

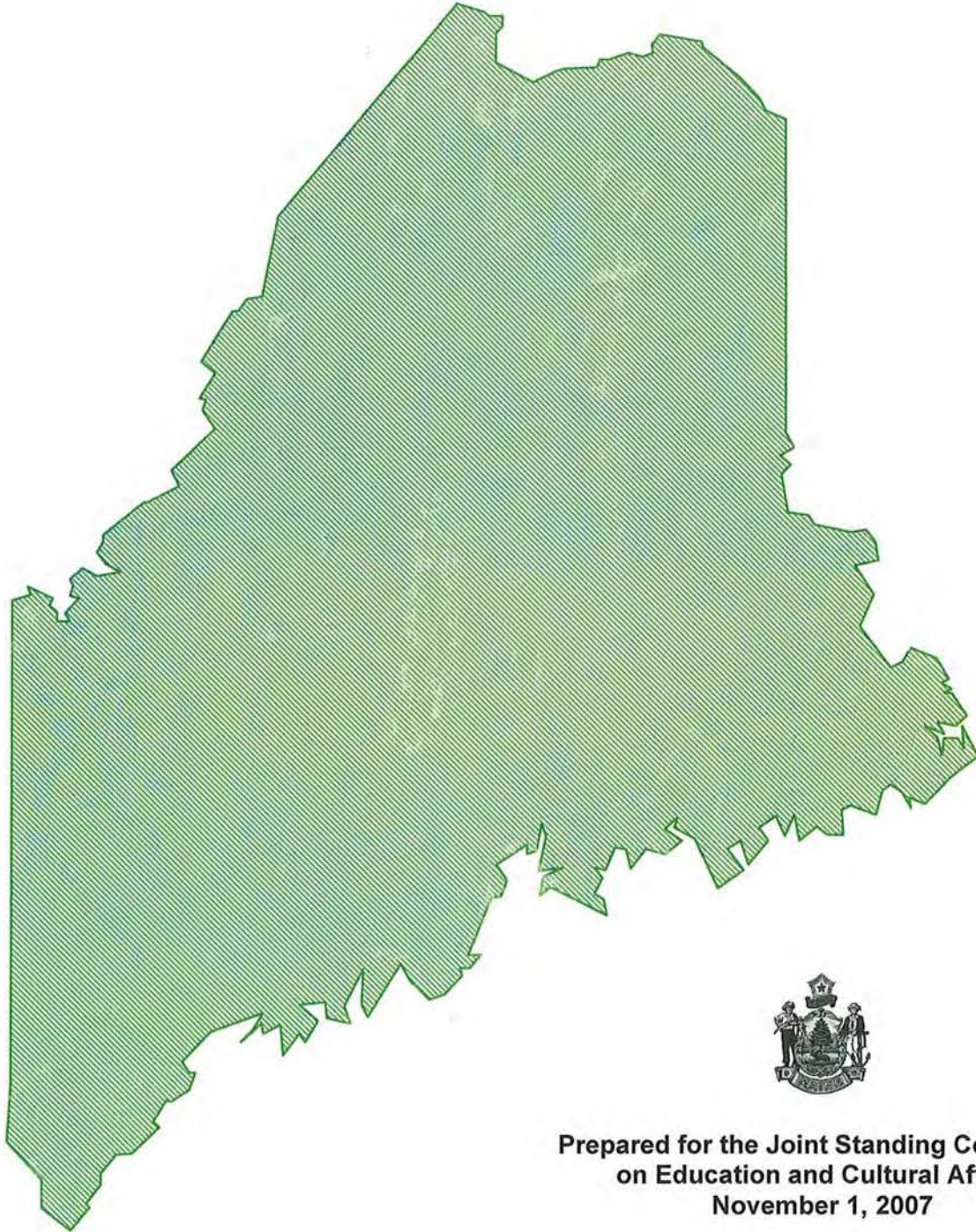
MAINE STATE LEGISLATURE

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Maine Department of Education Program Evaluation Report



Prepared for the Joint Standing Committee
on Education and Cultural Affairs
November 1, 2007



JOHN ELIAS BALDACCI
GOVERNOR

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

SUSAN A. GENDRON
COMMISSIONER

November 1, 2007

Senator Peter Bowman
Representative Jacqueline Norton
Joint Standing Committee on Education and Cultural Affairs
100 State House Station
Augusta, ME 04333-0100

Dear Senator Bowman and Representative Norton:

In accordance with the provisions of the Governmental Evaluation Act, Title 3, MRSA, Chapter 35, §951 et seq., I am pleased to submit the Program Evaluation Report for the Department of Education.

We have welcomed the opportunity to complete this review of our work, and look forward to sharing it with you in the spirit of supporting and improving the delivery of equal and quality educational services to all of Maine's learners.

We are available to you should you have questions or require additional information, and we look forward to reviewing the report with you and members of the Joint Standing Committee on Education and Cultural Affairs.

Sincerely,

Susan A. Gendron
Commissioner of Education

SAG/dcm

DEPARTMENT OF EDUCATION
GOVERNMENT EVALUATION ACT
PROGRAM EVALUATION REPORT

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EXECUTIVE SUMMARY



**DEPARTMENT OF EDUCATION
GOVERNMENT EVALUATION ACT
PROGRAM EVALUATION REPORT**

November 1, 2007

Submitted to

JOINT STANDING COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

EXECUTIVE SUMMARY

Introduction

The State Government Evaluation Act, 3 M.R.S.A. §§951-963, provides for a system of periodic review of agencies and independent agencies of State Government in order to evaluate their efficacy and performance. The authorizing legislation requires that the agency prepare and submit to the Legislature, through the committee of jurisdiction, a program evaluation report that includes a review of agency management and organization, program delivery, agency goals and objectives, and statutory mandate and fiscal accountability. Additionally, the report must include:

Enabling Legislation (State and Federal)

This section contains an inventory of state and federal statutes enabling all program units and activities of the Department of Education and the State Board of Education. It also contains a matrix of how these statutes and rulemaking are carried out by the Department and the State Board of Education.

Regulatory Agenda and Summary of Rules Adopted

This section includes the Department's and the State Board of Education's Regulatory Agenda for 2007 and an inventory/summary of all Department Rules and State Board of Education Rules, all in accordance with the requirements of the Maine Administrative Procedures Act (APA).

Description of Programs

This section contains detailed descriptions of the programs within each Department Team. The program descriptions contain the program name; program purpose; statutory reference; rules governing the program; staff support; priorities, goals and/or objective performance criteria; timelines or other benchmarks of success in meeting goals; performance reports; barriers to performance; corrective actions; emerging issues; recent or proposed improvements, innovations or solutions; constituencies served; areas coordinated with other agencies; and alternative service delivery systems.

Organizational Structure, Position Count, Job Classifications

This section shows that the Department has 154 authorized positions in Education Central (Education in the Unorganized Territories has another 49.71 authorized positions) and graphically shows the general pattern of staffing levels in the Department over a ten-year period.

It also contains the Department's organizational chart and a summary of position counts of all current job classifications.

Compliance with Federal and State Safety and Health Laws

This section contains a report regarding the Department's compliance with federal and state health and safety laws, including the American with Disabilities Act (ADA), the federal Occupational Safety and Health Act (OSHA), Affirmative Action Requirements and Workers' Compensation Requirements.

Ten-Year Financial Summary

This section presents a graphical ten-year financial summary showing the ten-year pattern of funding levels for Department of Education Central Office, State Aid to Schools, (GPA), School Construction (Debt Service), School Bus Purchases (Transportation), Education in the Unorganized Territories (EUT), Grants to Schools and Agencies and Teacher Retirement.

Areas Where Efforts Have Been Coordinated with Other Agencies

Nearly every function of the Department of Education involves coordination with another agency from local schools and school units, other education entities, other Cabinet agencies, local municipal agencies, federal agencies and private and public service delivery agencies and organizations. Because most of the coordination occurs directly in program areas, we have chosen to incorporate this section into each individual program description report in each team's program section.

Constituencies Served by Agency

The primary constituents of the Department are the PreK-12 students and adult learners in Maine, to support high aspirations and performance for all Maine citizens and, in doing so, impact the economy and the quality of life in Maine. Because most constituent activity occurs directly in program areas, we have chosen to incorporate this section into each individual program description report in each team's program section.

Efforts at Alternative Delivery Systems

The Department of Education has developed alternative delivery systems to deliver certain programs and services, using communications and web-based technologies and other means.

Because most planning and utilization of alternative delivery systems occurs directly in program areas, we have chosen to incorporate this section into each individual program description report in each team's program section.

Emerging Issues for the Agency

Emerging issues have been identified in individual program areas, and we have chosen to incorporate this section into each individual program description report in each team's program section.

A Comparison of Related Federal Laws and Regulations to State Laws Governing Programs and the Rules Implemented by the Program.

A comparison of related federal laws and regulations to state laws governing Department programs and the rules implemented by the programs is provided in each individual program description report in each team's program section.

Agency Policies for Managing Personal Information, Implementation of Information Technologies, and Adherence to Fair Information Practices Principles

Agency policies for managing personal information, implementation of information technologies, and adherence to fair information practices principles are described and included in this section.

Reports Required by the Agency to be Filed by the Public

Reports to be filed with the Department of Education are posted annually on the Administrative Calendar of Reporting Forms on the Department's website. That listing is provided in this section.



ENABLING LEGISLATION

- Inventory of State and Federal Enabling Statutes for the Department of Education and the State Board of Education
- Operational Matrix of Statutes and Rules for the Department of Education and the State Board of Education

INVENTORY OF M.R.S.A., TITLE 20-A, EDUCATION LAWS OF MAINE

As of September 21, 2007

I. TITLE 20-A – EDUCATION

Part 1. General Provisions

- Chap 1. General Provisions
- Chap 3. Department of Education
 - Subchapter 1. Department Administration
 - Subchapter 2. Commissioner
- Chap 5. State Board of Education
- Chap 7. Compact for Education
 - Subchapter 1. Compact
 - Subchapter 2. Administrative Provisions
- Chap 9. Public Broadcasting
 - Subchapter 1. Advisory Committee on Maine Public Broadcasting (Repealed)
 - Subchapter 2. Gifts, Construction and Programming
- Chap 11. School Volunteer Program

Part 2. School Organization

- Chap 101. General Provisions
 - Subchapter 1. School Boards
 - Subchapter 2. Superintendents
- Chap 103. School Administrative Districts
 - Subchapter 1. Purpose
 - Subchapter 2. Organization
 - Subchapter 3. School Directors
 - Subchapter 4. Financing
 - Subchapter 5. District Referendum
 - Subchapter 6. Reorganizations (Repealed)
- Chap 103-A. Regional School Units
 - Subchapter 1. General Provisions
 - Subchapter 2. Formation of Regional School Unit
 - Subchapter 3. School Governance; Program
 - Subchapter 4. Financing
 - Subchapter 5. Referendum
 - Subchapter 6. Schools
- Chap 105. Community School District
 - Subchapter 1. Organization
 - Subchapter 2. District Board of Trustees and District School Committee
 - Subchapter 3. Financing
 - Subchapter 4. Reorganization
- Chap 107. School Unions
- Chap 109. Union Schools
- Chap 111. Municipal Schools
 - Subchapter 1. School Committee
 - Subchapter 2. Incorporated School District
- Chap 113. Shared Service Agreements
- Chap 115. Contracts for School Privileges

- Chap 117. Private Schools
 - Subchapter 1. Basic School Approval
 - Subchapter 2. Approval For the Receipt of Public Funds By Private Schools
 - Subchapter 3. Specific Education Programs
 - Subchapter 4. Private Schools Serving Nonresidents
 - Subchapter 5. Publicly Supported Private Secondary School Advisory Council
- Chap 119. Unorganized Territory
 - Subchapter 1. General Provisions
 - Subchapter 2. School Privileges
 - Subchapter 2-A. Compulsory School Attendance
 - Subchapter 3. Commissioner's Powers
 - Subchapter 4. Financing
 - Subchapter 5. Organization and Deorganization
- Chap 121. Maine-New Hampshire Interstate School Compact
 - Article I. General Provisions
 - Article II. Procedure for Formation of an Interstate School District
 - Article III. Powers of Interstate School Districts
 - Article IV. District Meetings
 - Article V. Officers
 - Article VI. Appropriation and Apportionment
 - Article VII. Borrowing
 - Article VIII. Taking Over of Existing Property
 - Article IX. Amendments to Articles of Agreement
 - Article X. Applicability of New Hampshire Laws
 - Article XI. Applicability of Maine Laws
 - Article XII. Miscellaneous Provisions

Part 3. Elementary and Secondary Education

- Chap 201. General Provisions
- Chap 202. Closing and Disposition of Public Elementary and Secondary School Buildings
- Chap 203. Elementary Schools
 - Subchapter 1. Approval and Accreditation (Repealed)
 - Subchapter 2. Early Childhood Educational Plans for Children Ages 4 to 9
- Chap 205. Secondary Schools (Repealed)
- Chap 206. Elementary and Secondary Schools
 - Subchapter 1. Basic School Approval
 - Subchapter 2. Accreditation
 - Subchapter 3. Guidance and Technical Assistance
- Chap 207. Curriculum (Repealed)
- Chap 207-A. Instruction
 - Subchapter 1. General Requirements
 - Subchapter 2. Elementary Schools
 - Subchapter 3. Secondary Schools
- Chap 208. Post-Secondary Enrollment Options Act (Repealed)
- Chap 208-A. Postsecondary Enrollment
- Chap 209. School Days, Holidays, Special Observances
- Chap 211. Attendance
 - Subchapter 1. Attendance
 - Subchapter 1-A. Equivalent Instruction Programs
 - Subchapter 2. Habitual Truants
 - Subchapter 3. Dropouts

	Subchapter 4.	Technical Assistance
	Subchapter 5.	Students Experiencing Education Disruption
Chap 213.		Student Eligibility
Chap 215.		Transportation
Chap 217.		Board
Chap 219.		Tuition
Chap 221.		Student Records, Audits and Reports
	Subchapter 1.	Student Records
	Subchapter 2.	Audits
	Subchapter 3.	Employee and Applicant Records
	Subchapter 4.	Miscellaneous
Chap 222.		Standards and Assessment of Student Performance
Chap 223.		Health, Nutrition and Safety
	Subchapter 1.	Student Health
	Subchapter 2.	Immunization
	Subchapter 3.	School Health Services
	Subchapter 4.	Health Screening
	Subchapter 5.	Sanitary Facilities
	Subchapter 6.	Safety
	Subchapter 7.	School Lunch and Milk Program
	Subchapter 7-A.	School Substance Abuse Services
	Subchapter 7-B.	Performance-Enhancing Substances
	Subchapter 8.	Child Care Services and Parenting Education
	Subchapter 9.	Nutrition Education
Chap 225.		Penalties
Chap 226.		Jobs for Maine's Graduates

Part 4. Specific Education Programs

Subpart 1. Special Education

Chap 301.		General Provisions
Chap 303.		Children with Disabilities
	Subchapter 1.	General Provisions
	Subchapter 2.	Programs
	Subchapter 3.	Finances
Chap 304.		Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf
Chap 305.		Private and State Operated Schools
Chap 307.		Infants and Children, Ages 0 to 5, With Disabilities (Repealed)
Chap 307-A.		Infants and Children, from Birth to Under Age 6, With Disabilities (Repealed)
Chap 308.		Transitional Services Coordination Projects for Handicapped Persons
Chap 309.		Mental Retardation (Repealed)
Chap 311.		Gifted and Talented Students

Subpart 2. Career and Technical Education

Chap 312.		Maine School of Science and Mathematics
Chap 313.		Career and Technical Education
	Subchapter 1.	General Provisions
	Subchapter 2.	Financing
	Subchapter 3.	Career and Technical Education Centers
	Subchapter 4.	Career and Technical Education Regions

Subpart 3. Other Programs

- Chap 315. Adult Education
- Chap 316. Driver Education
- Chap 317. Summer Schools
- Chap 318. After-School Programs
- Chap 319. Maine Fire Training and Education
- Chap 321. Correspondence Schools
- Chap 323. Private Business, Trade and Technical Schools
- Chap 325. Conservation and Environmental Education (Repealed)
- Chap 327. Students in Long-Term Drug Treatment Centers
- Chap 329. Global and Geographic Education (Repealed)
- Chap 331. Maine Mentoring Partnership Grant Program

Part 5. Post-Secondary Education

- Chap 401. General Provisions
- Chap 403. Vocational-Technical Institutes (Repealed)
- Chap 404. Energy Testing Laboratory of Maine
- Chap 405. Post-Secondary Education Commission of Maine (Repealed)
- Chap 406. Maine Higher Educational Attainment Council (Repealed)
- Chap 407. The Maine State Commission for Higher Education Facilities
- Chap 409. Degree-Granting Institutions
- Chap 410. False Academic Degrees or Certificates
- Chap 411. University of Maine System
- Chap 412. Tax Exempt Borrowing Authority for the University of Maine System
- Chap 412-A. Maine Black Bears Scholarship Fund
- Chap 413. New England Higher Education Compact
 - Subchapter 1. Compact
 - Subchapter 2. Provisions Relating to Compact
- Chap 415. Tuition Equalization Fund (Repealed)
- Chap 417. Federal Financial Assistance Programs
 - Subchapter 1. Loan Insurance Programs
 - Subchapter 2. Other Federal Educational Financial Assistance Programs
- Chap 417-A. Maine Educational Loan Authority
- Chap 417-B. Supplemental Loan Program
- Chap 417-B. Higher Education Loan Program (Repealed)
- Chap 417-C. Higher Education Loan Program
- Chap 417-E. Maine College Savings Program
- Chap 417-F. Higher Education Loan Purchase Program
- Chap 418. Student Loan Corporations
- Chap 419. Student Incentive Scholarship Program (Repealed)
- Chap 419-A. Maine State Grant Program
- Chap 419-B. University of Maine System Scholarship Fund (Repealed)
- Chap 419-C. Scholarships for Maine Fund
- Chap 419-D. Quality Child Care Education Scholarship Fund
- Chap 421. Postgraduate Education in the Field of Medicine
- Chap 423. Loans for Candidates for Practice of Osteopathic Medicine
- Chap 424. Medical Education and Recruitment
- Chap 425. National Defense Education Program (Repealed)
- Chap 426. Maine Dental Education and Recruitment
- Chap 427. North American Indian Scholarships (Repealed)
- Chap 428. Educators for Maine Program
- Chap 428-A. Maine Engineers Recruitment and Retention Program

- Chap 428-B. Future for Youth in Maine Loan Repayment Program
- Chap 428-C. Job Creation Through Educational Opportunity Program
- Chap 429. Tuition Waiver at State Post-Secondary Educational Institutions
- Chap 429. Administration of the Maine Vocational-Technical Institutes (Repealed)
- Chap 429-A. Tuition Waiver at State Postsecondary Educational Institutions for Persons Who Have Resided in Foster Care
- Chap 430. Student Educational Enhancement Deposit Act (Repealed)
- Chap 430-A. Maine Choice Program (Repealed)
- Chap 430-B. Financial Aid and Career Counseling
- Chap 431. Maine Community College System
- Chap 431-A. Maine Quality Centers
- Chap 432. Maine Career Advantage
- Chap 432-A. Health Care Training
- Chap 433. Persons Failing to Register Under United States Military Selective Service Act
- Chap 435. Maine Area Health Education Centers System

Part 6. Teachers

- Chap 501. Certification and Registration of Teachers
- Chap 502. Certification of Educational Personnel
- Chap 502-A. Qualifying Examinations for Initial Teachers
- Chap 502-B. Professional Standards Board
- Chap 503. Teacher Employment
- Chap 504. Employment of Principals
- Chap 505. Teachers' Salaries
- Chap 505-A. Retired Teachers' Health Insurance
- Chap 506. Teacher Recognition Grants
- Chap 507. Leaves of Absence
- Chap 509. Miscellaneous
- Chap 511. Interstate Agreement on Qualifications of Educational Personnel
 - Subchapter 1. Agreement
 - Subchapter 2. Provisions Relating to Agreement

Part 7. School Finance

- Chap 601. General Provisions
- Chap 603. Federal Aid (Repealed)
- Chap 603-A. Federal Aid
- Chap 605. The School Finance Act (Repealed)
- Chap 606. School Finance Act of 1985 (Repealed)
- Chap 606-A. School Finance Act of 1995 (Repealed)
- Chap 606-B. Essential Programs and Services
- Chap 606-C. School Finance Act of 2003 (Repealed)
- Chap 607. Maine School Building Authority (Repealed)
- Chap 608. School Finance Act of 2003
- Chap 609. School Construction
- Chap 611. Condemnation
- Chap 612. Innovative Educational Grants

Part 8. Rehabilitation Services (Repealed)

Part 9. Learning Technology

- Chap 801. Maine Learning Technology Endowment

II. Title 20 – EDUCATION

Part 2. Public Schools

Chap 111. Religion and Morals

Part 4. Advanced and Special Education

Chap 302-A. Student Loans

Part 6. Financing and School Property

Chap 501. State School Funds

III. SELECTED OTHER MATERIALS

Constitution of the State of Maine

Article VIII. (Education; Municipal Home Rule)

Part First. Education

Title 1: General Provisions

Chap 13. Public Records and Proceedings

Subchapter 1. Freedom of Access

Subchapter 1-A. Exceptions to Public Records

Title 17: Crimes

Chap 101. Public Offices and Officers

Title 22: Health and Welfare

Chap 250. Control of Communicable Diseases

Subchapter 1. Definitions; Rules; Penalties; Inspections; General Authority

Chap 416. 1979 Dental Health Education Act

Title 24-A: Maine Insurance Code

Chap 59. Insurance of Public Employees and Property

Title 25: Internal Security and Public Safety

Chap 317. Preventive Measures and Restrictions

Title 30-A: Municipalities and Counties

Chap 123. Municipal Officials

Subchapter 1. General Provisions

Chap 223. Municipal Finances

Subchapter 3. Municipal Debt

Subchapter 4. Expenditures

Chap 225. Maine Municipal Bond Bank

Subchapter 2. Establishment and Powers

Subchapter 3. Financial Operation

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Inventory of Federal Enabling Education Laws Requiring and/or Authorizing State Education Programs

Individuals with Disabilities Education Act (IDEA as amended)

Special Education – Part B School Age
Child Development Services – Part B [Section 619 (3-5 Years)] & Part C (0-2 years)
Comprehensive System of Personnel Development
MaineCite
Statewide Systems Charge
Student Assistance Team

No Child Left Behind Act of 2001

Title I – Improving the Academic Achievement of the Disadvantaged

Improving Basic Programs Operated by Local Educational Agencies (I-A)
Reading First (I-B-1)
William F. Goodling Even Start Family Literacy Program (I-B-3)
Education of Migratory Children (I-C)
Advanced Placement (I-G)

Title II – Preparing, Training, and Recruiting High Quality Teachers and Principals

Teacher and Principal Training and Recruiting Fund, Grants to States (II-A)
Mathematics and Science Partnerships (II-B)
Troops-to-Teachers (II-C-1-A)
Enhancing Education Through Technology (II-D)

Title III – Language Instruction for Limited English Proficient and Immigrant Students

Language Instruction for Limited English Proficient and Immigrant Students (III)

Title IV – 21st Century Schools

Safe and Drug-Free Schools and Communities (IV-A)
21st Century Community Learning Centers (IV-B)

Title V – Promoting Informed Parental Choice and Innovative Programs

Innovative Programs (V-A)

Title VI – Flexibility and Accountability

Improving Academic Achievement, Accountability, Grants for State Assessments and Enhanced Assessments (VI-A-1)
Rural Education Initiative Small, Rural School Achievement (VI-B-1)
Rural Education Initiative Rural and Low-Income Schools (VI-B-2)
General Provisions, National Assessment of Education Progress (VI-C-411)

Title X – Repeals, Redesignations, and Amendments to Other Statutes

McKinney-Vento Homeless Education Assistance Improvements, (X, Part C)

Carl D. Perkins Career and Technical Education Act of 2006

Career and Technical Education Education

Adult Education and Family Literacy Act
Workforce Investment Act of 1998, Title II

Adult Education

USDA Child Nutrition Act of 1966
USDA National School Lunch Act
USDA Special Milk Program
USDA School Breakfast Program
USDA Summer Food Service Program

Child Nutrition

USDA Child Nutrition and WIC Reauthorization Act of 2004

Child Nutrition
Health Education

Federal Equal Education Opportunities Act of 1974
Civil Rights Act of 1964

Migrant Education

U.S. Code, Section 236, Public Law 81-874

Federal Impact Aid

Federal Public Health Service Act

Center for Disease Control Health Education
Student At-Risk Behavior
HIV Education

National and Community Service Act

Service Learning

1996 Federal Telecommunications Act

Universal Access Fund "E-Rate" subsidy for state and local telecommunications services

Assistive Technology Act of 1998

MaineCite

Higher Education Act of 1998

GEARUP

Single Audit Act of 1984, as amended

Audit



Department of Education Statutory Responsibilities Under Title 20-A, MRSA, Other State Titles and Federal Statutory References

November 1, 2007

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Department Administration Purpose of the Department	Chapter 3, Subchapter 1 §201, sub§1,2,4	Commissioner's General Rulemaking Authority	Supervise public education, interrelate with other programs, and advance public education based on the system of learning results established in §6204.	Commissioner
Department Organization	Chapter 3, Subchapter 1 §202, sub§1,1-A,3,4,5,11,16,17		State Board of Education, Commissioner of Education, other entities authorized by the Legislature and other bureaus established by the Commissioner.	State Board of Education Commissioner
Appointments	Chapter 3, Subchapter 1 §203, sub§A, F,		Appointed positions are Deputy Commissioner; Director, Planning and Management Information.	Commissioner Appoints
Rules	Chapter 3, Subchapter 2 §204		Rules pertaining to private schools must be proposed as Major Substantive Rules.	Commissioner
Commissioner	Chapter 3, Subchapter 2 §251, sub§1, 2		Appointment. Term of Office.	Governor State Board of Education Education Committee of Legislature Legislature

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Responsibilities of Commissioner	Chapter 3, Subchapter 2 §251-A, sub§1,2,3	Commissioner's General and specific Rulemaking Authority	Enforce regulatory requirements, provide technical assistance, provide educational leadership.	Commissioner
Commissioner's Duties	Chapter 3, Subchapter 2 §253, sub§1,2,3,4,5,6, 7,8		Outlines general duties, hiring, delegation, specific duties, appointment of supervisors, agricultural consultant, school nurse coordinator, and provides authority to expend and disburse funds for the statewide support for operational efficiencies for school administrative units.	All Department Organizational Units and State Board of Education Commissioner
Commissioner's General Powers Unorganized Territory	Chapter 119 §3301-3305	Commissioner's Specific Rulemaking Authority	Outlines general powers of employing special attendance officers, contracting for outside education and room and board for EUT students, care of school property in the unorganized territories, taking of land, and closing of an EUT school.	Commissioner
Educational Duties	Chapter 3, Subchapter 2 §254, sub§1,2,3,4,5,6, 7,8,9,10,11,12	Commissioner's General and Specific Rulemaking Authority	General duties, in-service education, contracts for applied technology programs, superintendent's conference, mediation, other duties assigned, clearinghouse for information on nuclear usage, model hiring procedure, statewide goal of employment of women in positions requiring administrator certification, assistance toward gender equity, statewide standards for responsible and ethical student behavior, technical assistance, and statewide standards for the reintegration of juvenile offenders to public schools.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
School Administrative Unit; reports, records, information	Chapter 3, Subchapter 2 §255, sub§1,2,3,4,5		Provide pamphlet of laws, record books, forms, maintaining records, public information.	Commissioner
Commissioner's Miscellaneous Duties	Chapter 3, Subchapter 2 §256, sub§1,2,4,5,6,7 §15401		Report to the Governor and the Legislature, join educational organizations, control of gift-established schools, duties imposed by charters, central information system for persons with disabilities, compile annual data, report on women in public school administration, and administer all allotments of federal funds pertaining to schools, educational programs and institutions of higher education.	Commissioner
High School Equivalency Diplomas	Chapter 3, Subchapter 2 §257, sub§1,2,3,4		Standards and guidelines for the issuance of diploma, equivalency diploma status, Department of Education diploma, fees.	Commissioner
Inspection of Schools	Chapter 3, Subchapter 2 §258-A, sub§1,2,3,4		Petition of request for inspection of schools, periodic reviews, and special reviews of public and private schools.	Commissioner
Air Quality Testing	Chapter 3, Subchapter 2 §258-B sub-§1,2		Petition percentage required for inspection and notification of citizens of procedures for petitioning and requesting an air quality inspection of a school facility.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Schooling Privileges	Chapter 3, Subchapter 2 §261	Commissioner's Specific Rulemaking Authority	<p>Adopt rules regarding tuition charges, accounting, audits, contracts, etc. between sending and receiving school administrative units. Administer regulations and provide technical assistance.</p> <p>Adopt rules regarding residency, right of students to attend school in another administrative unit, homeless students, truants, dropouts, alternative education and other exceptions to the general residency rules. Administer regulations and provide technical assistance.</p>	Commissioner
Violence Prevention and Intervention	Chapter 3 Subchapter 2 §262	Commissioner's General Rulemaking Authority	Provide technical assistance for the provision of violence prevention and intervention training programs for teachers, school staff, and students.	Commissioner
Response to School Bomb Threats	Chapter 3 Subchapter 2 §263	Commissioner's General Rulemaking Authority	Provide guidelines, policies and protocols for school administrative units for response to school bomb threats, gather data, and provide annual reports on the frequency of bomb threats and their impact on schools.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
School Finance	Chapter 603-A and 606-B, §15670 to §15696 Federal Elementary and Secondary Education Act (ESEA) Impact Aid US Code, Section 236, Public Law 81-874	Commissioner's Specific and General Rulemaking Authority	Administer Essential Programs and Services, review reports, review audits, enforce compliance, determine and recommend annual funding levels for GPA, distribute GPA to local school administrative units, provide technical assistance, provide essential programs and services and administer federal aid and federal impact aid.	Commissioner
Certification of funding level for local school administrative units	Chapter 606-B §15689-C and §15689-D	Commissioner recommends funding levels to the Governor and the State Board of Education	The State Board of Education recommends funding levels to the Governor and the Legislature.	Governor recommends funding levels to the Budget Office and the Legislature. Commissioner and State Board of Education presents funding levels before the Legislature for legislative approval
Salary Supplement for National Board Certified Teachers	Chapter 502 §13013-A, sub§1,2,3,4	State Board of Education Specific Rulemaking Authority	Administer program and adopt rules as necessary.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Minimum Teacher Salaries	Chapter 505 §13402, §13405-13406	Commissioner's General Rulemaking Authority	Administer program and adopt rules as necessary.	Commissioner
Teacher Recognition Grants	Chapter 506 §13501-13509	Commissioner's Specific and General Rulemaking Authority	Administer programs and adopt rules as necessary.	Commissioner
Restructuring Public Schools	Chapter 1 §8	Authority for the waiver of rules	Review and act on requests for waiver of rules for school restructuring and for educator preparation programs.	Commissioner State Board of Education
Education Coordinating Committee	Chapter 1 §9		Promote efficiency, cooperative effort, and strategic planning between the Department of Education, The State Board of Education, the University of Maine System, the Maine Technical College System and the Maine Maritime Academy. Chaired by Commissioner Annual Report to Governor and Legislature.	Commissioner, Department of Education; Chair, State Board of Education; Chair, University of Maine System Trustees; Chancellor, University of Maine System; Chair, Maine Community College System Trustees; President, Maine Community College System; Chair, Maine Maritime Academy Trustees; President, Maine Maritime Academy

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Education Research Institute	Chapter 1 §10, sub§1-3		Collect and analyze education information and perform targeted education research. Education Research Steering Committee.	Commissioner or designee
Compact for Education	Chapter 7 §601-653		Participate as a member of the Education Commission of the States.	Commissioner Governor Legislature
State Board of Education	Chapter 5 §401, sub§1,2,3, 4, 5	State Board of Education's Specific Rulemaking Authority	The State Board of Education consists of 9 voting members and 2 non-voting student members appointed by the Governor subject to review by the Joint Standing Committee having jurisdiction over education and confirmed by the Legislature. The term of office of the voting members shall be five years. The term of office for the non-voting student members shall be two years. The Department shall provide staff support to the State Board of Education.	Governor Commissioner
Responsibilities of the State Board of Education Advising the Commissioner	Chapter 5 §401-A, sub§1,2,3	Commissioner's General Rulemaking Authority	The State Board of Education has the responsibility of advising the Commissioner in the administration of all mandated responsibilities of that position formulating policy by which the Commissioner shall administer regulatory tasks, enforcing regulatory requirements for school administrative units.	The Commissioner reports and the board advises at State Board Meetings and other forums

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Powers and Duties of the State Board of Education Advisory Role	Chapter 5 §405, sub§1 & 2	State Board of Education's Specific Rulemaking Authority	The State Board of Education shall have only the powers specifically stated in Title 20-A and shall advise the Commissioner concerning matters contained in this title.	The Commissioner reports and the Board advises at State Board Meetings and other forums
State Board of Education to Recommend Legislation	Chapter 5 §405, sub§3-A, sub§6	State Board of Education's General Rulemaking Authority	State Board of Education shall recommend to the Legislature any new legislation or amendments to legislation for the efficient conduct of the public schools including laws necessary to establish student performance goals and standards.	Commissioner State Board of Education
Formation of school administrative units, local CSD's, local SAD's	Chapter 5 §405, sub§3-B §1101, §1251-1258, §1301-1354, §1601-1603, §1651-1654, §1701-1706	State Board of Education's General Rulemaking Authority	The State Board of Education approves the formation of school administrative units and provides technical assistance.	Commissioner recommends State Board of Education certifies
School Organization	Chapter 101 Subchapter 1 Subchapter 2	Outlines general powers and duties of School Boards and Superintendents	Provide technical assistance.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Student Eligibility	Chapter 213 §5201-5206	Commissioner's General Rulemaking Authority	Provide technical assistance.	Commissioner
Tuition	Chapter 219 §5801-5814	Commissioner's General Rulemaking Authority	Provide technical assistance.	Commissioner
Closing and Disposal of Public Elementary and Secondary School Buildings	Chapter 202 §4101-4104		Provide technical assistance.	Commissioner
Withdrawal from, Dissolution of, Additions to, Transfers among, and Closing of Schools, of CSD's and SAD's	Chapter 5 §405, sub§3-D §1401-1409 §1751-1752	State Board of Education's General Rulemaking Authority	The State Board of Education reviews, when necessary, decisions made by the Commissioner and provides technical assistance.	Commissioner approves

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Withdrawal from and Dissolution of a School Union	Chapter 109 §2103 §2104		Approves the agreement and certifies a dissolution. The Commissioner approves the agreement and initiates the withdrawal process.	Commissioner
Regional School Units	Chapter 103-A §1451-1512	Commissioner's General Rulemaking Authority	Implement statute and administer the formation and approval of regional school units.	Commissioner
Instructional Requirements and Graduation Standards	Chapter 207-A §4701-4729	Commissioner's General Rulemaking Authority	Maintain review process and provide technical assistance.	Commissioner
Basic School Approval and School Accreditation	Chapter 5 §405, sub§3-E Chapter 117 §2901-2907 Chapter 206 §4501, §4504 §4511-4517	Joint Rulemaking Authority with Commissioner and State Board of Education	Administer school approval and school accreditation process and provide technical assistance.	Commissioner State Board of Education
Approval for the Receipt of Public Funds in Private Schools	Chapter 117 Subchapter 2 §2951-2955	Commissioner's Specific Rulemaking Authority	Administer approval for testing purposes and provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Certification of Teacher and Other Professional Personnel	Chapter 5 §405, sub§F Chapter 501, §13003, 13004, 13006, 13007 Chapter 502, §13011-13023 Chapter 221 §6103	State Board Rulemaking Authority	Administer rules and certification procedures. Grant and revoke certificates, appeals, waivers, and criminal history record check information.	Commissioner
Teacher Qualifying Examination	Chapter 502 §13031-13038	State Board of Education and Commissioner Joint Rulemaking Authority	Adopt Rules. Administer the Teacher Qualifying Examination.	State Board of Education Commissioner
Certification Records	Chapter 502 §13034	State Board of Education Rulemaking Authority	Adopt Rules. Manage Records.	State Board of Education Commissioner
Interstate Agreement on qualification of Educational Personnel	Chapter 511 §13901-13952		Enter into agreements with other states and administer state responsibility.	Commissioner
Maine-New Hampshire Interstate School Compact	Chapter 121, §405, sub§3-H §3601-3671,	Rulemaking Authority with the Maine State Board of Education and the New Hampshire State Board of Education	The interstate district administered and operated as needed as prescribed by law.	Commissioner of Maine Commissioner of New Hampshire Maine State Board of Education New Hampshire State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Secondary Career and Technical Education Centers and Regions	Chapter 5 §405, sub§3-1 Chapter 313 §8301-A-§8468 Federal Carl D. Perkins Career and Technical Education Act of 2006	State Board General Rulemaking Authority	Adopt and administer the Plan for the establishment of Centers and Regions, recommend and approve Career and Technical Education Center and Region Plans, programs; define changes in boundaries, changes in status of Region or Center, dissolve or reorganize Region or Center.	Commissioner recommends State Board of Education approves
State Board as Designated State Agency to Administer Federal Career and Technical Education	Chapter 5 §405, sub§7 Chapter 609 §15916	State Board General Rulemaking Authority	Adopt and administer the State Plan for Career and Technical Education, provide technical assistance, approve the State Plan and the State application for federal assistance and federal construction aid and disburse money as authorized.	State Board develops plan and approve the application Commissioner administers plan.
Adult Education	Chapter 315 §8601-8612 Federal Workforce Investment Act, Federal Title II-Adult Education and Family Literacy Act, Federal No Child Left Behind Act	Commissioner's General Rulemaking Authority	Monitor local programs, administer state role and responsibilities, administer college transition program, and provide technical assistance.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Jobs for Maine Graduates	Chapter 226 §6901-6912		Serve on the Board of Directors reviews the JMG budget, submit the budget to the Governor for approval and include it in the Department of Education budget in the General Purpose Aid account.	Commissioner
Administration of Federal Funds for construction of school facilities including career and technical education facilities	Chapter 5 §4051, sub§3-Q Chapter 609 §15916	State Board of Education Rulemaking Authority	Administer funds.	State Board of Education Commissioner
Approve Projects for School Construction Aid	Chapter 5 §405, sub§J §405, sub§3-K Chapter 609 §15901-15918 Title 30-A, §6006-E, 6006-F	State Board of Education Rulemaking Authority Joint Rulemaking Authority with the Maine Municipal Bond Bank	Administer School Construction Projects Approval Process, maintain a school facilities inventory, recommend and maintain maximum debt service limits, provide maintenance and capital improvement plan assistance, and participate with the Maine Municipal Bond Bank in the Maine School Facilities Finance Program, School Revolving Renovation Fund. Adopt and amend rules on standards for school construction. Provide technical assistance.	State Board of Education Commissioner Maine Municipal Bond Bank

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Learning Technology	P & S 1995, Chapter 48 35-A §7101-7104B, 20-A, Chapter 801, §19101-19110 PUC Docket 94-254 1996 Federal Telecommunications Act	Commissioner's General Rulemaking Authority	Establish a Maine School and Library Network (data), and a Distance Learning Network (data,video), and the Maine Learning Technology Initiative (individual computer devices) and provide access to the World Wide Web to all Maine schools. Provide access to the Federal E-Rate reduction in rates paid by local schools for telecommunications services.	Commissioner
Innovative Educational Grants and Technology Literacy Grants	Chapter 612 §17101-17104 Federal No Child Left Behind Act Title II-D and Title VI, Title I-B-1 and Title I-B-2	Commissioner's General Rulemaking Authority	Administer state and federal grant programs and provide technical assistance, administer the Maine Learning Technology Endowment, annual learning technology plans, distribution of portable computing devices and professional development of teachers.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Long-range Education Goals and standards for school performance, student performance, implementation of learning results, establishment of a skills development program for teachers, and implementation of a funding plan for essential programs and services	Chapter 5 §405, sub§3-S Chapter 606-B, §15671	State Board of Education Rulemaking Authority	State Board of Education to develop and administer plan for achieving goals and standards for performance, learning results, skills development, programs for teachers, and definition/funding of essential programs and services.	Commissioner State Board of Education
System of Learning Results Established	Chapter 222, §6209	Commissioner's Specific and General Rulemaking Authority	Establish and implement, in consultation with the State Board of Education, a statewide system of learning results with curriculum requirements, accountability standards and assessments.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
State Assessment of Student Performance	Chapter 222 §6201-6208	Commissioner's General Rulemaking Authority	Administer the statewide student assessment program with multiple measures of student achievement.	Commissioner
Degree Granting Institutions	Chapter 5 §405, sub§3-N Chapter 409 §10701-10714	State Board Rulemaking Authority	Participate as members of the review/visitation team. Approve use of “junior college”, “college”, “university” in a name. Approve out-of-state institutions offering courses. Recommend action to the legislature on full degree granting status. Provide technical assistance.	State Board of Education Commissioner
Health, Nutrition	Chapter 223 §6301-6304 Title 42 US Code Chapter 6-A	Commissioner's General Rulemaking Authority	Issue guidelines on the provision of school health services and health related activities including student health, immunization, health screening, safety, school substance abuse services, child care services and parenting education.	Commissioner
Sanitary Facilities	Chapter 223 §6501	State Board of Education Rulemaking Authority	Adopt or amend rules as necessary.	State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Renewable five-year K-12 plan for education that promotes services for pre-school children	Chapter 5 §405, sub§3-T	State Board of Education Rulemaking Authority	Incorporate services for pre-school children into the plan for performance, learning results, teacher skills development, and definition/ funding essential programs and services and present the plan to the Education Committee and the Legislature.	State Board of Education Commissioner
Early Childhood Education Plans for Children Ages 4-9	Chapter 203 §4251-4254	Commissioner's General Rulemaking Authority	Approve plans for programs. Subsidize costs of local early childhood programs. Provide technical assistance.	Commissioner
Review periodically, the organization of school administrative units to identify current cooperative agreements between units and recommend cooperative agreements to units where appropriate	Chapter 5 §405, sub§3-U		Complete the review and recommend cooperative agreements in a report to the Education Committee.	State Board of Education Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
School Lunch and Milk Program	Chapter 223 §6601 §6602, §6603 Child Nutrition Act of 1996 National School Lunch Act CFDA –10.553 School Breakfast Program 10.555 National School Lunch Program 10.556 Special Milk Program 10.559 Summer Food Service Program 10.560 CN & Food SAE	Commissioner’s Rulemaking Authority with State Board of Education Approval	Administer the School Lunch, Breakfast, Milk, After School Snack, Summer Food Service Program and CN and Food Distribution. Provide technical assistance by conducting on-site reviews based on criteria set forth by regulations. Monitor NET cash resources of each school food authority (SFA) non-profit food service, and ensure annual audits.	Commissioner State Board of Education
Nutrition Education	Chapter 223 §6661	Commissioner’s Specific Rulemaking Authority	Encourage nutrition education for students and for teachers and staff and the provision of nutritious foods and beverages inside and outside school lunch programs.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Approval of Private Secondary Schools and Private Schools Approved for the Receipt of Public Funds	Chapter 117 §2901-2907 §2951-2955	Commissioner's General Rulemaking Authority	Administer basic approval, reporting requirements, student assessment requirements, annual reports, annual audits, penalty for non-compliance, non-renewal of basic approval, receipt of public funding for Private Secondary schools, and non-traditional limited purpose school approval. Provide technical assistance.	Commissioner
Private Schools for Exceptional Students	Chapter 117 §3001	Commissioner's Specific Rulemaking Authority	Enforce provisions of Chapter 301 and 303. Provide technical assistance.	Commissioner
Home Instruction and Equivalent Instruction Programs	Chapter 211 §5001-A sub§3 §5021-5025	Commissioner's General Rulemaking Authority	Approve Home Instruction application and maintain records.	Commissioner
Private Schools for Career and Technical Education	Chapter 117 §3002		Enforce provisions of same standards as public applied technology schools.	Commissioner
Non-traditional Limited Purpose Private School Approval	Chapter 117 §2907	Commissioner's General Rulemaking Authority	Approve non-traditional limited purpose private schools.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Unorganized Territory Schools	Chapter 119 Subchapter 1 §3201, §3202 Subchapter 2 §3251-3255 Subchapter 2-A §3271-3272 Subchapter 3 §3301-3305 Subchapter 4 §3351 Subchapter 5 §3401-3403	Commissioner's Specific Rulemaking Authority	Administer and operate the schools in the unorganized territories under the same laws, rules and standards as public schools are operated with regard to school privileges, compulsory school attendance, financing and organization and reorganization.	Commissioner
Substance Abuse Programs	Chapter 223 §6604-6606 Safe & Drug Free Schools Federal No Child Left Behind Act		Provide technical assistance.	Commissioner
Penalty for Non-compliance with Statutory Requirement	Chapter 225 §6801-A-6810		Enforce the requirements of Title 20-A, and impose penalties by a number of measures in response to non-compliance to state or federal requirements by a local school administrative unit.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Special Education	Chapters 301, §7001-7004, 303, 304, 305, 308, 311 Federal Individuals with Disabilities Education Act (IDEA), Part B, Part C	Commissioner's General Rulemaking Authority	Monitor and review the Child Development Services System, the local school administrative unit special education programs for children with disabilities under rules and definitions, administer state responsibilities, perform annual cost benefit analysis of local programs and provide technical assistance including the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf and other private and state operated schools.	Commissioner
Exceptional Student Programs Finances	Chapters 301, 303, 304, 305, 308, 311 §7201-7302 §7501-7502 §7504 Federal Individuals with Disabilities Act (IDEA), Part B	Commissioner's General Rulemaking Authority	Monitor and review local school administrative unit programs under rules and statute, administer state responsibilities, provide state aid and technical assistance to locals. Provide oversight of programs for public school students in private schools, state institutions and child care facilities.	Commissioner
Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf	Chapter 304 §7401-7412		Review the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf budget, submit to the Governor for approval and include in Department budget in the General Purpose Aid account. Provide administrative assistance according to terms of agreement.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Transitional Services Coordination Projects for Handicapped Persons	Chapter 308 §7801-7805	Commissioner's General Rulemaking Authority	Administer department role and responsibilities in providing the transitional services required.	Commissioner
Gifted and Talented Students	Chapter 309 §8101-8104	Commissioner's General Rulemaking Authority	Monitor local programs, administer state responsibilities, and provide technical assistance.	Commissioner
Driver Education	Chapter 207-A §4728	Commissioner's General Rulemaking Authority	Monitor local secondary programs if they are offered as part of the secondary courses of study in accordance with Chapter 316.	Commissioner
Summer Schools	Chapter 317 §8801,8802	Commissioner's General Rulemaking Authority	Approve schools and tuition rates and administer state responsibilities.	Commissioner
School Transportation	Chapter 215 §5401-5402 29-A MRSA §2303 and §2311	Commissioner's Specific Rulemaking Authority	Approve school bus purchases within a maximum ceiling of available state funds and administer state responsibilities regarding school operator requirements.	Commissioner
Correspondence Schools	Chapter 321 §9201-9204	Commissioner's Specific Rulemaking Authority	Review applications, award certificates and collect fees.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Private Business, Trade and Technical Schools	Chapter 323 §9501-9508	Commissioner's Specific Rulemaking Authority	Review application, grant licenses, collect fees and enforce rules.	Commissioner
After School Programs	Chapter 318 §8901-8904	Commissioner's Specific Rulemaking Authority	Administer grant program and recommend funding in the Department of Education budget.	Commissioner
Students in Long Term Drug Treatment Centers	Chapter 327 §9701-9706 Federal No Child Left Behind Act	Commissioner's General Rulemaking Authority	Approve and monitor programs and reports, fund as prescribed and provide technical assistance.	Commissioner
Habitual Truant	Chapter 211 §5051, §5052-A §5053, §5054 §5151-5153	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner
Drop Outs	Chapter 211 §5102-5104-A Chapter 211 §5151-5153	Commissioner's Specific Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner
Students Experiencing Education Disruption	Chapter 211 sub§7 Chapter 5 §5161-51622	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
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Homeless Students

Chapter 1
 §13-A, §5205
 sub§7
 Federal
 McKinney –
 Vento Homeless
 Assistance Act
 Federal Title X-
 Part C
 Federal No Child
 Left Behind Act

Commissioner’s
 General Rulemaking
 Authority

Provide technical assistance to school administrative units.

Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Post-Secondary Education	Chapter 401 Chapter 407 Chapter 409 Chapter 410 Chapter 411 Chapter 431 Chapter 323 Chapter 208-A Postsecondary Enrollment §4771-4775 Federal Higher Education Act of 1998, Title II, Section 207 & 208	Commissioner's General Rulemaking Authority State Board of Education Specific Rulemaking Authority	Administer the state responsibility of being the state post secondary review entity for the purpose of carrying out the program integrity of the Higher Education Act of 1998. Administer Post Secondary Enrollment Program to support secondary students enrolled in post secondary courses. Participate in the Job Creation Through Educational Opportunity Program.	Commissioner State Board of Education Commissioner State Board of Education
Child Care Services and Parenting Education	Chapter 223 §6651-6654	Commissioner's General Rulemaking Authority	Approve child care and parenting education programs operated by school administrative units.	Commissioner
Maine School of Science and Mathematics	Chapter 312 §8201-8207	Commissioner's General Rulemaking Authority	Review the Maine School of Science and Mathematics budget for the Governor's approval and submit it in the Department of Education budget in the General Purpose Aid account.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
English as a Second Language and Bilingual Education	Chapter 207 §4701 and Federal No Child Left Behind Act Title III	Commissioner's General Rulemaking Authority	Administer discretionary supplemental projects to schools, colleges and non-profit organizations. Provide technical assistance.	Commissioner
Instruction in American History, Maine Studies and Maine Native American History	Chapter 207 §4706	Commissioner's General Rulemaking Authority	Provide technical assistance.	Commissioner
Blind Student Instruction in Braille and Nemeth Code	Chapter 207 §4707 and 4709	Commissioner's General Rulemaking Authority	Provide technical assistance.	Commissioner

REGULATORY AGENDA AND SUMMARY OF RULES ADOPTED

- Department of Education/State Board of Education 2007 Regulatory Agenda
- Department of Education/State Board of Education 2007 Inventory of Rules

**Maine Administrative Procedure Act
2007 Regulatory Agenda
October 1, 2007**

AGENCY UMBRELLA-UNIT NUMBER: 05-071

AGENCY NAME: Department of Education, Office of the Commissioner

CONTACT PERSON: Greg Scott, Rules Contact, 23 State House Station, Augusta, Maine 04333-0023, Telephone: (207) 624-6614

EMERGENCY RULES ADOPTED SINCE THE LAST REGULATORY AGENDA:
None

EXPECTED 2007-2008 RULE-MAKING ACTIVITY:

CHAPTER 007: Implementation of the Essential Programs and Services Funding Model – Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15687

PURPOSE: Review/Revise rules regarding implementing school funding based on essential programs and services including Targeted Funds.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 013: Qualifying Examinations for Teachers, Educational Specialists and Administrators

STATUTORY AUTHORITY: 20-A, M.R.S.A., §13038

PURPOSE: Review/Revise rules regarding the qualifying examination for teachers

ANTICIPATED SCHEDULE: By August 1, 2008

AFFECTED PARTIES: All school personnel seeking certification under the qualifying exam.

CHAPTER 014: School Board Policies on Exception to the General Residency Rules and Education of Homeless Students

STATUTORY AUTHORITY: 20-A, M.R.S.A., §261 and §5205(7)

PURPOSE: Review/Revise rules defining a homeless student, procedures for enrolling the student in public school, and resolving disputes of residency of homeless students.

ANTICIPATED SCHEDULE: By June 15, 2008 with particular regard to the dispute resolution process.

AFFECTED PARTIES: Local school administrative units and homeless students.

CHAPTER 018: Licensure of Residential Child Care Facilities

STATUTORY AUTHORITY: 20-A, M.R.S.A., §7252-A and §7262-B

PURPOSE: Review/Revise rules to ensure consistency of the education module of this rule among the agencies having joint rule-making authority particularly in relation to the reorganization/merging of DHHS and DBDS and the creation of a single DHHS.

ANTICIPATED SCHEDULE: By June 15, 2008

AFFECTED PARTIES: Clients served jointly by DOE, DHHS.

CHAPTER 021: Secular Textbooks and Services to Private School Pupils - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A., §15613(4), Title 30-A, M.R.S.A. sub-§5-9

PURPOSE: Repeal rules governing the mechanism for providing secular text books and services for private school pupils since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: Local school administrative units and private schools.

CHAPTER 025: Definition of Budgetary Hardship—REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15612

PURPOSE: Repeal rules regarding special education adjustment for budgetary hardship since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 026: Reorganization of School Administrative Districts

STATUTORY AUTHORITY: 20-A, M.R.S.A. §1409

PURPOSE: Review/Revise rules regarding the closing of elementary schools.

ANTICIPATED SCHEDULE: By September 1, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 027: Rules for Determining Geographic Isolation Status - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15612, sub-section 2

PURPOSE: Repeal rules governing the determination of geographic isolation and the subsidy adjustment for school administrative units that operate one or more geographically isolated schools since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 052: School Nutrition Program Eligibility Verification Program - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. §6602(5)

PURPOSE: Repeal rules governing school nutrition program eligibility since verification now occurs at the local school administrative unit level.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 058: Child Nutrition Programs in Child Care Centers and Recreational Centers and Camps - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. §6602(5)

PURPOSE: Repeal rules governing child nutrition programs in child care centers, recreation centers, and camps since the program is now operated by the Department of Health and Human Services under their rules.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: Children in child care centers, recreation centers, and camps.

CHAPTER 061: School Building Construction – Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15905 and §15603

PURPOSE: Review/Revise rules governing school building construction including rules for purchase of land in conjunction with a school construction project, green construction, energy effectiveness, construction project penalty provisions for not consolidating as a separate or part of another Regional School Unit.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 064: Maine School Facilities Finance Program - Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A. §4001, §5804, §5805, §15603, §15907, §15918, and 30-A §5953-E, §6006-E, §6006-F, and §6014

PURPOSE: Review/Revise rules regarding the Maine School Facilities Finance Program “Revolving Renovation Fund” and debt service costs for subsidy purposes for lease costs or lease-purchase costs for temporary or portable classroom space.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 081: Uniform School Bus Standards

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15621

PURPOSE: Review/Revise or repeal and replace rules regarding transportation and school bus standards

ANTICIPATED SCHEDULE: By September 1, 2008

AFFECTED PARTIES: Local school administrative units and student bus safety.

CHAPTER 101: Maine Unified Special Education Regulation – Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapters 301, 303, 304, 305, 308

PURPOSE: Review/Revise special education rules to include provisions regarding the definition of “Adverse Effect.”

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: Students with disabilities, school administrative units, and private schools.

CHAPTER 114: Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs

STATUTORY AUTHORITY: 20-A, M.R.S.A. §13012, sub-§6, §13019-C, sub-§3

PURPOSE: Review/Revise rules regarding teacher education program approval.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Educational personnel preparation programs, teachers in training.

CHAPTER 115: Certification, Authorization and Approval of Education Personnel - Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 502

PURPOSE: Review/Revise rules regarding the certification of educational personnel including certification for regional school unit Financial Service Managers, certification options for teachers of students with disabilities and certification requirements for guidance counselors.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: Educational Personnel seeking certification or re-certification.

CHAPTER 125: Basic Approval Standards: Public Schools and School Administrative Units

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 206

PURPOSE: Review/Revise rule that establishes school approval standards governing school administrative units and public schools of the State regarding compliance with the system of *Learning Results*.

ANTICIPATED SCHEDULE: By September 1, 2008

AFFECTED PARTIES: All local school administrative units and K-12 students

CHAPTER 127: Instructional Program, Assessment and Diploma Requirements – Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 207-A

PURPOSE: Review/Revise the rule that prescribes the basic instructional assessment requirements the parameters for essential instruction, graduation requirements and the definition of the Department Diploma for the public elementary and secondary schools regarding compliance with the system of *Learning Results*.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: All school administrative units and K-12 students.

CHAPTER 129: Rights and Responsibilities of Educators and Pupils

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 221, 20-A, M.R.S.A. Chapter 213, 20-A, Chapter 201, U.S. Family Educational Rights and Privacy Act of 1974 (FERPA)

PURPOSE: Review/Revise rules as appropriate for Student Records and Student Eligibility

ANTICIPATED SCHEDULE: By June 30, 2008

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 149: Procedures for Obtaining Authorization for Institutions of Higher Education to Confer Academic Degrees or to Offer Degree Courses/Programs in the State of Maine

STATUTORY AUTHORITY: 20-A, M.R.S.A. §10701-10710

PURPOSE: Review/Revise rules governing institutions of higher education to confer academic degrees.

ANTICIPATED SCHEDULE: By July 15, 2008

AFFECTED PARTIES: Owners and students of in-state and out-of-state post-secondary institutions.

CHAPTER 161: Purchase and Storage of Hazardous Chemicals

STATUTORY AUTHORITY: 20-A, M.R.S.A. §15613(14)

PURPOSE: Revise/update rules to reflect changes in the monitoring of chemicals used in school classrooms.

ANTICIPATED SCHEDULE: May 15, 2008

AFFECTED PARTIES: Local school administrative units, staff and students

CHAPTER 170: Standards for Evaluating Requests for Degree Authorization and for Out-of-State Post Secondary Institutions Seeking to Make Academic Course Offerings in Maine
STATUTORY AUTHORITY: 20-A, M.R.S.A. §10710

PURPOSE: Review/Revise rules governing degree authorization for out-of-state post secondary institutions.

ANTICIPATED SCHEDULE: By June 15, 2008

AFFECTED PARTIES: Owners and students of in-state and out-of-state post secondary institutions.

CHAPTER 181: Child Development Services System: Regional Provider Advisory Boards - Major Substantive Rule - **REPEAL**

STATUTORY AUTHORITY: 20-A, M.R.S.A. §7732-A(10)

PURPOSE: Repeal current rules established for the provision of special education services to eligible children from age 5 to age 20 into one unified set of Department rules (Chapter 101) for the provision of special education programs for eligible infants, toddlers, and children from birth to age 20.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: School administrative units, Child Development Services sites and 0-5 pre-school children with disabilities.

CHAPTER 182: Formula of Distribution of Funds to Child Development Services Regional Sites - Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A. §7727

PURPOSE: Amend the rules to replace the temporary one-year funding formula with a permanent funding formula for Regional Child Development Services/System Sites to assure the continued provision of services through the CDS System for children who reach five between September 1 and October 15.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 11, 2008

AFFECTED PARTIES: School administrative units, Child Development Services sites and children receiving services.

CHAPTER 221: Adult Administrative Policies

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: Amend the rule to align the definitions used, the program descriptions and the eligibility requirements for adult education with applicable statutes.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students

CHAPTER 222: Adult Vocational Education

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: Amend the rule to align the definitions used, the program descriptions and the eligibility requirements for adult education within applicable statutes specifically as it relates to the elements of adult, career and technical education, adult workforce training and re-training, and the costs for which school administrative units, regions, and centers may claim reimbursement.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and parents

CHAPTER 224: Adult Handicapped Courses - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: **REPEAL** because the definitions and provisions in the rule are outdated and the relevant information is now included in the recent amendments to the adult education law.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students.

CHAPTER 226: Adult Basic Literacy Courses - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: **REPEAL** because the definitions and provisions in the rule are outdated and the relevant information is now included in the recent amendments to the adult education law.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students.

CHAPTER 227: Federal Adult Basic Education Programs - REPEAL

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: **REPEAL** because the definitions and provisions in the rule are outdated and the relevant information is now included in the recent amendments to the adult education law.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students.

CHAPTER 229: Adult and Community Education Fiscal Procedures

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: Amends the rule to provide guidance in the collection and utilization of fees in adult education programs.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students.

CHAPTER 230: Adult Program Provisions

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 315, §8601-8612

PURPOSE: Amends the rule to align the definitions used, the program descriptions and the eligibility requirements for adult education with applicable statutes.

ANTICIPATED SCHEDULE: By June 1, 2008

AFFECTED PARTIES: Adult education administrators and students.

CHAPTER 245: Standards for Education Programming for Certified Nursing Assistants

STATUTORY AUTHORITY: 32, M.R.S.A. Section 2104(4)(C)

PURPOSE: Revise, amend or repeal the rule that authorizes the Department of Education to establish a minimum standard or training in programs which prepare Certified Nursing Assistants.

ANTICIPATED SCHEDULE: By September 15, 2008

AFFECTED PARTIES: Certified Nursing Assistants and Certified Nursing Assistants training institutions.

NEW RULES

Proposed CHAPTER 132: Learning Results: Parameters for Essential Instruction

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 103-A, §1451 and §1454

PURPOSE: Outlines the standards, performance indicators and descriptors in 8 content areas that comprise Maine's Learning Results.

ANTICIPATED SCHEDULE: By November 1, 2007

AFFECTED PARTIES: All local school administrative units and K-12 students.

NEW RULE: Amending the Procedure for Interpreting Maine Education Assessment Scores
STATUTORY AUTHORITY: 20-A, M.R.S.A. §6202, sub-section 1-A and P.L. 2005, Chapter 118.

PURPOSE: Amend Chapter 125, Basic Approval Standards: Public Schools and School Administrative Units, Chapter 127, Instructional Program, Assessment, and Diploma Requirements, or adopt a new rule to clarify that the MEA scores for a student who receives education from a regional alternative education program or a regional special education program may be assigned to the community or school within the school administrative unit where the student resides.

ANTICIPATED SCHEDULE: By June 15, 2008

AFFECTED PARTIES: Students receiving their education from a regional alternative or regional special education program.

NEW RULE: Approval Process for Early Childhood Education for Children Four Years of Age

STATUTORY AUTHORITY: 20-A, M.R.S.A. §4255 and P.L. 2005, Chapter 368

PURPOSE: May adopt rules to establish standards and procedures for an approval process for early childhood programs for children four years of age.

ANTICIPATED SCHEDULE: By July 1, 2008

AFFECTED PARTIES: All school administrative units who seek approval for early childhood education programs for children four years of age and the four year old who attend them.

NEW RULE: After School Fund Program

STATUTORY AUTHORITY: 20-A, M.R.S.A. Chapter 318

PURPOSE: Adopt rules governing the after school programs and after school funds established in Chapter 318.

ANTICIPATED SCHEDULE: By June 15, 2008

AFFECTED PARTIES: Local school administrative units and children who will participate in the after school programs.

NEW RULE: Maine Mentoring Partnership Grant Program

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 331

PURPOSE: Adopt rules governing the Youth Mentoring Program and Youth Mentoring Funds established in Chapter 331.

ANTICIPATED SCHEDULE: By June 15, 2008

AFFECTED PARTIES: Local school administrative units and children who will participate in the Maine Mentoring Partnership Grant Program.

NEW RULE: Efficient, Higher Performing Districts – Major Substantive Rule

STATUTORY AUTHORITY: PL 2007, Chapter 240, Section XXXX-48

PURPOSE: To define efficient, higher performing school districts and establish criteria for their identification and an efficiency factor for per pupil expenditures for system administration for a unit submitting an alternative plan for a regional school unit.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by December 1, 2007

AFFECTED PARTIES: All local school administrative units and K-12 students.

NEW RULE: The Job Creation Through Education Opportunity

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 428-C, §12541-4

PURPOSE: Adopt rules governing the "Opportunity Maine Program and Contract" as part of the educational opportunity tax credit for Maine residents who obtain an associate degree or a bachelor's degree in the State, and live, work and pay taxes in the State thereafter.

ANTICIPATED SCHEDULE: By January 1, 2008

AFFECTED PARTIES: Maine residents who complete an associates or bachelor's degree program in an approved degree-granting accredited Maine community colleges, colleges or universities, State Board of Education, Department of Administrative and Financial Services, Bureau of Revenue Services

DEPARTMENT OF EDUCATION

INVENTORY OF RULES

October 1, 2007

Chapter	Department of Education	Assigned To:
05 071 004	Equal Educational Opportunity	Susan Corrente
05 071 007	Implementation of the Essential Programs and Services Funding Model - Major Substantive Rule	Jim Rier
05 071 013	Qualifying Examinations for Teachers, Education Specialists and Administrators	Nancy Iburguen
05 071 014	Exceptions to General Residency Rules and Education of Homeless Students	Jackie Soychak
05 071 018	Licensure of Residential Child Care Facilities (Joint Rule 10-148 & 14-193)	David Stockford
05 071 021	Secular Textbooks and Services to Private School Pupils	Jim Rier
05 071 023	Collection of Staff Information	Jim Rier
05 071 025	Administration of Special Education Adjustments; Definition of Budgetary Hardship	David Stockford
05 071 026	Rules Relating to Reorganization of School Administrative Districts	Jim Rier
05 071 027	Rules for Determining Geographic Isolation Status	Jim Rier
05 071 028	Closing a School in the Unorganized Territory - Major Substantive Rule	Shelley Lane
05 071 033	Use of Time Out Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools	David Stockford
05 071 040	Rule for Medication Administration in Maine Schools - Major Substantive Rule	David Stockford
05 071 045	Rule for Vision and Hearing Screening in Maine Schools	David Stockford
05 071 051	Child Nutrition Programs in Public Schools and Institutions	Jim Rier
05 071 052	School Nutrition Program Eligibility Verification Process Rule	Jim Rier
05 071 058	Child Nutrition Programs in Child Care Centers and Recreational Center and Camps	Jim Rier
05 071 060	New School Siting Approval - Major Substantive Rule	Jim Rier
05 071 061	Rules for Major Capital School Construction Projects - Major Substantive Rule	Jim Rier
05 071 064	Maine School Facilities Program and School Revolving Renovation Fund (Joint Chapter 94-376) - Major Substantive Rule	Jim Rier
05 071 081	Uniform School Bus Standards for Pupil Transportation in Maine	Jim Rier
05 071 101	Maine Unified Special Education Regulation - Major Substantive Rule	David Stockford
05 071 104	Education Programs for Gifted and Talented Children	Wanda Monthey
05 071 114	Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs	Harry Osgood
05 071 115	Certification, Authorization and Approval of Education Personnel- Major Substantive Rule	Nancy Iburguen
05 071 118	Purposes, Standards and Procedures for Educational Personnel Support Systems	Jackie Soychak
05 071 119	Adjudicatory Proceedings on Certification Issues	Nancy Iburguen
05 071 120	Innovative Education Grants	Wanda Monthey
05 071 125	Basic Approval Standards: Public Schools and School Administrative Units	Angela Faherty
05 071 126	Immunization Requirements for Children - Major Substantive Rule	David Stockford
05 071 127	Instructional Program, Assessment and Diploma Requirements - Major Substantive Rule	Angela Faherty
05 071 128	Truants and Dropouts Guidelines	Jackie Soychak
05 071 129	Rights and Responsibilities of Educators and Pupils	Jackie Soychak
05 071 131	The Maine Federal, State and Local Accountability Standards - Major Substantive Rule	Angela Faherty
05 071 138	State Accreditation Standards and Processes	Angela Faherty
05 071 147	Rules for the Licensing of Privately Owned Business, Trade and Technical Schools - Proprietary Schools	Harry Osgood

05	071	149	Procedures for Obtaining Authorization for Institutions of Higher Education to Confer Academic Degrees or to Offer Degree Courses/Programs in the State of Maine	Harry Osgood
05	071	150	Licensing Privately Owned Correspondence Schools	Harry Osgood
05	071	161	Purchase and Storage of Hazardous Chemicals	Jim Rier
05	071	170	Evaluating Requests for Degree Authorization (Maine and Out-of-State Institutions)	Harry Osgood
05	071	181	Child Development Services System: Regional Provider Advisory Boards - Major	David Stockford
			Substantive Rule	
05	071	182	Formula for Distribution of Funds to Child Development Services Regional Sites-- Major	David Stockford
			Substantive Rule	
05	071	221	Adult Administrative Policy	Jackie Soychak
05	071	222	Adult Vocational Education	Jackie Soychak
05	071	224	Adult Handicapped Courses	Jackie Soychak
05	071	225	Adult High School Completion Programs	Jackie Soychak
05	071	226	Adult Basic Literacy Courses	Jackie Soychak
05	071	227	Federal Adult Basic Education Programs	Jackie Soychak
05	071	228	Standards for School-Based Child Care Services and Parenting and Child Development Education	David Stockford
05	071	229	Adult and Community Education Fiscal Procedures	Jackie Soychak
05	071	230	Adult Program Provisions	Jackie Soychak
05	071	231	Vocational Program and Funding Procedure	Wanda Monthey
05	071	232	Standard Criteria for Maine Secondary Vocational Programs	Wanda Monthey
05	071	236	Program Evaluation Requirements	Wanda Monthey
05	071	237	"Live or Outside Work"	Wanda Monthey
05	071	245	Standards for Education Programming for Certified Nursing Assistants	Wanda Monthey
05	071	250	School Approval for Nontraditional Limited Purpose Schools	Jackie Soychak
05	071	301	State Board of Education Members, Removal from Office by Governor	Angela Faherty

DEPARTMENT PROGRAMS

Leadership Team

- State, Federal and National Educational Leadership
 - Maine's *Learning Results*-Standards for the 21st Century
 - Learning Technology for the 21st Century
 - Partnership for the 21st Century
- Legislative Coordination
- Administrative Procedures Act Administration
- Freedom of Access Act
- Personnel Administration and Employee Relations
- Finance and Budget Management
- Communications
- Internal Operations and Administrative Oversight
- Policy and Program Coordination
- State and Federal Compliance
- State Board of Education Support

Education in Unorganized Territories

- Benedicta Elementary School
- Connor Elementary School
- Edmunds Elementary School
- Kingman Elementary School
- Rockwood Elementary School
- Patrick Therriault Elementary School

PreK-20 Curriculum, Assessment and Instruction Team

- Regional Education Services
- Maine *Learning Results*
- Career and Technical Education
- Agriculture Education
- Learn and Serve America
- Maine Educational Assessment 3-8
- Maine High School Assessment (SAT, Math-A, Science)
- Alternate Assessment
- National Assessment of Educational Progress (NCLB Title VI-C)
- Preliminary SAT/NMSQ Test
- Accuplacer
- Advanced Placement Test Fee Program (NCLB Title I-G)
- Maine High School Diploma Assessments
- Grants for State Assessments (NCLB Title VI-A)

- Advanced Placement Incentive Program (NCLB Title I-G)
- National Governors Association Honor States Strategies-Advanced Placement
- Improving Teacher Quality State Grants (NCLB Title II-A)
- State Agency for Higher Education Grants (NCLB Title II-A)
- Mathematics and Science Partnerships (NCLB Title II-B)
- Teacher of the Year Program
- Milken Family Foundation National Educator Awards Program
- Higher Education
 - Review and Program Approval of Postsecondary Degree-Granting Institutions
 - Closed Schools and Colleges
 - Aspirations-Early College Initiative
 - New England Board of Higher Education
 - Educator Personnel Preparation
 - Proprietary Schools
 - Correspondence Schools
 - Non-Accredited Colleges and Universities
 - Higher Education Act Reporting Requirements

Federal Programs Team

- Adult and Community Education
- Improving the Academic Achievement of the Disadvantaged (NCLB Title I-A)
- Education of Migratory Children (NCLB Title I-C)
- Language Instruction for Limited English Proficient and Immigrant Students (NCLB Title III)
- Truancy, Dropout Prevention, Reintegration, Alternative and Homeless Education
- School Counselors
- Educator Certification
- School Approval
- Maine Schools Emergency Preparedness

Special Services Team

- Special Education Federal Program
- Special Education Program Monitoring
- Special Services Due Process
- State Wards and State Agency Clients
- Comprehensive System of Personnel Development
- Maine Consumer Information and Technology Training Exchange (MaineCITE)
- Health Education
- Coordinated School Health Program
- Physical Education
- HIV Prevention Education Program
- School Nurse Education

- Student Assistance Team
- Safe and Drug Free Schools (NCLB Title IV-A)
- Children's Cabinet
- Child Development Services System
- Early Childhood Education/Four-Year-Old Programs
- Reading First (NCLB Title I-B)
- 21st Century Learning Centers (NCLB Title IV-B)
- GEAR UP
- Keeping Maine's Children Connected
- Youth Development Centers Project IMPACT
- Gifted and Talented Education

School Finance and Operations Team

- Audit
- School Finance and Maine Educational Data Management System (MEDMS)
- School Facilities and Pupil Transportation
- Child Nutrition Services
- Education Technology (NCLB: Title II-D)
- Rural Education Initiative Rural and Low-income School Programs (NCLB Title VI)

Learning through Technology Team

- Maine Learning Technology Initiative (MLTI)
- Distance Education
- Enhancing Education through Technology (NCLB, Title II-D)
- Innovative Education (NCLB, Title V-A)
- School Library Media/Technology Services

The Maine Department of Education

Vision: Maine's people will be among the best educated in the world.

Mission: To provide leadership, focus, support and information to assist Maine school systems and the greater community in achieving high performance for all students and in preparing all Maine students for college, career and citizenship.

The Maine Department of Education is dedicated to the principle that students must receive a world-class education in order to participate in the global economy and contribute to the democratic ideals of the nation, while reflecting the values of local communities. We recognize that quality education is the cornerstone that ensures all Maine students will be prepared for work, postsecondary education, citizenship and personal fulfillment. The way to accomplish these goals is through an integrated and seamless educational system from pre-school through college that ensures this outcome. This system must be founded on commonly agreed upon standards, diverse learning opportunities, comprehensive professional development, and a comprehensive assessment program that informs teaching and learning.

We continue to set high expectations for our public school system to provide all students an equitable opportunity to receive a world-class education and have established a blueprint for Maine education that will launch our students for careers, college and citizenship in the global economy.

Department Organization to Achieve the Vision

The Department is organized in a team structure that includes the:

- Leadership Team
- Education in the Unorganized Territories Team
- PreK-20 Curriculum, Instruction and Assessment Team
- Federal Programs Team
- Special Services Team
- School Finance and Operations Team
- Learning through Technology Team

All Department teams, and the programs, initiatives and activities they carry out, are aligned to and reflect a commitment to achieve this vision. The overall emphasis of the Department of Education is to ensure that each child in Maine has access to meeting the standards of Maine's *Learning Results* and the federal No Child Left Behind Act through comprehensive educational planning and leadership. The Department is authorized to supervise, guide and plan a coordinated system of public education for all Maine people; to interrelate public education to other social, economic, physical and governmental activities, programs and services; to encourage and stimulate public interest in the advancement of education; and to encourage training and development for educators in cooperation with local school officials.

Leadership Team

The Leadership Team of the Department of Education is responsible for state-wide educational planning and execution of work for the implementation of state, federal and national educational programs, activities and initiatives. The team:

- Provides educational leadership at the State, federal and national level for major initiatives including, but not limited to Maine's *Learning Results*-Standards for the 21st Century; Learning Technology for the 21st Century; and the Partnership for the 21st Century.
- Conducts the work of the Department as a learning organization, modeling for the field a reliance on data-driven review, reflection, decision-making, and monitoring of all policies, programs, and services.
- Ensures policy and program coordination across all teams to ensure all Maine learners have equitable access to quality education in physically, emotionally, and intellectually safe learning environments and ensure educator quality by focusing on professional development, building leadership capacity, and supporting effective recruitment and retention practices.
- Promotes efforts to optimize learner access, aspiration, and achievement from birth to adult through strengthened PreK-16 cooperation among school administrative units, institutions of higher education, and other relevant agencies and organizations.
- Oversees and coordinates State and federal legislative activity with Legislature and Governor's Office; oversees all regulatory and rulemaking activities relative to the Administrative Procedures Act (APA); and coordinates the Annual Regulatory Agenda.
- Provides legislative liaison and administrative support to the State Board of Education.
- Coordinates the Freedom of Information Act response process.
- Oversees internal finances and budgeting and develops and administers the Department budget to maximize the use of federal, state, and local resources: fiscal, human, material, facilities, technology, and transportation.
- Administers a contract and grant award review and approval process in coordination with the Department of Administrative and Financial Services, Bureau of Purchases.
- Coordinates communications and media relations to raise public awareness about the need for a broad statewide partnership to support *all* students in achieving Maine's *Learning Results* and to strengthen both internal and external communications strategies and tools.
- Administers personnel policies and functions and manages employee relations.
- Provides guidance for internal operations and administrative oversight of the Department.
- Ensures compliance with state and federal laws, rules and regulations.
- Provides leadership for Department Health and Safety activities.
- Oversees State and local school administrative units' eligibility for and participation in Federal E-Rate and State of Maine Telecommunications Education Access Fund for learning technology.

The Leadership Team has broad responsibilities for internal operations and administrative oversight supporting the work of all other organizational teams in the Department and representing the Department within these areas of responsibility. Department teams and their programs support the goal of ensuring Maine students will be prepared for work, postsecondary education, citizenship and personal fulfillment. Teams and programs are continuously reviewed by leadership and realigned to maximize the opportunities for program coordination and minimize unnecessary duplication of effort.

Members of the Leadership Team report directly to the Commissioner. The team was created through a restructuring which was approved by the Legislature in the First Regular Session of the 116th Legislature. This restructuring reduced the number of offices and divisions and reporting levels within the Department of Education and created streamlined organizational units (teams) which more clearly reflect the needs of individuals both inside and outside of the Department who are served by these units.

Staff Support for All Phases of Above:

State:

- (1 FTE) Commissioner of Education
- (1 FTE) Deputy Commissioner of Education
- (2 FTE) Education Team/Policy Director
- (1 FTE) Office Specialist II Supervisor
- (1 FTE) Secretary Specialist
- (3 FTE) Secretary Associate
- (1 FTE) Office Associate II
- (1 FTE) Office Assistant II

Federal:

- (1 FTE) Education Team Coordinator
- (1 FTE) Education Specialist III

The Leadership Team also includes the Education Team and Policy Directors for the:

- *Education in the Unorganized Territories Team*
- *PreK-20 Curriculum , Instruction and Assessment Team*
- *Federal Programs Team*
- *Special Services Team*
- *School Finance and Operations Team*
- *Learning Through Technology Team*

These FTE positions are identified in the Program Descriptions for each team.

Maine's *Learning Results* – Standards for the 21st Century

Through Legislative support, Maine has revitalized its standards for teaching and learning. The Maine *Learning Results* content standards represent the collaborative wisdom of educators, industry leaders and national experts. They promote the acquisition of knowledge and skills in writing, English language arts, visual and performing arts, health and physical education, mathematics, science and technology, social studies, world languages and career and education development. In addition, these standards include 21st century themes such as global awareness, economic and financial literacy, world language proficiency, and a lifetime commitment to wellness. Further, Maine *Learning Results* standards are built on Guiding Principles - each student must leave school as: a clear and effective communicator; a self-directed and lifelong learner; a creative and practical problem solver; a responsible and involved citizen; and an integrative and informed thinker.

Teaching and Learning Tools – Technology for the 21st Century

Through the deployment of advanced technologies for students in grades 7-8 and for all secondary school educators, Maine has embraced 21st century tools for teaching and learning in the digital age.

Partnership for the 21st Century - A Vision of Schools in Maine

Our vision of schools includes:

- Personal learning plans that target each student's individual and common learning goals that will, throughout his or her school career, lead toward Maine's Guiding Principles and the goals that are built around the *Learning Results* Content Standards following a timeline for learning that is individualized.
- Processes in place which allow students to reach the goals identified in the personal learning plan.
- Teams of teachers at all levels who have sufficient time and resources to learn, to plan, and to confer with individual students, colleagues and families.
- Assessments of individual student progress based on multiple measures, using both formative and summative assessments.
- Resources such as after-school programs, technology resources and training every student and educator, professional learning communities, professional development, rubrics to establish shared expectations, and ongoing collaborations between parents and educators.
- A school environment where learning governs the allocation of time, space, facilities, services and individual timelines.

Legislative Coordination

Legislative Coordination for the Department covers a wide range of activities including:

- Oversight and coordination of all legislative functions of the Department.
- Legislative liaison services to the State Board of Education.
- Coordination of legislative initiatives with Maine School Management Association (MSMA), Maine Education Association (MEA), Maine Principals' Association (MPA), University of Maine System (UMS), Maine Community College System (MCCS), Maine Maritime Academy (MMA) and other education constituent groups.
- Coordination of legislative initiatives with other agencies of state and local government.
- Liaison connection with Maine's Congressional delegation.
- Development, coordination, and presentation of the Department's legislative package, including the Department's budget proposal, with Department staff, the Governor's Office, the Budget Office, the Joint Standing Committee on Education and Cultural Affairs, the Joint Standing Committee on Appropriations and Financial Affairs, and the Maine Legislature.
- Coordination of testimony before the Joint Standing Committee on Education and Cultural Affairs and other legislative committees.
- Provision of liaison and constituent services to the Joint Standing Committee on Education and Cultural Affairs and other legislative committees.

Legislative coordination reaches across all teams, programs, and administrative units in the Department.

Administrative Procedures Act

The administration of the Administrative Procedures Act within the Department includes the following activities:

- Maintenance of the Department's rules in both hard copy and electronic format.
- Development of the Department's Annual Regulatory Agenda and filing with the Office of the Secretary of State.
- Preparation and presentation of "Major Substantive Rules" to the appropriate Legislative Policy Committee.
- Regular audit of Department rules for necessary revisions and/or repeal when appropriate.
- Monitoring of the Department's APA rulemaking activities.
- Assurance that the Department's APA rulemaking activities are conducted in compliance with the requirements of the Administrative Procedures Act and rules established by the Office of the Secretary of State.

Administration of the Administrative Procedures Act reaches across all teams, programs and administrative units in the Department.

Freedom of Access Act

Leadership staff respond to inquiries made to the Department of Education under the Freedom of Access Act (FOAA), a state statute intended to open the government of Maine by guaranteeing access to the “public records” and “public proceedings” of state and local government bodies and agencies.

The State FOAA website <http://www.maine.gov/foaa/> provides the public general information about the Freedom of Access Act, including information on how to make a FOAA request, answers to frequently asked questions, and regular updates on other important freedom of access issues.

Requests for Information under Maine’s Freedom of Access Act (FOA)

The Department of Education responds to Freedom of Access requests for records and other information covered by 1 MRSA, Chapter 13, Sections 408, 409, and 410, utilizing an internal logging, tracking and response protocol.

- All requests must be submitted in writing and the request must be specific with regard to the information being requested.
- All Freedom of Access Requests are logged.
- If the Department’s response to the request is denial of access, that denial must be in writing and made within 5 working days of the receipt of the written request (1 MRSA, Chapter 13, §409-A). Any denial request shall be drafted by the responder, reviewed by the Assistant Attorney General for the Department of Education, and signed by the Commissioner.
- If the Department’s response to the request is to provide the information, or to provide access to the information, then the “reasonable period of time” to respond that is referred to in the statute has been determined by Department policy to be no more than 5 days of the receipt of the written request. Within those 5 days, the requested material must be made available or a letter must be sent explaining how the materials will be made available. The Assistant Attorney General for the Department of Education will be consulted as to the legality of releasing the information.
- If the request is simply for a small amount of information (e.g., a letter or a short report), it is reasonable to mail or e-mail the information. If the request is for volumes of printed material (e.g., books or journals, tapes or recordings), it is reasonable to notify the person requesting the information that the records will be made available for their review at a mutually convenient time during regular business hours at the Department of Education office on the 5th floor of the Cross State Office Building and that they should indicate the records they wish to have copied.
- The person making the request will be notified that they will be charged for the cost of copying any documents at \$0.10 per page or the cost of reproducing tapes and recordings, and that they may be charged up to \$10.00 per hour after the first hour of staff time per request to cover the actual cost of retrieving and compiling the requested public record.

**Personnel Administration and Employee Relations
and
Finance and Budget Management**

Leadership staff, on behalf of the Commissioner of Education, oversees personnel and financial services for the Department, serves as liaison to the DAFS Service Center and conducts these functions in collaboration with the Service Center Director, the Human Resources Director and other staff as required to administer these services. The Department of Education (DOE) has entered into a General Services Agreement-Memorandum of Understanding (GSAMU) with the Department of Administrative and Financial Services (DAFS) to provide certain DAFS Service Center functions of personnel, budget, finance, accounting and federal funds management including aspects of the following:

Personnel Services

Personnel Administration

Recruitment
HR Transactions
Workers' Compensation
Position Control
Unemployment
Job Classification Analysis
Staff Development

Employee Relations

Contract Administration
Employee Performance
Grievance Management
Human Rights Investigations
Equal Opportunity
Workplace Safety
Employee Assistance

Financial Services

General Services

Administrative Policies
Operations Planning
Strategic Planning
RFP/Purchasing
Contract Administration

Budget Management

Budget Preparation
Legislative Support
Fiscal Note Preparation
Work Programs
Budget Monitoring & Analysis

The Department is invoiced for service center financial and personnel costs, in-state travel, printing, postage, OIT information technology and STACAP and DICAP expenses. Records of staff time dedicated to the delivery of the services specified in the agreement are reviewed at the close of each fiscal year for the purposes of determining an appropriate funding formula based on actual operational costs incurred by DAFS Service Center. DAFS is to provide DOE timely notification of any increases in Service Center services or service costs that require additional funding so that such funding can be requested through the budget process for appropriation and allocation. The GSAMU may be amended by either of the parties with the concurrence of both parties and is reviewed and renewed annually, 60-days prior to the beginning of each new fiscal year. This General Services Agreement-Memorandum of Understanding may be terminated only by mutual consent.

Personnel and financial services reach across all teams, programs, and administrative units in the Department.

Communications

Leadership is involved in the ongoing preparation and dissemination of information to create awareness and understanding of the Department's programs, initiatives and activities regionally and statewide. Staff design and implement Department communication strategies; develop ongoing interactions with media representatives, school/regional school unit personnel, and the public in order to respond to education-related inquiries; provide information or technical assistance regarding the activities of the Department; disseminate data related to school systems in order to provide information for the education field, the media, the legislature, local communities and the public; speak before public and stakeholder groups in order to explain Department policies and programs and increase public awareness of and present Department positions on a variety of efforts and issues. Communications services reach across all teams, programs, and administrative units in the Department.

Policy and Program Coordination

All Department teams, and the programs, initiatives and activities they carry out, are aligned to and reflect a commitment to achieve the Department's vision. The overall emphasis of the Department of Education is to ensure that each child in Maine has access to meeting the standards of Maine's *Learning Results* and the Federal No Child Left Behind Act through comprehensive educational planning and leadership. The Department is authorized to supervise, guide and plan a coordinated system of public education for all Maine people; to interrelate public education to other social, economic, physical and governmental activities, programs and services; to encourage and stimulate public interest in the advancement of education; and to encourage training and development for educators in cooperation with local school officials.

State and Federal Compliance

Leadership staff is involved in the ongoing development and administration of policies and procedures to ensure implementation of effective and standardized program operations in support of Department goals and objectives as established by leadership. Staff provides consultation, professional advice and expertise to Department team leaders and staff about significant issues related to state and federal program implementation and compliance, across major State and federal educational programs and within Department protocols and procedures, as established by statute, regulation, grant award requirements, policy and Department mission, and administers a contract and grant award review and approval process in coordination with the Department of Administrative and Financial Services, Bureau of Purchases. Activities also include developing performance-based evaluation criteria, overseeing federal/state compliance with applicable statutes, rules, and regulation, and coordinating program alignment and compliance across Department teams.

Compliance review and monitoring activities reach across all teams, programs, and administrative units in the Department.

Federal E-Rate Support

Local school administrative units receive support for access to the Internet and certain other learning technology hardware and services through the E-Rate program established by the Federal Telecommunications Act of 1996.

Maine Telecommunications Education Access Fund

Local school administrative units receive support for access to the Internet and certain other learning technology hardware and services through the Maine Telecommunications Education Access Fund established in 1997.

State Board of Education Support

Leadership team staff provides support to the State Board of Education to assist the Board in carrying out its policy-making, administrative and advisory functions in fulfillment of its legislative requirements.

Education in the Unorganized Territories School Operations

- School Operations for:
 - Benedicta Elementary School
 - Connor Elementary School
 - Edmunds Elementary School
 - Kingman Elementary School
 - Rockwood Elementary School
 - Patrick Therriault Elementary School

Name of Team: Education in the Unorganized Territories School Operations

Name of Director of State Schools: Shelley B. Lane

Program Names:

- School Operations for:
 - Benedicta Elementary School
 - Connor Elementary School
 - Edmunds Elementary School
 - Kingman Elementary School
 - Rockwood Elementary School
 - Patrick Therriault Elementary School

Leadership Support for All Phases of Above:

State:

(1.0 FTE) Director State Schools

Federal: N/A

Program Name: Education in the Unorganized Territory (EUT) School Operations

Program Purpose: 20-A MRSA, Chapter 119 establishes statutory authority for the Commissioner of Education to provide educational services to the resident pupils of Maine's unorganized territories. The services must meet the general standards for elementary and secondary schooling and special education established for organized municipal units. The vast area of the unorganized territories (approximately 10.5 million acres) is generally characterized as rural, and frequently includes such characteristics as geographic isolation, remoteness, and high measures of poverty. These conditions often require unique solutions to unusual situations and locations. The EUT School Operations Team is committed to providing a comprehensive range of educational programs designed to meet the needs of all resident pupils within the 421 unorganized territories. These services include the:

- Operation of six elementary schools that enroll 200 pupils.
- Payment of tuition for 1,000 pupils attending school in the nearest school administrative unit.
- Operation of a fleet of 26 school buses located across the unorganized territories.
- Provision of room and board in lieu of transportation, where necessary.
- Provision of 30 contracted conveyances in areas not served by school buses.
- Provision of comprehensive special education services for all resident pupils in grades K-12, including those pupils tutored to school administrative districts.
- Assistance to municipal units considering initiating the process of deorganization.

Statutory Reference

State:

20-A MRSA, Chapter 119

Federal:

The Individuals with Disabilities Education Act, as amended
The No Child Left Behind Act of 2001, Title-I and Title V
The National School Lunch Program

Rules Governing the Program:

State: N/A

Federal:

The Individuals with Disabilities Education Act, as amended, 34 CFR Part 300
The No Child Left Behind Act of 2001, Title-I and Title V, CFR Part 200
The National School Lunch Program, 7 CFR, Part 210

Staff Support for All Phases of Above:

EUT School Operations Team

State:

(1.0 FTE) Business Manager I
(1.0 FTE) Secretary Associate
(0.74 FTE) Accounting Associate I

Federal: N/A

EUT Schools Personnel

State: Full Time

(1.0 FTE) Education Specialist III
(4.0 FTE) Principal
(3.0 FTE) Teaching Principal
(21.0 FTE) Teacher BS, MS, MS& 30
(8.54 FTE) Teacher Aide
(2.42 FTE) Office Assistant II
(1.0 FTE) Janitor/Bus Driver
(4.83 FTE) Cook II
(0.20 FTE) Cook I

State: Part Time, Seasonal and Intermittent

(2.58 FTE) Teacher BS, MS, MS& 30
(8.54 FTE) Teacher Aide
(2.42 FTE) Office Assistant II
(14.04 FTE) Janitor/Bus Driver
(4.83 FTE) Cook II
(0.20 FTE) Cook I

Federal: Full Time

(2.0 FTE) Teacher BS

Federal: Part Time, Seasonal and Intermittent

(1.11 FTE) Teacher Aide

Priorities, Goals and/or Objective Performance Criteria:

- Provide a comprehensive range of quality educational programs designed to meet the needs of all resident pupils age 5 – 20.
- Provide pre-school programs for resident pupils age 3 – 5, as the Commissioner deems appropriate.
- Provide professional and non-professional staff, school facilities, instructional materials, transportation, and special education services as necessary to meet the needs of the 200 pupils attending six schools operated by the EUT School Operations

Team, and to provide transportation and special education services to the 1,000 pupils tutitioned to the nearest school administrative unit.

- Support the educational growth and increased aspirations of all citizens of the unorganized territories within the context of its unique rural and geographic factors.
- Ensure that services are delivered in a cost-effective manner that results in optimal benefit to the citizens and taxpayers of the unorganized territories.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Periodic reviews of students / staff ratio and growth.
- Annual evaluations of professional development of staff for student growth.

Performance Reports:

The Director of School Operations reports directly to the Commissioner of the Department of Education.

Barriers to Performance:

School Operations must immediately respond to the needs of special education pupils who transfer into the unorganized territories. The inability to forecast these needs results in a significant dependence on contracted service providers.

Corrective Actions:

Actions include the use of an independent contractor to provide appropriate personnel to allow immediate, short-term services to be initiated on behalf of pupils. A second alternative has been the establishment of “casual” positions created and utilized in the employment of substitute teachers, teacher aides, bus drivers, cooks, etc.

Emerging Issues:

Currently the reorganization of educational systems does not include the EUT as the demographic area of each school limits the ability to partner with other school unions or municipalities.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

The client population includes all resident pupils (approx. 1,350) within the area of the unorganized territories of Maine.

Areas Coordinated with Other Agencies:

- School buildings (construction, repairs, and renovations) and school lots located within the unorganized territories are coordinated through the Department of Finance and Administration, Bureau of General Services.
- Revenues for services delivered by School Operations are within the Unorganized Territory Education and Services Fund, with fiscal administration by the Department of Audit.

Alternative Service Delivery Systems:

School Operations is responsible for the delivery of educational services through statutory authority granted to the Commissioner of Education. As a result, no alternative service delivery systems exist other than those available to all Maine residents.

**Additional Contracted Services Staff Support for Aspects of the Work on the
Education in the Unorganized Territories Team**

School Operations

State:

1.0 Administrative Support

Federal: N/A

PRE-K – 20 Curriculum, Assessment and Instruction Team

- Regional Education Services
- Maine *Learning Results*
- Career and Technical Education
- Agriculture Education
- Learn and Serve America
- Maine Educational Assessment 3-8
- Maine High School Assessment (SAT, Math-A, Science)
- Alternate Assessment
- National Assessment of Educational Progress (NCLB Title VI-C)
- Preliminary SAT/NMSQ Test
- Accuplacer
- Advanced Placement Test Fee Program (NCLB Title I-G)
- Maine High School Diploma Assessments
- Grants for State Assessments (NCLB Title VI-A)
- Advanced Placement Incentive Program (NCLB Title I-G)
- National Governors Association Honor States Strategies-Advanced Placement
- Improving Teacher Quality State Grants (NCLB Title II-A)
- State Agency for Higher Education Grants (NCLB Title II-A)
- Mathematics and Science Partnerships (NCLB Title II-B)
- Teacher of the Year Program
- Milken Family Foundation National Educator Awards Program
- Higher Education
 - Review and Program Approval of Postsecondary Degree-Granting Institutions
 - Closed Schools and Colleges
 - Aspirations-Early College Initiative
 - New England Board of Higher Education
 - Educator Personnel Preparation
 - Proprietary Schools
 - Correspondence Schools
 - Non-Accredited Colleges and Universities
 - Higher Education Act Reporting Requirements

Name of Team: PRE-K – 20 Curriculum, Assessment and Instruction Team

Name of Education Team and Policy Director: Wanda Monthey

Program Names:

- Regional Education Services
- Maine *Learning Results*
- Career and Technical Education
- Agriculture Education
- Learn and Serve America
- Maine Educational Assessment 3-8
- Maine High School Assessment (SAT, Math-A, Science)
- Alternate Assessment
- National Assessment of Educational Progress (NCLB Title VI-C)
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 - New England Board of Higher Education
 - Educator Personnel Preparation
 - Proprietary Schools
 - Correspondence Schools
 - Non-Accredited Colleges and Universities
 - Higher Education Act Reporting Requirements

Leadership Support for All Phases of Above:

State:

(1.0 FTE) Education Team Leader and Policy Director

Federal: N/A

Program Name: Regional Education Services

Program Purpose: Regional Education Representatives provide direct assistance to school administrative units (SAUs) working with administrators, teachers, curriculum coordinators, other staff, and communities in the nine superintendent regions. Activities include technical assistance to support the implementation of standards-based curriculum, assessment and instruction initiatives and Maine’s *Learning Results*. They also play a leadership role in the regions by providing a direct link from the field to the Department and by forging and supporting a variety of regional partnerships and collaborative efforts to enhance the ability of local school units to undertake results-based systemic educational improvement efforts and implement initiatives of the Governor and the Commissioner.

Statutory Reference:

State:

20-A MRSA, Chapter 222, Standards and Assessment of Student Performance

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic School Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements

Me. Dept. of Ed. Reg. 131, The Maine Federal, State and Local Accountability Standards

Me. Dept. of Ed. Reg. 132, Learning Results: Parameters for Essential Instruction

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.3 FTE) Regional Representative – York

(0.3FTE) Regional Representative – Cumberland

(0.3 FTE) Regional Representative – Mid Coast

(0.3 FTE) Regional Representative – Kennebec Valley

(0.3 FTE) Regional Representative – Western Maine

(0.3 FTE) Regional Representative – Penquis

(0.3 FTE) Regional Representative - Washington & Hancock

(0.3 FTE) Regional Representative – Aroostook

(1.0 FTE) Regional Representative - Statewide

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Build the capacity of local school administrative units and facilitate the development of regional infrastructures to support the implementation of Maine's *Learning Results* and education programs in the State.
- Maintain ongoing communication and working relationships with superintendents.
- Facilitate the development of regional plans to assist schools in implementing the *Learning Results*.
- Collaborate with key regional and state partnerships/organizations to build system capacity to support all aspects of the educational program for students.
- Serve as communication liaisons between the Department and the regions to support improved student achievement and to respond to the field as needed.
- Develop strategies for effective internal and external communications.
- Collaborate to create infrastructures to support communications across the regions.
- Demonstrate the principles of a professional learning community collaboratively using data and research to promote good decision making.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Monthly attendance at regional superintendents' meetings and regular attendance at regional curriculum coordinator meetings.
- Participation in regional rounds for professional development.
- Timely and effective responses to requests from the field for information or assistance.
- Collaboration with other Department personnel to improve interactions in the region.

Performance Reports:

The Team Leader reports directly to the Commissioner and Deputy Commissioner of the Department of Education. Regional Education Representatives function within the framework of the team and Department programs and initiatives .

Barriers to Performance:

- There are multiple priorities and demands at the school, unit, region and state levels for the involvement of the regional representatives in wide-ranging areas including curriculum, instruction and assessment, student support services, comprehensive school plans, redesign efforts, school finance, and professional development.
- Regional representatives support and provide leadership for the Commissioner of Education's state-level initiatives. However, distance and varied local levels of fiscal and material resources, local staffing differences, and local expertise in the regions make equitable service delivery across the State difficult.

Corrective Actions:

- The increased use of distance learning technologies to make consultation possible without extensive travel.
- The use of email distribution lists and web pages improve and make accessible communication for all constituents.

Emerging Issues:

- School administrative reorganization has the potential to improve service delivery and is the focus of attention for local administrators at the present time.
- Fewer SAUs may affect the regional organization and responsibilities of regional education representatives.
- Better communication technologies are becoming available.
- New funding formulas are changing the ways schools look at school finance.

Recent or Proposed Improvements, Innovations, Solutions:

- Increased professional development opportunities coordinated with the revised Maine *Learning Results*.
- More effective use of electronic communication.

Constituencies Served:

- Administrators, teachers, curriculum coordinators, other staff, and communities in the nine superintendent regions.

Areas Coordinated with Other Agencies:

- Many activities are coordinated with the various state educational organizations and partnerships, as well as with the university and community college system.

Alternative Delivery Systems:

- Use of distance learning technologies such as the ATM system, online and WebEx systems.
- Use of email distribution lists and web pages.

Program Name: *Maine Learning Results*

Program Purpose: The *Learning Results* identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. They define the core elements of education that apply to all students without regard to their specific career and academic plans. Regional Education Representatives (RERs) with content expertise, and other content specialists, support the implementation of the learning goals identified in the *Maine Learning Results*, and serve as resources to the field to:

- Provide professional development opportunities to practitioners;
- Facilitate unit, regional and statewide conversations related to curriculum development;
- Serve as the Department of Education contact persons for the content specialties;
- Serve as liaisons to professional organizations throughout the State and country;
- Support content-related initiatives throughout the State, country, and world; and
- Support the Maine Comprehensive Assessment System in the content areas.

Statutory Authority:

State:

20-A MRSA, Chapter 222, Standards and Assessment of Student Performance

Federal:

The No Child Left Behind Act of 2001, Title I and Title VI; USDE Standards and Assessment Non-Regulatory Guidance

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic School Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements

Me. Dept. of Ed. Reg. 131, The Maine Federal, State and Local Accountability Standards

Me. Dept. of Ed. Reg. 132, Learning Results: Parameters for Essential Instruction

Federal:

34 CFR Part 200

Staff Support for All Phases of Above:

State:

(0.5 FTE) RER Content Area Specialist: English Language Arts Pre-K-5

(0.5 FTE) RER Content Area Specialist: English Language Arts 6-12

(0.2 FTE) RER Content Area Specialist: Mathematics

(0.5 FTE) RER Content Area Specialist: Mathematics

- (0.5 FTE) RER Content Area Specialist: Science and Technology
- (0.7 FTE) RER Content Area Specialist: Social Studies
- (0.7 FTE) RER Content Area Specialist: World Languages
- (1.0 FTE) Content Area Specialist: Visual and Performing Arts
- (0.25 FTE) Content Area Specialist: Career and Education Development
- (0.25 FTE) Education Specialist III: Career and Technical Education Assessment

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide administrators, teachers, parents, students and the broader community with support and guidance to improve the existing education system.
- Adopt common standards and accompanying measures to assess learning and improve the quality of public education for all students.
- Support initiatives that guide and inform the teaching and learning process.
- Provide access to exemplars, best practices, theories, methods, and tools in curriculum, instruction, and assessment in the eight content areas of the *Learning Results*.
- Design and implement components of the Maine Comprehensive Assessment System.
- Provide leadership and technical assistance in the academic content areas and other areas of special expertise.

Timetables or Other Benchmarks of Success in Meeting Goals:

The successful implementation of the statute governing graduation requirements and implementation of all content areas of the Maine *Learning Results* and the administration of statewide assessment.

Performance Reports:

Maine Education Assessments, Graduation Rates

Barriers to Performance:

- Lack of data or incomplete data related to student performance in many areas including Career and Education Development, English Language Arts, Health Education and Physical Education, Mathematics, Science and Technology, Social Studies, Visual and Performing Arts, and World Languages at the high school level.
- Inability to clearly identify which students are enrolled in remedial college courses and why.
- Inequities between and among school units throughout the State including local funding of programs, opportunity to learn, and access to adequately trained and qualified teachers.
- Inflexible student grouping practices that perpetuate inequitable opportunities to learn.

Corrective Actions:

- The development of a school information system to track students through college completion.

- The development of school programs of study that provide all students the opportunity to learn the skills and knowledge of contained in Maine's *Learning Results*.
- The development of teacher in-service and pre-service programs that lead to improved grade level appropriate content and pedagogical knowledge.
- The elimination of tracking at all levels of schooling, particularly at the high school level.

Emerging Issues:

- There is a need for the development of distance learning opportunities and learning contexts that reflect integration of technology and 21st century skills, and for merging the requirements of the Maine *Learning Results* with the expectations outlined in the American Diploma Project of which Maine is a member state.
- Increased state expectations will require additional strategies to deliver PreK-Diploma programming in all content areas, especially related to Visual and Performing Arts and World Languages.
- Career and Technical Education (CTE) programs have traditionally been viewed as "outside" the parameters provided by the Maine *Learning Results* resulting in a need for program redesign that will blend the effective practices used both in traditional high schools and in CTE Centers to ensure all students have the opportunity to achieve Maine's *Learning Results*.

Recent or Proposed Improvements, Innovations, and Solutions:

- The revisions to the Maine *Learning Results* (completed in 2007).
- The review and revision of graduation requirements.
- The development of high school course syllabi with peer review.

Constituencies Served:

Students, teachers, parents, administrators, and the general public.

Areas Coordinated with Other Agencies:

- STEM (Science, Technology, Engineering, and Mathematics) content specialists interface with the Department of Labor and the Department of Economic Development.
- The Visual and Performing Arts specialist collaborates with the Maine Arts Commission.
- The Team Leader and staff participate in curriculum and assessment initiatives of the Council of Chief State School Officers.
- Staff meet with the National Governors Association for high school reform initiatives.
- Staff meet with the US Department of Education (USDE) to implement the National Assessment of Educational Progress (NAEP).
- Staff meet with the National Aeronautic and Space Administration (NASA) for science and mathematics initiatives.
- Staff meet with Child Development Services (CDS) to align Early Childhood Guidelines with the Maine *Learning Results*.

- Staff meet with the USDE for implementation of Advanced Placement courses.

Alternate Delivery Systems:

- Use of distance learning technologies such as the ATM system, online and WebEx systems; use of email distribution lists and web pages.

Program Name: Career and Technical Education

Program Purpose: Career and Technical Education (CTE) is a sequence of courses and other educational experiences designed to equip students with the technical skills and related academic competencies required for a successful transition to work and/or postsecondary education. The mission of Career and Technical Education, as part of the educational system in Maine, is to ensure that students acquire the high-quality technical skills that will prepare them for post-secondary education and entry into an ever-changing workplace and society and meet the rigorous academic standards of Maine's *Learning Results*.

Statutory Reference:

State:

20-A MRSA Chapter 313, Career and Technical Education

Federal:

Carl D. Perkins Career and Technical Education Act of 2006

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 51, Child Nutrition Programs in Schools and Institutions

Me. Dept. of Ed. Reg. 58, Child nutrition Programs in Child Centers and Recreational Centers

Me. Dept. of Ed. Reg. 231, Vocational Program and Funding Procedure

Me. Dept. of Ed. Reg. 232, Standard Criteria for Maine Secondary Vocational Programs

Me. Dept. of Ed. Reg. 236, Program Evaluation Requirements

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.25 FTE) Educational Specialist I

(1.5 FTE) Educational Specialist II

Federal:

(0.5 FTE) Educational Specialist I

(2.75 FTE) Educational Specialist II

(1.75 FTE) Educational Specialist III

(5.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

Maine's high schools provide a range of pathways into the high skills workforce through a variety of CTE program offerings. Every high school student has the opportunity to

access CTE programs currently provided through a network of 26 centers and regions across the State. Maine has 18 CTE centers and eight CTE regions at the high school level that offer choices and articulation which provide a pathway to the labor force and to postsecondary education. CTE educators coordinate academic and technical skill standards to create the conditions that allow students to reach high levels of achievement in both academic and technical content in a context for learning where students test academic theories through real-world applications.

- **A Student-Centered Education:** The learning and development needs of students govern educational decisions.
- **Integration:** All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.
- **Literacy:** All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.
- **Data Analysis:** Rigorous data analysis drives educational decisions and resource allocation.
- **Partnership:** A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

Timetables or Other Benchmarks of Success in Meeting Goals:

Performance Reports:

- Consolidated Annual Report (CAR) to the US Office of Vocational Adult Education (OVAE).
- Yearly levels of performance per requirements of the Carl D. Perkins Act, negotiated with OVAE.

Barriers to Performance:

- **Cost of occupational skill programs are high** due to the equipment involved.
- **Academic attainment assessment needs to include CTE experience** to allow students to be able to participate in CTE and still meet the state and school determined academic requirements.
- **Integration of academics and technical skills** requires collaboration between CTE teachers and administrators, and academic teachers and administrators.

Corrective Actions:

- **Essential Programs and Services (EPS) model** which will provide for the funding of technical programs.
- **High school design which incorporates CTE experience** into academic requirements.
- **Professional development opportunities** for all staff.
- Maine participated in a federal monitoring visit in July 2006. There was only one finding concerning Perkins funding of Adult Education and that has been resolved.

Emerging Issues:

Maine has recently experienced a dramatic transition in the delivery of Pre K-20 education in Maine as a result of several factors including the secondary education reform initiatives funded by federal, state and private funds, including secondary redesign and other programs under the No Child Left Behind Act.

Recent or Proposed Improvements, Innovations, Solutions:

- Maine high school redesign involves CTE as an equal partner.

Constituencies Served:

Students, parents and business and industry

Areas Coordinated with Other Agencies:

This program is coordinated with:

- The Department of Labor
- The Maine Community College System
- Jobs for Maine's Graduates
- The Secondary Career and Technical Education Regions and Centers
- Business and industry
- Maine's Job Council.

Alternative Delivery Systems:

No alternative delivery systems are allowable under state or federal law.

Program Name: Agriculture Education

Program Purpose: The purpose of this program is to oversee agricultural technical education, including agribusiness and agriculture's relation to the environment.

Statutory Reference:

State:

20-A MRSA, Section 253 (.6)

Federal:

Public Law 105-225 (defining FFA as an integral part of agricultural education)

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(1.0 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Provide support to ongoing technical agricultural education programs; support initiatives/organizations promoting agricultural literacy; provide State Advisor for Maine Future Farmers of American (FFA) Association, working with student State Officer team and assisting Chapter Advisors to:

- Ensure quality of existing technical agricultural education programs by working with teachers on curriculum, instruction and assessment, helping to ensure up-to-date standards and access of instructors to available resources;
- Work to support success of ongoing agricultural literacy efforts in the State, including Maine Agriculture in the Classroom and infusion of agricultural education into existing K-12 curriculum;
- Provide guidance and support to student State Officers of the Maine FFA Association, assisting them to plan workshops, presentations and their annual state convention, and helping them to expand their efforts by inclusion of new schools and chapters; and
- Help agricultural education to remain relevant by working on initiatives that link it to existing statewide educational standards and initiatives.

Performance Criteria:

- Active participation in agricultural education teacher meetings, convening group on monthly or bi-monthly basis, and introducing new initiatives and upcoming events.
- Work with Board of Maine Agriculture in the Classroom to plan implementation of their training activities and other initiatives.
- Meet regularly with Maine FFA State Officers, assisting them conduct their meetings, plan trainings and other events, including the annual state convention, and provide ongoing advice and logistical support.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports: N/A

Barriers to Performance:

- Some schools do not understand the connection of agriculture to the Maine economy, to science, and to career and hands-on learning opportunities for their students.
- Some Career and Technical Education (CTE) centers do not understand the distinction between specialized agricultural leadership opportunities of FFA and more general leadership opportunities of other organizations.
- Agricultural literacy organizations such as Maine Agriculture in the Classroom depend heavily on the efforts of volunteers.
- Maine FFA State Officers must manage their significant duties with other obligations of school and employment.

Corrective Actions:

- Ongoing promotional efforts in agricultural literacy for both school teachers and students.
- Efforts to obtain additional support for Maine Agriculture in the classroom through grants and the introduction of the agriculture license plate.
- Work with FFA State Officers on ongoing basis to help them manage their responsibilities.

Emerging Issues:

Agriculture continues to play a strong role in the economy of the United States, with agriculture and natural resource issues (land use, international trade) in the forefront. In Maine's economy, aquaculture, biotechnology, horticulture and landscaping are all expanding areas related to agriculture.

Recent or Proposed Improvements, Innovations, Solutions:

- An agriculture license plate was just approved in Maine, with proceeds to support agricultural education.
- Maine Association of Agriculture Educators will host a six state agricultural educators' conference in 2008.
- Maine FFA State Officers continue to provide leadership workshops statewide.
- Meetings with agriculture teachers utilize the statewide teleconferencing network.

Constituencies Served:

Secondary agriculture teachers in career and technical education schools; 500+ FFA student members; public school teachers grades K-12 involved in agricultural awareness efforts and in utilizing hands-on teaching related to agricultural topics; Board of Maine Agriculture in the Classroom; State Officers of the Maine FFA Association.

Areas Coordinated with Other Agencies:

This program coordinates with:

- The Maine FAA Association
- The Maine Department of Education, University of Maine, Orono, and Maine Association of Agriculture Educators Advisory Council for organization of and in implementing annual state convention.
- The National FFA Organization in daily implementation of programs and activities.
- Maine Agriculture in the Classroom is represented on Maine's FAA Board in conjunction with representatives from Maine Department of Agriculture, University of Maine Cooperative Extension, Maine Dairy Nutrition Network, Maine Farm Bureau, Maine Aquaculture Association, Maine Association of Conservation Districts and Maine State Grange.

Alternative Delivery Systems:

Meetings with agriculture teachers utilize the statewide teleconferencing network.

Program Name: Learn and Serve America

Program Purpose: The Corporation for National and Community Service (CNCS) provides funding to the Department through Learn and Serve America (LSA), which is the service learning branch of the community service program. Service learning is defined as a teaching methodology by which students learn core curriculum through active participation in real experiences dealing with real community problems. This methodology uses student-centered, hands-on, relevant service or civic action that is directed linked to the Maine *Learning Results*. CNCS also funds the Maine Commission for Community Service, KIDS Consortium (training on service learning), Campus Compact (Service Learning in higher education,) and all Americorps and VISTA programs. The LSA grant is given in three-year cycles, and the Department has received funds from CNCS for more than a decade. The current competitive grant was awarded to Maine schools and school units to implement Service Learning; to KIDS Consortium for technical assistance and training; and to Brandeis University for evaluation of programs.

Statutory Reference: N/A

State: N/A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal:

This program is governed by the following requirements:

- Dedicate one FTE in the Department to support Service Learning and administer the grant.
- Match the grant funds dollar-for-dollar, although the match can be in cash or in kind.
- Spend between 10% and 15% of our grant funds on planning and capacity-building.
- Provide training and technical assistance to the schools that receive sub-grants.
- Evaluate the effectiveness of the Service Learning being done in Maine schools we are funding.

Staff Support for All Phases of Above:

State:

(0.5 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- CNCS has established the goal of having service learning in at least 50% of Maine schools by 2010.

- Sub-grantees must conduct high-quality service learning projects as defined by national standards.
- Expand capacity to support the grant projects.
- Engage and serve significant numbers of youth from disadvantaged circumstances.
- Address CNCS's strategic goals of ensuring a brighter future for all of America's youth and engaging students in their communities.

Performance criteria:

- Increased civic engagement. As measured by the Brandeis surveys, at least 70% of teachers and students will report increased civic and academic engagement by the end of Year 3.
- School-community partnerships. As measured by online surveys, at least 70% of community partners will report an increased capacity to provide services as a result of student involvement. Also, by the end of Year 3, 80% of teachers and community partners surveyed will say that they will continue to work together to engage young people in community work.
- Increased service learning opportunities in Maine schools: As measured by state and federal reports, at least 25,000 students will have participated in quality service learning projects by the end of Year 3.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports:

All sub-grantees submit midyear and year-end reports to the Department. The Department submits mid-year and year-end reports to CNCS.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

The recent revision of the Maine *Learning Results* includes expectations for student service learning or civic actions at least once in each grade span. Professional development is being conducted on this topic and teachers have shown great interest in learning about this teaching methodology.

Constituencies Served:

Grants center on schools and districts. The constituencies served include students, teachers, administrators, community partners, and the general public.

Areas Coordinated with Other Agencies:

This program is coordinated with:

- KIDS Consortium
- Career and Technical Education
- Maine Commission on Community Service

- Campus Compact
- The River Coalition in Old Town
- VISTA
- Legislative Youth Advisory Committee
- Citizenship Education Task Force
- National Governors' Association Grant
- Great Maine Schools Project
- Maine Historical Society
- Maine Council for the Social Studies
- Maine Youth Action Network
- You Think.

Alternative Delivery Systems: N/A

Program Name: Maine Educational Assessment 3-8

Program Purpose: The Maine Educational Assessment (MEA) is a student academic assessment program designed to assess the progress of all Maine students in meeting grade level expectations based on Maine’s *Learning Results* standards. Reading and mathematics are assessed at grades 3-8, science and technology is assessed at grades 4 and 8, and writing is assessed at grades 5 and 8. The MEA reports results at the state, school administrative unit and school levels in these subject areas. The MEA assesses Chapter 131: The Maine Federal, State, and Local Accountability Standards. More specifically, the MEA is designed to:

- Provide information on the academic achievement and progress of Maine students and schools;
- Maintain a process for continuing evaluation of state educational goals and to aid in the development of educational policies, standards, and programs;
- Provide school officials with information to assess effectiveness of instructional programs and determine curriculum needs including remediation and enrichment;
- Provide school staff with information about individual student achievement which may be combined with other information to assess individual needs;
- Identify year-to-year trends in student and school achievement; and
- Provide parents with information about their children’s achievement on this test.

Statutory Reference:

State:

20-A MRSA, Section 6209

Federal:

The No Child Left Behind Act of 2001, Title I-A and Title VI-A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125: Basic Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 127: Instructional Program, Assessment, and Diploma Requirements

Me. Dept. of Ed. Reg. 131: The Maine Federal, State, and Local Accountability Standards

Federal:

34 CFR Part 200; USDE Standards and Assessments Non-Regulatory Guidance

Staff Support for All Phases of Above:

State:

- (1.0 FTE) Educational Specialist III, MEA Coordinator
- (0.20 FTE) Regional Education Representative, English Language Arts K-5
- (0.10 FTE) Regional Education Representative, English Language Arts 6-12
- (0.20 FTE) Regional Education Representative, Mathematics
- (0.10 FTE) Regional Education Representative, Mathematics
- (0.20 FTE) Regional Education Representative, Science

Federal:

- (0.5 FTE) Education Specialist III, State Assessment Director
- (0.80 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

Priority:

- Assure that students are meeting the high expectations of Maine's *Learning Results* and Accountability Standards.

Objective Performance Criteria:

- Yearly testing of students, along with provision of professional development workshops on the teaching of standards-based curriculum and the use of MEA data to inform instruction.
- Enhanced computer-based MEA report delivery system to allow for increased analysis and information about with input from data users.
- Enhanced delivery system each year as needed.
- Delivery of the test in a computer-based format as soon as practicable.
- Increased number of grades/schools administering the MEA in a computer-based format.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Professional workshops will be offered each fall; student achievement will be measured and increase each year.
- An enhanced MEA report delivery system will be offered following the March 2008 test.
- Increased computer-based test participation will be measured yearly each March, beginning in March 2009.

Performance Reports:

The MEA testing program is mandated by federal legislation to meet set criteria. Maine has recently undergone a federal peer review and the MEA met all expectations. US Department of Education (USDE) peer review is ongoing. The MEA operates within the framework of team and Department initiatives, Maine's *Learning Results* and Maine's Comprehensive Assessment System.

Barriers to Performance:

Inability to produce comprehensive analyses and reports on student performance.

Corrective Actions:

Review of program priorities, current levels of staffing, staff development needs of current staff and current and future staffing patterns to include data/research staff.

Emerging Issues:

Increased use of technology for delivering the test and results and creating a test to measure the new Accountability Standards in Me. Dept. of Ed. Reg. 131.

Recent or Proposed Improvements, Innovations, Solutions:

MEA reports are now provided to schools online in an interactive format so school personnel can reorganize and sort their data.

Constituencies Served:

MEA tests are given to all Maine students in grades 3 through 8. The MEA reports to the citizens of Maine, parents, school boards and school personnel.

Areas Coordinated with Other Agencies:

Coordination is primarily with local school units for test administration and receipt and interpretation of data, but also involves the university system.

Alternative Delivery Systems:

An RFP will be released shortly, seeking proposals for the most beneficial and cost effective strategy to assess student performance.

Program Name: Maine High School Assessment (SAT, Math-A, Science)

Program Purpose: The Maine High School Assessment (MHSA) is a student academic assessment program designed to assess the progress of all Maine secondary students in meeting Maine's *Learning Results* standards. The MHSA assesses Chapter 131: The Maine Federal, State, and Local Accountability Standards. Reading, writing, mathematics and (beginning in the spring of 2008) science tests are administered to all 3rd year high school students. The MHSA utilizes the SAT Reasoning Test™ to measure the reading and writing components of the standards, the SAT Reasoning Test™ in Mathematics plus a **mathematics augmentation** (Math-A) for the mathematics component, and a test developed in partnership with Measured Progress™ to measure the science standards. The MHSA reports results at the state, school administrative unit and school levels in these subject areas. More specifically, the MHSA is designed to:

- Provide information on the academic achievement and progress of Maine students and schools;
- Maintain a process for continuing evaluation of state educational goals and to aid in the development of educational policies, standards, and programs;
- Provide school officials with information to assess effectiveness of instructional programs and determine curriculum needs including remediation and enrichment;
- Provide school staff with information about individual student achievement which may be combined with other information to assess individual needs;
- Identify year-to-year trends in student and school achievement;
- Provide parents with information about their children's achievement on this test; and
- Provide students with a college readiness test and encourage students to consider the options of post-secondary study.

Statutory Reference:

State:

20-A MRSA, Section 6209

Federal:

The No Child Left Behind Act of 2001, Title I-A and Title VI-A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125: Basic Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 127: Instructional Program, Assessment, and Diploma Requirements

Me. Dept. of Ed. Reg. 131: The Maine Federal, State, and Local Accountability Standards

Federal:

34 CFR Part 200; USDE Standards and Assessments Non-Regulatory Guidance

Staff Support for All Phases of Above:

State:

(0.3 FTE) Education Specialist III, State Assessment Director
(0.4 FTE) Regional Education Representative-MHSA Coordinator

Federal:

(0.20 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

Priority:

- Assure that students are meeting the high expectations of Maine's *Learning Results* and Accountability Standards.

Objective Performance Criteria:

- Yearly testing of students, along with provision of professional development workshops on the teaching of standards-based curriculum and the use of MHSA data to inform instruction.
- Enhanced computer-based MHSA report delivery system to allow for increased analysis and information with input from data users.
- Enhanced delivery system each year as needed.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Professional workshops will be offered each fall/winter; student achievement will be measured and increase each year.
- An enhanced MHSA report delivery system will be offered following the March 2008 test.
- Increased awareness and use of the Official SAT Online Preparation Course that is provided free of charge to all Maine public high school students on a year-round basis.

Performance Reports:

The MHSA testing program is mandated by federal legislation to meet set criteria. **Maine has recently undergone a federal peer review and the MHSA has met and/or is expected to meet all expectations.** Peer review will be ongoing. The MHSA operates within the framework of team and Department initiatives, Maine's *Learning Results* and the Maine Comprehensive Assessment System.

Barriers to Performance:

Staff time allocation to manage all the components of the MHSA.

Corrective Actions:

Review of program priorities, current levels of staffing, staff development needs of current staff and current and future staffing patterns.

Emerging Issues:

Process improvements for provision of as much assessment data as possible, particularly student performance at the assessment item level, to report recipients.

Recent or Proposed Improvements, Innovations, Solutions:

MHSA reports are now provided to schools online in an interactive format so school personnel can reorganize and sort their data.

Constituencies Served:

MHSA tests are given to all Maine students attending Maine public high schools during the spring of their third year. The MHSA reports to the citizens of Maine, parents, school boards and school personnel.

Areas Coordinated with Other Agencies:

Coordination is primarily with local school systems, but also involves support from The College Board, Measured Progress and the university system.

Alternative Delivery Systems: N/A

Program Name: Alternate Assessment: Personalized Alternate Assessment Portfolio

Program Purpose: Maine’s comprehensive assessment system allows students to participate through three avenues: standard administration, administration with accommodations, and alternate assessment. Designed specifically for children with significant cognitive disabilities, the Personalized Alternate Assessment Portfolio (PAAP) is the alternative to the State's standard assessments, the Maine Educational Assessment (MEA), the PSAT/NMSQT, and the Maine High School Assessment. The PAAP is a fully implemented academic evaluation, including student achievement and accountability reporting. The PAAP is based on the Maine *Learning Results*, the standards that identify what all Maine students, including those with unique learning needs, are expected to know and be able to do.

Statutory Reference:

State:

20-A MRSA, Section 6209

Federal:

The Individuals with Disabilities Education Act, as amended
The No Child Left Behind Act of 2001, Title I-A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125: Basic Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 127: Instructional Program, Assessment, and Diploma Requirements

Me. Dept. of Ed. Reg. 131: The Maine Federal, State, and Local Accountability Standards

Federal:

34 CFR Part 200; USDE Standards and Assessments Non-Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist II

Priorities, Goals and/or Objective Performance Criteria:

Priority:

The program addresses the need to assess the progress of all Maine students toward State standards (Maine’s *Learning Results*). The system that has been developed requires the

submission, by students with significant cognitive disabilities, of tasks in a portfolio format in grades 3-8, 10, and 11. The work and related assessment tasks are embedded in daily instruction throughout the year. All grades must submit work for mathematics and reading. Writing (grades 5, 8, and 11) and science and technology (grades 4, 8, and 11) are required only in designated grade levels. The required content areas are determined by the content areas required for the regular assessment (Maine Educational Assessment, Preliminary SAT, or Maine High School Assessment) at a student's assigned grade level.

Goals:

- Develop assessment tasks, create materials, collaborate on tasks, provide related training, and collaborate on scoring and reporting.
- Implement all other aspects of the alternate assessment required by the Individuals with Disabilities Education Act, as amended, and No Child Left Behind Act of 2001.

Objective Performance Criteria:

- US Department of Education (USDE) approval of the program;
- The rate of participation in Maine's State assessments; and
- Completion of scoring for all portfolios submitted.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual update of materials; modifications based on results of alignment studies; and completion of all components of the PAAP cycle during each school year: registration of students, development of materials, development and posting of tasks required for assessment, training of teachers and administrators, submission and scoring of portfolios, and reporting to parents and schools.

Performance Reports:

The Alternate Assessment testing program, PAAP, is mandated by federal legislation to meet set criteria. Maine has recently undergone a federal peer review and the MEA met all expectations. USDE peer review will be ongoing. The PAAP operates within the framework of team and Department initiatives, Maine's *Learning Results* and Maine's Comprehensive Assessment System.

Barriers to Performance:

- The need for an increase in content area training for special education teachers.
- The need for every student to have an effective communication system.
- The need to provide training in the use of classroom accommodations for teachers in regular education classrooms in which students with disabilities are taught.

Corrective Actions:

Personnel working on the PAAP collaborate with outside agencies to provide content area workshops in academic areas for special education personnel, and to provide guidance on available communication systems along with possible resources to finance their acquisition.

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

New tools have been provided to assist with the identification of students appropriate for participation in State assessments through the PAAP. Work with the MEA Coordinator to improve materials and guidance related to accommodations has been ongoing for three years. A PAAP Task Bank has been built to allow teachers to choose tasks appropriate to measured Maine Content Standards as defined in PAAP Rubrics (the basis of the process). This significantly decreases the teacher time involved in the assessment as well as the impact of teacher knowledge on student scores. It has also dramatically increased the validity and reliability of the system.

Constituencies Served:

Students with significant disabilities, and the teachers and administrators who work with these and other students who receive special education services.

Areas Coordinated with Other Agencies:

All aspects of work on the PAAP are coordinated with the other components of Maine's Comprehensive Assessment System.

Alternative Delivery Systems:

The ATM system has been used whenever possible, especially for Table Leader Training prior to scoring of the portfolios.

Program Name: National Assessment of Educational Progress

Program Purpose: The National Assessment of Educational Progress (NAEP) provides high quality data on the achievement of elementary and secondary school students in reading, mathematics, science and other subjects. Maine participates in NAEP as required by the US Department of Education (USDE). The results of the assessment provide information to the State and the nation on the performance of students in terms of performing at *Below Basic, Basic, Proficient, and Advanced*. State level NAEP data allows the examination of the relative rigor of state standards and assessments against a common metric.

Statutory Reference:

State: N/A

Federal: The No Child Left Behind Act of 2001, Title VI-C

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Section 200.11

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist II, NAEP Coordinator

(0.05 FTE) Education Specialist III, State Assessment Director

Priorities, Goals and/or Objective Performance Criteria:

USDE provides funding for a full-time NAEP State Coordinator who: serves as the liaison between the State Education Agency (SEA) and the National Center for Education Statistics (NCES), which administers the National Assessment of Educational Progress (NAEP); serves as the SEA's representative to NCES for NAEP related matters; coordinates reviews of NAEP assessment items and processes; coordinates the NAEP administration in the State; analyzes and reports NAEP data; assures the quality of the State's NAEP data; and coordinates the use of NAEP results for policy and program planning. The intent is: to enhance an SEA's capacity to integrate NAEP into the State's accountability program; to interpret and use NAEP data; to analyze and report NAEP and large-scale assessment data; and to make NAEP data more accessible to state and local policy makers, school administrators, classroom teachers, and the general public.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Administration of NAEP in identified schools.
- Compliance with federal NAEP requirements governing the above goals.

Performance Reports: Semi-annually to USDE on September 15 and March 15.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

A significant amount of student assessment data is available. The data demonstrates a need to identify and target the most effective activities and practices for improving student performance.

Recent or Proposed Improvements, Innovations, Solutions:

Increased use of data for decision making.

Constituencies Served:

The Department for statewide policy and planning, school administrators and teacher.

Areas Coordinated with Other Agencies:

- Test administration with selected school administrative units.
- National Center for Education Statistics State Cooperative Systems Contract with US Department of Education.
- NAEP State Contract with US Department of Education and National Center for Education Statistics.

Alternative Delivery Systems: N/A

Program Name: Preliminary SAT/NMSQ Test

Program Purpose: The Preliminary SAT/ National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a standardized test that measures critical reading skills, mathematics problem-solving skills and writing skills, and provides students first hand practice for the SAT Reasoning Test. It also gives students an opportunity to enter National Merit Scholarship Corporation scholarship programs. The PSAT/NMSQT is required of all Maine 10th graders and was optional in 2007 for all 11th graders. The goal is to increase the number of students in Maine achieving the *Learning Results* and aspiring to go on to postsecondary education, and to provide an interim assessment from the 8th grade MEA and the 11th grade SAT that is diagnostic for program evaluation and student measurement.

Statutory Reference:

State:

20-A MRSA, Sections 4722 and 6202-B.

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.05 FTE) Education Specialist III, State Assessment Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide students and educators with diagnostic information on students' progress toward meeting Maine's *Learning Results* and linked to the SAT.
- Increase student aspirations through tools such as the QuickStart and My Road, both college and career planning tools, as well as identifying students who have potential to enroll in AP courses.
- Provide professional development on the use of PSAT data and tools.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual reporting of numbers and percentages of students scoring at different levels.

Performance Reports:

Annually in August of each year, from The College Board to the Department of Education.

Barriers to Performance:

Convincing all educators that all students can achieve the State's standards and take a college readiness test.

Corrective Actions:

Increased professional development on using the data.

Emerging Issues:

Understanding all the potential and appropriate uses of assessment results.

Recent or Proposed Improvements, Innovations, Solutions:

Quick Start, an educational planning tool, allows students to develop a college application over time.

Constituencies Served:

High school students and educators.

Areas Coordinated with Other Agencies:

This program is coordinated with The College Board.

Alternative Delivery Systems: N/A

Program Name: Accuplacer: Preparing All Students for Post secondary Education, Careers and Citizenship

Program Purpose: Accuplacer tests are computer adaptive tests used to provide students and teachers with information about students' academic skills in mathematics, English, and reading. The results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to determine student course selection. The Accuplacer is used in all Maine community colleges and on four University of Maine System campuses for student placement in mathematics and/or English courses. Each student in high school will be eligible to take one administration of the Accuplacer.

Statutory Reference:

State:

20-A MRSA, Section 6202-B.

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.05 FTE) Regional Education Representative, High School Reform
(0.10 FTE) Education Specialist III, State Assessment Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Decrease the number of students entering post-secondary education who are required to take remedial courses.
- Identify student achievement in English and mathematics prior to graduation to enable students and schools.
- Provide targeted instruction to decrease the need for remedial course work.
- Increase the number of students achieving Maine's *Learning Results*.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Report in July each year the number of students taking the Accuplacer.
- Report in September each year the number of students enrolling in remedial courses.

Performance Reports:

Reports to the Legislature on request.

Barriers to Performance:

Capacity for online delivery of testing to all students in Maine.

Corrective Actions:

Work with the community college system to make Accuplacer accessible to students.

Emerging Issues:

- Understanding all the potential and appropriate uses of assessment results.
- Acceptance of test results by colleges and community colleges for placement.

Recent or Proposed Improvements, Innovations, Solutions:

- Professional development and alignment with postsecondary expectations.
- MELMAC Education Foundation provision of funding to the University of Maine System to evaluate and coordinate data collection using the Accuplacer as a measure of reducing remedial enrollment.

Constituencies Served:

High school students and educators at secondary and post secondary levels.

Areas Coordinated with Other Agencies:

This program is coordinated with The College Board, the Community College System, and the University of Maine System.

Alternative Delivery Systems:

Some alternatives are being considered at this time.

Program Name: Advanced Placement Test Fee Program

Program Purpose: Advanced Placement (AP) Programs are designed to increase the number of low-income students participating in AP classes and taking AP tests. The Advanced Placement Test Fee Program is a grant awarded to the State to pay test fees for low-income students enrolled in AP courses. Funds are allocated to the State based on the number of low-income students in the state in relation to the number of low-income students in the nation.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title I-G

Rules Governing the Program:

State: N/A

Federal:

Competitive award. Only state education agencies are eligible for the award. Support is only for students who meet the low-income guidelines. All funds are required to go directly to test fees. Students are identified by school unit and sign The College Board waiver papers. Schools are required to maintain records that indicate the economic status of the student. Schools are expected to use the data from free/reduced lunch data or Social Security and Medicaid programs. Students may also be identified as being eligible for these programs, even if not participating in those programs, based on parent and school data and evidence.

Staff Support for All Phases of Above:

State:

(0.10 FTE) Regional Education Representative, High School Reform

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide open access to all students who want to take the AP courses.
- The Department contracts with The College Board to pay the fees for low income students.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Application to USDE in October/November 2007
- Contract with The College Board in January 2008
- Test administration takes place in May, 2008

- Annual reporting in June of numbers and percentages of students enrolled in AP courses and taking the AP exam.
- Payment to College Board – 1st payment in June; may be additional follow-up payments based on late school reports.

Performance Reports:

Annually to US Department of Education in June of each year.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Continued emphasis in schools on enrolling low-income students.
- High school students not wanting to claim free or reduced lunch status.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served: High school students

Areas Coordinated with Other Agencies:

This program is coordinated with high schools and The College Board

Alternative Delivery Systems: N/A

Program Name: Maine High School Diploma Assessments

Program Purpose: The Maine High School Diploma Assessments will be required of high school students in order to graduate. The proposal is under development and public review. Recommendations will be provided to the Legislature in 2008. Once approved, the Department will develop the assessments at varying levels for implementation in all high schools. The recommendations will also apply to the State-issued Diploma.

Statutory Reference:

State:

20-A MRSA, Section 4722

Federal: N/A

Rules Governing the Program:

State:

The Commissioner is required to develop and propose rules for the implementation of Maine's *Learning Results* and diploma requirements.

Federal: N/A

Staff Support for All Phases of Above:

State:

(% FTE) Education Team and Policy Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Development of graduation requirements through rulemaking.
- Approval by Joint Standing Committee on Education and Cultural Affairs.
- Development of Maine high school diploma assessment system.

Timetables or Other Benchmarks of Success in Meeting Goals:

Completed for the 2009 legislative session.

Performance Reports: N/A

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

Held Summit on graduation requirements.

Convened regional meetings to collect stakeholder input.

Constituencies Served:

Department of Education, students, administrators, teachers, parents and the public.

Areas Coordinated with Other Agencies:

Development and implementation is coordinated with high school administrators and teachers.

Alternative Delivery Systems: N/A

Program Name: Grants for State Assessments (NCLB Title VI-A)

Program Purpose: The Grants for State Assessments and Related Activities is a formula grant program that assists the State to develop the assessments required under The No Child Left Behind Act of 2001 and supports collaborative efforts with institutions of higher education or research institutions to improve the quality of assessments.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title VI-A

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Part 200; USDE Standards and Assessments Non-Regulatory Guidance

Staff Support for All Phases of Above:

State:

(% FTE) Education Team and Policy Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Support the costs of the development of the additional State assessments and standards required by NCLB.
- Administer those assessments or to carry out other activities such as the following:
 - (A) Developing challenging State academic content and student academic achievement standards and aligned assessments in academic subjects for which standards and assessments are not required by section 1111(b).
 - (B) Developing or improving assessments of English language proficiency necessary to comply with section 1111(b) (7).
 - (C) Ensuring the continued validity and reliability of State assessments.
 - (D) Refining State assessments to ensure their continued alignment with the State's academic content standards and to improve the alignment of curricula and instructional materials.
 - (E) Developing multiple measures to increase the reliability and validity of State assessment systems.
 - (F) Strengthening the capacity of local educational agencies and schools to provide all students the opportunity to increase educational achievement, including carrying out

professional development activities aligned with State student academic achievement standards and assessments.

(G) Expanding the range of accommodations available to students with limited English proficiency and students with disabilities to improve the rates of inclusion of such students, including professional development activities aligned with State academic achievement standards and assessments.

(H) Improving the dissemination of information on student achievement and school performance to parents and the community, including the development of information and reporting systems designed to identify best educational practices based on scientifically based research or to assist in linking records of student achievement, length of enrollment, and graduation over time.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual test development, administration, scoring and reporting.

Performance Reports:

State assessment results reported annually to parents, schools, school units and the public.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- The State will be implementing and assessing revised Maine *Learning Results* standards which will require alignment studies of the assessments and the standards to be conducted by qualified providers.
- High school syllabi and assessment development needs to be aligned with curriculum, instruction and assessment.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

High school teachers, administrators and students.

Areas Coordinated with Other Agencies:

Local high schools for syllabi and assessment development.

Alternative Delivery Systems: N/A

Program Name: Advanced Placement Incentive Program (APIP): Opening Access to AP for All (NCLB Title I-G)

Program Purpose: The Advanced Placement Incentive Program (APIP) is designed to open access to Advanced Placement (AP) for all and to increase the number of low-income students participating in AP classes and taking AP tests. The Advanced Placement Incentive Program is a No Child Left Behind Act, Title I competitive grant awarded by US Department of Education (USDE) to the State because of its expertise in AP services. The grant is designed to expand access to and participation in AP courses and tests for low-income students through teacher training, develop pre-AP and AP courses, coordinate and articulate curricula between grade levels to enhance student preparation for AP courses, and promote online AP course-taking for students that are unable to otherwise access AP courses.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title I-G

Rules Governing the Program:

State: N/A

Federal:

Competitive award from the USDE. Funds are available for schools with 40% or more students eligible for free or reduced lunch meeting the following criteria:

- Each application submitted must identify at least one of the goals/objectives of the state level project.
- Funding must be requested for specific activities only, and will be provided for specific activities on a “first come, first serve” basis, as long as funds remain. More than one application during the year can be submitted for separate activities.
- The school must have open admissions for all AP courses.
- All applications must identify the number and percentage of low-income students to be assisted. In order to be eligible for funding low-income students must make up at least 20 % of enrollment in a new AP course and at least 30% of an existing AP course. Funding requests for classes planned for 2006-2007 for which funds are requested were required to have at least 30% for a new AP course and at least 30% of an existing AP course of the projected enrollment was required to meet the low-income criteria.
- Funds may be used to attend regional institutes and workshops (if no in-state activity is available) and institutes in preparation for offering an AP class in the following fall. Professional conferences are not funded.
- Teachers involved in The College Board Mentoring project may apply for travel funds to mentoring meetings.

- All schools/school administrative units that receive funding from this grant program are required to submit an end-of-project report within 30 days of the ending date of the grant that summarizes the impact of the activity on the target population and program, and evaluates the activity/materials prior to receiving final payment.
- All funded sites must participate in the statewide evaluation. Each school administrative unit/high school is contacted regarding data that may include teacher and student participation information and evaluation data required for the statewide evaluation. A meeting on the evaluation process is held in the spring.
- All requests must include local commitment as demonstrated through financial and in-kind costs that are related to the activity. Matching funds can be provided through teacher salaries, travel, substitute costs, and materials.

Staff Support for All Phases of Above:

State:

(% FTE) Education Team and Policy Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide open access to all students who want to take AP courses
- Increase the number of AP courses schools where there are less than two courses available.
- Increase the number of low-income students in AP courses and taking the exam.
- Provide professional development that is continuous, high quality and timely.
- Increase the number of courses and enrollment of low income students in:
 - AP Statistics, AP Calculus, AP Biology, AP Chemistry, AP Environmental Science, and AP Physics. (*Competitive Priority 1*)
 - AP English Language and Composition, AP Literature, (*Competitive Priority 1*)
 - AP courses in the social studies areas, foreign languages, including the development of AP Chinese, AP Russian, and AP Japanese and the arts.
- Increase the number of students scoring at the 3 or higher level on AP exams.
- Provide support services to students during the summer and school year.
- Provide access to online courses and Maine’s distance learning system.
- Analyze mathematics and science curriculum commonly used by schools, grades 6/7 to high school for alignment with AP preparation and entrance expectations.

Timetables or Other Benchmarks of Success in Meeting Goals:

- September - Enrollment in AP courses
- May - Annual reporting of numbers and percentages of low-income students enrolled in AP courses
- August - AP exam results

Performance Reports:

Annual report to USDE on the number of students in the state, by subject area and by student demographic characteristics, who are taking an AP course, taking an AP test, and scoring at different levels of proficiency. Project report to USDE in May of each year with final report in December.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

Federal funding for future awards is competitive.

Recent or Proposed Improvements, Innovations, Solutions:

Determine State funding support.

Constituencies Served:

Middle and high school educators and students.

Areas Coordinated with Other Agencies:

This program is coordinated with school units, The College Board, The Maine Mathematics and Science Alliance, APEXLearning, and the University of Maine System.

Alternative Delivery Systems:

Provision of online courses so that all students across Maine have access to AP.

**Program Name: National Governors Association Honor States Strategies –
Implementing Advanced Placement Programs**

Program Purpose: The National Governors Association awarded funds to Maine to increase the number of students prepared for and enrolled in Advanced Placement (AP) courses through the development of Statewide AP Expansion Strategy that includes the implementation of programs and policies that increase student preparation for and success in AP courses and prepares many more teachers to teach AP; and through the implementation of an intensive AP expansion effort in one urban and one rural school district, whereby a number of innovative AP expansion strategies can be field tested and evaluated. There are seven school units involved with this project in Maine.

Statutory Reference:

State:

20-A MRSA, Section 4722

Federal: N/A

Rules Governing the Program:

Funds must be used in the schools for improving access to AP. Funding is a grant from the National Governors' Association officially made to the Governor's Office.

Staff Support for All Phases of Above:

State:

(% FTE) Education Team and Policy Director

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Increase preparation of students for AP courses, especially under represented populations.
- Increase enrollment in AP courses.
- Improve test scores on AP tests.

Timetables or Other Benchmarks of Success in Meeting Goals:

Quarterly reports on the data required above. End date is May 31, 2008.

Performance Reports:

Quarterly report to the National Governors Association.

Barriers to Performance:

After the initial award, receipt of remaining funds is dependent on reporting expenditures and requesting additional funds for planned activities. In order to expend the funds, the Department must enter into contracts with school units and other providers of service. Encumber of funds for these agreements for services requires cash on hand. Because funds are deposited to a special revenue account, a 30 day wait is required after receipt the funds to procure a financial order to reimburse/pay invoices. State contract language states that all invoices will be paid within 30 days.

Corrective Actions:

Seek greater flexibility in the State's finance system.

Emerging Issues:

Continuation of efforts after grant period and expansion beyond participating schools that do not qualify for the Advanced Placement Incentive Program.

Recent or Proposed Improvements, Innovations, Solutions:

Seeking state funding opportunities.

Constituencies Served:

Educators, students

Areas Coordinated with Other Agencies:

This program is coordinated with The College Board and school units.

Alternative Delivery Systems: N/A

Program Name: Improving Teacher Quality State Grants (NCLB Title II-A)

Program Purpose: The purpose of the Improving Teacher Quality State Grants program (Title II-A) is to assist States and school units ensure that all students have effective teachers; that is, teachers with the academic subject-matter knowledge and teaching skills necessary to help all children achieve to high academic standards, regardless of individual learning styles or needs.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act, Title II-A

Rules Governing the Program:

State: N/A

Federal:

These funds are to be used for State education agency (SEA) and local education agency (LEA) level high quality professional development as defined in 34 CFR Part 200 and in the Non-Regulatory Guidance for Title IIA.

SEA funds can be used for:

- Reforming teacher and principal certification;
- Support for teachers and principals;
- Establishing, expanding, or improving alternative routes to certification;
- Helping LEAs recruit and retain highly qualified teachers;
- Teacher testing systems for subject matter knowledge or licensure;
- Providing professional development; measuring the success of professional development programs;
- Promoting interstate licensing or certification reciprocity;
- Assisting LEAs in the development of professional development activities;
- Supporting training of teachers in effectively integrating technology;
- Assisting LEAs in developing merit-based performance systems;
- Assisting LEAs in developing professional development for principals;
- Assisting LEAs in developing teacher advancement initiatives;
- Providing professional development in new teacher mentoring and induction; and
- Measuring the success of new teacher mentoring and induction programs.

LEA funds can be used for:

- Providing assistance to teachers to enable them to meet certification or licensure and become highly qualified;
- Supporting activities to ensure that teachers are able to use State standards and assessments;
- Funding projects to encourage men to become elementary school teachers;

- Establishing and operating a center that serves as a statewide clearinghouse for the recruitment and placement of K-12 teachers; and
 - Providing new teacher mentoring and induction.
- (Up to 50% of funds received by LEAs may be transferred to LEA grants or Title I.)

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.5 FTE) Educational Specialist III, Title II Coordinator

Priorities, Goals and/or Objective Performance Criteria:

Priorities:

- Manage funds for LEAs and the Department of Education.
- Promote State initiatives through technical assistance and funding decisions.
- Promote high quality professional development in the State of Maine

Objective Performance Criteria:

- The Federal Report on progress of Teacher Quality and Equity Action Plan requires LEAs to meet annual measurable objectives for increasing highly qualified teachers and increasing participation in high quality professional development in accordance with deliverables identified in agreements.

Timetables or Other Benchmarks of Success in Meeting Goals:

100% “Highly Qualified Teachers” by end of 2006-2007 school year.

Performance Reports:

- State Annual Report (Internal): September
- Federal Consolidated State Performance Report to USDE: January – March
- State Education Agency Provider Performance Reports from providers to the Department
- LEA Performance Reports: August from providers to the Department
- Teacher Quality and Equity Action Plan Progress Report: July and continuously updated to US Department of Education.

Barriers to Performance:

Funds to LEAs are non-discretionary so it is difficult to ensure choices of activities that are most effective unless they cannot demonstrate improvement. LEAs also have the ability to use any percentage of funds for Class Size Reduction limiting the opportunity to conduct teacher quality professional development activities.

Corrective Actions:

- Annual review of applications to identify improvement based on previous practice.
- Support of effective practice and recommended change from ineffective practice.
- LEA applications for Class Size Reduction teachers now require LEAs with less than 100% highly qualified teachers (HQT) to justify expenditures and describe how they will provide high quality professional development to teachers who do not meet the HQT definition.

Emerging Issues:

The USDE is in transition with “Highly Qualified” teacher goals. At the present time, all States submit an extensive Teacher Quality and Equity Action Plan. This year, the USDE will identify what reporting requirements will accompany this plan. These requirements will be affected by the reauthorization or lack of reauthorization of the No Child Left Behind Act (NCLBA) by Congress. Serious consideration is being given at a national level to create a definition, within the reauthorized NCLBA, of “Highly *Effective*” teachers and adding requirements to Title IIA for such. This addition, if included in the reauthorized law, would mandate states create further accountability measures and data collection systems pursuant to the new requirements.

Recent or Proposed Improvements, Innovations, Solutions:

With the acceptance of Maine’s Teacher Quality and Equity Plan, goals have been set for increasing highly qualified teachers, increasing equity and decreasing numbers of inexperienced teachers in hard to staff, rural, high poverty “*Continuous Improvement Schools*”. Eleven high need schools in the State have been identified and funds and technical assistance are provided to them to reach their targeted goals.

An internal Teacher Quality, Equity and Effectiveness Team has been established and includes teacher quality specialists, professional development coordinators for regular and special education, the director of higher education as well as representatives from the University of Southern Maine, University of Maine at Orono, the Washington County Consortium and the Regional Teacher Development Center. This team will also be part of the larger Teacher Quality and Equity Advisory Council. This effort will combine a number of Action Plans to be more deliberate and strategic about shared goals for the improvement of teacher quality elements such as “Highly Qualified” status, State certification, teacher preparation, and in-service professional development.

Greater involvement in State-level projects that promote professional development will ensure that a holistic, systematic approach to improvement is more likely.

Me. Dept. of Ed. Reg. 118: Purposes, Standards and Procedures for Educational Personnel Support Systems was amended and adopted in July 2007. It mandates new teacher certification support systems use of specifically trained one-on-one mentors and Maine’s Initial Teacher Certification Standards as a basis for local certification support systems. The Teacher Quality Team provides training, technical assistance, coordination, and support for all aspects of these new requirements on an ongoing basis across the State.

A draft “Maine’s Strategic Professional Learning Framework” outlines ten strategic pathways to achieving professional learning for “rigor and relevance” through relationships. This plan is being proposed to be included into the revised Me. Dept. of Ed. Reg. 125, the school improvement regulations for the State of Maine.

Constituencies Served:

All LEAs in the State receive non-discretionary funds. SEA funds are awarded to SAUs, not-for-profit organizations or individuals who promote the State’s initiatives and employ promising practices.

Areas Coordinated with Other Agencies:

Aspects of this program are coordinated with the University of Southern Maine, University of Maine at Orono, the Washington County Consortium and the Regional Teachers Development Center.

Alternative Delivery Systems: N/A

Program Name: State Agency for Higher Education Grants (NCLB Title II-A)

Program Purpose: The purpose of the State Agency for Higher Education (SAHE) Grants (Title II-A) is to provide partnerships of high-need school units and institutions of higher education with funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title II-A

Rules Governing the Program:

State: N/A

Federal:

34 CFR Part 200; Non-Regulatory Guidance for Title II-A.

SAHE funds can be used for:

- High quality professional development activities for teachers and principals in content area knowledge and instructional leadership skills; and
- Development and provision of assistance to high need LEAs in providing sustained, high-quality professional development activities.

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.25 FTE) Educational Specialist III

Priorities, Goals and/or Objective Performance Criteria:

Priorities:

- Manage funds for SAHE.
- Promote State initiatives through technical assistance and funding decisions.
- Provide partnerships with funds to conduct professional development activities in core academic subjects to ensure that teachers, highly qualified paraprofessionals, and (if appropriate) principals have subject matter knowledge in the academic subjects they teach, including computer-related technology to enhance instruction.

Objective Performance Criteria:

- Deliverables are established in agreements with the Department.
- Federal level reports are being developed but have not been required in the past.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Timely distribution of Requests for Proposals.
- Coordination of funded projects with other Department initiatives.
- Achievement of project goals by providers.

Performance Reports:

- Partnership Mid-Term Report from the provider to the Department: January
- Partnership Annual Report from the provider to the Department: September

Barriers to Performance:

On-site monitoring is limited to staff time available.

Corrective Actions:

A minimum of one site visit to each project will be scheduled.

Emerging Issues:

US Department of Education (USDE) is in transition with Highly Qualified teacher goals. All States were required to submit an extensive Teacher Quality and Equity Action Plan including goals for the SAHE program. This year, the USDE clarify what reporting requirements that accompany this plan. Serious consideration being given at a national level to create a definition of Highly Effective Teachers and add requirements to Title IIA. This could impact the projects sought and delivered with these funds.

Recent or Proposed Improvements, Innovations, Solutions:

- Design and implementation of a Mid-term and Final Performance Report for SAHE Partnership providers.
- On-site visits to each program at least once within the first year.
- NCLB site visit schedules are reviewed annually to determine if any visits will be made to LEAs participating in these grant projects in order to promote review continuity and efficiency.
- An effort to promote and align Department goals through the requirements and focus of the Request for Proposals for this program has been made.
- Involvement with the National SAHE Coordinators organization, through national presentations and publications is ongoing.

Constituencies Served:

Funds are awarded to partnerships that promote promising practices and influence progress on the goals of the Department.

Areas Coordinated with Other Agencies:

College and university Schools of Arts and Sciences and Teacher Preparation Programs are mandated partners in these grants.

Alternative Delivery Systems: N/A

Program Name: Mathematics and Science Partnerships (NCLB Title II-B)

Program Purpose: The Mathematics and Science Partnerships program is a discretionary grant program that supports improved student achievement in mathematics and science through enhanced training for teachers and recruitment of high-quality mathematics and science teachers. Grants are targeted to partnerships of high-need school units and to science, mathematics, and engineering schools within universities, giving school units and universities joint responsibility for training and educating math and science teachers.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title II-B

Rules Governing the Program:

State: N/A

Federal:

34 CFR Part 200; USDE Non-Regulatory Guidance for Title II-B

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.25 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

Priorities:

- Manage funds for partnerships.
- Promote State initiatives through technical assistance and funding decisions.
- Promote high quality mathematics, science and engineering professional development in the State of Maine through partnerships of high need LEAs and university faculty. (Grants are targeted to partnerships of high-need school units and science, mathematics, and engineering schools within universities, giving districts and universities joint responsibility for training and educating math and science teachers.)

Funds can be used for:

- Creating opportunities for professional development in math and science; promote strong teaching skills for mathematics and science teachers;
- Establishing and operating mathematics and science summer workshops or institutes;
- Recruiting mathematics, science or engineering majors with incentives, stipends, scholarships or other programs;

- Developing or redesigning more rigorous mathematics and science curricula;
- Establishing distance learning programs for mathematics and science;
- Training mathematics and science teachers to be professional development providers;
- Establishing programs to bring mathematics and science teachers into contact with working scientist, mathematicians and engineers;
- Designing programs for exemplary mathematics and science K-8;
- Training mathematics and science teachers; and
- Encouraging women and underrepresented minorities to pursue postsecondary majors in science and mathematics.

Objective Performance Criteria:

- Federal Reports required of partnerships. Deliverables are established in agreements with the Department.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Timely distribution of Requests for Proposals.
- Coordination of funded projects with other Department initiatives.
- Achievement of project goals by providers.

Performance Reports:

- State Mid-Term Report from provider to the Department: usually January
- Federal Performance Report to US Department of Education (USDE) from the provider to the Department to USDE: September

Barriers to Performance:

On-site monitoring is difficult because there is only one person assigned to the program part-time.

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

- The Title II Coordinator has made an effort to conduct at least one site visit with each of the six current projects and has visited one this year with one more scheduled at this time. The NCLB site visit schedule is reviewed annually to determine if any visits will be made to LEAs participating in these grant projects in order to promote continuity and efficiency.
- A template has been designed and implemented for a mid-term performance report that is submitted by the partnership to the Coordinator. This provides input midway through the project.
- The program is designed to promote the State's initiatives by requiring Career Technical Institutions to be primary partners and by requiring Professional Learning Communities as a vehicle to deliver professional development.

Constituencies Served:

Funds are awarded to partnerships that promote the State's initiatives and employ promising practices.

Areas Coordinated with Other Agencies:

This program is required to coordinate with:

- The National Science Foundation
- Universities

Alternative Delivery Systems: N/A

Program Name: Teacher of the Year

Program Purpose: The Teacher of the Year (TOY) is a program of the State Board of Education to conduct a process to annually select a teacher who can best represent all teachers in the state.

Statutory Reference:

State:

20-A MRSA, Section 17102(3)

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.20 FTE) Education Specialist I

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- To select the Teacher of the Year, State Finalists, and Regional Finalists.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Nominee readings for selection of Regional Finalists (winter);
- Hall of Flags Ceremony to promote nominees and their students before Legislature (March);
- Classroom visits (April and May);
- Oral presentations (July), professional portfolio readings (July);
- Teacher of the Year selection (August);
- Announcement of TOY (September); and TOY Banquet (November).

Performance Reports:

- Annual meeting with the selected TOY to review the program and recommend changes.
- Submission of TOY to the national TOY organization.

Barriers to Performance:

Limited number of applications received by the Department/State Board of Education.

Corrective Actions:

- Contact Superintendents and Principals to encourage applications.
- Take applications to regional Superintendent meetings.
- Encourage TOYs to spearhead nominations in their school units.

Emerging Issues:

Reallocation of staff time for this purpose.

Recent or Proposed Improvements, Innovations, Solutions:

Consider contracting for program management and support services.

Constituencies Served:

All certified K – 12 Teachers in the State are eligible.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Milken Family Foundation National Educator Award Program

Program Purpose: The purpose of this program is to recognize and reward outstanding educators by expanding their professional leadership and policy influence.

Statutory Reference:

State: N/A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Rules and guidelines are set forth by the Milken Family Foundation.

Staff Support for All Phases of Above:

State:

(0.05 FTE) Education Specialist I

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- To select an individual in Maine to receive the National Educator Award.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Maintaining the talent pool (Spring);
- Making reference calls on teachers in talent pool (Spring);
- Convening a Blue Ribbon Panel (July); and
- Preparation work for announcement (Fall).

Performance Reports:

Selection of recipient

Barriers to Performance:

- Limited number of applications for talent pool.
- Local concern of recognizing one teacher over another.

Corrective Actions:

Call for applications to be completed.

Emerging Issues:

Reallocation of staff time for this purpose.

Recent or Proposed Improvements, Innovations, Solutions:
Consider contracting for program management and support.

Constituencies Served:
All schools throughout the State

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Higher Education: Review and Program Approval of Postsecondary Degree-Granting Institutions

Program Purpose: Established by statute, this required and on-going effort centers upon assuring that any postsecondary, degree-granting educational institution, offering courses or programs for academic credit within the boundaries of the State of Maine, has been thoroughly assessed using established quality standards. With each institutional application for degree conferral authority a review team's report of findings is submitted to either the Legislature or the State Board of Education to inform decision-making prior to any grant of authorization.

Statutory Reference:

State:
20-A MRSA, Sections 10701-10714

Federal: N/A

Rules Governing the Program:

State:
Me. Dept. of Ed. Reg. 149, Procedures for Obtaining Authorization for Institutions of Higher Education to Confer Academic Degrees or to Offer Degree Courses/Programs in the State of Maine.
Me. Dept. of Ed. Reg. 170, Standards for Evaluation Requests for Degree Authorization and for Out-of-State Postsecondary Institutions Seeking to Make Academic Credit Course Offerings in Maine.

Federal: N/A

Staff Support for All Phases of Above:

State:
(0.51 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

All Maine postsecondary educational institutions must be authorized to confer academic degrees by an Act of the Legislature. Subsequently, a Maine-based postsecondary educational institution may confer additional degrees with the approval of the State Board of Education. Out-of-state postsecondary educational institutions wishing to offer courses or programs for academic credit within the boundaries of the State of Maine may do so only with the approval of the State Board of Education. Out-of-state postsecondary educational institutions wishing to offer courses or programs for academic credit which are to be coordinated with a Maine-based postsecondary educational institution may only

do so with the approval of the State Board of Education. Any out-of-state postsecondary educational institution wishing to offer its courses or programs for academic credit within Maine must be authorized to confer such offerings within their home-state and it must also be fully accredited by one of the nation's regional accrediting agencies or one of the programmatic accrediting agencies recognized by the US Secretary of Education. All degree-granting applications are evaluated against the institutional and programmatic standards set forth in Me. Dept. of Ed. Reg. 170.

Timetables or Other Benchmarks of Success in Meeting Goals:

Applications for initial degree-granting authority, for additional degree-granting authority, and/or to offer courses or programs for academic credit within Maine by Out-of-State postsecondary educational institutions are received throughout the calendar year. Once received, the Department's Higher Education Specialist, on behalf of the Commissioner of Education and the State Board of Education, plans and coordinates/ conducts a quality assurance review. Each review is conducted with the assistance of up to 5 Board approved review team members who are representative of the public and private higher education community in Maine.

Since 2002, 34 degree-granting applications were received and acted upon. The review process, from receipt of degree-granting application to either Legislative or State Board of Education authorization, takes six (6) to twelve (12) months to complete and always involves a thorough assessment against Board standards utilizing uniquely qualified Review Teams approved by the State Board of Education.

In 2005, Maine's first higher education website was introduced and made available to the many publics who can benefit from it. The website was assembled to serve as an aid for individuals seeking to know more about higher education both in Maine and beyond on many levels. It was designed to:

- Assist prospective students and their parents/counselors with information for consideration at the point where higher education and training options are being explored;
- Link individuals with reputable and reliable sources where advice and technical support is available regarding financial assistance;
- Enhance understanding of program options when traditional versus non-traditional learning modes are being evaluated;
- Assist individuals exploring in-state and out-of-state graduate education options;
- Familiarize individuals with the significance of accreditation as well as the dangers represented by diploma mills;
- Aid individuals considering professional educator preparation programs as well as for professional educator preparation program administrators who need to be advised as to current procedures and standards for state program approvals;
- Assist Maine higher education officials planning to secure authorization for the offering of additional degree programs;
- Aid out-of-state higher education officials by providing the procedures and standards to be met if an accredited institution seeks to offer academic courses or programs within Maine;

- Assist individuals in-state or out-of-state who have an interest in establishing, licensing, or re-licensing private, for-profit, proprietary training options in Maine;
- Assist graduates of closed Maine schools or colleges with the location and procedures for securing a copy of their academic records for the generation of needed transcripts; and
- Assist K-12 teachers in determining their eligibility for forgiveness or cancellation of student loans.

Performance Reports:

Every program review, regardless of the type of request, has resulted in the issuance of a report of findings with a recommendation for action by either the Legislature or the State Board of Education.

Barriers to Performance:

High volume of work with limited administrative assistance.

Corrective Actions:

Provision of part-time administrative assistance.

Emerging Issues:

- There is a need for updates and to provide additional clarification in statute 20-A MRSA, Chapter 409, in the procedures (Me. Dept. of Ed. Reg. 149), and the standards (Me. Dept. of Ed. Reg. 170) by which degree-granting applications are evaluated. A degree-granting stakeholders group was assembled and has been meeting periodically since May, 2007. It is anticipated that their work will be completed by December, 2007.
- There is a pressing need to periodically tend to and update the various features of the higher education web page as some elements have become out-dated while some new circumstances need to be accommodated and highlighted.

Recent or Proposed Improvements, Innovations, Solutions:

Web site technical assistance is needed on an on-going basis.

Constituencies Served:

Legislators; PK-12 educators; parents; counselors; prospective undergraduate and graduate students; higher education faculty and administration; and the public.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems:

All necessary materials and guidance for the preparation of an application to offer postsecondary offerings for academic credit in Maine are available in electronic format. Individuals may also submit an application, along with any supporting documentation and exhibits in electronic format. Over the course of the past year-and-a-half, members of the State Board of Education have agreed to receive applicant materials and documentation, as well as the review team's report of findings, in electronic format as a preliminary step to subsequent Board action.

Program Name: Higher Education: Closed Schools and Colleges

Program Purpose: The Commissioner of Education is charged with collecting attendance and academic records from postsecondary institutions in Maine that close and preserve them for future use. Transcripts are prepared from these records, when needed by individuals for further academic studies, employment opportunities, or other professional activities, at a nominal fee.

Statutory Reference:

State:

20-A MRSA, Part 5, Post Secondary Education

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.02 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

When a Maine postsecondary school or college ceases operation, the Department acquires and preserves the academic records of the closed institution. However the Department does not have the records from all closed schools. Requesters are advised to look for the name of the school they attended in the list on the Higher Education website. If the institution is listed, requesters are advised to contact the holder of the institution's records to request a copy of a transcript. If the closed institution does not appear on this list, requesters are advised that it is possible the Department may be able to discover whether the records of the institution are archived anywhere.

Timetables or Other Benchmarks of Success in Meeting Goals:

The goal for turning around transcript requests is five working days.

Performance Reports:

During the 2006-2007 academic year, 512 individual requests for transcript copies from closed school records were processed. Most of these requests were for academic records from Mid-State College, Nasson College, Nasson Institute, Ricker College, Maine State Hair Academy, and St. Joseph's Hospital School of Nursing.

Barriers to Performance:

The records from closed postsecondary institutions are submitted to the Department for transcript development and to respond to former students' requests. While it is the goal to respond to these requests within five working days, limited availability of administrative staff assistance may, at times, make this goal unachievable.

Corrective Actions:

Provision of part-time administrative assistance.

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

The Higher Education website provides information for individuals who are in need of an academic transcript for work done in a closed institution.

Constituencies Served:

Former students of closed Maine postsecondary institutions; current and future employers of these former students; and admissions officers evaluating the academic records of these former students.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Higher Education: Aspirations – Early College Initiative

Program Purpose: This program makes it possible for Maine high school juniors and seniors to enroll in college-level courses, on public college or university campuses in Maine, and, upon successful completion of these courses, to earn academic credit toward a high school diploma as well as accrue academic credits applicable toward the requirements of a baccalaureate degree (referred to as *dual enrollment*).

Statutory Reference:

State:

20-A MRSA, Chapter 208-A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.02 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

• Participation of Eligible Institutions:

Defined as: the campuses of the University of Maine System, the Maine Community College System, or the Maine Maritime Academy.

• Participation of Eligible Students:

Secondary school students may participate in this program if: they are a junior or senior with a minimum high school grade point average of at least a 3.0 (on a scale of 4.0), or the equivalent of a “B” average; or, in lieu of a 3.0, is recommended for participation by a school unit’s administration (see exception statement below); the eligible institution has determined that the student has satisfactorily completed any course prerequisites; the school unit approves; and the student’s parent approves. Students may participate in this program if there is space available in courses offered by an eligible institution.

• Exception:

A secondary school student who does not meet the eligibility requirements, as specified above, is eligible to participate if: the student is a junior or senior in the student’s school unit; the student has received a recommendation to participate from the student’s school administration following an assessment of the student by the school administration; and the student has been approved for participation by an eligible institution.

- **Granting of Academic Credits:**

A school administrative unit may grant academic credit toward a high school diploma to a student who successfully completes a course or courses through participation in this program. The eligible institution will grant full academic credit to any student who successfully completes a course or courses through participation in this program. Course credit must apply toward graduation requirements at the eligible institution or be transferable to another eligible institution on an equal basis with a course taken by any other student at the eligible institution. An eligible secondary school student may take up to 6 credit hours per academic year – these may be taken in one semester or with 3 credit hours taken in both the fall and spring semesters.

Timetables or Other Benchmarks of Success in Meeting Goals:

The goal of this program is to encourage as many eligible students as possible to participate by enrolling in up to six (6) academic credits per school year. Students may take three (3) credits in the fall semester, three (3) credits in the spring semester, or six (6) academic credits in the fall or spring semesters. By doing so, a fully participating student will, upon graduation from high school, have the equivalent of the first semester of his/her postsecondary education already earned – at no cost to the student’s parent(s).

Performance Reports:

710 students from across the State of Maine participated in this program during the 2006-2007 school year. The participation rates of students were: Fall: 346, and Spring: 364.

Barriers to Performance:

From 1998 when the program began until the 2005-2006 academic-year, the demand for program participation had clearly outstripped the resources available; as a result, a per-semester, per-campus quota system had to be utilized. With the support of the 122nd Legislature, the resource base was increased from \$75,000 to \$100,000 per-annum; however, even with this increase, the number of eligible participants wishing to participate resulted in the necessity to continue a per-semester, per-campus quota system. In some cases, students must choose credit to be recorded on the high school transcript or a transcript from the college or university for college credit.

Corrective Actions:

Prime spokespersons for the University of Maine System, the Maine Community College System, and the Maine Maritime Academy are taking an active role in advocating wider program participation across the State.

Emerging Issues:

Action during the First Session of the 123rd Legislature has resulted in the per-annum amount in support of this program being increased by an additional \$180,000. While this has been a very welcome outcome, the program has never had to rely upon a marketing plan to encourage as many eligible students as possible to participate during the 2006-2007 and the 2007-2008 school years. The confusion that has emerged because of the availability of a number of early college programs across Maine, albeit with differing

program requirements and resources, has made it imperative that an Early College website be supported and maintained at the State level.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

Maine's junior and senior high school participants each school year; students' parents; students' counselors; postsecondary institution admissions officers.

Areas Coordinated with Other Agencies:

This program is coordinated with the University of Maine System, the Maine Community College System, and the Maine Maritime Academy.

Alternative Delivery Systems: N/A

Program Name: Higher Education: New England Board of Higher Education (NEBHE)

Program Purpose: The purpose of the New England Higher Education Compact is to provide greater educational opportunities and services through the establishment and maintenance of a coordinated educational program for the persons residing in the several states of New England, parties to this compact, with the aim of furthering higher education in the fields of medicine, dentistry, veterinary medicine, public health and in professional, technical, scientific, literary and other fields.

Statutory Reference:

State:

20-A MRSA, Chapter 413

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.01 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

A priority of the New England Board of Higher Education (NEBHE) has been to provide greater educational opportunities and services through the establishment and maintenance of a coordinated educational program for the persons residing in the several states of New England. NEBHE operates the Regional Student Program (RSP) which gives residents a tuition discount on certain majors not available in public colleges in their home state at public colleges and universities in other New England states. Over the past 20 years, New England residents have saved more than \$580 million on their college tuition bills through the RSP. During the 2005-06 academic year, 630 Maine residents participated in the RSP and saved nearly \$4.3 million in tuition, representing an average savings of \$7,444 per student. During this same academic year, 474 New England residents enrolled in and brought nearly \$3.8 million in RSP tuition dollars to Maine public colleges and universities. Through participation in just the RSP Maine's return on investment is \$58 for every \$1 spent. The RSP not only saves students and their families thousands of dollars in college tuition, it also saves taxpayers millions of dollars by enabling the six New England states to share educational resources and avoid the

duplication of costly academic facilities and programming at public colleges. Other NEBHE programs explore the connection between higher education and economic development in New England.

Timetables or Other Benchmarks of Success in Meeting Goals:

Maine has been an active member of the New England Board of Higher Education (NEBHE) with timely payment of its annual assessment.

Performance Reports:

RSP Tuition Savings and Revenue and Enrollment by State are reported annually. RSP tuition savings figures represent the discount on out-of-state tuition that eligible New England residents receive because of their participation in the RSP. Revenue figures represent the tuition paid by RSP students to participating institutions. Savings and revenues are calculated based on annual tuition rates and full-time equivalent (FTE) enrollments.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

Since 2002, the Maine delegation has negotiated an annual decrease in the State assessment to 2005 and from 2005, the annual assessment remained at a flat level. The 2008 annual assessment is higher than the 2006-07 annual assessment and represents the first cost of living increase since 2002.

Constituencies Served:

Maine resident undergraduate and graduate candidates through reduced loan indebtedness; students' parents; Maine public colleges and universities through increased tuition revenues.

Areas Coordinated with Other Agencies:

All activities are coordinated with NEBHE member states.

Alternative Delivery Systems: N/A

Program Name: Higher Education: Educator Personnel Preparation

Program Purpose:

Maine higher education units with programs that have been approved for the preparation of educators are expected to be dynamic, to strive for continuous improvement, and to utilize the outcomes of new knowledge, practices, and technologies. Faculty and administrators, in collaboration with practitioners, are thinking and talking together about the preparation of teachers and other educators, and are committed to assuring that teacher candidates are prepared with the knowledge and skills necessary to assist Maine students to meet Maine's *Learning Results*. They are expected to collect and analyze data about their effectiveness, and make changes to improve their programs. They are expected to be engaged in ongoing self-assessment in which they assess the needs of schools and candidates, identify potential problems and points of vulnerability, and develop strategies for becoming more effective. Changes in education and through educational reform demand continuous development of education programs. Program approval must be initially conducted and periodically revisited.

Statutory Reference:

State: N/A

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 114, Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.31 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- A preparation program for education personnel must meet the state adopted standards and authorize an accredited degree-granting unit to recommend its graduates for certification.
- All units preparing educators for initial certification must have approved programs. Successful completion of an approved program entitles an individual to be recommended for certification in the appropriate categories for which the unit is approved.

- Following a unit's initial approval to offer educator preparation programs, approval must be reaffirmed every five (5) or seven (7) years, as long as a unit continues to satisfy the standards and requirements as established by the State Board of Education as demonstrated in an annual Program Update.

The State Board of Education and the Department of Education are committed to promoting the development of innovative and collaborative practices in programs for the preparation of education personnel. The six program approval standards encourage innovations and interactive practices in such areas as gender equity, cultural diversity, involvement of parents and community and preparing education personnel. Additionally, the Board and the Department clearly support innovation in unit/school relationships in areas such as collaborative program development, and school- and classroom-based research. These innovative and collaborative approaches must be evident in unit policies and practices.

Timetables or Other Benchmarks of Success in Meeting Goals:

Every five (5) years Maine's educator preparation programs must prepare for and host a comprehensive on-site evaluation by a Board approved Review Team whose work is coordinated and facilitated by the Department's Higher Education Specialist. The Review Team's report of findings from each of these visits is submitted to the State Board to inform its decision as to State program approval status. Programs that have been both State approved and nationally accredited are reviewed every seven (7) years by a joint State and national team. For educator personnel preparation programs in Maine, each program will need to prepare for its next on-site visit by a Board approved Review Team at least 8 months prior to the end of its current State program approval period.

Performance Reports: N/A

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

Perhaps the biggest issue is how to prepare educators and in-service educators in moving toward truly inclusive and diversified learning environments serving the needs of all learners in Maine.

Recent or Proposed Improvements, Innovations, Solutions:

In 2005, the standards by which educator personnel preparation programs would be evaluated were changed and are now performance outcomes based. The first of six performance standards centers on what the initial educator candidate must know and be able to do. Central to the content of this candidate standard are the ten (10) initial teacher certification proficiencies which are embedded in statute 20-A MRSA, Chapter 502, Certification of Educational Personnel. In order to help students achieve Maine's *Learning Results*, a provisional teacher certificate may be issued if the applicant can demonstrate proficiency in all 10 of these elements.

Constituencies Served:

Maine parents; students; initial educator personnel certification candidates; and administrators.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Higher Education: Proprietary Schools

Program Purpose: Licensure of proprietary schools. Any person located either within or outside the State shall obtain a license from the Commissioner before operating or maintaining any proprietary school or before collecting any tuition, fee or other charge for operating or maintaining or soliciting for any proprietary school within the state.

Statutory Reference:

State:
20-A MRSA, Chapter 323

Federal: N/A

Rules Governing the Program:

State:
Me. Dept. of Ed. Reg.147, Rules for the Licensing of Privately Owned Business, Trade and Technical Schools-Proprietary Schools

Federal: N/A

Staff Support for All Phases of Above:

State:
(0.09 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Any person located either within or outside the State is required to obtain a license from the Commissioner before operating or maintaining any proprietary school or before collecting any tuition, fee or other charge for operating or maintaining or soliciting for any proprietary school within the State.

Educational programs related to the real estate professions that are subject to approval under Title 32, chapter 59, commercial driver education schools subject to approval by the Secretary of State under Title 29-A, chapter 11, subchapter III, schools of barbering and schools of cosmetology subject to approval by the Board of Barbering and Cosmetology under Title 32, chapter 126, educational programs offered by any Maine nonprofit corporation, any educational programs offered by any professional or trade association primarily for the benefit of its own members and any educational institution authorized by the laws of this State to grant a degree are exempt from the requirements of this chapter.

Timetables or Other Benchmarks of Success in Meeting Goals:

All licenses are issued for one (1) calendar year – expiration occurs on December 31st of each year. License renewal materials are emailed to proprietary school officials by mid-November of each year. Renewal applications must be accompanied with proof that a surety bond in the amount of \$20,000 or 10% of the school’s gross tuition receipts, whichever is greater, for the prior year is continuous.

Performance Reports:

All license renewals must be accompanied by a summary of enrollments by gender for all programs offered in Maine.

Barriers to Performance:

Limited staff to track enrollment and related program specifics.

Corrective Actions:

Provision of part-time administrative assistance.

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

The Higher Education website provides necessary information for individuals who are interested in opening a private-for-profit proprietary school or renewing an existing proprietary school license in Maine. The necessary materials for doing so are available in electronic format. There are 54 currently licensed proprietary schools operating in Maine.

Constituencies Served:

Maine citizens interested in acquiring new or expanding upon current practical/technical skills, knowledge and abilities in a variety of program areas.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Higher Education: Correspondence Schools

Program Purpose: Requirement of License. Any privately owned post-secondary correspondence school located within the State or outside the State but having a solicitor or agent in this State to recruit students or promote the school and its program must obtain a certificate of approval from the Commissioner before soliciting or selling in this State any correspondence course or collecting any tuition, fee or other charge. In addition, each correspondence school shall supply a listing of solicitors authorized by that school to recruit in this State.

Statutory Reference:

State:

20-A MRSA, Sections 9201-9204, Licensing of Privately Owned Correspondence Schools

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 150, Rules for Licensing Privately Owned Correspondence Schools

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.005 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Requirement of Certificate of Approval. Any privately owned post-secondary correspondence school located within the State or outside the State but having a solicitor or agent in this State to recruit students or promote the school and its program must obtain a certificate of approval from the Commissioner before soliciting or selling in this State any correspondence course or collecting any tuition, fee or other charge. In addition, each correspondence school shall supply a listing of solicitors authorized by that school to recruit in this State.
- Residence Component. A privately owned correspondence school offering courses or programs that require a residence component must be classified as a proprietary school and is subject to the licensing provisions of 20-A MRSA, Sections 9501-9504.

- Exemptions. Public institutions that are exempt from property taxation under state laws and courses or programs of instruction conducted under contract with an employer for employees exclusively are exempt from the requirements of this chapter.

Timetables or Other Benchmarks of Success in Meeting Goals:

All licenses are issued for one (1) calendar year – expiration occurs on December 31st of each year. License renewal materials are emailed to correspondence school officials by mid-November of each year. Renewal applications must be accompanied with proof that a surety bond in the amount of \$10,000 is continuous.

Performance Reports:

License renewal materials are accompanied by a summary of enrollments by gender for programs offered in Maine.

Barriers to Performance:

Limited staff to track certificate and diploma enrollments and related program specifics for both proprietary and correspondence school operations.

Corrective Actions:

Provision of part-time administrative assistance.

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

The Higher Education website provides necessary information for individuals who are interested in opening or licensing a private-for-profit correspondence school or renewing an existing correspondence school license in Maine. The necessary materials for doing so are available in electronic format.

Currently there are two (2) licensed correspondence schools operating in Maine. They are displayed in the following listing:

- Art Instruction Schools, Inc., Art Instruction Programs
- At-Home Professions, Professional Medical Transcription, Medical Claims and Billing Programs.

Constituencies Served:

Maine citizens interested in acquiring new or expanding upon current practical/technical skills, knowledge and abilities in a variety of program areas.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Higher Education: Non-Accredited Colleges and Universities

Program Purpose: 20-A MRSA, Chapter 410 prohibits, and provides penalties for, the issuance, manufacture, and use of false academic degrees or certificates to obtain employment, to obtain promotion or higher compensation in employment, to obtain admission to an institution of higher learning, or in connection with any business, trade, profession, or occupation. The statute also authorizes the Maine Department of Education to protect consumers by providing internet website information naming and updating known state, national, and international accreditation mills, diploma mills, degree mills, and substandard schools

Statutory Reference:

State:

20-A MRSA, Chapter 410: False Academic Degrees or Certificates

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.02 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

20-A MRSA, Chapter 410 authorizes the Maine Department of Education to protect consumers by providing internet website information naming and updating known state, national, and international accreditation mills, diploma mills, degree mills, and substandard schools. A sub-site of the Department's Higher Education website has been developed and needs to be maintained as an advisory for Maine residents. Currently, there are 730 non-accredited national and international institutions listed on the sub-site.

Timetables or Other Benchmarks of Success in Meeting Goals:

As time permits the website is monitored and additional institutions are added along with information that can serve to advise individuals who may come in contact with, or who have been contacted by, a representative from one of these institutions to be avoided.

Performance Reports:

The Higher Education website contains additional information regarding what diploma mills, accreditation mills, and sub-standard institutions are along with guidance on how to recognize one of these entities.

Barriers to Performance:

Limited staff to assist with monitoring these schools and their related institutional specifics so that the sub-site can be periodically updated.

Corrective Actions:

- Provision of part-time administrative assistance.
- Collaboration with higher education counterparts in some other State agencies has been helpful.

Emerging Issues:

A significant increase in the manufacture, offers for sale, and the actual use of fraudulent degrees prompted research and development a bill submitted to and passed by the 122nd Legislature. The bill became 20-A MRSA, Chapter 410-False Academic Degrees and Certificates. This law establishes penalties for the manufacture, sale, and use of such degrees in the State of Maine. With passage, Maine became the fifth state in the nation to enact such a law.

Recent or Proposed Improvements, Innovations, Solutions: N/A**Constituencies Served**

Prospective students and parents; higher education faculty students and administration; employers; legislators; law enforcement; and the public.

Areas Coordinated with Other Agencies:

The listing of suspect institutions was compiled in collaboration with degree-granting counterparts in other states – particularly the states of Oregon, Michigan, Mississippi, and Texas.

Alternative Delivery Systems: N/A

Program Name: Higher Education: HEA, Title II Reporting Requirements

Program Purpose: The federal Higher Education Act (HEA) requires states, as recipients of HEA funds, and all institutions with teacher preparation programs that enroll students receiving federal financial assistance, to prepare annual reports on teacher preparation, scores on state required licensing exams, and licensing practices. Those programs where less than 80% of matriculating students do not pass the required licensing exams will be targeted by the Department for program review and implementation of strategic remedies.

Statutory Reference:

State: N/A

Federal: Higher Education Act, Title II, Sections 207 - 208

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.015 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Section 207 in Title II of the Higher Education Act, as amended, requires each state receiving funding under the Act to report annually on the quality of teacher preparation in the state, including:

- Standards for teachers and their alignment with standards for students.
- Requirements for an initial teaching certificate or license through either an alternate or regular route.
- Pass rates on each assessment used by states in certifying or licensing teachers.
- State standards for evaluating the performance of teacher preparation programs.
- Teachers in the classroom on waivers, that is, teaching without an initial regular certificate or license from any state.
- State efforts in the past year to improve the quality of teaching.

Reports by states using assessments include pass rates on tests disaggregated and ranked by teacher preparation program in the state. As required by Title II, institutions of higher education with teacher preparation programs submit their pass rates and other information in their reports to the state in mid-April each year. Institutions of higher

education (IHEs) submit this data and contextual information using the forms appended to this section. The law also requires institutions to include the information in their reports in publications such as college catalogs and promotional materials sent to potential applicants, secondary school counselors, and prospective employees of an institution's graduates.

This information and data is gathered annually and submitted by the state to USDE each mid-October. Section 207 requires states to report using the key definitions of terms and uniform reporting methods developed by the U.S. Department of Education. The federal government is charged with making data from state reports widely and publicly available. Westat, a contractor to the federal government, assembles the reports and makes them available on the web. Information from these reports is presented in the Secretary of Education's annual report on the quality of teacher preparation in the nation due by mid-April of each year. Title II also requires preparing the Secretary's report.

Timetables or Other Benchmarks of Success in Meeting Goals:

Institutions of higher education with educator personnel preparation programs must report specific data elements to the Maine Department of Education by mid-April of each year. The State of Maine must submit its State report to the U.S. Secretary of Education by mid-October of each year. The U.S. Secretary of Education must submit his/her national report to Congress by mid-April of each year. The Secretary's report addresses the status of teacher quality and teacher preparation programs across the nation.

Performance Reports:

The Maine Title II State Report annually addresses the following areas: contextual overview; certification; standards; pass rates of program completers; assessing performance of teacher preparation programs; low performing programs; waivers granted; alternative certification; improving teacher quality; and appropriate updates

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

Legislators; PK-12 educators; parents; counselors; prospective undergraduate and graduate students; higher education faculty and administration; and the public.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems:

All necessary materials and guidance for Maine’s institutions of higher education (IHEs) with educator personnel preparation programs are available in electronic format at both the State and national level. Institutions submit annual Title II reports along with any supporting documentation and exhibits in electronic format.

**Additional Contracted Services Staff Support for Aspects of the Work on the
Pre-K – 20 Curriculum, Instruction and Assessment Team**

Service Learning

State:

0.5 Social Studies/Service Learning Specialist

Federal:

0.5 Social Studies/Service Learning Specialist

Alternate Assessment

State: N/A

Federal:

1.0 Alternate Assessment Specialist

1.0 Alternate Assessment Administrative Support

Advanced Placement

State: N/A

Federal:

1.0 Advanced Placement Specialist

0.5 Advanced Placement Administrative Support

Professional Development

State:

1.0 Professional Development Specialist

Federal: N/A

Higher Education

State:

0.5 Higher Education Administrative Support

Federal: N/A

PreK-20 Team Support

State:

0.5 Administrative Support

Federal: N/A

Federal Programs Team

- Adult and Community Education
- Improving the Academic Achievement of the Disadvantaged (NCLB Title I-A)
- Education of Migratory Children (NCLB Title I-C)
- Language Instruction for Limited English Proficient and Immigrant Students (NCLB Title III)
- Truancy, Dropout Prevention, Reintegration, Alternative and Homeless Education
- School Counselors
- Educator Certification
- School Approval
- Maine Schools Emergency Preparedness

Name of Team: Federal Programs Team

Name of Education Team and Policy Director: Jacqueline Soychak

Program Names:

- Adult and Community Education
- Improving the Academic Achievement of the Disadvantaged (NCLB Title I-A)
- Education of Migratory Children (NCLB Title I-C)
- Language Instruction for Limited English Proficient and Immigrant Students (NCLB Title III)
- Truancy, Dropout Prevention, Reintegration, Alternative and Homeless Education
- School Counselors
- Educator Certification
- School Approval
- Maine Schools Emergency Preparedness

Leadership Support for All Phases of Above:

State:

(1.0 FTE) Education Team and Policy Director

Federal: N/A

Program Name: Adult and Community Education

Program Purpose: The Adult and Community Education program provides access and quality educational programs for Maine citizens to acquire the skills and knowledge necessary to function effectively as family members, workers, and citizens. It is administered under federal and state legislation, and also oversees private foundation grants to provide leadership, program development, technical assistance, professional development and program evaluation.

Statutory Reference:

State:

20-A MRSA, Section 257 and Sections 8601-8611

Federal:

Public Law 105-220 Workforce Investment Act of 1998; Title II Adult Education and Family Literacy Act; The No Child Left Behind Act of 2001, Title I-B (3)

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 221, Adult Administrative Policies
Me. Dept. of Ed. Reg. 222, Adult Vocational Education
Me. Dept. of Ed. Reg. 224, Adult Handicapped Courses
Me. Dept. of Ed. Reg. 225, Adult High School Completion Programs
Me. Dept. of Ed. Reg. 226, Adult Basic Literacy Courses
Me. Dept. of Ed. Reg. 227, Federal Adult Basic Education Programs
Me. Dept. of Ed. Reg. 228, Standards for School-Based Child Care Services and Parenting/Child Development Education
Me. Dept. of Ed. Reg. 229, Adult and Community Education Fiscal Procedures
Me. Dept. of Ed. Reg. 230, Adult Program Provisions

Federal: N/A

Staff Support for All Phases of Above:

State:

(2.0 FTE) Education Specialist III
(1.0 FTE) Office Associate II

Federal:

(1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

Adult Education and Family Literacy (Adult Basic Education); Adult High School Completion (Adult High School Diploma, General Educational Development (GED); Workforce Training and Re-Training; College Transitions; Family Literacy (Even Start); WorkReady™

- By FY 2009, the number of Maine adults who learn to read will increase by 15% over the FY 2007 baseline;
- The number of GED test sites available to provide accessible testing for Maine citizens will be maintained at a minimum of 85 through FY 2009;
- By FY 2009, the number of adults who achieve a high school diploma or GED will increase by 15% from the FY 2007 baseline;
- By FY 2009, the number of Maine adults who enter Maine's post-secondary institutions from adult education prepared for college will increase by 25% from the FY 2007 baseline;
- By FY 2009, 30% of all adult basic education teachers will have received professional development in research-based reading and math instruction;
- By FY 2009, adult educators in at least four rural programs will demonstrate the skills necessary to integrate technology into instructional practice and will be prepared to mentor other instructors throughout the State;
- By 2009, 50% of all adult education teachers will have participated in at least one Bridges to Practice training to be better equipped to work with adults with learning differences;
- By 2009, 100% of Maine Adult Education programs receiving federal and state funding will be entering data and reporting on program performance using the Maine Adult Education Managed Information System (MAEMIS);
- By FY 2009, Maine's three Family Literacy programs will have provided high quality instructional programs that promote adult literacy, empowered parents to support their children's literacy development, provided developmentally appropriate childhood education to prepare children for success in school, and provided intergenerational literacy opportunities for child and parent together to another 75 most-in-need families;
- By FY 2009, Maine Adult Education programs will have developed articulation agreements for dual enrollment with four of the seven Community Colleges to ensure that adults receive college credit for courses in adult education that support their career pathway;
- By FY 2009, Maine Adult Education programs will have provided over 50 WorkReady™ courses, in conjunction with the Local Workforce Investment Boards, to Maine citizens in need of support in preparing to be effective workers; and
- By FY 2009, Maine Adult Education programs will have increased the number of workplace education programs offered by 15% over the FY 2007 baseline.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual performance reports and the yearly review of contracts (successful completion) help gauge success in meeting goals.

Performance Reports:

- Year-end Request for Subsidy (EFX-132) from SAUs to the Department
- Adult Education and Family Literacy Act Annual National Reporting System (NRS) Report, Narrative, and Financial Report
- No Child Left Behind (Even Start Family Literacy) Annual Data Report, required Local Evaluation and Financial Report from local programs to the Department.
- College Transition Initiative Annual Data Report, Narrative and Financial Report from local programs to the Department.
- Center for Adult Learning and Literacy Annual Financial Reports and Narrative from the University of Maine to the Department.

Barriers to Performance:

- **Transportation** for students in both rural and urban settings to get to classes.
- **The limited availability of childcare.**
- **Welfare reform measures.**
- **Staff shortages** and the turnover of part-time staff.
- **Certification requirements for part-time adult educators.**
- Part-time adult education programs.

Corrective Actions:Transportation:

- Programs offer flexibility for times and locations of classes.
- Program staff are being trained to use technology to support learners who cannot attend classes on a regular basis.

Childcare:

- Programs are working with local childcare providers to make childcare available for parents who attend school.
- Some programs make childcare available on site in order for parents to attend school.

Welfare Reform:

- Adult Education serves on the Temporary Assistance for Needy Families (TANF) Advisory Board.
- Cooperative arrangements have been developed regarding educational need and priorities.
- Counseling is more available for adults who need education in order to be successful employees.
- Development of WorkReady™ program helps adults learn the skills they need to be successful employees.

Local Staff Shortages:

- Sharing of staff across school units.
- Providing courses via ATM and other technologies.

Certification requirements:

- Working collaboratively with State Board of Education and Certification Team in the Department to address barriers to certification for part-time employees.

Part-time Adult Education Programs:

- Support for more full-time programs with equitable distribution of services.

Emerging Issues:

- **College Transitions Initiative** – the need to develop of at least eight more centers for more complete statewide representation;
- Use of technology in adult education – the need to train and support a large number of part-time adult education teachers to integrate and deliver instruction using technology when many of them do not have adequate access to computers to develop their courses and correspond with learners; and
- Family literacy- the need to support and grow the dwindling number of family literacy programs as more cuts to federal funding loom in the future.

Recent or Proposed Improvements, Innovations, Solutions:

- Maine Adult Education Managed Information System (MAEMIS) has recently been updated for federally funded programs and must be rolled-out to all State-funded programs as well. In order to do this, trained regional resource guides help with training and implementation. The next revision to MAEMIS will move program data to a web-based system where data can be reviewed at the State level as often as needed.
- **WorkReady™** is Maine's response to the need for a workforce that has the basic soft skills required to be an effective employee.
- **College Transitions Initiative** has been developed to help Maine's adults who have been out of school for a while prepare for college entrance.

Constituencies Served:

- Adults who are out of school, 17 years of age or older, and
- Even Start children who are ages birth to eight who have eligible parents.

Areas Coordinated with Other Agencies:

Employment and Training is coordinated with: Department of Labor Career Centers; Department of Health and Human Services; Maine Community College System; Maine's Career and Technical Education Centers; University of Maine; and Vocational Rehabilitation.

Family Literacy is coordinated with: Head Start; Department of Health and Human Services; Maine Humanities Council; Raising Readers; Literacy Volunteers; and Title I, Pre-K, Reading First and Early Reading First.

College Transition is coordinated with: Maine's Community College Campuses and System Office; University of Maine System; MELMAC; Maine Educational Opportunities Centers (MEOC); Maine Compact for Higher Education; and Nellie Mae Education Foundation.

Alternative Delivery Systems:

The primary delivery system for Adult Education in Maine continues to be the local education agency (LEA). However:

- Community based-organizations are partners with the LEAs on both Adult Education and Family Literacy Act and Even Start grants;
- Approximately 20% of the LEA programs are regional (involving more than one school system); and
- 80% are members of regional alliances for the purposes of meeting area business, industry and welfare reform.

**Program Name: Improving the Academic Achievement of the Disadvantaged
(NCLB Title I-A)**

Program Purpose: The purpose of the Education of the Disadvantaged and School Improvement/Accountability program is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title I-A

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Part 200, 1-79

Staff Support for All Phases of Above:

State: N/A

Federal:

(2.0 FTE) Educational Specialist III
(1.0 FTE) Educational Specialist I
(0.85 FTE) Accountant II
(1.0 FTE) Office Assistant II
(0.5 FTE) Clerk Typist IV

Priorities, Goals and/or Objective Performance Criteria:

- Ensure that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- Meet the educational needs of low-achieving children in Maine's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;

- Close the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- Hold schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;
- Distribute and target resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- Improve and strengthen accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- Provide greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- Provide children an enriched and accelerated educational program, including the use of school-wide programs or additional services that increase the amount and quality of instructional time;
- Promote school-wide reform and ensure the access of children to effective, scientifically based instructional strategies and challenging academic content;
- Significantly elevate the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- Coordinate services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- Afford parents substantial and meaningful opportunities to participate in the education of their children.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual reports of progress in meeting the 2014 target to have all students demonstrate proficiency as measured by the Maine Educational Assessment and the Maine High School Assessment;
- Annual review of Title I-A Performance reports and applications;
- Annual reporting of Adequate Yearly Progress for public schools; and
- Completion of five year monitoring cycles for LEAs.

Performance Reports:

Annual Performance Reports are required by the United States Department of Education. They are submitted electronically in two parts: Part I by December 1 and Part II by April 1.

Barriers to Performance:

- Title I-A funds have decreased while the program requirements have increased. The funding for FY08 is less than the funding in FY04.

- The need to continue to increase and build more communication across Department teams to share knowledge and priorities.

Corrective Actions:

- Communicate regularly with federal liaisons and others to ensure knowledge of program financial needs in order to meet the goals;
- Continue to improve opportunities for sharing knowledge across state and federal programs; and
- Continue to focus on communications among teams across the Department to enhance coordination in planning aligned with the Department’s mission and work.

Emerging Issues:

- The Elementary and Secondary Education Act is scheduled for reauthorization in the spring of 2008. This deadline is an estimate and may not be achieved. This reauthorization will require staff to learn about and implement the changes, and also provide technical assistance to school units and they learn about and implement the changes that may impact them.
- The reorganization of school units will require staff to plan, implement, and provide training for the newly configured Regional School Units.
- The requirement to report Adequate Yearly Progress, identify Continuous Improvement Schools (CIPS) and School Units (CIPD), monitor required sanctions and provide support for school improvement planning is labor intensive. Additionally, the target that schools/ school units must meet to achieve Adequate Yearly Progress (AYP) increases as the 2014 timeline approaches. This means that the SEA is required to provide services to an increasing number of CIPS schools with decreased resources.

Recent or Proposed Improvements, Innovations, Solutions:

- The use of technology is currently being expanded to provide access to a wider audience and to eliminate duplication of efforts.
- Webinars are offered as a fiscally efficient model to inform professional learning communities. This format allows more participants to attend with colleagues while eliminating travel time and expense. Having sessions archived on the web allows for greater participation.
- Electronic applications and performance reports assist staff in providing technical assistance on these reports. The system also eliminates work in typing projects that had previously been manually entered, and by manually calculating budgets and expenses.

Constituencies Served:

This program serves all public and approved non-public schools. The program provides supplemental services in the areas of reading and mathematics to the students most at risk of not meeting Maine’s *Learning Results* in Title IA eligible schools. The program also provides support for school improvement activities and monitors sanctions, required under NCLB, for Continuous Improvement Priority Schools and School Units. Program

staff work with unit and school personnel to serve the needs of students and parents as described under The No Child Left Behind Act of 2001.

Areas Coordinated with Other Agencies:

This program coordinates with:

- The Parent Information Resource Center
- The University of Maine Center for Early Literacy
- The Region I Comprehensive Center
- Maine Mathematics and Science Alliance
- Council of Chief State School Officers (CCSSO)
- ACHIEVE

Alternative Delivery Systems: N/A

Program Name: Education of Migratory Students (NCLB Title I-C)

Program Purpose: The Migrant Education program assists all migrant students in meeting challenging academic standards and achieving graduation from high school (or a GED program) with an education that prepares them for responsible citizenship, further learning, and productive employment; and coordinates with other federal programs and state and local reform efforts, to improve the school performance of migrant children.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001 (NCLB), Title 1C

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Sections 200, 81-88

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III
(1.0 FTE) Education Specialist II
(0.5 FTE) Clerk IV
(0.15 FTE) Accountant
(0.58 FTE) Migrant Field Recruiters (seasonal)

Priorities, Goals and/or Objective Performance Criteria:

- Support high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated interstate and intra-state moves;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and State academic content and student academic achievement standards;
- Ensure that migratory children are provided with appropriate educational services (including support services) that address their special needs in a coordinated and efficient manner;

- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet;
- Design programs to help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to do well in school, and to prepare such children to make a successful transition to postsecondary education or employment;
- Ensure that migratory children benefit from State and local reforms;
- Work with the federal Office of Migrant Education to: monitor implementation of the federal Migrant Education Program (MEP) by examining the general context within which the program operates, the overall organizational structure and design of the program, results achieved by the program, basic program operations (especially compliance with program requirements), and resolution of prior findings from audits or program monitoring.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Blueberry Harvest School (in July-August of each year) parent, teacher and student surveys;
- Follow-up telephone interviews for Blueberry Harvest School;
- Blueberry Harvest School Program Review;
- Broccoli Harvest Program Review;
- Parent and student surveys completed and returned by school districts in September; and
- Follow-up telephone interviews for Parent-Student surveys during October-November and as children are added during school year.

Performance Reports:

- Annual Federal Child Count Report; and
- Annual federal Consolidated State Performance Report.

Barriers to Performance:

- The time required for finding, hiring, and training new staff (director, assistant, and seasonal recruiter) to replace previous staff who left;
- The need to complete the comprehensive needs assessment while at the same time being trained for the program; and
- The need to complete the service delivery plan.

Corrective Actions:

- Hiring of the new Education Specialist III Migrant Director and the new field recruiter within the past 6 months to join a staff of one assistant with one year's experience;
- Developing an emergency temporary needs assessment;
- Following up with an emergency temporary service delivery plan; and

- Ongoing training and information sharing with The Office of Migrant Education (OME) and SAUs.

Emerging Issues:

- Difficulty identifying and recruiting families/students; and
- Questions about eligibility requirements.

Recent or Proposed Improvements, Innovations, Solutions:

- Implementing comprehensive needs assessment;
- Designing service delivery plan;
- Clarifying eligibility criteria;
- Reviewing Certificates of Eligibility from 2007 Blueberry Harvest School with new information from personnel in the federal Office of Migrant Education;
- Compliance with requirements of process of MSix development (design and implementation of federal database to replace current MIS2000); and
- Enhancing outreach to school districts.

Constituencies Served:

Children of migrant workers or workers themselves under the age of 22 and without a high school diploma or GED.

Areas Coordinated with Other Agencies:

- Labor issues- Maine Department of Labor, Bureau of Labor Standards
- Professional development – Training and Development Corporation, National Farmworker Jobs Program
- ESL/Bilingual education – Maine State Department of Education, ESL/Bilingual Programs
- Special Education - SAU's, Directors of Special Services
- Social and educational services- Mano en Mano

Alternative Delivery Systems: N/A

Program Name: Language Instruction for Limited English Proficient and Immigrant Students (NCLB Title III)

Program Purpose: The English as a Second Language (ESL)/ Bilingual Education program helps ensure that Maine children who are limited English proficient, including immigrant children and youth, attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet; assists the State and local school administrative agencies to develop and enhance their capacity to provide high quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth , to enter all-English instruction settings; and implements the requirements of NCLB for students with limited English proficiency.

Statutory Reference:

State:

20-A MRSA Section 4701

Federal:

The Civil Rights Act of 1964

Federal Equal Education Opportunities Act (1974)

Office of Civil Rights Memorandum of 1991

The No Child Left Behind (NCLB) Act of 2001, Title III

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements, Sections (3.02)(A) and (B)

Federal:

34 CFR, Section 100.3 (b) (ii).[4]

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III

(0.5 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Provide guidance and leadership statewide on all matters related to English Language Learners (ELLs);

- Determine degree to which annual measurable achievement objectives are met for English language learners making progress and achieving English language proficiency;
- Provide technical assistance to all SAUs for identifying English language Learners (ELLs) and developing English as a Second Language (ESL) programs;
- Monitor to ensure that all SAUs have current Board of Education adopted Lau Plans (named after the landmark Lau vs. Nichols U.S. Supreme Court Decision of 1974, this is one equal access plan that protects English Language Learners and describes what a school district will do);
- Work with SAUs to design and implement Title III Improvement Plans;
- Coordinate administration of the required annual assessment of English language proficiency required for all ELLs;
- Design, coordinate and oversee the delivery of professional development to educators of ELLs;
- Implement required training for administrators of Maine's annual assessment; and
- Provide technical assistance to MEDMS (Maine Education Data Management System), MeCAS (Maine Comprehensive Assessment System) and NCLB Accountability staff.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual report of achievement status to the US Department of Education (USDE) through the Consolidated State Performance Report;
- the Title III Biennial Report to USDE; and
- Continuation of NCLB annual grant funding from USDE.

Performance Reports:

- Title III Biennial Report to USDE.
- Consolidated State Performance Report to USDE.

Barriers to Performance:

- Flat federal funding for this program, which has not been increased since the baseline was determined in 2002 and has not kept pace with the increase in number of English Language Learners in Maine since 2002;
- Insufficient funds for hiring staff necessary for needed site monitoring, policy development, and accountability measures;
- Maine's current data management, which is insufficient for the complex formula required to meet federal reporting of ELL student growth, preventing us from being able to accurately determine Adequate Yearly Progress (AYP) status for the ELL subgroup; and
- Maine's shortage of ESL endorsed teachers and the increase in students needing services mean that ELLs do not have teachers trained to meet the specific needs of English language learners.

Corrective Actions:

- Continue ongoing communication with the US Department of Education about the pressing need for additional federal funding for English Language Learners through Title I and Title III;
- With assistance from appropriate agencies, determine the technology needed to ensure the capacity to report accurate and timely determinations of AYP status for the ELL subgroup in Maine; and
- Develop and implement a plan to ensure that all English language learners are taught by fully certified highly qualified ESL teachers.

Emerging Issues:

- The English language learner population is increasing more rapidly than any other student enrollment population. Nationally, one out of every five students enrolled in US schools is limited English proficient. In Maine, one SAU enrolled more than 200 ELLs in a 3-month period. There are schools in Maine with 40 % ELL student populations. Maine's shortage of ESL endorsed teachers and the increase in ELLs means that ELLs are being "taught" by teachers not trained to meet the specific needs of English language learners.
- At the federal level, discussions are ongoing about the need to require state content assessments to be translated and offered in a language understandable to the student to truly assess the content knowledge and ability of the ELL.
- The need and lack of capacity for schools to assess ELL students for special needs is an area of significant concern.

Recent or Proposed Improvements, Innovations, Solutions:

- Require that all certified teachers have a course in meeting the needs of English language learners;
- Require that the services of an ELL Coordinator be available at every SAU; and
- Support national consortium efforts to design feasible and practical methods for assessing content knowledge of English language learners.

Constituencies Served:

Students, their families, teachers, SAU administrators, and the business community.

Areas Coordinated with Other Agencies:

This program coordinates with:

- University of Maine System teacher training programs;
- Department of Health and Human Services (DHHS); and
- Office of Multicultural Affairs, Department of Health and Human Services

Alternative Delivery Systems: N/A

Program Name: Truancy, Dropout Prevention, Reintegration, Alternative and Homeless Education

Program purpose: This program ensures that consultation and technical assistance are provided to the Department of Education and to school administrative districts in the program area through research, data collection, training programs, model development, and evaluation of programs; and that required federal reports for the programs are complete and submitted on time.

Statutory Reference:

State:

20-A MRSA, Sections 5102-5103, 5104-A, Dropouts; Section 257(4) Department of Education diploma; Section 5151 Technical Assistance; Section 5052 Advisory Committee; Section 5153 Rules.

Federal:

The No Child Left Behind Act of 2001, Title X (C) McKinney-Vento Homeless Assistance Act

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 14, Exceptions to General Residency Rules and Education of Homeless Students, Section 3 Resolution of Disputes Regarding Placement of Homeless Students
Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements, Section 3.04 (3.1)-(3.3) Alternative Education

Federal: N/A

Staff Support for All Phases of above:

State: N/A

Federal:

(0.98 FTE) Education Specialist II
(0.5 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Determine the scope of the needs of dropouts truants, and youth reintegrating from the correctional facilities;
- Provide policies and programs to address the determined needs;
- Work with Maine Educational Data Management System (MEDMS) staff to maintain the data on truancy and dropouts in the state of Maine used in planning and consulting with administrative school units and the Department;

- Provide a clearinghouse for information on alternative programs, exemplary practices and research on alternatives in education;
- Develop and implement professional development training for Maine educators in alternatives in education;
- Provide effective staff services to the Commissioner's Advisory Committee on Truancy, Dropout, Reintegration and Alternative education; and
- Provide an annual report on behalf of the Commissioner on the prevalence of need in the program areas to the Joint Standing Committee on Education and Cultural Affairs, as well as to prepare positive strategies to prevent and remedy the problems identified.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual reports filed with the Commissioner and Joint Standing Committee on Education and Cultural Affairs;
- Success of the annual Dropout Prevention Summer Institutes held at University of Maine;
- Completion of the review of alternative education programs K-12 in conjunction with the alternative education legislation resolve of the 123rd Legislature (2007);
- The evaluation of the impact of the program's participation in the Kids Legal Conference to disseminate information regarding truancy issue and alternative education in Maine; and
- The evaluation of the impact of the program's participation in workshops to provide assistance in the areas of dropout prevention, intervention and reengagement.

Performance Reports:

Annual report on behalf of the Commissioner to the Joint Standing Committee on Education and Cultural Affairs on the work of the programs, including positive strategies to prevent and remedy the problems identified.

Barriers to Performance:

- Lack of sufficient personnel to carry out tasks: 20-A MRSA, Section 5151 states that "the Commissioner shall employ at least one consultant whose sole responsibility is to cover the area of truancy, dropout, and alternative education." The present consultant handles homeless education and school counselors as well as truancy, dropout, and alternative education.
- Lack of sufficient funding for program: existing state funding does not cover the cost of personal services, or all other costs for advisory committee meetings, mileage or materials necessary to provide services.

Corrective Actions:

Fully fund the required full time position and program costs.

Emerging Issues:

The increasing number of children and youth who are at risk in their lives with severe issues needing multiple intervention strategies to be able to attain the skills needed to become citizenship, career and college ready upon graduation.

Recent or Proposed Improvements, Innovations, Solutions:

Staff co-chaired the Governor's Task Force to Engage Maine's Youth which created Legislative changes in Public Law 451 and a substantive report on recommendations to help meet the needs of youth who are experiencing educational disruption through homelessness, psychiatric care, foster care placement, and reintegration from correctional facilities.

Constituencies Served:

Local school administrative unit personnel, students at risk, parents, community agencies, and Maine businesses.

Areas Coordinated with Other Agencies:

In working on behalf of at-risk youth, the program coordinates with:

- Institute for the Study of Students At Risk
- Keeping Maine's Children Connected
- Department of Health and Human Services
- Office of Substance Abuse
- Department of Corrections
- Department of Labor
- After school Network
- Operation Military Kids
- Juvenile Justice Advisory Group
- Jurisdictional Team Planning
- Alternative Education Association
- Maine Advisory Committee on Children With Disabilities
- Maine State Housing Authority, Youth and Family Shelters
- Youth Outreach Workers, Psychiatric Facilities
- Youth Development Centers, group Homes, Transitional Living facilities

Alternative Delivery Systems:

The program is an alternative delivery system and works within the Department as well as with other agencies working on behalf of at risk youth.

Program Name: School Counselors

Program Purpose:

The purpose of the School Counselor program is to support the work of guidance staff which includes full-time equivalent public guidance counselors and directors of guidance or school social workers, and be a liaison to them.

Statutory Reference:

State: N/A

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic School Approval: Public Schools and School Administrative Units, Section 9.02 Comprehensive Guidance Resources

Federal: N/A

Staff Support for all phases of above:

State:

(0.02 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide support to school counselors;
- Provide technical assistance and leadership as school units develop their comprehensive, developmental guidance program as cited in Me. Dept. of Ed. Reg. 125, Section 9.02 based on a state developed implementation model;
- Ensure that the comprehensive guidance program is included in the comprehensive education plan;
- Provide technical assistance to school units to ensure that guidance programs provide services to all students by providing a program of activities and planned strategies to help students manage their career development consistent with the *Maine Learning Results*;
- Provide technical assistance to ensure that structured developmental experiences are presented systematically through classroom and group activities to enhance the ability of students to meet the *Maine Learning Results* content standards; and
- Provide the leadership and support that assists school counselors to meet all the program requirements as set forth in Me. Dept. of Ed. Reg. 125, Section 9.02 including parent involvement, programming, evaluation, and professional training.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports: N/A

Barriers to Performance:

- Lack of statutory recognition for a position for this program, and
- Lack of funding for a position and work related expenses.

Corrective Actions:

- Authorize a full-time School Counselor Education Specialist III to represent guidance staff in the Department understanding that the work of elementary, middle school and high school guidance staff is essential to the capacity of schools to ensure that all students graduate college, career, and citizenship ready.
- Provide sufficient funding to cover the cost of the work that needs to be done, including but not limited to on-site individual school support, and both regional and state level conference workshops.

Emerging Issues:

With the compelling Maine vision that requires all Maine students to graduate college, career, and citizenship ready, support services to students need to be in place through solid academic and career counseling programs in all schools, creating a need for an School Counselor Education Specialist III for leadership and technical assistance to school guidance staff.

Recent or Proposed Improvements, Innovation, Solutions:

In 2005, a committee of practitioners was convened to develop the State of Maine Comprehensive, Developmental K-12 School Counseling Model. It is available on the website created for counselors, and some training has been provided within the State. A need exists to provide more extensive training in the model, to ensure equitable access to guidance services for all students.

Constituencies Served:

Local school administrative unit personnel and school guidance staff

Areas Coordinated with Other Agencies:

Interaction is with the following agencies, offices and associations:

- Keeping Maine's Children Connected
- Department of Health and Human Services
- Department of Corrections
- Maine School Counselors Association
- Maine Counselor Association
- Office of Substance Abuse
- Institute for the Study of Students At Risk
- Coordinated School Health, Student Assistance Teams

Alternative Delivery System: N/A

Program Name: Educator Certification

Program Purpose: The Educator Certification program ensures that all educational personnel working in State approved schools, both public and private, hold proper certification, authorization or approval. The Certification Team evaluates, issues, renews, and revokes all administrator, teacher, and educational specialist certificates; it also evaluates, issues, and revokes all educational technician authorizations; it issues criminal history record check approval to all certificate and authorization holders and to other school personnel not required to hold certification or authorization, including substitutes and contracted service providers; and it reviews and takes action on all charges of criminal and civil allegations, including child abuse, reportedly committed by any certified, authorized, or approved school personnel or potential school personnel. A further purpose is to assist eligible members of the Armed Forces to obtain certification or licensing as elementary school teachers, secondary school teachers, or vocational or technical teachers, and to become highly qualified teachers; facilitate the employment of such members by schools receiving grants under The No Child Left Behind Act of 2001, Title I-A; and in particular address a shortage of science, mathematics, special education, or vocational or technical teachers.

Statutory Reference:

State:

20-A MRSA, Sections 1303-1307; 13011-13016; 13017-A to 13024; 13031-13031; 13034; 13035-A to 13038

Federal: The No Child Left Behind Act of 2001, Title II

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 13, Qualifying Examinations for Teachers, Educational Specialists, and Administrators

Me. Dept. of Ed. Reg. 115, Certification, Authorization and Approval of Education Personnel

Me. Dept. of Ed. Reg. 118, Purposes, Standards, and Procedures for Educational Personnel Support Systems

Me. Dept. of Ed. Reg. 119 Adjudicatory Proceedings on Certification Issues

Federal: N/A

Staff Support for All Phases of Above:

State:

- (1.0 FTE) Education Team Coordinator
- (2.0 FTE) Educational Specialist III
- (1.0 FTE) Secretary
- (1.0 FTE) Office Assistant II
- (3.0 FTE) Office Associate II

Federal:

- (1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

- Ensure that students in public and private elementary, secondary, and career and technical schools are being educated by appropriately certified personnel and people whose criminal background deems them safe to be employed in schools.
- Ensure that eligible members of the Armed Forces can obtain licensing as K-12 academic and vocational or technical teachers, especially in the target areas of science, mathematics, special education, vocational or technical education.
- Facilitate the employment of such members, particularly in schools receiving Title I funds.
- Provide technical assistance and expertise to local and regional support systems, school units, administrators, teachers, educational specialists, educational technicians, other teams, institutes of higher education, professional organizations, other state certification agencies, other State of Maine agencies, and individuals seeking certification, authorization, or employment.
- Continue to review methods of giving excellent customer service, which includes issuing certificates, authorizations, and approvals in a timely manner.
- Review, revise, and distribute Chapters 013, 115 Part I, 115 Part II, and 119;
- Convert over 100,000 paper files to an electronic system;
- Effectively oversee the collection of more than \$1,100,000 in certification/authorization/approval fees for the General Fund.
- Annually complete the approximately 2,800 new certificates to beginning educators, 6,600 renewed certificates, 1000 new educational technician authorizations, 1,700 renewed authorizations, 12,000 approvals, 11,000 renewed approvals, which requires handling of approximately 108,000 pieces of mailed correspondence, 74,000 e-mails, and 12,000 telephone calls. Because of the large volume, the written response time is approximately 4 to 8 weeks.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports:

- Annual review of the effectiveness of process for ensuring certifications for all educational personnel working in State approved schools, both public and private who must hold proper State of Maine certification, authorization, or approval.
- Annual USDE Consolidated State Performance Report submission regarding Teacher Quality.

Barriers to Performance:

- The lengthened response time because of the volume of work to be accomplished by current staff without sufficient technology to streamline tasks;
- The transfer of the implementation of the criminal background check from the State Bureau of Identification to the Department and the revisions in the reporting mechanisms have required more time than was initially anticipated; and
- The need for a data management system that collects longitudinal data to meet Teacher Quality reporting requirements.

Corrective Actions:

- Review program priorities, current levels of staffing, staff development needs of our current staff, as well as future staffing needs.
- Work with Department technology personnel to develop and implement a plan to provide more timely service through the use of technology.
- Selection of a vendor to develop the new data management system.
- Department receipt of a Longitudinal Data System (LDS) Grant.

Emerging Issues:

- Potential retirements of two key personnel who have been in the Certification Office more than 18 and 11 years respectively will leave a knowledge/experience gap; and
- The need for certification technology to interface with the replacement Maine Educational Data Management System (MEDMS) to ensure timely, accurate, and efficient Teacher Quality federal reports.

Recent or Proposed Improvements, Innovations, Solutions:

- Four different applications and other forms have been put on-line.
- Created a user-friendly informational document containing certification requirements.
- Revised form letters that can be completed more quickly.
- Started the certification renewal process two months earlier.
- Initiated discussions about more efficient collection and dissemination of data.

Constituencies Served:

- Individuals seeking certification, authorization, or approval
- School units
- School administrators
- CDS administrators
- Other state certification agencies
- Local and regional certification support systems
- Institutes of higher education; and professional organizations
- Eligible members of the Armed Forces

Areas Coordinated with Other Agencies:

Certification works closely with State Bureau of Identification regarding the criminal history record checks; and the Department coordinates with the Department of Defense as appropriate to implement Troops to Teachers program.

Alternative Delivery Systems:

Alternative delivery systems have been discussed over the last fifteen years. There are none that have been found that can produce the quality and quantity that is being produced currently.

Program Name: School Approval

Program Purpose: The School Approval program ensures and documents that all public and State-approved private schools are meeting all applicable requirements for school approval, and that all homeschooling students are appropriately registered in compliance with all applicable requirements.

Statutory Reference:

State:

20-A MRSA, Chapter 117 and Sections 5001-A and 1001(16)

- Public Schools:

Section 4501-4504 Basic school approval; Section 3002 Career and technical education; Section 4511-4517, Accreditation; Section 4520 Technical assistance; Section 4701-4709 Instruction; Sections 4711, 4721-4720 Basic course of study; Section 4801-4805 School days; Section 258-A School inspections.

- Private Schools:

Sections 2901-2905 Basic school approval; Section 2906 Accreditation; Section 2907 Nontraditional limited purpose school approval; Section 2951-2955 Approval for tuition purposes; Section 3001 Schools for children with disabilities; Section 3002 Career and technical education; Section 258-A(4) Inspection of schools; Section 3001 Schools for children with disabilities; Section 5001-A Alternative to attendance at public day school; Section 3051 Non-Maine students; Section 3061 Publicly Supported Private Secondary School Advisory Council.

- Education in the Unorganized Territories (EUT):

Chapter 119 Unorganized Territory; Section 3251 School privileges in the unorganized territories; Section 3252 Elementary pupils; Section 3253-A Secondary students; Section 3254-A Other educational programs.

- Homeschooling:

20-A MRSA, Section 5001-A, (3) (A) (4) Sections 5021-5025

- Equivalent Instruction Private Schools:

20-A MRSA, Section 5001-A, (3) (A) (1) and (2)

Enforcement of section 3 (d) in the Department of Education Guidelines for Equivalent Instruction in Non-Approved Private Schools shall rest solely with the Departments of Health and Human Services and Public Safety.

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 18, Licensure of Residential Child Care Facilities (joint rule with 10-148 and 14-193)

Me. Dept. of Ed. Reg. 21, Secular Textbooks and Services to Private School Pupils

Me. Dept. of Ed. Reg. 33, Use of Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools

Me. Dept. of Ed. Reg. 40, Rule for Medication Administration in Maine Schools
Me. Dept. of Ed. Reg. 45, Rule for Vision and Hearing Screening in Maine Schools
Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units
Me. Dept. of Ed. Reg. 126, Immunization Requirements for Children
Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements
Me. Dept. of Ed. Reg. 250, School Approval for Nontraditional Limited Purpose Schools.

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.95 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Ensure high quality initial school approval process for each category of school, with appropriate written protocols, aligned with current statutes and rules, including a recommended format for the annual report to the Commissioner;
- Ensure a high quality yearly review process for each category of school, with appropriate written protocols, aligned with current statutes and rules, including a recommended format for the culminating report to the Commissioner;
- Work with OIT and MIS personnel to create and implement a high quality and efficient electronic process for collecting school approval data for each category of school, creating reports to meet state and federal reporting requirements, and providing notification of approval status to schools in a timely manner;
- Provide the Commissioner with an annual report on all approved schools, public and private, indicating their status: strengths, deficiencies needing to be addressed, and suggested strategies for addressing deficiencies;
- Work with Office of Information Technology (OIT) and School Finance and Operations personnel to update the process for collecting information on home schooled students to ensure accuracy and efficient access to current and past records for Department personnel responsible for providing this information;
- Provide an annual report to the Commissioner on home schooling statistics;
- Create a frequently asked questions (FAQs) document for each school approval category, as well as for home schooling; and
- Begin to create a readily available and consistently updated website for school approval and home schooling.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual report to the Commissioner on each category of school approval and home schooling, noting successes, needs, and stating goals for the coming year.

Performance Reports:

Currently no performance reports exist for the public schools (712), approved private schools (155), equivalent instruction schools (111) or new applicants for approved private school status per year (3-5).

Barriers to Performance:

Lack of a written consistent process for collecting, reporting and responding to the data on schools.

Corrective Actions:

Develop and implement a plan for collecting, reporting and responding to the data on schools as a measure of school effectiveness in meeting school approval requirements.

Emerging Issues:

The need to acquire measurable data regarding school inspections and school approval issues with appropriate follow-up on analysis of results.

Recent or Proposed Improvements, Innovations, and Solutions: N/A**Constituencies Served:**

All public schools, private schools, residential childcare facilities, special purpose private schools, non-traditional limited purpose schools, homeschooling families, and parents requesting transfer appeals of superintendent agreements to transfer.

Areas Coordinated with Other Agencies:

- Maine Emergency Management (MEMA) for emergency management planning for schools.
- Maine Principals Association (MPA) and Maine School Management Association (MSMA) for communications with schools.
- The Department of Health and Human Services for Licensing of Residential Childcare Facilities.

Alternative Delivery Systems: N/A

Program Name: Maine Schools Emergency Preparedness

Program Purpose: The Department’s Maine Schools Emergency Preparedness Resource Team promotes and assists with all hazards emergency management processes in Maine schools.

Statutory Reference:

State: 20-A MRSA, Section 1001, (16)

Federal:

Homeland Security statutes/regulations and Presidential directives pertaining to all hazards emergency management.

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.05) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Promote and assist with all hazards emergency management processes in schools.

Deliver the following:

- The collection, development and delivery of resources and skills needed to implement and improve all hazards emergency management for schools;
- The promotion and facilitation of collaboration among stakeholders;
- The development and collection of tools, resources, and policies pertaining to all hazards emergency management for schools; and
- The development and provision of training pertaining to all hazards emergency management for schools.

Timetables or Other Benchmarks of Success in Meeting Goals:

Provide an annual report to the Commissioner on the status of all hazards emergency management for schools, noting successes, and needs and stating future goals.

Performance Reports: Currently no performance reports pertaining to all hazards emergency management are required for the public schools or the approved private schools with 60% or more of the enrolled students on public tuition. Additionally, no performance reports pertaining to all hazards emergency management exist for the other categories of private schools.

Barriers to Performance:

The lack of a specific process for collecting and reporting school data pertaining to all hazards emergency management.

Corrective Actions:

Develop and implement a process for collecting, reporting and acting upon school data pertaining to all hazards emergency management.

Emerging Issues:

There is a need for status reports and updates pertaining to all hazards emergency management for all Maine schools. There is a need to assure collaboration among the stakeholder groups pertaining to all hazards emergency management for all Maine schools.

Recent or Proposed Improvements, Innovations, Solutions:

Training programs have been organized and provided to stakeholder groups in order to facilitate networking and all hazards emergency management plan development for school personnel, emergency responders, law enforcement, and others involved in all hazards emergency management.

Constituencies Served:

All Maine public schools, all categories of private schools, students, the students' parents and families, and the citizens that reside in the communities in which the schools are located.

Areas Coordinated with Other Agencies:

The program coordinates with representatives from the Maine Emergency Management Agency, the Maine School Management Association, the Maine Principals Association, and the Maine County Emergency Management Directors.

Alternative Delivery Systems:

ATM, telephone conferences, web casts, CD ROMs, VHS tapes and website links, as appropriate.



**Additional Contracted Services Staff Support for Aspects of the Work on the
Federal Programs Team**

Adult Education

State:

0.1 Adult Education Specialist

Federal: N/A

NCLB

State: N/A

Federal:

2.0 School Improvement/Accountability Specialists

0.5 ESL Specialist

1.0 Teacher Quality and Mentoring Specialist

1.0 Teacher Quality, Mentoring and Induction Specialist

0.5 Teacher Quality Administrative Support

Certification

State: N/A

Federal:

1.0 Certification Administrative Support

Special Services Team

- Special Education Federal Program
- Special Education Program Monitoring
- Special Education Due Process
- State Wards and State Agency Clients
- Comprehensive System of Personnel Development
- Maine Consumer Information and Technology Training Exchange (MaineCITE)
- Health Education
- Coordinated School Health Program
- Physical Education
- HIV Prevention Education Program
- School Nurse Education
- Student Assistance Team
- Safe and Drug Free Schools (NCLB Title IV-A)
- Children's Cabinet
- Child Development Services System
- Early Childhood Education/Four-Year-Old Programs
- Reading First (NCLB Title I-B)
- 21st Century Learning Centers (NCLB Title IV-B)
- GEAR UP
- Keeping Maine's Children Connected
- Youth Development Centers Project IMPACT
- Gifted and Talented Education

Name of Team: Special Services Team

Name of Education Team and Policy Director: David N. Stockford

Program Names:

- Special Education Federal Program
- Special Education Program Monitoring
- Special Education Due Process
- State Wards and State Agency Clients
- Comprehensive System of Personnel Development
- Maine Consumer Information and Technology Training Exchange (MaineCITE)
- Health Education
- Coordinated School Health Program
- Physical Education
- HIV Prevention Education Program
- School Nurse Education
- Student Assistance Team
- Safe and Drug Free Schools
- Children's Cabinet
- Child Development Services System
- Early Childhood Education/Four-Year-Old Programs
- Reading First (NCLB Title I)
- 21st Century Learning Centers (NCLB Title IV)
- GEAR UP
- Keeping Maine's Children Connected
- Youth Development Centers Project IMPACT
- Gifted and Talented Education

Leadership Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Team and Policy Director

Program Name: Special Education Federal Program

Program Purpose: The Special Education Federal Program collects, reviews, processes, and provides data to the US Department of education Office of Special Education Programs (OSEP) to meet the requirements necessary to receive the State Grant under The Individuals with Disabilities Education Act (IDEA). This includes February reporting on the December 1st Child Count and the November reporting on program information including disability, placement, exiting, suspension and expulsion and ethnicity data for 3-21 year old children with disabilities. The Federal Program distributes a portion of the State Grant Award to Maine school administrative units (SAUs) through an entitlement application process. Applications are received, reviewed, and approved and grant awards are made to SAUs.

Statutory Reference:

State:

20-A MRSA, Chapter 303

Federal:

The Individuals with Disabilities Education Act (IDEA), as amended

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Part 300

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.90 FTE) Office Assistant II
(1.0 FTE) Office Associate II
(1.0 FTE) Education Specialist III
(0.15 FTE) Management Analyst

Priorities, Goals and/or Objective Performance Criteria:

- Prepare for distribution, collection, review and process child count data annually by December 1st and annually report to the Office of Special Education Programs (OSEP) by February and November.
- Work with all Maine's School Administrative Units (SAUs) to address issues and concerns related to the collection of the child count data.
- Prepare for distribution, collection, review and process local entitlement applications for all SAUs in order to process payment for each SAU's special education program.

- Maintain and update the Special Education Federal Program website.
- Work with Maine Educational Data Management System (MEDMS) staff and field contractors to keep reporting requirements current, process data in a timely manner and meet all reporting requirements of OSEP.
- Provide annual workshops on the EF-S-05/MEDMS data collection process to Directors of Special Education and their support staff.
- Work with Maine's SAUs to address concerns relative to the processing of their local entitlement applications.
- Work with Special Services staff in meeting program goals.
- Where Interagency Agreements exist, collaborate with those agencies and implement the content of the agreements.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Complete child counts and report to the Office of Special Education Programs (OSEP) annually in February and November of each year and make this data available on the Special Services website.
- Report on the allocation of federal assistance to and its utilization by schools.

Performance Reports:

Reports to OSEP: The Child Count identifying the numbers of children and youth receiving special education, which includes program and personnel data, in February and November of each year. This data is posted and maintained on the Special Services website. Information on the allocation of federal assistance to, and its utilization by, school administrative units is also posted on that website.

Barriers to Performance:

- Changes in federal reporting requirements require continuous updates to the data collection process.
- Maintenance of two data sets, one by the federal program staff and one by Maine Educational Data Management System (MEDMS).

Corrective Actions:

- Continuous training and information sharing with SAU Directors of Special Education and support staff.
- Maintain single data set.

Emerging Issues:

Continuous changes in federal and state data requirements.

Other data – “Prohibited Behavior” both at the Office of Drug Abuse Prevention (ODAP) and in MEDMS, needs to be transferred immediately to MEDMS.

Recent or Proposed Improvements, Innovations, Solutions:

Continuous additions of data elements to electronic reporting to conform with new federal data reporting obligations, such as “Affirmation of Consultation with Private Schools” to document school administrative units’ requirements to consult with private schools regarding the allocation of federal funding. Federal requirements have been added to ensure implementation of National Instructional Materials Utilization Standards to ensure students can access instructional materials.

Constituencies Served:

SAU Directors of Special Education and their support staff, parents and children with disabilities, other agencies serving children with disabilities: Maine Department of Health and Human Services (MDHHS), Maine Department of Corrections (MDOC), parent organizations and the university system and agencies developing annual reports utilizing Maine Department of Education (MDOE) special education data.

Areas Coordinated with other Agencies:

Coordination with other agencies serving children with disabilities includes: Department of Health and Human Services (DHHS), Department of Corrections (DOC), specifically around mental health services and education; coordination with Maine’s Mental Health Advisory Board; the Acquired Brain Injury Advisory Board; and with the University of Southern Maine, and the Maine Children’s Alliance, organizations using MDOE Special Education Data.

Where Interagency Agreements exist, the program collaborates with those agencies and implements the content of those Agreements.

Alternative Delivery Systems: N/A

Program Name- Special Education Program Monitoring

Program Purpose: Maine's Special Education Program monitoring of IDEA Part B is to ensure that all eligible children with disabilities have an opportunity to receive a free appropriate public education in the least restrictive environment. It includes reviewing special education and related services in public schools, juvenile and adult correctional facilities, and approved special purpose private schools.

Monitoring is a means of determining compliance with federal and State special education laws and regulations while also addressing educational benefit. Monitoring, as referenced by the U.S. Department of Education, Office of Special Education Programs (OSEP), in the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, emphasizes improving educational results and functional outcomes for all children. It also ensures that states emphasize those requirements that are most closely related to improving educational results for children with disabilities.

Statutory References:

State:

20-A MRSA, Chapters 301 and 303

Federal:

The Individuals with Disabilities Education Act (IDEA), as amended

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 101, Maine Unified Special Education Regulation

Federal:

34 CFR 300

Staff Support for All Phases of the Above:

State: N/A

Federal:

(1.0 FTE) Office Associate II
(0.15 FTE) Management Analyst I

Priorities, Goals and/or Objective Performance Criteria:

- Ensure that school units are utilizing procedures and practices as required in the federal and State regulations for special education.
- Monitor school unit data to ensure compliance with current federal requirements that are also embedded in the State's Performance Plan.

Timelines or Other Benchmarks of Success in Meeting Goals:

- Meet timelines as defined through the process and laws as well as those defined by OSEP.
- Meet timelines as outlined in the State's Performance Plan which is submitted for review yearly to OSEP.

Performance Reports:

Focused monitoring uses information from the State's Child Count (EFS-05), the Maine Education Data Management System (MEDMS), and other data sources as components in the monitoring process. These data elements are also a component of the State Performance Plan, which is a requirement from OSEP. The indicators chosen each year cover important compliance issues as well as measurable aspects of educational benefit. Monitoring visits and corrective actions focus on the specific processes related to the data areas that, in the State Performance Plan, flag a determination level requiring State intervention. These levels of intervention are outlined in the federal statute and are also part of the State of Maine's Performance Plan. The key performance indicators that are elements of monitoring are:

- Least Restrictive Environment - emphasizing inclusion of students with disabilities in regular classes to the maximum extent appropriate with access to the general education curriculum, in self-contained placements and in out of district placements.
- Exiting - students with disabilities that drop out, exit to regular education or move and are not known to be continuing, and emphasizing post-secondary transition planning for students 14 years of age and older, and students exiting to regular education.
- Suspension/Expulsion of students with disabilities - this indicator targets schools that suspend or expel students with disabilities at a higher rate than students without disabilities.
- Parent Involvement - Per 20-A MRSA, Section 7205, a representative of the Commissioner shall visit each special education program at least once every 5 years for the purpose of review and assistance. Verification of findings of noncompliance from these visits is completed for all school units with approved special education programs within 45 days following the review. The findings are based on record audits, interviews, parent surveys and policies and procedures. Data from the on-site monitoring visits are incorporated into the State's Annual Performance Plan, and used to assist in setting the targets for improvement each year.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

The reorganization of school units will lead to changes in the structure of the monitoring process. These changes will be taken into account as the process of monitoring evolves in the coming year and is aligned with the new school unit organization.

Recent or proposed improvements, Innovations, Solutions:

Focused monitoring has been evolving as OSEP develops State requirements. Now that the State Performance Plan is addressing those requirements, monitoring activities have been aligned to target the same data and improvement strategies.

Constituencies Served:

All approved school units in the State of Maine, parents of students with disabilities in Maine and the student themselves.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

Program Name: Special Education Due Process

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

Statutory Reference:

State:

20-A MRSA, Chapter 301 and Sections 7206 (Investigation of non-compliance); 7207-B (Due Process Hearings); and §7207-C (Mediations)

Federal:

The Individuals with Disabilities Education Act (IDEA), as amended

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 101, Maine Unified Special Education Regulation

Federal:

34 CFR, Part 300

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III
(3.0 FTE) Education Specialist II
(1.0 FTE) Office Associate II
(0.15 FTE) Management Analyst I

Priorities, Goals and/or Objective Performance Criteria:

- Receive dispute resolution request forms from parents of children with disabilities, adult students with disabilities, school personnel and interested parties regarding eligibility and the provision and implementation of special education programs and services.
- Appoint hearing officers, complaint investigators, and mediators.

- Provide training and support for hearing officers, complaint investigators and mediators.
- Maintain data bases to track administrative hearings, complaint investigations, and mediations and provide pertinent case information and technical assistance to parents, school personnel and other consumers.
- Strive to process all dispute resolution requests within applicable timeframes.
- Create policy for the Due Process system.

Timetables or Other Benchmarks of Success in Meeting Goals:

Annual grant continuation funds are secured with approval of reports listed below.

Performance Reports:

- State Performance Plan (SPP) for FFY 2006 -February 1, 2008 (Indicator 18, Percent of Hearing requests that went to resolution sessions that were resolved through resolution session settlement agreements.)
- Annual Performance Plan for FFY 2006 - February 1, 2008 (Indicators 16, Percent of signed written complaints with reports issued that were resolved within 60-day timeline or a timeline extended for exceptional circumstances with respect to a particular complaint; 17, Percent of fully adjudicated due process hearing requests that were fully adjudicated within the 45-day timeline or a timeline that is properly extended by the hearing officer at the request of either party; and 19, Percent of mediations that resulted in mediation agreements.)
- TABLE 4, Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act, July 1, 2006 through June 30, 2007 – November 1, 2007
- TABLE 7, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act, July 1, 2006 through June 30, 2007 - November 1, 2007.

Barriers to Performance:

- Difficulty recruiting presiders, in particular hearing officers and complaint investigators, for a work load that is contingent on requests by parents and school districts, and training and retaining qualified presiders.
- Federal statutory and regulatory amendments have created a process which contains more procedural requirements and strict timeframes which are difficult to meet and maintain quality.

Corrective Action:

Efforts to recruit, train, and retain qualified hearing officers and complaint investigators are ongoing.

Emerging Issues:

- Development of a seamless system for children with disabilities from 0 to age 20.
- The Individuals with Disabilities Education Act, as amended (IDEA 2004) and implementing regulations of 2006 make the dispute resolution system more difficult for parents to access and navigate on their own and result in parents seeking attorney and advocate representation for not only administrative hearings but also in mediations and complaint investigations.

Recent or Proposed Improvements, Innovations, Solutions:

- Recruit a full-time complaint investigator.
- Encourage the resolution of disputes by other means of dispute resolution (for example, Resolution Sessions, independent settlement agreements).

Constituencies Served:

- 0-20 age children with disabilities (including adult students with disabilities) and their parents, pursuant to state and federal statutes and regulations.
- Maine school administrative unit (SAU) personnel, parents and Special Services groups/committees.

Areas Coordinated with Other Agencies:

This program coordinates with:

- The Department of Labor (State Rehabilitation Council), the Department of Health and Human Services and the Office of the Attorney General.
- Representation on Maine Commission on Domestic and Sexual Abuse; Education for the Homeless; Maine Administrators of Services for Children with Disabilities (MADSEC) professional development committee; Special Services Protocol Team; Special Services Orientation Team; Individuals with Disabilities Education Act (IDEA) Committee; and Department of Education/MADSEC Liaison Committee.
- This program has letters of appointment with hearing officers, complaint investigators and mediators to offer complaint investigations, mediations and administrative hearings to parents of children with disabilities, adult students with disabilities and school administrative units.
- This program contracts for court reporting services and, pursuant to Title 34 C.F.R. Part 300.512(a)(4), provides administrative hearing transcripts to parents at no cost.

Alternative Delivery Systems: N/A

Program Name: State Wards and State Agency Clients

Program Purpose: The State Wards and State Agency Client program provides a continuum of quality special education services to children and youth ages 5-20 who are in the custody of the Department of Health and Human Services (DHHS), under the care of Children’s Behavioral Health Services, involved in the corrections system or who are homeless.

Statutory Reference:

State:

20-A MRSA, Sections 5161 and 5162
20-A MRSA, Section 5205 (1) and (7)
20-A MRSA, Section 15689-A (1)

Federal:

The Individuals with Disabilities Education Act (IDEA), as amended

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 101, Maine Unified Special Education Regulation

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III
(0.75 FTE) Education Specialist II
(0.15 FTE) Management Analyst I
(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Payment of educational services for identified children who are state wards/state agency clients.
- Approval of appropriate out of district placements for students with disabilities who cannot receive their education in their unit’s schools.
- Oversight of reimbursement of special education costs incurred by school units for state wards/state agency clients.
- Liaison among the Department, private special purpose and residential schools, private agencies and local school units serving students with disabilities.
- Representation of the Department on several interdepartmental committees related to students in out-of-home placements.

- Monitoring of joint agreements between the Department and other State agencies, e.g., Department of Corrections (DOC), Department of Health and Human Services (DHHS).
- Approval of new applications for special purpose private schools and provision of on-going monitoring for the quality of services offered in special purpose private schools.
- Management of the Maine Surrogate Parent Program.

Timetables or Other Benchmarks of Success in Meeting Goals:

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

Performance Reports: N/A

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Non-identified (i.e., not eligible for special education) students being placed in residential programs, no education payment options.
- Identified students being suspended and expelled from school.
- Development process and infrastructure for awarding of Maine State Diploma.

Recent or Proposed Improvements, Innovations, Solutions:

- Coordinated rate-setting with DHHS.
- New data base for state agency students.
- Improved inter-agency relations including coordinated program reviews.
- Passage of legislation that provides for a Maine State Diploma.
- Advocacy for Electronic Passport for Student Records.

Constituencies Served:

- Identified state wards/state agency clients and families
- DHHS staff
- SAUs/Special Education Staff
- Department of Corrections Staff
- Surrogate Parents

Areas Coordinated with Other Agencies:

This program coordinates, with applicable agencies:

- Rate-setting
- Child placement

- Program reviews
- Best practice standards
- Special education services for students who are incarcerated or in the Juvenile Justice System
- Policy development

Alternative Delivery Systems: N/A

Program Name: Comprehensive System of Personnel Development (CSPD)

Program Purpose: The Comprehensive System of Personnel Development (CSPD) provides professional development and technical assistance using scientifically researched information to school personnel and parents so that children meet Maine's *Learning Results* and, upon graduation, enter post-secondary education or employment.

Statutory Reference:

State: N/A

Federal:

Individuals with Disabilities Act (IDEA), as amended, Part B

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Sections 300.601 through 300.609

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Educational Specialist III
(1.0 FTE) Contract/Grant Specialist
(1.0 FTE) Statistician III
(0.15 FTE) Management Analyst I

Priorities, Goals and/or Objective Performance Criteria:

- Oversee the process and report progress on a five year, \$3,350,000 State Personnel Development Grant (SPDG) from the US Department of Education.
- Direct recruitment and preparation efforts and write the annual report on effectiveness of those efforts.
- Prepare and monitor contracts with special services agencies and providers.
- Convene and facilitate various task forces as needed.
- Manage the State Performance Plan (SPP) and Annual Performance Report (APR) and prepare data analyses, conduct professional development and technical assistance, and produce reports to the US Department of Education (USDE) Office of Special Education Programs.
- Provide technical assistance to the Maine Advisory Council on the Education of Children with Disabilities (MACECD) and the Advisory Committee of School Psychological Service Providers (ACSPSP).

- Provide professional development and technical assistance to special educators to ensure Highly Qualified teachers in all schools.
- Provide accurate and timely measurement of performance and compliance at the local education agency (LEA) level that guides improvement in special education programming.
- Build collaboration between units in the Department of Education providing technical assistance to schools to improve results for special needs students.

State Personnel Development Grant (SPDG) Goals:

- Expand and improve Maine's system of recruitment, preparation, and certification of special education teachers and related services personnel.
- Improve professional development and supports to administrators, teachers and paraprofessionals working with students with disabilities to meet the targets of Maine's State Performance Plan (SPP).
- Improve the quality of personnel working with infants and toddlers through the use of scientifically-based professional development.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual Part B continuation funds are secured by application due May 16, 2008.
- Annual SPDG continuation funds are secured through acceptance of reporting below.

Performance Reports:

- Initial Report for the State Personnel Development Grant – June 1, 2007
- Annual Report for the State Personnel Development Grant – May 1, 2008
- State Performance Plan for FFY2006 – February 1, 2008
- Annual Performance Plan for FFY 2006 – February 1, 2008
- TABLE 4, Report of Dispute Resolution Under Part C of the Individuals with Disabilities Education Act, July 1, 2006 through June 30, 2007 - November 1, 2007
- TABLE 6, Report of the Participation and Performance of Students with Disabilities on State Assessments, 2006-2007 School Year – February 1, 2008
- TABLE 7, Report of Dispute Resolution Under Part B of the Individuals with Disabilities Education Act, July 1, 2006 through June 30, 2007 - November 1, 2007

Barriers to Performance:

Data collection: Inability to get timely data from LEAs and from Child Development Services (CDS) sites compromises reporting accuracy.

Corrective Actions:

Integral to the Annual Performance Report are compliance requirements and performance measures with ongoing responsibility at the LEA and CDS level. Individual LEA and CDS Site Profiles of performance are provided. Goal two of the SPDG will build LEA intervention structure.

Emerging Issues:

The process of engaging in the State Performance Plan (SPP) process has created a number of unintended consequences:

- The complexity and confusion associated with the number of measurements being imposed by the SPP has placed a heavy load on very limited resources in the LEAs that must focus on key issues in order to make the most of those resources.
- Data requirements for new measures have created support and training requirements that have placed a very high demand on Department resources and are burdening schools with reporting that challenges the same resources that provide services to the students they are attempting to measure.
- Many of the measures are extremely difficult to employ given Maine's very small population numbers. Disproportionality measures applied to school systems with fewer than 30 non-Caucasian students (virtually all of Maine's LEAs) yield measurements with no statistical validity.

Recent or Proposed Improvements, Innovations, Solutions:

- Development of report card and determination techniques to use in school improvement under the SPP/APR.
- Continued collaboration with the federal No Child Left Behind Act programs and other department applications of data for planning and technical assistance to school administrative units.

Constituencies Served:

Special Education and Related Personnel in all LEAs in the State.

Areas Coordinated with Other Agencies:

- The need for a Department consolidated system for LEA improvement planning between IDEA/CSPD and NCLB Title I, Title IIA, Title IVA has been under discussion. The planning to establish this system started on October 15, 2007. A representative from CSPD organized this initiative using a contractor under the SPDG.
- A representative from CSPD sits on the Department's Data Management Team which works to coordinate data collection across the Department and envisions a data collection system which interfaces with other State agencies, especially the Departments of Labor (DOL) and Health and Human Services (DHHS).
- The SPDG includes goals to:
 - Develop curriculum for infants and toddlers birth through 2 and children 3 through 5 that is delivered to teachers in Early Head Start, Head Start, and child care facilities overseen by DHHS and to CDS sites and public school programs for 4 year olds overseen by DOE; and
 - Produce High Quality Teachers that include those who are of minority cultures, disabled or are Native Americans by linking special education course work across five University of Maine campuses using multi modal methods of distance learning.

Alternative Delivery Systems:

- SPDG funds awarded under a competitive federal grant are brokered to professional development and pre-service preparation providers statewide.
- CSPD through its SPDG contracts with institutions of higher education (IHEs), uses multi-modal methods of distance and on-site learning.
- Professional development and technical assistance are provided through Department contracts with parent and professional organizations.

**Program Name: Maine Consumer Information and Technology Training Exchange
(MaineCITE Program)**

Program Purpose: The Maine Consumer Information and Technology Training Exchange (MaineCITE) is a comprehensive statewide program of technology related assistance that helps Maine people of all ages and disabilities to find and obtain the assistive technology (AT) devices and services they need to participate in education, employment, community living or information technology.

Statutory Reference:

State: N/A

Federal:

Assistive Technology Act of 1998 (ATA) as amended by PL 108-364: Title I State Grant Program and Title III Alternative Financing Program (AFP)
The Individuals with Disabilities Education Act (IDEA), as amended, Part

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Part 300
Assistive Technology Act of 1998 as amended

Staff Support for All Phases of Above:

State: N/A

Federal:

Support is provided through a Cooperative Agreement with University of Maine System/University College as well as agreements with C.A.R.E.S. Inc. and Husson College for the Technical Exploration Center.

Priorities, Goals and/or Objective Performance Criteria:

- ATA Title I Goals: a) To improve Access to Assistive Technology in Education, Employment, Community Living and Information Technology; b) To improve Acquisition of Assistive Technology in Education, Employment and Community Living.
- ATA Title III Goal: To increase the availability of financing for assistive technology and the number of applicants eligible for loans.

Timetables or Other Benchmarks of Success in Meeting Goals:

- ATA Title I: The Maine CITE Program will establish a baseline for each of the above goals during year two based on data collected from 2/1/2007 to 9/30/2007 of the three year State plan as directed by the Rehabilitation Services Administration (RSA) Improvements to that baseline will be established by 1/30/08 based on direction from the RSA.
- ATA Title III: The Program collects and reports data requested by the RSA in the format and method established by the Rehabilitation Services Administration until there are no longer any funds available to operate Maine's AFP and all outstanding loans have been repaid.

Performance Reports:

- ATA Title I: A report submitted annually to the Rehabilitation Services Administration per OMB #1820-0572 (Expires 1/30/2010).
- ATA Title III: A report submitted annually to the Rehabilitation Services Administration.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Proposed funding changes in Medicaid and Medicare and lack of public agency or corporate funding commitment for AT demonstration, short-term device loan and AT reutilization services.
- Limited capacity of current institutions of higher education and service delivery systems to offer personnel preparation or training related to AT and accessible information technology.
- Increased emphasis on Universal Design for Learning and accessible instructional materials in K-12 and post secondary environments.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

Maine people of all ages with disabilities, their family members, guardians, advocates, and authorized representatives, service providers, educators and employers.

Areas Coordinated with Other Agencies:

This program coordinates with:

- The State Government Information Technology Accessibility, Telecommunications Relay Advisory, and MaineCare Advisory Committees as a member.
- MaineCare for discussions on the need for AT refurbishing programs.
- The Bureau of Rehabilitation, Department of Labor, the Committee on Transition, University of Maine System to coordinate training and policy activities.
- mPower Loan Board and Finance Authority of Maine to coordinate the Title III Alternative Financing Program.

- The Maine Administrators of Services for Children with Disabilities and ACTEM (Association of Computer Technology Educators of Maine) to establish a cooperative purchasing program.
- Establishment of a New England-wide web-based classified ads of used AT devices with www.getATstuff.com.

Alternative Delivery Systems:

The program is delivered through a network of partner organizations (the Assistive Technology Consortia). They are: University College of the University of Maine System, Alpha One, ALLTech, Pine Tree Society, Technology Exploration Center, an outreach program of Husson College, University of Maine at Farmington, C.A.R.E.S. Inc., Mainely Access, AT Maine, Very Special Arts of Maine, Maine Center on Deafness, Bureau of Rehabilitation Services, Disability Rights Center, the IRIS Network, Maine Parent Federation, and the mPower Loan Program (FAME).

Program Name: Health Education

Program Purpose: Health education specialists assist schools in the development of quality health education curriculum, instructional practices and student assessments aligned to Maine *Learning Results* health education standards and advocate for quality health education programs for all Maine students at the state level through a health education grant program, State-level workshops, regional networking meetings and action planning. The health education specialists partner with the Maine Department of Health and Human Services (DHHS) and Maine Centers for Disease Control (CDC) on the Healthy Maine Partnerships to improve the quality and coordination of school health at the State and local levels. Health education specialists support the implementation of the learning goals identified in the Maine *Learning Results* and assist schools with the development and maintenance of quality and effective schoolsite health promotion programs that support staff health and student learning

Statutory Reference:

State:

Title 20-A MRS, Chapter 207-A, Sections 4711, 4721, 4723, 4803.5, 6201, 6202, 6202-B, 6209.2 (D).
Fund for a Healthy Maine

Federal:

USDA Child Nutrition and WIC Reauthorization Act of 2004 Sec. 204. Local Wellness Policy

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units
Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements
Me. Dept. of Ed. Reg. 132, Learning Results: Parameters for Essential Instruction

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist II
(1.0 FTE) Education Specialist III
(0.15 FTE) Management Analyst I

Priorities, Goals and/or Objective Performance Criteria:

The overriding purpose of the health education specialists is to provide schools with the resources, guidance, professional development and technical assistance needed to provide quality and comprehensive health education taught by highly qualified and effective teachers to improve the health, well-being and capacity to learn of all Maine students. Performance criteria include: health education curriculum aligned to the Maine health education standards, health education taught in elementary, middle and high schools, health education student assessments included in the local reporting system and professional development provided to teachers in all Maine schools. Objectives include: support for school employee wellness programs that include health promotion opportunities for students and staff, enhance safe and healthy school environment and climate, and promote health-related school policies. Health education specialists serve as resources to the field by:

- Providing professional development opportunities to practitioners;
- Facilitating district, regional and statewide conversations related to curriculum development;
- Serving as the Department of Education contact person for the content specialty;
- Serving as liaisons to professional organizations throughout the State and country;
- Supporting content-related initiatives throughout the State, country, and world; and
- Supporting the Maine Comprehensive Assessment System in health education.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual student achievement of Maine Health Education and Physical Education Standards for the High School Diploma.
- Bi-annual submission of the Maine School Health Profiles Report.

Performance Reports:

Quarterly report to Maine Department of Health and Human Services (DDHS); annual review by Special Services Team Leader.

Barriers to Performance:

Limited data related to quantity and quality of health education programs throughout the State.

Corrective Actions:

Develop information on health education programs through the school information system.

Emerging Issues:

Youth obesity and related health issues; mental health; importance of health education as a core academic subject; and employee wellness.

Recent or Proposed Improvements, Innovations, Solutions:

Revised Maine health education standards focus on adopting and maintaining healthy behaviors as outlined in the 2007 National Health Education Standards.

Constituencies Served:

All school administrative units, students, teachers, administrators, school staff and the general public.

Areas Coordinated with Other Agencies:

This program coordinates with:

DHHS: Maine Center for Disease Control (MCDC), Division of Family Health, Office of Substance Abuse

Maine Association for Health, Physical Education, Recreation and Dance

Maine School Health Education Coalition

Maine School Management Association

Alternative Delivery Systems: N/A

Program Name: Coordinated School Health Program

Program Purpose: The Coordinated School Health Program (CSHP) is a system designed to effectively connect health with education. This coordinated approach to school health improves students' health and their capacity to learn through the support of families, communities and schools working together. It helps schools and State agencies use existing resources efficiently and effectively to improve student health and academic success. It is a model for achieving systemic and sustainable changes through education, policy and environmental strategies. A coordinated approach to school health focuses on addressing health issues through eight component areas: school climate; school counseling, physical and behavioral health services; comprehensive school health education; physical environment; health promotion and wellness; physical education and physical activity; youth, family and community involvement; and school nutrition and food services.

Statutory Reference:

State:

20-A MRSA, Section 6661; Fund for a Healthy Maine

Federal:

317(k)(2) of the PHS Act, 42 U.S.C. Section 247b(k)(2).

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 51, Child Nutrition Programs in Schools and Institutions

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist II
(1.0 FTE) Education Specialist III
(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Maintain and enhance Maine's state-level infrastructure for Coordinated School Health Programs.
- Maintain and enhance Maine's State-level infrastructure in order to build capacity for local implementation of quality and coordinated school health programs.
- Increase the number of school administrative units (SAUs) that provide quality, coordinated school health programs.

- Strengthen Maine’s eight components of a Coordinated School Health Program to address physical activity, nutrition, and tobacco with an emphasis on health education, physical education/physical activity and wellness.
- Develop and disseminate tools to increase awareness, understanding, support and use of best practices for implementing and coordinating of school health programs.
- Develop and implement a comprehensive evaluation plan for Maine’s Center for Disease Control (CDC) cooperative Agreement #03004.
- Strengthen coordinated and quality school health programs in all Healthy Maine Partnership SAUs statewide.

Timetables or Other Benchmarks of Success in Meeting Goals:

Bi-annual Maine School Health Profiles Report.

Performance Reports:

Progress Reports submitted to CDC/Division of Adolescent School Health (DASH) every six months.

Barriers to Performance:

Lack of funding does not allow all Maine SAUs to employ a school health coordinator whose primary responsibility is to implement a coordinated approach to school health.

Corrective Actions:

Increase funding in order to employ a school health coordinator in every Maine SAU.

Emerging Issues:

Obesity, mental health issues, cardiovascular disease and chronic health diseases, health disparities

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

All SAUs, students, teachers, administrators, school staff, Healthy Maine Partnerships (HMP) school sites, and the general public.

Areas Coordinated with Other Agencies:

This program coordinates with:

- Maine Department of Health and Human Services (DHHS): Maine Center for Disease Control (MCDC), Division of Family Health, Office of Substance Abuse
- CSHP Interdepartmental Coordinating Committee (State education and health agencies and departments)
- CSHP Key Advisory Committee (State education and health organizations)
- Maine Association for Health, Physical Education, Recreation and Dance
- Maine School Management Association
- Governor’s Council on Physical Activity

Alternative Delivery Systems: N/A

Program Name: Physical Education

Program Purpose: The physical education program provides technical assistance, research, and implementation strategies for Maine's *Learning Results*; specifically in the area of curriculum, instruction, and assessment for Maine educators. This program also provides resources and education for others interested in the areas of physical education and physical activity during the school day. Collaboration is with the Coordinated School Health staff and other agencies to meet the goals and objectives related to physical education and physical activity. The program supports the rights of all Maine students to have adequate opportunities to successfully meet the Maine Physical Education standards with a certified physical education teacher.

Statutory Reference:

State:

20-A MRSA, Sections 4711, 4721, 4723, 6201, 6202, 6209.2(D).
Fund for a Healthy Maine

Federal:

USDA Child Nutrition and WIC Reauthorization Act of 2004 Sec. 204. Local Wellness Policy

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units
Me. Dept. of Ed. Reg. 127, Instructional Program, Assessment and Diploma Requirements
Me. Dept. of Ed. Reg. 132, Learning Results: Parameters for Essential Instruction

Federal: N/A

Staff Support for All Phases of Above:

State:

(1.0 FTE) Education Specialist III

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide leadership statewide for the implementation of effective physical education programs Pre-K -20, including strategies for increasing physical activity time for students.
- Provide technical assistance and design professional learning to schools and school systems on physical education curriculum, instruction and assessment.

- Collaborate with Coordinated School Health Program (CSHP) staff to coordinate and advocate for physical education and CSHP at the local, state, regional, and national level.
- Collaborate with other State departments, outside agencies and organizations on physical education and physical activity.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Baseline Physical Education Survey completed in 2006 and projected to repeat every 3 years.
- Physical Education Champions Team meets as needed.
- Attendance at meetings on a regular basis as liaison role requires.
- Draft plan submitted for a 4 Year Wellness Plan for high school diploma requirement.

Performance Reports:

- Maintain data and track contacts for technical assistance, professional development, meeting agendas, and special projects.
- Weekly updates to supervisor, school health team members, and the members of the PreK-20 team as requested.

Barriers to Performance:

Insufficient funding to offer quality programming and staff support for physical education.

Corrective Actions: N/A

Emerging Issues:

Identifying partners for grant opportunities specifically for physical education teachers to support their work on limited budgets.

Recent or Proposed Improvements, Innovations, Solutions:

Support the Department's role with priority legislation to increase physical education time and opportunities for students in Maine.

Constituencies Served:

All SAUs, including students, teachers, administrators, and school staff; and the public.

Areas Coordinated with Other Agencies:

This program is coordinated with:

Maine Department of Health and Human Services (DHHS): Maine Center for Disease Control (CDC)

Maine Governor's Council on Physical Activity

American Heart Association

Maine Association for Health, Physical Education, Recreation and Dance

Alternative Delivery Systems:

Coordinated School Health Team

Program Name: HIV Prevention Education Program

Program Purpose: This program provides professional development opportunities for schools and youth-serving agencies via a multi-day professional development event to enable participants to implement an evidence-based HIV prevention curriculum as well as booster sessions to update staff previously trained on implementing an evidence-based curriculum. The program identifies and purchases HIV prevention resources and make them available to educators at no cost through University of Maine Orono, Health Education Resource Center; oversees the development, implementation and reporting of the Maine Youth Risk Behavior Survey; and participates in the development of the Integrated Youth Health Survey.

Statutory Reference:

State:

20-A MRSA, Sections 4711, 4721, 4723, 6201, 6202-B, 6209.2(D).

Federal:

317(k)(2) of the PHS Act, 42 U.S.C. Section 247b(k)(2).

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Educational Specialist III

Priorities, Goals and/or Objective Performance Criteria:

- Training and technical assistance to schools and youth serving agencies to prevent the spread of HIV through research-based programming.
- Provision of Maine adolescent health-risk behavior data to improve the health of Maine youth through the Youth Risk Behavior Survey.
- Dissemination of data to policy makers, educational leaders and program directors to improve state policies and programs.

Timetables or Other Benchmarks of Success in Meeting Goals:

Yearly review.

Performance Reports:

Progress reports submitted to the Center for Disease Control (CDC)/Division of Adolescent School Health (DASH) every six months.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

Emerging concerns with education service delivery of information and programs for high-risk populations, such as homeless students, students in the Juvenile Justice system, minorities and non-English proficient youth.

Recent or Proposed Improvements, Innovations, Solutions:

Youth risk behavior survey for juvenile correction facilities.

Constituencies Served:

All school administrative units and youth serving agencies including those for homeless and transitioning youth.

Areas Coordinated with Other Agencies:

This program is coordinated with:

Maine Department of Health and Human Services (DHHS), STD/HIV Office

The program collaborates with other state agencies and community organizations to implement annual conferences such as Youth Leadership, Boys to Men, Comprehensive Sexuality, and Guys Like Us.

Alternative Delivery Systems: N/A

Program Name: School Nurse Education

Program Purpose: This program provides health services to Maine’s school-age population, thus promoting increased attendance and better attention to learning.

Statutory Reference:

State:
20-A MRSA, Sections 6301-6553.

Federal: N/A

Rules Governing the Program:

State:
Me. Dept. of Ed. Reg. 40, Rule for Medication Administration in Maine Schools
Me. Dept. of Ed. Reg. 45, Rule for Vision and Hearing Screening in Maine Schools
Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units
Me. Dept. of Ed. Reg. 126, Immunization Requirements for Children

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal: N/A

Special Revenue:

(1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

- Provide consultation to school nurses, other State-level departments, administrators, parents and other State school nurse consultants related to health issues in the school setting.
- Provide trainings for school nurses to advance practice skills dealing with school-age children including a bi-annual Summer Institute.
- Collaborate with others in the Department and other State agencies to provide a coordinated approach to school health.
- Provide sound evidence-based research data to school nurses to further the practice of evidence-based school nursing.
- Maintain the school health manual (with a Manual Committee) and update on a regular review schedule to keep current with school health issues.
- Convene the School Health Advisory Committee (SHAC) monthly during the school year to address issues pertinent to school health/school nursing.

- Act as a liaison with the Coordinated School Health Program, Maine Center for Disease Control (CDC) for local Healthy Maine Partnership sites for school health.
- Provide annual reports to the Legislature on screenings.
- Act as a communications conduit to Department staff.
- Update and keep current a list of school nurses in Maine's schools.
- Manage the School Nurse List Serve.

Timetables or Other Benchmarks of Success in Meeting Goals:

- School administrative unit (SAU) immunization reports December 31, each year.
- SAU year-end report on screenings: September, each year.
- Meeting minutes from SHAC, manual committee, SSMG, ad hoc groups.
- Updates filed in the School Health Manual (Table of Contents is now dated to provide school nurses with the latest schedule).
- Summer Institute held every two years after that date.
- Serve on 16 standing committees and several ad hoc committees.
- Maintain phone records of calls received and actions taken.
- Respond to e-mails and phone messages with at least a message contact within 2 working days of receipt.

Performance Reports:

- Three-month and six-month reviews are completed and filed.
- Annual review is due in August of each year.

Barriers to Performance:

Clerical support is ad hoc with many different assistants responsible for pieces of work.

Corrective Actions Needed:

Increased designated support services.

Emerging Issues:

Program development in early intervention services because of increased growth, such as increased numbers of programs for four-year olds in school administrative units, and the current changes in Child Development Services, requires policy planning for health services to young children in schools.

Recent or Proposed Improvements, Innovations, Solutions:

- Develop a plan for the health services for children.
- Collaborate with Maine CDC to develop a clear guidance for school nurses on varicella implementation.
- Explore options available to school units to insure continued coverage for school health services.

Constituencies Served:

School nurses, teachers, education technicians, food service staff, maintenance, janitors, bus drivers, administrators, parents, and children.

Areas Coordinated with Other Agencies:

This program coordinates with:

- Department of Health and Human Services
 - Maine CDC
 - Oral Health Program
 - School Based Health Centers
 - Immunization Program
 - Coordinated School Health Programs (CSHP)
 - Asthma Program
 - Public Health Program
 - Diabetes Program
 - Mental Health Program
- Regional Children's Cabinet-Region One
- Maine Emergency Management Agency (MEMA)
- American Lung Association/Maine
- American Heart Association/Maine
- Maine Asthma Council
- Maine Diabetes Association
- Maine Center for Public Health
- University of Southern Maine/Muskie School
- University of New England School of Public Health
- Maine Association of School Nurses
- National Association of School Nurses
- National Association of School Nurse Consultants
- Physical Activity and Nutrition Council (PAN)
- Food Safety Advisory Council
- National Association for Mental Illness (NAMI) Maine
- Maine Parent Federation
- Maine School Management Association
- Maine Principals' Association
- American Academy of Pediatrics/Maine
- American Academy of Family Physicians/Maine

Alternative Delivery Systems:

List serv for school nurses; ATM trainings/meetings, conference calls, off-site meetings, conferences.

Program Name: Student Assistance Team

Program Purpose: The Department’s Student Assistance Team (SAT) provides training and resources to school personnel for the development, implementation and maintenance of school building-level SAT teams. These self-directed teams operate K-12 to help students overcome academic and social problems which hinder their attainment of Maine's *Learning Results*. Through an intake and referral system, schools can improve services for all children based on their individual strengths and needs thereby helping them feel better connected to school and achieve the *Learning Results*. Student Assistance Teams also increase collaboration among schools, families and community agencies and may serve as a pre-referral mechanism to special education.

Statutory Reference:

Student Assistance Teams are not mandated by State or Federal Law but are referenced in other State mandates as a highly successful approach to helping students

State: N/A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III
(2.0 FTE) Education Specialist II
(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Develop and train Student Assistance Teams statewide.
- Provide technical assistance to requesting SAT's and their school staff.
- Provide training to members who are new to their local SAT.
- Help facilitate team renewal opportunities and team retreats.
- Provide on-site consultation and support, especially for new teams.
- Coordinate with other programs within the Department focusing on Special Education, Truancy, Dropout Prevention, Homeless and Students in Transition in order to provide more effective services for children, youth and families.
- Collaborate with other state agencies through participation on the Regional Children's Cabinet, and other interagency State and regional committees.

- Participate in State and national conferences to educate others about the Maine SAT model and to provide new and innovative ideas to local SATs.
- Integrate local SATs into ongoing State and regional initiatives to help improve services for children, youth and families.

Timetables or Other Benchmarks of Success in Meeting Goals:

Over several years, surveys have been conducted by the SAT Unit to determine the number of SATs currently functioning, identify the types of issues teams address and identify support needed to maintain a healthy team.

Performance Reports:

Weekly and year-end reports to supervisor.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Response to Intervention (RTI) and pre-referral to Special Education have become important issues statewide that are impacting local SATs.
- Targeted Case Management and how that impacts SATs.
- Assisting SATs to integrate with existing initiatives such as Keeping Maine's Children Connected, High Fidelity Wraparound, Local Case Resolution Committees, etc., is coming to the forefront.

Recent or Proposed Improvements, Innovations, Solutions:

- Several SATs have received training to integrate RTI in their process.
- Many SAT members have attended workshops on Accessing Resources for Kids, Youth and Families.
- SAT members are also members of local case resolution committees.
- SATs are becoming more focused district-wide to help enhance services for students.

Constituencies Served:

Any person employed by a local school may be a member of the SAT. The target population of that team is determined by the local SAT and these include students K-12 and their families.

Areas Coordinated with Other Agencies:

This program coordinates with:

- Children's Cabinet
- Regional Children's Cabinet
- Local Case Resolution Committee
- Task Force for Engaging Maine's Youth
- Keeping Maine's Children Connected
- Juvenile Justice Advisory Group

- High Fidelity Wraparound
- Future Search
- Adverse Childhood Experience
- The Transition Network
- Maine Parent Federation

Alternative Delivery Systems: N/A

**Program Name: Safe and Drug Free Schools and Communities Act
(NCLB Title IV-A)**

Program Purpose: The purpose of the Safe and Drug Free Schools and Communities program is “to support programs that prevent violence in and around schools; that prevent the illegal use of alcohol, tobacco, and other drugs; that involve parents and communities; and that are coordinated with related Federal, State, school, and community efforts, and resources to foster a safe and drug-free learning environment that supports student academic achievement through the provision of Federal assistance . . .” Activities are coordinated in accordance with provisions of The No Child Left Behind Act (NCLB), the Individuals with Disabilities Education Act (IDEA), as well as with initiatives of the Governor’s Children’s Cabinet.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title IV-A

Rules Governing the Program:

State: N/A

Federal:

Title IV-A, Section 4001 to 4304.

Staff Support for All Phases of Above:

State: N/A

Federal:

This program is administered through a Memorandum of Understanding in collaboration with the Maine Office of Substance Abuse, Department of Health and Human Services.

Priorities, Goals and Objective Performance Criteria:

In state fiscal year (SFY) 2006, Maine received an award under NCLB. Up to 20% of the funds available to a state under Part A may be reserved for use by the Chief Executive and Maine set aside monies for use under the Governor’s Program. Consistent with NCLB law, 93% of the State Education Agency /Local Education Agency (SEA/LEA) portion was distributed to LEAs as formula grants; 3% was expended on program administration; and 4% for state level activities. The Governor’s Portion was expended on program administration and discretionary programs.

Priorities of the program include assisting school administrative units in complying with federal requirements relative to gun-free schools and school violence, including bomb

threats. With regard to the Gun Free Schools Reports, there has been a significant decline in the number of reported violations since reporting and recording began in the 1995-1996 school year. A number of researched-based model prevention programs have been adopted by school administrative units. Other federal, state and local resources have been accessed to provide guidance to students and communities. These prevention programs, services and/or activities include drug prevention instruction, counseling, and referral services, as well as professional development for school staff and community members.

Timetables or Other Benchmarks of Success in Meeting Goals:

Submission of annual NCLB Consolidated State Performance Report: Parts I and II.

Performance Reports:

Annual NCLB Consolidated State Performance Report: Parts I and II.

The consolidated state performance report summarizes the allocation of, and utilization by, schools of funds to support programs which meet federal standards. Statewide data on gun-free schools, bomb threats, and school violence incidents of prohibited behaviors is reported annually. Consistent with federal requirements regarding the Unsafe School Choice Option, no Maine school has met or exceeded the criteria threshold for designation as a “persistently dangerous school.”

Barriers to Performance:

Maine receives SDFSCA funds, which represented a reduction in this program of 21% for the 2006-2007 school year.

Corrective Actions:

Collaboration with federal, state, local and private resources.

Emerging Issues:

NCLB is due for reauthorization in Congress 2007-08.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

- All Maine school units.
- School/community substance abuse and violence prevention agencies.

Areas Coordinated with Other Agencies:

The Department and the Maine Office of Substance Abuse collaborate jointly to deliver this program in Maine.

Alternative Delivery Systems: N/A

Program Name: Children’s Cabinet

Program Purpose: The Children’s Cabinet provides cross-agency coordination and program and policy development with a common mission – to measurably improve the well being of Maine’s children, youth and families through evidence-based practices and strength-based approaches to positive child and youth development. The purposes of the council are to receive reports from and advise and make policy recommendations to the Governor, the Children's Cabinet, the Legislature and the judiciary regarding the following goals:

- Encourage a coordinated system. To encourage a statewide system of coordinated education and social services, including health, mental health, juvenile justice and public safety services, that is responsive to the current needs of children and families and that is delivered by a partnership of schools and public and private agencies; and to promote access to these services, including coordination of these services among departments and provider agencies, for all children and their families who are in need of these services;
- Promote coordinated budgets and policy. To promote a comprehensive and coordinated approach to departmental budgets and policy affecting education and social services, including health, mental health, juvenile justice and public safety services, to children and their families;
- Evaluate allocation of resources. To evaluate on a continuing basis the allocation of resources to ensure the availability of quality education and social services, including health, mental health, juvenile justice and public safety services, delivered in a coordinated and efficient manner that is consistent with the needs of children and their families;
- Evaluate program effectiveness. To evaluate on a continuing basis the effectiveness of programs to ensure that resources are used in accordance with the governing statute and to promote the well-being of children and their families in the State; and
- Promote plan for information exchange. To promote a plan for the informal exchange of information among schools, service providers and local criminal justice agencies concerning children receiving education and social services, including health, mental health, juvenile justice and public safety services, provided that such a plan respects the confidentiality of information and the privacy interests of children and their families.

Statutory Reference:

State:

Title 5 MRSA, Section 12004-L, (12)

Title 5 MRSA cc. 438 and 439

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.5 FTE) Development Project Officer

(0.5 FTE) Planning and Research Associate I

(0.05 FTE) Management Analyst

Chaired by the First Lady, the Children's Cabinet membership includes the commissioners from the Department of Education, Department of Corrections, Department of Labor, Department of Public Safety and the Department of Health and Human Services as well as a Senior Policy Advisor from the Governor's Office. Other staff is selected from the various departments according to need. Staffing assistance for the council must be coordinated by the Office of the Governor. The council may request additional staffing assistance from the Legislative Council. Staffing assistance provided by the Legislative Council must be secondary to the staffing coordinated by the Office of the Governor.

Priorities, Goals and/or Objective Performance Criteria:

- Appoint regional children's cabinets to implement the work at the regional and local levels;
- Evaluate allocation of resources. Solicit, receive and pool federal funds, any political subdivision of the State or any individual, foundation or corporation and expend those funds consistent with the purposes of the governing statute.
- Conduct long-range planning and policy development leading to a more effective public and private service delivery system;
- Assess resource capacity and allocations;
- Improve policies and programs through the review of specific case examples;
- Broadly communicate the work of the Cabinet;
- Conduct program implementation and oversight; and
- Measure change and outcomes.

The Children's Cabinet has launched initiatives consistent with the Guiding Principles in PL 785, the Children's Cabinet's vision that children's needs are best met within the context of relationships in the family and community, and its mission to actively collaborate to create and promote coordinated policies and service delivery systems supportive of children, families and communities. These initiatives are summarized below:

- Invest Early in Maine: A Working Plan for Humane Early Childhood Systems 2006.
- Task Force on Early Childhood Maine is one of nine states to be awarded a two-year planning grant from the Maternal and Child Health (MCH) Bureau of the U.S. Department of Health and Human Services, which gives Maine an exciting opportunity to foster and sustain humane, family-centered, community-rooted,

culturally proficient, and strength-based systems to promote the healthy development and safety of all young children.

- Maine Youth Suicide Prevention Implement the comprehensive, statewide approach to prevention of adolescent suicide in accordance with the Governor's Task Force on Adolescent Suicide.
- Communities for Children and Youth To measurably improve the well-being of children in every community and to increase educational attainment and achievement levels of all Maine children.
- Coordinated School Health Program "Healthy kids make better students and better students make healthy communities".
- Homeless Children and Youth Provide early identification and intensive case management and other supports for any homeless youth.
- Keeping Maine's Children and Youth Connected An Integrated Approach to Help Children and Youth Who Experience School Disruption Due To: Homelessness, Foster Care Placement, Correctional Facility Placement, In-Patient Psychiatric Care.
- Family Systems Team, Formerly Integrated Case Management To provide Maine families and children with access to services that are planned for, managed, and delivered in a holistic and integrated manner in order to improve their self-sufficiency, safety, economic stability, health, and quality of life.
- Jason Program The Jason Program provides medical, emotional and spiritual care to Maine's critically ill and dying children and their families. The program is led by a team of professionals working in collaboration with Maine's communities. The Jason Program supports the community in delivering this comprehensive care to Maine's critically ill children and their families. We are dedicated to strengthening existing programs and establishing new services without duplicating resources.
- LCRC, Local Case Resolution Committees Regionally coordinate volunteer professional case review committees that are overseen by the Regional Children's Cabinet that respond to and process individual and group family cases with Pooled Flexible Funds where there is an identified barrier to service. The goal of the LCRCs is to find an immediate solution for the family whose child/ren are in immediate need, but where the service is not reimbursable.
- Maine's Marks for Children, Families and Communities To report on indicators tracking the child, family and community well-being outcomes of the Children's Cabinet.
- Maine Mentoring Partnership The Maine Mentoring Partnership emerged from the Governor's Committee on Mentoring Youth as a diverse group of people representing both the private and public sector. The mission of the Maine Mentoring Partnership is to advocate for, support, and foster youth mentoring programs in Maine. The goal of the Maine Mentoring Partnership is to provide 30,000 youth in Maine with mentoring relationships by December 2010.

Timetables or Other Benchmarks of Success in Meeting Goals:

The Maine Children's Cabinet has identified and tracked trend data over the past six years relative to outcomes relating to children, youth and families in Maine. The purpose of the Maine Marks for Children, Families and Communities is to develop and report on a set of indicators that government, citizens and interested groups can use to track the well-

being of the state's children. These indicators are aligned with the vision and outcomes of the Children's Cabinet. The first edition of the Marks was released in February of 2001; the current 2007 report represents the most current available data, in most cases including data through 2005.

Performance Reports:

Annual Reports-2001 through 2007

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

- Re-alignment and re-assignment of Children's Cabinet Executive and Senior Staff to enhance efficiency.
- The development of a web-based presentation of Maine Marks to align Indicators with 13 initiatives under the three Children's Cabinet priority areas: Adverse Childhood Experiences, Early Childhood, and Youth in Transition.

Constituencies Served:

The children, families and communities of Maine.

Areas Coordinated with Other Agencies:

Local representatives and citizen stakeholders are engaged in Cabinet planning through key groups, which include broad-based representation, such as The Task Force on Early Childhood, which has over 100 members.

Alternative Delivery Systems: N/A

Program Name: Child Development Services System

Program Purpose: The Child Development Services (CDS) System consists of sixteen regional sites, a State Office and a State Level Advisory Committee comprised of one member from each regional site. Each CDS site is an Intermediate Educational Unit (IEU), separate from the local education agency and providing both Early Intervention and Free Appropriate Public Education (FAPE) under the supervision of the Maine Department of Education. The CDS system ensures the provisions of federal and State regulations statewide through a grant agreement between the Department of Education and each regional site.

There are CDS sites in each of Maine's sixteen counties. Each regional site is accountable for their specific population of children birth through five in need of early intervention services or special education programs. This responsibility is met through collaboration with families, schools, local medical facilities and other agencies. Once a child enters the CDS system, the child and family receive support and services from a collaborative team of early intervention and special education experts.

Statutory Reference:

State:

20-A MRSA 20-A, Sections 7001-7006 and 7201-7209

Federal:

The Individuals with Disabilities Education Act (IDEA), as amended, Part C (0-2) and Part B (for children 3-5)

Rules Governing the Program:

State: Me. Dept. of Ed. Reg. 101, Maine Unified Special Education

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III

(1.0 FTE) Secretary

(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Centralization of fiscal, data, and human resources from sixteen (16) regional sites to one (1) State Intermediate Educational Unit (IEU).

- Reporting on federal performance indicators for early childhood on a yearly basis to the US Department of Education.

Timetables or Other Benchmarks of Success in Meeting Goals:

Completion of the centralization of the fiscal, data and human resources for the sixteen (16) regional sites to one (1) State IEU by the end of FY 2008.

Performance Reports:

- Report to the Joint Committee on Education annually.
- Report to the US Department of Education on Maine's Performance Plan under the federal Individuals with Disabilities Education Act.

Barriers to Performance:

IDEA, as amended, requires changes in our service delivery system. Part C children are to be educated in their natural environment (home/day care) as much as possible. Children 3-5 are to be educated in the Least Restrictive Environment which would be day care, public pre-school programs, head start programs, etc., as much as possible. CDS sites are actively working to provide support personnel to go to these environments rather than to provide services in clinic environments or self-contained programs. Sufficient availability of service providers for occupational speech, and physical therapy and special education services to fully address the needs of children in these environments is a barrier.

Corrective Actions: N/A

Emerging Issues:

Regional site staff have chosen to bargain collectively. The Director of the CDS State IEU is bargaining in good faith on behalf of nearly 400 employees.

Recent or Proposed Improvements, Innovations, Solutions:

Centralization of fiscal and human resources data is resulting in increased efficiencies at the local level, as well as clarity of purpose and programming,

Constituencies Served:

Children birth through age 5, with disabilities and their parents.

Areas Coordinated with Other Agencies:

CDS System personnel interact on the local level with public health nurses, Headstart teachers, and community providers to ensure that appropriate referrals are made to the regional CDS sites to allow children to be screened, evaluated and determined eligible for services, if appropriate.

Alternative Delivery Systems: Some public schools are entering into partnerships with regional CDS sites to provide services integrated in the community public schools.

Program Name: Early Childhood Education/Four-Year-Old Programs

Program Purpose: This program works to plan, develop, coordinate, administer and evaluate early childhood initiatives, and to manage public school four-year-old programs. Responsibilities include working in partnership with local, State and federal agencies and community, business, and other organizations to promote, implement, and coordinate early childhood literacy, working with educational programs and initiatives that are based on current research and best practice, and designed to assure that all students entering school can have successful experiences.

Statutory Reference:

State:

20-A MRSA, Sections 4251, 4252, 4254 and 4502

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(1.0 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

The Early Childhood Education/Four Year Old Program works within the Children's Cabinet Early Childhood Systems Initiative as part of a coordinated early childhood statewide system to:

- Increase the capacity to serve more children, making a preschool experience available to all children through community approaches.
- Result in higher quality programs and cost effective use of resources.
- Reduce fragmentation of services for children by allowing families, teachers, schools and early care practitioners to communicate and support each child's development.
- Result in fewer daily transitions for children by blending pre-school and child care environments/structures.
- Build on the existing early care and education system.
- Build successful partnership models.
- Establish program standards for schools and communities establishing public pre-k programs in alignment with national and other early childhood education State standards.

Timetables or Other Benchmarks of Success in Meeting Goals:

Ongoing:

- Number of programs developed.
- Number of partnership models developed.
- Successful implementation of program standards.

Performance Reports:

The federal Pre-K Now grant program conducts monthly conference calls and requires quarterly grant reports from the Department.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Implications of public Pre-K development on the broader early care and education system.
- Relationship building between public schools and community programs.
- Multiple transitions for very young children (part-day programs do not meet working parents' needs).
- Need for aligned program standards between the Department and the Department of Health and Human Services (DHHS).

Recent or Proposed Improvements, Innovations, Solutions:

- L.D. 560: enacted in the First Regular Session of the 123rd Maine Legislature creates distinct definition of Pre-K (previously in statute as part of a “two year kindergarten program”).
- Development of Collaboration Coach model to provide technical support for partnerships and community approaches which maximize fiscal resources, expand the availability of a pre-k experience, and meet working family needs as well as facilitate schools as hubs for comprehensive birth-five systems.
- Pre-K Forums funded by Pre-K Now (Pew Foundation).
- Provision of up-to-date web-based information for schools, consumers, community at large.
- Development of draft standards document by Four Year Old Resource Group for consideration as amendments to Me. Dept. of Ed. Reg. 125.
- Revised Four Year Old Program Approval Application incorporates community collaboration aspects.
- Maine Early Learning Guidelines, a cross-agency document between the Department and DHHS.
- Funding Collaboration Guide for Early Care and Education Partnerships in Maine/Cross Agency Document: DOE/DHHS

Constituencies Served:

Families and children, Maine School Administrative Units, and community programs (Head Start, Child Care, Nursery Schools, Parenting Programs, Inclusive Programs).

Areas Coordinated with Other Agencies:

This program coordinates with: DHHS on partnership models of delivery and aligned standards of program practice.

Alternative Delivery Systems:

Community approaches/partnership models.

Program Name: Reading First (NCLB Title I-B)

Program Purpose: Reading First is a federal program designed to assist states, school and school units address deficiencies in children’s ability to read, particularly in high-poverty schools, and ensure that all students are reading on grade level by the end of third grade through the implementation of instructional programs and materials, assessments, and professional development guided by scientifically based reading research. The program provides State Education Agencies (SEAs) and Local Education Agencies (LEAs) with assistance to K-3 teachers and K-12 special education teachers in establishing reading programs for students in kindergarten – grade 3 that encompass the five essential components of reading instruction: phonemic awareness; phonics; vocabulary development; reading fluency; and reading comprehension; and utilize methods and strategies that meet the characteristics of scientifically based research to ensure that children are reading at grade level by the end of grade 3.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title I-B

Rules Governing the Program:

State: N/A

Federal:

Reading First legislation Title 1-B, Subpart 1.

Staff Support for All Phases of Above:

State: N/A

Federal:

This program is administered through Agreements for Services.

Priorities, Goals and/or Objective Performance Criteria:

- Increase the number of students reading at grade level at the end of third grade.
- Ensure that classroom reading instruction is research-based.
- Ensure that screening, benchmark, and progress monitoring testing using valid and reliable instruments is conducted in classrooms.
- Provide professional development that ensures all teachers have the skills they need to effectively teach all students to become proficient readers.

Timetables or Other Benchmarks of Success in Meeting Goals:

The outside evaluators of Maine Reading First -the Maine Educational Policy Research Institute (MEPRI), and the U.S. Department of Education (USDE's) evaluator for Maine Reading First, American Institutes for Research (AIR), both complete yearly reports on the program's effectiveness. Overall, both these agencies have found positive results in meeting the goals of Reading First. Benchmarks in raising the reading achievement of all K-3 students over the six years of the grant are the student achievement in the 25 Reading First schools, statewide student achievement as measured on the Maine Educational Assessment (MEA) and the number of educators involved in statewide professional development.

Performance Reports:

LEAs submit annual performance reports to the Department in July of each year and are monitored yearly. The Department submits annual performance reports to USDE in November of each year. Yearly reports from outside evaluator MEPRI and Annual Program Monitoring by AIR are available for review.

Barriers to Performance:

Capacity to perform all of the requirements of the grant on a statewide basis in a large geographical area; capacity to disseminate best practices to non-eligible LEAs.

Corrective Actions:

Building capacity in northern section of the State; utilizing alternative delivery methods.

Emerging Issues:

Sustaining the implementation of Reading First in LEAs where funding will be coming to an end; school leadership and teacher turnover in Reading First schools and the coordination with Special Education and Reading First (3 tier intervention model and Response to Intervention (RTI)).

Recent or Proposed Improvements, Innovations, Solutions:

Use of the ATM system to communicate with LEAs; extension of LEA grants from 3 years to 4 years.

Constituencies Served:

25 Reading First Schools and all K-3 educators and K-12 Special Educators in Maine.

Areas Coordinated with Other Agencies:

Literacy development is coordinated with: Title 1, Center For Inquiry on Literacy, Maine Special Education Directors, Statewide Literacy Faculty Group, Maine Literacy Partnership, Even Start, Adult Education, Certification, Growing In Literacy Initiative (Grades 4-5), and college and literacy faculty from throughout the state. The Eastern Region Reading 1st Technical Assistance Center provides technical assistance and professional development is provided to the Department.

Alternative Delivery Systems: Support to Reading First schools and statewide professional development opportunities are provided by Reading First staff through the ATM system.

**Program Name: 21st Century Community Learning Centers (CCLC)
(NCLB Title IV-B)**

Program Purpose: The purpose of Maine’s 21st Century Community Learning Centers program is to establish or extend “Community Learning Centers” that provide students with academic enrichment opportunities as well as additional activities designed to complement their regular academic program. These centers must link to the local school administrative unit’s (SAU’s) comprehensive education plan that is aligned with Maine’s *Learning Results*, focused on the learning of all students and oriented to continuous improvement. 21st Century Community Learning Centers must also offer the families of these students literacy and related educational development services. Centers, which can be located in elementary or secondary schools or other similarly accessible facilities, provide a range of high-quality services to support student learning and development, including tutoring and mentoring, homework help, academic enrichment (such as hands-on mathematics, science or technology programs), community service opportunities, as well as music, arts, sports and cultural activities. At the same time, centers help working parents by providing a safe environment for students when school is not in session.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title IV

Rules Governing the Program:

State: N/A

Federal:

The State, under this program, in accordance with federal requirements, will give priority to school/community partnerships that:

- Serve children in low-performing schools;
- Serve designated NCLB Title I priority schools;
- Meet the SAU minimum 40% free and reduced lunch count;
- Demonstrate SAU and community partnership in delivering programs and services to children and families;
- Propose to serve youth on a year round basis (includes a summer program);
- Link to existing educational support programs such as GEARUP; and
- Meet required evaluation and outcome measures.

Staff Support for All Phases of Above:

State: N/A

Federal:

(0.50 FTE) Development Project Officer

(0.50 FTE) Planning and Research Associate I

(0.05 FTE) Management Analyst

Priorities, Goals and/or Objective Performance Criteria:

Funds are used to:

- Provide opportunities for academic enrichment, including providing tutorial services to help students, particularly students who attend low-performing schools, to meet State and local student performance standards in core academic subjects, such as reading and mathematics;
 - Offer students a broad array of additional services, programs, and activities, such as youth development activities, drug and violence prevention programs, counseling programs, art, music, and recreation programs, technology education programs, and character education programs, that are designed to reinforce and complement the regular academic program of participating students; and
 - Offer families of students served by community learning centers opportunities for literacy and related educational development, and specific parent engagement opportunities in their child/s after school learning.
-
- Goal 1-Academic Improvement of Low Performing and/or Failing Students: To improve the academic performance in reading /language arts and mathematics of students who are low performing/ failing or at high risk of failure.
 - Goal 2-Health and Physical Well-Being: To improve the health and wellness of youth who participate in the after school program. This includes nutrition, physical fitness, safety issues, social-emotional development (asset development), and substance abuse prevention.
 - Goal 3-Cultural and Multi-Cultural Enrichment: To increase students' participation in visual and performing arts (art, music, dance, theatre, etc), performances, exhibits, understanding of different cultures.
 - Goal 4-Family Education and Engagement: To increase the educational programs and opportunities for families to become more involved in learning for adults and for youth and written educational information for families.
 - Goal 5-Sustainability and Partnerships: To develop and implement a sustainability plan in order to continue the program. This includes monies raised via possible grants, fees, fundraising, partners assuming costs of aspects of programming, etc. This also includes advocacy, public relations, and communication to include newsletters, public presentations, news articles, etc.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Goal 1: Number of low performing, “regular” students served 30-days or more.
- Goal 2: Number of exposures students have to physical activities and nutrition education and experiences.
- Goal 3: Number of exposures students have to cultural arts and enrichment activities and experiences.
- Goal 4: Number of “regular” student parent/guardians attending educational activities with child/ren or for self.
- Goal 5: Cash and in-kind value of funds leveraged towards program sustainability.

Performance Reports:

Trimester schedule: Outcome data is reported to US Department of Education (USDE) through an online Work-Report three times during contract year. A final year-end report and budget is submitted to USDE.

Barriers to Performance:

- Limited engagement of school administration in student recruitment and retention of low-performing students.
- Funding towards sustainability: schools are stretched to use Title I funds (as permitted under federal law) for many other needs and struggle to allocate towards after-school learning.
- Limited understanding of how after school learning can improve academic outcomes.
- Due to rural nature of Maine, transportation is costly.
- Difficult to engage high-needs families in child’s learning in some programs.

Corrective Actions:

If after coaching and problem-solving to eliminate barriers, the program can still not meet required goals, funding is reduced and/or terminated.

Emerging Issues:

- State was flat-funded for third cycle in a row.
- Federal focus on older youth in extra learning opportunities (ELO) will realign funding earmarks to reflect this priority and mean fewer dollars for K-6 students in after-school programs.

Recent or Proposed Improvements, Innovations, Solutions:

- Strengthened compliance process and site visit assessment.
- Trained all program directors in the High Scope Youth Program Quality Assessment to raise the level of quality across all programs, thus improving student outcomes.
- Copy Superintendents/fiscal agents on Compliance Reports to ensure effective communication and invite shared problem-solving.

Constituencies Served:

Students K-12 attending schools primarily from 40% or higher free or reduced lunch schools and who are failing reading, math and/or language arts.

Areas Coordinated with Other Agencies:

A plan has been developed to coordinate older youth ELO with GEAR UP, High School Reform, and Department of Health and Human Service's (DHHS) 12-15 Block Grant funds to design a coordinated ELO system for all 40% or higher schools that provides quality after-school supports for low-income, academically strong students and their peers struggling to meet assessment goals. The goal would be to maximize professional development resources and expertise as well as regional program coordination and site supports.

Alternative Delivery Systems:

Maine 21st CCLC partners with the Maine After-School Network, DHHS, GEAR UP, Mitchell Institute, Children's Cabinet, and Office of Substance Abuse to explore ongoing partnerships for program supports, collaboration, and systems improvements.

Program Name: GEAR UP

Program Purpose: Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) is a federal discretionary grant program funded by the US Department of Education Office of Postsecondary Education designed to increase the number of students from low income families who are prepared to enter and succeed in postsecondary education. GEAR UP provides multi-year grants to States and partnerships to provide services at high-poverty middle and high schools. GEAR UP grantees serve students beginning no later than the seventh grade and following the students through high school. This program employs partnerships committed to serving and accelerating the academic achievement of participating students through their high school graduation. GEAR UP partnerships supplement (not supplant) existing reform efforts, offer services that promote academic preparation and the understanding of necessary costs to attend college, provide professional development, and continuously build capacity so that projects can be sustained beyond the term of the grant.

Statutory Reference:

State: N/A

Federal:

Higher Education Act of 1965, as amended, Title IV
20 USC 1070a-21-28

Rules Governing the Program:

State: N/A

Federal:

34 CFR, Section 694 Parts 74, 75, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, and 99

Staff Support for All Phases of Above:

State: N/A

Federal:

(% FTE) Education Team and Policy Director
(0.10 FTE) Office Assistant II

Priorities, Goals and/or Objective Performance Criteria:

Annual renewals of the six year grant based upon successful implementation and the annual performance report due April 15th each year. Fully 50% of the grant funds must go to FAME annually for scholarships per federal regulation. Maine is required under the regulations to match the federal allocation dollar for dollar.

Goal:

- The Project will leverage Maine’s advanced technological infrastructure to create a sustainable program that supports students who are economically disadvantaged in preparing for, accessing, and succeeding in postsecondary education.

Objectives:

- Integrate the GEAR UP program into Maine’s existing education and education technology infrastructure.
- Increase the academic performance and preparation for postsecondary education of participating students.
- Increase the rate of high school graduation and participation in postsecondary education of participating students.
- Increase educational expectations for participating students and student and family knowledge of postsecondary education options, preparation, and financing.
- Anchor the use of Maine’s Learning Technology Initiative and distance learning networks into the GEAR UP program strategies and activities

Timetables or Other Benchmarks of Success in Meeting Goals:

- Increased academic performance and preparation for postsecondary education of participating students.
- Increased rate of high school graduation and participation in postsecondary education of participating students.
- Increased educational expectations for participating students and student and family knowledge of postsecondary education options, preparation and funding.
- Integration of the GEAR UP program into Maine’s existing education infrastructure.
- Increased use of Maine’s technology infrastructure into the GEAR UP program.

Performance Reports:

An Annual Performance Report is due on April 15th each year.

Barriers to Performance:

Lack of or inaccuracy of data; limited ability to disaggregate existing data.

Corrective Actions:

Establishment of a new data management system.

Emerging Issues:

Continuing to work with schools to enroll greater numbers of students and align efforts with school restructuring initiatives.

Recent or Proposed Improvements, Innovations, Solutions:

The required biennial evaluation is currently underway and will be completed by the end of the year.

Constituencies Served:

2500 students in grades 9-12 (FY 08) from low income families are enrolled in 20 SAUs, their families, and educators.

Areas Coordinated with Other Agencies:

The project has a number of project partners including FAME, Maine Parent Federation, the University of Maine System, the Community College System of Maine, MELMAC, the Mitchell Institute and MaineCITE.

Alternative Delivery Systems: N/A

Program Name: Keeping Maine’s Children Connected

Program Purpose: Keeping Maine’s Children Connected (KMCC) promotes success for all youth who experience disruption in their educational programs. The purpose is to improve the educational outcomes of youth who experience a disruption in their educational program due to homelessness, in-patient psychiatric hospitalization, correctional facility placement, foster care placement and/or high mobility. The intent is to facilitate the transition to and from educational programs so that students can stay connected or can successfully re-connect to their educational programs as seamlessly and as soon is possible. In addition, the program is designed to reduce the number of school transitions in students’ lives, increase their sense of belonging to the school and community as well as to ensure they continue and complete their educational program. This is a Maine Children’s Cabinet Initiative and integrates the work of other State and federal initiatives.

Statutory Reference:

State: N/A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State: N/A

Federal:

Support is provided through a Cooperative Agreement with the University of Southern Maine.

Priorities, Goals and/or Objective Performance Criteria:

- Expand and maintain statewide communication liaison network system including representatives from regional state agency offices, school units, in-patient psychiatric facilities, and/or correctional facilities.
- Develop and facilitate integrated statewide trainings and regional network meetings for KMCC Liaisons, other related staff and interested stakeholders with the Department’s homeless program coordinator.
- Provide technical assistance and consultation statewide to stakeholders facilitating awareness and communication among those involved with youth.
- Facilitate development of internal communication protocols within school units, facilities and agencies.

- Develop and facilitate related trainings to stakeholders.
- Collaborate with statewide and regional programs within the Department, and with Department of Health and Human Services (DHHS), Department of Corrections (DOC), Maine Judicial Branch, the community, and schools to develop integrated trainings and forums.
- Collaborate with other organizations to collect and maintain a database to track needs and support for youth experiencing disruption.
- Facilitate development of policies and protocols within state agencies, school units, and facilities that will support staff and address the issues confronting youth.

Timetables or Other Benchmarks of Success in Meeting Goals:

Surveys, review of data collected, and yearly review of all goals and outcomes.

Performance Reports:

- Weekly reports to leadership as representative to Children’s Cabinet.
- Yearly report to Children’s Cabinet.
- Quarterly updates to KMCC Advisory Committee.

Barriers to Performance:

- The challenge is that State agencies, schools and facilities each have separate mandates that target specific populations of youth and direct staff to focus on specified issues, yet youth are moving between and among two or all of these systems.
- Presently there is no consistent method to track youth who experience disruption from their educational program.
- One staff person without secretarial support.

Corrective Actions:

- Staff will collaborate with existing State agencies, schools and facilities to facilitate communication, link with liaisons and develop policies that will address concerns and challenges.
- KMCC will work with State agencies to develop method to track youth who experience disruption in educational programs.
- KMCC will pursue grant to collect more comprehensive data within pilot school districts.

Emerging Issues:

- The restructuring of school units will create a need to review the role of KMCC Liaisons within school units.
- Integrating with other priority initiatives of the Children’s Cabinet which have become the focus of the work of the child-serving departments

Recent or Proposed Improvements, Innovations, Solutions:

- Integration of trainings, data collection and work with Student Assistance Teams.
- Develop with others, teach and pilot graduate class at University of Southern Maine summer program to reach educators and social workers.
- Initiate better collaboration with the Department of Labor.
- Integrate efforts with Maine Youth Suicide Prevention Program (MYSPP) regarding data collection and training.
- Collaborate with psychiatric hospitals regarding communication protocols and internal policy changes.

Constituencies Served:

School aged youth who experience a disruption in their educational program, and their families as well as staff from schools, in-patient psychiatric facilities, correctional facilities, and regional state agency offices.

Areas Coordinated with Other Agencies:

KMCC is an initiative of the Children's Cabinet. The KMCC Advisory Committee, chaired by the First Lady, includes active representation from each of the child-serving State agencies, as well as school administrative and social work staff, case management agencies, statewide agencies, hospital staff, correctional facility staff, foster parents, families and youth. The program also coordinates with the Department's SATs, School Nurses and Homeless programs; the Department of Corrections Jurisdictional Planning Committees; the Department of Labor; Central Maine Inclusive Schools; Maine Administrators of Services for Children with Disabilities (MADSEC); Child Behavioral Health Services (CBHS); Maine Parent Federation (MPF) committee; Future Search; Southern Maine Network; MYSPP; Local Case Resolution Committees (LCRC); DHHS Child Welfare Services (CWS); and the Maine Judicial Branch-Guardian ad Litem (GALs) and Court Appointed Special Advocates (CASAs).

Alternative Delivery Systems:

The Liaison Network System relies on existing staff within school districts, in-patient psychiatric facilities, correctional facilities and regional state agency offices. The liaison system provides a contact and streamlines communication.

Program Name: Youth Development Centers Project IMPACT

Program Purpose: Project IMPACT provides transition case management services for Maine school age children involved in the Juvenile Justice System to enhance the students' chances for successful reintegration to their school and community, therefore reducing the probability of re-arrest and re-incarceration.

Statutory Reference:

State:

20-A MRSA, Section 1055; Chapter 501, Section

Federal:

The Individuals with Disabilities Education Act of 2001 (IDEA), as amended

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. Chapter 101, Maine Unified Special Education Regulation

Federal: N/A

Staff Support for all Phases of Above:

State: N/A

Federal:

Long Creek Youth Development Center

(1.0 FTE) Education Specialist II Transition Coordinator

(1.0 FTE) Office Associate II

Mountain View Youth Development Center

(1.0 FTE) Education Specialist II Transition Coordinator

(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

- Assist in the coordination of school and community reintegration of children who are both detained and committed to the Mountain View and Long Creek Youth Development Centers.
- Provide notification to appropriate school personnel, parents, and Department of Health and Human Services (DHHS) caseworkers of a child's planned reintegration.
- Assist in the gathering of school records, course schedules and immunization records.
- Communicate with child's Juvenile Community Corrections Officer
- Attend classification and re-classification meetings of youth.
- Attend child's phase advancement, unit treatment team and Individual Education Plan (IEP) meetings.
- Collect data for Project IMPACT Advisory Board

- Monitor detention intake daily to establish SAU communication and obtain school records.
- Provide annual training to SAUs regarding Juvenile Corrections policies and re-integration of students.
- Provide direct instruction to children who are in the detained unit.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Children are successfully transitioned back into their community schools.
- School records are requested and received in a timely manner.
- SAUs are notified immediately when children are placed at the Youth Development Centers.
- SAUs are provided sufficient notice of a child's reintegration to plan for a successful transition.

Performance Reports:

Quarterly reports to Project Impact Board of Directors

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

- Significant overcrowding in Long Creek Detention Unit
- Older students are being committed to Long Creek Youth Development Center and the students are transitioning to post-secondary schools.

Recent or Proposed Improvements, Innovations, Solutions:

- Project IMPACT staff support previously contracted through school units have been established as State government positions providing clearer lines of supervision, etc., and cost savings.

Constituencies Served:

- Youth who are adjudicated to Youth Development Centers
- Youth who are non-adjudicated at Youth Development Centers
- Families of youth
- SAUs, superintendents, reintegration teams and special education directors.
- Corrections staff.

Areas Coordinated with Other Agencies:

- Project IMPACT represents a cooperative agreement between the Maine Department of Education and the Maine Department of Corrections.
- Project IMPACT staff work with Maine Department of Labor, Vocational Rehabilitation to support a young person's transition.

Alternative Delivery System: N/A

Program Name: Gifted and Talented Education

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

Statutory Reference:

State:

20-A MRSA, Chapter 311

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 104, Educational Programs for Gifted and Talented Children

Federal: N/A

Staff Support for All Phases of Above:

State:

(0.25 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Provide assistance to school units on the development and implementation of gifted and talented programs.
- Approve the annual application for implementation and funding.

Gifted and talented programs in the State are to be based on the following educational principles:

- Gifted and talented children need to move at their own rate, regardless of chronological age or grade placement; therefore, academic subjects, including the fine arts, shall be taught to them in a manner that allows them to learn at their appropriate instructional level and at their own pace.
- Gifted and talented children need diversity in their educational experiences; therefore, diverse and appropriate learning experiences shall be offered through a variety of program models, instructional strategies and materials.

- Gifted and talented children need to be challenged to develop their abilities and potential; therefore, specialized curricula that are advanced, conceptually complex and carefully differentiated from regular curricula shall be provided in lieu of the regular curricula.
- Gifted and talented children's needs vary as they progress through the elementary and secondary grades; therefore, instructional settings shall be appropriate to their changing needs.
- Highly gifted and talented children may need further modifications to their educational programs; therefore, appropriate adjustments or alternatives to their gifted and talented programs must be made.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Annual applications due to the Department from SAUs in October.
- Approval letters to SAUs upon review and approval.
- Actual costs submitted by SAUs in July.

Performance Reports:

School units submit to the Department in October.

Barriers to Performance:

Staffing needs

Corrective Actions:

Re-assignment of program to Special Services Team.

Emerging Issues:

- The implementation of gifted and talented arts programs.
- Continued concerns with the full implementation of local plans.

Recent or Proposed Improvements, Innovations, Solutions:

Increased assistance to schools on implementation, especially in the arts.

Constituencies Served:

Local schools, school units, teachers, administrators, and students and their parents.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

**Additional Contracted Services Staff Support for Aspects of the Work on the
Special Services Team**

Health Education

State: N/A

Federal:

2.0 Health Education Administrative Support

Special Education

State: N/A

Federal:

4.0 Special Education Program Peer Review Specialists

1.0 Special Education Finance Support

NCLB

State: N/A

Federal:

2.0 Reading First Literacy Specialists

Early Childhood

State: N/A

Federal:

1.0 Vista Volunteer

School Finance and Operations Team

- Audit
- School Finance and Maine Educational Data Management System (MEDMS)
- School Facilities and Pupil Transportation
- Child Nutrition Services
- Enhancing Education Through Technology (NCLB, Title II-D)
- Rural Education Initiative Rural and Low-income Schools (NCLB, Title VI-B)

Name of Team: School Finance and Operations Team

Name of Education Team and Policy Director: James E. Rier

Program Names:

- Audit
- School Finance and Maine Educational Data Management System (MEDMS)
- School Facilities and Pupil Transportation
- Child Nutrition Services
- Enhancing Education Through Technology (NCLB, Title II-D)
- Rural Education Initiative Rural and Low-income Schools (NCLB, Title VI-B)

Leadership Support for All Phases of Above:

State:

(1.0 FTE) Education Team and Policy Director

Federal: N/A

Program Name: Audit

Program Purpose: Audit performs audit functions and provides audit services for the Department and school administrative units. The program assures that audit requirements are met for school administrative units and private non-profit agencies receiving federal funds, provides quality assurance for school administrative unit and audit reports that verify data used in the calculation of State subsidy, provides technical assistance to external auditors and fund recipients, verifies school construction funds, and coordinates resolution of departmental audit findings.

Statutory Reference:

State:

Title 20-A MRSA, Sections 6051 and 6052

Federal:

Single Audit Act of 1984, Single Audit amendments of 1996, OMB Circular A-133

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(1.0 FTE) Auditor II

(1.0 FTE) Auditor I

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Audit accomplishes its purpose with an organization and system designed to support the goals and objectives of the various programs of the Department while applying sound fiscal management principles.

Timetables or Other Benchmarks of Success in Meeting Goals:

Audit staff ensures receipt of audit reports within nine months of an entity's fiscal year end; reviews and follows up on audit findings, questioned costs and compliance issues; issues management decisions on audit findings within six months of report submission; and ensures that fund recipients implement corrective action plans when required. Staff also audits State-funded major capital school construction projects to provide fiscal oversight and ensure compliance with State regulations.

Performance Reports:

Audit staff assures that audit requirements are met for school administrative units and private non-profit agencies that receive federal funds, and coordinates the resolution of audit findings.

Barriers to Performance: N/A

Corrective Actions: N/A

Emerging Issues:

Implementation of school administrative unit reorganization will decrease the number of school administrative units to be monitored but the complexity of some audit reports will likely increase.

Recent or Proposed Improvements, Innovations, Solutions: N/A

Constituencies Served:

Various programs within the Department, school administrative units, and private non-profit organizations that receive funds from the Department.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems: N/A

**Program Name: School Finance and Maine Educational Data Management System
(MEDMS)**

Program Purpose: School Finance is responsible for:

- Administering General Purpose Aid for Local Schools (GPA) subsidy to school administrative units pursuant to the Essential Programs & Services Funding Act.
- Supporting activities by the Legislature and Department to study the impact of the Essential Programs and Services Funding Act and school administrative unit operations, organization, best practices.
- Calculating the annual tuition rates for public and approved private schools.
- Providing technical assistance to school units on all aspects of school finance and governance.

MEDMS is responsible for:

- Administering and managing the collection of educational data from schools and school administrative units in order for the Department of Education to meet both federal reporting requirements and State reporting requirements including the data necessary for the calculations prepared by School Finance.

Statutory Reference:

State:

20-A MRSA, Chapters 101, 103, 103-A, 105, 107, 109, 111, 113, 117, 213, 217, 219, 221, 601, 603-A, 606-B, 608 and 609

Federal: N/A

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 23, Collection of Staff Information

Me. Dept. of Ed. Reg. 26, Rules Relating to Reorganization of School Administrative Districts

Me. Dept. of Ed. Reg. 61, Rules for Major Capital Construction Projects

Me. Dept. of Ed. Reg. 64, Maine School Facilities Program and School Revolving Renovation Fund

Me. Dept. of Ed. Reg. 81, Uniform School Bus Standards for Pupil Transportation in Maine

Federal: N/A

Staff Support for All Phases of Above:

State:

- (2.0 FTE) Education Team Coordinator
- (2.0 FTE) Education Specialist III
- (1.0 FTE) Education Specialist II
- (2.0 FTE) Office Specialist I Supervisor
- (1.0 FTE) Office Assistant I
- (1.0 FTE) Office Associate II
- (1.0 FTE) Statistician

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Activities:

- Create the General Purpose Aid for Local Schools (GPA) portions of the state budget in order to provide school funding that must be adequate to fully provide for all of the staffing and other material resource needs of the essential programs and services identified by the Legislature.
- Prior to December 15th of each year, create the annual recommended funding level for the Commissioner based on the Essential Programs & Services Funding Act.
- Calculate monthly and other periodic disbursements of GPA funds to local school organizations.
- Analyze the impact of proposed changes in the school funding statutes and prepare information for discussion regarding these impacts for the Commissioner and the Legislature.
- Calculate and publish annual tuition rate calculations for public school units and for approved private schools.
- Provide technical assistance in a variety of areas, including determination of compliance with local school board reapportionments and warrant articles for local school finance and budgets.
- Collect, compile, and analyze educational financial, staff and student data to meet federal and State reporting requirements.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports: N/A

Barriers to Performance:

- The December 15th statutory deadline to complete the Recommended Funding Level as well as other federal and State reporting deadlines are difficult to achieve because of late receipt and accuracy of data from some school administrative units.
- Currently used computer programs are not well designed to efficiently organize school funding data in new ways for new purposes.

Corrective Actions:

The Department is currently implementing the redesigned financial data collection system and is in the process of redesigning the staff and student data collection system in order to resolve this and other technology issues.

Emerging Issues:

Additional computer conversion is needed for the existing computer program that currently creates the State subsidy calculations and printout. This program needs to be converted to a new technology in order to integrate with the new financial, staff and student systems.

Recent or Proposed Improvements, Innovations, Solutions:

The First Regular Session of the 123rd Legislature passage of the Public Law 2007 Chapter 240 Part XXXX resulted in a major initiative to reorganize 290 school administrative units into not more than 80 school administrative units to provide educational opportunity, rigorous academic programs, uniformity of delivery of academic programs, greater uniformity of tax rates, efficient use of limited resources in order to achieve long-term sustainability and predictability, effective use of public funds expended, preservation of opportunities for choice of schools, and maximization of opportunities to deliver services. Once this reorganization process is complete, it should streamline the data collection process providing more accurate data in a more timely manner.

Constituencies Served:

The principal constituencies served are:

- The State Board of Education which certifies the Annual Funding Level, based on the Recommended Funding Level as prepared by the School Finance sub-team, implementing recommendations from the Commissioner;
- The Education Committee of the Legislature which considers advice offered by the staff and uses data prepared by staff regarding possible changes in the school funding formula; and
- School unit superintendents, who often depend on the School Finance and MEDMS staff for technical advice in a number of areas.

Areas Coordinated with Other Agencies:

- In calculating GPA amounts, the GPA Program uses State Property Valuation data, as determined by the Maine Revenue Services' Property Tax Division.
- In supporting activities which examine the impact of the Essential Programs and Service Funding Act and school funding levels on local school units, staff provides information to the State Planning Office for an annual report prepared by that office.

Alternative Delivery Systems: N/A

Program Name: School Facilities and Pupil Transportation

Program Purposes:

Major Capital School Construction Program

- Consult with, evaluate, and make recommendations to the State Board of Education regarding approval of all major capital school construction projects that are brought before them for site, concept and subsidy approval.

Revolving Renovation Fund

- Evaluate, approve, and monitor projects under the Revolving Renovation Fund.

Pupil Transportation Program

- Provide school administrative units and individual school bus drivers with in-service training, evaluate and monitor the purchase of new school buses, and develop specifications for school buses.

Leased Space Program

- Evaluate, approve and monitor leased temporary classroom space.

School Facility Maintenance

- Provide assistance and templates/software to school administrative units for maintenance and capital renewal programs.

School Safety and Security

- Ensure regulatory compliance with purchase and storage of hazardous (laboratory) chemicals and coordinate interagency assistance involving chemicals.
- Assist with and ensure the development and implementation of energy preparedness plans and safer cleaning chemicals and assist with general safety issues in schools.

Federal Programs

- Administer federal funds provided for construction or repair of school facilities.

Statutory References:

Major Capital School Construction Program

State:

20-A MRSA, Sections 15901-15917

30-A MRSA, Chapter 225 Sub-chapters 2 and 3

Federal: N/A

Revolving Renovation Fund

State:

30-A MRSA, Chapter 225 Sections 5953-E and 6006-F

Federal: N/A

Pupil Transportation Program

State:

20-A MRSA, Chapter 215

29-A MRSA, Chapter 19

Federal: N/A

Leased Space Program

State:

20-A MRSA, Section 4001(3)

Federal: N/A

School Facility Maintenance

State:

20-A MRSA, Sections 15918 and 4001

Federal: N/A

School Safety and Security

State:

20-A MRSA, Sections 1001 and 4003-A, Chapter 101, Section 1001

Resolve, To Encourage the Use of Safe Chemicals in Public Schools

Resolve, Directing the Department of Education and the Department of Environmental
Protection to Implement Procedures to Remove Hazardous Materials from Maine
Schools

Federal: N/A

Federal Programs

State:

20-A MRSA, Section 405 (3) (Q)

20-A MRSA, Section 15916

Federal:

In accordance with federal statutes governing federal funds granted.

Rules Governing the Programs:

Major Capital School Construction Program

State:

Me. Dept. of Ed. Reg. 60, New School Siting Approval

Me. Dept. of Ed. Reg. 61, Rules for Major Capital School Construction Projects

Federal: N/A

Revolving Renovation Fund

State:

Me. Dept. of Ed. Reg. 64, Maine School Facilities Program and School Revolving Renovation Fund

Federal: N/A

Pupil Transportation Program

State:

Me. Dept. of Ed. Reg. 81, Uniform School Bus Standards for Pupil Transportation in Maine

Federal: N/A

Leased Space Program

State:

Me. Dept. of Ed. Reg. 64, Maine School Facilities Program and School Revolving Renovation Fund

Federal: N/A

School Facility Maintenance

State:

Me. Dept. of Ed. Reg. 64, Maine School Facilities Program and School Revolving Renovation Fund

Federal: N/A

School Safety and Security

State:

Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units

Me. Dept. of Ed. Reg. 161, Purchase and Storage of Hazardous Chemicals

Federal: N/A

Federal Programs

State: N/A

Federal:

In accordance with federal regulations governing federal funds granted.

Staff Support for All Phases of Above:

State:

(1.0 FTE) Education Specialist III

State Special Revenue:

(1.0 FTE) Education Team Coordinator

(1.0 FTE) Education Specialist III

(1.0 FTE) Education Specialist II

(1.0 FTE) Secretary Associate

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Major Capital School Construction Program

- The Major Capital School Construction Program assures that the most needy school facilities in the State will receive construction funds.

Revolving Renovation Fund

- The State makes limited funds available through the Revolving Renovation Fund to address facility renovation issues in health, safety, facility systems, and learning spaces.

Pupil Transportation Program

- The Pupil Transportation Program supports best practices in the field and provides administrative support and oversight to bus purchases.

Leased Space Program

- The Leased Space Program addresses the need for temporary space by monitoring State support to school administrative units.

School Facility Maintenance

- The School Facility Maintenance program provides assistance to school administrative units by providing technical assistance, on-line software for capital asset management, and a self-education program for maintenance activities.

School Safety and Security

- The School Safety and Security program assists school administrative units with chemical management, including purchasing safer alternatives, and with the development and implementation of emergency preparedness plans, with general safety issues in schools, e.g., playgrounds, carpet, security, and maintenance.

Federal Programs

- The Team administers federal funds for construction or repair of school facilities.

Timetables or Other Benchmarks of Success in Meeting Goals:

Major Capital School Construction Program

- The current program resulted in 24 schools in the first rating cycle, 12 schools in the second rating cycle, and 20 schools in the current rating cycle that are in the process of being built. An extensive handbook is available to help school administrative units through the construction process.

Revolving Renovation Fund

- The Revolving Renovation Fund program regularly provides funds to school administrative units as funds become available.

Pupil Transportation Program

- The Pupil Transportation Program approves school bus purchases on an annual basis and holds annual pupil transportation safety conferences and training sessions for bus drivers.

Leased Space Program

- The Leased Space Program approves applications for leased space support on an annual basis.

School Facility Maintenance

- The School Facility Maintenance program maintains a web-based database for capital renewal and periodically queries that database for information.

School Safety and Security

- The program receives annual laboratory chemical inventories from school administrative units and periodically evaluates them for hazards. The program assists with emergency preparedness and general safety issues as needed and requested.

Federal Programs

- The current Qualified Zone Academy Bonds (QZAB) program approves applications whenever funds are allotted per the U. S. Tax Code.

Performance Reports:

Major Capital School Construction Program

- The Major Capital School Construction Program has administered three priority lists with a total of 65 projects (20 on the current Priority List). Eight new construction projects were developed and presented to the State Board of Education for Concept Approval in 2007. Increased debt service limits in 2004 (\$72,000,000) should permit construction of the 20 projects now on the Priority List. A data base was developed on school construction projects for the past 25 years, along with a data base for tracking leased space. Much of this data was the basis for the "School Construction Study Group" recommendations.

Revolving Renovation Fund

- The Revolving Renovation Fund has been used to fund renovation projects up to \$1 million in each of the three categories (health and safety, building systems, and instructional space) based upon available funds. Many health and safety issues have been corrected. The Fund has also been used to correct issues with building systems, structural issues, and learning spaces. More than 450 renovation projects have been funded at a cost of \$130,000,000. With a forgiveness element for each loan and with loans being interest free, the Fund has been very popular.

Pupil Transportation Program

- The Pupil Transportation Program approved purchase of approximately 130 new school buses in FY 2006 and held six regional and one state-wide transportation safety conference.

Leased Space Program

- The Leased Space Program provides subsidized space to local school units based upon overcrowding and program needs. The State subsidizes leased space for a period up to five years. The school administrative unit must then either convert the leased space to a local lease or lease purchase. The school administrative unit may also replace leased space with permanent space.

School Facility Maintenance

- A state-wide database of public school deficiencies is maintained, but it is not comprehensive, accurate, or mandatory because of lack of staffing. Staff do not evaluate overall maintenance activities.

School Safety and Security

- Staff collects and maintains copies of annual chemical inventories. Staff will also generate annually a list of safer cleaning alternatives and a list of school administrative units that use safer cleaning alternatives. Staff have not evaluated emergency plans for school administrative units, but could do so in the future with additional staff.

Federal Programs

- The Team has overseen approximately \$15.2 million in Federal allocation through the QZAB program since 1998. The Team approved QZAB applications totaling \$2.7 million in FY 2007.

Barriers to Performance:

Major Capital School Construction Program

- Debt limit established under law (20-A MRSA, Sections 15689 and 15690).

Revolving Renovation Fund

- Limited funds available to address known needs.

Pupil Transportation Program

- Limited funds available to ensure adequate turnover of an aging bus fleet.

Leased Space Program

- Limited funds available to provide subsidy for leased space.

School Facility Maintenance

- Limited staff time to effectively administer the program.

School Safety and Security

- Limited staff time to effectively administer the program.

Federal Programs

- Limited federal funds

Corrective Actions:

Major Capital School Construction Program

- Rules concerning major capital school construction projects will have to be amended to reflect the new legislation on reorganization that reduces the number of school units statewide.

Revolving Renovation Fund

- Infusion of funds as needed.

Pupil Transportation Program

- Increase funding.

Leased Space Program

- Amend the rules so that the most needy school administrative units are eligible for subsidy.

School Facility Maintenance

- Increase staff. Procure a new vendor to provide program and software to comply with the law concerning capital renewal.

School Safety and Security

- Increase staff.

Federal Programs

- Increase funding.

Emerging Issues:

Major Capital School Construction Program

- Work with reconstituted school units as Regional School Units (RSUs) are established.
- Consider other heating methods that include natural gas, geothermal sources and wood.
- Seek to further increase the overall energy efficiency of school buildings through various methods including, but not limited to, better building envelopes, daylighting, efficient electrical appliances and motors, and advanced building control systems.
- Continue to become more “green” through differing roof applications, renewable building materials and other options promoted by the LEED movement, the CHPS program and other national high-efficiency programs.
- Projects in secondary schools will move toward a broader approach to education. It is anticipated that a stronger element of technical and vocational education will be added as well as a number of educational, social, and health services.

Revolving Renovation Fund

- School buildings continue to deteriorate and school administrative units do not adequately reinvest in them. Therefore, a better strategy for funding/reinvestment is imperative.
- The Revolving Renovation Fund will be used to address “green” concepts and energy improvements in school facilities.
- Revolving Renovation Fund rules need to be reviewed and updated.

Pupil Transportation Program

- Current projects include development of a preschool transportation model, the development of an implementation strategy for statewide routing, scheduling, and fleet management software, and the expansion of the bus purchasing program to include mini-buses.

Leased Space Program

- The Leased Space Program should decrease in size as more permanent space is constructed. Amend the rules so that the most needy school administrative units are eligible for subsidy.

School Facility Maintenance

- School buildings continue to deteriorate and school administrative units do not adequately reinvest in them. Therefore, a better strategy for funding/reinvestment is imperative. Energy consumption should also be studied and improvements made with respect to decreasing consumption.

School Safety and Security

- Schools administrative units need to receive assistance with environmental management, including using safer alternatives for cleaning chemicals and with safety in general, including emergency preparedness and security.

Federal Programs

- As the cost of construction increases, fewer projects can be built under the State's bonding capacity. Therefore, there is a greater need for additional federal funds to help fill the void.

Recent or Proposed Improvements, Innovations, Solutions:

Major Capital School Construction Program / Revolving Renovation Fund

- There have been major changes in procedures and operations in 1999 based upon the recommendations of the Governor's School Facilities Commission. The new procedures assure a periodic review of school facilities and are designed to assure that the most needy facilities are addressed first. The new procedures also clearly spell out the steps that a school administrative unit must achieve for a Major Capital School Construction project.

Revolving Renovation Fund (see above)

- Increased funding for maintenance and the Revolving Renovation Fund will ultimately reduce the need for Major Capital School Construction Projects.
- Increase funding for energy improvements and "green" improvements to existing school buildings.

Pupil Transportation Program

- A staff vacancy was filled with a person with broad experience in pupil transportation which will greatly enhance the program.

Leased Space Program

- The program has been greatly reduced which was the intent of previous legislation.
- Amend the rules so that the most needy school administrative units are eligible for subsidy.

School Facility Maintenance

- The program will solicit bids for software to assist school administrative units with capital renewal (December 2007).
- Staff wish to develop a comprehensive audit of energy consumption by building and carbon footprint per school building.

School Safety and Security

- The Department prioritized staff time to allow more assistance/oversight regarding emergency preparedness and hazardous chemicals, but did not hire additional staff.

Federal Programs N/A

Constituencies Served:

Major Capital School Construction Program

- Legislature, school administrative unit employees, students, local citizens, architects, suppliers and contractors.

Revolving Renovation Fund

- Legislature, school administrative unit employees, students, local citizens, architects, and contractors.

Pupil Transportation Program

- Legislature, school administrative unit employees, students, local citizens, school bus drivers, school bus mechanics, and bus parts suppliers.

Leased Space Program

- Legislature, school administrative unit employees, students, local citizens.

School Facility Maintenance

- Legislature, school administrative unit employees, students, local citizens.

School Safety and Security

- Legislature, school administrative unit employees, students, local citizens.

Federal Programs

- School administrative units.

Areas Coordinated with Other Agencies:

Major Capital School Construction Program

- State Board of Education
- Bureau of General Services
- State Planning Office
- Public Utilities Commission
- State Fire Marshal
- Maine Bond Bank
- Department of Environmental Protection
- Department of Transportation
- Maine Lung Association
- Maine Energy Management
- Maine School Management
- Maine Municipal Association
- Army Corps of Engineers
- Maine State Police
- Department of Human Resources

Revolving Renovation Fund

- Bureau of General Services (review of plans and assist in rating projects)
- State Planning Office (information on growth projections)
- Public Utilities Commission
- State Fire Marshal
- Maine Municipal Bond Bank
- Department of Environmental Protection
- Maine Lung Association
- Maine School Management
- Maine Municipal Association

Pupil Transportation Program

- Department of Transportation / Bureau of Motor Vehicles
- State Fire Marshal
- Maine State Police
- Maine Highway Safety Commission
- National Transportation Safety Board
- Maine Lung Association

Leased Space Program

- Maine Municipal Bond Bank

School Facility Maintenance

- State Fire Marshal's Office
- Municipal Code Enforcement Officers

School Safety and Security

- Maine Department of Labor
- Maine Department of Administrative and Financial Services
- Maine Department of Environmental Protection
- Maine School Management Association
- Maine Emergency Management Association
- State Fire Marshal's Office

Federal Programs N/A

Alternative Delivery Systems:

Major Capital School Construction Program N/A

Revolving Renovation Fund N/A

Pupil Transportation Program

- The Pupil Transportation Program is working well with an upgraded central bidding system and new electronic annual reporting program.

Leased Space Program N/A

School Facility Maintenance

- A comprehensive building inventory of all school facilities and a comprehensive audit of energy consumption by building and carbon footprint per school building to be proposed.

School Safety and Security

- Expansion of capacity for technical assistance with respect to environmental management and general safety to be proposed.

Federal Programs N/A

Program Name: Child Nutrition Services

Program Purpose: Child Nutrition Services assists schools in providing nutritious meals through the administration of the National School Lunch Program, School Breakfast Program, Special Milk Program, Summer Food Service Program, Team Nutrition Grant Program, Donated Commodity Food Distribution Program and After School Snack Program. All of these federal programs, except the Team Nutrition Grant (a grant program) are entitlement or reimbursement programs. Federal funds pass through the State agency to local educational agencies and sponsors. Federal regulations require that the State appropriate State match funds for local district food service. Federal funds subsidize all meals served to students through reimbursement. State match funds are paid only to public schools.

The Donated Commodity Food Distribution Program within Child Nutrition Services provides U.S. Department of Agriculture (USDA) surplus and purchased foods to schools, summer programs, charitable institutions, camps, hospitals, jails, and other nonprofit public programs. The administration of the program requires on-site determination of food utilization and storage practices and the monitoring of the receipt, storage and distribution of foods to users by the commercial warehouse and delivery company.

Statutory Reference:

State:

Title 20-A MRSA, Sections 6601-6603

Federal:

U.S. Department of Agriculture Child Nutrition Act
U.S. Department of Agriculture Child Nutrition and WIC Reauthorization Act of 2004
U.S. Department of Agriculture National School Lunch Act
U.S. Department of Agriculture Special Milk Program
U.S. Department of Agriculture School Breakfast Program
U.S. Department of Agriculture Summer Food Service Program

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 51, Child Nutrition Programs in Public Schools and Institutions

Federal:

7 CFR Parts 210, 215, 220, 225, 226 and 236

Staff Support for All Phases of Above:

State:

(1.0 FTE) Office Specialist I
(1.0 FTE) Office Associate II

Federal:

(2.0 FTE) Education Specialist III
(1.0 FTE) Education Specialist I
(1.0 FTE) Planning & Research Assistant
(1.0 FTE) Office Associate II

Priorities, Goals and/or Objective Performance Criteria:

The Child Nutrition Services Program assists local school units in their effort to provide nutritious school meals through the National Child Nutrition and Food Commodities Programs and assists local school units in their efforts to provide safe food through training and technical assistance.

Staff conduct program reviews of the National School Lunch Program, Summer Food Service Program, Special Milk Programs and Food Distribution Program; provide statewide and regional education, training, and technical assistance for local district personnel; and allocate and monitor the distribution of U.S. Department of Agriculture donated commodities to local schools and other community agencies.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports:

The program conducts and prepares written reports for program reviews as required by federal regulations, develops and presents nutrition education and training programs, and allocates and manages the distribution of donated commodities.

Barriers to Performance:

- The requirements to conduct reviews, and to provide on-site technical assistance, and the training by current staff has stretched staff resources.
- The emergence of food borne diseases such as E. Coli, Hepatitis A virus, etc., in U.S. Department of Agriculture donated commodity foods, has required major statewide information and food collection campaigns.

Corrective Actions:

Complete a Department review of: program priorities; current levels of staffing; staff development needs of current staff; and current and future staffing patterns.

Emerging Issues: N/A

Recent or Proposed Improvements, Innovations, Solutions:

- Address issues of increasing childhood obesity, federally mandated local school wellness policies have been implemented.
- Staff are cross-trained to improve efficiency.
- Child Nutrition Services uses technology such as ATM and conference calls, and works to improve efficiency of communication and training.
- Offering fresh Maine products to students by participating actively in Farm to School programs statewide.

Constituencies Served:

Constituencies served are school food service directors, school food service personnel, superintendents of schools school principals, summer camps, business managers and Department representatives. We also respond to legislators, parents, auditors and the media.

Areas Coordinated with Other Agencies:

This program coordinates activities with:

- The Department of Health and Human Services and the Office of Information Technology to directly certify students for Free Benefits.
- The Department of Human Services to coordinate training for sanitation, disease control, and nutrition education.
- The Maine Department of Agriculture to continue efforts in training on use of local products.
- Farm-to-School organizations.
- Healthy Maine Partners and the Maine Nutrition Network.

Alternative Delivery Systems:

The delivery system is governed by strict federal standards, policies and guidelines.

Program Name: Enhancing Education through Technology (NCLB, Title II-D)

Program Purpose: The purposes of the federal Education Technology Formula Grant program are to:

- Assist the State and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement;
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”;
- Assist the State and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expand access of technology to students (particularly disadvantaged students) and teachers;
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development programs;
- Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means;
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions;
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators; and
- Support the rigorous evaluation of programs funded under the Education Technology Act, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title II-D

Rules Governing the Program:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title II-D, Non-Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

Goals: The primary goal of the program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Use of Funds: In implementing its local technology plan, a recipient of funds may support activities to:

- Increase accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- Adapt or expand applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.
- Implement proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- Use technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- Prepare one or more teachers in schools as technology leaders who will assist other teachers, and provide bonus payments to the technology leaders.
- Enhance existing technology and acquire new technology to support education reforms and to improve student achievement.
- Acquire connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implement enhanced performance measurement systems to determine the effectiveness of education technology programs funded with Ed Tech funds.
- Developing, enhancing, or implementing information technology courses.

Timetables or Other Benchmarks of Success in Meeting Goals:

School administrative units receive information each spring about the amount of their allocation, and any new guidelines, and submit an application during August along with a performance report on the previous year's funding. The performance report provides data on how well their goals were met. The Department also conducts unit monitoring on site to see first hand how well projects are working.

Performance Reports:

Performance reports are due in August or 30 days after any summer projects are completed. Any carryover funds are required to be spent within six months after the close of the fiscal year and carryover performance reports are due by January 15.

Barriers to Performance:

Budget reductions to this program have limited the funds available to school units and to the State for strengthening of education programs. We have about half the funding we had when the Act was authorized five years ago.

Corrective Actions:

The REAP-Flex and transferability provisions of The No Child Left Behind Act of 2001 have enabled units to move some funding between Titles and thus make up for the loss of funds provided to Title II-D. Titles V and Title VI also can be used to support the same goals if a unit wishes to target those areas.

Emerging Issues:

Reauthorization is scheduled for 2008 but may be delayed until after the next presidential election, with the enactment of a continuing resolution of the program until reauthorization is completed. The restructuring of school units in Maine may result in some changes in the amount of funding per unit although the overall amount will remain stable.

Recent or Proposed Improvements, Innovations, Solutions:

A revised Title II-D has been suggested that targets the use of funds more for staff development and classroom uses of technology.

Constituencies Served:

Public school units and non-public schools including the students, teachers, and administrators of these units and schools.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems:

The Department has developed an electronic application and performance report and provides some training via the State ATM system.

Program Name: Rural Education Initiative Rural and Low-income Schools (NCLB, Title VI-B)

Purposes of the Program: This program is designed to address the needs of rural, low-income schools. A school administrative unit shall be eligible to receive a grant if:

- 20 percent or more of the children ages 5 through 17 years served by the local educational agency are identified as Title IA poverty from the free-lunch data of the State of Maine School Nutrition Program; and
- All of the schools served by the agency are designated with a National Center for Educational Statistics school locale code of 6, 7, or 8, as determined by the Secretary of the United States Department of Education; and
- The unit is **not** eligible for a Small Rural Schools Achievement (SRSA) Grant.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001

Rules Governing the Program:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title VI, Part III, Non-Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

Goals:

- Increase student academic achievement.
- Decrease student dropout rates.
- Improve teacher quality through staff development.
- Support technology use in classrooms.
- Increase parent involvement.
- Support safe and drug-free schools.

Use of Funds:

School administrative units may use the funds for any of the following allowable activities:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.

- Class Size Reduction (CSR) positions using “highly qualified” teachers to reduce class size.
- Teacher professional development for teachers only, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers.
- Educational technology, including software, hardware and technology training (Title II-D uses only).
- Parental involvement activities.
- Activities authorized under the Safe and Drug-Free Schools (Title IV-A uses only).
- Activities authorized under Title I-A.
- Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students).
- Administrative activities (audit, program administration or accounting for the grant (limited to 4 % of the grant).

Timetables or Other Benchmarks of Success in Meeting Goals:

School administrative units receive information between August and September about the amount of their allocation, and any new guidelines, and submit an application by November 15th along with a performance report of the previous year’s funding due September 15th. The performance report provides data on how well their goals were met. The Department also conducts monitoring on site to see first hand how well projects are working.

Performance Reports:

Performance reports are due in September. Any carryover funds are required to be spent within six months after the close of the fiscal year and carryover performance reports are due by January 15. Performance reports must contain the following data:

- How the school unit and its schools used the funds;
- The degree to which progress has been made toward meeting the State’s goals and objectives; and
- The progress made on the unit’s objectives as related to the State’s goals.

Barriers to Performance:

About 50 units are now eligible for this funding. The Department is allowed to use Title I-A criteria for poverty, free-lunch. Before that change, only eight units were eligible.

Corrective Actions:

The use of free-and-reduced lunch data has made more units eligible.

Emerging Issues:

Reauthorization is scheduled for 2008 but may be delayed until after the next presidential election, with the enactment of a continuing resolution of the program until reauthorization is completed. Possible changes in determining Title I-A poverty could affect the size of the grant. The reauthorization draft is looking at free-and-reduced lunch data as possible eligibility criteria. The regionalization of school units will change unit makeup and their percentages of poverty.

Recent or Proposed Improvements, Innovations, Solutions:

The use of a new set of locale codes to determine rural communities may change the list of units being eligible.

Constituencies Served:

Public school units including the students, teachers, and administrators of these units.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems:

The Department has developed an electronic application and performance report and provides some training via the State ATM system.

**Additional Contracted Services Staff Support for Aspects of the Work on the
School Finance and Operations Team**

Maine Educational Data Management System

State:

1.0 School Data Specialist

Federal:

1.0 Longitudinal Data System Specialist

School Unit Regionalization

State:

2.0 School Administrative Reorganization Specialists

3.0 School Administrative Reorganization Administrative Support

Federal: N/A

Learning through Technology Team

- Maine Learning Technology Initiative (MLTI)
- Distance Education
- Enhancing Education through Technology (NCLB, Title II-D)
- Innovative Education (NCLB, Title V-A)
- School Library Media/Technology Services

Name of Team: Learning through Technology Team

Name of Education Team and Policy Director: TBD

Program Names:

- Maine Learning Technology Initiative
- Distance Education
- Enhancing Education through Technology (NCLB, Title II-D)
- Innovative Education (NCLB, Title V-A)
- School Library Media/Technology Services

Leadership Support for All Phases of Above:

State:

(1.0 FTE) Education Team and Policy Director

Federal: N/A

Program Name: Maine Learning Technology Initiative (MLTI)

Program Purpose: The Maine Learning Technology Initiative (MLTI) is a one-to-one middle school laptop program that provides all 7th and 8th graders and their teachers with laptop computers and software for their use during and outside of the school day. MLTI also provides technical assistance and professional development opportunities for educators statewide to support the implementation of the laptop initiative and insure its integration with curriculum and instruction.

Statutory Reference:

State: 20-A MRSA, Section 15689-A (8) and (12)

Federal: N/A

Rules Governing the Program:

State:

Guidance for the program is provided in the *Task Force Report on the Maine Learning Technology Endowment*- January 2001.

Federal: N/A

Staff Support for All Phases of Above:

State:

(2.0 FTE) Education Specialist III
(1.0 FTE) Planning and Research Associate I

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

- Prepare students for college, careers and citizenship in a technology and knowledge rich environment.
- Ensure equity of resources to all 7th and 8th grade students and teachers to include laptops, applications, and wireless network.
- Provide ongoing professional development for all educators.
- Increase student and teacher learning.
- Increase communication and collaboration as measured by school evaluations.
- Increase project based learning as measured by school evaluations.
- Conduct evaluation through the Center for Education Policy, Applied Research and Evaluation (CEPARE) at the University of Southern Maine.

Timetables or Other Benchmarks of Success in Meeting Goals:

- Results of professional development evaluations.
- Regional meetings with school leadership teams.

- Focus groups for evaluation and feedback to Department staff.
- Evaluations conducted by CEPARE and CEPARE Performance Reports.

Barriers to Performance:

- School unit staff turnover.
- Limited participation in professional development in some areas of the state at the building or regional level.
- Lack of pre-service training for teachers in the colleges of education within the University of Maine System.

Corrective Actions:

- Work with the Maine State Superintendents Association leadership to build support for professional development.
- Work with regional resource staff.
- Work with Deans of education in the University system to address pre-service training needs.

Emerging Issues:

- Scale and lack of regional capacity to scale up professional development.

Recent or Proposed Improvements, Innovations, Solutions:

- Continued development of Distance Learning, online courses and support.
- Use of Studywiz and Noteshare as well as laptop video conferencing for communication and collaboration with educators throughout the State.
- Introduction of technology for professional development for all high school educators.

Constituencies Served:

All grades 7-12 teachers and administrators, all superintendents, all students in grades 7 and 8.

Areas Coordinated with Other Agencies:

- Coordination of efforts with regional partnerships.
- Coordination with agencies through the Maine Digital Media Group which includes Maine museums, libraries, research centers (Jackson Laboratory, Gulf of Maine Research Center, Center for Blood Research), Maine Audubon Society, Maine Historical Society, Maine Historic Film, and University of Maine.

Alternative Delivery Systems: N/A

Program Name: Distance Education

Program Purpose: The purpose of the Distance Learning Network is to provide Maine students the opportunity to reach the high standards of Maine's *Learning Results* through the use of a fully interactive MPEG2 video classroom network, also known by the initials ATM (Asynchronous Transfer Mode) that links high school classrooms and other sites across the State. This program is fully interoperable with H320 (ISDN), H323 (IP) and I2 technologies providing access and resources to high schools across the State as well as outside of the State of Maine. Increased access to programming is critical to insure all students have equal opportunity to access content regardless of location.

Statutory Reference:

State: N/A

Federal: N/A

Rules Governing the Program:

State: N/A

Federal: N/A

Staff Support for All Phases of Above:

State:

(1.0 FTE) Education Specialist II

Federal: N/A

Priorities, Goals and/or Objective Performance Criteria:

The implementation of this project anticipates improvement in three major areas: student learning; professional development; and community-based opportunities.

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports:

Distance Learning in Maine High Schools, 2002-2004.

Great Maine Schools Project/Mitchell Institute Report. July 2004.

Barriers to Performance:

The most significant barriers to success with this project have been the inability to synchronously match bell schedules between teachers at originating schools and students at receiving schools, and the recruitment of teachers to participate in the program.

Corrective Actions:

The Department applied for and received a grant from Verizon to implement an asynchronous distance education option (Moodle) that eliminates the issue of bell schedules. The Department has also provided numerous opportunities for teacher training in using the Moodle environment, with approximately 200 teachers having taken advantage of this.

Emerging Issues:

The ATM equipment is aging, with the upgrading of equipment likely to involve significant costs.

Recent or Proposed Improvements, Innovations, Solutions:

As part of a federal Advanced Placement Incentive Program (APIP) grant, the Department recently partnered with the Maine Distance Learning Project to offer Advanced Placement (AP) programming to students in Maine using a variety of technologies. AP4ALL is currently offering six AP courses to Maine high school students, with expansion to at least eight courses planned for the 2008-2009 school year.

Constituencies Served:

The Distance Learning Initiative has created a robust network rich with opportunities for serving Maine learners of all ages.

- Secondary school students at the State's high schools and secondary technical schools, other states, and around the world can share and access coursework and resources that might not be available in their local school. Advanced placement courses, high-level mathematics such as calculus and probability statistics, and science such as physics and anatomy and physiology courses, foreign language such as American Sign Language (ASL), Spanish, French and German courses, and specialized low attendance courses are some of the examples of how the program is utilized. Programming includes regular coursework and special events such as guest presenters or virtual tours of distance education venues.
- Teachers and other education professionals use the system for the on-going training and professional development necessary to meet the challenges of serving Maine students now and in the future. Training and conversations for content-area, grade-level and focused resources are easily shared.
- Maine's institutions of higher education provide, or are planning to provide, undergraduate and graduate level course work to students who might not be able to participate in training required for various degree programs and for practicing teachers and other educators needing re-certification.
- Civil service agencies such as firefighters and emergency medical personnel conduct vital training statewide using the State's distance learning facilities.
- State and local government representatives and agencies use the State's Distance Learning Network for public hearings, for continued training and development, and other necessary meetings.

Areas Coordinated with Other Agencies:

Many other agencies have used the ATM videoconferencing network for training purposes and for professional meetings. In addition, the University of Maine has used the network to deliver 53 graduate level courses over the past three years. During that same three year period the Community College system has delivered six courses, and there have also been 21 adult education courses offered.

Alternative Delivery Systems: N/A

Program Name: Enhancing Education through Technology (NCLB Title II-D)

Program Purpose: The purposes of the NCLB Title II-D Education through Technology Competitive Grants Program are to:

- Assist States and localities in implementing and supporting a comprehensive system that effectively uses technology in elementary and secondary schools to improve student academic achievement.
- Encourage the establishment or expansion of initiatives (including those involving public-private partnerships) that are designed to increase access to technology, particularly in schools served by “high-need local educational agencies”.
- Assist States and localities in the acquisition, development, interconnection, implementation, improvement, and maintenance of an effective educational technology infrastructure in a manner that expands access of technology to students (particularly disadvantaged students) and teachers.
- Support initiatives that enable school personnel and administrators to integrate technology effectively into curriculum and instruction that are aligned with State standards, through such means as high-quality professional development programs.
- Enhance ongoing professional development for teachers, principals, and administrators by providing constant access to training and updated research in teaching and learning through electronic means.
- Support the development and use of electronic networks and other innovative methods, such as distance learning, to provide specialized or rigorous courses or curricula to students who would not otherwise have access to such information, particularly to those in geographically isolated regions.
- Support local efforts to use technology to promote parent and family involvement in education and to enhance communication among students, parents, teachers, principals, and administrators.
- Support the rigorous evaluation of programs funded under the Education Technology Act, particularly regarding the impact of these programs on student academic achievement, and ensure that the results are widely accessible through electronic means.

Statutory Reference:

State: N/A

Federal: The No Child Left Behind Act of 2001, Title II-D

Rules Governing the Program:

State: N/A

Federal:

The No Child Left Behind Act, Title II-D, Non-Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist II

Priorities, Goals and/or Objective Performance Criteria:

Goals:

The primary goal of the Education Technology program is to improve student academic achievement through the use of technology in elementary and secondary schools. It is also designed to assist every student – regardless of race, ethnicity, income, geographical location, or disability – in becoming technologically literate by the end of eighth grade, and to encourage the effective integration of technology resources and systems with professional development and curriculum development to promote research-based instructional methods that can be widely replicated.

Use of Funds

The competitive portion of the Education Technology funds may support activities to:

- Increase accessibility to technology, particularly through public-private partnerships, with special emphasis on accessibility for high-need schools.
- Adapt or expand applications of technology to enable teachers to increase student academic achievement, including technology literacy, through teaching practices that are based on the review of relevant research and through use of innovative distance learning strategies.
- Implement proven and effective courses and curricula that include integrated technology and that are designed to help students reach challenging academic standards.
- Use technology to promote parental involvement and foster communication among students, parents, and teachers about curricula, assignments, and assessments.
- Prepare one or more teachers in schools as technology leaders who will assist other teachers, and provide bonus payments to the technology leaders.
- Enhance existing technology and acquire new technology to support education reforms and to improve student achievement.
- Acquire connectivity linkages, resources, and services for use by students and school personnel to improve academic achievement.
- Use technology to collect, manage, and analyze data to inform and enhance teaching and school improvement efforts.
- Implement enhanced performance measurement systems to determine effectiveness of education technology programs funded with Education Technology funds.
- Develop, enhance, or implement information technology courses.

Timetables or Other Benchmarks of Success in Meeting Goals:

The Competitive Portion of the Title II-D funds has, for the past three years, been used to provide regional support for meeting the goals of Title II-D. Regional fiscal agents were awarded grants to employ or contract with regional trainer/mentors who are charged with providing technology integration training and support to local school units. The staff

interviews unit administrators and training participants or conducts interviews as part of the on-site monitoring to learn first hand how well projects are working.

Performance Reports:

- A mid-year fiscal performance report is due annually to US Department of Education (USDE) January 15.
- A final fiscal performance report is due annually to USDE July 15.
- A final financial report is due annually to USDE September 15 for the preceding grant year.
- Any carryover funds are required to be spent within six months after the close of the fiscal year.

Barriers to Performance:

Budget reductions to this program have limited the funds available to the State for strengthening of education programs provided to school units directly or through grants. The State receives only ½ the funding as when the act was authorized five years ago.

Corrective Actions:

The grant coordinator works closely with the regional fiscal agents to ensure contracting obligations are met. Failure to meet the requirements of the grant agreement can result in disqualification from future competition for grants.

Emerging Issues:

Reauthorization of NCLB is scheduled for 2008 but may be delayed until after the next presidential election with the enactment of a continuing resolution of the program until reauthorization is completed. A revised Title II-D has been suggested that targets using the funds more for staff development and classroom uses of technology. The restructuring of school units in Maine may result in some changes in the amount of funding per unit although the overall amount will remain stable.

Recent or Proposed Improvements, Innovations, Solutions:

Title II-D Competitive Grant services are now being directed to enhance capacity at the school level by providing technology integration training to groups of teachers. The effort is focused on helping staff identify school and student learning goals then providing training and mentoring support to help teachers assist students in meeting those goals.

Constituencies Served:

Public school units and non-public schools including the students, teachers, and administrators of these units.

Areas Coordinated with Other Agencies: N/A

Alternative Delivery Systems:

The request for proposal process, for this grant, was enhanced using the State ATM-based video conferencing system.

Program Name: Innovative Education (NCLB Title V-A)

Program Purpose: The purposes of the Innovative Education programs are to:

- Support local education reform efforts that are consistent with and support statewide education reform efforts.
- Provide funding to enable the Department and local educational agencies to implement promising educational reform programs and school improvement programs based on scientifically based research.
- Provide a continuing source of innovation and educational improvement, including support programs to provide library services and instructional and media materials.
- Meet the educational needs of all students, including at-risk youth.
- Develop and implement education programs to improve school, student, and teacher performance, including professional development activities and class size reduction programs.

Statutory Reference:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title V-A

Rules Governing the Program:

State: N/A

Federal:

The No Child Left Behind Act of 2001, Title V-A, Non-Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria:

The goals of Title V-A are to provide funding for projects that will improve student achievement or will improve the quality of education for students. There are 27 areas that local school units can choose from in which to use their funds:

Education Reform and School Improvement:

- Promising education reform projects, including magnet schools.
- School improvement programs or activities under sections 1116 and 1117 of NCLB.
- Programs to establish smaller learning communities.

- Activities that encourage and expand improvements throughout the area served by the LEA (local education agency) that are designed to advance student academic achievement.
- Programs and activities that expand learning opportunities through best-practice models designed to improve classroom learning and teaching.
- Programs that employ research-based cognitive and perceptual development approaches and rely on a diagnostic-prescriptive model to improve students' learning of academic content at the preschool, elementary, and secondary levels.
- Supplemental educational services, as defined in NCLB section 1116 (e).

Teacher Quality, Professional Development, and Class-Size Reduction:

- Programs to recruit, train, and hire highly qualified teachers to reduce class size, especially in the early grades, and professional development activities carried out in accordance with NCLB Title II, that give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State or local academic content standards and student academic achievement standards

Parental Options:

- The planning, design, and initial implementation of charter schools as described in NCLB Title V-B.
- Activities to promote, implement, or expand public school choice.
- Programs to provide same-gender schools and classrooms (consistent with applicable law and the US Department of Education guidelines on Single Sex Classes and Schools).
- School safety programs, including programs to implement the unsafe school choice policy described in NCLB section 9532, and that may include payment of reasonable transportation costs and tuition costs for students who transfer to a different school under the policy.

Technology and Educational Materials:

- Technology activities related to the implementation of school-based reform programs, including professional development to assist teachers and other school personnel (including school library media personnel) regarding how to use technology effectively in the classrooms and the school library media centers involved.
- Programs for the development or acquisition and use of instructional and educational materials, including library services and materials (including media materials), academic assessments, reference materials, computer software and hardware for instructional use, and other curricular materials that are tied to high academic standards, that will be used to improve student achievement, and that are part of an overall education reform program.

Students with Special Needs:

- Programs to improve the academic achievement of educationally disadvantaged elementary and secondary school students, including activities to prevent students from dropping out of school.
- Programs to provide for the educational needs of gifted and talented children.

- Alternative educational programs for students who have been expelled or suspended from their regular educational setting, including programs to assist students to reenter the regular educational setting upon return from treatment or alternative educational programs.
- Academic intervention programs that are operated jointly with community-based organizations and that support academic enrichment, and counseling programs conducted during the school day (including during extended school day or extended school year programs), for students most at risk of not meeting challenging State academic achievement standards or not completing secondary school.

Literacy, Early Childhood Education, and Adult Education:

- Programs to improve the literacy skills of adults, especially the parents of children served by the LEA (local education agency), including adult education and family literacy programs.
- Activities to promote consumer, economic, and personal finance education, such as disseminating information on and encouraging use of the best practices for teaching the basic principles of economics and promoting the concept of achieving financial literacy through the teaching of financial management skills (including the basic principles involved with earning, spending, saving, and investing).
- Activities to establish or enhance pre-kindergarten programs for children.

Community Service and Community Involvement:

- Community service programs that use qualified school personnel to train and mobilize young people to measurably strengthen their communities through nonviolence, responsibility, compassion, respect, and moral courage.
- Initiatives to generate, maintain, and strengthen parental and community involvement.
- Service learning activities.

Health Services:

- Programs to hire and support school nurses.
- Expansion and improvement of school-based mental health services, including early identification of drug use and violence, assessment, and direct individual or group counseling services provided to students, parents, and school personnel by qualified school-based mental health services personnel.
- Programs for cardiopulmonary resuscitation (CPR) training in schools.

Timetables or Other Benchmarks of Success in Meeting Goals:

School administrative units receive information each spring about the size of their allocation and any new guidelines and submit an application during August along with a performance report on the previous year's funding. The performance report provides data on how well their goals were met. The Department also conducts unit monitoring on site to see first hand how well projects are working.

Performance Reports:

Performance reports are due annually to the Department in August or 30 days after any summer projects are completed. Any carryover funds are required to be spent within six months after the close of the fiscal year and carryover performance reports are due to the Department by January 15.

Barriers to Performance:

Drastic cuts to this program have limited the funds available to school units and to the State for strengthening of education programs. The current allocation is about \$2 per student from a high of \$10 per student when the program was started in the 1980's.

Corrective Actions:

The Rural Education Achievement Program (REAP-Flex) and transferability provisions of NCLB have enabled units to move some funding between Titles and thus make up for the loss of funds provided under Title V.

Emerging Issues:

Reauthorization is scheduled for 2008 but may be delayed until after the next presidential election, with the enactment of a continuing resolution of the program until reauthorization is completed. The restructuring of school units in Maine may result in some changes in the amount of funding per unit although the overall amount will remain stable.

Recent or Proposed Improvements, Innovations, Solutions:

Title V is the area where new uses of the funding are often identified and added as possible uses for these Title V funds.

Constituencies Served:

Public school units and non-public schools including the students, teachers, and administrators of these units and schools.

Areas Coordinated with Other Agencies: N/A**Alternative Delivery Systems:**

The Department has developed an electronic application and performance report and provides some training via the State ATM system.

Program Name: School Library Media/Technology Services

Program Purposes: The purposes of this program are to conduct the activities for Library Development as defined under 27 MRSA, Section 34 with the addition of responsibilities for the Federal E-rate Program. They are to:

- Plan and develop statewide programs to enhance teaching and learning through libraries and information technology.
- Oversee requirements in Maine statute for library and instructional materials in basic public school approval and information literacy curriculum in K-12 instructional programs.
- Provide leadership in staff development and guidance to school library media specialists and library support staff.
- Recommend state standards and evaluation of school library media programs.
- Approve school district technology plans to meet criteria for NCLB Title II-D Ed Tech, the E-rate program for telecommunications in schools and libraries and Chapter 125 Maine state requirements for an approved technology plan.
- Train and assist individual school entity E-rate applicants and facilitate application for the Maine School and Library Network.
- Assist with local school accreditation and monitoring visits and advise on the expenditure of grants for school library media programs.
- Review state funded school library media center facilities for school construction and renovation projects.
- Provide a liaison for library development between the Department and the Maine State Library.

Statutory Reference:

State:

27 MRSA, Section 34

Federal:

The No Child Left Behind Act of 2001, Title II-D

Rules Governing the Program:

State:

Me. Dept. of Ed. Reg. 125, Basic Approval Standards: Public Schools and School Administrative Units

Federal:

Title II-D Non- Regulatory Guidance

Staff Support for All Phases of Above:

State: N/A

Federal:

(1.0 FTE) Education Specialist III

Priorities, Goals and/or Objective Performance Criteria: N/A

Timetables or Other Benchmarks of Success in Meeting Goals: N/A

Performance Reports:

Annual update within the Title V program report is submitted to the US Department of Education.

Barriers to Performance:

Drastic cuts to the Title V Grant Program have limited the funds available to this project.

Corrective Actions: N/A

Emerging Issues:

Reauthorization of Title V is scheduled for 2008 but may be delayed until after the next presidential election with the enactment of a continuing resolution of the program until reauthorization is completed. Title V may not be reauthorized.

Recent or Proposed Improvements, Innovations, Solutions:

Title V is the area where new uses of the funding are often identified and added as possible uses for the funds.

Constituencies Served:

Public school units and non-public schools including the students, teachers, library media specialists, library aides and administrators of these units.

Areas Coordinated with Other Agencies:

This program coordinates with:

- The Maine State Library for school library development.
- School units on technology plans to meet federal requirements.

Alternative Delivery Systems:

Some training is provided via the state Distance Learning Project (ATM) and webinars.

**Additional Contracted Services Staff Support for Aspects of the Work on the
Learning through Technology Team**

Professional Development

State:

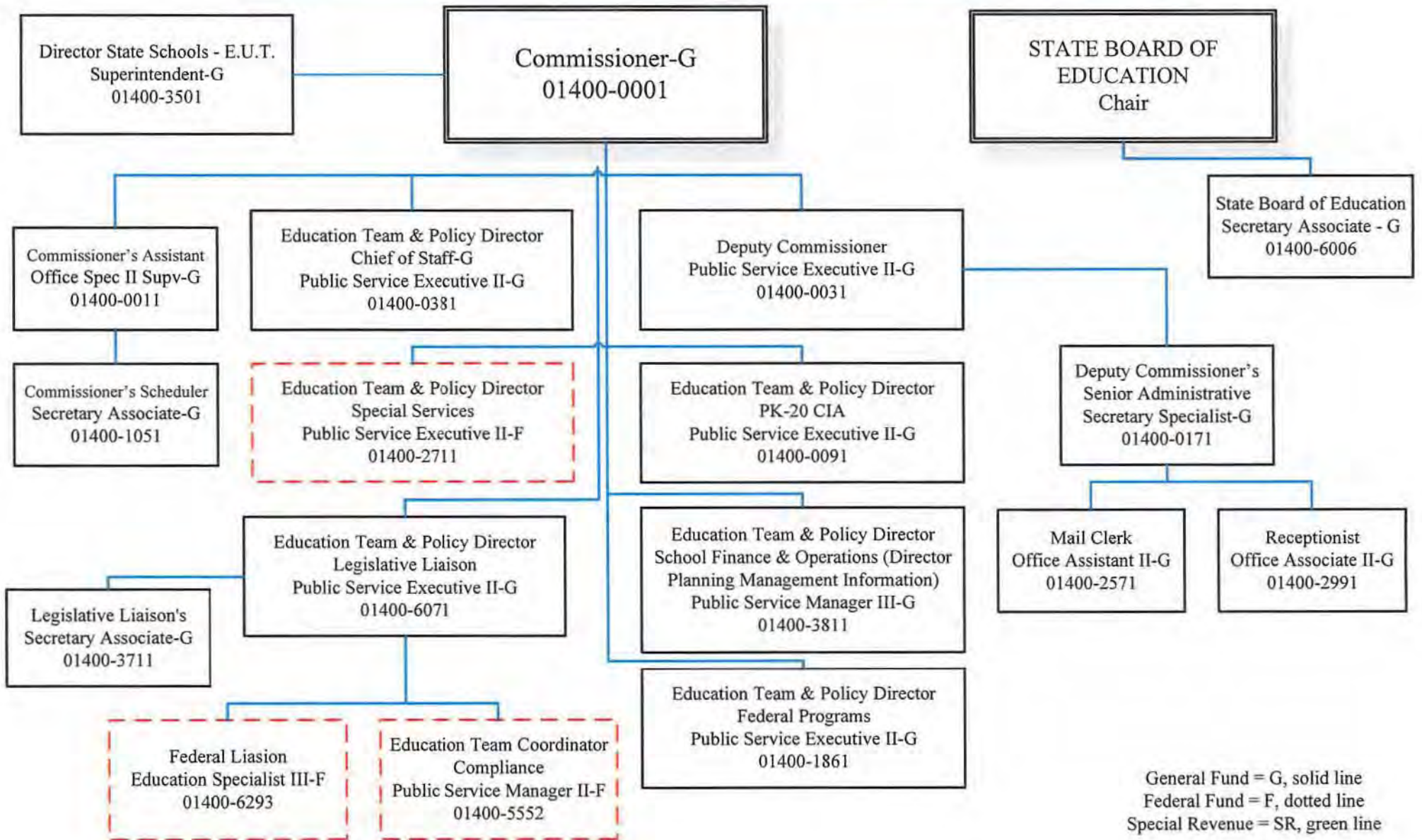
1.0 Professional Development Leader

Federal: N/A

ORGANIZATIONAL STRUCTURE, POSITION COUNT,
JOB CLASSIFICATIONS

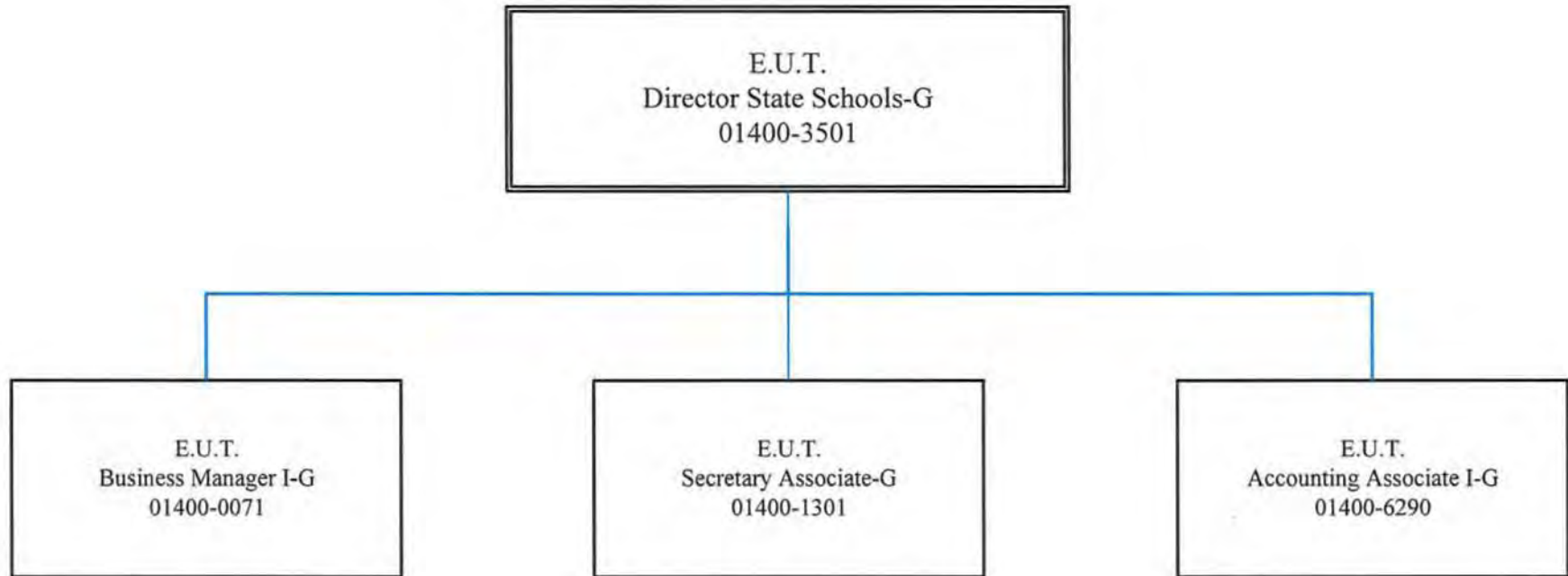
- Department of Education Organizational Chart
- Summary List of Authorized Positions/Job Classifications
- Graphical 10-year Summary Presentation of the Department of Education Position Count
- Summary of Contracted Services

Maine Department of Education Leadership Team



Maine Department of Education

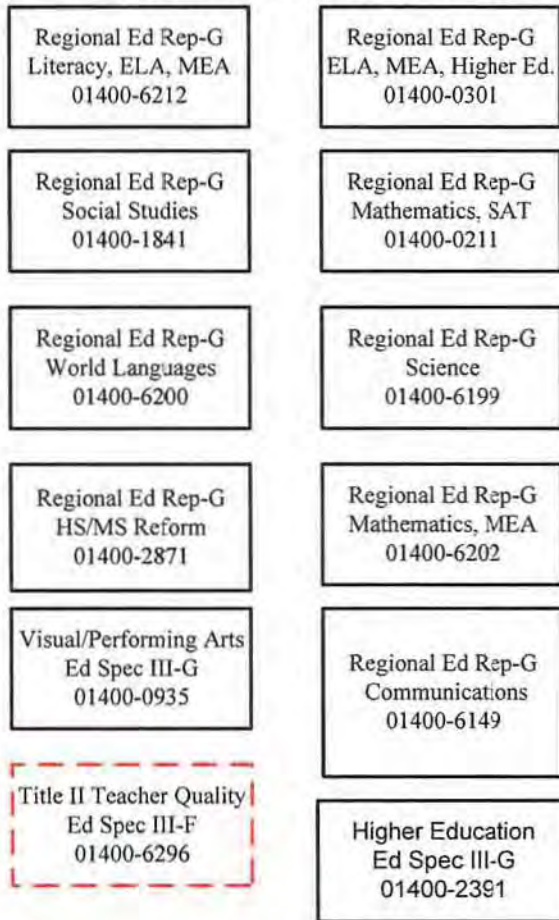
Education in the Unorganized Territories (EUT) Team



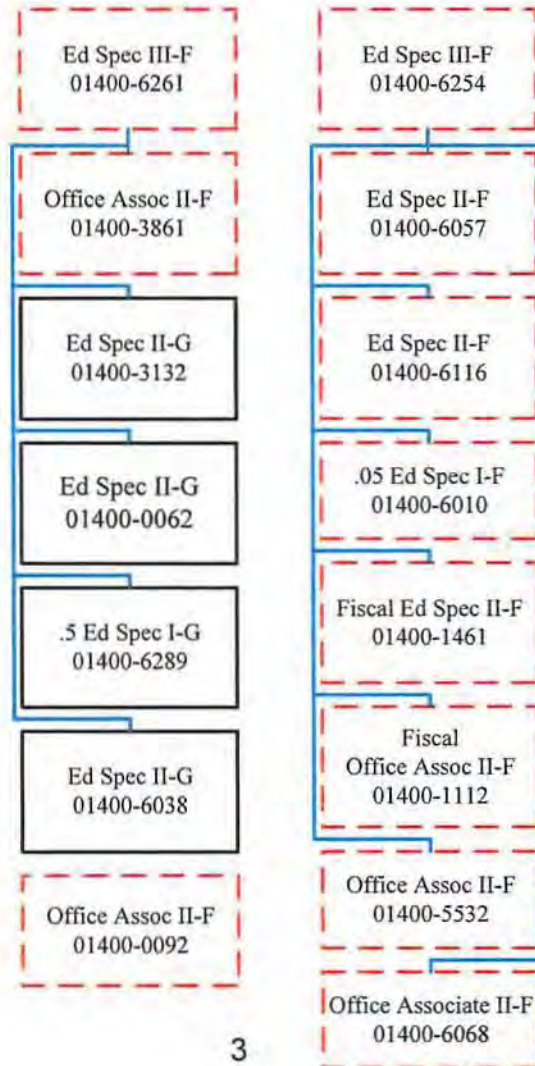
Maine Department of Education PK-20 Curriculum, Instruction, and Assessment Team

Education Team & Policy Director-G
Public Service Executive II
01400-0091

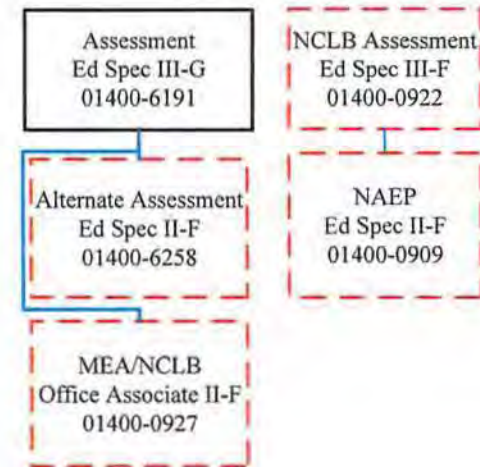
Curriculum, Instruction, & Assessment Educational Representatives



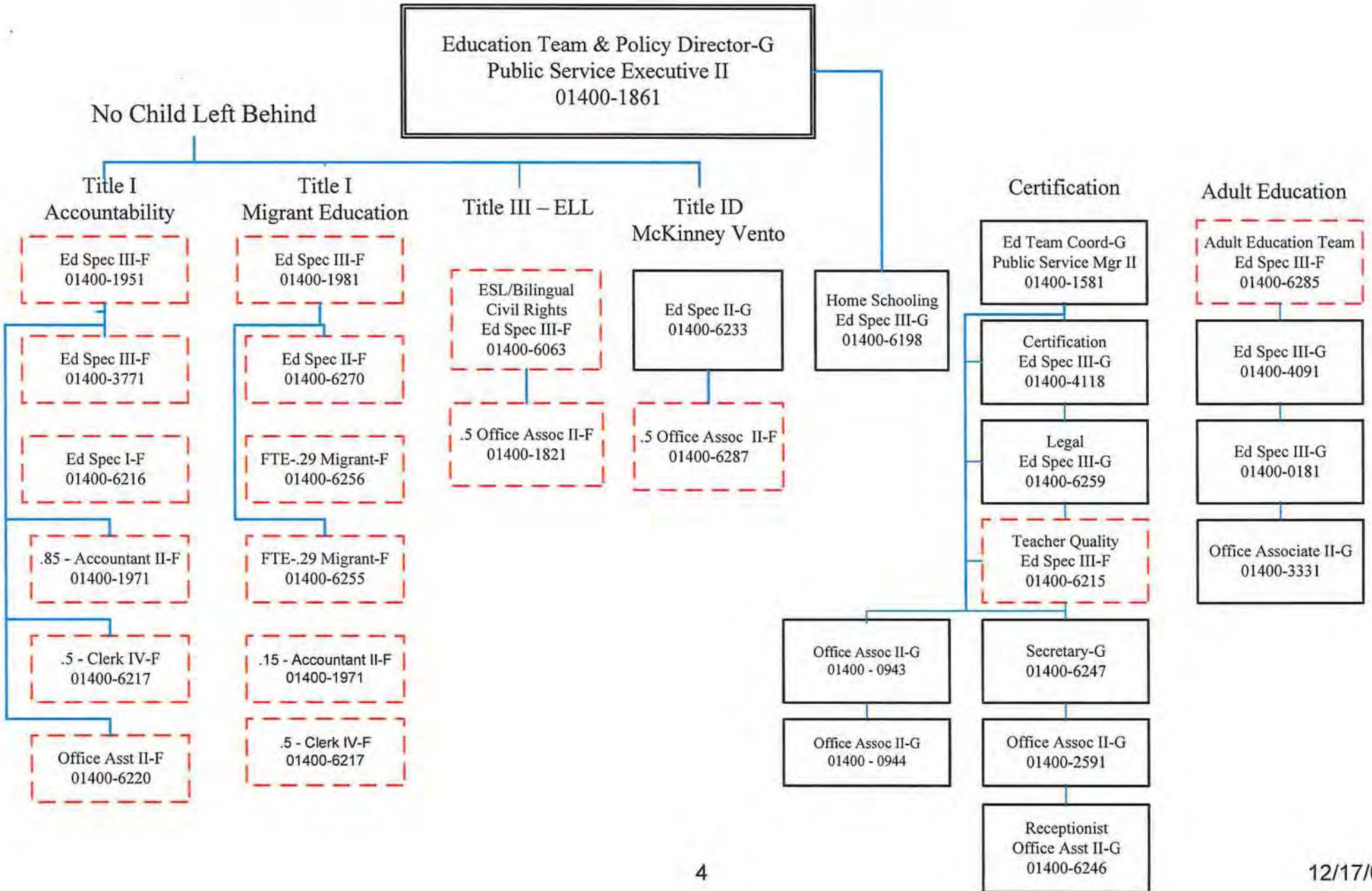
Career & Technical Education



Assessment



Maine Department of Education Federal Program Services Team





Maine Department of Education Special Services Team

Education Team & Policy Director-F
Public Service Executive II
01400-2711

Office Assoc II-F
01400-6082

Health & Physical Education

Ed Spec III-F
01400-6263

Ed Spec III-F
01400-6153

Ed Spec III-F(B)
01400-6306

Office Assoc II-F
01400-6308

Ed Spec III-F
01400-0894

Ed Spec III-G
01400-0934

Ed Spec II-F
01400-6307

Ed Spec II-F(B)
01400-6129

Student Assistance Team

Ed Spec III-F
01400-6279

Ed Spec II-F
01400-6281

Ed Spec II-F
01400-6286

Office Assoc II-F
01400-6282

Children's Cabinet

Develop Project Officer
01400-0928

Plan & Research Assoc I
01400-0926

State Programs

Ed Spec III-F
01400-2701

Office Assoc II-F
01400-6118

Ed Spec II-F
01400-0973

Youth Development Center

Ed Spec II - F
Mt. View
01400-0940

Office Associate II - F
Mt. View
01400-0938

Ed Spec II - F
Longcreek
01400-0941

Office Associate II
Longcreek
01400-0939

Federal Programs

Ed Tech III-F
01400-3251

Office Asst II-F
01400-6054

Management Analyst I-F
01400-6145

Office Assoc II-F
01400-6058

Special Education

C.S.P.D.

Ed Spec III-F
01400-6115

Statistician III-F
01400-0912

Contract/Grant Spec-F
01400-0913

Due Process

Ed Spec III-F
01400-2671

Ed Spec II-F
01400-6147

Ed Spec II-F
01400-6074

Office Assoc II-F
01400-6033

Ed Spec II-F
01400-6032

C.D.S.

Ed Spec III-G
01400-6056

Secretary-F
01400-6184

Office Assoc II-F
01400-6292

Ed Spec II - F
Early Childhood Program
01400-6114

Special Education Program Review

Office Assoc II-F
01400-6119

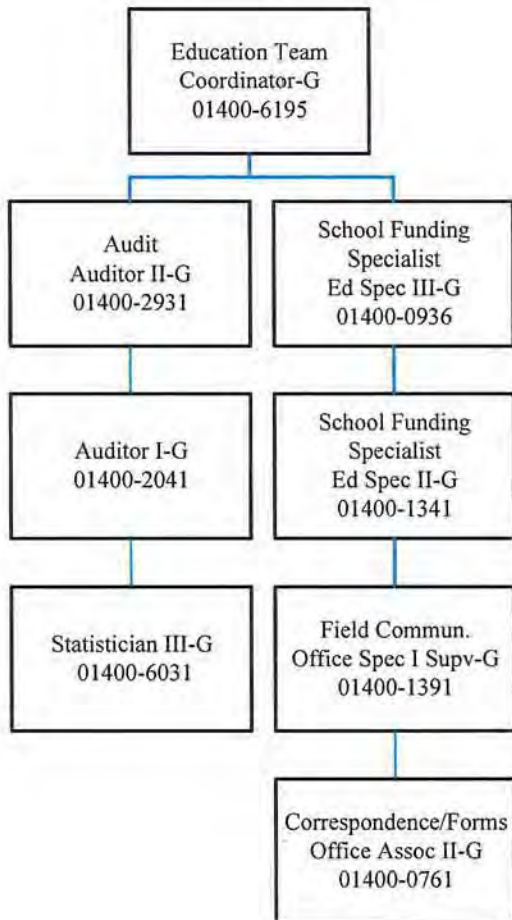
Maine Department of Education

School Finance & Operations Team

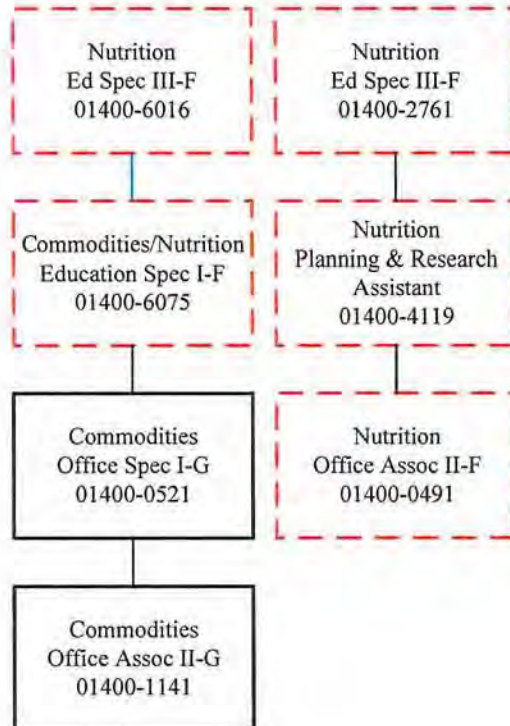
Education Team & Policy Director-G
Public Service Manager III
01400-3811

Dep. Director
IT Services
01400-0942

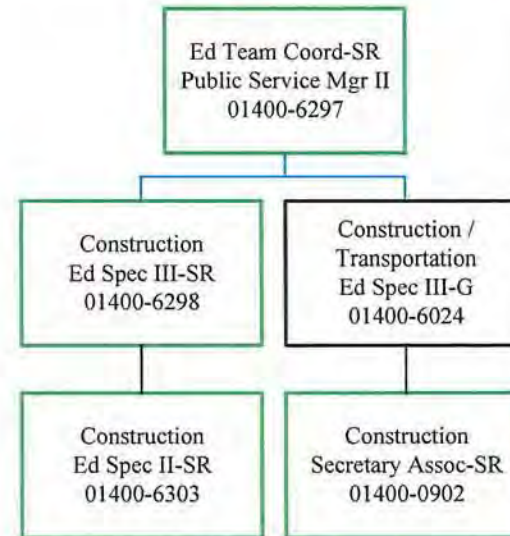
GPA / Audit / Research



Nutrition Team



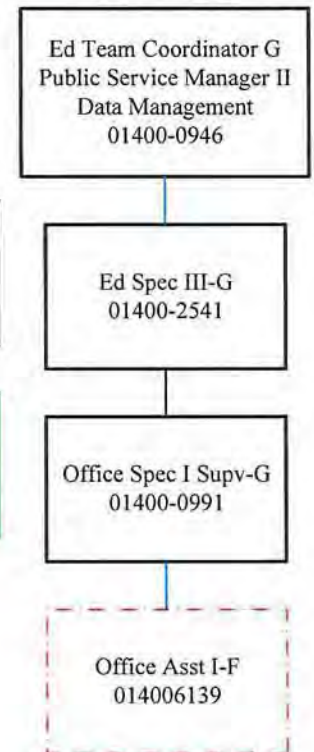
School Facilities



No Child Left Behind



MEDEMS



Maine Department of Education Learning Technology Team

Education Team & Policy Director
Public Service Executive II-G
01400-0947

Learning Technology

Ed Spec III-F
01400-3361

Ed Spec III-G
01400-6302

Ed Spec II-G
01400-6197

Ed Spec II-F
01400-3241

Planning/Reseach Assoc I
01400-0932

Ed Spec III - MLTI
01400-0931

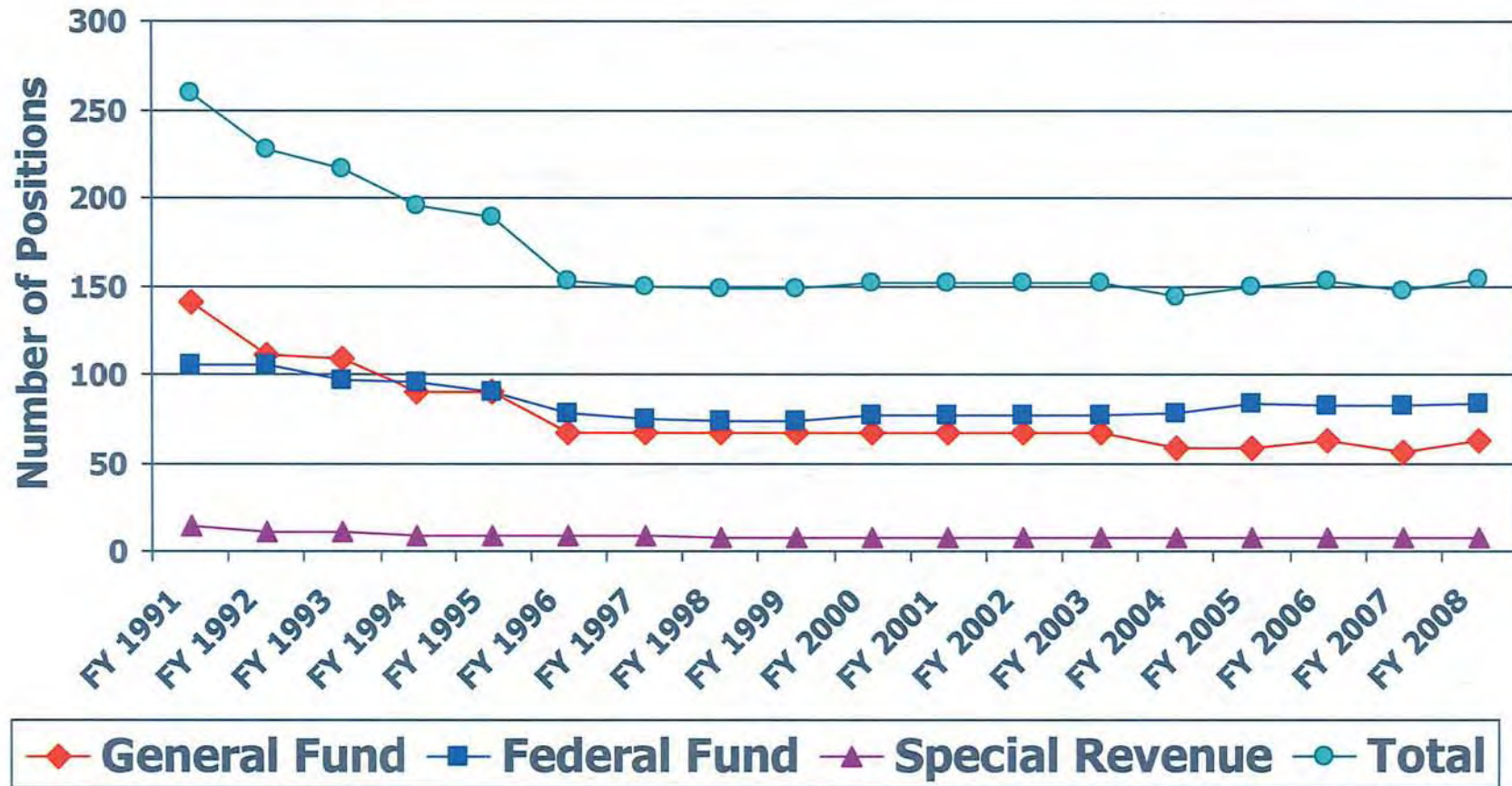
Maine Department of Education

Authorized Positions by Job Classification as of 12/17/07

#	JOB CLASSIFICATION
1	ACCOUNTANT II
1	ACCOUNTING ASSOCIATE I
1	AUDITOR I
1	AUDITOR II
1	BUSINESS MANAGER I
1	CLERK IV
1	COMMISSIONER DEPARTMENT OF EDUCATION
1	CONTRACT/GRANT SPECIALIST
1	DEPUTY COMM ISSIONER OF EDUCATION
1	DEVELOPMENT PROJECT OFFICER
1	DIRECTOR PLANNING MANAGEMENT INFORM
1	DIRECTOR IT SERVICES
1	DIRECTOR STATE SCHOOLS EUT
4	EDUCATION SPECIALIST I
26	EDUCATION SPECIALIST II
40	EDUCATION SPECIALIST III
6	EDUCATION TEAM & POLICY DIRECTOR
5	EDUCATION TEAM COORDINATOR
1	MANAGEMENT ANALYST I
2	MIGRANT ED FIELD RECRUITER
1	OFFICE ASSISTANT I
5	OFFICE ASSISTANT II
25	OFFICE ASSOCIATE II
1	OFFICE SPECIALIST I
2	OFFICE SPECIALIST I SUPV
1	OFFICE SPECIALIST II SUPV
1	PLANNING & RESEARCH ASSISTANT
2	PLANNING & RESEARCH ASSOC I
9	REGIONAL EDUCATION REPRESENTATIVE
2	SECRETARY
5	SECRETARY ASSOCIATE
1	SECRETARY SPECIALIST
2	STATISTICIAN III
154	TOTAL

Department of Education

Position Count – FY 91 to FY 08



DEPARTMENT OF EDUCATION
POSITION COUNT SUMMARY

	FY 1991	FY 1992	FY 1993	FY 1994	FY 1995	FY 1996	FY 1997	FY 1998	FY 1999	FY 2000	FY 2001	FY 2002	FY 2003	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008	CHANGE FROM FY 2004 TO FY 2008	CHANGE FROM FY 1991 TO FY 2008
EDUCATION:																				
GENERAL FUND	141.0	111.0	108.5	90.5	90.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	58.5	58.5	62.5	58.5	63.0	4.5	-78.0
FEDERAL FUND*	104.0	105.5	97.0	96.0	90.0	77.5	74.5	74.0	74.0	77.0	77.0	77.0	77.0	78.0	83.0	82.5	82.5	83.0	5.0	-21.0
SPECIAL REVENUE	14.0	11.0	11.0	9.0	9.0	9.0	9.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	8.0	0.0	-5.0
TOTAL CURRENT:	259.0	227.5	216.5	195.5	189.5	153.0	150.0	148.5	148.5	151.5	151.5	151.5	151.5	144.5	149.5	153.0	147.0	154.0	9.5	-105.0
% CHANGE:	1.17%	-12.16%	-4.84%	-9.70%	-3.07%	-19.26%	-1.96%	-1.03%	0.03%	2.02%	0.00%	0.00%	0.00%	-4.62%	3.46%	2.34%	-3.92%	4.76%	6.57%	-40.54%
																			% OF CHANGE FROM FY 91 TO FY08:	-40.54%

*Includes Federal Block Grants

GENERAL FUND: Positions funded through an appropriation of state funds.

FEDERAL FUND: Positions funded with federal funds such as Title I, NCLB, Title V and Title VI of the Improving America's Schools Act.

SPECIAL REVENUE: Positions funded by the Fund for Health Maine, Revolving Renovation Fund and the Special Revenue Education Trust Fund (Permanent School Fund)

11/1/2007

*FY08
4 corrections
[4 MLT1]
1*

**Summary of Additional Contracted Services Staff Support for Aspects of the
Work on Department of Education Teams**

Education in the Unorganized Territories Team

School Operations

State:

1.0 Administrative Support

Federal: N/A

Pre-K – 20 Curriculum, Instruction and Assessment Team

Service Learning

State:

0.5 Social Studies/Service Learning Specialist

Federal:

0.5 Social Studies/Service Learning Specialist

Alternate Assessment

State: N/A

Federal:

1.0 Alternate Assessment Specialist

1.0 Alternate Assessment Administrative Support

Advanced Placement

State: N/A

Federal:

1.0 Advanced Placement Specialist

0.5 Advanced Placement Administrative Support

Professional Development

State:

1.0 Professional Development Specialist

Federal: N/A

Higher Education

State:

0.5 Higher Education Administrative Support

Federal: N/A

PreK-20 Team Support

State:

0.5 Administrative Support

Federal: N/A

Federal Programs Team

Adult Education

State:

0.1 Adult Education Specialist

Federal: N/A

NCLB

State: N/A

Federal:

2.0 School Improvement/Accountability Specialists

0.5 ESL Specialist

1.0 Teacher Quality and Mentoring Specialist

1.0 Teacher Quality, Mentoring and Induction Specialist

0.5 Teacher Quality Administrative Support

Certification

State: N/A

Federal:

1.0 Certification Administrative Support

Special Services Team

Health Education

State: N/A

Federal:

2.0 Health Education Administrative Support

Special Education

State: N/A

Federal:

4.0 Special Education Program Peer Review Specialists

1.0 Special Education Finance Support

NCLB

State: N/A

Federal:

2.0 Reading First Literacy Specialists

Early Childhood

State: N/A

Federal:

1.0 Vista Volunteer

School Finance and Operations Team

Maine Educational Data Management System

State:

1.0 School Data Specialist

Federal:

1.0 Longitudinal Data System Specialist

School Unit Regionalization

State:

2.0 School Administrative Reorganization Specialists

3.0 School Administrative Reorganization Administrative Support

Federal: N/A

Learning through Technology Team

Professional Development

State:

1.0 Professional Development

Leader

Federal: N/A



**COMPLIANCE WITH FEDERAL AND STATE
SAFETY AND HEALTH LAWS, INCLUDING THE
AMERICANS WITH DISABILITIES ACT**

- Summary of Assurances

Compliance with State and Federal Laws Pertaining to the Workplace

The Department of Education complies with federal and state health and safety laws, including the Americans with Disabilities Act, the federal Occupational Safety and Health Act, affirmative action requirements and workers' compensation requirements.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) was enacted in 1990 and provides comprehensive civil rights protections to individuals with disabilities in the areas of employment, state and local government services and telecommunications. In 1993, the Bureau of Human Resources issued Civil Service Bulletin 8.19, Policy for Reassignment of Employees as a Reasonable Accommodation under the Americans with Disabilities Act. The general policy is that the State of Maine will provide reasonable accommodations in the event that an employee is disabled or becomes disabled and can no longer perform the duties of his/her position.

The Department of Education does not discriminate against individuals with disabilities in its programs, activities and employment. Department offices are located on the 5th floor of the Burton M. Cross State Office Building and are overseen by the Bureau of General Services to ensure the offices are accessible by individuals with disabilities. In compliance with the Americans with Disabilities Act, Section 35 of the Department of Justice Regulation, the Department prominently posts required ADA information, including contact information in the event an individual wishes more information on the ADA, or, if they feel they have been discriminated against, contact information for the purpose of filing a grievance. The Department has an agency ADA Coordinator who is a member of a state agency ADA coordinators group under the direction of the State ADA Coordinator.

Occupational Safety and Health Regulations

The Department of Education complies with Maine's Occupational Safety and Health law and The Occupational Health and Safety Act of 1970 (OSHA) to protect employees from workplace safety and health problems and maintain working conditions that are free of hazards to employee health and safety. Department offices are located on the 5th floor of the Burton M. Cross State Office Building and are overseen by the Bureau of General Services to ensure building systems meet health and safety requirements, including security, emergency response and fire drills. The Department prominently posts required OSHA information, including contact information in the event an individual wishes more information on OSHA standards, or, if they believe there are workplace safety or health issues, contact information for the purpose of filing a complaint. The Department has a Health and Safety Committee, made up of labor and management representatives, that meets on a regular basis to proactively identify and resolve potential concerns, coordinate safety activities and initiate programs for health, wellness and safety.

Equal Employment Opportunity/Affirmative Action

The Department of Education pursues a policy of non-discrimination in all employment actions, practices, procedures and conditions of employment in accordance with the State of Maine Equal Employment Opportunity/Affirmative Action Policy Statement. The Department has a designated EEO Officer. The State EEO Coordinator in the Bureau of Human Resources is also available as a resource to any Department employee or supervisor.

Workers' Compensation

State law requires the provision of workers' compensation insurance for its employees to provide benefits to employees who are injured at work. The Department of Administrative Services Personnel Office, through an agreement with the Department of Education, provides the necessary services to the Department and its employees in the area of workers' compensation to effectively manage claims; reduce lost-time injuries; facilitate with the Workers' Compensation Division return to work opportunities for injured employees; and provide medical treatment and occupational therapy if needed. Required notices regarding workers' compensation rights and services are posted in prominent places accessible by Department employees.

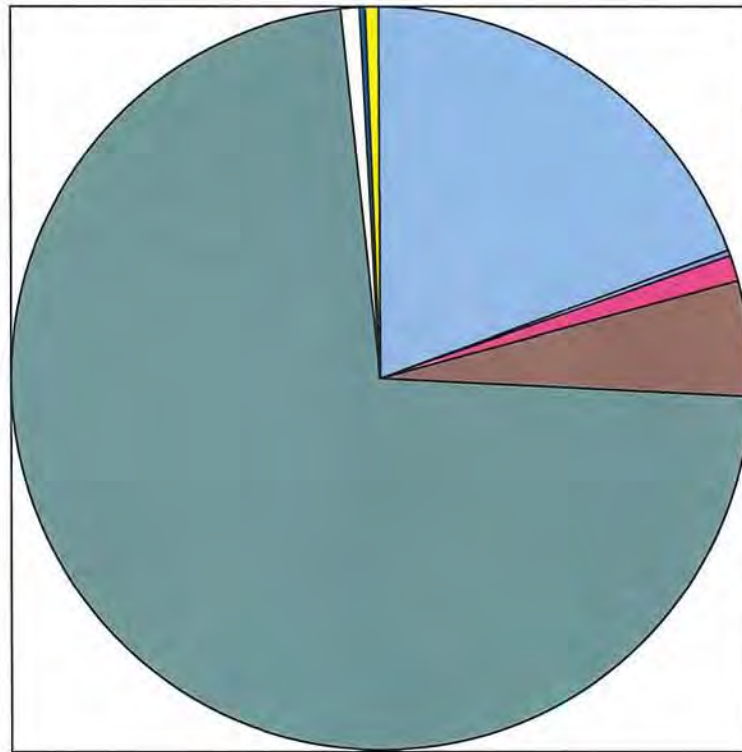
TEN-YEAR FINANCIAL SUMMARY

- Ten-Year Comparison of Education Overall Budget and the Department of Education Operating Budget
- Comparison FY 88 through FY 07 State Education Subsidy to Total Local Taxes Raised for Education **and** Comparison FY 88 through FY 07 State Education Subsidy and State Teacher Retirement to Total Local Taxes Raised for Education
- Ten-Year (1998-99 / 2007-08) Comparison of Department of Education State Dollars
- Ten-Year Pattern of Funding Levels for School Construction (Debt Service)
- Ten-Year Pattern of Funding Levels for School Revolving Renovation Fund
- Ten-Year Pattern of Funding Levels for School Bus Purchase (Transportation)

Ten-Year Comparison of Education Overall Budget and the Department of Education
Operating Budget

1998-99

Department of Education Budget



- Teacher Retirement
- Retired Teachers Health Insurance
- Education - Unorganized Territory
- Other grants/contracts for SAUs - includes Preschool Handicapped
- General Purpose Aid for Local Schools
- Gov. Baxter Sch. for the Deaf
- JMG Job for Maine Graduates
- MSSM - ME Sch. For Science & Math
- DOE Operating

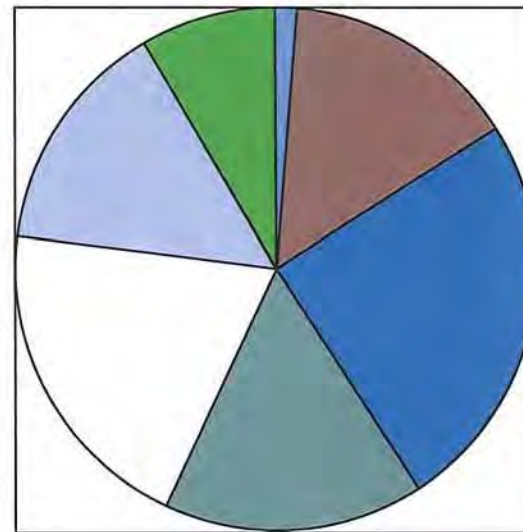
Approximately \$650 million sent to Schools and \$5.0 million for DOE Operating



1998-99

Department of Education Operating

Adult Education	0
Pre-School Handicapped	72,466
Leadership	741,281
Support Services	1,266,079
School Finance & Operations (MIS)	808,711
Learning Systems	1,023,956
Learning Through Tech.	0
SARS Team	740,798
State Historian	496
School Construction	425,000
Total DOE Operating	5,078,787

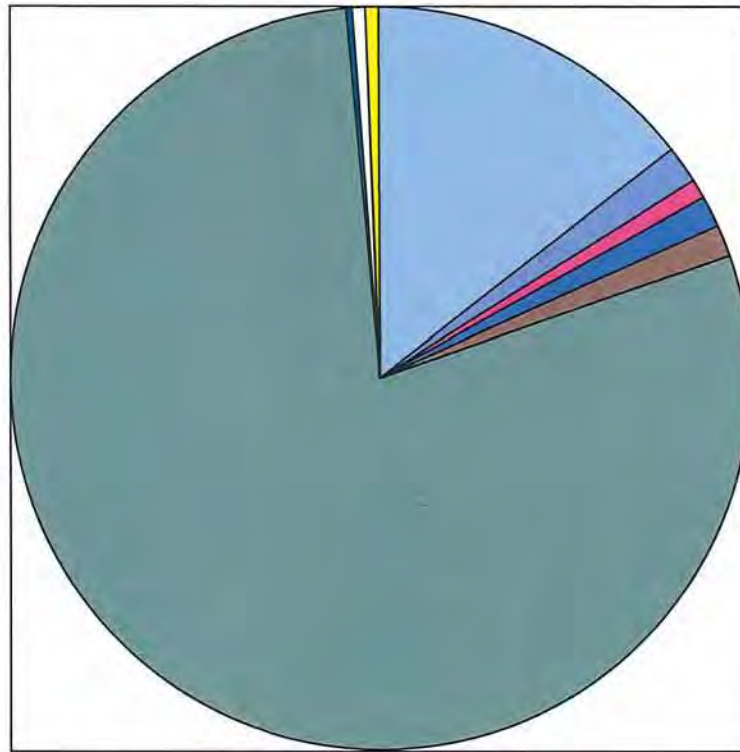


- Adult Education
- Pre-School Handicapped
- Leadership
- Support Services
- Sch. Finance & Oper.
- Learning Systems
- DOE Prof. Dev.
- SARS Team
- Learning Through Technology
- State Historian
- School Construction



2007-08

Department of Education Budget



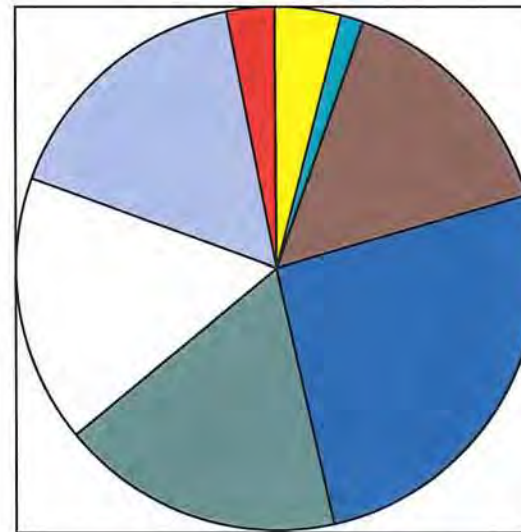
- Teacher Retirement
- Retired Teachers Health & Life Insurance
- Education - Unorganized Territory
- Pre-School Handicapped
- Other grants/contracts for SAUs
- General Purpose Aid for Local Schools
- GPA - MSSM- ME Sch. For Science & Math
- GPA - Gov. Baxter Sch. for the Deaf
- GPA - JMG Job for Maine Graduates
- DOE Operating

Approximately \$1.02 billion sent to Schools and \$6.0 million for DOE Operating

2007-08

Department of Education Operating

Adult Education	242,556
Pre-School Handicapped	95,056
Leadership	884,032
Support Services.	1,557,513
Sch. Finance & Operating (MIS)	1,032,014
Learning Systems	1,010,003
Learning through Tech. (MLTI)	179,025
SARS Team	976,985
Total DOE Operating*	5,977,184



- Adult Education
- Pre-School Handicapped
- Leadership
- Support Services
- Sch. Finance & Oper.
- Learning Systems
- SARS Team
- Learning Through Technology

*Approximately \$4 million for Personnel Services and \$2 million for All Other



DOE Operating

	1998-99		2007-08		
	Total	%	Total	%	%
					99 to 08
Adult Education	\$0.00	0.00%	\$242,556.00	4.06%	100%
Pre-School Handicapped	\$72,466.00	1.4%	\$95,056.00	1.59%	31%
Leadership	\$741,281.00	14.6%	\$884,032.00 *	14.79%	19%
Support Services	\$1,266,079.00	24.9%	\$1,557,513.00	26.06%	23%
School Finance & Operations (MIS)	\$808,711.00	15.9%	\$1,032,014.00	17.27%	28%
Learning Systems	\$1,023,956.00	20.2%	\$1,010,003.00	16.90%	-1%
Learning Through Technology	\$0.00	0.0%	\$179,025.00	3.00%	100%
SARS Team	\$740,798.00	14.6%	\$976,985.00	16.35%	32%
State Historian	\$496.00	0.0%	\$0.00	0.00%	-100%
School Construction	\$425,000.00	8.4%	\$0.00	0.00%	-100%
	<u>\$5,078,787.00</u>	<u>100.0%</u>	<u>\$5,977,184.00</u>	<u>100.0%</u>	

* Includes DOE Prof. Dev. \$5,000

DOE OPERATING

<u>Fiscal Year</u>	<u>Amount</u>	<u>Percent over prior year</u>	<u>Percent change from FY 99</u>
1999	\$5,078,787.00		
2000	\$4,915,310.00	-3.22%	-3.22%
2001	\$5,322,175.00	8.28%	4.79%
2002	\$5,679,099.00	6.71%	11.82%
2003	\$5,637,816.00	-0.73%	11.01%
2004	\$5,626,444.00	-0.20%	10.78%
2005	\$5,710,583.00	1.50%	12.44%
2006	\$5,888,276.00	3.11%	15.94%
2007	\$6,176,616.00	4.90%	21.62%
2008	\$5,977,184.00	-3.23%	17.69%

MIS EXCLUDED 4000 AND 4099

250K IN PROFESSIONAL SERVICES NOT BY STATE EXCLUDED



Comparison FY 88 through FY 07 State Education Subsidy to Total Local Taxes Raised for Education

Comparison FY 88 through FY 07 State Education Subsidy and State Teacher Retirement to Total Local Taxes Raised for Education

STATEWIDE SCHOOL FINANCE DATA
 State Education Subsidy compared to Total Local Taxes Raised for Education
 FY 88 through FY 07

(1) Fiscal Year	(2) State Education Subsidy*	Percent Increase Over Prior Year	(3) Total Local Taxes Raised	Percent Increase Over Prior Year	(4) Total State & Local Funds	(5) Percent Total Local Taxes Raised to Total State & Local	(6) Percent** Total State Subsidy to Total State & Local
1987-88	\$367,178,096		\$367,281,061		\$734,459,157	50.01%	49.99%
1988-89	\$429,832,728	17.1%	\$404,269,826	10.1%	\$834,102,554	48.47%	51.53%
1989-90	\$475,471,927	10.6%	\$454,592,121	12.4%	\$930,064,048	48.88%	51.12%
1990-91	\$523,535,768 1.	10.1%	\$498,401,866	9.6%	\$1,021,937,634	48.77%	51.23%
1991-92	\$512,925,568	-2.0%	\$531,496,570	6.6%	\$1,044,422,138	50.89%	49.11%
1992-93	\$516,204,022	0.6%	\$547,687,083	3.0%	\$1,063,891,105	51.48%	48.52%
1993-94	\$519,850,486	0.7%	\$579,323,658	5.8%	\$1,099,174,144	52.71%	47.29%
1994-95	\$521,910,192	0.4%	\$616,551,745	6.4%	\$1,138,461,937	54.16%	45.84%
1995-96	\$534,148,396	2.3%	\$653,448,261	6.0%	\$1,187,596,657	55.02%	44.98%
1996-97	\$544,460,070	1.9%	\$687,218,671	5.2%	\$1,231,678,741	55.80%	44.20%
1997-98	\$556,290,235 2.	2.2%	\$722,412,628	5.1%	\$1,278,702,863	56.50%	43.50%
1998-99	\$593,048,207 3.	6.6%	\$752,942,136	4.2%	\$1,345,990,343	55.94%	44.06%
1999-00	\$625,785,284 4.	5.5%	\$788,962,864	4.8%	\$1,414,748,148	55.77%	44.23%
2000-01	\$664,131,846 5.	6.1%	\$840,951,568	6.6%	\$1,505,083,414	55.87%	44.13%
2001-02	\$708,663,172 6.	6.7%	\$909,268,284	8.1%	\$1,617,931,456	56.20%	43.80%
2002-03	\$713,493,588	0.7%	\$962,290,431 7.	5.8%	\$1,675,784,019	57.42%	42.58%
2003-04	\$721,837,545 8.	1.2%	\$1,006,225,327	4.6%	\$1,728,062,872	58.23%	41.77%
2004-05	\$737,013,147	2.1%	\$1,063,235,234	5.7%	\$1,800,248,381	59.06%	40.94%
2005-06	\$836,115,966	13.4%	\$1,056,238,243	-0.7%	\$1,892,354,209	55.82%	44.18%
2006-07	\$914,098,222	9.3%	\$1,080,391,249 9.	2.3%	\$1,994,489,471	54.17%	45.83%

* Includes Teacher Salary Block Grants (1987-88) distributed and adjustments (i.e., unusual enrollment grants, geographic isolation grants, etc.).

** Since the "at least 55%" statutory intent does NOT consider these additional local property tax levies, the percentages in this column are not required to comply with the "at least 55%" requirement. The statutory language for the 55% intent was not included in the School Finance Act of 1995.

1. FY 91 amount includes the June 91 check that was delayed in payment til July 91.
2. The June 98 check was actually paid in June of 98.
3. Includes additional appropriation for State Wards and State Agency Clients \$1,515,880
4. 1999-00 Includes separate appropriation for hardship cushion \$3,783,692 and hold harmless of \$1,230,000 and excludes Resolve 77 (6/17/99) \$795,100.
5. 2000-01 Includes an appropriation for a cushion of \$4,309,297.
6. 2001-02 Includes appropriations for a cushions totaling \$6,200,000. Includes one-time appropriation for State Wards & State Agency Clients of \$6,699,734.
7. Reflects the percentage increase from 2001-02 (including one-time appropriation of \$6,699,734). Also reflects all curtailments for 2002-03 (\$10 million, \$6,274,353 and \$1,050,000).
8. Reflects all deappropriations for 2003-04.
9. Dennistown Plt. data is not included -- waiting for correction

STATEWIDE SCHOOL FINANCE DATA
 State Education Subsidy and *State Teacher Retirement* compared to Total Local Taxes Raised for Education
 FY 88 through FY 07

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
Fiscal Year	State Education Subsidy*	State Funds for Teacher Retirement	State Subsidy and Teacher Retirement	Total Local Taxes Raised	Total State & Local Funds	Percent** Total Local Taxes Raised to Total State & Local	Percent Total State Subsidy & Teacher Retirement to Total State & Local
1987-88	\$367,178,096	\$91,800,000	\$458,978,096	\$367,281,061	\$826,259,157	44.45%	55.55%
1988-89	\$429,832,728	\$93,400,000	\$523,232,728	\$404,269,826	\$927,502,554	43.59%	56.41%
1989-90	\$475,471,927	\$116,799,187	\$592,271,114	\$454,592,121	\$1,046,863,235	43.42%	56.58%
1990-91	\$523,535,768 1.	\$62,604,930	\$586,140,698	\$498,401,866	\$1,084,542,564	45.96%	54.04%
1991-92	\$512,925,568	\$85,708,221	\$598,633,789	\$531,496,570	\$1,130,130,359	47.03%	52.97%
1992-93	\$516,204,022	\$139,305,477	\$655,509,499	\$547,687,083	\$1,203,196,582	45.52%	54.48%
1993-94	\$519,850,486	\$101,110,616	\$620,961,102	\$579,323,658	\$1,200,284,760	48.27%	51.73%
1994-95	\$521,910,192	\$128,591,206	\$650,501,398	\$616,551,745	\$1,267,053,143	48.66%	51.34%
1995-96	\$534,148,396	\$124,643,209	\$658,791,605	\$653,448,261	\$1,312,239,866	49.80%	50.20%
1996-97	\$544,460,070	\$132,817,000	\$677,277,070	\$687,218,671	\$1,364,495,741	50.36%	49.64%
1997-98	\$556,290,235 2.	\$151,539,355	\$707,829,590	\$722,412,628	\$1,430,242,218	50.51%	49.49%
1998-99	\$593,048,207 3.	\$160,982,218	\$754,030,425	\$752,942,136	\$1,506,972,561	49.96%	50.04%
1999-00	\$625,785,284 4.	\$153,641,283	\$779,426,567	\$788,962,864	\$1,568,389,431	50.30%	49.70%
2000-01	\$664,131,846 5.	\$162,620,983	\$826,752,829	\$840,951,568	\$1,667,704,397	50.43%	49.57%
2001-02	\$708,663,172 6.	\$168,214,061	\$876,877,233	\$909,268,284	\$1,786,145,517	50.91%	49.09%
2002-03	\$713,493,588 7.	\$179,899,248	\$893,392,836	\$962,290,431	\$1,855,683,267	51.86%	48.14%
2003-04	\$721,837,545 8.	\$170,014,497	\$891,852,042	\$1,006,225,327	\$1,898,077,369	53.01%	46.99%
2004-05	\$737,013,147	\$181,698,128	\$918,711,275	\$1,063,235,234	\$1,981,946,509	53.65%	46.35%
2005-06	\$836,115,966	\$152,209,966	\$988,325,932	\$1,055,558,322	\$2,043,884,254	51.64%	48.36%
2006-07	\$914,098,222	\$205,401,680	\$1,119,499,902	\$1,080,391,249 9.	\$2,199,891,151	49.11%	50.89%

* Includes Teacher Salary Block Grants (1987-88) distributed and adjustments (i.e., unusual enrollment grants, geographic isolation grants, etc.).

** Since the "at least 55%" statutory intent does NOT consider these additional local property tax levies, the percentages in this column are not required to comply with the "at least 55%" requirement. The statutory language for the 55% intent was not included in the School Finance Act of 1995.

1. FY 91 amount includes the June 91 check that was delayed in payment til July 91.
2. The June 98 check was actually paid in June of 98.
3. Includes additional appropriation for State Wards and State Agency Clients \$1,515,880
4. 1999-00 Includes separate appropriation for hardship cushion \$3,783,692 and hold harmless of \$1,230,000 and excludes Resolve 77 (6/17/99) \$795,100.
5. 2000-01 Includes an appropriation for a cushion of \$4,309,297.
6. 2001-02 Includes appropriations for a cushions totaling \$6,200,000. Includes one-time appropriation for State Wards & State Agency Clients of \$6,699,734.
7. Reflects all curtailments for 2002-03 (\$10 million, \$6,274,353 and \$1,050,000).
8. Reflects all deappropriations for 2003-04.
9. Dennistown Plt. data is not included -- waiting for correction

Ten-Year (1998-99 / 2007-08) Comparison of Department of Education State Dollars

**DEPARTMENT OF EDUCATION
2007-2008 STATE DOLLARS**

SCHOOLS			
General Purpose Aid to Schools	\$967,977,833.00	78.98%	
Grants to Schools and Major Contracts	\$32,854,665.00	2.68%	Includes \$14.6 Preschool Handicapped \$5.3 Reorganization Support to S
Education in the Unorganized Territories	\$11,901,553.00	0.97%	
GPA - Governor Baxter School for the Deaf	\$6,567,800.00	0.54%	
GPA - Jobs for Maine's Graduates	\$1,630,266.00	0.13%	
GPA - Magnet Schools	\$1,782,486.00	0.15%	
	<u>\$1,022,714,603.00</u>	83.45%	83.45%
TEACHER RETIREMENT	\$196,871,807.00	16.06%	\$177,054,037 Teacher Retirement, \$2,404,632 Retired Tchrs. Group Life \$17,413,138 Retired Tchrs. Health Ins.
DEPT. OF EDUCATION - PERSONNEL & OPERATING BUDGET	<u>\$5,977,184.00</u>	0.49%	includes prof serv by state in Preschool handicapped
TOTAL DEPT. OF EDUCATION	\$1,225,563,594.00		

**DEPARTMENT OF EDUCATION
1998-1999 STATE DOLLARS**

SCHOOLS			
General Purpose Aid to Schools	\$593,048,207.00	72.64%	
Grants to Schools and Major Contracts	\$39,702,199.00	4.86%	includes \$119,670.00 MIS equipment and prof services not by st
Education in the Unorganized Territories	\$9,710,327.00	1.19%	
Governor Baxter School for the Deaf	\$4,712,906.00	0.58%	
Jobs for Maine's Graduates	\$1,268,686.00	0.16%	
Magnet Schools	\$1,550,525.00	0.19%	
	<u>\$649,992,850.00</u>	79.62%	79.62%
TEACHER RETIREMENT	\$161,328,194.00	19.76%	includes \$3.4 million for Retired Tchrs. Health Insurance
DEPT. OF EDUCATION - PERSONNEL & OPERATING BUDGET	<u>\$5,078,787.00</u>	0.62%	includes \$425,000.00 school construction gen op and minor equi
TOTAL DEPT. OF EDUCATION	\$816,399,831.00	100.00%	

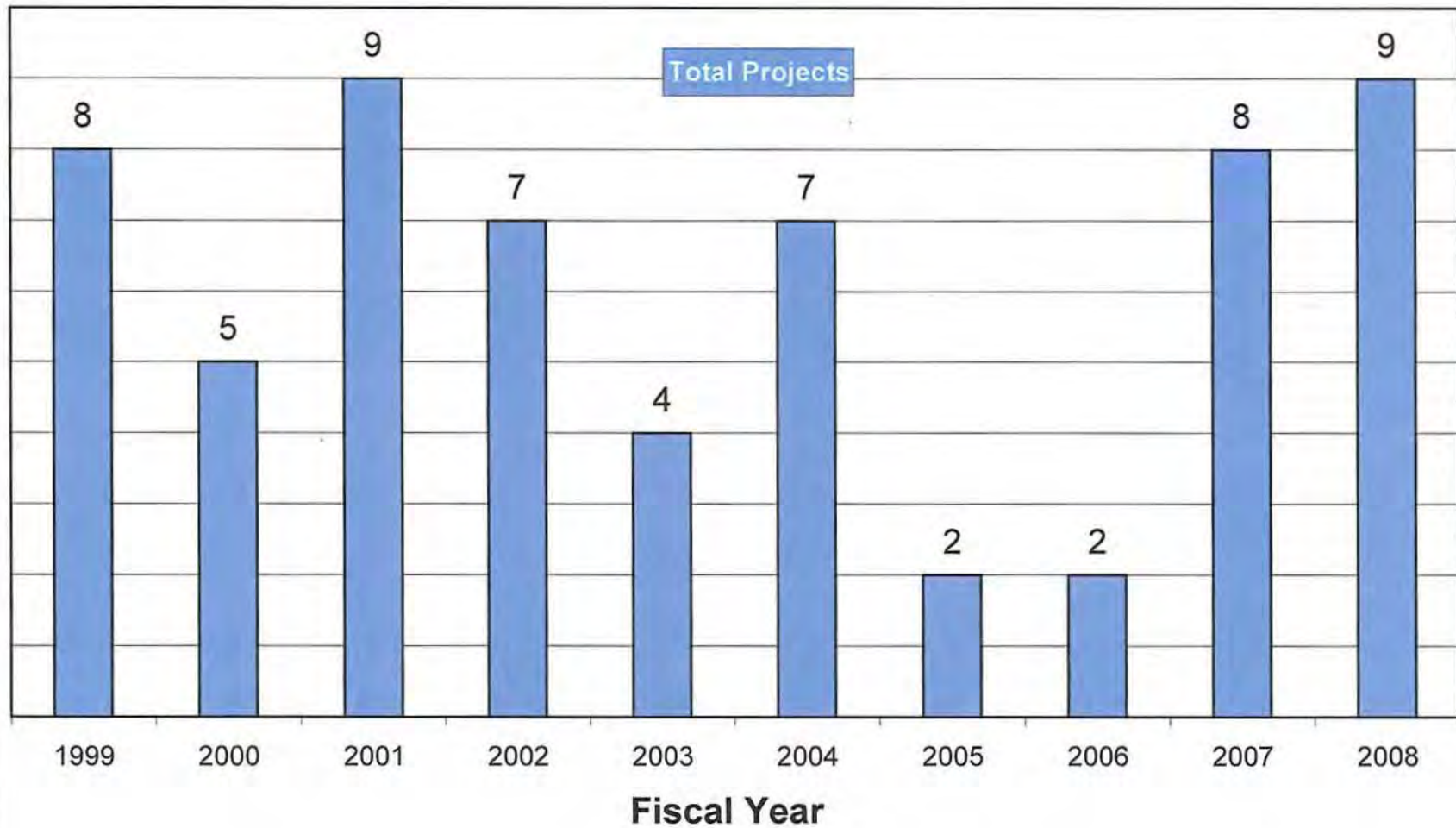
SCHOOL CONSTRUCTION PROJECTS

**NUMBER OF SCHOOL CONSTRUCTION PROJECTS
THAT RECEIVED CONCEPT APPROVAL
FY 1999 THROUGH FY 2008**

Fiscal Year	Total Projects	High Schools	Middle Schools	Elementary Schools	Vocational Schools
1999	8	1	3	3	1
2000	5	1	2	2	0
2001	9	3	4	2	0
2002	7	0	1	6	0
2003	4	1	1	2	0
2004	7	0	2	5	0
2005	2	1	0	1	0
2006	2	0	0	2	0
2007	8	1	1	6	0
2008	9	3	0	6	2*

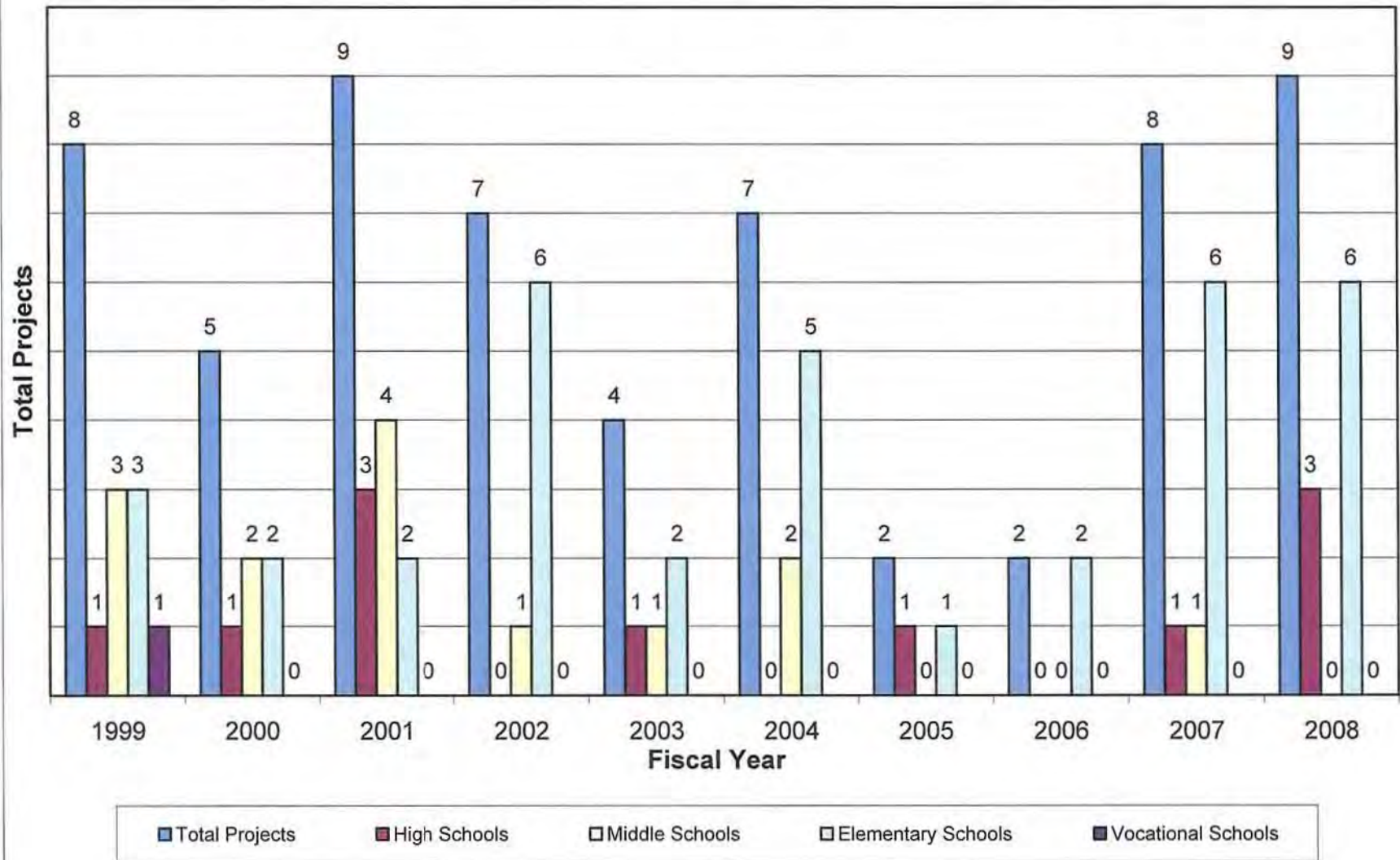
*Included as part of a high school project

Number of School Construction Projects that Received Concept Approval FY 1999 through FY 2008





Number of School Construction Projects that Received Concept Approval FY 1999 through FY 2008



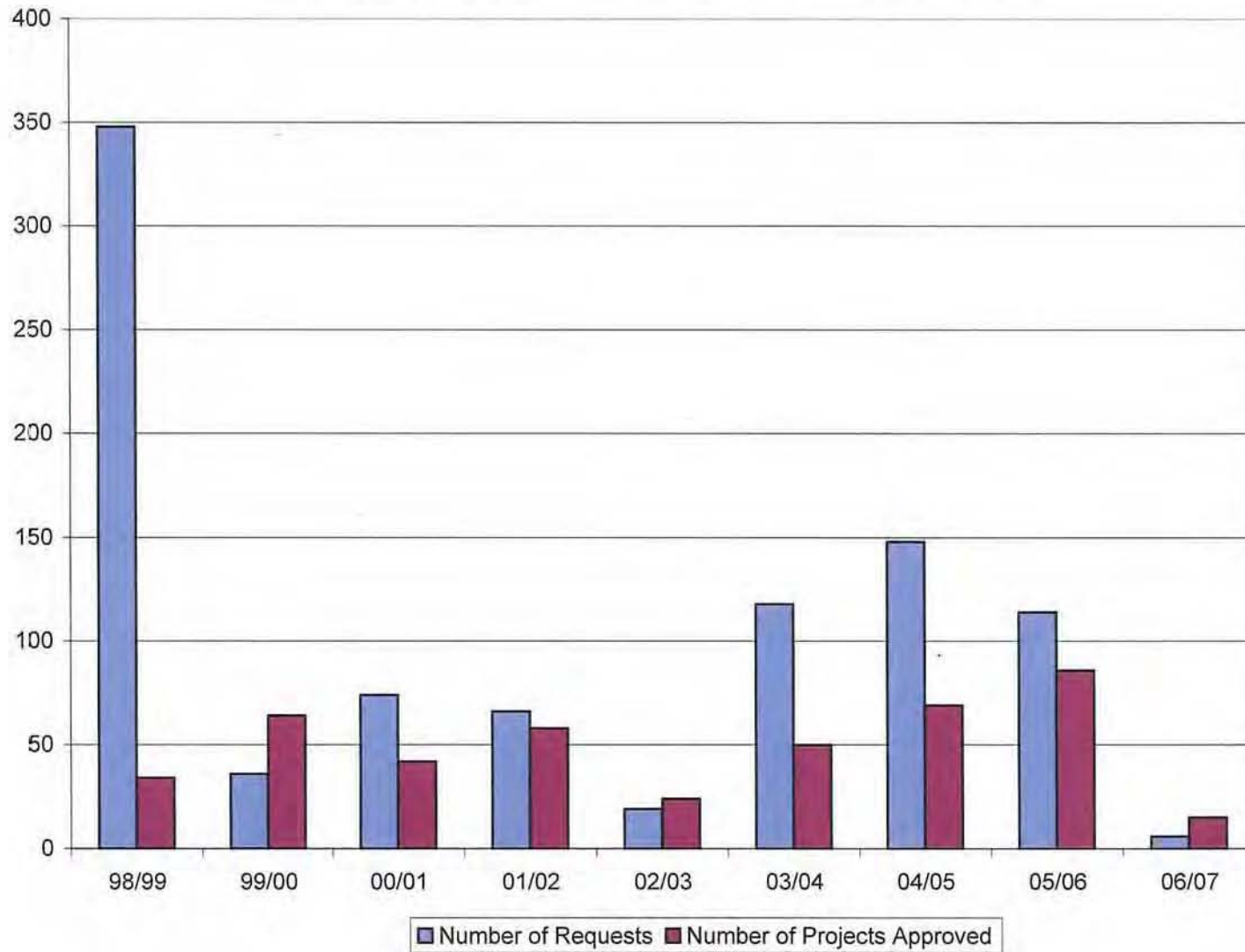
SCHOOL REVOLVING RENOVATION FUND

School Revolving Renovation Fund

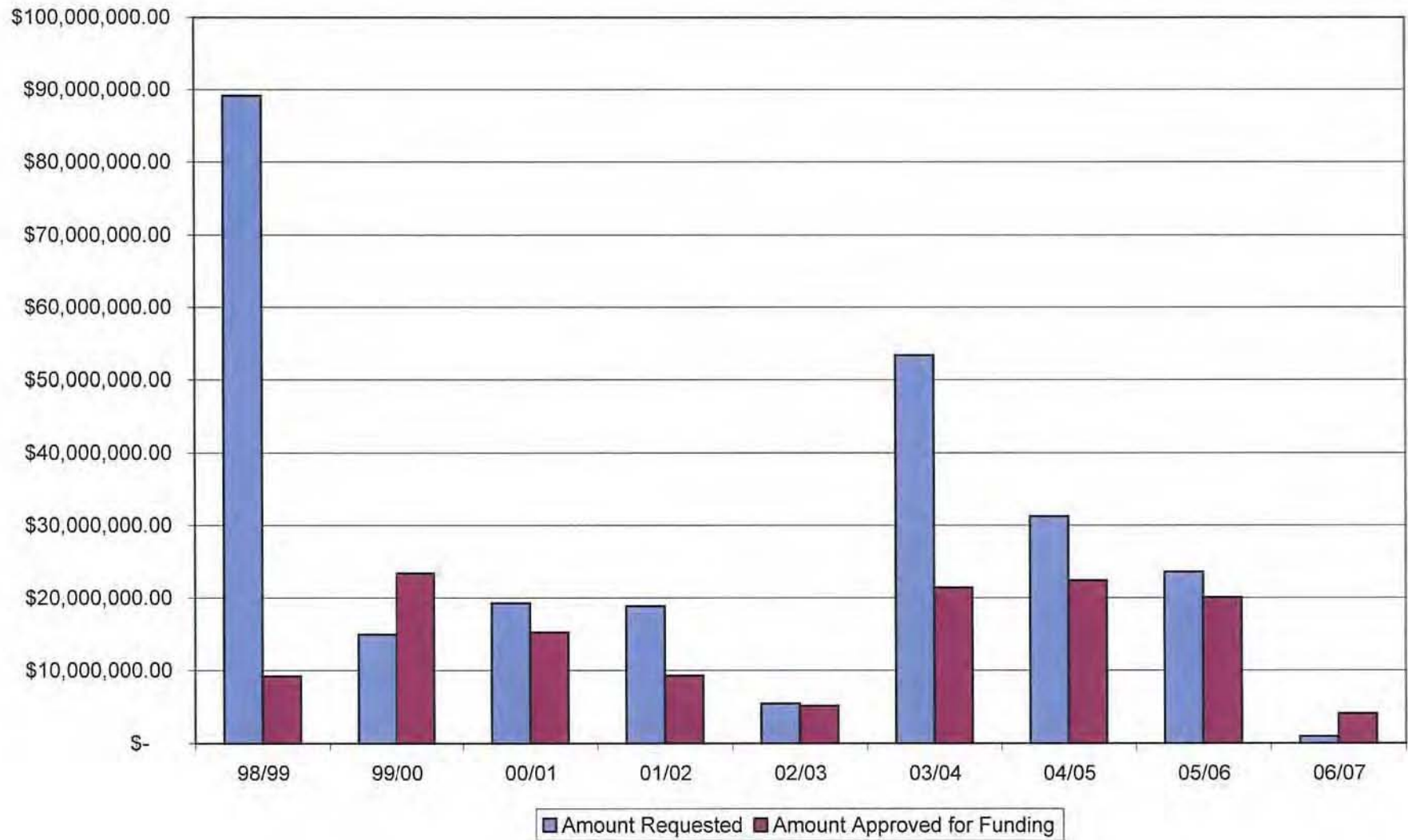
Fiscal Year	Number of Requests	Number of Projects Approved
98/99	348	34
99/00	36	64
00/01	74	42
01/02	66	58
02/03	19	24
03/04	118	50
04/05	148	69
05/06	114	86
06/07	6	15
Total	929	442
Fiscal Year	Amount Requested	Amount Approved for Funding
98/99	\$ 89,143,406.80	\$ 9,252,037.21
99/00	\$ 14,978,042.00	\$ 23,427,731.00
00/01	\$ 19,304,627.39	\$ 15,281,577.00
01/02	\$ 18,877,916.00	\$ 9,298,971.80
02/03	\$ 5,459,794.00	\$ 5,157,346.00
03/04	\$ 53,374,635.00	\$ 21,449,046.00
04/05	\$ 31,257,606.71	\$ 22,433,033.00
05/06	\$ 23,575,971.07	\$ 20,076,775.39
06/07	\$ 967,845.00	\$ 4,078,752.00
Total	\$ 256,939,843.97	\$ 130,455,269.40



School Revolving Renovation Fund Number of Requests and Number of Projects Approved



School Revolving Renovation Fund Amount Requested and Amount Approved for Funding



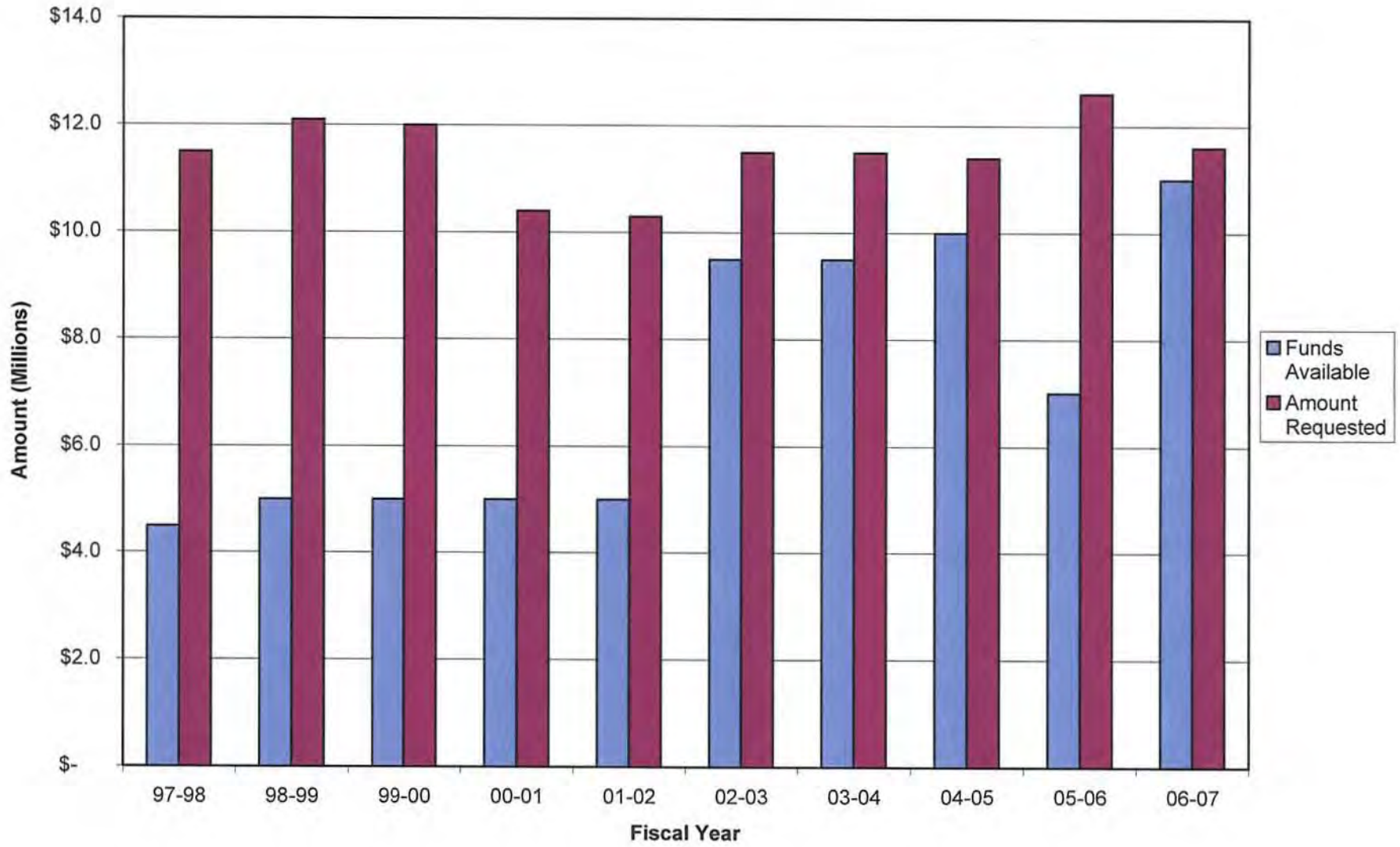
SCHOOL BUS INFORMATION

**Maine Pupil Transportation
School Bus Purchase History**

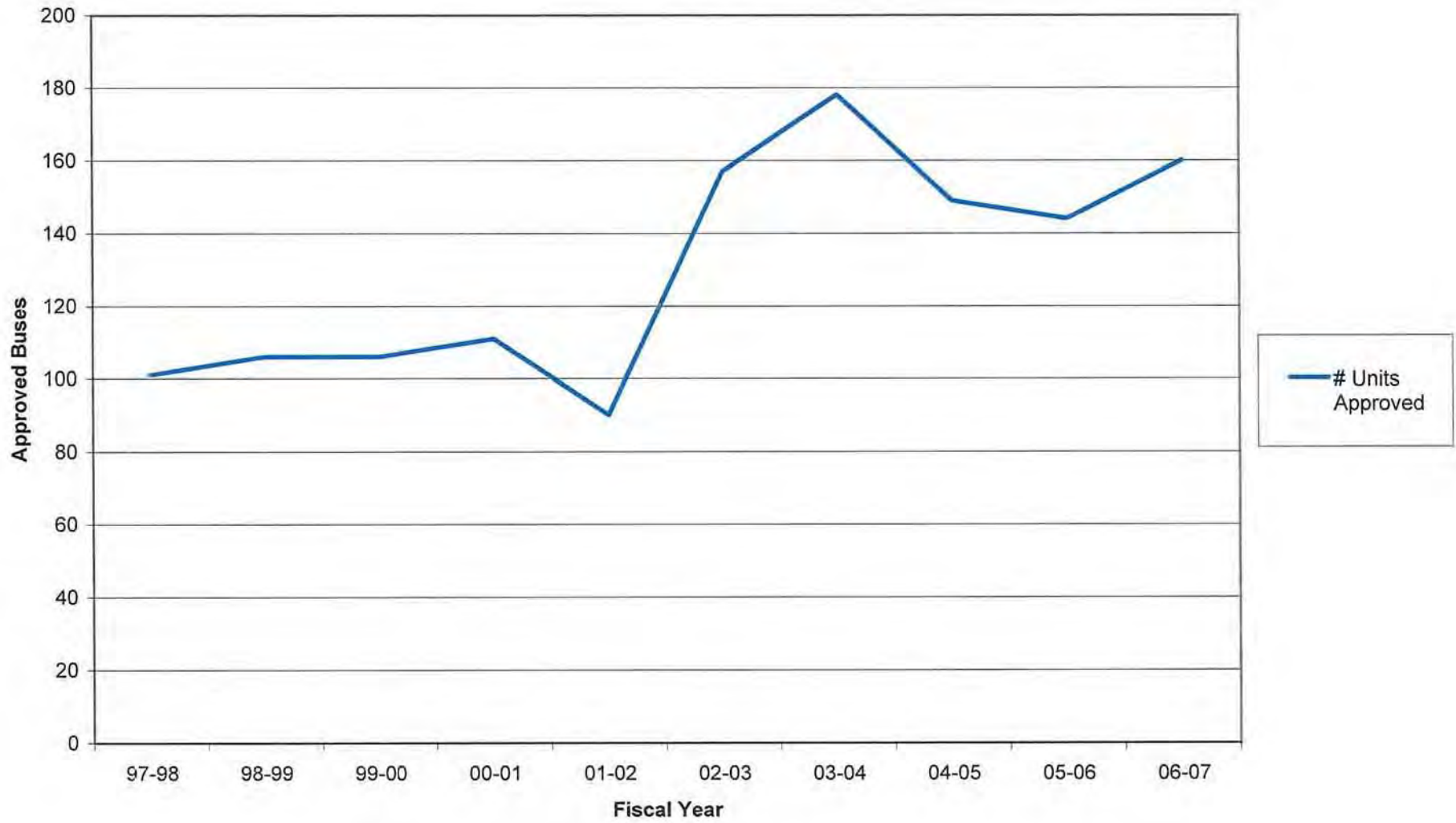
Year	Funds Available	# Units Approved	# Units Requested	Amount Requested	Average Miles Per Bus
97-98	\$ 4.5	101	229	\$ 11.5	114,754
98-99	\$ 5.0	106	233	\$ 12.1	114,768
99-00	\$ 5.0	106	225	\$ 12.0	111,834
00-01	\$ 5.0	111	192	\$ 10.4	109,563
01-02	\$ 5.0	90	146	\$ 10.3	106,249
02-03	\$ 9.5	157	208	\$ 11.5	104,981
03-04	\$ 9.5	178	202	\$ 11.5	99,430
04-05	\$ 10.0	149	193	\$ 11.4	99,983
05-06	\$ 7.0	144	206	\$ 12.6	99,955
06-07	\$ 11.0	160	190	\$ 11.6	99,655

Year	Average Age of Public Bus Fleet (years)
97-98	8.73
98-99	7.48
99-00	7.47
00-01	7.26
01-02	7.1
02-03	7.1
03-04	6.7
04-05	6.6
05-06	6.58
06-07	6.64

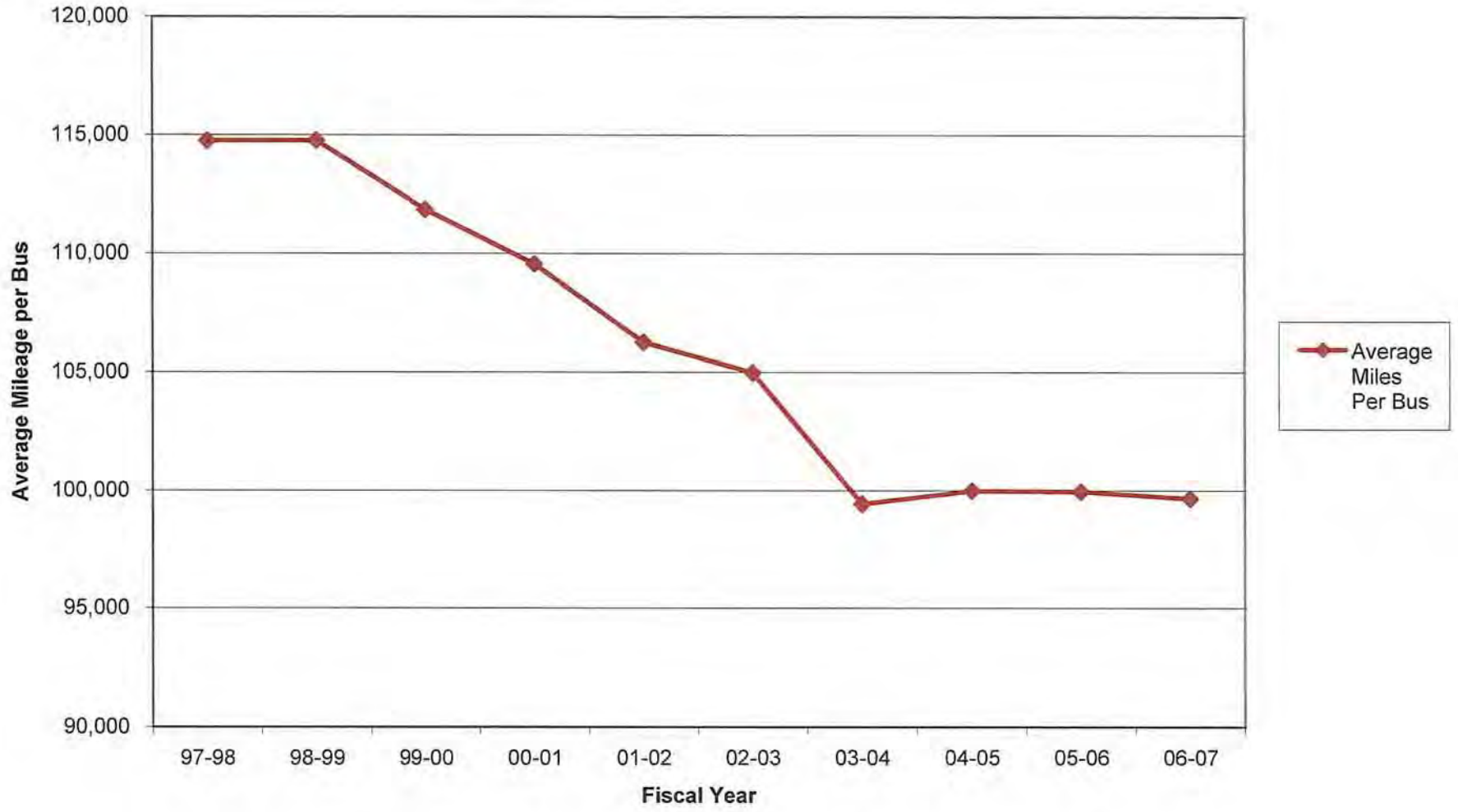
School Bus Purchase Requests



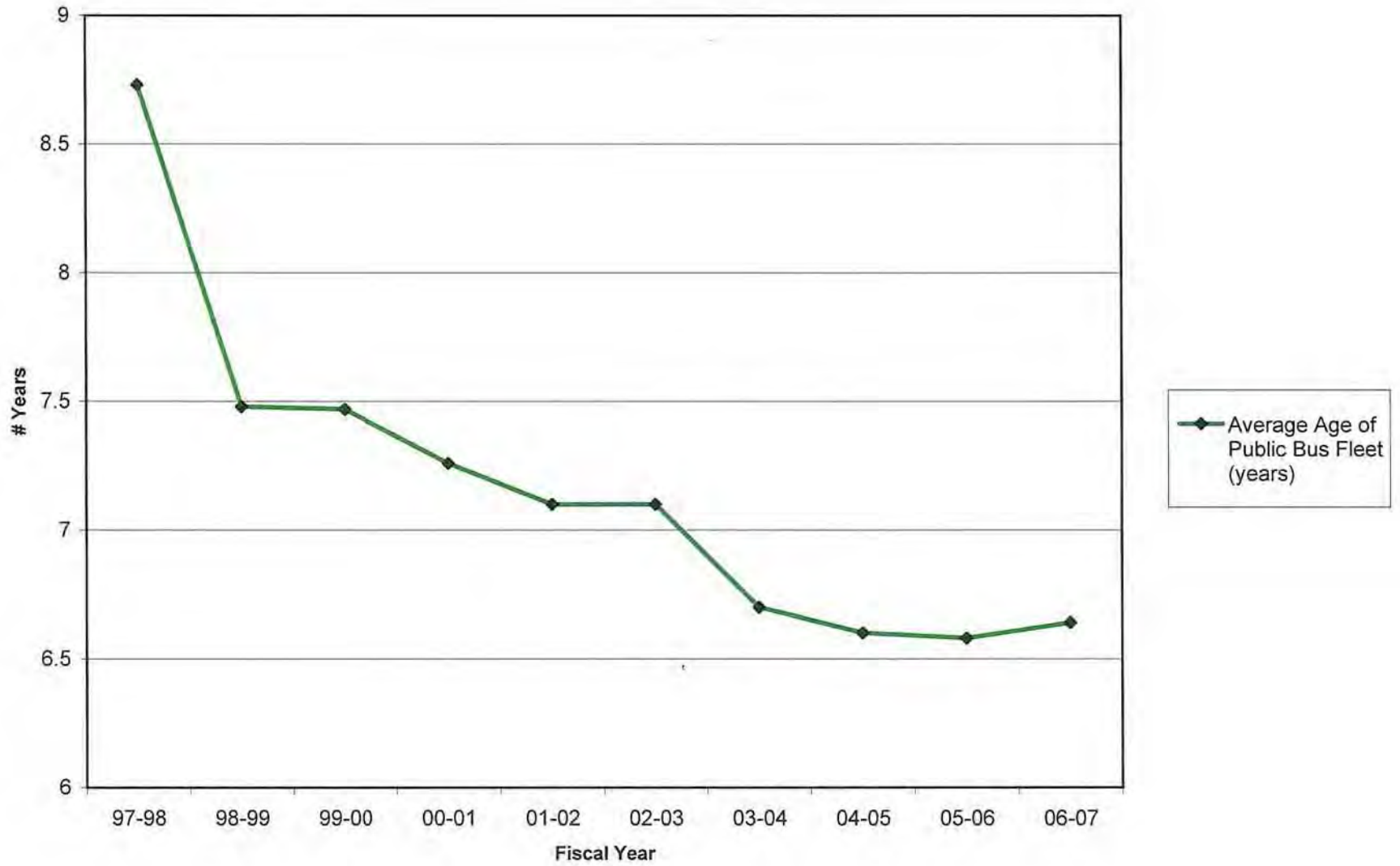
Number of Approved School Bus Requests



Average Miles Per Bus



School Bus Fleet Average Age



EFFORTS COORDINATED WITH OTHER AGENCIES



Areas Where Efforts Have Been Coordinated with Other Agencies

Nearly every function of the Department of Education involves coordination with another agency from local school administrative units, other Cabinet agencies, local municipal agencies, federal agencies and private and public service delivery agencies. Because most of the coordination happens directly in program areas, we have chosen to incorporate this section into each individual program description report (See Program Descriptions).



CONSTITUENCIES SERVED BY THE AGENCY

Constituencies Served by the Agency

The primary constituents of the Department are the K-12 students and adult learners in Maine, to support high aspirations and performance for all Maine Citizens and, in doing so, impact the economy and the quality of life in Maine. Because most constituent activity happens directly in program areas, we have chosen to incorporate this section into each individual program description report (See Program Descriptions).

EFFORTS AT ALTERNATIVE DELIVERY SYSTEMS

Efforts at Alternative Delivery Systems

The Department of Education has developed alternative delivery systems to deliver certain programs and services, using communications technologies or other means. Because most planning and utilization of alternative delivery systems happens directly in program areas, we have chosen to incorporate this section into each individual program description report (See Program Descriptions).

EMERGING ISSUES FOR THE AGENCY

Emerging Issues for the Agency

Because most of the emerging issues for the agency happen directly in program areas, we have chosen to incorporate this section into each individual program description report (See Program Descriptions).

**COMPARISON OF STATE LAWS AND REGULATIONS TO FEDERAL
LAWS AND REGULATIONS**

Comparison of State Laws and Regulations to Federal Laws and Regulations

A comparison of related federal laws and regulations to state laws governing Department programs and the rules implemented by the programs is provided in each individual program description report (See Program Descriptions).

**AGENCY POLICIES FOR MANAGING PERSONAL INFORMATION,
IMPLEMENTATION OF INFORMATION TECHNOLOGIES, ADHERANCE
TO FAIR INFORMATION PRACTICE PRINCIPLES**

Agency Policies for Collecting, Managing and Using Personal Information

State of Maine/Department of Education Website

The portal for the State of Maine website, through which users access the Department of Education website, strives to meet the fair information practice principles of notice, access, integrity, and enforcement as follows:

- **Notice**
The State Internet portal, Maine.gov, has its privacy policy publicly posted at <http://www.maine.gov/portal/policies/privacy.html>. This policy describes what data is collected, how it is collected, how it is used etc.
- **Choice**
The posted privacy policy informs the user that the disclosure of personally identifying information is strictly voluntary though the user will be unable to complete some online transactions should they choose not to provide certain relevant information.
- **Access**
In the event that corrections to information are identified by the user those corrections are communicated to the portal provider via email, (online) live-help and telephone. The portal provider is obligated by law (1MSRA §536) to collect those corrections and communicate them to the State agencies responsible for the data in question.
- **Integrity**
State agencies are required by law (1MSRA §536) to take reasonable steps to ensure that information is accurate, complete and current as well as to update databases after verification of user identified corrections.
- **Enforcement**
The integrity of data in the custody of state agencies is statutorily guaranteed as is its correction as dictated as described above.

Maine Education Data Management System (MEDMS)

The Maine Education Data Management System (MEDMS) is an information management system that links the Department with schools and school units across the state. It allows the Department to communicate with local school administration districts, gather valuable information and cooperatively manage that data for state and federal regulatory compliance, while managing the department's internal database and information flow. MEDMS is comprehensive and involves all school personnel from the superintendent to the classroom teacher and support staff.

MEDMS complies with the federal Family Educational Rights and Privacy Act (FERPA) and with the Health Insurance Portability and Accountability Act (HIPAA).

MEDMS enables the Department to meet reporting needs and data management issues associated with the following Federal and State requirements:

- The federal No Child Left Behind Act of 2001 (NCLB);
- Maine Department of Education Regulations Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units;
- Maine Department of Education Regulations Chapter 127 Instructional Program, Assessment, and Diploma Requirements;
- Maine's school funding formula, known as Essential Programs and Services (EPS);
- Family Educational Rights and Privacy Act of 1974 (FERPA);
- Health Insurance Portability and Accountability Act of 1996 (HIPAA); and
- All other legislation guiding the MDOE.

It also allows the Department to:

- Manage an internal database and information flow that combines data from schools, school units and the Department;
- Manage data for state and federal regulatory and assessment compliance; and
- Integrate federal, state, and public reporting.

MEDMS User Groups

The following user groups represent the key people who access the MEDMS:

- **MDOE Administration** - MDOE Administration manages the overall system and use the system to generate reports for funding purposes, etc.
- **SAU Staff** - SAU staff access MEDMS to input data for students / teachers / schools and report on educational results for their jurisdiction. They are able use MEDMS to report at the SAU or individual school level in their SAU.
- **School Staff** - School staff access MEDMS to input Student data, and report on Student progress. School staff, assuming that the responsibilities have been granted by their SAU, may also access MEDMS to input data for students / teachers / schools and report on educational results for their jurisdiction.

MEDMS Features

The following is an overview of various features of the MEDMS system:

- **Web-based Application** - MEDMS is a web-based application that can be used by any PC or MAC, running Microsoft Internet Explorer (IE) 5.0 or later existing releases, Safari and Firefox, which has a public Internet Connection and 128-bit Encryption. Unlike traditional desktop software, there is nothing to install or upgrade on your workstation. All users need is a Username, Password and assigned Role (MDOE or SAU level).
- **SAU Administrators** - SAU Administrators access the MEDMS system to review data on students / teachers / schools and create reports on educational results for their jurisdiction. They are able to report at SAU or school level within the SAU.

- **Security** - While anyone with a computer and the URL can view the MEDMS logon page, a username and password are needed to gain access into the functionality of the MEDMS system.
- **Accessibility** - The State Accessibility Standards and Policies & Computer Program Accessibility Standards have been met.

User Roles

To accommodate the different needs of the various user groups, MEDMS provides the flexibility for User Roles to be defined and created. These User Roles allow groups of users with common needs to have access rights to selected modules or functionality. Web functionality is available based on the User's access rights and permissions.

A User may have multiple roles within a school or SAU. For example, a teacher who is also a principal within a school has principal access rights as well as teacher access rights. Furthermore, a User associated with multiple roles in more than one SAU will have their access rights limited to the role for each respective SAU. For example, a teacher who is a school board member in a different SAU could have teacher access rights in the SAU where they are employed and school board access rights in the SAU where they sit on the school board. In this case two sets of logon information are required in order to provide the functionality necessary to perform each role.

Public Access

The general public does not access the MEDMS application. MEDMS is used to capture information which may be summarized for the general public. However, this information is segregated in a data repository separate from the MEDMS application database. Furthermore, access to this information for the general public is provided through a distinct web portal separate from the MEDMS application portal.

The Department takes reasonable steps to ensure that information in MEDMS is accurate, complete and current. MEDMS data is entered and typically updated by users. On occasion, the Department will update the database after verification of user identified corrections. Processes are in place to validate and verify the data entered. Discrepancies in data files are corrected either by the user, or when the data file is no longer accessible by the user, the Department.

Educator Certification

All employees of school systems and persons employed by others on behalf of school systems who are not certified or authorized are required to obtain a Criminal History Record Check (CHRC) approval from the Department of Education based on fingerprints. Approval is not intended to reflect the individual's qualifications or ability to perform the job assigned.

The results of the state and federal criminal history record checks are forwarded to the Maine Department of Education to be used for the issuance or denial of approvals. This information is confidential and cannot be shared with a school system, professional organization such as the

Maine Education Association or anyone else. There are procedures in place by which an individual may access the information received by the Department of Education, but no one else may have access to this information. The Maine State Bureau of Identification retains the fingerprints in an electronic civil file to be used for renewal purposes.

State-Wide Email Usage and Management Policy

The Department of Education complies with the *State-Wide Email Usage and Management Policy*, effective September 13, 2004, and enforces this policy, if needed, in accordance with the principles of progressive discipline. This policy is posted in prominent places accessible by Department employees.

Policy Concerning the Use of State-Owned Information and Technology (IT) and Related Communications Equipment

The Department's *Policy Concerning the Use of State-Owned Information and Technology (IT) and Related Communications Equipment* (Department of Education Work Rule May 17, 2007) sets out the rules to be followed while using any or all of the State-owned information and technology equipment under the control of the Department of Education. Each Department employee is expected to comply with this policy. The Department enforces this policy, if needed, in accordance with the principles of progressive discipline. This policy is distributed to all employees and all Department employees sign an *Internet Technology Acknowledgement* form acknowledging that they have received and read the policy, will adhere to its requirements and understand that a violation of the policy may result in disciplinary action.



JOHN ELIAS BALDACCI
GOVERNOR

STATE OF MAINE
DEPARTMENT OF ADMINISTRATIVE AND FINANCIAL
SERVICES
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3rd FLOOR, BURTON M. CROSS BUILDING
173 STATE HOUSE STATION
AUGUSTA, MAINE 04333-0173

RICHARD B. THOMPSON
CHIEF INFORMATION OFFICER

REBECCA M. WYKE
COMMISSIONER

DOMNA GIATAS
DEPUTY COMMISSIONER

TO: All State of Maine E-Mail Users
FROM: Richard Thompson, Chief Information Officer
DATE: August 11, 2004
RE: State-wide E-mail Usage and Management Policy

.....

1. State-Wide E-Mail Usage and Management Policy.

Attached is the State-wide policy concerning the use and management of e-mail.

2. Enforcement.

This Policy shall be enforced in accordance with the principles of progressive discipline.

3. Effective Date.

This Policy is effective **September 13, 2004.**

State of Maine, E-Mail Usage and Management Policy

Effective September 13, 2004

Introduction and Statement of Purpose

Electronic mail (e-mail) refers to the electronic transfer of information typically in the form of electronic messages, memoranda, and attached documents from a sending party to one or more receiving parties via an intermediate telecommunications system. E-mail is a core tool utilized by State agencies to improve the way they conduct business by providing a quick and cost-effective means to create, transmit, and respond to messages and documents electronically. Well-designed and properly managed e-mail systems expedite business communications, reduce paperwork, and automate routine office tasks thereby increasing productivity and reducing costs. These opportunities are, however, at risk if e-mail systems are not used and managed effectively.

The purpose of this policy is to promote the use of e-mail as an efficient communication and data gathering tool, to ensure that State agencies have the information necessary to use e-mail to their best advantage in supporting agency business, to avoid non-work-related distractions of employees, to avoid subjecting the State's e-mail system to computer viruses, and to otherwise avoid interfering with or damaging the effective functioning of the State's e-mail system. By establishing and maintaining compliance with a policy for appropriate use and management of e-mail, risks and costs to agencies can be mitigated while maximizing the potential of this communication tool.

Scope

This policy applies to all State employees, as well as contract staff, who use the State's electronic mail.

General Policy

It is the policy of Maine State Government that e-mail is used for internal and external communications that serve legitimate state government functions and purposes. Any personal use must be of an incidental nature and not interfere with business activities. Personal use must not involve solicitation, must not be associated with any outside business activity or personal gain, must not be libelous or defamatory, must not violate the State of Maine Policy on Employee Harassment, must not potentially embarrass the State of Maine, its residents, its taxpayers, or its employees or be used for any unlawful purpose. Copyright restrictions and regulations shall be observed. The information communicated over agency e-mail systems is subject to the same laws, regulations, policies, and other requirements as information communicated in other written forms and formats and is not to be utilized for political purposes.

Each State agency is responsible for enforcing this policy and establishing management practices consistent with this policy that, among other goals:

- support agency business;
- reduce legal and other potential risks;
- define managerial authority over e-mail communications;
- describe the appropriate use of e-mail communications;
- train employees in e-mail use and policies; and
- provide for necessary records retention, accessibility, and protection.

Agencies with special requirements for information confidentiality (for example, confidential client records) may be required to establish additional safeguards to protect this data.

E-Mail Usage and Management Policy

Access to E-mail Services

E-Mail services are provided to all appropriate staff and contractors within departments. To request access, contact the Bureau of Information Services or appropriate agency personnel.

Privacy and Access

- **Mail messages are not personal and private. Managers, supervisors, and technical staff may access an employee's e-mail in accordance with the department security policy for reasonable business purposes, including but not limited to:**
 - for a legitimate business purpose (e.g., the need to access information when an employee is absent);
 - to diagnose and resolve technical problems involving system hardware, software, or communications; and/or
 - to investigate possible misuse of e-mail when a reasonable suspicion of abuse exists or in conjunction with an approved investigation.
- An employee, with the exceptions noted above, is prohibited from accessing another user's e-mail without his or her permission.
- ***All e-mail messages including personal communications*** may be subject to discovery proceedings in legal actions.
- ***All*** e-mail messages sent or received and which are not otherwise protected by law, are public documents and may be released to the public under the Freedom of Access Law.

Security

E-mail security is a joint responsibility of technical staff and e-mail users. Users must take all reasonable precautions, including safeguarding and changing passwords, to prevent the use of their e-mail account by unauthorized individuals.

Management and Retention of E-mail Communications

A. Applicable to all e-mail messages and attachments

Since e-mail is a communications system, messages should not be retained for extended periods of time.

Users should:

- remove or archive all e-mail communications in a timely fashion.
- delete records of transitory or little value that are not normally retained in record keeping systems as evidence of an agency's activity.

B. Applicable to records communicated via e-mail

E-mail created in the normal course of official business and retained as evidence of official policies, actions, decisions or transactions are records and are subject to the records management requirements documented by the Maine State Archives. (A copy of the Maine State Archives' guide to e-mail retention is attached.) Records communicated using e-mail need to be identified, managed, protected, and retained as long as they are needed to meet operational, legal, audit, research or other requirements.

For agency specific questions surrounding record retention requirements contact Records Management at the Maine State Archives for assistance.

Examples of messages sent by e-mail that typically are records include:

- policies and directives

E-Mail Usage and Management Policy

- correspondence or memoranda related to official business
- work schedules and assignments
- agendas and minutes of meetings
- drafts of documents that are circulated for comment or approval
- any document that initiates, authorizes, or completes a business transaction
- final reports or recommendations

Some examples of messages that typically do not constitute records are:

- personal messages and announcements
- copies or extracts of documents distributed for convenience or reference
- phone message notes

Roles and Responsibilities

- **Executive management** will ensure that the policy is implemented by program unit management and unit supervisors.
- **Unit managers and supervisors** will develop and/or publicize record keeping practices in their area of responsibility including the routing, formatting, and filing of records communicated via e-mail. They will train staff in appropriate use, including appropriate personal use of e-mail that does not result in performance issues, and be responsible for ensuring the security of physical devices and passwords.
- **Network administrators** and internal control (and/or internal audit) staff are responsible for e-mail security, backup, and disaster recovery.
- **Users** are responsible for adherence to this policy.

Proper Usage

All e-mail users will understand and comply with this policy, including but not limited to:

- understand that personal use must be of an incidental nature only
- comply with agency and unit policies, procedures, and standards
- protect confidentiality
- be aware that sending e-mail of a political nature (supporting candidates, soliciting contributions, etc.) is against the law and subject to criminal penalties (5 U.S.C. §1501 et seq., and 5 M.R.S.A. §7056-A 5 M.R.S.A §1976)
- immediately delete any chain letters received through the State's e-mail system
- consider organizational access before sending, filing, or destroying e-mail messages.
- protect their passwords
- receive approval of supervisor and permission from the Commissioner of the Department of Administrative and Financial Services, or her designee, before sending state wide communications <http://inet.state.me.us/dafs/e-mail%20policy%2009-17-02.htm>
- respond to e-mail in a timely fashion
- do not in any way use e-mail access or transmit prohibited content of a sexual nature
- delete any messages that may contain offensive material and report to management
- remove personal messages, transient records, and reference copies in a timely manner.
- not use e-mail for outside business activity or personal gain
- observe all copyright restrictions and regulations
- not use e-mail for any unlawful or illegal purpose
- not use e-mail to promote discrimination on the basis of race, religion, national origin, disability, sexual orientation, age, marital status, gender, or political affiliation
- not create e-mails that may be defamatory or libelous
- consider organizational access and retention requirements before sending, filing, or destroying e-mail messages
- be courteous and follow accepted standards of etiquette
- must not use the e-mail system to solicit for causes unrelated to state business
- must not knowingly send or receive e-mails that contain a virus

E-Mail Usage and Management Policy

Violations of this policy

Any violation of this policy could result in disciplinary action up to and including termination.

Policy Review and Update

The Office of Chief Information Officer will periodically review and update this policy as new technologies and organizational changes are planned and implemented. Questions concerning this policy should be directed to the Chief Information Officer.

Related Policies

Policy for Use of State E-mail System for Widespread Dissemination to State Employees

<http://inet.state.me.us/dafs/e-mail%20policy%2009-17-02.htm>

**DEPARTMENT OF EDUCATION
(DOE)**

Work Rule May 17, 2007

**POLICY CONCERNING THE USE OF STATE-OWNED INFORMATION AND
TECHNOLOGY (I.T.) AND RELATED COMMUNICATIONS EQUIPMENT:**

NOTE: State information and technology and related communications equipment may include, but is not limited to: Computer workstations, voice mail, computer networks, printers, copiers, telephones, fax machines, modems, fax modems, e-mail, local and wide area networks, Internet, and Intranet.

PURPOSE

The purpose of this policy is to set out the rules to be followed while using any or all of the State-owned information and technology equipment under the control of the Department of Education (DOE).

BACKGROUND

The Department provides its employees access to State-owned I.T. equipment to accomplish tasks, process, and communicate to effectively achieve DOE mission, as directed by law and the administration.

The State of Maine "Freedom of Access Law" (1 MRSA, § 401-410) clearly provides that any and all materials, files, notes, records, copies, etc., regardless of the media used to store or transmit them (paper, film, microfiche, magnetic media, electronic media, etc.) in public offices or in the possession of public employees while at work are public property. As such, the public has access to those materials. All material created, modified, stored, moved, distributed, transferred, printed, imaged, or otherwise manipulated on State-owned office automation equipment is considered to be public property and, as such, is subject to examination by the public. The law places some very narrow restrictions on the public access, such as personnel files, employment applications, employee testing and rating criteria, workers' compensation files, certain investigation files, etc., but most materials are subject to public viewing. *Employees are advised that there should be no expectation of privacy when using any State-owned I.T. or related communications equipment.*

E-mail systems, Internet and WorldWide Web browsers, bulletin board systems, etc., are intended to be used for State business purposes. DOE staff should be aware that cell phones and internet messages are generally not secure and can be

easily intercepted by outside parties.¹ Voice mail and e-mail messages may have backup copies that cannot be deleted by the operator. A history of accessed web sites is recorded by most browser software. All of this information may be subject to release under a "Freedom of Access Law" request. In addition, DOE staff and the Office of Information Technology may monitor voice, e-mail, and Internet traffic to improve service levels, enforce this policy, and prevent unauthorized access to State systems.

Unofficial and/or unauthorized use of State-owned equipment places unanticipated and possibly excessive demands on the State's I.T. resources.

Accessing unofficial and/or unauthorized sources unnecessarily exposes the State to the spread of computer viruses, which may be both costly and disruptive to clean from DOE I.T. and related systems.

POLICY

State-owned I.T. equipment is made available to staff to conduct official DOE business. The use of State-owned I.T. equipment to create, record, store, transmit, distribute, image, modify, print, download, or display inappropriate or unprofessional materials that demean, denigrate, or harass individuals or groups of individuals, on the basis of race, ethnic heritage, religious beliefs, disability, sexual orientation or gender, and/or materials that are sexually explicit or pornographic in nature, whether or not the material was intended to demean, denigrate or harass any employee or group of employees, is prohibited.

The State's E-mail is not to be used to forward or otherwise broadcast "chain letters," mass communications that are not work related, or solicitations for causes unrelated to the State's business, no matter how worthy the cause may be perceived to be. If in doubt as to whether your proposed e-mail meets these guidelines, contact Personnel Services at 624-7400. Solicitations or mass communications for causes believed to be related to State business should be brief, not endorse any particular product or provider, and should refer readers to a webpage for further information. The Commissioner or his/her designee must approve such solicitations or mass mailings. [NOTE: In the Capitol area, Capitol Security must give written permission for solicitations. The *Maine State Employees Combined Charitable Appeal* is the only solicitation with on-going, or "blanket" approval]. State-owned automation equipment may not be used to conduct outside business nor may it be used in conjunction with any outside employment activity.

Additionally, state law makes it a crime to use a computer system operated by a state department or agency to advocate for or against a candidate for federal office, a constitutional office, an elective municipal, county or state office,

¹ Care should be exercised to avoid inadvertent disclosure of confidential information over these media.

including leadership positions in the Senate and House of Representatives, as well as to solicit contributions required by law to be reported to the Commission on Governmental Ethics and Election Practice.

Any personal use of State-owned I.T. equipment must be incidental in nature. Examples of incidental use may include, but are not limited to, brief e-mails, accessing an appropriate subject on the Internet, phone calls of an urgent nature, using computer capabilities for incidental correspondence, etc.² The use of State-owned supplies represents a cost to the State and, as such, printing and copying for personal use is restricted to incidental use only. Any personal, incidental use of State-owned equipment shall not interfere with the Department's business activities, must not involve solicitation in any form, must not be associated with any outside business or employment activity, and must not potentially embarrass or offend the State of Maine, its residents, its taxpayers, or its employees.³

GUIDELINES AND PROCEDURES

In the event that an employee inadvertently accesses inappropriate or prohibited material, the employee is required to immediately secure the material from view. It is recommended that if an employee inadvertently accesses inappropriate or prohibited materials, his or her supervisor or management should be advised of the circumstances surrounding the inadvertent access. This will ensure that the employee is held harmless for inadvertently accessing the inappropriate or prohibited materials.

If supervisory or management staff become aware that inappropriate or prohibited materials are being accessed, downloaded, or otherwise transmitted to or by an employee in his or her organization, he or she must act immediately to stop such activity. Supervisors and managers should contact the Departments Human Resources Director, for guidance and consultation.

These rules may be amended as necessary by State policies and procedures or by updated DOE policies.

Each DOE employee is expected to comply with this policy. Violation of this policy may lead to progressive discipline, up to and including dismissal consistent with applicable bargaining agreement and/or *Civil Service Rules*. For further information concerning this policy, contact DAFS Human Resources Director at 624-7400.

² Certain telephone calls and expenses are allowable under the bargaining agreements.

³ As is the case in other situations, the time associated with any incidental personal use of State-owned I.T. equipment must not intrude into an employee's work responsibilities.

DEPARTMENT OF EDUCATION

Internet Technology Acknowledgement

I, the undersigned, acknowledge that I have received and have read the Department of Education Internet Technology Policy. I further understand that I am responsible for adhering to the requirements of this policy and that violation of this policy is grounds for disciplinary action, up to and including discharge. I am aware that if I have any questions regarding this policy I can contact Patricia L. Beaudoin, Human Resources Director, 624-7400.

Employee's name (please print): _____

Signature: _____ Date: _____

Bureau/Division _____



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

JOHN ELIAS BALDACCI
GOVERNOR

SUSAN A. GENDRON
COMMISSIONER

MEMORANDUM

TO: All DOE
FROM: Susan A. Gendron *SAG*
DATE: August 14, 2007
SUBJECT: Code of Ethics and Conduct, Maine State Government

The citizens of Maine have every right to expect that their government be accountable to them and that the officials they entrust to manage the affairs of government be guided by the highest standards of honor, personal integrity and fortitude in all of their activities.

For many years the officers and employees of the Executive Branch of State government, including the Department of Education, have been guided in their duties by a strict code of ethics and conduct.

I am attaching a copy of that Code of Ethics and Conduct for your information.

Also attached for your information, the 123rd Maine Legislature just enacted a law, PL 2007, Chapter 107, which will require that all other state agencies that do not fall under the Executive Branch must now have similar codes in place that meet the same high standards.

If you should have any questions, please feel free to contact Greg Scott either at 624-6614 or greg.scott@maine.gov.

Encs.

Code of Ethics and Conduct
Maine State Government

1. Be guided by the highest standards of honor, personal integrity, and fortitude in all public activities in order to merit the respect of other officials, employees and the public. Strive to inspire public confidence and trust in Maine State Government and its related institutions.
2. Serve the citizens of the State with respect, concern, courtesy, and responsiveness, recognizing that government service means service to the people of Maine; keep the Legislature and public informed on pertinent issues.
3. Strive for professional excellence and encourage the professional development of associates and those seeking to enter the field of public administration in order to provide effective and responsible government to the citizens of Maine. The primary role is to provide the best possible and most cost effective service to the citizens of Maine.
4. Approach organizational and operational duties with a positive attitude and constructively support open communication, cooperation, creativity, dedication and compassion.
5. Avoid any interest or activity which is in conflict with the conduct of official duties. Serve in a manner as to avoid inappropriate personal gain resulting from the performance of official duties.
6. Respect and protect the privileged information to which there is access in the course of official duties.
7. Use discretionary authority to promote the public interest.
8. Accept as a personal duty the responsibility to be informed of emerging issues and to administer the public's business with professional competence, fairness, impartiality, efficiency and effectiveness.
9. Support, implement, and promote programs of affirmative action to assure equal opportunity in the recruitment, selection, and advancement of qualified persons from all elements of society.
10. Respect and value the work done by the employees of Maine State Government and its related institutions.

August 23, 2006

LIST OF REPORTS REQUIRED BY AGENCY TO BE FILED BY PUBLIC

Reports Required to be Filed with the Department of Education

Reports and applications required to be filed with the Department of Education are posted annually on the *Administrative Calendar of Reporting Forms* on the Department of Education website at <http://www.maine.gov/education/forms/forms.htm> . The Department provides instructions for electronic reporting on that website as well.

The reporting forms are listed by the Department team that is responsible for the data collection of a particular form. Many of the reporting forms are downloadable in various formats including some of which are in PDF format that require Adobe Acrobat Reader to access them. Adobe Reader is free and can be downloaded by clicking on the www.adobe.com/products/ link.

Some reporting forms can be printed, filled in, and then mailed back to the Department. Others may be sent back as e-mail attachments. Any special instructions are included with the specific form. The Department is continually working to achieve our goal of "no paper transmission" of data between the local school systems and the Department by developing electronic forms to replace many of these forms.

Below is a list of form numbers available for electronic submission:

<u>ADA</u>	<u>EF-C-315</u>	<u>EF-M-39B</u>	<u>SNP99C</u>	<u>EF-T-21</u>
<u>BVE-507</u>	<u>EF-G-350</u>	<u>EF-M-40</u>	<u>EF-S-01</u>	<u>EF-T-22</u>
<u>CSRD</u>	<u>EF-I-25</u>	<u>EF-M-43</u>	<u>EF-S-02</u>	<u>EF-T-23</u>
<u>PPPD</u>	<u>EF-I-30b</u>	<u>EF-M-45</u>	<u>EF-S-03</u>	<u>EF-U-415</u>
<u>EF-A-605</u>	<u>EF-I-30c</u>	<u>EF-M-45V</u>	<u>EF-S-04A</u>	<u>EF-U-418</u>
<u>EF-B-55</u>	<u>EF-I-32b</u>	<u>EF-M-46</u>	<u>EF-S-04B</u>	<u>EF-U-419</u>
<u>EF-B-55A</u>	<u>EF-I-233</u>	<u>EF-M-46V</u>	<u>EF-S-05</u>	<u>EF-U-428</u>
<u>EF-B-56A</u>	<u>EF-I-288</u>	<u>EF-M-210</u>	<u>EF-S-07</u>	<u>EF-U-430</u>
<u>EF-B-56C</u>	<u>EF-I-290</u>	<u>EF-M-214A</u>	<u>EF-S-08</u>	<u>EF-U-433</u>
<u>EF-B-56T</u>	<u>EF-I-291</u>	<u>EF-M-214B</u>	<u>EF-S-09D</u>	<u>EF-V-105</u>
<u>EF-C-300-C</u>	<u>EF-M-11</u>	<u>EF-M-216</u>	<u>EF-S-09E</u>	<u>EF-V-106</u>
<u>EF-C-300-I</u>	<u>EF-M-11E</u>	<u>EF-M-240</u>	<u>EF-S-10</u>	<u>EF-V-116</u>
<u>EF-C-300-P</u>	<u>EF-M-12</u>	<u>EF-N-72</u>	<u>EF-S-206</u>	<u>EF-V-121</u>
<u>EF-C-300-R</u>	<u>EF-M-12E</u>	<u>EF-N-77</u>	<u>EF-S-214</u>	<u>EF-V-125</u>
<u>EF-C-300-PR</u>	<u>EF-M-13</u>	<u>EF-N-79</u>	<u>EF-T-17</u>	<u>EF-V-128</u>

<u>EF-C-302</u>	<u>EF-M-14</u>	<u>EF-N-79M</u>	<u>EF-T-18</u>	<u>EF-X-132</u>
<u>EF-C-308P</u>	<u>EF-M-15</u>	<u>EF-N-89</u>	<u>EF-T-18A</u>	<u>EF-X-174</u>
<u>EF-C-309P</u>	<u>EF-M-35A</u>	<u>EF-N-90</u>	<u>EF-T-19</u>	<u>EF-X-176</u>
<u>EF-C-310</u>	<u>EF-M-39A</u>	<u>SNP-30</u>	<u>EF-T-19A</u>	<u>EUT-41B</u>
<u>EF-C-311</u>		<u>SNP-32</u>	<u>EF-T-20</u>	

A copy of the *2007-2008 Administrative Calendar of Reporting Forms* follows.

Data Collection Inventory

The Maine Department of Education (MDOE) has recently completed an inventory of MDOE data collections and repositories. The Data Inventory, completed in September 2007, is the first phase in the Department's effort to build an education data dictionary and data warehouse as part of the Statewide Longitudinal Data System. That data inventory identified 248 collections and 133 repositories. Analysis of the 110 active, non-duplicative collections has identified over 6,000 collection items. In addition, we have documented 30 option sets containing over 2,700 options.

Maine has engaged ESP Solutions Group to develop a Data Dictionary, a metadata reference database that will include standard definitions that will be common to both the State and local educational agencies. The Data Dictionary will include SIF standard definitions of commonly used data and link to NCES Data Handbooks. The single set of metadata will be used for all education applications and will be made available to all vendors doing business with the SEA and LEAs.

Together, the Data Inventory and Data Dictionary will serve as a basis for an education Data Warehouse. The goal is to create a single centralized repository that will consolidate the large number of disparate internal data resources as well as data currently stored by third party vendors. MDOE is also in the process of implementing a statewide student information system utilizing the State and District Editions of Infinite Campus.

These efforts will enable the Department to reduce the number and frequency of data collections and reduce the reporting burden on the LEAs. The Statewide Longitudinal Data System will enable stakeholders to track student performance data over time; this capability is not possible in the current environment of data silos.

A Data Collections Summary follows indicating the reporting form number, reporting form name, statutory authority for each filing requirement, the effective date each filing requirement was adopted or last amended by the agency, and the frequency that filing is required.

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Student Personal		01-Dec-06	Five updates per year.	Active
	School Enrollment		01-Dec-06	Five updates per year.	Active
EF-X-132	Year-End Report Request for Subsidy	State;		Annual; Day 15.	Active
EF-X-174	Adult Education Course Summary Report		30-Jun-98	Annual; Day15.	Active
BVE-507	Apportionment of the Approved Vocational Region Budget		01-Dec-98	Annual.	Active
EF-V-105	Report of Secondary Vocational School Pupils (Indian Edu)			Annual; Day 20.	Active
EF-V-106	Report of Secondary Vocational School Pupils (Unorganized TR)			Annual; Day 20.	Active
EF-V-116/121	Vocational Student Information	State and Federal		Bi-annual; Day 1.	Active
EF-V-117	Applied Student and Course Information			Annual; Day 1.	Active
EF-V-118	Applied Student and Course Information			Annual; Day 1.	Active
EF-V-119	Applied Student and Course Information			Annual; Day 1.	Active
EF-V-120	Applied Student and Course Information			Annual; Day1.	Active
EF-C-300-C	Application for Initial Education Approval	State Chapter 115, Part 1	01-Dec-99	As required.	Active
EF-C-300-P	Application for Educational Technician Authorization	State Chapter 115, Part 1	01-Feb-95	As required.	Active
EF-C-300-PR	Application for Educational Technician Authorization Renewal	State Chapter 115, Part 1	02-Feb-00	As required.	Active
EF-C-300-CR	Application for Educational Approval Renewal	State Chapter 115, Part 1	01-Jul-05	As required.	Active
EF-C-302	Conditional Affidavit (Pink)	State Chapter 115, Part 1		As required.	Active
EF-C-310	Transitional Endorsement Affidavit (Green)	State Chapter 115, Part 1	01-Jul-88	As required.	Active
EF-C-315	Targeted Need Affidavit (Blue)	State Chapter 115, Part 1	01-May-01	As required.	Active
	Fast-Track Recommendation Form	State Chapter 115, Part 1	01-Jul-88	As needed	Active
EF-A-605	Certification of Employment of a Superintendent	Title 20-A, MRSA Chapter 101 § 1051		Annual; as required.	Active
	Appointment of State Agent in Lieu of Superintendent	Title 20-A, MRSA §1051 and §1901 for clarification.		Annual; as required.	Active
	Union Committee Votes (Method of Voting)			As required.	Active
EF-U-415-	Federal Programs Cash Management	Federal	01-Dec-85	Quarterly; Day 15.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
JAN	Report Jan.				
EF-U-415-APR	Federal Programs Cash Management Report Apr.	Federal	01-Dec-85	Quarterly; Day 15.	Active
EF-U-415-JUL	Federal Programs Cash Management Report Jul.	Federal	01-Dec-85	Quarterly; Day 15.	Active
EF-U-415-OCT	Federal Programs Cash Management Report Oct.	Federal	01-Dec-85	Quarterly; Day 15.	Active
	Application for Child Nutrition Services	Federal	01-Dec-98	Annual; Day 10.	Active
	Application for Summer Food Service Program	Federal; R225	01-Dec-98	Annual; Day 30.	Active
	Claim for Reimbursement of Child Nutrition Services	Federal N 52P; State.	01-Dec-98	Monthly; Day 8.	Active
	Food Distribution Extras	Federal; R250. State Form.		Monthly; Day 18.	Active
SNP-14-A4	Anonymity and Accountability Systems Suggestion	Federal	01-Dec-98	Annual; Day 15.	Active
	Complaint Form for USDA Commodity Foods	Federal	01-Dec-98	As needed.	Active
	Commodity Food Recall/Hold	State; Child Nutrition Services Rule.	01-Dec-98	Annual; Day 1.	Active
	Site Review-After School Snack	Federal	01-Dec-98	Twice a year.	Active
	Site Review-Lunch Program	Federal; 7CFR 210	01-Dec-98	Annual.	Active
	Student Price Waivers Criteria	State; Annual, optional	01-Dec-98	Annual; As required.	Active
EF-N-90	LEA Verification Summary Report	Federal R245	01-Dec-98	Annual; Day 20.	Active
EF-B-55	Final Financial Report-School Construction	State; Chapter 61		As required.	Active
EF-B-55A	Addendum to Final Financial Report-School Construction	State; Chapter 61	30-Jun-98	Within six months from date of the interim audit.	Active
EF-B-56C	Lease Space Conversion Application/Renewal	State; Title 20-A, section 15672, (2) (B); Chapter 64		As required; Day 15.	Active
EF-B-56T	Request for Lease Approval	State; Title 20-A, section 15672, (2) (B); Chapter 64		Annual; Day 16.	Active
EF-I-25	Habitual Truant Report			Annual; Day 15.	Active
EF-S-206	Application for Gifted & Talented Educational Program Approval Program Cost for State Subsidy	State; Chapter 606-03		Annual; Day 30.	Active
EF-I-233	Notice of Intent to Home School	State		As required.	Active
EF-I-291	Annual School Approval Form-Public	State		Annual; Day 23.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Annual School Approval Report-Private School	State		Annual; Day 1.	Active
EF-I-30B	Initial Application for Basic School Approval-Private Elementary	State		Prior to approval.	Active
EF-U-418	Title I Even Start Continuation Grant Application			Annual; Day 24.	Active
EF-U-419	Title I Even Start New Grant Application			Annual; Day 24.	Active
EF-U-428	Application for Reallocated ESEA, Title I Funds	Title I, Federal		Annual; Day 1.	Active
EF-U-430	NCLB Consolidated Application	TITLE IA, IC, IIA, IID, IVA, V, III		Annual; Day 1.	Active
EF-U-433	NCLB Performance Report	TITLE IA, IC, IIA, IID, III, IVA, V		Annual; Day 1.	Active
EF-S-01	Request for Approval of Placement of Exceptional Students	State		As required.	Active
EF-S-02	Special Education Program Report	State; 20-A (MRSA) section 15672, 30-A (A) and 31-B.		Annual; Day 31.	Active
EF-S-03	Request for Special Education Contract Approval			Annual; Day 15; Or as required.	Active
EF-S-04A	Amended State Agency Clients Admission/Discharge Notice	Local		As required.	Active
EF-S-04B	Monthly State Agency Clients Billing	State: 20-A (MRSA) section 15672, 30-A (A)		As required; Monthly.	Active
PART 1	Report of Services to Students with Disabilities Part I	Federal; 20 HSC 1221e-3 and 1406 ammended Title 3 A CFR part 300, subpart A, sections 300.640-300.645, IDEA.	01-Dec-75	Annual; Day 31.	Active
PART 2	Report of Services to Students with Disabilities Part II	Federal; 20 HSC 1221e-3 and 1406 ammended Title 3 A CFR part 300, subpart A, sections 300.640-300.645, IDEA.		Annual; Day 31.	Active
EF-S-07	Request for Subsidy Allocation of Tuition & Board for Students with Disabilities	State; Title 20-A (MRSA) section 15672, 30-A (B) and 31 B (1)(2)		Annual; Day 31.	Active
EF-S-08	Local Entitlement Application-Special Education	Federal; 20 HSC 1221e-3 and 1406 ammended Title 3 A CFR part 300, subpart A, section 300.705.		Annual; Day 15.	Active
E-09	Annual Financial Report of Federal Program Expenditures-Education of Handicapped-IDEA Local Entitlement	Federal; 20 HSC 1221e-3 and 1406 amended Title 3 A CFR part 300, subpart A, sections 300.705.		Annual; Day 15.	Active
EF-S-10	Year-End Report of Special Purpose Private Schools (CARES)			Annual; Day 15.	Active
EF-S-214	EPS High Cost Out-of-District Placement Adjustment			Annual; Day 7.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Per Pupil Professional Development (PPPD) Allocation Application	Federal LD 1791, section 6	01-Jan-98	Annual; Day 1.	Active
EF-M-43	Transportation Data for Out-Of-District Special Education, Homeless, and Career & Technical Education Students	State Chapter 606B.	01-Dec-98	Annual; Day 31.	Active
EF-M-45	Financial Report of Public Schools Fiscal Year	State; Chapter 219	01-Jun-98	Annual; Day 31. Revisions no later than December.	Active
EF-M-45V	Financial Report of Applied Technology Regions	State; Chapter 219		Annual; Day 31.	Active
	School Health Screening Report	State, 20 A, Subchapter 4, section 6451, 65452, 6453, 6454.		Annual; Day 30.	Active
EF-M-15	Staff Information System	State Chapter 606-B	01-Dec-06	Annual; Day 30.	Active
	Student Data Collection			Five updates per year.	Active
EF-M-13	Resident Enrollment Private School-October 1st	Privately funded only		Annual; Day 15.	Active
EF-M-14	Resident Enrollment Report Private School-April 1st	Privately funded only		Annual; Day 15.	Active
EF-M-240	Year-End Report Maine Private Schools	State; Chapter 219	01-Dec-98	Annual; Day 15.	Active
EF-M-39B	Report of Adult Education for Subsidy Purposes-January through June	State		Annual; Day 15.	Active
EF-M-39A	Report of Adult Education for Subsidy Purposes-July through September	State;		Annual; Day 15.	Active
	Average Daily Attendance (ADA) Reporting	State;	01-Dec-98	Annual; Day 15.	Active
	Talent Pool 2004-2005 Recommendation Form	Milken Foundation participation is optional.		Annual; Day 15.	Active
EF-T-18	Pupil Transportation Annual Reports		01-Dec-98	Annual; August 22.	Active
EF-T-20	School Bus Purchase Report	Title 20 A, 5401 § 15		Annual; Day 30.	Active
EF-T-17	Request for Approval for School Bus Purchases/Lease	Title 20 A, 5401 § 15		Annual; Day 25.	Active
	After School Snack Program Application Agreement	Federal; 7 CFR 210		Annual; As needed.	Active
	School Bus Driver Physical Examination	Title 29 A, 2303 § 3. MDOE rules Chapter 81.		Annual; As needed.	Active
EUT-41B	Unorganized Territory October 1st Enrollment Form	State; DOE rule	01-Jan-98	Annual; Day 15.	Active
EF-V-125	Carl D. Perkins Year End Financial Report			Annual; Day 30.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Carl D. Perkins Progress Report-Jan-June	Title I, Part C of the Carl. D. Perkins Vocational and Technical Educational Act of 1998 (P.L. 105-332)		Annual; Day 1.	Active
	Carl D. Perkins Progress Report-July-Dec			Annual; Day 15.	Active
EF-V-128	Carl D. Perkins Budget Adjustment Form			Before change is made.	Active
	Title IC Basic Grant Application Carl D. Perkins	Title I, Part C of the Carl D. Perkin Career & Technical Education Act of 2006 (PL 109-270) Title I, Part C of the Carl. D. Perkins Vocational and Technical Educational Act of 1998 (P.L. 105-332)	01-Dec-98	Annual; Day 2.	Active
	Food Distribution Offer Acceptance	State; Federal 250	01-Dec-98	Monthly; Day 15.	Active
	Application for Approval of Nontraditional Limited Purpose Private Schools-Initial	State		Prior to approval.	Active
	Application for Approval of Nontraditional Limited Purpose Private Schools-Renewal	State		Annual; Day 31.	Active
	Articulation Agreement Update-MCCS Tech Prep Coordinators	State		Annual; Day 1.	Active
	Rural Education Information ADA Form	Title VI, NCLB		Annual; Day 7.	Active
EF-V-128	AEFLA Budget Adjustment Form	State;	30-Jun-03	Annual; Day 15	Active
EF-X-176	AEFLA Financial Year End Report	State;		Annual; Day 1.	Active
EF-U-440	Budget Adjustment for EI/Civics	Workforce Investment Act (AEFLA)		Annual; Day 1.	Active
EF-U-433A	NCLB Carryover Report	TITLE IA, IC, IIA, IID, IVA, V, III		As required; Day 15.	Active
EF-U-420	Annual Financial Report of Even Start Expenditures	Title I, Title III. Federal, State		Annual; Day 1.	Active
EF-U-420	Annual Financial Report of EL/Civics Expenditures	State; Workforce Investment Act (AEFLA): Title II		Annual; Day 1.	Active
EF-S-04A	State Agency Clients Admission/Discharge Notice	State; 20-A (MRSA) section 15672, 30-A (B) and 31-B © (1) (2)		Monthly as needed.	Active
EF-I-32B	Basic School Approval Annual Update-Private	State		Annual; Day 9.	Active
EF-U-431A	Rural Low-Income Performance Report	Title VI; Title VI section 1111 (b)(2) and 1111 (b)(3); Title IID		Annual; Day 15.	Active
EF-U-431	Title VI Rural Low Income Grant Application	Title VI section 1111 (b)(2) and 1111 (b)(3)		Annual; Day 15.	Active
EF-U-423	Application for Use of Even Start Carryover Funds	Title I C		As required; Day 1.	Active
	Family Literacy Reporting	National Reporting System		Annual.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Transcript Archives Index			As needed.	Active
EF-M-240A	Year-End Report Out-of-State Private Schools	State; Chapter 219	01-Dec-98	Annual; Day 15.	Active
EF-U-420	Annual Financial Report of Actual Expenditures	State;		Annual; Day 1.	Active
	Vehicle Inventory	Chapter 81, section 1		Annual; Day 31.	Active
	Transportation Safety and Training	Chapter 81, section 1		Annual; Day 31.	Active
EF-T-23	Letter of Intent Bus Purchasing Program	Title 20 A, 5401 § 15		As needed.	Active
	SIS Contacts	Voluntary participation requested		Annual; as needed.	Active
	Point Persons	Voluntary participation requested		Annual; as needed	Active
	Local Administrators	Voluntary participation requested		Annual; as needed.	Active
	FootPrints Trouble Ticketing	Voluntary		As needed.	Active
	School Revolving Renovation Fund Application	State; Optional by need.	01-Jan-98	As needed.	Active
QZAB	Qualified Zone Academy Bond Program Application	Federal	01-Jan-97	Annual; Day 1.	Active
	Policy Packet	Federal; 7 CFR 210	01-Dec-98	Annual.	Active
	School Detail	State.	01-Dec-98	Monthly; Day 30.	Active
	Shipping Address	State.	01-Dec-98	Annual.	Active
	Summer Claim	Federal R225. State	01-Dec-98	Monthly for duration.	Active
	Summer Site Information	Federal; R225. State	01-Dec-98	Annual.	Active
	Summer Agreement	Federal R225. State	01-Dec-98	Annual.	Active
	Summer Site Detail	Federal; R225. State.	01-Dec-98	Monthly for duration.	Active
	CNA Approved Programs			Annual.	Active
	Train the Trainer Certification List			Annual.	Active
	Articulation Agreements with Community Colleges	Useful		Monthly.	Active
	CTE Conference Registration	Useful		Annual; range of month varies.	Active
	Pupil Record Audit Form	IDEA	14-Nov-06	Five year rotation during school months.	Active
	Graduate Details	State		Annual.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Adequate Yearly Progress	Federal, Title I A, section 1116 § 100-107	30-Jun-03	Annual; Day 30.	Active
	Approved Programs	State, Chapter 232. Federal, P.L. 95-524 Carl D. Perkins Vocational Education Act.		As needed.	Active
	Program Approval Letter CTE	Federal, P.L. 95-524 Carl D. Perkins Vocational Education Act; P.L. 94-142 Special Ed. State, Title 20-A MRSA and DE Chapter 125 and 127. Title VI; Title IX.; Section 504 of the Rehabilitation Act.		As required.	Active
	Maine Migrant Education Program Certificate of Eligibility	Federal, Title IC Child Count	01-Dec-03	As required.	Active
	Migrant Parent/Student Survey	Federal, Title IC, §§ 200.83, 200.84, and 200.88.		Annual; Day 30.	Active
	Personalized Alternate Assessment Portfolio (PAAP)	Federal, Title I, 34 C.F.R. Part 200. State, IDEA. Maine Educational Assessment.	09-Dec-03	Annual.	Active
	PAAP Workshop Series District Registration Form	Federal, 34 C.F.R. Part 200. State, IDEA. PAAP 2007 requires that all teachers administering PAAP's attend training.	01-Oct-01	Annual; Flexible registration.	Active
	Migrant Withdrawal/Student Data Entry Form	Federal, Title IC, §§ 200.83, 200.84, and 200.88.		As required.	Active
	Maine Migrant Education Call Log	Federal, Title IC, §§ 200.83, 200.84, and 200.88. State.	01-Dec-03	As needed.	Active
	Maine Migrant Education Eligibility Form	Federal, Title IC, §§ 200.83, 200.84, and 200.88. State.	01-Dec-03	As required.	Active
	Migrant Student Data Entry Form	Federal, Title IC, §§ 200.83, 200.84, and 200.88. State.	01-Dec-05	As required.	Active
	School Nurses Directory	Useful.		As needed.	Active
	ESL Survey of Language Minority Children	Federal; Title III		Annual; Day 21.	Active
	McKinney-Vento Grant Application	Federal; Mckinney-Vento Homeless Assistance Act, Section 722, (3 A-H), (4-7)	01-Jul-87	Annual review for three year award; Day 31.	Active
	Legislative Document Tracking	Useful.		As needed.	Active
	Highly Qualified Teachers Survey	Federal. ESEA Title I, section 9101, (23).	01-Dec-06	Annual; proposed for April.	Active
	Highly Qualified Teacher Identification	Federal; ESEA Title I, section 9101, (23)	21-Dec-06	As required.	Active
	Mentors Training Mentors	Federal; Title I		As needed.	Active
	Directory of Certified Mentor Trainers	Title I		As required.	Active
	HQT Mentors Training Mentors Registration Form	Title I		As required.	Active
	Docket			As needed.	Active
	Dispute Resolution Request Form	Title I	18-Jan-06	As required.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Hearing Request Form	Title I	17-Jan-06	As needed.	Active
	Contact	Title I	01-Dec-03	As required.	Active
	CAP: Corrective Action Plan	Title I	01-Dec-03	As needed.	Active
	Appeals	Title I	01-Dec-03	As needed.	Active
	Feedback Due Process	Title I	01-Dec-03	As needed.	Active
	Special Education Directors List	DOE local requirement.	01-Dec-88	Annual.	Active
	Keeping Maines Children Connected Meeeting Notes	State;	01-Sep-04	Quarterly.	Active
	Maine Reading First Teacher Workshop Attendance	State;		As needed.	Active
	21st Century Learning Centers Teacher Survey	Title IV B	30-Jun-06	Annual.	Active
	21st Century Learning Centers Reporting Tool	Title IV B	01-Dec-03	Trimesterly; Nov 3, Mar 2, Jul 13.	Active
	Aspirations	State; Title 20-A, section 208 (A)		Quarterly.	Active
	Presidents of Degree Granting Schools List			As needed.	Active
	Approved Private Schools Directory			As needed.	Active
	Title IIA NCLB Performance Report	Federal; State. Section 2112		Annual; Day 1.	Active
	Title IIA SAHE Performance Report	Federal NCLB; State, Section 2132.		Annual.	Active
	Title IIB Math & Science Partnership	Federal; section 2201		Annual.	Active
EF-S-01	Request for Approval of Placement of Exceptional Students New		01-Jan-07	As needed	Active
	Gifted and talented contact list			Annual.	Active
	UNIX Staff Information System			As needed.	Active
	Title III Performance Report for Funds	Title III		Annual; Day 16	Active
	HIV Grant Application	State/Fed Grants		Annual	Active
	Youth Risk Behavior Survey			Biennial	Active
	HIV Conference Participation			Bi- Annual	Active
	Pupil Record Audit Form Tally Sheet				Active
	McKinney-Vento Local District Report	Federal; Mckinney-Vento Homeless Assistance Act, Section 722, (3 A-H), (4-7)	01-Jan-04		Active
	McKinney-Vento Application Tracking	Useful.		As Needed	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	School Counselors Directory			As required.	Active
	Dropout Prevention Chairperson Directory			As required	Active
	Homeless Liaison Directory				Active
	Alternative Education Program Directory				Active
	Homeless Liason Training				Active
	CARES certification			Annual; Day 15.	Active
	SAT Guidance Counselor Contact List	Useful			Active
	MEA Item Review Committee			Annual; Accept recommendations Mar-Jun.	Active
	DOE Calendar of Workshops	Useful. Is currently optional.	01-Jul-07	Monthly	Active
	MEA Bias Committee			Annual; Accept recommendations Mar-Jun.	Active
	MEA/SAT Special Consideration		01-Dec-04	Annual	Active
	NAEP		01-Dec-04		Active
	SAT Registration			Annual	Active
	SAT Transportation Reimbursement		01-Jan-06		Active
	MHSA Scores	Maine Educational Assessment.	01-Dec-04	Annual; two month range.	Active
	CNA Tested Directory		01-Dec-70	Updated all months.	Active
	CNA Certified Course Teachers	State		Updated twice annually.	Active
	Room Information		01-Oct-06	Quarterly	Active
	Airport Information		01-Jul-06	Reference data	Active
	Authorized Apple Service Repairs		01-Jul-06	As needed	Active
	Asset Information		01-Oct-06	As needed	Active
	MLTI Contact Directory		30-Jun-06	Annual.	Active
	Attendance to Professional Events		01-Jul-07	Annual events	Active
	Title IID Supplemental Questions	Title IID	01-Dec-01	Annual	Active
	Depot		01-Jul-06	As needed.	Active
	Buffer Pool Requests		01-Jul-06	As needed.	Active
	Building Information		01-Jul-06	Reference data.	Active

Data Inventory - Collections Summary (Active only)

Collection Number	Collection Name	Statutory Authority or Mandate	Effective Date	Periodicity	Status
	Network Information		01-Jul-06	Reference data.	Active
	Distance Learning Directory		07-Jul-06	Annual.	Active
	Distance Learning ATM Newtwork Usage	Useful.	07-Jul-06	Annual.	Active
	MEDMS Public Resident Enrollment		01-Dec-06		Active
	MEDMS Reimbursement for Equivalent Instruction		01-Dec-06	Bi-annual.	Active
	MEDMS Financial		01-Dec-06	Annual.	Active
EF-C-308P	Verification of ParaPro Score			As needed.	Active
EF-U-440	Budget Adjustment for Even Start	NCLB, Title I		Annual; Day 1	Active
EF-U-441	Financial Report of Carryover for Even Start				Active
	College Transition Report				Active
	Title VI Rural Carryover Report	Title VI		As required; Day 15.	Active
	Apple Authorized Service provider			Monthly	Active
	Teacher of the Year				Active
	Application for CNA Competency Testing				Active
	School Library Staffing Survey			Annual.	Active
	Notice of Status of Application to Conduct a CNA Training Program				Active
EF-1-30C	Initial Application for Basic School Approval-Private Secondary	State		Prior to approval.	Active
	Annual School Approval Report-Special Purpose Private School	State		Annual, Day 1.	Active
	Subsequent Year Letter to Homeschool				Active
	Application for Approval to Conduct a CNA Training Program				Active
	Education for Homeless Children and Youths Program	Federal; Mckinney-Vento Homeless Assistance Act, Section 722, (3 A-H), (4-7)			Active
	School Health Screening Report Aggregate	State, 20 A, Subchapter 4, section 6451, 65452, 6453, 6454.		Annual. Day 30.	Active
01	Enrollment				Active

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

JULY -- 2007

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
	01.	Reports due on a Saturday or Sunday must be received by the following Monday.
July 01	---	Articulation Agreement Update (MCCS Tech Prep Coordinators)
July 1	EF-U-423	Application for Use of Even Start Carry Over Funds
July 1	EF-U-440	Budget Adjustment Form for Even Start
July 15	EF-M-39A	Report of Adult Education for Subsidy Purposes – (January thru June)
July 15	EF-M-46	Summary of Approved General Fund Budget & Report of School Appropriations
July 15	EF-M-46V	Applied Technology Regions Summary of Approved Budget & Report of Assessments
July 15	EF-U-415	Federal Programs Cash Management Report
July 15	On-line	Average Daily Attendance Collection -- http://www.state.me.us/education/adaform/login_page.htm
July 20	---	Teacher of the Year Finalists Portfolios Due
July 31	EF-M-43	Transportation Data for Out-of-District Special Education Students, Homeless Students and Career & Technical Education Students Report
July 31	EF-M-45	Financial Report of Public Schools
July 31	EF-M-45V	Financial Report of Applied Technology Regions
July 31	EF-S-02	Special Education Program Report
July 31	EF-S-07	Request for Subsidy Allocation of Tuition & Board for Students with Disabilities

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

AUGUST -- 2007

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
		01. School bus inspection DUE during this month per Title 29-A, section 2307.
		02. Submit drinking water samples if not on public water supply.
		03. Bus drivers must pass the annual physical examinations prior to operating a school bus (SB-2-76).
August 01	EF-U-430	NCLB Consolidated Application
August 01	EF-V-125	Carl D. Perkins Year-end Financial Report
August 01	EF-X-176	AEFLA Financial Year End Report
August 01	EF-X-177	Adult Basic Education (Annual Performance Report)
August 01	On-line	Project Progress Report -- Perkins January 1 - June 30
August 01 (or 30 days after end of project)	EF-U-433	NCLB Performance Report
August 09	EF-I-32b	Basic School Approval Annual Update -- Private (Include a copy of the school calendar)
August 1	EF-U-420	Annual Financial Report of Even Start Expenditures
August 1	EF-U-420	Annual Financial Report of EL/Civics Expenditures
August 15	---	Policy Statement--Free & Reduced Priced Meals
August 15	EF-S-10	Year-End Report of Special Purpose Private Schools (CARES)
August 15	On-line	Local Entitlement Application -- Special Education (EF-S-08) -- http://www.4pcmaine.org/login.phtml
August 15	On-line	Annual Financial Report of Federal Program Expenditures --IDEA - Local Entitlement (EF-S-09E) -- http://www.4pcmaine.org/login.phtml
August 20	On-line	Secondary Vocational Program Data Fact Sheet (EF-V-121) -- http://www.maine.gov/education/Workforce/VE121/loginpage.htm
August 31	---	Application for Approval of Nontraditional Limited Purpose School (Renewal)

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

SEPTEMBER -- 2007

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
		01. Start budget preparations.
		02. Check teacher certifications including conditional certificates.
		03. Check school nurse license and certification.
		04. Check all Education Technician levels I / II / III and Substitute authorizations.
		05. Check all Approval Cards
September 15	EF-U-431A	Title VI Rural Low-Income (RLI) Performance Report
September 01	On-line	Vocational Student Information (EF-V-116) -- http://www.maine.gov/education/it/forms/116.htm
September 15	EF-B-56A	Administrative Leased Space Application
September 15	EF-B-56T	Application for Temporary Interim Instructional Space
September 15	EF-M-240	Year-End Report of Private Schools
September 15	EF-S-04A / EF-S-04B	Initial submission of State Agency Client Admission/Discharge Notice, Billing (Update Monthly--Due Friday of the following month.)
September 15	EF-X-132	Year-End Report: Request for Subsidy (Attach Adult Education Course Summary Report)
September 15	EF-X-174	Adult Education Course Summary Report
September 23	On-line	Annual School Approval Update -- Public [Include a copy of the school calendar] (EF-I-291) https://www.medms.maine.gov/medms
September 30	EF-S-206	Application for Gifted & Talented Educational Program Approval and Approval of Program Cost for State Subsidy
September 30	On-line	Staff Information System [(EF-M-15) MEDMS] -- http://www.maine.gov/education/medms/

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

OCTOBER -- 2007

<u>DUE DATE</u>	<u>FORM/ ITEM NUMBER</u>	<u>DESCRIPTION</u>
	01.	Send name of district Affirmative Action Officer to DOE Affirmative Action Office
October 01	On-line	Habitual Truant Report (EF-I-25) -- http://www.maine.gov/education/truancy/loginpage.htm
October 02	---	Annual review of Center/Region's Cooperative Agreement--Include review and approval in Center/Region Advisory Group meeting minutes.
October 02	---	Annual review of Center/Region's Live Work Policy--Include review and approval in Center/Region Advisory Group meeting minutes.
October 02	---	Career and Technical Education (CTE) Annual Status Checklist required for all Career and Technical Education Regions and Centers.
October 02	---	Submittal of Center/Region Advisory Group meeting minutes. These minutes should reflect the review and approval of the CTE Center/Region Cooperative Agreement and the Live Work Policy.
October 02	On-line	Carl D. Perkins Title 1c Basic Grant Application -- http://www.4pca.maine.org/
October 10	On-line	Application for Child Nutrition Services
October 15	EF-M-13	October 1st Resident Enrollment Report (Private)
October 15	EF-S-03	Request for Special Education Contract Approval (Last day for initial submission)
October 15	EF-U-415	Federal Programs Cash Management Report
October 15	EUT-41B	Unorganized Territory October 1st Enrollment Form

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

NOVEMBER -- 2007

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
November 01	EF-I-277	Per Pupil Professional Development Allocation Application
November 15	EF-U-431	Title VI Rural Low-Income (RLI) Grant Application
November 20	EF-N-90	Verification Report (Child Nutrition Services)
November 25	EF-T-17	Request for Approval for School Bus Purchases or Lease Purchases is due in order to receive DOE approval by December 30.

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

DECEMBER -- 2007

<u>DUE DATE</u>	<u>FORM/ ITEM NUMBER</u>	<u>DESCRIPTION</u>
	01.	Joint School Committees and Boards of School Directors shall meet in December of the year preceding the expiration of the superintendent's contract and complete and return Form EF-A-605 (Certificate of Employment) including a copy of the contract and minutes of the meeting, to the Deputy Commissioner's office. All Superintendents are required to do this, regardless of multi-year contract. Upon approval by the Commissioner, the original will be retained within the Department of Education and copies returned to the superintendent's office. NOTE: A signed copy should be provided to each Town Treasurer in a school union.
	02.	"Initial audit report" due by December 1st. This report should include: (1) written determination of whether or not proper budgetary controls are in place, (2) written determination of whether or not the annual financial report (EF-M-45) submitted to the department is correct, including submission of an audited reconciliation of the annual financial report prepared and certified by the auditor, and (3) written determination as to whether the school administrative unit has complied with applicable provisions of the School Finance Act of 1985 and the School Finance Act of 1995. Resulting corrections to the "Annual Financial Report of Public Schools" (EF-M-45) report due by December 31st.
December 15	---	Assessment of Immunization Status of School Age Children report is due at the Dept. of Human Services.
December 31	On-line	Report of Services to Students with Disabilities Parts I & II (EF-S-05) -- http://www.state.me.us/education/speced/EFS05/login_page.htm

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

JANUARY -- 2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
		01. Federal Impact Aid Form (ED4019) is Due at the USDOE office by January 31, or as otherwise specified by them and a copy should be sent to DOE, MIS Team.
January 15	EF-U-433	NCLB Carryover Report Due (if applicable)--part of the EF-U-433 package
January 7	---	Rural Education Information Form including ADA data from annual Administrative Letter
January 15	EF-U-415	Federal Programs Cash Management Report
January 15	On-line	Project Progress Report – Perkins July 1 - December 31 -- http://www.4pcmaine.org/
January 31	EF-U-428	Request for Reallocated Title I Funds
January 8	EF-M-39B	Report of Adult Education for Subsidy Purposes - July thru December

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

FEBRUARY -- 2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
	01.	School bus inspection Due during this month per Title 29-A, section 2307.
	02.	All budget meetings must be held on or before June 30 except when the level of state subsidy for the next school year is not finalized by the State Legislature before June 1 (20-A Sec 15617 s-sec 2C).
February 01	---	On-site Review of Nutrition Program (To be retained by the school administrative unit.)
February 17	---	Teacher of the Year Nominations Due

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

MARCH -- 2008

DUE DATE

FORM / ITEM NUMBER

DESCRIPTION

March 30

On-line

Application for Summer Food Service Program Due

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

APRIL -- 2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
April 14	---	Talent Pool Submission Form
April 15	EF-M-14	April 1st Resident Enrollment Report (Private Schools)
April 15	EF-U-415	Federal Programs Cash Management Report
April 28	EF-S-214	EPA High Cost Out-of-District Placement Adjustment Form

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

MAY -- 2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
May 10	BVE-507	01. Prepare to complete summary of approved budget and report of appropriations. (DUE July 1) Apportionment of the Approved Vocational Region Budget

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

JUNE -- 2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
June 15	---	File updated Affirmative Action Plan with DOE Affirmative Action Office.
June 15	EF-U-440	Budget Adjustment Form for EL/Civics
June 15	EF-V-128	AEFLA Budget Adjustment Form
June 30	---	College Transitions Application
June 30	---	Even Start Carryover Report
June 30	---	Maine School Vision, Hearing, Spinal & BMI Screening Report Form (Submit to State DOE)

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

ADDITIONAL FORMS REQUIRED -- 2007-2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
08th of each Month	On-line	Claim for Reimbursement of Child Nutrition Services
15th of each Month	On-line	Food Distribution Offer Acceptance Form
18th of each Month	On-line	Food Distribution Extras Form
Annually	---	Audit reports of public school expenditures & revenues July 1 - June 30 fiscal year shall be filed with the Commissioner within 9 months after the end of the audit period.
Annually	EF-A-605	Certificate for the Employment of Superintendent
Annually Every 12 Months	---	School Bus Driver Physical Education Form
As Required	---	Notice for Letter of Intent—Compulsory Attendance Private Schools
As Required	---	Family Literacy Reporting Form
As Required	---	Fast-Track Recommendation Form
As Required	---	After-School Care Snacks Application Agreement
As Required	EF-B-55A	Addendum to EF-B-55 – Final Financial Report – School Construction
As Required	EF-B-56C	Lease Space Conversion Application
As Required	EF-C-300-C	Application for Initial Certification Approval
As Required	EF-C-300-P	Application for Educational Technician Authorization
As Required	EF-C-300-PR	Application for Educational Technician Authorization Renewal
As Required	EF-C-302	Conditional Affidavit (Pink)
As Required	EF-C-310	Transitional Endorsement Affidavit (Green)
As Required	EF-C-315	Targeted Need Affidavit (Blue)
As Required	EF-I-233	Notice of Intent for Equivalent Instruction Program through Home Instruction
As Required	EF-M-210	Request for Approval for Placement and Room. & Board Costs for School Pupils from Remote Administrative Units
As Required	EF-S-01	Request for Tuition Placement of Students with Disabilities
As Required	EF-S-03	Report of Special Education Contract Approval
As Required	EF-S-04A	Amended State Agency Clients Admission/Discharge Notice (Update Monthly--Due Friday of the following month.)
As Required	EF-S-04B	Monthly State Agency Clients Billing (due first Friday of following month)
As Required	EF-T-20	School Bus Purchase Report (for all purchases and lease purchases) due within 30 days of purchase or no later than June 30 of the fiscal year in which the purchase is made, whichever comes first.

ADMINISTRATIVE CALENDAR OF REPORTING FORMS 2007 - 2008

Updated ... 6/11/2007

ADDITIONAL FORMS REQUIRED -- 2007-2008

<u>DUE DATE</u>	<u>FORM / ITEM NUMBER</u>	<u>DESCRIPTION</u>
As Required	EF-V-105	Report of Secondary (Vocational) School Pupils (Indian Education)
As Required	EF-V-106	Report of Secondary (Vocational) School Pupils (Unorganized Territories)
Before change is made	On-line	Carl D. Perkins Project Adjustment Form -- http://www.4pcamaine.org/
Before changed expenditure is made	On-line	Career and Technical Education Budget Adjustment Form--Carl Perkins Grant (EF-V-128) -- http://www.4pcamaine.org/
Prior to Approval	---	Application for Approval of Nontraditional Limited Purpose Private Schools (Initial Approval)
Prior to Approval	---	Application Form for Basic School Approval (Special Purpose Private Schools)
Prior to Approval	EF-I-30b	Initial Application for Basic School Approval (Private Elementary)
Prior to Approval	EF-I-30c	Initial Application for Basic School Approval (Private Secondary)
Prior to Participation	EF-T-23	Letter of Intent to participate in the Maine School Bus Purchasing Program
Within six months from date of the interim audit	EF-B-55	Final Financial Report - School Construction

ADMINISTRATIVE CALENDAR OF REPORTING FORMS

2007 - 2008

Updated ... 6/11/2007

CODING USED ON REPORTING FORMS

All required forms have been assigned form numbers using the following format, which indicates team responsibility

EF - A	Leadership Team, Office of the Commissioner	207-624-6620
EF - B	Support Systems Team, Finance	207-624-6864
EF - C	Support Systems Team, Certification	207-624-6603
EF - I	Learning Systems Team, Learning Results	207-624-6600
EF - M	Management Information Systems Team	207-624-6790
EF - N or D & SNP	Support Systems Team, Child Nutrition Services	207-624-6843
EF - O	Education in Unorganized Territory	207-624-6892
EF - S	Learning Systems Team, Special Services	207-624-6650
EF - T	Support Systems Team, Transportation	207-624-6848
EF - U	Federal Programs	207-624-6600
EF - V & BE	Learning Systems Team, Career & Technical Educ,	207-624-6730
EF - X	Learning Systems Team, Adult Education	207-624-6752
ED4019	Federal Impact Aid Form - Washington D.C.	207-260-3858

The Maine Department of Education ensures equal educational opportunities, and affirmative action regardless of race, sex, color, national origin, religion, marital status, age or handicap.