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Performance Report

ON

Maine's Public Schools



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Maine Public Schools Performance Report 1994

JOHN R. MCKERNAN, JR.
GOVERNOR

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LEO G. MARTIN
COMMISSIONER

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Front cover: Courtney Carney & Heather Staples
Grade 7 students
Fifth Street Middle School, Bangor
Event: "First Science Social for Women"
— to promote women and their career options in the sciences.
Wednesday, June 8, 1994.

Page 17: Children in Multi-Lingual Program, Portland

Page 32: James Cowan (grade 8) & Nicholas Bonzey (grade 7)
Garland Street Middle School, Bangor
Event: "First Regional Master Class in Math"
Thursday, May 27, 1994.

*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

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Dear Friend of Education:

The Performance Report on Maine's Public Schools 1994 will serve to bring us up-to-date with respect to the services provided by this Department. It also provides an opportunity to showcase our initiatives for the continuing improvement of our educational system.

This has been a demanding but rewarding year for education in Maine. We were able to obtain, in a tight economy, the resources necessary to provide grants to 12 school systems to improve education through technology at the elementary and middle school levels. A magnet school for math and science education was established, and the study of the feasibility of a magnet school for the arts was authorized. A reading recovery program was initiated to train teachers to reach every first grade child at risk of failing to learn to read. By the end of 1993-94, approximately 800 children will have received reading instruction through this vital program.

We continue to give strong emphasis to programs that will benefit non-college bound students in order to motivate them to achieve mastery in certain skills and the desire for further training. We are truly transitioning from school to work.

We have honored a fine Teacher of the Year and have awarded Maine Educator Awards through the Milken Family Foundation to six of our finest educators.

We have instituted total quality management within the Department and provided training for our consultants as facilitators so that the concept of total quality will flow to local school systems.

We have called on the pillars of society to join together to produce well-rounded citizens who are highly educated, morally strong, and contributing members of society. We call on all of our citizens to help us fulfill Maine's motto: *Dirigo!*

We are forming task forces to study current stumbling blocks to a quality education for all our children -- task forces on issues such as violence in the schools; parental participation and the involvement of religious institutions and members of the community in the educational process; the development of magnet schools; the establishment of integrated service pilot sites combining the services of several state departments such as Human Services, Education, and Mental Health and Mental Retardation.

Maine's educational system compares favorably with both national and international standards. Still, we continue to strive for excellence while working to preserve all of our accomplishments. We need your help. Everyone must assume responsibility as we mold our future generation. These children will one day be entrusted with preserving a strong and healthy economy in a global environment and with maintaining our country's status as a leader in a rapidly changing world. They must be up to the task!

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

Sincerely,

A handwritten signature in black ink that reads "Leo G. Martin". The signature is written in a cursive style with a large, prominent initial "L".

Leo G. Martin
Commissioner

A look at Maine public school education

- ◆ *For at least 175 days in Maine, between August and June, 212,245 children attend public schools.*
- ◆ *They are taught by 14,545 full-time teachers who earn an average salary of \$31,000, compared to the national average for 1992-93 of \$35,334.*
- ◆ *Maine has 757 elementary and secondary schools in 283 local educational agencies.*
- ◆ *Over 29,000 children are provided with special education and related services.*
- ◆ *The supplementary services of Chapter 1 programs help to bring children closer to expected performance levels for their age and grade placement.*
- ◆ *Fifty Migrant Education projects provide services to over 5000 students to offset the continued interruptions in their educations caused by the transient nature of their parents' occupations.*
- ◆ *Gifted and talented programs statewide serve 11,100 students.*
- ◆ *A majority are served by 485 school libraries.*
- ◆ *School buses provide transportation to 177,357 students on an average daily basis.*
- ◆ *Nearly 17 million meals were served during the 1992-93 school year through school nutrition programs.*



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

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SECTION 1: EDUCATIONAL ACHIEVEMENT

High School Graduation

Twelve thousand four hundred eighty (12,480) Maine students graduated from public high schools in the 1992-93 school year – a graduation rate of 82.4 percent for the class of 1993. 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 and adults 17 years of age and older. 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 24% 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.

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 programs 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 program year 1992-93, 870 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 by high school graduation. In the 92-93 fiscal year, 2,840 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 105 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 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 Carl Perkins Act, 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 Division of Adult and Community Education.

Adult vocational education programs often operate in conjunction with the adult high school completion program whereby adults obtain both academic and job skills that enhance their economic potential. They also operate in conjunction with businesses and other state agencies. In fiscal 93-94, adult vocational programs counted some 24,000 enrollments in these offerings.

Adult Basic Education

Maine is fortunate to have a well-developed Adult Basic Education delivery system. In program year 1992-93, 18,468 Maine adults received educational services through these programs. Some results of this education were:

- 1,160 obtained a job
- 313 removed themselves from public assistance
- 523 learned to read
- 723 learned the English language
- 490 upgraded themselves in their job
- 376 registered to vote
- 72 received United States citizenship
- 2,352 participated in workplace literacy programs
- an estimated 10,029 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, homes, libraries, workplaces, correctional facilities and homeless shelters are some alternate delivery sites. Services are now available at 15 county correctional centers. Collaborative efforts with the ASPIRE program and Job Training Partnership Act continue to increase at the state, regional, and local levels.

The strength of this delivery system was a

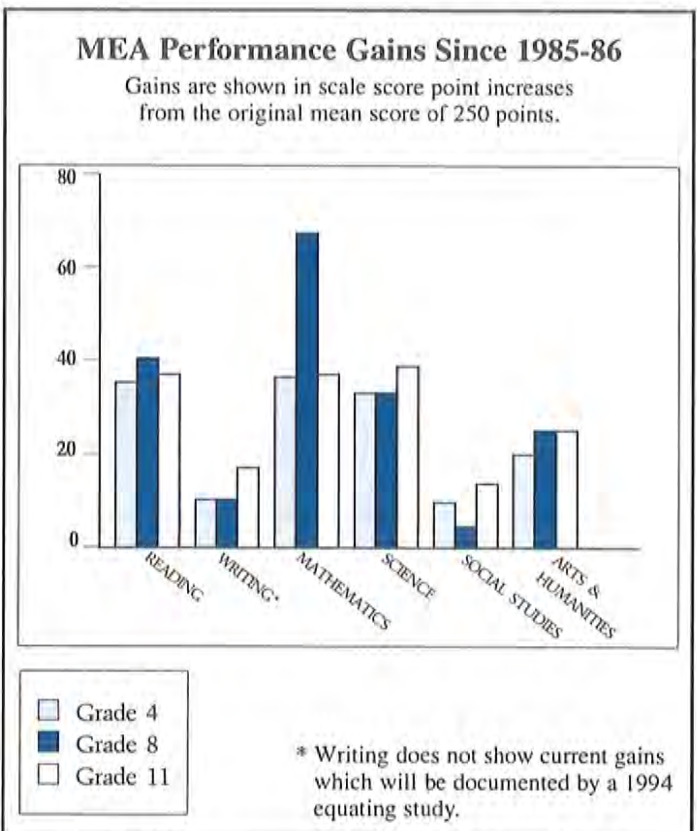
factor in the recent award to Maine of a \$208,000 federal grant for adult education for the homeless at 32 community-based sites.

An Adult Learning Opportunities toll free telephone information and referral service is available statewide in cooperation with Literacy Volunteers of America-Maine. Over 3,150 calls were received in 1992-93.

Achievement of Public School Students

Maine Educational Assessment

Maine students continue an upward trend in academic performance as the MEA completes its ninth year of assessing the progress of all students in grades 4, 8, and 11. The MEA assesses students in Reading, Writing, Mathematics, Science, Social Studies, and Arts and Humanities. For the first time a pilot assessment of health knowledge was included in the grade four assessment to provide baseline information on how well Maine schools are meeting legislative expectations for Health Education. The chart below illustrates performance gains in each subject area since the initial MEA tests were administered in the 1985-86 school year.



National and international student academic performance comparisons confirm the progress shown by the MEA. Maine students participated in the National Assessment of Educational Progress Trial State Assessment (NAEP) in Reading and Mathematics at grade 4 and Mathematics at grade 8. The NAEP assessment involved representative samples of students in forty-four states and jurisdictions across the United States. Maine grade 4 students were first in Mathematics performance and second in Reading performance. Grade 8 students were fourth in mathematics performance.

For the first time, data on mathematics proficiency of 13-year-olds in the United States was broken down to compare individual states with other nations. Maine ranked among the highest performers which include Taiwan, Iowa, North Dakota, South Korea, Minnesota, the former Soviet Union, Switzerland, New Hampshire, and Hungary. The study was conducted by the Organization of Economic Cooperation and Development.

Over its nine year history the MEA has gradually changed from an assessment design relying on multiple choice measures to a format that asks students to apply knowledge and skills through extended open response questions. Increasingly, these MEA questions focus on higher level thinking skills and problem solving, and the student constructed responses create a basis for evaluating student proficiency in relation to standards or benchmarks of quality. However, the traditional comparative statistics (scale scores and percentiles) used to report MEA results fail to provide the clear descriptions of student accomplishment needed for program evaluation. As a result, plans are underway to augment these statistics with reports of student performance in relation to four performance levels.

The four performance levels range from Novice to Distinguished, and the

general definitions shown in draft form in the chart below, along with grade and subject specific definitions, will serve as the basis for establishing the performance benchmarks. In May of 1994, panels of judges were assembled to review Maine student performance results in each of the six subjects. The outcome of their work will establish the cut point scores between each of the performance levels described. A similar process for the elementary and secondary tests will be conducted in the Fall of 1994. The reports beginning in the 1994-95 school year will begin to include the percentage of students achieving at each performance level. A new Guide to the MEA will provide descriptions of the performance levels, along with samples of student work which clearly illustrate each level. Next year the Performance Report will describe this new reporting format in detail.

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MEA PERFORMANCE LEVELS

The MEA performance levels describe the range of achievement of students at each grade level assessed. In addition to these general descriptions, subject-specific definitions will describe the performance requirements for each level.

Distinguished

A distinguished Maine student reveals complete, in-depth understanding of information. The student abstracts the "big ideas" and readily sees long-term as well as short-term implications, parallel situations, and applications and connections of ideas beyond the obvious. This student is able to use insight to communicate complex ideas effectively (sometimes creatively) and to solve nonroutine problems using innovative, efficient strategies.

Proficient

A proficient Maine student demonstrates the capacity to apply a wealth of knowledge and skills to independently seek new understandings or solutions to routine problems. This student is able to draw important linkages between ideas or procedures and therefore completes tasks and communicates understandings effectively.

Apprentice

The apprentice Maine student displays essential levels of knowledge with partial mastery of higher level concepts and application skills. With occasional coaching, the student can see connections among ideas and solve problems. This student's communications are clear and direct, but frequently lack the detail necessary to convey in-depth understanding of concepts.

Novice

The novice Maine student displays partial mastery of essential knowledge and skills. With frequent assistance, the student can apply understandings in completing well-defined tasks or routine problems. The student's communications, lacking detail, convey fundamental levels of understanding.

Achievement of College Bound Students

Performance on the SAT

In 1993, 69 percent of Maine students took the Scholastic Aptitude Test (up 3 percent from a rate far greater than the 43 percent recorded in the nation). The average verbal score, 422, remained unchanged; the average math score was up 3 points to 463. The average verbal score for females was down 2 points to 421. In math, the state average for males was up 3 points to 484; the female average was up 2 points to 444.

1993 SAT results for Maine:

- The number of women taking the SAT exceeded the number of men (54 percent to 46 percent) by roughly the same percentage as in recent years.
- For the first time, Health & Allied Services was the most popular choice for the intended college major, with Business and Commerce second. Engineering was the most popular choice for males, with Business and Commerce second; Health & Allied Services was the most popular choice for females with Social Sciences and History second.
- In 1993, 10 percent of Maine seniors selected Education as their intended college major; the figures for 1992 was 11 percent.

Performance on the Achievement Tests

In 1993, 14 percent of Maine graduates took at least one Achievement Test, almost twice the national percentage of 8. This testing program measures knowledge in subject specific areas such as English, math, chemistry, French, etc.

The five most commonly taken Achievement Tests in Maine were English Composition (1586), Mathematics I (1014), Biology (559), Mathematics II (541), and American History (479).

In 1993 both the average English Composition score (525) and average Mathematics score (537) were up 5 points from 1992. Since 1984 there has been a steady rise in the scores on these two Achievement Tests. This trend is attributed to the smaller number of students taking the tests rather than any significant increase in student achievement (3,356 students took the English Achievement Test in 1984 as opposed to 1,586 in 1994).

Summary

Participation rates for Maine students in both the SAT and Achievement Test Programs continue to be significantly higher than figures nationally. Nearly 70% of participating Maine seniors enroll in post secondary programs.

Beginning in the Spring of 1994 some changes will be incorporated in the College Board testing programs. The Scholastic Aptitude Test (SAT) will become SAT I and the Achievement Test programs will be called SAT II.

SAT SCORE AVERAGES 1982-1993

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	433	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	458
1992	428	419	423	425	419	422	499	456	476	481	442	460
1993	424	420	424	422	421	422	502	457	478	484	444	463

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. Maine's population grew to 1,239,000 on July 1, 1993 (a 0.9% increase from April 1, 1990).

Natural increase (excess of births over deaths) accounted for 59,000 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 and 1990. The median age of the national population increased from 30.0 to 32.8 years during the same period.

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.

Thirty-five 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%.

The Maine population is projected to remain constant through the year 2000 and add only 7,000 between the years 2000 and 2005. The effects of the recent recession, the closing of Loring Air Force Base, reductions at other military bases in Maine, cutbacks in weapons production, and the aging of the post-World War II baby boom generation will all contribute to the slow growth. The population ages 5 to 17 is projected to decline 2% between 1992 and 2000 and another 5% between 2000 and 2005.

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 1992-93 increased by 6.69 percent. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off in the mid 1990's.

1993 Fall Enrollment for Public Schools

	E.U.T.**	M.I.E.***	Other Public	Totals
Ungraded Elementary	0	0	938	938
Special Elementary	1	0	1,309	1,310
4-Year-Old Program	6	36	501	543
Early Kindergarten	0	0	524	524
Kindergarten	36	46	16,829	16,991
Transitional Grade 1	0	0	513	513
Grade 1	40	53	16,767	16,860
Grade 2	29	42	17,467	17,538
Grade 3	46	48	17,333	17,427
Grade 4	43	52	17,084	17,179
Grade 5	43	38	16,947	17,028
Grade 6	25	45	16,658	16,728
Total K-6	269	360	122,870	123,499
Grade 7	10	41	16,608	16,659
Grade 8	15	36	15,868	15,919
Total 7-8	25	77	32,476	32,578
Total K-8	294	437	155,346	156,077
Ungraded Secondary	0	0	5	5
Special Secondary	0	0	655	655
Grade 9	0	0	15,545	15,545
Grade 10	0	0	14,252	14,252
Grade 11	0	0	13,205	13,205
Grade 12	0	0	12,443	12,443
Post Graduates	0	0	63	63
Total 9-12	0	0	56,168	56,168
Total K-12	294	437	211,514	212,245

- As reported on the Fall School Statistical Report (EF-M-40) submitted as of October 1, 1993.

**E.U.T. - Education in Unorganized Territories

***M.I.E. - Maine Indian Education

TYPES OF SCHOOLS

CODE		PUBLIC	PRIVATE
(H)	High Schools	95	16
(I)	Junior-Senior High Schools....(1 state-owned & operated listed under public)	19	2
(J)	Junior High/Middle Schools	98	0
(U)	Ungraded Schools	0	1
(S)	Special Education Schools.....(1 state-owned & operated listed under public)	9	11
(C)	Combined Elementary & Secondary Schools....(1 state-owned & operated listed under public) ..	13	11
(E)	Elementary Schools	478	55
(V)	Vocational Centers & Regions	27	0
	TOTALS	739	96
SUMMARY			
	Elementary Schools (any grade combination from kindergarten to grade 8)	582	56
	Combined Elementary & Secondary Schools (any grade combination which includes both elementary & secondary grades)	35	22
	Secondary Schools (any grade combination from grade 9 to grade 12)	114	18
	Vocational Regions (regional vocational programs)	8	0
	TOTALS	739	96

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 (45 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. 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 274 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. cost 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. cost, based on a formula including number of pupils in each town and/or state valuation or any combination of each. Community School District budgets are approved by majority vote of voters present and voting at a district budget meeting.

Unions of Towns (33 Systems with 129 Municipalities)

A Union is a combination of two or more school administrative units joined together for the purposes 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 Indian reservations in Maine. The schools on these reservations are organized exactly as a union of towns described previously.

Education in Unorganized Territories (7 Schools)

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

Units under District Superintendents and Agents of the Commissioner (24 Systems, 23 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 school unit is unable to locate a superintendent on its own.

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.

Maine's Educational Program

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

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

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

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

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

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

- English, four credits
- Social studies, one credit
- American history and government, one credit
- Science, two credits including at least one credit of laboratory

- Fine arts, one credit which may include art, music, forensics or drama
- Health, one-half credit
- Physical education, one credit
- Mathematics, two credits
- Computer proficiency
- Maine studies, one-half credit if not taken between grades 6-8

Other secondary school instructional 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 Instruction. 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.

Gifted and Talented Education

School administrative units across Maine are continuing to refine and restructure their services for gifted and talented students in the context of system wide improvement efforts that increasingly recognize and address the learning needs of individual students. Local plans, which are updated annually, indicate progress toward achieving program goals. These efforts are then reflected in annual applications for program approval at the state level.

One hundred and nine (109) school systems provided local programs and services for gifted and talented students, K-12, in the arts and academics, during the 1992-1993 school year. In addition, 39 local school administrative units in 8 regions collaborated to provide regional programs for secondary students statewide. These programs bring talented high school students together with artists, writers, scientists and other professionals to pursue advanced level work within and across the disciplines.

Approximately 11,081 students K-12 were served in gifted and talented programs during the 1992-1993 school year. This represents about 5% of the total kindergarten through grade 12 school population enrolled in Maine public schools for that year. A diverse array of educational services are provided to these students including in-class modifications to curriculum instruction and assessment cross-grade instructional groupings; subject matter acceleration; advanced placement courses and dual enrollment in high school and college through the Post-Secondary Options program. These options are complemented and supported by restructuring initiatives which eliminate age/grade learning barriers, promote individual pacing to allow students to progress at their own rate and move through the curriculum as they demonstrate mastery, and encourage more rigorous and challenging standards for content and performance.

The Department of Education's Gifted and Talented Program in partnership with the Maine Educators of the Gifted and Talented and the Maine Parents for Gifted and Talented Youth provide a variety of information, training and technical assistance services to educators, families and children. These efforts include dissemination of current research documents, conferences, regional workshops, networking meetings, on-site technical assistance workshops, and consulting services for administrators, teachers, specialists and parents. In addition, the University of Southern Maine Professional Development Center and Technical Assistance Program in Gifted Child Education offer coursework in gifted and talented education.

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.

HIV Prevention Education Program

The Department of Education's Division of Instruction continues to provide annual training to school administrative unit teams in the issues surrounding HIV. Eighty percent of Maine's units have been represented at some component of the program's offerings. Maine has a high level of schools teaching HIV prevention. One hundred percent of our high schools, ninety-five percent of middle/junior high schools, and two-thirds of the elementary schools teach about HIV. Fifty-five percent of all high school students and seventy-one percent of all middle/junior high school students received HIV education in the 1991-92 school year. Sixty percent of Maine high schools require AIDS/HIV education for graduation. This is without a state mandate.

Maine has developed a unique 11th and 12th grade HIV curriculum *Listen to the Students*. The Centers for Disease Control has been providing support for the continued evaluation of this researched, skill based curriculum. They are interested in its national distribution. The curriculum was developed by the Family Planning Association of Maine and funded by the UNUM Foundation. The Department assists in the continuation of this project by delivering the six day teacher training and grants. Fourteen high schools have implemented this 26 lesson curriculum, with several mandating it for high school graduation. Six schools have been trained and have implemented a ninth grade curriculum, *Reducing the Risk, Building the Skills to Prevent Pregnancy, HIV and STDs*.

The Student Leadership Conference on HIV has reached approximately eighty percent of Maine's high schools. Teams of students from attending schools can apply for Project Prevention mini-grants to provide peer programming on HIV. The Mid-Coast School of Technology HIV education team was selected for the Channel Six Future America Award based on their work in HIV prevention. The Real School student HIV education team's HIV photography exhibit was shown at the Portland Museum of Art and it now is a traveling exhibit statewide. This team also produced a public service announcement that is shown on three television channels. The Mount Desert Island team had a representative selected for participation on the Oprah Winfrey show. This team has also produced a video to share with other schools.

The Department of Education and the Department of Human Services' Office of HIV/STD

Programming co-sponsor a three-day training for staff of agencies that serve youth in high risk situations. Over four hundred people from 70 agencies have attended this training and other one-day advanced workshops. A three year project funded by an Insurers Grant is presently being piloted by New Beginnings, Inc. of Lewiston. The Department is a partner in this project and anticipates a model program that will be offered to agencies.

The Centers for Disease Control has cited the Department for continuing to provide exemplary programming that is progressive, innovative, and reflective of consistent efforts to affect change in youth risk behaviors related to HIV prevention.

Distance Education

The Department of Education (D.O.E.) is allotted 20 hours a week on the ITV (Interactive Television System) of the Education Network of Maine. This represents 7% of the 296 broadcast hours available each week. The times allotted cannot be altered and involve only the ITFS system which is one-way video and two-way audio.

Within these parameters, distance education via the ITV System continues to impact K-12 public schools in a variety of ways. Staff from the Department of Education present informational programs regarding new laws, rules, and regulations pertaining to Maine public school education. A series called Maine Education Today presents up-to-date information for educators on topics of current concern and interest.

Many schools at the elementary/middle and secondary levels are participating in innovative uses of interactive technologies and distance learning opportunities. Calculus continues to be provided at the secondary school level. American Sign Language is being taught to 125 students at eight Maine high schools. Plans are being developed to offer a summer school program in secondary U.S. History for the summer of 1994.

Over 350 D.O.E. teleconferences (programs) have been held over the ITV system. Staff development courses for continuing education units have attracted educators from all areas of the state.

During the 1993/94 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 ITFS channel has been added to the Network and covers southern and central Maine.

One hundred and four sites are currently linked to the Education Network. These include 55 high schools, the primary and outreach campuses

of the University of Maine system, technical colleges, and other private and public institutions. A \$10 million bond issue is being proposed to expand the Education Network of Maine into all Maine high schools, regional vocational centers, and technical colleges via fiber optics and to add channels for K-12 programming. Fiber optic linkages would give each school the capacity to be a broadcast site as well as a receiver site. The potential services, sharing of resources, and audio, video, and data linkages that could be provided by an expanded ITV System are almost limitless.

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

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. 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.

Alcohol and Drug Education (Now Office of Substance Abuse)

During its First Regular Session (1993), the 116th Maine Legislature passed and Governor John MCKernan signed into law P.L. 1993-Chapter 410, which encompassed L. D. 1486, An Act to Consolidate All Substance Abuse Programs within the Office of Substance Abuse. Among the significant components of this legislation was the transfer of 11 positions from the Division of Alcohol and Drug Education Services (DADES) in the Department of Education (DOE) to the Office of Substance Abuse (OSA) and the transfer of all

Drug-Free Schools and Communities Program personnel to the Division of Instruction within DOE. The Drug Free Schools and Communities Program and personnel were ultimately transferred to OSA in June 1994.

The mission of the former Division of Alcohol and Drug Education Services, i.e., preventing the spectrum of problems and costs associated with alcohol and other drug use, abuse, and dependency among Maine youth including the 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, classroom disruption, threats to safety, and the creation of a climate of fear and disregard for authority has been adopted by the Office of Substance Abuse. To accommodate this expanded mission, OSA has established the Prevention and Education Division.

The Prevention and Education Division continues to provide leadership and service delivery strategies to help schools reduce or eliminate the problems attributable to tobacco, alcohol, and other drugs. 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 programs and procedures are implemented and maintained in the schools. It fosters working relationships between schools, treatment, law enforcement, social service agencies, corrections, and community business and industry.

The division trains and maintains school and community teams emphasizing the creation of partnerships and the involvement of all segments of the community in an approach that will continue to have long-term success in dealing with alcohol and other drug related issues. It also provides leadership, training, consultation, and on-site technical assistance to schools and communities on the eight elements of a comprehensive program: education and awareness, policies and procedures, climate, support groups, student awareness, curriculum, staff development, and modeling.

These services have been integrated with the Office of Substance Abuse's ongoing efforts to support direct services and develop community coalitions. This integration has already strengthened the common bonds between school and community groups and has prepared a solid foundation for the future growth of prevention and education in Maine's schools and communities.

The Resource Center formerly in DADES and the OSA Clearinghouse have been combined into the Information and Resource Center to provide Maine citizens with a single place to call for alcohol and other drug information and resources. Maine citizens can obtain information about available resources on prevention, education, and treatment by calling the center's toll free number (1-800-499-0027).

Office of Rehabilitation Services

The Office of Rehabilitation Services consolidates the administration of various state rehabilitation services available to individuals with handicaps. Within the Office, three divisions provide a comprehensive program of rehabilitation services, including independent living services, vocational rehabilitation services, and evaluation and work adjustment services for purposes of the Federal Rehabilitation Act, as amended.

Division of General Rehabilitation (DGR)

The goal of the Division of General Rehabilitation is to assist individuals who are disabled by a physical, mental, or emotional impairment to prepare for and obtain suitable employment. DGR also administers facility services which are implemented through fee-for-service agreements with private non-profit agencies that provide an array of rehabilitation services to prepare people with disabilities for the job market.

The Division of General Rehabilitation provides a broad spectrum of programming not necessarily vocationally based but addressing the needs of people with a disabling condition to be as independent as possible. These programs assist individuals with severe disabilities to remain at home or in the community, thus avoiding the necessity of placement in nursing homes, hospitals, or other institutions away from home and family.

In the context of providing services to people with disabilities and placing them in employment, the Division of General Rehabilitation supports the State Accessibility Office. Staff of this office assist organizational recipients of federal funding to comply with Section 504 of the Rehabilitation Act of 1973, and assists in implementing the Americans With Disabilities Act.

Division of Deafness

The Division of Deafness was established to provide a program of services to deaf citizens of Maine, including information and referral, advoca-

cacy, statewide registry, promoting of accessibility, plans for coordination, study of the needs of people who are deaf and hearing impaired, recommended legislation to change or improve services, and rehabilitative services to deaf and hearing impaired children from birth to age 20. Other programs include Telecommunication Devices (TDD's)/T.V. Decoder Programs, Legal Interpreting, Identification Cards, Hearing Ear Dog registration and Maine-Lines for the Deaf Newsletter.

Hearing Impaired Children's Program: The Division of Deafness provides rehabilitative and restoration services for children ages 0-20 who have a sensorineural or permanent non-correctable hearing loss. Services provided are diagnostic evaluations by audiologists and physicians, auditory and speech-language therapy, counseling, sign language and/or cued speech training, hearing aids, and loan of auditory trainers.

Our five rehabilitation counselors for the deaf provide case management for the children's program statewide.

Division for the Blind and Visually Impaired

The Division was established to provide a program of services to blind citizens of Maine, including the prevention of blindness; the location and registration of blind persons; the provision of certain education services to blind and visually-impaired children from birth to age 21; vocational guidance and training; the placement of blind persons in employment, including installation in any public building of a vending facility to be operated by a blind person licensed by the Division; and the provision of other social services to the blind.

Education of Blind Children. The Division, in 1983, was designated as the agency responsible for the provision of those specialized services needed by blind children ages 0-21 (Braille instruction, low vision services, mobility, special educational materials, itinerant teacher services, etc.) so that they may receive an appropriate education in local schools.

Annually, the Division provides special education services to over 450 blind and severely visually-impaired children in Maine. Over 97% of these children are served in Maine's local public schools.

These legislatively mandated services are provided in close cooperation with local education agencies. Services are specified in the individual education plan of each student, which is written by the local Pupil Evaluation Team.

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 1992-1993 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, and is structured by a formal agreement with the participating employer. During the 1992-1993 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 1992-1993 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 conducted by the Vocational Curriculum Resource Center of Maine continues to be a primary focus area and represents a collaborative effort among the Division of Applied Technology, applied technology center and regional 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 at national conferences and in national competitions.

Consumer and Home Economics

Consumer and Home Economics federal Carl D. Perkins funds were granted to five 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 entrepreneurship, raising career aspirations, technology and home design (home economics and industrial technology) and interdisciplinary courses.

About 38,000 students from grades 5-12 were enrolled in home economics courses. Forty-one percent of those enrolled were boys. In addition to nearly 200 students served through Carl D. Perkins grants, about 500 additional people were served: preschoolers, community members, faculty, and other students.

Carl D. Perkins Consumer and Home Economics grants were also awarded for three adult parenting programs. Sixty-two adults, twelve males and forty females, participated in the courses. Over 100 children were represented in these families.

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 1992-93 school year. In addition, the coordinator presented TAKING CHARGE training for middle/junior high teachers, and conducted workshops addressing use of computers and the elimination of sex stereotyping in home economics.

Several parenting education curriculum writing workshops were held. The guide is scheduled to be printed and distributed in the winter of 1994.

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.

The middle school/junior high curriculum guide was completed and distributed to teachers and others requesting it.

A seminar was held to train home economists to provide workshops at work sites on balancing

work and family responsibilities. A new advisory committee was organized and two meetings were held. Although this was a rebuilding year, nearly 100 employees were served through seminars.

School-Based Child Care

An evaluation device was developed for school-based child care programs around the state. One new facility is in operation for the 1993-94 school year.

Agriculture and Natural Resources

Throughout Maine there are 25 agricultural and natural resources programs in Agri-Business, Agri-Science, Aquaculture, Forestry Management, Horticulture, and Plant Science available to our students.

Agriculture and natural resources educators have, for over 60 years, provided learning-by-doing and work-related experiences in conjunction with the Future Farmers of America (FFA). Students are able to develop skills in leadership, scholarship, service, cooperation and citizenship in a series of sequential activities and programs.

The department provides professional development opportunities in agriculture education through workshop offerings. To encourage other educators to consider the value of agriculture and natural resources education, training sessions in Natural Resources Education and interdisciplinary approaches to agriculture concepts are offered in concert with the Department of Agriculture and other organizations.

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 three applied technology centers and one region. Computer information processing is available at eight 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.

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. In addition, these courses provide students the opportunity to acquire skills and knowledge that will enhance their everyday lives.

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 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.

This cooperative effort pinpointed areas needing attention/ correction and resulted in a product (final Student Work Agreement) with which employers, coordinators and administrators could feel "secure."

Health Occupations/Certified Nurses Aid (CNA) Programs

Following a series of "Train-the Trainer" workshops, twenty-nine instructors were trained to teach a CNA-Bridge Course.

The Bridge Course was 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.

To date, six courses have been successfully conducted to serve the needs of candidates from other states who have moved to Maine and need the "Bridge" in order to meet the state of Maine registry requirement for employment in Maine.

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.

To date, three courses have been offered and successful completers were certified to practice in Maine.

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 tourism - 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.

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 a vocational 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 (VCRCOM)

The Vocational Curriculum Resource Center of Maine (VCRCOM) continues to position itself as a critical link to implementing program improvement, such as articulation agreements, integration of academic and occupational skills, tech prep, youth apprenticeship, applied academics for all educational staff, students and administrators in Maine.

The VCRCOM has organized and provided technical assistance for the majority of competency-based applied technology curricula developed on a statewide basis over the past several years. one curriculum that is receiving national attention is gender equity in trade and technical careers, based on a DACUM Competency Profile from five separate audiences (educators/students, labor and community, parents, policy makers, business/industry), and receiving input in the development process.

Circulation and in-service numbers have grown by at least 30 percent each year that the center has been in operation. A half-year, informal survey conducted by the VCRCOM indicates that a minimum of 10,000 students, staff, and others have been served by materials provided from the VCRCOM and a minimum of \$10,000 saved by clients of the VCRCOM.

Technology Education

Technology Education, having evolved from its predecessor Industrial Education, provides students with an understanding of technology - its processes, evolution, systems, resources, limiting factors, impacts, products, and problems - in its cultural, environmental, and historical context. Through problem solving processes and technology learning activities, students research, study, create, and evaluate the impact of technological devices.

Technology education programs are becoming a catalyst for applied academics throughout the state, integrating Science, Math, Social Studies, and English within competency-based hands-on, minds-on curriculum. Technology education programs are also providing an important link with Tech Prep and Youth Apprenticeship programs providing career awareness and prevocational opportunities for students.

The Technology Education Association of Maine (TEAM), representing more than 300 technology educators, has developed a state curriculum guide outlining the direction for technology education in Maine. Through technology education, students will understand the world in which they live and be better prepared for the future.

Sex Equity and Single Parent Programs

Sex Equity: During the 1992-93 school year, the Sex Equity CADRE program was continued. Ten 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 1992-93 school year one pre-vocational/pre-apprentice education program was supported to serve the needs of women. Three comprehensive vocational skills programs for single parents and thirteen alternative education programs were funded through Adult Education.

Child care: During the 1992-93 school year, five child care programs were supported to serve the needs of single parents enrolled in secondary applied technology or pre-vocational programs.

The students' children received child care services in either onsite or off-site facilities; and transportation services were provided for both the single parent and his or her child/children. These child care programs were "stand alone" programs and not part of the child care service provided in support of students enrolled in the alternative applied technology programs described above.

Career Guidance and Counseling

During the 1992-93 program year, the activities carried out in the state of Maine under Title II, Part B, of the Carl D. Perkins Act in support of career guidance and counseling included the following:

1. *Continuation of Career Guidance Counselors in Applied Technology Centers*

In 1988 the report of the Commissioner's Task Force to Study Secondary Vocational Education in Maine recommended that "vocational guidance and counseling services should be made available to students at all the regions and centers, complementing the services offered at the sending schools and including job readiness training and employment seeking and job retention skills."

To meet this need Maine has been awarding career guidance and counseling grants to establish certified applied technology guidance and counseling positions at the regions and centers.

2. *Comprehensive Career Guidance Planning*

Under Maine Public Law 125.16, "Student personnel services, including guidance and counseling services, shall be provided to all students in grades K-12. The development of a comprehensive guidance program and the delivery of the services therein shall be a coordinated effort of the members of the school's professional staff. The comprehensive guidance program shall identify the developmental state."

3. *PREP (Preparing to Realize Your Educational Potential)*

The project entered its sixth year in providing career awareness and educational planning options for all eighth graders. This project is a joint initiative between the Department of Education and the Maine Occupational Information Coordinating Committee (MOICC). This initiative makes career awareness and educational planning resources (materials, curriculum, training) available to every eighth grade student throughout Maine. Training sessions are conducted at the most convenient applied technology center or region serving each school.

4. *Maine Vocational Guidance Association (MVGA)*

The MVGA held a workshop in February 1993 and a follow-up planning session in March

1994 on its three-year plan and role of vocational counselors/student services coordinators. It was decided that the following would be continued and refined:

- * pre-test/post-test Perkins mandates;
- * assessment of student needs (special population students);
- * career guidance and counseling system-wide;
- * recruitment, enrollment, and retention and;
- * additional supplemental services.

It was also decided that a mode of operation be developed by MVGA to assist directors in their future undertakings.

Students with Disabilities/Disadvantaged/Limited English Proficient (LEP)

All students with disabilities 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, students with disabilities 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, curriculum modification, equipment modification and transition assistance from school to the world of work, or obtaining services from an adult service provider. Recommendation may also be to place the student in a separate program, i.e., diversified occupations or general trades. They are totally individualized with instruction based on task analysis.

The additional or supplemental services provided to disadvantaged students include:

Tutorial	Job Development
Remedial	Job Coaching
Peer Tutoring	Assessment
Guidance and Counseling	

A compilation of quarterly progress reports revealed that the services provided, especially remedial and tutorial, were very 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 7,207 students enrolled in secondary vocational education, 46 have been identified as limited English proficient (L.E.P.). They are primarily South East Asians. They are enrolled in regular mainstreamed programs and

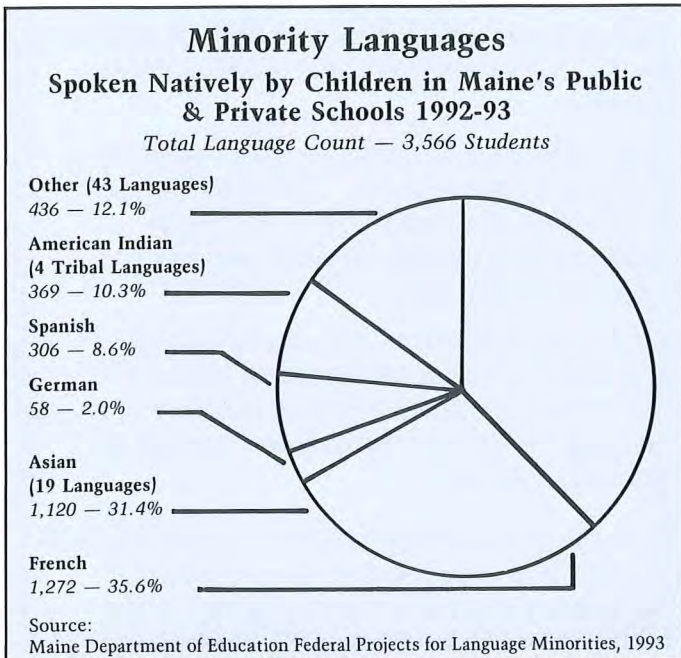
are provided with facilitators to assist them in learning occupational English as a second language.

Special Student Membership

National Origin Minority Groups in Maine

Most of Maine's language minority children are of French descent. Thirty-one point four percent of the state's language minority children are Asians, representing nineteen language groups. The Hispanic population (8.6 percent) has, like the Asian population, increased in recent years. Nearly 4,000 children in Maine are natively bilingual, as reported by their parents.

Limited English proficient children are the

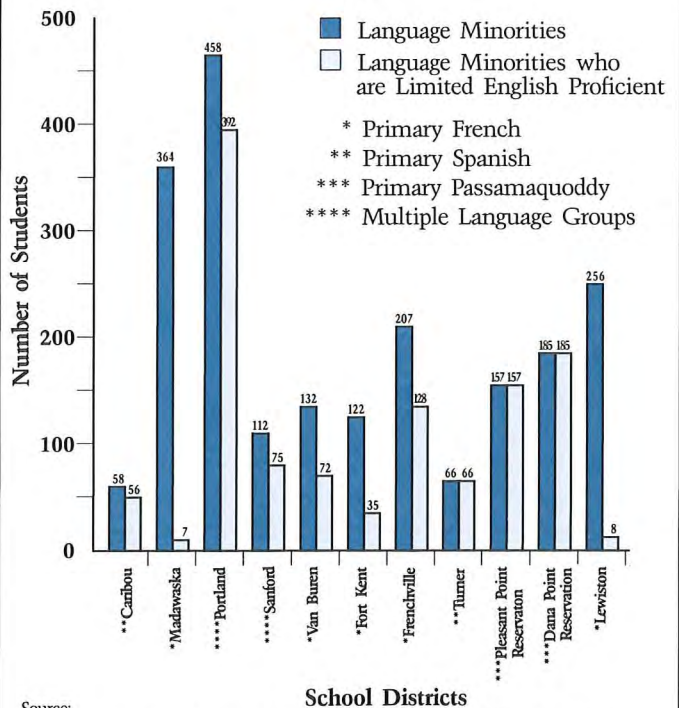


primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to the nation's state education departments. Services to schools include on-site technical assistance for English as a second language (ESL), as well as statewide conferences and institutes on 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 750 of the state's 1,820 limited English proficient children.

Recent Immigrant Children

Approximately 1,600 of Maine's language minority children were born in the state. About 1,700 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 nearly half of Maine's schools are funded locally.

High Concentration Language Minority Children In Maine Schools 1993



Compensatory Education (Chapter 1, Migrant)

Chapter 1 of Title I of the Elementary and Secondary Education Act provides financial assistance to local educational agencies (LEAs) to meet the special educational needs of educationally deprived children in schools with high concentrations of children from low-income families and in local institutions for neglected or delinquent children. This assistance is to improve the educational opportunities of educationally deprived children by helping these children succeed in the regular program, attain grade-level proficiency, and improve achievement in basic and more advanced skills.

In 1992-93, 182 Part A and two Neglected and Delinquent projects provided services to approximately 28,685 students enrolled in public and private schools across the state. Of these students, 76 percent were in grades one through six, 13 percent were in grades seven through twelve, and 11 percent were in preschool and kindergarten programs. Neglected and/or delinquent programs operate in the correctional centers providing needed remedial services to youth-at-risk.

In 1992-93, 50 Migrant Education projects provided services to 5,064 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 1993 were:

Local Education Agency Grants	\$32,384,592
Neglected and Delinquent Grants.....	282,256
Migrant Education Project Grants	\$ 3,557,959

Governor Baxter School for the Deaf

Governor Baxter School for the Deaf (GBSD) is located on Mackworth Island in Portland. In a continuum of programs, the School serves students throughout the state who are deaf or hard of hearing.

On campus families may enroll their children in:

1. The Parent-Infant Program (P-I) for those aged newborn to three. The program meets two mornings a week and the teachers make home visits to supplement the program. Children learn language through informal and structured play activities, interacting with the P-I team:

early childhood-deaf education teacher, American Sign Language (ASL) teacher, speech/language therapist, pediatric audiologist, deaf adults who act as role models, and an occupational therapist. Parents meet in an educational support group co-facilitated by a family therapist and a deaf education specialist.

2. Preschool for children aged 3-5. This program is team taught with deaf and hearing teachers and paraprofessionals. Families may select 1 to 4 mornings a week; the teachers make regular home visits and have a monthly evening meeting for parents.
3. Communication Garden for hearing children aged 3-5 who have severe delays in speech and language. This is team taught by an early childhood teacher and a speech therapist.
4. Elementary school, kindergarten through fifth grade. Students with multiple needs are assured inclusion with assistance by an interdisciplinary team of behavior specialist, social worker, counselor, teachers, and paraprofessionals.
5. The middle school has two classrooms, each with the above services. The DARE program is innovatively combined with Project Adventure to provide healthy positive risk-taking alternatives.
6. High school students have a full course selection in addition to deaf studies. Project Adventure is a team building program of initiatives and obstacles to build cooperation and leadership skills.

Students with multiple needs are also involved in community-based learning opportunities. Occasional weekend backpacking and winter camping trips are led by a social worker and counselor for middle and high school students. An after school therapeutic recreation program is available for GBSD and mainstreamed students. The school provides speech, language, occupational, and physical therapists as well as a nurse, social worker, counselor, and educational assessment specialist. The library includes book collections for children and parent/professional and ASL videos, as well as captioned videos/films in the media center. The kitchen staff serves three hot meals Monday through Friday. Students may enroll in the day or residential program, living in the dorms Sunday through Thursday nights. Soccer and basketball teams play area schools and state schools for the deaf in New England.

Mainstreaming options are available with the Falmouth and Portland school districts. A mainstreaming consultant provides direct supervision. Other students attend local school half time and GBSD half time.

Evening programs:

1. American Sign Language courses are offered for parents, professionals, and community members; approximately 60 adults are enrolled each semester.
2. Adult Education classes are offered for deaf community members in enrichment and literacy. Weekend workshops and the annual Deaf Awareness Week in September attract alumni and participants, statewide.

Outreach:

Approximately 310 students statewide are served through the Early Intervention Program (children newborn to five) and Public School Outreach (school age). In Early Intervention, consultants visit families in their homes, providing information and support; in Public School Outreach, consultants provide classroom observations and teacher in-service and attend PET meetings. They provide the educational support to make mainstream placement possible.

1. Aroostook-Baxter Outreach Program:
A small permanent staff in Presque Isle serves school aged mainstreamed students in Aroostook and Washington Counties.
2. Regional programming:
GBSD staff have initiated regional programming in targeted centers: Rockland, South Portland, and Lewiston/Auburn for families—parents, children, and siblings—to provide the “critical mass” and social/emotional support needed. Programs are offered on Saturdays or evenings, depending upon the area’s preferences. Plans are underway to train local professionals in each area to continue the programs. Families and local education agencies in Augusta, Gorham, and Waterville are interested in similar programs.

New during 1993-1994:

1. Regional programming (immediately above)
2. The Foundation: Governor Baxter School for the Deaf
A non-profit 501 (c)(3) foundation is currently being established to provide enrichment and enhancement opportunities. It will supplement, but not supplant, the state funding for the school. The core board of directors consists of professional and business leaders,

parents, alumni, and Deaf Community members from throughout the state as well as school personnel. The Foundation has received approximately \$8,000 in grants, gifts, and in-kind services this school year.

3. Our Literacy Journal:

The Journal is published at GBSD and printed yearly by Casco Northern Bank. It features stories, poems, and essays by students at the school and in mainstream programs throughout the state. A reprint of 3,000 copies was just approved.

Education of Exceptional Students

Twenty-nine thousand and five students (29,005) were provided special education and related services in 1992-93 under P L.. 101-476 (formerly P.L. 94-142) and P.L. 100-297 (formerly P.L. 89-313). This represents 12.9 percent of the average school-age (5-17) population in Maine in 1991-1992 (224,670).

The majority of students (12,235) were identified as learning disabled. This represents 42.1 percent of all exceptional students served, or 5.4 percent of Maine’s 5-17 school-age population. Seven thousand, nine hundred, and thirty-one students (7,931) were identified as speech and language impaired. This represents 3.5 percent of Maine’s 5-17 school-age population.

There were 4,269 students served who had behavioral needs and 1,657 students served who were identified as mentally retarded.

Of the 29,005 students provided with special education and related services in Maine’s schools, 49.9 percent (14,492) were enrolled in special education and received regular classroom instruction for at least 80% of the day. Twenty-seven percent (7,751) 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 (29.4 percent), followed by occupational services (14.3 percent), other related services (13.7 percent), social work services (12.5 percent), counseling (7.2 percent), and psychological services (5.8 percent).

Of the exceptional students between the ages of 13 and 21, 7230, or 76.0 percent are still receiving special education while 2,171 exited special edu-

cation. 767 (35.3 percent) graduated with a diploma, while 264 (12.2 percent) dropped out of school.

Seventeen year olds (87) and eighteen year olds (72) comprised the majority of students who dropped out. Five hundred and twelve (23.5 percent) of those exiting special education returned to regular education.

Of the anticipated services needed by exceptional students between the ages of 13 and 21, vocational training and job placement (19.5 percent) is the greatest need. Case management/counseling (16.3 percent), post-secondary education (14.2 percent) and mental health services (9.4 percent) were also priority needs. Approximately fourteen percent of exceptional students between the ages of 13 and 21 had no service needs.

Special education enrollment increased by 114 students from 1992 to 1993. This represents one of the largest increases in recent years. The number of learning disabled students increased by 438 students, approximately 33 students higher than the year before (405). The number of speech and language impaired students served increased by 330, a increase of 4.3 percent from the previous year, while two years before saw an 8.6 percent increase. The number of students being educated in regular classrooms increased by 160 students from the previous school year. The previous year saw a decrease of 172 students educated in the regular classroom.

Speech and language services as the primary related service increased 1.4 percent from the previous year. Psychological services increased from 5.4 percent to 5.8 percent while occupational therapy (14.3), and social work services (2.5) also increased. Only counseling services decreased.

The number of 13 to 21 year-old exceptional students still receiving special education increased by 1.1 percent. The number of exceptional students dropping out increased from 264 in 1990 to 265, an increase of 1 student over the previous year.

The anticipated services needed for 13 to 21 year olds remained somewhat consistent for 1992-93. Vocational training and job placement, case management/counseling, post-secondary education and mental health services, in that order, were identified as the greatest need. This is the same as identified in 1991-92.

Home Schooling in Maine

Home schooling continues to grow in Maine. Twenty-nine hundred (2,900) programs were

approved in 1993-94, 450 more than in 1992-93.

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 of Education 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. The Commissioner appointed a Home School Advisory Council to respond to reports of home school programs which may not be in compliance with Chapter 130. The Council is comprised of two superintendents, two principals, and six home schooling parents. Through continued cooperation among 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

Estimates of the number of Maine school-aged children and youth who were homeless at some point in time during 1993 range as high as 15,000 to no less than 8,337 according to reports from shelter providers in Maine. Federal funds under the Stewart B. McKinney Act, have allowed the Department to provide grants to Bangor, Lewiston and Portland for education and related services to homeless students during the 1993-94 school year. These projects have established important linkages with community agencies and social service providers to identify homeless students who are not enrolled in school and to assist them in reconnecting to school.

Student Assistance Team Unit

The Student Assistance Team (SAT) Unit is a program of the Division of Special Services within the Department of Education. The Unit is partially funded by the Drug Free Schools and Communities Act through the Federal Department of Education.

The Unit provides leadership and guidance in the development, implementation and on-going support to 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. The teams establish intervention strategies which are based on the individual strengths and needs of each student and strive to ensure success for all students. To date, over 275 building-level, multi-disciplinary teams have been trained in this process.

So far this school year (1993-94), 699 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 102 school districts in the state.

School Personnel Profile

Maine Educators Fall 1993

Maine has 14,545 full time teachers, of whom 10,005 (69%) are females and 4,540 (31%) are males.

Males occupy 53.7% of all administrative/supervisory positions.

Thirty six percent (36%) of all Maine teachers (5,219) have 19 or more years of teaching experience.

Twenty six percent (26.0%) of Maine teachers are between the ages 30 and 39.

Forty seven point five percent (47.5%) of Maine teachers (6,909) hold a Bachelor's degree as their highest level of educational attainment.

Twenty two point two percent (22.2%) of Maine teachers (3,222) hold a Master's degree as their highest level of educational attainment.

Teacher Education and Certification

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

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

Experienced teachers are required to continue their professional growth through the development of a professional renewal plan (PRP) which is approved by the local support system. The local support system may approve a broad range of professional activities in the PRP including 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, 1991, the Legislature of the state of Maine enacted a fee structure for those requesting

MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE

Fall 1993 - Public

Position	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	153	136	88.8%	17	11.2%
Principals:					
Elementary	451	252	55.9%	199	44.1%
Secondary	108	91	84.3%	17	15.7%
Combined	105	73	69.5%	32	30.5%
Director of Services for Exceptional Children	181	58	32.0%	123	68.0%
Guidance Counselor	559	181	32.0%	123	67.6%
Assistant Principal	248	165	66.5%	83	33.5%
Assistant Superintendent	47	38	80.9%	9	19.1%
TOTAL	1,852	994	53.7%	858	46.3%

an initial evaluation or certificate and for those renewing an inactive certificate.

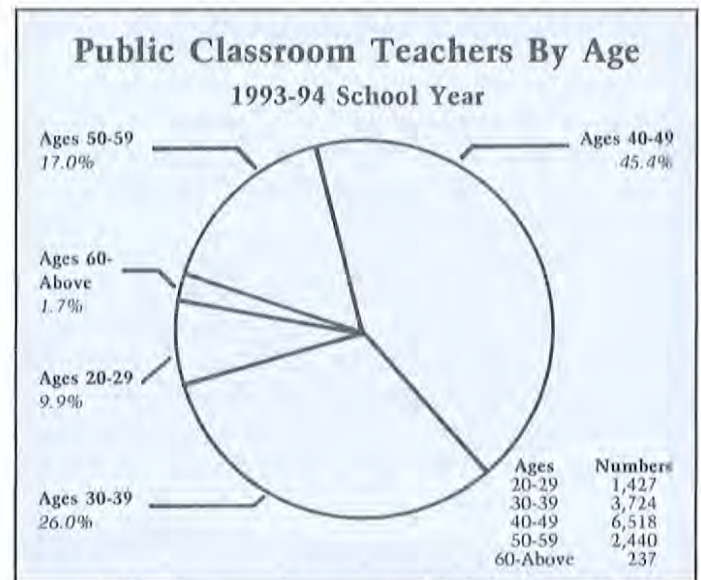
Program Review. There are fourteen institutions of higher education with teacher preparation programs. The Division of Higher Education Services is responsible for conducting program review visits to each institution on a five-year cycle to assure compliance with state standards that enable institutions to recommend their graduates for teacher certification. Program reviews are conducted using standards which went into effect in February 1990. Team membership is comprised of educators selected statewide. Additionally, 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 1994-95 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.

State Board of Education

The Maine 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



Average Salary for Full-Time Teachers

Year	Maine	Nation*
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.	\$35,334
1993-94	\$30,996	N/A

*Source: Digest of Educational Statistics, 1993

stimulate education discussions, and, along with the Governor and the Commissioner, impact statewide education reform.

The new initial teacher certification project, a collaborative effort among the National Association of State Boards of Education, the Maine State Board of Education, the Department of Education, and the University System, initiated a process to define what Maine's new teachers should know and be able to do.

Three pilot sites have combined the efforts of both public and private higher education and Maine's public schools — the University of Maine at Farmington with SAD #74 (Anson), the University of Southern Maine with the Southern Maine partnership schools, and Bates College with Lewiston High School. Their work has been extended three additional years to provide an opportunity to evaluate the success of teachers who are prepared in this new way.

The State Board of Education, with the Department of Education, completed its report of the Task Force on Year Round Education entitled, "Rethinking the School Calendar". The report

urges each school community to study its academic school year calendar and evaluate its effectiveness. A calendar of 180 days reconfigured into nine weeks of school and three weeks vacation with traditional holidays and a six week summer vacation was suggested by the Task Force. Approximately fifty presentations were made to various associations, organizations, and schools. In addition, the State Board of Education hosted a New England Symposium for state policy makers which was highlighted by the release for the New England area of the report of the National Education Commission on Time and Learning, entitled "Prisoners of Time."

New legislation to enhance the role of the State Board of Education gave the State Board responsibility for setting goals for education in Maine and established a Task Force on Learning Results to assist in the process. The Task Force, limited to twenty members led by the chair of the State Board of Education, was charged with developing a plan for education in Maine using Maine's Common Core of Learning to specifically identify what all Maine students will be required to know and be able to do by the time they graduate from high school. The plan was accepted by the State Board and presented to the Governor and to the Legislature on February 15, 1994. The Task Force must complete the development of "learning results" for submission to the State Board by December 1995.

The basic plan is based on the belief that all Maine children can learn the knowledge and skills necessary to be effective parents, citizens, workers and adults. The learning results must reflect high expectations and standards for all students. All activities to support the local implementation of the learning results must be designed around what students need in order to learn. There must be continuous state and local assessment providing multiple ways for students to demonstrate what they know and can do. In addition, there needs to be adequate, equitable, predictable resources for students. Essential to the plan is there must be high quality and meaningful involvement in teacher professional development. Finally, the Maine community must work together and be responsible for helping all students reach the learning results.

It is a statutory requirement that the State Board of Education review teacher education programs at institutions of higher education. This past year, the teacher preparation programs at Bowdoin College and at the University of Maine at Presque Isle were reviewed. A determination

on approval status will be made for Bowdoin College in July, and for the University of Maine at Presque Isle in September, 1994.

Higher education programs leading to degrees offered to Maine students by out-of-state institutions require approval from the State Board of Education. New programs receiving approval in 1994 were: Master of Library and Information Science, University of South Carolina, Columbia, South Carolina. Master of Science and Certificate of Advanced Graduate Study in Primary Health Care Nursing, Simmons College, Boston, Massachusetts. A time-credit course delivered in a one-week workshop for elementary school teachers, Fresno Pacific College, Fresno, California. Master of Pastoral Studies and Master of Religious Education, Layola University, New Orleans, Louisiana.

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

School Construction - 1993

Fourteen school construction projects were approved for debt service subsidy by the State Board of Education in 1993 in accordance with its statutory authority. One was later defeated in local referendum.

Elementary Schools. Eleven elementary school projects were approved, one of which was defeated in local referendum. The remaining ten had an estimated construction cost of \$20,105,784 (including \$261,900 in local funds). The approved projects included additions to eight elementary schools, with an estimated cost of \$11,380,705 (including \$261,900 in local funds), and two new schools with an estimated cost of \$8,463,179.

Middle/Junior High Schools. Two middle/junior high school construction projects were approved, with an estimated cost of \$11,610,000 (including \$175,000 in local funds). One of the projects was an addition to an existing middle/junior high school, with an estimated cost of \$1,760,000. The other was a new middle/junior high school, with an estimated cost of \$9,850,000 (including \$175,000 in local funds).

High Schools. The one high school project approved was an addition to an existing high school, with an estimated cost of \$6,698,000.

The total estimated cost of school construction projects approved by the State Board of Education in 1993 was \$38,933,784, including \$436,900 in local funds.

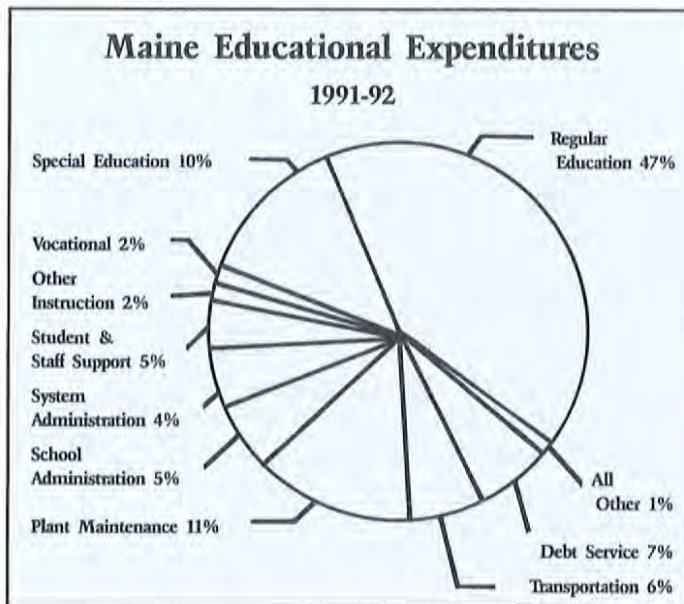
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures

In 1991-92, educational expenditures in Maine from state, local, and federal sources totaled approximately \$1,071,396,875.

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



Special Education Expenditures

Since the enactment of Individuals with Disabilities (I.D.E.A.) Public Law 101-476 (formerly P.L. 94-142, E.H.A.), 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. 100-476. 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 remained at \$65.8 million, as it was for 1989-90 and 1991-92. The actual state subsidy in 1992-93 was \$54.3 million because of reductions in subsidy to school admin-

istrative units to offset a deficit in revenues to the State of Maine.

Local funding also remained at \$40.3 million in 1992-93 the same as in 1991-92. This was up from the \$38.9 million in 1990-91. However, the same adjustments in subsidy were made resulting in a decrease in local funding for special education to \$35.4 million in 1992-93.

Clearly, 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 \$14.0 million in 1991-92 to \$15.9 million in 1992-93.

Although costs have increased, the distribution of cost sharing has changed. In 1981-82, the State supported 37 percent of these costs while in 1992-93 the State's share rose to 62.0 percent. In 1981-82, the local share was 66 percent, while in 1992-93 the local share was 37.9 percent, a decrease from 39.2 in 1990-91. In 1981-82, the Federal share equaled 20 percent of these costs while in 1992-93 the Federal share was 15.6 percent.

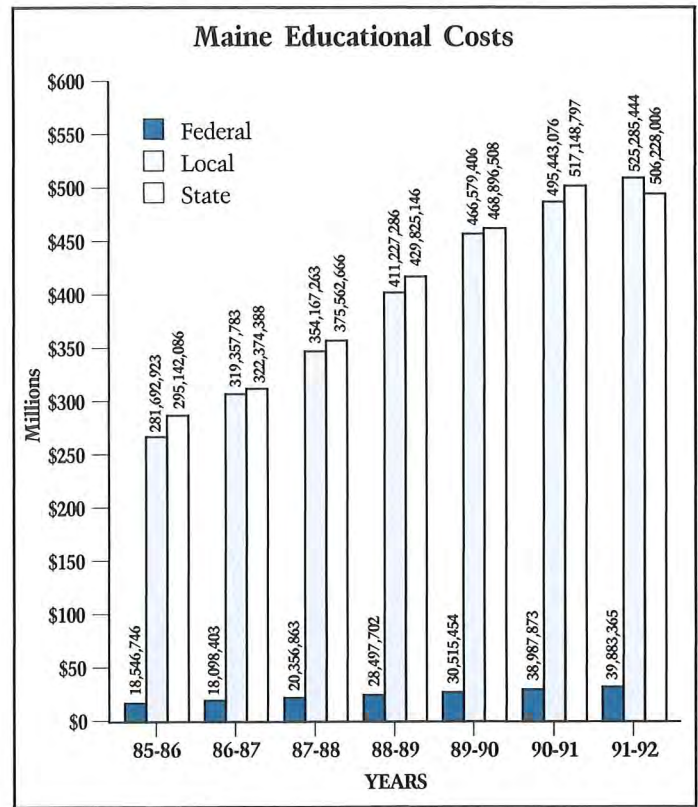
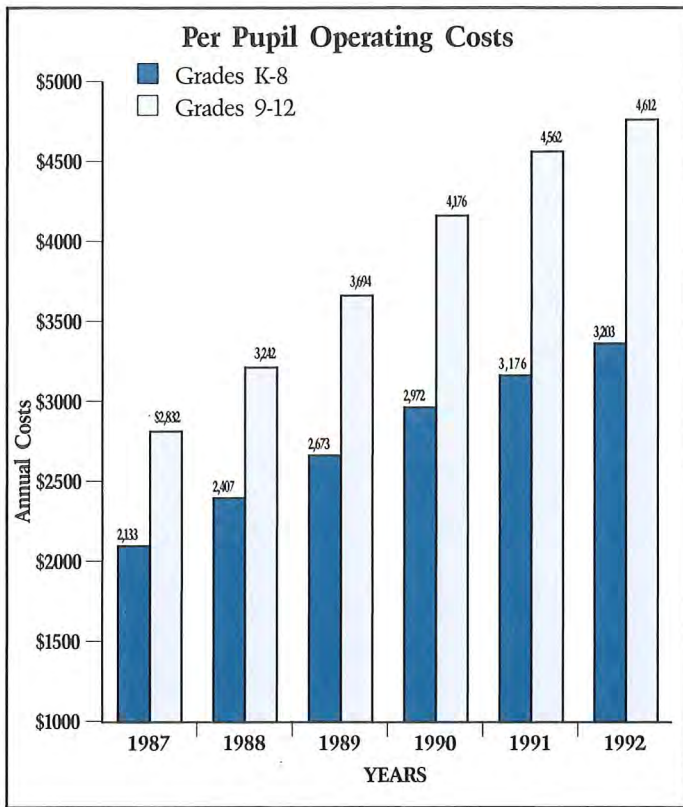
The state's share of special education has increased by 25.0 percent, while the local share has decreased by 23.8 percent in the last eleven years. The Federal share of special education in this same period decreased by 12.5 percent even though the amount of federal funds has increased over this period. In 1992-93 state funding for state wards equaled \$4.3 million, while funding for state agency clients equaled \$7.3 million.

Public School Transportation

During FY 1992-93, Maine's school buses transported 177,357 children on an average daily basis to public schools.

The average cost per mile for the 2,080 publicly and 510 privately-owned buses was \$1.64. Miles traveled during the year totaled 32,156,017 at an average cost of \$297.14 per student.

In 1992-93, expenditures for school transportation totaled \$52,700,465.91, and purchases of school buses totaled \$4,632,054.00.



School Nutrition and Food Distribution Program

During the 1992-93 school year, Maine school feeding programs prepared and served 16,951,749 student meals in 692 public schools, 22 private schools, 22 residential child care institutions and three state institutions. Reimbursement to school feeding programs in the 1992-93 school year was \$16,867,711 in federal funds and \$1,149,297 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 School Nutrition and Food Distribution Programs received \$347,762 in federal funding and \$259,615 in state funding during the 1992-93 school year.

In the 1992-93 school year, there were 2,779,425 school breakfasts served, a twelve (12) percent increase above the 1991-92 school year. Seventy-seven (77) percent of the breakfast meals were served to students eligible to receive meals at the free or reduced price rate. Forty-eight (48) percent of the lunch meals were served to those eligible students compared to fifty (50) percent in the 1985-86 school year. Maine is participating in a

national pilot project to provide automatic eligibility for meal benefits to needy students.

The staff reviews plans and equipment specifications for construction or renovation of school food service 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, 1992 to June 30, 1993, a total of 6,480,147 pounds of foods with a value of \$3,681,437 was distributed to Maine school programs. Some foods were processed into more desirable food items as a result of four food processing contracts administered by the staff. 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 7.7 percent from \$482.7 million to \$519.8 million in Fiscal 1991 to Fiscal 1994. In the three years prior to 1990, general purpose aid for education increased by 51.9 percent from \$313.9 million to \$476.9 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.

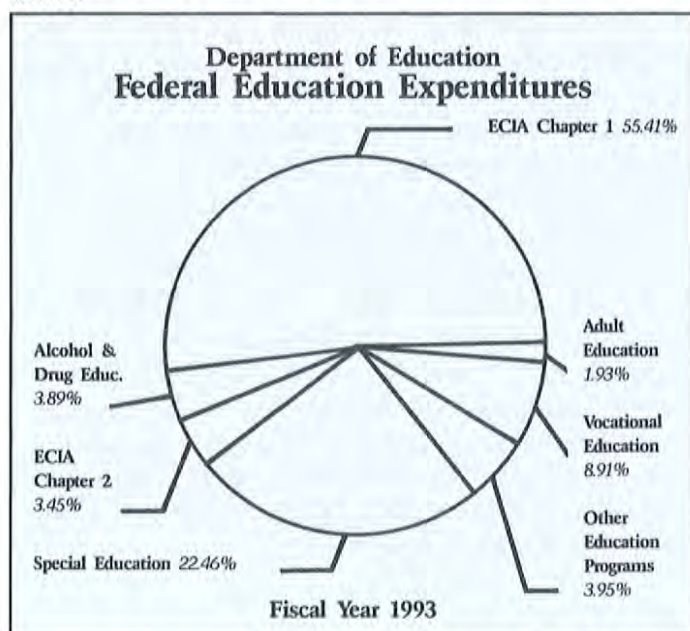
School district wealth is measured by the per pupil value of real property in each district because real property taxes are almost the only means by which districts raise funds. (All property valuations used in school funding formulas are based on figures compiled by the state; therefore, they are not 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 \$64,281,198.78 in fiscal year 1993. This represents an increase of 8.92 percent or \$5,264,001.05 from fiscal year 1992 and is reflected, primarily, by increases of \$4,575,731.21 in Chapter 1, \$123,816.13 in Alcohol and Drug Education, \$942,455.21 in Special Education, \$1,014,552.00 in Vocational Education & Adult Education, with decreases in Chapter 2 of \$337,757.54 and Other Education Programs of \$1,054,795.50.



SECTION IV: EDUCATIONAL INITIATIVES

Goals 2000

In April 1994, the National Education Goals were transformed into the Federal Goals 2000: Educate America Act. The Act provides states with funding to implement what have become eight national education goals. Funds will be allotted to states over a five-year period with the first year to be used in the development of state and local systemic improvement plans. In the remaining years, all but 5% of the funds which come to Maine will go directly to local school districts to help them begin or continue to implement learning results.

The Act also establishes the National Education Goals Panel, the National Education Standards and Improvement Council, an Office of Technology in the federal Department of Education, and the National Skills Standards Board. The intent of the Act is to support the work many states have already undertaken to identify what students should know and be able to do and then to build a new public education system around these learning results.

In Maine, the State Board of Education's Task Force on Learning Results, with a great deal of broad-based input and collaborative problem solving with many other Maine citizens, will serve as the organizing body for the development of the state's systemic change plan. Since many of the components of the Act are also included in the Task Force's preliminary plan for education in Maine (including provisions for the development of state-level learning results for all students and performance standards based on them) the process the Task Force will be using to do this work in Maine will be the method used to develop our state's Goals 2000 systemic improvement plan.

Plans for building a state-wide consensus about the learning results in Maine are being developed and will be implemented beginning in September 1994.

The Task Force on Learning Results

P.L. Chapter 290, Sec. 20A, "An Act to Enhance the State Board of Education", enacted in the first regular session of the 116th Maine Legislature, made the State Board of Education responsible for setting goals for education in Maine. To assist the Board in the planning process, the Act established the Task Force on Learning Results.

The Task Force's plan for education in Maine is based first on its analysis of the act itself. The implications of the Act are far-reaching. The assumptions, beliefs and values which prompted its passage and which are embedded in the Act's charge to the State Board and to the Task Force on Learning Results dictated many of the elements of the plan. These include:

- All Maine children can learn the knowledge and skills necessary to be effective parents, citizens, workers and adults.
- Maine's Common Core of Learning is the guide for developing learning results for all students and is the foundation for planning the future of public education.
- All Maine schools will work toward the same set of learning results.
- By developing learning results which apply to all Maine students and providing support for schools and communities to redesign schools so all children can achieve these results, all Maine students will have an equal opportunity to learn.
- Educators, parents, students, taxpayers and policy makers need one integrated, long-term plan for public education which guides decision making at both the state and local levels.

Building on the underlying beliefs embedded in the Act and its own strongly held beliefs about education, the Task Force developed a picture of education in Maine which illustrates how public education will function after its plan is implemented. The vision the Task Force developed was verified by 350 representatives from 20 education stakeholder groups who met in November 1993 at an Education Summit.

As a result of the development of learning results and the implementation of the structures necessary to support their implementation, the Task Force envisions for the future:

- Every Maine child can claim a promising future, because each enjoys an equal opportunity to develop the knowledge, skills and attitudes necessary to participate in shaping Maine's future.
- This equal opportunity to learn is ensured by a common set of learning results which embody high expectations for all students. The learning results, and the standards of achievement based upon them are the work of teachers, parents and citizens across the state.

- Each community determines the strategies it will use to help its children reach the learning results. Learning teams, which include students, parents, and teachers develop and periodically review multi-year personalized education plans for all students. Student progress is assessed regularly, using a variety of methods which help students demonstrate what they know and can do. Students advance through school based on their progress in achieving the learning results. Each student, by actively participating in the development of a personal learning plan, understands the expected learning results and takes pride in progress made toward attaining those results. Each student accepts personal responsibility by choosing activities which lead to rigorous intellectual growth.
- Educators are mentors who guide this learning process. They use a variety of engaging strategies to support students' personal learning plans. They benefit from teacher preparation programs and professional development opportunities emphasizing new technologies and approaches effective in helping students reach the learning results. Educators utilize these approaches as a springboard to help them design creative ways to personalize education for each student.
- Every Maine citizen is a lifelong learner. Schools therefore are the educational service centers for all residents in each community. Learning activities continue all day, every day, and learning groups are multi-aged and inter-generational. As education centers, schools use telecommunications, technology-intensive library and media centers and other technological tools to advance learning. The community itself is used as a classroom, where students further their studies of academics and human relations, explore global and multi-cultural concerns, and address environmental issues. Businesses provide additional avenues for students to use in learning, and post-secondary education contributes its learning resources to support both adults and students. Through all of these activities and the involvement of all segments of the community, the community itself takes responsibility for helping its students reach the common learning results.
- Accountability for ensuring that all students continue to progress toward the learning results is shared by all the stakeholders of Maine's public schools — students, parents, teachers, community members and policy

makers. Every community can depend upon receiving equitable, predictable and adequate funding as well as the technical resources necessary to provide a rich learning environment. When schools and communities have difficulty helping students progress toward the learning results, more intensive assistance is provided. Assistance may include support services, additional funding, or sanctions if necessary. This view of accountability redefines the responsibilities of each member of the educational system, and requires shared decision making and decentralization at all levels of the system. At both the state and local levels, policy makers act on the belief that our top priority is to create and maintain an environment in which all students can and do achieve the learning results.

Making the Vision a Reality for Maine

The Task Force's plan has two major components — developing the learning results and supporting local implementation of the results. In developing goals for education in Maine, the Task Force recognized the necessity of action in six major areas:

1. The learning results must reflect high expectations and high standards for all students.
(High Standards and Expectations)

Actions: The learning results will be established through a four-step process which involves Maine schools already developing local learning results, and educators, parents and community members across the state. Using the Common Core of Learning, the Task Force, the State Board and the Department of Education will use a broad-based collaborative process to develop specific learning results. This process will build on the department's work during the last two years in helping 60 schools develop learning results at the local level. The process will also involve community members all over the state in discussions about what Maine students should know and be able to do. Once the learning results are developed, schools will work with their communities to develop a local implementation plan.

2. All activities to support the local implementation of the learning results must be designed around what students need in order to learn.
(Learner-centered education)

Actions: Planning teams, composed of teachers, parents and the student, will create a learning plan for each student so that all children have an

equal opportunity to work toward the learning results. Once initial mastery of the results has been reached, the same planning teams will develop transition plans for each student.

Transition plans may include in-depth academic study, apprenticeship or internship, concentrated pursuit of a personal talent, or any combination of these activities. Students will select the point in their school career in which they want to demonstrate initial mastery and the transition plan will help each student determine when exit from high school takes place. A state-level collection of student assessment tools (including the Maine Educational Assessment Test) will be developed to help schools and students determine initial mastery.

3. Continuous state and local level student assessment which provides multiple ways for students to demonstrate what they know and can do is necessary to build accountability into the system. (Assessment and Accountability)

Actions: Local school districts will receive assistance in developing local assessment tools to provide information about student progress in reaching the learning results. Schools will also receive assistance from teams of educators from other schools, which will also help schools and their communities evaluate their plans for implementation of the learning results. Regional support centers will be established to assist schools in the following areas:

- planning to help students achieve the learning results;
- the development of new instructional strategies;
- the development of local authentic and performance assessment tools, involving parents and community in shared decision making;
- recruiting, placing and supervising volunteers in schools;
- forming partnerships with businesses and community organizations;
- the implementation of older students' transition plans.

The centers will also:

- identify and broker public and private funding;
- create regional coordination systems for social services which impact children and families, and connect schools and teachers with these services;
- prepare visiting teams to provide assistance and feedback, and coordinate the formation of these teams;

- create school-to-school networks;
- serve as clearinghouses for ideas, strategies, community-as-a-classroom projects, and educational research and information.

In order to ensure that all schools are striving to help students reach the learning results, a system of rewards and sanctions will be developed during the next two years.

4. Schools and communities must have equitable, adequate and predictable resources and technical support if they are to be held accountable for student progress toward the learning results. (Equitable Resources)

Actions: As recommended by the School Funding Task Force, “essential programs and services will be defined for school funding purposes. The legislature will establish predictable funding levels by March 1st for the subsequent biennium. As social services become a larger responsibility for schools, the Department of Education and local school districts will identify the proportion of each community's budget which must be spent on social services activities in order for students to begin to learn. This proportion will be used to determine equitable pupil funding for all other essential services.”

5. Investment in high quality, meaningful professional development is required at all levels of the education system. (Educator Development)

Actions: Resources equivalent to a minimum of 5% of each school district's personnel budget will be allocated to educator development. The focus of all educator development activities will be on helping students reach the learning results and on continuous learning about teaching as a profession. Educator development will include adequate time for teachers and administrators to: develop materials; explore new strategies and approaches; locate needed resources; and technology; arrange student learning experiences; develop student assessment tools; meet with students, parents and other educators. Technology will be incorporated into Maine schools and classrooms. Schools will receive assistance in helping them integrate technology from the Maine business community and from the Department of Education.

6. All stakeholder groups must learn to work together to help all students reach the learning results. (Community Involvement)

Actions: Each school will adopt a site-based decision making approach to planning, assessment and evaluation which involves all community stakeholders. Employers and other community stakeholders will reinforce student achievement of the learning results by: providing learning opportunities in the community and the workplace; supporting school-to-work transition plans for students; developing and expanding school volunteer programs to include all community stakeholders, especially senior citizens; and creating employee volunteer programs which allow employees to volunteer.

Implementing the Plan

During the next 18 months, the Task Force will work with the Department of Education and the State Board of Education to oversee the development of learning results. The process will involve thousands of educators, parents, students and Maine citizens and will be based on Maine's Common Core of Learning. Once the learning results have been developed, the Task Force's plan for education in Maine will be the vehicle for helping local schools redesign education so that all students have an equal opportunity to achieve the results. During the same period, the support system outlined in the Task Force's plan will be developed. The Task Force will continue as a standing body during this two-year development process, providing oversight and ensuring continuity among the components of the plan. It will report regularly to the State Board of Education, which has ultimate responsibility for monitoring the entire process.

Following the design of the learning results and implementation of the support structures necessary to help schools integrate them locally, a continuous evaluation process will be instituted among all organizations responsible for helping children reach the learning results. As assessment information at both the state and local levels is collected, all aspects of the education system will be continuously examined. It is expected that both the learning results and elements of the support system will change as a result of continuous evaluation.

New Standards - An Overview

The New Standards Project is a joint program of two organizations —the National Center on Education and the Economy based in Rochester, New York and the Learning Research and Development Center at the University of

Pittsburgh. Partner states and local school districts that participate in the project have been and continue to be leaders in designing and administering a new generation of assessments based on performance rather than multiple choice tests.

The project has a goal of setting world class performance standards for all children and will employ advanced forms of performance assessment including portfolios, exhibitions, projects and performance assessments based upon real-life tasks that students do alone or in groups. Much of the work of the project is based upon developing assessment tasks which draw upon national bodies such as the National Council of Teachers of Mathematics, curriculum frameworks and goals developed by states.

Maine is one of 19 partner states and 8 large school districts participating in the project. Students and teachers from nearly 75 schools in Maine have participated in the math and language arts assessments developed by the project in recent years. Leadership training is provided for lead teachers annually. The training focuses on the type of assessment that the project has as a priority for that year. The leadership team provides training for volunteer teachers and administrators. In 1994-95 the focus will be on developing the portfolio assessment process and further refinement of reference tests in mathematics and language arts.

Innovative Education Grants Program

This program awarded \$323,000 in FY '94 to 62 school/school system teams of teachers, administrators and community representatives as incentive for thoughtful, creative and meaningful systemic change based on Maine's Common Core of Learning. The funds are utilized to build local capacity to create learning environments in which all students can achieve at high levels.

These grant sites are moving from the initial stages of school renewal - gaining broad-based support for change, creating a shared vision for education, and identifying broad learning results for ALL students - to the latter stages of change: redesigning the system in which teaching and learning occurs so that the learning results can be realized.

Sixteen of the Innovative Education Grant sites used the nine Common Principles of the Coalition of Essential Schools as a framework to strengthen their teaching and learning as part of Maine Re: Learning. All sites are provided support through a network in which they can share

experiences and expertise and through on-site technical assistance. For additional information, contact Cindy Flye, Innovative Education Grant Coordinator, at (207) 287-5985.

Results-Based Teacher Certification

The Maine State Board of Education, the Maine Department of Education, and the University of Maine System, with assistance from the Maine Leadership Consortium, have joined together to work toward creating a results-based model for teacher certification in Maine. In recognition of the critical importance of including teachers, administrators, teacher educators, parents and other community members in developing high and rigorous standards for teachers and holding teachers accountable to those standards, a new system will be built upon the knowledge that is generated through locally developed models for results-based teacher certification. Proposals for the development of pilot results-based certification were requested from schools and institutions of higher education.

Many states, including Maine, have recently created a new vision for education for the 21st century. This vision is based on creating student-centered schools. Student-centered schools are schools in which individual students' needs shape the learning environment and the nature and pace of instruction. In Maine, we call our vision the Maine Common Core of Learning. For the most part, states' policies supporting teachers do not promote this new vision of education. Furthermore, most states' policies for teacher development are based on acquiring knowledge and passing written tests far from where teachers do their work - the classroom.

In an effort to support teacher development for the Common Core, a results-based model of teacher certification based on the Common Core and teacher performance will be created. No state, to our knowledge, currently has such a results-based system. Our work will serve as a national model.

A three-part strategy for developing this new certification process has been implemented: 1) Three locally developed models that will develop and pilot new approaches to certification have been selected for funding: Bates College and Lewiston High School, the University of Maine at Farmington and MSAD #74, and University of Southern Maine ETEP (Extended Teacher Education Program) and Wells/Ogunquit Schools. 2) A series of meetings in which representatives from the demonstration sites share their findings

will be held. 3) The partnership groups, in conjunction with representatives from the pilot sites and other stakeholders in education and the broader community in Maine, will develop a plan for a new results-based initial certification process.

The project is currently receiving financial support from the Maine State Board of Education, the Maine Department of Education, the University of Maine System, and the National Association of State Boards of Education. As part of this effort, Maine has been chosen to be in the National Network for Teacher Licensure Reform sponsored by the National Association of State Boards of Education (NASBE) and funded by the Metropolitan Life Foundation.

Reading Recovery

Reading Recovery is a short-term intervention aimed at accelerating the progress of the lowest 20% of first graders in a school system. It was developed by New Zealand educator Dr. Marie Clay and proved so successful that it was adopted nationally in New Zealand in 1983. In 1984-85, Dr. Clay was invited to Ohio State University to train Reading Recovery teachers and teacher-leaders. From there, Reading Recovery has spread nationally and internationally. The United States Department of Education's National Diffusion Network selected Reading Recovery in 1987 as a developer/demonstrator project.

The University of Maine is one of 18 colleges and universities approved as training sites to offer teacher-leader training and oversee the delivery of services in their regions. Training sites for these teachers have been established at Bangor, Bethel, Caribou, Howland, Machias, South Portland, Ellsworth, Westbrook, Wiscasset, and Fairfield.

The goal of Reading Recovery is to reach every child at-risk of failing to learn to read. Reading Recovery helps these children learn reading and writing strategies and skills so that they can benefit from classroom instruction. We have made progress in achieving our goal in Maine. At the end of 1993-94, approximately 800 children will have received the Reading Recovery program instruction. Chapter 1, the federal program which distributes money to help bring poor children up to par with classmates, has contributed to our efforts.

In December 1993, Governor John McKernan allocated \$922,000 over a two-year period to expedite the training of Reading Recovery teachers and teacher-leaders in Maine. An additional \$950,000 was allocated by the Maine Legislature

this year. This means that by the year 1996, potentially 3,000 of the 4,540 children projected to need Reading Recovery will have received it.

Maine Mathematics and Science Alliance

In its second year of generating statewide systemic reform, the Maine Mathematics and Science Alliance is helping improve the quality of math and science education in our schools. The Alliance is a uniquely positioned organization both in its composition (educators, community members, and business and higher education representatives) and in being a private, nonprofit corporation housed in the Maine Department of Education.

Work is accomplished by the six standing committees, the MMSA staff and seven Beacon Centers that have achieved the following successes to date:

Professional Preparation and Development - Major undertakings are the Science and Mathematics Academies (at three university sites last year, at five sites this year) and engaging the math and science education community in discussions of model teacher and administrator certification. Teacher and community development through Family Math, Family Science and EQUALS have also been conducted.

Curriculum, Instruction and Assessment - This group received a major grant to create and disseminate curriculum frameworks in mathematics and science. The format and outline of the five major sections (Philosophy, Content Standards, Professional Standards, School and Community Standards, and Equity Standards) have been developed.

Community Integration - This group operates information sharing sessions such as Leadership Conferences and Annual Meetings. It coordinated a major grant from L.L. Bean to Beacon Sites for community integration planning.

Systemic Evaluation and Planning - As the oversight committee, this group ensures that all the activities are coordinated and in line with the strategic plan. This is done formally - through a contracted evaluator and through the committee's own evaluation - and informally through administrative team meetings.

Beacon College - Although not an original piece of the initiative, the Beacon College has brought together 11 higher education institutions that prepare teachers in math and science and is investigating the undergraduate mathematics and science curriculum.

Beacon Centers [York School Department, Scarborough School Department, Brunswick/MSAD #75 (Topsham), MSAD #3 (Thorndike), MSAD #29 (Houlton), MSAD #59 (Athens) and Union #98 (Mount Desert Island)] - Housed in each of the seven sites are a mathematics and a science facilitator who serve as regional change agents for reforming math and science education. These Beacon Centers are resources to surrounding school districts for school reform, curriculum, instruction and assessment.

For more information, contact Thomas B. Clark, Executive Director of the Maine Mathematics and Science Alliance at 207-287-5881 or one of the initiative's Principal Investigators - (Jacqueline P. Mitchell, State Mathematics Consultant, Maine Department of Education; Dagmar Cronn, Dean, College of Arts and Sciences, University of Maine; Clarice Yentsch, Research Scientist, Bigelow Laboratory for Ocean Sciences; William Richards, Superintendent, MSAD #43 (Rumford/Mexico); or, Thomas E. Keller, State Science Education Consultant, Maine Department of Education).



A Magnet School for Maine

New legislation has established a Magnet School for math and science education in Limestone, Maine. The school, as proposed, has two major components.

At the center is a state chartered residential school program designed to meet the needs of 300 highly motivated, high school juniors and seniors to be recruited from all Maine high schools. Maine's high schools currently enroll 32,000 juniors and seniors, so the Maine School of Science and Mathematics would directly affect less than 1% of the total students enrolled. Each high school in the state will have slots reserved for their students. All candidates would compete for slots based on academic standings, sending school recommendations, as well as other criteria.

The second major component will be a year long series of short programs designed to be available for non-resident students and faculty throughout the state. This will provide a benefit to a large number of students.

The faculty and staff will be carefully selected to meet the needs of these high achieving students. The staff will be highly qualified with a master's degree being the minimum credential, and a doctorate level preferred. Teaching will be supplemented by visiting, distinguished lecturers who will be in residence at different intervals throughout the year. All staff will be enthusiastic and enjoy communicating and working with Maine's talented young men and women.

The curriculum will be research and activity-based covering all academic areas with an intensive focus on Science and Mathematics topics. Evening study sessions and speakers will be incorporated into dorm life. The program of studies will be distinguished by its academic rigor, its basis on translating theory into practice, and the range of course work being offered.

The Legislature changed the funding program so that local general purpose aid is not affected. This program will be incorporated in the Department of Education budget similar to the Baxter School for the Deaf.

Over time, it is planned that the school will become a resource for all Maine high schools. Through the use of ITV, the school will share its advanced degree faculty and its innovative curriculum with all of Maine's high schools. Selected upper level courses, not economically feasible for most high schools, will be broadcast.

The program will provide a new way to work

toward equal educational opportunity for students from all Maine schools - rural and urban.

The Magnet School will connect with state initiatives such as the Maine Math & Science Alliance and the State math and science frameworks. Both the science and math consultants will be involved as liaisons from the Department of Education.

For additional information, contact Jacqueline Mitchell, Math Consultant, 287-5937.

Learn and Serve America: "Learning Connections"

Learning Connections is a partnership of the Maine Department of Education and the KIDS Consortium, Inc. Its mission is to enhance the intellectual, personal, and social development of all children by integrating service learning into the climate, curriculum, policy, and instructional fabric of schools throughout Maine. Service learning is a method of teaching and learning which engages students in working to solve real-life problems and issues in their schools and communities as part of the academic curriculum. Service-learning is an important school change strategy which can help to facilitate:

- project-based learning
- heterogeneous grouping
- interdisciplinary teaching
- alternative assessment
- parent/community involvement
- authentic learning

Through a grant from the Corporation for National and Community Service, the Maine Department of Education and the KIDS Consortium, Inc. will award grants to Maine high schools in order to plan, implement, operate, and expand programs or projects which utilize service as an instructional strategy and/or authentic assessment tool in one or more academic areas, such as mathematics, science, English, social studies, and foreign language, and which utilize Maine's Common Core of Learning as the basis for assessing student learning.

For information, contact Heidi McGinley at (207) 287-5986.

Governor's Educational Technology Grant Program

Twelve schools in six regions of the state were each granted \$75,000 in state funds to improve education through technology at the elementary and middle school level.

The grants will be used in the 1994-95 school year.

Funding of the twelve projects which were selected from 109 proposals submitted by school districts late in the 1993-94 school year, will be administered as Innovative Grants in the Division of Curriculum and by the Chapter 2 Office.

Although a one-time grant program, the schools involved can be convincing models for the legislature to provide additional technology grants in the future.

They will also provide a base upon which the State can develop a state plan for technology activities within the federal GOALS 2000 Act.

For information, contact Richard Riley at (207) 287-5815.

School-to-Work Opportunities System

On April 1, 1994, acting on behalf of a broad coalition of public and private agencies and organizations, the Department of Education applied for a grant of Carl D. Perkins Act Cooperative Demonstration Program funds in the amount of \$9M per year for five years, to implement a comprehensive, statewide School-To-Work Opportunities System—"Career Opportunities 2000" (CO2)—meeting the standards of the new School-To-Work Opportunities Act (STWOA).

Announced by President Clinton in September of 1993, the STWOA represents a major new initiative in the area of educational opportunities for non-college bound students. Along with the Goals 2000 Educate America Act, it constitutes one of the centerpieces of the educational strategy of the Clinton Administration.

Following STWCA guidelines, Maine projects that upwards of 75% of all high school juniors and seniors—including students with disabilities, disadvantaged and at-risk students, and women interested in careers that are not traditional for their gender—will be served by the CO2 system if Maine's application is successful and the new system becomes fully operational in the Year 2000.

Six clearly articulated career/life pathways will constitute the core of the CO2 system:

- Youth Apprenticeship;
- Pre-Apprenticeship
- Tech Prep;
- Occupational Prep;
- Cooperative Education; and,
- Career Preparation.

Fully developed, all six pathways will incorporate—in an integrated, coherent, "seamless" way—both academic and occupational skill development, both school-based and work-based learning, and both secondary and (linked) postsecondary education.

As the gateway to both the College Prep course of study and the six CO2 pathways, all Maine students will be expected—typically at around age 16, at the end of what is now the 10th grade—to achieve a Certificate of Core Mastery, demonstrating mastery of a set of common core competencies required for success and self-sufficiency in the modern global economy.

Following achievement of a Certificate of Core Mastery, each student will develop, with the support of counselors, teachers, coaches, and parents, an Individual Opportunity Plan—an individualized education/employment/career/life plan—to structure their program of work and learning experiences in grades 11-13 and beyond and document their initial career and life objectives in relation to their school- and work-based learning program.

Each student's IOP will be reviewed and updated or revised annually and as necessary, and formal protocols will be developed to ensure easy movement from one pathway to another.

To empower students to make the decisions required for the development of an IOP that is both realistic in terms of the labor market (local, regional, State, national, or global) and appropriate in relation to their interests, temperaments, aptitudes, abilities, and aspirations, Maine plans to offer a comprehensive program of career guidance and counseling to every student in grades K-10.

In addition, to ensure that all students enrolled in CO2 career/life pathway complete their program and make a successful entry into the world of work, a broad spectrum of career guidance and student support services will be afforded to every student in grades 11-13.

Each CO2 career pathway will incorporate a pathway-specific skills assessment/student evaluation system (built upon assessment systems already in place in academic high schools and applied technology centers) providing regular and continuing assessment of each participating student's progress in the mastery of basic and higher order academic, career, employment, industrial, and occupational competencies benchmarked against industry-verified, program-specific, pathway-specific, State and national skill standards and learning outcomes.

Students who successfully meet first year CO2 benchmarks in the 11th grade will continue into the second year of their program in the 12th grade. Students who meet second year benchmarks and satisfy statutory requirements will be awarded a high school diploma at the end of the 12th grade and will be eligible for enrollment into a linked program of study at a campus of the Maine Technical College System (representing the third year of their program).

Students who satisfy all program standards will receive a portable, and “warranted” Certificate of Skill Mastery, plus a certificate of completion or an associate degree as appropriate) from the MTCS. Successful completers of a Pre-Apprenticeship career pathway will also achieve journey worker status at the completion of their registered apprenticeship.

Each CO2 pathway will extend systematic, intensive, and individualized job (or educational) placement and follow-up services to each completer, for up to 18 months after completion. JMG will provide placement and follow-up services to Career Preparation participants and Youth Apprentices. Other pathways will offer equivalent services meeting the national standards of the JAG and JTPA networks.

A CO2 Program Evaluation System will provide for continuous, indepth, high validity/high reliability evaluations of the effectiveness of all CO2 program offerings. Pending promulgation of national standards, CO2 program performance will be measured against the Core Measures and Standards of Performance adopted by the State Board of Education in compliance with the Carl D. Perkins Act.

At the State level, the Department of Education will serve as the fiscal agent for the CO2 system Implementation Grant, in collaboration with the Departments of Labor and Economic and Community Development, the Office of the Governor, the MTCS, and JMG.

Again at the State level, development and implementation of the CO2 system will be overseen by the Maine Career Opportunities 2000 Partnership—a broad advisory council organized to ensure the active and continued involvement of employers, union leaders, state agency representatives, and many other key stakeholders. A 25-member CO2 Steering Committee will meet on a regular and as necessary basis to coordinate collaboration between lead agencies.

A total of ten Local CO2 Partnerships will be constituted—one for each of ten planning regions defined for the purposes of the Carl D. Perkins

Act—that together encompass the entire state.

A full spectrum of business, union, education, state agency, local government, student, parent, and community representatives will be included among the participants in each Local Partnership.

The implementation of the CO2 system will involve two distinct phases:

- Statewide expansion of the Maine Youth Apprenticeship Program;
- Reengineering and integrating existing career/life pathways to create a comprehensive, “seamless” system meeting the standards of STWOA and the needs of at least 75% of all Maine students.

Maine’s intention is to pursue both phases simultaneously, providing sufficient support for implementation becomes available through the STWOA, the Perkins Act, and other Federal, State, and local sources.

Department of Education Organization Chart

