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PERFORMANCE
REPORT
ON
MAINE'S
PUBLIC SCHOOLS

1993

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**Maine
Public Schools
Performance Report
1993**

JOHN R. MCKERNAN, JR.
GOVERNOR

DEPARTMENT OF EDUCATION
LEO G. MARTIN
COMMISSIONER

Printed under appropriation 010-05A-1000-012

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Front Cover:

Maine students explain what the National Education Goals mean to them at a conference releasing Maine's Progress Report, October 1, 1992 —

- Goal 1:* Amy Grumbling
Wells Junior High School
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It is the mission of the Maine Department of Education to lead education towards higher aspirations, higher expectations, and higher performance in order to provide a competitive edge for citizens in the State of Maine into the 21st century.

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.
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DEPARTMENT OF EDUCATION

Telephone (207) 287-5800

Dear Maine Citizen:

I am pleased to share with you the 1993 Performance Report on Maine's Public Schools. The report provides general statistical information about the make-up of our educational system and an update on the Department's varied programs and activities.

It is heartening to note the continuing progress and accomplishments of our students and our school systems despite the financial sacrifices of the last few years brought about by a declining economy. Maine's school funding formula has been the topic of study and our Legislature is facing major decisions with regard to a fair distribution of state funds for schools over the next biennium.

An example of continuing excellence in education is the recent release of results of the February, 1992, National Assessment of Education Progress in Mathematics. Maine's fourth graders outscored all other states in mathematics testing, while Maine's eighth graders came in fourth. These are tangible indicators that the Maine Educational Assessment tests, which have been in existence since 1985, are a viable measure of what students know and are able to do. It also is evidence that Maine is progressing toward achievement of the National Education Goals, especially in math achievement. As at the national level, our teachers are emphasizing problem-solving and "open-response" questions using a combination of skills instead of traditional drills and memorization.

While this achievement is an important tribute to Maine's teachers and affirms our confidence in public education, we cannot be satisfied with our progress. There remains much work to do in order to ensure that the next generation of Maine children will have the kind of education they will need to be successful.

The Department of Education's current and new initiatives are working toward change and the restructuring of public education, and the collaboration of the community, the parents, religious institutions, and educational leaders in our children's education. Together, we can invest our talents, energy, and resources toward a brighter future for Maine through a quality education for all our children.

I encourage you to become informed and involved. I hope that this report will be useful to you and that you will contact the Department if you need further information.

Sincerely,

A handwritten signature in cursive script that reads "Leo G. Martin".

Leo G. Martin
Commissioner

A look at Maine public school education

- ▶ *For at least 175 days between August and June in Maine, more than 211,800 children attend public schools.*
- ▶ *They are taught by 14,280 full-time teachers who earn an average salary of \$30,250, compared to the national average for 1991-92 of \$34,148.*
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- ▶ *Nearly 5,000 receive Migrant Education services to offset the continued interruptions in their educations caused by the transient nature of their parents' occupations.*
- ▶ *Gifted and talented programs statewide serve 10,200 students.*
- ▶ *A majority are served by 485 school libraries.*
- ▶ *176,536 ride on school buses.*
- ▶ *More than 19 million meals are 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

Achievement of College Bound Students

Performance on the SAT	3
Performance on Achievement Tests	3
Maine and National SAT Score Averages 1982-1992	4
Summary	4

SECTION II:

DEMOGRAPHIC AND EDUCATIONAL PROFILE

Profile of Maine

Demographic Information	5
Educational Attainment	5

The Educational System

Public School Enrollment	5
Maine's Public Schools	6
Maine's Educational Program	7
MAINE 2000	8
Early Childhood Demonstration Sites	8
Gifted and Talented Education	8
Alcohol and Drug Education	9
Maine School Libraries	9
AIDS Prevention Education Program	10
Distance Education	10
Affirmative Action	10

Applied Technology Education

Career Pathways for Maine Youth	11
Competency-based Curriculum Development	12
Youth Leadership Activities	12
Consumer and Home Economics	12
Teacher In-Service Activities	13
School Based Child Care	13
Agriculture/Natural Resources	13
Business Education	13
Marketing	13
Cooperative Education	13
Health Occupations/CNA Programs	13
Activities Coordinator Curriculum	14
Health Occupations Students of America (HOSA)	14

Hospitality/Food Service	14
Early Childhood Occupations Education	14
Vocational Curriculum Resource Center of Maine	14
Sex Equity and Single Parent Programs	14
Career Guidance and Counseling	14
Handicapped/Disadvantaged/Limited English Proficient (LEP) Students	14

Special Student Membership

National Origin Minority Groups	15
Recent Immigrant Children	15
Compensatory Education (Chapter I, Migrant)	16
Governor Baxter School for the Deaf	16
Education of Exceptional Students	17
Home Schooling in Maine	17
Homeless Children and Youth	18
Student Assistance Team Unit	18

School Personnel Profile

Maine Educators	18
Administrator/Supervisory Positions Male/Female	18
Teacher Education and Certification	19
Public Classroom Teachers By Age	19
Average Annual Salaries	19
State Board of Education	19
School Construction	20

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 Program	21

State of Maine Education Appropriations

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

SECTION IV:

EDUCATIONAL INITIATIVES

Current Initiatives	24
New Initiatives	25
Organizational Chart	27

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State House Station 23, Augusta, Maine 04333 — *Offices Located at the Education Building*

An Equal Opportunity Employer

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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

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Performance on the SAT	3
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Profile of Maine

Demographic Information	5
Educational Attainment	5

The Educational System

Public School Enrollment	5
Maine's Public Schools	6
Maine's Educational Program	7
MAINE 2000	8
Early Childhood Demonstration Sites	8
Gifted and Talented Education	8
Alcohol and Drug Education	9
Maine School Libraries	9
AIDS Prevention Education Program	10
Distance Education	10
Affirmative Action	10

Applied Technology Education

Career Pathways for Maine Youth	11
Competency-based Curriculum Development	12
Youth Leadership Activities	12
Consumer and Home Economics	12
Teacher In-Service Activities	13
School Based Child Care	13
Agriculture/Natural Resources	13
Business Education	13
Marketing	13
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Health Occupations/CNA Programs	13
Activities Coordinator Curriculum	14
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Sex Equity and Single Parent Programs	14
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National Origin Minority Groups	15
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Average Annual Salaries	19
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Maine Educational Expenditures	21
Special Education Expenditures	21
Public School Transportation	21
School Nutrition and Food Distribution Program	21

State of Maine Education Appropriations

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

SECTION IV:

EDUCATIONAL INITIATIVES

Current Initiatives	24
New Initiatives	25
Organizational Chart	27

SECTION I: EDUCATIONAL ACHIEVEMENT

High School Graduation

Twelve thousand four hundred seventy-one (12,471) Maine students graduated from public high schools in the 1991-92 school year, reflecting a graduation rate of 82.6 percent for the class of 1992. The class graduation rate is the number of high school graduates measured against the ninth grade fall enrollments four years earlier. Within a state, the class graduation rate is not adjusted for in-to-state and out-of-state 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.

Adult High School Completion Programs

Maine's adult high school completion programs operate as an extension of the local high school under the direction of the local school board. These adult 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.

These adult high school completion programs provide an avenue of opportunity for the 26% 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.

The local programs were again assisted in their promotional activities through the "Keys to Your Future" program sponsored by Key Bank of Maine. July 1993 will mark the end of an initial five-year commitment by Key Bank of Maine to support activities to address literacy at all levels. This project also includes a scholarship award to each of Maine's top ten GED students.

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 91-92, 1,024 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) exam in math, science, social studies, literature and writing skills including an essay. These tests reflect the competencies that students across the country have in these subject areas upon high school graduation. In the 91-92 fiscal year, 3,040 students earned high school credentials in this manner.

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 Applied Technology and Adult Learning'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.

Adult Vocational Education

Adult Vocational Education in Maine operates under both state and federal funding. The primary focus of this program is the delivery of skills and knowledge relating to job and career development. 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 Applied Technology and Adult Learning.

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 91-92, adult vocational programs counted some 26,000 enrollments in these offerings.

Adult Basic Education

Maine is fortunate to have a well-developed Adult Basic Education delivery system. In program year 1991-92, 17,339 Maine adults received educational services through these programs. Some results of this education were:

- 768 obtained a job
- 224 removed themselves from public assistance
- 593 learned to read
- 835 learned the English language
- 354 upgraded themselves in their job
- 190 registered to vote
- 30 received United States citizenship
- 2,500 participated in workplace literacy programs
- an estimated 10,662 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. Fire stations,

libraries, workplaces, correctional facilities and homeless shelters are some alternate delivery sites. Services are now available at 15 county correctional centers.

The strength of this delivery system was a factor in the recent award to Maine of a \$200,000 federal grant for adult education for the homeless at 37 community-based sites.

An Adult Learning Opportunities toll free telephone information and referral service is available statewide in cooperation with Literacy Volunteers of America-Maine. Over 3,000 calls were received in 1991-92.

Achievement of Public School Students

Maine Educational Assessment (MEA)

The MEA, in its eighth year, is very different than the typical perception of a standardized test — both in "what" is tested as well as "how" it is tested.

Unlike many more traditional tests, the MEA focuses on the ability of students to synthesize and analyze information and solve problems instead of simply asking students to answer questions that determine how well they have memorized facts.

While the MEA uses some multiple choice questions, about half of all scores are based on tasks that require students to defend arguments, solve problems and apply knowledge. This is accomplished by using open response questions and writing prompts. An example of an open response item follows:

GRADE 11 — SOCIAL STUDIES



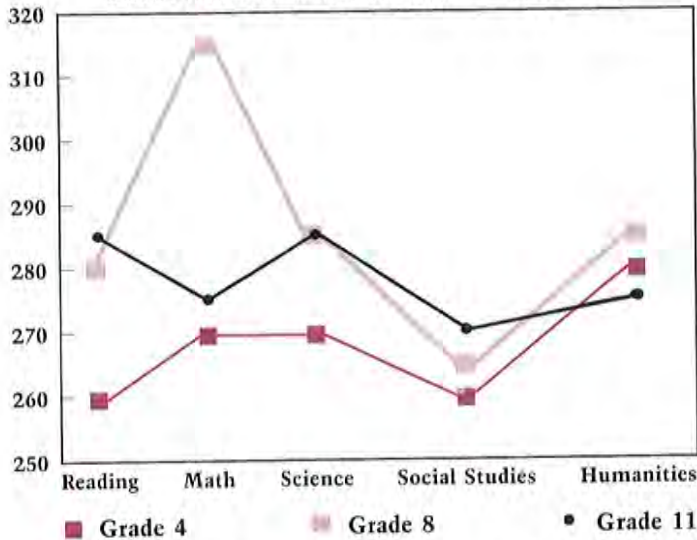
By Dana Summers, Washington Post Writers Group, Reprinted with permission

2. What does the cartoon above indicate about Communism? Describe what issues led to this occurrence.

The MEA tests all fourth, eighth and eleventh graders each year in the areas of Reading, Writing, Mathematics, Science, Social Studies, and Arts and Humanities. Each district and school receives a detailed report outlining performance of their students. In addition, parents receive reports detailing the achievement of their children.

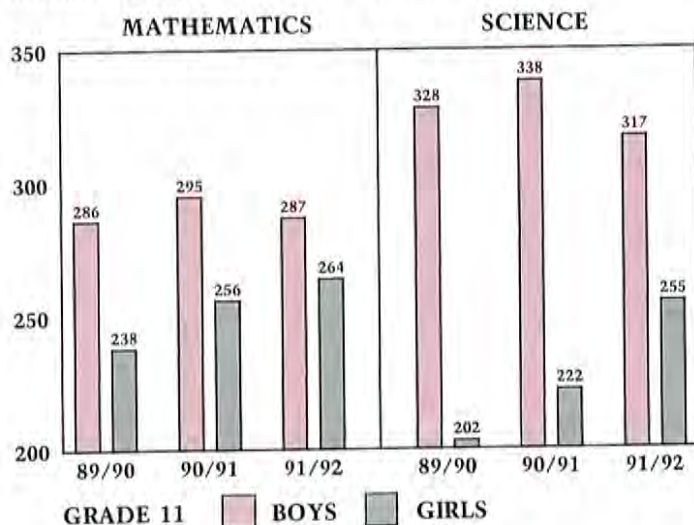
In the initial year of testing, 1985-86, all scores at all grade levels were calibrated to a state average of 250 (on a scale of 100-400). The graph below shows the most current statewide averages for each subject and grade level:

STATEWIDE AVERAGES — 1985-1993



Perhaps one of the more interesting and encouraging performance trends over the past few years has been the narrowing of the "gender gap" in Mathematics and Science. Results in the early years of the program showed males outperforming females significantly in these subject areas. These differences were consistent with national research trends as well.

In recent years however, there has been a steady decline in the size of the differences:



Individuals wishing to know more about the testing results for a specific school are encouraged to contact the school principal, or to contact the Maine Department of Education for more general types of information.

Achievement of College Bound Students

Performance on the SAT

In 1992, 66 percent of Maine graduates took the Scholastic Aptitude Test (up 2 percent from 1991), a rate far greater than the 42 percent recorded in the nation. The average verbal score was up 1 point to 422; the average math score was up 2 points to 460. The average verbal score for Maine males was up 1 point to 425; the average female score was up 1 point to 419. In math, the state average for males was down 1 point to 481; the female average was up 5 points to 442.

The 1992 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 1992 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. However, in 1992, the difference was only 39 points.
- The number of women taking the Scholastic Aptitude Test exceeded the number of men (53 percent to 47 percent) by roughly the same percentage as in recent years.
- As in each of the past ten years, Business & Commerce was the most popular choice for intended college major. Engineering was the most popular choice for males, with Business & Commerce second; Health and Allied Services was the most popular choice for females, with Business & Commerce second.

Performance on Achievement Tests

In 1992, 15 percent of Maine graduates took at least one Achievement Test, almost twice the national percentage of 8 percent. Achievement Tests are curriculum-based and are designed to measure educational outcomes or knowledge in specific subjects such as French, physics, American history, and English.

The four most frequently taken achievement tests in Maine in 1992 were English Composition,

Mathematics Level I, Biology, and American History.

The Achievement tests show that:

- The state average score for English Composition was up 3 points to 519, a ten-year high. The state average for Mathematics Level I was up 1 point to 532, also a ten-year high.

- From 1983 to 1985, Maine seniors recorded Mathematics Level 1 and English Composition scores considerably lower than the national average; in recent years, state scores have been closer to the national average, particularly with respect to English Composition.

Summary

Participation rates for Maine students in the College Board Admissions Testing Program (ATP) which include both SAT and Achievement Tests is significantly higher (69 percent) than the national rate of participation (45 percent). However, only 56 percent of the 1992 graduates declared an intent to enroll in a post secondary institution. This disparity may indicate that many students are taking the college entrance examinations without having taken appropriate college preparatory courses.

SAT SCORE AVERAGES 1982 - 1992

Year	NATIONAL VERBAL			MAINE VERBAL			NATIONAL MATH			MAINE MATH		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
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
1992	428	419	423	425	419	422	499	456	476	481	442	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.

American society is highly mobile and Maine reflects this. Forty-seven percent of the State's residents over age 5 had moved at least once between 1985 and 1990.

Sixty-four percent of Maine's 465,000 households had children under age 18 in 1990. This was identical to the national figure. The proportion of Maine children living in poverty (13.2%) in 1990 was substantially below the national rate of 17.9%. Of the 168,000 Maine households with children, the proportion headed by single parents (22.5%) was slightly lower than the national figure of 25.8%.

Educational Attainment

According to the 1990 census, the educational attainment of Maine's population is slightly

higher than that of the nation. In Maine, 78.8% of adults age 25 or older had completed high school. In the nation, the figure was 75.2%. Maine residents, however, lag slightly behind the nation with respect to higher education. In Maine, 18.8% of adults age 25 or older had college degrees. In the nation, 20.3% had degrees.

The Educational System

Public School Enrollment

Enrollment in Maine's public schools has shown a steady decline since 1973. The 1990-91 school year is the first year to show a reversal of this trend. Enrollment in 1991-92 increased by .661 percent. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off in the mid 1990's.

1991-92 Fall Enrollment for Public Schools

	E.U.T.**	M.I.E.***	Other Public	Totals
Ungraded Elementary	0	0	488	488
Special Elementary	1	0	1,581	1,582
4-Year Old Program	0	54	392	446
Early Kindergarten	0	0	1,051	1,051
Kindergarten	32	38	17,036	17,106
Transitional Grade 1	0	0	1,481	1,481
Grade 1	43	51	17,813	17,907
Grade 2	39	52	17,433	17,524
Grade 3	43	46	17,173	17,262
Grade 4	28	46	16,819	16,893
Grade 5	34	45	16,546	16,625
Grade 6	36	42	15,886	15,964
TOTAL K-6	256	374	123,699	124,329
Grade 7	5	38	16,055	16,098
Grade 8	6	30	15,657	15,693
TOTAL 7-8	11	68	31,712	31,791
TOTAL K-8	267	442	155,411	156,120
Ungraded Secondary	0	0	33	33
Special Secondary	0	0	580	580
Grade 9	0	0	14,858	14,858
Grade 10	0	0	13,799	13,799
Grade 11	0	0	13,256	13,256
Grade 12	0	0	12,860	12,860
Post Graduates	0	0	83	83
TOTAL 9-12	0	0	55,469	55,469
TOTAL K-12	267	442	210,880	211,589

— As reported on the Fall School Report (EF-M-40) submitted as of Oct. 1, 1991
 **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 (42 Systems with 42 Municipalities)

A city or town with individual school supervision is a single municipality of comparatively large size for Maine (generally 75 or more teachers). A school committee administers the education of all grades in the city or town through a superintendent of schools. The 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 Municipalities)

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. The member municipalities share the S.A.D. costs based on a formula which includes state valuation and/or number of pupils.

Community School Districts (13 Systems with 39 member 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 comprised 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. The member municipalities share the S.A.D. costs, 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 (32 Systems with 127 Municipalities)

A Union is a combination of two or more school administrative units joined together for the purpose of sharing the costs of a superintendent and the superintendent's office. Each member school administrative unit maintains its own budget, has its own school board, and operates in every way as a separate unit except for the sharing of superintendent services.

In addition, a union school committee exists, comprised of representatives of each member unit school committee, and 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.

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

There are three reservations of Indian children in Maine. These three reservations are organized exactly as a union of towns.

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 (25 Systems, 25 Municipalities)

A unit assigned to a district superintendent or an agent of the commissioner generally is 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 unit is unable to arrange for a superintendent on its own.

TYPES OF SCHOOLS — 1991-92

Code		Public	Private
(H)	High Schools	94	16
(I)	Junior-Senior High Schools*	20	2
(J)	Junior High/Middle Schools	97	0
(U)	Ungraded Schools	0	1
(S)	Special Education Schools*	9	9
(C)	Combined Elementary & Secondary Schools*	13	11
(E)	Elementary Schools	487	56
(V)	Vocational Centers & Regions	27	0
	TOTALS	747	95

SUMMARY

Elementary Schools (any grade combination from kindergarten to grade 8)	590	55
Combined Elementary & Secondary Schools (any grade combination which includes both elementary & secondary grades)	36	22
Secondary Schools (any grade combination from grade 9 to grade 12)	113	18
Vocational Regions (regional vocational programs)	8	0
TOTALS	747	95

*{1 state-owned & operated listed under public}

Applied Technology Center (19 Centers)

An applied technology center is a facility or program providing vocational education to secondary students. A center is governed by a single school administrative unit. It may serve students from other affiliated school administrative units. It may include satellite center facilities and programs. A vocational satellite program is a facility or program providing vocational education to secondary students, which is administered by a school administrative unit affiliated with an applied technology center.

Applied Technology Region (8 Regions)

An applied technology region is a quasi-municipal corporation established by the Legislature for the delivery of vocational programs which is comprised of all the school administrative units within the geographical boundaries set forth in 20-A MRSA, section 8451. A region is governed by a cooperative board formed and operating in accordance with 20-A MRSA, Chapter 313.

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

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

- 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, 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.

MAINE 2000

During the past year, an incredible amount of work has been accomplished in the promotion of the national education goals, examining the status of our state's efforts, and reporting on our progress.

The first detailed report on Maine's efforts to achieve the National Education Goals (MAINE 2000) was distributed as an insert in three major newspapers to 315,000 Maine households in November of 1992. The report received positive response from people across the state and won a National Governors Association award. Work on this year's report is underway.

Over ninety Maine communities have received the designation: MAINE 2000 Community and have pledged to embrace a vision and goals for education consistent with the national education goals, establish a community-wide strategy for reaching the goals, develop a report to measure progress, and demonstrate a readiness to create and support a new generation of American schools.

U.S. Secretary of Education Richard Riley has announced the new administration's commitment

to the goals and changed the name "AMERICA 2000" to "GOALS 2000: Educate America." Maine's Governor has been appointed to the National Education Goals Panel. Governor McKernan will be assuming a leadership role on Goal 6, with a focus on ensuring that all schools have a safe, disciplined environment conducive to learning; and on a special issue: the role of educational technology in achieving the goals.

Early Childhood Demonstration Sites

Early Childhood Demonstration sites in Buckfield, Caribou, and Waterville, are providing a high-quality program for approximately 120 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.

Gifted and Talented Education

Maine school administrative units, guided by phase-in plans developed at the local level, are sustaining efforts to achieve the implementation of comprehensive programs in arts and academics K-12, although the Legislature has postponed the final date for full implementation of program plans to the school year 1996-1997. Local plans are updated annually with progress toward achieving program goals reflected in the annual application for program approval at the state level.

One hundred and twenty-three (123) school systems provided local programs for gifted and talented students during the 1991-1992 school year. In addition, 41 local school administrative units in nine regions collaborated to provide regional programs for secondary students statewide. The growth of the regional program model demonstrates the success of this approach which is exceptionally responsive to a range of student needs, maximizes a variety of resources, and draws strongly on the creativity and collegiality of professional educators as they restructure the educational experience for talented youth.

Approximately 10,200 students were served in gifted and talented programs statewide during the 1991-1992 school year. This represents just

under 5% of the total kindergarten through grade twelve school age population enrolled in Maine public schools for that year. A wide variety of opportunities in academics and in the arts were offered through these programs. Fifty percent of the programs provided services in both areas, with the remainder serving students in academic areas only.

Programs across the state are characterized by a full range of instructional strategies, program designs and service options reflecting a responsiveness to individual student needs and the diverse educational setting represented by Maine schools. Restructuring initiatives which encourage flexible pacing, rigorous and challenging curriculum, interdisciplinary approaches to content, alternative assessment strategies and developmentally appropriate practice support the principles of gifted and talented programs outlined in Chapter 104. An increased emphasis on collaboration among gifted education specialists and regular education staff serves to strengthen and improve school programs for all.

Professional development activities to support educators in the field included training conferences co-sponsored with the Maine Educators of the Gifted and Talented and technical assistance activities carried out through the Department. Summer institutes sponsored by the Professional Development Center at the University of Southern Maine provided educators week long training opportunities in gifted education. Maine Parents for Gifted and Talented Youth offered conferences, workshops and networking opportunities for parents as well as programs for children and youth.

Alcohol and Drug Education

The Division of Alcohol and Drug Education Services' initiatives work toward preventing the spectrum of problems and costs associated with alcohol and other drug use, abuse, and dependency among Maine youth. These costs include loss of life, physical and mental debilitation, violence, crime, social dysfunction, economic and legal problems, school vandalism, school dropouts, endangerment of the ability to learn and teach, disruptive classrooms, threats to safety, and creation of a climate of fear and disregard for authority.

The division's 1992 statewide survey of students in grades six through twelve revealed the magnitude of the problem among youth in this state.

Within the parameters of the "Plan for Coordination" established by the Department of Education and the Office of Substance Abuse, the division provides leadership and service delivery strategies to help schools reduce or eliminate these problems. It assesses the nature and extent of the problem among school-age youth; makes policy, program, and legislative recommendations for dealing with the findings; and carries out strategies to help ensure that effective prevention, education, and intervention programs and procedures are implemented and maintained in the schools. It operates an audio-visual and print materials center, providing resources that support classroom instruction statewide and ensuring that all schools or school systems do not have to purchase these items. It fosters working relationships between schools, treatment, law enforcement, social service agencies, corrections, and community business and industry.

The division administers the federal "Drug-Free Schools and Communities Act" in Maine. By statute, at least 90% of the state allotment is distributed to local education agencies to improve alcohol and other drug prevention and education programs, and nearly every school system in Maine is receiving these funds. The division also assures compliance with the Drug Prevention Certification legislation of 1989, PL 101-226.

The division provides leadership, training, consultation, and on-site technical assistance to schools and communities on eight elements of a comprehensive program: education and awareness, policies and procedures, climate, support groups, student awareness, curriculum, staff development, and modeling.

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 28 school administrative units have participated in some component of the AIDS prevention education program. A total of 78 percent of all school administrative units have 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 15 school administrative units are primarily K-8 schools that represent under 5 percent of Maine's public school students.

A very successful component of the program has been the Student Leadership Conferences on HIV/AIDS. Over the last four years, 77 percent 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.

Maine has developed a unique 11th and 12th grade HIV curriculum *Listen to the Students*. The Centers for Disease Control is interested in national distribution of this research based curriculum, developed by Family Planning Association of Maine (FPA) and funded by the UNUM Foundation. Fifteen high schools will have this curriculum in place by the end of the 1994 school year. This curriculum is one of the most promising researched based programs in the country.

The results of the HIV/AIDS Education Survey indicate that 100 percent of the 94 responding high schools teach students how to avoid becoming infected with HIV. Ninety-two percent of the 96 responding middle and junior high schools also teach about HIV, and 74 percent of the elementary schools. Efforts will be made this year to target those schools not teaching HIV prevention education at the upper elementary middle school level.

The two Departments also co-sponsor a three day training for staff of agencies that serve out-of-school youth. Approximately 300 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

Distance Education, via the ITV (Interactive Television System) of the University of Maine at Augusta's Education Network of Maine, is impacting K-12 public schools in a variety of ways. Staff from the Department of Education are presenting informational programs regarding new laws, rules, and regulations pertaining to Maine public school education. Teachers and administrators from a variety of schools are presenting broadcasts to share innovative educational activities taking place in their schools. These programs have focused on heterogeneous grouping, multi-age grouping, developmental education, creative scheduling, student exhibition outcomes, and Maine's Beacon schools.

The 90 sites linked to the Education Network of Maine include 57 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 is being provided at the secondary level, and science at the middle school level.

Over 350 Department of Education teleconferences have been held over the ITV system. Four mini-courses for continuing education units have attracted over 600 educational support staff and professionals from all areas of the state.

During the 1992/93 school year, approximately 150 college courses are being offered over the ITV system as well as a multitude of faculty, community in-service and statewide meetings. A third channel has been added to the Network which covers the southern part of the state; plans are to expand its coverage throughout central Maine by the fall of 1993.

Distance Education provides consistent information, statewide, in an efficient, cost effective manner and in doing so promotes educational equity in Maine.

A proposed \$10,000,000 bond issue to expand the Education Network of Maine into all Maine high schools and to add another channel of programming would greatly increase the system's offerings, accessibility, and use.

Affirmative Action

Title IV funding has enabled the Affirmative Action Office to provide statewide training for

local affirmative action officers and administrators, as well as provide technical assistance for local school districts concerning equity issues. With the emergence of Maine's mandatory Sexual Harassment training law, a Train-the-Trainer workshop has been developed to enable districts statewide to self-train in prevention of and response to sexual harassment.

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. Many in-service workshops have been provided at the request of local districts for both staff members and students. A variety of training topics have included equity in the curriculum and classrooms, stereotyping, girls in math and science, equitable schools, model hiring practices, and sexual harassment.

Applied Technology Education

(VOCATIONAL EDUCATION)

Career Pathways for Maine Youth

It is the policy of the State Board of Education and the Maine Department of Education that a broad range of clearly defined pathways into the world of work should be available to all Maine students. Preparing all Maine citizens for high performance and productive employment is a vital key to Maine's future prosperity.

As many as seven distinct career pathways are available to juniors and seniors in a growing number of Maine high schools. In addition to the College Prep course of study, which is based on the Liberal Arts curriculum and leads through a four-year college degree (or higher) to a career in a professional occupation, six different Applied Technology pathways have been developed:

- Occupational Preparation
- Cooperative Education
- Pre-Apprenticeship Preparation
- Jobs for Maine's Graduates
- Tech Prep
- Youth Apprenticeship

Secondary-level **Occupational Preparation** programs are offered in Maine by a statewide network of regional applied technology centers. This course of study — traditionally called "vocational education" — typically takes the form of two-year programs of occupationally-specific skill training.

Over 35 different occupationally-specific programs are currently available in areas ranging from horticulture to information processing, health occupations to computer electronics, machine shop to graphic design. Nearly 5,000 juniors and seniors were enrolled in specific occupational preparation programs during the 1991-1992 school year. Over 700 more were enrolled in broad cluster vocational programs, and over 350 in diversified vocational special needs programs.

Under Maine law, two types of area vocational schools make up the statewide applied technology network: applied technology centers and applied technology regions.

Both centers and regions enroll students on a regional basis, from sending high schools throughout a service area defined in state law. Centers are governed by the school board of a single school administrative unit, while regions are administered by a cooperative board intended to represent all the school units within their service areas.

Cooperative Education is designed for high school juniors and seniors who intend to enter the labor market immediately upon graduation. Each co-op program is individualized to meet the needs of a particular student, includes both part-time work in the student's chosen field and related academic and skill instruction by a formal agreement with the participating employer. During the 1991-1992 school year, nearly 1,000 students were enrolled in co-op education programs.

Secondary-level Pre-apprenticeship Preparation was inaugurated in 1991, developed through a cooperative effort on the part of the Department of Education, the Department of Labor, the Maine Technical College System, the State Apprenticeship and Training Council, and the U.S. Bureau of Apprenticeship and Training.

The Maine Pre-apprenticeship Program prepares high school juniors and seniors to enroll upon graduation in a formal apprenticeship program registered with the Department of Labor. Each pre-apprenticeship preparation program combines part-time paid employment, systematic on-the-job-training, and rigorous related academic instruction. Enrollment figures for pre-apprenticeship prep are not available for the 1991-1992 school year, but interest in this new career pathway is spreading rapidly in many parts of the state.

The **Jobs for Maine's Graduates (JMG)** school-to-work transition program is a member of a nationwide network of school-to-work transition programs affiliated with Jobs for America's

Graduates, Inc. (JAG). JMG's basic goal is to assist at-risk students to complete high school and make a successful entry into the world of work.

Key features of the JAG/JMG model include vocational assessment and career counseling, career exploration and decision making, pre-employment competency building, developmental math and communication skills, motivational career clubs and student leadership activities, individualized job development and job placement systematic follow-up for up to 18 months.

Tech Prep (Technical Preparation), a new course of study being implemented around the state (and throughout the country), creates a bridge between secondary-level occupational or career preparation and postsecondary technical education.

Taking the form of "2+2" programs to prepare high school juniors and seniors for entry into technical education, and structured by formal articulation agreements between secondary and postsecondary institutions, the Tech Prep course of study combines preliminary skill training or technology familiarization with state-of-the-art applied academics equivalent in rigor to that of the traditional College Prep course of study.

Patterned after training models developed and proven in Europe, the **Youth Apprenticeship** concept has been articulated and promoted by Jobs for the Future, the William T. Grant Foundation Commission on Youth and America's Future, the Pew Charitable Trust, the U.S. Department of Labor Office of Work-Based Learning, the U.S. Department of Education Office of Educational Research and Improvement, the Council of Chief State School Officers, and members of a coalition called the Consortium on Youth Apprenticeship.

Youth Apprenticeship programs combine two years of secondary preparation with at least a year of postsecondary technical education, they alternate full-time study with full-time on-the-job training, and they extend to a broad range of occupations generally excluded from registered apprenticeships.

The Youth Apprenticeship program leads to a Certificate of Skill Mastery and a program completion certificate from a technical college.

Competency-based Curriculum Development

The Competency-based Curriculum Development Project continues to be a primary focus area and represents a collaborative effort between

the Bureau of Applied Technology and Adult Learning, applied technology center and region directors, applied technology instructors, and the University of Southern Maine.

The process includes a job-task-analysis (DACUM) of each program area by representatives of business and industry which provides the foundation for the development of a competency-based curriculum and ensures industry validation for each applied technology program.

Youth Leadership Activities

The growth and development of Applied Technology Youth Leadership Organizations, which provide students with opportunities to develop essential academic, career, life, occupational, and leadership skills, continue to be a high priority.

Student organizations include: Distributive Education Clubs of America (DECA); Health Occupations Students Association (HOSA); Future Homemakers of America/Home Economics Related Occupations (FHA/HERO); Future Farmers of America (FFA); Future Business Leaders of America (FBLA); Technology Education Student Association (TESA); and, Vocational Industrial Clubs of America (VICA). Students in all youth leadership areas represent Maine in national competitions.

Consumer and Home Economics

Consumer and Home Economics federal Carl D. Perkins funds were granted to 9 senior high schools to initiate new programs or expand those funded the previous year. A variety of subjects were addressed through the grant process: parenting, child development, teen issues, the environment, entrepreneurship, home economics/history, living skills, high tech, relationships and housing.

About 37,000 students from grades 6-12 were enrolled in home economics courses. Forty-one percent of those enrolled were boys. In addition to students, 900 additional people were served through the grants: pre-schoolers, adults, community members, young mothers, and infants and toddlers.

The Maine Home Economics and Health Occupations Resource Center, located at the University of Maine at Farmington, distributed about 5400 resources to home economics teachers during the 1991-92 school year. In addition, the coordinator presented TAKING CHARGE training for middle/junior high teachers, and

conducted workshops addressing use of computers, fathering, parenting, and the elimination of sex stereotyping in home economics.

The development of a guide to teach parenting education at the secondary level was initiated.

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. About 500 adults participated in the seminars. Gender representation was about 50/50.

Teacher In-Service Activities

The Consumer and Home Economics and Fine Arts consultants coordinated a three-day workshop for home economics teachers which demonstrated creative approaches to structuring quality home economics courses offered for fine arts. Twenty-six teachers participated. Participants were required to develop a course outline incorporating the workshop techniques and how they would teach their students.

School Based Child Care

State start-up funds for school based child care were awarded to Limestone Jr./Sr. High School to develop a program and prepare a facility, and to Van Buren to continue services at the Applied Technology Center. This made a total of 10 schools offering school-based child care for teen parents.

Agriculture/Natural Resources

There are 25 agriculture and natural resources programs in Maine concentrated primarily in Aroostook County with some courses in horticulture being offered at a few schools in other parts of the state. These programs cover all aspects of Agri-business, Agri-science, and forestry with several programs venturing into Aquaculture. Future Farmers of America (FFA) continues to be a strong component of these programs. In FFA students have an opportunity to start and run their own agricultural businesses, participate in regional, state, and national competitions and to learn and practice leadership skills in a variety of areas.

The Forestry teachers hold a Logger's meet once a year where students have an opportunity to compete in a variety of forestry activities and contests.

Business Education

Business Education is a broad and diverse discipline which is available to students in approximately 130 high schools in Maine. Applied Technology business education is available at seven applied technology centers and computer information processing is available at twelve applied technology centers.

Programs of this nature provide a sequence of topics/courses designed to provide students with essential knowledge, skills, and abilities to enter the workforce upon graduation or pursue further education or training at the postsecondary level.

A "General Office Worker" curriculum was developed as a follow-up to the DACUM process which identifies specific duty and tasks statements relating to the general office worker. In addition, an update and revisions of the Standard Criteria Document is being finalized to ensure compliance with Maine State Law and to reflect current trends and issues in business education.

Marketing

Applied Technology Marketing and Distributive Education programs provide students with the necessary skills and knowledge to enter directly into the workforce following graduation, or to pursue postsecondary education or training in the retail trades and services industry.

Cooperative Education

The Department of Education and the Department of Labor cooperatively participated in an audit of all of Maine's Cooperative Education programs. This was accomplished via the review of the *Student Work Agreement Forms* (EFV-120) which by statute must be on file with cooperating employers. The forms were reviewed for compliance with state and federal laws/regulations impacting all programs, e.g., hazardous orders, wage/hour requirements, worker's compensation coverage, didactic and work site education components, etc.

Health Occupations/CNA Programs

Following a series of "Train-the-Trainer" workshops, twenty nine instructors were trained to teach a CNA *Bridge Course*, designed to "bridge the gap" between Maine's 150-hour training requirement and that of other states which may fall between the federal 75-hour requirement but less than the 150 hours.

Activities Coordinator Curriculum

A new curriculum to teach Activities Coordinators who are employed by long-term care facilities was completed and disseminated in the Fall of 1992.

Health Occupations Students of America (HOSA)

Maine's Health Occupations programs at the secondary level continue to foster the growth of HOSA. Last spring's state conference in Portland was the largest ever and resulted in several schools (and individual students) taking top honors in competitive events which utilized the National HOSA guidelines.

Hospitality/Food Service

A new competency-based curriculum was disseminated and implemented in the fall of 1992 which placed emphasis upon "Hospitality" as the umbrella for other major program focuses such as Food Preparation and Service. Because Maine's number one employer is the tourist industry with its various components, e.g., food service, lodging, this seemed to be a more realistic approach to training students to meet industry's needs.

Many Maine secondary schools continue to participate in the annual convention of the Maine Restaurant and Innkeepers Associations displaying their products which provides for greater "visibility" and improved awareness of this applied technology program area. This year, several Maine secondary and postsecondary programs interfaced with our Canadian neighbors by participating in their annual Hospitality convention.

Early Childhood Occupations Education

A newly-revised competency-based curriculum resulted in a new program name! These programs were formerly known as "Child Care Occupations".

Secondary Early Childhood Occupations instructors have organized an applied technology affiliate known as ECOE (Early Childhood Occupations Educators). It is hoped that this professional affiliate will provide a vehicle for improved communications among programs and an increased opportunity to organize and implement needed workshops, seminars and technical updates.

Vocational Curriculum Resource Center of Maine

The Vocational Curriculum Resource Center of Maine (VCRCOM), located at Kennebec Valley

Technical College, continues to expand its information base and services available to staff, students, and administration throughout Maine. Curriculum development is a major priority for the center. With constant emphasis on program improvement, articulation agreements, integration of academic and vocational skills and tech prep, youth apprenticeship, applied academics on training and the workforce, the services required and available through the VCRCOM become more challenging and sophisticated.

Sex Equity and Single Parent Programs

Sex Equity: during the 1991-92 school year the Sex Equity CADRE program was expanded. Nine secondary applied technology centers/regions participated in this model program designed to produce widespread community support for sex equity and nontraditional students and workers.

Single Parents: during the 1991-92 school year, one alternative applied technology education program was supported to serve the needs of single parents in secondary education. This program allowed for child care and transportation services to the single parents enrolled in the alternative program.

During the 1991-92 school year, five child care programs were supported to serve the needs of single parents enrolled in secondary applied technology or pre-vocational programs. Child care for the children of applied technology 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 applied technology programs described above.

Career Guidance and Counseling

During the 1991-92 school year, a DACUM for Vocational Counselors/Student Services Coordinators was completed. The DACUM outlines the role, responsibilities, duties, and activities of the Vocational Counselor/Student Services Coordinator.

Handicapped/Disadvantaged/Limited English Proficient (LEP) Students

All handicapped students are afforded equal access to recruitment, enrollment, and placement in applied technology 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 applied technology programs. Services provided these students include, but are not limited to: one-on-one assistance, tutoring, remediation, career guidance and counseling, job coaching, and curriculum modification.

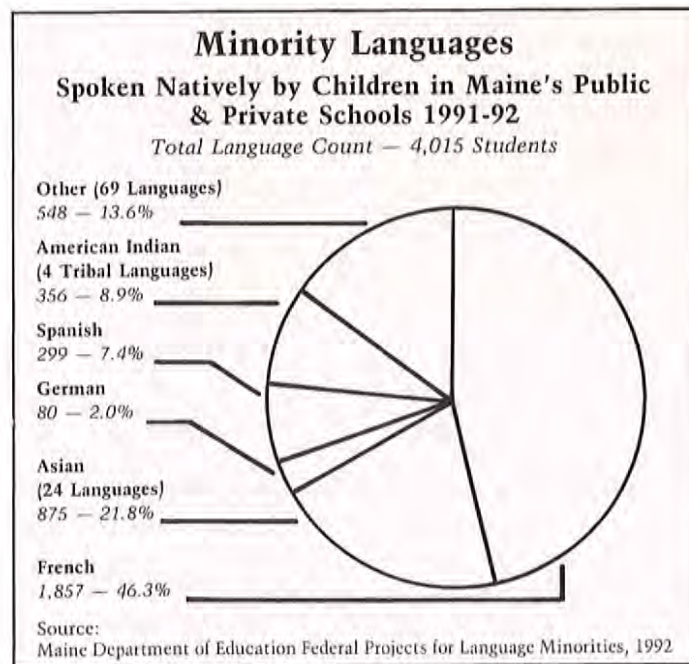
These services were effective in helping students complete their course of study and had a major impact on retention, with as many as 90% of disadvantaged students obtaining a high school diploma.

Out of a total of 6,981 students enrolled in secondary applied technology education in 1991-1992, 41 were identified as limited English proficient (L.E.P.). They are enrolled in regular mainstreamed programs and are provided with facilitators to assist them in learning English as a second language.

Special Student Membership

National Origin Minority Groups in Maine

Most of Maine's language minority children are of French descent. Twenty-one point eight percent of the state's language minority children are Asians, representing twenty-four language groups. The Hispanic population (7.4 percent) has, like the Asian population, increased in recent years. More than 4,000 children in Maine are natively bilingual, as reported by their parents.

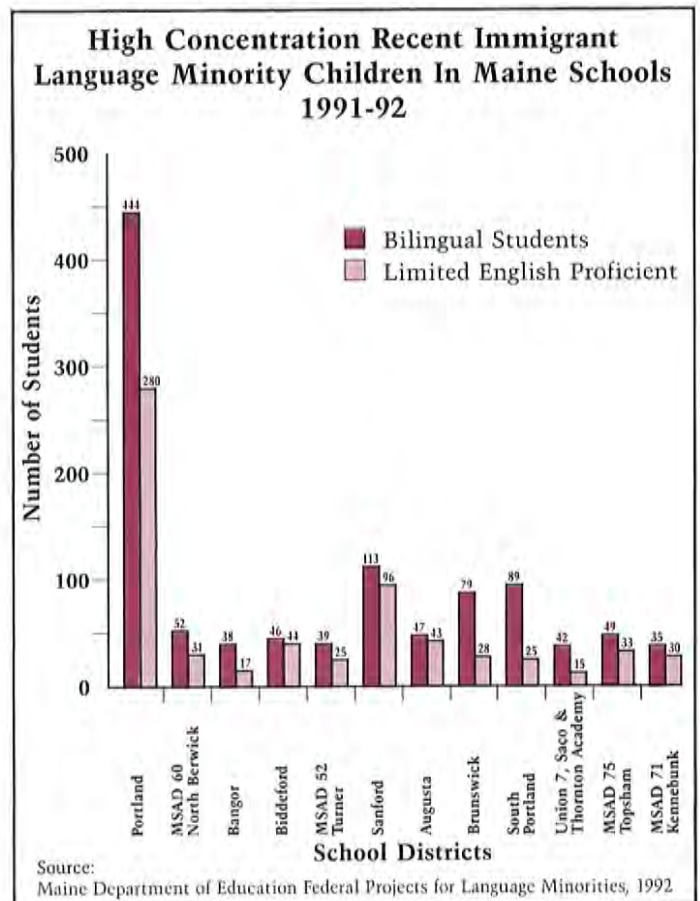


At least 1,798 children statewide are known to be limited English proficient.

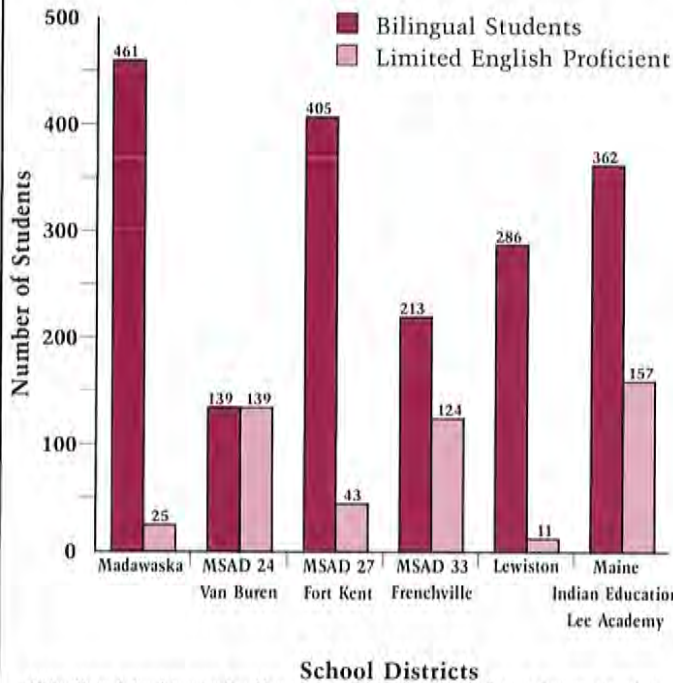
Limited English proficient children are the primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to the nation's state education departments. Services include on-site technical assistance for English as a second language (ESL), as well as statewide conferences and institutes on teaching methodology. There are nine bilingual education or ESL projects in Maine's schools supported by federal competitive ESEA Title VII funds. These projects serve about 950 limited English proficient children.

Recent Immigrant Children

Approximately 2,293 of Maine's language minority children were born in the state. About 1,722 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.



High Concentration Indigenous Language Minority Children In Maine Schools 1991-92



*All but Maine Indian Education listed here enroll francophone (French Speakers) as their most populous language minority. The native language of Indian Children is primarily Passamaquoddy.
Source: Maine Department of Education Federal Projects for Language Minorities, 1992

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 1991-92, 184 Part A and two Neglected and Delinquent projects provided services to approximately 26,950 students enrolled in public and private schools across the state. Of these students, 75 percent were in grades one through six, 13 percent were in grades seven through twelve, and 12 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 1991-92, 60 Migrant Education projects provided services to 4,967 students. Of these students 51 percent were in grades one through six, 34 percent were in grades seven through twelve, and 15 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 1992 were:

Local Education Agency Grants	\$27,642,158
Neglected and Delinquent Grants	268,959
Migrant Education Project Grants	3,300,500

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 Independent Living instruction.

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, the Family Learning Vacation, and sign language instruction.

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.

Education of Exceptional Students

Special education and related services in 1991-92 under P.L. 101-476 (formerly P.L. 94-142) and P.L. 100-297 (formerly P.L. 89-313) were provided to 27,891 students. This represents 12.4 percent of the average school-age (5-17) population in Maine in 1991-1992 (224,133).

The majority of students (11,797) were identified as learning disabled. This represents 43.6 percent of all exceptional students served, or 5.3 percent of Maine's 5-17 school-age population. Seven thousand, six hundred, and one (7,601) were identified as speech and language impaired. This represents 3.4 percent of Maine's 5-17 school-age population.

There were 4,064 students served who had behavioral needs and 1,817 students served who were identified as mentally retarded.

Of the 27,891 students provided with special education and related services in Maine's schools, 51.4 percent were enrolled in special education and received regular classroom instruction for at least 80% of the day. Twenty-six percent 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 (28.8 percent), followed by other related services (15.3 percent), occupational therapy services (13.8 percent), social work services (10.8 percent), counseling (8.2 percent), and psychological services (5.4 percent).

Of the exceptional students between the ages of 13 and 21, 74.9 percent are still receiving special education. Thirty-eight percent graduated with a diploma, while 11.7 percent dropped out of school. Seventeen year olds (79) and eighteen year olds (61) comprised the majority of students who dropped out. Twenty-five 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 (20.4 percent) is the greatest need. Case management/counseling (14.0 percent), post-secondary education (11.3 percent) and mental health services (13.8 percent) were also priority needs. Approximately eighteen percent of exceptional students between the ages of 13 and 21 had no service needs.

Special education enrollment decreased by 96 students from 1991 to 1992. The number of learning disabled students increased by 405 students, approximately 100 students higher than the year before. The number of speech and language impaired students served decreased by 65. The number of students being educated in regular classrooms increased by 213 students from the previous school year.

Home Schooling in Maine

Home schooling continues to grow in Maine. Twenty-three hundred (2,300) programs were approved in 1992-93, 300 more than in 1991-92.

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

The 1992 Stewart B. McKinney Act has allowed the Department to award grants to three school units (Bangor, Lewiston, and Portland) to provide educational and related services to homeless children. These projects are funded for two years and require collaboration with other agencies and service providers. As additional funding from the U.S. Department of Education is received in the next school year, grant funds may be provided to other school units based on a competitive application process.

In September, 1992, regulations regarding school board policies on exceptions to the general residency rules and education of homeless students were promulgated. Chapter 014 defines a homeless student, procedures for enrolling the student in school, and a process for resolving disputes of residency while assuring access to education for that student.

Student Assistance Team Unit

The Student Assistance Team (S.A.T.) Unit operates as a cooperative effort among the Divisions of Compensatory Education, Special Education, and Alcohol and Drug Education Services within the Department of Education. The Unit is funded by the Drug Free Schools and Communities Act through the Federal Department of Education.

The Unit provides leadership and guidance in the development and implementation of student assistance teams in school buildings, kindergarten through grade 12, throughout Maine. The student assistance team process is a screening

mechanism for the identification, intervention, and referral of youth who may be at risk of school or social failure. It serves as a pre-referral mechanism to the special education process and provides a link between schools, families, and related community agencies.

In the past year, 520 school administrators, faculty, and specialists have been trained in the Student Assistance Team process. Through this initial training, additional workshops, resource production, and follow-up site visits with functioning teams, the S.A.T. Unit has provided service to 87 school districts in the state.

School Personnel Profile

Maine Educators — Fall 1992-93

Maine has 14,280 full-time teachers of whom 9,816 (69 percent) are females and 4,464 (31 percent) are males.

Males occupy 54.6 percent of all administrative/supervisory positions.

Thirty-four (34) percent of all Maine teachers (4,864) have 19 years or more of teaching experience.

Twenty-seven point seven (27.7) percent of Maine teachers are between the ages of 30 and 39.

Forty-nine point three (49.3) percent of Maine teachers (7,042) have a Bachelor's Degree as their highest level of educational attainment.

Twenty-two point three (22.3) percent of Maine teachers (3,184) have a Master's degree as their highest level of educational attainment.

MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE

Fall 1992 - Public

Positions	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	151	135	89.4%	16	10.6%
Principals:					
Elementary	431	254	58.9%	177	41.1%
Secondary	90	76	84.4%	14	15.6%
Combined	93	65	70.0%	28	30.0%
Director of Services for Exceptional Children	189	48	25.4%	141	74.6%
Guidance Counselor	588	215	36.6%	373	63.4%
Assistant Principal	245	159	64.9%	86	35.1%
Assistant Superintendent	65	59	90.8%	6	9.2%
TOTAL	1,852	1,011	54.6%	841	45.4%

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 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.

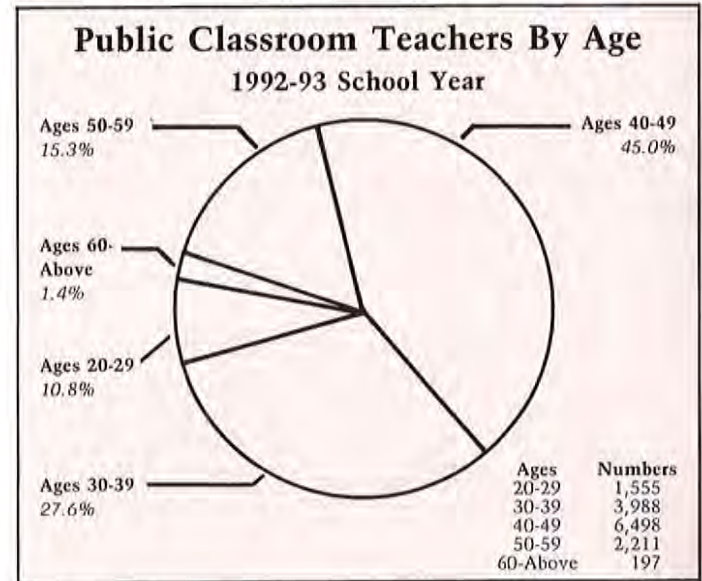
On July 17, 1992, the Legislature of the state of Maine enacted a fee structure for those requesting an initial evaluation or certificate and for those renewing an inactive certificate.

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. Members of the State Board of Education regularly participate as visitation team members for the review and approval of teacher preparation programs offered in Maine institutions of higher education.

Supply and Demand. As the 1993-94 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.	\$34,148.
1992-93	\$30,250.	N/A

*Source: Digest of Educational Statistics 1992

State Board of Education

The State Board of Education is a nine member board of lay citizens who have demonstrated a high interest and/or past experience in the education process. The board members are appointed by the Governor and confirmed by the Senate for five year staggered terms. The Maine State Board of Education acts in an advisory capacity to the Commissioner of Education and

carries out its legislated responsibilities. The most significant of those responsibilities are certification of Maine teachers, construction of public schools and applied technology. In some instances, the Board acts as a catalyst for innovative change and creates task forces which research and investigate issues that ultimately stimulate education discussions, and, along with the Governor and Commissioner, impact statewide education reform.

The State Board recently initiated a plan for a new outcome based initial certification process. As a result of the plan, Maine was chosen to be in the National Network for Teacher Licensure Reform (sponsored by the National Association of State Boards of Education (NASBE) which included a \$10,000 grant from MET Life Foundation, technical assistance from NASBE and other national experts. Other financial support was received from the Maine Department of Education, the University of Maine System, and the Maine State Board of Education. Five pilot sites will be funded to develop a new system for initial teacher certification.

The State Board with the Department of Education recently organized a task force on Year Round Education, resulting from the August 1992 report of the task force on year round utilization of school facilities — a group which was also initiated by the State Board. The task force will look at the issues, barriers and resources needed for the implementation of an alternative calendar for educating Maine students for 180 days. The task force will conduct a day long symposium in the fall of 1993.

Another major initiative of the State Board was the interim report describing school funding issues which Maine faces in the decade of the 1990s and recommendations on issues requiring the most immediate resolution. The Governor's task force recommended the immediate return to the school funding formula used previous to the two year subsidy freeze in education. A final report of the task force is expected in the fall of 1993.

The State Board carried out its statutory requirements in granting teacher education program approval to institutions of higher education. The State Board reviewed the teacher preparation programs and granted five year program approval to the College of the Atlantic, two year approval to the University of Maine at Presque Isle, and extended approval of the middle level teacher preparation program at the University of Maine at Machias to a full five year approval.

Higher education programs offered by out of state institutions to Maine students leading to degrees require approval from the State Board. Programs receiving approval in 1992 were: Antioch New England Graduate School, Keene,

New Hampshire - teaching critical skills, renewal of prior approval, Masters degree program - for Northern Maine Technical College faculty, and initial approval; Portland State University, Portland Oregon - four mathematics courses for elementary school teachers, initial approval; Lesley College, Cambridge, MA - courses as part of degree program Master of Science in Environmental Education in cooperation with Audubon Expedition Institute, initial approval.

The second annual James MacCampbell Award to an exemplary Maine school library was presented to Bonny Eagle High School in September 1992. The MacCampbell Award is presented annually and a permanent plaque is displayed at the Margaret Chase Smith Library in Skowhegan.

The State Board is responsible for approving new school construction projects which involve state monies and for establishing rules and regulations to prioritize funding.

School Construction — 1992

Seventeen school construction projects were approved for debt service subsidy by the State Board of Education in 1992 in accordance with its statutory authority. One was later defeated in local referendum.

Elementary Schools. Ten elementary school projects were approved, one of which was defeated in local referendum. The remaining nine had an estimated construction cost of \$20,828,475 (including \$1,272,260 in local funds). The nine approved projects included additions to eight elementary schools, with an estimated cost of \$18,478,475 (including \$1,265,000 in local funds), and one new school with an estimated cost of \$2,350,000 (including \$7,260 in local funds).

Middle/Junior High Schools. Three middle/junior high school projects were approved, with an estimated cost of \$16,146,664 (including \$1,425,844 in local funds). Of the three projects, two were additions to existing middle/junior high schools with an estimated cost of \$9,740,164 (including \$245,844 in local funds) and one was a new middle/junior high school with an estimated cost of \$6,406,500 (with no additional local funds).

High Schools. Four high school projects were approved. Two were additions to existing high schools, with an estimated cost of \$13,039,820 (including \$1,957,700 in local funds) and two were new high schools, with an estimated cost of \$25,647,200 (with no additional local funds).

The total estimated cost of school construction projects approved by the State Board in 1992 was \$75,662,159, including \$3,475,804 in local funds.

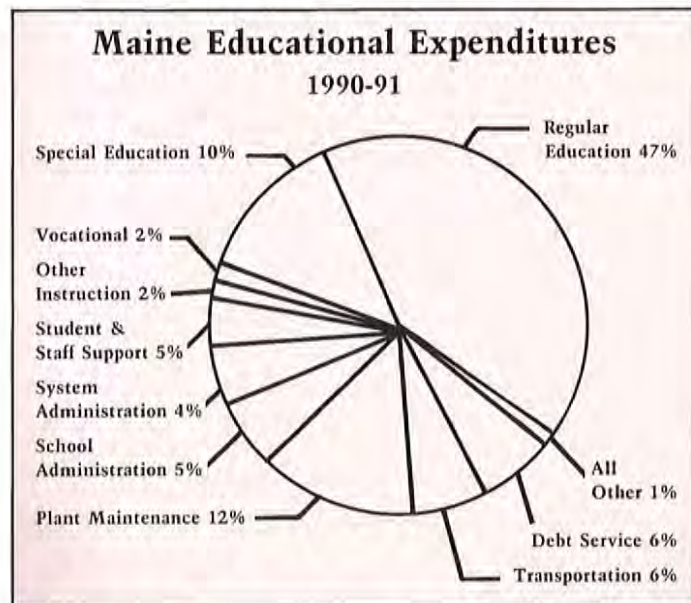
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures

In 1990-91, educational expenditures in Maine from state, local and federal sources totaled approximately \$1,051,579,746.

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 decreased from \$73.3 million in 1990-91 to \$65.8 million in 1991-92. This occurred because of reductions in subsidy to school administrative units to offset a deficit in revenues in the State of Maine. The actual state subsidy in 1991-92 was \$54.2 million because of other adjustments in subsidy.

Local funding increased from \$38.9 million in 1990-91 to \$40.0 million in 1991-92. However, the same adjustments in subsidy were made resulting in a decrease in local funding for special education to \$35.0 million in 1991-92.

As the state has reduced subsidy to school administrative units, these units have been forced to reduce expenditures for special education.

Federal funding increased from \$13.2 million in 1989-90 to \$14.0 million in 1991-92.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1991-92 the State's share rose to 60.7 percent. In 1981-82, the local share was 43 percent and in 1991-92, 39.2 percent. In 1981-82, the Federal share equaled 20 percent of these costs while in 1991-92 the Federal share was 15.6 percent.

Public School Transportation

During FY 1991-92, Maine's school buses transported 176,536 children on an average daily basis to public schools.

The average cost per mile for the 2,064 publicly and 526 privately-owned buses was \$1.63. Miles traveled during the year totaled 31,745,536 at an average cost of \$293.89 per student.

In 1991-92, expenditures for school transportation totaled \$51,882,027.77, and purchases of school buses totaled \$4,350,319.42.

School Nutrition and Food Distribution Program

During the 1991-92 school year, Maine school feeding programs prepared and served 19,404,989 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 1991-92 school year was \$15,800,982 in federal funds and \$1,144,461 in state matching funds. State matching funds are based upon thirty (30) percent of federal funds 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 received \$305,754 in

federal funding and \$253,375 in state funding during the 1991-92 school year.

In the 1991-92 school year, there were 2,469,299 school breakfasts served, a nine (9) percent increase above the 1990-91 school year. Seventy-six (76) percent of the breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Thirty-eight (38) percent of the lunch meals were served to those eligible students compared to fifty (50) percent in the 1985-86 school year, a twenty-four (24) 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, 1991 to June 30, 1992, a total of 6,433,161 pounds of foods with a value of \$3,591,214 was distributed to Maine school programs. The Food Distribution Program received 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 8.2 percent from \$476.9 million to \$516.2 million in Fiscal 1990 to Fiscal 1993. In the three years prior to 1989, general purpose aid for education increased by 45.9 percent from \$294.9 million to \$430.3 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.

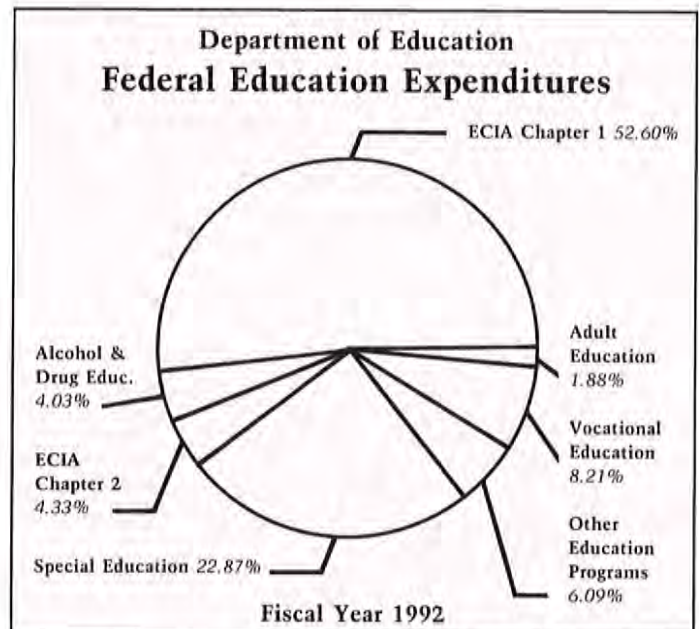
School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state; therefore, they are not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

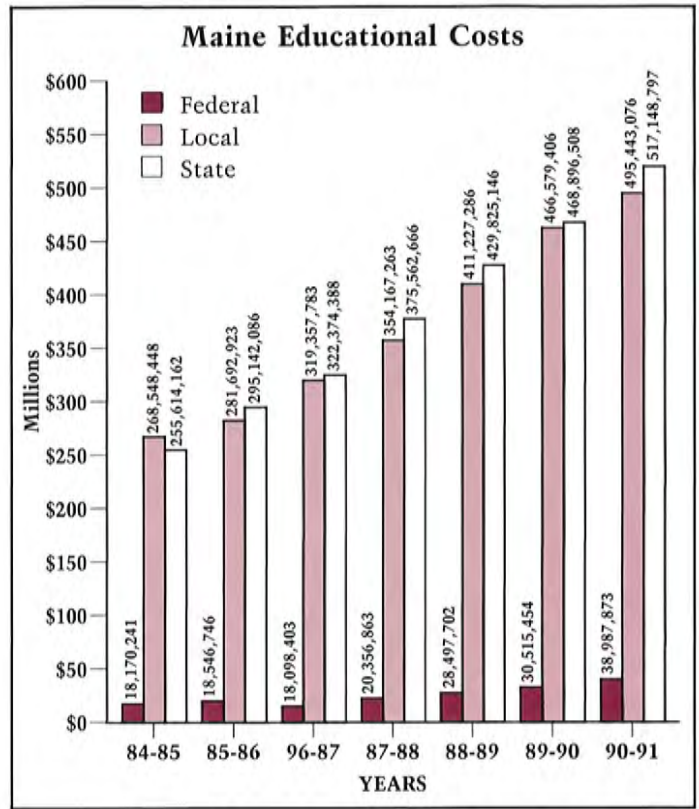
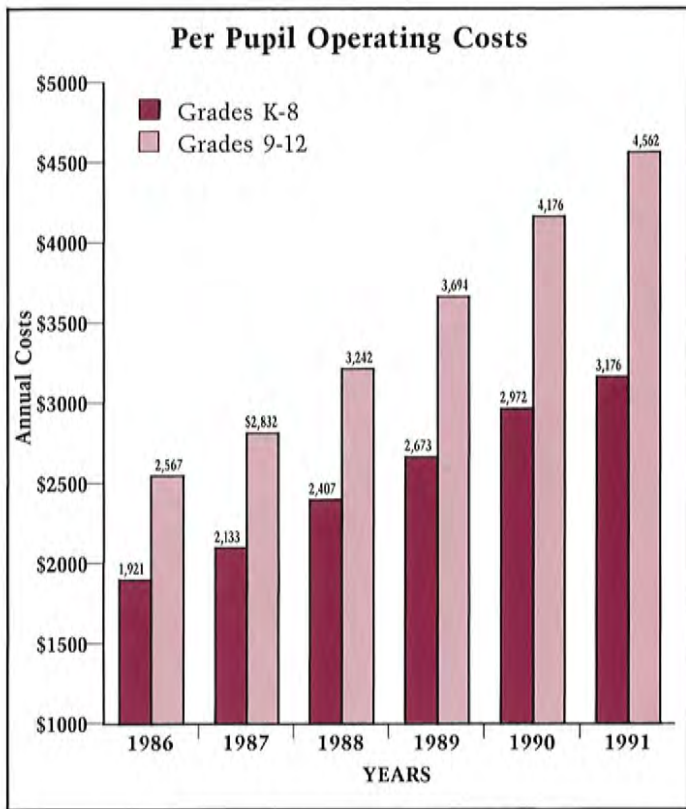
Under the 1985 law, at least 56.79 percent of the total allocation of Maine's public school system is paid by the state beginning in 1991-92, with the balance coming from local districts. Depending on its wealth, however, a district may receive only the 5 percent minimum state subsidy or it may receive 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 \$59,017,198 in fiscal year 1992. This represents an increase of 10 percent or \$5,884,755 from fiscal year 1991 and is reflected, primarily, by increases of \$2,889,416 in Chapter 1, \$416,036 in Alcohol and Drug Education, \$1,058,791 in Special Education, and \$1,616,850 in Other Education Programs.





SECTION IV: EDUCATIONAL INITIATIVES

Current Initiatives

Maine's Common Core of Learning and School Restructuring in Maine

Maine's 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 Education Goals.

School restructuring is defined as "the process by which schools and communities make significant changes in existing school structure, including the policies, roles, relationships and schedules that influence teaching and learning in the school."

The Department of Education's restructuring approach is used by 51 of 72 participating districts. Other programs and approaches represented among the remaining districts include the Champion Paper Company Common Core of Learning Institute, the Center for Educational Services cluster of programs, the Southern Maine Partnership's Cooperating Schools Project, and the Maine Aspirations Foundation's UNUM Restructuring Project. In some cases, districts involved with the Department are also involved with at least one of the other projects.

Since its initial support of restructuring schools through the Innovative Grants Program of 1988, the Department has begun to see the following changes in Maine schools:

- a dramatic increase in the number of ungraded elementary-level classrooms;
- an increase in elementary-level team teaching;
- school readiness and transitional classes phased out at the elementary level;
- schools at all grade levels focusing learning on what is developmentally appropriate for children of a particular age span;
- more programs for four-year-olds often in collaboration with Head Start and public and private child care providers;
- high schools moving to extended class time blocks;
- common teacher planning time integrated into the regular school day;
- the school year extended for teachers;
- a core curriculum, designed and taught by

- interdisciplinary teacher teams, is being implemented for heterogeneous groups of students at the high school level;
- along with the development of curriculum, elimination of student tracking;
- the local development of comprehensive student assessment systems based on the student's ability to demonstrate mastery of key knowledge, skills and attitudes in a variety of concrete ways;
- schools at all levels moving toward individual student education plans—at the high school level the move is to involve students heavily in the design of their own learning plans, at the elementary level, schools are providing time during the school day for children to plan and carry out their own learning activities;
- widespread high school level adoption of advisor-advisee systems;
- conscious movement to teach students the skills they need to accept responsibility for their own learning;
- a growing realization that the Common Core of Learning is the guide for curriculum and instruction at all grade levels.

Innovative Education Grants Program

This program awarded \$300,000 in FY '93 to 29 school teams of teachers, administrators and community representatives who are moving from the initial stages of school restructuring — gaining broad-based support for a vision for their school and identifying learning outcomes for ALL students based on Maine's Common Core of Learning — to later stages of restructuring — designing a school where the learning outcomes can be realized.

Eight schools beginning the process of school restructuring received funding to allow teachers to meet with each other to reflect on their practices and on the research concerning teaching and learning.

Maine Re:Learning

The Maine Re:Learning Network has grown from nine participating schools to nineteen schools/districts in its first year. These schools are working to strengthen their teaching and learning by implementing the nine Common Principles of the Coalition of Essential Schools,

while state and district policy makers shape an environment conducive to and supportive of the reforms the schools undertake.

Re:Learning is grounded in the belief that school change 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 the schoolhouse to the statehouse.

Supported by the Innovative Education Grants Program, the Maine Re:Learning schools and their communities have developed a shared vision of their education system through which all students can learn. Community dialogues have focused on the Common Core of Learning in identifying the knowledge, skills and attitudes that students should have when they leave high school.

As Maine Re:Learning schools identify learning outcomes for students, they begin to explore new ways of organizing on behalf of student learning and creating new working relationships through collaboration, shared leadership and mutual responsibility. Schools and communities are working to align their actions, information and data to focus on developing coherence and meaning in moving toward their shared vision of a new education system.

Through the Maine Re:Learning Network, schools are supporting each other as they share experiences and expertise in changing curriculum and practices.

Maine Math and Science Alliance

In May of 1992, Maine was awarded a \$10 million grant under the Math and Science Systemic Initiative Program of the National Science Foundation to help improve the quality of math and science education in our schools through a proposal called **Maine: A Community of Discovery**. The Maine Mathematics and Science Alliance was formed as a non-profit corporation to administer the grant.

Organization: Actively involved in the state-wide Systemic Initiative are standing committees of the Maine Mathematics and Science Alliance: Systemic Planning and Evaluation; Professional Preparation and Development; Curriculum, Instruction and Assessment; Community Integration; Equity Task Force; and Beacon Colleges.

There are seven "Beacon School" sites: York School Department, Scarborough School Department, Brunswick/MSAD #75, MSAD #3, MSAD #29, MSAD #59, and Union #98, with two facilitators at each site — one a specialist in mathematics and one a specialist in science.

For additional information, contact Thomas B. Clark, Executive Director of the Maine Mathematics and Science Alliance, at (207) 287-5881.

New Standards Project

The New Standards Project is a voluntary association for the joint development of standards and exams, reflecting a commitment to an education system that is both excellent and equitable. Working with the Learning Research and Development Center at the University of Pittsburgh, the National Center on Education and the Economy, and other partners, the Maine Department of Education is committing time and resources to the realization of the New Standards Project.

In 1992-93, thirteen lead teachers were selected, and they participated in teacher training groups representing grades 4, 8, and 10 in 36 schools. Trial testing took place in math and literacy and was completed in April and May 1993. A summer leadership conference will be conducted for the thirteen lead teachers in July, 1993. Upon their return from this national training session, the lead teachers will train teachers from the 36 participating Maine schools.

New Initiatives

New Career Pathways for Maine's Youth

For the past half century or so, most of the energy, enthusiasm, and dedication of mainstream public education has been directed toward preparing students for barely 20% of all jobs — that is, for the traditional professional careers which require a four-year baccalaureate degree or higher as a prerequisite for entry.

Today, it is all too obvious that the "benign neglect" of students judged "not college material" is just not good enough. In the emerging world economy of the 1990s, the standard of living, the quality of life, and the future well-being of the people of the State of Maine — as of the entire country — will depend upon the labor force as a whole meeting or exceeding world standards. We can't afford to under-educate, undermotivate, or underemploy any of our citizens.

Commissioner Leo Martin hosted a conference in January, 1993, to gather and share information with teams of educational leaders throughout Maine about new career pathways for Maine's youth. The initiative is being carried forward

through the efforts of an internal planning group and by committees established in the field.

This ongoing move toward "universal high performance education for all students, not just the college-bound" is a joint effort to develop within all high schools in Maine relevant integrated courses of study, involving technical reading and writing and project-oriented academics, that will eventually replace the general track and, potentially, motivate students to go on to further training beyond high school.

New Teacher Certification System

A \$10,000 grant was awarded by the National Association of State Boards of Education to enable the State of Maine to create a performance-based teacher certification process. The State Board of Education, the Department of Education, and the University of Maine System, with the assistance of the Maine Leadership Consortium, will attempt to tie a certification system for beginning teachers directly to Maine's Common Core of Learning.

The Department has requested proposals from local school districts to serve as pilot sites for new certification processes. The pilot sites will share their findings in a series of meetings with Maine citizens and the educational community. The partners will propose a performance-based process based on the pilot site findings and input from the meetings. The process is expected to take two years.

Reaffirming Faith in Public Education

The Department will focus its energies on a reaffirmation of faith in public education in Maine by calling on families, communities, and religious institutions to perform their historic functions as part of society, thereby helping to free educators to teach. These traditional groups are the four pillars necessary for a student's education.

- The **community** must support education by providing the social services now being demanded from and delivered through the schools, and it must acknowledge that the education of all its students is an investment in the future of the community, the state, and the nation.
- The **churches** have a long tradition of teaching values, and our individual values derive from our religious roots. Along with personal and moral values, the value of a good education must be instilled in our students so that they

take full advantage of all that it has to offer.

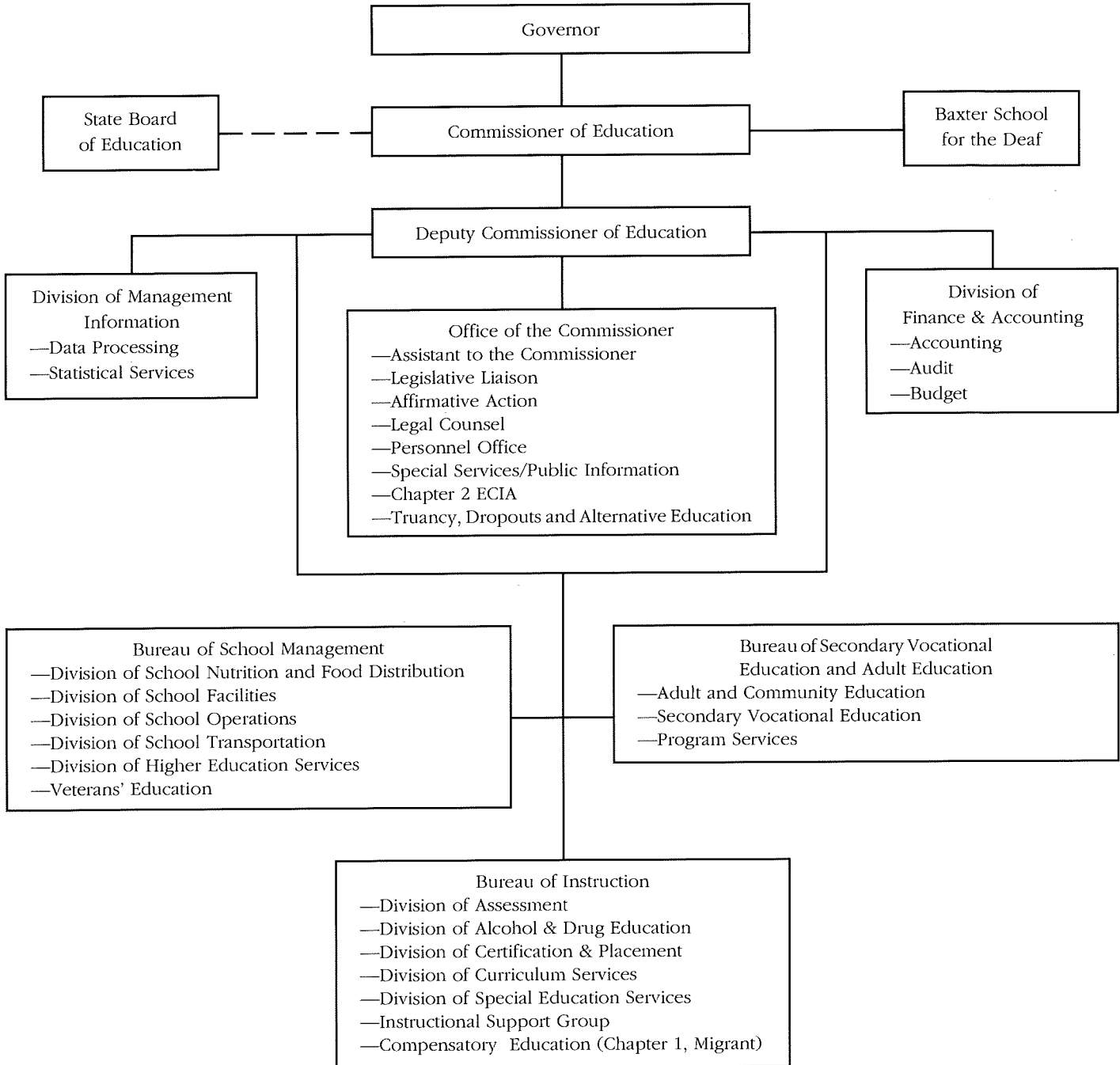
- The **family** must advocate for its children's education, work cooperatively with education providers, and continually motivate children so that they recognize the importance of education and benefit from it.
- Schools and colleges, the Department of Education, the State Board of Education, and State Government must take the lead in advocacy for education and must provide a "free and appropriate" education for all children.

Breaking the Cycle of Failure

A joint Department of Education/Elementary Principals' Conference will be conducted in 1993 to develop ways to enhance early intervention systems to not only break the cycle of failure but to prevent it from happening in the first place. Research indicates that children learn the most at the grade one level. We must apply our resources and our best strategies to this level to give our students the full advantage of this learning opportunity.

State of Maine
DEPARTMENT OF EDUCATION
Augusta 04333

ORGANIZATIONAL CHART



This organizational chart will be adjusted in the current legislative session.

It has been proposed to the Maine State Legislature that a layer of administration — the three individual Bureaus — be eliminated, that consolidation of Divisions occur reducing their number by approximately one-third, and that Department priorities be examined in light of staff reductions.