINISTRATION	$989,432
ARTICLE # 7	To see what sum the District will be allowed to EXPEND for	SCHOOL ADMINISTRATION	$2,393,126
ARTICLE # 8	To see what sum the District will be allowed to EXPEND for	TRANSPORTATION & BUSES	$1,435,227
ARTICLE # 9	To see what sum the District will be allowed to EXPEND for	FACILITIES MAINTENANCE	$5,553,192
ARTICLE # 10	To see what sum the District will be allowed to EXPEND for	DEBT & OTHER COMMITMENTS	$2,901,463
ARTICLE # 11	To see what sum the District will be allowed to EXPEND for	ALL OTHER	$300,000

TOTAL EXPENSES 49,339,086

REVENUES Where the Money Will Come From to Pay the Above Expenses

ARTICLE # 12

[illegible]

15690A 1A-1

EPS LOCAL CONTRIBUTION

Board of Directors Recommends

$15,919,904

The District's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding act is the amount of money determined by state law to be the minimum amount that the district must raise and assess in order to receive the full amount of state dollars – Line 50 of the ED279

ARTICLE # 13

To see what sum the District will raise and appropriate for the annual payments on debt service previously approved by the legislative body for non-state-funded school construction projects, non-state-funded portions of school construction projects and minor capital projects in addition to the funds appropriated as the local share of the SAU's contribution to the total cost of funding public education from Kindergarten through grade 12.

15690A 2A-1

NON-STATE-FUNDED DEBT

Board of Directors Recommends

$241,083

Non-state-funded debt service is the amount of money needed for the annual payments on the District's long term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters or other legislative body.

ARTICLE # 14

To see what sum the District will raise and appropriate in Additional Local Funds for school purposes under MRSA Title 20-A, Section 15690.

15690A 3A-1

ADDITIONAL LOCAL FUNDS

Board of Directors Recommends

$0

The additional local funds are those locally raised funds over and above the District's local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state-funded construction loans.

ARTICLE # 15

To see what sum the District shall authorize the Board to expend for the fiscal year beginning July 1, 2000 and ending June 30, [illegible] from the regular education allocation, debt service allocation, local allocations, unexpended balances, tuition receipts, state subsidy, and other receipts for the support of schools.

15690A 4A-1

TOTAL BUDGET ARTICLE

Board of Directors Recommends

$49,339,086

This is a summary Article. It authorizes the Regional Board to expend the money raised and appropriated in the previous Articles as well as revenues from all other sources. This Article does not raise additional money. The following is a summary of all revenue sources:

State Allocation	$32,682,046
ARRA State Stabilization	$1,306,264
Balance Forward	$.
Federal/Other Revenues	$
Tuition Receipts	$
Other Local Revenues	$.
Local Allocation (Total)	$

TOTAL REVENUES $

EXPENDITURES

ARTICLE # 9

To see what sum the District will be allowed to **EXPEND** for

Facilities Maintenance

Board of Directors Recommends

$5,553,192

The **FACILITIES MAINTENANCE** article includes costs for keeping the physical plant open, comfortable and safe for use. It also includes keeping grounds, buildings, and equipment in working condition.

Maintenance / Custodial	
Salaries & Benefits	$1,722,381
Purchased Services	$986,346
Supplies & Equipment	$1,406,674
Capital Enhancement / Improvement	
Salaries & Benefits	
Purchased Services	
Supplies & Equipment	
Capital Renewal & Renovation	
Salaries & Benefits	
*Annual Payment on Loans	$1,437,791
Supplies & Equipment	
** Minor Capital Improvements*	**$5,553,192.**

ARTICLE # 10

To see what sum the District will be allowed to **EXPEND** for

Debt & Other Commitments

Board of Directors Recommends

$2,901,463

The **DEBT & OTHER COMMITMENTS** article includes costs for the principal and interest payments on long term debt of the school administrative unit and payment of new school construction debt.

Debt Service	
Principal *(Major Capital Debt)*	$1,436,582
Interest	$1,223,798
ED279 Line #42	$2,660,380
Principal (Local Major Capital Debt)	$136,858
Interest	$104,225
	$241,083
Other Commitments	
Salaries & Benefits	
Purchased Services	
Supplies & Equipment	
	$2,901,463.

EXPENDITURES What the District Board Proposes to Spend on Education from July 1, 2010 to June 30, 2011

ARTICLE # 1	ARTICLE # 2	ARTICLE # 3	ARTICLE # 4	ARTICLE # 5	ARTICLE # 6
To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for
REGULAR INSTRUCTION	SPECIAL EDUCATION	CAREER & TECHNICAL	OTHER INSTRUCTION	STUDENT & STAFF SUPPORT	SYSTEM ADMINISTRATION
Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends
$18,757,354	$10,387,771	$2,982,941	$767,222	$2,934,121	$989,432

ARTICLE # 7	ARTICLE # 8	ARTICLE # 9	ARTICLE # 10	ARTICLE # 11	
To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	To see what sum the District will be allowed to EXPEND for	
SCHOOL ADMINISTRATION	TRANSPORTATION & BUSES	FACILITIES MAINTENANCE	DEBT&OTHER COMMITMENTS	ALL OTHER	
Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	Board of Directors Recommends	TOTAL EXPENSES
$2,393,126	$1,435,227	$5,553,192	$2,901,463	$300,000	49,339,086

SAU "A"

EPS Allocation
$6,027,065
$473,873 Below EPS

Appendix E

REVENUES Where the Money Will Come From to Pay the Above Expenses

ARTICLE # 12

[illegible]

ED279 Line 50 $17,812,695

EPS LOCAL CONTRIBUTION

Board of Directors Recommends

$15,919,904 (89.37%)

The District's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding act is the amount of money determined by state law to be the minimum amount that the district must raise and assess in order to receive the full amount of state dollars – Line 50 of the ED279

ARTICLE # 13

[illegible]

NON-STATE-FUNDED DEBT

Board of Directors Recommends

$241,083

Non-state-funded debt service is the amount of money needed for the annual payments on the District's long term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters or other legislative body.

ARTICLE # 14

[illegible]

15690A
3A-1

ADDITIONAL LOCAL FUNDS

Board of Directors Recommends

$0

The additional local funds are those locally raised funds over and above the District's local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state-funded construction loans.

ARTICLE # 15

To see what sum the District will authorize the Board to expend for [illegible] and ending [illegible] allocation, debt service allocation, local allocations, unexpended balances, tuition receipts, state subsidy, and other receipts [illegible] schools.

TOTAL BUDGET ARTICLE

Board of Directors Recommends

$49,339,086

This is a summary Article. It authorizes the Regional Board to expend the money raised and appropriated in the previous Articles as well as revenues from all other sources. This Article does not raise additional money. The following is a summary of all revenue sources:

State Allocation	$32,682,046
ARRA State Stabilization	$1,306,264
Balance Forward	$.
Federal/Other Revenues	$
Tuition Receipts	$
Other Local Revenues	$.
Local Allocation (Total)	$

TOTAL REVENUES $

EXPENDITURES What the District Board Proposes to Spend on Education from July 1, 2010 to June 30, 2011

Article	Description	Board of Directors Recommends
ARTICLE # 1	To see what sum the District will be allowed to EXPEND for REGULAR INSTRUCTION	$11,128,761
ARTICLE # 2	To see what sum the District will be allowed to EXPEND for SPECIAL EDUCATION	$3,029,306
ARTICLE # 3	To see what sum the District will be allowed to EXPEND for CAREER & TECHNICAL	$166,086
ARTICLE # 4	To see what sum the District will be allowed to EXPEND for OTHER INSTRUCTION	$735,273
ARTICLE # 5	To see what sum the District will be allowed to EXPEND for STUDENT & STAFF SUPPORT	$2,210,018
ARTICLE # 6	To see what sum the District will be allowed to EXPEND for SYSTEM ADMINISTRATION	$635,281
ARTICLE # 7	To see what sum the District will be allowed to EXPEND for SCHOOL ADMINISTRATION	$1,548,273
ARTICLE # 8	To see what sum the District will be allowed to EXPEND for TRANSPORTATION & BUSES	$1,590,446
ARTICLE # 9	To see what sum the District will be allowed to EXPEND for FACILITIES MAINTENANCE	$3,260,193
ARTICLE # 10	To see what sum the District will be allowed to EXPEND for DEBT&OTHER COMMITMENTS	$1,928,552
ARTICLE # 11	To see what sum the District will be allowed to EXPEND for ALL OTHER	$140,000

TOTAL EXPENSES 26,372,189

Appendix F

SAU "B"

EPS Allocation
$2,797,803
$462,390 Above EPS

REVENUES Where the Money Will Come From to Pay the Above Expenses

ARTICLE # 12

To see what sum the District will appropriate for the total cost ... [illegible] ... EPS Funding Act ... will raise and assess as each municipality's contribution to the total cost of funding public education from kindergarten to grade 12 ... in the EPS Funding Act ... [illegible]

15690A
1A-1

EPS LOCAL CONTRIBUTION

Board of Directors Recommends
$11,195,940

The District's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding act is the amount of money determined by state law to be the minimum amount that the district must raise and assess in order to receive the full amount of state dollars – Line 50 of the ED279

ARTICLE # 13

To see what sum the District will raise and appropriate for ... [illegible] ... funded portions of school construction projects and minor capital projects ... appropriated ... contribution ... education from Kindergarten through grade 12

15690A
2A-1

NON-STATE-FUNDED DEBT

Board of Directors Recommends
$376,388

Non-state-funded debt service is the amount of money needed for the annual payments on the District's long term debt for major capital school construction projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters or other legislative body.

ARTICLE # 14

To see what sum the District will raise and appropriate ... [illegible] ... purposes ... [illegible]

15690A
3A-1

ADDITIONAL LOCAL FUNDS

Board of Directors Recommends
$1,431,955

The additional local funds are those locally raised funds over and above the District's local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state-funded construction loans.

ARTICLE # 15

To see what sum the District will authorize the Board to expend for the fiscal year ... 2010 and ending ... [illegible] ... allocation, debt service allocation, local allocations, unexpended balances, tuition receipts, state subsidy, and other receipts for the support of schools.

15690A
4A-1

TOTAL BUDGET ARTICLE

Board of Directors Recommends
$26,372,189

This is a summary Article. It authorizes the Regional Board to expend the money raised and appropriated in the previous Articles as well as revenues from all other sources. This Article does not raise additional money. The following is a summary of all revenue sources:

State Allocation	$
ARRA State Stabilization	
Balance Forward	$.
Federal/Other Revenues	$
Tuition Receipts	$
Other Local Revenues	$.
Local Allocation (Total)	$

TOTAL REVENUES $

H.P. 1335 – L.D. 1850

Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5 (6). Special education allocation for minimum subsidy receivers.

The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15689, subsections 1, 1-B and 11 that reduce the special education allocations for minimum subsidy receivers from 100% to 30% of special education costs, and the commission shall develop one or more models to align the special education allocations for minimum subsidy receivers with the progress of state funding levels necessary to progress towards meeting the statutory obligation to fund 55% of the total cost of education statewide.

Commission Action:

The commission received from the Maine Department of Education materials related to special education allocations for minimum state subsidy receivers. In addition, the commission received and reviewed a proposal to address this issue from a member of the EPS commission. Based on the review and discussion by the commission members, the commission recommended the following:

1. **For each 1 percent increase in the state contribution to the total cost of education, or portion thereof, the special education allocation will increase by 10.3% of the state contribution increase amount until the 100% funding requirement is reached.**

Table of Contents

Section 5. Sub-section 6.
Special education allocation for minimum subsidy receivers.

Maine Revised Statutes

Title 20-A: EDUCATION

Chapter 606-B: ESSENTIAL PROGRAMS AND SERVICES HEADING: PL 2001, c. 660, §1 (new)

§15689. ADJUSTMENTS TO STATE SHARE OF TOTAL ALLOCATION

Beginning July 1, 2005, adjustments to the state share of the total allocation must be made as set out in this section. [2003, c. 712, §17 (NEW).]

1. **Minimum state allocation.** Each school administrative unit must be guaranteed a minimum state share of its total allocation that is an amount equal to the greater of the following:

A. The sum of the following calculations:

(1) Multiplying 5% of each school administrative unit's essential programs and services per-pupil elementary rate by the average number of resident kindergarten to grade 8 pupils as determined under section 15674, subsection 1, paragraph C, subparagraph (1); and

(2) Multiplying 5% of each school administrative unit's essential programs and services per-pupil secondary rate by the average number of resident grade 9 to grade 12 pupils as determined under section 15674, subsection 1, paragraph C, subparagraph (1).

The 5% factor in subparagraphs (1) and (2) must be replaced by: 4% for the 2009-10 funding year including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009; 3% for the 2010-11 funding year including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009; 3% for the 2011-12 funding year; and 3% for the 2012-13 funding year and subsequent years; and [2013, c. 1, Pt. C, §4 (AMD).]

B. The school administrative unit's special education costs as calculated pursuant to section 15681-A, subsection 2 multiplied by the following transition percentages:

(1) In fiscal year 2005-06, 84%;

(2) In fiscal year 2006-07, 84%;

(3) In fiscal year 2007-08, 84%;

(4) In fiscal year 2008-09, 45%;

(5) In fiscal year 2009-10, 40% including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009;

(6) In fiscal year 2010-11, 35% including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009;

(7) In fiscal year 2011-12, 30%;

(8) In fiscal year 2012-13, 30%;

(9) In fiscal year 2013-14, 35%; and

(10) In fiscal year 2014-15 and succeeding years, 30%. [2013, c. 368, Pt. C, §13 (AMD).]

These funds must be an adjustment to the school administrative unit's state and local allocation after the state and local allocation has been adjusted for debt service pursuant to subsection 2. Beginning July 1, 2007, these funds must be an adjustment to the school administrative unit's state and local allocation in addition to the state and local allocation that has been adjusted for debt service pursuant to subsection 2.

General Purpose Aid for Local Schools	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015
Minimum Special Education Allocations	$14,163,036	$13,854,832	$18,175,383	$8,310,731	$8,253,662	$7,204,520	$6,785,054	$8,034,904	$9,322,236	$8,323,796
Percentage	84%	84%	84%	45%	40%	35%	30%	30%	35%	30%
Adjustment for % of Special Education Costs	$14,163,036	$13,854,832	$17,959,119	$7,981,996	$6,786,977	$5,499,035	$5,794,698	$6,943,933	$8,472,818	$7,952,887
Minimum Special Education for Towns in a SAD/RSU	$0	$0	$216,264	$328,735	$1,466,685	$1,705,485	$990,356	$1,090,971	$849,418	$370,909

§15689. ADJUSTMENTS TO STATE SHARE OF TOTAL ALLOCATION

Beginning July 1, 2005, adjustments to the state share of the total allocation must be made as set out in this section. [2003, c. 712, §17 (NEW).]

1. Minimum state allocation. Each school administrative unit must be guaranteed a minimum state share of its total allocation that is an amount equal to the greater of the following:

A. The sum of the following calculations:

(1) Multiplying 5% of each school administrative unit's essential programs and services per-pupil elementary rate by the average number of resident kindergarten to grade 8 pupils as determined under section 15674, subsection 1, paragraph C, subparagraph (1); and

(2) Multiplying 5% of each school administrative unit's essential programs and services per-pupil secondary rate by the average number of resident grade 9 to grade 12 pupils as determined under section 15674, subsection 1, paragraph C, subparagraph (1).

The 5% factor in subparagraphs (1) and (2) must be replaced by: 4% for the 2009-10 funding year including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009; 3% for the 2010-11 funding year including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009; 3% for the 2011-12 funding year; and 3% for the 2012-13 funding year and subsequent years; and [2013, c. 1, Pt. C, §4 (AMD).]

B. The school administrative unit's special education costs as calculated pursuant to section 15681-A, subsection 2 multiplied by the following transition percentages:

(1) In fiscal year 2005-06, 84%;

(2) In fiscal year 2006-07, 84%;

(3) In fiscal year 2007-08, 84%;

(4) In fiscal year 2008-09, 45%;

(5) In fiscal year 2009-10, 40% including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009;

(6) In fiscal year 2010-11, 35% including funds provided under Title XIV of the State Fiscal Stabilization Fund of the American Recovery and Reinvestment Act of 2009;

(7) In fiscal year 2011-12, 30%;

(8) In fiscal year 2012-13, 30%;

(9) In fiscal year 2013-14, 35%; and

(10) In fiscal year 2014-15 and succeeding years, 30%. [2013, c. 368, Pt. C, §13 (AMD).]

These funds must be an adjustment to the school administrative unit's state and local allocation after the state and local allocation has been adjusted for debt service pursuant to subsection 2. Beginning July 1, 2007, these funds must be an adjustment to the school administrative unit's state and local allocation in addition to the state and local allocation that has been adjusted for debt service pursuant to subsection 2.

[2013, c. 368, Pt. C, §13 (AMD) .]

2012-13 Curtailment Estimate GPA PRELIMINARY ESTIMATES for General Purpose for Local Schools

Amounts do not include "unbonded" debt for approved school construction projects.

30% Minimum Special Education Adjustment
3% Minimum Subsidy Adjustment
98% Minimum Disadvantage Adjustment

Mill Expection: 7.80 | 2012-13 Est. GPA Less $12.58 million: 7.69 | Current Enacted As of 2/11/13

				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
													Differences		2012-13 Total	Reduction Percent of
															State & Local	Total
			TOTAL ALLOCATION	EPS Total	EPS Total	Adjusted Local	Adjusted Mill	Adjusted State	Adjusted Local	Adjusted Mill	2012-13 Adjusted State	Adjusted Local Share	Adjusted Mill Rate	Adjusted State Share	Approved Spending* (includes Local Required,	State & Local
				Allocation	Allocation at	Share	Rate	Share	Share	Rate	Share	Col 3 -	Col 4 -	Col 5 -	Addtl Local & State Subsidy)	Col 11 /
MEDMS	UNIX	AOS	SAUs - UNIX Code Order	at 100%	97%	*ED 281 Line 50*		*ED 281 Line 50*	*ED 281 Line 50*		*ED 281 Line 50*	Col. 6	Col. 7	Col. 8	as of 11/28/2012	Col. 12
1000	002		Acton	$3,914,662.62	$3,829,669.00	$3,437,508.08	5.84	$392,160.92	$3,387,077.70	5.77	$432,591.30	$40,430.38	0.07	($40,430.38)	$5,090,409.30	-0.8%
1001	005	877	Alexander	$506,022.67	$493,440.33	$376,740.00	7.80	$116,700.33	$371,427.00	7.69	$122,013.33	$5,313.00	0.11	($5,313.00)	$657,421.18	-0.8%
1004	014		Appleton	$1,237,149.37	$1,206,329.32	$722,114.84	7.80	$486,214.48	$711,931.16	7.69	$496,398.16	$10,183.68	0.11	($10,183.68)	$1,580,108.34	-0.6%
1007	020		Auburn	$34,938,033.57	$34,148,361.09	$15,536,040.00	7.80	$18,612,321.09	$15,316,942.00	7.69	$18,831,419.09	$219,098.00	0.11	($219,098.00)	$32,758,047.70	-0.7%
1008	021		Augusta	$24,538,889.22	$24,046,923.28	$11,905,530.00	7.80	$12,141,393.28	$11,737,631.50	7.69	$12,309,291.78	$167,898.50	0.11	($167,898.50)	$22,852,636.78	-0.7%
1009	024	890	Baileyville	$2,152,736.71	$2,095,056.83	$1,652,820.00	7.80	$442,236.83	$1,629,511.00	7.69	$465,545.83	$23,309.00	0.11	($23,309.00)	$2,524,795.81	-0.9%
1010	026	848	Bancroft	$99,513.57	$97,691.16	$56,160.00	7.80	$41,531.16	$55,368.00	7.69	$42,323.16	$792.00	0.11	($792.00)	$166,325.00	-0.5%
1011	027		Bangor	$36,294,957.98	$35,448,513.07	$19,239,870.00	7.80	$16,208,643.07	$18,968,538.50	7.69	$16,479,974.57	$271,331.50	0.11	($271,331.50)	$37,884,725.57	-0.7%
1012	028	891	Bar Harbor	$3,926,777.91	$3,836,389.72	$3,641,975.85	3.71	$194,413.87	$3,609,573.54	3.68	$226,816.18	$32,402.31	0.03	($32,402.31)	$4,940,890.18	-0.7%
1014	031		Beals	$373,140.66	$364,323.38	$327,701.73	7.20	$36,621.65	$328,934.49	7.22	$35,388.89	($1,232.76)	-0.03	$1,232.76	$652,918.28	0.2%
1015	032		Beddington	$33,981.90	$33,657.87	$33,021.57	0.70	$636.30	$32,915.52	0.70	$742.35	$106.05	0.00	($106.05)	$36,690.00	-0.3%
1016	040		Biddeford	$29,650,206.46	$29,041,621.75	$19,081,140.00	7.80	$9,960,481.75	$18,812,047.00	7.69	$10,229,574.75	$269,093.00	0.11	($269,093.00)	$27,958,410.75	-1.0%
1017	044		Blue Hill	$2,971,410.97	$2,903,126.76	$2,762,588.63	3.59	$140,538.13	$2,739,165.61	3.56	$163,961.15	$23,423.02	0.03	($23,423.02)	$4,315,797.71	-0.5%
1018	049		Bowerbank	$85,059.14	$83,114.50	$81,356.45	1.17	$1,758.05	$80,770.44	1.16	$2,344.06	$586.01	0.01	($586.01)	$72,910.06	-0.8%
1020	052	893	Bremen	$329,438.61	$321,775.27	$312,309.65	3.19	$9,465.62	$310,732.04	3.17	$11,043.23	$1,577.61	0.02	($1,577.61)	$270,342.23	-0.6%
1021	053		Brewer	$15,248,656.12	$14,937,722.71	$5,755,620.00	7.80	$9,182,102.71	$5,674,451.00	7.69	$9,263,271.71	$81,169.00	0.11	($81,169.00)	$14,999,719.71	-0.5%
1022	054	899	Bridgewater	$596,452.51	$581,680.85	$257,400.00	7.80	$324,280.85	$253,770.00	7.69	$327,910.85	$3,630.00	0.11	($3,630.00)	$537,058.85	-0.7%
1023	057	893	Bristol	$2,991,384.20	$2,921,275.47	$2,826,980.32	2.36	$94,295.15	$2,811,264.47	2.36	$110,011.00	$15,715.85	0.01	($15,715.85)	$3,621,330.00	-0.4%
1024	058		Brooklin	$1,000,716.98	$980,434.31	$917,269.19	2.42	$63,165.12	$906,741.67	2.39	$73,692.64	$10,527.52	0.03	($10,527.52)	$1,525,027.64	-0.7%
1025	060		Brooksville	$1,036,884.73	$1,013,973.47	$917,719.12	1.89	$96,254.35	$908,080.17	1.87	$105,893.30	$9,638.95	0.02	($9,638.95)		
1026	063		Brunswick	$27,516,215.97	$26,919,489.25	$16,703,700.00	7.80	$10,215,789.25	$16,468,135.00	7.69	$10,451,354.25	$235,565.00	0.11	($235,565.00)	$29,101,376.25	-0.8%
1028	070	877	Calais	$5,768,013.53	$5,655,782.11	$1,421,160.00	7.80	$4,234,622.11	$1,401,116.00	7.69	$4,254,664.11	$20,042.00	0.11	($20,042.00)	$5,419,554.13	-0.4%
1029	075		Cape Elizabeth	$16,177,485.03	$15,788,856.26	$13,960,050.00	7.80	$1,828,806.26	$13,763,177.50	7.69	$2,025,678.76	$196,872.50	0.11	($196,872.50)	$19,625,412.76	-1.0%
3131	076		Caratunk	$16,376.98	$16,157.60	$15,970.52	0.60	$187.08	$15,908.16	0.60	$249.44	$62.36	0.00	($62.36)	$18,824.44	-0.3%
1031	079	890	Carroll Plt.	$224,843.11	$220,066.36	$186,810.00	7.80	$33,256.36	$184,175.50	7.69	$35,890.86	$2,634.50	0.11	($2,634.50)	$225,067.58	-1.2%
1032	083		Castine	$761,618.55	$762,646.02	$734,725.62	1.97	$27,920.40	$730,072.22	1.95	$32,573.80	$4,653.40	0.01	($4,653.40)	$1,151,227.20	-0.4%
1033	085		Caswell	$403,031.74	$393,005.83	$132,600.00	7.80	$260,405.83	$130,730.00	7.69	$262,275.83	$1,870.00	0.11	($1,870.00)	$502,186.83	-0.4%
1035	089	877	Charlotte	$532,536.28	$521,471.34	$214,500.00	7.80	$306,971.34	$211,475.00	7.69	$309,996.34	$3,025.00	0.11	($3,025.00)	$589,279.34	-0.5%
1038	100	890	Cooper	$136,346.52	$133,336.01	$130,406.51	5.73	$2,929.50	$129,782.37	5.71	$3,553.64	$624.14	0.03	($624.14)	$133,335.64	-0.5%
1039	101		Coplin Plt.	$134,073.65	$130,468.09	$127,175.23	3.67	$3,292.86	$126,077.61	3.63	$4,390.48	$1,097.62	0.03	($1,097.62)	$222,696.20	-0.5%
1040	106	891	Cranberry Isles	$169,318.32	$165,780.76	$157,545.99	0.80	$8,234.77	$156,173.53	0.79	$9,607.23	$1,372.46	0.01	($1,372.46)	$441,273.23	-0.3%
1041	107	877	Crawford	$177,551.27	$174,964.93	$129,480.00	7.80	$45,484.93	$127,654.00	7.69	$47,310.93	$1,826.00	0.11	($1,826.00)	$174,964.93	-1.0%
3136	111	896	Cutler	$794,378.74	$776,267.86	$611,520.00	7.80	$164,747.86	$602,896.00	7.69	$173,371.86	$8,624.00	0.11	($8,624.00)	$1,024,575.88	-0.8%
1043	114	893	Damariscotta	$1,000,255.20	$977,010.77	$950,164.37	6.76	$26,846.40	$945,689.97	6.73	$31,320.80	$4,474.40	0.03	($4,474.40)	$1,038,283.80	-0.4%
1045	117		Deblois	$83,103.28	$81,314.34	$79,743.18	1.41	$1,571.16	$79,219.46	1.40	$2,094.88	$523.72	0.01	($523.72)	$108,500.00	-0.5%
1046	118	847	Dedham	$2,200,429.91	$2,146,698.12	$2,061,099.22	7.73	$85,598.90	$2,046,832.74	7.68	$99,865.38	$14,266.48	0.05	($14,266.48)	$2,203,915.38	-0.6%
1047	121		Dennistown Plt.	$7,031.40	$6,820.45	$6,632.53	0.79	$187.92	$6,569.89	0.78	$250.56	$62.64	0.01	($62.64)		
1048	122	877	Dennysville	$435,237.83	$425,836.27	$144,690.00	7.80	$281,146.27	$142,649.50	7.69	$283,186.77	$2,040.50	0.11	($2,040.50)	$401,585.85	-0.5%
1050	129	890	Drew Plt.	$18,597.36	$18,143.26	$17,775.22	3.99	$368.04	$17,652.54	3.97	$490.72	$122.68	0.03	($122.68)	$46,685.67	-0.3%
3129	135	896	East Machias	$2,156,617.66	$2,105,239.07	$739,050.00	7.80	$1,366,189.07	$728,627.50	7.69	$1,376,611.57	$10,422.50	0.11	($10,422.50)	$2,145,016.24	-0.5%
1052	136	866	East Millinocket	$2,304,437.65	$2,252,808.77	$841,620.00	7.80	$1,411,188.77	$829,751.00	7.69	$1,423,057.77	$11,869.00	0.11	($11,859.00)	$2,631,842.77	-0.5%
1053	137		Easton	$2,100,497.44	$2,052,498.12	$1,845,870.00	7.80	$206,628.12	$1,819,838.50	7.69	$232,659.62	$26,031.50	0.11	($26,031.50)	$2,986,000.00	-0.9%
1054	138	877	Eastport	$1,134,868.80	$1,110,998.19	$1,016,730.00	7.80	$94,268.19	$1,002,391.50	7.69	$108,606.69	$14,338.50	0.11	($14,338.50)	$1,294,584.67	-1.1%
1055	140	898	Edgecomb	$2,190,522.45	$2,147,289.24	$1,877,940.00	7.66	$269,349.24	$1,877,940.00	7.66	$269,349.24	$0.00	0.00	$0.00	$2,325,331.24	0.0%
1057	151		Falmouth	$24,377,819.95	$23,881,271.62	$16,624,920.00	7.80	$7,256,351.62	$16,390,466.00	7.69	$7,490,805.62	$234,454.00	0.11	($234,454.00)	$27,998,861.62	-0.8%
1058	154	897	Fayette	$1,284,060.87	$1,253,605.99	$1,210,429.21	7.32	$43,176.78	$1,203,233.08	7.28	$50,372.91	$7,196.13	0.04	($7,196.13)	$1,500,734.23	-0.5%
1061	167	898	Georgetown	$1,343,956.25	$1,311,413.29	$1,263,492.65	2.44	$47,920.64	$1,255,505.88	2.43	$55,907.41	$7,986.77	0.02	($7,986.77)	$1,889,431.41	-0.4%
1062	168		Gilead	$297,309.01	$290,629.36	$233,220.00	7.80	$57,409.36	$229,931.00	7.69	$60,698.36	$3,289.00	0.11	($3,289.00)	$290,529.36	-1.1%
1064	170		Glenwood Plt.	$2,889.50	$2,802.81	$2,718.24	0.53	$84.57	$2,690.05	0.53	$112.76	$28.19	0.01	($28.19)	$13,612.76	-0.2%
1065	171		Gorham	$29,157,025.73	$28,540,114.49	$11,170,380.00	7.80	$17,369,734.49	$11,012,849.00	7.69	$17,527,265.49	$157,531.00	0.11	($157,531.00)	$30,423,802.49	-0.5%
1067	174	862	Grand Isle	$508,087.74	$495,583.23	$141,960.00	7.80	$353,623.23	$139,958.00	7.69	$355,625.23	$2,002.00	0.11	($2,002.00)	$419,271.23	-0.5%
1068	175	890	Gr Lake Str Plt.	$67,373.37	$65,639.69	$64,144.11	2.16	$1,495.58	$63,645.59	2.14	$1,994.10	$498.52	0.02	($498.52)	$118,778.41	-0.4%

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2012-13 Curtailment Estimate GPA PRELIMINARY ESTIMATES for General Purpose for Local Schools

Amounts do not include "unbonded" debt for approved school construction projects.

30% Minimum Special Education Adjustment
3% Minimum Subsidy Adjustment
98% Minimum Disadvantage Adjustment

Mill Expection: 7.80 | 2012-13 Est. GPA Less $12.58 million: 7.69 | As of 2/11/13

				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
						Current Enacted									2012-13	Reduction
													Differences		Total	Percent of
				EPS	EPS	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	2012-13 Adjusted	Adjusted	Adjusted	Adjusted	State & Local Approved Spending*	Total State &
			TOTAL ALLOCATION	Total Allocation	Total Allocation at	Local Share	Mill Rate	State Share	Local Share	Mill Rate	State Share	Local Share	Mill Rate	State Share	(includes Local Required, Addl Local & State Subsidy)	Local
MEDMS	UNIX	AOS	SAUs - UNIX Code Order	at 100%	97%	*ED 281 Line 50*		*ED 281 Line 50*	*ED 281 Line 50*		*ED 281 Line 50*	Col. 6	Col. 7	Col. 8	as of 11/28/2012	Col. 12
1000	002		Acton	$3,914,662.62	$3,829,669.00	$3,437,508.08	5.84	$392,160.92	$3,397,077.70	5.77	$432,591.30	$40,430.38	0.07	($40,430.38)	$5,090,409.30	-0.8%
1001	005	877	Alexander	$506,022.67	$493,440.33	$376,740.00	7.80	$116,700.33	$371,427.00	7.69	$122,013.33	$5,313.00	0.11	($5,313.00)	$657,421.18	-0.8%
1004	014		Appleton	$1,237,149.37	$1,208,329.32	$722,114.84	7.80	$486,214.48	$711,931.16	7.69	$496,398.16	$10,183.68	0.11	($10,183.68)	$1,580,108.34	-0.6%
1007	020		Auburn	$34,938,033.57	$34,148,361.09	$15,536,040.00	7.80	$18,612,321.09	$15,316,942.00	7.69	$18,831,419.09	$219,098.00	0.11	($219,098.00)	$32,758,047.70	-0.7%
1008	021		Augusta	$24,538,889.22	$24,046,923.28	$11,905,530.00	7.80	$12,141,393.28	$11,737,631.50	7.69	$12,309,291.78	$167,898.50	0.11	($167,898.50)	$22,852,636.78	-0.7%
1069	177		Greenbush	$1,991,296.26	$1,946,418.80	$445,770.00	7.80	$1,500,648.80	$439,483.50	7.69	$1,506,935.30	$6,286.50	0.11	($6,286.50)	$2,345,629.50	-0.3%
1070	180		Greenville	$1,890,171.19	$1,845,000.11	$1,656,328.68	4.86	$188,671.43	$1,639,482.28	4.81	$205,517.83	$16,846.40	0.05	($16,846.40)	$2,672,490.56	-0.6%
1073	189	894	Harmony	$1,379,205.04	$1,346,289.92	$456,690.00	7.80	$889,599.92	$450,249.50	7.69	$896,040.42	$6,440.50	0.11	($6,440.50)	$1,431,519.42	-0.4%
1074	197		Hermon	$9,066,366.00	$8,858,870.40	$3,445,260.00	7.80	$5,413,610.40	$3,396,673.00	7.69	$5,462,197.40	$48,587.00	0.11	($48,587.00)	$9,086,366.40	-0.5%
1076	199		Highland Plt.	$84,535.55	$82,497.56	$68,640.00	7.80	$13,857.56	$67,672.00	7.69	$14,825.56	$968.00	0.11	($968.00)	$104,807.98	-0.9%
1077	204		Hope	$1,434,617.94	$1,399,666.69	$1,055,442.80	7.80	$344,223.89	$1,040,558.35	7.69	$359,108.34	$14,884.45	0.11	($14,884.45)	$1,675,551.86	-0.9%
1078	210		Isle Au Haut	$65,936.83	$64,813.55	$64,232.82	0.78	$580.73	$64,039.25	0.77	$774.30	$193.57	0.00	($193.57)	$152,639.30	-0.1%
1079	211		Islesboro	$807,651.57	$789,504.99	$756,686.77	1.10	$32,618.22	$751,450.40	1.10	$38,054.59	$5,436.37	0.01	($5,436.37)	$1,669,022.59	-0.3%
1081	215	893	Jefferson	$4,450,584.84	$4,382,656.27	$2,734,680.00	7.80	$1,647,976.27	$2,696,114.00	7.69	$1,686,542.27	$38,566.00	0.11	($38,566.00)	$4,883,255.27	-0.8%
1082	216	896	Jonesboro	$677,866.94	$660,878.12	$500,370.00	7.80	$160,508.12	$493,313.50	7.69	$167,564.62	$7,056.50	0.11	($7,056.50)	$779,270.35	-0.9%
1083	217		Jonesport	$877,323.21	$854,267.94	$817,023.09	7.80	$37,244.85	$805,500.97	7.69	$48,766.97	$11,522.12	0.11	($11,522.12)	$1,139,953.86	-1.0%
1084	222		Kingsbury Plt.	$3,453.00	$3,349.41	$3,250.90	0.23	$98.51	$3,218.07	0.23	$131.34	$32.83	0.00	($32.83)	$1,922.70	-1.7%
1085	223		Kittery	$11,316,751.69	$11,081,821.88	$10,312,896.93	6.41	$768,924.95	$10,184,742.77	6.33	$897,079.11	$128,154.16	0.08	($128,154.16)	$13,308,957.75	-1.0%
3104	226		Lake View Plt.	$3,346.50	$3,246.10	$3,150.79	0.03	$95.31	$3,119.02	0.03	$127.08	$31.77	0.00	($31.77)		
1086	227	890	Lakeville	$33,911.79	$33,176.38	$32,481.98	0.53	$694.40	$32,250.52	0.52	$925.86	$231.46	0.00	($231.46)	$33,176.38	-0.7%
1088	233		Lewiston	$55,584,044.88	$54,436,428.42	$18,207,150.00	7.80	$36,229,278.42	$17,950,382.50	7.69	$36,486,045.92	$256,767.50	0.11	($256,767.50)	$53,585,366.92	-0.5%
1090	239		Lincoln Plt.	$0.00	$0.00	$0.00	0.00	$0.00	$0.00	0.00	$0.00	$0.00	0.00	$0.00	$0.00	
1091	240		Lincolnville	$2,328,796.98	$2,285,445.95	$1,798,922.11	5.72	$486,523.84	$1,786,929.05	5.68	$498,516.90	$11,993.06	0.04	($11,993.06)	$2,777,006.79	-0.4%
1092	242		Lisbon	$13,091,833.07	$12,799,862.16	$4,632,810.00	7.80	$8,167,052.16	$4,567,475.50	7.69	$8,232,386.66	$65,334.50	0.11	($65,334.50)	$13,492,202.00	-0.5%
1094	247	891	Frenchboro	$89,735.30	$87,245.34	$85,310.94	6.91	$1,934.40	$84,669.20	6.86	$2,576.14	$641.74	0.05	($641.74)	$159,759.14	-0.4%
3130	249		Lowell	$379,351.41	$370,930.28	$353,916.68	7.51	$17,013.60	$351,081.08	7.45	$19,849.20	$2,835.60	0.06	($2,835.60)	$455,663.54	-0.6%
1095	253	896	Machias	$2,885,547.55	$2,820,069.94	$1,074,060.00	7.80	$1,746,009.94	$1,058,913.00	7.69	$1,761,156.94	$15,147.00	0.11	($15,147.00)	$3,146,652.84	-0.5%
3137	254	896	Machiasport	$898,361.92	$879,158.18	$774,520.97	6.74	$104,637.21	$766,770.59	6.68	$112,387.59	$7,750.38	0.07	($7,750.38)	$1,154,743.58	-0.7%
1096	255	890	Macwahoc Plt.	$72,817.20	$71,543.50	$54,990.00	7.80	$16,553.50	$54,214.50	7.69	$17,329.00	$775.50	0.11	($775.50)	$71,543.50	-1.1%
1097	256	862	Madawaska	$5,973,466.89	$5,845,442.46	$2,840,370.00	7.80	$3,005,072.46	$2,800,313.50	7.69	$3,045,128.96	$40,056.50	0.11	($40,056.50)		
1102	263	896	Marshfield	$561,310.40	$546,435.23	$280,800.00	7.80	$265,635.23	$276,840.00	7.69	$269,595.23	$3,960.00	0.11	($3,960.00)	$610,112.61	-0.6%
1104	270	890	Meddybemps	$101,638.73	$99,085.74	$96,750.99	4.07	$2,334.75	$95,972.74	4.04	$3,113.00	$778.25	0.03	($778.25)	$99,086.00	-0.8%
1105	271	866	Medway	$1,660,137.99	$1,621,106.10	$480,870.00	7.80	$1,140,236.10	$474,088.50	7.69	$1,147,017.60	$6,781.50	0.11	($6,781.50)	$2,148,850.60	-0.3%
1106	276		Milford	$4,109,040.02	$4,014,241.63	$1,450,800.00	7.80	$2,563,441.63	$1,430,340.00	7.69	$2,583,901.63	$20,460.00	0.11	($20,460.00)	$4,295,018.42	-0.5%
1107	277		Millinocket	$4,599,221.33	$4,495,473.01	$1,747,980.00	7.80	$2,747,493.01	$1,723,329.00	7.69	$2,772,144.01	$24,651.00	0.11	($24,651.00)	$5,490,384.01	-0.4%
1109	280		Monhegan Plt	$31,600.24	$30,652.23	$29,839.45	0.30	$812.78	$29,568.53	0.30	$1,083.70	$270.92	0.00	($270.92)		
1112	291	891	Mount Desert	$1,566,941.61	$1,534,608.52	$1,423,709.81	1.05	$110,898.71	$1,405,226.69	1.03	$129,381.83	$18,483.12	0.01	($18,483.12)	$2,882,234.83	-0.6%
1114	294		Nashville Plt.	$40,769.85	$39,657.00	$38,592.99	1.67	$1,064.01	$38,238.32	1.65	$1,418.68	$354.67	0.02	($354.67)	$43,766.93	-0.8%
1115	297	893	Newcastle	$761,658.25	$743,143.73	$726,583.74	6.55	$16,559.99	$721,063.75	6.50	$22,079.98	$5,519.99	0.05	($5,519.99)	$869,413.73	-0.6%
1116	305		New Sweden	$714,386.66	$697,946.59	$271,440.00	7.80	$426,506.59	$267,612.00	7.69	$430,334.59	$3,828.00	0.11	($3,828.00)	$834,335.00	-0.5%
1117	307	893	Nobleboro	$2,018,661.34	$1,971,829.95	$1,896,922.65	5.82	$74,907.30	$1,884,438.10	5.78	$87,391.85	$12,484.55	0.04	($12,484.55)	$2,470,995.85	-0.5%
1118	310	896	Northfield	$163,814.03	$159,972.36	$156,734.76	3.42	$3,237.60	$155,655.56	3.40	$4,316.80	$1,079.20	0.02	($1,079.20)	$165,786.11	-0.7%
1121	322	848	Orient	$131,101.21	$128,806.38	$122,956.98	3.11	$5,849.40	$121,982.08	3.08	$6,824.30	$974.90	0.02	($974.90)	$128,866.38	-0.8%
1124	325	847	Orrington	$5,690,046.56	$5,559,307.62	$2,624,700.00	7.80	$2,934,607.62	$2,587,685.00	7.69	$2,971,622.62	$37,015.00	0.11	($37,015.00)	$5,858,732.62	-0.6%
1125	327		Otis	$572,986.26	$558,439.02	$546,760.62	3.59	$11,678.40	$544,641.76	3.58	$13,797.26	$2,118.86	0.01	($2,118.86)	$826,438.74	-0.3%
1127	339	877	Pembroke	$1,355,357.91	$1,327,078.68	$677,820.00	7.80	$649,258.88	$668,261.00	7.69	$658,817.88	$9,559.00	0.11	($9,559.00)	$1,414,393.88	-0.7%
1128	340		Penobscot	$936,158.01	$914,277.16	$878,005.43	4.61	$36,271.73	$871,960.14	4.58	$42,317.02	$6,045.29	0.03	($6,045.29)		
1129	342	877	Perry	$1,182,291.36	$1,154,510.52	$723,060.00	7.80	$431,450.52	$712,863.00	7.69	$441,647.52	$10,197.00	0.11	($10,197.00)	$1,186,348.52	-0.9%
1132	348		Pleasant Rdge Pl	$92,523.82	$90,332.80	$84,485.80	0.83	$5,847.00	$83,511.30	0.82	$6,821.50	$974.50	0.01	($974.50)		
3208	351		Portage Lake	$511,945.61	$504,510.71	$314,135.69	4.35	$190,375.02	$312,355.18	4.32	$192,155.53	$1,780.51	0.02	($1,780.51)	$241,110.53	-0.7%
1134	353		Portland	$76,459,098.44	$74,693,450.01	$61,697,220.00	7.80	$12,996,230.01	$60,827,131.00	7.69	$13,866,319.01	$870,089.00	0.11	($870,089.00)	$85,427,503.85	-1.0%
1135	355		Long Island	$367,099.62	$359,758.06	$332,475.50	2.23	$27,282.56	$327,928.40	2.20	$31,829.66	$4,547.10	0.03	($4,547.10)	$458,813.66	-1.0%

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						Current Enacted					As of 2/11/13				2012-13	Reduction
													Differences		Total	Percent of
				EPS	EPS	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	2012-13 Adjusted	Adjusted	Adjusted	Adjusted	State & Local	Total State &
			TOTAL ALLOCATION	Total Allocation	Total Allocation at	Local Share	Mill Rate	State Share	Local Share	Mill Rate	State Share	Local Share	Mill Rate	State Share	Approved Spending* (includes Local Required, Addl Local & State Subsidy)	Local
MEDMS	UNEX	AOS	SAUs - UNEX Code Order	at 100%	97%	*ED 281 Line 50*		*ED 281 Line 50*	*ED 281 Line 50*		*ED 281 Line 50*	Col 3 - Col 6	Col 4 - Col 7	Col 5 - Col 8	Col. 11 / as of 11/28/2012	Col. 11 / Col 12
1000	002		Acton	$3,914,662.62	$3,829,669.00	$3,437,508.08	5.84	$392,160.92	$3,397,077.70	5.77	$432,591.30	$40,430.38	0.07	($40,430.38)	$5,060,409.30	-0.8%
1001	005	877	Alexander	$506,022.67	$493,440.33	$376,740.00	7.80	$116,700.33	$371,427.00	7.69	$122,013.33	$5,313.00	0.11	($5,313.00)	$657,421.18	-0.8%
1004	014		Appleton	$1,237,149.37	$1,208,329.32	$722,114.84	7.80	$486,214.48	$711,931.16	7.69	$496,398.16	$10,183.68	0.11	($10,183.68)	$1,580,108.34	-0.6%
1007	020		Auburn	$34,938,033.57	$34,148,361.09	$15,536,040.00	7.80	$18,612,321.09	$15,316,942.00	7.69	$18,831,419.09	$219,098.00	0.11	($219,098.00)	$32,758,047.70	-0.7%
1008	021		Augusta	$24,538,889.22	$24,046,923.28	$11,905,530.00	7.80	$12,141,393.28	$11,737,631.50	7.69	$12,309,291.78	$167,898.50	0.11	($167,898.50)	$22,852,636.78	-0.7%
1136	357	890	Princeton	$1,113,981.04	$1,087,314.90	$429,390.00	7.80	$657,924.90	$423,334.50	7.69	$663,980.40	$6,055.50	0.11	($6,055.50)	$1,118,260.40	-0.5%
1141	364	890	Reed Plt.	$211,943.27	$207,558.84	$81,900.00	7.80	$125,658.84	$80,745.00	7.69	$126,813.84	$1,155.00	0.11	($1,155.00)	$207,558.84	-0.6%
1143	367	877	Robbinston	$754,168.91	$736,423.67	$423,540.00	7.80	$312,883.67	$417,567.00	7.69	$318,856.67	$5,973.00	0.11	($5,973.00)	$884,686.02	-0.7%
1145	371	896	Roque Bluffs	$373,968.24	$366,474.63	$339,469.40	4.31	$27,005.23	$334,968.53	4.26	$31,506.10	$4,500.87	0.06	($4,500.87)	$366,474.63	-1.2%
1148	381		Sanford	$31,665,807.13	$30,932,416.51	$11,378,640.00	7.80	$19,553,776.51	$11,218,172.00	7.69	$19,714,244.51	$160,468.00	0.11	($160,468.00)	$31,936,078.51	-0.5%
1149	383		Scarborough	$32,983,064.69	$32,222,762.72	$27,800,370.00	7.80	$4,422,392.72	$27,408,313.50	7.69	$4,814,449.22	$392,056.50	0.11	($392,056.50)	$32,864,073.22	-1.2%
3109	388		Seboeis Plt.	$2,887.58	$2,887.58	$2,887.58	0.28	$0.00	$2,887.58	0.28	$0.00	$0.00	0.00	$0.00		
1150	389		Sedgwick	$1,265,921.18	$1,237,260.04	$1,109,152.43	4.64	$128,107.61	$1,098,840.26	4.60	$138,419.78	$10,312.17	0.04	($10,312.17)	$2,022,777.78	-0.5%
1151	392		Shirley	$184,511.74	$180,866.83	$168,482.83	5.73	$12,384.00	$166,418.83	5.66	$14,448.00	$2,064.00	0.07	($2,064.00)	$180,866.83	-1.1%
1153	401	893	South Bristol	$982,055.95	$959,895.70	$926,246.38	1.41	$33,649.32	$920,638.16	1.40	$39,257.54	$5,608.22	0.01	($5,608.22)	$1,458,173.70	-0.4%
1154	402	898	Southport	$480,097.57	$468,847.74	$445,883.64	0.65	$22,964.10	$442,056.29	0.64	$26,791.45	$3,827.35	0.01	($3,827.35)	$897,720.45	-0.4%
1155	403		South Portland	$32,588,402.26	$31,855,803.31	$29,163,610.00	7.80	$2,691,993.31	$28,752,525.50	7.69	$3,103,277.81	$411,284.50	0.11	($411,284.50)	$35,883,763.81	-1.1%
1156	405	891	Southwest Harbor	$1,484,911.75	$1,455,170.55	$1,337,381.81	2.94	$117,788.74	$1,317,750.35	2.89	$137,420.20	$19,631.46	0.04	($19,631.46)	$2,622,046.20	-0.7%
1159	420		Surry	$1,520,424.45	$1,486,957.68	$1,350,975.92	3.90	$135,981.77	$1,338,655.83	3.86	$148,301.85	$12,320.08	0.04	($12,320.08)	$2,044,243.66	-0.6%
1160	424		Talmadge	$112,847.03	$110,284.08	$46,020.00	7.80	$64,264.08	$45,371.00	7.69	$64,913.08	$649.00	0.11	($649.00)	$110,284.08	-0.6%
1161	426		The Forks Plt.	$41,195.89	$40,267.79	$39,411.65	0.88	$856.14	$39,126.27	0.87	$1,141.52	$285.38	0.01	($285.38)	$74,871.52	-0.4%
1162	430	891	Tremont	$1,143,445.51	$1,118,733.20	$1,055,503.14	3.21	$63,230.06	$1,044,964.80	3.18	$73,768.40	$10,538.34	0.03	($10,538.34)	$2,163,199.40	-0.5%
1163	431	891	Trenton	$1,833,683.91	$1,797,295.09	$1,584,145.86	5.39	$213,149.23	$1,561,338.63	5.31	$235,956.46	$22,807.23	0.08	($22,807.23)	$2,874,635.46	-0.8%
1164	436		Upton	$42,891.19	$42,356.06	$41,901.18	1.71	$454.88	$41,749.56	1.70	$606.50	$151.62	0.01	($151.62)	$68,475.50	-0.2%
1165	438		Vanceboro	$207,816.13	$202,966.30	$74,100.00	7.80	$128,866.30	$73,055.00	7.69	$129,911.30	$1,045.00	0.11	($1,045.00)	$262,777.00	-0.4%
1166	439	892	Vassalboro	$6,244,690.81	$6,096,061.58	$2,490,540.00	7.80	$3,605,521.58	$2,455,417.00	7.69	$3,640,644.58	$35,123.00	0.11	($35,123.00)	$6,302,912.28	-0.6%
1168	445		Waite	$91,174.23	$90,056.65	$78,000.00	7.80	$12,056.65	$76,900.00	7.69	$13,156.65	$1,100.00	0.11	($1,100.00)	$90,056.65	-1.2%
1170	456	892	Waterville	$18,030,947.18	$17,610,037.15	$6,318,390.00	7.80	$11,291,647.15	$6,229,284.50	7.69	$11,380,752.65	$89,105.50	0.11	($89,105.50)	$17,610,037.15	-0.5%
1173	463	896	Wesley	$102,426.68	$100,261.18	$89,698.19	4.71	$10,562.99	$89,062.18	4.68	$11,199.00	$636.01	0.03	($636.01)	$177,734.50	-0.4%
1175	465		Westbrook	$27,013,718.79	$26,449,231.20	$14,531,010.00	7.80	$11,918,221.20	$14,326,085.50	7.69	$12,123,145.70	$204,924.50	0.11	($204,924.50)	$29,148,358.43	-0.7%
3106	467		West Forks	$31,297.70	$30,624.15	$30,049.89	1.64	$574.26	$29,858.47	1.63	$765.68	$191.42	0.01	($191.42)		
1176	469		Westmanland	$24,450.12	$24,223.25	$24,034.82	1.64	$188.43	$23,972.01	1.63	$251.24	$62.81	0.00	($62.81)	$26,251.24	-0.2%
3138	474	896	Whiting	$513,876.25	$502,738.78	$465,603.18	6.34	$37,135.60	$463,143.56	6.31	$39,595.22	$2,459.62	0.03	($2,459.62)	$538,591.22	-0.5%
1179	475	896	Whitneyville	$208,340.89	$203,765.18	$90,870.00	7.80	$112,895.18	$89,588.50	7.69	$114,176.68	$1,281.50	0.11	($1,281.50)	$188,660.55	-0.7%
1180	476		Willimantic	$134,379.54	$131,293.31	$128,258.21	2.07	$3,035.10	$127,752.36	2.06	$3,540.95	$505.85	0.01	($505.85)	$143,360.77	-0.4%
1183	481	892	Winslow	$11,310,276.66	$11,041,118.87	$4,525,170.00	7.80	$6,515,948.87	$4,461,353.50	7.69	$6,579,765.37	$63,816.50	0.11	($63,816.50)	$11,544,917.35	-0.6%
1185	485	897	Winthrop	$8,603,592.73	$8,414,495.17	$4,710,810.00	7.80	$3,703,685.17	$4,644,375.50	7.69	$3,770,119.67	$66,434.50	0.11	($66,434.50)	$9,295,178.27	-0.7%
1187	487		Woodland	$1,662,878.07	$1,624,304.11	$450,060.00	7.80	$1,174,244.11	$443,713.00	7.69	$1,180,591.11	$6,347.00	0.11	($6,347.00)	$1,719,604.11	-0.4%
1188	489	866	Woodville	$395,482.69	$387,402.69	$131,430.00	7.80	$255,972.69	$129,576.50	7.69	$257,826.19	$1,853.50	0.11	($1,853.50)	$365,826.19	-0.5%
1190	491		Yarmouth	$13,871,500.70	$13,545,723.43	$12,230,010.00	7.80	$1,315,713.43	$12,057,535.50	7.69	$1,488,187.93	$172,474.50	0.11	($172,474.50)	$18,202,021.93	-0.9%
1191	492		York	$18,793,262.44	$18,362,055.21	$17,365,635.47	4.17	$996,419.74	$17,199,565.52	4.13	$1,162,489.69	$166,069.95	0.04	($166,069.95)	$24,333,862.69	-0.7%
1192	493	877	Baring Plt.	$336,101.81	$328,375.49	$105,690.00	7.80	$222,685.49	$104,199.50	7.69	$224,175.99	$1,490.50	0.11	($1,490.50)	$328,375.49	-0.5%
1193	495		Medford	$273,143.68	$266,429.71	$131,820.00	7.80	$134,609.71	$129,961.00	7.69	$136,468.71	$1,859.00	0.11	($1,859.00)	$395,364.00	-0.5%
1194	496		Carrabassett Val	$556,427.89	$543,518.85	$524,824.05	0.88	$18,694.80	$521,708.25	0.87	$21,810.60	$3,115.80	0.01	($3,115.80)	$366,657.60	-0.8%
1195	497		Beaver Cove	$91,503.06	$89,359.04	$86,197.94	1.24	$3,161.10	$85,671.09	1.23	$3,687.95	$526.85	0.01	($526.85)	$89,359.04	-0.6%
3149	499		Chebeague Island	$627,952.63	$618,417.60	$501,815.70	2.38	$116,601.90	$498,411.90	2.37	$120,005.70	$3,403.80	0.02	($3,403.80)	$782,205.70	-0.4%
1196	501		RSU 79/MSAD 01	$18,295,314.96	$17,893,377.66	$5,990,010.00	7.80	$11,903,367.66	$5,905,535.50	7.69	$11,987,842.16	$84,474.50	0.11	($84,474.50)	$18,772,111.44	-0.4%
1197	503		RSU 03/MSAD 03	$17,927,531.95	$17,612,674.69	$6,078,540.00	7.80	$11,534,134.69	$5,992,817.00	7.69	$11,619,857.69	$85,723.00	0.11	($85,723.00)	$18,240,092.00	-0.5%
1198	504		RSU 80/MSAD 04	$6,591,710.28	$6,438,883.95	$3,011,580.00	7.80	$3,427,303.95	$2,969,109.00	7.69	$3,469,774.95	$42,471.00	0.11	($42,471.00)	$6,362,754.96	-0.7%
1200	506		RSU 06/MSAD 06	$41,154,844.72	$40,261,903.84	$20,382,570.00	7.36	$19,879,333.84	$20,095,123.50	7.26	$20,166,780.34	$287,446.50	0.10	($287,446.50)	$40,495,775.34	-0.7%
1201	507		RSU 07/MSAD 07	$748,014.93	$731,908.90	$689,621.57	1.47	$42,287.33	$682,573.69	1.45	$49,335.21	$7,047.88	0.01	($7,047.88)	$1,652,242.00	-0.4%
1202	508		RSU 08/MSAD 08	$2,761,065.40	$2,714,309.71	$1,878,986.63	3.37	$835,323.08	$1,864,429.90	3.35	$849,879.81	$14,556.73	0.03	($14,556.73)	$3,090,431.81	-0.5%

*Based on budget data submitted into the MEDMS Financial System.
Blanks indicate that the SAU has not successfully submitted data in the MEDMS Financial System.

2012-13 Curtailment Estimate GPA PRELIMINARY ESTIMATES for General Purpose for Local Schools

Amounts do not include "unbonded" debt for approved school construction projects.

30% Minimum Special Education Adjustment
3% Minimum Subsidy Adjustment
98% Minimum Disadvantage Adjustment

Mill Expection: 7.80

2012-13 Est. GPA Less $12.58 million: 7.69

As of 2/11/13

				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
						Current Enacted									2012-13	Reduction
													Differences		Total	Percent of
				EPS	EPS	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	2012-13 Adjusted	Adjusted	Adjusted	Adjusted	State & Local	Total
			TOTAL ALLOCATION	Total	Total	Local	Mill	State	Local	Mill	State	Local	Mill	State	Approved Spending*	State &
				Allocation	Allocation at	Share	Rate	Share	Share	Rate	Share	Share	Rate	Share	(includes Local Required,	Local
												Col. 3 +	Col. 4 -	Col. 5 -	Addtl Local & State Subsidy)	Col. 11 /
MEDMS	UNIX	AOS	SAUs - UNIX Code Order	at 100%	97%	*ED 281 Line 50*		*ED 281 Line 50*	*ED 281 Line 50*		*ED 281 Line 50*	Col. 6	Col. 7	Col. 8	as of 11/26/2012	Col. 12
1000	002		Acton	$3,914,662.62	$3,829,669.00	$3,437,508.08	5.84	$392,160.92	$3,397,077.70	5.77	$432,591.30	$40,430.38	0.07	($40,430.38)	$5,090,409.30	-0.8%
1001	005	877	Alexander	$506,022.67	$493,440.33	$376,740.00	7.80	$116,700.33	$371,427.00	7.69	$122,013.33	$5,313.00	0.11	($5,313.00)	$657,421.18	-0.8%
1004	014		Appleton	$1,237,149.37	$1,208,329.32	$722,114.84	7.80	$486,214.48	$711,931.16	7.69	$496,398.16	$10,183.68	0.11	($10,183.68)	$1,580,108.34	-0.6%
1007	020		Auburn	$34,938,033.57	$34,148,361.09	$15,536,040.00	7.80	$18,612,321.09	$15,316,942.00	7.69	$18,831,419.09	$219,098.00	0.11	($219,098.00)	$32,758,047.70	-0.7%
1008	021		Augusta	$24,538,889.22	$24,046,923.28	$11,905,530.00	7.80	$12,141,393.28	$11,737,631.50	7.69	$12,309,291.78	$167,898.50	0.11	($167,898.50)	$22,852,636.78	-0.7%
1204	510	895	MSAD 10	$197,962.76	$193,918.18	$189,956.23	6.68	$3,961.95	$189,295.90	6.65	$4,622.28	$660.33	0.02	($660.33)	$193,918.28	-0.3%
1205	511		RSU 11/MSAD 11	$19,713,454.79	$19,248,944.92	$7,193,940.00	7.80	$12,055,004.92	$7,092,487.00	7.69	$12,156,457.92	$101,453.00	0.11	($101,453.00)	$20,200,159.56	-0.5%
1206	512		RSU 82/MSAD 12	$1,546,556.62	$1,507,236.73	$894,660.00	7.80	$612,576.73	$882,043.00	7.69	$625,193.73	$12,617.00	0.11	($12,617.00)	$1,708,206.92	-0.7%
1207	513		RSU 83/MSAD 13	$2,098,964.80	$2,049,902.70	$1,161,846.92	7.70	$888,055.78	$1,155,290.92	7.66	$894,611.78	$6,556.00	0.04	($6,556.00)	$2,426,518.00	-0.3%
1208	514	848	RSU 84/MSAD 14	$1,133,375.91	$1,106,876.03	$659,324.46	6.86	$447,551.57	$653,191.96	6.80	$453,684.07	$6,132.50	0.06	($6,132.50)	$1,237,880.00	-0.5%
1209	515		RSU 15/MSAD 15	$19,138,270.00	$18,693,770.81	$10,702,770.00	7.80	$7,991,000.81	$10,551,833.50	7.69	$8,141,937.31	$150,936.50	0.11	($150,936.50)	$19,457,434.31	-0.8%
1211	517		RSU 17/MSAD 17	$36,456,374.18	$35,696,786.10	$19,000,048.00	7.64	$16,696,738.10	$18,784,101.50	7.55	$16,912,684.60	$215,946.50	0.09	($215,946.50)	$33,869,366.60	-0.6%
1213	519	877	RSU 85/MSAD 19	$1,190,098.42	$1,164,446.85	$1,013,410.35	5.84	$151,036.50	$1,000,098.15	5.76	$164,348.70	$13,312.20	0.08	($13,312.20)	$1,737,685.70	-0.8%
1214	520	899	RSU 86/MSAD 20	$5,039,176.51	$4,924,990.91	$1,364,220.00	7.80	$3,560,770.91	$1,344,981.00	7.69	$3,580,009.91	$19,239.00	0.11	($19,239.00)	$5,552,438.91	-0.3%
1216	522		RSU 22/MSAD 22	$25,792,933.15	$25,304,929.31	$7,183,800.00	7.80	$18,121,129.31	$7,082,490.00	7.69	$18,222,439.31	$101,310.00	0.11	($101,310.00)	$26,255,944.49	-0.4%
1217	523		RSU 87/MSAD 23	$8,239,145.80	$8,052,897.83	$2,449,590.00	7.80	$5,603,307.83	$2,415,044.50	7.69	$5,637,853.33	$34,545.50	0.11	($34,545.50)	$7,920,203.84	-0.4%
1218	524		RSU 88/MSAD 24	$3,597,923.96	$3,515,560.69	$751,140.00	7.80	$2,764,420.69	$740,547.00	7.69	$2,775,013.69	$10,593.00	0.11	($10,593.00)	$3,390,704.69	-0.3%
1221	527	895	MSAD 27	$9,550,596.22	$9,328,859.11	$3,297,847.86	7.78	$6,031,011.25	$3,254,931.36	7.68	$6,073,927.75	$42,916.50	0.10	($42,916.50)	$10,104,937.13	-0.4%
1222	528		RSU 28/MSAD 28	$7,571,123.64	$7,409,204.12	$6,961,654.00	4.84	$447,550.12	$6,887,062.31	4.79	$522,141.81	$74,591.69	0.05	($74,591.69)	$10,014,130.77	-0.7%
1223	529		RSU 29/MSAD 29	$11,748,954.23	$11,484,236.88	$2,992,080.00	7.80	$8,492,156.88	$2,949,884.00	7.69	$8,534,352.88	$42,196.00	0.11	($42,196.00)	$11,484,236.88	-0.4%
1224	530	890	RSU 30/MSAD 30	$2,625,411.25	$2,568,434.27	$784,680.00	7.80	$1,783,754.27	$773,614.00	7.69	$1,794,820.27	$11,066.00	0.11	($11,066.00)	$2,921,892.32	-0.4%
1225	531	843	RSU 31/MSAD 31	$5,365,709.11	$5,253,105.43	$2,167,230.00	7.80	$3,085,875.43	$2,136,666.50	7.69	$3,116,438.93	$30,563.50	0.11	($30,563.50)	$6,458,470.53	-0.5%
1226	532		RSU 32/MSAD 32	$3,676,565.14	$3,616,437.44	$1,054,040.39	7.80	$2,562,397.05	$1,020,078.50	7.69	$2,596,358.94	$13,961.89	0.11	($13,961.89)	$4,105,560.21	-0.3%
1227	533		RSU 33/MSAD 33	$2,646,278.11	$2,583,246.95	$883,740.00	7.80	$1,699,506.95	$871,277.00	7.69	$1,711,969.95	$12,463.00	0.11	($12,463.00)	$2,436,349.95	-0.5%
1229	535		RSU 35/MSAD 35	$24,622,963.10	$24,069,564.94	$12,153,960.00	7.80	$11,915,604.94	$11,982,558.00	7.69	$12,087,006.94	$171,402.00	0.11	($171,402.00)	$26,080,394.94	-0.7%
1231	537		RSU 37/MSAD 37	$7,164,544.35	$7,014,759.05	$4,774,380.00	7.80	$2,240,379.05	$4,707,049.00	7.69	$2,307,710.05	$67,331.00	0.11	($67,331.00)	$7,141,655.00	-0.9%
1234	540		RSU 40/MSAD 40	$20,034,090.83	$19,624,016.41	$10,952,367.69	7.45	$8,671,648.72	$10,819,663.69	7.36	$8,804,352.72	$132,704.00	0.09	($132,704.00)	$21,306,843.63	-0.6%
1235	541	843	RSU 41/MSAD 41	$6,449,558.97	$6,301,516.43	$1,669,980.00	7.80	$4,631,536.43	$1,648,429.00	7.69	$4,655,087.43	$23,551.00	0.11	($23,551.00)	$6,594,151.00	-0.4%
1236	542	899	RSU 42/MSAD 42	$3,191,532.46	$3,116,390.17	$989,820.00	7.80	$2,126,570.17	$975,861.00	7.69	$2,140,529.17	$13,959.00	0.11	($13,959.00)	$3,507,318.17	-0.4%
1238	544		RSU 44/MSAD 44	$7,731,661.31	$7,567,678.14	$6,764,364.19	5.12	$803,313.95	$6,688,403.69	5.06	$879,274.45	$75,960.50	0.06	($75,960.50)	$8,606,269.45	-0.9%
1239	545		RSU 45/MSAD 45	$3,241,580.08	$3,163,916.95	$774,930.00	7.80	$2,388,986.95	$764,001.50	7.69	$2,399,915.45	$10,928.50	0.11	($10,928.50)	$3,381,014.38	-0.3%
1240	546	894	MSAD 46	$12,031,847.47	$11,821,234.85	$2,869,230.00	7.80	$8,952,004.85	$2,828,766.50	7.69	$8,992,468.35	$40,463.50	0.11	($40,463.50)	$11,821,235.35	-0.3%
1243	549		RSU 49/MSAD 49	$21,490,280.31	$20,977,807.89	$6,600,360.00	7.80	$14,377,447.89	$6,507,278.00	7.69	$14,470,529.89	$93,082.00	0.11	($93,082.00)	$22,342,882.80	-0.4%
1245	551		RSU 51/MSAD 51	$23,070,431.38	$22,568,677.51	$11,982,750.00	7.80	$10,585,927.51	$11,813,762.50	7.69	$10,754,915.01	$168,987.50	0.11	($168,987.50)	$27,685,213.79	-0.6%
1246	552		RSU 52/MSAD 52	$20,762,724.52	$20,303,865.94	$7,854,950.00	7.80	$12,448,875.94	$7,744,214.50	7.69	$12,559,651.44	$110,775.50	0.11	($110,775.50)	$21,756,447.44	-0.5%
1247	553		RSU 53/MSAD 53	$9,003,747.97	$8,777,454.49	$2,978,040.00	7.80	$5,799,414.49	$2,936,042.00	7.69	$5,841,412.49	$41,998.00	0.11	($41,998.00)	$9,745,632.00	-0.4%
1248	554		RSU 54/MSAD 54	$30,529,365.01	$29,917,967.83	$12,720,240.00	7.80	$17,197,747.83	$12,540,852.00	7.69	$17,377,135.83	$179,388.00	0.11	($179,388.00)	$31,071,198.83	-0.6%
1249	555		RSU 55/MSAD 55	$12,021,222.59	$11,770,883.35	$6,320,340.00	7.80	$5,450,543.35	$6,231,207.00	7.69	$5,539,676.35	$89,133.00	0.11	($89,133.00)	$12,192,982.43	-0.7%
1251	557		RSU 57/MSAD 57	$33,695,414.30	$32,936,517.10	$19,679,318.02	7.61	$13,257,199.08	$19,478,337.02	7.53	$13,458,180.08	$200,981.00	0.08	($200,981.00)	$33,774,868.34	-0.6%
1252	558		RSU 58/MSAD 58	$5,866,658.26	$5,731,841.14	$3,311,137.80	6.42	$2,420,703.34	$3,272,687.30	6.34	$2,459,153.84	$38,450.50	0.07	($38,450.50)	$6,220,219.73	-0.6%
1253	559		RSU 59/MSAD 59	$9,051,687.65	$8,840,800.16	$4,344,210.00	7.80	$4,496,590.16	$4,282,945.50	7.69	$4,557,854.66	$61,264.50	0.11	($61,264.50)	$10,329,137.60	-0.6%
1254	560		RSU 60/MSAD 60	$31,873,370.21	$31,177,428.44	$13,104,000.00	7.80	$18,073,428.44	$12,919,200.00	7.69	$18,258,228.44	$184,800.00	0.11	($184,800.00)	$34,462,402.44	-0.5%
1255	561		RSU 61/MSAD 61	$20,146,760.59	$19,740,834.69	$18,127,672.40	6.51	$1,613,162.29	$18,013,114.00	6.47	$1,727,720.69	$114,558.40	0.04	($114,558.40)	$23,993,718.69	-0.5%
1257	563	881	RSU 63/MSAD 63	$8,629,593.20	$8,423,910.51	$3,911,310.00	7.80	$4,512,600.51	$3,856,150.50	7.69	$4,567,760.01	$55,159.50	0.11	($55,159.50)	$8,975,536.01	-0.6%
1258	564		RSU 64/MSAD 64	$10,241,485.27	$10,002,788.27	$3,481,920.00	7.80	$6,520,868.27	$3,432,816.00	7.69	$6,569,972.27	$49,104.00	0.11	($49,104.00)	$10,559,283.27	-0.5%
1259	565		RSU 65/MSAD 65	$23,882.70	$23,261.97	$22,849.63	0.62	$412.34	$22,712.19	0.61	$549.78	$137.44	0.00	($137.44)		
1261	568		RSU 68/MSAD 68	$9,392,168.60	$9,184,746.64	$4,107,480.00	7.80	$5,077,266.64	$4,049,554.00	7.69	$5,135,192.64	$57,926.00	0.11	($57,926.00)	$9,034,746.64	-0.6%
1262	570	848	RSU 70/MSAD 70	$5,026,985.74	$4,923,088.87	$1,698,596.96	4.47	$3,224,501.91	$1,679,193.96	4.42	$3,243,894.91	$19,393.00	0.05	($19,393.00)	$5,632,070.52	-0.3%
1264	572		RSU 72/MSAD 72	$12,094,697.34	$11,830,558.22	$6,748,584.54	5.48	$3,081,973.68	$6,683,651.54	5.44	$3,146,906.68	$64,933.00	0.04	($64,933.00)	$14,089,612.68	-0.5%
1265	574		RSU 74/MSAD 74	$7,782,714.94	$7,613,167.20	$3,500,223.19	7.29	$4,112,944.01	$3,469,478.19	7.22	$4,143,689.01	$30,745.00	0.06	($30,745.00)	$8,221,424.01	-0.4%
1266	575		RSU 75/MSAD 75	$29,643,656.76	$29,038,210.76	$15,887,995.41	4.74	$13,150,215.35	$15,740,512.91	4.70	$13,297,697.85	$147,482.50	0.04	($147,482.50)	$31,938,294.85	-0.5%
1267	576	891	MSAD 76	$547,460.06	$536,332.19	$507,969.59	3.10	$28,362.60	$503,242.49	3.07	$33,089.70	$4,727.10	0.03	($4,727.10)	$949,204.70	-0.5%

*Based on budget data submitted into the MEDMS Financial System
Blanks indicate that the SAU has not successfully submitted data in the MEDMS Financial System.

2012-13 Curtailment Estimate GPA PRELIMINARY ESTIMATES for General Purpose for Local Schools

Amounts do not include "unbonded" debt for approved school construction projects.

30% Minimum Special Education Adjustment
3% Minimum Subsidy Adjustment
98% Minimum Disadvantage Adjustment

Mill Expection: 7.80 | 2012-13 Est. GPA Less $12.58 million | 7.69 | As of 2/11/13

				(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
						Current Enacted						Differences			2012-13	Reduction
															Total	Percent of
				EPS	EPS						2012-13				State & Local	Total
			TOTAL ALLOCATION	Total	Total	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	Adjusted	Approved Spending*	State &
				Allocation	Allocation at	Local	Mil	State	Local	Mil	State	Local	Mil	State	(includes Local Required,	Local
MEDMS	UNIX	AOS	SAUs - UNIX Code Order	at 100%	97%	Share	Rate	Share	Share	Rate	Share	Share	Rate	Share	Add'l Local & State Subsidy)	Col 11 /
						ED 281 Line 50		*ED 281 Line 50*	*ED 281 Line 50*		*ED 281 Line 50*	Col 3 -	Col 4 -	Col 5 -	as of 11/28/2012	Col 12
												Col 6	Col 7	Col 8		
1000	002		Acton	$3,914,662.62	$3,829,669.00	$3,437,508.08	5.84	$392,160.92	$3,397,077.70	5.77	$432,591.30	$40,430.38	0.07	($40,430.38)	$5,090,409.30	-0.8%
1001	005	877	Alexander	$506,022.67	$493,440.33	$376,740.00	7.80	$116,700.33	$371,427.00	7.69	$122,013.33	$5,313.00	0.11	($5,313.00)	$657,421.18	-0.8%
1004	014		Appleton	$1,237,149.37	$1,208,329.32	$722,114.84	7.80	$486,214.48	$711,931.16	7.69	$496,398.16	$10,183.68	0.11	($10,183.68)	$1,580,108.34	-0.6%
1007	020		Auburn	$34,938,033.57	$34,148,361.09	$15,536,040.00	7.80	$18,612,321.09	$15,316,942.00	7.69	$18,831,419.09	$219,098.00	0.11	($219,098.00)	$32,758,047.70	-0.7%
1008	021		Augusta	$24,538,889.22	$24,046,923.28	$11,905,530.00	7.80	$12,141,393.28	$11,737,631.50	7.69	$12,309,291.78	$167,898.50	0.11	($167,898.50)	$22,852,636.78	-0.7%
1270	791		Indian Island	$996,841.74	$969,749.35	$68,250.00	7.80	$901,499.35	$67,287.50	7.69	$902,461.85	$962.50	0.11	($962.50)		
1271	792		Indian Township	$1,925,046.08	$1,876,071.89	$23,010.00	7.80	$1,853,061.89	$22,685.50	7.69	$1,853,386.39	$324.50	0.11	($324.50)		
1272	793		Pleasant Point	$1,625,725.55	$1,584,114.90	$13,650.00	7.80	$1,570,464.90	$13,457.50	7.69	$1,570,657.40	$192.50	0.11	($192.50)		
3152	801		RSU 01 - LKRSU	$23,717,489.02	$23,226,429.13	$15,435,802.34	6.38	$7,790,626.79	$15,270,491.84	6.31	$7,955,937.29	$165,310.50	0.07	($165,310.50)	$24,407,291.29	-0.7%
3156	802		RSU 02	$21,007,792.11	$20,532,847.88	$9,845,940.00	7.80	$10,686,907.88	$9,707,087.00	7.69	$10,825,760.88	$138,853.00	0.11	($138,853.00)	$21,737,002.88	-0.6%
3157	804		RSU 04	$16,302,358.73	$15,971,205.19	$5,717,400.00	7.80	$10,253,805.19	$5,636,770.00	7.69	$10,334,435.19	$80,630.00	0.11	($80,630.00)	$16,990,450.19	-0.5%
3158	805		RSU 05	$20,155,587.90	$19,717,653.56	$14,619,741.52	7.08	$5,097,912.04	$14,481,549.02	7.01	$5,236,104.54	$138,192.50	0.07	($138,192.50)	$24,076,102.54	-0.6%
	809		RSU 09	$28,527,893.61	$28,004,099.84	$9,922,188.53	7.51	$18,081,911.31	$9,786,938.03	7.41	$18,217,161.81	$135,250.50	0.10	($135,250.50)	$27,268,672.81	-0.5%
3159	810		RSU 10	$29,971,807.67	$29,365,152.19	$11,662,260.78	7.67	$17,702,891.41	$11,504,828.78	7.57	$17,860,323.41	$157,432.00	0.10	($157,432.00)	$34,121,500.85	-0.5%
3160	812		RSU 12	$21,253,490.12	$20,822,270.58	$10,690,932.97	7.04	$10,131,337.61	$10,544,204.47	6.94	$10,278,066.11	$146,728.50	0.10	($146,728.50)	$24,647,127.11	-0.6%
3161	813		RSU 13	$20,994,831.61	$20,526,202.44	$17,469,013.76	6.11	$3,057,188.68	$17,317,296.26	6.05	$3,208,906.18	$151,717.50	0.05	($151,717.50)	$25,065,795.18	-0.6%
3162	814		RSU 14	$35,630,296.86	$34,861,406.12	$20,838,150.44	7.26	$14,023,255.68	$20,639,259.44	7.19	$14,222,146.68	$198,891.00	0.07	($198,891.00)	$37,386,921.12	-0.5%
3163	816		RSU 16	$17,278,965.14	$16,907,780.94	$8,028,930.00	7.80	$8,878,850.94	$7,915,701.50	7.69	$8,992,079.44	$113,228.50	0.11	($113,228.50)	$18,044,725.92	-0.6%
3164	818		RSU 18	$30,257,565.76	$29,542,678.75	$16,230,956.82	7.22	$13,311,721.93	$16,019,487.32	7.13	$13,523,191.43	$211,469.50	0.09	($211,469.50)	$29,623,992.43	-0.7%
3165	819		RSU 19	$21,600,014.59	$21,119,286.27	$7,697,040.00	7.80	$13,422,246.27	$7,588,492.00	7.69	$13,530,794.27	$108,548.00	0.11	($108,548.00)	$21,357,913.17	-0.5%
3166	820		RSU 20	$28,095,302.71	$27,526,999.62	$16,842,388.67	7.42	$10,684,610.95	$16,634,928.67	7.33	$10,892,070.95	$207,460.00	0.09	($207,460.00)	$30,757,392.56	-0.7%
3167	821		RSU 21	$29,574,141.03	$28,943,618.97	$24,648,130.85	5.49	$4,295,488.12	$24,367,042.35	5.42	$4,576,576.62	$281,088.50	0.06	($281,088.50)	$34,260,896.62	-0.8%
3168	823		RSU 23	$38,656,660.14	$37,741,988.59	$25,076,721.48	6.53	$12,665,267.11	$24,764,645.48	6.45	$12,977,343.11	$312,076.00	0.08	($312,076.00)	$43,464,219.13	-0.7%
3169	824		RSU 24	$30,010,776.63	$29,441,479.35	$21,160,820.36	6.62	$8,280,658.99	$20,925,358.36	6.54	$8,516,120.99	$235,462.00	0.07	($235,462.00)	$33,358,722.00	-0.7%
3170	825		RSU 25	$11,914,959.80	$11,658,271.77	$8,041,020.00	7.80	$3,617,251.77	$7,927,621.00	7.69	$3,730,650.77	$113,399.00	0.11	($113,399.00)	$12,374,407.37	-0.9%
3171	826		RSU 26	$15,480,269.98	$15,140,422.25	$7,286,760.00	7.80	$7,853,662.25	$7,183,998.00	7.69	$7,956,424.25	$102,762.00	0.11	($102,762.00)	$19,908,445.40	-0.5%
3172	834		RSU 34	$13,224,203.33	$12,932,867.16	$5,039,580.00	7.80	$7,893,287.16	$4,968,509.00	7.69	$7,964,358.16	$71,071.00	0.11	($71,071.00)	$14,917,294.16	-0.5%
3173	838		RSU 38	$11,560,679.64	$11,292,887.44	$7,643,042.85	7.47	$3,649,844.59	$7,552,870.35	7.38	$3,740,017.09	$90,172.50	0.09	($90,172.50)	$12,950,567.09	-0.7%
3174	839		RSU 39	$15,480,554.56	$15,141,171.32	$3,378,960.00	7.80	$11,762,211.32	$3,331,308.00	7.69	$11,809,863.32	$47,652.00	0.11	($47,652.00)	$15,701,159.32	-0.3%
3199	850		RSU 50	$7,520,431.63	$7,359,849.96	$2,464,398.01	7.45	$4,895,451.95	$2,433,785.01	7.36	$4,926,064.95	$30,613.00	0.09	($30,613.00)	$8,382,438.95	-0.4%
3175	867		RSU 67	$9,625,419.21	$9,413,082.01	$3,208,140.00	7.80	$6,204,942.01	$3,162,897.00	7.69	$6,250,185.01	$45,243.00	0.11	($45,243.00)		
3198	873		RSU 73	$15,386,363.05	$15,024,729.61	$9,570,932.88	7.80	$5,453,796.73	$9,531,514.38	7.69	$5,493,215.23	$39,418.50	0.11	($39,418.50)	$17,096,788.23	-0.2%
3184	878		RSU 78	$1,967,129.98	$1,925,071.95	$1,834,349.09	1.75	$90,722.86	$1,819,228.62	1.73	$105,843.33	$15,120.47	0.01	($15,120.47)	$3,093,872.99	-0.5%
1281	903	898	Boothbay-Boothbay Hbr CSD	$5,791,476.43	$5,660,543.05	$5,358,225.71	2.90	$302,317.34	$5,307,839.48	2.87	$352,703.57	$50,386.23	0.03	($50,386.23)	$7,552,589.57	-0.7%
1283	907	891	Mt Desert CSD	$4,288,896.77	$4,191,513.28	$3,943,122.71	2.48	$248,390.57	$3,901,724.28	2.46	$289,789.00	$41,398.43	0.03	($41,398.43)	$6,557,110.00	-0.6%
1284	908	881	Airline CSD	$664,904.36	$650,293.80	$503,244.88	5.76	$147,048.92	$498,641.38	5.71	$151,652.42	$4,603.50	0.05	($4,603.50)	$694,770.42	-0.7%
1288	912	890	East Range CSD	$389,318.05	$381,887.48	$167,285.87	7.80	$214,601.61	$164,950.50	7.69	$216,936.98	$2,335.37	0.11	($2,335.37)	$391,837.98	-0.6%
1289	913		Deer Isle-Stonington CSD	$4,095,127.68	$4,020,249.37	$3,525,122.58	3.98	$495,126.79	$3,485,835.65	3.93	$534,413.72	$39,286.93	0.04	($39,286.93)	$6,036,903.72	-0.7%
1290	914	893	Great Salt Bay CSD	$3,609,181.79	$3,528,530.76	$3,343,105.74	5.93	$185,425.02	$3,312,201.57	5.87	$216,329.19	$30,904.17	0.05	($30,904.17)	$4,294,216.13	-0.7%
1292	917		Moosabec CSD	$706,139.03	$686,650.58	$396,803.67	7.80	$289,846.91	$391,207.72	7.69	$295,442.86	$5,595.95	0.11	($5,595.95)	$866,976.87	-0.6%
1293	918		Wells-Ogunquit CSD	$14,140,422.58	$13,613,994.27	$13,136,296.69	3.15	$677,697.58	$13,023,347.10	3.12	$790,647.17	$112,949.59	0.03	($112,949.59)	$19,741,267.17	-0.6%
1294	919		Five Town CSD	$8,896,842.58	$8,740,298.28	$7,646,465.27	7.09	$1,093,833.01	$7,617,554.27	7.06	$1,122,744.01	$28,910.99	0.03	($28,910.99)	$10,467,253.43	-0.3%

*Based on budget data submitted into the MEDMS Financial System.
Blanks indicate that the SAU has not successfuly submitted data in the MEDMS Financial System.

Proposal from EPS Commission Member

Special Education Allocation for Minimum Subsidy Receivers:

In order to address the Mandated Legislative Appropriations for Special Education (§15753) the following is recommended:

For each 1 percent increase in the state contribution, or portion thereof, the special education allocation will increase by 10.3% of the state contribution increase amount until the 100% funding requirement is reached.

ILLUSTRATION 2013-14:

	State Contribution		Minimum Special Ed Adjustment	
Start	$ 943,846,108	45.84%	$ 8,323,796	30.0%
	$ 964,434,740	46.84%	$ 10,444,834	37.6%
	$ 985,023,372	47.84%	$ 12,565,871	45.3%
	$ 1,005,612,003	48.84%	$ 14,686,909	52.9%
	$ 1,026,200,635	49.84%	$ 16,807,946	60.6%
	$ 1,046,789,267	50.84%	$ 18,928,984	68.2%
	$ 1,067,377,899	51.84%	$ 21,050,022	75.9%
	$ 1,087,966,531	52.84%	$ 23,171,059	83.5%
	$ 1,108,555,163	53.84%	$ 25,292,097	91.2%
	$ 1,129,143,794	54.84%	$ 27,413,134	98.8%
	$ 1,132,374,751	55.00%	$ 27,745,987	100.0%

RATIONALE:
As part of the 55% state funding mandate, 100% of the cost of special education costs were required to be paid to school administrative units. From the present starting point of 30% being paid, this formula will raise the minimum special education adjustment in a uniform, consistent manner that will reach 100% when the state contribution reaches 55%.

H.P. 1335 - L.D. 1850
Resolve, To Establish the Commission To Strengthen the Adequacy and Equity of Certain Cost Components of the School Funding Formula

Sec. 5 (7). State contributions to fund the cost of the unfunded actuarial liability for retired teachers.

The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15671, subsection 7, paragraph C that recognize the state contributions to fund the cost of the unfunded actuarial liability for retired teachers, and the commission shall make recommendations on whether the calculation of the state share percentage of the total cost of funding public education from kindergarten to grade 12 as required by the Essential Programs and Services Funding Act should continue to include the state contributions to fund the cost of the unfunded actuarial liability for retired teachers.

Commission Action:

The commission received and reviewed materials related to this manner from the Maine Department of Education and a proposal from a member of the EPS commission. Based on the review and commission discussions, the commission recommended the following:

1. **The unfunded actuarial liability for retired teachers not be included in the calculation of the total cost of education and therefore not be included in the calculation of the state contribution for the EPS funding of education.**

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Section 5. Sub-section 7.
State contributions to fund the cost of the unfunded actuarial liability for retired teachers.

STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND AND FOURTEEN

H.P. 1349 - L.D. 1858

An Act To Achieve the Savings Required under Part F of the Biennial Budget and To Change Certain Provisions of the Law for Fiscal Years Ending June 30, 2014 and June 30, 2015

Emergency preamble. Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the 90-day period may not terminate until after the beginning of the next fiscal year; and

Whereas, certain obligations and expenses incident to the operation of state departments and institutions will become due and payable immediately; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

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

PART A

Sec. A-1. Appropriations and allocations. The following appropriations and allocations are made.

ADMINISTRATIVE AND FINANCIAL SERVICES, DEPARTMENT OF

Executive Branch Departments and Independent Agencies - Statewide 0017

Initiative: Provides funding to fully offset the remaining statewide deappropriation included in Public Law 2013, chapter 368, Part F that was partially offset in Public Law 2013, chapter 502, Part F.

SECTION TOTALS	2013-14	2014-15
GENERAL FUND	($1,567,500)	$27,848,471
FEDERAL EXPENDITURES FUND	($2,458,074)	$28,490,191
OTHER SPECIAL REVENUE FUNDS	$0	($1,846,445)
DIRIGO HEALTH FUND	$0	($71,478)
SECTION TOTAL - ALL FUNDS	($4,025,574)	$54,420,739

PART C

Sec. C-1. 20-A MRSA §15671, sub-§7, ¶B, as amended by PL 2013, c. 368, Pt. C, §7, is further amended to read:

B. The annual targets for the state share percentage of the statewide adjusted total cost of the components of essential programs and services are as follows.

(1) For fiscal year 2005-06, the target is 52.6%.

(2) For fiscal year 2006-07, the target is 53.86%.

(3) For fiscal year 2007-08, the target is 53.51%.

(4) For fiscal year 2008-09, the target is 52.52%.

(5) For fiscal year 2009-10, the target is 48.93%.

(6) For fiscal year 2010-11, the target is 45.84%.

(7) For fiscal year 2011-12, the target is 46.02%.

(8) For fiscal year 2012-13, the target is 45.87%.

(9) For fiscal year 2013-14, the target is 47.29%.

(10) For fiscal year 2014-15, the target is 46.80%.

Sec. C-2. 20-A MRSA §15671, sub-§7, ¶C, as amended by PL 2013, c. 368, Pt. C, §8, is further amended to read:

C. Beginning in fiscal year 2011-12, the annual targets for the state share percentage of the total cost of funding public education from kindergarten to grade 12 including the cost of the components of essential programs and services plus the state contributions to teacher retirement, retired teachers' health insurance and retired teachers' life insurance are as follows.

(1) For fiscal year 2011-12, the target is 49.47%.

(2) For fiscal year 2012-13, the target is 49.35%.

(3) For fiscal year 2013-14, the target is 50.44%.

(4) For fiscal year 2014-15 ~~and succeeding years~~, the target is ~~55%~~ 50.13%.

(5) For fiscal year 2015-16 and succeeding years, the target is 55%.

Sec. C-8. Total cost of funding public education from kindergarten to grade 12. The total cost of funding public education from kindergarten to grade 12 for fiscal year 2014-15 is as follows:

	2014-15 TOTAL
Total Operating Allocation	
Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683 and total other subsidizable costs pursuant to Title 20-A, section 15681-A	$1,830,672,878
Total Debt Service Allocation	
Total debt service allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683-A	$90,854,708
Enhancing Student Performance and Opportunity	$2,472,105
Total Adjustments and Miscellaneous Costs	
Total adjustments and miscellaneous costs pursuant to the Maine Revised Statutes, Title 20-A, sections 15689 and 15689-A	$62,816,943
Total Normal Cost of Teacher Retirement	$29,791,982
Total Cost of Funding Public Education from Kindergarten to Grade 12	
Total cost of funding public education from kindergarten to grade 12 for fiscal year 2014-15 pursuant to the Maine Revised Statutes, Title 20-A, chapter 606-B	$2,016,608,616
Total cost of the state contribution to teacher retirement, teacher retirement health insurance and teacher retirement life insurance for fiscal year 2014-15 pursuant to the Maine Revised Statutes, Title 5, chapters 421 and 423 excluding the normal cost of teacher retirement	$176,943,723

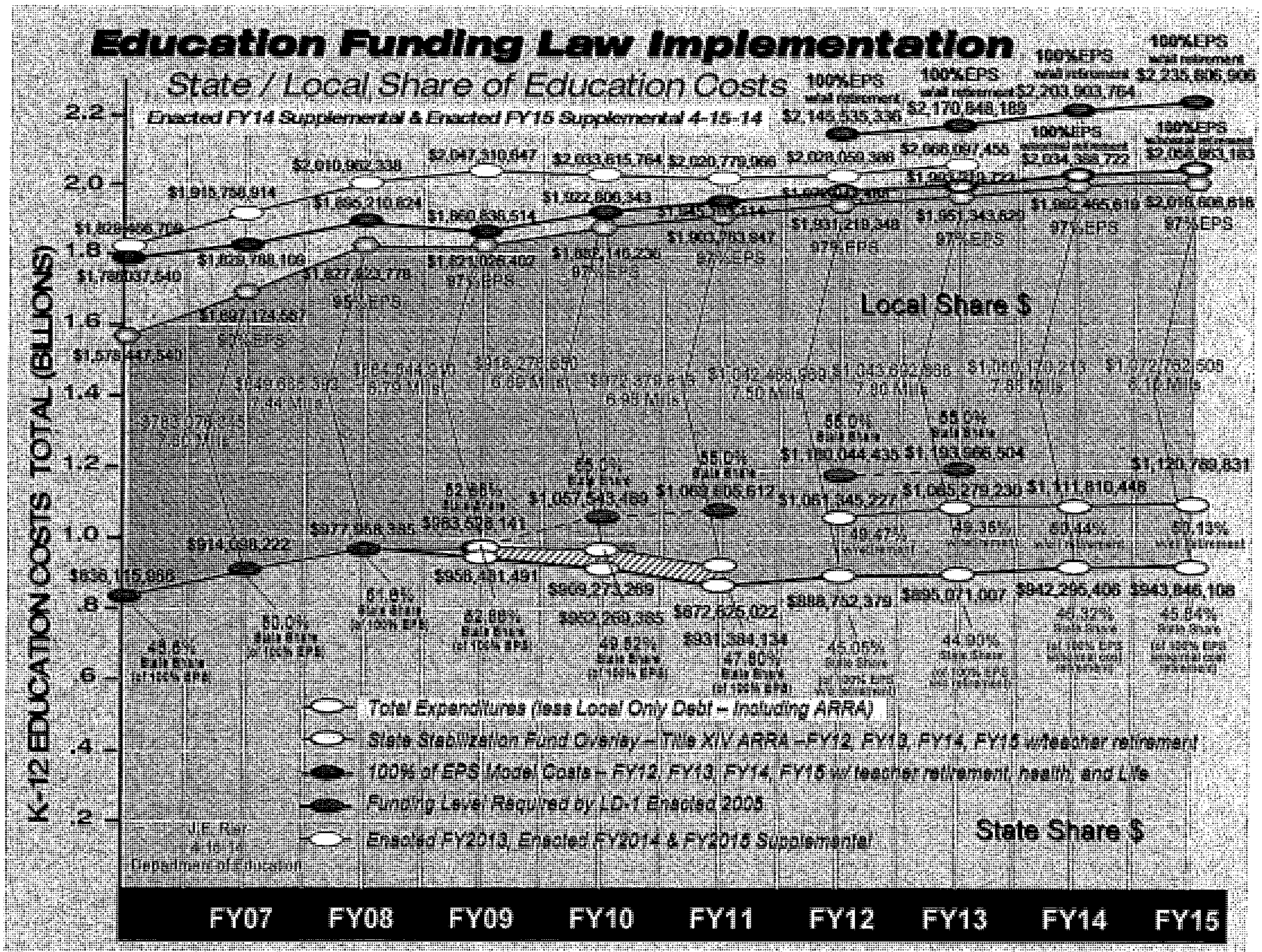
Adjustment pursuant to the Maine Revised Statutes, Title 20-A, section 15683, subsection 2	$42,254,567
Total cost of funding public education from kindergarten to grade 12	$2,235,806,906

Sec. C-9. Local and state contributions to total cost of funding public education from kindergarten to grade 12. The local contribution and the state contribution appropriation provided for general purpose aid for local schools for the fiscal year beginning July 1, 2014 and ending June 30, 2015 is calculated as follows:

	2014-15 LOCAL	2014-15 STATE
Local and State Contributions to the Total Cost of Funding Public Education from Kindergarten to Grade 12		
Local and state contributions to the total cost of funding public education from kindergarten to grade 12 pursuant to the Maine Revised Statutes, Title 20-A, section 15683, subject to statewide distributions required by law	$1,072,762,508	$943,846,108
State contribution to the total cost of teacher retirement, teacher retirement health insurance and teacher retirement life insurance for fiscal year 2014-15 pursuant to the Maine Revised Statutes, Title 5, chapters 421 and 423		$176,943,723
State contribution to the total cost of funding public education from kindergarten to grade 12		$1,120,789,831

Sec. C-10. Limit of State's obligation. If the State's continued obligation for any individual component contained in those sections of this Part that set the total cost of funding public education from kindergarten to grade 12 and the local and state contributions for that purpose exceeds the level of funding provided for that component, any unexpended balances occurring in other programs may be applied to avoid proration of payments for any individual component. Any unexpended balances from this Part may not lapse but must be carried forward for the same purpose.

Sec. C-11. Authorization of payments. Those sections of this Part that set the total cost of funding public education from kindergarten to grade 12 and the local and


Education Funding Law Implementation
State / Local Share of Education Costs
Enacted FY14 Supplemental & Enacted FY15 Supplemental 4-15-14
K-12 EDUCATION COSTS TOTAL (BILLIONS)
Local Share $
State Share $
Total Expenditures (less Local Only Debt – Including ARRA)
State Stabilization Fund Overlay – Title XIV ARRA –FY12, FY13, FY14, FY15 w/teacher retirement
100% of EPS Model Costs – FY12, FY13, FY14, FY15 w/ teacher retirement, health, and Life
Funding Level Required by LD-1 Enacted 2005
Enacted FY2013, Enacted FY2014 & FY2015 Supplemental
FY07
FY08
FY09
FY10
FY11
FY12
FY13
FY14
FY15

Proposal from EPS Commission Member

State Contribution to Fund the Cost of the Unfunded Actuarial Liability for Retired Teachers --

In regard to the use of costs associated with the unfunded actuarial liability for retired teachers and other related retirement costs it is recommended:

The total cost of the State Contribution to teacher retirement, teacher retirement health insurance, and teacher retirement life insurance pursuant to Maine Revised Statutes, Title 5, chapters 421 and 423 be removed as a component in determining the State Contribution toward funding public education from Kindergarten to Grade 12.

ILLUSTRATION:

FY 2014-15	
UAL	$ 147,283,723
Retired health	$ 26,000,000
Retired life	$ 3,660,000
Total retirement	$ 176,943,723
Total Cost of Funding Public Education K-12 including retirement	$ 2,235,806,906
State Contribution including total retirement	$ 1,120,789,831
State Share including total retirement	50.13%
Total Cost of Funding Public Education K-12 excluding retirement	$ 2,058,863,183
State Contribution excluding retirement	$ 943,846,108
State Share excluding retirement	45.8%
State Contribution needed to fund at 55% excluding retirement	$ 1,132,374,751
State Contribution increase needed to fund at 55% excluding retirement	$ 188,528,643

RATIONALE:

Retired health, life and UAL costs were included toward the State Contribution of Funding for Public Education K-12 for purposes of determining the state percentage contribution for the first time in FY12. The inclusion of these costs artificially increased the state's contribution toward the 55% funding mandate without increasing resources to schools by a single dollar. As well, because what is included in the computation of 55% funding has changed, this measurement no longer provides an apples-to-apples comparison over time of state funding toward the 55% mandate. The Mandated Legislative Appropriations for Kindergarten to Grade 12 Education (§15752) established in 2005 that total allocation "means the foundation allocation for the year, the debt service allocation for that year, the sum of all adjustments for that year and the total of the additional local appropriations for the prior year." Likewise, only the state's contribution toward the components the make up the total allocation should be included in the State Contribution as was the case prior to FY12 and additional line items, such as retirement costs, should remain out of the state contribution calculation. Maine voters demanded through referendum the funding of education at 55% based on the accounting at the time.