

MAINE STATE LEGISLATURE

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STATE OF MAINE
127TH LEGISLATURE
SECOND REGULAR SESSION



Summaries of bills, adopted amendments and laws enacted or finally passed

**JOINT STANDING COMMITTEE ON EDUCATION AND
CULTURAL AFFAIRS**

May 2016

STAFF:

PHILLIP D. MCCARTHY, SR. LEGISLATIVE ANALYST
CRAIG NALE, LEGISLATIVE ANALYST
OFFICE OF POLICY AND LEGAL ANALYSIS
13 STATE HOUSE STATION
AUGUSTA, ME 04333
(207) 287-1670
<http://legislature.maine.gov/legis/opla/>

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STATE OF MAINE

127TH LEGISLATURE

SECOND REGULAR SESSION



LEGISLATIVE DIGEST OF BILL SUMMARIES AND ENACTED LAWS

This *Legislative Digest of Bill Summaries and Enacted Laws* contains summaries of all LDs and adopted amendments and all laws enacted or finally passed during the Second Regular Session of the 127th Maine Legislature.

The *Digest* is arranged alphabetically by committee and within each committee by Legislative Document (LD) number. The committee report(s), prime sponsor and lead co-sponsor(s), if designated, are listed below each LD title. All adopted amendments are summarized and listed by paper number. A subject index is included with each committee. An appendix provides a summary of relevant session statistics.

Final action on each LD is noted to the right of the LD title. The following describes the various final actions.

CARRIED OVER..... *carried over to a subsequent session of the Legislature*
CON RES XXX..... *chapter # of constitutional resolution passed by both houses*
CONF CMTE UNABLE TO AGREE..... *Committee of Conference unable to agree; legislation died*
DIED BETWEEN HOUSES..... *House & Senate disagreed; legislation died*
DIED IN CONCURRENCE..... *defeated in each house, but on different motions; legislation died*
DIED ON ADJOURNMENT..... *action incomplete when session ended; legislation died*
EMERGENCY..... *enacted law takes effect sooner than 90 days after session adjournment*
FAILED, EMERGENCY ENACTMENT or PASSAGE..... *emergency failed to receive required 2/3 vote*
FAILED, ENACTMENT or FINAL PASSAGE..... *failed to receive final majority vote*
FAILED, MANDATE ENACTMENT..... *legislation proposing local mandate failed required 2/3 vote*
HELD BY GOVERNOR..... *Governor has not signed; final disposition to be determined at subsequent session*
LEAVE TO WITHDRAW..... *sponsor's request to withdraw legislation granted*
NOT PROPERLY BEFORE THE BODY..... *ruled out of order by the presiding officer; legislation died*
INDEF PP..... *indefinitely postponed; legislation died*
ONTP, ACCEPTED, MAJORITY, MINORITY or REPORT X... *ought-not-to-pass report accepted; legislation died*
P&S XXX..... *chapter # of enacted private & special law*
PUBLIC XXX..... *chapter # of enacted public law*
RESOLVE XXX..... *chapter # of finally passed resolve*
VETO SUSTAINED..... *Legislature failed to override Governor's veto*

The effective date for non-emergency legislation enacted in the First Regular Session of the 127th Legislature is July 29, 2016. The effective date for legislation enacted as an emergency measure may be found in the enacted law summary for that legislation.

Joint Standing Committee on Education and Cultural Affairs

This bill implements one of the recommendations made by the final report of the Commission To Strengthen and Align the Services Provided to Maine's Veterans pursuant to Resolve 2015, chapter 48.

The bill requires each campus of the University of Maine System with a significant number of student-veterans to include an office that provides assistance to those veterans with the intent of facilitating transition from military life and supporting successful completion of the veterans' postsecondary education. The bill requires that any office established pursuant to this bill use, to the greatest extent possible, the office at the University of Southern Maine as a model.

Committee Amendment "A" (H-591)

This amendment is the majority report of the committee. The amendment replaces the bill with a resolve directing the University of Maine System and the Maine Community College System to identify the needs of student-veterans on their campuses, including needs related to admission, degree completion, transitioning to civilian life and meeting personal and financial obligations. The amendment further directs the University of Maine System and the Maine Community College System to identify existing services that meet the needs identified, assess the effectiveness of those services, determine what services are not being offered that, if offered, would meet those needs and propose services and solutions that fulfill those needs across campuses that are based upon best practices. The University of Maine System and the Maine Community College System are directed to report their findings to the joint standing committees of the Legislature having jurisdiction over education and cultural affairs and veterans and legal affairs.

This amendment was not adopted.

LD 1627

An Act To Implement Certain Recommendations of the Maine Proficiency Education Council

PUBLIC 489

<u>Sponsor(s)</u>	<u>Committee Report</u>	<u>Amendments Adopted</u>
	OTP-AM	S-504

This bill is reported ought to pass by a majority of the committee pursuant to Joint Rule 353. The bill includes certain recommendations proposed in the report submitted by the Maine Proficiency Education Council established pursuant to Resolve 2015, chapter 41, section 3 for consideration by the joint standing committee. The joint standing committee has not taken a position on the substance of the report or this bill and by submitting this bill the committee is not suggesting and does not intend to suggest that it agrees or disagrees with any aspect of the recommendations and the necessary changes to the Maine Revised Statutes, Title 20-A included in the report or this bill. The joint standing committee is submitting the bill for the sole purpose of turning certain proposals in the report into a printed bill that can be referred to the committee for an appropriate public hearing and subsequent processing in the normal course of business. The joint standing committee is taking this action to ensure clarity and transparency in the legislative review of the proposals included in the report submitted by the council.

Committee Amendment "A" (S-504)

This amendment is the minority report on the bill reported pursuant to Joint Rule 353. This amendment strikes and replaces the bill. The amendment proposes the following initiatives related to certain recommendations included in the report submitted by the Maine Proficiency Education Council.

1. Like the bill, it adds a provision to the laws governing accreditation standards that requires schools to demonstrate evidence of sufficient capacity through multiple pathways for students to reach proficiency in each of the content areas and the guiding principles of the system of learning results established under the Maine Revised Statutes, Title 20-A, section 6209.
2. It refines a school's requirements regarding a student's demonstration of proficiency in order to be awarded a

Joint Standing Committee on Education and Cultural Affairs

proficiency-based diploma that indicates the student has graduated from a secondary school that is subject to the system of learning results.

3. It specifies a phase-in period for the implementation of the secondary school diploma requirements for students from the 2020-2021 school year to the 2024-2025 school year.
4. It strikes the proposal in the bill related to certifying a student's highest standard of proficiency in each content area of the system of learning results.
5. It strikes the proposal in the bill related to certifying a student's demonstration of measures of college and career readiness.
6. It amends the exception provision related to awarding a diploma to a secondary school student who is a child with a disability.
7. It amends the exception provision related to awarding a diploma to a secondary school student who is enrolled in a career and technical education program by specifying a phase-in period for implementation of the exception provision for students enrolled in career and technical education programs from the 2020-2021 school year to the 2023-2024 school year.
8. Like the bill, it extends the provision of annual transition grants from the Department of Education through the 2020-2021 school year to provide funding to school administrative units to implement the proficiency-based graduation requirements and it allows the Commissioner of Education to include annual transition grant funding for school administrative units to meet the proficiency-based reporting and credentials requirements pursuant to Title 20-A, section 6209, subsection 3-A.
9. It simplifies the language in the bill regarding certification of college and career readiness by removing the criteria of problem-solving, collaboration, critical thinking and communication.
10. It directs the commissioner to develop rules for proficiency-based diploma standards under Title 20-A, section 4722-A to:
 - A. Allow local flexibility and innovation in developing consistent graduation standards;
 - B. Allow the commissioner to identify the opportunities for learning in multiple pathways of career and technical education programs that satisfy certain components of the system of learning results; and
 - C. Address the placement of students in career and technical education programs while ensuring the students will be provided exposure to all of the content areas of the system of learning results through the 10th year of their studies;
11. Like the bill, it extends, from the 2015-2016 school year to the 2016-2017 school year, the collection and reporting of data by the department on the progress of schools' implementation of proficiency-based diplomas and transcripts, and it includes in the collection and reporting data on the number of students concluding their high school careers proficient in each content area of the system of learning results and the number of students certified as ready for college and careers.
12. Like the bill, it removes the requirement that the department establish graduation requirements for each of the content areas of the system of learning results.
13. Like the bill, it clarifies that schools subject to implementing the system of learning results must provide opportunities for students to study and achieve proficiency through multiple pathways.

Joint Standing Committee on Education and Cultural Affairs

14. It requires the commissioner to recommend objective measures to substantiate school certifications of readiness for postsecondary education.

15. Like the bill, it requires the commissioner to provisionally adopt rules by January 2, 2017 to ensure compliance with the amendments to the standards-based education system but further requires that the rules allow for local flexibility and innovation in developing consistent graduation standards and criteria for providing educational opportunity for students.

16. It adds a three-year review cycle of the essential programs and services cost components related to the implementation of the proficiency-based reporting and graduation requirements beginning in fiscal year 2017-18.

17. It authorizes the commissioner to expend and disburse funds to schools to support their transition to proficiency-based diplomas. These funds may also support the proficiency-based reporting and credentials requirements pursuant to Title 20-A, section 6209, section 3-A.

18. It requires that the commissioner and the Governor transmit annual school funding level recommendations to the Legislature that include recommendations related to state funding for public education and property tax contributions to public education pursuant to Title 20-A, chapter 606-B, sections 15671 and 15671-A in the Essential Programs and Services Funding Act.

Enacted Law Summary

Public Law 2015, chapter 489 enacts certain recommendations proposed in the report submitted by the Maine Proficiency Education Council established pursuant to Resolve 2015, chapter 41, section 3. The law accomplishes the following initiatives related to certain recommendations included in the report submitted by the council.

1. It adds a provision to the laws governing accreditation standards that requires schools to demonstrate evidence of sufficient capacity through multiple pathways for students to reach proficiency in each of the content areas and the guiding principles of the system of learning results established under the Maine Revised Statutes, Title 20-A, section 6209.

2. It refines a school's requirements regarding a student's demonstration of proficiency in order to be awarded a proficiency-based diploma that indicates the student has graduated from a secondary school that is subject to the system of learning results.

3. It specifies a phase-in period for the implementation of the secondary school diploma requirements for students from the 2020-2021 school year to the 2024-2025 school year.

4. It strikes the proposal in the bill related to certifying a student's highest standard of proficiency in each content area of the system of learning results.

5. It strikes the proposal in the bill related to certifying a student's demonstration of measures of college and career readiness.

6. It amends the exception provision related to awarding a diploma to a secondary school student who is a child with a disability.

7. It amends the exception provision related to awarding a diploma to a secondary school student who is enrolled in a career and technical education program by specifying a phase-in period for implementation of the exception provision for students enrolled in career and technical education programs from the 2020-2021 school year to the 2023-2024 school year.

Joint Standing Committee on Education and Cultural Affairs

8. It extends the provision of annual transition grants from the Department of Education through the 2020-2021 school year to provide funding to school administrative units to implement the proficiency-based graduation requirements and it allows the Commissioner of Education to include annual transition grant funding for school administrative units to meet the proficiency-based reporting and credentials requirements pursuant to Title 20-A, section 6209, subsection 3-A.
9. It simplifies the language in the bill regarding certification of college and career readiness by removing the criteria of problem-solving, collaboration, critical thinking and communication.
10. It directs the commissioner to develop rules for proficiency-based diploma standards under Title 20-A, section 4722-A to:
 - A. Allow local flexibility and innovation in developing consistent graduation standards;
 - B. Allow the commissioner to identify the opportunities for learning in multiple pathways of career and technical education programs that satisfy certain components of the system of learning results; and
 - C. Address the placement of students in career and technical education programs while ensuring the students will be provided exposure to all of the content areas of the system of learning results through the 10th year of their studies;
11. It extends, from the 2015-2016 school year to the 2016-2017 school year, the collection and reporting of data by the department on the progress of schools' implementation of proficiency-based diplomas and transcripts, and it includes in the collection and reporting data on the number of students concluding their high school careers proficient in each content area of the system of learning results and the number of students certified as ready for college and careers.
12. It removes the requirement that the department establish graduation requirements for each of the content areas of the system of learning results.
13. It clarifies that schools subject to implementing the system of learning results must provide opportunities for students to study and achieve proficiency through multiple pathways.
14. It requires the commissioner to recommend objective measures to substantiate school certifications of readiness for postsecondary education.
15. It requires the commissioner to provisionally adopt rules by January 2, 2017 to ensure compliance with the amendments to the standards-based education system but further requires that the rules allow for local flexibility and innovation in developing consistent graduation standards and criteria for providing educational opportunity for students.
16. It adds a three-year review cycle of the essential programs and services cost components related to the implementation of the proficiency-based reporting and graduation requirements beginning in fiscal year 2017-18.
17. It authorizes the commissioner to expend and disburse funds to schools to support their transition to proficiency-based diplomas. These funds may also support the proficiency-based reporting and credentials requirements pursuant to Title 20-A, section 6209, section 3-A.
18. It requires that the commissioner and the Governor transmit annual school funding level recommendations to the Legislature that include recommendations related to state funding for public education and property tax contributions to public education pursuant to Title 20-A, chapter 606-B, sections 15671 and 15671-A in the Essential Programs and Services Funding Act.