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# Maine Public Schools Performance Report

1992



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Maine  
Public Schools  
Performance Report  
1992

JOHN R. MCKERNAN, JR.  
GOVERNOR

DEPARTMENT OF EDUCATION  
EVE M. BITHER  
COMMISSIONER

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The Maine Department of Education insures equal employment, equal education opportunities, and affirmative action regardless of race, sex, color, national origin, religion, marital status, age, or handicap.



John R. McKernan, Jr.  
Governor

Eve M. Bither  
Commissioner

## DEPARTMENT OF EDUCATION

Telephone (207) 289-5800

Dear Maine Citizen:

The Department of Education's 1992 Performance Report on Maine's Public Schools brings to you again a wealth of information about the condition of our schools in this last decade of the 20th century.

While much of the statistical information is similar to that presented in past years, it seems appropriate to assess the status of education in Maine today as compared to five years ago. At that time, we entered into the second phase of education reform, one which replaced rigid mandates with a goal for collaborative decision-making, a focus on student outcomes rather than education inputs, a greater emphasis on accountability, and a greater understanding of what our state expects her children to know and be able to do.

Our restructuring efforts have included not only the state-led project, they are now expanded to the Re:Learning Project, the fifteen Aspiration Foundation schools, the Southern Maine Partnership Goodlad Network, and the many other independent restructuring efforts. A significant number of Maine's schools participate in this challenging process, which includes the definition of a vision, the setting of clear student outcomes, and a high expectation for students. We should be proud of the fact that 25% of our schools are now working toward these ends, while the national average is closer to 5%.

We have seen a dramatic increase in the number of middle schools, from only a handful in 1987 to more than 70% of the schools for the children in the middle now thinking of themselves as middle schools. We are encouraged by the Maine Educational Assessment (MEA) results which show a distinct advantage in student achievement for children whose teachers indicated a commitment to a middle school concept.

We discovered a wide disparity in student achievement between those students enrolled in college preparatory programs and students in other programs, and we objected as a state to that inequity. As a result of our discomfort with such unequal educational opportunity, the Commission on a Common Core of Learning, constituted by Governor McKernan, described for us as a state what knowledges, skills, and values we expect our youngsters to hold and exhibit as they leave our schools.



The Common Core of Learning is now widely debated and in the beginning of its implementation phase. The Department's innovative grants program will be totally committed to the implementation of the Common Core in the next two years.

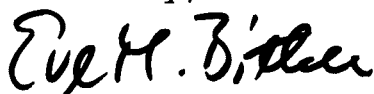
The emphasis on student achievement has never been more clearly enunciated than in the National Education Goals. Our state, as well as the other states and the President, committed to six education goals and, more recently, to a strategy for reaching the goals called AMERICA 2000/MAINE 2000 as enunciated by the President. We are proud of the fact that our Governor was one of a group of ten governors who participated with the White House in devising the goals. MAINE 2000 was initiated by the President's visit to Lewiston on September 3, 1991.

It is gratifying to acknowledge that 86 Maine communities as of April 1992 are led by school committees who adopted the national goals. We have seen progress towards these National Education Goals in the raising of our graduation rate from 77 to 83%, by an increase in attendance at institutions of postsecondary education from 47% in 1987 to 58% in 1991, and by a greatly increased number of adults gaining a high school equivalency diploma (GED) as their first certificate of educational achievement.

The state's funding level for education rose by 70% during the same period of time; and, although there is a tapering off of this rapid increase in the most recent past due to the economy, education has remained a priority for both our Governor and our Legislature even during the most difficult legislative session now behind us.

We have much to be proud of; and, yet, we need a continued commitment to making education the highest priority in our state in order to insure a bright future for our children. Thank you for being a part of this process, and I hope you will accept my invitation to remain a vital part of education reform in the State of Maine.

Sincerely,



Eve M. Bither  
Commissioner

# A look at Maine public school education

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- ▶ *For at least 175 days between August and June in Maine, more than 210,200 children attend public schools.*
- ▶ *They are taught by 14,475 full-time teachers who earn an average salary of \$28,531, compared to the national average for 1989-90 of \$31,304.*
- ▶ *They attend one of 757 elementary and secondary schools in 184 school systems covering Maine's 492 municipalities.*
- ▶ *Over 28,000 of them are provided with special education and related services.*
- ▶ *Nearly 26,800 receive the supplementary services of Chapter 1 programs to bring them closer to expected performance levels for their age and grade placement.*
- ▶ *Over 4,500 receive Migrant Education services to offset the continued interruptions in their educations caused by the transient nature of their parents' occupations.*
- ▶ *Approximately 10,500 were served in gifted and talented programs statewide.*
- ▶ *A majority are served by 485 school libraries.*
- ▶ *An average of 175,000 ride on school buses.*
- ▶ *Many benefit from the more than 18 million meals provided through school nutrition programs.*



The following pages provide a more detailed and informative account of the state of public education in Maine today.

# Table of Contents

## SECTION I:

### EDUCATIONAL ACHIEVEMENT

#### High School Graduation

Graduation Rates .....	1
Adult High School Completion Programs .....	1
Adult Vocational Education .....	2
Adult Basic Education .....	2

#### Achievement of Public School Students

Maine Educational Assessment .....	2
Performance Trends .....	3
Conclusion .....	4

#### Achievement of College Bound Students

Performance on the SAT .....	4
Maine and National SAT Score Averages 1981-1991 .....	5
Performance on Achievement Tests .....	5

## SECTION II:

### DEMOGRAPHIC AND EDUCATIONAL PROFILE

#### Profile of Maine

Demographic Information .....	6
Educational Attainment .....	6

#### The Educational System

Public School Enrollment .....	6
Maine's Public Schools .....	6
Maine's Educational Program .....	8
Early Childhood Demonstration Sites .....	9
Gifted and Talented Education .....	9
Alcohol and Drug Education .....	9
Maine School Libraries .....	10
AIDS Education .....	10
Distance Education .....	11
Affirmative Action .....	11

#### Secondary Vocational Education

Vocational Regions, Centers, and Satellites .....	11
Competency-based Curriculum Development .....	11
Teacher In-Service Activities .....	12
Youth Leadership Activities .....	12
Maine State Accreditation Process .....	12
Other Related Initiatives .....	12

#### Special Student Membership

National Origin Minority Groups .....	14
Recent Immigrant Children .....	14
Compensatory Education (Chapter I, Migrant) .....	15
Governor Baxter School for the Deaf .....	15
Education of Exceptional Students .....	16
Home Schooling in Maine .....	17
Homeless Children and Youth .....	17
Student Assistance Team Unit for High-Risk Youth .....	17

#### School Personnel Profile

Maine Educators .....	18
Administrator/Supervisory Positions Male/Female .....	18
Teacher Education and Certification .....	18
Public Classroom Teachers By Age .....	19
Average Annual Salaries .....	19
State Board of Education .....	19

## SECTION III:

### FINANCING K-12 PUBLIC EDUCATION IN MAINE

#### Local School Financing

Types of Local Revenues and Expenditures .....	21
Maine Educational Expenditures .....	21
Special Education Expenditures .....	21
Public School Transportation .....	21
School Nutrition and Food Distribution Programs .....	21

#### State of Maine Education Appropriations

General Purpose Aid .....	22
Federal Education Expenditures .....	22
Federally Funded Programs .....	22
Per Pupil Costs .....	23
Maine Educational Costs .....	23

## SECTION IV:

### EDUCATIONAL INITIATIVES

Educational Initiatives .....	24
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## SECTION I: EDUCATIONAL ACHIEVEMENT

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### High School Graduation

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#### Graduation Rates

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Twelve thousand seven hundred sixty-four (12,764) Maine students graduated from public high schools in the 1990-91 school year, reflecting a class of 1991 graduation rate of 81.2 percent for Maine seniors. Also, in 10 private secondary schools with at least 60 percent publicly-funded students, as determined by the previous school year's October to April average enrollment, there were 901 students who graduated for a 84.8 percent graduation rate. The class graduation rate is the number of high school graduates measured against the ninth grade fall enrollments of four years earlier. Within a state, the class graduation rate is not adjusted for in-to-state and out-of-state student migration. National data published by the U.S. Department of Education is adjusted for student migration.

Maine data on graduation rates do not reflect adult education high school diplomas. These are awarded to young adults between 17 and 20 years of age who have been approved to use the adult diploma route for completing their high school education. The Department is working on new data collection procedures which will more accurately reflect the number of diplomas granted to these young adults who were regular high school students but received their diplomas in an alternate manner. This new procedure will provide a more accurate indicator of success of Maine high schools to increase graduation rates for their students.

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#### Adult High School Completion Programs

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Maine's adult high school completion programs provide an avenue of opportunity for the 28% of Maine's adults who do not have a high school diploma. Offered in 159 locations throughout the state, these programs provide easy, low cost access to adults for the completion of high school requirements and better job opportunities.

Often operating as an extension of the local high school, these programs provide two routes to the high school credential for adults: the traditional high school diploma with regular course requirements, and the GED (General Educational Development) tests.

Key Bank of Maine co-sponsored a series of media activities to address literacy at all levels which included a scholarship award to each of Maine's top ten GED students. This "Keys To Your Future" literacy promotional campaign also awarded 11 grants to local adult education programs for localized literacy and GED recruiting efforts. "Operation Opportunity," a partnership between the Technical College System, the University of Maine, the Department of Education, and the Maine Educational Services, continues to provide two courses at the technical colleges or the University of Maine system at no charge for those who complete their high school requirements through adult classes or the GED. The goal of the project is to raise aspirations of adult learners and help them to prepare for the job requirements of the future.

#### 1. Regular Adult High School Diploma

Adult high school diploma programs are operated under the auspices of local school systems and in accordance with an Adult High School Diploma Plan approved by the Maine Department of Education. The local system establishes minimum completion requirements in accordance with Chapter 125, both in terms of subjects and credits.

Courses are taught in minimum 45-hour blocks by certified teachers. Out-of-school experiences may also be evaluated for credit towards adult high school completion requirements.

Within the adult high school completion program is the External Credit Option (ECO). Often used in combination with regular adult classes, this option is a monitored, independent study of predetermined subject matter competencies. This alternate course delivery helps minimize barriers such as child care, travel, and time constraints that might otherwise hinder an adult's participation in high school completion activities. In FY 90-91, 1200 Maine adults met their high school completion requirements through these programs.

#### 2. High School Equivalency Diploma

A State of Maine high school equivalency diploma may be earned by completing the GED (General Educational Development) exams in math, science, social studies, literature and writing skills including essay writing. These

tests reflect the competencies that students across the country have in these subject areas upon high school graduation. In the 90-91 fiscal year, 3577 students earned their high school credentials in this manner—another all time high for Maine.

Preparation for the GED exam is strongly recommended and may take the form of regular adult classes or the GED preparation series. The tests are offered at 107 locations throughout Maine and are supported by student academic, diagnostic, and counseling services. They are also offered in conjunction with job training programs and in settings for targeted populations, such as the homeless.

Administered by the Department of Education, through the Bureau of Adult and Secondary Vocational Education's Division of Adult and Community Education, the local educational systems operate under a one-year contract between the Department and the American Council on Education. Each site must meet pre-specified criteria for the operation of test sites and the administration of the GED exams.

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## Adult Vocational Education

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Adult Vocational Education in Maine operates under both state and federal funding. The primary focus of this program is the delivery of skills and knowledges that will permit adults to generate income. These may be new skills for new jobs or improvement and expansion of existing skills for current wage earning opportunities.

Federal legislation, in the form of the new Carl Perkins Act, now requires that federal monies flow through to local programs on the basis of economic need. Funds are allocated to areas based on a formula approved in Washington. Local adult programs must submit plans indicating the expenditure of those funds in accordance with the provisions of the Act. Approval of plans rests with the Bureau of Adult and Secondary Vocational Education.

Adult vocational education programs often operate in conjunction with the adult high school completion program whereby adults obtain both academic and job skills that enhance their economic potential. They also operate in conjunction with businesses and other state agencies. In fiscal 90-91, adult vocational programs counted some 18,000+ enrollments in these offerings.

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## Adult Basic Education

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Maine is fortunate to have a well-developed Adult Basic Education delivery system. In fiscal 90-91, 16,573 Maine adults received educational services through these programs. Some results of this education were:

- 870 obtained a job
- 393 removed themselves from public assistance
- 699 learned to read
- 637 learned the English language
- 492 upgraded themselves in their job
- 299 registered to vote
- 42 received United States citizenship
- 2,500 participated in workplace literacy programs
- an estimated 9,068 are working toward a high school credential.

Key components in the success of this program are the networking linkages and outreach efforts of Adult Basic Education programs. More than half of these programs are delivered outside the traditional educational setting. Shopping centers, malls, libraries, workplaces, correctional facilities and homeless shelters are some alternate delivery sites.

The strength of this delivery system was a factor in the recent award to Maine of a \$202,384 federal grant for adult education for the homeless.

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## Achievement of Public School Students

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### Maine Educational Assessment (MEA)

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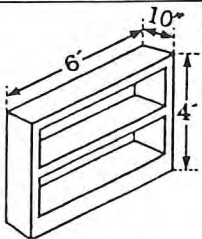
In its seventh year, the Maine Educational Assessment (MEA) tests took on a new look and feel for students in grades four, eight, and eleven. Five of the six subject areas (reading, mathematics, science, social studies, and humanities) added extended open-response questions. These questions, twenty in each subject area, required students to construct their responses without the guidance of the usual multiple choice format. Through the process of matrix sampling, students were given two of the open-response questions in each subject area. They were allowed fifteen to twenty minutes to construct their responses which were then scored on a four point scale. The scale enabled scorers to give credit for the completeness or the strategy used as well as the correct answer.

Below is a sample question and scoring guide.

**SALE PRICES**

#2 Ponderosa Kiln-Dried Pine 1"x10"

LENGTH	8'	10'	12'
PRICE	\$5.25	\$6.30	\$7.30



You plan to build the bookcase sketched above. The newspaper has an ad from a store which carries the 1" x 10" Ponderosa pine boards you want for the project. Use the ad to estimate what the lumber will cost. Explain the procedure you used and your reasoning.

- 0 points** - incorrect solution, NO WORK  
 - data copied, no strategy evident  
 - explanation vague  
 - some strategy attempted, will not lead to correct conclusion
- 1 point** - incomplete appropriate strategy, shows only ONE of the following:  
 cost of lumber  
 appropriate board selection  
 relationship of board selection to bookcase parts
- 2 points** - incomplete appropriate strategy, shows at least TWO of the following:  
 cost of lumber  
 appropriate board selection  
 relationship of board selection to bookcase parts
- 3 points** - correct strategy for finding cost estimate, relationship of boards selected to parts of bookcase indicated, selection of boards wasteful.  
 e.g., 4 - 8', \$21
- 4 points** - complete appropriate strategy, including cost of lumber, selection of boards, and relationship of boards selected to the lengths of the shelves, sides, and top of the bookcase

*	1 - 8'	@\$ 5.25	\$ 5.25
	2 - 10'	@\$ 6.30	\$12.60
	TOTAL		\$17.85
*	2 - 8'	@\$5.25	\$10.50
	1 - 12'	@\$7.30	\$ 7.30
	TOTAL		\$17.80

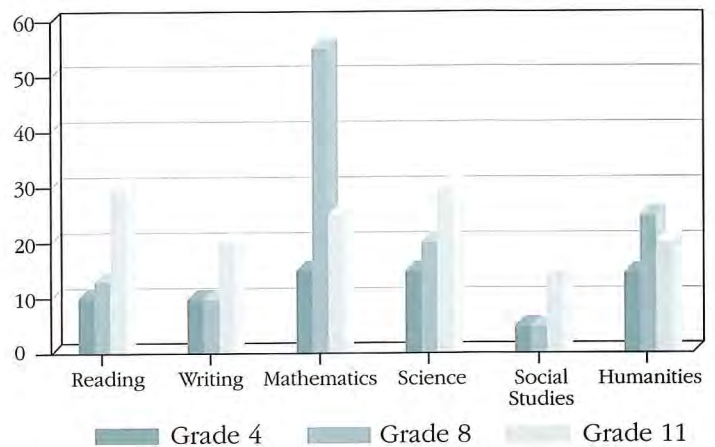
Assessment of writing is still accomplished through evaluation of a sample of student writing. Students are given up to ninety minutes to respond (including drafting and editing) to a prompt. Maine teachers, under the supervision of the assessment contractor, score the approximately 15,000 papers at each grade level. The scoring process requires that each paper be read twice, and the scores must agree within one point on a holistic scale. Further, the scorers make analytical annotations which are tabulated for teacher interpretation in evaluating their writing curriculum.

## Performance Trends

Scores on the MEA have risen since the tests were initially given in the 1986 school year. The graph below shows the amount of increase from the initial mean score of 250 scale score points. It is interesting to note that grade eight scores were the first to show improvement and have continued to outpace the fourth and eleventh grade student scores.

Although grade four gains have been modest, it is encouraging to see improvement in all six subject areas in 1991.

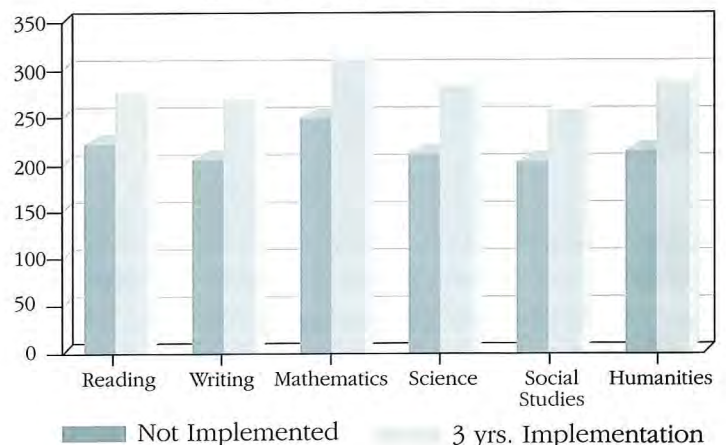
## MEA Performance Gains 1986 to 1991



When reviewing information from the student questionnaires at grade four, it was found that students, who are read to by an adult on a regular basis (three or more times a week), score 267; while those who are read to "hardly ever" scored an average of 254. Grade four students, who have learned how to use the school or public library, scored 266 in reading; while those who haven't learned to use the library scored 176. In mathematics, students in grade four, who frequently use a calculator, scored 270 compared to a score of 245 for students who "never" use a calculator. It should be noted that calculators were not used on the test.

At grade eight, students have made solid gains over the first six years of the MEA. Analysis of questionnaire responses points toward adoption of the middle school philosophy as a reason for the improved performance. The middle school approach, characterized by a reduction in ability grouping, teaming of teachers and students, and more attention to the needs of early adolescents, has been adopted by an increasing number of Maine junior high schools.

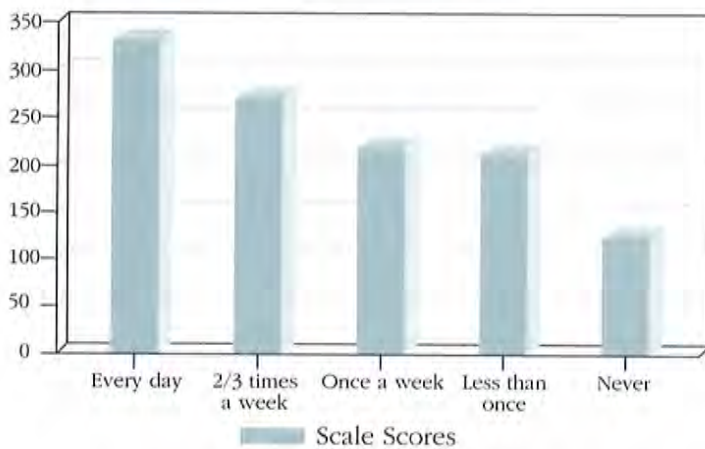
## MEA Impact of Implementing the Middle School Concept Grade 8 1991 School Year



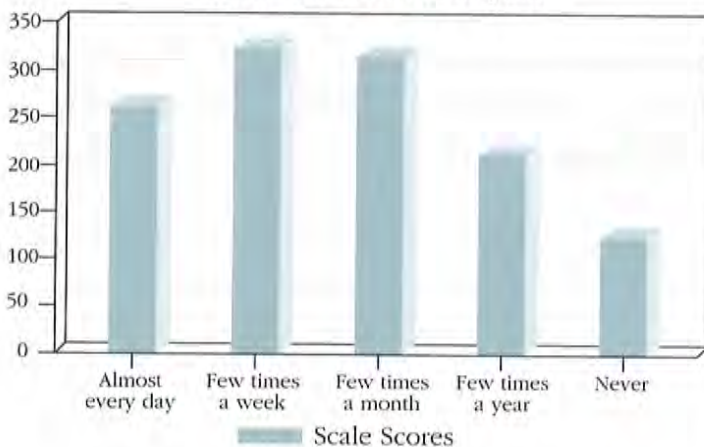
Students, enrolled in schools that have implemented the middle school approach for more than three years, score an average of 50 points higher than those enrolled in schools not implementing any parts of the approach.

Eighth-graders, who read outside of school more frequently, show a definite edge in performance as shown in the chart below. In addition, students who have the opportunity to share their writing with others score 285 compared to a score of 210 for those students who "hardly ever" share their writing. In mathematics, eighth-graders who do homework four or five days a week significantly outscore those who do lesser amounts of homework. Like the fourth graders, students in grade eight who use a calculator "almost every day" score higher compared to those who "never" use a calculator in class. These scores were achieved on tests where calculator use was not allowed.

**MEA Read for Pleasure/  
Information Outside of School**



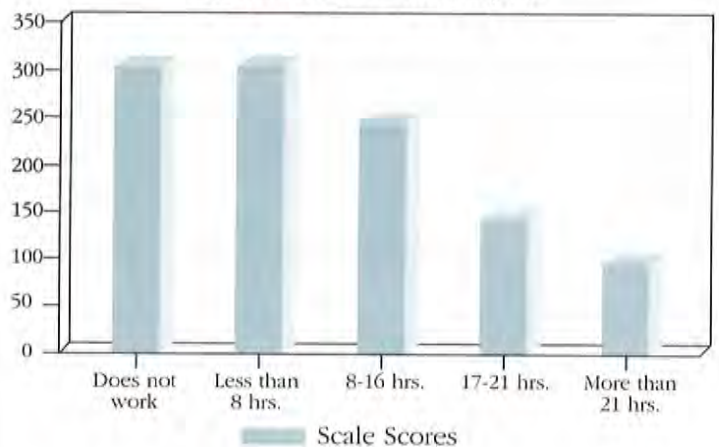
**MEA How often do you use  
a calculator in Math Class?  
Grade 8 1991 school year**



In 1991, Grade 11 scores showed significant gains in all six subject areas. These gains were primarily the result of improvement in the scores of college preparatory students. With the exception of mathematics, which shows a 20 point increase, non-college students scores have declined.

Maine recently enacted legislation to control the number of hours students work. Significantly lower scores are noted for those students who work more than eight hours during the school week. The chart below shows the relationship of performance in scale score points to the amount of hours worked.

**MEA How many hours do you work  
during the school week?  
Grade 8 1991 school year**



### Conclusion

The MEA results for each school and district are published in detail in a report which describes performance by program, subcontent area, and in relation to student characteristics. In addition, individual student results in reading, mathematics, and writing are made available to parents.

Individuals, wishing to know more about the testing results of a school, are urged to contact the school principal.

### Achievement of College Bound Students

#### Performance on the SAT

Sixty four (64) percent of Maine high school graduates took the Scholastic Aptitude Test (SAT) exams in 1991 compared to the national participation rate of 42 percent. This is a four

percent increase in the participation rate of Maine seniors from 1990. However, the verbal score dropped by 2 points to 421, and the math score dropped by 5 points to 458.

Interestingly, Maine Educational Assessment findings indicate that only 53 percent of seniors, or 11% less seniors than took SAT exams, have completed a full college preparatory course. This may, in part, explain the score decline; but, more importantly, it defines the challenge to strengthen the curriculum for these students.

The 1991 SAT results for Maine:

- During the past ten years, Maine male verbal SAT scores have been higher than those for females by an average of 5 points. The difference in 1991 was 6 points.
- During the past ten years, male math SAT scores have been higher than those of females by an average of 45 points. The difference in 1991 was 45 points.
- Over the past ten years, the difference in the male verbal average scores of Maine compared to the nation has been slight (1 point). The Maine female verbal average has been 4.5 points higher than the national female average over the same period.
- During the past ten years, national male math SAT scores have been higher than Maine male scores by an average of 9.9 points. The difference in 1991 was 15 points.
- During the past ten years, national female math SAT scores have been higher than state female scores by an average of 8.4 points. The difference in 1991 was 16 points.

The chart below shows the national and state average scores over the past ten years.

## Performance on Achievement Tests

Higher numbers of Maine seniors take the achievement tests accompanying the SAT's than is the case for the nation. In 1991 twenty-three percent (23%) of the number who took the SAT in Maine completed achievement tests, compared to an average of 19% in the nation.

Achievement Tests are curriculum-based and are designed to measure educational outcomes or knowledge in specific subject matter areas; such as French, physics, American history, and English.

The four most frequently taken achievement tests in Maine in 1991 were English Composition, Mathematics Level 1, Biology, and American History.

The Achievement tests show that:

- In 1991, 15 percent of Maine graduates took at least one Achievement Test, almost twice the national average (8 percent).
- From 1982 to 1985, Maine seniors recorded Mathematics Level 1 and English Composition scores considerably lower than the national average: in recent years, Maine scores have been much closer to the national average.
- In each of the past 10 years, the female average (43.3) was higher than the male average (41.6) in the Test of Standard Written English.

## Summary

Participation rates for Maine students in the College Board Admissions Testing Program (ATP) which include both SAT and Achievement Tests is significantly higher (68 percent) compared to the national participation rate (44 percent). The increasing participation rate, an indicator of rising student aspirations, is encouraging. However, not all students are taking the necessary college preparatory courses needed to do well on the college entrance examinations.

SAT SCORE AVERAGE 1981—1991

Year	NATIONAL VERBAL			MAINE VERBAL			NATIONAL MATH			MAINE MATH		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1981	430	418	424	430	423	426	492	443	466	489	444	466
1982	431	421	426	428	426	427	493	443	467	489	440	463
1983	430	420	425	428	426	427	493	445	468	486	444	464
1984	433	420	426	432	427	429	495	449	471	487	440	463
1985	437	425	431	434	430	432	499	452	475	488	446	466
1986	437	426	431	434	433	434	501	451	475	488	445	466
1987	435	425	430	438	429	433	500	453	475	494	440	466
1988	435	422	428	434	427	430	498	455	476	488	446	466
1989	434	421	427	437	426	431	500	454	476	490	444	466
1990	429	419	424	427	420	423	499	455	476	484	444	463
1991	426	418	422	424	418	421	497	453	475	482	437	460



## SECTION II: DEMOGRAPHIC AND EDUCATIONAL PROFILE

### Profile of Maine

#### Demographic Information

Demographic statistics provide policy and decision makers with valuable insight into population characteristics and trends. This information is helpful in planning for the present and future educational needs of our citizens. Some of the more significant items have been highlighted below.

From April 1, 1980 to April 1, 1990, Maine's population grew from 1,125,000 to 1,228,000 (a growth rate of 9.1 percent). This was slightly smaller than the national rate of 9.8 percent. A recent provisional estimate suggests Maine's population grew to 1,235,000 by July 1, 1991, (a .6% increase from April 1, 1990).

Natural increase (excess of births over deaths) accounted for 59,000 persons of Maine's 1980 to 1990 population growth. The remainder derived from immigration.

The crude birth rate in Maine declined between 1980 and 1990 from 14.6 births per thousand population to 14.1 per thousand population. This contrasts with the national rate which increased from 15.9 per thousand to 16.7 per thousand.

The median age of the Maine population increased from 30.5 years to 33.9 years between 1980 to 1990. This was slightly more than the national increase from 30.0 years in 1980 to 32.7 years in 1989.

#### Educational Attainment

According to the most recent data available (1980 Census), the educational attainment of Maine's population is significantly higher than that of the nation. In Maine, the percent of population completing 12 years of school with no education beyond grade 12 is 39.4. For the nation it is 34.6.

However, in higher education Maine seems to lag behind the nation. The percentage of Maine's population with four or more years of college is 14.4 compared to the national figure of 16.2. The percent of high school graduates in Maine's population is 69.1. That is 2.6 percentage points higher than the national figure of 66.5 percent.

### The Educational System

#### Public School Enrollment

Enrollment in Maine's public schools had shown a steady decline since 1973. The 1989-90 school year was the first year to show a reversal of this trend. Enrollment in 1990-91 increased by .589 percent. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off in the early 1990's.

#### 1990-91 Fall Enrollment for Public Schools

	E.U.T.*	M.I.E.**	Other Public	Totals
Ungraded Elementary	0	0	440	440
Special Elementary	0	11	1,905	1,916
4-Year Old Program	0	37	425	462
Early Kindergarten	0	0	1,541	1,541
Kindergarten	46	52	17,493	17,591
Transitional Grade 1	1	1	1,303	1,305
Grade 1	39	53	17,743	17,835
Grade 2	41	49	17,188	17,278
Grade 3	34	42	16,729	16,805
Grade 4	33	43	16,508	16,584
Grade 5	44	39	15,752	15,835
Grade 6	20	40	15,859	15,919
<b>Total K-6</b>	<b>258</b>	<b>367</b>	<b>122,886</b>	<b>123,511</b>
Grade 7	14	38	15,754	15,806
Grade 8	13	28	15,168	15,209
<b>Total 7-8</b>	<b>27</b>	<b>66</b>	<b>30,922</b>	<b>31,015</b>
<b>TOTAL K-8</b>	<b>285</b>	<b>433</b>	<b>153,808</b>	<b>154,526</b>
Ungraded Secondary	0	0	6	6
Special Secondary	0	0	699	699
Grade 9	0	0	14,650	14,650
Grade 10	0	0	14,144	14,144
Grade 11	0	0	13,236	13,236
Grade 12	0	0	12,884	12,884
Post Graduates	0	0	55	55
<b>Total 9-12</b>	<b>0</b>	<b>0</b>	<b>55,674</b>	<b>55,674</b>
<b>TOTAL K-12</b>	<b>285</b>	<b>433</b>	<b>209,482</b>	<b>210,200</b>

— As reported on the Fall School Report (EE-M-40) submitted as of Oct. 1, 1990

\*E.U.T. — Education in Unorganized Territories

\*\*M.I.E. — Maine Indian Education

#### Maine's Public Schools

Because of geographic and economic differences in Maine, schools have evolved over the years into different organizations. A brief explanation of each follows:

**Cities or Towns with Individual Supervision  
(40 Systems with 40 Towns)**

A city or town with individual school supervision is a single municipality of comparatively large size for Maine (generally 75 or more teachers). One school committee administers the education of all grades in the city or town through a superintendent of schools. City or town charter usually determines the method of budget approval. In many cities and towns, the City Council or Town Council has final budget approval. Since it is a single municipality, cost sharing is not a factor.

**School Administrative Districts  
(73 Systems with 275 Towns)**

A school administrative district (S.A.D.) is a combination of two or more municipalities who pool all their educational resources to educate all students. One school committee (comprised of representatives from each of the municipalities) administers the education of grades K-12 through a superintendent of schools. Budget approval is by majority vote of those present and voting at a district budget meeting. Cost sharing is based on a formula which includes state valuation and/or number of pupils.

**Community School Districts  
(13 Systems with 39 towns)**

A community school district (C.S.D.) is a combination of two or more municipalities formed to build, maintain, and operate a school building or buildings to educate any or all grades. For example, a C.S.D. may be formed to build and operate a grade 7-12 school for all towns in the C.S.D. These same towns will maintain individual control (or belong to a union) for the education of their K-6 students. A community school district may also include education of all grades K-12.

The C.S.D. school committee is composed of members of each town's local school committee if one exists. C.S.D. school committees are apportioned according to the one person-one vote principle. Cost sharing is based on a formula including number of pupils in each town and/or state valuation or any combination of each. Community School District budgets are approved by majority vote of voters present and voting at a district budget meeting.

**Unions of Towns  
(33 Systems with 112 Towns)**

A Union is a combination of two or more towns joined together for administrative purposes only. Since none of the towns are large enough to cost justify the employment of a superintendent of schools, they share a superintendent's services and the cost of operating the superintendent's office. Each of the towns maintains its own budget and school board elected at town meetings and operates in every way as a separate unit except for the sharing of superintendent services. A Union school committee is comprised of members of each town's school committee and it conducts the business of the Union. All votes of the Union committee are cast on a weighted basis in proportion to the population of the towns involved.

Cost sharing for Union services are apportioned to each town in proportion to the amount of the superintendent's services required in that town. Budget approval is accomplished for each town's individual budget in town meetings. The Union budget is approved by weighted vote of the Union committee.

**Maine Indian Education (M.I.E.)  
(1 System, 3 Reservations)**

There are three Indian reservations in Maine. The schools on these reservations are organized exactly as a union of towns described previously.

**Education in Unorganized Territories  
(7 Schools)**

Education in unorganized territories (E.U.T.) in Maine is a responsibility of the state. The education of territory children is accomplished by the state operating schools which are in unorganized territories and by the assignment of agent superintendents to assure that each child in an unorganized territory receives education. These agents are assigned by the Commissioner of Education through the Division of School Operations.

**Units under District Superintendents and Agents  
of the Commissioner  
(24 Systems, 24 Towns)**

A unit assigned to a district superintendent or an agent of the Commissioner of Education is generally a relatively small unit requiring less than full-time administration.

Units under district superintendents procure services of superintendents on their own by negotiating with a nearby superintendent and school board.

Agents are appointed by the Commissioner on a temporary basis if the local school unit is unable to locate a superintendent on its own.

### Educational Program

In Maine, there are 757 public schools located in 283 local educational agencies. Generally, school is in session from late August or early September to mid-June for a minimum of 180 school days, at least 175 of which are instructional days for students in grades K-12. The length of the school week is 25 hours of instructional time except that kindergarten is twelve and one-half hours. Standards and curriculum content vary for elementary schools and secondary schools.

The elementary school (grades K-8) curriculum, includes — but is not limited to — instruction in:

- Language Arts (reading, writing, spelling, grammar, handwriting, listening and speaking skills)
- Mathematics
- Science
- Maine studies
- Social studies
- Fine arts
- Physical education
- Health
- Library skills

The secondary level (grades 9 through 12) enrollment is approximately 28.5 percent of the total public school membership.

A total of at least 16 credits is required for the award of a high school diploma.

Required for high school graduation in the secondary school curriculum are:

- English, four credits
- Social studies, one credit
- American history and government, one credit
- Science, two credits including at least one credit of laboratory
- Fine arts, one credit which may include art, music, forensics or drama
- Health, one-half credit
- Physical education, one credit
- Mathematics, two credits
- Computer proficiency
- Maine studies, one-half credit if not taken between grades 6-8

Other secondary school instruction requirements include a two-year sequence of a foreign language, library skills, and vocational education.

Special education for exceptional students is provided as part of each public elementary and secondary program.

In addition, gifted and talented education programs must be in place by 1996-97.

Leadership and technical assistance in all curriculum areas are provided by the Division of Curriculum. In addition, the Division provides regulatory functions which include school approval, accreditation, inspections, home-study,

### TYPES OF SCHOOLS — 1991-92

	Public	Private
High Schools .....	93	16
Junior-Senior High Schools .....	23	3
Junior High/Middle Schools .....	96	0
Ungraded Schools .....	0	2
Special Education Schools .....	9	8
Combined Elementary & Secondary Schools .....	10	10
Elementary Schools .....	498	50
Vocational Centers & Regions .....	28	0
<b>TOTALS .....</b>	<b>757</b>	<b>89</b>

### SUMMARY

Elementary Schools (any grade combination from kindergarten to grade 8) .....	596	54
Combined Elementary & Secondary Schools (any grade combination which includes both elementary & secondary grades) .....	40	17
Secondary Schools (any grade combination from grade 9 to grade 12) .....	113	18
Vocational Regions (regional vocational programs) .....	8	0
<b>TOTALS .....</b>	<b>757</b>	<b>89</b>

and other assigned duties. It also has administrative responsibilities for certain federal and privately funded programs. These priorities have been established by legislative and executive department mandate. The target populations served include Maine students, teachers, school administrators, and members of the general community.

### Early Childhood Demonstration Sites

Early Childhood Demonstration sites in Buckfield, Caribou, and Waterville, are providing a high-quality program for approximately 60 four-year-olds and their families. Funded by grants to local collaboratives of the public schools, Head Start, Child Development Services, and other child-serving agencies, the sites serve also as training locations for the internationally renowned High/Scope Curriculum from Ypsilanti, Michigan. Based on the work of Jean Piaget, this curriculum focuses on active learning and the development of problem-solving skills. Training in this approach has been offered in each region by the Department to early childhood educators across agencies.

### Education of the Gifted and Talented

Maine school units continue to move toward the implementation of comprehensive programs for the gifted and talented guided by phase-in plans developed at the local level. These plans are updated each year with progress toward achieving program goals reflected in the annual application for program approval at the state level.

During the 1990-91 school year, efforts to meet the educational needs of this population increased with 130 school systems supporting programs in grades K-12 for gifted and talented students. The regional program model, originally designed to serve students in rural areas, expanded to include 47 local school administrative units in nine regions collaborating to provide programs for secondary school students.

Approximately 10,500 students were served in gifted and talented programs statewide. This represents about five percent of the total kindergarten through grade 12 school-age population enrolled in Maine public schools. Students were served in programs offering a wide variety of opportunities in academics and in the arts. Over sixty percent of the programs provided services in both areas, and the remainder served students in academic areas only.

A full range of instructional strategies, program designs and service options are reflected in programs across the state demonstrating attention to individual student needs and the diverse educational setting represented by our schools.

Professional development activities to support program implementation at the local level included two statewide conferences co-sponsored with the Maine Educators of the Gifted and Talented, as well as technical assistance activities provided at the local level. Further, a series of summer institutes sponsored by the Professional Development Center at the University of Southern Maine provided educators week-long training opportunities in key areas of gifted education.

### Alcohol and Drug Education

State government's core strategies in alcohol and other drug prevention and education for schools statewide are carried out by the Division of Alcohol and Drug Education Services. The Division collaborates closely with the Office of Substance Abuse to develop and maintain a coordinated approach to prevention and education programs and services statewide.

The central strategy is the development, training, and maintenance of school and community teams. This year, budget curtailments have resulted in a decrease in the amount of services provided to local school/community teams. A total of 20 activities for technical assistance were provided along with a limited training session for six new teams. These teams are moving their local schools and communities toward the implementation of comprehensive alcohol and other drug prevention and education programs. Throughout the implementation process, Division staff conduct training activities for school personnel to help ensure that all Maine school children have developmentally oriented, age-appropriate, up-to-date, and accurate curriculum for alcohol and other drug education.

The Division provides training, consultation, and on-site technical assistance to schools on eight elements: education and awareness, policy and procedures, climate, support groups, student awareness, curriculum, staff development, and modeling. Examples of services provided in 1991 for these elements are:

- 2300 school personnel, students, and parents received alcohol and other drug education and awareness training.
- 500 school administrators, faculty, and nurses were trained in the Student Assistance Team (S.A.T.) process. Workshops were provided for 13 school districts.
- 77 school administrators, faculty, and counselors learned how to set up support groups for the three populations of students — recovering, affected, non-user/nonaffected.
- 69 youth and adults received refusal skills training and 82 educators received curriculum training.
- 425 school administrators, students, athletic directors, and coaches received specialized training on the problems of alcohol and other drugs in athletics through the Sports Initiative.
- 130 Maine high schools and parent/community groups collaborated to provide safe graduation celebrations for 94% of Maine graduating classes during the Project Graduation season — May 15-June 20.

The Drug-Free Schools Program, which is administered by the Division of Alcohol and Drug Education Services, has provided federal funds to nearly every school system in Maine to assist them with implementing alcohol and other drug prevention and education programs.

### Maine School Libraries

Maine has 485 public school libraries, most of which are one-person operations. Although not formally surveyed, the number of volumes in school libraries is estimated to be approximately 2.5 million.

A cooperative plan for surveying school libraries has been completed by the Maine State Library. The currency of the collections, staffing, and programming were the specific areas of study. A summary of the survey is available upon request from the Maine State Library.

Maine school libraries account for 50% of the nearly 200 Maine libraries now participating in MaineCat, a computer-based optical disc catalog showing the location of many thousands of books in Maine libraries.

### AIDS Prevention Education Program

The Department of Education's Division of Curriculum and the Department of Human Services' Office on AIDS have co-sponsored a teacher training process that has reached 63 percent (116) of the school administrative units in Maine. An additional 24 school administrative units have participated in some component of the AIDS prevention education program. A total of 76 percent of all school administrative units has been involved in the program. This represents 97 percent of Maine's high schools, 100 percent of junior high schools and 91 percent of combination elementary/junior and senior high schools. The remaining 17 school administrative units are primarily K-8 schools that represent under 5 percent of Maine's public school students. Plans are in place to reach these schools in this school year.

A very successful component of the program has been the Student Leadership Conferences on HIV/AIDS. Over the last three years, two-thirds of Maine's high schools have sent teams of students to this conference. Students have returned to their high schools to conduct educational sessions for their peers and sometimes for staff and parents.

An evaluation of the teacher training process has been completed and a report of the findings is available. Two-thirds of the attending school administrative unit teams implemented their action plan. Teachers and administrators consider themselves fairly knowledgeable and skilled concerning HIV education. Ninety percent of those responding to the evaluation survey rated their knowledge of HIV as excellent or very good, and that their commitment to HIV education is very high.

The results of the HIV/AIDS Education Survey indicate that 100 percent of the 91 responding high schools teach students how to avoid becoming infected with HIV. Ninety-one percent of the 91 responding middle and junior high schools also teach about HIV, and 74 percent of the K-8 schools. Efforts will be made this year to target those schools not teaching HIV prevention education at the secondary and middle school level.

The two Departments also co-sponsor a three day training for staff of agencies that serve out-of-school youth. Approximately 200 people from 51 agencies have been reached with this training. The success of the AIDS prevention education program has been the response of school systems and agencies statewide to the training. HIV instruction is not mandated, but a recommended topic under comprehensive health education.

## Distance Education

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A total of 80 sites have been linked to the state's Instructional Television Network, including 50 high schools, the primary and outreach campuses of the University of Maine System, technical colleges, Bangor Mental Health Institute, Augusta Mental Health Institute, and the Maine Maritime Academy.

Many schools at the elementary/middle school and secondary school level are participating in innovative uses of interactive technologies and distance learning opportunities. Calculus, Russian, Japanese, and PSAT instruction are being provided at the secondary level, and science at the middle school level.

Over 250 teleconferences have been held over the ITV (interactive television) system. Five mini-courses for continuing education credits have attracted over 700 educational support staff and professionals from all areas of the state.

During the 1991/92 school year, approximately 90 college courses are being offered over the ITV system as well as a multitude of faculty, community in-service and statewide meetings.

With the addition of a third channel planned for 1992/93, the offerings for public and school use will greatly expand.

## Affirmative Action

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Through Title IV funding, the Affirmative Action Office has provided statewide training for local affirmative action officers and librarians as well as technical assistance for local school districts on equity issues. Training has also been provided for teachers on the insertion of multicultural women's history into the existing curriculum. In collaboration with the Maine LEADership Consortium and the New England Coalition of Educational Leaders (NECEL), support and training for aspiring and practicing administrators continue to be provided through the Women in Leadership Conference. Additionally, many in-service workshops have been held for both staff and students at the request of local districts on topics such as equity in the curriculum, stereotyping, equitable schools and sexual harassment.

## Secondary Vocational Educational

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### Vocational Regions, Centers, and Satellites

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Maine currently offers a diversity of program opportunities to all secondary students in twenty-eight vocational centers and regions strategically located throughout Maine to provide easy access.

During the 1990-91 school year, over 6,800 students participated in over 40 vocational program offerings. These individual programs provide opportunities for students to develop the academic, career, occupational, and life skills which will guarantee them the greatest probability for success within their personal and professional lives. These programs provide students with the knowledge, skills, and attitudes necessary to enter the workforce or seek further education and training.

The following narrative provides evidence that Maine's occupational education system is in a state of transition as its boundaries are expanded to incorporate such entities as related and integrated instruction in math, science, and communication. In addition, schools are exploring flexible programming in an effort to provide opportunities for more students to access technical education for an experimental applied learning opportunity.

During this same time period, greater emphasis has been placed on the need for secondary vocational schools to work closely with post-secondary institutions to ensure continuity between curricula and to identify appropriate linkages and further education and training opportunities for students following graduation.

### Competency-based Curriculum Development

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The Competency-based Curriculum Development Project, initiated three years ago, continues to be a primary focus area and represents a collaborative effort between the Bureau of Adult and Secondary Vocational Education, Vocational Center and Region Directors, vocational instructors, and the University of Southern Maine.

The process includes an in-depth job-task-analysis (DACUM) of each program area with the assistance of representatives from business and industry. This initial analysis of the duties and tasks associated with each occupational area provides the foundation for the development of a

competency-based curriculum and ensures industry validation for each vocational program. This information, in the form of a duty and task chart, is utilized by vocational instructors to develop the competency or outcome based curriculum.

As of this date, 26 DACUM's have been completed, of which 17 have been printed in chart form. The remaining nine duty and task listings are scheduled for printing during the 1991-92 school year. Traditionally, charts are printed in sequence with the writing of the competency-based curriculum.

Vocational directors and staff have placed a high priority on curriculum development and have developed a plan of activities, including funding, to continue work in this area.

### Teacher In-Service Activities

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Staff development and training are viewed as an ongoing and essential component to the development and delivery of comprehensive programs of instruction. In this regard, the Bureau of Adult and Secondary Vocational Education has worked collaboratively with professional staff at the University of Southern Maine (USM), vocational directors, and staff in the development and delivery of courses, workshops, seminars, and technical assistance activities. During the 1990-91 school year, vocational staff from 25 different program areas participated in the development of technical updates designed to meet specific needs of individual program areas. These technical updates were offered in conjunction with the annual Maine Vocational Association's spring conference.

Other activities included a two-week staff development workshop at USM followed by a series of three regional seminars concerning the teaching/learning process, understanding and responding to students, and technological competence.

### Youth Leadership Activities

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The growth and development of Vocational Youth Leadership Organizations, which provide students with opportunities to develop essential academic, career, life, occupational, and leadership skills, continue to be a high priority. During the 1990-91 school year, students enrolled in these organizations participated in a variety of activities including local leadership conferences, and local, state and national competitions.

Student organizations include: DECA (Distributive Education Clubs of America), HOSA (Health Occupations Student Association), FHA/HERO (Future Homemakers of America/Home Economics Related Occupations), FFA (Future Farmers of America), FBLA (Future Business Leaders of America), TESA (Technology Education Student Association) and VICA (Vocational Industrial Clubs of America).

Students in all youth leadership areas represented Maine in national competitions.

### Maine State Accreditation Process

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The Bureau of Adult and Secondary Vocational Education is currently responsible for the development and testing of a new accreditation process to serve as an alternative to the New England Association of Secondary Schools and Colleges. This process was developed collaboratively with consultants in the Bureau of Instruction who were responsible for the high school component. The Maine process was developed utilizing effective schools research in an effort to ensure a comprehensive, state-of-the-art approach to accreditation. Presque Isle Regional Vocational Center is currently field-testing the first phase of this new process, the self-study component, and conducted an accreditation site visit in November, 1991.

### Other Related Initiatives

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The Bureau of Adult and Secondary Vocational Education developed and implemented other related initiatives including, but not limited to, the following:

#### Consumer and Home Economics

- Consumer and Home Economics funds were granted to five middle and senior high schools located in economically depressed areas to initiate new programs or expand those funded the previous year. A variety of issues were addressed through the grant process: parenting, child development, aging, teen issues, environment, and the teaching/learning of home economics subject matter through computer technology.
- A copy of the latest Home Economics Curriculum Resource Guide was sent to teachers, superintendents, and others who requested copies. This guide, entitled "Maine Consumer and Home Economics Education: Problem Solving in Real Life Situations" focuses on curriculum needs of students today and in the year 2000 and beyond.

- The Maine Home Economics and Health Occupations Resource Center, located at the University of Maine at Farmington, distributed about 7,000 resources to home economics and health occupations teachers during the 1990-91 school year. In addition, workshops were coordinated by the center director.
- A curriculum guide for middle school home economics is in the final stages of development and is anticipated to be available to teachers in early 1992.
- Consumer and Home Economics funding was provided to train presenters and to conduct seminars on managing work and family for employees in business, industry, agencies, and education.
- As a result of the "Students Taking Action with Recognition" (STAR) feature of Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), three members of the Machias High School Future Homemakers of America Chapter competed at the FHA National Convention in Washington D.C. and won a gold medal. This is an outstanding accomplishment for first time competitors from the State of Maine.

#### Career Guidance and Counseling

- A variety of services were provided to disadvantaged students in an effort to assist them in completing their vocational programs of study. These services included, but were not limited to: remedial, tutorial, one-on-one assistance, career guidance and counseling, job placement, job coaching and monitoring. The services provided, especially the remedial and tutorial, were very effective in helping students complete their course of study and also had a major impact on retention with as many as 90% of disadvantaged students obtaining a high school diploma.
- All handicapped students are afforded equal access to recruitment, enrollment and placement in vocational programs through the pupil evaluation team (P.E.T.) process. Based upon appropriate assessment information, handicapped students are placed in separate programs or mainstreamed into regular vocational programs. Services provided these students include, but are not limited to: one-on-one assistance, tutoring, remediation, career guidance and counseling, and job coaching.

#### Vocational Curriculum Resource Center

- The Vocational Curriculum Resource Center of Maine (VCRCOM), located at Kennebec Valley Technical College, continues to expand

the information base and services available to staff, students, and administration. Curriculum development continues to be a major priority for the center as evidenced by the high level of involvement and continued support of curriculum development efforts throughout the state. With constant emphasis on program improvement, articulation agreements, integration of academic and vocational skills, and on training the work force, the services required and available through the VCRCOM become more challenging and sophisticated.

#### Sex Equity and Single Parent Programs

- Sex Equity: During the 1990-91 school year the Sex Equity CADRE program was developed and initiated. Five secondary vocational centers/regions participated in this model program designed to produce widespread community support for sex equity and non-traditional students and workers. The CADRE is made up of a nucleus of two individuals from the vocational school, preferably one male and one female faculty or staff person, and a vocational administrator identified as the local program coordinator. The CADRE is further made up of a team of persons drawn from the sending schools and community-at-large. The team is responsible for conducting assessments, identifying barriers to non-traditional enrollment and employment, developing strategies to remove barriers, development of a plan to implement the strategies, implementation of the plan, and evaluation of the program and its activities.
- Single Parents: During the 1990-91 school year, five alternative vocational education programs were supported to serve the needs of single parents in secondary education. All of these programs allowed for child care and transportation services to the single parents enrolled in the alternative program. These programs were designed to serve the single parents who were at risk of dropping out of school because of pregnancy, child birth, or parenting, and as a recovery program for single parents who had dropped out of school. The intent was to provide basic academic skills and marketable skills through pre-vocational and vocational training.
- During the 1990-91 school year, four child care programs were supported to serve the needs of single parents enrolled in secondary vocational or pre-vocational programs. Child care for the children of vocational students was provided either on-site or in off-site



facilities. In addition, transportation services were provided to the single parent and his or her child/children. These child care programs were "stand alone" programs and not part of the child care services provided in support of students enrolled in the alternative vocational programs described above.

### CNA/Health Occupations

- Maine has developed and implemented a standardized written certified nursing assistant (CNA) examination, which was successfully piloted with over 1,100 students in 1990-91. The University of Southern Maine's Research Division is assisting the Department in validating all six editions of the examination to assure compliance with Federal OBRA mandates.
- A pilot "Bridge" CNA course of 75 hours has been approved for field testing. This first-of-a-kind program is designed to assist individuals from border states, e.g. New Hampshire, Massachusetts, to "Bridge The Gap" from a lesser hourly CNA training requirement to Maine's 150 hour requirement.
- Statutory changes relative to CNA training in Maine gives responsibility to the Department for all CNA program approval, monitoring, and testing.

### Cooperative Education

- An updated instructor handbook and curriculum guide was developed and became available for dissemination in January, 1992.

### Child Care

- Secondary Early Childhood Education instructors are in the process of organizing their own professional association to interface with the Maine Vocational Association and the American Vocational Association (MVA/AVA).

### Food Service

- Secondary food service instructors are interfacing with Maine and National Restaurant Associations to increase program visibility, promote attendance at seminars and provide scholarship initiatives to post-secondary education.

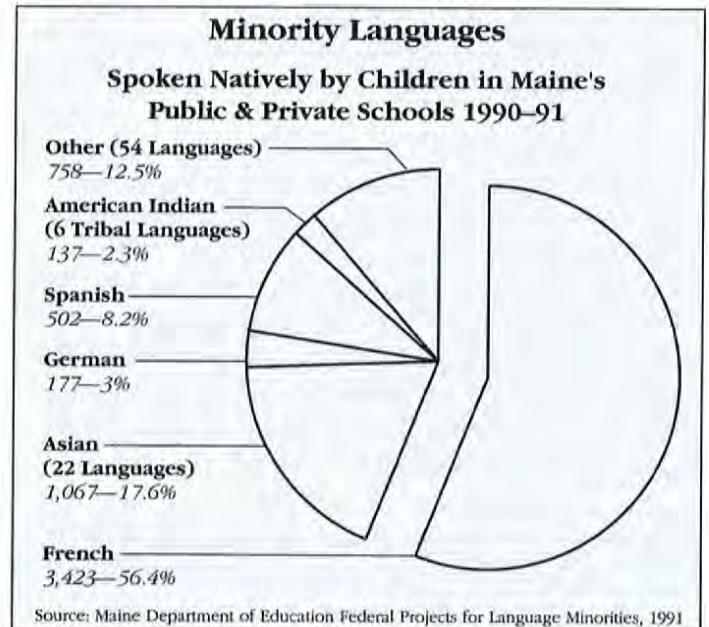
### Health Occupations Student Association

- Through participation in H.O.S.A. students enrolled in health occupations programs develop specific leadership skills and compete in local state, and national competitions.

## Special Student Membership

### National Origin Minority Groups in Maine

Most of Maine's language minority children are of French descent. Eighteen percent of the state's language minority children are Asians, representing twenty-two language groups. The Hispanic population (8.2 percent) has, like the Asian population, increased in recent years. More than 6,000 children in Maine are natively bilingual, as reported by their parents.



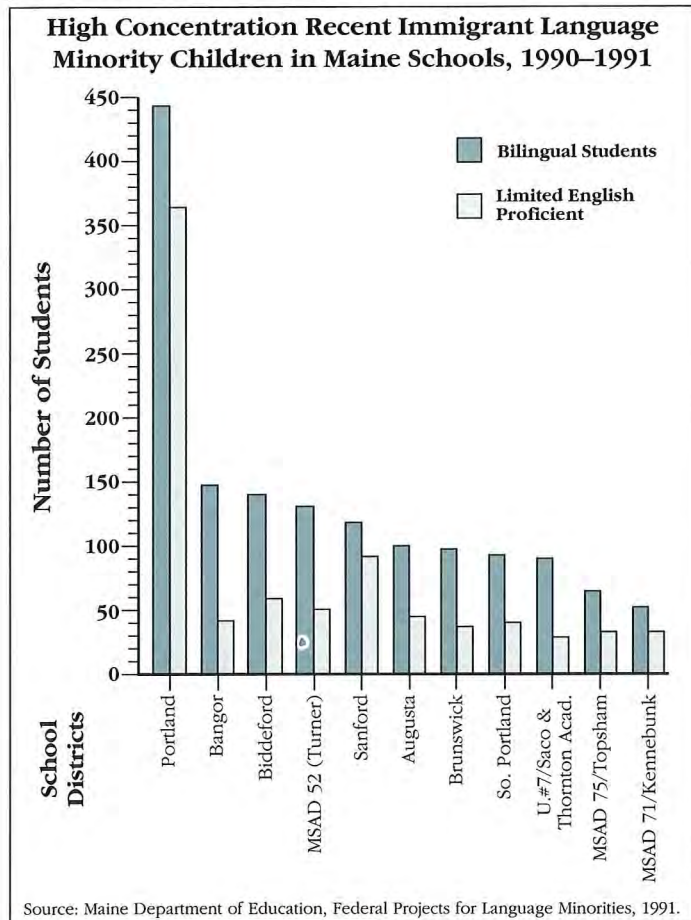
At least 1,983 children statewide are known to be limited English proficient.

Limited English proficient children are the primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to the nation's state education departments. Services include on-site technical assistance for English as a second language (ESL), as well as statewide conferences and institutes on teaching methodology. There are eight bilingual education projects in Maine's schools and at the University of Southern Maine supported by federal competitive ESEA Title VII funds. These projects serve about 600 limited English proficient children.

### Recent Immigrant Children

Nearly 4,000 of Maine's language minority children were born in the state. About 2,000 children are recent immigrants who have difficulty with the English language. There is no funding in Maine to support the extra educational needs of these children. Except for large populations of limited English proficient children who are supported by the U.S. Department of

Education, all other children enrolled in seventy percent of Maine's schools are funded locally. The same is true for all other limited English proficient children in Maine.



### Compensatory Education (Chapter 1, Migrant)

The 1988 Hawkins/Stafford Elementary and Secondary School Improvement Amendments (P.L. 100-297) reauthorize federal financial assistance to local public school districts to meet the special needs of educationally deprived children. It provides funds to supplement the regular education instruction program of students performing significantly below expectation due to cultural, geographic, or economic deprivation. The supplementary services are concentrated in the areas of remedial reading and mathematics. The Maine Chapter I programs in reading and math have made a significant impact toward bringing students who are behind their classmates closer to expected performance levels for their age and grade placement. On average, gains continue to exceed more than a year of growth per student.

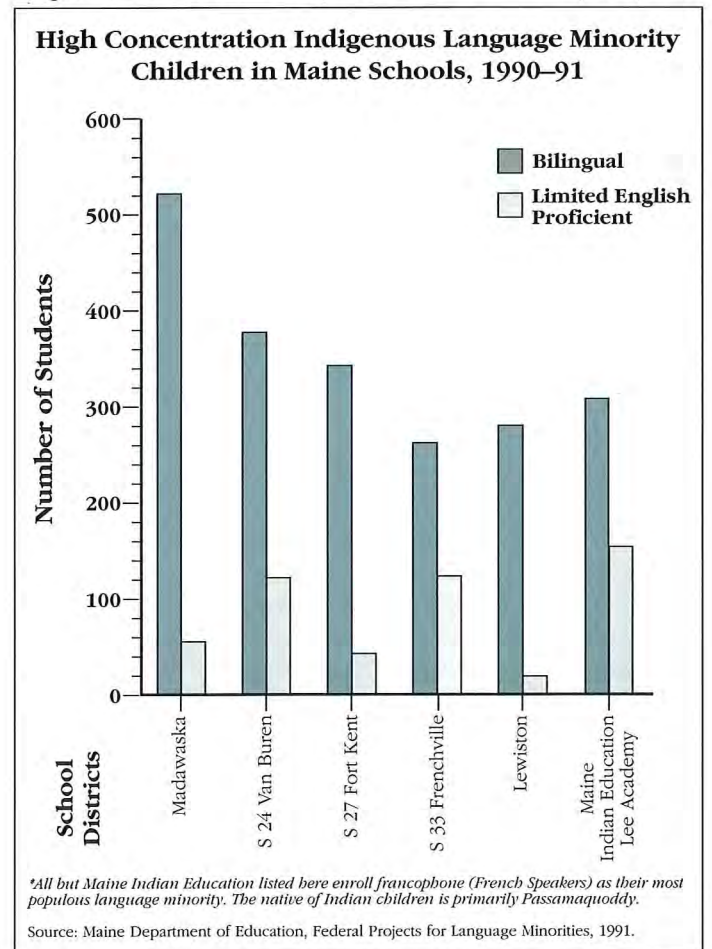
In 1990-91, 175 Part A and two Neglected and Delinquent projects provided services to approximately 26,800 students enrolled in public and private schools across the state. Of these

students, 76 percent were in grades one through six, 13 percent were in grades seven through twelve, and 11 percent were in preschool and kindergarten programs. Neglected and/or delinquent programs operate in the correctional centers providing needed remedial services to youth-at-risk.

In 1990-91, 60 Migrant Education projects provided services to 4,714 students. Of these students 54 percent were in grades one through six, 33 percent were in grades seven through twelve, and 13 percent were in preschool and kindergarten programs. Migrant projects deal with children whose education is continually interrupted by the transient nature of their parents' occupations in agriculture or fisheries.

Specific programs funded under Chapter I in 1991 were:

Local Education Agency Grants	\$22,896,996
Neglected and Delinquent Grants	238,537
Migrant Education Project Grants	3,238,964



### Governor Baxter School for the Deaf

Governor Baxter School for the Deaf (GBSD) originally was established for the purpose of providing an educational and residential program for deaf children in Maine. The purpose and organization of the school have evolved and

expanded in response to changing federal and state regulations with regard to special education and, in particular, deaf education.

Governor Baxter School for the Deaf has become the core of a developing and far-reaching system to identify and meet the educational and related needs of Maine's deaf and hard-of-hearing infants, children, adults, their families, the professionals who serve them, and the community at large. Comprehensive programming includes five departments:

*The Academic Program* meets school approval standards developed by the Maine Department of Education. It also is accredited by the Conference of Educational Administrators Serving the Deaf, a national association of schools and programs serving deaf students. The school includes elementary, middle, and high school, local and regional athletic programs, and a Project Adventure component.

*The Residential Program* includes an after-school Recreation Program, a Health Center, and an Independent Living Program.

*Statewide Educational Counseling Services* include early intervention programs (on-site Parent/Infant Program, on-site Preschool Program, 0-3 Outreach, Preschool Outreach), Public School Outreach, Family Education, Aroostook Program, GBSD Mainstream Program, and on-site Language Delay Preschool Program for hearing children.

*Therapy and Evaluation Services* include Educational Assessment, Psychological Services, Occupational and Physical Therapy, Audiological Services, Speech/Language Therapy, Mental Health Counseling, Vocational Education Evaluations, Social Services, and Statewide Comprehensive Evaluation Services.

*The Resource Center on Deafness* includes Adult Education, Sign Communications, Library and Media, Captioned Film Depository, Computer Program, Community Relations, and Interactive Television through cooperation with the University of Southern Maine.

GBSD also features an extensive Sound and Communications Technology Laboratory. Annual summer programming includes the Parent/Infant Program, the Preschool Program, and the Family Learning Vacation.

In addition to the functions mentioned, GBSD serves as the contact for the Gallaudet University Information Center on Deafness and works closely with Gallaudet University Pre-College Programs in Washington, D.C., and the Gallaudet Regional Center at Northern Essex Community College in Haverhill, Massachusetts.

Special education and related services were provided to 27,987 students in 1990-91 under P.L. 94-142 and P.L. 89-313. This represents 12.4 percent of the average school-age (5-17) population in Maine in 1990-1991 (225,389).

The majority of students (11,392) were identified as learning disabled. This represents 40.7 percent of all exceptional students served, or 5.0 percent of Maine's 5-17 school-age population. Seven thousand, six hundred, and sixty-six (7,666) were identified as speech and language impaired. This represents 3.4 percent of Maine's 5-17 school-age population.

There were 4,284 students served who had behavioral needs and 2,062 students served who were identified as mentally retarded.

Of the 27,987 students provided with special education and related services in Maine's schools, 50.45 percent (14,119) were enrolled in special education and received regular classroom instruction for at least 80% of the day. Twenty-six percent (7,156) received resource room instruction. Eighteen percent received resource room/composite, self-contained and/or self-contained/composite instruction. Three percent received instruction in separate day programs (both public and private), while another one percent received instruction in residential placement.

The related service most frequently provided to Maine's exceptional students was speech and language (27.8 percent), followed by other related services (16.3 percent), occupational therapy services (12.1 percent), social work services (10.1 percent), counseling (8.5 percent), and psychological services (7.2 percent).

Of the exceptional students between the ages of 13 and 21, 6,572 or 74.8 percent are still receiving special education while 2,206 exited special education. Seven hundred and eighty-seven (33.2 percent) graduated with a diploma, while 11.4 percent dropped out of school. Seventeen-year-olds (71) and eighteen-year-olds (56) comprised the majority of students who dropped out. Five hundred and twenty (23.5 percent) of those exiting special education returned to regular education.

Of the anticipated services needed by exceptional students between the ages of 13 and 21, vocational training and job placement (18.6 percent) are the greatest need. Case management/counseling (14.7 percent), residential living (11.1 percent) and mental health services (9.2 percent)

were also priority needs. Approximately 18.7 percent of exceptional students between the ages of 13 and 21 had no service needs.

Special education enrollment decreased by 236 from 1990 to 1991. The number of learning disabled students increased by 306 students, significantly higher than the year before (85). The number of speech and language impaired students served decreased by 108, a decrease of 1.4 percent from the previous year, while the year before saw an 8.6 percent increase. The number of students being educated in regular classrooms decreased by 172 students from the previous school year.

Speech and language services, as the primary related services, increased .8 percent from the previous year. Psychological services remained the same (7.2 percent) while occupational therapy and social work services increased.

The number of 13 to 21-year-old exceptional students still receiving special education increased by 1.7 percent. The number of exceptional students dropping out decreased from 357 students in 1989-90 to 253 in 1990-91 a decline of 104 students who have dropped out.

The anticipated services needed for 13 to 21-year-olds remained somewhat consistent for 1990-91. Vocational training and job placement, case management/counseling, residential living and mental health services, in that order, were identified as the greatest needs.

### Home Schooling in Maine

Home schooling continues to grow in Maine. Fifteen hundred fifty-eight (1558) programs were approved in 1990-91, 478 more than in 1989-90.

Maine's regulations governing home instruction (Chapter 130, Rules for Equivalent Instruction through Home Instruction) define the way in which home instruction programs are approved by the Commissioner as equivalent instruction. These regulations allow home schooling families several options for teaching their children while still serving the state's interest in having an approved educational program for each child. Through continued cooperation between local school districts, home schooling families and the Department of Education, home instruction is one way that Maine meets the needs of its students.

### Homeless Children and Youth in Maine

Chapter 608, an Act Relating to the Education of Homeless Students, became effective in October 1991. The provisions of this Chapter

define a homeless student and grant the Commissioner of Education rule making authority to assure that homeless students have unrestricted access to free public education regardless of residence of parent or guardian.

Maine's revised State Plan, required by federal statute, has been approved by the U.S. Department of Education, assuring continued receipt of federal funds under the Stewart B. McKinney Act. Several possible demonstration projects are under consideration in communities with identifiable homeless populations. A demonstration project has been implemented through Portland's schools.

Technical assistance to schools in planning and implementing collaborative strategies to address the needs of homeless students is extended through the Office of Homeless Education.

### Student Assistance Team Unit for High-Risk Youth

The Maine Department of Education received a competitive grant award from the U.S. Department of Education, and an award from the Governor's portion of the federal Drug-Free Schools and Communities Act monies for high-risk youth, in order to implement school student assistance teams statewide.

These monies have enabled the Department to establish a special unit for the training and support of school student assistance teams. The goal of the SAT unit is to ensure that, by 1995, a school student assistance team will be in place in every interested Maine school.

Currently, the Unit staff has trained approximately 100 kindergarten through grade 12 school student assistance teams in all regions of Maine. In addition to the two-day training workshops, the Unit staff has conducted a three-month cycle of regional networking meetings for SAT Coordinators and members in which 50 school systems have been represented. Technical assistance is offered to school student assistance teams as needed, as well as adjunctive workshops related to the affected child.

The Student Assistance Team Unit is a combined operation of the Division of Special Education and the Division of Alcohol and Drug Education Services; and, most recently, the Division of Compensatory Education.

During the past five years, Maine research and initial training efforts have resulted in the development of strategies for assisting schools to address the needs of students who are at risk of school failure, truancy, dropping out, or who have

alcohol and other drug use, abuse, dependency, and other destructive behaviors. The student assistance team provides a screening process for identification, intervention, and referral of these high-risk populations. This program is offered in concert with the Department of Education's goal to provide increased choices and heightened performance for all Maine students in grades K-12 as presented in Maine's Common Core of Learning.

The Student Assistance Team process serves as a pre-referral mechanism for the Special Education Pupil Evaluation Team process, thereby ensuring more appropriate referrals to special education based on learning behaviors rather than psychosocial issues. The SAT provides a vehicle for the educational system to engage in a problem-solving process for each referred student's best interest. Previously, Maine schools have relied on the legally-mandated Pupil Evaluation Team process for intervening with high-risk students. Frequently, those who have not met Special Education criteria have "fallen through the cracks." The complexity of children's "high risk" issues demands that regular education, Special Education, and Compensatory Education work together through the Student Assistance Team process.

## School Personnel Profile

### Maine Educators — Fall 1991-92

Maine has 14,340 full-time teachers of whom 9,795 (68 percent) are females and 4,545 (32 percent) are males.

Males occupy 57.8 percent of all administrative/supervisory positions.

Thirty-one (31) percent of all Maine teachers (4,441) have 19 years or more of teaching experience.

Thirty-one point two (31.2) percent of Maine teachers are between the ages of 30 and 39.

Fifty point two (50.2) percent of Maine teachers (7,205) have a Bachelor's Degree as their highest level of educational attainment.

Twenty point eight (20.8) percent of Maine teachers (3,133) have a Master's degree as their highest level of educational attainment.

## Teacher Education and Certification

Maine's certification law, P.L. 845, Chapter 502, went into effect on July 1, 1988. The law requires applicants for initial certification to document a major in each content area to be taught and to meet qualifying scores on the national teacher exam. The law has also mandated the establishment of local support systems, comprised of a majority of teachers, to promote teacher involvement in local staff development decisions.

*Support Systems.* A major component of Chapter 502 involves self-assessment and peer coaching integral to the induction process of beginning teachers who possess a two-year provisional certificate or a one-year conditional certificate.

Experienced teachers are required to continue their professional growth through the development of a professional renewal plan (PRP) which is approved by the local support system. The local support system may approve a broad range of professional activities in the PRP including

### MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE

Fall 1991

Positions	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	148	131	90.9%	17	9.1%
Principals:					
Elementary	460	265	57.6%	195	42.4%
Secondary	111	96	86.5%	15	13.5%
Combined	115	84	73.0%	31	27.0%
Director of Services for Exceptional Children	192	56	29.2%	136	70.8%
Guidance Counselor	618	233	37.7%	385	62.3%
Assistant Principal	296	190	64.2%	106	35.8%
Assistant Superintendent	61	54	88.5%	7	11.5%
TOTAL	2,001	1,109	57.8%	892	42.2%

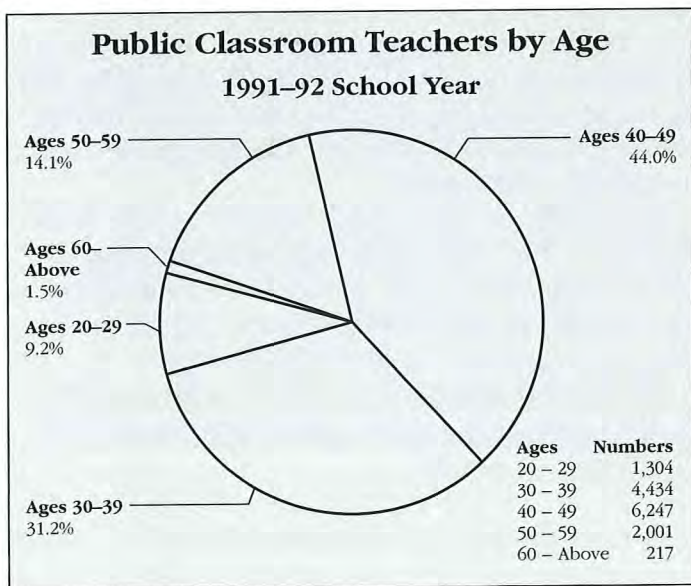
academic study, innovative classroom practices, action research, teacher exchanges and community service. Renewal requirements are fulfilled by the completion of the PRP.

Experienced teachers, who choose to attain master level certification, must utilize the local support system to document exemplary skills in one or all of four basic areas: curriculum design, teacher in-service and staff development, clinical supervision of student teachers, and educational leadership.

*Program Review.* There are fourteen institutions of higher education with teacher preparation programs. The Division of Higher Education Services conducts a program review visit to each institution on a five-year cycle to assure compliance with state standards. Program reviews are conducted using standards which went into effect in February 1990.

*Supply and Demand.* As the 1992-93 hiring season approaches, Maine will continue to have a shortage of qualified special educators. Special education continues to be the greatest shortage area, with speech and hearing specialists being a greatest demand. School administrator vacancies for the superintendency and the principalship are increasing throughout Maine. The demand for school administrators will continue as many present administrators approach retirement.

Veteran teachers re-entering the profession and entry-level teachers are encouraged to begin the job search early and to remain flexible with regard to geographic preference. Due to the current recession in Maine, New England, and in other areas of the nation, teaching vacancies will remain competitive. Overall, it appears most teachers are remaining in their current jobs and job security is a priority for many.



### Average Salary for Full-Time Teachers

Year	Maine	Nation*
1981-82	\$13,994.	\$19,274.
1982-83	\$15,105.	\$20,695.
1983-84	\$16,248.	\$21,921.
1984-85	\$17,328.	\$23,593.
1985-86	\$19,583.	\$25,194.
1986-87	\$21,257.	\$25,566.
1987-88	\$23,425.	\$28,023.
1988-89	\$25,519.	\$29,547.
1989-90	\$26,881.	\$31,304.
1990-91	\$28,531.	\$33,015.
1991-92	\$30,097.	N/A

\*Source: Digest of Educational Statistics 1991

## State Board of Education

The State Board of Education is a nine member board of lay citizens appointed by the Governor and confirmed by the Senate for five year staggered terms. The State Board of Education believes that education must be the highest priority at the state level and in every community across the state, and advocates for improving education in order to meet the needs of all children as expressed in "Maine's Common Core of Learning." In addition, the State Board has adopted the six national goals for education as standards toward which to strive.

In order to reach the national goals and to implement the "Common Core of Learning," the State Board of Education strongly encourages parents, business leaders, and community members to become actively involved as partners in the educational process. Each month the State Board recognizes the outstanding efforts of individuals, schools, staff members, businesses, and citizen groups who create meaningful parent and community involvement programs in the schools.

State Board members serve on several boards and commissions dedicated to improving educational opportunities for all Maine learners, and address various community groups about a variety of educational issues. Board meetings are often held outside Augusta in order to meet with local educators and discuss ways to work together to improve education. Several Board members have participated in the "Beyond Expectations" study of Maine high schools whose test scores and other measures indicate an exceptional rate of success.

The State Board has also participated in discussions with trustees and administrators of both the University and Technical College systems in order to better coordinate educational efforts.

In 1991, the State Board of Education carried out its statutory requirements in the following ways: As part of the federal requirements of the Carl Perkins Act for funding vocational education, the State Board worked with the Department of Education in developing a state plan, conducted hearings, and adopted the Maine State Plan for Vocational Education. The Board also adopted measures and standards of performance for secondary and post-secondary vocational educational programs funded with federal dollars.

The State Board reported to the Legislature, in January, on Maine's experience with the new certification law, which went into effect in 1988. In addition, hearings were held to receive testimony on proposed changes to certification rules and regulations as experience with the new law developed. In December of 1991, the State Board established an advisory council on certification to consider models and alternatives to certification based on high performance. Another statutory responsibility of the State Board of Education is to grant teacher education program approval to institutions of higher education. The State Board reviewed the teacher preparation programs at the University of Maine at Machias and at Husson College.

Out-of-state higher education programs can offer in Maine academic credit courses leading to degrees if approved by the State Board of Education. Programs receiving approval in 1991 included Boston College's Graduate School Program for a Master's degree in social work; Western New England College received approval to offer courses leading to the degree Master of Science in Engineering Management; Andover Newton Theological School, in conjunction with Gordon and Conwell Theological Seminary, will offer a program leading to the degree Master of Divinity.

The State Board of Education is responsible for approving new school construction projects which involve state monies, and for establishing rules and regulations to prioritize such funding. Several revisions to school construction regulations were adopted after public hearing. Included in the revisions were steps to involve the Department of Education early in the site selection process, and a definition of the allowable time-frame between funding approval of a project and actual construction of the facility. New programs were initiated to reduce the number of portable classrooms in the state. The State Board also reported to the Legislature on the costs of school construction over the past five years.

A task force on the year-round utilization of school facilities was established by the Board in the fall of 1991. The task force is expected to report its findings in the spring of 1992.

The first James MacCampbell Award for outstanding public school libraries was presented by the State Board of Education in September, 1991, to Mt. Ararat High School. The award is a memorial to former State Board member James MacCampbell, who was a committed advocate of school library programs. The award will be presented annually, and a permanent plaque will be displayed at the Margaret Chase Smith Library in Skowhegan.

### School Construction — 1991

Twenty-three school projects were approved for debt service subsidy by the State Board of Education in 1991 in accordance with its statutory authority. Six were later defeated at local referendum.

*Elementary Schools.* Fifteen elementary school projects were approved, one of which was defeated in local referendum. The remaining fourteen had an estimated construction cost of \$29,189,912 (including \$3,314,415 in entirely local funds). The fourteen projects included additions to ten elementary schools, which accounted for an estimated cost of \$12,362,159 (including \$3,296,032 in entirely local funds), and four new schools at an estimated cost of \$16,827,753 (including \$18,383 in entirely local funds).

*Middle/Junior High Schools.* Five middle/junior high school projects were approved, two of which were defeated in local referendum. The remaining three had an estimated construction cost of \$14,309,000 (including \$1,031,500 in entirely local funds). Of the three projects, additions to two middle/junior high schools accounted for an estimated cost of \$8,315,000 (including \$991,000 in entirely local funds) and a new school had an estimated cost of \$5,994,000 (including \$40,500 in entirely local funds).

*High Schools.* Three high school projects were approved. Two were additions to an existing school and one was the purchase of a building for vocational education programs. All three projects were defeated in local referendum.

Total funds approved for school construction in 1991 were \$43,498,912, including \$4,345,915 in entirely local funds.

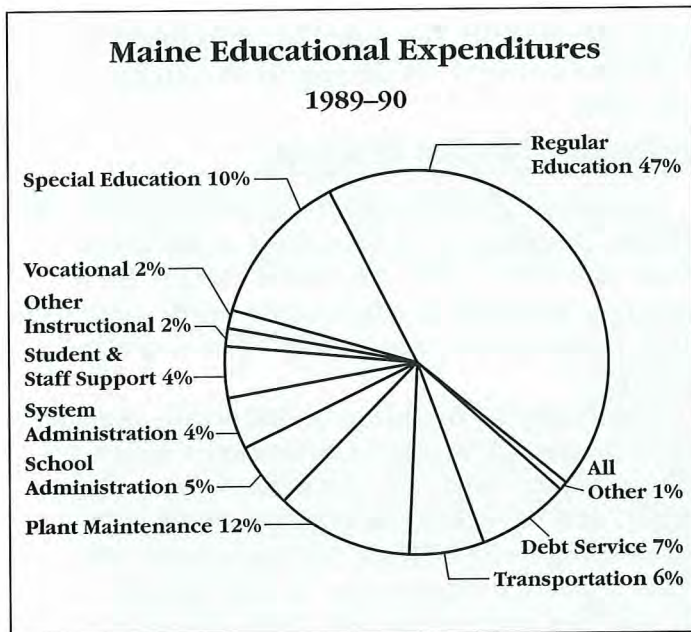
## SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

### Local School Financing

#### Types of Local Revenues and Expenditures

In 1989-90, educational expenditures in Maine from state, local and federal sources totaled approximately \$965,991,368.

A breakdown of percentages of the total for the various costs are shown in the accompanying graph.



#### Special Education Expenditures

Since the enactment of Federal Public Law 94-142, the Education of All Handicapped Children Act, considerable progress has been made toward assuring that handicapped children and youth of Maine have a genuine opportunity to receive an education commensurate with their needs. Federal, state and local funds have increased significantly since the enactment of P L. 94-142. However, most of the fiscal effort to provide special education and related services has come from state and local funding.

State funding, including subsidies for special education and related services, preschool programs for exceptional children, and gifted and talented programs has increased from \$65.8 million in 1989-90 to \$73.3 million in 1990-91.

Local funding increased from \$34.4 million in 1989-90 to \$38.9 million in 1990-91.

Federal funding increased from \$13.2 million in 1989-90 to \$13.9 million in 1990-91.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1990-91 the State's share rose to 58.1 percent. In 1981-82, the local share was 43 percent, while in 1990-91 the local share was 30.8 percent. In 1981-82, the Federal share equaled 20 percent of these costs while in 1990-91 the Federal share was 11.0 percent.

The State's share of special education has increased by 21 percent, while the local share had decreased by 12.2 percent in the last nine years. The Federal share of special education in this same period decreased by 9.0 percent even though the amount of federal funds has increased over this period.

#### Public School Transportation

During FY 1990-91, Maine's school buses transported 174,704 children on an average daily basis to public schools.

The average cost per mile for the 2,075 publicly and 512 privately-owned buses was \$1.55. Miles traveled during the year totaled 32,348,868 at an average cost of \$287.29 per student.

In 1990-91, expenditures for school transportation totaled \$50,190,871.99, and purchases of school buses totaled \$5,334,294.59.

#### School Nutrition and Food Distribution Program

During the 1990-91 school year, Maine school feeding programs prepared and served 18,885,643 student meals in 696 public schools, 33 private schools, 16 residential child care institutions and three state institutions. Reimbursement to school feeding programs in the 1990-91 school year was \$12,479,071 in federal funds and \$1,113,672.68 in state matching funds. State matching funds are based upon 30 percent of federal funds paid in 1981 and are given to public schools as \$.03 per lunch reimbursement.

To administer the seven nutrition programs (school lunch, school breakfast, milk only schools, preschool milk, summer feeding, food distribution, and nutrition education/training), the Division of School Nutrition and Food



Distribution Programs will receive \$307,311 in federal funding and \$209,005 in state funding during this school year.

In the 1990-91 school year, there were 2,200,749 school breakfasts served, a twenty-one (21) percent increase above the 1989-90 school year. Seventy-five (75) percent of the breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Thirty-three (33) percent of the lunch meals were served to those eligible students compared to fifty (50) percent in the 1985-86 school year, a seventeen (17) percent decrease in low income meal participation. The Division reviews plans and equipment for construction or renovation of school feeding facilities.

### Food Distribution Program

This program provides U.S. Department of Agriculture surplus foods to schools, summer feeding programs, charitable institutions, summer camps, child care facilities, soup kitchens, hospitals, jails, and other non-profit public programs. The program's main mission is the equitable division and delivery of surplus foods to end users.

From July 1, 1990 to June 30, 1991, a total of 5,822,582 pounds of food with a value of \$3,393,064 was distributed to Maine school programs. The Food Distribution Program receives direction from an advisory council made up of 12 recipients of commodity foods representing the varied regions and school systems.

## State of Maine Education Appropriations

### General Purpose Aid

*School Funding.* General purpose aid for education in Maine has increased during the past three years by 19.2 percent from \$430.3 million to \$512.9 million in Fiscal 1989 to Fiscal 1992. In the three years prior to 1988 general purpose aid for education increased by 34.9 percent from \$257.4 million to \$347.2 million.

The principle of Maine's school finance law is to equalize the financial effort made by the state's school districts by providing more state aid for poorer school districts and fewer state dollars for richer districts. The principle, and the formulas used to implement it, are designed to

assure that the quality of education a pupil receives does not depend upon the wealth of his or her school district.

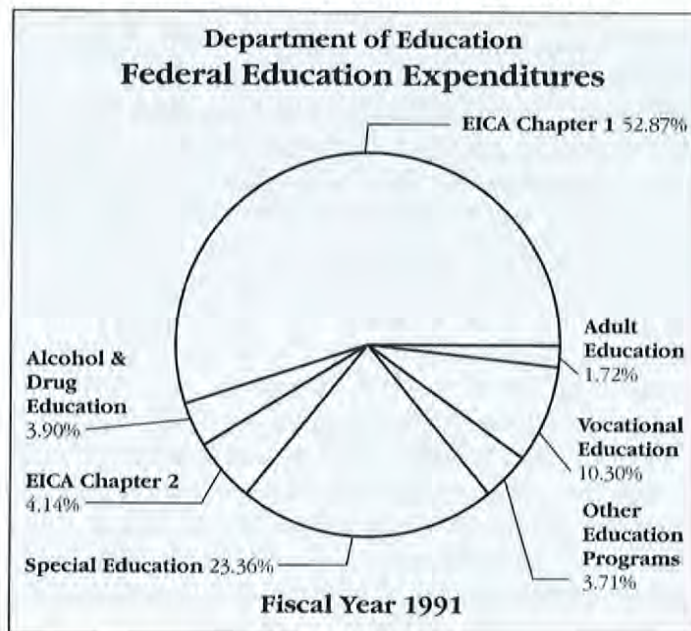
School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state; therefore, they are not subject to local variations in assessing practices.)

Under the 1985 law, at least 56.93 percent of the total allocation of Maine's public school system is paid by the state beginning in 1991-92, with the balance coming from local districts. Depending on its wealth, however, a district may receive only the 5 percent minimum state subsidy or it may receive up to 99 percent from the state.

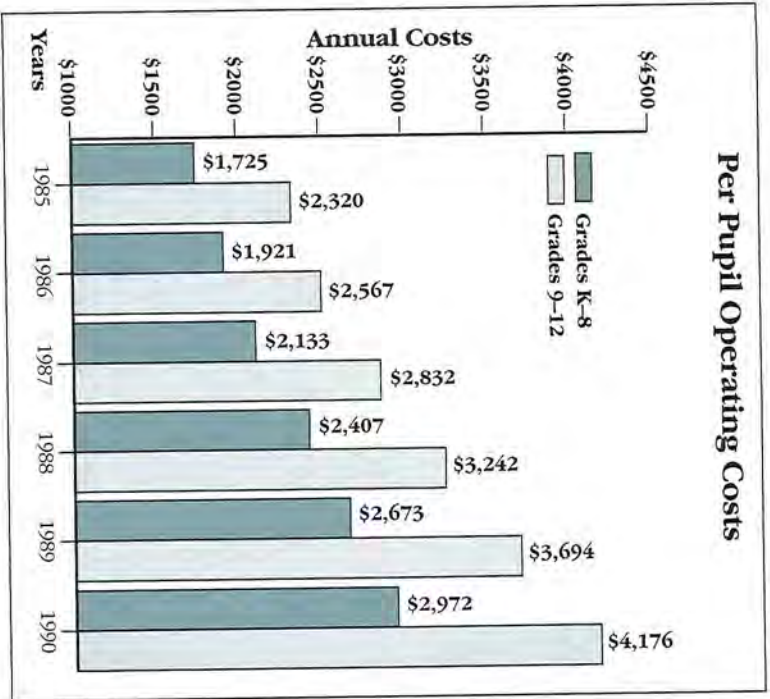
### Federally Funded Programs

Federally-funded programs administered by the Maine Department of Education supplement state and local public education efforts. Each program responds to educational needs which the U.S. Congress has determined to be a national priority.

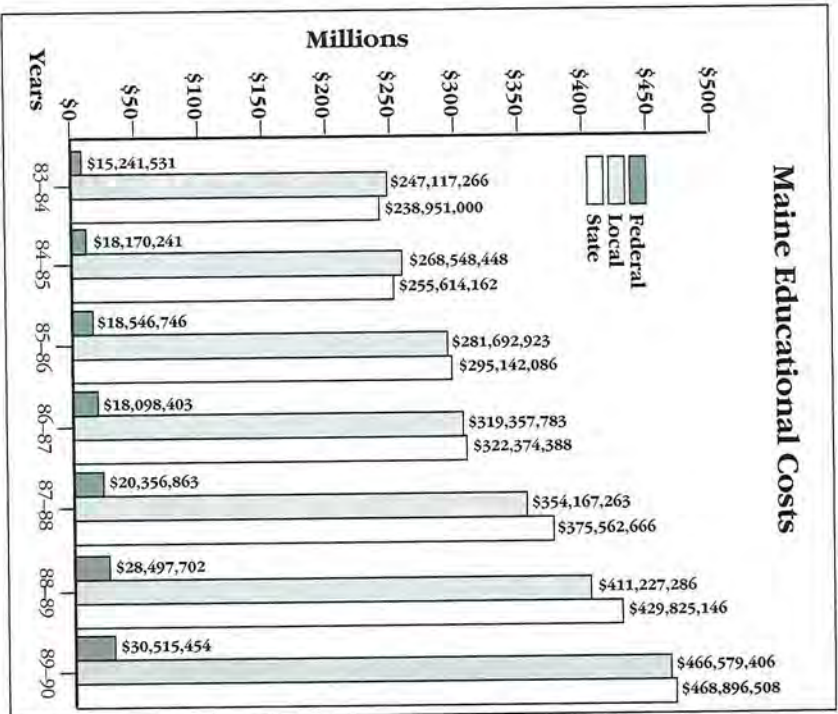
The Maine Department of Education expended and transferred to other Departments for expenditure federal funds for elementary, secondary, adult, and pre-school (handicapped) education amounting to \$53,246,374 in fiscal year 1991. This represents an increase of 13.1 percent or \$6,961,995 from fiscal year 1990 and is reflected, primarily, by increases of \$4,330,619 in Chapter 1, and \$846,452 in Alcohol and Drug Education, and \$824,402 in Special Education categories.



### Per Pupil Operating Costs



### Maine Educational Costs



## SECTION IV: EDUCATIONAL INITIATIVES

### MAINE 2000

MAINE 2000 is part of a national strategy to reach the six national education goals. AMERICA 2000 was announced in April 1991 by President George Bush and U.S. Secretary of Education Lamar Alexander as a long-term strategy for education reform, setting forth guidelines for participating states. With its participation in AMERICA 2000, Maine agreed to four basic steps:

1. Governor John McKernan accepted the President's challenge and Maine became a participating state.
2. The Maine Coalition for Excellence in Education agreed to serve as the MAINE 2000 Steering Committee and adopted the national education goals.
3. The MAINE 2000 Steering Committee developed a strategy for Maine to reach the six national education goals.
4. Governor McKernan has encouraged every community to become a MAINE 2000 Community.

Thus far, over eighty Maine communities/schools have received the designation: MAINE 2000 Community. A MAINE 2000 Community embraces a vision and goals for education consistent with the national education goals; establishes a community-wide strategy for reaching the goals; develops a report card to measure progress; and demonstrates a readiness to create and support a new generation of American schools.

### Implementing Maine's Common Core of Learning

Maine's Common Core of Learning offers the realization of educational promise for all children. At the heart of this promise is the awareness that, "the challenges awaiting our children are not just economic. Their lives will be affected by global concerns of interdependent societies and cultures. These children will need to develop judgment, personal responsibility, and a sense of ethics as world citizens."

The Common Core of Learning identifies what all students in Maine should know and be able to do when they leave high school. It defines, focuses and provides a framework for Maine's plans to meet the challenge of the National Educational Goals.

In 1991, the Department of Education began the formidable task of helping schools use the Common Core of Learning as a springboard for making fundamental changes in their educational systems so that the vision inherent in the Common Core could be realized for all students. To this end, the following systemic initiatives were initiated:

### Common Core of Learning Regional Planning Seminars

After a year of heightening awareness in the educational community about the Common Core and assuring communities that it was not the basis of a statewide curriculum, four two-day seminars were held in 1991 in four regions of the state to help school-community teams plan for more in-depth discussion of the Common Core of Learning. Sixty-five teams attended. As a result of these seminars and the creation of a position in the Department of Education (DOE) to coordinate Common Core of Learning activities, DOE staff now work in teams to lead schools and communities to identify student outcomes and underlying beliefs which will guide the change process.

### Re:Learning in Maine

Maine joined eight other states as a member of the Re:Learning network this year. Re:Learning is a major national effort to answer the call for redesigning the total school system. It is grounded in the belief that school redesign efforts must focus on the primary purpose of schooling—to help all students to use their minds well—and must include the total educational system from schoolhouse to statehouse. Re:Learning is a collaboration of the Coalition of Essential Schools, based at Brown University, and the Education Commission of the States.

In Re:Learning states, a cadre of highly respected people from all parts of the education system initiate the building of a shared vision of education. They help guide the systemic administrative and policy changes this vision implies. The cadre helps design a policy environment that reflects and supports the changes in restructuring schools as well as reform efforts throughout the state education system. In Maine, the Coalition for Excellence in Education serves as the Re:Learning cadre.

Nine school systems have received innovative education grants to enable their high school (and in two districts, all of their schools) to explore using the Coalition of Essential Schools' nine common principles as a framework for their restructuring efforts. In return these nine sites have agreed to use Maine's Common Core of Learning as a springboard for holding community dialogues about the knowledge, skills and attitudes that they want their students to have when they leave high school, and to hold discussions with faculty and the community about how the nine common principles of the Coalition of Essential Schools might inform their restructuring efforts.

Briefly stated, the nine principles are:

- The school should focus on helping students learn to use their minds well.
- The school's goals should be limited to "essential" skills and knowledge.
- The school's goals should apply to all students.
- Teaching and learning should be personalized to the maximum feasible extent.
- The governing metaphor of a school should be student-as-worker.
- The diploma should be awarded on a successful final demonstration of mastery — an exhibition.
- The tone of the school should stress values of unanxious expectation, decency, and trust.
- The staff should see themselves as generalists first.
- Administrative and budget targets should be no more than 10% above that of a traditional school.

#### Innovative Education Grants Program

This program awarded \$300,000 in FY92 to teachers and administrators in Maine's schools in order: 1) to enable Maine educators to create and implement new programs based on Maine's Common Core of Learning which have the potential of leading to fundamental changes in schooling for all students; 2) to promote fundamental change in nine school systems which are exploring the Coalition of Essential Schools' principles as a framework for change; and 3) to continue supporting three school systems working to increase the learning of all their students as part of the Governor's Challenge 2000 incentive program.

#### New Standards Project

The national recognition received by Maine's Educational Assessment and the Common Core

of Learning led to Maine being chosen as a partner state for the national New Standards Project.

The Project's three goals are to 1) construct a high standards examination system containing two components—performance examinations in several subject areas and a cumulative accomplishments component; 2) develop world class curriculum frameworks; and 3) restructure schools in ways that support the attainment of world class standards and address concerns for equity. The New Standards Project will help Maine develop two of the most prominent forms of performance assessment — portfolios of student work and student exhibitions. Both challenge teachers and students to provide concrete proof that outcomes have been achieved and to design activities which help students learn the required skills and demonstrate that they have done so.

#### Youth Apprenticeship Program

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The 1992-93 school year will witness the inauguration of the **Maine Youth Apprenticeship Program (MYAP)**, a new career pathway patterned after training models tested and proven in Europe. Funded in part by a \$50,000 grant from the Council of Chief State School Officers, the MYAP has been developed by representatives of the Maine Departments of Education and Labor and the Maine Technical College System (MTCS), working under a charge from Governor John R. McKernan, Jr. and in cooperation with Jobs for America's Graduates, Inc. (JAG).

Youth Apprenticeship can best be understood as a combination of cooperative education with Tech Prep (technical education preparation) — a new training format which incorporates:

- highly structured cooperative work experiences at both the secondary and post secondary levels;
- a strong commitment to integrating academic and occupational skill building within an applied learning/experiential learning environment; and,
- a systematic and pro-active role for business, labor, and community members in the development and administration of the program.

The Maine Youth Apprenticeship Program will be launched in the fall of 1992 with several demonstration projects, and proceed rapidly to statewide implementation over the following two years. Each project will represent a partnership between an employer, a technical college, a

secondary vocational center or high school, and a local school administrative unit.

Unlike cooperative education or adult apprenticeships, youth apprenticeship in Maine will involve three years of alternating modules of full-time work and full-time study, beginning in grade 11. Although MYAP participants will remain students, not employees of the participating employers, they will receive a weekly stipend (funded through a charge to the employers), starting at approximately \$90 per week. Youth apprentices will also be enrolled in chapters of a Youth Apprenticeship Guild, and will receive job placement and follow-up services after completion.

At the end of the 12th grade, MYAP participants will be awarded a high school diploma, as well as an itemized and "warranted" Certificate of Skill Mastery. At the end of the third year, participants who successfully complete technical college program requirements will be awarded (tuition free) MTCS Certificates, and will also have the option of continuing for an additional year of full-time study to earn an associate degree.

At the state level, the program will be administered in part by a Maine Center for Youth Apprenticeship, housed at Southern Maine Technical College and overseen by an International Board of Governors.

### Maine: A Community of Discovery

One year ago in June, the National Science Foundation called a meeting of representatives from states interested in applying for a State Systemic Initiative grant of \$10,000,000 to be distributed over a five year period. Four members of the Department of Education and a mathematics educator at the University of Southern Maine attended this informative meeting.

Partnerships with business, community and education K-16 were established. On October 15, 1991, a proposal was submitted, titled *Maine: A Community of Discovery*. Maine was one of fifteen state finalists, from which ten would be selected. Six people from the National Science Foundation conducted a site visit in late January 1992.

Later, four major committees were established and their responsibilities assigned:

#### ★ **Systemic Planning and Evaluation**

##### **Vehicles:**

- Strategic Planning Methods
- Project Evaluation and Performance Measurement

#### **Responsibilities:**

Revise vision and goals. Initiate statewide actions and policies to encourage change. Perform project assessment with special attention to equity issues. Conduct program evaluation to ensure alignment of subcommittee activities and strategies. Support dissemination of program activities.

#### ★ **Professional Preparation and Development**

##### **Vehicles:**

- Beacon College
- Scientists and mathematicians
- Facilitators
- Institutes and Workshops

##### **Responsibilities:**

Prepare new teachers and provide incentive and opportunity to existing teachers to enable them to effectively teach mathematics and science to all students.

#### ★ **Community Integration**

##### **Vehicles:**

- Community Action Teams
- Apprenticeship Program
- Facilitators
- Business Leaders

##### **Responsibilities:**

Involve local community members in developing a relevant program, increasing public awareness, providing employment, and removing community-wide impediments for females and other under-served students.

#### ★ **Curriculum and Instruction**

##### **Vehicles:**

- Beacon Schools
- Scientists and mathematicians
- Facilitators

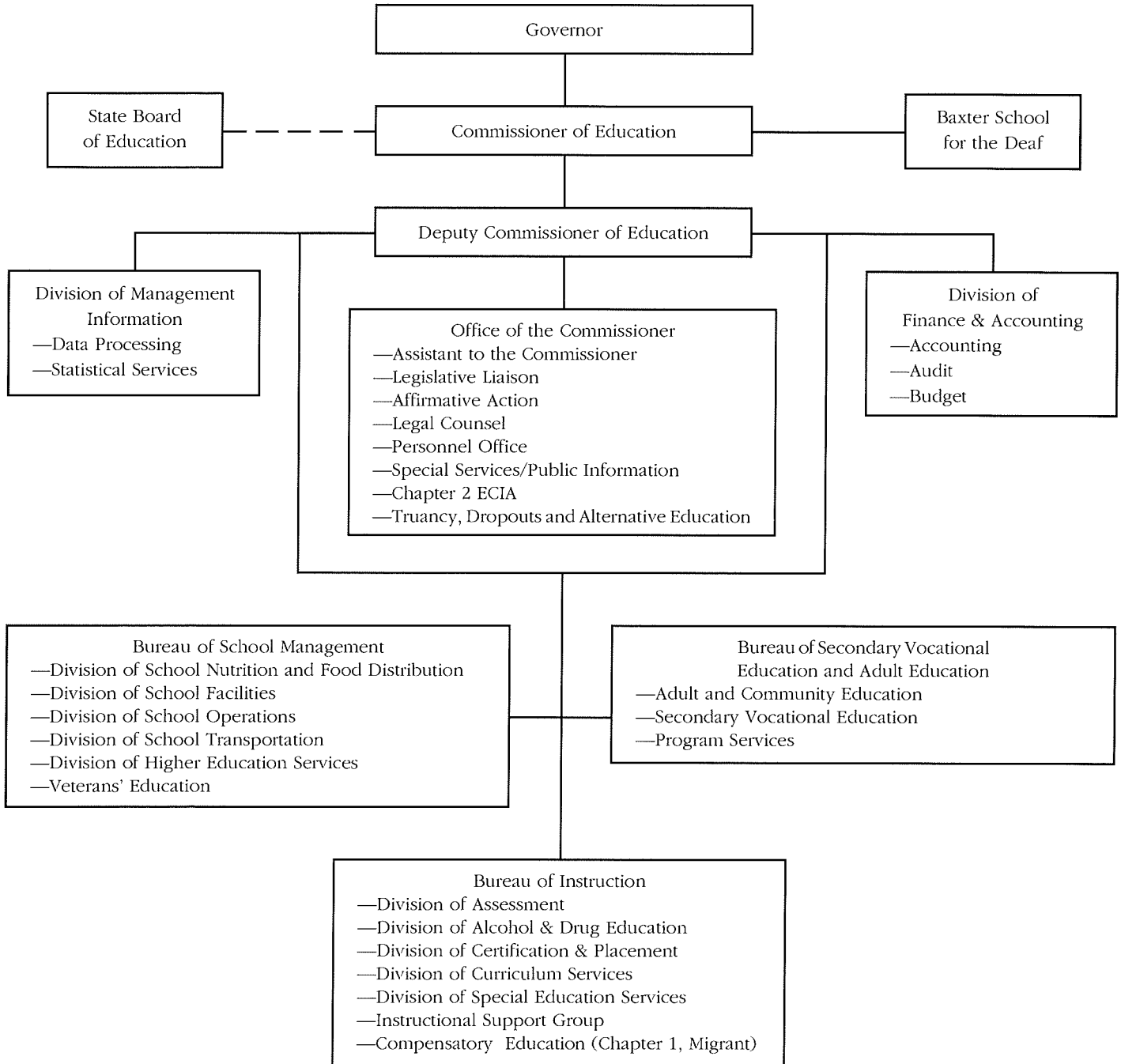
##### **Responsibilities:**

Adapt existing curricula, develop new curricula, and adopt equity strategies to achieve goals of increasing performance and aspiration for all students. Identify and work with seven Beacon Schools on curriculum and dissemination to other districts throughout the state. These seven schools would also work with pre-service as well as in-service teachers.

On May 1, 1992, Maine was notified that it was one of eleven sites to be funded. Budget negotiations with NSF have begun. There is enthusiasm all over the state for this ambitious project to enhance K-16 mathematics and science education.

State of Maine  
DEPARTMENT OF EDUCATION  
Augusta 04333

ORGANIZATIONAL CHART



*This organizational chart will be adjusted following legislative action in the next session.*