

MAINE STATE LEGISLATURE

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STATE OF MAINE
114TH LEGISLATURE
SECOND REGULAR SESSION

*Final Report
of the
Subcommittee on the*

**STUDY OF ISSUES RELATED TO ENHANCEMENT
OF THE USE OF INSTRUCTIONAL TIME IN SCHOOLS**
*to the
Joint Standing Committee on Education*

November 1989

Members:

* *Sen. Stephen C. Estes
Sen. Stephen M. Bost
Sen. Barbara A. Gill*

** *Rep. Nathaniel J. Crowley, Sr.
* Rep. James R. Handy
Rep. William B. O'Gara
Rep. Marge L. Kilkelly
Rep. Judy Paradis
Rep. James V. Oliver
* Rep. John O'Dea
Rep. Mary E. Small
* Rep. Omar P. Norton
Rep. Wendy L. Ault*

Staff:

David C. Elliott, Legislative Analyst

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** *Denotes Subcommittee Chair*
* *Denotes Subcommittee Members*

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**REPORT ON THE
STUDY OF INSTRUCTIONAL TIME IN SCHOOLS**

I. BACKGROUND

During 1988, the McKernan administration announced plans to introduce legislation to increase the number of student instructional days required for school approval. Various levels of increase were discussed. The proposal was presented to the First Session of the 114th Legislature in the form of LD 1345, "An Act to Improve and Enhance the Quality and Amount of Instructional Time for Students". That bill would have phased in a 5 day increase in the current 175 day school year between the 1990-91 and the 1994-95 school years.

Even before introduction of LD 1345, the idea of mandating increased student instructional days received considerable criticism from educators and policy makers. Some people felt that providing more teacher in-service training/planning days was as important if not more important than increasing the number of instructional days. Other commentators thought that better use of the present school day and year should be achieved before increasing the length of the school year. Still others worried that the cost of increasing the length of the school year would be prohibitive.

As a result of the concern over lengthening the school year, a second piece of legislation was also introduced at the First Regular Session--LD 175, "Resolve, Creating the Special Commission to Study Instructional Time in Schools". That bill would have provided for a study of a variety of issues related to the effective use of instructional time in schools, including the length of the school year.

Both LD 1345 and LD 175 were referred to the Joint Standing Committee on Education for consideration. During its deliberations on the two bills, the committee found LD 175, with minor amendments clarifying the membership and charge of the study commission, to be a reasonable approach to the issue of lengthening of the school year. LD 175, however, failed to receive funding on the Appropriations Table.

The Education Committee, believing that the issue warranted scrutiny, requested authorization from the Legislative Council to conduct a committee study during the interim on the issue of use of instructional time as outlined in LD 175. (See request letter attached at Appendix A.) On July 1, the council approved that request. The chairs appointed a 5 member subcommittee to conduct the study and to report back to the full committee. The subcommittee was chaired by Rep. Nat Crowley and also included Sen. Estes, Rep. Handy, Rep. Norton and Rep. O'Dea.

II. COMMITTEE DELIBERATIONS

The subcommittee met twice during the summer and fall; the full committee finalized the subcommittees recommendations in December.

The subcommittee agreed to focus on the instructional time issues raised in LD 175. (See copy of LD 175 attached at Appendix B.) At its meetings the subcommittee reviewed the findings of national studies on issues related to evaluation of the use of instructional time in schools (See bibliography of articles and reports attached at Appendix C), discussed related issues among themselves and with educators who attended the meetings, and requested and reviewed information from the Department of Educational and Cultural Services (DECS) on variations in the length of the school year in the state. The idea of using the Maine Educational Assessment test results to identify "successful" schools and of conducting a survey of instructional practices or a series of on-site visits at those schools in an attempt to identify effective practices in the use of instructional time was discussed. Lack of time and resources precluded such approaches.

The subcommittee decided during its deliberations that there are really two aspects to the study of instructional time. First, a quantitative aspect--length of school year or day, length and number of periods in a day, and Maine's national ranking in any of these categories. These are relatively straightforward facts which can be determined, recorded and compared. Some logical (although perhaps simplistic) assumptions can be drawn about the effect of increasing these aspects. Furthermore, increasing these quantitative aspects can be accomplished simply (although not cheaply) through legislation or rulemaking. For that reason they tend to receive more attention than the more complex issues.

The subcommittee refers to the more complex issues as qualitative aspects. They include alternative methods of organizing the school day and year, reorganization of the governance of schools and restructuring of school programs in order to use instructional time more effectively. Other qualitative aspects promoting more effective use of instructional time which were mentioned during subcommittee deliberations were more time on task for both educators and students; limiting student employment; class size reduction; improving teacher education, compensation and morale; initiating developmentally appropriate curriculum; and addressing the needs of at-risk students to avoid absenteeism and dropping out. All of these aspects affect the quality of school instructional time.

The subcommittee believes it is a mistake to focus primarily on the quantitative issues without also attending to the qualitative issues. Increasing the length of the school year is a simplistic, single-track approach to a problem which demands complex, multi-pronged solutions.

Certainly, there are efforts on the qualitative front occurring nationally and in Maine. However, the subcommittee feels at this point that more emphasis needs to be given to those issues. The question for the legislature and the educational community is: How can we encourage, enhance and evaluate efforts to address qualitative issues as a more effective and, perhaps, cheaper way of achieving effective education practices which is really the common goal of everyone?

III. Educational improvement and instructional time

During its deliberations, the subcommittee discovered that instructional time is a complex issue; one which it is difficult to look at in isolation without at the same time examining how it is affected by and how it affects other educational improvement efforts which have been instituted over the past few years. For example, how do the support system requirements of the teacher certification law affect the quality and quantity of instructional time available. Also, would providing more time in school, alone, address the needs of at-risk students or assist in the implementation of developmentally appropriate curricula for all students.

This discovery highlighted for the subcommittee the need for a comprehensive analysis of recent educational reform measures before proposing changes in the use of instructional time area. Absent a comprehensive review, the subcommittee believes that proposals in one particular area such as length of the school year or the use of school instructional time will be limited in effectiveness and possibly off target entirely.

Publication of A Nation at Risk by the U.S. Department of Education in 1983 and the Governor's Report of the Commission on the Status of Education in Maine in 1984, served as catalysts for implementation of numerous education improvement measures in this state. Measures were introduced both through legislative enactment and administrative action of the DECS. They included the massive Educational Reform Act of 1984, comprehensive teacher and administrator certification requirements, school restructuring projects and development of common core curriculum guidelines. The level of both state and local funding for public schools has also increased dramatically during this period. Viewed in retrospect, the period since 1984 has been one of nearly nonstop attempts to improve educational performance. The proposal to lengthen the school year or otherwise improve the use of instructional time in schools is an example of such ongoing attempts.

The subcommittee is concerned that given the hectic pace at which new proposals are being introduced there has been inadequate time, effort and resources devoted to assessing what has been done and where our priorities should lie for the future. The result of this failure to assess where we have been and where we want to go in public school education may well be public resistance to education improvement efforts due to lack of consensus on whether we are on the right track. What is needed at this moment is a through assessment of the effectiveness of the changes recently put in place and establishment of priorities and a plan of action for the decade ahead. That is a task which demands considerable time and resources and the cooperative participation of the Legislature, the Executive branch, the University System, the various educational constituencies, and the public.

IV. FINDINGS AND RECOMMENDATIONS

Following its study of the instructional time issue, the subcommittee makes the following recommendations:

1. Use of instructional time

No changes should be mandated in the length of the school year or other area related to the use of instructional time at this point. On-going school improvement activities should continue while a comprehensive analysis of the "educational reform" movement is organized and conducted. New proposals should be held in abeyance until that analysis is completed.

2. Study of educational improvement efforts

A comprehensive analysis of recent and on-going educational improvement efforts should be conducted by the Legislature in conjunction with the DECS, the University System, educators and local officials. The purpose of the analysis should be to assess the tremendous investment which has been made over the last 5 years in the public school system before suggesting isolated or specialized additional improvements. LD 1564, "Resolve, Creating the Special Commission to Study and Evaluate the Status of Education Reform in Maine", embodies a similar proposal and should be used as the legislative vehicle to institute the study. (See copy of LD 1564 attached at Appendix D.) That bill which died for lack of funding on the Appropriations Table should be recalled by the Legislature during the Second Regular Session and recommitted to the Education Committee. In committee, various interested persons and organizations can be involved in the discussion and the bill reworked as necessary to establish the framework for a comprehensive analysis of past educational improvement efforts and a determination of whether and what additional improvement efforts should be targeted in the future.

APPENDICES

SENATE

STEPHEN C. ESTES, DISTRICT 35, CHAIR
 STEPHEN M. BOST, DISTRICT 11
 BARBARA A. GILL, DISTRICT 32

DAVID ELLIOTT, LEGISLATIVE ANALYST
 DEBORAH FRIEDMAN, LEGISLATIVE ANALYST
 JULIE FORTIN, COMMITTEE CLERK



HOUSE

NATHANIEL J. CROWLEY, SR., STOCKTON SPRINGS,
 CHAIR
 JAMES R. HANDY, LEWISTON
 WILLIAM O'GARA, WESTBROOK
 MARGE L. KILKELLY, WISCASSET
 JUDY PARADIS, FRENCHVILLE
 JAMES V. OLIVER, PORTLAND
 JOHN O'DEA, ORONO
 MARY E. SMALL, BATH
 OMAR P. NORTON, WINTHROP
 WENDY L. AULT, WAYNE

STATE OF MAINE
 ONE HUNDRED AND FOURTEENTH LEGISLATURE
 COMMITTEE ON EDUCATION

June 30, 1989

Honorable John L. Martin, Chair
 Legislative Council
 State House
 Augusta, Maine 04333

Dear Rep. Martin:

The Education Committee requests authorization to conduct an interim committee study of LD 175, "Resolve, Creating the Special Commission to Study Instructional Time in Schools". LD 175 proposed establishment of a 15 member special commission to study the use of school instructional time and the various factors which influence the quality of instruction received by public school students.

Although LD 175 failed to receive funding on the Appropriations table, the committee continues to believe that this is an important and timely study which warrants some attention at this time. Several proposals regarding the length of the school day or school year and use of the instructional time within the school day and year were before the committee this year. There continues to be interest in these issues within the Legislature and the administration.

Accordingly, we propose that the Education Committee be authorized to form a subcommittee to study the issues related to enhancement of the use of instructional time in schools and to report to the full committee in December. We request authorization for a 5 member subcommittee which would meet at least 5 times during the summer and fall. A full committee would also be needed.

Thank you for your consideration in this matter.

Sincerely,

Sen. Stephen C. Estes
 Senate Chair

Rep. Nathaniel J. Crowley, Sr.
 House Chair



114th MAINE LEGISLATURE

FIRST REGULAR SESSION - 1989

Legislative Document

No. 175

H.P. 131

House of Representatives, February 14, 1989

Reference to the Committee on Education suggested and ordered printed.

A handwritten signature in cursive script that reads "Ed Pert".

EDWIN H. PERT, Clerk

Presented by Representative CROWLEY of Stockton Springs.

Cosponsored by Representative KILKELLY of Wiscasset, Representative O'GARA of Westbrook and Representative O'DEA of Orono.

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-NINE

Resolve, Creating the Special Commission to Study Instructional Time
in Schools.

(EMERGENCY)



1 **Emergency preamble.** Whereas, Acts and resolves of the
Legislature do not become effective until 90 days after
3 adjournment unless enacted as emergencies; and

5 **Whereas,** the effective use of school instructional time is
an important element in the quality of education received by
7 students; and

9 **Whereas,** proposals for changes in the use of the school
year and school day are to be considered by the Second Regular
11 Session of the 114th Legislature; and

13 **Whereas,** there is inadequate information currently
available to determine whether changes in school instructional
15 time are warranted and what impact such changes are likely to
have; and

17 **Whereas,** the Legislature needs this information to make
informed decisions on proposed changes in the length of the
19 school year and school day; and

21 **Whereas,** in the judgment of the Legislature, these facts
create an emergency within the meaning of the Constitution of
23 Maine and require the following legislation as immediately
25 necessary for the preservation of the public peace, health and
safety; now, therefore, be it

27 **Special commission created and charged. Resolved:** That the
29 Special Commission to Study Instructional Time in Schools is
created. The commission shall study the use of instructional
31 time in schools and the factors which influence the quality of
instruction received by students. The commission shall consider
33 and report its findings on the following:

35 1. The present use of the school day, including length of
day, number of periods, length of periods and use of student
37 release time;

39 2. The present length of the school year, including the
extent school units avail themselves of the opportunity to
41 increase the school year under current rules, and its comparison
with national and international trends;

43 3. Research on the relationship between school time and
45 learning and the influence of other factors, such as student
motivation and capacity to learn, the quality of instruction and
47 resources expended on school success;

49 4. Student time spent in school and class, time spent on
51 tasks and time spent with the subject matter teacher in school
work preparation;

1 5. Teacher time spent in class, time spent on instruction
and the quality of instruction;

3 6. The role of classroom climate and school morale in
5 student academic success;

7 7. Alternative methods of organization of the school day or
9 year;

11 8. More effective use of current school time, including
longer periods of instruction; fewer study halls and free
13 periods; extra instructional periods; better use of teacher
school time; and smaller class sizes through innovative
15 approaches such as team teaching;

17 9. The extent to which student assessment results are used
by teachers to provide appropriate programming for students; and

19 10. Other related issues determined necessary by the
21 commission; and be it further

23 **Membership of the commission; appointment. Resolved:** That the
commission shall consist of 13 members appointed as follows:

25 1. One Senator who is a member of the Joint Standing
27 Committee on Education appointed by the President of the Senate;

29 2. Two Representatives who are members of the Joint
Standing Committee on Education appointed by the Speaker of the
31 House;

33 3. One elementary school teacher, one school principal, one
school board member, one parent, and one faculty member from a
35 Maine institution of higher education appointed by the President
of the Senate; and

37 4. One secondary school teacher, one school guidance
39 counselor, one school superintendent, one parent, and one
representative of the Maine business community appointed by the
41 Speaker of the House.

43 All appointments shall be made within 90 days of the effective
date of this resolve, and the Executive Director of the
45 Legislative Council shall be notified when the appointments are
made; and be it further

47 **Selection of chair; convening of the commission. Resolved:** That the
49 commission shall select a chair from among its members at the
first meeting. The Chair of the Legislative Council shall
51 convene the first meeting within 30 days of appointment of all
the members; and be it further

1 **Public meetings; report. Resolved:** That the commission shall
2 hold a series of 3 school visits around the State for the
3 purposes of observing the use of the school day and year and of
4 receiving comments from teachers, administrators, school board
5 members and the public regarding the impact of the length of the
6 school day and year on the quality of education provided. The
7 commission shall present its findings, together with any
8 recommended legislation, to the Second Regular Session of the
9 114th Legislature by November 30, 1989; and be it further

11 **Assistance. Resolved:** That the Department of Educational and
12 Cultural Services shall provide such information and research
13 results as it has on the use of the school day and year in Maine
14 schools and on the effective use of instructional time in
15 schools. The commission may request staff assistance from the
16 Legislative Council. During its deliberations, the commission
17 may consult with representatives of the Maine Teachers
18 Association and the Maine School Management Association; and be
19 it further

21 **Compensation. Resolved:** That the members of the commission
22 who are Legislators shall receive legislative per diem, as
23 defined in the Maine Revised Statutes, Title 3, section 2, for
24 each day's attendance at commission meetings. All members of the
25 commission shall receive reimbursement for expenses upon
26 application to the Executive Director of the Legislative Council;
27 and be it further

29 **Appropriation. Resolved:** That the following funds are
30 appropriated from the General Fund to carry out the purposes of
31 this resolve.

33		1989-90
	LEGISLATURE	
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	Special Commission to Study	
37	Instructional Time in Schools	
39	Personal Services	\$ 990
	All Other	6,200
41		
	Provides funds for the per diem, meeting and	
43	related expenses of the Special Commission	
	to Study Instructional Time in Schools.	
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	LEGISLATURE	
47	TOTAL	<u>\$7,190</u>

49 **Emergency clause.** In view of the emergency cited in the
preamble, this resolve shall take effect when approved.

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STATEMENT OF FACT

Nationally and in Maine, recent recommendations from several sources have called for lengthening the school day and school year to address the problem of poor student performance. It is not clear from the research, however, that increased instructional time is the only, best or even a significant factor in increasing student learning.

There appear to be several other elements affecting student achievement in addition to the length of instructional time, such as student ability and motivation, quality of the instruction and resources allocated to schools. Furthermore, proposals to increase the length of instructional time will be very expensive. Before spending money on such endeavors, more documentation of the results is needed.

The purpose of this resolve is to establish the Special Commission to Study Instructional Time in Schools and to report its findings to the Second Regular Session of the 114th Legislature by November 30, 1989.

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114th MAINE LEGISLATURE

FIRST REGULAR SESSION - 1989

Legislative Document

No. 1564

S.P. 561

In Senate, May 9, 1989

Reference to the Committee on Appropriations and Financial Affairs suggested and ordered printed.

A handwritten signature in cursive script that reads "Joy J. O'Brien".

JOY J. O'BRIEN
Secretary of the Senate

Presented by Senator BOST of Penobscot.

Cosponsored by Senator ESTES of York, Representative CROWLEY of Stockton Springs and Representative NORTON of Winthrop.

STATE OF MAINE

IN THE YEAR OF OUR LORD
NINETEEN HUNDRED AND EIGHTY-NINE

Resolve, Creating the Special Commission to Study and Evaluate the Status of
Education Reform in Maine .

(EMERGENCY)



1 **Emergency preamble.** Whereas, Acts and resolves of the
Legislature do not become effective until 90 days after
3 adjournment unless enacted as emergencies; and

5 **Whereas,** recently enacted education reform in Maine has
resulted in the implementation of numerous educational
7 improvement measures affecting nearly every student and citizen
in the State; and

9 **Whereas,** the objective of education reform is to improve the
11 quality of education received by students in the public schools
of this State; and

13 **Whereas,** state and local taxpayers have contributed hundreds
15 of millions of dollars toward the implementation of these reform
measures and the original reform measures contained no
17 accountability provisions establishing a coordinated and
comprehensive evaluation of the effectiveness of those reform
19 measures; and

21 **Whereas,** additional future education reform measures are
currently being developed and proposed for implementation without
23 adequate evaluation of current existing efforts; and

25 **Whereas,** there is a pressing and urgent need for an
accountability review and assessment of the effectiveness of
27 on-going educational improvement efforts in order for state and
local policy makers to make informed decisions on whether to
29 continue, redirect, expand or terminate current programs and to
develop the best method of implementing additional reform
31 programs; and

33 **Whereas,** in the judgment of the Legislature, these facts
create an emergency within the meaning of the Constitution of
35 Maine and require the following legislation as immediately
necessary for the preservation of the public peace, health and
37 safety; now, therefore, be it

39 **Sec. 1. Commission created and charged. Resolved:** That there is
created the Special Commission to Study and Evaluate the Status
41 of Education Reform in Maine. The special commission shall
conduct a thorough assessment of the various elements of
43 education reform instituted since 1984, including the following.

45 1. The special commission shall review the recommendations
in the report of the Commission on the Status of Education in
47 Maine and other relevant national and state reports and compare
the educational policy areas identified as needing improvement
49 with the education reform measures instituted in Maine since 1984.

51 2. The commission shall examine the intent, substance and
method of implementation of:

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- A. The teacher certification law, Public Law 1983, chapter 845;
- B. The education reform law, Public Law 1983, chapter 859;
- C. The administrator certification law, Public Law 1985, chapter 287;
- D. The minimum teacher salary law, Public Law 1985, chapter 505; and
- E. Other legislative and administrative reform measures put into effect since 1984.

3. The special commission shall develop an accountability system for evaluating the effectiveness of education reform to date, including the method of implementation by the Department of Educational and Cultural Services and the State Board of Education.

4. The special commission shall use the methodology developed to assess:

- A. The changes resulting from education reform measures on the formation of educational policy at the state and local level;
- B. The content of educational programming;
- C. Educational outcomes, including appropriate measures of outcome;
- D. The coordination and effectiveness of preservice training programs and professional development opportunities for educators;
- E. The current status of educator certification requirements;
- F. The availability and morale of educators;
- G. The impact on raising student and family aspirations;
- H. The impact on local school districts; and
- I. Changes in school funding.

5. The special commission shall examine the need for and appropriate method of instituting a system of ongoing review and assessment of current and future education reform efforts.

1 6. In conducting the study authorized by this resolve, the
3 special commission shall:

5 A. Hold 5 public hearings across the State to assess public
7 opinion on the status of education reform. The special
9 commission shall schedule the public hearings at a
11 convenient time and place, advertise the public hearings
widely and, in cooperation with the University of Maine
System, utilize the Interactive Television System whenever
possible to achieve the broadest possible participation in
the public hearings;

13 B. Conduct a survey of recent high school graduates to
15 assess student opinions of education reform, including the
effect of education reform on student opportunities,
17 aspirations, attendance and drop-out rates; and

19 C. Encourage the development of position papers on various
21 education reform issues by agencies, organizations and
individuals interested in education reform; and be it further

23 **Sec. 2. Appointment. Resolved:** That the Commission shall
consist of 18 members, appointed in the following manner:

25 1. Four Legislators who are members of the Joint Standing
27 Committee on Education, appointed jointly by the President of the
Senate and the Speaker of the House of Representatives;

29 2. Two representatives of the Department of Educational and
31 Cultural Services appointed by the Commissioner of Educational
and Cultural Services, one of whom shall be an educational
33 specialist or consultant below the associate commissioner level
specializing in certification issues and one of whom shall be an
35 educational specialist or consultant below the associate
commissioner level specializing in curriculum issues;

37 3. One representative each of the State Board of Education
39 and the University of Maine System appointed jointly by the
President of the Senate and the Speaker of the House of
41 Representatives;

43 4. One elementary school teacher and one secondary school
teacher, one school board member, one school superintendent, one
45 secondary school principal and one elementary school principal
appointed jointly by the President of the Senate and the Speaker
47 of the House of Representatives;

49 5. One representative of the business community appointed
jointly by the President of the Senate and the Speaker of the
51 House of Representatives; and

1 6. Three public members appointed jointly by the President
of the Senate and the Speaker of the House of Representatives.

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4 All members shall possess experience, expertise or interest
5 in education and educational reform issues. All appointments
shall be made by July 15, 1989; and be it further

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8 **Sec. 3. Convening of commission. Resolved:** That when the
9 appointment of all commission members is completed and not later
10 than July 31, 1989, the Chair of the Legislative Council shall
11 convene the first meeting of the special commission. At the
12 first meeting, the special commission shall select a chair from
13 among its members.

15 Under the direction of the chair, the special commission may
16 divide into subcommittees for the purposes of considering various
17 education reform issues more effectively; and be it further

19 **Sec. 4. Report. Resolved:** That the commission, shall present
20 its findings, together with any recommended legislation, in an
21 interim report to the Second Regular Session of the 114th
22 Legislature by December 1, 1989. The interim report shall
23 include, but need not be limited to, a review and assessment of
24 the educator certification requirements, an examination of the
25 educator training programs available to Maine educators and
26 potential educators and recommendations or legislation necessary
27 to enhance the coordination of educator certification
28 requirements and available educator training programs.

29 The final report of the special commission, together with
30 any recommended legislation shall be presented by December 1,
31 1990. The final report, in addition to assessing past
32 educational reform measures and recommending what ought to be
33 retained, changed or eliminated, shall establish a process for
34 the assessment of future reform measures; and be it further

37 **Sec. 5. Assistance. Resolved:** That the special commission may
38 hire consultants or researchers to assist in performing its
39 duties. With the approval of the Legislative Council, the
40 special commission may apply for grants or technical assistance
41 from public or private organizations. The Department of
42 Educational and Cultural Services shall provide information
43 requested by the special commission. In conducting surveys and
44 policy research, the special commission may request assistance
45 from the University of Maine System. If additional staff
46 assistance is desired, assistance may be requested from the
47 Legislative Council; and be it further

49 **Sec. 6. Compensation. Resolved:** That the members of the
50 commission who are Legislators shall receive the legislative per
51 diem, as defined in the Maine Revised Statutes, Title 3, section
2, for each day's attendance at commission meetings. Upon

1 application to the Executive Director of the Legislative Council,
2 all members of the commission who are not state employees shall
3 receive reimbursement for expenses in accordance with the Maine
4 Revised Statutes, Title 5, chapter 379; and be it further

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6 **Sec. 7. Appropriation. Resolved:** That the following funds are
7 appropriated from the General Fund to carry out the purposes of
8 this resolve.

9 1989-90 1990-91

11 **LEGISLATURE**

13 **Special Commission to Study and**
14 **Evaluate the Status of Education**
15 **Reform in Maine**

17	Personal Services	\$1,320	\$2,860
18	All Other	26,200	33,600

19 Provides funds for per diem,
20 meeting and related expenses
21 of the special commission.
22 Also provides \$20,000 in each
23 year to allow the special
24 commission to contract with
25 consultants or researchers.
26 Any unexpended funds
27 appropriated for fiscal year
28 1989-90 shall carry forward
29 to June 30, 1991.

31	LEGISLATURE		
32	TOTAL	<u>\$27,520</u>	<u>\$36,460</u>

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34 **Emergency clause.** In view of the emergency cited in the
35 preamble, this resolve shall take effect when approved.

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38 **STATEMENT OF FACT**

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41 It has been 5 years since the initial components of
42 educational reform were enacted in Maine. Reform measures
43 covered a wide range of education programs and services.
44 However, the reform measures instituted to date have contained
45 very few provisions for a critical review and assessment of the
46 effectiveness of those measures. In the meantime, additional
47 reform measures are being devised and proposed without adequately
48 assessing those that came before.

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51 The purpose of this resolve is to create a special
commission to conduct a thorough and balanced review of education

1 reform efforts to date in Maine and to make recommendations on
2 how well they are working, how they can be improved and how their
3 effectiveness can continue to be monitored in the future. The
4 work of the special commission would also set the stage for
5 establishing accountability measures for any proposed future
6 reform efforts.

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