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PERFORMANCE REPORT ON MAINE'S PUBLIC SCHOOLS



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Maine
Public Schools
Performance Report
1995

Angus S. King, Jr.
Governor

DEPARTMENT OF EDUCATION
Wayne L. Mowatt, Ed. D.
Commissioner

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Page 7:

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It is the mission of the Maine Department of Education to lead education towards higher aspirations, higher expectations, and higher performance in order to provide a competitive edge for citizens in the State of Maine into the 21st century.

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



Angus S. King, Jr.
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DEPARTMENT OF EDUCATION

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Dear Friend of Education:

Maine is on the Move! This is the motto of our new Administration.

Education in Maine is also on the move! We are moving toward: statewide learning standards for all students based on Maine's Common Core of Learning; a complete open response format in the assessment of student performance at grades four, eight, and eleven; access to technology that will eventually connect all high schools to a fiber optics network; economies of scale in education through the centralization of purchasing, accounting, and other local school operations; a partnership of schools, families, and communities to support students and their programs; a re-engineering of the delivery system for professional development; and many more pro-active measures to continuously reform and improve the educational process.

Recently, we celebrated the good news that Maine ranked number one in the country in fourth grade reading performance on the National Assessment of Educational Progress - a comparison of reading achievement among 41 states and jurisdictions. Maine ranked second in a 1992 study.

I implore you to become involved in the education of our youth -- whether you are a parent, a potential employer, a community member, or a service provider. Volunteer, and share your talents and/or resources. As partners, we can prepare our children for tomorrow's world - a world that is becoming increasingly competitive, sophisticated, and complex. To guarantee a sound economic future for our state and our nation, and to assure a solid standing as a world leader, we cannot shirk our most important responsibility - the education of our children.

Good things are happening in our schools and in the Department. The annual Performance Report on Maine's Public Schools is a resource of information and statistics about the status of education in this state. I hope you will find the report useful and that you will contact the Department if you have questions or require more information.

Sincerely,

A handwritten signature in black ink, appearing to read 'W. Mowatt'.

Wayne L. Mowatt, Ed.D.
Commissioner

Table of Contents

SECTION I:

EDUCATIONAL ACHIEVEMENT

High School Graduation

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

Achievement of Public School Students

Maine Educational Assessment	3
Performance Levels	4

Achievement of College Bound Students

Performance on the SAT	6
Maine and National SAT Score Averages 1984-1994	6

SECTION II:

DEMOGRAPHIC AND EDUCATIONAL PROFILE

Profile of Maine

Demographic Information	8
Educational Attainment	8

The Educational System

Public School Enrollment	8
Types of Local Educational Agencies	9
Educational Program	11
Gifted and Talented Education	11
School Library Media Programs	12
HIV Prevention Education	12
Distance Education	13
Affirmative Action	14
Safe & Drug Free Schools & Communities	14
Office of Rehabilitation Services	15

Applied Technology Education

Career Pathways for Maine Youth	16
Occupational Preparation Programs	18
Career Preparation Programs	20
Applied Technology Services & Activities	21
Access for Students with Special Needs	24

Special Student Membership

National Origin Minority Groups	24
Recent Immigrant Children	24
Compensatory Education (Chapter I, Migrant)	25
Governor Baxter School for the Deaf	25
Education of Exceptional Students	27
Home Schooling in Maine	27
Homeless Children and Youth	28
Student Assistance Team Unit	28

School Personnel Profile

Maine Educators	28
Administrator/Supervisory Positions	29
Teacher Education and Certification	29
Average Annual Salaries	30
State Board of Education	30
School Construction	31

SECTION III:

FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures	32
Maine Educational Costs	32
Maine Education Expenditures 1992-93	32
Maine Education Expenditures 1993-94	32
Per Pupil Costs	33
Special Education Expenditures	33
Public School Transportation	33
School Nutrition and Food Distribution Programs	33

State of Maine Education Appropriations

General Purpose Aid	34
Federal Education Expenditures	34
Federally Funded Programs	35

SECTION IV:

EDUCATIONAL INITIATIVES

Initiatives	36
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ORGANIZATIONAL CHART	47
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SECTION I: EDUCATIONAL ACHIEVEMENT

Maine Graduation Rates Class Of 1994

Maine's graduation rate for the Class of 1994 dropped slightly to 80.4% from 82.4% for the Class of 1993. The class graduation rate reflects the percentage of ninth graders from public schools who complete a high school diploma at the end of each school year, at public expense. Twelve thousand six hundred forty two (12,642) Maine students graduated from public high schools in the 1993-94 school year.

Maine data is not adjusted for net migration of students during the four year period. The data does not include students who earn a diploma through adult education; and the increase in number of high school age students enrolled in homeschooling is not factored into the calculations. New data collection procedures being investigated at the Department may increase the ability in future years to track all students across schools, including those that receive diplomas through adult education and other alternative programs. These new procedures will provide more accurate and more descriptive data on Maine's high school graduates.

Adult High School Completion Programs

Adult high school completion programs operate in 159 locations throughout the state and serve the approximately 24% of Maine's out-of-school adult population that do not possess a high school credential. These programs operate under the auspices of local school systems and are approved by the Department of Education. They are designed as low cost or no cost programs enabling adults to attain an approved high school credential and enhance their entry or advancement in the workplace.

There are two primary routes to a high school credential for adults; the regular schedule of courses that parallel the normal high school credential, and the GED (General Educational Development).

1. Adult High School Diploma Programs

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 alternative 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 1993-94, 885 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. The tests reflect the competencies that students across the country have in these subject areas by high school graduation. In the 93-94 fiscal year, 2,505 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 103 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, there were 27,609 enrollments in adult vocational programs.

Adult Basic Education (ABE)

Funded through the National Literacy Act, Adult Basic Education (ABE) enables adults to gain basic educational skills necessary to be functionally literate. Functional literacy is defined as using printed and written information to function in society, to achieve one's goals, to develop one's knowledge and potential, and to improve employability. ABE provides a core

set of skills that address reading, writing, comprehension, communication, and mathematics needs.

In FY 93-94, 6,753 adults participated in Adult Basic Education programs through the 86 funded programs; 960 adults with disabilities were served.

English as a Second Language (ESL)

The programs provide oral, aural, reading, and written English communication and survival skills to adult learners from other countries and cultures. This year the ESL population in Maine represented 50 countries and 38 languages. Limited English proficient adults usually receive instruction exclusively in English on survival skills, academics, and employability skills. In 93-94, 1,258 adults participated in ESL classes across the state.

Academic Transitional Courses

Academic transitional courses are for students entering into college or technical programs and for referrals from Department of Labor Job Training programs. The upgrading, refresher courses include science prerequisites, algebra, English, writing skills, and computer literacy. This is the fastest growing area of adult education.

Corrections

In state and county correctional facilities across the state, adult education has provided services ranging from adult basic education to high school completion and vocational training. These efforts have been enhanced by two federal discretionary grants received by the Division of Adult and Community Education and administered through Educational Skills Inc. of Skowhegan. There are instructional programs in 15 county jails organized through local adult education programs.

- The "Maine Chance" grant is a two year grant to the Maine Correctional Center in Windham.
- The "Esteem Machine" is a three year grant that puts full-time staff in seven county correctional facilities. Last year, 1,250 adults participated in adult education instruction in 15 county facilities and 4 state correctional facilities.

Family Literacy

Even Start is a federal demonstration project for family literacy that was initiated in 1989. It is an intergenerational model serving families with children 0-8 years old. Even Start must include adult education, early childhood education, and parent-child interaction components. Waterville Adult Education Even Start was one of the first in the country. Federal funds currently support Even Start programs in Northern Oxford County, Sullivan, Waterville, and Bangor. Building on the Even Start model, the Maine Department of Education awarded federal adult education act funds to 14 programs across the state. From parenting issues to family development of budgets to family portfolios to reading and writing together, the creativity of the programs was limited only by funding. Over 250 families were provided instructional and community services.

Homeless

In 1987, the Stewart B. McKinney Act funded discretionary grants to serve homeless adults. Maine has successfully competed for this funding since 1987. Working through seven adult education programs throughout the state, adult educators delivered instruction in soup kitchens, housing projects, halfway houses, homeless shelters, and other community sites to eliminate the barrier of limited education and life skills. The homeless education projects are in Bangor, Lewiston, Portland, Augusta, Sanford (York County), and Orland H.O.M.E. (Hancock County.) In 93-94, 607 homeless adults received assessment, counseling and/or instructional services.

Workplace Literacy

Workplace Literacy has been a growing field in adult education for discretionary funding. Several programs have received direct grants from the federal government and are providing models of how to organize workplace literacy efforts. Sanford Adult Education and four adult education programs in the Oxford County Workplace grant provided resource to their counterparts across the state. Many adult education programs have been contracted directly by companies across Maine to provide cost effective academic training. From Portland to Bangor, Houlton

to Caribou, Lincoln to Orono, Rumford to Lewiston, Augusta to Farmington, South Berwick to Wells, Maine Adult Education programs have provided assessment and instruction to meet the needs of employers in small and large companies.

Over 1,000 adults participated in instructional programs at the worksite.

Gateway Grants

Conceived in the National Literacy Act of 1991 and funded through a set-aside in the Federal Adult Education Act, Gateway Grants offer on-site education in low income housing developments. In 1993, Maine Department of Education sponsored three grants under this set-aside in Westbrook, Portland, and Lewiston. Ninety-four adults participate in assessment, counseling and instructional services.

Achievement of Public School Students

Maine Educational Assessment (MEA)

Governor Angus S. King, Jr. and noted Maine author Stephen King hosted a Celebration of Reading in May 1995 to recognize the outstanding, first in the Nation, achievement of Maine's fourth graders in a 1994 National Assessment of Educational Progress (NAEP) study of reading. Forty-three states participated in the study.

As with the national assessment, Maine's educational assessment program is changing to reflect the higher academic standards our students will need to meet to succeed in an increasingly complex world economy. Beginning with the 1994-95 school year, the use of multiple choice questions was dropped, and a format was implemented that requires students to construct their own responses to questions. This format tests students' familiarity with content, their ability to apply knowledge through problem solving, and their skill in clearly communicating their understanding to others. Implementation of the new format began three years ago with fifty percent of individual and school scores being based on open response questions.

In addition to the new open-response test format, the MEA has included performance reporting along with comparative scale scores. Student scores in Reading, Writing, and Mathematics are reported at either Novice, Basic, Advanced, or Distinguished. Advanced and Distinguished performance levels reflect challenging standards which exceed current performance levels for most students.

General Performance Levels:

Distinguished:

Distinguished Maine students demonstrate an in-depth understanding of information and concepts. The students grasp “big ideas” and readily see connections among ideas beyond the obvious. These students are insightful, can communicate complex ideas effectively (and often creatively) and can solve challenging problems using innovative, efficient strategies.

Advanced:

Advanced Maine students successfully apply a wealth of knowledge and skills to independently develop new understanding and solutions to problems and tasks. These students are able to make important connections among ideas and communicate effectively what they know and are able to do.

Basic:

Basic Maine students demonstrate a command of essential knowledge and skills with partial success on tasks involving higher-level concepts, including applications of skills. With some direction, these students make connections among ideas and successfully address problems and tasks. Their communications are direct and reasonably effective, but sometimes lack the substance or detail necessary to convey in-depth understanding of concepts.

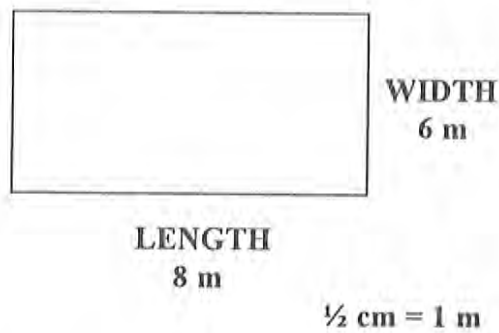
Novice:

Novice Maine students display a partial command of essential knowledge and skills. With direction, these student apply their knowledge to complete routine problems and well-defined tasks. The students’ communications are rudimentary and sometimes ineffective.

The sample mathematics problem from the grade eight test is typical of test questions. The range of student responses to the question illustrates the quality of work at each performance level. The mathematics sample shown below is from a *Performance Level Guide* being produced for each grade level assessed.

The *Performance Level Guides* were produced from a bench-marking process used to define quality levels in the new reporting process. Panels of teachers, parents, and representatives from business and industry made quality judgments based on a direct review of multiple samples of a student’s responses on the 1993-94 MEA tests. The guides will be useful to teachers as a basis for discussing test results with students and parents.

1993-94 Grade 8 Released Open-Response Mathematics Question



- Using the rectangle above, increase its length by 50% and decrease its width by 50%.
 - Draw and label the new rectangle to scale, using the same scale used to make the diagram.
 - Describe what effect this change has on the area of the rectangle.

PERFORMANCE LEVELS IN MATHEMATICS

Distinguished

DISTINGUISHED Maine students demonstrate an in-depth understanding of mathematics by applying sound reasoning to solve non-routine problems using efficient and sometimes innovative strategies. These students make connections among mathematical concepts and extend their understanding of specific problems to more global or parallel situations. They can communicate mathematically with effectiveness and sophistication.

Advanced

ADVANCED Maine students solve routine and many non-routine problems and determine the reasonableness of the solutions using estimation, patterns and relationships, connections among mathematical concepts, and effective organization of data. These students make important connections of mathematics to real-world situations, do accurate work, and communicate mathematical strategies effectively.

Basic

BASIC Maine students can solve routine problems, but are challenged to develop appropriate strategies for non-routine problems. Solutions sometimes lack accuracy; reasoning and communications are sometimes limited.

Novice

NOVICE Maine students demonstrate some success with computational skills, but have great difficulty applying those skills to problem-solving situations. Mathematical reasoning and communication skills are minimal.

Sample Student Responses

Novice student's work in Mathematics.

it affects the rectangular area because when you made it smaller, it made the area smaller.

4m
3m

$\square \frac{1}{2}$

Advanced student's work in Mathematics.

12m
3m

a. I multiplied 8 by 60%, and added the answer to 8. I multiplied 6 by 50%, so the rectangle's length = 12m, width = 3m.
b. The area changed from 48 m² to 36 m². The area decreased.

Basic student's work in Mathematics.

8m increased by 50%
50% = $\frac{1}{2} \cdot 8$
 $8 \cdot \frac{1}{2} = 4$ $8 + 4 = 12$ Length 12m
Width 3m
6m decreased by 50%
 $6 \cdot \frac{1}{2} = 3$
 $6 - 3 = 3m$

12m
3m

$\square \frac{1}{2}$

Distinguished student's work in Mathematics.

8m
6m Before

A. 12m
3m After

The effect that this change has had on the area of the rectangle is that the area was reduced by 25%.
 $48 \cdot \frac{1}{4} = 12$
 $48 - 12 = 36$
 $\frac{36}{48} = \frac{3}{4}$
 $1 - \frac{3}{4} = \frac{1}{4} = .25$

Traditional test scores, such as scale scores or percentile scores, compare the academic performance of one student or school to another, but do not describe the quality of the work in relation to a specific standard.

Increasingly, national and state efforts--such as the Goals 2000: Educate America Act and Maine's legislatively authorized Task Force on Learning Results--are moving toward a more specific definition of the quality standards students should achieve. The changes in the MEA testing format and reporting system enable educators and the public to view student work more directly. This bench-mark year will begin to define the challenge and measure achievement of higher standards being set at the national, state and local levels.

Background Note:

The Maine Educational Assessment program was initiated as part of the Educational Reform Act of 1984 to annually assess the academic progress of Maine's students in grades 4, 8, and 11. Each group of students is tested in Reading, Writing, Mathematics, Science, Social Studies, and Arts and Humanities. A Health Education assessment was added for grades four and eight in 1994. Individual student scores for Reading, Writing, and Mathematics

are reported in a letter directly to parents. School and district results for all test areas are reported to school boards in a detailed summary report as well as released to the public through the press.

Achievement of College Bound Students

Performance on SAT

Of Maine's high school graduates in 1994, seventy-two percent (72%) were Scholastic Assessment Test program candidates. This was 1.1% higher than in 1993. The national rate was 45 percent. The average verbal score was down two points to 420, and the average mathematics score was unchanged at 421.

The verbal score for Maine males was down two points to 420 while the average female score was unchanged at 421.

In math the state average score for males was unchanged at 484, while the average for females was up two points to 446, a ten year high.

MAINE AND NATIONAL SAT SCORE AVERAGES 1984 - 1994

Year	NATIONAL VERBAL			MAINE VERBAL			NATIONAL MATH			MAINE MATH		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
1984	433	420	426	432	427	429	495	449	471	487	440	463
1985	437	425	431	434	430	432	499	452	475	488	446	466
1986	437	426	431	434	433	434	501	451	475	488	445	466
1987	435	425	430	438	429	433	500	453	475	494	440	466
1988	435	422	428	434	427	430	498	455	476	488	446	466
1989	434	421	427	437	426	431	500	454	476	490	444	466
1990	429	419	424	427	420	423	499	455	476	484	444	463
1991	426	418	422	424	418	421	497	453	475	482	437	460
1992	428	419	423	425	419	422	499	456	476	481	442	458
1993	428	420	424	422	421	422	502	457	478	484	444	463
1994	425	421	423	420	421	420	501	460	479	484	446	463

1994 SAT Results for Maine

- The number of women taking the SAT exceeded the number of men (54 percent to 46 percent) by the same percentage as in the previous year.
- The Maine average score for English Composition was up 3 percent to 527, a ten year high.
- Thirteen percent (13%) of Maine graduates took at least one Achievement Test compared to the national rate of 8 percent.
- Health and Allied Services continued as the most popular choice of intended college major, with Social Sciences and History second, Business and Commerce third.
- Engineering was the most popular choice of males with Business and Commerce second.
- Health and Allied Services was the most popular choice of females with Social Science and History second.



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.

Maine had an estimated 1,240,000 residents on July 1, 1994. This was only 1% greater than the 1,228,000 residents recorded April 1, 1990 by the decennial census. The U.S. population grew almost 5 times as fast (4.7%) during the same period. Maine's slow growth reflects the severity of the recent recession coupled with military base closures and defense cutbacks. The U.S. Census Bureau projects the Maine population will, as a result, only increase 2% between 1994 and 2005. The Bureau projects the U.S. population will increase 16% during the same period.

There were 17,500 births in Maine in 1989. Since then, the number has declined each year, dropping to 15,000 in 1993. This change reflects both the effects of the recession and base closings and the aging of the Post-World War II baby boomers who began to pass out of the child bearing years in 1990. The decline in births, of course, will affect future school enrollment rates. The Maine State Planning Office projects the population ages 5 through 17 will decline 8% from 227,000 in 1994 to 209,000 in 2005.

American society is highly mobile and Maine reflects this. Of the persons age 5 and older living in Maine in 1990, 47% had moved at least once since 1985. Another 99,000 persons, equal to 8% of the 1985 population, left Maine between 1985 and 1990. The U.S. Census Bureau estimates that, from April 1, 1990 to July 1, 1993, 7,800 more persons left Maine than moved in.

Of the 465,000 households in Maine in 1990, 35% had children under age 18. This was identical to the national percentage. The proportion of Maine children living in poverty in 1990 was 13.2%. This was substantially below the national proportion of 17.9%. Of the 168,000 Maine households with children, 22.5% were headed by single parents. This was slightly lower than the national percentage of 25.8%.

Educational Attainment

According to the 1990 census, the educational attainment of Maine's population is slightly higher than that of the nation. In Maine, 78.8% of adults age 25 or older had completed high school. In the nation, the figure was 75.2%. Maine residents, however, lag slightly behind the nation with respect to higher education. In Maine, 18.8% of adults age 25 or older had college degrees. In the nation, 20.3% had degrees.

The Educational System

Public School Enrollment

Enrollment in Maine's public schools has shown a steady decline since 1973. The 1990-91 school year was the first year to show a reversal of this trend. Enrollment in 1994-95 increased by 1.69 percent. With kindergarten classes now increasing and the birth rates rising slightly, enrollments should level off in the mid-1990's.

*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. costs based on a formula which includes state valuation and/or number of pupils. NOTE: There are a few S.A.D.s comprised of one town because of unique situations.

*COMMUNITY SCHOOL DISTRICTS
(13 Systems with 39 member towns)*

A community school district (C.S.D.) is a combination of two or more municipalities and/or districts 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 C.S.D. costs, based on a formula including number of pupils in each town and/or state valuation or any combination of each. Community School District budgets are approved by majority vote of voters present and voting at a district budget meeting.

*UNIONS OF TOWNS
(32 Systems with 126 Municipalities)*

A Union is a combination of two or more school administrative units joined together for the purpose of sharing the costs of a superintendent and the superintendent's office. Each member school administrative unit maintains its own budget, has its own school board, and is operated 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.

1994-95 Fall Enrollment for Public Schools

	E.U.T.**	M.I.E.***	Other Public	Totals
Ungraded Elementary	0	0	591	591
Special Elementary	0	0	1,300	1,300
4-Year Old Program	28	42	559	629
Early Kindergarten	0	0	377	377
Kindergarten	33	33	16,503	16,569
Transitional Grade 1	0	0	408	408
Grade 1	36	42	17,039	17,117
Grade 2	43	56	16,484	16,583
Grade 3	29	41	17,281	17,351
Grade 4	48	50	17,423	17,521
Grade 5	42	52	17,199	17,293
Grade 6	19	35	17,253	17,307
TOTAL K-6	278	351	122,417	123,046
Grade 7	11	30	16,884	16,925
Grade 8	7	39	16,584	16,630
TOTAL 7-8	18	69	33,468	33,555
TOTAL K-8	296	420	155,885	156,601
Ungraded Secondary	0	0	26	26
Special Secondary	0	0	365	365
Grade 9	0	0	15,664	15,664
Grade 10	0	0	14,849	14,849
Grade 11	0	0	13,593	13,593
Grade 12	0	0	12,687	12,687
Post Graduates	0	0	40	40
TOTAL 9-12	0	0	57,224	57,224
TOTAL K-12	296	420	213,109	213,825

—As reported on the Fall School Statistical Report (EF-M-40) submitted as of Oct. 1, 1994
 **E.U.T. — Education in Unorganized Territories
 ***M.I.E. — Maine Indian Education

Types Of Local Educational Agencies In Maine

1994 - 1995

*CITIES OR TOWNS WITH INDIVIDUAL
SUPERVISION
(45 Systems with 45 Municipalities)*

A city or town with individual school supervision is a single municipality. A school committee administers the education of all grades in the city or town through a superintendent of schools. The city or town charter usually determines the method of budget approval. In many cities and towns, the City Council or Town Council has final budget approval. Since it is a single municipality, cost sharing is not a factor.

MAINE INDIAN EDUCATION
(1 System, 3 Reservations)

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

EDUCATION IN UNORGANIZED TERRITORIES
(7 Schools)

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

UNITS UNDER DISTRICT SUPERINTENDENTS AND AGENTS OF THE COMMISSIONER
(24 Systems, 24 Municipalities)

A unit assigned to a district superintendent or an agent of the Commissioner generally is a relatively small unit requiring less than full-time administration. Units under district superintendents procure services of superintendents on their own by negotiating with a nearby superintendent and school board. Agents are appointed by the Commissioner on a temporary basis if the local unit is unable to locate a superintendent on its own.

TECHNOLOGY CENTER
(19 Centers)

A technology center is a facility or program providing technical 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 technology satellite program is a facility or program providing technical education to secondary students, which is administered by a school administrative unit affiliated with a technology center.

TECHNOLOGY REGION
(8 Regions)

A technology region is a quasi-municipal corporation established by the Legislature for the delivery of technology 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.

TYPES OF SCHOOLS			
Code		Public	Private
(H)	High Schools	95	16
(I)	Junior-Senior High Schools (1 state-owned & operated listed under public)	19	3
(J)	Junior High/Middle Schools	95	0
(U)	Ungraded Schools	1	1
(S)	Special Education Schools	2	12
(C)	Combined Elementary & Secondary Schools (1 state-owned & operated listed under public)	10	15
(E)	Elementary Schools	482	51
(V)	Technical Centers & Regions	27	0
	TOTALS	731	98
SUMMARY			
	Elementary Schools (any grade combination from kindergarten to grade 8)	577	54
	Combined Elementary & Secondary Schools (any grade combination which includes both elementary & secondary grades)	32	27
	Secondary Schools (any grade combination from grade 9 to grade 12)	114	17
	Vocational Regions (regional vocational programs)	8	0
	TOTALS	731	98

Educational Program

In Maine, there are 731 public schools located in 284 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 minimum 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 26.8 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 study
- 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 systemwide improvement efforts that increasingly recognize and address the learning needs of individual students. Standards-based educational reform initiatives to establish content, performance, and opportunity-to-learn standards provide a context and support for continuous program improvement. Local plans to meet the needs of gifted and talented students, 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 twenty-three (123) school administrative units provided local programs and services for gifted and talented students, K-12, in the arts and academics during the 1993-1994 school year. Approximately 9,905 students were served in these

programs which represents about 4.7% of the total kindergarten through grade twelve school population enrolled in Maine public schools for that year.

A diverse array of learner-centered educational services are provided to students through a variety of local program models. Various configurations of appropriate opportunities-to-learn include 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; and regional programs for secondary students statewide which bring talented high school students together with artists, writers, scientists and other professionals to pursue advanced level work within and across disciplines. 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.

Recent initiatives to establish magnet schools in science and math and in the visual and performing arts contribute to the development of a comprehensive statewide system of educational programs for the gifted and talented.

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.

The process to establish an endorsement for educators of the gifted and talented was initiated in 1994. This certification would support the acquisition of the knowledge and skills educators need to meet the needs of developmentally advanced students in

learner-centered schools. Presently, the University of Southern Maine Professional Development Center and Technical Assistance Program in Gifted Child Education offer coursework in gifted and talented education. This will be part of a comprehensive statewide training system to support educators to acquire certification in this domain.

School Library Media Programs

Student use is increasing dramatically in library media centers where computer based information technology--in addition to traditional print, audio, and visual resources--is implemented. Library media centers continue to automate their collections to provide efficient access to resources. Internet, MaineCat, and URSUS are new technological resources used by students and teachers.

Access to resources is broadening as a result of extended user hours (evenings and weekends) and 80 minute class periods. Some schools report that approximately 50% of the total enrollment use the library media center on a daily basis.

As a result of instruction planned cooperatively by teachers and library media specialists, students learn information research skills to achieve classroom based objectives across grade levels and curriculum content.

Two statewide training programs delivered via interactive television prepare graduates to implement these successful instructional practices:

Master of Science in Information Science from the University of South Carolina offers courses on a three year cycle. Over 150 students are enrolled in this program.

An Associate Degree in Library Science is underway at the University of Maine at Augusta. Over 200 students are enrolled.

HIV Prevention Education Program

The Department of Education's Division of Instruction continues to provide annual training to school administrative units and youth serving agencies in the issues surrounding HIV. One-half of all new

HIV infections are among Americans 25 years or younger, one-fourth under twenty years of age. AIDS is now the leading cause of death for all young adults. The trainings are designed to help school and agency staff provide young people with the skills necessary to avoid HIV infection. Two training programs have been developed and researched in Maine.

Listen to the Students, a unique 11th and 12th grade HIV curriculum has been implemented in twenty high schools. Developed with support from the UNUM Foundation and the Family Planning Association of Maine, the Department has taken over the administration of this project. The HIV Prevention Project was developed and piloted at New Beginnings, Inc. in Lewiston with support from an Insurers' grant and the Department. It will be replicated in three youth serving agencies this year.

Three additional skill based researched curricula, Reducing the Risk, Get Real About AIDS and Be Proud, Be Responsible are offered as staff training with small grants for implementation. Maine has been a leader in making curricula training available to reach all youth and provide them with HIV prevention skills.

The Student Leadership Conference on HIV has reached the majority of Maine high schools. Teams of students from attending schools can apply for Project Prevention mini-grants to provide peer programming on HIV. Several student AIDS teams have won recognition for their work. Mt. Desert Island students received the Sherry and David Huber award, which included a \$15,000 gift, for their work in educating their community and peers.

The Centers for Disease Control has cited the Department for maintaining an impressive and exemplary range of HIV prevention education programming. The Department has been commended for its consistently high level of program quality and quantity.

Distance Education

This has been an exciting year as the expanding potential inherent in Distance Education moves closer and closer to reality.

At the beginning of April 1995 Governor King and NYNEX officials announced a conceptual agreement regarding an advanced fiber optic based network for Maine that will use the latest switched telecommunications transfer (ATM - asynchronous transfer mode) technology. A final plan for this interactive, publicly switched, two-way video, voice and data network for libraries and schools should be in place during the summer of 1995.

Within one year, pilot site testing will begin. Pilots will be structured in a way that proves both cost and use. Full deployment to any high school wishing to take advantage of this powerful new tool is expected within two years of the pilots. A \$15 million bond issue is being proposed to provide the technology equipment for high schools, applied technology centers and regions, and selected public libraries so that they might connect with and utilize this planned for statewide telecommunication infrastructure of fiber optic cable and ATM switching. Fiber optic linkages would give each school the capacity to be a broadcast site as well as a receiving site. The potential services, sharing of resources, and audio, video, and data linkages that could be provided by this infrastructure are almost limitless.

In a related announcement that directly impacts schools' use of Distance Education, NYNEX has agreed to allow schools and libraries in Maine to use three times their current intrastate toll volume for the same money they spent last year. Many schools at the elementary/middle school and secondary school levels are currently participating in innovative uses of interactive technologies and distance learning opportunities. Computer networking, e-mail access, electronic bulletin board access, and Internet connections are increasingly being used as valuable tools in Maine schools; however, acquisition of these basic tools remains a goal for many. The new toll rates will allow more teachers to experiment with and use advanced telecommunications technologies.

The Department of Education (DOE) currently has 20 hours a week available to it over the ITV (Interactive Television System) of the Education Network of Maine. This represents less than 7% of the broadcast hours available each week. The times allotted to DOE 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. Calculus continues to be provided at the secondary school level. American Sign Language is being taught to 66 students at seven Maine high schools. A summer school program in secondary U.S. History will be offered in the summer of 1995.

Over 350 DOE 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 1994/95 school year, approximately 161 college courses were offered over the ITV system as well as a multitude of faculty, community in-service, and statewide meetings. A fourth ITFS channel has been added to the Network covering southern and central Maine. One-hundred and four sites are currently linked to the Education Network. These include 65 high schools, the primary and outreach campuses of the University of Maine System, technical colleges, and other private and public institutions.

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 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.

Safe and Drug-Free Schools and Communities

All but five Maine school districts receive federal funds from the United States Department of Education to enhance their efforts to prevent the problems and costs associated with alcohol and other drug use, abuse, and dependency. Within the parameters of a 'Plan for Coordination' established by the Maine Department of Education and the Office of Substance Abuse, Maine schools are provided direct service, leadership, and advocacy in the design and implementation of prevention strategies to enhance the resilience and increase the health of their students and staff. Through the Drug-Free Schools and Communities Act, working relationships are nurtured among schools, treatment centers, law enforcement agencies, social service providers, corrections agencies and facilities, community businesses, and industries.

The status of the comprehensive program of substance abuse prevention and education in schools, for all students in Grades K-12, was assessed in Maine local educational agencies (LEAs) this year by the Regional Support System Associates in the Office of Substance Abuse. This initiative, funded in part by the Grand Lodge of Masons of Maine, provided the data needed to increase the applicability of technical assistance services and training provided by and through the Safe and Drug-Free Schools and Communities Act program.

By law, 91% of the State SEA/LEA allotment is distributed to local education agencies to improve alcohol and other drug prevention and education programs. The Drug Prevention Program Certification Act of 1989, P.L. 101-226, is enforced through application review and technical assistance visits throughout the state.

The state's Drug Abuse Resistance Education programs obtain liaison services to Maine schools

through the staff of the Drug-Free Schools program. These services reach 100 officers and their chiefs, sheriffs, or commanding officers annually.

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 Vocational Rehabilitation (DVR)

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

The Division of Vocational Rehabilitation provides a broad spectrum of programming, not necessarily vocationally-based, but addressing the needs of people with a disabling condition to enable them 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 Vocational 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, advocacy, statewide registry, promoting of accessibility, plans for coordination, study of the needs of people who are deaf and hard of hearing, and recommend legislation to change or improve services. 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.

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 educational support 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, as well as the provision of other social services to the blind.

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

Annually, the Division provides special education services to over 500 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

Workforce Education

Career Pathways for All Maine's 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, high wage 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 communities. 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.

Two of the four--Youth Apprenticeship and Pre-Apprenticeship-- already meet the standards of the new School-To-Work Opportunities Act of 1994. The other four are being reengineered to meet the new standards. When this process is complete all school-to-work opportunity pathways will include:

- Occupational skill development and related academic instruction;
- School-based and work-based learning, including some paid work experience; and,
- Two years of secondary education and at least one year at the postsecondary level typically at a technical college.

For additional information on the School-To-Work Opportunities initiative see section on "Educational Initiatives."

Secondary-level **Occupational Preparation** programs are offered in Maine by a statewide network of regional applied technology facilities, established over two decades ago. This course of study, traditionally called "vocational education", currently takes the form of two-year programs (for high school juniors and seniors) of occupationally-specific skill training.

Over 40 different occupational preparation programs are currently available, in areas ranging from horticulture to information processing to health occupations to computer electronics to machine shop to graphic design. Most incorporate competency-based curricula developed with the assistance of the Vocational Curriculum Resource Center of Maine using the DACUM (Developing A Curriculum) process.

Over 6,200 juniors and seniors were enrolled in occupational preparation programs during the 1993-94 school year. Over 400 more were served in diversified vocational special needs programs during the same period.

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

Both applied technology centers and applied technology regions enroll students on a regional basis, from sending high schools throughout a service area defined in state law. But 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 administrative units within their service areas. Centers may operate "satellite programs" in sending high school regions' "external programs."

Applied technology centers are currently located in Augusta, Bath, Biddeford, Bridgton, Calais, Caribou/Van Buren, Dexter, Ellsworth, Farmington, Lewiston, Machias, Portland, Presque Isle, Sanford, the St. John Valley, Skowhegan, Waterville, and Westbrook.

Applied technology regions are located in Bangor, Belfast, Brunswick, Houlton, Lincoln, Mexico, Norway, and Rockland.

The centers and regions also offer work-based learning opportunities in the form of **Cooperative Education**.

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 1993-1994 school year, over 800 students were enrolled in over 55 co-op education programs.

The Departments of Education and Labor collaborate in the auditing of co-op programs for compliance with State and Federal laws concerning hazardous occupations, minimum wage and hour requirements, worker's compensation coverage, and educational content.

The **Maine Registered Pre-Apprenticeship Preparation (MRPAP)** 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 & Training Council, and the U.S. Bureau of Apprenticeship & Training.

The Maine Registered 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 preapprenticeship preparation program combines part-time paid employment, systematic on-the-job training, and rigorous related academic instruction.

Until the advent of the school-to-work opportunities initiative, funding for the MRPAP was only sufficient for a pilot test. Eleven students were enrolled in 1994. But 45 students were enrolled in the spring of 1995, and rapid expansion is anticipated during the 1995-1996 school year.

Jobs for Maine's Graduates (JMG). A member of the 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.

In effect, the JAG/JMG model extends to "General" students--and others at risk of dropping out or becoming unemployed after graduation--all the traditional benefits of vocational and applied technology education except specific skill training.

JMG projects were operational at 23 sites during the 1993-94 school year, located at both academic high schools and applied technology centers. Almost 1,500 students participated, and their success rates exceeded national standards in every category.

A very different pathway into the world of work is represented by **Tech Prep**, a new course of study which 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 agreements between secondary and postsecondary institutions, Tech Prep combines preliminary skill training or technology familiarization with state-of-the-art applied academics equivalent in rigor to that of traditional College Prep.

Administered by a statewide Maine Tech Prep Consortium, five regional Tech Prep development projects were operational during the 1993-94 school year, each administered by a local consortium made up of at least one technical college, at least one applied technology center, and at least one academic high school.

The newest addition to the roster of applied technology courses of study is **Youth Apprenticeship** a new high skill pathway into the world of work. Patterned after training models developed and proven in Europe, the Maine Youth Apprenticeship Program (MYAP) was launched in the fall of 1992 with several demonstration projects, and is proceeding rapidly to statewide implementation.

Ninety sites are currently operational. Each project involves a partnership between an employer, a technical college, an applied technology center or region, and a local school administrative unit. Eighty-

four students were enrolled in 1993-1994, with almost double that number for 1994-1995.

Maine's youth apprenticeship model involves three years of alternating modules of full-time work and full-time study, beginning in grade 11. Although participants remain students, not employees of the participating employers, they receive a weekly stipend (funded by a charge to the employers), starting at approximately \$90 per week.

Maine youth apprentices are eligible to enroll in a Student Apprentice Guild, and will receive job placement and follow-up services after completion.

At the end of the 12th grade, MYAP participants are awarded a high school diploma. At the end of the third year, participants are awarded a Certificate of Skill Mastery and a certificate from the Maine Technical College System. They have the option of continuing for an additional year of full-time study to earn an associate degree.

Occupational Preparation Programs

The occupationally-specific and occupational cluster skill training programs offered by the twenty-six applied technology regions and centers in Maine are traditionally grouped into seven broad program areas. In addition to *Technical Education*, which by definition involves programs primarily offered at the postsecondary level, these include:

- *Agriculture/Agribusiness and Natural Resources Education*
- *Business and Office Education*
- *Marketing and Distributive Education*
- *Health Occupations Education*
- *Occupational Home Economics Education*
- *Trade and Industrial Education.*

Agriculture/Agribusiness & Natural Resources Education

Twenty-five agriculture, agribusiness, and natural resources programs are currently offered at the secondary level in the State of Maine, representing six program areas: Agricultural Business, Management, and Production; Agricultural Mechanization;

Agricultural Science; Horticultural Services Operation; Conservation and Renewable Natural Resources; and Forest Harvesting and Production Technician Training. A total of 340 students were enrolled in these programs in 1993-94.

As an integral part of the curriculum of agribusiness and natural resources programs, students are offered membership in the national agricultural education youth organization, Future Farmers of America (FFA). Students are able to develop leadership, scholarship, service, cooperation, and citizenship skills in a series of sequential learning activities and programs.

Business and Office Education

Business and Office Education programs covering twelve different program areas are currently offered in Maine at the secondary level:

- Business Management and Administrative Services
- Accounting Technician Training
- Administrative/Secretarial Services
- Medical Administrative/Secretarial Services
- Information Processing/Data Entry Technician Training
- General Office/Clerical and Typing Services
- Banking and Financial Support Services/Teller Training
- Computer Information Processing.

A total of over 660 students were enrolled in these programs in 1993-94. In addition, general business courses were offered in virtually every Maine high school.

Students enrolled in occupational business education are encouraged to participate in the FBLA (Future Business Leaders of America) youth leadership organization. FBLA provides an opportunity for students to develop specific leadership skills, compete in local, state and national contests, and attend State and national leadership conferences.

Marketing and Distributive Education

Marketing and distributive education programs provide students with the necessary critical thinking and problem solving skills, basic business knowledge, and understanding of marketing techniques to become successful entrepreneurs in their own or someone else's business. Practical experience in the operation of a business is an essential component of marketing programs.

In 1993-94, over 360 students were enrolled in Maine at the secondary level in three distinct marketing and distributive education program areas:

- Marketing and Distribution
- General Retailing Operations
- Hospitality and Recreation Marketing Operations.

Students enrolled in marketing and distributive education programs may participate in DECA (Distributive Education Clubs of America), the applied technology youth leadership organization for marketing students. DECA offers ample opportunities for students to develop the leadership and occupational skills necessary to enter the work force successfully or pursue postsecondary education or training. Among other activities, DECA students are involved in various local, state, and national contests designed to challenge their academic and occupational skills, as well as the Annual State DECA Conference.

Health Occupations Education

Health occupations education programs at the secondary level continued to expand and improve in Maine in 1993-1994, with higher enrollment levels, more diverse curricula, and extended work experiences. A total of almost 525 students were enrolled in four distinct program areas:

- Allied Health Services
- Health Unit Coordination/Ward Clerk Training
- Medical Assisting
- Nursing Assisting.

All students in each program receive didactic, laboratory, and clinical educational experiences; each

program is allied with a community-based health care agency or other appropriate institution.

Many students seeking certification as nursing assistants are also following a Tech Prep course of study, planning to pursue an associate degree in an allied health field at a technical college.

Maine's newly-developed curriculum for training *Activities Coordinators* in long-term care facilities almost exactly parallels that which has been developed by the National Association for Activities Coordinator Professionals. The state curriculum committee voted to adopt the national model in order to ensure reciprocity with other states for our program graduates.

Enrollment in the 200-hour Activities Coordinator course of study continued to grow during 1993-1994, and numerous out-of-state transfers were deemed eligible for certificates of "comparable training."

Maine's health occupations education programs at the secondary level continue to foster the growth of HOSA (Health Occupations Students of America) the health occupations education applied technology youth leadership organization.

Occupational Home Economics Education

Hospitality/Food Service: With the support of the Maine Hotel & Innkeepers Association, a new competency-based curriculum was disseminated and implemented in the Fall of 1992 which focused on "Hospitality" as an umbrella for a variety of occupational home economics program areas.

Because Maine's number one industry is tourism--with multiple dimensions such as food service, lodging, recreational program administration, and others--this is an appropriate and effective approach to training students to meet the full spectrum of industry's needs.

In 1993-1994, over 375 students were enrolled in hospitality/food service related programs at the secondary level, including almost 90 in Kitchen Personnel/Cook and Assistant Training, over 200 in Institutional Food Service Administration, and 25 in

Custodial, Housekeeping, and Home Services Training.

Early Childhood Occupations Education: The recent adoption of a newly-revised competency-based curriculum for the program area formerly known as "Child Care Assisting" was coupled with a change of name to *Early Childhood Occupations Education*. Almost 300 students were enrolled in secondary-level early childhood occupations programs in Maine during 1993-1994.

All occupational home economics students are eligible to participate in Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), the home economics education youth leadership organization.

Secondary Early Childhood Occupations instructors have organized an active professional organization known as ECOE (Early Childhood Occupations Educators), designed as a vehicle for improved inter-program communications and workshops, seminars, technical updates, and other professional development activities--many planned in cooperation with the Maine Association for the Education of Young Children (MAEYC).

Trade and Industrial Education

Trade and industrial education program curricula are based upon standards established by industry, and reflect the duties and task competencies which are essential for individuals to master in order to secure and maintain employment within specific occupational areas or to pursue related postsecondary training.

Each occupational preparation program must establish and maintain a Program Advisory Committee, made up of business and industry representatives. The advisory committees are responsible for providing technical assistance and advice to program staff on curriculum, facilities, equipment, and budget issues.

The positive working relationships which have developed at regions and centers across the State between school staff, administration, parents, and business and industry representatives have made a tremendous contribution to the development and

delivery of quality programs of instruction which meet the needs of both students and the labor market.

Almost 30 different trade and industrial program areas were offered in Maine at the secondary level during 1993-1994, with a total of over 3,350 students enrolled.

During the 1993-1994 school year, trade and industrial educators participated in a variety of staff development and training activities, focusing on competency-based curriculum development, trade and technical updates, and youth leadership activities.

Students enrolled in trade and industry programs are eligible to participate in VICA (Vocational Industrial Clubs of America), the national trade and industry youth leadership organization.

Nearly 1,000 students were enrolled in VICA during the past year, with over 750 taking part in State Skill Olympics. One hundred and thirty-two students and staff members represented Maine in Kansas City, Missouri, at the U.S. Skill Olympics.

Career Preparation Programs

Technology Education

Technology Education, an evolutionary outgrowth of Industrial Arts, offers students 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-based learning activities, students research, study, create, and evaluate the impact of technological devices.

Over 200 technology education programs were offered by junior high, middle, and high schools in Maine in 1993-1994. 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 curricula.

Technology education programs also offer an ideal setting for comprehensive career exploration and

counseling programming for seventh and eighth graders, an essential foundation for the development of individual education/career opportunity plans at the end of grade ten.

The Technology Education Association of Maine (TEAM), representing more than 300 technology educators, has developed a state curriculum guide for technology education in Maine.

Consumer and Home Economics Education

Consumer and Home Economics Education prepares students for the occupation of homemaking. The majority of full-time homemakers work in their own home on an unpaid basis. For this reason and because all students, regardless of their career orientation and educational plans, can benefit from Consumer and Home Economics Education, these programs are offered through academic high schools rather than applied technology regions and centers.

The overall goal of Consumer and Home Economics Education is to strengthen and improve the quality of life of individuals and families. It prepares both females and males, both youth and adults, for the dual role of homemaker/wage-earner in a way that challenges and transcends sex bias and sex role stereotyping.

Although the purpose of Consumer and Home Economics Education is not specific occupational preparation, many of the skills learned are transferable to the world of work including: management, decision making, critical thinking, interpersonal relations, technological literacy, proper grooming and dress, positive attitudes toward work, good physical and mental health, and learning to assume responsibility. Other skills that may be transferred to the world of work are those learned through experiences in food and nutrition, clothing and textiles, consumer education, and child development.

During the 1993-94 school year, federal Consumer and Home Economics Education funds under the Carl D. Perkins Act were granted to two schools to initiate new courses. One was a senior high school parenting education course. The second was the development of a curriculum for grades K-8 addressing nutrition,

consumerism, self-esteem, personal choices, and personal development.

Approximately 37,500 students in grades 5-12 were enrolled in home economics courses in 1993-94. Forty-one percent were boys. In addition to the 805 students served through Carl D. Perkins grants, another 300 people were served: preschoolers, community members, faculty, and other students. Carl D. Perkins Act TEE grants were also awarded for two adult parenting programs. Thirty-seven adults--four men and thirty-three women--participated in those courses.

The Maine Home Economics and Health Occupations Resource Center, located at the University of Maine at Farmington, distributed about 6,000 resources to home economics teachers during the 1993-94 school year. The center offered a summer parenting workshop and presented resource workshops to teachers. Its *Maine Parenting Education Guide* has been a big success both in-State and nationally.

Consumer and Home Economics Education funding was provided to conduct seminars on *Managing Work and Family* for employees in business, industry, agencies, and education. About 250 people were served through the seminars. Half of the participants were male. Other adults were served through professional meetings. Two state advisory board meetings were held and plans made for the future.

Future Homemakers of America is the program's applied technology student organization.

Applied Technology Services & Activities

School-Based Child Care

The State Supervisor of Consumer and Home Economics Education provides technical assistance to schools to establish school-based child care for teen parents. These programs have proved highly effective. They keep teens in school to complete their education, with many going on to postsecondary education. They also provide child care for the children of teen parents in a safe environment.

The participating teen parents are required to enroll in a parenting education class designed to help them understand the developmental levels of children and to create a loving home environment, free from child abuse and neglect. Eleven teen parenting programs were offered in 1993-1994.

Competency-Based Curriculum Development

The Competency-based Curriculum Development Project conducted by the Vocational Curriculum Resource Center of Maine represents a collaborative effort among the Division of Applied Technology, applied technology center and region directors, applied technology instructors, and the University of Southern Maine.

The process begins with a job task analysis of the occupations related to each program area, conducted by representatives of business and industry and practitioners of the related occupations, following the protocols of the DACUM ("Developing A Curriculum") model. The resulting job task matrix then provides the foundation for the development of a competency-based curriculum and ensures industry validation of the skill content of each applied technology program.

When the Maine School-To-Work Opportunities System is fully operational, all applied technology and technical education programs in the State will have been converted to competency-based curricula, and successful students will be awarded itemized skill mastery certificates at the completion of their courses of study.

Vocational Curriculum Resource Center of Maine

The Vocational Curriculum Resource Center of Maine (VCRCOM), which has been responsible for the DACUM process, has also played a key role in many other program improvement activities in the State, including negotiation of Tech Prep articulation agreements, efforts to integrate academic and occupational skill development, the development of standards for youth apprenticeship and other new career pathways, identification of universal core competencies to inform Goals 2000 initiatives in

Maine, and the licensing of applied academics curricula for use by schools throughout the State.

VCRCOM's roster of services includes: a statewide lending library of curriculum and instructional resources; curriculum-related in-service staff development (technical updates, new curriculum development, and other activities); the MEVOCNET electronic bulletin board; nationwide resource searches through the National Network for Curriculum Coordination in Vocational/Technical Education; exhibits at educational conferences; and conference presentations.

Resource circulation figures have been increasing by at least 25% each year, and the demand for curriculum-related in-service opportunities continues to rise as well.

Sex Equity & Single Parent/Displaced Homemaker Programs

The Office of Sex Equity and Single Parent/Displaced Homemaker Programs is responsible for managing and monitoring funds for sex equity and single parent/displaced homemaker programs. The program administrator provides technical assistance to educational programs and agencies in the state to expand and ensure quality vocational opportunities for women and girls. In addition, the program administrator reviews state policies in order to motivate educational agencies to increase access to women and girls, and to reduce sex stereotyping in workforce education and training programs.

Some of the major programs, services, and activities funded in whole or in part by the Office of Sex Equity and Single Parent/Displaced Homemaker Programs include:

Sex Equity Programs:

Gender Equity in Education & Workplace Curriculum Project:

This project is a joint effort of the Maine Council on Vocational Education and the Maine Department of Education's Division of Applied Technology. Its purpose is to make available a variety of curricular

material which nontraditional workers have identified as critical to the success of women and girls entering traditionally male education and training programs. The curricula has been designed for use with students, educators, policy makers, parents, and the business, industry and labor community.

Secondary Workforce Education Sex Equity Cadre Project:

This project is designed to provide, within each region being served by a secondary applied technology center or region, a core group of experts who are committed to ensuring sex equity in workforce education programming, services, and activities. The CADRE project is designed to increase the number of female students entering and succeeding in nontraditional occupational education and work.

Maine Technical College System Nontraditional Pre-vocational and Pre-Apprenticeship Training Project:

This project is better known as Women Unlimited. Its purpose is to provide a variety of pre-vocational and pre-apprenticeship education and training activities for women desiring to enter nontraditional training programs and/or nontraditional work.

The program is designed to build confidence in the following six areas: 1) physical conditioning; 2) personal development; 3) career development; 4) job-based literacy; 5) math competency; and 6) basic skills in nontraditional trades.

In addition, the pre-apprenticeship training component is designed to meet all the requirements for pre-apprenticeship established by the Maine Department of Labor, Bureau of Workforce Investment Programs/State Apprenticeship and Training Council.

Single Parent and Displaced Homemaker Programs:

Gender Equity Project:

This project is similar to the CADRE project but focuses on the needs and interests of single parents and displaced homemakers at the technical college level. This project supports a gender equity

coordinator at each campus of the Maine Technical College System.

Dependent Care and Transportation Project:

This project operates at three different educational levels, using three distinct delivery systems:

- secondary workforce education, provided by the statewide network of applied technology regions and centers;
- postsecondary technical education, provided by the seven-campus Maine Technical College System; and,
- adult workforce education, provided by local adult and community education programs.

The project provides funding for dependent care and transportation services for single parents and displaced homemakers enrolled in workforce education programs. Services are provided to those who demonstrate a financial need.

Child care is provided through a variety of means ranging from vouchers for baby sitting to on-site child care at the school. Dependent care for elderly or disabled individuals is also available to single parents and displaced homemakers. Transportation is made available through various means, from providing a shuttle bus to making reimbursements for mileage to and from the school.

Displaced Homemakers and Single Parents Project:

This project supports a major portion of the work of the Centers for Women, Work and Community, formerly known as the Maine Displaced Homemakers Project. Its purpose is to plan, coordinate, and provide a comprehensive range of support, pre-employment, education, training, self-employment, and employment services and resources, designed to assist displaced homemakers and single parents to develop marketable skills and make the transition to economically viable and sustaining paid employment.

Career Guidance and Counseling

The Maine Vocational Guidance Association (MVGA) had two major meetings in 1994. The first occurred in Waterville, Maine, on March 25 and 26. Discussion items included: School-to-Work Transition, Vocational Education's Role in School Restructuring, Student Service Coordinators as Change Agents, Certification Issues, Public Relations, and an Idea Exchange.

The second association meeting was held at the Maine Vocational Association (MVA) Annual Conference. The following topics were discussed: School-to-Work Transition, Tech Prep, the Maine Youth Apprenticeship Program, and Counseling for High Skills.

Topics for the spring 1995 meeting included: CHOICES (a computerized career information delivery system), the Maine Registered Pre-Apprenticeship Program, Tech Prep, Gender Equity, and an update on high skills counseling.

Access for Students with Special Needs

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.

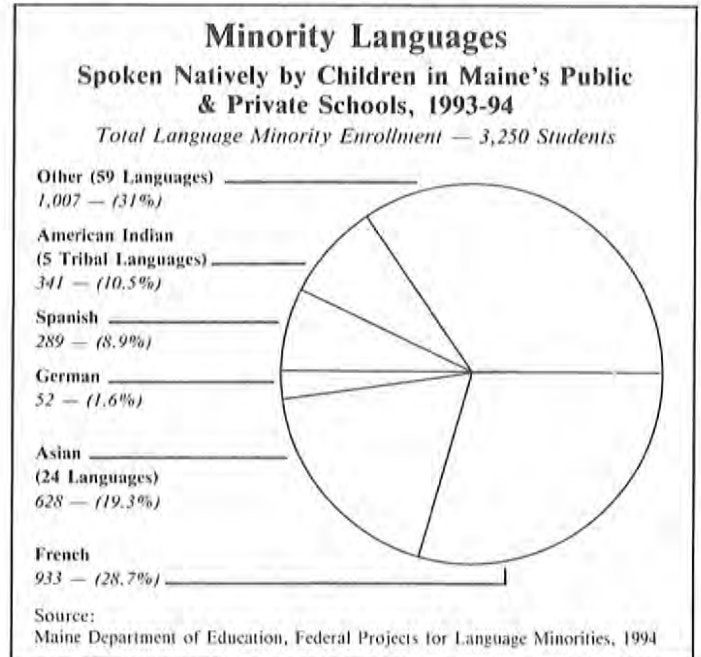
Special support services include: one-on-one assistance, tutoring and peer tutoring, remediation, career guidance and counseling, job development and job coaching, curriculum modification, equipment modification, and school-to-work transition assistance. Upwards of 90% of disabled and disadvantaged applied technology students successfully complete their programs and graduate.

Out of a total of 7,421 students enrolled in secondary workforce education in 1993-94, 38 were identified as limited English proficient (L.E.P.) primarily Southeast Asians. They were enrolled in regular mainstream programs and provided with facilitators to assist them in learning occupational English as a second language.

Special Student Membership

National Origin Minority Groups in Maine

More than 3,000 children in Maine have heritage languages that are not English. Most of these children are of French descent. Nearly 20% of the state's language minority children are Asians, representing 24 language groups. The Hispanic population (8.9 percent) has, like the Asian population, increased in recent years.

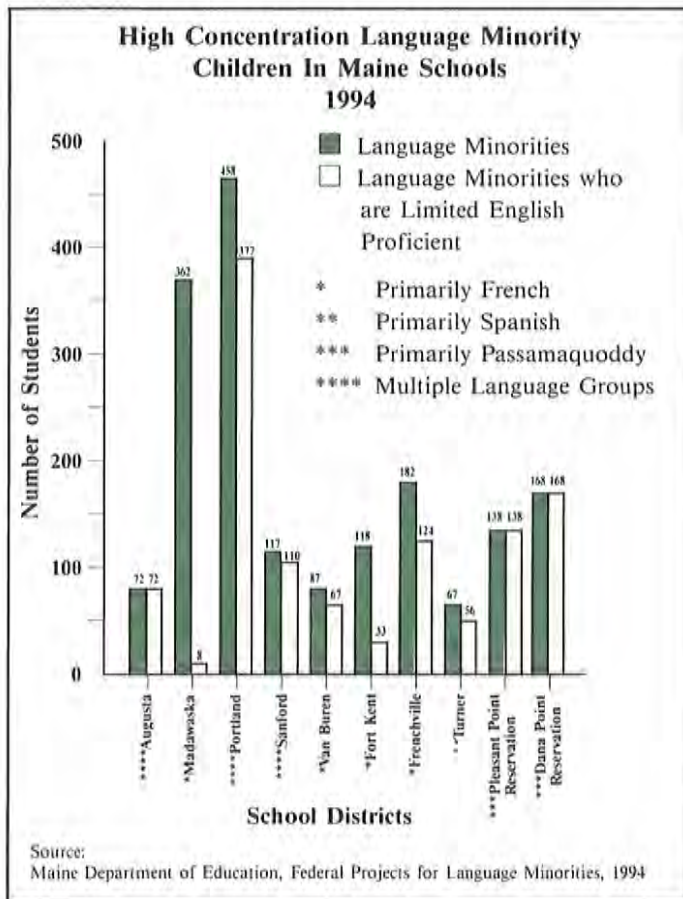


Limited English proficient children are the primary beneficiaries of services under Title IV of the Civil Rights Act, a federal grant program available to the nation's state education departments. Services to schools include on-site technical assistance for English as a second language (ESL), as well as statewide conferences and institutes on teaching methodology. In 1994-95, there were nine bilingual education or ESL projects in Maine's schools supported by federal competitive IASA Title VII funds. These projects served about 750 of the state's 1,900 limited English proficient children.

Recent Immigrant Children

Nearly 1,300 of Maine's language minority children were born in the state. About 2,000 children are recent immigrants who are in the process of acquiring

English. Funding to support the extra educational needs of these children is borne entirely by local districts. Except for large populations of limited English proficient children, who are supported by discretionary grants of the U.S. Department of Education, all other children enrolled in nearly half of Maine's schools are funded locally. There are nearly 200 ESL Bilingual education positions statewide to support English instruction for these children.



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 special educational needs of disadvantaged children in schools with high concentrations of children from low-income families and of children in local institutions for neglected or delinquent children. This program contributes to narrowing the achievement gap between children in high-poverty and low-poverty schools by helping these schools become more effective in enabling students to master challenging standards in core academic subjects.

In 1993-94, 182 Part A and two Neglected or Delinquent projects provided services to approximately 26,931 students enrolled in public and private schools across the state. Of these students, 78 percent were in grades one through six, 10 percent were in grades seven through twelve, and 12 percent were in preschool and kindergarten programs. Programs for neglected or delinquent students operate in the correctional centers providing needed remedial services to youth-at-risk.

In 1993-94, 66 Migrant Education projects provided services to 5,395 students. Migrant projects provide services for children whose education is interrupted by the transient nature of their parents' occupations in agriculture or fisheries.

Specific programs funded under Chapter 1 in 1994 were:

Local Education Agency Grants	\$26,707,825
Neglected and Delinquent Grants	\$223,302
Migrant Education Project Grants	\$3,476,082

Governor Barter 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 schools 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 Fort Fairfield serves school aged mainstreamed students in Aroostook and Washington Counties.

2. Regional programming:

GBSD staff have initiated regional programming to provide to families the "critical mass" and social/emotional support they need. Programs are offered on Saturdays or evenings, depending upon the area's preferences.

The Foundation: Governor Baxter School for the Deaf: A non-profit 501 (c) (3) foundation was established to provide enrichment and enhancement opportunities. It supplements 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.

Education of Exceptional Students

Special education and related services were provided to 29,363 students in 1993-94 under P.L. 101-476 (formerly P.L. 94-142) and P.L. 100-297 (formerly P.L. 89-313). This represents 13.5 percent of the average school-age (4-year-olds to 12th-grade) population in Maine in 1993-1994 (216,810).

The majority of students (12,292) were identified as learning disabled. This represents 41.8 percent of all exceptional students served, or 5.4 percent of Maine's 5-17 school-age population. Speech and language impaired students numbered 7,898. This represents 3.5 percent of Maine's 5-17 school-age population.

There were 4,250 students served who had behavioral needs and 1,490 students served who were identified as mentally retarded.

Of the 29,363 students provided with special education and related services in Maine's schools, 50.5 percent (14,843) were enrolled in special education and received regular classroom instruction for at least 80% of the day. Twenty-seven percent (7,834) received resource room instruction. Eighteen percent received resource room/composite, self-contained and/or self-contained/composite instruction. Three percent received instruction in separate day programs (both public and private), while another one percent received instruction in residential placement.

The related service most frequently provided to Maine's exceptional students was speech and language (27.9 percent), followed by occupational services (15.7 percent), other related services (13.4 percent), social work services (12.9 percent), transportation (special) (8.3%), counseling (6.8 percent), and psychological services (5.5 percent).

Six thousand seven hundred and twenty-three individuals with disabilities, ages 5-21, exited special education in 1993-94: 2,348 went to regular education; 845 graduated with diplomas; 65 graduated with certificates, while 405 dropped out of school. Sixteen-year-olds (107) and seventeen-year-olds (111) were the most frequent drop-outs.

Of the anticipated services needed by exceptional students between the ages of 13 and 21, vocational training and job placement (21.0 percent) is the greatest need. Case management/ counseling (15.9 percent), post-secondary education (15.7 percent) and mental health services (8.6 percent) were also priorities.

Special education enrollment increased by 358 students from 1993 to 1994. This represents one of the largest increases in recent years. The number of learning disabled students increased by sixty to 330. This is a significant decrease from a total of 438 students in the previous year. The number of speech and language impaired students served increased by 33, a 10% increase over the previous year. The number of special education students being educated in regular classrooms increased by 351 students from the previous school year.

Home Schooling in Maine

Home schooling continues to grow in Maine. Over 3,200 applications were approved for the 1994-95 school year. This figure represents over 400 more than in 1993-94.

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 Home School Advisory Council was appointed in 1994 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.

The Home School Study Committee was appointed by the governor late in 1994. The purpose of the Committee is to study how to increase access to public school courses and programs by home schoolers. The Committee is comprised of representatives from the Maine State Board of Education,

the Maine School Boards Association, the Superintendents' Association, the Principals Association, the Maine Education Association, the Maine Department of Education, the Home Education Association, plus a home schooling parent, regional support group leader and a home schooling student. The Committee will present its findings and recommendations to the Educational and Cultural Affairs Committee of the Legislature in 1996.

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

Federal funds under the Stewart B. McKinney Act have supported the Department's efforts to resolve the many issues facing many of Maine's students who are homeless. Estimates of the number of school age students for 1995 are expected to be above the previous count of 8,337 in 1993. The Street Academy Project in Portland, funded by a grant from the Department of Education, has provided advocacy, educational evaluation and reentry transition to school for students, many of whom are living on the street. The project will continue for the 1995-96 school year subject to available federal funding. The project has established important linkages with community agencies and service providers.

Student Assistance Team Unit

The Student Assistance Team Unit provides leadership and guidance in the development, implementation and evaluation of student assistance teams in school buildings, kindergarten through grade twelve, throughout Maine. The student assistance team (SAT) process consists of a multi-disciplinary team whose function is to identify, intervene and refer children at risk of school and/ 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 based on the individual strengths and needs of each student. To date, over 315 building level teams have been trained in this process.

For school year 1994-1995, the Unit provided formal training services to 600 school personnel representing 137 schools statewide. Additional services included on-site consultation, four inter-active television programs, resource development, and presentations to various groups and agencies statewide. The most recent independent evaluation of this program, 1994 found that:

- 100% of the teams surveyed believe the SAT process is a benefit to their school.
- 73% of those surveyed considered the SAT process effective in helping students.
- The SAT process reduced inappropriate referrals to Special Education services.
- 79% of all sites contacted were still functioning one year after initial training.
- School personnel rated the services provided by the DOE staff "very good."
- 72% of those surveyed believed the SAT process was effective in curbing alcohol/drug problems.

This past year, the Maine S.A.T. model was recognized at the National Education Goals Panel Conference on Goal 7: Safe and Drug Free Schools and Communities. The Student Assistance Team Unit is primarily funded through a national Safe and Drug Free Schools and Communities - School Personnel Training grant.

School Personnel Profile

Maine Educators Fall 1994

Maine has 14,609 full time teachers, of whom 10,127 (69.3%) are female and 4,482 (30.7%) are males.

Males occupy 53.8% of all administrative/supervisory positions.

- 37.7% of all Maine teachers (5,501) have 19 or more years of teaching experience.
- 24.2% of Maine teachers are between the ages 30 and 39.
- 46.8% of Maine teachers (6,833) hold a Bachelor's degree as their highest level of educational attainment.

**MAINE ADMINISTRATOR/SUPERVISORY POSITIONS BY MALE AND FEMALE
Fall 1994 - Public**

Position	Number of Positions	Number of Males	Percent of Total Males	Number of Females	Percent of Total Females
Superintendent	150	137	88.5%	13	11.5%
Principals:					
Elementary	412	242	58.7%	170	41.3%
Secondary	91	74	81.3%	17	18.7%
Combined	88	58	65.9%	30	34.1%
Director of Services for Exceptional Children	177	64	36.2%	113	63.8%
Guidance Counselor	531	172	32.4%	359	67.6%
Assistant Principal	219	141	64.4%	78	35.6%
Assistant Superintendent	38	30	78.9%	8	21.1%
TOTAL	1,706	918	53.8%	788	46.2%

- 22.3% of Maine teachers (3,258) 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, became effective 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 professional development.

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, the school change process and restructuring. 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. They must also complete an approved teacher action plan.

On July 17, 1991, the Legislature of the state of Maine enacted a fee structure for those requesting an initial evaluation or certificate and for those renewing an inactive certificate.

Program Review. There are fourteen institutions of higher education offering teacher preparation programs. Currently twelve have voluntarily sought approval from the State Board of Education. 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 became effective in February 1990. Team membership, approved by the State Board, is comprised of educators selected statewide. Additionally, members of the State Board of Education regularly participate as visitation team observers for the review and approval of teacher preparation programs offered in Maine institutions of higher education.

Supply and Demand. As the 1995-96 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 in greatest demand. Shortages of qualified applicants exist in physics, chemistry, Spanish and Latin. School administrator vacancies for the superintendency and the principalship are increasing throughout Maine. The demand for school administrators will continue as many practicing 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.

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. Board members are appointed by the Governor and confirmed by the Senate for five-year, staggered terms. The Maine State Board of Education acts in an advisory capacity to the Commissioner of Education and carries out its legislated responsibilities. The most significant of those responsibilities are certification of Maine teachers, construction of public schools, and applied technology. In some instances, the Board acts as a catalyst for innovative change and creates task forces which research and investigate issues that ultimately stimulate discussions on educational issues; and, along with the Governor and the Commissioner of Education, impact statewide education reform.

A three-year initial teacher certification pilot project is defining what Maine's new teachers should know and be able to do. This project is a collaborative of the National Association of State Boards of Education, the Maine State Board of Education, the Department of Education, and the University of Maine System. Three pilot sites have combined the efforts of public and private higher education institutions and public schools -- the University of Maine at Farmington with SAD #74 (Anson), the University of Southern Maine Extended Teacher Education Program with the Wells-Ogunquit schools, and Bates College with Lewiston High School.

Legislation to enhance the role of the State Board of Education gave the State Board responsibility to set goals for education in Maine, and established a Task Force on Learning Results to assist in the process. The Task Force 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 presented to the Legislature in February 1994 and draft "learning results" were presented to the State Board in the summer of 1995.

It is a statutory requirement that the State Board of Education review teacher education programs at

Average Salary for Full-Time Teachers

Year	Maine	Nation*
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
1994-95	\$31,972.	

Source: Digest of Educational Statistics, 1994

institutions of higher education. This past year, the teacher preparation programs at Bates College, Colby College, the University of Maine at Machias, and the University of Maine at Orono were reviewed and approved.

The following program offerings in Maine by out-of-state postsecondary institutions were approved by the State Board in 1994-95:

A one-year extension to Simmons College of Boston, Massachusetts, to offer in Maine a program leading to a Master of Science in Primary Health Care Nursing and a Certificate of Advance Graduate Study in Primary Health Care Nursing.

Initial approval to Fresno Pacific College, California, to offer in Maine an academic credit course (MED 710) in cooperation with the AIMS Foundation.

Initial approval to Loyola University, New Orleans, Louisiana, to offer in Maine programs leading to the degrees Master of Pastoral Studies, and Master of Religious Education.

Initial approval to Antioch New England Graduate School, Keene, New Hampshire, to offer in Maine academic credit courses leading to completion of the degree Master of Education.

Initial approval to Lesley College, Cambridge, Massachusetts, to offer programs leading to the degrees Bachelor of Science in Management and Master of Science in Management; and to the degree Master of Education in Curriculum and Instruction: Creative Arts in Learning and Master of Education in Computers in Education.

State Board and legislative approval were granted to the Research Institute for Mathematics to offer a Ph.D. in Mathematics.

Also, the State Board approved an amendment to the Maine College of Art's *Master of Fine Arts in Photography* degree, to Master of Fine Arts.

The State Board of Education is responsible for the approval of school construction projects involving state monies. One of the projects approved this year

was a comprehensive high school in SAD #17, Oxford Hills.

Each month, the State Board presents a "Making the Grade" award to schools in recognition of programs/partnerships/voluntary efforts that encourage parental and/or community involvement in the educational process. And, the State Board hosts the Teacher of the Year award ceremony.

Members of the State Board served on the Steering Committee which developed the Maine State Plan to meet the requirements of the federal School-to-Work Opportunities Act, and Board members helped develop the Maine State Plan required by the Goals 2000 Educate America Act.

School Construction - 1994

School construction in Maine is funded through state subsidy of debt service (principle and interest of locally issued bonds). The State Board of Education has the statutory authority to approve construction projects which are eligible for debt service subsidy. The Legislature sets a limit on the combined local and state debt service which can be incurred by school administrative units for each year. The limit for 1994 was \$67 million. The Division of School Business Services administers the school construction program within the Department of Education. Eighty-six applications for school construction projects (additions or new schools) were submitted during the year.

In 1994, the State Board approved ten school construction projects, with a total estimated value of \$55,859,303. Two of the projects were new schools (a high school and an elementary school) and eight were additions to existing schools (a high school, a middle school and six elementary schools). Two of the projects (the new high school and one addition to an elementary school) were subsequently defeated in local referendum.

Revisions to the State Board's Rules for School Construction Projects were adopted during 1994. These included a new definition of an emergency project, changes in the project rating systems, and the addition of a section concerning the purchase of "movable equipment" as part of the project budget.

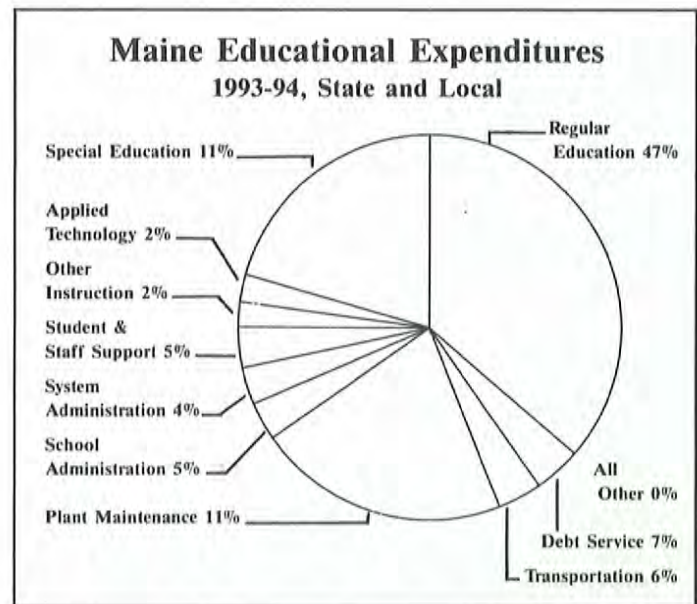
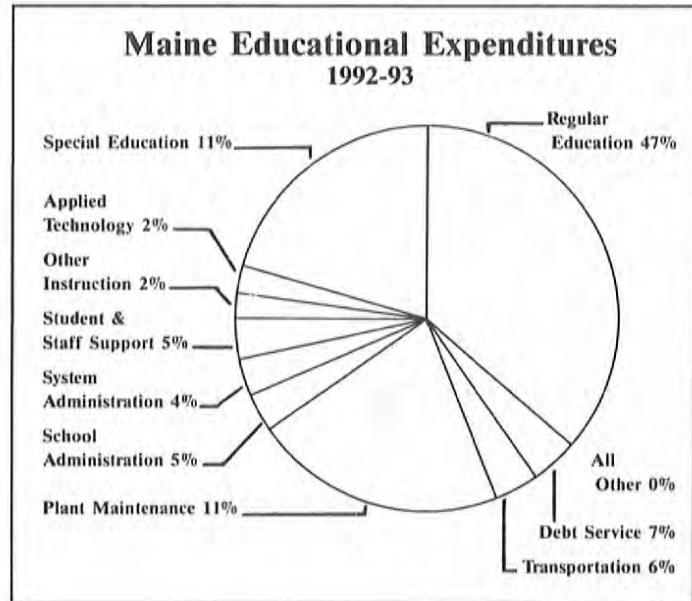
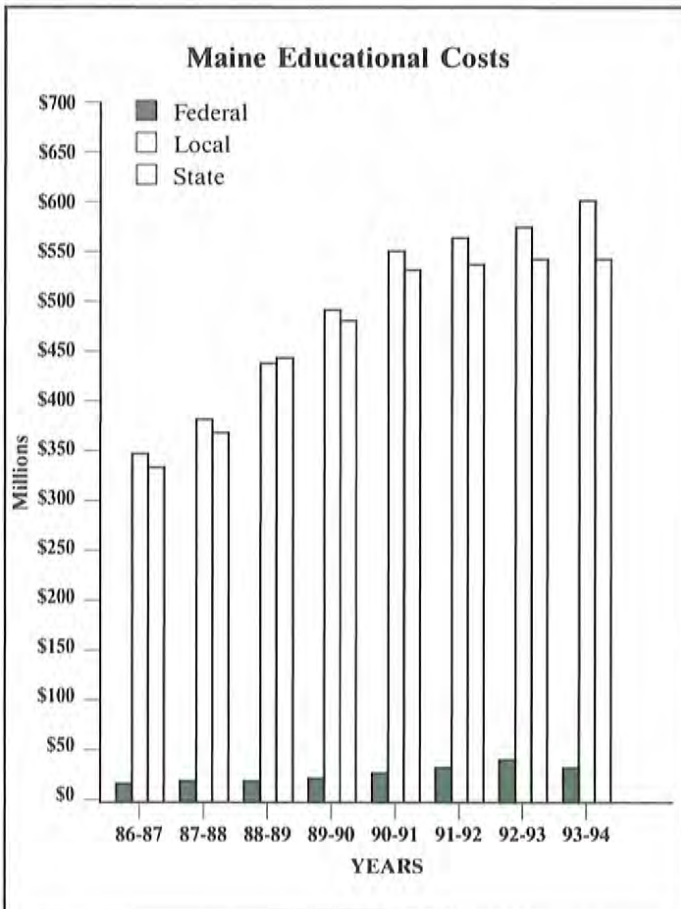
SECTION III: FINANCING K-12 PUBLIC EDUCATION IN MAINE

Local School Financing

Types of Local Revenues and Expenditures

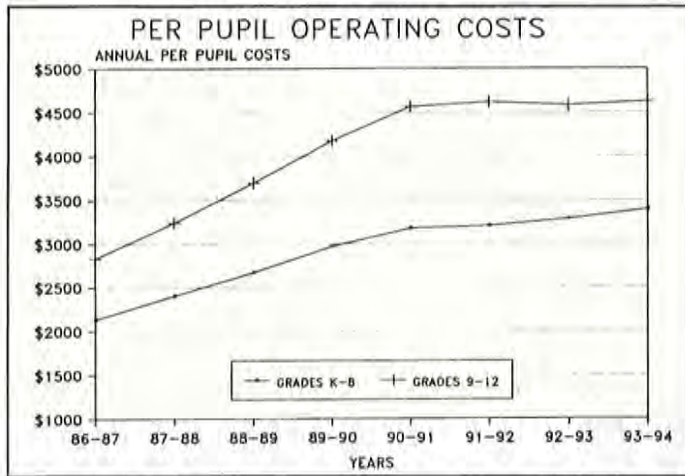
Maine education costs from state, local and federal sources totaled approximately \$1,163,750,110 in 1992-93 and approximately \$1,190,417,447 in 1993-94.

A breakdown of state, local and federal sources are shown in the accompanying graph titled "Maine Educational Costs".



Graphs for 1992-93 and 1993-94 indicate a breakdown of state and local expenditures for various categories.

Also included is a graph presenting state and local per pupil expenditures for 1986-87 through 1993-94.



Special Education Expenditures 1993-94

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 children and youth with disabilities in 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.

Special Education costs for FY94 were \$133,192,972, an 8.4% increase over FY93 costs of \$122,835,763. This figure includes the cost of the education of state wards (\$6,123,158) and state agency clients (\$11,289,795), which were subsidized at 100% in FY 94.

After deducting the costs of state wards and state agency clients, the state's share of special education costs for FY 94 was 61.99% or \$71,772,028, with the local share being 38.01% or \$44,007,982.

Special Education costs accounted for 10.7% of all education costs.

Federal funding for special education under I.D.E.A., Part B, Section 619 (preschool) and P.L. 100-297 (Chapter I, Handicapped) in FY94 totaled \$14,122,866 or less than 10% of the total special education costs. I.D.E.A., Part B funds totaled \$11,742,295; Section 619 (preschool) \$2,003,853; and Chapter I, Handicapped \$376,658.

Public School Transportation

During FY 1993-1994, Maine's school buses transported 181,568 children on an average daily basis to public schools.

The average cost per mile for the 2,064 publicly and 519 privately owned buses was \$1.72. Miles traveled during the year totaled 31,799,487 at an average cost of \$301.42 per student.

In 1993-1994, expenditures for school transportation totaled \$54,727,736, and purchases of school buses totaled \$4,471,303.

School Nutrition and Food Distribution Programs

The School Nutrition and Food Distribution Program administers the school lunch, breakfast, special milk, preschool milk, summer food service, food commodities distribution, and nutrition education/training programs. During the 1993-1994 school year, Maine school food service programs prepared and served 17,009,343 student meals in 676 public schools, 26 private schools, 22 residential child care institutions, and three state institutions. Reimbursement to school food service programs in the 1993-1994 school year was \$17,312,032 in federal funds and \$1,135,075 in state matching funds. State matching funds are based on thirty percent of federal funds and are given to public schools as \$.03 per lunch reimbursement.

To administer the seven nutrition programs, the Division of School Business Services received \$338,891 in federal funding and \$203,574 in state funding.

In the 1993-1994 school year, there were 3,118,634 school breakfasts served, a 12% percent increase over the 1992-1993 school year. Seventy-six percent of the breakfasts were served to students eligible to receive meals at the free or reduced price rate and 48% of the lunches were served to those eligible students--the same percentage as in the previous year. Maine is participating in a national pilot project to provide automatic eligibility for meal benefits to children from low-income families.

The staff reviews plans and equipment specifications for the construction and renovation of school food service facilities.

The food distribution program provides U.S. Department of Agriculture surplus foods to schools, summer food service programs, charitable institutions, summer camps, child care facilities, soup kitchens, hospitals, correction facilities, and other non-profit public programs. The program's mission is the equitable distribution of surplus foods to recipient agencies. From July 1993 to June 1994, a total of 5,243,497 pounds of food with a value of \$3,221,264 was distributed to Maine school programs. Some foods were processed into more desirable food items as a result of a food processing contract administered by staff. The food distribution program received direction from an advisory council made up of 12 recipients of commodity foods representing the various regions of the state and school systems.

State of Maine Education Appropriations

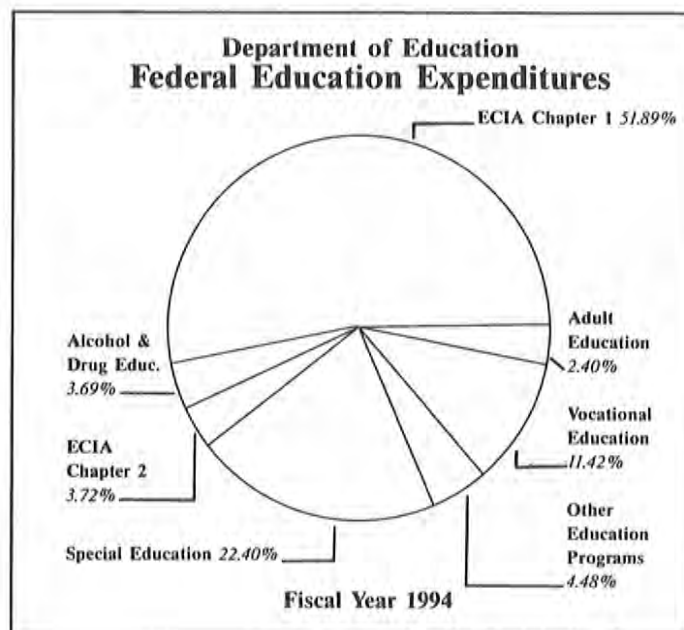
General Purpose Aid

School Funding. General purpose aid for education in Maine has increased during the past three years by 1.8 percent from \$512.9 million in Fiscal 1992 to \$521.9 million in Fiscal 1995. In the three years prior to 1992, general purpose aid for education increased by 39 percent from \$347.2 million to \$482.7 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 \$62,055,531.58 in fiscal year 1994. This represents a net decrease of 3.4% or \$2,225,677.20 from fiscal 1993, and is reflected, primarily by decreases of \$3,418,113.13 in ECIA Chapter 1, \$539,007.11 in Special Education, \$210,921.36 in Alcohol & Drug Education; and increases in Vocational and Adult Education of \$1,610,308.65, ECIA Chapter 2 of \$90,110.13, and Other Education Programs of \$241,955.62.

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 10% 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 established 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, is serving 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), former Governor John McKernan named the Task Force as the Goals 2000 Panel which will develop our state's Learning Results as well as the Goals 2000 systemic improvement plan.

Plans for building a statewide consensus about the learning results in Maine were implemented between September 1994 and June 1995.

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 20-member Task Force on Learning Results.

The Task Force submitted its plan for education to the State Board of Education and the Joint Legislative Committee on Educational and Cultural Affairs in June 1994. In addition to developing the plan, the Task Force was required by law to use Maine's Common Core of Learning to specify what all Maine students will be required to know and be able to do by the time they leave school. Students will be supported in achieving these Learning Results by the Opportunity to Learn Standards which the Task Force is currently developing to address how schools should operate to ensure all students will achieve the Learning Results. The Learning Results were completed in the summer of 1995 and the plan for education and performance standards will be completed by December 1995.

Whenever possible, Maine's Goals 2000 Title III and Task Force work builds on existing systemic change initiatives, includes existing education organizations, and provides for an equal voice in planning by all education stakeholders--parents, students, teachers, administrators, taxpayers, town officials, community members, school board members, businesses and state level education organizations. The primary emphasis on the Task Force's work during the past year has been to develop Learning Results through a broad-based public input process.

How the Learning Results Were Developed

The Task Force's plan for education included two major components--developing the Learning Results and supporting local implementation of the Results. Between June 1994 and June 1995, the Task Force on Learning

Results developed Learning Results to reflect what Maine residents want students to know and be able to do before they leave high school. Ideas on what the high academic standards should be were gathered from as many Maine people as possible between October 1994 and March 1995. Six Regional Leadership Teams were created across the state with individuals who represented many different groups interested in education, such as parents, teachers, school administrators, clergy and business leaders. These teams collected ideas from parents and the general public using surveys, newspaper advertisements and articles, radio programs, student-generated videos and public forums. The six regions were: Washington County, Aroostook County, Central, Midcoast, Western and Southern Maine.

While these teams collected input from parents and the general public, the Task Force staff held sessions to gather ideas from educators and students. A Principals' Symposium was conducted in December 1994. Business leaders, school board members, superintendents, vocational center directors and other education directors came together to share their ideas at a Leadership Symposium in March 1995. Maine Department of Education staff gave input at three brown bag lunch sessions in February and March, 1995. Four student summits were held in March in Lewiston, Orono, Presque Isle and Gorham.

All of the ideas collected from the general public and at the above events were organized by the Department of Education Standards Group to identify patterns and common themes. The Task Force on Learning Results used this information at its March 24 meeting to draft broad Guiding Principles.

At a Teachers' Summit in April, almost 300 public school teachers and teachers from post-secondary institutions used the public ideas and the Guiding Principles to draft state level integrated and content standards for English/language arts, fine arts, foreign languages, health and fitness, mathematics, science and technology, and social studies. Content standards from Applied Technology and Career Education were integrated throughout the Learning Results. Over 75% of all school systems in Maine were represented at this Summit. The Task Force and State Board of Education met April 24-25 and May 24-25 to edit and refine the Learning Results draft.

Over 6,000 copies of the resulting document were distributed to educators and the general public for feedback during June 1995. Public Feedback Forums were held in Presque Isle, Bangor, Augusta, Portland and Machias. Additionally, the extensive press coverage encouraged the public to submit feedback through voice mail, e-mail, postal mail and by fax. Several hundred Maine residents responded. Their feedback was used when the Task Force made final adjustments to the Learning Results at their June 22 meeting.

A final copy of the Learning Results was then submitted to the Task Force and State Board of Education and to 300 educators for final review and comments. The Task Force is scheduled to present the Learning Results to the State Board of Education at its August 1995 meeting. The State Board will approve and submit the Learning Results to the Joint Legislative Committee on Educational and Cultural Affairs for consideration as legislation.

In September 1995, over 500 educators will convene to begin developing Performance Standards for the Learning Results. Additionally, a statewide system of state and local assessment will be developed to give students opportunities to demonstrate their achievement of the Learning Results. These assessments, which will define more details of the Learning Results, will include written/oral tests (such as local tests and the Maine Education Assessment), portfolios and projects. Students will be assessed using State Performance Standards in high school and at two progress check points, one in elementary school and one in middle school.

While the Performance Standards and assessments are being developed, the Task Force will develop the Opportunity to Learn Standards and the plan for education and will review current education laws and recommend changes to help schools prepare students for the Learning Results. The plan and proposed changes in the law will be completed in December 1995.

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 the elements of the support system will change as a result of continuous evaluation.

Innovative Education Grants Program

In FY 95, this program awarded a total of \$202,000 in grants to 29 districts/school 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. Progress toward this result involves examining the entire system in which teaching and learning occurs - including the classroom, the school, the school system and the community.

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 learning results can be realized.

Eighteen of the Innovative Education Grant sites are district-based. These are districtwide in scope and include activities designed to build capacity for systemwide change. Eleven of the sites are classroom-based. These are support groups of educators investigating questions about teaching and learning and the need for change based on Maine's Common Core of Learning.

The self-assessment component added in FY 95 provides a tool for districts to use in identifying where their system falls on a developmental continuum of change. Districts gathered evidence to support their placement and developed a vision for the education of all students with district stakeholders. The school districts are exploring and developing broad districtwide learning results.

The sites are provided support through a network in which they can share experiences and expertise and through on-site technical assistance.

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 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 Common Core of Learning as the basis for assessing student learning.

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 were 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, were administered as

Innovative Grants in the Division of Curriculum and by the Chapter 2 Office.

The schools provided a base of information for Maine's state plan for technology within the federal Goals 2000 Act.

1994-95 Maine Mathematics and Science Alliance

In its third year of generating statewide systemic reform, the Maine Mathematics and Science Alliance is helping to 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 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 five university sites last year, at seven 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 a curriculum framework 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 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 process--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 Western Maine) 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 either Thomas B. Clark, Executive Director of the Maine Mathematics and Science Alliance at 207-287-5881 or Jacqueline P. Mitchell, State Mathematics Consultant at 287-5937 or Thomas E. Keller, State Science Education Consultant at 287-5920.

A Magnet School for Maine

Legislation was passed to establish 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 150-300 highly motivated, high school juniors and seniors to be recruited from all Maine high schools. Each high school in the state will have slots reserved for their students. All candidates 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 and have been 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.

This program will be incorporated in the Department of Education's 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 enjoys a memorandum of agreement with the Maine Math & Science Alliance and both look forward to a cooperative relationship. The Magnet school will also work with the State Math and Science Framework Project. Both the science and math consultants will be involved as liaisons from the Department of Education.

New Standards - An Overview

The New Standards Project is a joint program of two organizations -- the National Center on 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

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 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.

During 1994-95 the focus has been on developing the portfolio assessment process and further refinement of reference tests in mathematics and language arts.

The focus in 1995-96 will be to continue to develop the portfolio assessment process and to link this process to the work of the Maine Task Force on Learning Results and the Maine Assessment System.

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, Belfast, 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. At the end of 1994-95, approximately 1,500 children will have received Reading Recovery 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, then Governor John McKernan allocated \$922,000 over a two-year period to expedite the training of Reading Recovery teachers and teacher-leaders in Maine. Additional funds were allocated by the Maine Legislature to support the Reading Recovery training and contact for the next three years. This means that, by the year 1997, potentially 3,000 of the 4,540 children projected to need Reading Recovery will have received it.

Results-Based Teacher Certification A Three-Year Pilot Project

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. 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.

Maine has completed year 2 of the project. Pilot sites have developed teacher competencies and are engaged in the identification of curricular "inputs." Year three of the project, 1995-1996, will focus on the development of teacher certification standards and program approval standards. It is projected that the new standards will be explicit in revised regulations for certification/licensure in 1996.

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.

Maine's 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 submitted a successful application for a grant of Carl D. Perkins Act Cooperative Demonstration Program funds 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 of 1994 (STWOA).

One of eight states to receive first-round implementation grants, Maine was awarded \$2 million for the first year and a total of \$12 million over five years.

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 agenda of the Clinton Administration.

Following STWOA guidelines, Maine projects that upwards of 75% of all high school juniors and seniors--including students with disabilities, economically and educationally disadvantaged and at-risk students, and women interested in careers that are not traditional for their gender--will be served by the CO2 system each year by the time it becomes fully operational (in or around 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 (Jobs for Maine's Graduates).**

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.

But at the same time, each will offer Maine students a different balance of school-based and work-based learning, a different level of investment in postsecondary technical education, and a different range of occupational and career opportunities, keyed to current and emerging local, regional, State, national, and even global labor markets.

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

- reading, writing, and computation;
- information gathering and analysis;
- reasoning and problem solving;
- communication and self-expression;
- self and family management;
- self-discipline and productivity;
- teamwork and leadership;
- personal and workplace safety and health awareness; and,
- social and global stewardship.

To ensure that all students successfully achieve mastery of the core competencies, **safety net support programs** will be implemented under the auspices of the Jobs for Maine's Graduates program, including a **Project Reach** early intervention program for students in grades 7-8 and an **Opportunity Awareness** dropout prevention program for grades 9-10.

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

Each student's ICOP will be reviewed and updated or revised annually and as necessary. Formal protocols are being developed to ensure easy movement from one pathway to another at any point. To empower students to make the decisions required for the development of an ICOP 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 a 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 a **Certificate of Workplace Competency**, 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 Maine Technical College System. Successful completers of a Registered 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. Jobs for Maine's Graduates will provide placement and follow-up services to Career Preparation participants and Youth Apprentices.

A **CO2 Program Evaluation System** will provide for continuous, in-depth, 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 Maine's STWOA Implementation Grant, in collaboration with the Departments of Labor and Economic and Community Development, the Office of the Governor, the Maine Technical College System, and the Jobs for Maine's Graduates program.

Three levels of oversight have been planned at the State level: a five-member, cabinet-level **CO2 Executive Committee**, to meet as necessary to make basic policy determinations; a **CO2 Delegate Agency Council**, to meet monthly to provide continuing oversight and management of the STWOA implementation grant itself and coordinate collaboration between lead agencies; and a 50-member **CO2 Steering Committee**, to meet quarterly to provide employers, union leaders, state agency representatives, and other key stakeholders an opportunity for active and continued involvement the system development process.

A statewide network of **CO2 Local Partnerships** is currently being organized with broad spectrum of business, union, education, state agency, local government, student, parent, and community representatives included among the participants to coordinate CO2 implementation at the regional and community levels.

The implementation of the CO2 system will involve two distinct phases: statewide expansion and implementation of the Maine Youth Apprenticeship Program; and, reengineering and integrating existing career/life pathways to create a comprehensive, "seamless" system meeting the standards of the STWOA. Maine's intention is to pursue both phases simultaneously, providing sufficient support for implementation is available through the STWOA, the Perkins Act, and other Federal, State, and local public and private sources.

Together, the six CO2 career pathways are designed to meet both the diverse demands of a high skills labor market and the diverse needs of the 75% to 85% of Maine students who enter the labor market without benefit of a baccalaureate degree.

Maine projects that, by the year 2000, out of a total of just over 14,000 high school students who complete the 10th grade each year approximately:

- 25% (3,500) will select a College Prep Individual Opportunity Plan;
- 25% (3,500) will enroll in a Tech Prep course of study;
- 20% (2,800) will enroll in MYAP or Pre-Apprenticeship;
- 20% (2,800) will enroll in Occupational Prep or Co-Op; and,
- 10% (1,400) will enroll in a JMG Career Preparation program.

This projection assumes that the percentage of young people identified as four-year College Prep students will gradually decline as the other six pathways become fully institutionalized and student understanding of the labor market and clarity about their own career perspectives increases. At the same time, the "General" course of study will be phased out altogether.

In the meantime, Maine's first-year implementation grant award of \$2 million was allocated in the following way:

- \$1,650,000 to support continued expansion of the Maine Youth Apprenticeship Program (MYAP);

- \$200,000 to pilot test the Project Reach safety net program for at risk students in grades 7-8; and,
- \$150,000 to begin the institutionalization of the Maine Registered Pre-Apprenticeship Program (MRPAP).

Task Force on Safe and Drug Free Schools

In January 1995, a task force to address the impact of violence on Maine schools was established at the request of former Commissioner of Education Leo Martin. The Safe and Drug Free Schools Task Force is designed to accomplish a synthesis of the work being done in a number of different initiatives as well as to support schools in creating an environment which will enable students to reach the high academic standards being developed by the Task Force on Learning Results.

In the fall of 1994, Congress passed the Improving America's Schools Act, the reauthorization of the Elementary and Secondary Education Act of 1965. The Act will create substantial changes in how the national government supports education in Maine; one of those changes related to violence among young people. Congress also passed the Violent Crime Control and Law Enforcement Act of 1994. It contains additional legislation that aims to decrease the rates of violent crime among youth. The Safe and Drug Free Schools Task Force will be kept constantly informed about how these new pieces of federal legislation will impact Maine.

The Task Force is also closely associated with Goal 7 of the National Education Goals, adapted to Maine: By the year 2000, all Maine's schools will be free of drugs and violence and will offer a safe and orderly environment conducive to learning.

Maine School Of Visual And Performing Arts

On April 15, 1994, former Governor John R. McKernan signed legislation creating the Maine School for Science and Math in Limestone. The same bill established a task force "to develop a plan to implement a school for the arts in the greater Portland area to open in September of 1996."

The task force consists of twenty members appointed by the Governor with the Commissioner of Education, ex officio. An employee of the Maine Arts Commission is on loan to the Division of Instruction to coordinate the task force and its various working committees.

The task force held its first meeting in December 1994. Working committees were established as follows: Mission/Planning, Academic Affairs, Advocacy, and Resources. The Committees will consult with teachers, students, artists, parents, and community representatives from all over the state.

The success of a public residential school for the arts will depend heavily on its outreach programming and the ways in which it can benefit arts education in every school throughout the state. The task force is exploring ways to sponsor professional development for arts teachers and teachers in other academic areas. The task force is committed to Goals 2000 and learning results.

Telecommunications In Maine's Public School System

Telephone Rates

Two current initiatives will make an immediate impact on "affordable" access to information via technology and telecommunications. The critical issue of long distance toll rates is being dealt with in two ways.

1. Effective June 1, 1995, as an extension of an existing state contract with NYNEX, schools and libraries will be able to use three times their intrastate toll volume for the same flat rate as their current annual phone bill. Once the school and/or library exceeds three times its current use, the fee for the additional use will become .11 a minute. this is essentially a 2/3 reduction in toll rates.
2. Maine's Public Utilities Commission has released its findings relating to Docket No. 94-254 (pertaining to alternative rate setting). These findings require NYNEX to reduce its rates by \$14.4 million and, in part, state the following:

We will allow up to \$4.0 million of the mandated rate reduction to be used to reduce rates and/or provide additional services or equipment to libraries and schools. We will not at this time prescribe how the support will be used to benefit the libraries and schools, but instead will require NYNEX to file a proposal with the Commission by June 15, 1995. In developing its proposal, NYNEX shall consult with all the parties to this proceeding, particularly the Libraries and Education, who wish to participate in the discussion.

A policy making committee composed of four library representatives, four representatives from the Maine Department of Education, and two NYNEX representatives is currently meeting to determine how the \$4,000,000 will be applied. Centrix systems and frame relay capabilities for schools are among the possible outcomes of this committee's work.

The PUC's \$4,000,000 directive is annual for five years and will then undergo a review. The long-range impact of this total of \$20,000,000 will make a significant impact on Maine schools' telecommunications capabilities.

NYNEX/ATM State Infrastructure

The State has reached conceptual agreement with NYNEX on the development of an advanced fiber optic network that uses the latest switched telecommunications (Asynchronous Transfer Mode - ATM) technology. By coordinating and cooperating with most of the State's other telecommunications service providers, a final plan will be developed and agreed to on advanced interactive, publicly switched video and data network services for schools and libraries throughout the State. Pilot site testing should take place in one year and will be structured in a way that proves both cost and use. It is anticipated that full deployment to any high school or applied technology center and/or region wishing to take advantage of this important new tool will take place within two years of the pilot testing.

Bond Issue

If approved by the Legislature and Maine voters, money raised from a \$15,000,000 Bond Issue tentatively planned for November 1995 will provide the technology equipment for high schools, applied technology centers and regions, and selected public libraries to connect with and utilize the anticipated statewide telecommunications ATM/fiber infrastructure. Computers, interfaces, servers, cameras, microphones, codes, and other required equipment will give each site the capacity to be fully interactive via voice, video and data with any other site that is part of the ATM/fiber infrastructure.

Children's Partnership

Commissioner Wayne L. Mowatt announced a new program in late June, 1995, under the auspices of a Director of Special Projects.

The Children's Partnership is a program designed to bring schools, families, businesses and the community together to improve children's learning opportunities.

Parental involvement in a child's learning is the single most important factor in a student's academic success, according to three decades of research, including 53 major studies conducted in the 1980s.

A 1992 study concluded that families control many of the factors that impact student achievement. The three key factors were student absenteeism, having a variety of reading materials in the home and excessive television viewing. Other studies show that students learn reading skills best when adults, especially parents or guardians, read aloud to them regularly.

New studies are showing the importance of business and community partnerships with schools. Currently, approximately 75 Maine businesses are involved in partnerships or Adopt-a-School programs with local schools.

The Children's Partnership will facilitate school-business-family-community programs and communications through four major areas of service. The state office will:

1. Serve as a clearinghouse on research and practices regarding partnerships;
2. Document and coordinate current partnerships, identifying activities and facilitating new linkages;
3. Provide models and technical assistance for schools, families and businesses which want to link;
4. Develop a permanent infrastructure to support new education partnerships and to maintain existing ones.

New Delivery System for Professional Development

In May 1995, Education Commissioner Wayne Mowatt convened key representatives of the Maine institutions that prepare teachers and asked them to conceptualized a re-engineering of the delivery system for professional development in this state.

He asked them to assist in the design of a statewide system for professional development that will include institutions of higher education, schools, and businesses in cost-effective collaboratives and partnerships to assure that preparing and practicing teachers obtain the training they will need to address the many issues facing schools today and in the future. Among those issues are rapidly developing technology, the diverse needs of students, and learning results.

In attendance were deans of the colleges of education and the chairs of the education departments of private colleges, each campus of the University of Maine System, including the Chancellor, as well as representatives of the Western, Southern, and Eastern Maine Partnerships for Professional Development, the Center for Educational Services and the business community.

Future symposia of this group will involve the development of creative models of teacher training based on the assessed needs of the profession.

MAINE DEPARTMENT OF EDUCATION Organization Chart

