

MAINE STATE LEGISLATURE

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

PAUL R. LEPAGE
GOVERNOR

JAMES E. RIER, JR.
ACTING COMMISSIONER

November 1, 2013

Senator Rebecca Millett, Chair
Representative W. Bruce MacDonald, Chair
Joint Standing Committee on Education and Cultural Affairs
100 State House Station
Augusta, Maine 04333-0100

Dear Senator Millett and Representative MacDonald:

I am pleased to submit this Program Evaluation Report from the Maine Department of Education in accordance with the State Government Evaluation Act, 3 MRSA §951 et seq. On behalf of the Department, I want to extend our appreciation for your willingness to establish a modified review which is nevertheless a very comprehensive report incorporating the information most critical to your understanding of Department operations.

I believe within these pages you will find a Department committed to putting learners first and supporting educators with best practices, school improvement assistance and professional development. These make up the foundation for building upon our goal of ensuring that quality educational services are delivered to all Maine students so they leave school prepared for the rigors of college, careers and civic life.

Also, the Department has spent the past several years improving its transparency and accountability. We have restructured our organizational chart and staff duties so that all State, federal and grant monies correspond to the proper positions and work being done. I want to thank the committee for its support of our restructuring with the position and funding realignments contained in the past several budgets.

I look forward to discussing this report with the committee as you proceed with the review due for completion on March 1, 2014.

Sincerely,

James E. Rier, Jr.
Acting Commissioner of Education

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SENATE

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State of Maine
ONE HUNDRED AND TWENTY-SIXTH LEGISLATURE
COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

May 1, 2013

Commissioner Stephen Bowen
Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Re: Government Evaluation Act Review

Dear Commissioner Bowen:

The Joint Standing Committee on Education and Cultural Affairs has voted unanimously to establish a modified review process for the Department of Education during the 126th Legislature in accordance with the provisions of the Government Evaluation Act (please see enclosed summary of the provisions of the Maine Revised Statutes, Title 3, chapter 35).

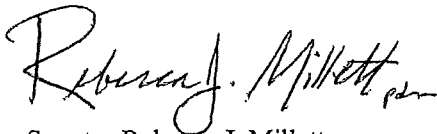
Pursuant to the Government Evaluation Act, we respectfully request that you prepare a modified program evaluation report for review by the committee no later than November 1, 2013. The Education and Cultural Affairs Committee requests that the following information be included in the modified program evaluation report:

1. The mission, vision and core functions of the Department of Education, including but not limited to the department's organizational chart, an overview of the department budget and the programs administered by the department;
2. A brief snapshot of the status of public education in Maine and a narrative describing what department leadership anticipates to be the opportunities and challenges ahead; or, in other words, the emerging issues that the department envisions for public education in Maine in the near-term to long-term future;
3. An update on the status of the various elements of the Department of Education's strategic plan, including the goals and objectives, the resources needed, the timeline and benchmarks established to implement the plan, what has been achieved to date, potential changes to the strategic plan as the department moves forward to implement the strategic plan, any necessary legislative initiatives that the department may propose in the upcoming session related to implementation of the strategic plan and potential changes to the department's organization or structure as proscribed by the strategic plan in anticipation of the emerging issues cited in item 2 above; and
4. A summary of Department of Education rules and any relevant federal regulations.

We request that you prepare a detailed outline of the modified program evaluation report items listed above and submit the outline to the Education and Cultural Affairs Committee for review no later than June 1, 2013.

After we receive your outline, we will schedule a work session to finalize the modified program evaluation report that must be submitted to the Education and Cultural Affairs Committee by November 1, 2013. The committee will conduct its review of the Department of Education during the 2nd Regular Session and complete its review by March 1, 2014.

The Education and Cultural Affairs Committee looks forward to receiving your modified program evaluation report and to working with the Department of Education in the review process. If you have any questions regarding this review, please contact Phillip McCarthy, our Legislative Analyst, at the Office of Policy and Legal Analysis at 287-1670. Thank you for your time and attention to this matter.



Senator Rebecca J. Millett
Senate Chair

Sincerely,



Representative W. Bruce MacDonald
House Chair

cc: Members, Joint Standing Committee on Education and Cultural Affairs
Greg Scott, DOE
Marion Hylan Barr, OPLA
Phillip D. McCarthy, OPLA

Enclosure: The Government Evaluation Act: A Summary of Legislative Issues

THE GOVERNMENT EVALUATION ACT

A Summary of Legislative Issues

Prepared by the Office of Policy & Legal Analysis, Maine State Legislature
November 2012

The Government Evaluation Act (GEA) provides for periodic legislative review of the efficacy and performance of state government agencies. The Act (3 MRSA chapter 35) applies to all agencies and governmental entities that receive General Fund money or that are established by statute.

GEA review is conducted by the joint standing committee of jurisdiction. The Act specifies a schedule for the review of agencies, but the reviewing committee may, by 2/3 vote, modify the schedule.

Once a GEA review is initiated by a committee and the committee notifies the agency it intends to go forward with the review (see timeline below), the agency must compile and submit a "program evaluation report," which must include the following (the committee may direct that other information be provided):

- Enabling or authorizing law, including any federal mandates;
- Comparison of agency-relevant federal laws/rules and state laws/agency rules;
- A detailed performance assessment of each program administered by the agency;
- Organizational structure, position count, job classes, organizational flow chart;
- Compliance with federal and state health and safety laws;
- 10-year financial summary;
- Regulatory agenda and summary of rules adopted;
- Efforts to coordinate with other state and federal agencies in achieving program objectives;
- Identification of constituencies served, noting any changes or projected changes;
- Use of alternative delivery systems, including privatization, in meeting goals and objectives;
- Identification of emerging issues;
- Policies on managing personal information, implementation of information technology, and adherence to the fair information practice principles; and
- Detailed information on paperwork required to be filed with the agency by the public and paperwork-reduction efforts.

Review Timeline: First Regular Session (*See reverse side for waiving the review process)

By April 1st
Committee of jurisdiction reviews list of agencies scheduled for review in 2nd session

By May 1st
Committee notifies agency of intent to review during the 2nd Regular Session.

By Nov. 1st
Agency must submit the Program Evaluation Report to the committee of jurisdiction.

Review Timeline: Second Regular Session

By Feb. 1st
Committee of jurisdiction must begin its review of agencies scheduled.

By March 15th
Committee must submit to the full Legislature its findings, recommendations and any legislation required to implement recommendations.

Follow-up
Note: The Committee may establish a follow-up review procedure for the agency.

Review Schedule* in Current Law for the 126th Legislature by Committee Jurisdiction

Agriculture, Conservation and Forestry

No reviews scheduled in law

Business Research and Economic Development

Maine Development Foundation

Department of Economic and Community Development

Criminal Justice

No reviews scheduled in law

Education and Cultural Affairs

Department of Education

State Board of Education

Health and Human Services

No reviews scheduled in law

Inland Fisheries and Wildlife

No reviews scheduled in law

Insurance and Financial Services

No reviews scheduled in law

Judiciary

No reviews scheduled in law

Labor

Maine Public Employees Retirement System

Legal and Veterans' Affairs

No reviews scheduled in law

Marine Resources

Atlantic States Marine Fisheries Commission

Department of Marine Resources

Natural Resources

Saco River Corridor Commission

State and Local Government

Maine Governmental Facilities Authority

State Civil Service Appeals Board

State Claims Commission

Taxation

No reviews scheduled in law

Transportation

Maine Turnpike Authority

Utilities and Energy

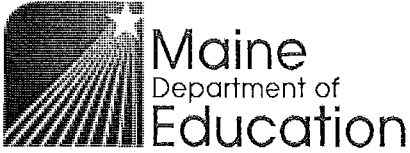
Public Advocate

Telecommunications Relay Services Advisory Council

***Waiver from established review**

On or before April 1st of any first regular session, the committee of jurisdiction shall review the list of agencies scheduled for review in §959. However a committee may, with a 2/3 vote of all committee members, do one of the following with regard to an agency review:

- Exempt an agency or independent agency from review and establish a new review date;
- Establish a modified review process in which an agency or independent agency may be asked to provide more or less information than required by the law; or
- Add an agency or independent agency for review, except that an agency that has been reviewed in accordance with this chapter in the legislative session immediately preceding the current legislative session may not be added for review



Paul R. LePage
Governor

Stephen L. Bowen
Commissioner

23 State House Station

Augusta, Maine 04333-0023

207-624-6600

www.maine.gov/doe

TO: Senator Rebecca Millett, Chair
Representative Bruce MacDonald, Chair, and Members of the Joint Standing
Committee on Education and Cultural Affairs

FROM: Stephen L. Bowen, Commissioner

DATE: May 31, 2013

SUBJECT: Government Evaluation Act Review

Thank you for your letter in which you describe the establishment of a modified review process and report item to be included for the Department of Education during the 126th Legislature in accordance with the provision of the Government Evaluation Act, MRSA, Title 3, Chapter 35.

In accordance with your request, you will find attached a detailed outline of the modified program evaluation report items.

We look forward to discussing this outline and the work schedule with you and understand that we are to submit the Program Evaluation Report to you by November 1, 2013 and that you will complete your review by March 1, 2014.

Government Evaluation Act Maine Department of Education Outline

1. State and Federal Statutory Authority and Responsibilities

- Copy of Mission and Vision Statement
- Organizational Chart
- Budget Overview
- 10 Year Budget Summary
- 10 Year Staff Levels
- Program Team and Other Initiative Summaries

2. Overview of Public Education in Maine (A State of the State)

- Status of Public Education
- Snapshot of Current Education Data
- Emerging Issues
 - Current
 - Near Term
 - Long Term

3. Strategic Plan Index

- Strategic Plan Framework
- Implementation of the Five Core Priorities of the Strategic Plan with Goals, Objectives and Action Steps
- Timelines and Benchmarks
- Achievements to Date
- Proposed Changes
 - To Implement Legislation or Address Emerging Issues
 - In Resource Needs
 - In Organizational Structure To Implement Strategic Plan and Address Emerging Issues

4. Inventory of State and Federal Enabling Rules and Regulations

- Operational Matrix of State and Federal Education Rules
- 2013-2014 Regulatory Agenda



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
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MISSION STATEMENT

Our mission is to provide leadership and to collaborate with educators and learning communities in order to ensure that every learner has the opportunity to be successful.

General Funds: \$1,002,542,589
 Federal Funds: \$219,325,448
 Special Revenue: \$27,804,584
 FHM: \$213,720
 GF Positions: 86.0
 Federal Positions: 71.5
 Spec. Rev. Positions: 5.0

Commissioner of Education
 Jim Rier - Acting

Special Services
 Jan Breton

General Fund: \$489,283
 GF PS: \$312,966
 Federal Funds: \$60,790,843
 GF Positions: (4.0 GPA) 4.0
 Federal Positions: 23.0

Learning Through Technology
 Jeff Mao

General Fund:(GPA) \$14,970,089
 GF PS: \$597,048
 Federal Funds: 0
 Special Rev. Funds: \$6,297,930
 GF Positions: (7.0 GPA) 7.0
 Federal Positions: 0.0

School Finance & Operations
 Suzan Beaudoin

General Fund: \$934,735,094
 GF PS: \$1,745,018
 Federal Funds: \$49,319,333
 Special Rev. Funds: \$14,634,231
 FHM: \$213,720
 GF Positions: (11.0 GPA) 23.0
 Federal Positions: 7.0
 Spec. Rev. Positions: 3.0

Leadership Team

General Fund: \$1,516,673
 GF PS: \$1,132,726
 Federal Funds: \$7,090,392
 Special Rev. Funds: \$6,578,904
 GF Positions: 12.0
 Spec. Rev. Positions: 1.0

Learning Systems Team
 Rachele Tome

General Fund: \$10,838,924
 GF PS: \$1,721,766
 Federal Funds: \$97,541,670
 Special Rev. Funds: \$117,849
 GF Positions: 18.5
 Federal Positions: 33.5
 Spec. Rev. Positions: 1.0

IDEA Federal Programs
 • State Agency Clients
 • Due Process
 • Monitoring & Support
 • Special Purpose Private Schools

Positions
 0 (GF)
 22 (Fed)
 22

Special Projects
 Vacant
 • MLTI Laptop Program
 • Online Learning
 • Library Media Services
 • Maine School & Library Network

Positions
 6 (GPA)
 0 (Fed)
 6

School Finance, Compliance & Governance
 Vacant
 • GPA - School Funding
 • School/Construction Audit

Positions
 6 (GPA)
 2 (GF)
 8

Commissioner's Office
 • Commissioner
 • Deputy Commissioner
 • Chief of Staff
 • Deputy Chief of Staff
 • Director of Policy & Programs

Positions
 8 (GF)
 0 (Fed)
 8

Standards and Instruction
 Anita Bernhardt
 • Regional Representatives
 • Higher Education

Positions
 9 (GF)
 5 (Fed)
 14

Support Services
 • Youth Developmt Centers

4 (GPA)
 0 (Fed)
 4

Education in the Unorganized Territories

General Fund: \$12,007,244
 GF PS: \$2,782,166
 Federal Funds: \$318,708
 Special Rev. Funds: \$8,135
 GF Positions: 21.5
 Federal Positions: 2.0

School Nutrition
 Walter Beesley
 • School Breakfast/Lunch
 • Summer Meals Program

2 (GF)
 7 (Fed)
 8

Communications
 Samantha Warren

1 (GF)
 0 (Fed)
 1

Adult Education
 Gail Senese
 • Adult Basic Literacy
 • GED

3 (GF)
 2 (Fed)
 5

School Facilities/Transportation
 Scott Brown
 • Major Capital Construction
 • Revolving Renovation
 • Transportation - Busses

1 (GPA)
 3 (SR)
 4

Legislative Liaison
 Vacant

2 (GF)
 0 (Fed)
 2

Career & Technical Education
 Margret Harvey

3.5 (GF)
 9.5 (Fed)
 12.0

Child Development Services
 Cindy Brown

General Fund: \$27,985,282
 GF PS: \$0.00
 Federal Funds: \$2,296,439
 GF Positions: 0.0
 Federal Positions: 1.0

Maine Community Service

Special Revenue: \$167,535
 GF PS: \$0.00
 Federal Funds: \$1,968,063
 GF Positions: 0.0
 Federal Positions: 5.0

Maine Educational Data Management
 Brian Snow
 • School/Student Data
 • Longitudinal Data System
 • State/federal Data Reports

3 (GPA)
 0 (Fed)
 4

Federal Liaison
 Jaci Holmes
 • USDOE contact
 • ARRA Report/Compliance

1 (SR)
 0 (Fed)
 2

Health and Physical Education

2 (GF)
 6 (Fed)
 8

Educator Certification
 Mark Cyr
 • Certification Services
 • Criminal History Records

8 (GF)
 0 (Fed)
 8

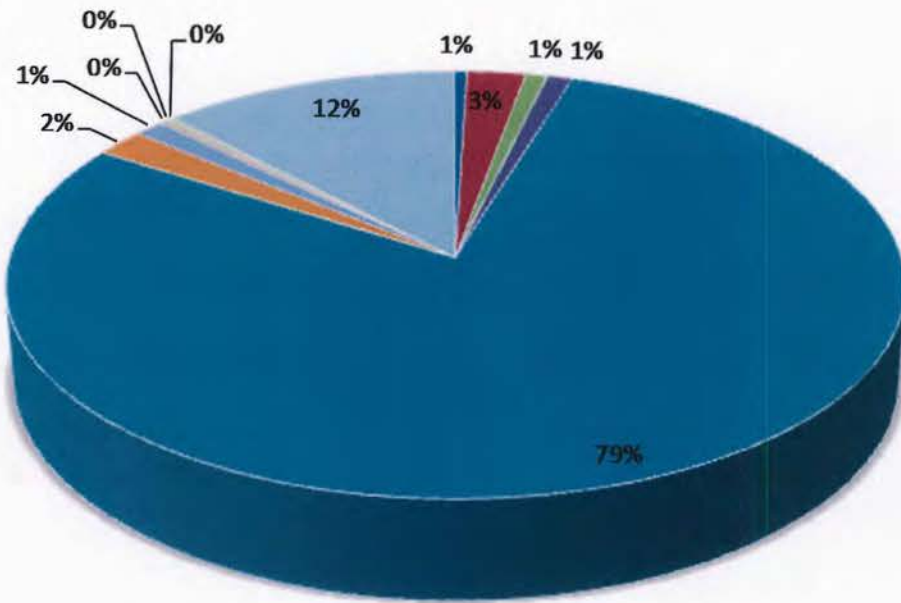
School Approval
 Randy Kassa
 • School Approval
 • Home Schooling

1 (GF)
 0 (Fed)
 1

Accountability and Assessment
 Vacant
 • Title I - Disadvantaged
 • Title II - Teacher Quality
 • Title III - ESL
 • Title IV - Rural Education

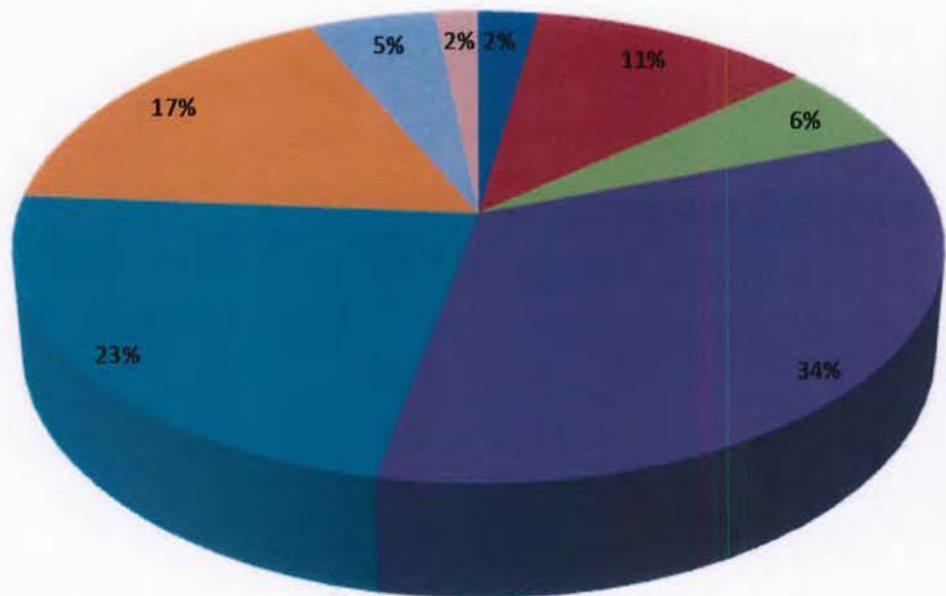
1 (SR)
 11 (Fed)
 12

Maine Department of Education
 FY14 General Fund Budget - \$1.2 Billion
 September 25, 2013



- Adult Education \$5.9m
- Child Development Services \$28m
- Department Operations \$10.4m
- Educ Unorg Territory \$12m
- General Purpose Aid for Local Schools \$927.2m
- Health Insurance - Retired Teachers \$24m
- Learning Through Technology \$14.6m
- Other Grants/Contracts for SAU's \$3.3m
- Retired Teachers Group Life Insurance \$3.4m

Maine Department of Education
FY14 Operating Budget - \$10.4m
September 25, 2013

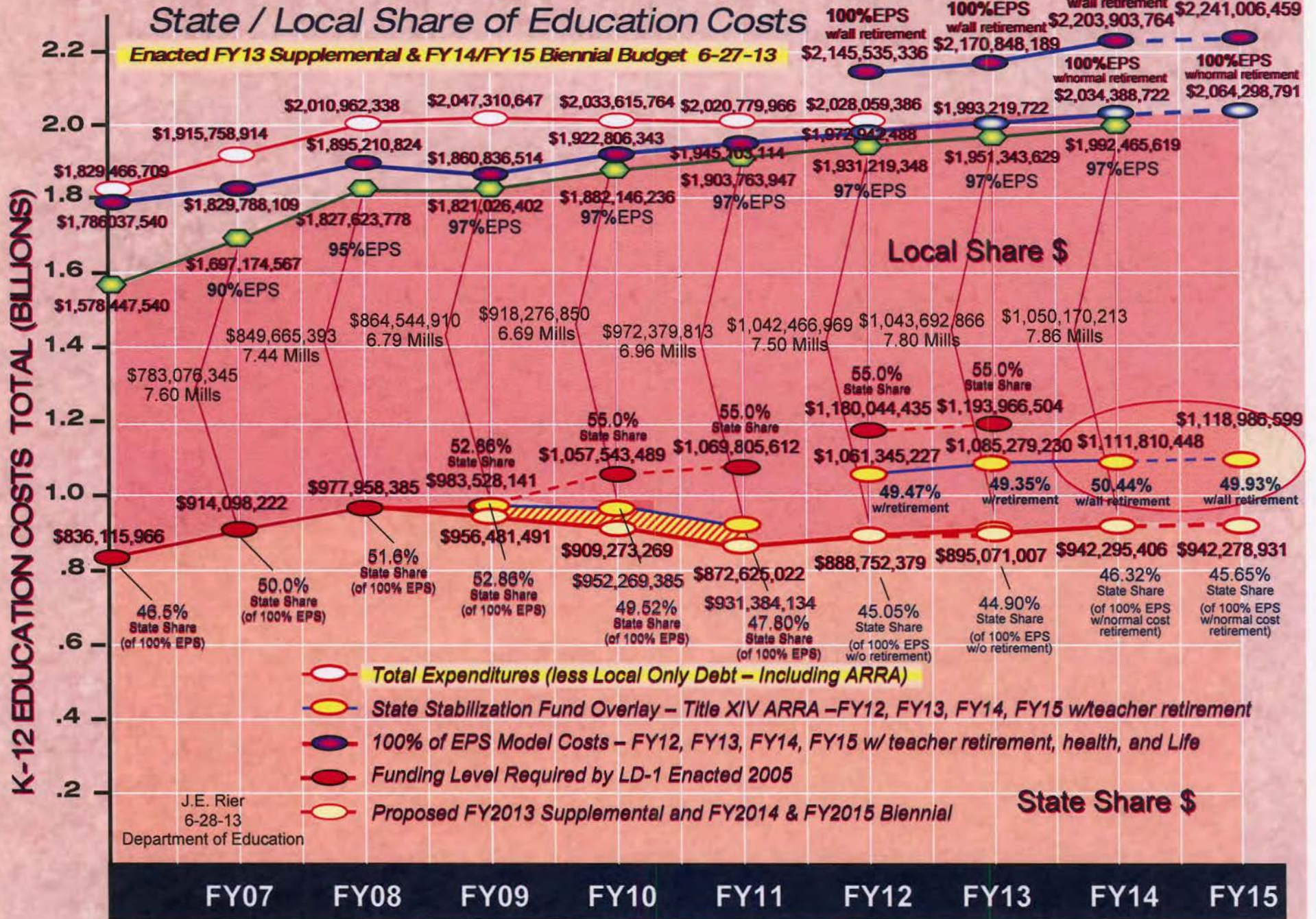


- Adult Education \$254,307
- Leadership \$1,182,125
- Learning Through Technology \$594,778
- OIT \$3,505,478
- PK-20 Curriculum, Instruction & Assessment \$2,409,579
- School Finance & Operations \$1,772,609
- Service Center \$525,258
- Special Services \$179,077

Education Funding Law Implementation

State / Local Share of Education Costs

Enacted FY13 Supplemental & FY14/FY15 Biennial Budget 6-27-13



DEPARTMENT OF EDUCATION

FY12/13 APPROVED FUNDING C. 380, C. 354, C. 446, C. 414, C. 477, C. 575, C. 655, R. 166, C. 702, C. 1

MARCH 6, 2013

ACCOUNT	ACCT #	POS	PS	AO	CAP	FY12 TOTAL	POS	PS	AO	CAP	FY13 TOTAL
Adult Education	01005A036421	3.0	210,303	5,973,691	0	6,183,994	3.0	208,694	5,813,913	0	6,022,607
Child Development Services	01005A044929	0.0	0	28,113,391	0	28,113,391	0.0	0	27,985,282	0	27,985,282
Federal and State Program Services	01005AZ07972	0.0	0	0	0	0	0.0	0	0	0	0
General Purpose Aid for Local Schools	01005A030809	22.0	1,645,703	885,332,173	0	886,977,876	22.0	1,635,359	873,302,081	0	874,937,440
Health Insurance - Retired Teachers	01005A085474	0.0	0	23,000,000	0	23,000,000	0.0	0	23,000,000	0	23,000,000
Leadership	01005AZ07769	12.0	999,278	439,709	0	1,438,987	12.0	990,536	408,654	0	1,399,190
Learning Through Technology	01005AZ02901	0.0	0	0	0	0	0.0	0	0	0	0
PK-20 Curriculum, Instruction & Assessment	01005AZ08173	13.5	1,134,595	3,330,126	0	4,464,721	14.5	1,230,755	3,157,136	0	4,387,891
Regional Support Services - Carrying Account	01005AZ05101	0.0	0	0	0	0	0.0	0	0	0	0
Retired Teachers Group Life Insurance	01005AZ03301	0.0	0	2,958,524	0	2,958,524	0.0	0	3,099,054	0	3,099,054
School Breakfast Program	01005A089877	0.0	0	0	0	0	0.0	0	0	0	0
School Finance & Operations	01005AZ07871	12.0	688,330	1,803,624	0	2,491,954	12.0	681,445	1,635,667	0	2,317,112
Special Services Team	01005AZ08075	0.0	0	342,919	0	342,919	0.0	41,555	297,988	0	339,543
Teacher Retirement	01005A017032	0.0	0	146,634,324	0	146,634,324	0.0	0	148,833,838	0	148,833,838
*Educ Unorg Territory	01005C022017	21.5	2,646,591	9,221,306	0	11,867,897	21.5	2,631,541	9,221,056	0	11,852,597
TOTAL GENERAL FUND		84.0	7,324,800	1,107,149,787	0	1,114,474,587	85.0	7,419,885	1,096,754,669	0	1,104,174,554
Adult Education	01305A036464	2.0	172,681	1,879,406	0	2,052,087	2.0	175,028	1,874,310	0	2,049,338
Advanced Placement	01305AZ08162	0.0	0	110,000	0	110,000	0.0	0	110,000	0	110,000
Assessments	01305AZ08104	5.0	358,957	4,166,031	0	4,524,988	4.0	287,825	4,166,031	0	4,453,856
Assistance to Individuals with Disabilities	01305AZ08037	0.0	0	914,854	0	914,854	0.0	0	914,854	0	914,854
Byrd Honors Scholarship Program	01305AZ08121	0.0	0	0	0	0	0.0	0	0	0	0
Center for Disease Control	01305AZ08015	4.0	261,494	306,502	0	567,996	4.0	263,871	306,502	0	570,373
Charter School Program	01305AZ12901	0.0	0	0	0	0	0.0	0	500	0	500
Child Development Services	01305A044923	0.0	0	2,827,017	0	2,827,017	0.0	0	2,827,017	0	2,827,017
Child Development Services - Part H	01305A044945	1.0	52,886	2,239,633	0	2,292,519	1.0	52,909	2,239,633	0	2,292,542
Clean Diesel Grant	01305AZ07807	0.0	0	50,000	0	50,000	0.0	0	50,000	0	50,000
Drug Free Schools	01305AZ08057	0.0	0	0	0	0	0.0	0	0	0	0
Education Jobs and Medicaid Assistance Act	01305AZ07810	0.0	83,885	33,590,127	0	33,674,012	0.0	36,423	2,095	0	38,518
Educational and Technical Support	01305AZ02901	0.0	0	21,944	0	21,944	0.0	0	21,944	0	21,944
Educational Technology Grants	01305AZ02902	0.0	0	1,251,482	0	1,251,482	0.0	0	1,251,482	0	1,251,482
Eisenhower Math & Science	01305AZ08122	0.0	0	1,000,000	0	1,000,000	0.0	0	1,000,000	0	1,000,000
English Language Acquisition	01305AZ08116	1.0	65,195	0	0	65,195	1.0	70,328	675,110	0	745,438
English Language Acquisition	01305AZ07716	0.0	5,108	679,033	0	684,141	0.0	0	0	0	0
ESEA Chapter I Compensatory Education	01305AZ07913	0.0	0	0	0	0	0.0	0	0	0	0
ESEA Chapter I Compensatory Education	01305AZ08113	8.0	547,403	57,166,824	0	57,714,227	8.0	562,999	57,167,722	0	57,730,721
IDEA/Personnal Preparation	01305AZ08014	0.0	0	661,152	0	661,152	0.0	0	661,152	0	661,152
IDEA/School Age	01305AZ08012	25.0	1,872,997	55,066,889	0	56,939,886	24.0	1,682,612	55,059,167	0	56,741,779
Learning Connections	01305AZ08142	0.0	0	0	0	0	0.0	0	0	0	0
Maine Community Serices	01305AZ13401	0.0	0	0	0	0	5.0	327,549	976,963	0	1,304,512
McKinney Homeless Assistance	01305AZ07901	0.0	0	0	0	0	0.0	0	0	0	0
McKinney Homeless Assistance	01305AZ08101	0.0	13,784	181,751	0	195,535	0.0	13,789	214,543	0	228,332
Perkins Vocational & Applied Technology	01305AZ08108	9.5	696,051	6,469,916	0	7,165,967	9.5	680,915	6,469,916	0	7,150,831
Rape Crisis	01305AZ08003	0.0	0	0	0	0	0.0	0	0	0	0
Reading First	01305AZ08169	0.0	22,076	1,225,637	0	1,247,713	0.0	0	0	0	0
Refugee Children's Impact Grant Program	01305AZ07761	0.0	0	0	0	0	0.0	0	0	0	0
Refugee Children's Impact Grant Program	01305AZ08161	0.0	0	141,104	0	141,104	0.0	0	140,917	0	140,917
Rural & Low Income Admin	01305AZ07803	1.0	81,867	2,207,158	0	2,289,025	1.0	81,897	2,207,158	0	2,289,055

DEPARTMENT OF EDUCATION

FY12/13 APPROVED FUNDING C. 380, C. 354, C. 446, C. 414, C. 477, C. 575, C. 655, R. 166, C. 702, C. 1

MARCH 6, 2013

ACCOUNT	ACCT #	POS	PS	AO	CAP	FY12 TOTAL	POS	PS	AO	CAP	FY13 TOTAL
School Finance & Operations	01305AZ07806	0.0	0	150,000	0	150,000	0.0	0	150,000	0	150,000
School Nutrition Admin	01305AZ07805	5.0	348,028	44,146,708	0	44,494,736	6.0	432,978	44,154,435	0	44,587,413
Special Services 21st Century	01305AZ08067	1.0	30,360	5,508,901	0	5,539,261	1.0	30,367	5,508,901	0	5,539,268
Special Services Gear Up	01305AZ08068	0.0	0	3,100,112	0	3,100,112	0.0	0	3,100,112	0	3,100,112
Special Services - Preschool Grants	01305AZ08023	0.0	0	0	0	0	0.0	60,416	0	0	60,416
Striving Readers	01305AZ08176	0.0	0	145,244	0	145,244	0.0	0	145,244	0	145,244
Teacher Quality	01305AZ08111	1.0	107,436	14,043,169	0	14,150,605	1.0	107,900	14,043,158	0	14,151,058
Title V Media	01305AZ02903	0.0	0	0	0	0	0.0	0	0	0	0
Educ Unorg Territory	01305C022006	2.0	148,888	190,807	0	339,695	2.0	149,552	177,493	0	327,045
TOTAL FEDERAL FUND		65.5	4,869,096	239,441,401	0	244,310,497	69.5	5,017,358	205,616,359	0	210,633,717
Criminal History Record Check Fund	01405AZ01482	0.0	102,490	375,765	0	478,255	0.0	104,102	375,765	0	479,867
Departmental Services	01405AZ07756	1.0	173,418	214,572	0	387,990	1.0	165,906	222,143	0	388,049
Digital Literacy Fund	01405AZ13001	0.0	0	500	0	500	0.0	0	500	0	500
Federal E-Rate Reimbursement	01405AZ02901	0.0	0	0	0	0	0.0	0	0	0	0
FHM - School Breakfast	01405AZ06801	0.0	0	213,720	0	213,720	0.0	0	213,720	0	213,720
FHM - School Nurse Consultant	01405A094910	0.0	0	0	0	0	0.0	0	0	0	0
Fund for the Efficient Delivery of Educ Serv	01405AZ00501	0.0	0	500	0	500	0.0	0	500	0	500
George Briggs	01405AZ08107	0.0	0	54,640	0	54,640	0.0	0	54,640	0	54,640
Local Produce Fund	01405AZ07806	0.0	0	545	0	545	0.0	0	15,545	0	15,545
Maine Community Services	01405AZ13401	0.0	0	0	0	0	0.0	0	100,000	0	100,000
MLTI 6/9-12 Expansion	01405AZ02904	0.0	0	7,500,000	0	7,500,000	0.0	0	6,000,000	0	6,000,000
MLTI 7-8 Local Funds	01405AZ02903	0.0	0	96,815	0	96,815	0.0	0	96,815	0	96,815
MLTI Other Grants	01405AZ02905	0.0	0	35,000	0	35,000	0.0	0	35,000	0	35,000
Natl Board Cert Salary Suppl	01405AZ14701	0.0	0	0	0	0	0.0	0	150,000	0	150,000
Natl Board Cert Scholar Fund	01405AZ14801	0.0	0	0	0	0	0.0	0	50,000	0	50,000
Obesity and Chronic Disease Fund	01405AZ11101	0.0	0	500	0	500	0.0	0	500	0	500
Private Contributions/Grants	01405AZ07728	0.0	0	825,000	0	825,000	0.0	0	825,000	0	825,000
School Renovations Admin	01405AZ07803	3.0	243,630	394,662	0	638,292	3.0	247,333	394,662	0	641,995
Teacher Incentive Fund Grant	01405AZ07777	0.0	0	2,984,600	0	2,984,600	0.0	0	3,439,399	0	3,439,399
Troops to Teachers	01405AZ07965	0.0	0	0	0	0	0.0	0	0	0	0
Truancy, Dropout and Alternative Ed	01405AZ07901	0.0	0	0	0	0	0.0	0	0	0	0
Truancy, Dropout and Alternative Ed	01405AZ08101	1.0	67,275	17,300	0	84,575	1.0	67,301	17,300	0	84,601
Workshops	01405AZ07713	0.0	0	554,631	0	554,631	0.0	0	554,631	0	554,631
Educ Unorg Territory	01405C022006	0.0	0	8,135	0	8,135	0.0	0	8,135	0	8,135
TOTAL OTHER SPECIAL REVENUE		5.0	586,813	13,276,885	0	13,863,698	5.0	584,642	12,554,255	0	13,138,897
Maternal & Child Health Block Grant	01505AZ08004	2.0	172,861	57,083	0	229,944	2.0	172,920	57,083	0	230,003
TOTAL BLOCK GRANT		2.0	172,861	57,083	0	229,944	2.0	172,920	57,083	0	230,003
GRAND TOTAL		156.5	12,953,570	1,359,925,156	0	1,372,878,726	161.5	13,194,805	1,314,982,366	0	1,328,177,171

*EUT funded by transfer from the Unorganized Territory Education and Services Fund to the General Fund (36 MRSA §1605).

DEPARTMENT OF EDUCATION
 FY14/15 APPROVED FUNDING C. 368, C. 410, C. 76
 AUGUST 13, 2013

ACCOUNT	ACCT #	POS	PS	AO	FY14 TOTAL	POS	PS	AO	FY15 TOTAL
Adult Education	01005A036421	3.0	234,672	5,962,512	6,197,184	3.0	237,481	6,002,512	6,239,993
Child Development Services	01005A044929	0.0	0	27,985,282	27,985,282	0.0	0	27,985,282	27,985,282
General Purpose Aid for Local Schools	01005A030809	22.0	1,819,736	945,582,142	947,401,878	22.0	1,860,920	927,552,742	929,413,662
Health Insurance - Retired Teachers	01005A085474	0.0	0	24,000,000	24,000,000	0.0	0	26,000,000	26,000,000
Leadership	01005AZ07769	12.0	1,124,625	383,947	1,508,572	12.0	1,147,306	383,947	1,531,253
Learning Through Technology	01005AZ02901	0.0	0	0	0	0.0	0	0	0
PK-20 Curriculum, Instruction & Assessment	01005AZ08173	15.5	1,474,999	3,149,646	4,624,645	15.5	1,495,020	3,148,618	4,643,638
Retired Teachers Group Life Insurance	01005AZ03301	0.0	0	3,440,000	3,440,000	0.0	0	3,660,000	3,660,000
School Finance & Operations	01005AZ07871	12.0	776,117	1,780,975	2,557,092	12.0	796,572	1,731,276	2,527,848
Special Services Team	01005AZ08075	0.0	43,400	176,317	219,717	0.0	43,856	167,601	211,457
STEM Council	01005AZ17518	0.0	0	5,000	0	0.0	0	22,000	22,000
Teacher Retirement	01005A017032	0.0	0	142,075,042	142,075,042	0.0	0	147,047,668	147,047,668
*Educ Unorg Territory	01005C022017	21.5	2,763,486	9,225,078	11,988,564	21.5	2,797,735	9,225,078	12,022,813
TOTAL GENERAL FUND		86.0	8,237,035	1,163,765,941	1,171,997,976	86.0	8,378,890	1,152,926,724	1,161,305,614
Adult Education	01305A036464	2.0	188,839	1,874,267	2,063,106	2.0	196,213	1,874,267	2,070,480
Advanced Placement	01305AZ08162	0.0	0	110,000	110,000	0.0	0	110,000	110,000
Assessments	01305AZ08104	4.0	310,394	4,165,989	4,476,383	4.0	318,004	4,165,989	4,483,993
Assistance to Individuals with Disabilities	01305AZ08037	0.0	0	914,852	914,852	0.0	0	914,852	914,852
Center for Disease Control	01305AZ08015	4.0	271,364	306,452	577,816	4.0	284,092	306,452	590,544
Charter School Program	01305AZ12901	0.0	0	500	500	0.0	0	500	500
Child Development Services - Part H	01305A044945	1.0	56,806	2,239,633	2,296,439	1.0	58,294	2,239,633	2,297,927
Education Jobs and Medicaid Assistance Act	01305AZ07810	0.0	0	0	0	0.0	0	0	0
Eisenhower Math & Science	01305AZ08122	0.0	0	1,000,000	1,000,000	0.0	0	1,000,000	1,000,000
English Language Acquisition	01305AZ08116	1.0	75,520	675,103	750,623	1.0	77,307	675,103	752,410
ESEA Chapter I Compensatory Education	01305AZ08113	8.0	606,303	57,152,663	57,758,966	8.0	618,664	57,161,063	57,779,727
IDEA/Personnal Preparation	01305AZ08014	0.0	0	1,111,152	1,111,152	0.0	0	1,111,152	1,111,152
IDEA/School Age	01305AZ08012	22.0	1,699,604	55,087,352	56,786,956	22.0	1,765,429	55,088,658	56,854,087
Maine Community Serices	01305AZ13401	5.0	337,450	1,630,613	1,968,063	5.0	354,886	1,631,264	1,986,150
McKinney Homeless Assistance	01305AZ08101	0.0	37,185	191,404	228,589	0.0	39,423	190,008	229,431
Perkins Vocational & Applied Technology	01305AZ08108	9.5	690,677	6,469,706	7,160,383	9.5	719,819	6,469,706	7,189,525
Spec Services-Preschool Grants	01305AZ08023	1.0	64,875	2,827,860	2,892,735	1.0	66,436	2,827,860	2,894,296
Refugee Children's Impact Grant Program	01305AZ08161	0.0	0	140,917	140,917	0.0	0	140,917	140,917
Rural & Low Income Admin	01305AZ07803	1.0	88,032	2,207,156	2,295,188	1.0	90,138	2,207,156	2,297,294
School Finance & Operations	01305AZ07806	0.0	0	150,000	150,000	0.0	0	150,000	150,000
School Nutrition Admin	01305AZ07805	7.0	552,233	48,617,100	49,169,333	7.0	565,212	49,300,747	49,865,959
Striving Readers	01305AZ08176	0.0	0	146,511	146,511	0.0	0	0	0
Teacher Incentive Fund	01305AZ07777	0.0	96,455	6,993,437	7,089,892	0.0	99,070	5,480,535	5,579,605
Teacher Quality	01305AZ08111	1.0	106,838	14,043,113	14,149,951	1.0	109,958	14,043,113	14,153,071
21st Century	01305AZ08167	1.0	35,478	5,508,901	5,544,379	1.0	37,792	5,508,901	5,546,693
Educ Unorg Territory	01305C022006	2.0	161,044	157,664	318,708	2.0	166,403	146,611	313,014
TOTAL FEDERAL FUND		69.5	5,379,097	213,722,345	219,101,442	69.5	5,567,140	212,744,487	218,311,627

DEPARTMENT OF EDUCATION
 FY14/15 APPROVED FUNDING C. 368, C. 410, C. 76
 AUGUST 13, 2013

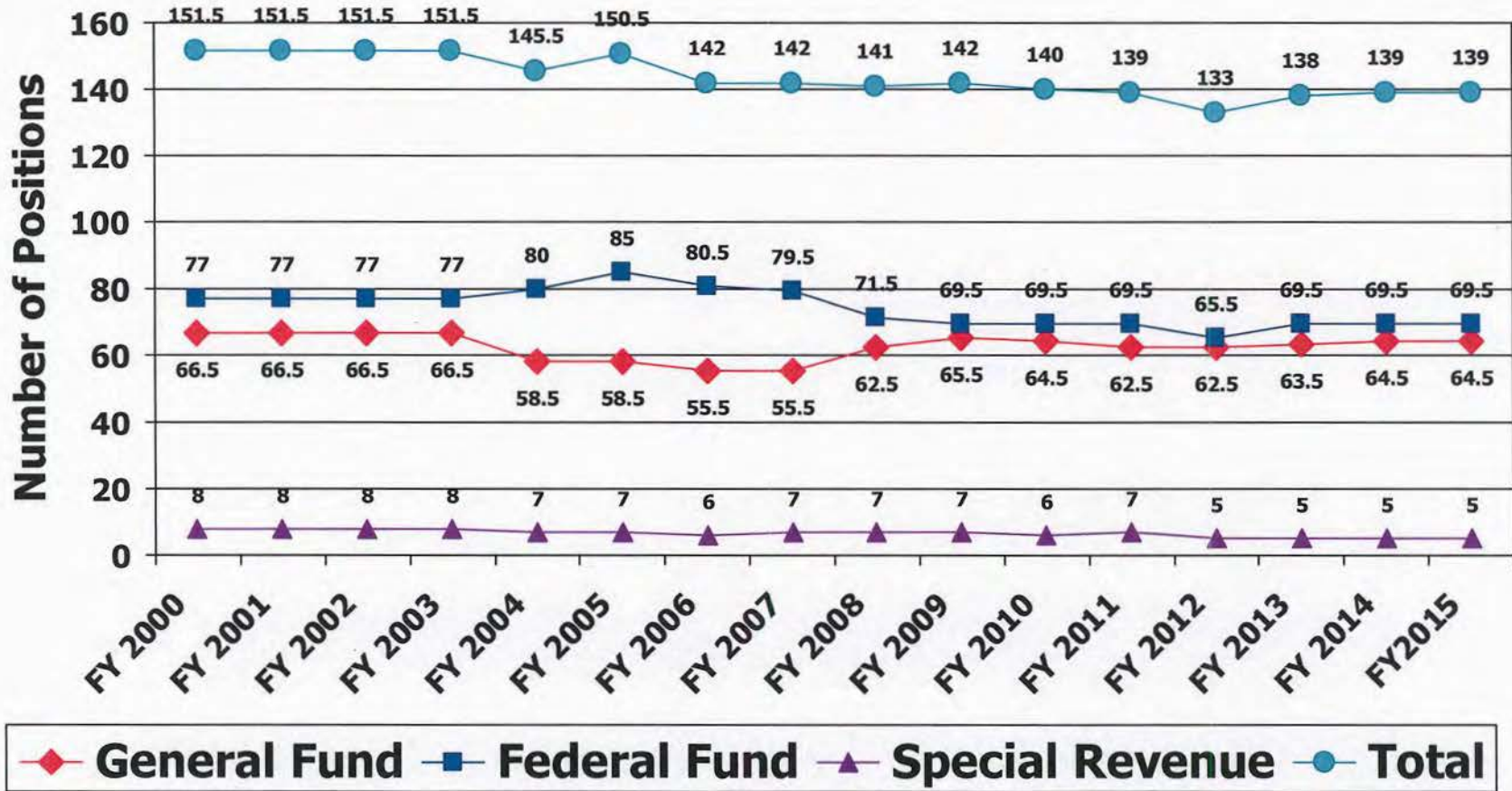
ACCOUNT	ACCT #	POS	PS	AO	FY14 TOTAL	POS	PS	AO	FY15 TOTAL
Criminal History Record Check Fund	01405AZ01482	0.0	117,237	362,630	479,867	0.0	113,066	366,801	479,867
Departmental Services	01405AZ07756	1.0	177,733	304,323	482,056	1.0	182,271	303,607	485,878
Digital Literacy Fund	01405AZ13001	0.0	0	156,115	156,115	0.0	0	156,115	156,115
Fund for the Efficient Delivery of Educ Serv	01405AZ00501	0.0	0	500	500	0.0	0	500	500
George Briggs	01405AZ08107	0.0	0	54,640	54,640	0.0	0	54,640	54,640
K-12 Essential Prog & Serv	01405A030801	0.0	0	13,146,182	13,146,182	0.0	0	13,782,644	13,782,644
K-12 Essential Prog & Serv	01405A030801	0.0	0	300,000	300,000	0.0	0	0	0
K-12 Essential Prog & Serv	01405A030801	0.0	0	200,000	200,000	0.0	0	0	0
Local Produce Fund	01405AZ07806	0.0	0	15,545	15,545	0.0	0	15,545	15,545
Maine Community Services	01405AZ13401	0.0	0	167,535	167,535	0.0	0	167,535	167,535
MLTI 6/9-12 Expansion	01405AZ02904	0.0	0	6,000,000	6,000,000	0.0	0	6,000,000	6,000,000
MLTI 7-8 Local Funds	01405AZ02903	0.0	0	96,815	96,815	0.0	0	96,815	96,815
MLTI Other Grants	01405AZ02905	0.0	0	35,000	35,000	0.0	0	35,000	35,000
MLTI-Instructional	01405AZ02906	0.0	0	10,000	10,000	0.0	0	10,000	10,000
Natl Board Cert Salary Suppl	01405AZ14701	0.0	0	240,000	240,000	0.0	0	335,000	335,000
Natl Board Cert Scholar Fund	01405AZ14801	0.0	0	75,000	75,000	0.0	0	75,000	75,000
Obesity and Chronic Disease Fund	01405AZ11101	0.0	0	500	500	0.0	0	500	500
Private Contributions/Grants	01405AZ07728	0.0	0	825,000	825,000	0.0	0	825,000	825,000
Programs & Training	01405AZ07714	0.0	0	85,000	85,000	0.0	0	85,000	85,000
School Renovations Admin	01405AZ07803	3.0	262,878	394,126	657,004	3.0	272,394	394,126	666,520
Teacher Incentive Fund Grant	01405AZ07777	0.0	0	4,152,350	4,152,350	0.0	0	4,009,726	4,009,726
Truancy, Dropout and Alternative Ed	01405AZ08101	1.0	45,452	17,257	62,709	1.0	48,183	17,257	65,440
Workshops	01405AZ07713	0.0	0	554,631	554,631	0.0	0	554,631	554,631
Educ Unorg Territory	01405C022006	0.0	0	8,135	8,135	0.0	0	8,135	8,135
TOTAL OTHER SPECIAL REVENUE		5.0	603,300	27,201,284	27,804,584	5.0	615,914	27,293,577	27,909,491
Maternal & Child Health Block Grant	01505AZ08004	2.0	166,923	57,083	224,006	2.0	174,137	57,083	231,220
TOTAL BLOCK GRANT		2.0	166,923	57,083	224,006	2.0	174,137	57,083	231,220
FHM - School Breakfast	02405AZ06801	0.0	0	213,720	213,720	0.0	0	213,720	213,720
TOTAL FUND FOR A HEALTHY MAINE		0.0	0	213,720	213,720	0.0	0	213,720	213,720
GRAND TOTAL		162.5	14,386,355	1,404,960,373	1,419,341,728	162.5	14,736,081	1,393,235,591	1,407,971,672

*EUT funded by transfer from the Unorganized Territory Education and Services Fund to the General Fund (36 MRSA §1605).

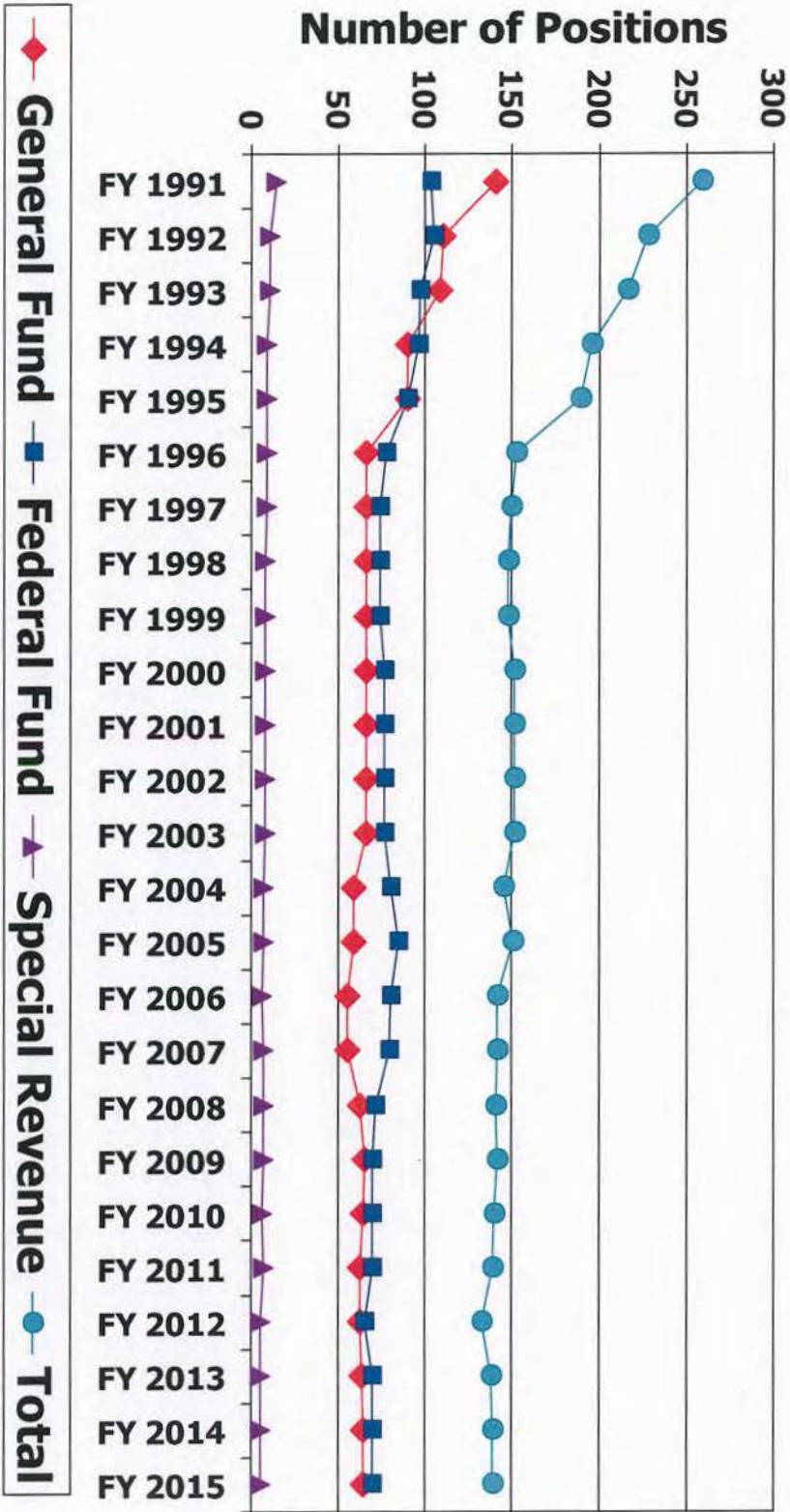
Maine Department of Education 10 Year Expenditure History September 25, 2013

	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13
General Fund (010)										
Personal Services	6,339,639	6,482,483	6,727,621	6,308,076	6,510,967	7,331,754	7,006,461	6,784,936	6,649,112	6,421,115
All Other	912,516,505	964,761,109	1,030,459,411	1,157,449,494	1,204,336,722	1,193,691,877	1,163,660,684	1,124,694,985	1,100,443,571	1,080,628,746
Capital	175,387	170,431	189,169	108,863	128,196		251,048	158,100		101,915
Total General Fund	919,031,531	971,414,023	1,037,376,201	1,163,866,433	1,210,975,885	1,201,023,631	1,170,918,193	1,131,638,021	1,107,092,683	1,087,151,776
Federal Expenditures Fund (013)										
Personal Services	4,064,739	4,371,429	4,386,943	4,406,282	4,593,199	4,976,238	4,863,207	4,659,459	4,209,973	4,002,851
All Other	163,733,019	171,634,085	177,826,226	180,430,171	173,874,174	186,229,668	190,127,631	192,736,867	197,468,244	191,257,797
Capital				15,813				139,228	14,308	
Total Federal Expenditures Fund	167,797,758	176,005,514	182,213,169	184,852,266	178,467,373	191,205,906	194,990,838	197,535,554	201,692,525	195,260,648
Other Special Revenue Funds (014)										
Personal Services	520,570	402,199	474,827	627,153	567,616	521,025	542,380	731,316	555,995	569,959
All Other	11,975,975	10,236,509	1,405,476	3,735,989	2,358,976	2,816,491	8,951,040	8,429,834	7,912,763	7,349,028
Total Other Special Revenue Funds	12,496,545	10,638,708	1,880,303	4,363,142	2,926,592	3,337,516	9,493,420	9,161,150	8,468,758	7,918,987
Federal Block Grant Fund (015)										
Personal Services	142,842	130,779	152,025	133,117	161,325	181,660	182,412	178,551	113,236	171,452
All Other	4,912	6,927	9,020	6,008	11,652	17,611	11,212	9,931	5,093	6,486
Total Federal Block Grant Fund	147,754	137,706	161,045	139,125	172,977	199,271	193,624	188,482	118,329	177,938
General Bond Fund (018)										
All Other	9,331,789	7,456,617	13,603,245		1,593,890					
Capital	167,979	314,776								
Total General Bond Fund	9,499,768	7,771,393	13,603,245	0	1,593,890	0	0	0	0	0
ARRA Funds (020)										
Personal Services							60,701		90,613	149,629
All Other						26,336,702	80,841,171	100,702,522	29,847,572	6,097,103
Total ARRA Funds	0	0	0	0	0	26,336,702	80,901,872	100,702,522	29,938,185	6,246,732
Grand Total - All Funds	1,108,973,356	1,165,967,344	1,235,233,963	1,353,220,966	1,394,136,717	1,422,103,026	1,456,497,947	1,439,225,729	1,347,310,480	1,296,756,081

Department of Education Position Count – FY 2000 to FY 2014



Department of Education Position Count – FY 1991 to FY 2015



Maine Department of Education Position Count Summary (Does not include EUT) September 25, 2013

	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	FY13	FY14	FY15	CHANGE FY 1991 TO FY 2015
EDUCATION:																										
GENERAL FUND	141.0	111.0	108.5	90.5	90.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	66.5	58.5	58.5	55.5	55.5	62.5	65.5	64.5	62.5	62.5	63.5	64.5	64.5	-76.5
FEDERAL FUND*	104.0	105.5	97.0	96.0	90.0	77.5	74.5	74.0	74.0	77.0	77.0	77.0	77.0	80.0	85.0	80.5	79.5	71.5	69.5	69.5	69.5	65.5	69.5	69.5	69.5	-34.5
SPECIAL REVENUE	14.0	11.0	11.0	9.0	9.0	9.0	9.0	8.0	8.0	8.0	8.0	8.0	8.0	7.0	7.0	6.0	7.0	7.0	7.0	6.0	7.0	5.0	5.0	5.0	5.0	-9.0
	259.0	227.5	216.5	195.5	189.5	153.0	150.0	148.5	148.5	151.5	151.5	151.5	151.5	145.5	150.5	142.0	142.0	141.0	142.0	140.0	139.0	133.0	138.0	139.0	139.0	-120.0
	1.17%	-12.16%	-4.84%	-9.70%	-3.07%	-19.26%	-1.96%	-1.03%	0.03%	2.02%	0.00%	0.00%	0.00%	-3.96%	3.44%	-5.65%	0.00%	-0.70%	0.71%	-1.41%	-0.71%	-4.32%	3.76%	0.72%	0.00%	-46.33%

*Includes Federal Block Grants

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Title IIB - Mathematics and Science Partnerships
Title IC - Migrant Education Program
Title III - Language Instruction for Limited English Proficient and Immigrant Students
Title VIB – Rural Education Initiative
McKinney-Vento (Homeless) Education
Truancy
Content Support
Regional Liaisons
Educator Effectiveness
Proficiency-based Education
Early Childhood Education
Literacy for ME
Higher Education
Health Education and Prevention Program

Education in Unorganized Territories

Special Services Team

Child Development Services System

Learning through Technology Team

School Finance and Operations Team

School Funding and Governance
School Finance and Compliance
Maine Educational Data Management System (MEDMS)
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School Facilities and Transportation
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Leadership Team
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Jobs for Maine's Graduates
Maine Educational Center for the Deaf and Hard-of-hearing
Maine School of Science and Mathematics

Maine Commission for Community Service

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

The purpose of the Learning Systems Team, formerly the PK-20, Adult Education and Federal Programs Team, is to provide a comprehensive support and cross-team coordination for the programs and initiatives grouped into four key teams: Adult Education, Career and Technical Education, Assessment and Accountability, and Standards and Instructional Support.

NAME OF PROGRAM:

Office of Adult Education and Family Literacy: 20-A MRSA Section 257 (GED) and Sections 8601 to 8612 (Adult Education)

This program is supported under the Adult Education Team.

PROGRAM PURPOSES:

Since education is a lifelong process, it is the policy of the State of Maine to provide and encourage the growth of educational opportunities and, where applicable, to ensure career, citizenship and college readiness for all adults. Through legislation, adult education has been redefined to require increased rigor and the establishment of a career pathways service system.

The Adult Education Team administers the Workforce Investment Act Title II - Adult Education and Family Literacy Act grants. The staff must provide grant administration services, technical assistance for program improvement and monitor the activities of the programs in the field.

TARGET POPULATIONS:

All Maine adults who are interested in earning a high school credential, preparing for college and career, improving basic numeracy and literacy, English language learners, or taking classes for general enrichment and fulfillment.

SOME KEY ACCOMPLISHMENTS:

- Maine College Transition program which enrolls over 1,500 adults annual in an 18-24 month preparatory program leading to admission to postsecondary without the need for remedial courses.
- Adoption of legislation establishing career pathways system for delivery of integrated services.
- Establishing tri-agency initiatives with the Maine Departments of Labor and Health and Human Services.

- Institution of new National Reporting Service compliant data system enabling greater accuracy of data collection for local program improvement and planning while ensuring the protection of identifiable student- and family-level data.
- Establishment of local program Career Pathways plans which clarify how each local program will meet the requirements of the new legislation.

SOME KEY NEXT STEPS:

- Implementation of a new high school equivalency assessment in January 2014.
- Development of a new State operating plan.
- Overseeing the expansion of the Maine College Transition program to all local programs in Maine.
- Enhancing integration of adult education services with Maine Department of Corrections.
- Effective monitoring of local programs to better provide technical assistance.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team / Chief Academic Officer

TEAM PURPOSE:

The purpose of the Learning Systems Team, formerly the PK-20, Adult Education and Federal Programs Team, is to provide a comprehensive support and cross-team coordination for the programs and initiatives grouped into four key teams: Adult Education, Career and Technical Education, Assessment and Accountability, and Standards and Instructional Support.

NAME OF PROGRAM:

Career and Technical Education: 20-A MRSA Chapter 313: CAREER AND TECHNICAL EDUCATION and the Carl D. Perkins Career and Technical Education Act of 2006

This program is supported under the Career and Technical Education Team.

PROGRAM PURPOSES:

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

Maine's high schools provide a range of pathways into the high skills workforce through a variety of CTE program offerings.

Training an educated workforce is key to developing a successful and productive economy and society. Career and Technical Education (CTE) empowers students to develop the attributes and skills necessary to become successful citizens, workers and leaders.

Every high school student has the opportunity to access CTE programs. Maine has 27 outstanding secondary Career and Technical Education centers and regions that provide students with industry-based 21st century career and occupational skills and knowledge, as well as pathways to postsecondary education and training. Each CTE program has selected a national or state certified standard to guide the curriculum in their program.

CTE provides a meaningful context for learning. CTE students test academic theories through real-world applications. CTE educators coordinate between academic and technical skill standards to create the conditions that allow students to reach high levels of achievement in both academic and technical content.

Maine's CTE centers and regions at the high school level offer choices and articulation which provide a pathway to the labor force and also provide a pathway to postsecondary education.

CTE programs are changing, evolving and innovating to create an environment of opportunity within our nation's schools while, at the same time, increasing the relevance and impact of student's education. CTE students gain the skills, technical knowledge and the rigorous academic foundation and real-world experience they need for high-skill, high-demand and high-wage careers.

Maine's population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current configuration allows access to CTE programs for all students in the state. Given this structure, the sending schools or high schools in the state are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content. Maine recognizes the value and impact of contextual learning for student achievement and has been utilizing federal and State funds to strengthen its standards in both the academic and skill content of its CTE programs to:

- adopt national assessments by program;
- support literacy initiatives in CTE schools;
- develop seamless pathways from Maine's secondary CTE programs to community college and university programs;
- continue work on the statewide accountability system;
- support professional development at the secondary and postsecondary levels;
- promote nontraditional education in all CTE programs;
- ensure that special populations are served; and
- crosswalk CTE curriculum to the Maine Learning Results.

Maine's CTE Offers Students:

- Employability skills, technical preparation, work ethics and safety training;
- Program curricula based on national or state certified industry standards;
- The opportunity to obtain national industry certifications and state certifications;
- Career pathways and programs of study that connect secondary and postsecondary education;
- Articulated college credit with Maine's postsecondary institutions; and
- Academic content linked to adopted academic standards, taught with hands-on application and relevance to the real world.

Maine Community College System (MCCS)

Today, the seven community colleges offer a diverse mix of programs and services designed to meet Maine's workforce needs, both regionally and statewide, and prepare individuals for continued education at four-year colleges. Over 18,000 and enrolled in fall of 2012, with over 31,000 individuals are served by the state's community colleges each year—through degree programs, customized training and credit and non-credit offerings. Together, offerings include over 300 one- and two-year programs in allied health, computers, environmental sciences, automotive technology, construction, early childhood education, electrical and electronics,

graphic arts/printing, hospitality, pulp and paper, business and financial services, biotechnology, metals manufacturing, marine occupations and many others.

The colleges of the MCCC are now accredited through the Commission on Institutions of Higher Education (CIHE). Each program offered by the MCCC must meet the rigorous CIHE standards which combines both academic and technical courses in order to produce a well-educated and skillfully trained Maine citizen. As a System, the Maine Community Colleges work to:

- Ensure that graduating students are successful in obtaining certification and/or licensure in their field of study as required for employment.
- Ensure faculty are encouraged to achieve higher levels of academic credentials.
- Emphasize the importance of occupational education aimed at a more highly credentialed workforce in the mission of the community colleges in the MCCC. (At least 80 percent of programs of study offered at each college will be occupational.)

TARGET POPULATIONS:

Secondary students, parents and business and industry

SOME KEY ACCOMPLISHMENTS:

- Selection of National Standards for CTE programs.
- Five 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 in Programs of Study that range from auto collision to electrical, and precision machining to welding with all seven 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 seven 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 six community colleges for escrow credit, and
 - Electrical with 8 CTE Schools and four 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. (The program has only run for two years.)
- 48 new CTE programs have been approved by the Maine DOE CTE team over the past seven years.
- Over the past seven years approximately 550 secondary CTE teachers and staff and were offered professional development opportunities annually with Perkins funding.
- Over the past seven years approximately 8360 secondary CTE students were served annually with Perkins funding.
- Using the CTE School Program review process, the Maine DOE CTE team has conducted 20 full reviews, which are done every 10 years, and seven follow up reviews. The follow up reviews have been done every five years over the past seven years.

SOME KEY NEXT STEPS:

- Revisions of the current EPS funding formula for Career and Technical Education.
- Program area assessments to be selected for each CTE program.
- Crosswalk of CTE curriculum with the Maine Learning Results.
- Implement a new review process to change from 10 year reviews with a five-year follow-up to a six-year review with a three-year follow-up that will include increased monitoring for schools with a higher level of risk.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Maine Comprehensive Assessment System as required under Title 20-A: EDUCATION Part 3: ELEMENTARY AND SECONDARY EDUCATION, Chapter 222: STANDARDS AND ASSESSMENT OF STUDENT PERFORMANCE HEADING: PL 2001, C. 454, §26 (RPR) and as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to meeting the needs of all learners, as outlined in the Department's strategic plan. In support of that plan, the Maine Comprehensive Assessment System (MeCAS), is provided to support the requirements outlined in Title 20-A §6202 and regulations under NCLB. This assessment system measures students' mastery of Maine's academic standards and English language proficiency and/or serves as the tool for holding schools accountable for the academic achievement and English language acquisition. The MeCAS is a combination of standardized tests that inform teaching and learning. Assessments included in the MeCAS system are as follows:

Current Assessment Programs

- **ACCESS for ELLs®.** Assessing Comprehension and Communications in English State to State (ACCESS) for English Language Learners (ELLs) is an English language proficiency test administered annually to all English learners in kindergarten through grade 12 who have been identified as being limited English proficient (federally referred to as limited English proficient students).
- **ACCUPLACER®.** The ACCUPLACER® quickly, accurately and efficiently assesses reading, writing, math and computer skills. This assessment may be used to track achievement and to determine course placements. High school teachers may use ACCUPLACER® results to adapt instruction and teach the skills their students need to master. Schools may elect to administer the ACCUPLACER® assessment to eligible juniors through State-paid units or may independently purchase units to test other students.

- **Alternate ACCESS for ELLs®.** The Alternate ACCESS for ELLs® is an assessment of English proficiency for English learners in grades one through 12 who have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment.
- **Maine Educational Assessment (MEA).** The MEA measures science achievement for students at grades five and eight. It is a required assessment for all students. Scores are not currently used for accountability.
- **Maine High School Assessment (MHSA).** The MHSA measures achievement of English language arts and mathematics through the SAT Initiative for accountability purposes and the achievement of science through an independent science assessment for all students in their third year of high school.
- **National Assessment of Educational Progress (NAEP).** The NAEP is the largest continuing and nationally representative assessment of what students across the nation know and can do in mathematics, reading, science and writing. The NAEP is administered to a representative sample of schools in every state.
- **New England Common Assessment Program (NECAP).** The NECAP is Maine's accountability measure of student performance in mathematics and reading for students in grades three through eight and writing in grades five and eight only. It will be replaced in 2014-15 with the Smarter Balanced Assessment Consortium (SBAC) assessment.
- **Personalized Alternate Assessment Portfolio (PAAP).** The PAAP is the alternate to Maine's required assessments (NECAP, MEA, MHSA and the PSAT/NMSQT) for students with significant cognitive disabilities. The PAAP measures achievement in reading and mathematics at grades two through seven and 10, as well as the third year of high school; writing at grades four and seven and the third year of high school; and science at grades five and eight and the third year of high school. The PAAP measures student understanding of the Maine Department of Education Regulation 131 accountability standards.
- **Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT).** The PSAT is administered to all students in grade 10 and is intended to help prepare students for the SAT. Students electing to take the PSAT during their junior year may use it as the qualifying test for the National Merit Scholarship program. Scores from the assessment are not reported for accountability purposes. PSAT results may be used to provide diagnostic information about student learning and to inform teaching and instruction in all three content areas assessed.
- **ReadiStep.** ReadiStep measures skills students need to be on track as they transition to high school. Assessment results provide information about students' academic progress. Educators have access to tools they can use to make informed decisions in the classroom.

TARGET POPULATIONS:

Students as outlined under Title 20-A §6202 and regulations under NCLB. Currently, this includes students in grades 3-8, 10 and 11.

SOME KEY ACCOMPLISHMENTS:

- Addition of optional high school assessments for grade 9 for high school readiness and grade 11 for college readiness.

- Continued transition to next generation assessments for English Language Arts/literacy and mathematics designed to aligned with the updated Maine Learning Results. Initial administration of revised assessments is expected in the spring of 2015.

SOME KEY NEXT STEPS:

- Continue to provide information and technical assistance for the transition to updated assessments for teachers, administrators, parents and students.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

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NAME OF PROGRAM:

Title I Part A: Improving Basic Programs Operated by Local Educational Agencies as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to meeting the needs of all learners, as outlined in our strategic plan. The purpose of this federal program is to ensure that all children have a fair, equal and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

The Title IA Team works toward this purpose by:

- ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum and instructional materials are aligned with challenging State academic standards so that students, teachers, parents and administrators can measure progress against common expectations for student academic achievement;
- meeting the educational needs of low-achieving children in our nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children and young children in need of reading assistance;
- closing the achievement gap between high- and low-performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- holding schools, local educational agencies and states accountable for improving the academic achievement of all students; and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable the students to receive a high-quality education;

- distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- improving and strengthening accountability, teaching, and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- promoting school-wide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development;
- coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children and families; and
- affording parents substantial and meaningful opportunities

TARGET POPULATIONS:

Academically challenged learners and their families, teachers, administrators and school administrative units.

SOME KEY ACCOMPLISHMENTS:

- Successful application and implementation of Title I School Improvement Grants providing school transformation grants for nine schools between \$3,386,154.00 and \$726,800.00.
- Successful application for flexibility under the ESEA accountability requirements (ESEA “waiver”).
- Implementation of online application and reimbursement systems.
- Increase collaboration with other Department teams, geared to improve technical assistance and support for low-performing schools.

SOME KEY NEXT STEPS:

- Implementation of ESEA waiver requirements.
- Support for charter schools, including the implementation of program requirements and allocation of funds.
- Increase the level of fiscal review as an integral part of the monitoring ESEA system.
- Recently, there has been increased turnover of superintendents and NCLB coordinators. This has caused an increase in the need for technical assistance to school administrative units.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Title II Part A: Teacher and Principal Training and Recruiting Fund as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to ongoing professional development programs that are rigorous, relevant, and data-driven, as outlined in our strategic plan. The purpose of this federal program is to provide formula grants to State educational agencies to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly-qualified teachers in the classroom and highly-qualified principals and assistant principals in schools; and holding local educational agencies and schools accountable for improvements in student academic achievement.

The Title IIA Team works toward this purpose by:

- (1) ensuring that schools effectively recruit and retain highly-qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, particularly within elementary schools and secondary schools with a high percentage of low-achieving students;
- (2) holding schools accountable for providing professional development activities that
 - a. improve the knowledge of teachers, principals and, in appropriate cases, paraprofessionals, concerning –
 - i. one or more of the core academic subjects that the teachers teach; and
 - ii. effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement.
 - b. improve the knowledge of teachers, principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices that –

- i. involve collaborative groups of teachers and administrators;
 - ii. provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
 - iii. provide training in methods of improving student behavior in the classroom; and
 - iv. identify early and appropriate interventions to help students with special learning needs (including students who are gifted and talented), and students with limited English proficiency learn.
- (3) encouraging schools to provide training that enables teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- (4) valuing schools that provide training on how to understand and use data and assessments to improve classroom practice and student learning.

TARGET POPULATIONS:

Teachers, specialists in core academic subjects, pupil services personnel, paraprofessionals, administrators and school administrative units.

SOME KEY ACCOMPLISHMENTS:

- Successful application and implementation of Title II Part A – Improving Teacher Quality State grants.
- Implementation of online application and reimbursement systems.
- Increased collaboration with other Department teams, geared to improve technical assistance and support for low-performing schools.

SOME KEY NEXT STEPS:

- Support for charter schools, including the implementation of program requirements and allocation of funds.
- Increase the level of fiscal review as an integral part of the monitoring ESEA system.
- Recently, there has been increased turnover of superintendents and NCLB coordinators. This has caused an increase in the need for technical assistance to school administrative units.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Title II Part A: State Agency for Higher Education (SAHE) – Teacher and Principal Training and Recruiting Fund as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to ongoing professional development programs that are rigorous, relevant and data-driven, as outlined in our strategic plan. The purpose of this federal program is to provide competitive grants to State agencies for higher education to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly-qualified teachers in the classroom and highly-qualified principals and assistant principals in schools; and holding local educational agencies and schools accountable for improvements in student academic achievement.

The Title IIA Team works toward this purpose by:

- (1) ensuring that eligible partnerships provide professional development activities in core academic subjects that –
 - a. improve teachers' and highly qualified paraprofessionals', and, if appropriate, principals' subject matter knowledge in the academic subjects that the teachers teach, including the use of computer related technology to enhance student learning;
 - b. provide principals with the instructional leadership skills that will help such principals work most effectively with teachers to help students master core academic subjects; and
 - c. develop and provide assistance to local educational agencies and individuals who are teachers, highly-qualified paraprofessionals, or principals of schools served by such agencies, for sustained, high-quality professional development activities that —

- i. ensure that the individuals are able to use challenging state academic content standards and student academic achievement standards, and State assessments, to improve instructional practices and improve student academic achievement;
- ii. may include intensive programs designed to prepare such individuals who will return to a school to provide instruction to other such individuals within such school; and
- iii. may include activities of partnerships between one or more local educational agencies, one or more schools served by such local educational agencies, and one or more institutions of higher education for the purpose of improving teaching and learning at low-performing schools.

TARGET POPULATIONS:

Eligible partnerships must include a private or state institution of higher education (IHEs) and the division of the institution that prepares teachers and principals, a school of arts and sciences, and at least one high-need school administrative unit (SAU). Additional partners may include other SAUs, a public charter school, a non-public school, an educational service agency, a nonprofit educational organization, other IHEs, a school of arts and sciences within such an IHE, the division of such an IHE that prepares teachers and principals, a nonprofit cultural organization, an entity carrying out a prekindergarten program, a teacher organization, a principal organization or a business.

SOME KEY ACCOMPLISHMENTS:

- Successful application and implementation of Title II Part A SAHE – Improving Teacher Quality grants.
- Increased collaboration with other Department teams, IHEs, and regional collaborates of schools geared to improve technical assistance and support for low-performing schools.
- Sustained and intensive support intended to improve teachers’ skills in integrating literacy across all core academic subjects and grades K-12.

SOME KEY NEXT STEPS:

- Increase the level of fiscal review as an integral part of the monitoring ESEA system.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

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TEAM PURPOSE:

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NAME OF PROGRAM:

Title II Part B: Mathematics and Science Partnerships as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to ongoing professional development programs that are rigorous, relevant and data-driven, as outlined in our strategic plan. The purpose of this federal program is to provide competitive grants to eligible partnerships to improve the academic achievement of students in the areas of science, technology, engineering and mathematics (STEM) through high-quality professional development to STEM content teachers to improve their content knowledge and content specific pedagogical knowledge.

The Title IIB Team works toward this purpose by:

- improving and upgrading the status and stature of STEM teaching by encouraging institutions of higher education to assume greater responsibility for improving STEM teacher education through the establishment of a comprehensive, integrated system of recruiting, training and advising mathematics and science teachers;
- focusing on the education of STEM teachers as a career-long process that continuously stimulates teachers' intellectual growth and upgrades teachers' knowledge and skills;
- bringing STEM teachers in elementary schools and secondary schools together with scientists, mathematicians and engineers to increase the subject matter knowledge of mathematics and science teachers and improve such teachers' teaching skills through the use of sophisticated laboratory equipment and work space, computing facilities, libraries and other resources that institutions of higher education are better able to provide than the elementary schools and secondary schools;
- developing more rigorous STEM curricula that are aligned with challenging State and local academic content standards and with the standards expected for postsecondary study in engineering, mathematics and science; and

- improving and expanding training of STEM teachers, including training such teachers in the effective integration of technology into curricula and instruction.

TARGET POPULATIONS:

Eligible partnerships must include STEM faculty at an Institution of Higher Education (IHE) and at least one high-need school administrative unit (SAU). Additional partners may include STEM faculty of other IHEs, education faculty at one or more IHEs, SAUs not deemed high need, public charter schools, non-public schools, businesses and nonprofit or for-profit organizations of demonstrated effectiveness in improving the quality of STEM teachers.

SOME KEY ACCOMPLISHMENTS:

- Successful application and implementation of Title II Part B – Mathematics and Science Partnerships (MSP) grants.
- Establishment of a vibrant and connected MSP Community of Practice
- Increased collaboration with other Department teams, IHEs and community organizations committed to STEM education geared to improve technical assistance and support for low-performing rural elementary schools across a broad geographic area.

SOME KEY NEXT STEPS:

- Increase the level of fiscal review as an integral part of the monitoring ESEA system.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
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TEAM PURPOSE:

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NAME OF PROGRAM:

Title I Part C: Migrant Education Program as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The Maine Department of Education is committed to meeting the needs of all learners, as outlined in our strategic plan. In support of that plan, the Maine Migrant Education Program (MEP), as outlined in regulations under NCLB, works with migrant agricultural and fishing workers and their families to compensate for educational disruption resulting from their mobile lifestyles. The Maine MEP works throughout the state to identify and recruit migrant children (birth through age 21) for educational and support service programs. Migrant children may receive supplementary basic skills instruction, supportive health services, social service referrals and more through the Maine MEP.

The program, provided by NCLB Title I, Part C, aims to ensure that all migrant students reach challenging academic standards and graduate with a high school diploma (or complete a high school equivalency program) that prepares them for responsible citizenship, further learning and productive employment. In order to achieve these goals, the MEP strives to:

- Support high-quality and comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.
- Ensure that migrant children who move among the states are not penalized in any manner by disparities among the states in curriculum, graduation requirements, State academic content and student academic achievement standards.
- Ensure that migrant children are provided with the appropriate educational services (including supportive services) that address their special needs in a coordinated and efficient manner.
- Ensure that migrant children receive full and appropriate opportunities to meet the same challenging State academic content and student academic achievement standards that all children are expected to meet.

- Design programs to help migrant children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems and other factors that inhibit the ability of such children to do well in school and to prepare such children to make a successful transition to post-secondary education or employment.
- Ensure that migrant children benefit from state and local systemic reforms.

TARGET POPULATIONS:

Children and youth who meet the NCLB statutory definition of a migratory child.

According to sections 1115(b)(1)(A) (incorporated into the MEP program by virtue of sections 1304(c)(2)) and 1309(2) and §§ 200.81(e) and 200.103(a) of the regulations for Title I, Part C, Education of Migratory Children, under ESEA, a child is a “migratory child” and is eligible for MEP services if all of the following conditions are met:

1. The child is not older than 21 years of age; *and*
2. The child is entitled to a free public education (through grade 12) under State law or is below the age of compulsory school attendance; *and*
3. The child is a migratory agricultural worker or a migratory fisher, or the child has a parent, spouse, or guardian who is a migratory agricultural worker or a migratory fisher; *and*
4. The child moved within the preceding 36 months in order to seek or obtain qualifying work, or to accompany or join the migratory agricultural worker or migratory fisher identified in paragraph 3, above, in order to seek or obtain qualifying work; *and*
5. With regard to the move identified in paragraph 4, above, the child:
 - a. Has moved from one school district to another; *or*
 - b. In a State that is comprised of a single school district, has moved from one administrative area to another within such district; *or*
 - c. Resides in a school district of more than 15,000 square miles and migrates a distance of 20 miles or more to a temporary residence to engage in or to accompany or join a parent, spouse, or guardian who engages in a fishing activity. (This provision currently applies only to Alaska.)

SOME KEY ACCOMPLISHMENTS:

MSIX (Migrant reporting portal) Compliance

- The accomplishment of almost 100 percent of the Service Delivery Plan goals.
- Former data collection system based 100 percent in paper copies now has full electronic integration.

SOME KEY NEXT STEPS:

- Continue to improve determined service provisions.
- Manage identification and recruitment efforts from the State level.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Title III: Language Instruction for Limited English Proficient and Immigrant Students as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The English as a Second Language (ESL)/Bilingual Education programs help ensure that Maine children who have limited English proficiency, including, but not limited to, immigrant and refugee children and youth, attain English proficiency, develop high levels of academic attainment in English and meet the same challenging State academic content and student academic achievement standards as all children are expected to meet; assists the State and Title III School Administrative Units (SAUs) to develop and enhance their capacity to provide high quality instructional programs designed to prepare limited English proficient children, including immigrant children and youth, to enter all-English instruction settings; and implement the requirements of the federal Elementary and Secondary Act as reauthorized by the No Child Left Behind (NCLB) Act of 2001, Title III for students with limited English proficiency.

TARGET POPULATIONS:

English learners and immigrants and their families, teachers and SAUs.

SOME KEY ACCOMPLISHMENTS:

- Online Resource Guide for serving Maine's English learners.
- Collaborate with Project Reach, University of Maine, to increase number of ESL endorsed teachers in Maine who are currently in-service teachers.
- In collaboration with Project Reach and the University of Southern Maine, presented to the State Board of Education the limitations across the State of available ESL endorsed teachers.
- Provided to national assessment consortium a Maine Department of Education consultant who is involved in various aspects of Maine's Comprehensive Assessment System and

who is also a classroom teacher; a curriculum and assessment coordinator; an educator of students with disabilities; a certified teacher of American Sign Language (ASL) as well as (LIS) Italian Sign Language; and serves as the ESL consultant for several SAUs and Long Creek Youth Development Center.

SOME KEY NEXT STEPS:

- Require that all certified teachers have a course in meeting the needs of English learners.
- Require that the services of an English Language Learners Coordinator be required/available at every SAU.
- Implement Title III Improvement Plans for SAUs that have not meet Title III Annual Measurable Achievement Objectives (AMAOs) for two or more years.
- Support national consortium efforts to design feasible and practical methods for assessing content knowledge and English language proficiency of English learners.
- Adopt a new Title III AMAOs and accountability system to meet federal requirements.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

The purpose of the Learning Systems Team, formerly the PK-20, Adult Education and Federal Programs Team, is to provide a comprehensive support and cross-team coordination for the programs and initiatives grouped into four key teams: Adult Education, Career and Technical Education, Assessment and Accountability, and Standards and Instructional Support.

NAME OF PROGRAM:

Title VI Part B: Rural Education Initiative, Subpart 1: Small, Rural School Achievement Program, and Subpart 2: Rural and Low-income School Programs as outlined under the Elementary and Secondary Education Act of 1965 (ESEA) reauthorized as the No Child Left Behind Act of 2001 (NCLB)

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

The purpose of this program is to address the unique needs of rural school districts that frequently:

- lack the personnel and resources needed to compete effectively for federal competitive grants; and
- receive formula grant allocations in amounts too small to be effective in meeting their intended purposes.

TARGET POPULATIONS:

Staff and students in small, rural school administrative units.

SOME KEY ACCOMPLISHMENTS:

- Successful application and implementation of Title VI Grants.
- Implementation of online application and reimbursement systems.
- Increase collaboration with other Department teams, geared to improve technical assistance and support for school administrative units.

SOME KEY NEXT STEPS:

- Increase the level of fiscal review as an integral part of the monitoring ESEA system.
- Recently, there has been increased turnover of superintendents and NCLB coordinators. This has caused an increase in the need for technical assistance to school administrative units.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

McKinney-Vento (Homeless) Education as outlined under the Elementary and Secondary Education Act of 1965 (ESEA), Part C-Homeless Education

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

To ensure that every eligible child Pre-K to age 21 experiencing homelessness is accurately identified as McKinney-Vento (homeless) and receives all available supports by identifying a local McKinney-Vento liaison in every school district, ensuring immediate enrollment in the child's school of origin even without copies of paperwork, immunizations, school records etc., decreasing barriers to enrollment, ensuring transportation is provided to and from school of origin, ensuring that all children are fully participating in school activities and receiving additional supports and services under McKinney-Vento to be successful in school.

TARGET POPULATIONS:

Pre-K to 21 who meet the criteria outlined under McKinney-Vento regulations and experience the following conditions:

An individual who lacks a fixed, regular and adequate nighttime residence, including children and youth who are:

- Sharing housing due to loss of housing or economic hardship;
- Living in motels, hotels or camping grounds due to lack of alternative adequate housing;
- Living in emergency or transitional housing;
- Abandoned in hospitals;
- Awaiting foster care;
- Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations; or
- Migratory students meeting the descriptions above.

SOME KEY ACCOMPLISHMENTS:

The State Coordinator applied for and received targeted technical assistance from the National Center for Homeless Education (NCHE) around a number of McKinney-Vento issues in Maine. NCHE assisted Maine with the Needs Assessment Process and aided in the development of understanding and clarity around the various nuances of the McKinney-Vento Act. A liaison workgroup was developed to assist the Coordinator with training and development of materials and resources for the liaisons across Maine. NCHE has been a continued resource and support in assisting the State Coordinator with information training opportunities and resources for the liaisons across the State. NCHE also conducted McKinney-Vento liaison trainings with the McKinney-Vento State Coordinator throughout Maine in the Fall of 2013. The State Coordinator keeps a database of all calls/emails related to McKinney-Vento so the Coordinator can see patterns emerge and provide more targeted assistance. The State Coordinator has also been working with other state-level agencies around McKinney-Vento and developing partnerships and potential ways for collaboration to support Maine's most fragile youth.

SOME KEY NEXT STEPS:

- Develop a new RFP process for funds.
- Implement tighter fiscal monitoring for grantees.
- Convene the liaison workgroup.
- Develop a conference call series where the Maine Department of Education partners with other state agencies to best support and inform liaisons around the role they play in the lives of our homeless children and youth.
- Perhaps oversee all McKinney-Vento components to NCLB monitoring to ensure proper monitoring and to better learn and understand the work across the state.
- Continued communication and collaboration with key stakeholders.
- Attend trainings and conference as the Coordinator to bring back new information, strategies and resources for Maine.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Truancy, Dropout, Alternative Education as outlined under Title 20-A: EDUCATION; Part 3: ELEMENTARY AND SECONDARY EDUCATION; Chapter 211: ATTENDANCE; Subchapter 4: TECHNICAL ASSISTANCE; §5151, 5152

This program is supported under the Assessment and Accountability Team.

PROGRAM PURPOSES:

To provide training and technical assistance to schools around the areas of truancy, dropout and alternative education and function as a liaison among the commissioner, Department staff, advisory committee and schools as it pertains to truancy, dropout and alternative education. Provide staff services to the Truancy, Dropout and Alternative Education Advisory Council (TDAE) that serves an advisory role to the Commissioner of Education. Ensure that the Legislature is provided with an annual report regarding truancy, dropout and alternative education issues and data in Maine. Collect data on the scope of truancy/dropout issues in Maine to inform program needs.

TARGET POPULATIONS:

Children in Pre-K to 21 years old.

SOME KEY ACCOMPLISHMENTS:

- Participated in the Positive Youth Development Institute (PYDI), formerly the Dropout Summit, where trainings were focused on Dropout Prevention Committees, collaborative problem solving and alternative education programming.
- Collaboration and communication with the Department of Corrections (supported by Commissioners of the Maine Department of Education and Department of Corrections).
- Administered the Commissioner Awards – TDAE
- Reported to Boards and Commissioner around TDAE work
- Appointed several new members to the group and reappointed others who had historical context – redesign membership and work of the Committee.

SOME KEY NEXT STEPS:

- Develop bylaws for the TDAE
- Develop subcommittees for the TDAE (legislative report, bylaws, etc.)
- Develop policy and procedures around communication between the Commissioner and the TDAE in relation to the legislative process so the Committee can truly act in the capacity of the Advisory Council.
- Develop a plan and goals for the year.
- Use data to help inform that plan for the year – what issues are rising to the top and how do we need to address these to best support our schools and our most fragile youth?
- Continue to work with the Maine Juvenile Justice Advisory Group and the Department of Corrections in the development and planning of a conference/training to support our most at-risk youth for schools and other key stakeholders.
- Work with the National Dropout Prevention Center/Network (resources and training opportunities).
- Attend trainings and conferences specific to TDAE.
- Work on developing the Department website to make the site a useful tool for those with questions around TDAE issues.
- Create a database of Alternative Education programs similar to the McKinney-Vento (homeless) database so folks can search available Alternative Education programming/schools in Maine.
- Better data collection around truancy numbers in Maine as well as Alternative Education programs available in Maine, changes to be made to Infinite Campus.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Content Support as outlined under MSRS Title 20-A, Chapter 222, Standards and Assessment of Student Performance; Title 20-A, Section 6209, System of Learning Results Established; Federal: The No Child Left Behind Act; and Rules Governing the Program: Maine Department of Education Regulations 125, 127, 131 and 132

This program is supported under the Standards and Instructional Support Team.

PROGRAM PURPOSES:

The overriding purpose of the Content Specialists for the Maine Learning Results is to provide administrator, teachers, parents, students and the broader community with support and guidance to improve Maine's education system. The updating of Maine's standards so they are more rigorous, and the accompanying mix of measures which assess learning, is an important next step in improving the quality of public education for all students.

The Maine Learning Results identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. This document defines only the core elements of education that should apply to all students without regard to their specific career and academic plans. Content Specialists support the implementation of the learning goals identified in the Maine Learning Results. Content Specialists serve as resources to the field by:

- providing professional development opportunities to practitioners;
- facilitating district, regional and statewide conversations related to curriculum development;
- serving as the Department of Education contact person for the content specialty area;
- serving as liaisons to professional organizations throughout the state and country;
- supporting content related initiatives throughout the state, country and world; and
- supporting the Maine Comprehensive Assessment System in the Content Areas.

The purpose of the Content Support Program is to provide K-12 content leadership and expertise to organizations and educators statewide in curriculum, instruction, and assessment (formative

and summative) through provision of professional development opportunities and technical assistance.

TARGET POPULATIONS:

This program primarily provides teachers, administrators, higher education faculty, non-profits and parents and community members with a broad range of resources related to standards and instruction.

SOME KEY ACCOMPLISHMENTS:

- Monthly updates for regional superintendent groups.
- Development and transition to a more robust Statewide System of Support designed to provide technical assistance to schools and districts across the state.
- Professional development offered in collaboration with lead content organizations across the state.
- The development of web-based resources to support proficiency-based education, and standards and instruction across all content areas.

SOME KEY NEXT STEPS:

- Outline a plan for content outreach for the 2014 calendar year and continue to refine an effective Statewide System of Support.
- Need for the continued development of distance learning opportunities and learning contexts that reflect integration and 21st century skills.
- Continue to expand State expectations and support for Pre-K programming.
- Develop a program redesign that will blend the effective practices used in traditional high school and Career and Technical Education (CTE) Centers to best serve Maine students as CTE programs have traditionally been viewed as “outside” the parameters provided by the Maine Learning Results.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Regional Liaisons

This program is supported under the Standards and Instructional Supports Team.

PROGRAM PURPOSES:

The purpose of the Regional Liaison program is to serve schools and school districts through customer service, brokering technical assistance and providing a communications link for the Maine Department of Education's continuous improvement process. The program develops ongoing interaction with school personnel and community; serves as a contact for requests, information and questions from school administrative units (SAUs); provides and brokers professional development opportunities, technical assistance and other services to enhance teacher effectiveness and student and school performance; promotes the Commissioner's education initiatives; and serves as the Commissioner's liaison to regional superintendent groups. Key tasks are as follows:

- Build the capacity of local SAUs and support the development of regional infrastructures to support the implementation of the Maine Learning Results.
 - Maintain continuing communication and working relationships with superintendents.
 - Facilitate the development of regional plans to assist schools in implementing the Maine Learning Results.
 - Collaborate with key regional and state partnerships/organizations to build system capacity to support all aspects of the educational program for students.
- Support initiatives that guide and inform the teaching and learning process.
 - Provide access to exemplars, best practices, theories, methods and tools in curriculum, instruction and assessment in the eight content areas of the Maine Learning Results.
 - Participate in the design and implementation of a new assessment system and proficiency-based assessments tasks for the Guiding Principles of the Maine Learning Results.
 - Provide leadership and technical assistance in the academic content areas and other areas of special expertise.

- Serve as communication liaisons between the Department and the regions to support improved student achievement and to respond to the field as needed.
 - Develop strategies for effective internal and external communications.
 - Collaborate to create infrastructures to support communications across the regions.
- Demonstrate the principles of a professional learning community collaboratively using data and research to promote good decision making.

TARGET POPULATIONS:

Teachers, administrators and higher education faculty are provided with policy information and technical support.

SOME KEY ACCOMPLISHMENTS:

- Provide monthly updates for regional superintendent groups.
- Professional development offered in collaboration with lead content organizations across the state.
- The development of web-based resources to support proficiency-based education, and standards and instruction across all content areas.
- Increased collaboration with other Department personnel to improve their interactions in the region.

SOME KEY NEXT STEPS:

Develop additional resources in the following areas:

- Outline a plan for content outreach for the 2014 calendar year.
- Continue to improve State System of Support.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Educator Effectiveness as outlined under Title 20-A: EDUCATION Part 6: TEACHERS
Chapter 508: EDUCATOR EFFECTIVENESS

This program is supported under the Standards and Instructional Supports Team.

PROGRAM PURPOSES:

The purpose of the Educator Effectiveness Program is to support SAUs in the development, piloting and implementation of teacher and principal evaluation and professional growth systems. The law was enacted in 2012 and, therefore, this program has just been initiated.

TARGET POPULATIONS:

Teachers, principals and other administrators and higher education faculty.

SOME KEY ACCOMPLISHMENTS:

- The Department is just starting the work outlined by statute. A key accomplishment is hiring an Educator Effectiveness Coordinator, who began working at the Department in the fall of 2013.
- Presentations were done at the Annual Maine School Management Association Fall Conference and the Commissioner's Conference.

SOME KEY NEXT STEPS:

Develop additional resources in the following areas:

- Outline a plan for content outreach for the 2014 calendar year.
- Define supports for the school evaluation system.
- Provide teacher and principal effectiveness guidance and models.
- Support continued rule making for teacher and principal effectiveness.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

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NAME OF PROGRAM:

Proficiency-based Education as outlined under Title 20-A: EDUCATION; Part 3: ELEMENTARY AND SECONDARY EDUCATION; Chapter 207-A: INSTRUCTION; Subchapter 3: SECONDARY SCHOOLS §4722

This program is supported under the Standards and Instructional Supports Team.

PROGRAM PURPOSES:

The purpose of the Proficiency-based Education Program is to support SAUs as they progress toward meeting the statutory requirements which will begin January 1, 2018. At that time, a diploma indicating graduation from a secondary school must be based on student demonstration of proficiency as described in the statute.

TARGET POPULATIONS:

Teachers, administrators, higher education faculty, parents and community members are provided with a broad range of resources related to proficiency-based education.

SOME KEY ACCOMPLISHMENTS:

- Monthly updates for regional superintendent groups.
- Professional development offered in collaboration with lead content organizations across the state.
- The development of web-based resources to support proficiency-based education, and standards and instruction across all content areas.
- The launch of a technical assistance for supporting the development of proficiency-based diplomas, including a comprehensive needs assessment to support the work.
- Presentations about proficiency-based education were held at the Annual Maine School Management Fall Conference and the Commissioner's Conference as well as regular updates via email.
- Districts received \$2 million in both FY 14 and FY 15 to support the transition to proficiency-based diplomas.

SOME KEY NEXT STEPS:

Develop additional resources in the following areas:

- Outline a plan for content outreach for the 2014 calendar year.
- Continue to provide technical assistance to the field.
- Continue to clarify and increase understanding of the requirements needed.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Early Childhood Education

This program is supported under the Standards and Instructional Support Team.

PROGRAM PURPOSES:

The Department works with local public schools to create pre-school four-year-old programs to assure that all students entering school are prepared to be successful in learning and achieving standards. The Department has successfully and significantly increased the number of school-based programs and works in partnership with local, State and federal agencies and community, business and other organizations to promote, implement and coordinate early childhood literacy. The programs are implemented working with educational programs and initiatives that are based on current research and best practices.

TARGET POPULATIONS:

Families and children, school administrative units and community programs (Head Start, child care, nursery schools, parenting programs, others).

SOME KEY ACCOMPLISHMENTS:

- The number of public four-year-old programs in Maine jumped by 121 percent since 2004 to 201 public preschools; 32 percent of these operate in partnership with either Head Start or another community program.
- The Department has worked with school units using the nationally recognized Public Pre-K Community Collaboration Coach model to provide technical support on program development and community approaches which maximize fiscal resources, expand the availability of a Pre-K experience, and meet working family needs as well as facilitate schools as hubs for comprehensive birth-five systems.
- The Department participated with a resource group to develop a draft standards document which aligns quality preschool program standards.
- Provision of up-to-date web-based information for schools, consumers, community at large.

- Presented Pre-K Forums funded by Pre-K Now (Pew Foundation) which has led to seven Linking Early Learning Demonstration Sites that are planning interagency professional development in their respective regions.
- Revision of the Early Learning and Development Outcomes.
- Development of an Early Learning Comprehensive Assessment Framework (CAF) that includes a formative assessment protocol to inform kindergarten teachers of the developmental status of entering children. Maine is part of a 10-state consortium which will be developing kindergarten, 1st, 2nd and 3rd grade formative assessments.
- A project began in March 2013 between the State Agency Interdepartmental Early Learning and Development Team (SAIEL), Health Advisory Team (HAT) and Maine Quality Counts, an independent healthcare collaborative dedicated to leading, collaborating, and aligning improvement efforts for the health of people in Maine, to focus on systems integration to assure the health and developmental needs of infants and young children are identified early and systems refer and provide services that support optimal growth and well-being. The team members have committed to generating a list of standardized developmental screening tools; protocols for training and administration of tools that promote reliable and valid results; mechanisms for sharing and communicating results efficiently and securely; and cross-departmental policies in support of the coordinated system, including value-based purchasing and medical home initiatives.

SOME KEY NEXT STEPS:

- Continuation of Public Pre-K Community Collaboration Coaches.
- Continuation of work with Children’s Growth Council towards refinement of an integrated, realistic, sustainable early childhood reform plan with partnered actions.
- Promote rules which establish program standards of practice for schools and communities establishing public Pre-K programs that are specific to preschool children and in alignment with national and other early childhood education state program standards.
- Continue the expansion of the early childhood component of the Statewide Longitudinal Data System.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM: *Literacy for ME*: Maine's Comprehensive Statewide Literacy Initiative

This program is supported under the Standards and Instructional Support Team.

PROGRAM PURPOSES: This initiative began with a small federal formula grant (Striving Readers Comprehensive Literacy Initiative). The grant provided funding for the formation of a State Literacy Team composed of team members with experience in literacy across the birth through adult span. The State Literacy Team was charged with the development of a comprehensive State Literacy Plan. This plan was released publicly in September of 2012 as the Literacy for ME Initiative. The goal of the plan is to bolster literacy achievement across the birth-adult spectrum in Maine by implementing a series of recommendations at the state level and by supporting community literacy team formation and planning efforts across Maine.

TARGET POPULATIONS: Maine citizens from birth-adulthood, Maine educators, parents and community members.

SOME KEY ACCOMPLISHMENTS:

- Development and beginning implementation of a comprehensive statewide literacy plan to guide literacy education efforts across the birth-adult spectrum.
- Integration of key literacy components from previous initiatives, such as Maine Reading First, Early Reading First, the Center for Inquiry on Literacy and Response to Intervention efforts into a comprehensive plan.
- Development of a literacy website designed to support the implementation of the Literacy for ME plan, including community literacy planning efforts.
- Development of an array of resources to support community literacy planning efforts, including:
 - Electronic toolkit of literacy resources arranged by key literacy components and searchable by age/grade spans;
 - Community literacy planning tools;

- Community literacy planning webinars; and
- Literacy learning targets organized by age/grade spans.
- Provision of technical assistance to community literacy teams.
- Partnering with literacy partner organizations to provide conferences, such as the Literacy Connections Conference with the Barbara Bush Family Literacy organization.
- Provision of professional development for Maine educators related to literacy, such as the Cross Discipline Literacy Network (K-12) and summer literacy institutes (K-12) focused on standards implementation.

SOME KEY NEXT STEPS:

- Examination and revision of certification standards for early learning and K-12 regular and special educators to insure the necessary knowledge and skills related to literacy instruction and assessment practices.
- Development of informational videos and brochures to educate parents and community members about literacy development.
- Development of cross-agency partnerships around literacy education efforts.
- Development of protocols for examining literacy related data sources to inform literacy education efforts.
- Continued professional development related to literacy instruction and assessment practices.
- Continued implementation of recommendations contained in the Literacy for ME plan.

GOVERNMENT EVALUATION ACT

November 1, 2013

Maine Department of Education

Learning Systems Team

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer

TEAM PURPOSE:

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NAME OF PROGRAM:

Higher Education

This program is supported under the Standards and Instructional Supports Team.

PROGRAM PURPOSES:

The purpose of the Higher Education Program is to provide oversight of public and private post-secondary schools, colleges and universities primarily focusing on degree-granting authorizations, assisting graduates of closed Maine schools or colleges, educator preparation program approvals and renewals, and private-for-profit proprietary school licensure. Key functions of this program include:

- Review and program approval of postsecondary degree-granting institutions;
- Closed schools and colleges;
- Aspirations-early college initiative;
- New England Board of Higher Education;
- Educator personnel preparation;
- Proprietary schools;
- Correspondence schools;
- Non-Accredited colleges and universities; and
- Higher Education Act reporting requirements.

TARGET POPULATIONS:

Higher education faculty, non-profits and community members.

SOME KEY ACCOMPLISHMENTS:

- During the last year, key staff responsible for this position retired. The Department was successful in hiring a replacement. Unfortunately, this new staff member was recruited by another employer and left to pursue that opportunity. The Department is once again seeking staff to assume the responsibilities of this important work.
- Amended the Chapter 114 rules governing state approval of teacher preparation programs to improve the rigor and relevance of such programs.

SOME KEY NEXT STEPS:

- As outlined above, complete hiring of a staff member for the higher education program.
- Develop additional resources in the following areas:
 - Outline a plan for content outreach for the 2014 calendar year;
 - Define opportunities for collaboration and coordination with Department efforts related to college and career readiness;
 - Define opportunities for collaboration and coordination with Department efforts related to educator effectiveness and pre-service training for educators; and
 - Support rulemaking activities related to post-secondary education.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Health Education and Prevention Program

Rachelle Tome, Learning Systems Team Leader / Chief Academic Officer
Valerie Seaberg, Interim Supervisor

TEAM PURPOSE:

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NAME OF PROGRAM:

Health Education and Prevention Program

PROGRAM PURPOSES:

The Health Education and Prevention Programs support all aspects of the Maine Department of Education (DOE) "Education Evolving" Core Priorities by providing supports for effective student-centered education, policies and best practice. This team contributes to Maine's educational system and academic success by:

- Providing support for educators in proficiency-based learning in health education and physical education;
- Administering and coordinating school health and wellness programs that contribute to a healthy school environment that will improve academic achievement and assist learners in making the most out of school;
- Supporting the development and delivery of Department initiatives and resources to health education and physical education teachers, school nurses, school counselors, behavioral health staff, support staff, parents, legislators and community members;
- Providing professional development, technical assistance and guidance to a variety of school personnel in order to improve the personal health and school health environment for all school personnel, students and their families; and
- Partnering with State governmental and non-governmental agencies to effectively leverage and disburse funds, monitor programs and develop and distribute resources targeting schools and/or the student population.

The Comprehensive School Health Education (CSHE) program provides Pre-K through high school teachers statewide with technical assistance, professional development and resources to effectively instruct students in the content area of health education. This instruction provides students with the knowledge and skills to thrive physically, mentally, emotionally and socially. CSHE contributes to students' ability to successfully practice behaviors that protect and promote health, and avoid and reduce health risks. CSHE also helps students to determine personal values and group norms that support healthy behaviors; learn basic health concepts and influences on

health; and develop the skills required to adopt, practice, and maintain health-enhancing and safe behaviors.

These skills include: analyzing the reliability and validity of media and health resources, communicating effectively using refusal and conflict management skills, setting goals and making healthy decisions. Health education helps students to be better consumers of information, manage stress and make healthy decisions in the face of conflicting messages. It assists them in overall academic achievement and living healthier lives.

The Physical Education program provides Pre-K through high school teachers statewide with technical assistance, professional development and resources to effectively instruct students in the content area of physical education. Physical education provides building blocks for motor skill development, skill analysis, physical fitness, stress reduction, decision-making, and positive cooperative and responsible behaviors. Students learn to assess and evaluate their own physical fitness, set personal goals and use the knowledge to maintain or improve their current fitness level. Students who participate in physical education on a regular basis learn the benefits of physical activity and its contribution to a healthy lifestyle. Collaboration is ongoing with the other coordinated school health programs and other agencies to meet the goals and objectives related to physical education and physical activity.

The Schoolsite Health Promotion Program is a year-long wellness program designed to heighten awareness of personal and professional issues regarding health and wellness to increase knowledge and support positive attitudes and health-enhancing behaviors. At the core of the Maine Schoolsite Health Promotion Program is the annual conference, which provides a forum for representatives of all segments of a school unit to discuss and respond to issues related to health education, health promotion and the maintenance of a healthy school environment.

School Health Services

The School Health Services Program, implemented by a School Nurse Consultant, provides statewide nursing leadership; collaboration on school nursing issues among State agencies and other non-governmental agencies; and leadership, consultation and technical assistance to school nurses, administrators and community members statewide.

Physical Activity/Healthy Eating Program (Prevention and Control Grant)

The Physical Activity and Healthy Eating Program provides technical assistance, professional development and resources to all SAUs to assist with improving the physical activity and eating options for all students and staff. According to both the National School Boards Association and the US Centers for Disease Control and Prevention, a large and still growing body of evidence suggests that a healthy and physically active student is more likely to be academically successful. Students demonstrate positive classroom behavior and have higher levels of cognitive function, including concentration and memory, when physical activity is offered over the course of the school day with recess and short activity breaks. Studies on student eating show that healthier eating offers similar benefits as physical activity.

Maine Youth and School Surveillance Program

The Surveillance Program includes administration of the School Health Profiles to principals and lead health teachers in even years (2014, 2016) and the administration of the Maine Integrated Youth Health Survey (MIYHS) to youth and families in odd years (2015, 2017). The goal is to gather weighted data for both surveys that will be used to guide state and local program planning and implementation to support school improvement targets.

The Profiles provides state-level information on health-related school policies and practices. The MIYHS provides Maine adolescent health behavior data and includes the US Centers for Disease Control and Prevention (US CDC) Youth Risk Behavior Survey and inclusion of state-level health surveys.

Student Assistance Services

The Student Assistance Program is a newly re-defined program as a result of changes in funding sources, statutory regulations and the needs of school administrative units. The program will support student conduct and school climate including restraint and seclusion and bullying prevention efforts, provide support to school counselors, collect and analyze data related to student conduct/behavior and maintain the DOE webpages and other resources related to the aforementioned.

TARGET POPULATIONS:

All teachers/educators, health education and physical education teachers, special education staff, administrators, curriculum coordinators, school health coordinators, school nurses, school counselors, food service personnel, school board members, students, parents and community members, as well as higher education, State government and non-governmental agency staff ultimately impacting the education, well-being and future of Maine's youth.

SOME KEY ACCOMPLISHMENTS

- Created new web pages for each of the Health Education and Prevention Programs with resources for educators, students and parents.
- Continue to maintain strong collaborative relationship with multiple Maine CDC Programs including Adolescent and School Health and Physical Activity, Nutrition, Immunization, Infectious Disease and Healthy Weight Programs as well as other governmental and non-governmental partners.
- Health Education and Physical Education
 - Provided a variety of professional development events annually to educators on new Department initiatives, the delivery of quality curricula, new resources and best practices.
 - Improved the implementation of school health related policies through successful collaboration with the Maine DHHS programs.
 - Worked collaboratively with internal and external state partners on crafting and passing a new law that mandates suicide awareness education training for all school personnel that will save lives.
 - Maintain a collaborative relationship with the Maine CDC - Maternal and Child Health Program to assist in meeting identified state and national performance measures, including decreasing teen pregnancy and sexually-transmitted diseases

- (including HIV); reducing intentional and unintentional injuries among youth, including suicide and motorized vehicle accidents; and preventing obesity.
- Maine Schoolsite Health Promotion Program
 - Continue to coordinate this year-long program, now in its 28th year, anchored by an annual conference that shares best practices and resources for employee wellness, healthy school environments and student health.
 - School Health Services
 - Engaged in partnership with Maine CDC and US CDC to develop the school-located vaccine clinic initiative including securing a federal grants. Over 90% of school administrative units participated in 2009; 78 school administrative units participated in 2011/2012.
 - Following the passage of PL 2011 Chapter 688 (LD 1873), developed Concussion Management policies and procedures with stakeholders as mandated in the law.
 - Participated as the DOE representative on Chapter 33: Rule Governing Physical Restraint and Seclusion rulemaking.
 - Assisted in the planning and delivery of professional development for school nurses on topics relevant to school nursing practice including new school nurse orientation, concussion management, medication administration and school nurse evaluation.
 - Physical Activity and Nutrition Program
 - Secured a new five-year grant in collaboration with the Maine CDC to continue school health programming with an emphasis on obesity prevention through increased physical activity and healthier eating.
 - Provided and participated in a variety of professional development events annually for educators on best practices in school physical activity and healthy eating.
 - Maine Youth and School Surveillance Program
 - Secured weighted data for MIYHS 2011 and 2013.
 - Will publish trend data from the 2009, 2011 and 2013 MIYHS in December 2013.
 - Utilized Profiles data to assist in developing professional development plans for the Health Education and Prevention Programs.
 - Coordinated School Health Programs (CSHP) (Funded by the US CDC, Division of Adolescent School Health. Funding ended as of August 31, 2013)
 - Coordinated school health program efforts statewide including collaboration with governmental and non-governmental agencies.
 - Supported 14 CSHP Priority School grants for the promotion of school health wellness policies focusing on improving school-based physical activity and nutrition programs.
 - Provided the oversight and support for 48 School Health Coordinators funded through the Fund for a Healthy Maine reaching 85,622 students.
 - Provided professional development for school health policies, practices and programs.
 - HIV Prevention Education Program (Funded by the US CDC, Division of Adolescent School Health; funding ended as of July 31, 2013)
 - Provided professional development on evidence-based reproductive adolescent health curriculum including special education and tribal youth.

- Supported student leadership conference for peer education.
- Student Assistance Teams (SAT), a program that exists to help students become more effective learners as they strive to achieve the Maine Learning Results. Though still a viable and well-utilized program, SAT no longer has designated funding to provide support from the DOE (previously supported through Safe & Drug Free Schools funding). As of December 31, 2012, the staff person with that expertise in addition to many other responsibilities retired.
 - Provided regional professional development using the SAT/Response to Intervention (RTI) manual.
 - Provided leadership and guidance for schools, governmental and non-governmental agencies and parents on best practices in creating safe and responsive school climate and culture, bullying prevention and related legislation all in support of improving academic achievement.

SOME KEY NEXT STEPS:

- Continue to work with Department colleagues and external partners to develop tools and resources for the successful implementation of proficiency-based learning and the diploma that includes health education and physical education.
- Secure ongoing funding partners for the Maine Schoolsite Health Promotion year-long program.
- Continue to improve and expand the health education, physical education, schoolsite health promotion, coordinated school health and physical activity DOE web resources.
- Continue to implement and maintain the concussion management policy/protocols resources.
- Develop and disseminate resources in allergy management in the school setting.
- Complete rulemaking and implement the new law PL 2013 Chapter 53 (LD 609), Suicide Awareness and Prevention Training for all school personnel.
- Design a sustainability plan for school-located vaccine clinics in Maine schools.
- Deliver professional development for SAUs across the state on the development and implementation of Comprehensive School Physical Activity policies.
- Collaborated with the DOE Child Nutrition Services program to provide professional development and technical assistance on the implementation of the federal Healthy Hunger Free Kids Act.
- Collaborate with the Maine Family Planning Association to provide ongoing support for the Best Practices curriculum program that includes HIV prevention.
- Present and distribute the 2013 MIYHS data results to key stakeholders for program planning and development as well as using the data secure additional funding.
- Evaluate the newly established data collection system for student conduct including bullying incidents and restraint and seclusion.
- Seek additional funding for school health related programming.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Education in Unorganized Territory

Shelley Lane, Superintendent, Education in Unorganized Territory

TEAM PURPOSE:

The mission of Education in the Unorganized Territory (EUT) is to deliver a comprehensive range of educational services to all eligible pupils age three to twenty who are legal residents of the unorganized territories (UT). Title 20-A, Chapter 119 established the Commissioner's statutory authority to provide elementary and secondary schooling through the operation of schools in the unorganized territories or to provide resident pupils with transportation services and tuition in order to attend school in the nearest public school system.

Additionally, EUT acts as the "watch dog" ensuring that the students residing in the unorganized territories are afforded a free and appropriate education by providing the necessary education services, support as related to tuition, transportation, room and board, alternative education and special education associated services as mandated by Individuals with Disabilities Education Act (IDEA).

While continually monitoring the education needs of nearly 900 out-of-district placement UT students, the EUT operates three elementary schools: Connor Consolidated School located in Connor Township, Edmunds Consolidated School located in Edmunds Township and Kingman Elementary School located in Kingman. Enrollment for these schools has remained steady over the last four years. Staff in the EUT has worked hard to engage their students by providing creative educational opportunities, enrichment activities and fulfilling learning experiences in order for students to become successful adults.

The EUT is the sentry, monitoring all expenses for its students including federally mandated special education services and costs, transportation, enrollment of tuition students and tuition payments. Furthermore, the EUT is the administrator distributing funds as appropriate. The EUT reviews and verifies all invoices submitted for reimbursement for tuition, special education services, transportation and enrollment of its students.

NAME OF PROGRAM:

Education in the Unorganized Territory

PROGRAM PURPOSES:

The Department of Education, Education in the Unorganized Territory, is not only responsible for providing educational services to students living in any one of Maine's 421 unorganized territories, it exists to ensure that the students in the unorganized territories are provided a fair and equitable education opportunity. The EUT monitors all expenses for special education,

transportation, and tuition, which may otherwise go unchecked. This would undoubtedly be passed on to the taxpayers of the UT, thus creating a greater tax burden on the residents residing in the unorganized territory. Chapter 119 creates a system of checks and balances.

The services must meet the general standards for elementary and secondary schooling, pupil transportation and special education established for organized municipal units. The vast area of the unorganized territories (approximately 10.5 million acres) is generally characterized as rural, and frequently includes such characteristics as geographic isolation, remoteness and high measures of poverty. These conditions often require unique solutions to unusual situations and field visits to these remote locations. Pupils that reside in some of these more remote locations are provided an appropriate educational service through a variety of alternative methods such as room and board in lieu of transportation, tutors, alternative education program and home schooling programs.

At the conclusion of the school year 2013, the EUT provided education services for nearly 1,008 resident UT students, and of those students 157 (Dec 1 Certification SPED Count) received some sort of special education services in order to succeed in school. The EUT can proudly say that 65 students successfully graduated from high school of which 13 were identified as special education students. In order to successfully educate students residing in the UT, the EUT works closely with at least 75 local districts and various conveyance contractors; owns, operates and maintains a fleet of 23 buses; travels approximately 235,000 miles each year; maintains a budget of 12 million; and employs 52 full- and part-time employees.

TARGET POPULATIONS:

The Education in the Unorganized Territory supports all students who live in the any of the 421 unorganized territories, any local education agencies receiving tuition UT students and parents and guardians residing in the unorganized territories.

SOME KEY ACCOMPLISHMENTS:

- Continued coordinated transportation services with school administrative units.
- The elimination of the unnecessary practice of “agent” pay.
- The development of an efficient Special Education Invoice System/Form and the on-going coordinated effort with OIT to create a web based reporting invoice system.
- Alternative Education Programs for students so remote that attending public schools is not feasible.
- Alternative Placement forms to track students as they move/relocate within the public school systems.
- All three UT schools met criteria and were recipients of the Fresh Fruit and Vegetable Program Grant.
- The \$25,000 award from the Steven King Grant allowed Kingman Elementary School to improve its school library materials.
- The successful operation of a weekly social development group, KinderCubs, for three to four year olds at the Kingman Elementary School.
- Successful completion and submission of federal funding to continually support professional development opportunities.
- The purchase of iPads for all students located in the three UT schools.

- The implementation of the 212° Philosophy in all three UT schools and “No Bully Here” via Character Trait Development.
- The successful completion of writing the EUT’s Response to Intervention Plan for full enactment in 2013.

SOME KEY NEXT STEPS:

- Continue to implement the updated Maine Learning Results.
- Prepare for School Nutrition inspection at each unorganized territory school.
- Increase the expertise of the UT staff to incorporate the most innovative technology tools in teaching and learning.
- Find creative and innovative methods to support student learning so that the students can continue to meet or exceed the national standards in all curriculum areas including technology.
- Continue to train staff in the effects of bullying in schools as well as educate students about bullying.
- Monitor and work with districts to find affective and efficient ways to manage the programs and services for UT students.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Special Services Team

Janice Breton, Special Services Team Leader

TEAM PURPOSE:

The Office of Special Services is responsible for the State's oversight and support for the delivery of all special education services provided in Maine under the federal Individuals with Disabilities Education Act (IDEA). This includes early intervention services to eligible children age birth to under age three and their families provided under IDEA, Part C and Free Appropriate Public Education to eligible children age three to 20, under IDEA, Part B. The Office of Special Services is also responsible for meeting the State's responsibilities under IDEA.

The Office of Special Services also works to guarantee that the State's Performance Plan is effectively implemented by means of policies and procedures that ensure that:

- The rights of children with disabilities and parents of such children are protected;
- Educators and parents have the necessary tools to access research-based educational tools that support the teaching of children with disabilities;
- All educational personnel who teach children with disabilities are qualified to do so and are supported with ongoing professional development;
- Technical assistance and dissemination of information by the Department are coordinated and timely; and
- Technology, data and media services that support the Department's Office of Special Services are coordinated, maintained and current.

NAME OF PROGRAM:

The Office of Special Services

PROGRAM PURPOSES:

This team is made up of only one program, so the Program Purposes are the same as the Team Purposes given above.

TARGET POPULATIONS:

The primary focus of the team/program's work is on children with disabilities and their families. In the course of that work, the team/program provides guidance, and monitoring/technical assistance (both programmatic and fiscal) to school administrative units (including public charter schools) and also collaborates with other State agencies (e.g., Department of Health and Human Services; Department of Corrections) in whose custody some children with disabilities may be placed, or who have a significant role in the education of some children with disabilities (e.g., Department of Labor/Division of the Blind and Visually Impaired). The team/program also contracts with special purpose private schools (SPPS) to provide for the education of State

agency clients/State wards, in accordance with their Individualized Education Programs (IEPs), and monitors SPPS compliance with program requirements.

SOME KEY ACCOMPLISHMENTS:

- Reorganized team/program work/staffing to better reflect Department priorities.
- Completed the hiring process for several key positions in the reorganized staffing.
- Reviewed team/program policies and procedures (operational, programmatic and fiscal) and revised them as needed in consultation with the Management Information Team, to avoid duplication and to achieve greater consistency.
- Achieved a higher determination level of federal compliance on state performance indicators from the US Department of Education (US DOE) for the Department's Annual Performance Report on its State Performance Plan for reporting year (school year) 2011-2012.
- Executed a Memorandum of Understanding with Department of Labor/Division of Blind and Visually Impaired to clarify roles/responsibilities for children who are blind/visually impaired.
- Began development of a Memorandum of Understanding with Maine Indian Education to clarify roles/responsibilities for Maine's Indian children with disabilities.
- Won a competitive grant from the National Secondary Transition Technical Assistance Center (NSTTAC) for intensive targeted technical assistance, to build capacity in school administrative units (including public charter schools) for planning the transition of children with disabilities from secondary school to career, college and citizenship.
- Won a competitive grant from the US DOE for the provision of technical assistance, to build capacity in school administrative units (including public charter schools) for greater understanding and implementation of the federal "least restrictive environment" (LRE) requirement and for achieving the federally required "highly qualified teacher" (HQT) status for educators of children with disabilities.
- Developed regional support systems for educators of children with autism spectrum disorder.
- Increased the emphasis and availability of professional development and technical assistance to school administrative units (including public charter schools).
- Strengthened the Department's relationship with the Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf, to encourage education for children in the least restrictive environment and to explore the best use of the Center as a state resource.
- Refreshed the membership of both advisory bodies required under the Individuals with Disabilities Education Act (IDEA) through the gubernatorial appointment process.
- Completed a major web page update.

SOME KEY NEXT STEPS:

- Compile all policies and procedures into a Policy Library for easy access.
- Seek to achieve the highest determination level of federal compliance on state performance indicators from the US DOE for the Department's Annual Performance Report on its State Performance Plan for reporting year (school year) 2012-2013. Work includes development of Performance Indicator Teams, with an emphasis on Results Driven Accountability (RDA).

- Develop a tiered monitoring (programmatic) system for school administrative units (including public charter schools).
- Complete development of a Memorandum of Understanding with Maine Indian Education.
- Develop the capacity to provide technical assistance to school administrative units (including public charter schools) in the development of children's IEP goals that are aligned with the State's proficiency standards required for graduation; and continue to develop the capacity to provide technical assistance to them in understanding and implementing the federal "least restrictive environment" (LRE) requirement, and achieving the federally required "highly qualified teacher" (HQT) status for educators of children with disabilities.
- Continue to strengthen the Department's relationship with the Maine Educational Center for the Deaf and Hard of Hearing/Governor Baxter School for the Deaf to encourage education for children in the least restrictive environment and to explore the best use of the Center as a state resource and also to clarify the role of the Center and the school administrative units with respect to the federal obligation to provide Free Appropriate Public Education (FAPE) to children who are deaf/hard of hearing.

GOVERNMENT EVALUATION ACT
November 1, 2013
Intermediate Educational Unit

Cindy Brown, Director of Early Childhood Special Education

TEAM PURPOSE:

The Child Development Services System maintains a coordinated service delivery system for children with a disability from birth to under age six by locating, identifying and referring children from birth to under age six for evaluations (“child find”); by providing early intervention services for eligible children, from birth to under age three; and by ensuring free appropriate public education services (FAPE) for eligible children, from age three to under age six. The system is currently serving over 4,200 children.

The CDS system is set up as an intermediate educational unit with a network of nine regional sites throughout the State of Maine and a central office housed within the Maine Department of Education in Augusta.

NAME OF PROGRAM:

Child Development Services (CDS)

PROGRAM PURPOSES:

The Program Purposes are the same as the Team Purposes given above.

TARGET POPULATIONS:

The CDS System serves children with disabilities and developmental delays birth to under age six (B-5) pursuant to the eligibility requirements of the Individuals with Disabilities Education Act.

SOME KEY ACCOMPLISHMENTS:

- Public Law 2005, Chapter 662, restructured the CDS system by mandating that DOE serve as the lead agency for CDS and develop rules relating to services to children from birth to under six years of age. All budget and expenditure information has been successfully centralized in the State CDS Office. The Case-e data system, which includes data from the regional sites on all elements of service delivery to children, is joined to fiscal systems so that state-level CDS staff process and pay invoices to outside contractors. As well, CDS employed staff submit internal invoices which are processed for third party reimbursement. Invoices submitted by staff are audited for accuracy in complying with delivery of services agreed to on children’s plans. Proceeding on from this component will be the monitoring of CDS employed direct service staff productivity for cost analysis purposes compared to contracted service providers.
- Tremendous improvement in financial accounting practices has been achieved since CDS is now functioning as a single entity, given the statutory repeal of the Regional Site Governing Boards in July 2011. Along with long overdue software upgrades and a management reporter application, financial reporting is systematic, concise and efficient.

Staff productivity at the State office has increased significantly and, as a result of the procurement process (Request for Proposals), the annual audit fees for the current-year end audit have been reduced by almost half from prior years.

- Close monitoring of regional site budgets including a rigorous review process when sites indicate the need to hire more Special Education teachers, Educational Technicians or Therapists has resulted in improved fiscal management of the funds allocated to sites and a reduction in the overall number of employed staff.
- A new and improved relationship with contracted providers has been a major focus both at the State and local levels. A prime example being the successful transfer of The Reach School in South Portland that operated for 15 years as a CDS-run preschool to Easter Seals of Maine. About 30 CDS employees have now become employed by Easter Seals in this huge shift that we all see as a win for families and children as well as our providers, employees and the CDS program. This will be a loss of Maine Care generated revenue to CDS; however it will be a large net savings to the CDS budget, greatly reducing our employee count and operational expenses.
- CDS continues to engage another community provider in final planning and preparation for transferring the Learning Tree CDS pre-school in Brewer. It is anticipated that a successful transfer will take place later this school year.
- Due to improved accounting practices and a routine allocation schedule of revenue transfers we have reduced provider complaints about untimely payment to non-existent.
- CDS has greatly increased the number of our contracted vendors who are payed via the ACH process; and effective January 1, 2014 all vendors will be paid in this manner and emailing remittance information will be standard. A reduction on postage costs will be realized through this initiative.
- Independent Provider contracts are now being completely administered directly from the state office. Having been updated and revised, the process is now 100 percent uniform statewide and is already showing a huge improvement in consistency and understanding of what is required of contractors and how payment will be authorized.
- In 2012, CDS introduced the availability for parents and providers to initiate on-line referrals that are sent directly to the Central Referral Coordinator in the Augusta office.
- Workers' compensation renewal premium for 2013-14 has been reduced by \$50,000 due to improved activities focused on prevention of workplace injuries.

SOME KEY NEXT STEPS:

- Continue the focus on professional development by working with the State Agency Interdepartmental Early Learning Team (SAIEL) on joint efforts.
- Work collaboratively with the SAIEL team to strive for achieving a statewide system of Early Care and Education.
- Gather and maintain an inventory for the use and exchange of adaptive equipment, currently underway with the support of Maine Cite (a program administered by DOE and designed to help make assistive and universally-designed technology available to Maine children).
- Maine will implement the Early Intervention Family Cost Participation (Early Intervention Sliding Fee Scale), optimistically, during the spring of this fiscal year. The

Office of Special Education Programs is asking for further refinements in the policies which CDS expects to make in late fall/early winter.

- Close review of the administrative/supervisory structure continues such that another tool to controlling costs has been implemented: a smaller cadre of highly qualified and trained staff will be able to commit funds at meetings for child plans and services.
- Staff productivity will be monitored system-wide going into this fiscal year, with internal audits of employed provider services adherence to child plans and productive use of available work hours.
- CDS is nearing completion of the RFP process for a new data system that will remedy long-standing issues that have plagued this system for many years. A new data system will provide the consistency, integrity, availability and reliability of program and fiscal data to answer questions posed by stakeholders in a quick and efficient way. It will make the workload more manageable for those in the field, be accessible to our contractor providers for their use and to parents as well. It will revolutionize how the CDS system functions.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Learning Through Technology

Jeff Mao, Learning Through Technology Team Leader

TEAM PURPOSE:

The Learning Through Technology team provides policy support to the Department of Education for topics related to instructional technology. Additionally, the team operates and oversees four key program areas:

- 1) Maine Learning Technology Initiative
- 2) Maine School and Library Network
- 3) Online Learning
- 4) Library/Media Services & Technology Planning

NAME OF PROGRAM: Maine Learning Technology Initiative

PROGRAM PURPOSES:

Maine Learning Technology Initiative is a statewide program that provides professional development and 21st Century tools and infrastructure to middle and high school students, teachers, and administrators. The focus is not on the technology itself, but on how the technology can improve learning and student outcomes in meeting standards in all subject areas (Title 20-A, Chapter 801).

TARGET POPULATIONS:

Students in grades 7-12, teachers and administrators.

SOME KEY ACCOMPLISHMENTS:

- Evidence of the impact of the work of the MLTI is readily available. Five years into the project, a study was conducted to see how student writing was affected by the introduction of the laptops. By 2005, the average eighth grade student scored better on the MEA writing test than two-thirds of all students in 2000, prior to the introduction of the program. Additionally, those students who used the laptops according to the teaching strategies and models endorsed by the MLTI performed on average better than 75 percent of the students who did not use the laptops for writing.
- The 2012-13 RFP and new contract negotiations led to a more flexible offering to schools. The new MLTI solution now includes choices for schools of both platform (Windows OS, Mac OS and iOS) as well as form factor (laptop and tablet).

SOME KEY NEXT STEPS:

- Expanded efforts to transition classrooms from traditional print-based instructional materials to openly licensed free digital instructional materials.

- Coordinate with other states to develop and make available an online clearinghouse of high quality digital instructional materials aligned to the Maine Learning Results.

NAME OF PROGRAM: Maine School and Library Network (MSLN)

PROGRAM PURPOSES:

Maine School and Library Network provides high capacity Internet connectivity and associated support services to Maine K12 schools, public and private as well as Maine public libraries including the Maine State Library.

TARGET POPULATIONS:

K12 schools and Maine public libraries.

SOME KEY ACCOMPLISHMENTS:

The Maine School and Library Network has provided high capacity, reliable Internet connectivity to schools for over a decade with no significant outages.

SOME KEY NEXT STEPS:

MSLN is funded primarily by two revenue streams, Federal Universal Services Funds (E-Rate) and the Maine Telecommunications Education Access Fund (MTEAF) (Title 35-A, Chapter 71, §7104-B). E-Rate funding has been effectively flat for many years. MTEAF revenues are slowly declining. As such, MSLN needs to improve efficiency and seek new revenues in order to keep up with ever-growing bandwidth demand in schools.

NAME OF PROGRAM: Online Learning

PROGRAM PURPOSES:

The Learning Through Technology team provides technical assistance and program management for the Maine Online Learning Program (MOLP) (Title 20-A, Chapter 802). In addition, the team operates and manages the AP4ALL program that provides free online rigorous Advanced Placement courses to Maine public school students.

TARGET POPULATIONS:

MOLP: All students K-12

AP4ALL: 9-12th grade students unable to participate in an Advanced Placement course in their local school due to lack of availability, schedule conflict or other circumstances.

SOME KEY ACCOMPLISHMENTS:

- The Maine Online Learning Program had eight approved providers for the 2012-2013 school year, an increase from three approved providers previously. More approved providers can be considered an increase in opportunities for Maine students to leverage an online learning opportunity.
- AP4ALL offered 14 Advanced Placement courses in 2012-2013 as compared to six in 2011-12. Over 125 students successfully completed the courses. In the 2013-2014 school year, AP4ALL will offer 22 courses.

SOME KEY NEXT STEPS:

Expand online offerings to pre-AP courses that are difficult to provide at the local level (i.e. 3rd/4th year world language courses, Introductory Computer Science). Facilitate the creation of an online course collaborative among Maine SAUs in order to increase availability and access for Maine students to participate in high quality online learning opportunities and to improve the capacity of Maine teachers to leverage online learning technologies.

NAME OF PROGRAM: Library/Media Services & Technology Planning

PROGRAM PURPOSES:

The Learning Through Technology team provides technical assistance to schools and districts to ensure that appropriate library/media services are provided to students and teachers to assist with the attainment of the Maine Learning Results.

TARGET POPULATIONS:

All schools and school systems.

SOME KEY ACCOMPLISHMENTS:

The Learning Through Technology team successfully negotiated an agreement with Gale/Cengage Publishing to aggregate purchasing demand from schools and established a purchasing collaborative for a virtual reference library. Overall, the resulting contract saved participating Maine schools over \$100,000.

SOME KEY NEXT STEPS:

- Update and improve the technology planning process for schools to better aid school systems with long-term planning and implementation of infrastructure and professional support programs intended to improve technology integration in the teaching and learning process.
- Provide technical assistance to school library community to continue digital transition from print-based library reference materials to digital library reference materials.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of State school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

School Funding and Governance

PROGRAM PURPOSES:

School Funding and Governance administers General Purpose Aid for local schools (State school subsidy) which provides necessary funds (for 2013-14 approximately 47 percent on a statewide basis) to schools to support essential programming. The Essential Programs and Services calculations produce estimates of the cost to provide an adequate education (based on expenditures in high-performing districts). The funding formula then determines the distribution of aid based on school units' ability to pay. The team also provides technical assistance to school units regarding school closings, board re-apportionment, withdrawals from school units, school-based MaineCare and the Postsecondary Options program and calculates the annual tuition rates for public and some private schools.

TARGET POPULATIONS:

School-aged children in Maine, local school staff, state executive staff, state legislators, federal congressional staff, US Department of Education, other state agencies and Department of Education staff.

SOME KEY ACCOMPLISHMENTS:

- The Essential Programs and Services (EPS) model, implemented as a result of LD 1 "An Act to Increase the State Share of Education Costs, Reduce Property Taxes and Reduce Government Spending at All Levels" (Public Law 2005, Chapter 2), provides a basis for adequacy and greater equity in the funding of K-12 education.

- The Essential Programs and Services formula is designed to respond to student needs and is based on years of research and information gleaned from high-performing cost-effective school units.

SOME KEY NEXT STEPS:

- Development and implementation of a program driven Career and Technical Education funding model as a component of the Essential Programs and Services (EPS) Funding Act in order to provide a basis for adequacy and greater equity in the funding of K-12 education.
- Respond to other modifications to the Essential Programs and Services formula to meet its intended designed to respond to student needs and is based on year of research and information gleaned from high performing cost effective school units.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of State school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

School Finance and Compliance

PROGRAM PURPOSES:

The School Finance and Compliance sub-team provides technical assistance to school units on all aspects of school finance, enrollment and compliance. The Compliance Team is responsible for developing and coordinating fiscal compliance with federal, State and local regulatory requirements through Department guidance and sub-recipient monitoring; tracks and interprets laws and regulations that might affect the Department and/or sub-recipients and implements necessary changes; reviews Major Capital School Construction Projects for final fiscal compliance and determines final expenditures and revenues, state/local share and local share of unused bond proceeds and net interest income; and coordinates external state and federal audit reviews, findings and resolutions. In regards to enrollment, this sub-team provides enrollment analysis and calculations for federal reporting (such as graduation rates, EdFacts, etc.) and for Essential Programs & Services funding calculations.

TARGET POPULATIONS:

School-aged children in Maine, local school staff, state executive staff, state legislators, federal congressional staff, US Department of Education, other state agencies and Department of Education staff.

SOME KEY ACCOMPLISHMENTS:

- Implementation of federal and State compliance requirements to provide greater accountability in the funding of K-12 education.

- Implementation of a new financial monitoring process for on-going school construction projects that provides fiscal guidance to local school units during the construction of schools.

SOME KEY NEXT STEPS:

- Development and implementation of technical assistance and training to local school unit financial staff for increased accountability of educational funds.
- Development and implementation of technical assistance and training to Department of Education program staff for increased accountability of educational funds.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of state school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

Maine Educational Data Management Systems

PROGRAM PURPOSES:

The Department's data systems serve three basic purposes: to inform policy decision making at both the State and district level around teaching, curriculum, funding and more based on data that shows the effectiveness of programming over time; to meet state and federal reporting requirements; and to provide aggregated information on education in Maine to the general public while protecting identifiable student- and family-level data.

Decision-making Data Systems

The **Statewide Longitudinal Data System (SLDS)** project goal is to design, develop and implement a longitudinal data system, known as the Data Warehouse, that stakeholders can draw upon to make well-informed decisions about improving student achievement. Funding for the creation and implementation of SLDS is from two federal grants: the 2007 SLDS grant (\$3.2 million) and the 2009 ARRA SLDS grant (\$7.3 million). This federal funding will end in September 2014.

Data Systems for Reporting Requirements

The **Infinite Campus Data System** collects student demographic, enrollment and program participation data from the local school units to meet all State and federal reporting requirements. The system also provides an optional centrally-hosted student information system to school units that synchronizes data with the State.

The **Maine Education Data Management System (MEDMS)** system was developed in 2003 to meet the reporting requirements for the No Child Left Behind Act and Essential Programs and Services.

The **TransFinder System** provides bus route optimization and fleet management for Maine school districts. It is provided by the Department to local schools and districts at no cost since 2010. It has shown substantial transportation cost savings in districts using it. It also provides the Department with more accurate and more complete reporting of all aspects of school transportation.

The legacy **Certification System** follows educational professionals and their training and qualifications. This enables the Department to ensure that Maine schools are only employing the most reputable and highest quality professionals possible. It also ensures that these professional actively expand their skill sets over their careers in education. Work on replacing the old system began in 2011 and should be completed in the spring of 2014. The new system provides for convenient self-service via the Internet for Maine's educational community.

The new web-based **Adult Education System** integrates adult learners with the department's existing student information system allowing a broader view of lifetime educational performance. It will also implement the new high school equivalency standard (HiSET) in 2014 replacing the GED.

TARGET POPULATIONS:

The public school population, school administrative units and the public.

SOME KEY ACCOMPLISHMENTS:

- The education data sources inventory and data dictionary projects were completed in 2008 and completely updated in 2013.
- The Data Warehouse, which will ultimately serve as a single definitive repository for all state, federal and public reporting, has been released and includes:
 - 245 data snapshots including balanced scorecards for public reporting on state, district and school performance,
 - 617 public data tables,
 - Growth model for analysis of student growth on state assessments,
 - At-risk data model for early warning of potential dropouts, and
 - Research data mart to support analysis of education programs and data.
- The Infinite Campus State Edition went live in the fall of 2008 and has been enhanced each year with additional functionality including special education, career and technical education and health. Additional improvements continue to be added to the system for behavior/discipline and attendance tracking, thereby improving our ability to identify at-risk students at the earliest opportunity.
- School units representing over 50 percent of students have converted to Infinite Campus District Edition, making for seamless synchronization with the State Edition.
- MEDMS was designed to centralize student, staff and program data collection and eliminated over 100 individual reporting forms:

- The student module was migrated to Infinite Campus State Edition in 2008 to provide greater functionality and more efficient school unit reporting, and
- The staff module eliminated a multi-part paper form, enhanced security, and greater improved the accuracy and timeliness of data collection.
- The MEDMS Financial System was added in 2008 to collect data directly from school unit financial systems based on the new model chart of accounts. The system has improved the accuracy and timeliness of reporting and provides detailed reports for the State and school units.
- A new web-based adult education data system was rolled out in 2013 that provides greater functionality for State and local school units as well as Maine postsecondary teacher preparation programs.

SOME KEY NEXT STEPS:

- A new web-based educator credentialing system is undergoing final testing and will replace the legacy COBOL/UNIX system in the Spring of 2014.
- Linkage with other state agencies including:
 - Health and Human Services early childhood programs (Educare, Head Start),
 - Health and Human Services Centers for Disease Control programs (Immunization, Epidemiology),
 - Department of Labor,
 - Jobs for Maine Graduates,
 - University of Maine System, and
 - Maine Community College System.
- RFP for Conversion of the Child Development Services system so that early childhood data may be integrated with the rest of the Department's systems for longitudinal tracking of student proficiency.
- Replacing the existing GED system with the new HiSET high school equivalency assessments. These new assessments will be integrated with the adult education system providing a more usable measure of proficiency at lower costs.
- Expand Infinite Campus access and usage to allow more districts to leverage specialized functionality including special education, health, student-teacher linkage and behavior/discipline.
- Migrate all other surveys, forms and reports to a new SLDS Education Portal over the next two years.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of State school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

Child Nutrition Program

PROGRAM PURPOSES:

Evidence shows that hungry students have a much harder time learning. The Child Nutrition Services program assists schools in providing a healthy breakfast and lunch to students in order to give them the sustenance they need to be able to learn.

National School Lunch Program.

Staff assists schools by providing guidance and training in supplying nutritious meals. All student meals are federally reimbursed at different levels depending on student economic status. Maine reimburses a small amount to public schools as required by federal regulations. The staff conducts reviews and training statewide. School administrative units submit monthly claims for reimbursement to the Department for payment.

School Breakfast Program.

Staff assists schools by providing guidance and training in supplying nutritious meals and assists schools in starting a breakfast program. All student meals are federally reimbursed at different levels depending on student economic status. Maine reimburses 30 cents per reduced meal in public schools. The staff conducts reviews and training statewide. Breakfast is highly correlated with improved learning and higher test scores.

Special Milk Program.

This program offers milk to schools and sites that do not offer meals to students. It is primarily in summer camps in Maine, although it does include some school kindergarten programs.

Summer Food Service Program.

The Department administers this program to provide summer meals after the school year ends to reduce hunger when school meals are not available but hunger continues. This includes schools, camps and non-profit organizations that meet federal requirements to participate. Meals are provided at no cost to participants. The staff reviews the programs and conducts training. The summer outreach is limited at this time. No state funds are required for this program.

USDA Food Distribution Program.

The USDA Food Program offers products to schools, summer programs, charitable institutions, camps, jails and other nonprofit public programs. Items offered may be fresh, frozen, dry and refrigerated and examples include fresh fruits and vegetables, canned fruits, cheeses, frozen meats and frozen vegetables. Eleven percent of a school's food may be USDA food products. Food is stored in a commercial warehouse and reviewed quarterly for compliance and inventory balances.

Fresh Fruit and Vegetable Program.

This is a newer program that provides fresh fruit and vegetables to students in selected elementary schools, usually at a snack time. It cannot be part of the School Lunch, School Breakfast or After School Snack Programs. It provides students with education about many different products. This program provides students opportunities to try unfamiliar fruits and vegetables. It is paid for 100 percent with federal funds.

After School Snack Program.

When the school day is over, many students stay on for other activities. The After School Snack program provides quality nourishment for the students. In many cases, a snack is provided at no cost to the student.

Team Nutrition Grant Program.

This is a yearly competitive grant that generally provides education training to the food service staff to improve menus and culinary techniques. This includes hands-on workshops conducted throughout the state.

Child Nutrition Services ensures all federal and state regulations are met for these programs by providing on-site reviews, statewide trainings, list serve, web pages and a weekly electronic newsletter. Staff also stays up-to-date on food recalls to ensure safe food for Maine students.

TARGET POPULATIONS:

All Maine public school students.

SOME KEY ACCOMPLISHMENTS:

- Maine has the second-highest rate in the Northeast region for directly certifying children who receive Temporary Assistance for Needy Families (TANF) or food stamps for meal benefits. This greatly reduces paperwork required by families, schools and the Department.
- Child Nutrition provides training and testing for local school districts food handler's certification. This provides safe food for our students. Maine school food service

departments required few, if any, follow-ups after a sanitation inspection last year. This is a result of the training provided.

- Healthier US School Challenge (HUSCC) has increased each year; Maine has the largest percent of HUSCC in the Northeast region.
- The number of Summer Food Service Program has increased the number of sponsors from 87 to 96 and meal sites from 254 to 312 over the past year, serving 560,819 meals to children in need in 2013.
- The farm to school program is strong in Maine. The Department encourages a week called “Harvest Lunch” where schools offer Maine products to students. This program provides healthy local options to students and supports Maine agri-business.
- Child Nutrition has implemented electronic submittal for reimbursements and was one of the first in New England for other online services. These cut down on paperwork and paper, reduced errors and saved costs for schools and the Department.
- Maine has developed a food hold/recall procedure to improve food safety. Tests of this procedure showed an extremely high rate of success in immediately removing potentially hazardous food.
- Maine directly certifies 75 percent of school-aged Supplemental Nutrition Assistance Program (SNAP) participants, streamlining the process for families who no longer need to apply with an application as a result of teamwork between the Maine Department of Health and Human Services (DHHS) and the Department of Education.
- Sanitation and food handling is critical to the safety of our children. The Department now teaches Serve Safe® course to meet DHHS food handler requirements. We provide testing every other month.
- A Fresh Fruit and Vegetable coordinator position has been approved by the Legislature. Funding is provided by the USDA Fresh Fruit and Vegetable Program. This position will assist local administrators and schools staff in managing the program.

SOME KEY NEXT STEPS:

- Continuing to build on recent successes in boosting school breakfasts served, Child Nutrition seeks to work with schools to do outreach to more students. Evidence is clear and mounting that hungry students face far greater difficulty in learning.
- The Summer Food Service Program growth requires someone to make connections with summer programs, camps and schools to offer a summer food service program. A contracted position part time is being investigated.
- The farm-to-school program continues to grow from the partnering of the Maine Farm to School network, the Department of Education, the Department of Agriculture and the Department of Marine Resources.
- Maine is currently working with school administrative units on applications for the coveted Healthy US School Challenge award.
- Provide training to local schools by utilizing more efficient methods, such as the Internet, for some meetings.
- A USDA Fresh Fruit Vegetable Program coordinator position will be hired as a permanent position in Child Nutrition Services for the 2014 School Year. This program continues to increase each year.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of State school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

School Facilities and Transportation

PROGRAM PURPOSES:

The purpose of the School Facilities Program is to assist in housing Maine's publicly-educated pre-kindergarten through grade 12 students in safe, healthy and modern educational environments. The purpose of the Transportation Program is to provide support and guidance to school administrative units and the public regarding pupil transportation operations, including information on best practices relating to pupil transportation operations; equipment; and personnel that improve safety, reliability and efficiency of operations. The Program also collects data for relevant pupil transportation variables (e.g., cost per mile, cost per student and number of students transported) to be used for administrative, legislative and school unit use, and in calculating State share of transportation costs.

The **Major Capital School Construction Program** provides funding and assistance to local school districts in need of new school construction and major renovation projects.

The **School Revolving Renovation Fund** assists local school districts in improving their school facilities. The Fund makes available no interest loans with a forgiveness factor. The Fund is a joint effort between the Department and the Maine Municipal Bond Bank. The Fund meets the needs of school buildings under five funding priorities, with health and safety issues as a first priority. The Fund also addresses issues such as windows, doors, water supply and waste disposal systems, energy and water conservation, and learning space upgrades. Awards are limited to \$1 million per school building per priority over any five-year period.

The **Leased Space Program** provides financial support for temporary housing of students when there is over crowding or unsafe conditions.

The **Federal Facilities Program** administers Federal funds provided for construction or repair of school facilities. In recent years the program has primarily administered two tax credit bond programs, the Qualified Zone Academy Bond (QZAB) program and the Qualified School Construction Bond (QSCB) program.

TARGET POPULATIONS:

The target population is the public school population and school administrative units.

KEY ACCOMPLISHMENTS:

Over the past 14 years, the Department of Education, as part of the Major Capital School Construction Program, has sent a Site Evaluation Team into the field four times to identify those schools with the biggest need for capital improvement. The fourth visitation was conducted in the fall of 2011. The Team visits all facilities for which an application had been made. The end result is a priority listing of all facilities based on building needs, regardless of ability to pay. This program has resulted in 53 major construction projects; however, a larger number of facilities have been replaced because some of the projects replace two or more school buildings that show the need for repair or replacement.

Major Capital School Construction

- In the 2004-05 cycle, 19 projects were funded, replacing or renovating 32 individual schools. All 19 projects have been completed.
- In the 2010-11 cycle of applications, 74 schools applied for replacement or major renovation; and six projects were placed on the Approved Projects List and are moving forward.
- The total Major Capital School Construction expenditure since 1999, including current projects, is close to \$1 billion.
- Favorable bidding environments and improved project management processes and procedures have led to significant savings of state resources while providing quality long-term facilities.

School Revolving Renovation Fund

- The program has funded 540 projects since its inception in 1999.
- In FY 2013 21 projects were funded totaling \$9,565,430 in loans.
- The Fund has provided loans totaling more than \$159 million for public school renovations.

Leased Space Program

- The need for leased space has decreased as the number of new or renovated facilities has increased.
- In FY 2002 the Department of Education approved 208 instructional space leases and 127 lease-purchases; in FY 2014 there were three lease approvals and seven lease-purchase approvals.
- The approved costs over this time decreased from \$6.2 million in FY 2002 to approximately \$170,000 in FY 2014.

Federal Facilities Program

- QZAB authorizations have totaled over \$25 million since 1998.
- QSCB authorizations have totaled over \$83 million since 2009.

School Transportation Program

- The School Bus Purchase Program approved purchase of 117 new school buses during FY 2013 and 135 new school buses for purchase during FY 2014 making it possible to retire old and unsafe school buses.
- The new School Bus Refurbishment Program approved service contracts for the refurbishment of 14 school buses during FY12 and FY13 leading to an estimated cost avoidance of \$756,000.
- Recovered approximately \$2,000,000 during six business quarters after initiating a new process to review and track school district school bus purchases and reports.
- Worked with OIT to design and develop a new transportation data system (where schools report transportation data requirements) that will significantly reduce redundancy, increase data accuracy and automate transportation forms and processes.
- Tripled the use of the student routing and transportation management system (Transfinder) software so approximately half of the school districts now use the system to significantly reduce their operating costs while improving operations and safety.
- Working with Maine Military Authority and the Attorney General's Office drafted a Memorandum of Understanding between Maine DOE and Maine Military Authority to define rules of engagement for the new School Bus Refurbishment Program.
- Prepared new website pages for School Transportation with resources for schools.
- Worked with a diverse Department team and Maine Educational Center for the Deaf and Hard of Hearing and Governor Baxter School for the Deaf to define cost of transportation in preparation for a joint report to the Joint Standing Committee on Education And Cultural Affairs.
- Held six regional, and one statewide, transportation safety conferences.

School Safety and Security Program

- In response to the Sandy Hook incident, prepared a new website dedicated to school security with extensive resources for schools.
- Worked with Maine Emergency Management Agency (MEMA) to define first contact procedures for schools to work on emergency operations leadership, plans and practices.
- Initiated status check of existing data on school emergency operations plans and assessments.

School Maintenance Program

- Worked with OIT to design and develop a new School Facilities Inventory data system that will significantly reduce redundancy and automate facility inventory forms and process.
- Held one statewide school facilities conference.

KEY NEXT STEPS:

Major Capital School Construction Program

- Revise the Public School Standard and Guidelines for New School Construction and Major Renovation Projects and update the Construction Project Workbook to provide useful resources for new projects as they move through the construction process.
- Continue working on ways to improve energy efficiency in Maine schools.
- Continue working on developing more secure school buildings and grounds.
- Continue to become more involved in the management and the tracking of all school construction budget allocations in order to better control costs.
- Review all recently completed construction projects to assure that all final documentations are correct and all construction expenditures have been appropriately charged to state/local and local only accounts.
- Continue to advance the best management and building construction practices for state school construction projects while working with the Commissioner and Maine State Board of Education in effectively addressing the needs of the Final Priority List for major capital construction projects.
- Continue to advise school systems and architects on non-state funded construction projects.

School Revolving Renovation Fund

- The program will continue to provide loans as repayments from previous loans restore available funding.

Federal Facilities Program

- The Qualified School Construction Bond program should end as the state's federal allocations are exhausted.
- The Qualified Zone Academy Bond program will continue as an on-going program distributing federal allocations as they become available.

Student Transportation Program

- Launch phase one of the new transportation data system (NEO Transportation) by November 2013 then refine phase one of NEO Transportation while continuing to work with OIT to design phase two.
- Approve new school bus purchase applications by January 2014.
- Approve refurbishment service contract applications during FY14.
- Prepare review of Rule Chapter 81 in preparation for FY15 revision.
- Prepare for the National Conference on School Transportation in FY15.

School Safety and Security Program

- Continue to refine the school security website.
- Work on emergency preparedness project in response to L.D. 905; report due January 2014.

School Maintenance Program

- Launch the new School Facilities Inventory data system (NEO Facilities) by October 2013.
- Refine NEO Facilities.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
School Finance and Operations Team

Suzan Beaudoin, School Finance and Operations Team Leader

TEAM PURPOSE:

This Team is comprised of six sub-teams: School Funding and Governance, School Finance and Compliance, Maine Educational Data System, Child Nutrition Services, School Facilities and Transportation and Certification.

These sub-teams administer multiple programs such as: the Essential Programs and Services Funding Act, including the distribution of State school subsidy; local school unit finances, accountability and compliance; the collection and analysis of educational data to meet State and federal requirements and the Statewide Longitudinal Data System program; rules and regulations for elementary and secondary school facilities construction, renovation and maintenance; school transportation and bus regulations; child nutrition programs; and certification programs for all school staff.

NAME OF PROGRAM:

Certification (Teacher and Staff Certification)

PROGRAM PURPOSES:

State law requires the (1) certification of teachers, educational specialists, and administrators; (2) authorization of educational technicians; and (3) approval for those serving in positions for which certification or authorization is not required. The State Board of Education establishes standards and procedures for certification, authorization, and approval of educational personnel. The Commissioner of Education is responsible for implementing the certification, authorization and approval process. The Certification Office also oversees the revocation and suspension of certificates, authorizations and approvals, when necessary.

Through requiring appropriate educational training and experience, and through criminal history record checks, the Department ensures that teachers and educational personnel are qualified and that they provide a safe learning environment for students.

TARGET POPULATIONS:

Teachers, educational specialists, administrators, educational technicians, substitute teachers, other school employees and contracted service providers.

SOME KEY ACCOMPLISHMENTS:

- The State Board of Education has redesigned initial teacher certification. The redesign moved from an academic, course-driven certification system to a performance-based system, and resulted in the incorporation of performance standards for beginning teachers and

administrators. The redesigned system offers an additional pathway to certification for teachers and administrators who may be seeking certification as non-traditional candidates or second career candidates.

- The revisions to the certification rules in Chapter 013, Chapter 115: Parts 1 and 2, Chapter 118 and Chapter 119 reflect the redesign of teacher certification by revisions which include, but are not limited to: reduction of semester hour requirements, elimination of most prescriptive course requirements, incorporation of performance standards for teachers, elimination of pedagogy course requirements with replacement by assessments, creation of conditional/targeted need certificates in several shortage areas, and incorporation of the Interstate School Leaders Licensure Consortium (ISLLC) assessment as an alternative for meeting competency areas for administrators.
- The Department has fully implemented the criminal history record check procedure for all individuals receiving certificates or authorizations as well as for all other school employees, including substitutes and contracted service personnel. Procedures for renewal of this information have also been implemented.
- The process of scanning and storing documents electronically has begun. The office currently has approximately 75,000 active paper files representing teachers, educational specialists, administrators, and educational technicians. Approximately 30,000 additional files for individuals holding fingerprint approval only are already managed electronically.
- New procedures have been implemented to assure that no confidential applicant information leaves the Department of Education Certification Office.
- The Department of Education, in conjunction with the State Bureau of Identification has moved the collection of physical fingerprints to a private vendor contracted with the SBI. Fingerprints are now harvested digitally, and the processing time for both state and federal background checks has been greatly reduced in most cases.

SOME KEY NEXT STEPS:

- Using funds from a recently awarded Statewide Longitudinal Data System grant, it is the intent of the Certification Office to purchase and implement an enhanced computer software system to process initial and renewal applications. It is expected that applicants will be able to complete the initial application process online, that institutions of higher education with approved teacher preparation programs will be able to recommend their graduates for initial certification, and that approved local recertification support system chairpersons will be able to recommend their employees for certificate renewal.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Leadership Team

Valerie Seaberg, Chief of Staff

TEAM PURPOSE:

The Department of Education is responsible for statewide educational planning and execution of work for the implementation of State, federal and national educational programs, activities and initiatives. The Leadership Team supervises, guides and plans for a coordinated system of public education for all citizens of the state.

NAME OF PROGRAM:

Leadership Team

PROGRAM PURPOSES:

- Provides educational leadership at the State, federal and national level for major educational programs and initiatives.
- Conducts the work of the Department as a learning organization, modeling for the field a reliance on data-driven review, reflection, decision-making and monitoring of all policies, programs and services.
- Administers the School Performance Grading System (SPGS), issuing report cards annually for all Maine public schools to provide transparency and public accountability.
- Ensures policy and program coordination across all teams to ensure all Maine learners have equitable access to quality education in physically, emotionally and intellectually-safe learning environments and ensures educator quality by focusing on professional development, building leadership capacity and supporting effective recruitment and retention practices.
- Promotes efforts to optimize learner access, aspiration and achievement from birth to adult through strengthened Pre-K through Adult Education cooperation among school administrative units, institutions of higher education and other relevant agencies and organizations.
- Oversees and coordinates State and federal legislative activity with the Legislature and the Governor's Office; oversees all regulatory and rulemaking activities relative to the Administrative Procedures Act (APA); and coordinates the Annual Regulatory Agenda.
- Coordinates the Freedom of Access Act response process and provides access to public records.
- Oversees internal finances and budgeting and develops and administers the Department budget to maximize the use of federal, State and local resources: fiscal, human, material, facilities, technology and transportation.
- Administers a contract and grant award review and approval process in coordination with the Department of Administrative and Financial Services, Division of Purchases.

- Coordinates regular communications and media relations to raise public awareness about education in Maine including Department programs, resources, law changes and best practices.
- Administers personnel policies and functions; and manages employee relations.
- Provides guidance for internal operations and administrative oversight of the Department.
- Ensures compliance with State and federal laws, rules and regulations.
- Provides leadership for Department health and safety activities.
- Coordinates the school approval process and homeschooling reports.

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

TARGET POPULATIONS:

Students, teachers, parents, school administrators and the public; Department of Education staff; and partner state agencies.

SOME KEY ACCOMPLISHMENTS:

- Developed “Education Evolving: Maine's Plan for Putting Learners First” - a comprehensive multi-year strategic plan for education that puts students first and outlines the action needed to support students and schools and to advance the ABCs of Maine DOE: accountability, best practices and choice.
- Developed Maine’s first statewide school accountability system, the School Performance Grading System, presenting long-reported reading and mathematics assessment data – and in the case of high schools, graduation rates – in an easy-to-understand format for educators, parents and the public to drive transparency, engagement and, ultimately, school improvement.
- Unveiled a public Data Warehouse, making school, district and state multi-year education-related data available to the public to inform decision-making and the development of action plans for school improvement.
- Installed a new Chief Academic Officer to direct school improvement and accountability programs that raise student achievement, including implementation of the Maine Learning Results and oversight of federal ESEA programs and the State’s comprehensive assessment and accountability system.
- Expanded school choice options through the establishment of charter schools and approval of superintendent transfer agreements ensuring Maine students can select the school that best suits their individual needs.
- Held the first Governor’s Education Conference, bringing together 200 legislators, business leaders, educators and others to hear best practices, models and innovative reforms from education policy leaders from around the country.

- Held a Commissioner’s Conference for school and district administrators focused on moving to a proficiency-based diploma and on the transformational leadership that is the common denominator in turnaround schools.
- Developed a Technical Assistance Plan to help school districts implement the proficiency-based diploma requirement by 2018 to ensure that every Maine student graduates prepared for the future.
Visited schools in the state's nine superintendent regions during two statewide tours to see promising practices that further the Department’s Education Evolving strategic plan in action and promote them to the public and broader education community to advance statewide school improvement and the implementation of best practices statewide.
- Conducted a “red-tape” review of DOE laws and rules of the Department of Education which creates a review (due January 2014) of unfunded mandates and efficacy of education laws to see what is unnecessary, redundant or overly burdensome on educators and education budgets.
- Launched a weekly Commissioner’s Update DOE e-newsletter to improve transparency and communication with the public and the field.

SOME KEY NEXT STEPS:

- Continue to implement “Education Evolving: Maine's Plan for Putting Learners First” strategic action steps for building an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers and civic life.
- Expand the Center for Best Practice, an online resource for materials, support and Maine school case studies that encourages all schools in the state to innovate in putting students first.
- Issue the next round of school grades under the School Performance Grading System in spring 2014.
- Provide targeted Rapid Response to support struggling schools in improvement and transformation work.
- Continue to implement the Technical Assistance Plan to help school districts fulfill the proficiency-based diploma requirement by 2018 to ensure that every Maine student graduates prepared for college, career and civic life.
- Schedule school tours statewide to continue to highlight promising practices in action and share them with the public and broader education community as model strategies for school improvement.
- Support all DOE staff and contractors in their ongoing efforts to assist Maine schools and improve student outcomes.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education
Leadership Team
School Approval / Homeschool / State Accreditation

Randy Kassa, School Enrollment Specialist

TEAM PURPOSE:

The Department of Education is responsible for statewide educational planning and execution of work for the implementation of state, federal and national educational programs, activities and initiatives. The Leadership Team supervises, guides and plans for a coordinated system of public education for all citizens of the state.

NAME OF PROGRAM:

Public/Private School Approval, Homeschool, School Accreditation

PROGRAM PURPOSES:

The School Approval Program ensures and documents that all public schools, schools that are part of Education in the Unorganized Territories and State-approved private schools are meeting all applicable requirements for school approval. The Homeschool Program is designed to ensure and document that all home schooling students are receiving equivalent instruction. The mission of the State Accreditation Program is to establish protocols and infrastructure to provide an accrediting option for Maine School Administrative Units.

TARGET POPULATIONS:

All public schools and most private schools (private schools may seek state approval or be recognized as providing equivalent instruction). There are approximately 5,000 home school students in Maine, whose parents must be recognized as providing equivalent instruction. A survey of superintendents reveals that over 80 percent are interested in utilizing a state accreditation process.

SOME KEY ACCOMPLISHMENTS:

- Worked closely with the Maine School Superintendents Association to achieve 100 percent electronic school approval reporting from Maine school units.
- Worked with individual superintendents to solve electronic reporting problems.
- Created an electronic reporting form for private school approval and created electronic storage for all approval forms and documentation.
- Updated homeschool registration forms in planning for future electronic filing.
- Goals, expectations, qualifications and a timeline have been developed for an advertised Request For Proposals (RFP) for accreditation services.
- Implemented a more structured superintendent transfer process that ensures transfer decisions are in the best interest of students, as required by law.

SOME KEY NEXT STEPS:

- Review and revise as necessary electronic reporting form Public School Approval Form (EF-I-291).
- Review and revise private school electronic reporting forms. Coordinate with other Department of Education personnel (Special Education, Health Consultant, Facilities) and other State agencies (State Fire Marshal, Department of Health and Human Services) to eliminate redundant documentation requests.
- Investigate an efficient means of electronic filing for homeschool parents.
- Select a bidder for the State accreditation, create and pilot an accreditation program and gather data to inform decisions on how (or whether to) move forward with a long-term state accreditation program.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education

RESOURCES AND PARTNERS

Jobs for Maine's Graduates, Inc. (JMG)

The mission of Jobs for Maine's Graduates (JMG), an independent, statewide nonprofit established by the Maine Legislature, is to identify students who face barriers to education and to guide each to a successful path toward continued education, a meaningful career and productive adulthood. Through its programs JMG is advancing student achievement in Maine by specifically improving graduation rates, postsecondary enrollment and workforce skills attainment.

Through enduring, strategic investments in its infrastructure, JMG has developed and evolved programs and partnerships to better meet the needs of students who would otherwise be underserved. In doing so, JMG has created multiple pathways enabling struggling students to successfully graduate prepared for continued education and careers. JMG core programs include comprehensive services for grades 6 through 12, including a formal follow-up period that specifically supports students during transitions from middle school to high school and from high school to continued education.

JMG serves 5,000 students per year in 76 school-based sites across the state. JMG programs serve students from Ft. Kent to Sanford. As a partner of public education, JMG is continuing to advance its role as a resource support organization, providing the capacity, curriculum and professional development to assist schools in creating career preparation courses and local business networks to support career preparation activities.

JMG has a 97 percent stay-in-school retention rate and a four-year high school graduation rate of 94 percent. Fifty-two percent of JMG students enroll in postsecondary education. According to a report conducted by the Maine Department of Labor, six years after high school graduation JMG alumnae earn 14 percent more income than all other workers in their age group in Maine. JMG has been recognized as the Best Program in the Nation within the Jobs for America's Graduates network for 19 consecutive years for exceeding national outcome standards for at-risk youth.

Supported with significant funds from the Maine Department of Education through the State budget approved by the Legislature, in addition to private funds, JMG continues to face the challenge of finding the public and private money needed to address the waiting list of school partners requesting new JMG programs.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education

RESOURCES AND PARTNERS

Maine Educational Center for the Deaf and Hard of Hearing

The center/school provides a continuum of services statewide to support students, infants, toddlers and preschool children students who are deaf and hard-of-hearing as well as those with deaf/blindness.

The Governor Baxter School for the Deaf provides instructional and supported services geared toward students who are deaf or hard-of-hearing based on their Individualized Family Service Plan or Individualized Education Plans. Students in grades PreK-5 attend the program on Mackworth Island. Students in grades 6-8 attend the center/school program at the Lyman Middle School in Portland. Students in grades 9-12 attend the center/school program at Portland High School. Each student's strengths and needs are identified and are addressed in classroom instruction. All students, regardless of the degree or nature of their hearing loss, are provided support for all communication choices.

The Maine Educational Center for the Deaf and Hard of Hearing provides outreach services to children ages birth to 20 throughout the State. Consultants in the early childhood and family services and public school outreach programs travel to homes, daycares, preschools and schools (public and private) throughout Maine to work with families and professionals in their efforts to support deaf and hard-of-hearing children in their communities.

GOVERNMENT EVALUATION ACT
November 1, 2013
Maine Department of Education

RESOURCES AND PARTNERS

The Maine School of Science and Mathematics

The Maine School of Science and Mathematics is a competitive public "magnet" high school specializing in advanced mathematics and science education. The school's curriculum provides students with varied opportunities to extend their knowledge and skills beyond traditional high school offerings. This residential school located in Limestone, Maine serves students from grades 10-12. The school is funded through a direct annual appropriation from the State and is supplemented by room and board fees and private fundraising. Maine students who are accepted into the program attend tuition-free. Out-of-state students and foreign students who attend the school pay tuition as well as room and board fees. The program offers Maine students interested in mathematics and science a unique opportunity to nurture their interests in these areas and prepare themselves for advanced study at leading post-secondary institutions throughout the country.



The Maine Commission for Community Service

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Mission and Major Responsibilities

The Maine Commission for Community Service (MCCS) is authorized under 5MRS c. 373, §7501 et seq. It was established first under Executive Order in March 1994 by Governor McKernan. Creating MCCS fulfilled a requirement in the National Service Trust Act of 1993 (42 U.S.C. 12638) and made Maine eligible to receive federal National Service funding.

The mission of MCCS is to foster community service and volunteerism to meet human and environmental needs in the State of Maine. Its vision of the impact of doing this well is vibrant, productive Maine communities with involved, responsible citizens.¹

It is directed to

- foster the State's ethic of community service;
- encourage community service and volunteerism as a means of meeting critical human, environmental, educational and public safety needs throughout the State
- serve as the State's liaison regarding national and community service and volunteer activities
- foster collaboration among service agencies
- receive gifts and grants,
- implement statewide service programs, and
- make subgrants to state and local entities

The Commission reports to the Governor and the Joint Standing Committee on State and Local Government.

MCCS is a board of 25 citizens appointed to staggered three-year terms by the Governor. These are personal appointments subject to review and comment by the Joint Standing Committee on State and Local Government. The Commission has five staff and, as of July 2012, operates under the fiscal agent, Maine Department of Education.

¹ A one-page summary of key research connecting the strength of civic engagement and volunteering to positive economic as well as social conditions is attached.

Organization

Commission Members and Structure:

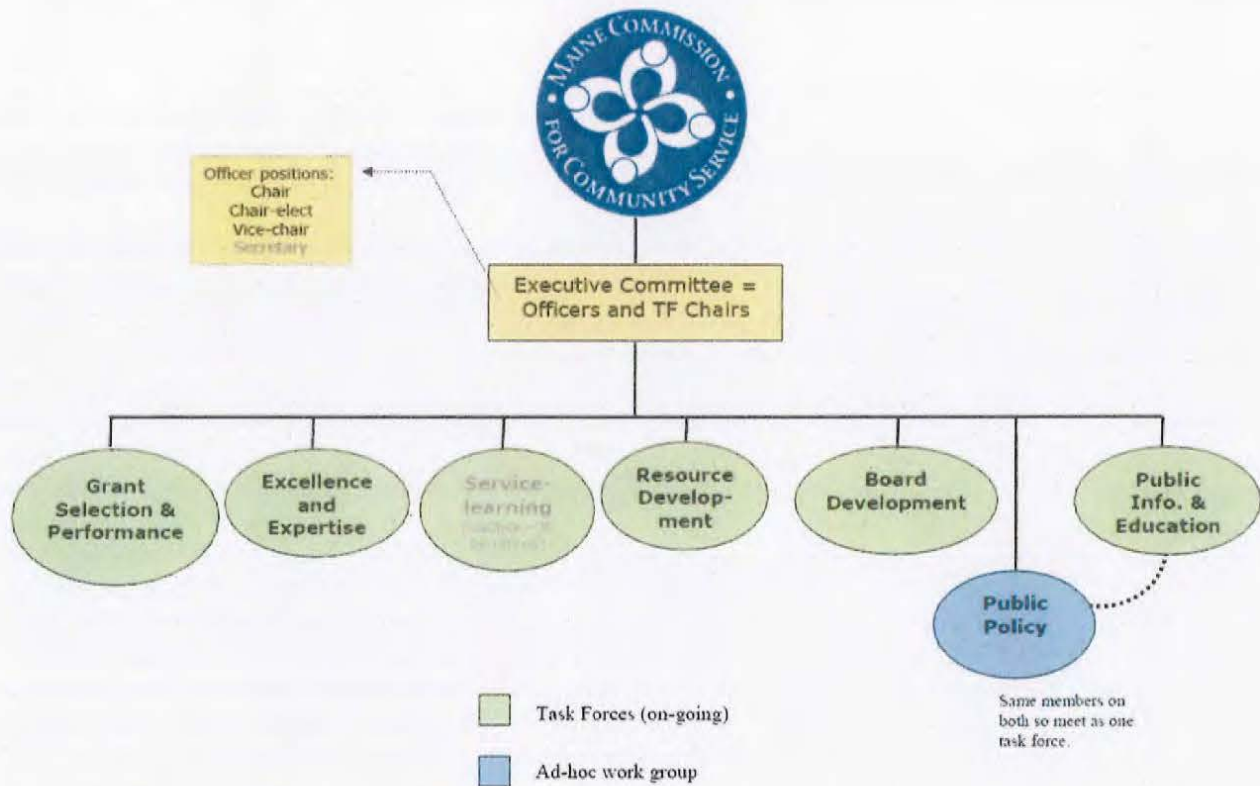
Commissioner terms of service are three years with an option for re-appointment. The Commissioners are a diverse, bipartisan group of citizens, actively engaged in community service, and represent every region of the state. They elect officers from their membership and the officers serve two-year terms.

Seats on the Commission are designated in statute such that each person represents at least one facet of the community volunteer service sector. The representation laid out in Maine statute mirrors the composition requirements enumerated in federal law.

Member Name	Town	Occupation
Andrew E. Matlins, Chair	Bangor	Family & Volunteer Services, 101st Air Refueling Wing ME Air National Guard
Ron Holmes, Chair-elect	New Sharon	Engineering Manager, URS - Washington Group International
John Portela, Vice-chair	Brunswick	Sandblaster, Bath Iron Works
Susan Austin	Westbrook	Community Relations, Unum
Bonnie Bagley	Gray	Associate Director, Catholic Charities Maine
Kathleen Billings	Bangor	Senior Strategy Advisor, Bangor Hydro Electric Co.
Scott Blake	Bangor	Project Management Officer, Sr. VP, Bangor Savings Bank
F. Celeste Branham	Lewiston	V.P. for Student Services, University of Maine Farmington
Mary Katherine Bromberg	Oakland	Emergency Homeowner Loan Program Manager, Kennebec Valley Community Action Program
Janice Daku	Farmington	Elder Services Program Manager, Western Maine Community Action
Elizabeth (Betsy) Fitzgerald	Machiasport	Manager, Washington County
Susan Hammond	Bangor	Executive Director, Four Directions Development Corp.
Mark Hews	Poland	President, M E Hews and Company, LLC
Dwane Hubert	Brunswick	Director, Mitigation, Preparedness & Recovery Division Maine Emergency Management Agency
Mary-Anne LaMarre	Oakland	Executive Director, Maine Sheriffs' Association
Susan Lavigne	Portland	Director, Opportunity Alliance Senior Volunteer Programs
Kristie Littlefield	Sidney	Social Studies Specialist, ME Dept of Education
Joan McDonald	Biddeford	Chief Executive Officer, Girl Scouts of Maine
Nancy McKechnie	Hampden	Youth Services Director, Eastern Maine Development Corp.
Lindsey Jean Oliver	Sidney	Account Executive, Portland Sea Dogs
Eileen Smart	Concord, NH	Maine State Program Officer, Corporation for National Service
Colleen Smith	Bangor	Retired from State Social Services
Barbara Wentworth	Kennebunk	Interim Executive Director, United Way of York County
David Whiry	Orono	Research Associate, Univ. of Maine Center on Aging

Rather than using a system of standing board committees, MCCA work is accomplished by task forces that are created and formally charged either with handling specific work in the Strategic Plan or addressing a board need.

For the period 2010-2013, the Commission's organizational chart is this:



Staff:

- Maryalice Crofton, Executive Director
- Michael Ashmore, Grant Programs Officer
- Brianne Hasty, Planning and Research Associate
- Pam Zeutenhorst, Program Officer, Volunteer Sector Initiatives
- Vacancy, VISTA Project and Training Coordinator

MCCS Role and Major Activities

The Commission’s role is to build the capacity and sustainability of Maine’s volunteer sector so it can increase engagement of Maine citizens in volunteer efforts (annually 33% of Maine people volunteer an average of 37 hours each) and have be a strong change-agent, addressing on-going and emerging community problems.

It accomplishes this by

- Funding service programs to address critical Issues
 - Target AmeriCorps, Volunteer Generation Fund, VISTA, and other National Service grants at priority needs in public safety, health and human services, education, and environment (including housing). For the period 2010 through 2013, the target needs are
 - Connecting veterans and military families to services for which they qualify
 - Reduction of Type II diabetes through reduction in obesity
 - Educational attainment
 - Complete implementation of school improvement plans among low performing schools
 - Decrease home energy costs and winter heating costs
 - Increase employment skills that lead to reduced use of general assistance

- Promoting service as a strategy
 - Expand opportunities for Maine citizens to access financial aid for post-secondary education through service
 - Demonstrate impact of volunteerism through focused statewide service projects
 - Develop regional volunteer centers to increase community planning and engagement of volunteers in addressing local issues. (Note: York and Cumberland were the only locations of volunteer centers until MCCS funded new ones in 2010.)
 - Co-lead with MEMA the team responsible for planning, preparing, and implementing procedures for managing volunteers and donations in times of weather- or human-made emergencies
- Raising awareness of sector issues
 - Extract, analyze, and publish Maine data on civic health and volunteering scope/impact from national census supplemental surveys
 - Compile and produce annual report on the public's return on investment in Maine National Service
 - Conduct, analyze and report annual findings regarding the impact of AmeriCorps service on participants including changes in skills, knowledge, abilities, and future educational plans.
 - Monitor key indicators of capacity of Maine's volunteer sector in order to report trends and implications
 - Educate public and nonprofit leaders about Maine's volunteer sector
- Developing volunteer and service-learning practitioners
 - Train National Service grantees to ensure regulatory compliance and high performance/impact
 - Foster peer advising through funding regional networks and conferences
 - Operate online knowledge and skill acquisition courses
 - Cost-shares fees for professional development related to competencies for managers of volunteers
 - Research and publish materials that address special issues (e.g., conducting background checks of volunteers)

MCCS Strategic Plan

Under both federal and state law, the Maine Commission for Community Service is required to develop a State Service Plan. The Commission uses a performance management format which aligns goals, objectives, measurements, and strategies.

The full 2010 – 2013 plan is attached. The annual report for 2013 (due to the Joint Standing Committee on State and Local Government early spring 2014) will contain the report out of accomplishments for the expiring plan.

The Commission will complete development of the 2014 – 2016 plan by June 2014. Six public input sessions are scheduled for late Fall 2013 and not only fulfill the legal requirement for "broad and inclusive input" but also give the Commission guidance from the field on priorities and next steps in major initiatives.

Performance Assessment

The Maine Commission for Community Service has performance assessment built into nearly every facet of its work.

- The MCCS Strategic Plan identifies the measurements and indicators of change for each objective and at the close of each plan period, does a major assessment of the change. The data come from both internal sources (e.g., number of grants) and external (e.g., status survey of Maine's volunteer sector and current population supplement data).
- All grants have performance measures with aligned outputs and outcomes. The system is partially imposed by the Corporation for National and Community Service but MCCS extends the use of the

measures to grants where it is not required by the funder in order to ensure performance data is comparable across all its grant activities.

- All training events and conferences and online educational events include assessments by participants. In addition, training of national service grantee staff and community managers of volunteers are based on established competencies for each group.
- For nearly 10 years, the impact of service on AmeriCorps members has been assessed annually to determine growth in skills, knowledge, and abilities as well as the formative impact of service on future educational as well as career plans. The findings are shared with each grantee so they can address any issues and the aggregate report is published on the Commission's website.
- Most MCCS grants are made for 3-year periods. Funding is authorized in one year increments and subsequent years are authorized only after a review of performance and compliance. The MCCS model for conducting this process has been cited as a high quality practice by the federal funder.

At each annual retreat, the Commission examines progress toward the strategic plan objectives and determines whether modifications are needed. It also assesses the impact of unforeseen events and emerging issues on the plan. Work plans for task forces may be modified as a result of retreat deliberations.

The Commission annually compiles a report of the public's return on investment in Maine National Service Programs. [This broad view of the impact of National Service is attached.](#)

Funding

The MCCS financial report appears in its Annual Report to SLG and the Governor. The figures are for a calendar year which matches the cycle of 4 of the 5 federal grants. [Data for 2013 will be in the annual report submitted in early 2014.](#)

Notes:

- 1) MCCS manages a federal AmeriCorps*VISTA program for the Corporation for National and Community Service. VISTA stipends and benefits are disbursed by CNCS rather than being granted to MCCS, saving MCCS accounting costs. In 2011, the total value of those stipends and benefits was \$473,424; and in 2012, \$573,842.
- 2) For CY 2013, federal awards from the Corporation for National and Community Service total \$2,436,610.

REVENUES (actual)	2011	2012
Federal Funds from the Corporation for National and Community Service	1,791,436	1,515,724
State General Funds	19,705	24,679
Other cash (registration fees from training events, private sponsorship of activities and training events, etc.)	80,353	67,809
In-kind donations of services, space, supplies (valued according to Government Accounting Standards and OMB rules)	262,280	334,526
Total Revenues	2,153,744	1,942,738
EXPENSES (actual)		
Personnel	272,488	287,944
Grants and Contracts	1,487,977	1,523,984
All other (includes training, communications, supplies, etc.)	305,623	83,813
State and Departmental Indirect	87,686	46,997
Total Expenses	2,153,774	1,942,738

Key Contacts

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Sample Research Findings: The Role Civic Engagement and Volunteering Play in Community Health and Viability

During the last 45 years, a number of research disciplines have examined why some communities are resilient in the face of adversity while seemingly identical towns are unable to cope; why social issues wreak havoc in some neighborhoods or populations while their exact counterparts in other places are able to grow and thrive.

Strong civic engagement, volunteerism, and social capital are always well represented in the findings.

- Search Institute identifies service by youth in the community as one of the 20 essential external developmental assets for youth. A second external developmental need is a useful role for youth in the community. Developmental assets are the essential conditions for youth to grow into healthy, caring, responsible adults.
- Researchers exploring the varying prevalence of substance abuse and crime have identified neighborhood/community disorganization as a significant issue since the 1990s. Disorganization is characterized as low attachment to the community – isolation of the residents from each other, high turnover in residents, and little to no activity related to problem solving by groups of residents through formal or informal organizations.
- Since the 1980s, a growing body of research has affirmed that volunteering provides individual health benefits in addition to social benefits: those who volunteer have lower mortality rates, greater functional ability, and lower rates of depression later in life than those who do not volunteer. Comparisons of the health benefits of volunteering for different age groups have also shown that older volunteers are the most likely to receive greater benefits from volunteering. In a country where Baby Boomers are expected to strain many resources including health care, this is a significant opportunity to avoid costs and leverage citizen experience around community needs.
- Starting in 2010, researchers began examining anecdotal reports of links between employment and high levels of civic engagement and volunteering in communities hard hit by the recession. Two types of studies found positive links.
 - Among people who lost their jobs, the 2013 report on “Volunteering as a Pathway to Employment” showed that those who volunteered during their time of unemployment
 - had a 27 percent higher likelihood of finding a job after being out of work than non-volunteers
 - for those without a high school diploma, had a 51 percent higher likelihood of finding employment
 - for those living in rural areas, had a 55 percent higher likelihood of finding a job
 - Among states, two studies conducted in 2011 and 2012 (“Civic Engagement and Unemployment”) found
 - States with high civic engagement in 2006 experienced much smaller increases in unemployment and weathered the recession much better. The civic measures that were matched against economic indicators were rates of volunteering, attendance at public meetings, working with neighbors to address community problems, and fulfilling responsibility to vote.
 - two aspects of civic health that matter most in preventing unemployment: the presence of a significant nonprofit sector, defined as the number of nonprofits per capita in each community; and social cohesion, the level at which citizens trust, talk to and help neighbors, and stay connected with family and friends.

2013 Government Evaluation Act Report Maine Department of Education Overview of Public Education in Maine

As part of the Department's Government Evaluation Act report for 2013, the Joint Standing Committee on Education and Cultural Affairs asked the Department to detail the status of public education in Maine and include the emerging issues that we envision in the near-term to long-term future.

This is a pivotal time for education in Maine. Feedback from Maine's employer community, performance on State assessments and reports from our higher education institutions regarding high percentages of students needing remedial coursework indicate that our students are not adequately prepared for college, career and civic life. Elementary school student proficiency as measured by State assessments given in grades 3-8 is at 63 percent in mathematics and 71.8 percent in reading, yet falls to below 50 percent in both foundational areas in high school, as measured by the Maine High School Assessment. Given the State graduation rate is around 85 percent, that means 36 percent of Maine's students are receiving diplomas from our public high schools even though they are not proficient in math and reading. Of the 64 percent of high school graduates who go onto college immediately following high school, nearly a third of them require remedial courses in the basic subjects of math or reading.

Recognizing these challenges and the need for change to ensure a skilled workforce and citizenry, the Department has initiated significant efforts to prepare Maine's students and our educational system for the 21st century. "Education Evolving: Maine's Plan for Putting Learners First" set the stage for change. This strategic plan, rolled out in 2012, lays out how to transition Maine schools to a model in which students have more of a role in organizing their education and more choice in deciding how they master academic standards. The plan is shaped around five core priority areas that address the various elements of building an education system focused on the needs of all learners:

- Effective, Learner-Centered Instruction
- Great Teachers and Leaders
- Multiple Pathways for Learner Achievement
- Comprehensive School and Community Supports
- Coordinated and Effective State Support

With "Education Evolving" as the Department's roadmap, we have put in place several key initiatives. The Maine Legislature adopted updated learning standards for English Language Arts and mathematics in 2011 that ensure our students will be prepared to meet the evolving expectations of post-secondary institutions and the workplace. Other legislation supporting the strategic plan includes proficiency-based diploma standards (LD 1422, PL 2011 Ch. 669); elements for a system designed to evaluate and support educator effectiveness (LD 1858, PL 2011 Ch. 635); and an analysis of current education laws and unfunded or underfunded federal or State education mandates, regulatory burdens and other education requirements (LD 944, Res

2013 Ch. 74). Earlier legislation also included approval for charter schools, of which there are now five in operation.

Following months of development by Department staff – many of them longtime educators and school improvement specialists – in May of 2013, the Department released Maine’s first statewide accountability system. The School Performance Grading System (SPGS) provides parents and the community with transparent data related to student progress on State-level assessments, student growth and graduation rates. Schools are rated with an easy-to-understand A-F grade to indicate levels of performance, consistent with how schools have graded our students for generations. Unlike previous accountability systems through the Elementary and Secondary Education Act (ESEA), all Maine schools were included and not just the 400 or so – mostly elementary schools – that receive federal Title I funding, and all supporting data was made available through a new transparent public Data Warehouse. Department staff are utilizing data from the SPGS and other critical elements to inform supports and interventions for our schools. Following the administration of the SPGS in the spring of 2014, the Department intends to work with stakeholders to review and adjust reporting elements as we shift to the next generation of assessments.

One significant purpose of the SPGS is to provide data for a more coordinated system of State supports for Maine’s most challenged schools. Throughout the past year, the Department has shifted from an organization focused on compliance to one that provides and prioritizes supports and interventions. To that end, the Department submitted and received approval of an application for flexibility under the accountability requirements of the No Child Left Behind Act. Maine’s ESEA waiver allows for a differentiated system of supports, interventions and rewards for Title I schools. Attempts to pass legislation designed to create a similar support structure for schools not receiving Title I funding, predominately high schools and middle schools, were not successful. The Department will continue to explore ways to assist these low-performing schools.

To more effectively address the goals outlined under “Education Evolving,” the Department has restructured staff to create a more comprehensive, coordinated approach to providing technical assistance and support for the field. The Statewide System of Support was updated to include a tiered approach for services, ranging from training for statewide initiatives, such as the proficiency-based diplomas, to focused, directed support for specific needs, which might include interventions for students with disabilities or intensive intervention for our most challenged schools. Accomplishing the effort also requires increased cross-program teams to ensure staff communicate, plan effectively and avoid duplication.

There is still much to do, with many challenges ahead, and ultimately, given the strong tradition of local education control in Maine, it is schools under the leadership of locally-elected boards that must do the hard transformational work that will improve student outcomes. But with “Education Evolving” as the guidepost, the Department is poised to do our part in assisting our schools and communities move towards an educational system that is more responsive to student needs and is concentrated on ensuring that all Maine’s learners have the skills needed for success in the 21st century.

EMERGING ISSUES

Overall Capacity

Schools and school districts in Maine have a number of transformational changes in front of them, from continuing to implement higher State standards and new assessments to developing improved teacher and principal evaluation systems to transitioning, over the next few years, to a proficiency-based diploma. All of these changes come at a time when pressure is rising to improve student outcomes and meet the needs of all students.

What the Department frequently hears from districts is that while they do not oppose any of these various initiatives in and of themselves, the sum total of work needed to undertake these changes is daunting. Schools and districts struggle to manage all of these changes, coming on top of the day-to-day work teachers and leaders already do.

The Department's response to this challenge has been two-fold.

First, the Department has tried to address the burden that it places on the districts, in the hope that doing so will free up additional resources for use by districts. The Department has reorganized and streamlined processes and procedures, and while work remains, feedback we receive from the field indicates that we are on the right path. The Department is currently reviewing, as directed by LD 944 (Res. Ch. 74), unfunded mandates and other statutory or regulatory burdens, and will work with a stakeholder group to develop possible reforms to propose to the legislature in January.

Second, the Department has done what it can to support the development of regional approaches and capacities. Increasingly, we are finding that districts are looking to work together in order to contain costs, and the Department is supportive of these efforts.

Looking ahead, the legislature can build on both of these approaches by thoughtfully considering proposed mandates on schools and their potential costs to schools and districts, and by supporting regional efforts that maximize the use of school and district resources.

School and District Leadership

As the Department works with schools and districts on initiatives from school improvement and the Maine Learning Results to the Maine Learning Technology Initiative (MLTI) and student-centered learning, the critical importance of school and district leadership capacity continues to emerge. Where once the duties of school and district leaders were more administrative and managerial in nature, these educational leaders are increasingly being called upon to lead systems change on a large scale. Proficiency-based learning, for example, is not simply a new type of instructional method that needs to be implemented, rather it is a fundamental change in the way schools operate and are organized and it has a profound impact on the nature of teaching and learning. The districts who, for the last few years, have been transitioning over to a proficiency-based model are the first to admit that one of the keys to successful implementation

is effective leadership at the school and district level. The Department's school improvement team has found that schools and districts with strong leadership are more able to implement comprehensive school improvement efforts, and the MLTI team reports that the schools and districts doing the most transformative work with the MLTI devices are those with strong, visionary leadership at all levels.

The Department has been challenged as to how best to support school and district leaders as there is no dedicated system of support for leaders. The Department has content area specialists, technology specialists, data specialists and special education specialists, for instance, but no staff or office dedicated to supporting leadership. The Department does work on leadership issues with partner organizations such as the Maine Principal's Association, but lacks the capacity to lead support efforts of its own. Given how critical capable leadership is to ensuring school success and implementation of the policies we create here in Augusta, our Department will continue to look for opportunities to create and support partnerships that provide opportunity for the development of leadership capacity in our schools and districts.

School Improvement

Though school improvement has been a topic of discussion for years and concerted efforts to improve student outcomes have been made at both the State and national levels, the simple fact is that student achievement, as measured both by standardized assessments and by feedback from the higher education and the employer community, has simply not seen the kind of improvement that is needed if the nation's students are to compete in the global economy. Untold resources have been poured into school improvement efforts over the past few years, and while examples can be found, both in Maine and nationally, of schools that have made dramatic turnarounds, such schools too often remain the exception rather than the rule.

Here in Maine, the Department has been working, under the auspices of the federal No Child Left Behind Act, on school improvement for years, and here too the results are mixed. Feedback from the Department's school improvement specialists suggests, though, that there are turnaround approaches that if embraced by districts and implemented with focus and determination can result in achievement gains.

While the leadership element discussed above is a significant factor in successful school improvement efforts, what appears to be the key to longer-term improvement is the implementation at the school and district level of a set of policies and procedures putting into place an ongoing improvement process. Public education has a well-deserved reputation for lurching from one "silver bullet" reform to another with the effect that change efforts, while almost constant in schools, seldom take hold to result in long-term positive outcomes. Schools that have undertaken successful reforms, though, tend to rely less on the silver bullet approach, opting instead to develop a culture and practice of ongoing improvement. Such schools are constantly analyzing data to identify areas of need, are researching evidence-based approaches to addressing these needs, are implementing these approaches thoughtfully and with fidelity, and are continually tracking outcomes to assess progress and adjusting approaches as needed. In short, if there is a silver bullet in school improvement, it is the building, inside schools and

districts, of a practice of constant improvement and a set of policies and data-driven procedures to make it happen.

The Department is in the midst of reworking its systems of school support to better align with this approach. Rather than send a consultant to work with a school on a single issue or content area, the Department seeks to take a more holistic view of schools, helping them build more integrated systems of improvement for the long term.

The legislature can assist with this effort by asking itself a simple question when it considers taking legislative action: will the passage and implementation of this particular legislation or regulation help schools build a culture and practice of change and improvement, or get in the way of such efforts? Viewing proposed legislation through this lens, including legislation impacting the Department's capacity to support schools and districts in this work, would ensure that State policy aligns with school improvement practices that show the most promise.

Managing Data

A key component of school improvement efforts is the use of data to make decisions related to school and district practices. Public education is becoming a more data-driven enterprise, and, as noted above, successful school turnaround efforts typically start with the collection and analysis of actionable data. The Department has completed development of the Statewide Longitudinal Data System, which promises to provide unprecedented tools for data analysis at the school, district and State level. The Department does ensure that its data systems are in compliance with all applicable State and federal laws related to student and family privacy, with a minimum "n" size of 10 to protect confidentiality in any public-facing data as part of our commitment to the protection of identifiable student and family data.

The capacity of districts to make use of all this data is a concern, as is the quality of the data being collected. The Department's data team works with schools and districts on a daily basis to assist them in gathering, reporting, analyzing and acting on data; and the team finds that school and district capacities around data management vary considerably. In larger districts, designated data specialists do the work of data management, while smaller districts struggle even to get data gathered and reported, much less use it to make decisions about policy and practice.

There are several issues at work here. First, there is the simple capacity issue. Small districts cannot afford dedicated data managers and so they typically rely on school and district office staff, who may or may not be fully trained, to do this work. Second, the data systems deployed at the district level vary from district to district, and while the majority of districts use one of two different data systems, that there is this amount of variation makes regional training and other types of support more complicated and costly. The State's data system, because it must be able to gather data from these different local systems and organize it accordingly, is also more complicated and costly as a result of these local disparities. Teacher and administrator preparation programs, while they often focus on instruction and assessment, don't always focus on the analysis and application of data--how to turn data into knowledge that can be acted upon.

The Department has been providing training on the use of the new Statewide Longitudinal Data System. It took years of working through data quality issues before the Department could confidently report the State's 2011 high school graduation rate; and, ever since, working with districts on basic data reporting has become a key focus area. If we want data to be used to improve student outcomes (and studies of successful school improvement efforts suggest it is a key element) then data quality and data management issues, especially issues related to capacity at the state and local level, need to be addressed by local school boards and the Department.

Encouraging Innovation

If Maine wants its schools to improve, it has to not only be willing to let them innovate, but it has to encourage and support that innovation.

Two years ago, the Department secured a foundation grant to support the development of a new Center for Best Practice, which developed case studies of schools and districts that had undertaken transformative change and gathered resources from those districts. This past spring, the Department launched a "Promising Practices" tour to highlight innovation and reform. Both of these initiatives did a good job of shining a light on innovation and reform where it was happening, but there is no mechanism available to encourage or support innovation in other districts.

In the 124th Legislature, "innovative schools" legislation, sponsored by Sen. Brian Langley (R-Hancock), was passed, which provided schools and districts with a process by which they could apply for waivers from the Department if state rules or regulations were a barrier to innovation and new ideas. In the two years since the bill was signed into law, not a single school or district has come forward looking for a waiver from such regulations, suggesting that what barriers there are to innovation are not to be found at the State level, except to the degree that compliance with State rules and regulations consumes resources that could otherwise be devoted to innovation.

What is more likely is that innovative practices are embraced or not embraced because of issues around capacity and leadership at the local level. The role for the State then, might be one of continuing to share innovative best practices and better incentivizing innovation by creating an innovation fund of some kind, which could be used by districts to pilot innovations that show promise. Such an approach would necessarily mean that some districts would be funded and some not, which means that very clear guidance would need to be provided to the field with regard to the allowed uses of the funds and how a district – any district – could get access to such funds. Accountability measures would also need to be put in place, as well as some plan for the sustainability of the innovative practice after expiration of State funding.

Technology Integration

One of the places where one sees innovative practices in Maine schools today is in the integration of technology. The State has recently deployed the next round of MLTI devices, which, for the first time in the program's history, will take a number of different forms as a consequence of districts being given a choice of devices that best meet the needs of their students and educators. The Department is hoping that the variety of devices will lead to the development

and implementation of new approaches to teaching and learning, especially as Maine makes the transition to a proficiency-based approach.

One of the struggles the program continues to face is the uneven implementation of the program at the local level. The Department leadership struggles a bit when asked how well the MLTI program is working, because the truth is that it is working very well in some places – some school and districts have truly transformed learning by virtue of having maximizing the potential of the MLTI program - and not in others. The experience of some students has been transformed by technology in some schools, while in others, paper and pencil has been replaced with laptop and printer, but little else about how teaching and learning is done has changed.

The Department does work with the MLTI vendors to provide training and support to schools and is committed to seeing schools use the devices in transformative ways. The challenge is, though, that the ability of the Department to get districts to do things like MLTI implementation a certain way is fairly limited. We do have districts agree to certain conditions in exchange for being part of the program, but these conditions tend to be about care and management of the devices and networks as opposed to dictating that student-centered instructional approaches, supported by technology, be used at the school level.

The Department's lack of authority to dictate such things stems from the legislature's time-honored tradition of reserving for schools and districts the authority to determine the instructional approaches used in classrooms, which is entirely appropriate. MLTI is, however, a State program that, presumably, is in place to achieve a public policy objective related to technology and learning; and the legislature is, therefore, within its rights to ask if those policy objectives are being achieved.

School Accountability

On the subject of getting schools and districts to achieve the goals the legislature establishes for them, a discussion of school accountability is appropriate. The Department's development of the School Performance Grading System triggered a statewide discussion about how best to measure and report school achievement. Some contended the Department's system simply underscored that schools with significant populations of low-income students struggle to deliver the same achievement results as those with more affluent populations, and the solution must be more State funding. Yet that premise makes assumptions, including that it is low-income students bringing school performance down, and overlooks both the \$50 million in annual Title I money distributed by the State to narrow achievement gaps and that there were nearly two dozen A and B schools with more than 50 percent of their students on free or reduced lunch. Furthermore, in surveys done by the Department of D and F schools, none indicated additional funding or targeted interventions for low-income students was what they most needed from the State.

While disagreements remain on the format, there does appear to be consensus that the State should report on student learning and growth by school that is based on valid and reliable data in an easy-to-understand format to parents and the public. Even the Maine Education Association testified before the Education and Cultural Affairs Committee that some type of State reporting

of school outcomes should be done, and even suggested a traffic light-style system of red, yellow or green indicators to clearly designate the status of schools.

The debate about how to report on school achievement ultimately came to eclipse, almost entirely, what was certainly the more important discussion, which is what actions should and actually can be taken by the State, if any, to truly help schools improve and to hold them to account if they don't. The Department proposed a \$3 million budget initiative to help underperforming schools, which failed passage, and also proposed to require underperforming schools to develop their own improvement plans. That bill failed passage as well. The Department was able to develop a school performance system, but was left with no additional tools to help struggling schools get better.

There needs to be a substantive discussion around the actions the State should take if schools fail to improve. The Department suggested that they be required to develop an improvement plan with our support, and even that produced significant opposition. The question remains though: is Maine prepared to allow struggling schools to continue struggling indefinitely? If not, what are we prepared to require that such schools do? This discussion needs to happen for the good of all Maine's students.

Conclusion

An essay describing "emerging issues" in education could easily run dozens of pages. The intent here was to report on the issues on which the Department found itself focused as another school year got underway. This is not an exhaustive list, to be sure, but it does reflect the central goal of the Department at this time, which is to do whatever it can to support schools as they improve, innovate and transform. While this kind of work is occurring in schools and districts across Maine, and the Department is supporting this work as it can, there is more work that can be done – especially if we focus on building local capacities, in leadership and otherwise, to innovate, to adopt new technologies, to build culture and systems of constant improvement and to ensure that all schools are doing everything in their power to meet the needs of the students they serve.

The Department looks forward to collaborating with the legislature in this endeavor and would welcome the opportunity to discuss these and other issues, in depth, with legislators, our education partners and the public we all serve.

Snapshot of Current Education Data

Student Achievement				Staffing		
Measure	Target	Status	Measure		Goal	
Mathematics						
Percent Tested (MHSA-2012-13)	96.6	95	↑	% of Teacher with Masters Degree or Higher (2012-13):	29.8	N/A
Percent Tested (NECAP-2012-13)	99.7	95	↑	FTE Count of Teachers (2012-13):	20617.3	N/A
% Meets or Higher (MHSA-2012-13)	48.1	43	↑	FTE Count of Administrators (2012-13):	2015.9	N/A
% Proficient or Higher (NECAP-2012-13)	60.6	60	↑			
Reading						
Percent Tested (MHSA-2012-13)	96.6	95	↑			
Percent Tested (NECAP-2012-13)	99.7	95	↑			
% Meets or Higher (MHSA-2012-13)	48.9	64	↓			
% Proficient or Higher (NECAP-2012-13)	69.2	66	↑			
Non-Academic Measures				Finance		
Measure	Target	Status	Measure	Budget		
Targets				Per Pupil Expenditures:		
Annual Student Dropout Rate (2011-12):	3.2	N/A	Regular Instruction:	\$ 4,579		
Fed. 4 Year cohort Graduation Rate (2011-12):	85.4	75	↑	Special Education:	\$ 1,657	
Student Attendance Rate (2011-12):	94.2	90	↑	School Administration:	\$ 596	
				Debt Service:	\$ 751	
				Facilities:	\$ 1,265	
				* Total for all measures (Not just those above):	\$11,218	

Learn more through the Maine DOE Data Warehouse:

http://dw.education.maine.gov/DirectoryManager/Web/Maine_report/MaineLanding.aspx

State Report Card 2013

Maine Department of Education

This State's Grade

Grades 3-8

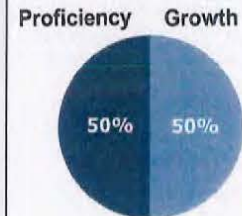


Measures	Maine Average	State Points	Maximum Available Points
Proficiency			
Math 63.0%		63.0	100
The percentage of students who scored proficient or above on the 2012-13 NECAP and the 2011-12 PAAP.			
Reading 71.8%		71.8	100
The percentage of students who scored proficient or above on the 2012-13 NECAP and the 2011-12 PAAP.			
Growth			
Math - All Students 66.4		33.2	50
Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.			
Reading - All Students 73.0		36.5	50
Measures the collective growth of individual students, that is, how well did individual students (not the average of all students) improve from the previous year when they took the test in the previous grade level. Generally, a 50 would indicate that half of all students advanced a level of proficiency OR maintained a level at or above proficiency. Divide by 2 to get the total school points.			
Bottom 25% - Math 44.7		22.4	50
Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.			
Bottom 25% - Reading 58.2		29.1	50
Growth among students who - in the previous testing year - scored in the bottom 25%. That is, what was the growth among students who were particularly struggling in the previous year to the most recent year. Divide by 2 to get the total school points.			
Totals		256.0	400

How the points translate to a letter grade

- A = 300 plus
- B = 280
- C = 225
- D = 200
- F = less than 200

Calculating the Score



Assessment participation. Schools are required to meet at least a 95 percent participation rate in the state assessments for validity. Participation of less than 90 percent results in an Automatic "F"; participation between 90 and 95 percent results in a one letter grade reduction; above 95 percent there is no reduction.

The state participation rate is 99.7%

Reduction for inadequate participation: None

Statewide Data Highlights



If all Maine elementary schools were a single school, that school would receive a letter grade of C. This is not an average of all school grades.

Breakdown of Grades Elementary School

Grade	Number of Schools
A	50
B	55
C	232
D	48
F	31

Overview

All parents and community members deserve to understand how well their children's schools are performing and what is being done to improve them. The goals of the Maine School Performance Grading System (A-F report cards) are to provide a starting point, with easy-to-understand and concise information showing how a school is doing, and to make sure that schools are accountable for explaining school performance to their communities.

No one score or grade tells the whole story of a school. That's why the grading system is based on several factors, including student achievement in reading and math, growth/progress in achievement, and, in particular, the performance and growth of the bottom 25 percent of students (for elementary schools) and the graduation rate (for high schools). We encourage parents and others to dig deeper by visiting the Education Data Warehouse, which contains multi-year, detailed information about each school and provides the ability to compare a school to others throughout the state using a wide range of measures.

Learn more about Maine's School Performance Grading System and read answers to frequently asked questions at: www.maine.gov/doe/schoolreportcards.

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Use the data to support Maine schools

Parents, you can help improve your child's school – whether it's getting a B or a D. Here's how you can get involved and ask questions.

- Are you satisfied with your school's grade? Does it seem reflective of what you know about your child's school and the instruction and support your child is receiving?
- Ask your principal or school board about their plans for improvement. Ask specifics: how will your school's plans lead to improved student achievement? How can you help support your school's improvement efforts?
- Dig deeper! Go to the Data Warehouse and look up your school. Compare it to similar schools and look at the details.

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Methodology

For the elementary school grades, calculations are based on grades 3-8 students who participated in the New England Common Assessment Program (NECAP) in fall 2012, or were assessed using the Personalized Alternate Assessment Portfolio (PAAP) in spring 2012, and who were continuously enrolled at the teaching year school listed on their assessment results. It takes two years of assessment data for a student to be included in the calculations – for this reason, a K-3 school cannot be graded.

For high schools, calculations are based on the 2011-12 Maine High School Assessment (MHSA) and the 2011-12 PAAP, as well as the most recent four- and five-year graduation rates.

The methodology is partially described on the first page of this report and fully described in the methodology document found at www.maine.gov/doe/schoolreportcards.



Stay informed

Informed and engaged parents and community members are a vital part of the success of any school community. Stay up-to-date on what's happening in education policy at the state level, from state funding to diploma expectations and new directions in teaching practices. Subscribe to the Maine DOE Monthly, the weekly Commissioner's Update, or even to the Department's press releases here: <http://eepurl.com/dvRYP>

School Report Card 2013

Maine Department of Education

This State's Grade

Grades 11



Measures

Proficiency

Math **47.8%**

The percentage of students who scored Proficiency or above on the 2011-12 MHSA and the 2011-12 PAAP.

Reading **47.7%**

The percentage of students who scored Proficiency or above on the 2011-12 MHSA and the 2011-12 PAAP.

Progress

Math - All Students **50.8**

The most recent 3-year average of math proficiency plus the change from the previous 3-year average. The 3-year comparisons mitigate year-to-year volatility.

Reading - All Students **48.4**

The most recent 3-year average of reading proficiency plus the change from the previous 3-year average. The 3-year comparisons mitigate year-to-year volatility.

Graduation Rate

4-Year Rate **83.8**

This school's 2011-12 rate. Multiply by the maximum 50 points for score on this measure. Divide by 2 to get the total school points.

5-Year Rate **84.8**

This school's 2011-12 rate. Multiply by the maximum 50 points for score on this measure. Divide by 2 to get the total school points.

Totals

Measures	Maine Average	State Points	Maximum Available Points
Math	47.8	47.8	100
Reading	47.7	47.7	100
Math - All Students	50.8	50.8	100
Reading - All Students	48.4	48.4	100
4-Year Graduation Rate	41.9	41.9	50
5-Year Graduation Rate	42.4	42.4	50
Totals	279.1	279.1	500

How the points translate to a letter grade

- A = 350 plus
- B = 300
- C = 225
- D = 200
- F = less than 200

Calculating the Score



Assessment participation. Schools are required to meet at least a 95 percent participation rate in the state assessments for validity. Participation of less than 90 percent results in an Automatic "F"; participation between 90 and 95 percent results in a one letter grade reduction; above 95 percent there is no reduction.

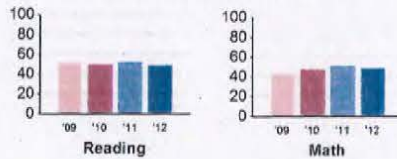
The state participation rate is 96.3%

Reduction for inadequate participation: None

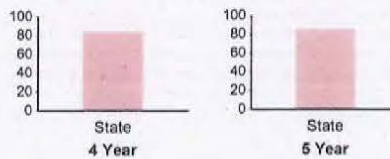


Data Highlights - Maine Department of Education

Maine High School Assessment



Graduation Rate



Graduation - Proficiency Gap*

Average 4 yr - 5 yr graduation rate: 84%

Average math - reading proficiency: 48%

Graduation Proficiency Gap: 36%

* A lower gap is better

* The gap is calculated by subtracting the proficiency average from the graduation average and this is not used as part of the letter grade calculation.

Statewide Data Highlights



If all Maine high schools were a single school, that school would receive a letter grade C. This is not an average of grades for all schools.

Breakdown of Grades High School

Grade	Number of Schools
A	10
B	19
C	57
D	26
F	10

36% Graduation Proficiency Gap

This is the gap between the percentage of students who graduated statewide and the percentage of students who are proficient in reading and math (average of the two) in 2011-12. A lower gap is better.

84% College Persistence

Percentage of students who remained enrolled at any post-secondary institution from the first year to the second year. Source: National Student Clearinghouse (Class of 2010).

64% College Enrollment

Percentage of students enrolled by the fall immediately after graduating high school. Source: National Student Clearinghouse (Class of 2010).

30% Remediation Rate

Students who enrolled in 2012 in the University of Maine system or the Maine Community College system but were required to take "remedial" courses in reading and/or math. Includes all students who attended and accredited public or private school in Maine.

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**Maine Department of Education Strategic Plan Status
November 1, 2013**

EFFECTIVE, LEARNER-CENTERED INSTRUCTION – Core Priority 1		
<p>UPDATE: The Department has provided extensive resources to support educators in their local implementation of effective, learner-centered instruction that will prepare Maine students for success in college, career and civic life, including providing dozens of professional development offerings that reached thousands of educators at the local, regional and state level; ongoing written and electronic communications; and the expansion of online resources through the redesigned DOE website, the new online Center for Best Practice and the new public Data Warehouse. This critical Department work will continue as schools move ahead on implementation of the 2011-updated Maine Learning Results, the transition to new assessment systems in 2015 and the expansion of learner-centered education models. Funding was not approved by the Legislature to support efficient delivery of educational services, so the Department will look to find other ways to facilitate those efforts.</p>		
Sub-priority 1. Rigorous standards and aligned curricula		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>1.1.a Learning Results implementation plan Develop a detailed plan for the implementation of the Maine Learning Results, which includes targeted training and outreach efforts as well as expanded use of the DOE’s website as a resource for standards implementation.</p>	<p>The DOE has provided professional development opportunities for thousands of educators; has expanded the resources available on the website; and has provided ongoing written communications to districts.</p>	<p>The DOE will provide ongoing technical support; continue trainings, adding resources to the Center for Best Practice; and expanding the DOE’s professional development calendar.</p>
<p>1.1.b Online Collaboration Platform (OCP) Establish a state-level, online “Communities of Practice” collaboration platform for developing and vetting standards-aligned curricula and instructional materials, in collaboration with the state’s teachers and curriculum coordinators.</p>	<p>Launched a pilot for eight initial practice teams. Currently developing additional capabilities related to sharing digital learning resources, consistent with recommendations of digital learning task force.</p>	<p>The site needs to be expanded beyond the pilot and connected to school improvement efforts. The DOE will review in partnership with educators the OCP for effectiveness and to determine next steps.</p>
<p>1.1.c Regional centers Develop and support regional centers to coordinate implementation of standards and aligned curricula.</p>	<p>The Department intended to provide financial support for development of regional centers and programs through the Fund for the Efficient Delivery of Educational Services (FEDES). Funding was attained, but swept to close a budget gap. The most recent enacted budget did not contain FEDES funding.</p>	<p>Despite the lack of FEDES funding, the DOE will continue to highlight regional efforts and will support, to the extent possible, development of new efforts. The Department is also working to deliver services using a regional approach.</p>
Sub-priority 2. Learner-centered instructional practices		
<p>1.2.a Learner-centered instruction team Appoint a learner-centered instruction team to continue state support for districts already engaged in the development of learner-centered instructional practices and aid districts new to employing such practices.</p>	<p>A technical assistance plan and a learner-centered team were developed by the DOE pursuant to LD 1422 (PL 2011, Ch. 669). The DOE also provided extensive implementation tools and funding. The Center for Best Practice features case studies, videos and resources for learner-centered instruction.</p>	<p>The learner-centered instruction team is being expanded to include all members of the standards and instruction team and others across the Department. Work to support School Administrative Units (SAUs) is ongoing, with a special focus on communications.</p>

<p>1.2. Center for Best Practice Develop a statewide “Center for Best Practice,” with a focus on learner-centered instruction, to serve as a clearinghouse of resources, support and case studies related to learner-centered instructional practices.</p>	<p>The Center was launched and now includes six detailed case studies, 10 videos, dozens of resources, best practices for and from Maine’s schools with a focus on learner-centered instruction.</p>	<p>Additional “best practices” content related to other school improvement approaches beyond proficiency-based learning will be posted to the site in an effort to expand its value and reach.</p>
<p>1.2.c Educator training and support Collaborate with Maine teacher preparation programs to expand access to educator training and support related to learner-centered instruction.</p>	<p>DOE’s learner-centered team has met with teacher prep program leaders who are preparing to incorporate learner-centered instruction in their programs.</p>	<p>A more formal plan to collaborate with teacher prep programs, especially around learner centered professional development, will be developed once key staff positions are filled.</p>
<p>Sub-priority 3. Assessment systems that provide educators with timely, accurate information on learner achievement and growth</p>		
<p>1.3.a Assessment System Develop a comprehensive plan for statewide implementation of a new assessment system.</p>	<p>Planning has been ongoing and the DOE has participated in all consortium meetings. Pilot tests were done last spring; the Department has communicated information about practice test to districts and has worked on developing a Request for Proposal (RFP) for an assessment administrator.</p>	<p>Field tests will be done this spring. The DOE will issue the RFP for an assessment administrator. Work with districts to provide technical assistance and training around accommodations and accessibility will be done.</p>
<p>1.3.b Resource directory Establish a state-level, online “Communities of Practice” collaboration platform for developing and vetting standards-aligned curricula and instructional materials, in collaboration with the state’s teachers and curriculum coordinators.</p>	<p>Launched a pilot for eight initial practice teams. Currently developing additional capabilities related to sharing digital learning resources, consistent with recommendations of digital learning task force.</p>	<p>The site needs to be expanded beyond the pilot and connected to school improvement efforts. The DOE will review in partnership with educators the OCP for effectiveness and to determine next steps.</p>
<p>1.3.c Regional centers Create regional teacher development centers to coordinate regional training and support in the use of the assessment instruments.</p>	<p>The Department intended to provide financial support for development of regional centers and programs through the Fund for the Efficient Delivery of Educational Services (FEDES). Funding was attained, but swept to close a budget gap. The most recent enacted budget did not contain FEDES funding.</p>	<p>Despite the lack of FEDES funding, the DOE will continue to highlight regional efforts and will support, to the extent possible, development of new efforts. The Department is also working to deliver services using a regional approach.</p>
<p>Sub-priority 4. Information systems that track learner growth over time</p>		
<p>1.4.a Statewide Longitudinal Data System Develop a comprehensive Statewide Longitudinal Data System (Date Warehouse) implementation plan, which outlines the full deployment of the system and related training and support initiatives. Develop a sustainability plan that calculates ongoing system costs and identifies potential sources for funding and support.</p>	<p>The Data Warehouse has gone live and training has been provided to thousands of people including educators, media, and public. The requirements outlined in grant have been completed.</p>	<p>Training is ongoing. A sustainable funding and management plan for the system will be developed.</p>

GRAND TEACHERS AND LEADERS – Core Priority 2

UPDATE: Knowing that having a great teacher in every classroom and leader in every school is the single most important school-based action we can take for our students, the Department has been aggressive in supporting school administrative unit efforts to enhance teacher and leader effectiveness. The educator effectiveness initiative (LD 1858, PL 2011 Ch. 635) establishes standards and procedures for implementation of performance evaluation and professional growth systems (PE/PG systems) for teachers and principals and the Department has restarted the related rulemaking this fall after proposed rules were not enacted by the Legislature last spring. The Department has also hired its first-ever Educator Effectiveness Coordinator and is in the process of surveying superintendents to assess their needs for technical assistance from the Maine DOE. Additionally, the Center for Best Practice has been created as a resource to provide the state's educators with best instructional practices from Maine schools and will continue to be developed to serve teachers and leaders.

Sub-priority 1. Common standards for teacher and leader effectiveness

Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>2.1.a Standards Develop state standards for educator effectiveness for adoption by the Maine Legislature.</p>	<p>Based on the recommendation of the Maine Educator Effectiveness Council (MEEC), the Department proposed a rule to endorse professional practice standards that set the benchmark for teacher and principal effectiveness (InTASC and ISLLC). The rule, as a whole, was not approved by the Legislature, although there didn't appear to be opposition to the use of those professional practice standards.</p>	<p>The Department has begun another rulemaking process, proposing the same standards for professional practice. The Department will work to attain authority to finally adopt those rules.</p>
<p>2.1.b Rules Establish plan to update related rule chapters in order to ensure that effectiveness standards are fully implemented in rule and policy. Goal to have all rules and policy updated within five years.</p>	<p>The full scope of "educator effectiveness" policies includes policy relating to educator preparation, certification, mentoring and professional development. As these issues arise, the Department considers the potential impact of InTASC and ISLLC on those policies.</p>	<p>Once the rule is finalized, setting the benchmarks of effectiveness for teachers and principals, the Department will review related rules and policies and develop plans to update them to reflect those benchmarks.</p>
<p>2.1.c Promote, share effectiveness standards Develop a plan to publicize effectiveness standards and feature examples of effective teaching and school leadership in online Communities of Practice.</p>	<p>While the proposed effectiveness standards are not finalized, the Department is planning to make those standards, and others aligned with the standards, available for SAU review on the DOE website.</p>	<p>Once the effectiveness standards are finalized, the Department will be more proactive in publicizing those standards and providing examples of effective practice. They will likely be provided on a dedicated Educator Effectiveness website.</p>

Sub-priority 2. Initial preparation and ongoing professional development programs that are rigorous, relevant, and data-driven		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
2.2.a Teacher preparation programs Amend the Chapter 114 rules governing state approval of teacher preparation programs, with the goal of improving the rigor and relevance of such programs.	Adopted and effective May 23, 2012.	The Department will work with teacher preparation programs to help them understand and meet the new standards set forth in the rule.
2.2.b State literacy plan Complete Maine's comprehensive state literacy plan and implement its recommendations.	The <i>Literacy for ME</i> plan was launched in the fall of 2012. Community-based literacy teams have been established and work is progressing.	The work of <i>Literacy for ME</i> and the state literacy team continues. Efforts to integrate this work into other Department initiatives will be ongoing.
2.2.c Regional professional development Develop and provide support for regional teacher development centers to coordinate and conduct regional professional development opportunities for teachers and school leaders.	The Department intended to provide financial support for development of regional centers and programs through the Fund for the Efficient Delivery of Educational Services (FEDES). Funding was attained, but swept to close a budget gap. The most recent enacted budget did not contain FEDES funding.	Despite the lack of FEDES funding, the DOE will continue to highlight regional efforts and will support, to the extent possible, development of new efforts. The Department is also working to deliver services using a regional approach.
2.2.d Leadership academy Develop an annual state-level "leadership academy" for school and district leaders, with a specific focus on change leadership.	The DOE did not conduct a separate leadership academy in 2012, but did pilot an approach combining the Commissioner's Conference with the Maine Principal's Association's (MPA) summer conference in 2013.	The DOE will develop a strategy for enhanced support of school and district leaders, and continue work with MPA on the leadership academy concept. Support and training possibilities will be provided for principals of Title I schools identified as "priority" or "focus" under the ESEA accountability standards. The DOE will continue to explore ways to expand this work to include all principals.
Sub-priority 3. Next-generation evaluation systems for teachers and leaders		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
2.3.a Statewide guidelines In consultation with stakeholders, adopt statewide guidelines for teacher and leader evaluation systems, consistent with ESEA flexibility guidance from the US DOE.	Statutory language setting forth the framework for performance evaluation and professional growth systems (PE/PG) was enacted. Rules to flesh out the details of the required PE/PG systems, in accordance with the Maine law, were not approved by the Legislature.	The Department has restarted the rulemaking process, and will submit revised provisionally adopted rules to the Legislature for approval. The Department will work to attain authority to finally adopt rules fleshing out the requirements for PE/PG systems.
2.3.b Evaluation models Develop teacher and principal evaluation models consistent with adopted state guidelines and post to the DOE website.	State guidelines (rules) are not yet finalized. However, the Department is working to identify models – and components of models – that are in use in Maine districts and that are	Once the rules are finalized, the Department will identify and post models – and components of models – that comply with the requirements of the law and rule.

	consistent with the proposed rules.	
<p>2.3.c Regional professional development Develop and provide support for regional teacher development centers to coordinate and conduct training of teacher and leader evaluators, and to design and implement training and professional development activities.</p>	<p>The Department intended to provide financial support for development of regional centers and programs through the Fund for the Efficient Delivery of Educational Services (FEDES). Funding was attained, but swept to close a budget gap. The most recent enacted budget did not contain FEDES funding.</p>	<p>Despite the lack of FEDES funding, the DOE will continue to highlight regional efforts and will support, to the extent possible, development of new efforts. The Department is also working to deliver services using a regional approach.</p>
<p>Sub-priority 4. Communities of practice designed to foster continuous improvement</p>		
<p>Initial Action Steps</p>	<p>Progress on Action Steps</p>	<p>Response/Next Steps</p>
<p>2.4.a Resource directory Use the online Communities of Practice to facilitate the development of a resource directory for instructional resources and professional development materials.</p>	<p>Launched a pilot for eight initial practice teams. Currently developing additional capabilities related to sharing digital learning resources, consistent with recommendations of digital learning task force.</p>	<p>The site needs to be expanded beyond the pilot and connected to school improvement efforts. The DOE will review in partnership with educators the OCP for effectiveness and to determine next steps. Staff will work with educators across the state to develop digital resources.</p>
<p>2.4.b “Best Practice School” Develop a “Best Practice School” designation for schools undertaking research and development on effective instructional practices.</p>	<p>The DOE did launch the Center for Best Practice, but has not developed a process by which schools could secure some type of designation.</p>	<p>The DOE will revisit this concept to determine whether such an effort would achieve the goal of supporting innovative practices, or whether a different approach might work better.</p>

MULTIPLE PATHWAYS FOR LEARNER ACHIEVEMENT – Co. Priority 3

UPDATE: The Department has made significant progress in helping Maine schools strengthen and expand the pathways by which students can learn and demonstrate achievement of standards. The successful passage of LD 1422 (PL 2011 Ch. 669) was supported by the development of a team focused on providing information and technical assistance to schools on the implementation of proficiency-based education. That team has recently been expanded to be cross-departmental, and include experts from Maine DOE Special Services, School Finance & Operations, the Commissioner's Office and other critical parts of the agency. The extensive resources, tools and professional development for SAUs that the team developed were recently rolled-out, as was \$2 million in direct transition fund grants to all SAUs. Career and Technical Education (CTE) pathways are also being fortified to ensure they are a viable option for students, and included the creation of common calendars and the ongoing efforts to integrate CTE and Adult Education. With technical support from the Department, the Charter School Commission has authorized Maine's first five charters, which are now operational and successfully serving hundreds of students.

Sub-priority 1. Advancement based on demonstration of mastery

Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>3.1.a Center for Best Practice Establish a Center for Best Practice at the DOE to focus on research and reporting related to proficiency-based systems in Maine.</p>	<p>The Center was launched and now includes six detailed case studies, 10 videos, dozens of resources, best practices for and from Maine's schools with a focus on learner-centered instruction.</p>	<p>Additional "best practices" materials need to be posted that relate to other school improvement approaches beyond learner-centered instruction.</p>
<p>3.1.b Online communities Use the online Communities of Practice to share resources and best practices related to proficiency-based learning.</p>	<p>Launched a pilot for eight initial practice teams. Currently developing additional capabilities related to sharing digital learning resources, consistent with recommendations of digital learning task force.</p>	<p>The site needs to be expanded beyond the pilot and connected to school improvement efforts. The DOE will review in partnership with educators the OCP for effectiveness and to determine next steps.</p>
<p>3.1.c Learner-centered instruction team Establish a learner-centered instruction team at the Maine DOE, tasked with coordinating support for proficiency-based districts and establishing a communications strategy related to proficiency-based systems.</p>	<p>A learner-centered instruction team has been created and implementation resources have been developed.</p>	<p>The team is meeting with other members of the Standards and Instructional Supports team on an ongoing basis to discuss the implementation resources, with a special focus on communication supports. Continued effort is need to clarify expectations and coordinate this work with CTE.</p>
<p>3.1.d Proficiency-based diploma Adopt statutory language requiring proficiency-based high school diplomas by a date certain.</p>	<p>A technical assistance plan and a learner-centered team were developed by the DOE pursuant to LD 1422 (PL 2011, Ch. 669). The DOE also provided extensive implementation tools and funding. The Center for Best Practice features case studies, videos and resources for learner-centered instruction.</p>	<p>The learner-centered instruction team is being expanded to include all members of the standards and instruction team and others across the Department. Work to support SAUs is ongoing, with a special focus on communications.</p>

Sub-priority 2. Student voice and choice in the demonstration of learning		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
3.2.a Communities of Practice Use online Communities of Practice to share resources and best practices.	Launched a pilot for eight initial practice teams. Currently developing additional capabilities related to sharing digital learning resources, consistent with the recommendations of digital learning task force.	The site needs to be expanded beyond the pilot and connected to school improvement efforts. The DOE will review in partnership with educators the OCP for effectiveness and to determine next steps.
Sub-priority 3. Expanded learning options		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
3.3.a CTE legislation Adopt statutory language to expand student access to CTE and allow students to use Adult Education classes as a path to high school completion.	Two bills were enacted to strengthen and support CTE, including the common school calendar mandate.	The Department will work with stakeholders to develop strategies to address remediation issues, including greater use of Adult Education. Staff will also work to adopt a new CTE funding model.
3.3.b Charter school law Fully implement the state's charter school law, including establishment of Maine Charter School Commission (MCSC); enactment of the DOE bill updating statutory language; final adoption of rules governing charter school development.	The Commission has been put into place, its rules and policies adopted, and it has approved five charter schools—all now operational.	As the Commission moves from approval of charter schools to oversight of them, the DOE will ensure the appropriate operations and oversight work is being done and will provide support as necessary.
Sub-priority 4. "Anytime, anywhere" learning		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
3.4.a Digital learning plan In collaboration with stakeholders, adopt a comprehensive, multi-year digital learning strategic plan designed to expand access to digital learning opportunities for all Maine students.	The Digital Learning Task Force (DLTF) has met several times. Initial work has been undertaken and broad recommendations with regard to digital learning have been developed.	Staff is now working on drafting a final proposal for a plan of action based on feedback from the DLTF.
3.4.b Share digital learning practices Develop and post to the DOE website materials and resources related to digital learning best practices.	The Department has not yet developed a platform for the sharing of digital learning resources or best practices.	Staff is working to gauge the interest of other states in the development of a digital learning clearinghouse. DOE staff and educators are participating in the development of a digital library of formative and interim assessment tasks. The Center for Best Practice should also include best practices in digital learning

COMPREHENSIVE SCHOOL AND COMMUNITY SUPPORTS – Core Priority 4

UPDATE: With the understanding that providing comprehensive school and community supports is a fundamental responsibility of any public service agency and will result in improved student outcomes, the Department has devoted considerable attention to these efforts, much of which may not be captured here given the parameters of the plan's action steps. A major restructuring of our Special Services Team has resulted in full alignment with State and federal expectations and stronger capacity and leadership, improving the quality and consistency of services for students with disabilities and integration of their needs into all areas of the Department's work. The Maine DOE continues to look for new ways to educate the field and public about best practices including through improved use of our website and to identify opportunities for further collaborations with partners in schools, businesses and Maine communities.

Sub-priority 1. Effective and efficient services for learners with special needs

Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>4.1.a Special education policy review Review current special education policy and practices; recommend changes for the next legislative session. Review to include analysis of data regarding special education eligibility, placements and staffing ratios to determine factors that influence determinations of eligibility and higher-than-average staffing.</p>	<p>Major overhaul of the Special Services team to address a critical need and build capacity to improve the efficiency and effectiveness of the team.</p>	<p>LD 944 (Res 2013 Ch. 74) requires a departmental review of state mandates and the efficacy of education laws. Staff is working on the review, and the Director of Special Education Services has already developed a memo detailing the areas where state law varies from or exceeds federal special education law. These resources will be shared with stakeholders as part of the review.</p>
<p>4.1.b Share special education best practices online Publish a page on the DOE website to share evidence-based best practices with regard to special education services.</p>	<p>The Center for Best Practice was launched and now includes six detailed case studies, 10 videos, dozens of resources, best practices for and from Maine's schools with a focus on learner-centered instruction.</p>	<p>Through the Statewide Professional Development Grant, staff is developing online resources addressing a number of special education issues, including posting all webinars on the website. As the Center for Best Practice continues to expand, special education best practices will become a focus area.</p>
<p>4.1.c Regional special education services Use the Fund for Efficient Delivery of Educational Services (FEDES) to pilot models of regional special education administration and services delivery.</p>	<p>The Department intended to provide financial support for development of regional centers and programs through the Fund for the Efficient Delivery of Educational Services (FEDES). Funding was attained, but swept to close a budget gap. The most recent enacted budget did not contain FEDES funding.</p>	<p>Despite the lack of FEDES funding, the DOE will continue to highlight regional efforts and will support, to the extent possible, development of new efforts. The DOE is working to deliver services using a regional approach and already has several regional support methods for autism and for post-secondary transition planning. The DOE will continue working with the Regional Content Specialists on school improvement efforts. The Maine Autism Institute for Education and Research, a joint effort with the University of Maine, is scheduled to be operational in January 2014.</p>

Sub-priority 2. Coordinated health and wellness programs		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
4.2.a Programs review Review the DOE's health and wellness programs.	Steps are being taken to more carefully coordinate health and wellness services and outreach.	DOE to undertake cross-team collaboration to better coordinate the provision of health and wellness-related services.
4.2.b Share health/wellness best practices online Publish a page on the DOE website dedicated to sharing evidence-based best practices with regard to health and wellness services.	The redesign of the DOE's website includes plans for new pages devoted to student health, nutrition, counseling and school safety.	Launch of these pages will come soon as will communication of those resources to field.
Sub-priority 3. A commitment to community and family engagement		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
4.3.a Share models online Publish a page on the DOE website dedicated to providing models of family and community partnerships established in schools across Maine and the nation.	With the Data Warehouse and School Performance Grading System, the Department has taken steps to engage families and communities in local schools and provided them the tools to do so.	The Department will encourage schools to submit to their parental involvement initiatives in accordance with 20-A MRSA §255(6) and will post them on the Department website.
4.3.b School, community partnerships plan Develop a plan, in cooperation with the Maine Commission for Community Service (MCCS), to more fully implement school and community partnerships.	The Department has partnered with the MCCS on projects related to service learning and the <i>Literacy for ME</i> initiative.	The Department will continue to look for opportunities to collaborate with MCCS.
Sub-priority 4. Career and workforce partnerships		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
4.4.a Partnerships survey Survey Maine's school districts to identify current practices with regard to business and workforce partnerships.	The Department included employers in both the Commissioner's Conference and Governor's Conference on Education to begin to establish workforce partnerships.	Review whether a survey is best approach or if a different method of outreach and research is preferable.
4.4.b Partnerships access Use survey results, along with feedback from stakeholders, to develop strategies for expanding access to partnership opportunities.	No action can be taken to meet this objective yet.	Future steps will be determined following completion of the survey or other outreach methods.
4.4.c Barriers to workplace educational opportunities Undertake a review of state law and policy in order to identify barriers to career and workplace educational opportunities.	The review has not yet taken place.	Specific action steps will be determined after the review of state law and policy. This will be done in conjunction with the action steps resulting from the partnerships survey.

COORDINATED AND EFFECTIVE STATE SUPPORT – Core Priority 5

UPDATE: Creation and implementation of a true statewide system of supports has been a primary focus of the Department, especially since the launch of the new School Performance Grading Systems and the attainment of Maine's ESEA waiver after nearly two years of diligent work by Maine DOE staff in collaboration with dozens of partners. As the Department continues to move beyond simply being a regulatory agency and truly being a resource to Maine students, families, schools and communities, so will extensive efforts to strengthen and better integrate our support with other initiatives underway and emerging. Development of a pipeline from early childhood through college that will ensure a strong 21st century workforce and citizenry will be furthered through our ongoing efforts to connect PK-20 programs, distribute resources equitably, incorporate technology and support a robust accountability and improvement system.

Sub-priority 1. Seamless integration of educational programs from early childhood into adulthood

Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>5.1.a Structural reforms Move forward with structural and other reforms to better coordinate educational programs from early childhood to adulthood.</p>	<p>The DOE has partnered with DHHS to create an interagency body to better coordinate early childhood programming and support.</p>	<p>The SAIEL (State Agency Interdepartmental Early Learning) team has developed its own plan with objectives and deliverables, which needs to be implemented. Staff will also work on finding sustainable funding streams for this initiative.</p>
<p>5.1.b College transitions working group Create the Education Coordinating Committee's (ECC) college transitions working group; complete working group's initial report to the ECC regarding college and career readiness initiatives.</p>	<p>The college readiness group created a report, which is available on the DOE website.</p>	<p>Set forth recommendations that are being reviewed for implementation to ensure students are college and career ready when they leave school. Continue to partner with ECC on these activities.</p>
<p>5.1.c Early college task force Implement the initial findings of the governor's early post-secondary opportunities task force; support the ongoing work of the task force.</p>	<p>Task Force report was published and included recommendations to expand access to early post-secondary education. Legislation to implement many of the recommendations is awaiting final approval.</p>	<p>Review Task Force findings and recommendations; continue to implement strategies to remove barriers on access to opportunities, as identified in the Task Force report.</p>

Sub-priority 2. Adequate and equitable state resources for Maine's schools

Initial Action Steps	Progress on Action Steps	Response/Next Steps
<p>5.2.a School funding review Undertake an independent review of the state school funding system; and propose potential policy changes, if any, to the next legislature.</p>	<p>The legislature issued an RFP and commissioned an independent study of the funding law. The findings of that study are due in the fall of 2013.</p>	<p>The review is underway; actions may have to be undertaken in response to study recommendations.</p>
<p>5.2.b MaineCare manual Support the ongoing work of Maine DHHS to create a detailed manual on MaineCare and other health and wellness-related policy and programs.</p>	<p>The Department has been meeting regularly with DHHS for over a year. A template of the MaineCare manual has been completed.</p>	<p>Once the federal Center for Medicaid and Medicare Services has approved Maine's amendments to the state plan. Actual policy details will be incorporated in the manual.</p>
<p>5.2.c Zero-based budgeting (ZBB) Use zero-based budget initiative to further review</p>	<p>The Department used the findings of the ZBB to inform the development of its biennial</p>	<p>The budget position needs to be filled so that deeper analysis of budget issues can be</p>

and assess Maine DOE programs and processes; propose reforms in the next biennial budget bill.	budget request. The Department also secured funding for a position to do budget analysis and development.	undertaken. The Department will continue to use the ZBB to inform its budget proposals.
Sub-priority 3. Comprehensive integration of technology		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
5.3.a Technology, data review Develop a comprehensive inventory of ongoing technology and data projects and initiatives.	The DOE's data team now has a project tracking process.	The Leadership Team will undertake an intensive review of data needs across the Department to develop a clearer data project management process.
5.3.b Technology, data schools survey Survey school unit IT directors and administrators regarding technology and data needs; use responses to develop detailed data and technology support plan.	Survey was conducted regarding technology readiness for transition to new assessments	Consider a more comprehensive survey and use that to support a data and technical support plan. Once the information is collected, further action steps can be determined.
Sub-priority 4. A robust and transparent accountability and improvement system		
Initial Action Steps	Progress on Action Steps	Response/Next Steps
5.4.a New accountability system Develop a plan for the design and implementation of a new state accountability system consistent with the principles of the NCLB flexibility package.	The Department convened a stakeholder group and developed and submitted an ESEA waiver application which was approved by the US DOE in August 2013. A state-level accountability system for all schools, not just Title I schools, was implemented with the School Performance Grading System (SPGS).	Implement the new accountability system and continue the development of a system of statewide support. The DOE will also launch the next round of report cards under the SPGS in spring 2014.

INVENTORY OF MAINE EDUCATION LAWS

TITLE 20-A of the Maine Revised Statutes Annotated (MRSA) and Selected Other Laws (as of October 9, 2013)

I. TITLE 20-A – EDUCATION

Part 1. General Provisions

- Chap 1. General Provisions
- Chap 3. Department of Education
 - Subchapter 1. Department Administration
 - Subchapter 2. Commissioner
- Chap 5. State Board of Education
- Chap 9. Public Broadcasting
 - Subchapter 2. Gifts, Construction and Programming
- Chap 11. School Volunteer Program

Part 2. School Organization

- Chap 101. General Provisions
 - Subchapter 1. School Boards
 - Subchapter 2. Superintendents
- Chap 103. School Administrative Districts
 - Subchapter 1. Purpose
 - Subchapter 2. Organization
 - Subchapter 3. School Directors
 - Subchapter 4. Financing
 - Subchapter 5. District Referendum
- Chap 103-A. Regional School Units
 - Subchapter 1. General Provisions
 - Subchapter 2. Formation of Regional School Unit
 - Subchapter 3. School Governance; Program
 - Subchapter 4. Financing
 - Subchapter 5. Referendum
 - Subchapter 6. Schools
- Chap 105. Community School District
 - Subchapter 1. Organization
 - Subchapter 2. District Board of Trustees and District School Committee
 - Subchapter 3. Financing
 - Subchapter 4. Reorganization
- Chap 107. School Unions
- Chap 111. Municipal Schools
 - Subchapter 1. School Committee
 - Subchapter 2. Incorporated School District
- Chap 112. Public Charter Schools
- Chap 113-A. Regional Education Cooperatives
- Chap 114. Regional Collaboration
- Chap 114-A. Fund for the Efficient Delivery of Educational Services
- Chap 115. Contracts for School Privileges

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

Part 3. Elementary and Secondary Education

- Chap 201. General Provisions
- Chap 202. Closing and Disposition of Public Elementary and Secondary School Buildings
- Chap 203. Elementary Schools
 - Subchapter 2. Early Childhood Educational Plans for Children Ages 4 to 9
- Chap 206. Elementary and Secondary Schools
 - Subchapter 1. Basic School Approval
 - Subchapter 2. Accreditation
 - Subchapter 3. Guidance and Technical Assistance
- Chap 207-A. Instruction
 - Subchapter 1. General Requirements
 - Subchapter 2. Elementary and Junior High Schools or Middle Schools
 - Subchapter 3. Secondary Schools
- Chap 208-A. Postsecondary Enrollment
- Chap 209. School Days, Holidays, Special Observances
- Chap 211. Attendance
 - Subchapter 1. Attendance
 - Subchapter 1-A. Equivalent Instruction Programs
 - Subchapter 1-B. High School Graduation Rate
 - Subchapter 2. Truants
 - Subchapter 3. Dropouts
 - Subchapter 4. Technical Assistance

- Subchapter 5. Students Experiencing Education Disruption
- Chap 213. Student Eligibility
- Chap 215. Transportation
- Chap 217. Board
- Chap 219. Tuition
- Chap 221. Student Records, Audits and Reports
 - Subchapter 1. Student Records
 - Subchapter 2. Audits
 - Subchapter 3. Employee and Applicant Records
 - Subchapter 4. Miscellaneous
- Chap 222. Standards and Assessment of Student Performance
- Chap 223. Health, Nutrition and Safety
 - Subchapter 1. Student Health
 - Subchapter 2. Immunization
 - Subchapter 3. School Health Services
 - Subchapter 4. Health Screening
 - Subchapter 5. Sanitary Facilities
 - Subchapter 6. Safety
 - Subchapter 7. School Lunch and Milk Program
 - Subchapter 7-A. School Substance Abuse Services
 - Subchapter 7-B. Performance-Enhancing Substances
 - Subchapter 7-C. Elementary School Physical Education
 - Subchapter 8. Child Care Services and Parenting Education
 - Subchapter 9. Nutrition Education
- Chap 225. Penalties
- Chap 226. Jobs for Maine's Graduates
- Chap 227. Center of Excellence for At-Risk Students
- Chap 229. Dual Enrollment Career and Technical Education Programs

Part 4. Specific Education Programs

Subpart 1. Special Education

- Chap 301. General Provisions
- Chap 303. Children with Disabilities
 - Subchapter 1. General Provisions
 - Subchapter 2. Programs
 - Subchapter 3. Finances
- Chap 304. Maine Educational Center for the Deaf and Hard of Hearing and the Governor
Baxter School for the Deaf
- Chap 304-A. Baxter Compensation Authority Records
- Chap 305. Private and State Operated Schools
- Chap 311. Gifted and Talented Students

Subpart 2. Career and Technical Education

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

Subchapter 4. Career and Technical Education Regions

Subpart 3. Other Programs

- Chap 315. Adult Education
- Chap 316. Driver Education
- Chap 317. Summer Schools
- Chap 318. After-School Programs
- Chap 319. Maine Fire Training and Education
- Chap 321. Correspondence Schools
- Chap 323. Private Business, Trade and Technical Schools
- Chap 327. Students in Long-Term Drug Treatment Centers

Part 5. Post-Secondary Education

- Chap 401. General Provisions
- Chap 404. Energy Testing Laboratory of Maine
- Chap 409. Degree-Granting Institutions
- Chap 410. False Academic Degrees or Certificates
- Chap 411. University of Maine System
- Chap 411-A. Displaced Homemakers
- Chap 412. Tax Exempt Borrowing Authority for the University of Maine System
- Chap 412-A. Maine Black Bears Scholarship Fund
- Chap 413. New England Higher Education Compact
 - Subchapter 1. Compact
 - Subchapter 2. Provisions Relating to Compact
- Chap 417. Federal Financial Assistance Programs
 - Subchapter 1. Loan Insurance Programs
 - Subchapter 2. Other Federal Educational Financial Assistance Programs
- Chap 417-A. Maine Educational Loan Authority
- Chap 417-B. Supplemental Loan Program
- Chap 417-C. Higher Education Loan Program
- Chap 417-E. Maine College Savings Program
- Chap 417-F. Higher Education Loan Purchase Program
- Chap 419-A. Maine State Grant Program
- Chap 419-C. Scholarships for Maine Fund
- Chap 419-D. Quality Child Care Education Scholarship Fund
- Chap 421. Postgraduate Education in the Field of Medicine
- Chap 423. Loans for Candidates for Practice of Osteopathic Medicine
- Chap 424. Medical Education and Recruitment
- Chap 424-A. Maine Veterinary Medicine Loan Program
- Chap 426. Maine Dental Education and Recruitment
- Chap 428. Educators for Maine Program
 - Chap 428-A. Maine Engineers Recruitment and Retention Program
 - Chap 428-B. Future for Youth in Maine Loan Repayment Program
 - Chap 428-C. Job Creation Through Educational Opportunity Program
- Chap 429. Tuition Waiver at State Post-Secondary Educational Institutions
- Chap 429-A. Tuition Waiver at State Postsecondary Educational Institutions for Persons Who Have Resided in Foster Care
- Chap 430-B. Financial Aid and Career Counseling

- Chap 431. Maine Community College System
- Chap 431-A. Maine Quality Centers
- Chap 432. Maine Career Advantage
- Chap 432-A. Health Care Training
- Chap 433. Persons Failing to Register Under United States Military Selective Service Act
- Chap 435. Maine Area Health Education Centers System

Part 6. Teachers

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

Part 7. School Finance

- Chap 601. General Provisions
- Chap 603-A. Federal Aid
- Chap 606-B. Essential Programs and Services
- Chap 608. School Finance Act of 2003
- Chap 609. School Construction
- Chap 611. Condemnation

Part 9. Learning Technology

- Chap 801. Maine Learning Technology Endowment
- Chap 802. Maine Online Learning Program
- Chap 803. Digital Literacy and Online Learning Resources

Part 10. Interstate Compact on Educational Opportunity for Military Children

- Chap 901. Interstate Compact on Educational Opportunity for Military Children

II. Title 20 – EDUCATION

Part 2. Public Schools

- Chap 111. Religion and Morals

Part 4. Advanced and Special Education

- Chap 302-A. Student Loans

Part 6. Financing and School Property

- Chap 501. State School Funds

III. SELECTED OTHER MATERIALS

Constitution of the State of Maine

Article VIII. (Education; Municipal Home Rule)

Part First. Education

Title 1: General Provisions

Chap 13. Public Records and Proceedings

Subchapter 1. Freedom of Access

Subchapter 1-A. Public Records Exceptions and Accessibility

Title 17: Crimes

Chap 101. Public Offices and Officers

Title 22: Health and Welfare

Chap 250. Control of Notifiable Diseases and Conditions

Section 806 Exclusion from School

Chap 416. 1979 Dental Health Education Act

Title 24-A: Maine Insurance Code

Chap 59. Insurance of Public Employees and Property

Title 25: Internal Security and Public Safety

Chap 317. Preventive Measures and Restrictions

Title 26: Labor and Industry

Chap 9-A. Municipal Public Employees Labor Relations Law

Title 30-A: Municipalities and Counties

Chap 123. Municipal Officials

Subchapter 1. General Provisions

Chap 223. Municipal Finances

Subchapter 3. Municipal Debt

Subchapter 4. Expenditures

Chap 225. Maine Municipal Bond Bank

Subchapter 2. Establishment and Powers

Subchapter 3. Financial Operation

DEPARTMENT OF EDUCATION

INVENTORY OF RULES

As of October 2013

Agency and Chapter Number:	Department of Education	Type: RT or MS	Year Last Amended:
05 071 004	Equal Educational Opportunity (Joint Rule 94-348 with Maine Human Rights Commission)	RT	2012
05 071 007	Implementation of the Essential Programs and Services Funding Model	MS	2007
05 071 013	SBE * Qualifying Examinations for Teachers, Education Specialists and Administrators	RT	2013
05 071 014	Exceptions to General Residency Rules and Education of Homeless Students	RT	1992
05 071 018	Licensure of Residential Child Care Facilities (Joint Rule 10-148 & 14-193 with Department of Health and Human Services)	RT	1997
05 071 021	Secular Textbooks and Services to Private School Pupils	RT	2000
05 071 023	Collection of Staff Information	RT	1971
05 071 025	Administration of Special Education Adjustments; Definition of Budgetary Hardship	RT	1980
05 071 026	Rules Relating to Reorganization of School Administrative Districts	RT	1989
05 071 027	Rules for Determining Geographic Isolation Status	RT	1990
05 071 028	Closing a School in the Unorganized Territory	MS	2007
05 071 033	Rule Governing Physical Restraint and Seclusion	MS	2013
05 071 040	Rule for Medication Administration in Maine Schools	MS	2007
05 071 045	Rule for Vision and Hearing Screening in Maine Schools	RT	2006
05 071 051	Child Nutrition Programs in Public Schools and Institutions	RT	2007
05 071 052	School Nutrition Program Eligibility Verification Process Rule	RT	1983
05 071 058	Child Nutrition Programs in Child Care Centers and Recreational Center and Camps	RT	1979
05 071 060	SBE New School Siting Approval	MS	2007
05 071 061	SBE Rules for Major Capital School Construction Projects	MS	2013
05 071 064	Maine School Facilities Program and School Revolving Renovation Fund (Joint Chapter 94-376 with Maine Municipal Bond Bank)	MS	2012
05 071 081	Uniform School Bus Standards for Pupil Transportation in Maine	RT	1989
05 071 101	Maine Unified Special Education Regulation	MS	2013
05 071 104	Education Programs for Gifted and Talented Children	RT	1987
05 071 114	SBE Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel	RT	2012
05 071 115	SBE Certification, Authorization and Approval of Education Personnel	MS	2012
05 071 118	Purposes, Standards and Procedures for Educational Personnel Support Systems	RT	2007
05 071 119	Adjudicatory Proceedings on Certification Issues	RT	1997

05	071	120		Innovative Education Grants	RT	1985
05	071	122		Grant Application and Award Procedure: Fund for the Efficient Delivery of Educational Services	MS	2012
05	071	125	JOINT /SBE	Basic Approval Standards: Public Schools and School Administrative Units	RT	2002
05	071	126		Immunization Requirements for Children (Joint Rule 10-144 with Department of Health and Human Services)	MS	2002
05	071	127		Instructional Program, Assessment and Diploma Requirements	MS	2002
05	071	128		Truants and Dropouts Guidelines	RT	1978
05	071	129		Rights and Responsibilities of Educators and Pupils	RT	1980
05	071	131		The Maine Federal, State and Local Accountability Standards	MS	2011
05	071	132		Learning Results: Parameters for Essential Instruction	MS	2007
05	071	138	JOINT /SBE	State Accreditation Standards and Processes	RT	2001
05	071	140		Public Charter Schools	MS	2012
05	071	147		Rules for the Licensing of Privately Owned Business, Trade and Technical Schools - Proprietary Schools	RT	1991
05	071	149	SBE	Procedures for Obtaining Authorization for Institutions of Higher Education to Confer Academic Degrees or to Offer Degree Courses/Programs in the State of Maine	RT	2008
05	071	150		Licensing Privately Owned Correspondence Schools	RT	1991
05	071	161		Purchase and Storage of Hazardous Chemicals	RT	1991
05	071	170	SBE	Standards for Evaluating Requests for Degree-Granting Authorizations and for Out-of-State Postsecondary Institutions Seeking to Offer Academic Credit Courses/Programs in Maine	RT	2008
05	071	221		Adult Education Administrative Cost Reimbursement	RT	2008
05	071	222		Adult Career and Technical Education, and Workforce Training and Re-training, Cost Reimbursement	RT	2008
05	071	225		Adult High School Completion Programs	RT	1988
05	071	228		Standards for School-Based Child Care Services and Parenting and Child Development Education	RT	1989
05	071	229		Adult Education Fees	RT	2008
05	071	230		Adult Education Program Requirements	RT	2008
05	071	231		Vocational Program and Funding Procedure	RT	1979
05	071	232		Standard Criteria for Maine Secondary Vocational Programs	RT	1989
05	071	236		Program Evaluation Requirements	RT	1979
05	071	237		"Live or Outside Work"	RT	1999
05	071	245		Standards for Education Programming for Certified Nursing Assistants	RT	1988
05	071	250		School Approval for Nontraditional Limited Purpose Schools	RT	1988
05	071	301		State Board of Education Members, Removal from Office by Governor	RT	1988
*	State Board of Education					
**	RT = Routine Technical MS = Major Substantive					

**Department of Education Statutory Responsibilities Under Title 20-A, MRSA, Other State Titles
and Federal Statutory References
November 1, 2013**

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Department Administration Purpose of the Department	Chapter 3, Subchapter 1 §201, sub§1,2,4	Commissioner's General Rulemaking Authority	Supervise public education, interrelate with other programs, and advance public education based on the system of learning results established in §6209.	Commissioner
Department Organization	Chapter 3, Subchapter 1 §202, sub§1,1-A,4,5,16,17		State Board of Education, Commissioner of Education, other entities authorized by the Legislature and other bureaus established by the Commissioner.	State Board of Education Commissioner
Appointments	Chapter 3, Subchapter 1 §203, sub§A, F, K,L,M,N		Appointed positions are Deputy Commissioner; Director, Planning and Management Information.	Commissioner Appoints
Rules	Chapter 3, Subchapter 2 §204	Commissioner's Specific Rulemaking Authority	Rules pertaining to private schools must be proposed as Major Substantive Rules.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Commissioner	Chapter 3, Subchapter 2 §251, sub§1, 2		Appointment. Term of Office.	Governor State Board of Education Education Committee of Legislature Legislature
Responsibilities of Commissioner	Chapter 3, Subchapter 2 §251-A, sub§1,2,3	Commissioner's General Rulemaking Authority	Enforce regulatory requirements, provide technical assistance, provide educational leadership.	Commissioner
Commissioner's Duties	Chapter 3, Subchapter 2 §253, sub§1,2,3,4,5,6, 7,8,9	Commissioner's Specific Rulemaking Authority	Outlines general duties, hiring, delegation, specific duties, appointment of supervisors, agricultural consultant, school nurse consultant, and provides authority to expend and disburse funds for the statewide support for operational efficiencies for school administrative units, and facilitate the transition to standards-based educational system.	All Department Organizational Units and State Board of Education Commissioner
Commissioner's General Powers Unorganized Territory	Chapter 119 §3301-3305	Commissioner's Specific Rulemaking Authority	Outlines general powers of employing special attendance officers, contracting for outside education and room and board for EUT students, care of school property in the unorganized territories, taking of land, and closing of an EUT school.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Educational Duties	Chapter 3, Subchapter 2 §254, sub§1,2,3,4,5,6, 7,8,9,10,11,11-A, 12,13,14,15,16, 17	Commissioner's General and Specific Rulemaking Authority	General duties, training and development, contracts for career and technical education programs, superintendent's conference, medication, other duties assigned, clearinghouse for information on nuclear usage, model hiring procedure, statewide goal of employment of women in positions requiring administrator certification, assistance toward gender equity, statewide standards for responsible and ethical student behavior, technical assistance, and statewide standards for the reintegration of juvenile offenders to public schools, develop model policy to address bullying and cyberbullying, technical assistance for an integrated model for instruction in personal finance, transitional services for students with disabilities, technical assistance for professional development for instruction in digital literacy, parental involvement initiatives, develop model policy for management of concussive head injuries	Commissioner
School Administrative Unit; reports, records, information	Chapter 3, Subchapter 2 §255, sub§1,2,3,4,5,6		Provide pamphlet of laws, record books, forms, maintaining records, public information, parental involvement initiatives.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Commissioner's Miscellaneous Duties	Chapter 3, Subchapter 2 §256, sub§1,2,4,5,6,7, 10 §15401, sub§1,2,3	Commissioner's General Rulemaking Authority	Report to the Governor and the Legislature, join educational organizations, control of gift-established schools, duties imposed by charters, central information system for persons with disabilities, compile annual data, report on women in public school administration, and administer all allotments of federal funds pertaining to schools, educational programs and institutions of higher education.	Commissioner
High School Equivalency Diplomas	Chapter 3, Subchapter 2 §257, sub§1,2,3,4	Commissioner's Specific Rulemaking Authority	Standards and guidelines for the issuance of diploma, equivalency diploma status, Department of Education diploma, fees.	Commissioner
Inspection of Schools	Chapter 3, Subchapter 2 §258-A, sub§1,2,3,4		Petition of request for inspection of schools, periodic reviews, and special reviews of public and private schools.	Commissioner
Air Quality Testing	Chapter 3, Subchapter 2 §258-B sub-§1,2		Petition percentage required for inspection and notification of citizens of procedures for petitioning and requesting an air quality inspection of a school facility.	Commissioner
Hazardous Chemicals	Chapter 201, §4003-A	Commissioner's Specific Rulemaking authority	Establish rules regarding purchase and storage of hazardous chemicals in schools. Provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Schooling Privileges	Chapter 3, Subchapter 2 §261	Commissioner's Specific Rulemaking Authority	<p>Adopt rules regarding tuition charges, accounting, audits, contracts, etc. between sending and receiving school administrative units. Administer regulations and provide technical assistance.</p> <p>Adopt rules regarding residency, right of students to attend school in another administrative unit, homeless students, truants, dropouts, alternative education and other exceptions to the general residency rules. Administer regulations and provide technical assistance.</p>	Commissioner State Board of Education
Violence Prevention and Intervention	Chapter 3 Subchapter 2 §262	Commissioner's General Rulemaking Authority	Provide technical assistance for the provision of violence prevention and intervention training programs for teachers, school staff, and students.	Commissioner
Response to School Bomb Threats	Chapter 3 Subchapter 2 §263, sub§1,2	Commissioner's General Rulemaking Authority	Provide guidelines, policies and protocols for school administrative units for response to school bomb threats, gather data, and provide annual reports on the frequency of bomb threats and their impact on schools.	Commissioner
School Finance	Chapter 603-A and 606-B, §15670 to §15695	Commissioner's Specific and General Rulemaking Authority	Administer Essential Programs and Services, review reports, review audits, enforce compliance, determine and recommend annual funding levels for GPA, distribute GPA to local school administrative units, provide technical assistance, provide essential programs and services and administer federal aid and federal impact aid.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Certification of funding level for local school administrative units	Chapter 606-B §15689-C and §15689-D	Commissioner's Specific Rulemaking Authority	The Commissioner, with the approval of the State Board of Education, recommends funding levels for General Purpose Aid to the Department of Administrative and Financial Service, Bureau of the Budget to the Governor and the Legislature.	Governor considers the recommendations for inclusion in the State budget. The Commissioner presents funding levels before the Legislature for legislative approval
Salary Supplement for National Board Certified Teachers	Chapter 502 §13013-A, sub§1,2,3,4	State Board of Education Specific Rulemaking Authority	Administer program and adopt rules as necessary.	Commissioner State Board of Education
Professional Standards Board	Chapter 502-B	State Board of Education Specific Rulemaking Authority	Participate as non-voting members of the Professional Standards Board and develop annual work plan in consultation with Commissioner and State Board of Education.	Commissioner State Board of Education
Minimum Teacher Salaries	Chapter 505 §13402, §13405-13406	Commissioner's General Rulemaking Authority	Administer program and adopt rules as necessary.	Commissioner
Restructuring Public Schools	Chapter 1 §8	Authority for the waiver of rules	Review and act on requests for waiver of rules for school restructuring and for educator preparation programs.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
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 Community College System and the Maine Maritime Academy. Chaired by Commissioner Annual Report to Governor and Legislature.	Commissioner, Department of Education; Chair, State Board of Education; Chair, University of Maine System Trustees; Chancellor, University of Maine System; Chair, Maine Community College System Trustees; President, Maine Community College System; Chair, Maine Maritime Academy Trustees; President, Maine Maritime Academy
Education Research Institute	Chapter 1 §10, sub§1-3		Collect and analyze education information and perform targeted education research. Education Research Steering Committee.	Commissioner or designee and State Board of Education designee

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
State Board of Education	Chapter 5 §401, sub§1, 1-A,1-B,1-C,2,3, 4,5	State Board of Education's Specific Rulemaking Authority	The State Board of Education consists of 9 voting members and 2 non-voting student members appointed by the Governor subject to review by the Joint Standing Committee having jurisdiction over education and confirmed by the Legislature. The term of office of the voting members shall be five years. The term of office for the non-voting student members shall be two years. The Department shall provide staff support to the State Board of Education.	Governor Commissioner
Responsibilities of the State Board of Education Advising the Commissioner	Chapter 5 §401-A, sub§1,2,3	Commissioner's General Rulemaking Authority	The State Board of Education has the responsibility of advising the Commissioner in the administration of all mandated responsibilities of that position formulating policy by which the Commissioner shall administer regulatory tasks, enforcing regulatory requirements for school administrative units.	The Commissioner reports and the board advises at State Board Meetings and other forums
Powers and Duties of the State Board of Education Advisory Role	Chapter 5 §405, sub§1 & 2	State Board of Education's Specific Rulemaking Authority	The State Board of Education shall have only the powers specifically stated in Title 20-A and shall advise the Commissioner concerning matters contained in this title.	The Commissioner reports and the Board advises at State Board Meetings and other forums
State Board of Education to Recommend Legislation	Chapter 5 §405, sub§3(A), sub§6	State Board of Education's General Rulemaking Authority	State Board of Education shall recommend to the Legislature any new legislation or amendments to legislation for the efficient conduct of the public schools including laws necessary to establish student performance goals and standards.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Formation of school administrative units, local CSD's, local SAD's, RSU's	Chapter 5 §405, sub§3(B) and (L), §1101, §1251-1258, §1301-1354, §1451-1454, §1461-1468, §1471-1479, §1481-A- 1493, §1501-1506, §1511-1512, §1601-1603, §1651-1654, §1701-1706	State Board of Education's General Rulemaking Authority	The State Board of Education approves the formation of school administrative units and provides technical assistance.	Commissioner recommends State Board of Education certifies
School Organization	Chapter 101 Subchapter 1 Subchapter 2		Provide technical assistance.	Commissioner State Board of Education
Student Eligibility including Superintendents Agreements	Chapter 213 §5201-5206	Commissioner's General Rulemaking Authority	Provide technical assistance and review appeals from parents, superintendents and other parties.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Tuition	Chapter 219 §5801-5814	Commissioner's General Rulemaking Authority	Provide technical assistance.	Commissioner
Closing and Disposal of Public Elementary and Secondary School Buildings	Chapter 202 §4101-4104		Provide technical assistance.	Commissioner
Withdrawal from, Dissolution of, Additions to, Transfers among, and Closing of Schools, of CSD's and SAD's, RSU's	Chapter 5 §405, sub§3(D) §1752	State Board of Education's General Rulemaking Authority	The State Board of Education reviews, when necessary, decisions made by the Commissioner and provides technical assistance.	Commissioner approves
Regional School Units	Chapter 103-A §1451-1512	Commissioner's General Rulemaking Authority	Implement statute and administer the formation and approval and appeal of a withdrawal of single municipality from a regional school unit (RSU). A RSU or other interested party may request that the State Board reconsider decisions made by the Commissioner. The State Board has the authority to overturn decisions made by the Commissioner.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Regional Education Cooperatives	Chapter 113-A §2511-2517		Review and approval of applications from school administrative units to form regional cooperatives subject to final approval by the school board.	Commissioner
Instructional Requirements and Graduation Standards	Chapter 207-A §4701-4729, §4722-A	Commissioner's General Rulemaking Authority	Maintain review process and provide technical assistance.	Commissioner State Board of Education
Basic School Approval and School Accreditation	Chapter 5 §405, sub§3(E) Chapter 117 §2901-2907 Chapter 206 §4501, §4504 §4511-4516	Joint Rulemaking Authority with Commissioner and State Board of Education	Administer school approval and school accreditation process and provide technical assistance.	Commissioner State Board of Education
Approval for the Receipt of Public Funds in Private Schools	Chapter 117 Subchapter 2 §2951-2955	Commissioner's Specific Rulemaking Authority	Administer approval for tuition purposes and provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Certification of Teacher and Other Professional Personnel	Chapter 5 §405, sub§F Chapter 501, §13003, 13004, 13006, 13007 Chapter 502, §13011-13023 Chapter 221 §6103	State Board Rulemaking Authority Commissioner's Specific Rulemaking Authority	Administer rules and certification procedures. Grant and revoke certificates, appeals, waivers, and criminal history record check information. Grant certificates, approvals and authorizations for educational personnel.	Commissioner State Board of Education
Teacher Qualifying Examination	Chapter 502-A §13031-13038	State Board of Education Rulemaking Authority	Adopt and administer rules for the Teacher Qualifying Exam.	State Board of Education Commissioner
Certification Records	Chapter 502-A §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-§13909, §13951-13952		Enter into agreements with other states and administer state responsibility.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Maine-New Hampshire Interstate School Compact	Chapter 121, §405, sub§3(H) §3601-3671	Rulemaking Authority with the Maine State Board of Education and the New Hampshire State Board of Education	The interstate district administered and operated as needed as prescribed by law.	Commissioner of Maine Commissioner of New Hampshire Maine State Board of Education New Hampshire State Board of Education
Secondary Career and Technical Education Centers and Regions	Chapter 5, §405, sub§3(I) Chapter 313 §8301-A-§8468 Federal Carl D. Perkins Career and Technical Education Act of 2006	State Board General Rulemaking Authority Commissioner's Specific Rulemaking Authority	Approve the plan for the establishment of Centers and Regions, recommend and approve Career and Technical Education Center and Region Plans, standards, programs and courses; define changes in boundaries, changes in status of Region or Center, dissolve or reorganize Region or Center. Adopt and administer the plan.	Commissioner State Board of Education
State Board as Designated State Agency to Administer Federal Career and Technical Education	Chapter 5 §405, sub§7	State Board General Rulemaking Authority	Adopt and administer the State Plan for Career and Technical Education, provide technical assistance, approve the State Plan and the State application for federal Career and Technical Education funds and disburse money as authorized.	State Board develops plan and approves the application. Commissioner administers plan.

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Adult Education	Chapter 315 §8601-8612 Federal Workforce Investment Act, Federal Title II-Adult Education and Family Literacy Act	Commissioner's Specific Rulemaking Authority	Monitor local programs, administer state role and responsibilities, administer college transition program and provide technical assistance, basic literacy instruction, enrichment courses, and high school completion programs and adult workforce training and retraining	Commissioner
Jobs for Maine's Graduates	Chapter 226 §6901-6912		Serve on the Board of Directors reviews the Jobs for Maine's Graduates budget, submit the budget to the Governor for approval and include it in the Department of Education budget in the General Purpose Aid account.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
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Administration of Federal Funds for construction of school facilities for schools, educational programs, including career and technical education facilities or institutions of higher education

Chapter 5
§405, sub§3(Q)
Chapter 609
§15916

Administer funds.

State Board of Education
Commissioner

Approve Projects for School Construction Aid

Chapter 5
§405, sub§3(J)
§405, sub§3(K)
Chapter 609
§15901-15918
Title 30-A,
MRSA, §6006-E,
6006-F

State Board of Education Rulemaking Authority

Rulemaking Authority in conjunction with the Maine Municipal Bond Bank

Administer School Construction Projects Approval Process, maintain a school facilities inventory, recommend and maintain maximum debt service limits, provide maintenance and capital improvement plan assistance, and participate with the Maine Municipal Bond Bank in the Maine School Facilities Finance Program, School Revolving Renovation Fund. Adopt and amend rules on standards for school construction. Provide technical assistance.

State Board of Education
Commissioner

Maine Municipal Bond
Bank

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Learning Technology	P & S 1995, Chapter 48 35-A §7101-7104B, 20-A, Chapter 801, §19101-19110 PUC Docket 94-254 1996 Federal Telecommunications Act	Commissioner's General Rulemaking Authority	Establish the Maine Learning Technology Initiative (individual computer devices) and provide access to the World Wide Web to all Maine schools. Provide access to the Federal E-Rate reduction in rates paid by local schools for telecommunications services. Administer the Maine Learning Technology Endowment, annual learning technology plans, distribution of portable computing devices and professional development of teachers.	Commissioner State Board of Education
Online Learning Program	Chapter 802 §19151-19156	Commissioner's General Rulemaking Authority	Approve the online learning provider organization for public school administrative units for grades K-12. Provide technical assistance to school administrative units and online learning providers. Provide annual report to the Legislature.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
System of Learning Results Established	Chapter 222, §6209	Commissioner's Specific Rulemaking Authority	Establish and implement, in consultation with the State Board of Education, a statewide system of learning results with curriculum requirements, accountability standards and assessments.	Commissioner State Board of Education
State Assessment of Student Performance	Chapter 222 §6201-6208	Commissioner's Specific Rulemaking Authority	Administer the statewide student assessment program with multiple measures of student achievement.	Commissioner State Board of Education
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 "community college", "college", "university" in a name. Approve out-of-state institutions offering courses. Recommend action to the Legislature on full degree granting status. Provide technical assistance.	State Board of Education Commissioner
Health, Nutrition	Chapter 223 §6301-6304, §6351-6359, §6451-6455, §6552-6554, Title 42 US Code Chapter 6-A	Commissioner's Specific Rulemaking Authority	Issue guidelines on the provision of school health services and health related activities including student health, immunization, health screening, safety, school substance abuse services, child care services and parenting education and school building ventilation.	Commissioner State Board of Education

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Sanitary Facilities	Chapter 223 §6501	State Board of Education Rulemaking Authority	Adopt or amend rules as necessary.	State Board of Education
Obesity and Chronic Disease Fund	Chapter 223, §6631		Monitor the Department of Health and Human Services interest bearing fund to pay for new physical education equipment, training, personnel or implementation of a new physical education program for elementary schools.	Commissioner
Renewable five-year K-12 plan for education that promotes services for pre-school children	Chapter 5 §405, sub§3(T)	State Board of Education Rulemaking Authority	Maintain five year plan for education that includes plans for pre-school children.	State Board of Education Commissioner
Early Childhood Education Plans for Children Ages 4-9	Chapter 203 §4251-4252, §4254		Encourage plans for early childhood programs. Provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
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Review periodically, the organization of school administrative units to identify current cooperative agreements between units and recommend regional education cooperative agreements to units where appropriate

Chapter 5 §405, sub§3(U)

State Board General Rulemaking Authority

Complete the periodic review, recommend cooperative agreements where appropriate and approve school administrative unit cooperative agreements.

State Board of Education Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
School Lunch and Milk Program	Chapter 223 §6601-6603 Child Nutrition Act of 1966 National School Lunch Act CFDA – 10.555 National School Lunch Program 10.559 Summer Food Service Program 10.560 CN & Food SAE 10.574 Team Nutrition Grants 10.582 Fresh Fruit Vegetable Program	Commissioner’s Specific Rulemaking Authority with State Board of Education Approval	Administer the school foodservice programs School Lunch, Breakfast, Milk, After School Snack, Summer Food Service Program and Child Nutrition and Food Distribution. Provide technical assistance by conducting on-site reviews based on criteria set forth by regulations. Monitor NET cash resources of each school food authority (SFA) non-profit food service, and ensure annual audits.	Commissioner State Board of Education
Nutrition Education	Chapter 223 §6661-6662	Commissioner’s Specific Rulemaking Authority	Encourage nutrition education for students and for teachers and staff and the provision of nutritious foods and beverages inside and outside school lunch programs.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Approval of Private Secondary Schools and Private Schools Approved for the Receipt of Public Funds	Chapter 117 §2901-2906 §2951-2955	Commissioner's Specific Rulemaking Authority	Administer basic school approval, reporting requirements, student assessment requirements, annual reports, annual audits, penalty for non-compliance, non-renewal of basic approval, receipt of public funding and technical assistance for Private Secondary schools.	Commissioner
Private Schools for Children with Disabilities	Chapter 117 §3001	Commissioner's Specific Rulemaking Authority	Administer basic school approval in accordance with the provisions of Chapter 301 and 303. Provide technical assistance.	Commissioner
Home Instruction and Equivalent Instruction Programs	Chapter 211 §5001-A sub§3 §5021-5025	School Administrative Units School Board's Rulemaking Authority	Receive Notice of Intent to Home School and maintain records. Provide technical assistance.	School Administrative Units School Boards
Private Schools for Career and Technical Education	Chapter 117 §3002		Commissioner may contract with a private school serving one or more municipalities in lieu of a public secondary school for the conduct of career and technical education courses that meet program approval the standards of public career and technology education secondary schools. Provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Non-traditional Limited Purpose Private School Approval	Chapter 117 §2907	Commissioner's General Rulemaking Authority	Approve non-traditional limited purpose private schools. Provide technical assistance.	Commissioner
Unorganized Territory Schools	Chapter 119 Subchapter 1 §3201, §3202 Subchapter 2 §3251-3255 Subchapter 2-A §3271-3272 Subchapter 3 §3301-3305 Subchapter 4 §3351 Subchapter 5 §3401-3403	Commissioner's Specific Rulemaking Authority	Administer and operate the schools in the unorganized territories under the same laws, rules and standards as public schools are operated with regard to school privileges, compulsory school attendance, financing and organization and reorganization.	Commissioner
Substance Abuse Programs	Chapter 223 §6604-6606		Provide technical assistance to school administrative units.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Penalty for Non-compliance with Statutory Requirements	Chapter 225 §6801-A-6810		Enforce the requirements of Title 20-A, and impose penalties by a number of measures in response to non-compliance of state or federal requirements by a local school administrative unit.	Commissioner
Special Education	Chapters 301, §7001-7004, 303, 304, 305, 311 Federal Individuals with Disabilities Education Act (IDEA), Part B, (3-20 years), Part C (B-2 years) No Child Left Behind Act of 2001 Federal Assessment Requirements	Commissioner's General Rulemaking Authority	Monitor and review the Child Development Services System, the local school administrative unit special education programs for children with disabilities under rules and definitions, administer state responsibilities, and provide technical assistance including the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf and other private and state operated schools.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Children with Disabilities Programs Finances	Chapters 301, 303, 304, 305, 311 §7201-7302 §7501-7502 §7504 Federal Individuals with Disabilities Act (IDEA), Part B (3-20 years)	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 residential child care facilities.	Commissioner
Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf	Chapter 304 §7401-7412		Review the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf budget, submit to the Governor for approval and include in Department budget in the General Purpose Aid account. Provide administrative assistance according to terms of agreement.	Commissioner
Gifted and Talented Students	Chapter 311 §8101-8101-A, 8105	Commissioner's General Rulemaking Authority	Approve and monitor local program costs, administer state responsibilities, and provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Summer Schools	Chapter 317 §8801,8802	Specific Joint Rulemaking Authority with Commissioner and State Board of Education	Approve summer schools consistent with the requirements of basic school approval and administer state responsibilities.	Commissioner State Board of Education
School Transportation	Chapter 215 §5401-5402 Title 29-A, MRSA, §2303 and §2311	Commissioner's Specific Rulemaking Authority	Approve school bus purchases within a maximum ceiling of available state funds and administer state responsibilities regarding school operator requirements.	Commissioner
Correspondence Schools	Chapter 321 §9201-9204	Commissioner's Specific Rulemaking Authority	Review applications, award certificates of approval and collect fees.	Commissioner
Private Business, Trade and Technical Schools	Chapter 323 §9501-9504, §9506-9508	Commissioner's Specific Rulemaking Authority	Review application, grant licenses, collect fees and enforce rules.	Commissioner
After School Programs	Chapter 318 §8901-8904	Commissioner's Specific Rulemaking Authority	Approve after school programs consistent with the requirements of basic school approval and recommend funding in the Department of Education budget.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Students in Long Term Drug Treatment Centers	Chapter 327 §9701-9706	Commissioner's General Rulemaking Authority	Approve and monitor programs and reports, fund as prescribed and provide technical assistance.	Commissioner
Habitual Truant	Chapter 211 §5051-A, §5052-A, §5053-A, §5054, §5151-5153	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units and submit an annual report to the Governor and the Legislature.	Commissioner
Drop Outs	Chapter 211 §5102-5103, §5104-A, §5151-5153	Commissioner's Specific Rulemaking Authority	Provide technical assistance to the drop out prevention committee and school administrative units and submit an annual report for the Governor and the Legislature.	Commissioner
Students Experiencing Education Disruption	Chapter 211 Subchapter 5 §5161-5162	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units regarding the school work recognition plan and the Department of Education diploma.	Commissioner
High School Graduation Rate	Chapter 211 §5031	Commissioner's Specific Rulemaking Authority	Specify method used to calculate graduation rates. Provide technical assistance to publicly supported secondary schools to increase graduation rate.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Post-Secondary Education	Chapter 401 Chapter 409 Chapter 410 Chapter 411 Chapter 431 Chapter 323 Chapter 208-A Postsecondary Enrollment §4771-4776 Higher Education Opportunity Act of 2008	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 1998 amended by the Higher Education Opportunity Act of 2008. Administer Post Secondary Enrollment Program to support secondary students enrolled in post secondary courses. Participate in the Job Creation Through Educational Opportunity Program.	Commissioner State Board of Education
Child Care Services and Parenting Education	Chapter 223 §6651-6654	Commissioner's General Rulemaking Authority	Approve child care and parenting education programs operated by school administrative units.	Commissioner
Maine School of Science and Mathematics	Chapter 312 §8201-8207	Commissioner's General Rulemaking Authority	Review the Maine School of Science and Mathematics budget for the Governor's approval and submit it in the Department of Education budget in the General Purpose Aid account.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Instruction in American History, Maine Studies and Maine Native American History	Chapter 207-A §4706	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner
Blind Student Instruction in Braille and Nemeth Code	Chapter 207-A §4707, §4709	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units.	Commissioner
Interstate Compact on Educational Opportunity for Military Children	Chapter 901 §20101-20118	Commissioner's Specific Rulemaking Authority	Maine participates as a member state of the Interstate Compact on Educational Opportunity for Military Children	Commissioner
Science, Technology, Engineering and Mathematics (STEM) Council	§11		Participate as a member of the STEM Council to develop strategies for enhancing science, technology, engineering and mathematics education in Maine from Pre-K through postsecondary education initiatives to promote alignment career and technical education. Participate as a member of the Council.	Commissioner or designee

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Powers and Duties of the State Board	§405 sub§G,M,O,S,V		Adjust subsidy to school administrative units if education expenditures show manipulation, approve isolated secondary schools, make recommendations for equalization of educational opportunity, develop long-range education goals, and review school administrative units cooperative agreements	State Board of Education Commissioner
Public Charter Schools	§2401-2415	Commissioner's Specific Rulemaking Authority	Provide information on how to form and operate a public charter school; may provide assistance and guidance to authorizers in developing authorization and oversight procedures; may apply for assistance from the federal charter school grant program; develop proposals and professional standards for authorizers of public charter schools; investigate and sanction, as appropriate, authorizers of public schools. Four years after public charter schools are in operation, provide a report on the status of public charter schools to the Governor, the Legislature and the public.	Commissioner
Fund for the Efficient Delivery of Educational Services	§2651	Commissioner's Specific Rulemaking Authority	Award competitive grants from the Fund as prescribed by statute and provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Suicide Awareness Education and Training	§4502 sub§5-B	Commissioner's Specific Rulemaking Authority	Develop rules and provide technical assistance to school administrative units to implement the required suicide awareness education and training.	Commissioner
Agricultural Studies	§253 sub§6		Appoint agricultural education consultant to supervise agricultural technical education to include agribusiness and agriculture in relation to the environment. Provide technical assistance to school administrative units.	Commissioner
Instruction in Personal Finance	§254 sub§13 §4722 sub§2(B)	Commissioner's General Rulemaking Authority	Provide technical assistance to school administrative units to include personal finance in the subject area of social studies, part of the instructional requirements of a high school diploma.	Commissioner
Innovative, Autonomous Public Schools including Teacher-led Schools	§6212-6213		Approve and monitor innovation plans and provide technical assistance.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
Performance Enhancing Substances	§6621-6624		The Department of Health and Human Services provides a list of banned performance-enhancing substances to the Department of Education, Maine School Management Association, Maine Principals' Association. The Department of Education notifies all school administrative units who have students who participate in sports of the availability of the list.	Health and Human Services Commissioner Department of Education Commissioner
Center of Excellence for At-Risk Students	§6951-6954	Commissioner's Specific Rulemaking Authority	Department of Education oversight and school approval.	Commissioner
Dual enrollment career and technical education program	§8306-B, sub§4		Approve applications for collaborative partnerships of public secondary schools, a career and technical education program and one or more post secondary institutions to articulate a credit transfer agreement between the public supported institutions. Students in their junior and senior year take post secondary courses and earn credits toward an associate degree.	Commissioner State Board of Education
Education Preparation Program Data	§13008		Collect data relating to educator preparation programs and report to the Legislature.	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
National Board Certification Scholarship Fund	§13013-A, sub§1-A,5,6,7		Administer Fund and award salary supplements.	Commissioner
Educator Effectiveness	§13701-13706	Commissioner's Specific Rulemaking Authority	Implement and administer a performance evaluation and professional growth system for educators. Provide technical assistance to school administrative units.	Commissioner
Digital Literacy Fund	§19251		Administer the Fund and provide technical assistance.	Commissioner
Improving the Academic Achievement of the Disadvantaged	No Child Left Behind Act Title I	US Department of Education	Improving basic programs operated by local education agencies (I-A), Education of Migratory Children (I-C), prevention and education programs for neglected and delinquent children (I-D), and Advanced Placement (I-G).	Commissioner
Preparing, Training, and Recruiting High Quality Teachers and Principals	No Child Left Behind Act Title II	US Department of Education	Administer Teacher and Principal Training and Recruiting Fund Grants to States (II-A), mathematics and science partnerships (II-B), and State Administration for Higher Education (II-A)	Commissioner

Functions	MRSA, 20-A and Federal Statutory Reference	Policy/Rulemaking Authority	Administrative Authority and Implementation	Implementation Responsibility
English as a Language of Instruction, Exceptions Second Language and Language Instruction for Limited English Proficient Immigrant Students Education	No Child Left Behind Act Title III Title 20-A Chapter 207-A §4701	Commissioner's General Rulemaking Authority	Administer discretionary supplemental projects to schools, colleges and non-profit organizations. Provide technical assistance.	Commissioner
21st Century Schools	No Child Left Behind Act Title IV	US Department of Education	21st Century Learning Centers (IV-B)	Commissioner
Flexibility and Accountability	No Child Left Behind Act Title VI		Improving Academic Achievement Accountability, Grants for State Assessments and Enhanced Assessments (VI-A-1), Rural Education Initiative, Small, Rural School Achievement (VI-B-1), Rural Education Initiative, Rural and Low Income Schools (VI-B-2), General Provisions, National Assessments of Educational Progress (VI-C-411)	Commissioner

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

Federal McKinney-Vento Homeless Assistance Act No Child Left Behind Act Title X Part C Title 20-A, MRSA, Chapter 1 §1, sub§13-A, §5205 sub§7

US Department of Education Commissioner's General Rulemaking Authority

Provide technical assistance to school administrative units. McKinney-Vento Homeless Assistance Act (X-C), Title 20-A, Student Eligibility Chapter 213.

Commissioner

**Maine Administrative Procedure Act
2013 Regulatory Agenda
October 18, 2013**

AGENCY UMBRELLA-UNIT NUMBER: 05-071

AGENCY NAME: Department of Education, Office of the Commissioner

RULE-MAKING LIAISON: Deborah Friedman, Rules Contact, 23 State House Station, Augusta, ME 04333-0023, Telephone: (207) 624-6620

EMERGENCY RULES ADOPTED SINCE THE LAST REGULATORY AGENDA:

None from September 7, 2012 through October 18, 2013

CONSENSUS-BASED RULE DEVELOPMENT: None contemplated.

EXPECTED 2013-2014 RULE-MAKING ACTIVITY:

CHAPTER 004: Equal Educational Opportunity

A JOINT RULE WITH THE MAINE HUMAN RIGHTS COMMISSION 94-348

STATUTORY AUTHORITY: 5 M.R.S.A. §§ 4566(7), 4603

PURPOSE: Review / revise rules which govern claims of unlawful educational discrimination filed with the Maine Human Rights Commission to conform with changes in the Maine Human Rights Act and Commission rules.

ANTICIPATED SCHEDULE: By July 1, 2014

AFFECTED PARTIES: Local school administrative units and private schools, students, teachers, administrators, and all parties appearing before the Maine Human Rights Commission.

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

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

PURPOSE: Review/Revise rules regarding the qualifying examination for educators.

ANTICIPATED SCHEDULE: By July 1, 2014

AFFECTED PARTIES: School personnel seeking certification under the qualifying exam.

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

STATUTORY AUTHORITY: 20-A M.R.S.A. §15613(4)

PURPOSE: Repeal rules governing reimbursement of school administrative units for the cost of providing secular text books and services to private school pupils, since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: Local school administrative units and private schools.

CHAPTER 023: Collection of Staff Information - **REPEAL**

STATUTORY AUTHORITY: 20 M.R.S.A., §§104, 967, 1753

PURPOSE: Repeal rules regarding collection of staff information, since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: Local school administrative units and school personnel.

CHAPTER 025: Administration of Special Education Adjustments; Definition of Budgetary Hardship - **REPEAL**

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

PURPOSE: Repeal rules regarding special education adjustment for budgetary hardship under prior school funding laws, since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 027: Rules for Determining Geographic Isolation Status - REPEAL

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

PURPOSE: Repeal rules governing the determination of geographic isolation and the subsidy adjustment for certain school administrative units under prior school funding laws, since statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 045: Rule for Vision and Hearing Screening in Maine Schools

STATUTORY AUTHORITY: 20-A M.R.S.A. §6451

PURPOSE: Review/Revise rules regarding vision and hearing screening in public and approved private schools

ANTICIPATED SCHEDULE: By July 31, 2014

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 052: School Nutrition Program Eligibility Verification Program - REPEAL

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

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

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: Local school administrative units and students.

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

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

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

ANTICIPATED SCHEDULE: By May 1, 2014

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

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

STATUTORY AUTHORITY: 20-A M.R.S.A., Chapter 502; PL 2011, Chapter 635

PURPOSE: Review/Revise rules regarding the certification of educational personnel Part I: Standards and Procedures for Certification, Authorization, and Approval and Part II: Requirements for Specific Certificates and Endorsements to incorporate recommendations of a stakeholder group relating to certification of career and technical education professionals and relating to school administrators.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 10, 2014.

AFFECTED PARTIES: Educational Personnel seeking certification, authorization and approval or re-certification, re-authorization, and re-approval.

CHAPTER 120: Innovative Education Grants - REPEAL

STATUTORY AUTHORITY: 20-A M.R.S.A. §§17101-17104

PURPOSE: Repeal rules governing Innovative Education grants since the grant has not been funded for several years and the statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By May 1, 2014

AFFECTED PARTIES: None.

**CHAPTER 125: Basic Approval Standards: Public Schools and School Administrative Units
A JOINT RULE WITH THE MAINE STATE BOARD OF EDUCATION**

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

PURPOSE: Review/Revise rule that establishes school approval standards governing school administrative units and public schools of the State to reflect changes in State law including rules and standards for suicide prevention awareness education and for suicide prevention and intervention training.

ANTICIPATED SCHEDULE: By September 30, 2014

AFFECTED PARTIES: All local school administrative units and students.

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

STATUTORY AUTHORITY: 20-A M.R.S.A., Chapter 207-A and Chapter 222; PL 2011, Chapter 669; 20-A M.R.S.A. §253(9); Resolve 2013, Chapter 38

PURPOSE: Review/Revise the rule that prescribes the basic instructional and assessment requirements to reflect changes in State law, including but not limited to the parameters for essential instruction curriculum requirements, the awarding of a proficiency-based high school diploma to students who demonstrate proficiency in state standards in all 8 content areas of the system of Learning Results and in each of the 5 guiding principles, and a provision that the high school graduation requirements in the area of visual and performing arts may be met by completion of a credit in dance, music, theater, forensics or visual arts.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 10, 2014

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 138: State Accreditation Standards and Processes

A JOINT RULE WITH THE MAINE STATE BOARD OF EDUCATION

STATUTORY AUTHORITY: 20-A M.R.S.A. §4511-4516

PURPOSE: Review/revise rules that establish standards for state accreditation of public schools, which is a voluntary process for schools to acquire accreditation in addition to state approval.

ANTICIPATED SCHEDULE: By July 1, 2014

AFFECTED PARTIES: Local school administrative units that seek state accreditation and students.

CHAPTER 180: Performance Evaluation and Professional Growth Systems - **Major Substantive Rule**

STATUTORY AUTHORITY: PL 2011, Chapter 635; 20-A M.R.S.A. §13706

PURPOSE: Develop rules to implement the requirements for creating a performance evaluation and professional growth system for teachers and principals.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 10, 2014

AFFECTED PARTIES: Local school administrative units, educational personnel, and students.

CHAPTER 231: Vocational Program and Funding Procedure

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 313, §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to career and technical education program approval and funding based on national industry standards and assessments.

ANTICIPATED SCHEDULE: By September 30, 2014

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 232: Standard Criteria for Maine Secondary Vocational Programs

STATUTORY AUTHORITY: 20-A M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to career and technical education program(s) and courses based on national industry standards and assessments

ANTICIPATED SCHEDULE: By September 30, 2014

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 236: Program (Vocational Education) Evaluation Requirements

STATUTORY AUTHORITY: 32 M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to program evaluation requirements for Career and Technical Education programs based on national industry standards and assessments.

ANTICIPATED SCHEDULE: By September 30, 2014

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 237: "Live or Outside Work"

STATUTORY AUTHORITY: 20-A M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to requirements for Career and Technical Education Live or Outside Work Programs based on national industry standards and assessments.

ANTICIPATED SCHEDULE: By September 30, 2014

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 245: Standards for Education Programming for Certified Nursing Assistants - **REPEAL**

STATUTORY AUTHORITY: 32 M.R.S.A. §2104(4)(C); PL 2009, Chapter 628

PURPOSE: Repeal the Department of Education rule that authorizes the department to establish a minimum standard for training in programs that prepare Certified Nursing Assistants, since statutory authority has been transferred to the Department of Health and Human Services.

ANTICIPATED SCHEDULE: By June 1, 2014

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

NEW RULES

NEW RULE: Retention and Graduation Rates for Maine's Colleges and Universities

STATUTORY AUTHORITY: PL 2011, Chapter 232; 20-A, M.R.S.A., §10011

PURPOSE: May develop any necessary rules to carry out the provisions of statute.

ANTICIPATED SCHEDULE: As necessary

AFFECTED PARTIES: Department of Education and Maine's colleges and universities.

NEW RULE: Suicide Awareness Education and Prevention Training

STATUTORY AUTHORITY: PL 2013, Chapter 53

PURPOSE: Develop rules to implement standards for suicide prevention awareness education and for suicide prevention and intervention training.

ANTICIPATED SCHEDULE: March 31, 2014.

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

NEW RULE: Rules Maine Unified Special Education Regulation - **Major Substantive Rule**

STATUTORY AUTHORITY: Resolve 2013, Chapter 70

PURPOSE: Review/Revise rules governing special education to establish a process for the department to review sending school units with respect to children with disabilities who reside within a school administrative unit that does not own, lease or otherwise operate any school who attend receiving schools.

ANTICIPATED SCHEDULE: Include in next revision of Chapter 101.

AFFECTED PARTIES: Special education programs and services for eligible infants, toddlers, and children from birth through age 20, school administrative units, and private schools.