

MAINE STATE LEGISLATURE

The following document is provided by the
LAW AND LEGISLATIVE DIGITAL LIBRARY
at the Maine State Law and Legislative Reference Library
<http://legislature.maine.gov/lawlib>



Reproduced from scanned originals with text recognition applied
(searchable text may contain some errors and/or omissions)

KF4943.229
1734
2013a

LAW & LEGISLATIVE
REFERENCE LIBRARY
43 STATE HOUSE STATION
AUGUSTA, ME 04333

**STATE BOARD OF EDUCATION
GOVERNMENT EVALUATION ACT
PROGRAM EVALUATION REPORT**

November 1, 2013

Submitted to

**JOINT STANDING COMMITTEE ON EDUCATION
AND CULTURAL AFFAIRS**

TABLE OF CONTENTS

LAW & LEGISLATIVE
REFERENCE LIBRARY
43 STATE HOUSE STATION
AUGUSTA, ME 04333

Executive Summary

Sections:

- A. Enabling Legislation (State and Federal).....
- B. Organizational Structure

 - TAB 1 – Organization
 - TAB 2 – General Provisions

- C. Description of Each Standing Committee.....

 - TAB 3 – Certification and Higher Education Committee.....
 - TAB 4 – School Construction.....
 - TAB 5 – Board’s Role as Adviser.....
 - TAB 6 – Career and Technical Education.....

- D. Ten Year Financial Summary
- E. Emerging Issues for the State Board.....

Appendix A

Chapter 5 §401

Organizational Structure

Appendix B

Strategic Plan

Appendix C

ETS Example

Review Cycle for Teacher Preparation Review

Appendix D

Major Capital School Construction Flow Chart

Federal Qualified School Construction Bond Program (QSCB)

Federal Qualified Zone Academy Bonds (QZAB)

School Construction Approval List

Appendix E

Perkins Fund Financials

George Briggs Financials

Career and Technical Education School Review

Executive Summary

Introduction:

The State Government Evaluation Act, 3, MRSA, Sections 951-963, provides for a system of periodic review of government agencies and independent agencies associated with State Government in order to evaluate their effectiveness, efficiency and performance. The legislation requires that the agency prepare and submit a program report to the Legislature, through the standing committee of jurisdiction, that includes a review of agency management and organization, program delivery, agency goals and objectives, statutory mandates and fiscal accountability. The report must include:

Section A. Enabling Legislation (State and Federal)

This section contains an inventory of state and federal statutes enabling all program units and activities of the State Board and the Department of Education. This inventory is contained in a matrix that indicates how these statutes and rulemaking are carried out by the State Board. The matrix is highlighted in yellow for those statutes that are specific to the State Board.

Section B. Organizational Structure

This section contains the leadership and committee structure of the State Board of Education. It shows the Standing Committees as well as those created pursuant to requests for information or study received from the Legislature or by Executive Order. State Board members serve on a wide variety of other committees and task forces outside the Board structure, and those are also listed in this section. Tabs one and two provide the Organization and General Provisions for the State Board of Education.

We have noticed that other states have engaged an Executive Director to help execute the responsibilities of an all-volunteer State Board of Education. While we are not making a specific request, we are interested in the concept and will evaluate for future consideration. Ultimately, the work of the State Board of Education is to improve the quality of public education for all students.

Section C. Description of Each Standing Committee and Board Responsibilities

These sections list the Standing Committees of the State Board with complete descriptions of their purpose, staff support, goals and objectives, performance reports, barriers to performance, coordination with other agencies, constituencies served by the committee and statutory references where applicable. These sections contain the majority of the items required in section 956, Program Evaluation Report.

Tabs three - six provide details concerning the statutes and the responsibilities of the State Board. The majority of the Board's responsibilities are carried out through committee work. The Board also acts as a whole in order to fulfill its legislated responsibilities.

Section D. Ten Year Financial Summary

This section provides a summary of funding levels and areas of expenditure for the State Board.

Section E. Emerging Issues for the State Board

The State Board is committed to building on the strengths that we have in Maine and to ensuring that all Maine students leave the educational system ready to compete with their counterparts across the globe for their place in the rapidly evolving global economy. These students must graduate from high school ready for college, career, citizenship and life. In this section, the State Board previews the initiatives and issues that are critical to the achievement of quality learning for all Maine students.

The Board will move forward on the following initiatives:

- provide evidence based professional development opportunities for all educators in order to meet the needs of students
- assure teacher preparation programs prepare educators for the 21st Century
- support educator quality/accountability
- support the alignment of Sequenced Curriculum Standards
- move Maine CTE programs to National Certification Licensure and Testing
- advocate for sufficient Funding Formula/EPS to provide an equitable education for all students
- encourage crosswalk of Career and Technical Education Curriculum to the Maine Learning Results (Learning Standards)
- evaluate the role of Distance/On-line Learning opportunities
- encourage a continuous review of Maine Learning Results (Learning Standards)

Section A.

Enabling Legislation (State and Federal)

Section A.

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

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Department Administration Purpose of the Department	Chapter 3 §201, sub §1,2,4	Commissioner's General Rulemaking Authority	Supervise public education, interrelate with other programs, advance public education	Commissioner
Department Organization	Chapter 3 §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 §203, sub §A, F, J		Appointed positions are Deputy Commissioner; Director, Planning and Management Information;	Commissioner Appoints

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Commissioner	Chapter 3 §251, sub§1, 2		Appointment Term of Office	Governor State Board of Education Education Committee of Legislature Legislature
Response to School Bomb Threats	Chapter 3 §263-1	Authority to develop guidelines, policies and protocols	Development of prototype guidelines, policies and protocols for local school administrative units to present to their communities in implementing policies for the prevention and responses to school bomb threats.	Commissioner
Reporting of Bomb Threats	Chapter 3 §263-2	Authority to collect data on local school bomb threats	Receive reports of bomb threats from school administrative units and annually report results to the joint standing committee of the legislature having jurisdiction over education matters.	Commissioner
Responsibilities of Commissioner	Chapter 3 §251-A, sub§1,2,3	Commissioner's General and specific Rulemaking Authority	Enforce regulatory requirements, provide technical assistance, provide educational leadership	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Commissioner's Duties	Chapter 3 §253, sub §1, 2, 3, 4, 5, 6, 7		Outlines general duties, hiring, delegation, specific duties, appointment of supervisors, agricultural consultant and school nurse coordinator.	All Department Organizational Units and State Board of Education Commissioner
Commissioner's Powers	Chapter 119 §3301-3305	Commissioner's General Rulemaking Authority	Outlines general powers of appointing agents, employing special attendance officers, contracting for outside education and room and board for EUT students, employment of staff in EUT schools, care of school property in the unorganized territories and taking of land	Commissioner
Educational Duties	Chapter 3 §254, sub §1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12	Commissioner's General and Specific Rulemaking Authority	General duties, training & development, contracts for applied technology programs, superintendent conference, medication, other duties, clearinghouse for information on nuclear usage, model hiring procedure, statewide goal for women in administrative positions, technical assistance and statewide standards for reintegration planning for juvenile offenders, gender equity, statewide standards for student behavior.	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
School Administrative Unit; reports, records, information	Chapter 3 §255, sub§1,2,3,4,5		Pamphlet of laws (annual law books), record books, forms, maintaining records, public information	Commissioner
Miscellaneous Duties	Chapter 3 §256, sub §1, 2, 3, 4, 5, 6, 7 §15401		Report to Governor and 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 §257, sub §1, 2, 3		Issuance of diploma, equivalency diploma status, fees.	Commissioner
Inspection of Schools	Chapter 3 §258-A, sub §1, 2, 3, 4		Inspection of schools: petition of request, periodic reviews, special reviews, private schools.	Commissioner
Air Quality Testing	Chapter 3 §258-B sub-§1, 2		Petition percentage required for an inspection of schools to test air quality, and notification of citizens of procedures for petitioning.	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
School Finance	Chapter 601, §15001-15007, Chapter 603, §15401, Chapter 606, §15602-15621, Chapter 606-A, §15651- 15659 and Chapter 606-B, §15670-15689 Federal 34 CFR Part 222 – Impact Aid	Commissioner’s Specific and General Rulemaking Authority	Administer the School Finance Act, administration of federal aid, 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 and 606-A §15605	Commissioner recommends funding levels to the Governor and the State Board of Education	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
Teacher Recognition Grants	Chapter 506 §13501-13509	Commissioner’s Specific and General Rulemaking Authority	Administer programs and adopt rules as necessary	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Schooling Privileges	Chapter 3 §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 §262	Commissioner provide technical assistance	Provide technical assistance to school administrative units in the process of violence prevention and intervention training for teaches, school staff and students. Emphasis on conflict resolution education, peer mediation and early identification of and response to signs of violence.	Commissioner
Restructuring Public Schools	Chapter 1 §8	Authority for the waiver of rules	Encourage schools to pursue an ongoing process of school restructuring. Waiver of rules for school restructuring and for educator preparation programs.	Commissioner State Board of Education

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Administrative Procedures	Chapter 1 §3	General Rule Making Authority	Rules will be adjusted in accordance with the Maine Administrative Procedures Act, Title 5, Chapter 375.	Commissioner State Board of Education
Performance Budgeting/ Strategic Plan	5 MRSA Chapter 705		Implement performance budgeting, develop Department strategic plan and joint strategic plans with state agencies in common policy areas.	Commissioner
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 Technical College System Trustees; President, Maine Technical College System; Chair, Maine Maritime Academy Trustees; President, Maine Maritime Academy

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Education Research Institute	Chapter 1 §10-3		To collect and analyze education information and perform targeted education research in cooperation with Education Research Institute Steering Committee (MEPRI).	Commissioner or designee
State Board of Education	Chapter 5 §401, §§1, 2, 3, 4, 5 §401-A, §§1		The State Board of Education consists of 9 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 each member shall be five years and is limited to no more than two five-year terms. 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, §§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	The Commissioner reports and the board advises at State Board Meetings and other forums

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Powers and Duties of the State Board of Education Advisory Role	Chapter 5 §405, §§1 & 2 §406	State Board's General 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, §§3-A §§6	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	Propose and promote legislation	Commissioner State Board of Education
Formation of CSD's and SAD's	Chapter 5 §405, §§3-B §1101, §1201-1257, §1301-1354, §1601-1602, §1651-1654, §1701-1706	State Board of Education Approves the formation of school administrative units	Provide technical assistance on the formation of school administrative units, and financing of school administrative units.	Commissioner recommends State Board of Education approves

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Withdrawal from/ Dissolution of/ Additions to/ Transfers among/and Closing of/ Schools, CSD's and SAD's	Chapter 5 §405, §§3-D §1401-1409 §1751-1752	State Board of Education reviews, when necessary, decisions made by the Commissioner	Provide technical assistance	Commissioner approves
Withdrawal from and Dissolution of a School Union	Chapter 109 §2103 §2104		Commissioner approves the agreement and certifies a dissolution. The Commissioner approves the agreement and initiates the withdrawal process.	Commissioner
Instructional Requirements and Graduation Standards	Chapter 207-A §4701-4729	Commissioner's General Rulemaking Authority and rulemaking specific to instructional requirements and graduation standards and Maine's <i>Learning Results</i>	Maintain review process and provide technical assistance	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
School Approval and School Accreditation	Chapter 5 §405, §§3-E Chapter 117, §2901, §2902, §§1-10, §2903, §2904, §2905, §2906, §2907 Chapter 206 §4501, §4504 §4511-4517	Joint Rulemaking Authority with Commissioner and State Board of Education for Public Schools and Private Schools	Administer school approval and school accreditation process and provide technical assistance	Commissioner State Board of Education
Approval for the Receipt of Public Funds by Private Schools	Chapter 5 §2954	Commissioner's General Rulemaking Authority	Administer statute and rules to approve the receipts of funds for tuition purposes for private schools	Commissioner
Certification of Teacher and Other Professional Personnel	Chapter 5 §405, §§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, criminal history record check information, and targeted need certificates.	State Board of Education Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Teacher Qualifying Examination	Chapter 502-A §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, Sections 3601-3671, Chapter 5, §405, sub§3-H		Act on articles of agreement between Maine and New Hampshire for creation of an interstate school district	State Board of Education
Career and Technical Education and Regions and Centers	Chapter 5 §405, §§3-I Chapter 313 §8301-A-8468 Federal Carl D. Perkins Vocational Education Act	State Board of Education Develops Plan for the Establishment of Centers and Regions. State Board Rulemaking Authority	Implement Plan, recommend and approve Center and Region Applied Technology Plans, programs financing, align regional school calendars between sending schools and career and technical centers and region, 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 of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Adult Education	Chapter 315 §8601-8611 Federal Workforce Investment Act, Federal Title II- Adult Education and Family Literacy Act, Federal No Child Left Behind Act of 2001	Commissioner's General Rulemaking Authority	Monitor local programs, administer state role and responsibilities, and provide technical assistance	Commissioner State Board of Education
School-to-Work Program	Federal School- to-Work Opportunities Act of 1994	General Rulemaking Authority	Administer Program and Provide Technical Assistance	Commissioner State Board of Education
Jobs for Maine Graduates	Chapter 226 §6901-6912		Commissioner Serves on the Board of Directors. Funding appears in the Department of Education's budget.	Commissioner
Administration of Federal Funds for construction of school facilities including vocational education facilities.	Chapter 5 §405, sub§3-Q Chapter 609 §15916 Federal Carl D. Perkins Act	State Board of Education Rulemaking Authority	State Board of Education to present plan to the Education Committee and the Legislature State Board of Education Task Force on Learning Results Commissioner	State Board of Education Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
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, coordinate with the Bureau of General Services and maintain a school facilities inventory, provide maintenance and capital improvement plan assistance, and participate with the Maine Municipal Bond Bank in the Maine School Facilities Finance Program and the Revolving Renovation Fund. Adopt and amend rules on standards for school construction. Provide Technical Assistance	State Board of Education Commissioner Maine Municipal Bank
Education Technology	P & S 1995, Chapter 48 35-A §7101-7104B, 20-A, Chapter 801, §19101-19110 PUC Docket 94-254 1996 Federal Telecommunications Act		Establish and manage a Maine School and Library Network (data), The Maine Telecommunications Education Access Fund (MTEAF), ATM Distance Learning Network (data, video), and the Maine Learning Technology Initiative (individual computer devices). Access to the Federal E-Rate reduction in rates paid by local schools for telecommunications services	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
<p>Long-range Education Goals and standards for school performance, student performance, improvement of learning results, establishment of a skills development program for teachers, and implementation of a funding plan for essential programs and services</p>	<p>Chapter 5 §405, sub§3-S Chapter 606-B, §15671</p>	<p>State Board of Education to develop plan for achieving goals and standards for performance, learning results, skills development, programs for teachers, and definition/funding of essential programs and services and make recommendations to the Commissioner, and the Legislature.</p> <p>Commissioner's Rulemaking Authority for Essential Programs and Services</p>	<p>Department to administer</p>	<p>Commissioner State Board of Education</p>
<p>System of Learning Results Established</p>	<p>Chapter 222, §6209</p>	<p>Commissioner's Specific and General Rulemaking Authority</p>	<p>Department to Establish and Implement, in Consultation with the State Board of Education, a Comprehensive, Statewide System of Learning Results</p>	<p>Commissioner State Board of Education</p>

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
State Assessment of Student Performance	Chapter 222 §6201-6208	Commissioner's General Rulemaking Authority	Administration of the statewide student assessment program	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
School Health Services	Chapter 223 §6402-A §6403-A	Commissioner's General Rulemaking Authority	Commissioner to issue guidelines on the provision of school health services and health related activities	Commissioner
Health Screening	Chapter 223 §6451-6453	Commissioner of the Department of Health and Human Services Commissioner of the Department of Education	The Commissioner of DHS and DOE shall adopt rules and implementation direction for student health screening	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Sanitary Facilities	Chapter 223 §6501	State Board of Education Rulemaking Authority	State Board may adopt or amend rules as necessary	State Board of Education
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 to incorporate services for pre-school children into the plan for performance, learning results, teacher skills development, and definition/funding essential programs and services	State Board of Education to present plan to the Education Committee and the Legislature	State Board of Education Task Force on Learning Results Commissioner
Early Childhood Education Plans for Children Ages 4-9	Chapter 203 §4251-4254		Approve plans for programs. Subsidize costs of local early childhood programs. Provide technical assistance	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
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		State Board of Education to complete review and recommend cooperative agreements in report to Education Committee	State Board of Education Commissioner
Review Consolidation Statewide	Chapter 5 §405, sub§3-V	State Board of Education to study school consolidation statewide and develop a state coordination plan	State Board of Education to present state plan to Education Committee and the Legislature	State Board of Education Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
School Lunch and Milk Program	Chapter 223 §6601 §6602, §§5, §6602, §§8, §§8-A, §6603 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 School Lunch, Breakfast, Milk, After School Snack, Summer Food Service Program and CN and Food Distribution, SAE. Advise SFA’s & institutions of the requirements. Provide training & technical assistance. Conduct on-site reviews based on criteria set forth by regulations. Monitor NET Cash Resources of each SFA nonprofit Food Service, Ensure annual audits.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Approval of Private Secondary Schools and Private Schools Approved for the Receipt of Public Funds	Chapter 117 §2901-2907 §2951, sub§1, 2, 3, 4, 5, 6, 7 §2954	Commissioner's General Rulemaking Authority	Basic approval, reporting requirements, student assessment requirements, annual reports, annual audits, penalty for non-compliance, receipt of public funding for Private Secondary schools, and non-traditional limited purpose school approval. Provide technical assistance. Approval of the receipt of public funds for tuition purposes for private schools.	Commissioner
Private Schools for Exceptional Students	Chapter 117 §3001		Enforce provisions of Chapter 301 and 303. Provide technical assistance.	Commissioner
Home Instruction and Equivalent Instruction Programs	Chapter 211 §5001-A sub3 §5021-5025	Commissioner's General Rulemaking Authority	Approve Home Instruction application and maintain records.	Commissioner
Unorganized Territory Schools	Chapter 119 §3201, §3202 §3251-3255 §3301-3305 §3351 §3401-3403	Commissioner's General Rulemaking Authority	Administer and operate the schools in the unorganized territories under the same laws, rules and standards as public schools are operated	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Maine-New Hampshire Interstate School Compact	Chapter 121 §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 State Board of Maine State Board of New Hampshire
Substance Abuse Programs	Chapter 223 §6604-6606 Federal No Child Left Behind Act of 2001, Title IV-A		Provide technical assistance	Commissioner
Compliance with Requirement Penalties	Chapter 225 §6801-A-6810		Enforce the requirements of Title 20-A by a number of measures in response to non-compliance by a local school administrative unit	Commissioner
Special Education	Chapters 301 §7001-7004, Chapters 303, 304, 305, 308, 311 Federal Individuals with Disabilities Education Act (IDEA), Part B	Commissioner's General Rulemaking Authority	Monitor and review local school administrative unit programs under rules and definitions, administer state responsibilities, perform annual cost benefit analysis of local programs and provide technical assistance including the Governor Baxter School for the Deaf and other private and state operated schools.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Exceptional Student Programs Finances	Chapters 301, 303, 304, 305, 308, 311 §7201-7302 §7501-7502 §7504 Federal IDEA	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
Governor Baxter School for the Deaf	Chapter 304 §7401-7412		Review Governor Baxter School for the Deaf budget, submit to the Governor for approval and include in Department budget. Provide administrative assistance according to terms of agreement	Commissioner
Infants and Children, Ages 0 to School Age 5 with Disabilities	Chapter 307-A §7724-7736 Federal IDEA, Part C (0-2) and Part B, Section 619 (3-5)	Commissioner's General Rulemaking Authority	Monitor local programs, administer state responsibilities and provide technical assistance	Commissioner
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

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
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		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 §2311	Commissioner's General Rulemaking Authority	Approve school bus purchases within a maximum ceiling of available state funds.	Commissioner
Correspondence Schools	Chapter 321 §9201-9204	Commissioner's General Rulemaking Authority	Review applications, award certificates and collect fees.	Commissioner
Private Business, Trade and Technical Schools	Chapter 323 §9501-9508	Commissioner's General Rulemaking Authority	Review application, grant licenses, collect fees and enforce rules.	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Students in Long Term Drug Treatment Centers	Chapter 327 §9701-9706 Federal No Child Left Behind Act of 2001	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 Federal No Child Left Behind Act	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner
Drop Outs	Chapter 211 §5102-5104-A Chapter 211 §5151-5153 Federal No Child Left Behind Act – Title I	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	Implementation Who/How
Homeless Students	Chapter 1 §13-A, §5205 Federal Stewart B. McKinney Homeless Assistance Act Federal Title X-Part C Federal No Child Left Behind Act	Commissioner's General Rulemaking Authority	Provide Technical Assistance.	Commissioner
Post-Secondary Education	Chapter 401 (General Post Secondary) Chapter 409 (Degree Granting Institutions) Chapter 323 (Private Business Trade & Technical Schools) Chapter 208-A Postsecondary Enrollment §4771-4775 Chapter 321 (Correspondence Schools)	Commissioner's General 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 1965.	Commissioner

State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority	Implementation Who/How
Innovative Educational Grants and Technology Literacy Grants	Chapter 612 §17101-17104 Federal No Child Left Behind Act of 2001, Title V-A, Technology – Title II- D, Reading, Early Reading, Title I-B-1 and Title I-B-2		Administer grant program and provide technical assistance	Commissioner
Child Care Services and Parenting Education	Chapter 223 §6651-6654	Commissioner's General Rulemaking Authority	Authorizes the Commissioner to approve child care and parenting education programs operated by school administrative units	
Maine School of Science and Mathematics	Chapter 312 §8201-8207	Commissioner on the Board of Trustees	Maine School of Science and Mathematics budget submitted through the Department and included in Department budget	Commissioner
English as a Second Language and Bilingual Education	No Child Left Behind Act of 2001, Title III		Administer discretionary supplemental projects to schools, colleges and non-profit organizations	Commissioner

Section B.

Organizational Structure

**TAB 1
Organization**

**TAB 2
General Provisions**

Government Evaluation Act - Organization

Section B.

TAB 1.

State Board of Education Organization

- A. Governing Regulations – Maine Education and School Statutes, Title 20-A
- Chap 3. Department of Education
Subchapter 1. Department of Administration – §202 sub §1
 - Chap 5. State Board of Education – §401 §1, 1A, 1B, 1C, 2,3,4,5 SS 401-A §1,2,3 §402 §1,2,3,4 §403 §404 §405 1,2,3.
A,B,D,E,F,G,H,I,J,K,L,M,N,O,P,Q,R,S,T,U,V, 6,7,8,9,10 §406
 - Chap 222. Systems of learning established §6209
- B. Staff Support
- State Board Secretary, Mary Becker
 - DOE Staff
- C. Purpose
- Chapter 5 §401 defines the role of the Board and is included in its entirety. The statutory references establish the State Board of Education and set the general guidelines for the operation of the Board.
- Chapter 3 Department of Education §1 Department Administration lists the State Board under §202, Department organization. The department provides support staff to allow the Board to fulfill its responsibilities.
- Chapter 222 Systems of Learning Established §6209 The department in consultation with the State Board shall establish and implement a comprehensive, statewide system of learning results, which may include a core of standards in English Language Arts and Mathematics for kindergarten to grade 12 established in common with the other states, as set forth in this section and in department rules implementing this section and other curricular requirements. The Board has worked closely with the department on the second iteration of the Learning Results (Learning Standards) and the inclusion of Common Core. The Board has participated on several Next Generation Science committees, a multi-state effort for science curriculum.
- D. Performance Reports
- All specific performance reports will be found under committee tabs. Appendix A contains chapter 5 §401 which establishes the State Board. Appendix A also contains the organizational structure.
- E. Coordination with Other Agencies/Affiliates
- Department of Education
 - Specialists
 - Certification Coordinator
 - Higher Education Specialist

State Board of Education

- Director of School Construction Programs
- State Director of Career and Technical Education (CTE)
- National Council for Accreditation of Teacher Education (NCATE)
- Teacher Education Accreditation Council (TEAC)
- Maine Education Association (MEA)
- Maine School Management Association (MSMA)
- Maine Administrators of Services for Children with Disabilities (MADSEC)
- Maine Principal's Association (MPA)
- Maine Career and Technical Education (MCTE)
- State Parent Teacher Association (PTA)
- Maine Association for Charter Schools (MACS)
- Higher Education Council
- Maine Maritime Academy
- University of Maine System
- Deans/Directors of Teacher Education Programs at all Colleges
- Maine Community College System
- Educate Maine
- National Association of State Boards of Education (NASBE)
- New England Secondary School Consortium (NESSC)
- STEM Council

F. Constituencies Served by State Board of Education

- Citizens and students of Maine
- PreK-12 Public Education
- University of Maine System
- Community Colleges
- Private Colleges
- School Administrative Units
- Maine Educators
- Joint Standing Committee on Education and Cultural Affairs
- Legislature

Government Evaluation Act – General Provisions

Section B.

TAB 2.

General Provisions

A. Governing Regulations – Maine Education and School Statutes, Title 20-A

- Chap 1. General Provisions – §3 Administrative Procedures
- Chap 1. General Provisions - §9 Education Coordinating Committee
- Chap 3. Department of Education, Subchapter 2. Commissioner - §251 1A, 1B, 1C
- Chap 5. State Board of Education - §405, Powers and Duties, Sub, §3-S
- Chap 606-B. Essential Programs and Services - §15689-C, Adjustments to state share of total allocation Commissioner’s recommendation for funding levels; computations
- Chap 222. Standard and Assessment of Student Performance - §6209

B. Staff Support

- State Board Secretary, Mary Becker
- Attorney General’s Office, Sarah Forster
- Department of Education (DOE) Staff

C. Purpose

Chapter 5 §405 Powers and Duties is a comprehensive list of the responsibilities of the Board. The State Board builds upon this list to formulate the Board’s Strategic Plan. The current Strategic Plan can be found in its entirety in Appendices B.

Further legislative charges to the Board are included in the following:

- Chapter 1 §3 Administrative Rules is the process for adopting rules.
- Chapter 1 §9 establishes the Education Coordinating Committee. The State Board participates when the committee meets
- Chapter 3 Commissioner §251
 - 1A, The Governor shall include the chairman of the State Board of Education in the selection process and shall ensure that the State Board has an opportunity to meet and interview the candidate or candidates.
 - 1B. Within 10 days of meeting with the candidate or candidates, the State Board shall deliver to the Governor its written appraisal of the strengths and weaknesses of the candidate or candidates.
 - 1C. The Governor shall consider the appraisal of the State Board prior to posting the nomination of a candidate.
- Chapter 606-B Essential Programs and Services, §15689-C, requires State Board approval of the Commissioner’s recommendation for funding levels to the Governor and the Department of Administrative Services, and Bureau of the Budget.
- Chapter 222. Standard and Assessment of Student Performance - §6209 System of Learning Results Established. The department in consultation

with the State Board shall establish and implement a comprehensive, statewide system of Learning Results (Learning Standards).

D. Performance Reports

The powers and duties of the State Board are varied by statute. The role of adviser has taken many forms from advising the Governor in selection of multiple Commissioners to advising the Commissioners on funding levels. The Board has participated on multiple committees that have addressed the complexities of education. The Board has participated in many committees focused on learning such as second iteration of the Learning Results (Learning Standards), STEM Council, Digital Learning, and Next Generation Science.

E. Barriers to Performance

The Board is dependent on communication among the stakeholder groups for the Board to be the most effective. There is always room for improvement.

F. Coordination with Other Agencies/Affiliates

- Department of Education
 - Specialists
 - Certification Coordinator
 - Higher Education Specialist
 - Director of School Construction Programs
 - State Director of Career and Technical Education (CTE)
- National Council for Accreditation of Teacher Education (NCATE)
- Teacher Education Accreditation Council (TEAC)
- Maine Education Association (MEA)
- Maine School Management Association (MSMA)
- Maine Administrators of Services for Children with Disabilities (MADSEC)
- Maine Principals' Association (MPA)
- Parent Teacher Association (PTA)
- Maine Association for Charter Schools (MACS)
- Maine Administrators of Career and Technical Education (MACTE)
- Maine Maritime Academy
- University of Maine System
- Deans/Directors of Teacher Education Programs at all Colleges
- Maine Community College System
- Educate Maine
- National Association of State Boards of Education (NASBE)

G. Constituencies Served by State Board of Education

- Citizens and students of Maine
- PreK-12 Public Education
- University of Maine System
- Private Colleges

State Board of Education

- School Administrative Units
- Public School Administrators
- Joint Standing Committee on Education and Cultural Affairs
- Legislature

Section C.

Description of Each Standing Committee

TAB 3

Certification and Higher Education Committee

TAB 4

School Construction

TAB 5

Board's Role as Adviser

TAB 6

Career and Technical Education

Government Evaluation Act - Certification and Higher Education

Section C.

TAB 3. Certification and Higher Education Committee

A. Governing Regulations – Maine Education and School Statutes, Title 20-A

- Chap 5. State Board of Education - §405 sub§3-F and sub§3-N
- Chap 501. Certification and Registration of Teachers - §13003, §13004, §13006, and §13007
- Chap 502. Certification of Education Personnel - §§13011-13023
- Chap 502-A. Qualifying Examinations for Initial Teachers - §§13031-13038
- Chap 221. School Records. Audits and Reports - §6103
- Chap 409. Degree-Granting Institutions - §§10701-10714

B. Staff Support

- State Board Secretary, Mary Becker
- Certification Coordinator, Mark Cyr
- Higher Education Specialist, Unfilled Position

C. Purpose

The Certification and Higher Education Committee fulfills its Board responsibilities by overseeing the applications of the statutes created by the governing regulations in the Maine Education and School Statutes. The following rules with the descriptive titles are the basis for the Board's obligations under statute:

- Chapter 13 Qualifying Examinations For Teachers, Educational Specialists and Administrators
- Chapter 114 Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel
- Chapter 115 Certification, Authorization, and Approval of Education Personnel - Part 1 and Part 2
 - Part 1 Standards and Procedures for Certification, Authorization, and Approval
 - Part 2 Requirements for Specific Certificates and Endorsements
- Chapter 118 Purposes, Standards, and Procedures for Educational Personnel Support Systems
- 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
- Chapter 170 Standards for Evaluating Requests for Degree-Granting Authorizations and for Out-of-State Post-Secondary Institutions

Seeking to Offer Academic Credit Courses/Programs in Maine.

These chapters provide guidance for the Certification and Higher Education Committee as the committee works with each entity governed by these rules and regulations to prepare materials for full Board action.

D. Performance Reports

The responsibilities of the Certification and Higher Education Committee revolve around multiple aspects of degree authorization of higher education institutions, reviews of teacher preparation programs, and the certification of education personnel. Each chapter listed under section C. above contains guidelines for maintaining the high quality of education that exists in Maine today. Examples of the Board's actions since the last Government Evaluation Act and Program Evaluation Act in 2007 are provided by the chapters that govern these State Board actions:

- **Chapter 13 Qualifying Examinations for Teachers, Education Specialists, and Administrators**
The Board works closely with the Certification Office of the Department of Education to annually review and approve the changes that occur in the Praxis I, Praxis II, and the PLT (Principles of Learning and Teaching). These exams are administered by the Educational Testing Service (ETS). Each test is regenerated in five year cycles. Examples of these tests can be found in Appendix C.
- **Chapter 114 Purpose, Standards, and Procedures for the Review and Approval of Preparation Programs for Educational Personnel**
Chapter 114 was totally re-written and adopted by the Board in 2012. This update provided guidance for the teacher preparation programs as these institutions prepare for their reviews. Teacher preparation program reviews are done every five years unless a program is nationally accredited. In that instance, the review is done every seven years. Board members are observers to each review and the review is presented to the Board for accreditation approval. The review cycle for our teacher preparation programs can be found in Appendix C.
- **Chapter 115 Part I and Part II**
Part I -Standards and Procedures for Certification, Authorization, and Approval.

Part II -Requirements for Specific Certificates and Endorsements
Chapter 115 has been amended multiple times as the needs in the educational field have changed. The committee working with the

Department of Education Certification Office reviews any recommended changes and the Board participates in the Administrative Procedures Act process. Examples of changes are: Parts I and II have been opened to make needed changes in legislation to revise certification requirements for speech and language pathologists as well as for school psychologists.

- **Chapter 118 Purposes, Standards and Procedures for Educational Personnel Support Systems**

This rule establishes the requirements for a local support systems to operate as part of the certification process for teachers and educator specialists. This was rewritten in 2007.

- **Chapter 149 Procedures for Obtaining Authorization for Institutions of Higher Education to Offer Degree Courses/Programs in the State of Maine.**

- **Chapter 170 Standards for Evaluating Request for Degree-Granting Authorizations and for Out-of-State Post-Secondary Institutions Seeking to Offer Academic Credit Courses/Programs in Maine.**

Chapters 149 and 170 provide the procedures and standards for the authorizing of degrees from higher education institutions from either in-state or out-of state. These guidelines allow the state to ensure that the programs that are offered within our state meet our high standards. The Board works closely with the Higher Education Specialist on each application. The list of authorizations that have occurred since the last report can be found in Appendix C.

E. Barriers to Perform

The updating/revising of chapters requires extensive research and writing. Chapter 118 which addresses educational support systems and Chapter 115 Part I and Part II which detail the requirements for certification of educational staff have been in need of revision/updating. Limits in staffing have caused postponements of the major work needed on these chapters. In addition, the lack of a Higher Education Specialist in the Department of Education has been a barrier to the State Board's work.

F. Coordination with Other Agencies/Affiliates

- Department of Education
 - Commissioner
 - Certification
 - Higher Education Specialist
- University of Maine System

State Board of Education

- Maine Community College System
- Maine Maritime Academy
- Educational Testing Service (ETS)
- Deans/Directors of Teacher Education Programs at all higher education institutions
- National Teacher Preparation Accreditation such as NCATE, TEAC
- Career and Technical Education
- Maine Education Association (MEA)
- Maine Principals' Association (MPA)
- Maine School Management Association (MSMA)

G. Constituencies Served by the State Board of Education

- Citizens and students of Maine
- PreK-12 Public Education
- University of Maine System
- Community Colleges
- Private Colleges
- School Administrative Units
- Maine Educators
- Joint Standing Committee on Education and Cultural Affairs
- Legislature

Government Evaluation Act – School Construction

Section C.

TAB 4. School Construction

- A. Governing Regulations – Maine Education and School Statute, Title 20-A
- Chap 5. School Closing - §405 - D
 - Chap 5. School Construction Aid - §405 - K
 - Chap 5. Federal Funds (QSCB and QZAB) - §405 - Q
 - Chap 5. Federal Aid, Career and Technical Education - §405 - 7
 - Chap 609. School Construction
 - §15916 Federal Construction Aid

 - Rules Chapter 60 - New School Citing Approval
 - Rules Chapter 61 - State Board of Education Rules for Major Capital School Construction Projects
- B. Staff Support
- Scott Brown, Director of School Facilities
 - Ann Pinnette, Education Specialist
 - Karen Bossie, Administrative Assistant
 - Suzan Beaudoin, School Finance Supervisor
 - Construction Consultants
- C. Purpose
- The State Board of Education’s School Construction Committee recommends to the State Board of Education school construction projects that will qualify for debt service school subsidy. In formulating their recommendations they are guided by Chapter 60 (the rule on School Citing) and Chapter 61 (the rule on capital construction). The Construction Committee also recommends the distribution of federal construction funds. The State Board of Education makes the final decision on the Construction Committee’s recommendation.
- In addition to Chapter 60 and Chapter 61, State Board of Education is guided by State Statute detailed in Chapter 609 of Title 20-A Maine Education School Statutes, School Construction.
- D. Performance Reports
- The responsibilities of the Construction Committee follow the protocols outlined in Chapter 61, State Board of Education Rules for Major Capital School Construction Projects. The Construction Committee reviews the priority list for construction consideration. The list is developed following an application prepared by local units followed by a detailed site visit and a rating score given to

each applicant. The list is sent to the State Board following the Committee's review and recommendation.

The Construction Committee reviews the site proposal for a construction project and develops a recommendation once all questions regarding the site have been satisfied.

The Construction Committee reviews the proposal for Concept Approval prior to the Concept going to the State Board. The Concept includes enrollment projections, the project budget, floor plans, elevations, a site plan, a description of the materials to be used in the building, and a project schedule. The State Board's approval must be obtained in order for the local unit to conduct a legal referendum.

Once the building has been designed, the Committee reviews the detailed building design and considers any design or specification changes that have been incorporated after the Concept Design approval. Following this approval, the project goes out to bid.

The Committee has a special consideration process for high school proposals that are projected to enroll less than 300 pupils. There are a number of tests to insure that fiscal resources will be available for a quality education.

The Committee also must insure that all rules are followed when an integrated, consolidated 9-16 facility is going through a construction project. The process is outlined in Chapter 61, State Board of Education Rules for Major Capital School Construction Projects.

Following are some selected statistics that reflect the Committee's work load.

During the last 7 years the State Board and the State Board Construction Committee has:

Approved 21 Site Approvals
Approved 19 Concept Approvals, and
Approved 22 Design and Funding Approvals.

Chapter 61 has been revised in 2006, 2008, 2009, 2012, and 2013.

During this time 32 new or renovated schools have been completed.

Over \$17 million in Federal Qualified Zone Academy Bond Program (QZAB) funds have been approved since 2006 and over \$75 million in Federal Qualified School Construction Bond Program (QSCB) funds have been approved since 2009.

Testimony on dozens of school construction bills, legislative work, and presentations have been made.

Appendix D contains Major Capital School Construction Flow Chart, QZAB Approvals, QSAB Approvals and the School Construction Approval list.

E. Barriers to Performance:

The division of responsibilities between the Department of Education and the Bureau of General Services has implications for the State Board of Education and can impinge on the relationship between the school administrative unit and the Board and Department. Clear demarcation of responsibilities and an improved level of communication (from BGS to DoE and SBE) beginning at early points in the deliberations on construction projects would enhance the ability of the State Board of Education to maintain the critical connection between construction and education. Over the past 7 years improved policies and practices have assisted.

F. Coordination with Other Agencies/Affiliates

- Department of Education
 - Commissioner
 - Department of Environmental Protection
 - Department of Transportation
 - State Fire Marshal
 - Historic Preservation Commission
 - Department of Inland Fisheries and Wildlife
 - Department of Human Resources
 - Department of Conservation
 - Army Corps of Engineers
 - Bureau of General Services

G. Constituencies Served by the State Board of Education

- Citizens and Students of Maine
- PreK-12 Public Education
- School Administrative Units
- Joint Standing Committee on Education and Cultural Affairs
- Legislature

Government Evaluation Act – Board’s Role as Adviser

Section C.

TAB 5. Board’s Role as Adviser

A. Governing Regulations – Maine Education and School Statutes, Title 20-A

- Chap 606-B. Essential Programs and Services
 - Commissioner’s Recommendation for Funding Level – §15689-C
- Chap 1. General Provisions – Restructuring Public Schools - §8
- Chap 5. State Board of Education – Powers and Duties – §405 – Specific Duties - 3
 - Approve the Formation of School Administrative Districts - 3.B.
 - Review Decisions by Commissioner on Applications for Additions to, Dissolution of Transfers Among, Withdrawals From and Closing of Schools in SADs and CSDs – 3.D.
 -
 - Adopt or Amend Rules on Requirements for Approval or Accreditation of Elementary or Secondary Schools – 3.E.
 -
 - Five Year Plan for Education Including Goals and Policies – 3.T.
 - Review the organization of School Administrative Units – 3.U.
 - Study SAU Configuration – 3.V.
- Chap 103. Reapportionment - Sub Chap 3 §1255
 - State Board Review of Commissioner’s Decision - §1255 -12
 - Rules - §1255 – 13
- Chap 103. Financing – Sub Chap 4 §1301 - Finances
 - 1.B.
 - F
- Chap 105. Community School District – Sub Chap 2 – State Board Return - §1651 – 3
- Chapter 103. School Administrative Districts – Sub Chap 3 – School Directors -
 - Election - §1253
 - Duties of the Reapportionment Committee - §1255 – 7
 - State Board Review of Commissioner’s Decision - §1255 – 12
 - Rules - §1255 – 13
- Chap 112. Public Charter Schools - §2405 – Authorizers – 8 – Maine Charter School Commission
- Chap 121. Maine – New Hampshire Interstate School Compact

- Chap 207-A. Instruction - §§4701-4729 – Proficiency Based Diploma Standards – 4722-A.
- Chap 213. Student Eligibility – Other Exceptions to the General Residency Rules - §5205
- Chap 222. Standards and Assessment of Student Performance – Legislative Intent - §6208 – System of Learning Results Established - §6209
- Chap 223. Health, Nutrition, and Safety – Sub Chap 7 – School Lunch and Milk Program – Rules §6602 – 5
- Chap 317. Summer Schools – Standards §8801 – 1

B. Staff Support

- State Board Secretary, Mary Becker
- Department of Education (DOE) Staff

C. Purpose

The State Board’s role as adviser spans many rules. Section 15689-C of Chapter 606-B Essential Programs and Services requires that the Commissioner seek the approval of the Board before submitting the funding levels to the Governor, Department of Administrative and Financial Services, and the Bureau of the Budget.

D. Performance Reports

The fulfilling of the designated responsibilities in the chapters listed above occur in the monthly State Board meetings. The Board will be presented with reports/related materials to review, discuss, and then determine position of support or denial in accordance with the rule/statute. A sampling of Board actions since the last iteration of the Government Evaluation Act:

- endorsed the incorporation of the Common Core in the Maine Learning Results (Learning Standards).
- approved the members to the Maine Charter School Commission
- granted an amended certificate of organization to MSAD #34
- denied request of RSU #57 for a subsidy appeal hearing (4-14-10)
- added two non-voting student members to the Board
- held appeal hearing on MSAD#24 state subsidy

E. Barriers to Performance

The multiple responsibilities of the Board in this tab are varied and would benefit from the guidance of an Executive Director. Communication is critical.

F. Coordination with Other Agencies/Affiliates

State Board of Education

- Department of Education Staff
- Commissioner of Education
- Attorney General's Office- Sarah Forster

G. Constituencies Served By State Board of Education

- Citizens and students of Maine
- PreK-12 Public Education
- University of Maine System
- Private Colleges
- School Administrative Units
- Administrators
- Joint Standing Committee on Education and Cultural Affairs
- Legislature

Government Evaluation Act – Career and Technical Education

Section C.

TAB 6. Career and Technical Education

A. Governing Regulations – Maine Education and School Statutes, Title 20-A

- Chap 5. Approval and Accreditation of Schools - §405 §§3 - E
- Chap 5. Plan for CTE - §405 §§3 - I
- Chap 5. Federal Funds - §405 §§3 - Q
- Chap 5. Federal Funds (State Agency for Perkins)- §405 §§7
- Chap 5. Regional School Calendars (support only) - §4801
- Chap 313. Program Approval, Industry Standards - §8306 - B
- Chap 313. Reserve Funds - §8468
- Will of George Millett Briggs

B. Staff Support

- Margaret Harvey, Director of Career and Technical Education
- Shawn Lagasse, Education Specialist III
- Doug Robertson, Education Specialist III
- Donna Tiner, Education Specialist III
- Nigel Norton, Education Specialist II
- Dwight Littlefield, Education Specialist II
- Travis Wood, Education Specialist II
- Elaine Briggs, Office Specialist I
- Janice Cowan, Office Associate II
- Nancy Bonenfant, Office Associate II
- Vacant, Education Specialist I (frozen)
- Vacant, Office Specialist (frozen)

C. Purpose

The State Board of Education’s Career and Technical Education Committee recommends to the State Board of Education any and all pertinent materials so that the State Board may perform its duties, including its fiduciary responsibilities, as the agency responsible for the administration and oversight of the state career and technical education (CTE) program.

The committee must meet the Carl D. Perkins Vocational and Applied Education Act in a timely manner, oversee the implementation, and adherence to the Maine State Perkins Plan.

State Board of Education

The committee oversees the George M. Briggs Award. It reviews proposals to make recommendations for the approval of programs to enhance career and technical education to the State Board of Education. With State Board approval, the Commissioner of Education may draw from a special account designated “George M. Briggs Fund” to support recommended proposals.

The George M. Briggs Trust Fund was established under Article 4 of the will of George Millett Briggs of Turner, in Androscoggin County, Maine. Under the terms set forth in the will, the Commissioner of Education is to disburse the net income of the fund for “special purposes” in the field of career and technical education (applied technology). Such “special purposes” must “first meet the approval of the majority of the Maine State Board of Education.” The fund must be used “with a view of enabling the young people of Maine to be qualified to become self-supporting and useful citizens of the State.”

Beginning in 1999 the State Board of Education determined that the George M. Briggs grant would be awarded annually to the Maine Association of Vocational Educational Administrators (MAVEA) to assist with the Maine Learning Results Curriculum Integration project.

During the past seven years the funds have been granted to the Maine Association of Career and Technical Education (MACTE) – formerly MAVEA - to provide statewide professional development for career and technical education directors, teachers, staff; CTE staff training; and CTE standards development.

D. Performance Reports

Perkins

The responsibilities of the Career and Technical Education Committee follow the protocols of the Carl D. Perkins Vocational and Applied Education Act of 2006. The CTE Committee reviews the Maine State Perkins Plan (now in the 7th year of the five year Act) and approves annual updates through reviews and recommendations.

The Committee receives, reviews, and approves quarterly financial reports of the Carl D. Perkins grant.

- FY14 - \$5,235,475
- FY13 - \$5,523,624
- FY12 - \$5,226,718
- FY11 - \$6,235,453
- FY10 - \$6,235,453
- FY09 - \$6,235,453
- FY08 - \$6,337,374

Total Perkins funds received over last seven years: \$41,029,550.

Over the past seven years approximately 550 secondary CTE teachers and staff were offered professional development opportunities annually with Perkins funding.

Over the past seven years approximately 7,800 secondary CTE students were served annually with Perkins funding.

Using the CTE School Program review process the MDOE CTE team has conducted 20 full reviews – done every 10 years and 7 follow up reviews – done every 5 years over the past seven years.

George M. Briggs

It was determined through this process that the Committee needs to annually review the George M. Briggs grant for approval. Over the past seven years this grant has served Maine’s career and technical education through:

- Annual CTE Directors conference for all 27 Regions and Centers directors and staff, MDOE CTE staff and served approximately 40 annually.
- Annual Maine Career and Technical Conference which provided professional development for CTE teachers, staff, and directors served approximately 400 annually.
- Annual CTE Student of the Year Celebrations. Honors one student from each Region or Center annually.

SOME KEY ACCOMPLISHMENTS:

- Selection of National Standards for CTE programs.
- 5 years ago (2008) there were 27 Programs of Study; one for each CTE Center or Region with a community college partner. This year (2013) there are 82 Programs of Study that range from Auto Collision, to Electrical, and Precision Machining, to Welding with all 7 Maine community colleges, one private college, and 139 local high school partners. Some Programs of Study are more rigorous and incorporate articulated credit and industry certifications/credentials.
- Currently there are 273 Articulation Agreements between the 7 Maine Community Colleges and the 27 CTE Centers and Regions for dual enrollment or escrow college credit in 77 programs. In addition there are two Enhanced Articulation Agreements:
 - Culinary Arts with 20 CTE schools and 6 of Maine’s community colleges for escrow credit, and
 - Electrical with 8 CTE Schools and 4 Maine community colleges for escrow credit.
- State review and support for Legislation around the Regional Calendar Law.

- Over the past two years a total of 23 CTE teachers have been OSHA trained. (program has only run for 2yrs)
- 48 new CTE programs have been approved by the MDOE CTE team over the past seven years.

See Appendix E – Career and Technical Education School Review, Perkins Funds Financials and the George Briggs Financials.

E. Coordination with Other Agencies/Affiliates

- US Department of Education, Office of Vocational and Adult Education
- Maine Department of Education
- Maine Association of Career and Technical Education
- State Workforce Investment Board

F. Constituencies Served by the State Board of Education

- Secondary and post-secondary students
- CTE Program Administrators
- Teachers within Career and Technical Education
- Community Colleges

G. Barriers to Performance

- Perkins Grant funds have been declining rapidly and steadily over the past few years and with sequestration affecting Federal funds the continuing decrease is likely.
- Government shutdown effecting all federal dollars
- Uncommon calendars among the sending high schools.
- Department hiring freezes, retirement incentives and the lack of potential candidates to fill the State positions, because of the state position contract and pay, has left positions unfilled for long periods of time.
- Costs of CTE programs and assessments. CTE programs require continual updates to equipment and assessments to assure they remain current with industry standards.
- Access to CTE programming because of the local restrictions generated from the requirements of the common core.
- Retirement of many of the CTE instructors and directors.

H. Emerging Issues

- Approval of the process for statewide CTE program review process to be carried out by CTE staff. CTE program (school wide) will be reviewed in depth every six (6) years with an interment follow-up every three (3) years.

Section D.

Ten Year Financial Summary

Section D.

TEN-YEAR FINANCIAL SUMMARY

Year	Expended Amount	Allotted Amount
2004	\$141,730.81	\$173,513.00
2005	\$84,106.81	\$157,703.00
2006	\$99,433.44	\$150,542.00
2007	\$130,239.73	\$139,982.00
2008	\$81,241.14	\$99,718.00
2009	\$121,601.77	\$131,108.00
2010	\$80,680.24	\$100,412.00
2011	\$98,540.45	\$99,352.00
2012	\$98,740.03	\$98,846.00
2013	\$93,527.00	\$94,628.00
2014		158,429.00

Note: In 2013, the funding for a Secretary Associate position was added to the allotted State Board budget. The amount including benefits is \$63,625.00

Section E.

EMERGING ISSUES FOR THE STATE BOARD

Please refer to Executive Summary, page 5.

Appendix A

Chapter 5 §401

Organizational Structure

Appendix A

20-A §401. STATE BOARD OF EDUCATION

The State Board of Education is established by Title 5, section 12004-C, subsection 1. The State Board of Education shall be an autonomous body and shall maintain an office in Augusta. The appointments, terms and expenses of the State Board of Education members shall be as follows. [1989, c. 503, Pt. B, §72 (AMD) .]

1. Appointment. The state board consists of 9 members and, beginning in the 2007-2008 school year, 2 nonvoting student members, one junior and one senior in high school. All members are appointed by the Governor. Four members must reside in the State's First Congressional District at the time of appointment, 4 members must reside in the State's Second Congressional District at the time of appointment and one member may reside in either the First Congressional District or the Second Congressional District at the time of appointment. One of the student members must reside in the State's First Congressional District at the time of appointment and the other student member must reside in the State's Second Congressional District at the time of appointment. Each appointment is subject to review by the joint standing committee of the Legislature having jurisdiction over education matters and to confirmation by the Senate. [2007, c. 695, Pt. A, §21 (RPR) .]

1-A. Nomination of student members. Each student member of the state board serves for a term of 2 years, except that the senior appointed in the 2007-2008 school year serves for one year. A junior in high school must be added each year to the state board to serve a term of 2 years.

A. The state board shall notify every public high school principal by March 15th of the year in which applications are being accepted for the student member's position. [2007, c. 200, §2 (NEW) .]

B. Applications for the student member's position must be submitted to the state board no later than April 15th of the year in which applications are being accepted. [2007, c. 200, §2 (NEW) .]

C. A screening committee of the state board shall select 6 semifinalists for the student member's position. [2007, c. 200, §2 (NEW) .]

D. The state board shall, by May 1st of the year in which applications are being accepted, select 3 finalists for the Governor's consideration and shall rank the finalists according to its preference. [2007, c. 200, §2 (NEW) .]

[2007, c. 200, §2 (NEW) .]

1-B. Term of student member. Notwithstanding subsection 4, the term of office of the student member of the state board is 2 years.

[2007, c. 200, §3 (NEW) .]

1-C. Qualifications for service as student member. At the time a student member of the state board's term commences, the student must:

A. Be enrolled in good standing in a public high school in the State; [2007, c. 200, §4 (NEW) .]

B. Have completed 10th grade prior to the commencement of the term; [2007, c. 200, §4 (NEW) .]

C. Provide at least 3 references from teachers in the school that the student attends; and [2007, c. 200, §4 (NEW) .]

D. Meet other criteria established by the state board in consultation with students in the State. [2007, c. 200, §4 (NEW) .]

[2007, c. 200, §4 (NEW) .]

MRS Title 20-A, Chapter 5: STATE BOARD OF EDUCATION

4 | 20-A §401-A. Responsibilities of the State Board of Education

2. Composition. The membership of the state board must be broadly representative of the geographic regions of the State and of municipalities of varying sizes. A person whose income is derived in substantial portion from work as a teacher or as an administrator in an educational institution is not eligible for appointment to or service on the state board. Members must have a strong interest in and knowledge of education. [2007, c. 179, §2 (AMD) .]

3. Expenses. Members of the state board shall be compensated according to the provisions of Title 5, chapter 379; a member shall receive compensation whenever that member fulfills any board duties in accordance with board bylaws.

[1987, c. 851, §3 (AMD) .]

4. Term. The term of office of each member is 5 years and the term begins when the member is sworn into office. A person may not serve more than any 2 5-year terms. A vacancy must be filled for the remainder of the unexpired term. If a person appointed to fill a vacancy serves more than 2 1/2 years of an unexpired term, that service counts as one term for purposes of the limitation on terms imposed in this subsection. The state board shall promulgate rules in accordance with the Maine Administrative Procedure Act, Title 5, chapter 375, which establishes the procedure and criteria by which the state board may recommend to the Governor the removal of a member from office prior to completion of the term of appointment for failure to perform the duties of office.

[2007, c. 528, §1 (AMD) .]

5. Assistance. The department shall provide staff assistance to the state board in carrying out its functions.

[1987, c. 851, §5 (NEW) .]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW). 1983, c. 812, §§101,102 (AMD). 1987, c. 851, §§1-5 (AMD). 1989, c. 503, §B72 (AMD). 2005, c. 16, §1 (AMD). 2007, c. 179, §§1, 2 (AMD). 2007, c. 200, §§1-4 (AMD). 2007, c. 466, Pt. B, §14 (AMD). 2007, c. 466, Pt. B, §15 (AFF). 2007, c. 528, §1 (AMD). 2007, c. 695, Pt. A, §21 (AMD).

20-A §401-A. RESPONSIBILITIES OF THE STATE BOARD OF EDUCATION

The State Board of Education is intended to act as a body with certain policy-making, administrative and advisory functions. In those capacities, the board has the primary responsibility for the following: [1987, c. 395, Pt. A, §47 (NEW) .]

1. Formulating policy. Formulating policy by which the commissioner shall administer certain regulatory tasks;

[1987, c. 395, Pt. A, §47 (NEW) .]

2. Advising commissioner. Advising the commissioner in the administration of all the mandated responsibilities of that position; and

[1987, c. 395, Pt. A, §47 (NEW) .]

MRS Title 20-A, Chapter 5: STATE BOARD OF EDUCATION

20-A §402. Organization; meetings | 5

3. Enforcing regulatory requirements. Enforcing regulatory requirements for school administrative units.

[1987, c. 395, Pt. A, §47 (AMD) .]

The state board may advise the commissioner and the Legislature on matters concerning state laws relating to public preschool to grade 12 and postsecondary education. [2007, c. 572, Pt. A, §1 (NEW) .]

SECTION HISTORY

1987, c. 395, §A47 (NEW). 2007, c. 572, Pt. A, §1 (AMD).

20-A §402. ORGANIZATION; MEETINGS

The state board shall organize and meet as follows. [1981, c. 693, §§ 5, 8 (NEW) .]

1. Organization. The state board shall organize annually by electing one of their members as chairman and one as vice-chairman. They may also elect other officers.

[1981, c. 693, §§ 5, 8 (NEW) .]

2. Meetings. Meetings of the state board shall be held at least quarterly on call of the chairman or the commissioner on 5 days' written notice to members. If both the chairman and commissioner are absent, or refuse to call a meeting, any 3 members of the state board may call a meeting by similar notices in writing.

[1987, c. 395, Pt. A, §48 (AMD) .]

3. Quorum. A majority of the state board members shall be a quorum.

[1981, c. 693, §§ 5, 8 (NEW) .]

4. Rules. The state board may adopt or amend rules for meeting procedures and administration of its duties.

[1981, c. 693, §§ 5, 8 (NEW) .]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW). 1987, c. 395, §A48 (AMD).

20-A §403. SEAL

The state board shall adopt a seal. The seal may be used by the commissioner to authenticate documents or copies of documents. [1981, c. 693, §§ 5, 8 (NEW) .]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW) .

20-A §404. RECORDS

The state board shall be responsible for the following records. [1987, c. 395, Pt. A, §49 (AMD) .]

1. Records. The state board shall keep a complete record of the minutes of its meetings and other procedures.

[1987, c. 851, §6 (AMD) .]

MRS Title 20-A, Chapter 5: STATE BOARD OF EDUCATION

6 | 20-A §405. Powers and duties

2. Report.

[1987, c. 395, Pt. A, §49 (RP) .]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW) . 1987, c. 395, §A49 (AMD) . 1987, c. 851, §6 (AMD) .

20-A §405. POWERS AND DUTIES

The state board shall have the following powers and duties. [1981, c. 693, §§5, 8 (NEW) .]

1. General authority. The state board shall have only the powers specifically stated in this Title.

[1981, c. 693, §§5, 8 (NEW) .]

2. Advisory role. The state board shall advise the commissioner concerning matters contained in this Title.

[1981, c. 693, §§5, 8 (NEW) .]

3. Specific duties. The state board shall have the following specific powers and perform the following duties:

A. Make recommendations to the Legislature for the efficient conduct of the public schools; [1981, c. 693, §§5, 8 (NEW) .]

B. Approve the formation of school administrative districts; [1981, c. 693, §§5, 8 (NEW) .]

C. [1985, c. 497, §3 (RP) .]

D. Review, when necessary, decisions made by the commissioner on applications for additions to, dissolution of, transfers among, withdrawals from and closing of schools in school administrative districts and community school districts; [1987, c. 395, Pt. A, §50 (AMD) .]

E. Adopt or amend rules on requirements for approval and accreditation of elementary and secondary schools; [1981, c. 693, §§5, 8 (NEW) .]

F. Establish standards for the certification of teachers; [1981, c. 693, §§5, 8 (NEW) .]

G. Adjust the subsidy to a school administrative unit when the expenditures for education in the unit show evidence of manipulation to gain an unfair advantage or are adjudged excessive; [1981, c. 693, §§5, 8 (NEW) .]

H. Act on articles of agreement for creation of an interstate school district; [1981, c. 693, §§5, 8 (NEW) .]

I. Develop and adopt a plan for the establishment of career and technical education centers and regions and act upon applications to alter the delivery of career and technical education within career and technical education regions and center areas; [2003, c. 2, §32 (COR) .]

J. Adopt or amend rules on standards for school construction; [1981, c. 693, §§5, 8 (NEW) .]

K. Approve projects for state construction aid; [1981, c. 693, §§5, 8 (NEW) .]

L. Approve the formation of community school districts; [1981, c. 693, §§5, 8 (NEW) .]

M. Approve isolated secondary schools; [1981, c. 693, §§5, 8 (NEW) .]

N. Obtain information regarding applications for granting degrees and make a recommendation to the Legislature; [1981, c. 693, §§5, 8 (NEW) .]

MRS Title 20-A, Chapter 5: STATE BOARD OF EDUCATION

20-A §405. Powers and duties | 7

O. Recommend funds to the Bureau of the Budget for equalization of educational opportunity; [1993, c. 290, §1 (AMD).]

P. [1989, c. 698, §12 (RP); 1989, c. 698, §76 (AFF).]

Q. Serve as state agency for administering federal funds for construction of school facilities and for career and technical education; [2003, c. 2, §33 (COR).]

R. [1985, c. 797, §11 (RP).]

S. Develop long-range education goals and standards for school performance and student performance to improve learning results as established in section 6209 and recommend to the commissioner and to the Legislature a plan for achieving those goals and standards; [2001, c. 454, §6 (AMD).]

T. Establish and maintain a 5-year plan for education that includes goals and policies for the education of children in kindergarten and grades one to 12 and that promotes services for preschool children. The plan must incorporate and build upon the work of the Task Force on Learning Results, established in Public Law 1993, chapter 290 and the federal GOALS 2000: Educate America Act; [1995, c. 395, Pt. J, §4 (NEW).]

U. Review the organization of school administrative units statewide to identify current cooperative agreements between school administrative units. Cooperative agreements may include, but are not limited to: purchasing or contract agreements; administrative functions; shared staff and staff training; and technology initiatives. Based on the review, and in consultation with the department, the state board may recommend that school administrative units develop and carry out a plan for a cooperative agreement with one or more other school administrative units. "Cooperative agreement" may include agreements between school administrative units and career and technical education regions and career and technical education centers; and [2005, c. 611, §1 (AMD).]

V. Study school administrative unit configuration statewide. [2005, c. 611, §2 (AMD).]
[2005, c. 611, §§1, 2 (AMD) .]

4. Review of department decisions.

[1987, c. 395, Pt. A, §51 (RP) .]

5. Overseeing school administrative districts.

[1987, c. 395, Pt. A, §52 (RP) .]

6. Recommendations to Legislature. The state board shall recommend to the Legislature any new legislation or amendments to existing legislation for the efficient conduct of the public schools and for achieving the education and performance goals and standards and the plan for the public schools developed in accordance with subsection 3, paragraph S.

[1993, c. 290, §4 (AMD) .]

7. Federal career and technical education aid. The state board shall administer any federal funds received for the benefit of career and technical education programs in the State. As the designated state agency authorized to administer federal funds, the board shall develop a state plan, approve the State's application for career and technical education funds and disburse federal money as authorized and required by applicable federal law.

[1993, c. 349, §44 (AMD); 2003, c. 545, §4 (REV) .]

MRS Title 20-A, Chapter 5: STATE BOARD OF EDUCATION

8 | 20-A §406. Rules

8. Maine Merchant Marine Day. Maine Merchant Marine Day is May 22nd as established in Title 1, section 127.

[1987, c. 140, §2 (NEW) .]

9. Contract for services. The state board may contract for any necessary consultative services or support staff.

[1987, c. 851, §7 (NEW) .]

10. Comprehensive school budget approval procedure. The state board shall develop a model comprehensive school budget approval procedure and, working in conjunction with the department, strongly encourage school administrative units to adopt and implement the model as local school board policy. The model procedure must be designed to provide early and continuous collaboration between school officials and municipal officials and to encourage frequent opportunity for public comment in the development of each unit's annual budget.

[1999, c. 710, §1 (NEW) .]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW). 1983, c. 806, §7 (AMD). 1985, c. 497, §3 (AMD). 1985, c. 785, §B79 (AMD). 1985, c. 797, §§10-12 (AMD). 1987, c. 140, §2 (AMD). 1987, c. 395, §§A50-A52 (AMD). 1987, c. 851, §7 (AMD). 1989, c. 698, §§11,12 (AMD). 1993, c. 290, §§1-4 (AMD). 1993, c. 349, §44 (AMD). 1995, c. 395, §§J2-4 (AMD). 1999, c. 710, §1 (AMD). 2001, c. 454, §6 (AMD). RR 2003, c. 2, §§32,33 (COR). 2003, c. 545, §§4,5 (REV). 2005, c. 611, §§1,2 (AMD).

20-A §406. RULES

The state board may adopt rules to carry out its responsibilities under this Title. [1981, c. 693, §§ 5, 8 (NEW).]

SECTION HISTORY

1981, c. 693, §§5,8 (NEW).

Appendix A

COMMITTEES

Board Chair – Nancy Perkins
Board Vice Chair – Peter Geiger

Committees/Groups

Construction Committee

Martha Harris - Chair
Peter Geiger

Certification and Higher Education Committee

Nancy Perkins – Chair
Jana Lapoint
William Beardsley
Nichi Farnham

Career and Technical Education

Steve Pound – Chair
Peter Geiger
Kristin Bishop - Student

Leadership Committee

Nancy Perkins – Chair
Peter Geiger – Vice Chair
Steve Pound – Chair of Committee
Martha Harris - Chair of Committee

Teacher of the Year

Peter Geiger

New England Secondary School Consortium (NESSC)

Nancy Perkins

Professional Standards Board (PSB)

Nancy Perkins

State Consortium on Educator Effectiveness (SCEE)

Nancy Perkins

Science, Technology, Engineering and Mathematics (STEM) Council

Steve Pound

LD 675 "Resolve, To Create a Working Group to Study Multidistrict Online Learning Options in Maine"

Ande Smith

LD 958 "Resolve, To Authorize the Legislature to Contract for an Independent Review to Evaluate the Essential Programs and Services Funding Act"

Martha Harris

LD 1854 "An Act to Expand Educational Opportunities for Maine Students"

Heidi Sampson

LD 1858 Alternative Pathways to Certification

Nancy Perkins – Chair
Jana Lapoint
Heidi Sampson

LD 1873 "An Act to Direct the Commissioner of Education to Adopt a Model Policy Regarding Management of Head Injuries in School Activities and Athletics"

National Association of State Boards of Education Study Groups

Nancy Perkins – Learners and Learning Study Group
Martha Harris – Public Education Positions Committee

Next Generation Science Standards

Nancy Perkins

Ad Hoc Committee – Student Team

Chelsey Whynot
Kristin Bishop

Charter School Commission

Jana Lapoint – Chair
Heidi Sampson
Ande Smith

POTENTIAL ADDITION

Maine Education Policy Research Institute (MEPRI) Steering Committee

Nancy Perkins

Appendix B
Strategic Plan

Appendix B

Strategic Plan

Maine State Board of Education **Strategic Plan for Meaningful Change**

CALL TO ACTION: Are our schools ready to prepare students for life in the 21st Century?

INTRODUCTION

A central goal of Pre K -12 education in Maine is that all students graduate from high school ready for college, career, citizenship, and life. Many Maine students do not graduate from high school with the education that the 21st Century demands. If our schools are not ready for the challenges and opportunities ahead, then our children cannot be. If our children are not ready, then they – and we – are destined to miss the great potential promises of the future. It will take all educational stakeholders working together to meet the urgent challenge of educating Maine students for the 21st Century.

We can build on the strengths we have in Maine and ensure that all Maine students leave the educational system ready to compete with their counterparts across the globe for their place in the rapidly evolving global economy. They must graduate from high school ready for college, career, citizenship and life. The economic future of the whole State depends on their ability to do so. New high school graduates will go on to post-secondary education and find rewarding work locally in the global economy. As a result, the median income in Maine will rise to the midpoint of the New England states, the number of well-paid jobs will increase and poverty in Maine will decrease, and more young people will remain in the State.

MAINE STATE BOARD OF EDUCATION

Responsibilities and Charge

The responsibilities of the Maine State Board of Education, as specified in Maine's laws and rules, have an impact on every public school in Maine. The Board has a responsibility to advise the Commissioner of Education by providing recommendations for K-12 public education that aid the Commissioner in carrying out his/her role. The Board has responsibilities in many other areas. In major school construction funded by the State, the Board participates in the approval for the site of the construction and in various stages of the construction process. The Board carries major responsibilities in educator certification, in the approval of teacher education programs in institutions of higher education, in recommending degree-granting authority for higher education, and in adopting and receiving federal funds for the State Plan for Career and Technical Education.

The State Board of Education may receive requests from the Governor's office and/or the Legislature's Joint Standing Committee on Education and Cultural Affairs to undertake a study and/or make recommendations on pending legislation. Members of the State Board of Education frequently appear before committees of the Legislature to offer testimony on bills with implications for education. Thus, the majority of the Board's responsibilities lie in the following areas:

- Advise the Commissioner of Education
- Provide oversight of teacher preparation programs
- Provide oversight of all educator certification rules
- Approve major capital school construction projects seeking State funding
- Evaluate and make recommendations on degree-granting institutions of higher education
- Oversee federal funding for career and technical education

(Carl D. Perkins Funding)

- Act as a resource for the Legislature's Joint Standing Committee on Education and Cultural Affairs
- Participate in the Governor's selection of the Commissioner of Education

The State Board of Education represents the public's voice in Maine's public education structure. It consists of nine adult members, appointed by the Governor and confirmed by the State Senate, serving staggered five-year terms. The State Board of Education also has two non-voting student members representing the two Congressional Districts. Each student member is nominated and confirmed in the same way as an adult member, and serves a two-year term. Maine law specifies that the State Board of Education be "broadly representative of the public" and each new member is limited to no more than two terms. There must be at least four members from each Congressional District. As an independent body, the State Board of Education has the students of the State as its constituency and is committed to seeing that the resources provided by Maine taxpayers produce the highest quality, most cost-effective education for Maine's students.

MISSION

The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission.

VISION

The Vision of the State Board of Education is to prepare Maine public school graduates with the skills and knowledge needed to be college, career, citizenship and life ready.

STRATEGIC PLANNING – MEANINGFUL CHANGE

2010 – 2015

GUIDING PRINCIPLES

- All students can become lifelong learners.
- All students, in meeting their potential, respond best to challenging expectations.
- All students learn best in a well-constructed, safe environment in which they feel respected.
- All students need educators who have been provided ongoing support and professional development to improve student achievement.
- All students can attain maximum performance with a broad constituency of support.
- All students require a quality education system which is essential for a successful democracy, and a vibrant economy.

The Maine State Board of Education believes collectively and as individuals that the following values are critical components of all Board actions and interactions with education stakeholders:

Honesty

Integrity

Trust

Respect

Commitment

Transparency

Collaboration

Continuous Improvement

GOALS

The Maine State Board of Education through open communication and collaboration with the Governor's office, the Commissioner of the Department of Education, the Legislature's Joint Standing Committee on Education and Cultural Affairs, and educational stakeholder groups will promote the following six goals to provide the best education possible for all Maine public school students.

CONVERSATIONS

The State Board provides an opportunity for dialogue with multiple stakeholders in our monthly work sessions. In the past twelve months, the Education and Cultural Affairs Committee of the Legislature, Maine School Management Association, Maine Principal's Association, and the Maine Education Association have shared their viewpoints on education in Maine. We have had presentations from varying groups highlighting the ongoing work on Common Core, Standards based/proficiency based education, Career/technical Education, and the Next Generation Science Standards. We continually seek updates about the multiple initiatives in our state.

Maine State Board of Education 2013 Goals

GOAL #1

CURRICULUM

Every student shall receive a seamless, rigorous, and consistent level-by-level curriculum designed to provide essential skills for meaningful employment and delivered in a way that recognizes the importance of lifelong learning in a global society.

Every student will have access to a rigorous standards based curriculum that requires all students to become critical thinkers, and prepares students for a

successful transition into post-secondary education, meaningful employment, citizenship and life. Graduates of secondary institutions with rigorous curricula can then apply their knowledge in post-secondary work and further education.

GOAL #2 SCHOOL SYSTEMS

Every student shall be educated in school systems that provide equitable education opportunities delivered efficiently and effectively in a safe and healthy environment that promotes responsibility, citizenship, and strong character.

Every student shall be prepared for post-secondary education, meaningful employment, citizenship and life. School systems must ensure an education that is nationally competitive and focuses on the support of equitable learning opportunities that are rigorous and relevant to the demands of a knowledge-based economy and the global market.

GOAL #3 EDUCATORS

Every student shall be taught by educators who are thoroughly versed in content and pedagogy to prepare students for successful post-secondary education, career, citizenship and life. Educators must be provided with mentoring and ongoing education opportunities to foster success in the classroom.

Schools and school systems shall provide environments that support continued development of content knowledge and teaching skills, and that reward effective teaching. Educators must be provided career learning opportunities which support continued developments in content knowledge and research-based instructional strategies. Educators must be proficient in the use of technology.

GOAL #4 STUDENT ACHIEVEMENT

Every student shall master or exceed educational standards that incorporate

regional, national, and international measures and reflect the skills and learning needed to succeed in a global society.

Every student shall have access to a rigorous curriculum that integrates standards, instruction and assessment that clearly communicates requirements for mastery of content standards and courses that are responsive to our changing world.

GOAL #5 EDUCATIONAL LEADERS

Every student shall have educational leaders who are well-prepared and capable of leading changes in curriculum and instruction that result in higher levels of learning for all groups of students. These leaders shall create a school culture with high expectations and provide for a safe and healthy learning environment conducive to the success of all students and educators. Effective school leaders use both qualitative and quantitative assessment data to guide the professional learning community. Leadership programs must provide school leaders with the skills necessary to supervise, evaluate and support a professional staff. Effective school leaders must be involved in the community and understand the cultural context and learning needs of all students.

GOAL #6 RESOURCES

Every student shall have the opportunity to attend schools that have sufficient resources that drive effective leadership, educator quality, community and parent involvement to allow students to meet the State standards. Every student must have the educational opportunities in Maine's schools to reach his/her fullest potential. These educational opportunities are predicated on providing equal resources such as technology, high level curriculum, safe and nurturing environment, and highly trained educators to engage all students as they strive to reach their goals.

INITIATIVES FOR 2013

The Board has identified the following initiatives that align with our stated goals for 2013:

GOAL #1 CURRICULUM

The State Board did endorse the Common Core Standards and has received multiple presentations on the progress of the Next Generation Science Standards. The Next Generation Science Standards should come before the Board in the spring of 2013. The Board recognizes that the implementation of the ELA, Math, and Science standards will provide our students with the essential knowledge and skills that they will need as they transition into post-secondary education, meaningful employment, citizenship and life.

GOAL #2 SCHOOL SYSTEMS

Reopening of Chapter 61:

Chapter 61 was reopened to bring clarity, modifications and consistency to the rule. This goal will be attained by adding more concise language to Chapter 61. Language that is confusing will be replaced by language that will allow school systems to deliver an efficient and effective educational experience in a safe and healthy environment.

GOAL #3 EDUCATOR

Reopening of Chapter 115:

Chapter 115 will be reopened in the spring of 2013 to align the certification requirements with InTASC and ISSLC. InTASC and ISSLC are the basis for Chapter 114. This goal will be attained by creating a stakeholders' group that will review Chapter 115 and update the requirements of the certification system. The new system will align more clearly with the multiple initiatives that have been endorsed by the Legislature.

Established the Alternative Pathways Stakeholders' group per PL 635. The Alternative Pathways Stakeholders' Group produced new guidelines for Career/Tech teachers. These guidelines will go through the APA process and then be implemented. The Alternative Pathways Stakeholders' group will respond to further alternative pathway needs.

GOAL #4 STUDENT ACHIEVEMENT

The State Board has a standard of practice that fosters visitations throughout the state to observe the implementation of various initiatives in local schools. The focus on standards/proficiency based systems within our schools has led us to multiple classrooms visits where we can observe the effects of these initiatives on the students and educators. Students sharing their excitement and educators sharing their successes and concerns allows the Board critical insight into these initiatives. These visitations provide evidence of students having access to standards that incorporate regional, national, and international measures; the knowledge and skills needed to succeed in a global society. The student members of the Board will provide insight into the educational process in Maine through the results of their experiences and the undertaking of research for the Board on selected topics.

GOAL #5 EDUCATIONAL LEADERS

Reopening of Chapter 115:

Chapter 115 will be reopened in spring of 2013 to align the certification requirements with InTASC and ISSLC. InTASC and ISSLC standards are the basis for Chapter 114. The adoption of the InTASC and ISSLC will lay the foundation for educational leaders who are well-prepared and capable of leading changes in curriculum and instruction that result in higher levels of learning for all groups of students.

Goal #6 RESOURCES

The State Board will monitor all proposed legislation and endorse legislation that ensures that schools have sufficient resources that drive effective leadership, educator quality, community and parent involvement to allow students to meet the State standards. The Board will initiate dialogue with stakeholders to further any initiatives that ensure equal resources such as technology, high level curriculum, safe and nurturing environment, and highly trained educators to engage all students as they strive to reach their goals.

Initiatives completed in 2012 can be found in the archived 2012 Strategic Plan.

STANDING COMMITTEES OF STATE BOARD FOR 2013

CAREER AND TECHNICAL EDUCATION
CERTIFICATION AND HIGHER EDUCATION
CONSTRUCTION
LEADERSHIP AND LEGISLATIVE LIAISON

BOARD RESPONSIBILITIES FOR 2013

ALTERNATIVE PATHWAYS STAKEHOLDERS
CHARTER SCHOOL COMMISSION
EDUCATE MAINE
EFFECTIVE EDUCATOR COUNCIL
ESSENTIAL PROGRAMS AND SERVICES COMMITTEE
LEGISLATIVE LIAISON COMMITTEE
NEW ENGLAND SECONDARY SCHOOL CONSORTIUM
PROFESSIONAL STANDARDS BOARD
SCHOOL CHOICE COMMITTEE
STEM COMMITTEES
STUDENT AD HOC
TEACHER OF THE YEAR COMMITTEE
TECHNOLOGY COMMITTEE

This list is subject to change.

State Board of Education Policymaking

The Maine State Board of Education has the authority to provide leadership in implementing the provisions of State and Federal laws and regulations that effect the education of Maine public school students. The responsibilities of the Maine State Board of Education (SBE), as specified in Maine-law, have an impact on every public school in Maine.

In order to fulfill our mandated responsibilities, the Maine State Board of Education shall:

Title 20-A: EDUCATION
Part 1: GENERAL PROVISIONS
Chapter 5: STATE BOARD OF EDUCATION

§405. Powers and duties

The state board shall have the following powers and duties. [1981, c. 693, §§5, 8 (NEW).]

1. General authority. The state board shall have only the powers specifically stated in this Title.
[1981, c. 693, §§5, 8 (NEW) .]
2. Advisory role. The state board shall advise the commissioner concerning matters contained in this Title.
[1981, c. 693, §§5, 8 (NEW) .]
3. Specific duties. The state board shall have the following specific powers and perform the following duties:
 - A. Make recommendations to the Legislature for the efficient conduct of the public schools; [1981, c. 693, §§5, 8 (NEW).]
 - B. Approve the formation of school administrative districts; [1981, c. 693, §§5, 8 (NEW).]
 - C. [1985, c. 497, §3 (RP).]
 - D. Review, when necessary, decisions made by the commissioner on applications for additions to, dissolution of, transfers among, withdrawals from and closing of schools in school administrative districts and community school districts; [1987, c. 395, Pt. A, §50 (AMD).]
 - E. Adopt or amend rules on requirements for approval and accreditation of elementary and secondary schools; [1981, c. 693, §§5, 8 (NEW).]
 - F. Establish standards for the certification of teachers; [1981, c. 693, §§5, 8 (NEW).]
 - G. Adjust the subsidy to a school administrative unit when the expenditures for education in the unit show evidence of manipulation to gain an unfair advantage or are adjudged excessive; [1981, c. 693, §§5, 8 (NEW).]
 - H. Act on articles of agreement for creation of an interstate school district; [1981, c. 693, §§5, 8 (NEW).]
 - I. Develop and adopt a plan for the establishment of career and technical education centers and regions and act upon applications to alter the delivery of career and technical education within career and technical education regions and center areas; [RR 2003, c. 2, §32 (COR).]
 - J. Adopt or amend rules on standards for school construction; [1981, c. 693, §§5, 8 (NEW).]
 - K. Approve projects for state construction aid; [1981, c. 693, §§5, 8 (NEW).]
 - L. Approve the formation of community school districts; [1981, c. 693, §§5, 8 (NEW).]
 - M. Approve isolated secondary schools; [1981, c. 693, §§5, 8 (NEW).]
 - N. Obtain information regarding applications for granting degrees and make a recommendation to the Legislature; [1981, c. 693, §§5, 8 (NEW).]
 - O. Recommend funds to the Bureau of the Budget for equalization of educational opportunity; [1993, c. 290, §1 (AMD).]
 - P. [1989, c. 698, §12 (RP); 1989, c. 698, §76 (AFF).]
 - Q. Serve as state agency for administering federal funds for construction of school facilities and for career and technical education; [RR 2003, c. 2, §33 (COR).]
 - R. [1985, c. 797, §11 (RP).]
 - S. Develop long-range education goals and standards for school performance and student performance to improve learning results as established in section 6209 and recommend to the commissioner and to the Legislature a plan for achieving those goals and standards; [2001, c. 454, §6 (AMD).]
 - T. Establish and maintain a 5-year plan for education that includes goals and policies for the education of children in kindergarten and grades one to 12 and that promotes services for preschool children. The plan must incorporate and build upon the work of the Task Force on Learning Results, established in Public Law 1993, chapter 290 and the federal GOALS 2000: Educate America Act; [1995, c. 395, Pt. J, §4 (NEW).]
 - U. Review the organization of school administrative units statewide to identify current cooperative agreements between school administrative units. Cooperative agreements may include, but are not limited to: purchasing or contract agreements; administrative functions; shared staff and staff training; and technology initiatives. Based on the review, and in consultation with the department, the state board may recommend that school administrative units develop and carry out a plan for a cooperative agreement with one or more other school administrative units. "Cooperative agreement" may include agreements between school administrative units and career and technical education regions and career and technical education centers; and [2005, c. 611, §1 (AMD).]
 - V. Study school administrative unit configuration statewide. [2005, c. 611, §2 (AMD).]
[2005, c. 611, §1, 2 (AMD) .]
4. Review of department decisions.
[1987, c. 395, Pt. A, §51 (RP) .]
5. Overseeing school administrative districts.
[1987, c. 395, Pt. A, §52 (RP) .]
6. Recommendations to Legislature. The state board shall recommend to the Legislature any new legislation or amendments to existing legislation for the efficient conduct of the public schools and for achieving the education and performance goals and

standards and the plan for the public schools developed in accordance with subsection 3, paragraph S.

[1993, c. 290, §4 (AMD).]

7. Federal career and technical education aid. The state board shall administer any federal funds received for the benefit of career and technical education programs in the State. As the designated state agency authorized to administer federal funds, the board shall develop a state plan, approve the State's application for career and technical education funds and disburse federal money as authorized and required by applicable federal law.

[1993, c. 349, §44 (AMD); 2003, c. 545, §4 (REV) .]

8. Maine Merchant Marine Day. Maine Merchant Marine Day is May 22nd as established in Title 1, section 127.

[1987, c. 140, §2 (NEW) .]

9. Contract for services. The state board may contract for any necessary consultative services or support staff.

[1987, c. 851, §7 (NEW) .]

10. Comprehensive school budget approval procedure. The state board shall develop a model comprehensive school budget approval procedure and, working in conjunction with the department, strongly encourage school administrative units to adopt and implement the model as local school board policy. The model procedure must be designed to provide early and continuous collaboration between school officials and municipal officials and to encourage frequent opportunity for public comment in the development of each unit's annual budget.

[1999, c. 710, §1 (NEW) .]

Addendum 1

Student representatives on the Maine State Board of Education have an extraordinary opportunity to use their voice to be an active part of Maine's education system. The student representatives on the Maine State Board of Education are encouraged to find an area of education they are not entirely familiar with to expand their knowledge. This would enable students to be well rounded representatives for Maine students. Student representatives are encouraged to expand their knowledge by attending meetings applicable to their area of interest, partaking in visits or studies at germane facilities, attending a webinar or conference, or using their own idea to learn more about the avenue of education pertinent to their studies.

Approved

Vote: 6-0-0

Date: 3/13/2013

Appendix C

ETS Example

Review Cycle for Teacher Preparation Review

College Approvals



Listening. Learning. Leading.

Multi-State Standard Setting Report

Praxis Special Education: Core Knowledge and Applications (0354)

February 2010

Conducted by
Educational Testing Service
Princeton, New Jersey

Executive Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Special Education: Core Knowledge and Applications assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Special Education teachers.

Recommended Cut Scores

The standard setting studies involved two expert panels, comprised of teachers, administrators and college faculty. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

- For Praxis Special Education: Core Knowledge and Applications assessment, the average recommended cut score is **67** (on the raw score metric), which represents 61% of total available 110 raw score points (the recommended cut scores for Panels 1 and 2 are 68 and 66, respectively). The scaled score associated with a raw score of 67 on the Praxis Special Education: Core Knowledge and Applications assessment is 151.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Special Education: Core Knowledge and Applications assessment content specifications were important for entry-level Special Education teachers. All the knowledge/skills statements comprising the content specifications were judged to be *Very Important* or *Important* by a majority of the panelists, providing evidence that the content of the Praxis Special Education: Core Knowledge and Applications assessment is important for beginning practice.

Introduction

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Special Education: Core Knowledge and Applications assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Special Education teachers. The standard setting studies involved two expert panels, comprised of teachers, administrators, and college faculty. Panelists were recommended by departments of education of states that (a) currently use the Praxis Special Education: Knowledge-based Core Principles (0351); Special Education: Applications of Core Principles Across Categories of Disabilities (0352); and Education of Exceptional Students: Core Content Knowledge (0353) assessments or (b) are considering use of the revised Praxis Special Education: Core Knowledge and Applications assessment as part of their licensure process.

The design of the multi-state standard setting studies included two, non-overlapping panels to (a) allow each participating state to be represented and (b) replicate the judgment process to strengthen the technical quality of the recommended passing score. Across the two panels, 15 states were represented by 45 panelists (See Appendix A for the names and affiliations of the panelists.)

**Table 1. Participating States (and number of panelists) for Multi-State Panels:
Praxis Special Education: Core Knowledge and Applications**

Connecticut (3 panelists)	North Dakota (3 panelists)
Washington DC (4 panelists)	Ohio (4 panelists)
Delaware (4 panelists)	South Carolina (5 panelists)
Indiana (2 panelists)	South Dakota (1 panelist)
Kentucky (4 panelists)	Utah (3 panelists)
Louisiana (1 panelist)	West Virginia (2 panelists)
Maryland (2 panelists)	Wyoming (4 panelists)
North Carolina (3 panelists)	

NOTE: Louisiana and South Dakota were represented on only one of the two panels.

The training provided to panelists as well as the study materials were consistent across panels with the exception of defining the Just Qualified Candidate. (See Appendix B for the common agenda used for both panels.) To assure that both panels were using the same frame of reference when making question-level standard setting judgments, the Just Qualified Candidate definition developed through a consensus process by the first panel was used as the definition for the second panel. The second panel did complete a thorough review of the definition to allow panelists to internalize the definition. The processes for developing the definition (with Panel

1) and reviewing/internalizing the definition (with Panel 2) are described later, and the Just Qualified Candidate definition is presented in Appendix C.

The panels were convened in January 2010 in Princeton, New Jersey. The results for each panel and results combined across panels are summarized in the following report. The technical report containing the passing score recommendation for the Praxis Special Education: Core Knowledge and Applications assessment is provided to each of the represented state departments of education. In each state, the department of education, the state board of education, or a designated educator licensure board is responsible for establishing the final passing score in accordance with applicable state regulations.

The first national administration of the revised Praxis Special Education: Core Knowledge and Applications assessment will occur in fall 2010. The current Praxis Special Education: Knowledge-based Core Principles (0351); Special Education: Applications of Core Principles Across Categories of Disabilities (0352); and Education of Exceptional Students: Core Content Knowledge (0353) assessments will be phased out.

Praxis Special Education: Core Knowledge and Applications Assessment

The Praxis Special Education: Core Knowledge and Applications *Test at a Glance* document (ETS, in press) describes the purpose and structure of the assessment. In brief, the assessment measures whether entry-level Special Education teachers have the knowledge and/or skills believed necessary for competent professional practice. A National Advisory Committee of Special Education teachers and college faculty defined the content of the assessment, and a national survey of teachers and teacher educators confirmed the content.

The two hour assessment contains 120 multiple-choice questions (including 10 pretest questions) and covers *Development and Characteristics of Learners* (19-20 questions); *Planning and the Learning Environment* (27-28 questions); *Instruction* (27-28 questions); *Assessment* (20-22 questions); and *Foundations and Professional Responsibility* (23-24 questions). Candidates' overall scores as well as five category scores are reported. The maximum total number of raw-score points that may be earned is 110. The reporting scale for the Praxis Special Education: Core Knowledge and Applications assessment ranges from 100 to 200 scaled-score points.

Expert Panels

The standard setting studies for the Praxis Special Education: Core Knowledge and Applications assessment included two expert panels. The various state departments of education recruited panelists to represent a range of professional perspectives. A description of the panels is presented below. (See Appendix C for a listing of panelists for each panel.)

Panel 1 included 23 teachers, administrators, and college faculty who prepare Special Education teachers, representing 13 states. In brief, 11 panelists were teachers, one was a behavior specialist liaison/teacher, four were administrators and seven were college faculty. All seven panelists who were college faculty were currently involved in the training or preparation of Special Education teachers. Eighteen panelists were White and five were African American. Seventeen panelists were female. Nineteen panelists reported being certified Special Education teachers in their states. The majority of panelists (16 of the 23 panelists or 70%) had between 4 and 11 years of experience as a Special Education teacher, and approximately a quarter had 16 or more years of teaching experience.

Panel 2 included 22 teachers and college faculty, representing 15 states. In brief, 12 panelists were teachers, one was an administrator and nine were college faculty. All nine panelists who were college faculty were currently involved in the training or preparation of Special Education teachers. Nineteen panelists were White, two were African American, and one was Hispanic. Sixteen panelists were female. Sixteen panelists reported being certified Special Education teachers in their states. Half of panelists had between 4 and 11 years of experience as a Special Education teacher, and approximately a third had 16 or more years of teaching experience.

A fuller demographic description for the members of the two panels is presented in Tables 2a and 2b in Appendix D.

Process and Method

The design of the Praxis Special Education: Core Knowledge and Applications assessment standard setting studies included two non-overlapping expert panels. As described below, the training provided to panelists and study materials were consistent across panels, except for defining the Just Qualified Candidate.

The panelists were sent an e-mail explaining the purpose of the standard-setting study and requesting that they review the test content specifications for the Praxis Special Education: Core Knowledge and Applications assessment (included in the Praxis Special Education: Core Knowledge and Applications *Test at a Glance*, which was attached to the e-mail). The purpose of the review was to familiarize the panelists with the general structure and content of the assessment.

The standard-setting studies began with a welcome and introduction by Dr. Clyde Reese, an ETS researcher in the Center for Validity Research, and Mr. David Wong, an ETS standard setting consultant. Dr. Reese, lead facilitator for the studies, then explained how the Praxis Special Education: Core Knowledge and Applications assessment was developed, provided an overview of standard setting, and presented the agenda for the study.

Reviewing the Praxis Special Education: Core Knowledge and Applications Assessment

The first activity was for the panelists to “take the test.” (Each panelist had signed a nondisclosure form.) The panelists were given approximately an hour and a half to respond to the multiple-choice questions. (Panelists were instructed not to refer to the answer key while taking the test.) The purpose of “taking the test” was for the panelists to become familiar with the test format, content, and difficulty. After “taking the test,” the panelists checked their responses against the answer key for the questions.

The panelists then engaged in a discussion of the major content areas being addressed by the assessment; they were also asked to remark on any content areas that they thought would be particularly challenging for entering Special Education teachers, and areas that addressed content that would be particularly important for entering teachers.

Defining the Just Qualified Candidate

Following the review of the assessment, panelists internalized the definition of the Just Qualified Candidate (JQC). The JQC is the test taker who has the minimum level of knowledge and/or skills believed necessary to be a qualified Special Education teacher. The JQC definition is the operational definition of the cut score. The goal of the standard-setting process is to identify the test score that aligns with this definition of the JQC.

In Panel 1, the panelists were split into smaller groups, and each group was asked to write down their definition of a JQC. Each group referred to Praxis Special Education: Core Knowledge and Applications *Test at a Glance* to guide their definition. Each group posted its definition on chart paper, and a full-panel discussion occurred to reach consensus on a final definition (Appendix B).

In Panel 2, the panelists began with the definition of the JQC developed by the first panel. Given that the multi-state standard setting study was designed to replicate processes and procedures across the two panels, it was important that both panels use the same JQC definition to frame their judgments. For Panel 2, the panelists reviewed the JQC definition, and any ambiguities were discussed and clarified. The panelists then were split into smaller groups, and each group discussed the behaviors they would expect of the JQC based on the definition and developed performance indicators or “can do” statements based on the definition. The performance indicators were shared across groups and discussed. The purpose of the exercise was to have the panelists internalize the definition.

Panelists’ Judgments

The standard-setting process for the Praxis Special Education: Core Knowledge and Applications assessment is described next, followed by the results from the standard-setting studies. The recommended cut scores for each

panel, as well as the average cut score across the two panels, are provided to help state departments of education determine appropriate cut (or passing) scores.

A probability-based Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006) was used for the Praxis Special Education: Core Knowledge and Applications assessment. In this approach, for each multiple-choice question, a panelist decides on the likelihood (probability or chance) that a JQC would answer it correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that a JQC would answer the question correctly, because the question is difficult for the JQC. The higher the value, the more likely it is that a JQC would answer the question correctly.

For each panel, the panelists were asked to approach the judgment process in two stages. First, they reviewed the definition of the JQC and the question and decided if, overall, the question was difficult for the JQC, easy for the JQC, or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rule of thumb to guide their decision:

- difficult questions for a JQC were in the 0 to .30 range;
- easy questions for a JQC were in the .70 to 1 range; and
- moderately difficult/easy questions for a JQC were in the .40 to .60 range.

The second decision was for panelists to decide how they wanted to refine their judgment within the range. For example, if a panelist thought that a question was easy for a JQC, the initial decision located the question in the .70 to 1 range. The second decision was for the panelist to decide if the likelihood of answering it correctly was .70, .80, .90, .95, or 1.0. The two-stage decision-process was implemented to reduce the cognitive load placed on the panelists. The panelists practiced making their standard-setting judgments on the first five questions.

The panelists engaged in two rounds of judgments. Following Round 1, feedback was provided to the panel, including each panelist's (listed by ID number) recommended cut score and the panel's average recommended cut score, highest and lowest cut score, and standard deviation. Following discussion, the panelists' judgments were displayed for each question. The panelists' judgments were summarized by the three general difficulty levels (0 to .30, .40 to .60, and .70 to 1), and the panel's average question judgment was provided. Questions were highlighted to show when panelists converged in their judgments (approximately two-thirds of the panelists located a question in the same difficulty range) or diverged in their judgments. Panelists were asked to share their rationales for the judgments they made. Following this discussion, panelists were provided an opportunity to change their question-level standard-setting judgments (Round 2).

Other than the definition of the JQC, results from Panel 1 were not shared with the second panel. The question-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

Judgment of Praxis Special Education: Core Knowledge and Applications Content Specifications

In addition to the two-round standard setting process, each panel judged the importance of the knowledge and/or skills stated or implied in the assessment content specifications for the job of an entry-level Special Education teacher. These judgments addressed the perceived content-based validity of the assessment. Judgments were made using a four-point Likert scale — *Very Important*, *Important*, *Slightly Important*, and *Not Important*. Each panelist independently judged the five knowledge categories and 39 knowledge/skills statements.

Results

Initial Evaluation Forms

The panelists completed an initial evaluation after receiving training on how to make question-level judgments. The primary information collected from this form was the panelists indicating if they had received adequate training to make their standard-setting judgments and were ready to proceed. Across both panels, all panelists indicated that they were prepared to make their judgments.

Summary of Standard Setting Judgments by Round

A summary of each round of standard-setting judgments is presented in Appendix D. The numbers in each table reflect the recommended cut scores — the number of raw-score points needed to “pass” the assessment — of each panelist for the two rounds. The panels’ average recommended cut scores and highest and lowest cut scores are reported, as are the standard deviations (SD) of panelists’ cut scores and the standard errors of judgment (SEJ). The SEJ is one way of estimating the reliability of the judgments. It indicates how likely it would be for other panels of educators similar in make-up, experience, and standard-setting training to the current panels to recommend the same cut score on the same form of the assessment. A comparable panel’s cut score would be within 1 SEJ of the current average cut score 68 percent of the time and within 2 SEJs 95 percent of the time.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists’ judgments — was observed for both panels. The Round 2 average score is the panel’s recommended cut score (passing score).

The panels' cut score recommendations for the Praxis Special Education: Core Knowledge and Applications assessment are 67.94 for Panel 1 and 65.03 for Panel 2 (see Tables 3a and 3b). The values were rounded to the next highest whole number to determine the functional recommended cut scores — 68 for Panel 1 and 66 for Panel 2. The values of 68 and 66 represent approximately 62% and 60%, respectively, of the total available 110 raw-score points that could be earned on the assessment. The scaled scores associated with 68 and 66 raw points are 153 and 150, respectively.¹

Tables 4a and 4b present the estimated standard errors of measurement (SEM) around the recommended cut scores for each panel. A standard error represents the uncertainty associated with a test score. The scaled scores associated with 1 and 2 SEMs above and below the recommended cut scores are provided. The standard errors provided are an estimate, given that the Praxis Special Education: Core Knowledge and Applications assessment has not yet been administered.

In addition to the recommended cut scores for each panel, the average cut across the two panels is provided to help state departments of education determine an appropriate cut (or passing) score for the Praxis Special Education: Core Knowledge and Applications assessment. The panels' average cut score recommendation for the Praxis Special Education: Core Knowledge and Applications assessment is 66.49. The value was rounded to 67 (next highest raw score) to determine the functional recommended cut score. The value of 67 represents approximately 61% of the total available 110 raw-score points that could be earned on the assessment. The scaled score associated with 67 raw points is 151.² Table 3c presents the standard error of measurement (SEM) around the recommended cut score combining the information from the two panels.

Summary of Content Specification Judgments

Panelists judged the extent to which the knowledge and/or skills reflected by the Praxis Special Education: Core Knowledge and Applications assessment content specifications were important for entry-level Special Education teachers. Panelists rated the five knowledge categories and 39 knowledge/skills statements on a four-point scale ranging from *Very Important* to *Not Important*. The panelists' ratings are summarized in Table 5 (in Appendix D).

All of the five knowledge categories were judged to be *Very Important* or *Important* by more than 95% of the panelists. All but one of the 39 knowledge/skills statements (*Options for assistive technology* statement under Instruction) were judged to be *Very Important* or *Important* by more than three-quarters of the panelists. The knowledge categories of *Planning and the Learning Environment* (69% of panelists judged as *Very Important*)

¹ For reference purposes, if the recommended raw cut score were 67 or 65 points, the scaled score would be 151 or 149, respectively.

² For reference purposes, if the recommended raw cut score was 66 points, the scaled score would be 150.

and *Instruction* (64% of panelists judged as *Very Important*) were seen as most important for beginning Special Education teachers. The knowledge category of *Foundations and Professional Responsibilities* (47% of panelists judged as *Very Important*) was seen as least important.

Summary of Final Evaluations

The panelists completed an evaluation form at the conclusion of their standard setting study. The evaluation form asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. Tables 6a and 6b (in Appendix D) present the results of the final evaluations.

All panelists *agreed* or *strongly agreed* that they understood the purpose of the study and that the facilitators' instructions and explanations were clear. All but one of the panelists (on Panel 2) *agreed* or *strongly agreed* that they were prepared to make their standard setting judgments. Across the two panels, approximately two-thirds of the panelists *strongly agreed* that the standard-setting process was easy to follow. The panelists reported that the definition of the JQC most influenced their standard-setting judgments. All the panelists reported that between-round discussions was at least *somewhat influential* in guiding their judgments. One-fifth of the panelists (across the two panels) indicated that the cut scores of other panelists did not influence their judgments.

There were some minor differences between the two panels when asked to respond to their level of comfort with their panel's recommended passing score. Across both panels, three panelists indicated that they were *somewhat uncomfortable* with the recommended cut score; all other panelists indicated they were *very* or *somewhat comfortable* with their recommendation. However, seven panelists (or 30% of the panel) from Panel 1 reported being *somewhat comfortable* with their panel's recommended passing score compared to 14 panelists (or 64% of the panel) from Panel 2. For both panels, over 80% of the panelists indicated that the recommend cut score was *about right* and the remaining panelists indicating the cut score was *too low*.

Summary

To support the decision-making process for state departments of education with regards to establishing passing scores, or cut scores, for the Praxis Special Education: Core Knowledge and Applications assessment, research staff from Educational Testing Service (ETS) designed and conducted two multi-state standard setting studies. The studies also collected content-related validity evidence to confirm the importance of the content specifications for entry-level Special Education teachers. The standard setting studies involved two expert panels, comprised of teachers, administrators, and college faculty.

Standard setting was conducted using a probability-based Angoff approach. The recommended cut scores for each panel, as well as the average cut score across the two panels, are provided. The average recommended cut score across the two panels is **67** (on the raw score metric), which represents 61% of total available 110 raw-score

points (the recommended cut scores for Panels 1 and 2 are 68 and 66, respectively). The scaled score associated with a raw score of 67 on the Praxis Special Education: Core Knowledge and Applications assessment is 151.

Both panels confirmed that the knowledge and/or skills stated or implied in the Praxis Special Education: Core Knowledge and Applications assessment content specifications were important for entry-level teachers. The results of the evaluation surveys (initial and final) from each panel support the quality of the standard-setting implementation.

References

- Brandon, P.R. (2004). Conclusions about frequently studied modified Angoff standard-setting topics. *Applied Measurement in Education, 17*, 59-88.
- Educational Testing Service. (in press). *Praxis Special Education: Core Knowledge and Applications: Test at a glance*. Princeton, NJ: Author.
- Hambleton, R. K., & Pitoniak, M.J. (2006). Setting performance standards. In R. L. Brennan (Ed.), *Educational Measurement* (4 ed., pp. 433-470). Westport, CT: American Council on Education/Praeger.

APPENDIX A
Panelists' Names & Affiliations

Praxis Special Education: Core Knowledge and Application Panel 1

Panelist

Joy Banks
 Kalyn Botz
 Traci L. Branstutter
 Chris Cain
 Karen B. Clark
 Amy Costa
 Kay Cowie
 Jason Dillon
 Marisa Duarte
 Colleen A. Finegan
 Whitney Funk
 Tracy L. Haigler
 Debra Janas
 Seth Kopp
 Jason Lafreniere
 Karen Moore
 Joan Nicoll-Senft
 Melissa Post
 Diane Reaveley
 P. Nicholas Selby
 Jessica Steiger
 Bruce Sutton
 Deirdre Williams

Affiliation

Catholic University of America (DC)
 Sheyenne Valley Area Career & Technical Center (ND)
 New Haven Elementary (KY)
 Mars Hill College (NC)
 Indiana University, South Bend (IN)
 Laramie County School District 1 (WY)
 University of Wyoming (WY)
 Enslow Middle School (WV)
 Bowling Green High School (KY)
 Wright State University (OH)
 Richland\Lexington District 5 (SC)
 Orangeburg Consolidated School District 5 (SC)
 Baldwin Wallace College (OH)
 Central Middle School (DE)
 Torrington Middle School (CT)
 The Central School (DE)
 Central Connecticut State University (CT)
 Davis County School District (UT)
 Rocky Mountain Elementary School (UT)
 Carroll County Public Schools (MD)
 Bismarck Public Schools - Dorothy Moses Elementary School (ND)
 Union Pine High School (NC)
 District of Columbia Public School (DC)

Praxis Special Education: Core Knowledge and Application Panel 2

Panelist

Angela Allred
 Anne Bauer
 Ronald B. Berry, Jr.
 Jason Bryant
 Timothy Byers
 Greg Cooch
 Renae Gallagher
 Debi Gartland
 Larissa Hall
 Beth R. Handler
 Sandra Hogan
 Heather Kaiser
 Diane Pruitt Mayfield
 Megan McCorkle
 Linda McCuen
 Rebecca Meyer
 Myron Montgomery
 Jeri Owens
 L. Lawrence Riccio
 Azure Dee Smiley
 Kathryn L. Torres
 Kathleen Whitbread

Affiliation

Davis School District (UT)
 University of Cincinnati (OH)
 Dover High School (DE)
 Mercer County Schools\King Middle School (KY)
 Bluffton University (OH)
 Black Hills State University (SD)
 Wildwood Forest Elementary School (NC)
 Towson University (MD)
 Centennial Elementary (ND)
 University of Louisiana at Lafayette (LA)
 Laramie High School (WY)
 John Bassett Moore Intermediate School (DE)
 Anderson School District 5 (SC)
 Kanawha County Schools-Stonewall Jackson Middle School (WV)
 Anderson University (SC)
 E. L. Haynes Public Charter School (DC)
 Shelby County High School (KY)
 Williston-Elko High School (SC)
 Trinity University (DC)
 University of Indianapolis (IN)
 Johnson Jr High School, Laramie County School District #1 (WY)
 Saint Joseph College (CT)

APPENDIX B
Workshop Agenda

AGENDA
Praxis Special Education: Core Knowledge and Applications

Standard Setting Study

Day 1

9:00 – 9:15	Welcome and Introductions
9:15 – 9:45	Overview of Standard Setting & Workshop Events
9:45 – 9:55	Overview of the Praxis Special Education Assessment
9:55 – 10:00	Break
10:00 – 11:30	“Take” the Praxis Special Education Assessment
11:30 – 12:00	Discuss the Praxis Special Education Assessment
12:00 – 1:00	Lunch
1:00 – 2:55	Define the Knowledge/Skills of a JQC
2:55 – 3:00	Break
3:00 – 3:30	Standard Setting Training
3:30 – 5:00	Round 1 Standard Setting Judgments for Questions 1-60
5:00 – 5:15	Collect Materials; End of Day 1

AGENDA
Praxis Special Education: Core Knowledge and Applications

Standard Setting Study

Day 2

9:00 – 9:15	Overview of Day 2
9:15 – 9:30	Review of the Standard Setting Process
9:30 – 11:00	Round 1 Standard Setting Judgments for Question 61-120
11:00 – 11:15	Break
11:15 – 12:00	Round 1 Feedback & Round 2 Judgments
12:00 – 1:00	Lunch
1:00 – 2:30	Round 1 Feedback & Round 2 Judgments (continued)
2:30 – 2:45	Break
2:45 – 3:15	Specification Judgments
3:15 – 3:30	Feedback on Round 2 Recommended Cut Score
3:30 – 3:45	Complete Final Evaluation
3:45 – 4:00	Collect Materials; End of Study

APPENDIX C
Just Qualified Candidate (JQC) Definition

Description of a Just Qualified Beginning Special Education Teacher

1. Understands typical and atypical human development and behavior
2. Understands the basic characteristics and defining factors for each of the major disability categories under IDEA
3. Knows the basic characteristics and elements of lesson plans and applies them to diverse learners and environments
4. Knows how to design and implement positive behavior support systems for individuals and groups
5. Understands and applies research-based approaches to differentiating and delivering instruction to meet individual learning/behavior/social needs and styles
6. Can select, administer and interpret appropriate formal and informal assessments to make informed instructional decisions
7. Knows the major components of IDEA and other legal mandates
8. Can communicate and collaborate with families and professionals
9. Identifies and creates basic preventive strategies and interventions for at-risk learners

APPENDIX D
Results for Praxis Special Education: Core Knowledge and Applications

TABLE 2a Committee Member Demographics — Panel 1

	N	Percent
Current Position		
Teachers	11	48%
Behavior Specialist Liaison/Teacher	1	4%
Administrator/Department Head	4	17%
College Faculty	7	30%
Race		
Black or African American	5	22%
American Indian or Alaskan Native or	0	0%
Asian	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	18	78%
Hispanic or Latino	0	0%
Gender		
Female	17	74%
Male	6	26%
Are you currently certified as a Special Education teacher in your state?		
Yes	19	83%
No	4	17%
Are you currently teaching Special Education in your state?		
Yes	17	74%
No	6	26%
Are you currently supervising or mentoring other Special Education teachers?		
Yes	11	48%
No	12	52%
How many years of experience do you have teaching Special Education?		
3 years or less	1	4%
4 - 7 years	8	35%
8 - 11 years	8	35%
12 - 15 years	0	0%
16 years or more	6	26%

TABLE 2a Committee Member Demographics — Panel 1 (continued)

	N	Percent
At what K-12 grade level are you currently teaching Special Education?		
Elementary (K - 5 or K - 6)	4	17%
Middle School (6 - 8 or 7 - 9)	5	22%
High School (9 - 12 or 10 - 12)	5	22%
Not currently teaching at the K-12 level	9	39%
Which best describes the location of your K-12 school?		
Urban	8	35%
Suburban	6	26%
Rural	2	9%
Not currently working in a K-12 school	7	30%
If you are college faculty, are you currently involved in the training/preparation of Special Education teachers?		
Yes	7	30%
No	0	0%
Not college faculty	16	70%

TABLE 2b Committee Member Demographics — Panel 2

	N	Percent
Current Position		
Teachers	12	55%
Administrator/Department Head	1	5%
College Faculty	9	41%
Race		
Black or African American	2	9%
American Indian or Alaskan Native or Asian	0	0%
Native Hawaiian or Other Pacific Islander	0	0%
White	19	86%
Hispanic or Latino	1	5%
Gender		
Female	16	73%
Male	6	27%
Are you currently certified as a Special Education teacher in your state?		
Yes	16	73%
No	6	27%
Are you currently teaching Special Education in your state?		
Yes	20	91%
No	2	9%
Are you currently supervising or mentoring other Special Education teachers?		
Yes	13	59%
No	9	41%
How many years of experience do you have teaching Special Education?		
3 years or less	1	5%
4 - 7 years	8	36%
8 - 11 years	3	14%
12 - 15 years	3	14%
16 years or more	7	32%

TABLE 2b **Committee Member Demographics — Panel 2 (continued)**

	N	Percent
At what K-12 grade level are you currently teaching Special Education?		
Elementary (K - 5 or K - 6)	3	14%
Middle School (6 - 8 or 7 - 9)	3	14%
High School (9 - 12 or 10 - 12)	4	18%
Middle and High School	1	5%
Other	2	9%
Not currently teaching at the K-12 level	9	41%
Which best describes the location of your K-12 school?		
Urban	8	36%
Suburban	2	9%
Rural	3	14%
Not currently working in a K-12 school	9	41%
If you are college faculty, are you currently involved in the training/preparation of Special Education teachers?		
Yes	9	41%
No	0	0%
Not college faculty	13	59%

Table 3a Cut score Summary by Round of Judgments — Panel 1

<u>Panelist</u>	<u>Round 1³</u>	<u>Round 2</u>
1	78.70	76.80
2	53.60	58.50
3	69.05	69.55
4	64.65	64.55
5	71.40	70.05
6	87.35	81.80
7	72.80	72.05
8	69.55	72.85
9	78.45	77.15
10	65.20	65.90
11	67.60	70.90
12	59.15	59.65
13	60.20	58.70
14	61.55	61.30
15	54.55	52.40
16	61.40	59.90
17	78.05	78.15
18	55.45	61.30
19	78.90	76.20
20	76.60	73.60
21	70.20	68.50
22	64.70	61.40
23	72.00	71.50
Mean	68.31	67.94
Median	69.05	69.55
Minimum	53.60	52.40
Maximum	87.35	81.80
SD.	8.92	7.76
SEJ	1.86	1.62

³ The maximum raw score for the Praxis Special Education: Core Knowledge and Applications is 110 points.

Table 3b Cut score Summary by Round of Judgments — Panel 2

<u>Panelist</u>	<u>Round 1⁴</u>	<u>Round 2</u>
1	61.20	60.80
2	63.35	64.20
3	79.80	76.25
4	45.90	51.05
5	64.10	63.10
6	64.10	64.70
7	63.15	63.95
8	63.70	68.30
9	63.50	63.60
10	54.70	57.60
11	69.85	70.05
12	58.40	58.90
13	67.20	70.05
14	65.05	66.65
15	66.30	67.30
16	69.40	70.10
17	75.85	74.00
18	67.50	68.20
19	63.60	64.10
20	69.80	70.45
21	51.95	54.20
22	59.70	63.00
Mean	64.00	65.03
Median	63.90	64.45
Minimum	45.90	51.05
Maximum	79.80	76.25
SD.	7.35	6.08
SEJ	1.57	1.30

⁴ The maximum raw score for the Praxis Special Education: Core Knowledge and Applications is 110 points.

TABLE 4 Cut Scores within 1 and 2 SEMs of the Recommended Cut Score**(a) Panel 1**

Recommended Cut Score (SEM)		Scale Score Equivalent
68 (5.12)		153
- 2 SEMs	58	140
-1 SEM	63	146
+1 SEM	74	160
+ 2 SEMs	79	167

(b) Panel 2

Recommended Cut Score (SEM)		Scale Score Equivalent
66 (5.16)		150
- 2 SEMs	56	137
-1 SEM	61	144
+1 SEM	72	158
+ 2 SEMs	77	164

(c) Combined Across Panels

Recommended Cut Score (SEM)		Scale Score Equivalent
67 (5.14)		151
- 2 SEMs	57	138
-1 SEM	62	145
+1 SEM	73	159
+ 2 SEMs	78	166

Note: Consistent with the recommended cut score, the cut scores at the different SEMs have been rounded to the next highest whole number.

Table 5 Specification Judgments — Combined Across Panels

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
I. Development and Characteristics of Learners	24	53%	20	44%	1	2%	0	0%
A. Human development and behavior	29	64%	16	36%	0	0%	0	0%
B. Theoretical approaches to student learning and motivation	19	42%	24	53%	2	4%	0	0%
C. Basic characteristics and defining factors for each of the major disability categories	29	64%	15	33%	1	2%	0	0%
D. Impact of disabilities on individuals, families, and society across the life span	15	33%	20	44%	10	22%	0	0%
E. Impact of language, cultural, and gender differences on the identification process	18	40%	24	53%	3	7%	0	0%
F. Co-occurring conditions	8	18%	27	60%	10	22%	0	0%
G. How family systems contribute to the development of individuals with disabilities	13	29%	22	49%	9	20%	1	2%
H. Human development and behavior	14	31%	21	47%	10	22%	0	0%
II. Planning and the Learning Environment	31	69%	13	29%	0	0%	0	0%
A. Characteristics of good lesson plans	21	47%	22	49%	2	4%	0	0%
B. Basic elements of effective lesson plans	22	49%	19	42%	4	9%	0	0%
C. Learning objectives that are measurable and appropriately challenging	29	64%	15	33%	1	2%	0	0%
D. Means of providing access to the curriculum	24	53%	19	42%	2	4%	0	0%
E. Organizing the learning environment	27	60%	16	36%	2	4%	0	0%
F. Theory and practice of positive behavior supports	29	64%	12	27%	4	9%	0	0%
G. Theory and practice of effective classroom management	35	78%	9	20%	1	2%	0	0%
H. Design and maintenance of a safe and supportive classroom environment that promotes student achievement	29	64%	13	29%	3	7%	0	0%

Table 5 Specification Judgments — Combined Across Panels (continued)

	Very Important		Important		Slightly Important		Not Important	
	N	%	N	%	N	%	N	%
III. Instruction	29	64%	16	36%	0	0%	0	0%
A. Instructional strategies/techniques that are appropriate, considering students' ages and abilities	31	69%	14	31%	0	0%	0	0%
B. Instructional strategies for ensuring individual academic success in one-to-one, small group, and large group settings	29	64%	15	33%	1	2%	0	0%
C. Instructional strategies that facilitate maintenance and generalization of concepts	20	44%	25	56%	0	0%	0	0%
D. Selection and implementation of research-based interventions	20	44%	18	40%	6	13%	0	0%
E. Selection and implementation of supplementary and /or functional curriculum	9	20%	34	76%	2	4%	0	0%
F. Options for assistive technology	2	4%	29	64%	14	31%	0	0%
G. Instructional strategies/techniques that support transition goals	11	24%	25	56%	9	20%	0	0%
H. Preventive strategies and intervention strategies for at-risk learners	20	44%	21	47%	4	9%	0	0%
IV. Assessment	25	56%	19	42%	1	2%	0	0%
A. Strengths and limitations of interventions based on teacher collected evidence	16	36%	24	53%	5	11%	0	0%
B. Interprets assessment data to make or modify instructional decisions	26	58%	18	40%	1	2%	0	0%
C. Appropriate IEP goals based on assessment results	35	78%	8	18%	2	4%	0	0%
D. Adaptations to student assessments	15	33%	24	53%	6	13%	0	0%
E. Strengths and limitations of interventions based on teacher collected evidence	17	38%	24	53%	4	9%	0	0%
V. Foundations and Professional Responsibilities	21	47%	23	51%	1	2%	0	0%
A. Federal definitions	16	36%	27	60%	2	4%	0	0%
B. Federal requirements for the pre-referral, referral and identification	24	53%	16	36%	5	11%	0	0%
C. Federal safeguards of the rights of stakeholders	23	51%	18	40%	3	7%	1	2%
D. Components of a legally defensible individualized education program	30	67%	14	31%	1	2%	0	0%
E. Major legislation	13	29%	22	49%	9	20%	1	2%
F. Roles and responsibilities of the special education teacher	38	84%	6	13%	1	2%	0	0%
G. Roles and responsibilities of other professionals who deliver special education services	14	31%	24	53%	7	16%	0	0%
H. Strengths and limitations of various collaborative approaches	8	18%	30	67%	7	16%	0	0%
I. Communication with stakeholders	17	38%	26	58%	2	4%	0	0%
J. Potential bias issues that may impact teaching and interactions with students and their families	14	31%	25	56%	6	13%	0	0%

TABLE 6a Final Evaluation — Panel 1

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	18	78%	5	22%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	18	78%	5	22%	0	0%	0	0%
The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	19	83%	4	17%	0	0%	0	0%
The explanation of how the recommended cut score is computed was clear.	16	70%	7	30%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	17	74%	6	26%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	15	65%	8	35%	0	0%	0	0%
	Very Influential		Somewhat Influential		Not Influential			
How influential was each of the following factors in guiding your standard setting judgments?	N	Percent	N	Percent	N	Percent		
The definition of the Just Qualified Candidate	19	83%	4	17%	0	0%		
The between-round discussions	16	70%	7	30%	0	0%		
The cut scores of other panel members	4	17%	15	65%	2	9%		
My own professional experience	15	65%	8	35%	0	0%		
	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
Overall, how comfortable are you with the panel's recommended cut scores?	14	61%	7	30%	2	9%	0	0%
	Too Low		About Right		Too High			
	N	Percent	N	Percent	N	Percent		
Overall, the recommended cut score is:	4	17%	19	83%	0	0%		

TABLE 6b Final Evaluation — Panel 2

	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	Percent	N	Percent	N	Percent	N	Percent
I understood the purpose of this study.	19	86%	3	14%	0	0%	0	0%
The instructions and explanations provided by the facilitators were clear.	17	77%	5	23%	0	0%	0	0%
The training in the standard setting method was adequate to give me the information I needed to complete my assignment.	18	82%	3	14%	1	5%	0	0%
The explanation of how the recommended cut score is computed was clear.	11	50%	9	41%	0	0%	0	0%
The opportunity for feedback and discussion between rounds was helpful.	15	68%	7	32%	0	0%	0	0%
The process of making the standard setting judgments was easy to follow.	14	64%	7	32%	1	5%	0	0%

How influential was each of the following factors in guiding your standard setting judgments?	Very Influential		Somewhat Influential		Not Influential	
	N	Percent	N	Percent	N	Percent
The definition of the Just Qualified Candidate	20	91%	2	9%	0	0%
The between-round discussions	12	55%	10	45%	0	0%
The cut scores of other panel members	2	9%	13	59%	7	32%
My own professional experience	8	36%	12	55%	2	9%

Overall, how comfortable are you with the panel's recommended cut scores?	Very Comfortable		Somewhat Comfortable		Somewhat Uncomfortable		Very Uncomfortable	
	N	Percent	N	Percent	N	Percent	N	Percent
	7	32%	14	64%	1	5%	0	0%

Overall, the recommended cut score is:	Too Low		About Right		Too High	
	N	Percent	N	Percent	N	Percent
	2	9%	20	91%	0	0%

**Certification and Higher Education
College Reviews - 2005 to 2013**

DATE	Description
2/9/2005	Grant Colby College full, five-year approval for its professional certification program. The period of approval would be from fall 2004 through fall 2009.
2/9/2005	Grant Thomas College full, five-year approval for its elementary education program. The period of approval would be from fall 2004 through fall 2009.
2/9/2005	Grant the University of New England full, five-year approval for its initial and advanced educator preparation programs. The period of approval would be from fall 2004 through fall 2009.
3/9/2005	Terminate the authority of Andover College to confer degrees under the ownership of Educational Associates, Inc.
3/9/2005	Grant temporary approval to KHEC-Maine, Inc., to use the name of Andover College and to confer degrees with temporary approval through the academic year 2005-2006.
3/9/2005	Grant the University of Maine at Machias a full, five year approval for its teacher education program. The period of approval would be from the winter 2005 to winter 2010.
5/11/2005	Reauthorize the Antioch New England Graduate School to offer in Maine programs leading to the completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education By Design Concentrations) and Critical Skills/Education By Design Institutes. The period for approval would be from winter 2005 through winter 2009.
5/11/2005	Endorse moving from a 5-year to a 7-year approval cycle for Maine educator preparation programs that are both State approved and nationally accredited, and the Board endorses making this change in the State/NCATE partnership protocol as well as in Chapter 114 – Purpose, Standards and Procedures for the Review and Approval of Educational Personnel Preparation Programs.
8/10/2005	Accept Saint Joseph's College interim status report on its teacher educator program.

8/10/2005 Accept the Husson College interim report and extend the period of initial approval for the Husson College teacher preparation program to the fall of 2008.

8/10/2005

Accept the report of the University of Maine at Fort Kent program approval visitation team, which calls for conditional approval from spring 2005 to spring 2007 and that the unit develop and submit an interim report to the Commissioner of Education no later than February 15, 2007. The interim report should be limited to the unit's responses to the team's recommendations associated with Standards One – Initial Teacher Candidate Performance and Standard Two – Assessment System and Unit Evaluation. Following review of the interim report a recommendation will then be made to the Board as to whether the unit's approval should be extended through spring 2010.

12/14/2005 Grant Bates College full five year approval.

2/15/2006 Extend current period of approval for the College of Atlantic teacher education program to April 2010.

2/15/2006 University of Southern Maine College of Ed and Human Development to add Unified General and Special Ed Early Childhood ETEP option until 2008 regular visit.

5/10/2006 Approved Southern Illinois University to offer academic programs from spring 2006 to spring 2009.

5/10/2006 Granted New England College to offer graduate degree of science in management from spring of 2006 to spring of 2009.

5/10/2006 Extend approval Bowdoin to spring 2007.

5/10/2006 Extend approval Andover through 2006-2007 academic years.

7/12/2006 Grant conditional approval status to University of Maine at Presque Isle – submit interim report December 31, 2008.

7/12/2006 Full approval granted to University of Maine College of Education and Human Development educator prep programs.

8/9/2006 Granted Boston College to continue to offer master of social work program.

12/9/2006 Conveyed degree granting authority to the Institute for Doctoral Studies in Visual Arts for a Doctor of Visual Arts Degree conveyed to the Joint Standing Committee on Education and Cultural Affairs Committee.

- 3/14/2007 Loyola University approved from spring 2007 to spring 2012.
- 4/11/2007 University of Maine at Fort Kent interim report accepted extended approval to spring 2010.
- 4/11/2007 Grant approval to University of Maine College of Education and Human Development Educator Preparation Programs from fall 2005 to fall 2012.
- 5/9/2007 Terminate authority of Rockport College to confer degrees under the ownership of Maine Photographic workshops.
- 5/9/2007 Temporary approval to Maine Media Workshops to use the name of Rockport College and to confer degrees with temporary approval through June 30, 2008.
- 6/13/2007 Approve request from Husson College to confer the additional degree of Pharm. Doctor (P.D.).
- 6/13/2007 Approved Saint Joseph's College teacher education programs through December 31, 2009.
- 6/13/2007 Unity College teacher education program from winter 2007-2012.
- 7/11/2007 Husson College approval for degree of Juris Doctor (J.D.).
- 7/11/2007 Bowdoin College teacher prep granted approval through December 31, 2009 – required interim report.
- 9/12/2007 University of New England to confer the additional degree of Pharm. Doctor (P.D.).
- 9/12/2007 The Landing Boat School Associate degree in applied science.
- 12/12/2007 Cambridge College to offer undergraduate and graduate programs in the State of Maine.
- 3/12/2008 Adopt two proposed changes to rule as they pertain to the establishment of time limits for commencing program participation in the Opportunity Maine program approved at the December 12, 2007 meeting.
- 3/14/2008 Formally adopt amendments to chapter 115 - Certification, Authorization and Approval of Education Personnel, Part I and Part II.

7/9/2008	Approve the proposed state partnership protocol with the Teacher Education Accreditation Council (TEAC) for the joint conduct of National Accreditation and State Program approval of Maine Educator Preparation Programs effective date of September 1, 2008 to August 30, 2010.
8/12/2008	Approval of Lesley University to continue to offer the degree of Master of Education in the State of Maine - Approval from summer 2008 through summer 2011.
8/12/2008	Grant approval to Husson College of Master of School Counseling Program - This program will be reconsidered along with all other unit programs during the college's fall 2008 State site visit.
10/15/2008	Grant state approval to the Maine College of Art (MECA) for its post baccalaureate program in Arts Education K-12 - period of approval from fall 2008 to fall 2013.
11/12/2008	Endorse the National Council for the Accreditation of Teacher Education (NCATE) proposal to offer Maine State approved and NCATE accredited educator preparation programs the option of deferring their visits for one year, beginning with visits in January 2009.
2/11/2009	Approve degree granting authority and authorize Heartwood College of Art to award Master of Fine Arts degree in Maine.
2/11/2009	Approve the Early Childhood Birth to Age 5 program at the University of Maine at Farmington.
2/11/2009	Approve extending the University of Maine at Presque Isle educator preparation program to early winter 2011.
7/15/2009	Review Team accepted for Anioch University.
7/15/2009	Accept the roster of proposed Review Team members to evaluate the application from Tufts University School of Medicine, in collaboration with Maine Medical Center, to offer academic courses leading to the degree of Doctor of Medicine.
7/15/2009	Accept the roster of proposed Review Team members to assess the application from Andover College for additional degree-granting authority to confer the aforementioned degrees at the baccalaureate and associate degree levels.

7/15/2009 Accept the roster of proposed Review Team members to assess the Maine Media College application for reaffirmation of its Master of Fine Arts Degree With Name change Rockport College.

7/15/2009 Terminate the authority of Maine Media College to confer the Associate of Arts Degree.

9/16/2009 Approve Additional Degree-Granting to the Landing School for the Associate of Applied Science in Marine Industry Technology.

9/16/2009 Grant State program approval for the following University of Southern Maine educator preparation programs: Art Education; CLASS; Counselor Education; Educational Leadership; Literacy; Music Education; School Psychology; and Teacher Education Programs (TEAMS and ETEP). The period of approval will be from summer 2009 through summer 2014.

9/16/2009 Accept the Review Team's Report and grant renewal of authorization to Embry-Riddle Aeronautical University to offer academic credit programs in Maine through June 30, 2011, and that ERAU will submit an Interim Report to the State Board by June 30, 2011; the specific areas to be addressed are: institutional objectives, financial resources, facilities and student services. With the State Board's approval of the Interim Report, Embry-Riddle Aeronautical University's authorization period will be extended to June 30, 2013.

9/16/2009 Approve the proposed list of visitation team members for the Review of the University of New England Teacher Education Program.

9/16/2009 Approve the proposed list of visitation team members for the Review of the Thomas College Teacher Education Program.

9/16/2009 Approve the proposed list of visitation team members for the Review of the University of Maine at Machias Teacher Education Program.

9/16/2009 Approve the proposed list of visitation team members for the Colby College Review and that Dr. Kathy Yardley, Associate Provost and Dean, College of Education, University of Maine at Farmington, be designated team chairperson.

10/14/2009 Accept the NESCOM request to rename the Board approved Bachelor of Science in Communications degree and permit NESCOM, in addition to its prior authorization to confer the Associate of Science degree, to award either the Bachelor of Science in Communications Technology degree or the Bachelor of Science in Media Studies degree, for the student class beginning the fall semester 2010. Existing students enrolled in the program will have a choice between the Bachelor of Science in Communications Technology degree, the Bachelor of Science in Media Studies degree, or the Bachelor of Science in Communication that they originally enrolled in.

11/18/2009 Accept the Maine Media College Review Team report of findings and recommend to the Joint Standing Committee on Education and Cultural Affairs, that the Maine Media College, located in Rockport, Maine be granted continuing authorization to award the Master of Fine Arts degree.

1/13/2010 Approval of the Proposed Team to Review the Educator Preparation Programs Offered by the University of Maine at Fort Kent.

1/13/2010 Accept the Review Team's Report concerning the application from Tufts University School of Medicine, in collaboration with Maine Medical Center, to offer academic courses in Maine leading to the degree of Doctor of Medicine. Approval is effective from the fall 2009 through the fall of 2014.

1/13/2010 Accept the report of the review team for the Antioch University New England grant the request renewal to offer in Maine programs leading to the completion of requirements for the degree of Master of Education in Foundations of Education (Professional Development and Critical Skills/Education by Design concentrations) and Critical Skills/Education by Design Institutes. The period of approval is from the fall of 2009 to the fall of 2013.

1/13/2010 Accept the Saint Joseph's College Interim Report, along with the assessment of the 2007 Team Chair, Dr. Kathy Yardley, and extend the period of State program approval to the winter of 2012.

1/13/2010 Accept the Bowdoin College Interim Report and extend the period of State program approval to the spring of 2011.

2/10/2010 Accept the Review Team report of findings and grant full five-year State program approval for the University of Maine at Machias Educator Preparation Programs. The period of approval will be from the fall of 2009 through the fall of 2014.

2/10/2010 Accept the Review Team Report of Findings and grant State Program Approval to the University of New England Educator Preparation Programs. The period of approval will be from the fall of 2009 to the fall of 2014.

2/10/2010 Accept the Review Team Report of Findings and grant State program approval to the Thomas College Elementary Education program through December 31, 2011. It is further recommended that the Board require an Interim Report, addressing the Team's findings and recommendations concerning Standard 4, Diversity, be submitted to the State Board by December 31, 2011. With acceptance of this report the Board may then extend State program approval to the fall of 2014.

2/10/2010 Accept the Unity College Interim Report and extend the period of State Program Approval of its Teacher Education Program to the winter of 2012.

2/10/2010 Accept the Review Team Report of Findings and grant full five-year State Program to the Colby College Professional Educator Certification Program. The period of approval will be from the fall 2009 through the fall 2014.

3/10/2010 Accept the Review Team Report of Findings and grant additional degree-granting authority for Andover College to confer the Bachelor of Science in Criminal Justice; the Bachelor of Science in Business Administration; the Bachelor of Science in Accounting; the Bachelor of Science in Health Science; the Bachelor of Science in Nutrition Science; the Bachelor of Science in Early Childhood Education; the Associate of Science in Interdisciplinary Studies and the Associate of Applied Science in Medical Office Management degrees. It is further understood that when the Early Childhood Program is operable it will undergo State Program Approval under Provisions of Chapter 114.

4/14/2010 Approve the Review Team's report of findings and approve the request from the Great Bay Community College to offer its Associate of Science in General Studies degree in Maine at the Portsmouth Naval Shipyard. The period for approval would be from winter 2010 to winter 2013.

6/9/2010 Accept the College of the Atlantic Team Report of Findings and grant State program approval to the College's professional educator certification program from spring 2010 to spring 2015.

7/14/2010 Grant State program approval to the University of Maine at Fort Kent educator preparation programs through December 31, 2012. It is further recommended that the Board require an Interim Report, addressing the Team's recommendations concerning Standard 1, Initial Teacher Candidate Performance and Standard 3, Field Experiences and Clinical Practice. The Interim Report should be submitted to the State Board by December 31, 2012. Upon acceptance of this report the Board may then wish to extend State program approval to the spring of 2015. In addition to the Standard one and three responses we are looking for in 2012, add reports on more significant pieces (recommendations) concerning standards two and five in particular, so we know progress is being made.

12/15/2010 Extended program approval for UMPI to early winter, 2012, and that a program approval visit be scheduled for February or March 2012.

2/9/2011 Accepted review teams's recommendation to extend the Bates program from the fall of 2010 to the fall of 2015.

4/13/2011 Approved a request from the New England School of Communications to confer the additional degree of B.S. in Entertainment Production.

6/15/2011 Approved University of New England's request for exemption from requirements to obtain further authorization to grant additional degrees at the associate, baccalaureate, masters, or doctorol levels.

6/15/2011 Approved the recommendation to renew the Bowdoin College Teacher Scholars program from winter 2011 to winter 2016.

8/17/2011 Approved the request from University of New England for additional degree granting authority to confer the Doctor of Nursing Practice degree.

8/17/2011 Accepted the review team findings concerning the Lesley University application to continue to offer its graduate programs in Maine from summer, 2011 to summer, 2014.

1/11/2012 Accepted the interim report recommending the extension of program approval for Thomas College through the fall of 2014.

4/11/2012 Approved acceptance of the review team's recommendation to approve program approval for UMF from fall, 2010 through fall, 2017.

- 5/9/2012 Approved program approval for UMPI from winter 2012 through winter 2014 with an interim report required by 1-21-14.
- 5/9/2012 Approved a request by Thomas College to add an early childhood education program to its approved offerings.
- 5/9/2012 Approved review team membership to review a request by Loyola University to continue to offer programs in Maine leading to two masters degrees.
- 6/13/2012 Accepted review team findings for Unity College and granted approval from spring, 2012 to spring, 2017.
- 6/13/2012 Accepted the interim report of findings for UMFK and did not extend program approval to the spring of 2015. It was accepted as a status report and plan of action. Approval was extended to 12-31-13.
- 6/13/2012 Accepted degree granting clarification to language submitted by the Institute for Doctoral Studies in the Visual Arts.
- 6/13/2012 Extended approval for UMO's programs from the fall of 2013 to the fall of 2014.
- 11/14/2012 Accept the Review Team report and approve the request for degree authorization from the Institute for Doctoral Studies in the Visual Arts to confer the additional degree of Master of Philosophy in the Visual Arts.
- 12/12/2012 Approve the Team's Report of Findings concerning the application from Kaplan University in Maine for additional degree-granting authority to confer the aforementioned degrees at the baccalaureate and associate degree levels from Fall 2012 to Fall 2017.
- 4/9/2013 Receipt of Materials from InterCoast Career School Responding to the Lack of Rigor in Program Curriculum Relating to the Review Team Report (submitted March 13, 2013) Concerning their Application for Degree-Granting Authority.
- 4/9/2013 Receive the Response to Review Team Report and Clock Hour and Credit Hour Breakdown documents as supporting materials concerning the action agenda item of InterCoast's application during the Board's April 9, 2013 meeting.

4/9/2013 Act favorably upon the request from the Husson University School of Education to extend current program approval for its educator preparation program for six months through August, 2014 and that the program approval visit be scheduled for March, 2014. It is understood that, with a grant of this extension, the University will be limited to a maximum of 4.5 years of State program approval, instead of five years, following the 2014 Review Team visit.

Certification and Higher Education

RULE CHANGES - 2005 to 2013

DATE	Description
2/9/2005	Provisionally adopted the proposed amendments to Chapter 115, Parts I and II, Maine State Board of Education rule, Chapter 115, Certification, Authorization, and Approval of Educational Personnel.
6/15/2005	Adopted the amendments to the major substantive sections of Maine State Board of Education rule Chapter 115, Certification, Authorization, and Approval of Educational Personnel.
8/10/2005	Provisionally adopted Chapter 115, Part II, Requirements for Specific Certificates and Endorsements.
10/12/2005	Chapter 115 – approved amendments to Chapter 115. Part I and Part II.
3/15/2006	Provisionally adopted amendments to chapter 114.
4/12/2006	Adopted amendments to chapter 13.
4/12/2006	Adopted amendments to chapter 114.
6/14/2006	Final adoption of proposed amendments to chapter 115, Parts I and II.
12/13/2006	Provisionally adopted amendments to chapter 115, Part I and Part II.
6/13/2007	Chapter 13 amendments adopted.
6/13/2007	Chapter 115, Part 1 and Part 2 amendments adopted.
7/11/2007	Chapter 118 amendments adopted.
10/10/2007	Adopted changes to chapter 132: The Maine Learning Results: Parameters for Essential Instruction and Graduation Requirements.
12/12/2007	Provisionally adopted amendments to chapter 115, Part I and Part II.
12/12/2007	Adopted Opportunity Contract for chapter 469 – “An act to allow tax credits for college loan repayments”.

11/12/2008 Finally adopted chapter 13 revisions - Qualifying Examinations for Teachers, Education Specialist and Administrators .

11/12/2008 Adopted 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.

11/12/2008 Adopted chapter 170, Standards for Evaluating Requests for Degree Authorization and for Out-of-State Postsecondary Institutions Seeking to Make Academic Credit Course Offerings in Maine.

9/16/2009 Approved that no revisions be taken into rulemaking in anticipation of the 124th Legislature Second Session, and that the Committee complete the necessary work to prepare for any possible revisions to Chapter 115 that would be ready for Legislative Review during the 125th Legislature First Session.

4/14/2010 Approved the State Board of Education initiate rulemaking to allow the proposed amendments listed above to be made to Chapter 13 in accordance with the Maine Administrative Procedure Act (APA).

4/10/2010 Certification Committee recommended to strengthen Maine's pathways to teacher and leader certification - this would reopen chapter 114 and chapter 115.

6/9/2010 Adopted the proposed amendments to Chapter 13 in accordance with the Maine Administrative Procedures Act.

7/14/2010 Initiate rulemaking to repeal chapter 145 - procedures for establishing and for student participation in the Maine Opportunity Program.

7/14/2010 Support and advocate for the adoption of the Common Core State Initiative.

11/13/2010 Adopted the proposed resolution as regards to Chapter 114, Standard 4 Diversity, and that the proposed performance delineations regarding Standard 4 Diversity be employed, commencing in the Fall 2011, with educator preparation program approval visits until such time as changes to Chapter 114 standards and procedures are adopted as requirements in regulation.

5/11/2011 Proceed with rulemaking for chapter 13 - 3 Board members commit to attend the public hearing on 6-13-11.

6/15/2011 Approved recommended changes to chapter 13.

8/17/2011 Approved emergency rulemaking for chapter 13.

10/6/2011 Accepted proposed changes to chapter 13.

12/14/2011 Provisional adoption of chapter 115 changes.

4/11/2012 Final adoption of changes to chapter 115.

5/9/2012 Accepted recommended revisions to chapter 114 based on the stakeholders group work.

6/13/2012 Approved a recommendation to proceed with rulemaking to chapter 13.

8/13/2012 Adoption of chapter 114.

8/13/2012 Approved changes to chapter 13.

10/11/2012 Accepted recommendations to proceed with rulemaking for chapter 115 (school psychologists and speech pathologists).

5/15/2013 Initiate rulemaking to allow the proposed amendments listed above to be made to Chapter 13 in accordance with the Maine Administrative Procedure Act (APA)

6/12/2013 Tabled the proposed changes to Maine Rule Chapter 132 (Maine's Learning Results: Parameters for Essential Instruction).

7/10/2013 Approval to adopt proposed changes to Chapter 13, "Qualifying Examinations for Teachers, Educational Specialists, and Administrators".

**Certification and Higher Education
Other - 2005 to 2013**

DATE	Description
5/11/2005	Adopted the Praxis II Content Area Assessments that have been validated for Maine administration and the Stakeholders recommended passing scores for each of the assessments as listed. Test score data for all Praxis II Content Assessments will be reviewed after a two-year administration; no later than September 1, 2007.
3/12/2008	Approved CTE 5 year plan.
6/11/2008	Granted an amended certificate of organization to Maine School Administrative District #34.
7/9/2008	Accepted the amendment of Exhibit #IV.C., and approve the established process for the Issuance of Certificates of Organization for Regional School Units.
5/13/2009	Adopted revised Policy and Procedures Manual.
2/10/2010	State Board of Education does not endorse Ford Made in America Partnership. The Board voted three in favor (Nancy Perkins, Ann Weisleder, and Lynda Doyle), one opposed (Jeffrey Vermette) and three abstained (Steven Pound, Marilyn Tardy and James Banks, Sr.). Motion Carried.
5/19/2010	Voted three in favor, with five members opposed that the State Board of Education support the Maine Coalition for Excellence in Education (MCEE) "Prepare Maine" Core Priorities because as a global proposal it is very similar, in many areas, to the content of the State Board of Education's Strategic Plan and the Board's ongoing discussions. However, be it resolved that the Board reserves the right to weigh in on the details of the content of this proposal, as they are developed and/or brought to the Board for action in the future. The State Board of Education will "collaborate", not sign on.
5/19/2010	Approved a procedure for requiring and appointing State Board Observer for teacher prep program reviews.

7/14/2010 Received the June 30, 2010 Report of the Professional Standards Board and refer the report to the Certification and Higher Education Committee of the State Board of Education for consideration of the recommendations of the Board; and, that the Committee will then bring to the State Board, within the 60 day requirement, proposed actions on the Professional Standards Board's recommendations.

7/14/2010 Support and advocate for the adoption of the Common Core State Initiative.

8/10/2010 Approved the action plan from Certification Committee for the Professional Standards Board to fulfill a 60 day requirement .

1/11/2012 Approved changes to statute regarding criminal history record information and to entities providing document management.

College Reviews

- 12/14/2005 Grant Bates College full five year approval
- 2/15/06 Extend current period of approval for the College of Atlantic teacher education program to April 2010
- University of Southern Maine College of Ed and Human Development to add Unified General and Special Ed Early Childhood ETEP option until 2008 regular visit
- 5/10/06 Approved Southern Illinois University to offer academic programs from spring 2006 to spring 2009
- Granted New England College to offer graduate degree of science in management from spring of 2006 to spring of 2009
- Extend approval Bowdoin to spring 2007
- Extend approval Andover through 2006-2007 academic years
- 7/12/06 Grant conditional approval status to University of Maine at Presque Isle – submit interim report December 31, 2008
- Full approval granted to University of Maine College of Education and Human Development educator prep programs
- 8/9/06 Granted Boston College to continue to offer master of social work program
- 12/9/06 Conveyed degree granting authority to the Institute for Doctoral Studies in Visual Arts for a Doctor of Visual Arts Degree conveyed to the Joint Standing Committee on Education and Cultural Affairs Committee
- 3/14/07 Loyola University approved from spring 2007 to spring 2012
- 4/11/07 University of Maine at Fort Kent interim report accepted extended approval to spring 2010
- Grant approval to University of Maine College of Education and Human Development Educator Preparation Programs from fall 2005 to fall 2012
- 5/9/07 Terminate authority of Rockport College to confer degrees under the ownership of Maine Photographic workshops

Temporary approval to Maine Media Workshops to use the name of Rockport College and to confer degrees with temporary approval through June 30, 2008

6/13/07 Approve request from Husson College to confer the additional degree of Pharm. Doctor (P.D.)

Approved Saint Joseph's College teacher education programs through December 31, 2009

Unity College teacher education program from winter 2007-2012

7/11/07 Husson College approval for degree of Juris Doctor (J.D.)

Bowdoin College teacher prep granted approval through December 31, 009 – required interim report

9/12/07 University of New England to confer the additional degree of Pharm. Doctor (P.D.)

The Landing Boat School Associate degree in applied science

12/12/07 Cambridge College to offer undergraduate and graduate programs in the State of Maine

Chapters

- 10/12/05 Chapter 115 – approved amendments to Chapter 115. Part I and Part II
- 3/15/06 Provisionally adopted amendments to chapter 114
- 4/12/06 Adopted amendments to chapter 13
Adopted amendments to chapter 114
- 6/14/06 Final adoption of proposed amendments to chapter 115, Parts I and II
- 12/13/06 Provisionally adopted amendments to chapter 115, Part I and Part II
- 6/13/07 Chapter 13 amendments adopted
Chapter 115, Part 1 and Part 2 amendments adopted
- 7/11/07 Chapter 118 amendments adopted
- 10/10/07 Adopt changes to chapter 132: The Maine Learning Results: Parameters for Essential Instruction and Graduation Requirements
- 12/12/07 Provisionally adopt amendments to chapter 115, Part I and Part II
Adopted Opportunity Contract for chapter 469 – “An act to allow tax credits for college loan repayment

Appendix C

OUT-OF-STATE INSTITUTIONS OPERATING IN MAINE - Review of Maine State Board Minutes from March / 2005 thru 2013

IN COMPLIANCE

Antioch University New England – State Board of Education Minutes, 1/13/2010, pgs, 6 & 7, record approval period from **Fall 2009 to Fall 2013**.

Review was in August 2009, SBE approval in December 2009

Susan Dreyer Leon (EdD) Core Faculty and Director of Experienced Educator Program, 603-283-2315 sdreyerleon@antioch.edu. Previous was Dr. Tom Julius in 2009.

Great Bay Community College – Expires Winter 2013. See 4/14/2010 Board minutes, pgs. 7 & 8.

SBE review was April 2010. Will Arvelo, President warvelo@greatbay.edu

Lesley University – Expires Summer 2014 – See 8/17/11 Board minutes, pg. 8.

Tufts University – Expires Fall 2014. See 1/13/2010 Board minutes, pg. 6 Partnership with MMC for Physician training.

OUT OF COMPLIANCE

Loyola University – Expired 4/2012

3/14/2007 Board minutes, records approval period from Spring 2007 – Spring 2012.

5/9/2012 Board minutes, pg.7, records approval of review team to meet w/Loyola mid-June 2012. Finding no other Board discussions or records re Loyola until 11/14/2012 where Harry comments that Loyola has requested review of their pastoral ministry program.

Thomas Ryan tfryan@loyno.edu Title: Professor/Director LU Ministry (504)865-2069

UPDATE: Electronic documents sent 5/19/13 towards degree approval. Put in 2013 folder under Loyola, P-Drive. Contact Cecelia Bennett, cbennett@layno.edu

Southern New Hampshire University – Expired Fall 2012. See 3/11/2009 Board minutes, approval period Fall 2008 – Fall 2012, pg.4. **Bo Yerxa**, Director SNHU Maine Center for Continuing Education phone: 207.725.6486 or 800.427.9238 BoYerxa@SNHU.edu

UPDATE: Spoke with Bo Yerxa on 5/15/13. Working on documentation for review. Will submit July 15, 2013 or when new person arrives.

New England College – Expired 2009. See 5/10/2006 Board minutes, pg. 3.

Last communication with Harry in 2011 about new program sites for Masters programs in Management and Education. Contact: Demetra Blanchard, Sr Asst to VPAA, (603) 428-2375, dblanchard@nec.edu. Mark Watman, Interim VPAA, (603) 428-2908, mwatman@ned.edu

FILE MISSING

UPDATE: Contact, Demetra Blanchard, dblanchard@nec.edu. Working on materials for submission.

Appendix C

CLOSED

Boston College – **Expired 9/2010.** See 8/9/2006 Board minutes, pg.2. Master of Social Work. FY classes held

at SMCC, others at Chestnut Hill campus. Field components at ME sites. **Alberto Godenzi, Dean, Boston Colleg**

Graduate School of Social Work. 617.552.0866, alberto.godenzi@bc.edu

Embry-Riddle Aeronautical University –expired.

Approval period 9/2009 – 9/2013 only pending – dependent on Interim Report filed w/State Board by 6-30-11, see pg 7 of Minutes, 9/16/2009.

Southern Illinois University - Expired Spring 2009 See 5/10/2006 Board minutes, pg. 2. MS Health Education. John Nicklow, Provost, 618-453-5744, nicklow@siu.edu FILE MISSING Have on-line exempt status.

Wheelock College – Expired Spring 2012. See 4/9/2008 Board minutes, pgs. 5 & 6. **Gallos, Joan V.** Vice President of Academic Affairs 617-879-2448 JGallos@wheelock.edu **McKibbens, Donna Dr.** Associate Dean of Education, *Elementary Education* 617-879-2242 dmckibbens@wheelock.edu Julie Thomson Asst. Director of off-campus programs jthomson@wheelock.edu.

University of South Carolina,– period 05-08 Master in Library and Information Science. **Gayle Douglas-Johnson, Assoc. Dean** e-mail: gayledouglas@sc.edu **Phone:** 803.777.5066 2009 proposal for an on-line cohort...no evidence of result of proposal Switched to On-line program

Cambridge College - Expired 12/2011. See 12/12/2007 Board minutes. FILE MISSING **Elwood Robinson Ph.D.,** Provost and Vice President for Academic Affairs, **Mary Ann Joseph Ph.D.,** Acting Dean, School of Management. MaryAnn.joseph@cambridgecollege.edu, 617-873-0227.

**Appendix C Educator Program and Degree-Granting Review
2009-2016**

MAINE INSTITUTIONS	MAINE INSTITUTIONS
<p><i>Bangor Theological Seminary</i> [CLOSED 6/2013]</p>	<p><i>College of the Atlantic</i> Bar Harbor, ME [Next Review: Spring 2015] [Last Review: 4/25-28/2010]</p>
<p><i>Bates College</i> Lewiston, ME [Next Review: Fall 2016] [Last Review: 9/26-29/2010]</p>	<p><i>Husson University</i> Bangor, ME [Next Review: Fall 2013] Approved: 2/9/2008</p>
<p><i>Beal College</i> Bangor, ME Re: BS, Criminal Justice [2/2012 – Board approved Review Team. 4/2012 – Martha Harris reports to Board on her participation]</p>	<p><i>Heartwood College of Art</i> Kennebunk, ME [2/11/2009 Board approved Masters of Fine Arts]</p>
<p><i>Bowdoin College</i> Brunswick, ME [Next Review: Winter 2016]</p>	<p><i>Kaplan University</i> Lewiston, ME [Next Review: Fall 2017] [Last Review: Fall 2012] Approved: BS & Associate Degrees</p>
<p><i>Colby College</i> Waterville, ME [Next Review: Fall 2014] [Last Review: 11/29-12/2/2009]</p>	<p><i>Landing School, The</i> Arundel, ME [8/2009 Board approved Associate Applied Science in Marine Industry Technology]</p>

MAINE INSTITUTIONS	MAINE INSTITUTIONS
<p>Maine College of Art Portland, ME</p> <p>[Next Review: 11/10-13/2013]</p>	<p>UMaine at Machias</p> <p>[Next Review: Fall 2016] or Fall 2014 [Last Review: 11/15-18/09]</p>
<p>Maine Media Rockport, ME</p> <p>[CLOSED: MAY 2009]</p>	<p>UMaine at Orono</p> <p>[Next Review: Fall 2014]</p>
<p>Saint Joseph's College Standish, ME</p> <p>[Next Review: Winter 2017]</p>	<p>Thomas College Waterville, ME</p> <p>[Next Review: Fall 2014] [Last Review: 11/1-4/2009]</p>
<p>UMaine at Augusta</p>	<p>UMaine at Presque Isle</p> <p>[Next Review: Winter 2016]</p>
<p>UMaine at Farmington</p> <p>[Next Review: Fall 2017] or Fall 2018 [Conducted: 10/3-5/2010]</p> <p>University of Maine at Farmington*</p> <p>STATE/NCATE JOINT VISIT</p>	<p>Unity College Unity, ME</p> <p>[Next Review: Winter 2017]</p>
<p>UMaine at Fort Kent</p> <p>[Next Review: Spring 2015] [Last Review: 3/21-24/2010]</p>	<p>University of New England Biddeford, ME</p> <p>[Next Review: Fall 2014]</p>

MAINE INSTITUTIONS	MAINE INSTITUTIONS
<p><i>University of Southern Maine</i></p> <p>[Next Review: Fall 2016]</p>	

Notes:

1. Andover College became part of Kaplan University.
2. Institute for Doctoral Studies – on 5/2013 Alisa Johnson corresponded w/ Director Galluzzo that, “This letter serves as official confirmation of your exempt status in the State of Maine. As an official 501c3 non-profit institution, Salt Institute for Documentary Studies is exempt under MRS 20-A, Chapter 147, Rules for the Licensing of Privately Owned Business, Trade and Technical Schools – Proprietary Schools. Exemptions: Educational programs offered by any non-profit corporation. Thus, Salt may offer non-credit bearing certificates or courses without State of Maine authorization.”
3. Grace Evangelical College & Seminary - ?

OUT-OF-STATE INSTITUTIONS	OUT-OF-STATE INSTITUTIONS
<p><i>Antioch University New England</i> Keene, New Hampshire</p> <p>[Next Review: Fall 2013]</p> <p>Current Approval: Fall 2009 to Fall 2013]</p> <p>*In compliance</p>	<p><i>Great Bay Community College</i> Portsmouth, New Hampshire</p> <p>[Next Review: 12/2013]</p> <p>[Next Review: [Last Review: 2/3/2010]</p> <p>*In compliance</p>
<p><i>Boston College</i> Boston, Massachusetts</p> <p>[EXPIRED: 9/2010]</p>	<p><i>InterCoast Career Institute</i> Portland, Maine</p> <p>[Per SBE – to Legislature 4/9/13]</p>
<p><i>Cambridge College</i> Cambridge, Massachusetts</p> <p>[EXPIRED: 12/2011]</p> <p>Last Approval: 12/2007 to 12/2011. First Authorization: 2007</p>	<p><i>Lesley University</i> Cambridge, Massachusetts</p> <p>[EXPIRES: SUMMER 2014]</p> <p>Current Approval: 8/2008-8/2011 First Authorization: 1996</p> <p>*In compliance</p>
<p><i>Embry-Riddle Aeronautical University</i></p> <p>[EXPIRED]</p> <p>[Last Approval: 9/2009-9/2013 (Pending: approval dependent interim Report due 6/30/11)]</p> <p>*Confirmed May 2013 – Not operating in State of Maine</p>	<p><i>Loyola University</i> New Orleans, Louisiana</p> <p>[EXPIRED: 4/2012]</p> <p>[Last Approval: 4/2007-4/2012] [First Authorization: 1994-1997]</p> <p>*Out of compliance</p>

OUT-OF-STATE INSTITUTIONS	OUT-OF-STATE INSTITUTIONS
<p><i>MMC-Tufts School of Medicine</i> Portland, Maine</p> <p>[EXPIRES: FALL 2014]</p> <p>[Next Review:</p> <p>*In compliance</p>	<p><i>Southern New Hampshire University</i> Manchester, New Hampshire</p> <p>[EXPIRED: FALL 2012]</p> <p>Last Approval: 12/2008-12/2012 First Authorization: 2003</p> <p>*Out of compliance</p>
<p><i>New England College</i> Henniker, New Hampshire</p> <p>[EXPIRED: 2009]</p> <p>Last Approval: 5/2006-5/2010 First Authorization: 2006</p> <p>Note: 2011 Communicated w/HE MDOE re new program sites for Masters programs in Management and Education - 2013 Working on materials for submission.</p> <p>*Out of compliance</p>	<p><i>Wheelock College</i> Boston, Massachusetts</p> <p>[EXPIRED: SPRING 2012]</p> <p>First Authorization: 1998 Current Approval: 5/2008-5/2012</p>
<p><i>Southern Illinois University</i> Carbondale, Illinois</p> <p>[EXPIRED: SPRING 2009]</p> <p>Last Approval: 10/2006-10/2010 First Authorization: 2006</p>	

Appendix D

Major Capital School Construction Flow Chart

Federal Qualified School Construction Bond Program (QSAB) Approvals

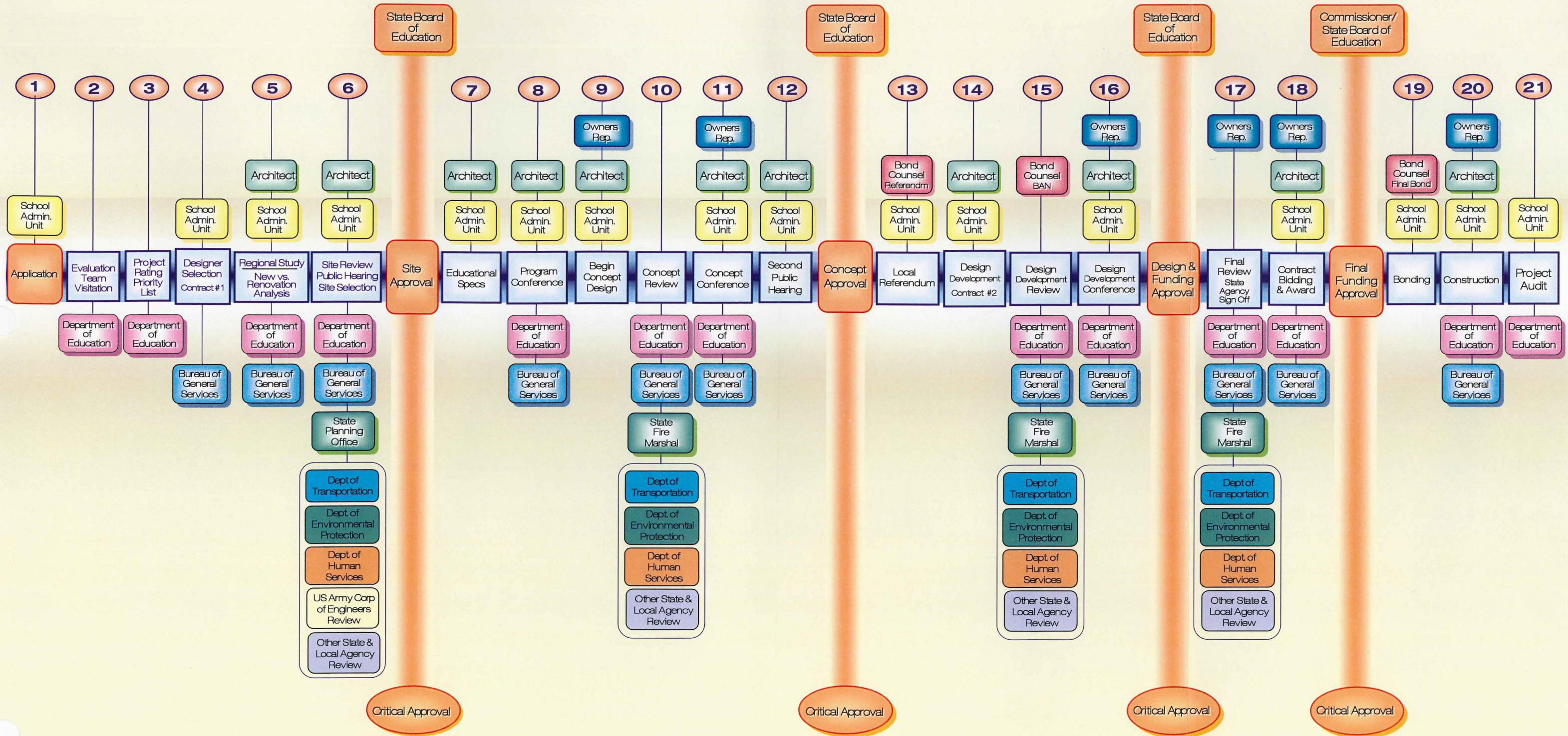
Federal Qualified Zone Academy Bonds (QZAB) Approvals

School Construction Approval List

MAJOR CAPITAL IMPROVEMENT PROGRAM

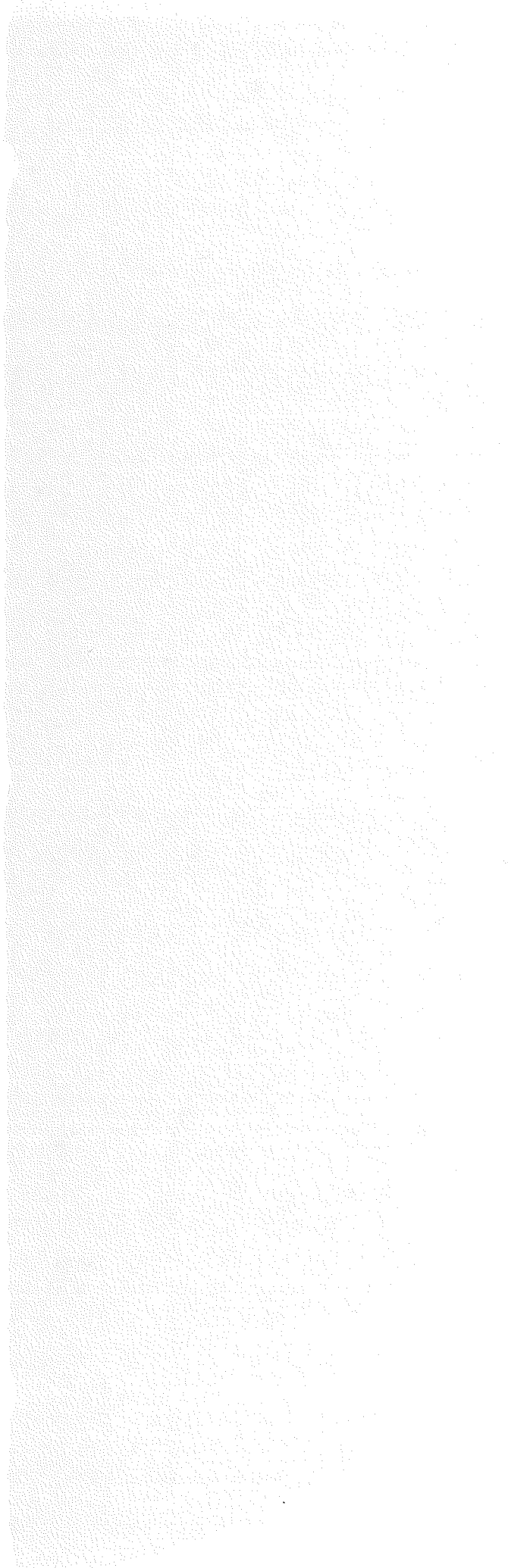
School Construction Review and Approval Process

○ Design-Bid-Build Project Delivery Method



This guideline provides an overview for project planning purposes. Please refer to the School Construction Project Workbook & the State Board of Education Rules for School Construction for additional information on the school construction process.

Note: Timing and requirements for Owners Representative may vary.



QSCB Approvals

Date	SAU	Allocation
7/16/2009	Lewiston	\$ 2,750,000
	RSU 80	\$ 600,000
	RSU 22	\$ 1,734,526
	RSU 35	\$ 2,341,119
	RSU 60	\$ 571,550
	Tech Reg 3	\$ 2,333,000
3/10/2010	Greenville	\$ 1,250,000
	RSU 61	\$ 9,210,000
	AOS 92 Waterville	\$ 5,000,000
4/14/2010	Lisbon	\$ 350,000
	RSU 17/SAD 17	\$ 1,325,000
	RSU 18	\$ 1,780,892
	RSU 60/SAD 60	\$ 225,000
6/9/2010	Lewiston	\$ 1,610,000
	RSU 26	\$ 3,604,181
	RSU 29/SAD 29	\$ 905,655
	RSU 34	\$ 3,000,000
	RSU 49/SAD 49	\$ 740,000
	RSU 60/SAD 60	\$ 250,000
8/10/2010	RSU 26	\$ 645,000
	RSU 29/SAD 29	\$ 144,345
3/9/2011	Augusta	\$ 355,980
	Bangor	\$ 5,610,000
	Madawaska	\$ 2,700,000
	Millinocket	\$ 1,465,000
	RSU 18	\$ 3,000,000
	RSU 34	\$ 2,300,000
	RSU 74	\$ 539,189
	AOS 92/Waterville	\$ 943,859
	AOS 97/Fayette	\$ 225,000
	AOS 97/Winthrop	\$ 1,350,000
11/9/2011	Bangor	\$ 2,800,000
	Brewer	\$ 5,446,390
	York	\$ 1,288,466
	RSU 24	\$ 1,449,345
	RSU 44/SAD 44	\$ 1,300,000
	RSU 54/SAD 54	\$ 1,863,205
	RSU 86/SAD 20	\$ 1,321,142
1/9/2013	Brewer	\$ 2,691,136
	York	\$ 1,436,052
	RSU 9	\$ 440,932

RSU 17/MSAD 17	\$	1,242,063
RSU 22/MSAD 22	\$	282,963
RSU 25	\$	667,715
RSU 44/MSAD 44	\$	372,619
RSU 55/MSAD 55	\$	656,637
RSU 73	\$	745,238
RSU 80/MSAD 4	\$	405,741
RSU 88/MSAD 24	\$	173,061

QZAB Approvals		
Date	SAU	Allocation
4/5/2006	MSAD 49	\$ 840,000.00
4/5/2006	MSAD 11	\$ 496,170.00
7/12/2006	MSAD 54	\$ 1,031,830.00
7/12/2006	Lewiston	\$ 735,000.00
9/12/2006	MSAD 54	\$ 90,000.00
6/13/2007	Waterville	\$ 965,000.00
6/13/2007	MSAD 54	\$ 965,639.00
2/22/2008	Lewiston	\$ 516,279.00
2/22/2008	Waterville	\$ 516,279.00
2/22/2008	MSAD #9	\$ 444,802.00
7/16/2009	Auburn	\$ 1,048,382.00
7/16/2009	Jay	\$ 150,000.00
7/16/2009	AOS 92-Waterville	\$ 4,333,368.00
7/16/2009	RSU 22	\$ 1,365,000.00
7/16/2009	RSU 38	\$ 38,250.00
4/11/2012	AOS 92/Waterville	\$ 2,200,000.00
4/11/2012	Westbrook	\$ 2,050,000.00
4/11/2012	Auburn	\$ 1,057,323.00

State of Maine

Department of Education
School Facilities Services



Approved Projects List

Major Capital Improvement Program
Rating Cycle 2010-2011

The Commissioner of the Department of Education recommends the following list of School Priorities to the State Board of Education as defined in State Board of Education Chapter 61, Rules for Major Capital School Construction Projects.

<u>Priority</u>	<u>School Unit</u>	<u>Project Name</u>	<u>Total Points</u>
1	RSU 64 - Corinth	Morison Memorial School	144.67
2	Sanford School Department	Sanford High School & Regional Technical Center	142.57
3	RSU 19 - Newport	Newport Elementary School	141.74
4	Sanford School Department	Emerson School	141.17
5	RSU 72 - Fryeburg	Charles A. Snow School	140.40
6	RSU 19 - Newport	Nokomis Regional High School	140.24

Appendix E

Perkins Financials

Program Review

George M. Briggs Financial

Carl D Perkins

Maine State Board of Education Report

For period ending 12/31/08

	STATE ADMINISTRATION 5%	STATE LEADERSHIP (9%-NON-TRAD SETASIDE)	NON-TRAD SETASIDE (UP TO \$150,000)	CORRECTIONS (1% OF GRANT) GRANT FUNDS	TARGETED RESERVE (8.5% OF BASIC GRANT) GRANT FUNDS	TITLE 1C BASIC GRANT FUNDS
REPORT CATG.	P3A	PL7	PSA	PIG	PTA	P2G
prior year funds within 27 month fed grant period	\$ 270,363.06	\$ 663,507.48	\$ 9,331.38	\$ 10,096.08	\$ 240,712.31	\$ 516,996.63
FY09 ALLOCATED AMOUNT	<u>\$ 311,773.00</u>	<u>\$ 471,190.00</u>	<u>\$ 90,000.00</u>	<u>\$ 62,355.00</u>	<u>\$ 530,014.00</u>	<u>\$ 4,770,122.00</u>
TOTAL	\$ 582,136.06	\$ 1,134,697.48	\$ 99,331.38	\$ 72,451.08	\$ 770,726.31	\$ 5,287,118.63
FUNDS SPENT IN FY09 AS OF 12/31/08	<u>\$ 134,543.15</u>	<u>\$ 271,213.40</u>	<u>\$ 47,835.26</u>	<u>\$ 19,193.28</u>	<u>\$ 289,351.61</u>	<u>\$ 2,986,421.77</u>
AVAILABLE-EXPENDED	\$ 447,592.91	\$ 863,484.08	\$ 51,496.12	\$ 53,257.80	\$ 481,374.70	\$ 2,300,696.86
FUNDS ENCUMBERED				\$ (39,000.00)	\$ (270,352.00)	\$ (2,287,259.00)
TOTAL	\$ 447,592.91	\$ 863,484.08	\$ 51,496.12	\$ 14,257.80	\$ 211,022.70	\$ 13,437.86

Numerous vancancies over 4 years due to hiring freezes
 only one vacancy remaining
 funds being used at a much higher % per year in FY09
 allotted (amount allotted per year minus funds needed) shortfall of approx \$140,000 per year
 funds would keep all employees and operating funding for approx 4 years - fed funds may increase in that timeframe
 \$250,000 available of state leadership funds to meet federal national skill attainment requirement
 \$200,000 of targeted reserve grant funds available to cushion grantee shortfall for onwe additional transition year

Carl D Perkins

Maine State Board of Education Report

For the period ending 12/31/09

TITLE	STATE ADMINISTRATION -5%	STATE LEADERSHIP (9%-NON-TRAD SETASIDE (UP TO \$150,000))	NON-TRAD SETASIDE	CORRECTIONS (1% OF GRANT) GRANT FUNDS	TARGETED RESERVE (8.5% OF BASIC GRANT) GRANT FUNDS	TITLE 1C BASIC GRANT FUNDS	TOTALS
REPORT CA P3A		PL7	PSA	PIG	PTA	P2G	
prior yr fund	\$ 273,820.98	\$ 675,312.68	\$ (10,205.26)	\$ 14,263.79	\$ 229,159.07	\$ 418,266.09	\$ 1,600,617.35
FY10 ALLOC	\$ 311,773.00	\$ 471,169.00	\$ 90,000.00	\$ 62,355.00	\$ 530,014.00	\$ 4,770,122.00	\$ 6,235,433.00
total	\$ 585,593.98	\$ 1,146,481.68	\$ 79,794.74	\$ 76,618.79	\$ 759,173.07	\$ 5,188,388.09	\$ 7,836,050.35
reserve used to cushion grant shortfall					\$ (163,760.00)	\$ 163,760.00	
Returned checks					\$ 70,382.67	\$ 37,757.00	\$ 108,139.67
FUNDS SPEN	\$ 91,862.43	\$ 328,392.93	\$ 28,350.39	\$ 36,088.00	\$ 361,296.00	\$ 2,963,528.00	\$ 3,809,517.75
AVAILABLE	\$ 493,731.55	\$ 818,088.75	\$ 51,444.35	\$ 40,530.79	\$ 304,499.74	\$ 2,426,377.09	\$ 4,134,672.27
FUNDS COMMITTED							
GRANT (COMMITTED ON GRANT ACCOUNTING SYSTEM)				\$ 40,530.00	\$ 63,831.00	\$ 2,388,620.00	\$ 2,492,981.00
GRANT (COMMITTED BY FORMULA)							\$ -
CONTRACTS		\$ 5,250.00					\$ 5,250.00
							\$ -
							\$ -
TOTAL	\$ 493,731.55	\$ 812,838.75	\$ 51,444.35	\$ 0.79	\$ 240,668.74	\$ 37,757.09	\$ 1,636,441.27

Numerous vacancies over 4 years due to hiring freezes

2 vacancies remaining

funds being used at a much higher % per year in FY10 due to reclasses and filled vacancies

allotted (amount allotted per year minus funds needed) shortfall of approx \$140,000 per year

funds would keep all employees and operating funding for approx 4 years - fed funds may increase in that timeframe

\$250,000 available of state leadership funds to meet federal national skill attainment requirement

\$200,000 of targeted reserve grant funds available to cushion grantee shortfall for one additional transition year

Carl D Perkins

Maine State Board of Education Report

For the period ending 12/31/10

A	B	C	D	E	F	G	H
TITLE	STATE ADMINISTRATION -5%	STATE LEADERSHIP (9%-NON-TRAD SETASIDE)	NON-TRAD SETASIDE (UP TO \$150,000)	CORRECTIONS (1% OF GRANT) GRANT FUNDS	TARGETED RESERVE (8.5% OF BASIC GRANT) GRANT FUNDS	TITLE 1C BASIC GRANT FUNDS	TOTALS
REPORT CATG.	P3A	PL7	PSA	PIG	PTA	P2G	
prior yr funds within 27 month fed grant period as of 7/1/10	\$ 341,273.34	\$ 519,597.36	\$ 3,750.37	\$ -	\$ 254,987.05	\$ 143,842.41	\$ 1,263,450.53
FY 11 ALLOCATED AMOUNT	\$ 311,773.00	\$ 471,169.00	\$ 90,000.00	\$ 62,355.00	\$ 530,014.00	\$ 4,770,122.00	\$ 6,235,433.00
total	\$ 653,046.34	\$ 990,766.36	\$ 93,750.37	\$ 62,355.00	\$ 785,001.05	\$ 4,913,964.41	\$ 7,498,883.53
reserve used to cushion grant shortfall Returned checks					\$ 16,170.61	\$ 45,434.17	\$ 61,604.78
FUNDS SPENT IN FY 11 AS OF 12/31/10	\$ 116,887.87	\$ 398,263.08	\$ 43,437.53		\$ 192,871.00	\$ 2,025,401.00	\$ 2,776,860.48
AVAILABLE-EXPENDED	\$ 536,158.47	\$ 592,503.28	\$ 50,312.84	\$ 62,355.00	\$ 608,300.66	\$ 2,933,997.58	\$ 4,783,627.83
FUNDS COMMITTED							
GRANT (COMMITTED ON GRANT ACCOUNTING SYSTEM)				\$ 62,355.00	\$ 332,804.00	\$ 2,888,630.00	\$ 3,283,789.00
GRANT (COMMITTED BY FORMULA)							\$ -
CONTRACTS		\$ 38,550.00					\$ 38,550.00
							\$ -
							\$ -
TOTAL	\$ 536,158.47	\$ 553,953.28	\$ 50,312.84	\$ -	\$ 275,496.66	\$ 45,367.58	\$ 1,461,288.83

Numerous vacancies over 4 years due to hiring freezes
funds being used at a much higher % per year in FY10 due to reclasses and filled vacancies
allotted (amount allotted per year minus funds needed) shortfall of approx \$140,000 per year
funds would keep all employees and operating funding for approx 4 years - fed funds may increase in that timeframe
\$250,000 available of state leadership funds to meet federal national skill attainment requirement
\$200,000 of targeted reserve grant funds available to cushion grantee shortfall for one additional transition year

Carl D Perkins

Maine State Board of Education Report

For the period ending 12/31/11

	3032-P3A	3034-PL7	3033-PSA	3073-PIG	3040-PTA	3030-P2G		
TITLE	STATE	STATE	NON-TRAD	CORRECTIONS	TARGETED RESERVE	TITLE 1C		
	ADMINISTRATION	LEADERSHIP	SETASIDE	(1% OF GRANT)	(8.5% OF BASIC GRANT)	BASIC		
	-5%	(9%-NON-TRAD SETASIDE)	(UP TO \$150,000)	GRANT FUNDS	GRANT FUNDS	GRANT FUNDS	GRANT FUNDS	TOTALS
REPORT CATG.	P3A	PL7	PSA	PIG	PTA	P2G		
prior yr funds within 27 month fed grant period as of 7/1/11	\$ 385,516.00	\$ 293,883.00	\$ (579.00)	\$ -	\$ 260,074.00	\$ 249,537.60	\$ 1,188,431.60	
FY12 ALLOCATED AMOUNT	\$ 273,412.00	\$ 432,142.00	\$ 60,000.00	\$ 54,682.00	\$ 420,067.00	\$ 4,227,940.00	\$ 5,468,243.00	
total	\$ 658,928.00	\$ 726,025.00	\$ 59,421.00	\$ 54,682.00	\$ 680,141.00	\$ 4,477,477.60	\$ 6,656,674.60	
reserve used to cushion grant shortfall								
Returned checks					\$ 82,124.79	\$ 68,263.34	\$ 150,388.13	
FUNDS SPENT IN FY12 AS OF 12/31/11	\$ 152,571.74	\$ 223,431.87	\$ 16,660.78		\$ 77,837.89	\$ 1,264,833.95	\$ 1,735,336.23	
AVAILABLE-EXPENDED	\$ 506,356.26	\$ 502,593.13	\$ 42,760.22	\$ 54,682.00	\$ 684,427.90	\$ 3,280,906.99	\$ 5,071,726.50	
FUNDS COMMITTED								
GRANT (COMMITTED ON REIMBURSEMENT ACCOUNTING SYSTEM)					\$ 558,690.11	\$ 2,995,573.50	\$ 3,554,263.61	
GRANT (COMMITTED BY FORMULA)				\$ 54,682.00		\$ 53,953.00	\$ 108,635.00	
CONTRACTS		\$ 11,925.40					\$ 11,925.40	
							\$ -	
							\$ -	
TOTAL	\$ 506,356.26	\$ 490,667.73	\$ 42,760.22	\$ -	\$ 125,737.79	\$ 231,380.49	\$ 1,396,902.49	

Numerous vacancies over 4 years due to hiring freezes

2 vacancies remaining

funds being used at a much higher % per year in FY10 due to reclasses and filled vacancies

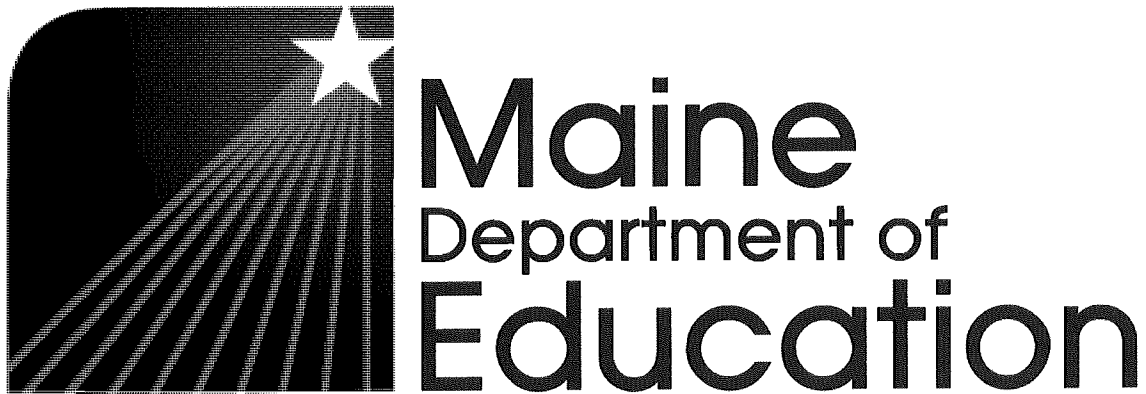
allotted (amount allotted per year minus funds needed) shortfall of approx \$140,000 per year

funds would keep all employees and operating funding for approx 4 years - fed funds may increase in that timeframe

per january2012	reduction in \$ from prior year	red % reduction from prior year	% reduction from FY10
FY 2010 July 1, 2010-June 30, 2011	\$ 1,160,911,000.00		
FY 2010 July 1, 2010-June 30, 2011- TECH PREP	\$ 102,923,000.00		
SUBTOTAL	\$ 1,263,834,000.00		
FY 2011 (initial allocation) July 1, 2011- June 30	\$ 1,123,659,000.00	\$ 140,175,000.00 #	11.09% 11.09%
FY 2011 (final allocation-1.5% cut) July 1, 2011-	\$ 1,122,164,000.00	\$ 141,670,000.00 #	0.13% 12.20%
FY 2012 (after 0.189% cut from initial FY12 approp) Ju	\$ 1,123,030,000.00	\$ (866,000.00) #	-0.08% 12.13%

Carl D Perkins		Maine State Board of Education Report				For the period ending 12/31/12		
TITLE	STATE	STATE	NON-TRAD	CORRECTIONS	TARGETED RESERVE	TITLE 1C		
	ADMINISTRATION	LEADERSHIP	SETASIDE	(1% OF GRANT)	(8.5% OF BASIC G	BASIC		
	-5%	(9%-NON-TRAD SETASIDE)	(UP TO \$150,000)	GRANT FUNDS	GRANT FUNDS	GRANT FUNDS	TOTALS	
REPORT CATG.	P3A	PL7	PSA	PIG	PTA	P2G		
FY 11 funds within 27 month fed grant period as of 7/1/2012	144,560.93	148,223.80	(0.35)	38,841.66	160,835.99	23,621.47	516,083.50	
FY 12 funds within 27 month fed grant period as of 7/1/2012	\$ 271,288.51	\$ 200,415.43	\$ (1,056.68)	\$ 38,189.81	\$ 312,241.53	\$ 744,803.71	\$ 1,565,882.31	
FY 13 ALLOCATED AMOUNT	\$ 276,181.00	\$ 407,126.00	\$ 90,000.00	\$ 55,236.00	\$ 469,508.00	\$ 4,225,573.00	\$ 5,523,624.00	
total	\$ 692,030.44	\$ 755,765.23	\$ 88,942.97	\$ 132,267.47	\$ 942,585.52	\$ 4,993,998.18	\$ 7,605,589.81	
Funds returned from Mountain View Youth Development Ctr				\$ 12,535.21			\$ 12,535.21	
Returned funds						\$ 67,100.00	\$ 67,100.00	
FUNDS SPENT IN FY13 AS OF 12/31/12	\$ 93,988.99	\$ 110,036.46	\$ 28,665.78	\$ 9,387.68	\$ 324,037.07	\$ 1,292,382.80	\$ 1,858,498.78	
AVAILABLE-EXPENDED	\$ 598,041.45	\$ 645,728.77	\$ 60,277.19	\$ 110,344.58	\$ 618,548.45	\$ 3,768,715.38	\$ 5,801,655.82	
FUNDS COMMITTED								
12 GRANT (COMMITTED ON REIMBURSEMENT ACCOUNTING SYSTEM)					\$ 37,208.19	\$ 79,453.21	\$ 116,661.40	
13 GRANT (COMMITTED ON REIMBURSEMENT ACCOUNTING SYSTEM)					\$ 146,834.71	\$ 2,667,221.18	\$ 2,814,055.89	
13 GRANT - OBLIGATED, FUNDS NOT YET REQUESTED								
GRANT (COMMITTED BY FORMULA)				\$ 55,194.00	\$ 165,000.00	\$ 963,947.00	\$ 1,184,141.00	
12 CONTRACTS		\$ 5,021.00					\$ 5,021.00	
							\$ -	
							\$ -	
TOTAL	\$ 598,041.45	\$ 640,707.77	\$ 60,277.19	\$ 55,150.58	\$ 269,505.55	\$ 58,093.99	\$ 1,681,776.53	
Numerous vancancies over 4 years due to hiring freezes								
4 vacancies remaining								
alloted (amount alloted per year minus funds needed) shortfall of approx \$140,000 per year								
funds would keep all employees and operating funding for approx 4 years - fed funds may increase in that timeframe								
\$250,000 available of state leadership funds to meet federal national skill attainment requirement								
\$150,000 of targeted reserve grant funds available to cushion grantee shortfall for one additional transition year								

STATE OF MAINE
DEPARTMENT OF EDUCATION
CAREER AND TECHNICAL EDUCATION
COMPREHENSIVE SCHOOL REVIEW



SELF-STUDY OVERVIEW

COMPREHENSIVE SCHOOL REVIEW

OVERVIEW

The standards and procedures that govern career and technical instruction at the secondary level in the state of Maine are set forth in Maine Department of Education Rule Chapter 232, "Standard Criteria for Maine Secondary Vocational Programs. Chapter 232 calls for site-based program reviews every five years.

In 2001, MDOE's Career and Technical Education (CTE) team researched the current standards present in NEASC's technical education review materials and assimilated appropriate items along with concepts and requirements in Maine Department of Education Rule Chapters 125 and 127 dealing with curriculum, instruction, and assessment. CTE also incorporated its best thinking with respect to changes in Rule Chapter 232 defining quality programs.

The Comprehensive School Review process is designed to serve two interrelated but distinct functions: public accountability and institutional improvement:

1. Comprehensive School Reviews provide a measure of accountability by demonstrating for its key stakeholders including legislators, state and federal agencies, sending schools, community members, students, and parents that the institution has clearly defined and appropriate educational objectives, appears to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so.
2. Comprehensive School Reviews promote institutional improvement by leading the staff through a critical and extensive self-examination of the school's goals, operations, and results and by providing an informed analysis and judgment by peers external to the institution.

The ultimate goal of a Comprehensive School Review is the continuous enhancement of the quality of education for each student served.

MDOE/CTE SCHOOL REVIEW SUGGESTED TIMELINE

The following timeline presents a typical schedule for illustration purposes. Any participating CTE center/region may choose to negotiate an alternate timeline.

1. Orientation Introduction and orientation to the self-study and visitation process for the participating center/region administration and designated others, (e.g., advisory board members, student services coordinator, and faculty department leaders).

Staff Introduction and Orientation MDOE representatives meet with center faculty and staff to review the goals and procedural details of the self-study and visitation.

Timeframe: 1 year prior to scheduled review

2. Technical Assistance MDOE representatives assist center/region project coordination team, lending technical assistance as necessary in the development of the self-study document. **Timeframe: 1 year prior to scheduled review**

3. Draft Self-Study Review The participating center/region electronically submits their program and standards self-study reports to MDOE CTE. MDOE staff review draft self-study documents, checking to assure that all necessary materials are complete and ready for review by the visiting team.

Timeframe: 6 weeks prior to scheduled review

4. Pre-visit MDOE staff and visiting team leader(s) visit center/region to address visit details such as needs of the visiting team in work area and supporting documentation. This may only be necessary for the facilities portion of the review but is available to schools for all report areas.

Timeframe: Periodically throughout the year

5. Team Visit The center/region will host the visiting team, which will review documents, meet with staff, and inspect the facilities. The visiting team will provide an exit interview for the director and other designated staff. At this time, any health and safety issues identified will be conveyed to allow for immediate action.

Timeframe: Date established during the Orientation visit

6. **Draft Report** The visiting team leader will provide a draft report for the director's review and comment. The director's comments should be limited to factual information and not the findings of the report.

Timeframe: 8 weeks after the completion of School Review

7. **Final Report** The final report will be based on the Self-Study document and the visiting team's findings. The report will offer both commendations and recommendations and, if necessary, specific directives to address any significant health and safety issues.

Timeframe: 3 months after completion of the School Review

8. **Five-Year Follow-up** CTE will make a two-day site visit to the CTE center/region as a final follow-up and to conclude the comprehensive school review process and set the stage for the full review in 5 years.

ROLES OF STEERING COMMITTEE AND SUBCOMMITTEES

A key part of the Comprehensive School Review is the committee work done by the center/region during the 10-month self-study process. It is expected that a steering committee consisting of administrators and a cross-section of staff be organized early in the process to map out strategies and responsibilities for completing the self-study.

For each of the eight (8) school-wide standards and for each of the programs at the center/region, it is suggested that a subcommittee be formed to gather information and answer the questions posed in each unit of the Standards Self-Study and the Programs Self-Study documents.

The director will appoint subcommittee chairs and a sufficient number of members to accomplish each task. Depending on the scope and demands of each subcommittee, it may be expedient to appoint some school staff to more than one subcommittee. (Of course, smaller schools will have to organize subcommittees and assign overlapping responsibilities in a way that makes the best use of staff time and resources.)

Each subcommittee will meet on a regular basis, assign tasks to members as appropriate, and keep a written record of meeting minutes and agendas. It is also critical that each subcommittee develop a plan of action that includes interim progress reports to the steering committee and final deliverables.

Subcommittees will draw information from the self-study of each program area. Program areas will provide reports for review by the Visiting Team prior to the site visit.

If a subcommittee needs clarification on any of its assigned tasks, the respective chair should bring that question to the steering committee.

If further explanation is needed, the subcommittee chair or the administration can contact Dwight A. Littlefield at the Maine Department of Education, dwight.a.littlefield@maine.gov.

SCHOOL-WIDE STANDARDS OVERVIEW

The following paragraphs provide brief descriptions of the eight school-wide standards that will be a major focus of the Comprehensive School Review. A second focus for review will be the individual programs offered at the CTE center/region.

Please note that while the eight standards will be reviewed from the school-wide perspective, many of them will also be taken into consideration during the program self-studies. For example Standards and assessments will naturally be incorporated into program reviews. Other standards may also provide insight during certain program reviews.

1. Standards and Assessment

The school frequently and carefully measures, with a variety of methods, student progress toward all goals, including affirmative action and school climate. This information is aggregated and used to evaluate programs, direct instruction, and related resources. The school demonstrates evidence of well-planned and periodically evaluated industry recognized standards for all programs. The school demonstrates a carefully coordinated effort to provide instructional processes which have consistently resulted in a learning environment that promotes excellence and supports affirmative action and school climate. Teachers strive to meet the instructional needs of all students. Instruction furthers knowledge of industry recognized standards and the *Common Core State Standards*.

2. Yearly Goals and Expectations

The school has a clearly written mission statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the districts' philosophies. The statement shows evidence of long and short-range planning and assures the involvement of teachers, administrators and community in the process of development and evaluation. Teachers and administrators have high educational and behavioral expectations for all students. The staff demonstrates its belief that all students can learn essential skills and beyond.

3. Community/School Relations

The school shall have a written, collaboratively-planned program of community outreach which supports affirmative action and encourages parent/guardian and community involvement in the educational process toward the achievement of the school's goals and objectives. School goals, procedures, and student progress are regularly discussed with and communicated to parents/guardians and citizens in ways which are appropriate, including for individuals with English as a second language.

4. Facilities

The school plant, site, and equipment are sufficient to support the programs of the school and meet accessibility standards for individuals with disabilities. They are maintained to ensure the safety and health of all occupants and offer an effective setting for the delivery of high quality programs and services to all students.

5. Leadership

The school is effectively managed and provides leadership that promotes the achievement of educational excellence. Instructional leaders make decisions based primarily on instructional and curricula goals that support school climate. Instructional leaders set high expectations from goals, monitor student progress, and direct resources to meet these goals.

6. School Climate and Affirmative Action

The school has a climate that promotes individual self-esteem; high expectations for achievement; acceptance of the differences among people to include issues of race, gender, and disability; and a positive attitude toward learning. The climate enhances and encourages learning and promotes an atmosphere of non-discrimination. Staff consistently models these behaviors for all students.

7. Staff Development

The school has a carefully planned staff development program which supports issues of school climate and which is guided by sound educational theory that promotes exemplary practices. This written plan evolves from the school's affirmative action goals

as well as instructional and curricula goals. Developmentally appropriate programs are available for new and experienced staff.

8. Student Services

The school shall provide staff, facilities and materials necessary to offer comprehensive student services for all students. Student records and permanent files shall be kept and monitored in a confidential and secure manner.

Appendix E – George Briggs Financial

GEORGE BRIGGS FUNDS

private foundation

	fy08	fy09	fy10	fy11	fy12	fy13	fy14
<u>REVENUE</u>							
JULY	\$ 14,169.34	\$ 17,323.12	\$ 17,141.15	\$ 13,790.17	\$ 15,812.09	\$ 15,048.22	\$ 9,853.26
JANUARY	\$ 15,866.56	\$ 17,321.25	\$ 15,006.08	\$ 5,994.71	\$ 14,140.60	\$ 11,892.26	\$ 50,000.00
TOTAL PER YEAR	\$ 30,035.90	\$ 34,644.37	\$ 32,147.23	\$ 19,784.88	\$ 29,952.69	\$ 26,940.48	\$ 59,853.26

5% of market value-new IRS rule \$ 28,748.05 \$ 22,078.55 IRS rule funds combined with July payment

	* no award in FY08						
<u>EXPENDITURES</u>							
DIRECTORS PROJECT-MACTE (MAVEA)	\$ -	\$ (70,000.00)	\$ (20,000.00)	\$ (25,000.00)	\$ (25,000.00)	\$ (30,000.00)	\$ (30,000.00)
TOTAL PER YEAR							

REVENUE-EXPENDITURES \$ 30,035.90 \$ (35,355.63) \$ 12,147.23 \$ 23,532.93 \$ 27,031.24 \$ (3,059.52) \$ 29,853.26

TOTAL FUNDS AVAILABLE TO DATE \$ 68,111.94 \$ 34,837.39 \$ 40,330.43 \$ 42,741.31 \$ 73,072.35 \$ 77,161.45 \$ 109,378.06

TOTAL IN FY05

key bank national association
 account #10101160026640
 Edward Deluccia 866-238-8650