

MAINE STATE LEGISLATURE

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

**LD 499
BIENNIAL BUDGET
2008 - 2009**



STATE OF MAINE
123rd LEGISLATURE

LEGISLATIVE NOTICES

JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS

Sen. Margaret Rotundo, Senate Chair
Rep. Jeremy Fischer, House Chair

Public Hearing Schedule for the 2008-2009 Biennial Budget for the period:
February 7 to March 9, 2007, Room 228, State House

The Joint Standing Committee on Appropriations and Financial Affairs and the identified policy committees of the Legislature will be holding public hearings in Room 228 of the State House on the Governor's budget bill for the 2008-2009 biennium LD No. 499 "**An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2008 and June 30, 2009**". The proposed budget initiatives may be viewed on the Bureau of Budget's website at:

http://www.maine.gov/budget/budget_information.htm

The audio portions of public hearings and work sessions held in Room 228 of the State House may be monitored over the Internet by addressing:

http://janus.state.me.us/legis/audio/approps_cmte.html

The committee will hear testimony regarding **all portions** of the bill except Part B (self-funded position reclassifications and range changes). **Agencies are to address all initiatives regardless of fund type** (Note: this is a change from past years when agencies only addressed initiatives funded by the General Fund and Fund for a Healthy Maine).

(To be held in conjunction with the Joint Standing Committee on Education and Cultural Affairs):

Thursday
2/15/07

1:00 p.m.

Finance Authority of Maine

- Student Financial Assistance Programs

Maritime Academy, Maine

- Maritime Academy - Operations

Maine Community College System - Board of Trustees

University of Maine, Board of Trustees of the

- Casco Bay Estuary Project – University of Southern Maine
- Debt Service – University of Maine System
- Educational & General Activities - UMS
- Maine Economic Improvement Fund
- University of Maine Scholarship Fund

(To be held in conjunction with the Joint Standing Committee on Education and Cultural Affairs):

Friday
2/16/07

9:00 a.m.

Arts Commission, Maine

- Arts - Administration
- Arts – General Grants Program
- Arts – Sponsored Program

Cultural Affairs Council, Maine State

- New Century Program Fund

Historic Preservation Commission, Maine

Historical Society, Maine

Humanities Council, Maine

- Humanities Council

Library, Maine State

- Administration - Library
- Library Special Acquisitions Fund
- Maine State Library
- Statewide Library Information System

Museum, Maine State

- Maine State Museum
- Research and Collection - Museum

Maine Public Broadcasting Corporation

(To be held in conjunction with the Joint Standing Committee on Education and Cultural Affairs):

Friday
2/16/07

1:00 p.m.

State Board of Education

Education, Department of

- Adult Education
- After-School Program Fund
- Criminal History Record Check Fund
- Education in Unorganized Territory
- Educational Restructuring and Improvements
- FHM – School Nurse Consultant
- Leadership
- Learning Systems
- Learning Through Technology
- Maine Learning Technology Endowment
- Management Information Systems
- Postsecondary Advanced Learning
- Preschool Handicapped
- Professional Development
- Professional Development and Education Fund
- Regional Services
- Retired Teacher Group Life Insurance
- Retired Teacher Health Insurance
- Support Systems
- Teacher Retirement

(To be held in conjunction with the Joint Standing Committee on Education and Cultural Affairs);

Wednesday 9:00 a.m. Education, Department of
and
2/28/07 1:00 pm.

- General Purpose Aid for Local Schools (GPA)
- Jobs for Maine's Graduates
- Magnet Schools
- *Language (Part "C" – identifies the total cost of funding public education and authorizes GPA funding for Jobs for Maine Graduates, Magnet Schools and Governor Baxter School for the Deaf)*
- *Language (Part "D" – authorizes GPA funding for certain support activities)*
- *Language (Part "E" – repeals the establishment of the Fund for the Efficient Delivery of Educational Services)*
- *Language (Part "F" – changes the student-to-teacher ratio for middle and high schools)*
- *Language (Part "JJ" – authorizes certain costs to be included in the Essential Programs and Services formula)*
- *Language (Part "KK" – authorizes lease-purchase financing arrangement to support the Maine Learning Technology Initiative)*

Maine Education Center for the Deaf and Hard of Hearing and Governor Baxter School for the Deaf *(ASL Interpreters will be available)*

- Governor Baxter School for the Deaf

Joint Standing Committee on Education & Cultural Affairs
123rd Legislature – First Regular Session
AGENCY CONTACT LIST

Agency Programs & Budget To Be Reviewed for FY 2007-08 and FY 2008-09 Biennium:

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FAME Student Financial Assistance (John Witherspoon, Chief Exec. Officer)	4-1
Maine Maritime Academy (President Len Tyler)	4-5
Maine Community College System (President John Fitzsimmons)	4-7
University of Maine System (Chancellor Terrence MacTaggart)	4-12

Cultural Affairs Agencies

Maine Arts Commission (Alden Wilson, Exec. Director)	4-23
Maine State Cultural Affairs Council (John Rohman, Chair)	4-30
Maine Historic Preservation Commission (Earle Shettleworth, Jr., Director)	4-33
Maine Historical Society (Richard D'Abate, Exec. Director)	4-37
Maine Humanities Council (Erik Jorgenson, Exec. Director)	4-40
Maine State Library (J. Gary Nichols, State Librarian)	4-43
Maine State Museum (Joseph R. Phillips, Director)	4-53
Maine Public Broadcast Corp. (Jim Dowe, Pres. & Chief Exec. Officer)	4-60

Department of Education (Susan Gendron, Commissioner)

State Board of Education (Jim Carignan, Chair)	4-63
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Language Provisions: Parts C, D, E, F, JJ, KK	4-130
MECDHH & Governor Baxter School for the Deaf (Supt. Larry Taub)	4-138

Finance Authority of Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	13,489,323	13,739,240	13,323,879	13,323,879
Total	13,489,323	13,739,240	13,323,879	13,323,879
Department Summary - GENERAL FUND				
All Other	12,999,162	13,244,178	12,761,117	12,761,117
Total	12,999,162	13,244,178	12,761,117	12,761,117
Department Summary - FUND FOR HEALTHY MAINE				
All Other	490,161	495,062	562,762	562,762
Total	490,161	495,062	562,762	562,762

STUDENT FINANCIAL ASSISTANCE PROGRAMS 0653

What the Budget purchases:

Finance Authority of Maine offers grant, forgivable loan, and tuition waiver programs, as well as outreach activities, to assist Maine citizens with financing the pursuit of post secondary education.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	12,816,101	13,061,117	12,761,117	12,761,117
Total	12,816,101	13,061,117	12,761,117	12,761,117

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	12,816,101	13,061,117	12,761,117	12,761,117
Total	12,816,101	13,061,117	12,761,117	12,761,117

Initiative: NONE

FINANCE AUTHORITY OF MAINE

0653 Student Financial Assistance Programs

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$12,761,117	\$12,761,117

Justification:

FAME offers grant, forgivable loan, and tuition waiver programs, as well as outreach activities, to assist Maine citizens with financing the pursuit of post secondary education.

Maritime Academy, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	7,548,820	7,737,547	8,435,474	9,177,796
Total	7,548,820	7,737,547	8,435,474	9,177,796
Department Summary - GENERAL FUND				
All Other	7,548,820	7,737,547	8,435,474	9,177,796
Total	7,548,820	7,737,547	8,435,474	9,177,796

MARITIME ACADEMY - OPERATIONS 0035

What the Budget purchases:

Maine Maritime Academy (MMA) specializes in marine-oriented education at the undergraduate and graduate levels, emphasizing engineering, logistics and transportation management, and ocean sciences; as well as preparing officers for the Merchant Marine and the uniformed services of the United States. MMA offers degree programs in marine engineering operations, marine engineering technology, marine systems engineering, power engineering technology, marine transportation, and several other ocean-related programs.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	7,548,820	7,737,547	7,737,547	7,737,547
Total	7,548,820	7,737,547	7,737,547	7,737,547

Initiative: Provides funding necessary to sustain ongoing operations while constraining adjustments to student tuitions and fees to levels consistent with general Consumer Price Index projections. These funds are required to address collectively bargained salary and benefit adjustments, increased energy costs and other operational needs.

GENERAL FUND

All Other			697,927	1,440,249
		Total	697,927	1,440,249

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	7,548,820	7,737,547	8,435,474	9,177,796
Total	7,548,820	7,737,547	8,435,474	9,177,796

MAINE MARITIME ACADEMY

0035 Maritime Academy - Operations

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$7,737,547	\$7,737,547

Justification:

Maine Maritime Academy is an international leader specializing in maritime oriented degree programs emphasizing engineering, transportation, trade, management and ocean sciences as well as preparing officers for the maritime and uniformed services of the United States. The college maintains an environment that stimulates intellectual curiosity and global awareness, fosters professional competence, encourages rigorous self-discipline and develops leadership skills through curricular and co-curricular activities. The college supports public service to the state, perpetuates Maine's heritage of the sea and achieves a high level of career placement for its graduates. The requested General Fund appropriation levels for fiscal years 2008 and 2009 are required to sustain ongoing operations in view of collectively bargained adjustments to salaries and benefits, increased energy costs and other operational needs while meeting the Academy's Board of Trustees' objective of constraining increases in student tuitions and fees to levels consistent with general consumer price index projections for the biennium.

Initiative:

Provides funding necessary to sustain ongoing operations while constraining adjustments to student tuitions and fees to levels consistent with general Consumer Price Index projections. These funds are required to address collectively bargained salary and benefit adjustments, increased energy costs and other operational needs.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$697,927	\$1,440,249

Justification:

Provides funding necessary to sustain on-going operations while constraining adjustments to student tuitions and fees to levels consistent with general consumer price index projections. These funds are required to address collectively bargained salary and benefit adjustments, increased energy costs and other operational needs. This request is intended to enable ongoing functions to continue at current levels without adjusting student tuitions and fees in excess of the rate of inflation.

Community College System, Board of Trustees of the Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	43,749,957	47,411,975	51,907,822	54,999,784
Total	43,749,957	47,411,975	51,907,822	54,999,784
Department Summary - GENERAL FUND				
All Other	42,496,033	46,068,617	50,449,093	53,381,001
Total	42,496,033	46,068,617	50,449,093	53,381,001
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	1,253,924	1,343,358	1,458,729	1,618,783
Total	1,253,924	1,343,358	1,458,729	1,618,783

MAINE COMMUNITY COLLEGE SYSTEM - BOARD OF TRUSTEES 0556

What the Budget purchases:

Increase participation in higher education by Maine citizens by expanding access to Associate Degree programs at the community colleges, maintaining an affordable education and raising awareness of the importance of post-secondary education and skills. Be responsive to business and industry. Encourage and enable lifelong learning through partnerships and articulation agreements with high schools and four-year institutions. Assure that graduates possess the occupational, academic and complementary skills required in a global economy.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	42,496,033	46,068,617	46,068,617	46,068,617
Total	42,496,033	46,068,617	46,068,617	46,068,617

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	1,253,924	1,343,358	1,343,358	1,343,358
Total	1,253,924	1,343,358	1,343,358	1,343,358

		<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative:	Provides funding for the costs of collective bargaining agreements that were previously transferred from the General Fund Salary Plan in fiscal years 2005-06 and 2006-07 in Public Law 2005, chapter 386, Part Q.				
GENERAL FUND					
All Other				1,583,959	1,583,959
Total				1,583,959	1,583,959

		<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative:	Provides funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.				
OTHER SPECIAL REVENUE FUNDS					
All Other				9,599	124,681
Total				9,599	124,681

		<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative:	Provides funding for ongoing operational costs.				
GENERAL FUND					
All Other				2,796,517	5,728,425
Total				2,796,517	5,728,425

		<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative:	Provides funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.				
OTHER SPECIAL REVENUE FUNDS					
All Other				105,772	150,744
Total				105,772	150,744

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	42,496,033	46,068,617	50,449,093	53,381,001
Total	42,496,033	46,068,617	50,449,093	53,381,001

Community College System, Board of Trustees of the Maine

	<u>Actual</u>	<u>Current</u>	<u>Budgeted</u>	<u>Budgeted</u>
	2006-06	2006-07	2007-08	2008-09
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	1,253,924	1,343,358	1,458,729	1,618,783
Total	1,253,924	1,343,358	1,458,729	1,618,783

MAINE COMMUNITY COLLEGE SYSTEM

0556 Maine Community College System - Board of Trustees

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$46,068,617	\$46,068,617
Other Special Revenue Funds	\$1,343,358	\$1,343,358

Justification:

According to Maine statute the mission of the Maine Community College System in is to provide associate degree, diploma and certificate programs directed at the educational, occupational and technical needs of the State's citizens and the workforce needs of the State's employers. The primary goals of the community colleges are to create an educated, skilled and adaptable labor force which is responsive to the changing needs of the economy of the State, to prepare students for transfer to four year programs and to promote local, regional and statewide economic development. The Maine Community College System has been working to increase access to college and address a shortage of skilled workers needed by Maine businesses. Matriculated enrollment has increased 47% since Maine's technical colleges became community colleges in 2003 and 130 percent over the past ten years:

1989/90 3,609 1990/91 3,836 1991/92 4,023 1992/93 4,271 1993/94 4,305 1994/95 4,445 1995/96 4,471
 1996/97 4,821 1997/98 5,066 1998/99 5,247 1999/00 5,477 2000/01 5,737 2001/02 6,430 2002/03 7,518
 2003/04 8,898 2004/05 10,188 2005/06 10,680 2006/07 11,078

The community colleges have become a critical linchpin in Maine's educational continuum—a starting place for the growing number of Maine people who view higher education as a necessity and a vital source of skilled workers for Maine's evolving industries. Ninety-five percent of MCCA graduates are placed in jobs or continue their education after graduating from one of the System's seven colleges. Of those who enter the workforce, 96 percent find jobs in Maine. While the MCCA budget request is for one line item (All Other), it consists of 63% Personal Services, 35% All Other and 2% Capital. The increases in Personal Services reflect negotiated salary increases, health care costs and other benefits. The capital budget is relatively flat. The MCCA budget request was based on the current rate of \$78 per credit hour, which is above the national average. The Maine Community College System Board of Trustees requested a 6% increase in FY08 and a 6% increase in FY09.

Initiative:

Provides funding for the costs of collective bargaining agreements that were previously transferred from the General Fund Salary Plan in fiscal years 2005-06 and 2006-07 in Public Law 2005, chapter 386, Part Q.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,583,959	\$1,583,959

Justification:

Provides funding for the costs of collective bargaining agreements that were originally transferred from the General Fund Salary Plan in fiscal years 2005-06 and 2006-07 in Public Law 2005, chapter 386, Part Q.

Initiative:

Provides funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$9,599	\$124,681

Justification:

Provides funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.

Initiative:

Provides funding for ongoing operational costs.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,796,517	\$5,728,425

Justification:

Provides funding for ongoing operational costs.

Initiative:

Provides funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$105,772	\$150,744

Justification:

Adjusts funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.

University of Maine System, Board of Trustees of the

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	184,429,725	192,274,177	198,272,347	203,982,455
Total	184,429,725	192,274,177	198,272,347	203,982,455
Department Summary - GENERAL FUND				
All Other	183,221,418	190,596,418	196,971,418	202,361,418
Total	183,221,418	190,596,418	196,971,418	202,361,418
Department Summary - FEDERAL EXPENDITURES FUND				
All Other	253,218	607,571		
Total	253,218	607,571	0	0
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	955,089	1,070,188	1,300,929	1,621,037
Total	955,089	1,070,188	1,300,929	1,621,037

CASCO BAY ESTUARY PROJECT - UNIVERSITY OF SOUTHERN MAINE 0983

What the Budget purchases:

Casco Bay Estuary Project is a cooperative effort to protect and restore the water quality and fish and wildlife habitats of Casco Bay and its watershed while ensuring compatible human uses encompassing 985 miles; all or part of 41 municipalities from Bethel to the Bay; and 3% of the land area of Maine but 25% of the population.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	35,000	35,000	35,000	35,000
Total	35,000	35,000	35,000	35,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	35,000	35,000	35,000	35,000
Total	35,000	35,000	35,000	35,000

Initiative: NONE

BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

0983 Casco Bay Estuary Project - University of Southern Maine

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$35,000	\$35,000

Justification:

Provides funds for a cooperative effort to protect and restore the water quality and fish and wildlife habitats of Casco Bay and its watershed while ensuring compatible human usage. This area encompasses 41 municipalities from Bethel to the Bay; and 3% of the land area of Maine but 25% of the population.

DEBT SERVICE - UNIVERSITY OF MAINE SYSTEM 0902

What the Budget purchases:

Provides funds for the first of an estimated 15 years of debt service payments on \$25,000,000 of university bonds which were issued in fiscal year 2000-01 for capital improvements to support research and development in the University of Maine System.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	2,500,000	2,500,000	2,500,000	2,500,000
Total	2,500,000	2,500,000	2,500,000	2,500,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	2,500,000	2,500,000	2,500,000	2,500,000
Total	2,500,000	2,500,000	2,500,000	2,500,000

Initiative: NONE

BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

0902 Debt Service - University of Maine System

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,500,000	\$2,500,000

Justification:

Provides funds for an estimated 15 years of debt service payments on \$25,000,000 of university bonds issued in fiscal year 2000-01 for capital improvements to support research and development in the University of Maine System.

EDUCATIONAL & GENERAL ACTIVITIES - UMS 0031

What the Budget purchases:

Through its 7 universities, the University of Maine System carries out the tripartite mission of teaching, research, and public service. The Educational and General Activities program provides for undergraduate, graduate, and professional educational programs. It also provides non-credit courses, university sponsored research and services through cooperative extension and other activities. It also provides administrative support and support services to students and employees.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	168,486,418	175,261,418	175,236,418	175,236,418
Total	168,486,418	175,261,418	175,236,418	175,236,418

Program Summary - FEDERAL EXPENDITURES FUND				
All Other	253,218	607,571	607,571	607,571
Total	253,218	607,571	607,571	607,571

Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	550,000	550,000	550,000	550,000
Total	550,000	550,000	550,000	550,000

	2007-08	2008-09
Initiative: Provides funding for salaries, wages and related benefits including a market-based compensation adjustment in fiscal year 2008-09.		

GENERAL FUND			
All Other		5,000,000	9,390,000
Total		5,000,000	9,390,000

	2007-08	2008-09
Initiative: Reduces funding for the Workforce Innovation Regional Economic Development federal grant since the Department of Labor is the fiscal agent for the State and administers all federal funds for this program.		

FEDERAL EXPENDITURES FUND			
All Other		(607,571)	(607,571)
Total		(607,571)	(607,571)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	168,486,418	175,261,418	180,236,418	184,626,418
Total	168,486,418	175,261,418	180,236,418	184,626,418

Revised Program Summary - FEDERAL EXPENDITURES FUND				
All Other	253,218	607,571		
Total	253,218	607,571	0	0

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	550,000	550,000	550,000	550,000
Total	550,000	550,000	550,000	550,000

BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

0031 Educational and General Activities - UMS

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$175,236,418	\$175,236,418
Federal Expenditures Fund	\$607,571	\$607,571
Other Special Revenue Funds	\$550,000	\$550,000

Justification:

Provides for undergraduate, graduate, and professional educational programs, non-credit courses, University sponsored research, services through cooperative extension and other activities, and administrative support and support services to students and employees at seven Universities and various distance education locations.

Initiative:

Provides funding for salaries, wages and related benefits including a market-based compensation adjustment in fiscal year 2008-09.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$5,000,000	\$9,390,000

Justification:

Provides funding for salaries, wages and related benefits including a market-based compensation adjustment in fiscal year 2008-09.

Initiative:

Reduces funding for the Workforce Innovation Regional Economic Development federal grant since the Department of Labor is the fiscal agent for the State and administers all federal funds for this program.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(607,571)	\$(607,571)

Justification:

The allocation to the University of Maine System is not needed since the Department of Labor is the fiscal agent for the state and administers funds to the subrecipients of this grant.

MAINE ECONOMIC IMPROVEMENT FUND 0986

What the Budget purchases:

In 1997, the Maine Legislature established the Maine Economic Improvement Fund (MEIF) to help increase federal and private investment in university-based research. The action responded to the documented cause-and-effect relationship between university research activity and economic growth - specifically, the creation of new products, new technologies, new industries, and new jobs. By creating and funding MEIF, Maine policy makers forged a successful partnership between the State and its University System, one that is helping accelerate and facilitate a stronger, healthier, and more vibrant economy and economic climate.

MEIF was created to focus on 7 key areas of great importance and potential to Maine: Aquaculture and Marine Sciences; Biotechnology; Composites and Advanced Materials Technologies; Environmental Technologies; Information Technologies; Advanced Technologies for Forestry and Agriculture; and Precision Manufacturing.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	12,200,000	12,800,000	12,200,000	12,200,000
Total	12,200,000	12,800,000	12,200,000	12,200,000

Initiative: Provides funding for research and development to increase graduate fellowships, enhance the research experience and support faculty in generating grants that will expand and support their research and scholarship.

GENERAL FUND

All Other			2,000,000	3,000,000
Total			2,000,000	3,000,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	12,200,000	12,800,000	14,200,000	15,200,000
Total	12,200,000	12,800,000	14,200,000	15,200,000

BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

0986 Maine Economic Improvement Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$12,200,000	\$12,200,000

Justification:

Provides funding to help match and increase federal and private investment in university-based research in seven key areas of great importance and potential to Maine: Aquaculture and Marine Sciences; Biotechnology; Composites and Advanced Materials Technologies; Environmental Technologies; Information Technologies; Advanced Technologies for Forestry and Agriculture; and Precision Manufacturing.

Initiative:

Provides funding for research and development to increase graduate fellowships, enhance the research experience and support faculty in generating grants that will expand and support their research and scholarship.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,000,000	\$3,000,000

Justification:

In 1997, the Maine Legislature established the Maine Economic Improvement Fund to help increase federal and private investment in university based research. In addition, a number of bond referendums focused on research and development were approved by Maine voters. Total grants and contracts revenue to the University of Maine System was \$140 million in 2005. Of that total, \$41 million was leveraged using \$10 million in MEIF funds from the state. Over 700 jobs have been created or supported with these funds. A report from the Maine Office of Innovation, part of the Department of Economic and Community Development, states that the economic returns from R&D are accelerating. Since 2003, Maine's research and development institutions have applied for 43 patents, signed 155 licenses and spun-off 13 new business ventures. Maine's investment in R&D has "increased the level of innovation and innovation based economic development in the state," according to the report.

UNIVERSITY OF MAINE SCHOLARSHIP FUND 2011

What the Budget purchases:

The University of Maine System Scholarship Fund is created and established as a nonlapsing fund under the jurisdiction and control of the Board of Trustees of the University of Maine System. All revenues credited to this fund must be distributed as need-based scholarships for students attending the University of Maine System. These scholarships may be awarded only to those students who are residents of the State. The fund may not be used for the costs of administering the scholarships. Fees credited from the University of Maine System registration plate pursuant to Maine Revised Statutes, Title 29-A, section 456 may not be distributed as scholarships to students attending the University of Maine.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	405,089	520,188	520,188	520,188
Total	405,089	520,188	520,188	520,188

Initiative: Adjusts funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.

OTHER SPECIAL REVENUE FUNDS

All Other			19,198	249,362
Total			19,198	249,362

Initiative: Adjusts funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.

OTHER SPECIAL REVENUE FUNDS

All Other			211,543	301,487
Total			211,543	301,487

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	405,089	520,188	750,929	1,071,037
Total	405,089	520,188	750,929	1,071,037

BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE SYSTEM

Z011 University of Maine Scholarship Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$520,188	\$520,188

Justification:

Provides funding from slot machine revenue and license plate registrations for need-based scholarships for Maine residents attending University of Maine System institutions.

Initiative:

Adjusts funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$19,198	\$249,362

Justification:

Adjusts funding based on the Revenue Forecasting Committee March 2006 report on racino revenue.

Initiative:

Adjusts funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$211,543	\$301,487

Justification:

Adjusts funding based on the Revenue Forecasting Committee December 2006 report on racino revenue.

Arts Commission, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Positions - LEGISLATIVE COUNT	9,000	9,000	9,000	9,000
Personal Services	646,577	663,719	713,303	732,928
All Other	965,840	960,984	963,716	963,716
Total	1,612,417	1,624,703	1,677,019	1,696,644
Department Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	6,000	6,000	6,000	6,000
Personal Services	425,449	430,189	473,925	486,773
All Other	343,220	327,272	330,004	330,004
Total	768,669	757,461	803,929	816,777
Department Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	221,128	233,530	239,378	246,155
All Other	521,237	531,544	531,544	531,544
Total	742,365	765,074	770,922	777,699
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	101,383	102,168	102,168	102,168
Total	101,383	102,168	102,168	102,168

ARTS - ADMINISTRATION 0178

What the Budget purchases:

Provides leadership and support to develop, strengthen, and extend the State's cultural resources and access for all of Maine's citizens.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	6,000	6,000	6,000	6,000
Personal Services	425,449	430,189	473,925	486,773
All Other	343,220	327,272	327,272	327,272
Total	768,669	757,461	801,197	814,045

Initiative: Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct billed personnel services, server support, and shared platforms.

GENERAL FUND

All Other			2,732	2,732
Total			2,732	2,732

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	6,000	6,000	6,000	6,000
Personal Services	425,449	430,189	473,925	486,773
All Other	343,220	327,272	330,004	330,004
Total	768,669	757,461	803,929	816,777

MAINE ARTS COMMISSION

0178 Arts - Administration

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$801,197	\$814,045

Justification:

The Maine Arts Commission was established by the Legislature in 1966 to "encourage and stimulate public interest and participation in the cultural heritage and programs for our state and to expand the state's cultural resources." In 1996, the Commission refocused its programs and targeted resources to broad theme areas such as the connection between the arts, cultural heritage and tourism and the role the arts play in the economic revitalization of our communities. Agency programs now promote collaborations within the arts field and among government and non-government agencies, provide improved information on resources available for the arts, and give greater emphasis to helping local arts organizations strengthen themselves. This program provides key administrative support not only to Maine Arts Commission programs but also provides advice the assistance to cultural organizations throughout Maine. These organizations deliver services and programs and also make a significant contribution to Maine's economy. According to Non-Profit Cultural Organizations in the New England Economy. Maine had a total economic impact of \$113 million for not-for-profit cultural organizations statewide. Maine attracted \$25 million in audience spending through meals, travel, lodging and incidental expenses other than ticket sales. 8,095 creative workers were identified in Maine. Maine's creative job growth rate is at 9%, while New England's average is at 8%. Nonprofit cultural organizations in Maine increased their spending by 4.5% and their revenue by 9.6%. 1,113 nonprofit cultural organizations were identified in Maine. Of the six New England states, Maine ranked third in spending and revenue growth rates. This study is currently being updated.

Initiative:

Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct-billed personnel services, server support and shared platforms.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,732	\$2,732

Justification:

Adjusts agency budget to assure that adequate funding is available for the cost of direct billed personnel services, server support, and shared platforms based on established FY 08-09 rate schedules. Incremental costs reflect the fully burdened rate of personnel, including all indirect costs of employees such as training, tools, telephones, PCs, etc. as well as business continuity and disaster recovery for server and shared platform environments.

ARTS - GENERAL GRANTS PROGRAM 0177

What the Budget purchases:

Provision of funding to carry out community, school, or organizational projects in the arts.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - FEDERAL EXPENDITURES FUND				
All Other	348,343	357,051	357,051	357,051
Total	348,343	357,051	357,051	357,051

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - FEDERAL EXPENDITURES FUND				
All Other	348,343	357,051	357,051	357,051
Total	348,343	357,051	357,051	357,051

Initiative: NONE

MAINE ARTS COMMISSION

0177 Arts - General Grants Program

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$357,051	\$357,051

Justification:

The Maine Arts Commission receives federal money to support the following programs: Traditional Arts Apprenticeship Program
Discovery Research projects Arts in Education Arts in Underserved Communities Challenge America American
Masterpieces

ARTS - SPONSORED PROGRAM 0176

What the Budget purchases:

Issue grants to carry out community, school, or organizational projects in the arts.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	221,128	233,530	239,378	246,155
All Other	172,894	174,493	174,493	174,493
Total	394,022	408,023	413,871	420,648

Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	101,383	102,168	102,168	102,168
Total	101,383	102,168	102,168	102,168

			<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				
	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09

Revised Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	221,128	233,530	239,378	246,155
All Other	172,894	174,493	174,493	174,493
Total	394,022	408,023	413,871	420,648

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	101,383	102,168	102,168	102,168
Total	101,383	102,168	102,168	102,168

MAINE ARTS COMMISSION

0176 Arts - Sponsored Program

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$413,871	\$420,648
Other Special Revenue Funds	\$102,168	\$102,168

Justification:

Maine Arts Commission Arts Sponsored Programs support the following program and also one time special grants: The Percent for Art law was enacted in 1979 to provide funds for the acquisition of new works of art for newly constructed or renovated state-funded buildings, including public schools, Community colleges and University of Maine facilities, and all state buildings. Under the law, and amount equal to one percent of the construction budget is set aside to purchase original works of art for these buildings.

Cultural Affairs Council, Maine State

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	158,829	560,424	160,424	160,424
Total	158,829	560,424	160,424	160,424
Department Summary - GENERAL FUND				
All Other	95,000	495,000	95,000	95,000
Total	95,000	495,000	95,000	95,000
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	63,829	65,424	65,424	65,424
Total	63,829	65,424	65,424	65,424

NEW CENTURY PROGRAM FUND 0904

What the Budget purchases:

Provides leadership to achieve statewide cultural planning and development.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	95,000	495,000	95,000	95,000
Total	95,000	495,000	95,000	95,000

Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	63,829	65,424	65,424	65,424
Total	63,829	65,424	65,424	65,424

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	95,000	495,000	95,000	95,000
Total	95,000	495,000	95,000	95,000

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	63,829	65,424	65,424	65,424
Total	63,829	65,424	65,424	65,424

MAINE STATE CULTURAL AFFAIRS COUNCIL

0904 New Century Program Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$95,000	\$95,000
Other Special Revenue Funds	\$65,424	\$65,424

Justification:

The Maine Cultural Affairs Council represents seven statewide cultural, archival, and historical agencies. The objective of their coordination effort is to secure funding for the "New Century Community Program," to distribute this to the agencies and thus provide support to projects in local communities.

Historic Preservation Commission, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Positions - LEGISLATIVE COUNT	12,000	12,000	12,000	12,000
Positions - FTE COUNT	6,731	6,731	6,731	6,731
Personal Services	1,094,004	1,128,847	1,165,576	1,193,387
All Other	499,052	505,842	508,318	508,708
Total	1,593,056	1,634,689	1,673,894	1,702,095
Department Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	252,251	252,381	265,760	271,847
All Other	51,982	44,667	47,143	47,533
Total	304,233	297,048	312,903	319,380
Department Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	5,000	5,000	5,000	5,000
Personal Services	374,859	388,919	384,609	390,994
All Other	326,465	337,555	337,555	337,555
Total	701,324	726,474	722,164	728,549
Department Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	4,000	4,000	4,000	4,000
Positions - FTE COUNT	6,731	6,731	6,731	6,731
Personal Services	466,894	487,547	515,207	530,546
All Other	120,605	123,620	123,620	123,620
Total	587,499	611,167	638,827	654,166

HISTORIC PRESERVATION COMMISSION 0036

What the Budget purchases:

Assist the owners of depreciable historic buildings to qualify for federal Rehabilitation Tax Credit. Assist municipalities in development of growth management plans. Assist municipalities seeking certified local government status from the Department of the Interior. Review construction projects for their effect upon historic and archaeological resources. Nominate buildings, sites and districts to the National Register of Historic Places.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	252,251	252,381	265,760	271,847
All Other	51,982	44,667	44,667	44,667
Total	304,233	297,048	310,427	316,514

Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	5,000	5,000	5,000	5,000
Personal Services	374,859	388,919	384,609	390,994
All Other	326,465	337,555	337,555	337,555
Total	701,324	726,474	722,164	728,549

Program Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	4,000	4,000	4,000	4,000
Positions - FTE COUNT	6,731	6,731	6,731	6,731
Personal Services	466,894	487,547	515,207	530,546
All Other	120,605	123,620	123,620	123,620
Total	587,499	611,167	638,827	654,166

Initiative: Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct billed personnel services, server support, and shared platforms.

GENERAL FUND				
All Other			2,476	2,666
		Total	2,476	2,666

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	252,251	252,381	265,760	271,847
All Other	51,982	44,667	47,143	47,533
Total	304,233	297,048	312,903	319,380

Revised Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	5,000	5,000	5,000	5,000
Personal Services	374,859	388,919	384,609	390,994
All Other	326,465	337,555	337,555	337,555
Total	701,324	726,474	722,164	728,549

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	4,000	4,000	4,000	4,000
Positions - FTE COUNT	6,731	6,731	6,731	6,731

Historic Preservation Commission, Maine

	<u>Actual</u>	<u>Current</u>	<u>Budgeted</u>	<u>Budgeted</u>
	2005-06	2006-07	2007-08	2008-09
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
Personal Services	466,894	487,547	515,207	530,546
All Other	120,605	123,620	123,620	123,620
Total	587,499	611,167	638,827	654,166

MAINE HISTORIC PRESERVATION COMMISSION

0036 Historic Preservation Commission

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$310,427	\$316,514
Federal Expenditures Fund	\$722,164	\$728,549
Other Special Revenue Funds	\$638,827	\$654,166

Justification:

The Maine Historic Preservation Commission was established by the Legislature in 1971 to identify, evaluate, and protect Maine's historic, archaeological, and architectural resources under both state and federal laws. The National Historic Preservation Act of 1966 required the Commission annually to: 1) review and comment on all federal, federally funded, and federally licensed construction; 2) nominate buildings, sites, and districts to the National Register of Historic Places; 3) assist owners of historic buildings seeking investment tax credits; 4) survey the state's historic and prehistoric resources; 5) develop a state historic preservation plan; 6) assist municipalities in becoming Certified Local Governments; 7) monitor covenants on properties restored with federal assistance; and 8) provide education by means of workshops, conferences, lectures, and publications. The State appropriation provides the required match by which Maine qualifies for its annual federal historic preservation funding from the Department of the Interior. The resulting program supplies key administrative support to the Maine Historic Preservation Commission as well as provides assistance to many individual, businesses, non-profit organizations, and governmental agencies through the state. The Commission's responsibilities include: *Project Reviews- More than 2,900 new projects reviewed last year. *National Register-total listings, 1,453; new districts, 3; new individual properties, 18 *Rehabilitation Tax Credits value: more than \$22 million in last five years *Surveys- 2,577 buildings and 406 archaeological sites recorded last year. *Certified Local Government Program-Working with municipal governments to form local historic preservation commissions. Currently nine Maine communities participate: Bangor, Castine, Hampden, Kennebunk, Lewiston, Saco, Topsham, and York and Portland. *Local Comprehensive Planning-Assisted 59 towns with the historic preservation component of their comprehensive plans. *Public Education-Staff lectures to more than 50 groups.

Initiative:

Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct-billed personnel services, server support and shared platforms.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,476	\$2,866

Justification:

Adjusts agency budget to assure that adequate funding is available for the cost of direct billed personnel services, server support, and shared platforms based on established FY 08-09 rate schedules. Incremental costs reflect the fully burdened rate of personnel, including all indirect costs of employees such as training, tools, telephones, PCs, etc. as well as business continuity and disaster recovery for server and shared platform environments.

Historical Society, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	54,653	54,653	54,653	54,653
Total	54,653	54,653	54,653	54,653
Department Summary - GENERAL FUND				
All Other	54,653	54,653	54,653	54,653
Total	54,653	54,653	54,653	54,653

HISTORICAL SOCIETY 0037

What the Budget purchases:

Maintains a research library of social, economic, political, and cultural history spanning 6 centuries. Maintains the Wadsworth-Longfellow House with over 9,000 artifacts and works of art. Provides on site and outreach programs for students, documentation for schools and guides for teachers and such other related resources materials as may be available.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	54,653	54,653	54,653	54,653
Total	54,653	54,653	54,653	54,653

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				
Revised Program Summary - GENERAL FUND				
All Other	54,653	54,653	54,653	54,653
Total	54,653	54,653	54,653	54,653

MAINE HISTORICAL SOCIETY

0037 Historical Society

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$54,653	\$54,653

Justification:

Justification: State funds received by Maine Historical Society support two important functions. 1) Educational programs and outreach to K-12 schools in southern Maine, including museum, historic site, and library research activities for all age levels. 2) Administration and development of the Maine Memory Network, the statewide online digital museum and archive, made possible by the New Century Community Program, serving all Maine citizens and all Maine institutions with historical collections. Impact of Reductions: Flat funding of \$54,653 is proposed for the Maine Historical Society in the coming biennium. The reductions imposed will be charged against New Century monies for the Maine Memory Network. The Network is at a critical point in its growth and development, with current visitation far exceeding expected performance measures. While we will still be able to maintain certain aspects of the network through short-term federal grants, the loss of state investment in a proven, innovative educational and cultural resource points toward its eventual stagnation and demise.

Humanities Council, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	67,422	67,422	67,422	67,422
Total	67,422	67,422	67,422	67,422
Department Summary - GENERAL FUND				
All Other	67,422	67,422	67,422	67,422
Total	67,422	67,422	67,422	67,422

HUMANITIES COUNCIL 0942

What the Budget purchases:

The council uses literature, history, philosophy and other humanities disciplines to provide direct educational programs throughout Maine, for a wide range of audiences, from families, to youth at-risk, to the general public. It also provides small grants to community organizations for public humanities programming in community history, cultural tourism, family literacy and similar topics.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	67,422	67,422	67,422	67,422
Total	67,422	67,422	67,422	67,422

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	67,422	67,422	67,422	67,422
Total	67,422	67,422	67,422	67,422

MAINE HUMANITIES COUNCIL

0942 Humanities Council

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$67,422	\$67,422

Justification:

Maine Humanities Council's state appropriation funds matching grants in rural and urban areas across Maine, for public cultural projects in community history, cultural tourism, literature and literacy, and other humanities topics. These funds represent the Council's share of the New Century Community Program. Over the past several years, budget cuts and recissions have led to a substantial reduction in the size of the Council's appropriation, yet the program continues to fund projects that bring new cultural activity to audiences that would in many cases not otherwise have access to it. Even at this reduced amount, these state funds represent a vital resource for small education-oriented organizations statewide. The Council's grants range up to \$5,000, with the average award being approximately \$800. All are matched at least 1 to 1 with private funds raised by applicant organizations, generating considerable leverage. This is one of the few sources of funds available for community educational groups, museums, schools and libraries seeking to conduct small, often intergenerational, cultural programs. The council's rolling deadlines and rapid turnaround time mean that applicants can access these funds to respond to opportunities as they arise. For many community groups, these grants represent a first-ever experience with outside funding. The council's hands-on technical assistance makes the process friendly and accessible. In addition, the process of applying and developing projects has helped local organizations achieve their community goals, while building their capacity for external fund-raising. This is the Maine Humanities Council's only state appropriation. No state funds support personnel or administrative costs, and council grants reach into many of the state's smallest communities and grassroots cultural organizations.

Library, Maine State

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Positions - LEGISLATIVE COUNT	56,500	56,500	56,500	56,500
Personal Services	3,051,853	3,080,203	3,278,005	3,372,642
All Other	1,997,596	2,050,331	2,169,866	2,170,777
Capital Expenditures	13,000			
Total	5,062,449	5,130,534	5,447,871	5,543,419
Department Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	43,500	43,500	43,500	43,500
Personal Services	2,344,111	2,337,835	2,528,066	2,599,470
All Other	1,068,242	1,091,068	1,109,123	1,110,034
Total	3,412,353	3,428,903	3,637,189	3,709,504
Department Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	13,000	13,000	13,000	13,000
Personal Services	707,742	742,368	749,939	773,172
All Other	618,408	647,191	592,671	592,671
Capital Expenditures	13,000			
Total	1,339,150	1,389,559	1,342,610	1,365,843
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	310,946	312,072	468,072	468,072
Total	310,946	312,072	468,072	468,072

ADMINISTRATION - LIBRARY 0215

What the Budget purchases:

Coordinates the work of all staff, prepares and supports necessary legislative action concerning libraries, provides all necessary fiscal information and manages and administers Maine State Library Network.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	262,603	240,165	247,733	250,909
All Other	53,782	41,613	41,613	41,613
Total	316,395	281,778	289,346	292,522

Initiative: Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct billed personnel services, server support, and shared platforms.

GENERAL FUND

All Other			18,055	18,966
Total			18,055	18,966

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	262,603	240,165	247,733	250,909
All Other	53,782	41,813	59,868	60,579
Total	316,395	281,778	307,401	311,488

MAINE STATE LIBRARY

0215 Administration - Library

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$289,346	\$292,522

Justification:

The purpose of the Library Administration Program is to provide all necessary fiscal information, control review and planning for managing the central library operation and three district offices. This program is also responsible for payroll and human resources. The Business Office at the Maine State Library also serves as the fiscal agent for all four Cultural Agencies to include functions such as processing payment vouchers, processing contract documents, preparing budget and work program documents, preparing human resources documents, preparing personnel payrolls and other fiscal activities required. Administration Program is also responsible for coordinating Internet connectivity and E-rate discounts for libraries.

Initiative:

Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct-billed personnel services, server support and shared platforms.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$18,055	\$18,966

Justification:

Adjusts agency budget to assure that adequate funding is available for the cost of direct billed personnel services, server support, and shared platforms based on established FY 08-09 rate schedules. Incremental costs reflect the fully burdened rate of personnel, including all indirect costs of employees such as training, tools, telephones, PCs, etc. as well as business continuity and disaster recovery for server and shared platform environments.

Library, Maine State

LIBRARY SPECIAL ACQUISITIONS FUND 0260

What the Budget purchases:

Provides funds to the Maine State Library to purchase expensive historically significant Maine material.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	475	475	475	475
Total	475	475	475	475

			<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				
	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09

Revised Program Summary - GENERAL FUND				
All Other	475	475	475	475
Total	475	475	475	475

MAINE STATE LIBRARY

0260 Library Special Acquisitions Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$475	\$475

Justification:

The Special Acquisition Fund at the Maine State Library is administered by the State Librarian. The purpose of the fund is to enable the State Library to acquire documents, maps, journals and other printed materials of significance to the historical heritage of Maine. One of the objectives of the Maine State Library is to maintain a comprehensive collection of materials on the historical, cultural and social development of Maine for this and future generations. The State Librarian is also required to purchase Town Histories as mandated by statute. The Special Acquisition Fund helps meet these objectives.

MAINE STATE LIBRARY 0217

What the Budget purchases:

Oversees the Maine Regional Library System which enhances the development of Maine libraries by supplementing collections through interlibrary loan; provides consulting services to local libraries of all types; delivers library material to Maine residents with special needs through the Special Services division; provides programs to improve cooperative activities among libraries and develops resource sharing plans that benefit access to information for all Maine citizens.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	40,500	40,500	40,500	40,500
Personal Services	2,081,508	2,097,670	2,280,333	2,348,561
All Other	813,975	823,980	823,980	823,980
Total	2,895,483	2,921,650	3,104,313	3,172,541

Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	13,000	13,000	13,000	13,000
Personal Services	707,742	742,368	749,939	773,172
All Other	618,408	647,191	647,191	647,191
Capital Expenditures	13,000			
Total	1,339,150	1,389,559	1,397,130	1,420,363

Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	310,946	312,072	312,072	312,072
Total	310,946	312,072	312,072	312,072

	2007-08	2008-09
Initiative: Provides funding to continue services for the Maine Delivery Services. This centralizes the library delivery service for all of Maine's participating local libraries; thus, reducing individual library costs.		

OTHER SPECIAL REVENUE FUNDS		
All Other		156,000
Total	156,000	156,000

	2007-08	2008-09
Initiative: Eliminates funding for the Public Library Construct Jobs in the Maine State Library program. The funding no longer exists with the Institute of Museum and Library Sciences.		

FEDERAL EXPENDITURES FUND		
All Other		(54,520)
Total	(54,520)	(54,520)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	40,500	40,500	40,500	40,500
Personal Services	2,081,508	2,097,670	2,280,333	2,348,561
All Other	813,975	823,980	823,980	823,980
Total	2,895,483	2,921,650	3,104,313	3,172,541

Revised Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	13,000	13,000	13,000	13,000
Personal Services	707,742	742,368	749,939	773,172
All Other	618,408	647,191	592,671	592,671

Library, Maine State

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - FEDERAL EXPENDITURES FUND				
Capital Expenditures	13,000			
Total	1,339,150	1,389,559	1,342,610	1,365,843
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	310,946	312,072	468,072	468,072
Total	310,946	312,072	468,072	468,072

MAINE STATE LIBRARY

0217 Maine State Library

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$3,104,313	\$3,172,541
Federal Expenditures Fund	\$1,397,130	\$1,420,363
Other Special Revenue Funds	\$312,072	\$312,072

Justification:

Library Development Services facilitates the development and coordination of services and resources among all types of libraries and media centers. Its goal is to achieve equalization of access and the free exchange of library resources for all Maine people. Library Development is divided into three sections: (1) Outreach Service programs include Books By Mail, Talking Books, and Large Print Books; (2) the regional library system facilitates resource sharing and reference services for all Maine libraries through three Area Reference and Resource Centers (ARRC's), and provides consultant services to libraries; (3) Learning and Technology Services assists in the development of school library services, provides videotaped resources for instructional purposes, and prepares a consortia federal e-rate application for all schools and libraries participating in the Maine School and Library Network. Library Development Services also includes development of telecommunications technology for libraries statewide, is responsible for contractual services for the Maine School and Library Network, and for providing state-wide database licensing for all libraries, schools and home users. Library Development Services continues to administer and disseminate funds for the New Century Community Grants Program, from the Bill and Melinda Gates Foundation as well as federal funds from the Institute of Museum and Library services.

Initiative:

Provides funding to continue services for the Maine Delivery Services. This centralizes the library delivery service for all of Maine's participating local libraries, reducing individual library costs.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$156,000	\$156,000

Justification:

This request will provide additional All Other allocation for the Maine Delivery Service due to rising cost and additional library participation.

Initiative:

Eliminates funding for the Public Library Construct Jobs in the Maine State Library program. The funding no longer exists with the Institute of Museum and Library Sciences.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(54,520)	\$(54,520)

Justification:

Eliminates funding for the Public Library Construct Jobs in the Maine State Library program. This no longer exist with the Institute of Museum and Library Sciences.

STATEWIDE LIBRARY INFORMATION SYSTEM 0185

What the Budget purchases:

Provides funds to negotiate and purchase licenses for the publication of copyrighted materials and periodicals to create a statewide database for use by state, school, public and academic libraries in the State.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	200,000	225,000	225,000	225,000
Total	200,000	225,000	225,000	225,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				
Revised Program Summary - GENERAL FUND				
All Other	200,000	225,000	225,000	225,000
Total	200,000	225,000	225,000	225,000

MAINE STATE LIBRARY

0185 Statewide Library Information System

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$225,000	\$225,000

Justification:

The Statewide Library Information System is the source for statewide on-line full text databases which can be used by anyone who is using a internet connected computer. The electronic databases provide library patrons with access to thousands of periodical articles from a wide variety of on-line databases.

Museum, Maine State

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Positions - LEGISLATIVE COUNT	22,500	22,500	22,500	22,500
Positions - FTE COUNT	0.693	0.693	0.693	0.693
Personal Services	1,359,412	1,356,312	1,538,343	1,580,694
All Other	558,344	555,133	904,089	904,449
Capital Expenditures	100,000	100,000	300,000	300,000
Total	2,017,756	2,011,445	2,742,432	2,785,143
Department Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	22,500	22,500	22,500	22,500
Positions - FTE COUNT	0.693	0.693	0.693	0.693
Personal Services	1,359,412	1,356,312	1,477,036	1,515,951
All Other	206,502	197,347	206,303	206,663
Total	1,565,914	1,553,659	1,683,339	1,722,614
Department Summary - FEDERAL EXPENDITURES FUND				
Personal Services			61,307	64,743
All Other	130,348	130,606	250,606	250,606
Capital Expenditures	100,000	100,000	100,000	100,000
Total	230,348	230,606	411,913	415,349
Department Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	221,494	227,180	447,180	447,180
Capital Expenditures			200,000	200,000
Total	221,494	227,180	647,180	647,180

MAINE STATE MUSEUM 0180

What the Budget purchases:

Administers and manages the Maine State Museum as the central repository of natural history and material culture for State Government and Maine citizens; conducts public education, awareness and technical assistance activities in collaboration with historical and educational institutions, state economic development agencies, and private sector support organizations, coordinate partnerships with educators at all levels in support of curricula development.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	22,500	22,500	22,500	22,500
Positions - FTE COUNT	0.693	0.693	0.693	0.693
Personal Services	1,359,412	1,356,312	1,477,036	1,515,951
All Other	206,502	197,347	197,347	197,347
Total	1,565,914	1,553,659	1,674,383	1,713,298

Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	159,946	163,942	163,942	163,942
Total	159,946	163,942	163,942	163,942

		2007-08	2008-09
Initiative:	Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct billed personnel services, server support, and shared platforms.		

GENERAL FUND

All Other		8,958	9,316
Total		8,956	9,316

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	22,500	22,500	22,500	22,500
Positions - FTE COUNT	0.693	0.693	0.693	0.693
Personal Services	1,359,412	1,356,312	1,477,036	1,515,951
All Other	206,502	197,347	206,303	206,663
Total	1,565,914	1,553,659	1,683,339	1,722,614

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	159,946	163,942	163,942	163,942
Total	159,946	163,942	163,942	163,942

MAINE STATE MUSEUM

0180 Maine State Museum

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,674,383	\$1,713,298
Other Special Revenue Funds	\$163,942	\$163,942

Justification:

MUSEUM ADMINISTRATION provides necessary leadership and fiscal planning for the educational and collections management activities of the museum. These activities include exhibitions, group tours and programs, loans to other institutions, collections care and research, collections acquisition, and development of educational materials. Essential activities also include scheduling of school tours for the museum, Blaine House, and State House as well as care, research, and exhibition of collections in the Cultural Building, State House, and Blaine House. MUSEUM PUBLICATION REVOLVING (Special Revenue Account) is a self-funded effort through the Museum Store to make books, mineral samples, educational materials, and Maine-related gift items available to visitors to expand and extend the museum experience. Accumulated profits fund the publication of museum books.

Initiative:

Adjusts funding for the same level of information technology agency applications services at the fiscal year 2007-08 and 2008-09 Office of Information Technology rates. Categories of service include direct-billed personnel services, server support and shared platforms.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$8,956	\$9,316

Justification:

Adjusts agency budget to assure that adequate funding is available for the cost of direct billed personnel services, server support, and shared platforms based on established FY 08-09 rate schedules. Incremental costs reflect the fully burdened rate of personnel, including all indirect costs of employees such as training, tools, telephones, PCs, etc. as well as business continuity and disaster recovery for server and shared platform environments.

RESEARCH & COLLECTION - MUSEUM 0174

What the Budget purchases:

Identify, acquire, inventory, protect, preserve and make available for scientific research, study archaeological artifacts, public historical materials, and other collections of Maine's natural, prehistoric and historic cultural heritage, representing the story of Maine's environment, resources, and people, and comply with and enforce state and federal laws protecting archaeological sites and artifacts.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - FEDERAL EXPENDITURES FUND				
All Other	130,348	130,606	130,606	130,606
Capital Expenditures	100,000	100,000		
Total	230,348	230,606	130,606	130,606

Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	61,548	63,238	63,238	63,238
Total	61,548	63,238	63,238	63,238

Initiative: Provides funding for consultants, construction, and supplies of a major exhibit. The funds will come in the form of private donations to the museum and will be deposited in this account.

OTHER SPECIAL REVENUE FUNDS

All Other			220,000	220,000
Capital Expenditures			200,000	200,000
Total			420,000	420,000

Initiative: Provides funding related to federal grants allowing the museum to expend the grant funds as provided in the grant agreements.

FEDERAL EXPENDITURES FUND

All Other			120,000	120,000
Total			120,000	120,000

Initiative: Provides funding for a permanent exhibit construction related to federal grants allowing the museum to expend grant funds as provided in the grant agreements.

FEDERAL EXPENDITURES FUND

Capital Expenditures			100,000	100,000
Total			100,000	100,000

Initiative: Establishes one limited-period Museum Specialist III position as part of a federal grant project. The museum received a federal grant to conduct a statewide curatorial assessment of science collections, requiring this position to carry out the grant's activities. This limited-period position will end on June 13, 2009.

FEDERAL EXPENDITURES FUND

Personal Services			61,307	64,743
Total			61,307	64,743

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - FEDERAL EXPENDITURES FUND

Personal Services			61,307	64,743
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Museum, Maine State

	<u>Actual</u>	<u>Current</u>	<u>Budgeted</u>	<u>Budgeted</u>
	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Revised Program Summary - FEDERAL EXPENDITURES FUND				
All Other	130,348	130,606	250,606	250,606
Capital Expenditures	100,000	100,000	100,000	100,000
Total	230,348	230,606	411,913	415,349
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	61,548	63,238	283,238	283,238
Capital Expenditures			200,000	200,000
Total	61,548	63,238	483,238	483,238

MAINE STATE MUSEUM

0174 Research and Collection - Museum

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$130,606	\$130,606
Other Special Revenue Funds	\$63,238	\$63,238

Justification:

RESEARCH AND COLLECTIONS (Federal Revenue Account) holds federal grants obtained by the Museum to support specific activities supporting its mission. MUSEUM PRIVATE CONTRIBUTIONS (Special Revenue Account) is a self-funded account to hold individual, corporate, and foundation contributions to benefit specific activities of the Museum.

Initiative:

Provides funding for consultants, construction and supplies of a major exhibit. The funds will come in the form of private donations to the museum and will be deposited in this account.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$420,000	\$420,000

Justification:

This request provides additional allotment for the museum to continue work on a major exhibit that is being built with private funds and federal grants. The private funds are donations to the museum and will be placed in this account to pay for necessary work.

Initiative:

Provides funding related to federal grants allowing the museum to expend the grant funds as provided in the grant agreements.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$120,000	\$120,000

Justification:

The Maine State Museum has received two federal grants; one to create and install a temporary traveling exhibit of Native American textiles, and the other to conduct curatorial assessments of scientific collections statewide. Sufficient allotment is necessary to ensure that the museum can fulfill the terms of the grant agreements when adequate private funds are raised to fully implement the grant projects.

Initiative:

Provides funding for permanent exhibit construction related to federal grants, allowing the museum to expend grant funds as provided in the grant agreements.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$100,000	\$100,000

Justification:

The Maine State Museum has recently received an extension on a large federal grant to develop and building a major permanent exhibit in the museum, "At Home in Maine." Sufficient allotment is necessary to ensure that the museum can fulfill the terms of the grant agreement and open the exhibit in late 2008.

Initiative:

Establishes one limited-period Museum Specialist III position as part of a federal grant project. The museum received a federal grant to conduct a statewide curatorial assessment of science collections, requiring this position to carry out the grant's activities. This limited-period position will end on June 13, 2009.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$61,307	\$64,743

Justification:

This request provides for one Museum Specialist III position funded by a two to three year grant from the Institute of Museum and Library Services. This position will assist existing museum science staff in conducting a statewide curatorial assessment of science collections held by state agencies and the University of Maine. The assessment will help these agencies provide proper care and preservation of their important collections ensuring their availability for long-term research and educational purposes. This limited-period position will end on June 13, 2009.

Public Broadcasting Corporation, Maine

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	2,240,628	2,250,700	2,250,700	2,250,700
Total	2,240,628	2,250,700	2,250,700	2,250,700
Department Summary - GENERAL FUND				
All Other	2,240,628	2,250,700	2,250,700	2,250,700
Total	2,240,628	2,250,700	2,250,700	2,250,700

MAINE PUBLIC BROADCASTING CORPORATION 0033

What the Budget purchases:

Broadcasts 2,000 hours of annual programs to enhance early childhood development and 2,000 hours of programs to supplement in-school education. Provides critical issue programming such as Maine Watch and Maine Things Considered. Provides expanded coverage of elections and candidates. Provides access to elected leaders to communicate directly with Maine citizens. Provides coverage of developing public policy and legislative decisions. Provides 2,000 hours of national and local cultural programs.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	2,240,628	2,250,700	2,250,700	2,250,700
Total	2,240,628	2,250,700	2,250,700	2,250,700

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	2,240,628	2,250,700	2,250,700	2,250,700
Total	2,240,628	2,250,700	2,250,700	2,250,700

MAINE PUBLIC BROADCASTING CORPORATION

0033 Maine Public Broadcasting Corporation

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,250,700	\$2,250,700

Justification:

Maine Public Broadcasting Corporation (MPBC) was founded in 1992 as a merger between WCBB (Colby, Bates and Bowdoin Colleges) and MPBN (University of Maine System). As established by Public Law 1992 Ch. 848, State appropriations are directed to support MPBC's technical resources to guarantee equal access for all Maine Citizens. As stated in the Public Law "The appropriation requirements are limited to the costs of constructing, equipping, maintaining, improving and replacing the buildings and equipment for its transmitting facilities, production facilities, master control centers and interconnection equipment that provide signals to its transmitters or other distribution systems." Further: "The legislature intends that the state support and provide funding to meet the costs of delivering broadcast services so that all the people of the State may share equitably in the advantages of public broadcasting."

Education, State Board of

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Personal Services	21,192	21,192	21,192	21,192
All Other	128,845	128,845	128,845	128,845
Total	150,037	150,037	150,037	150,037
Department Summary - GENERAL FUND				
Personal Services	21,192	21,192	21,192	21,192
All Other	128,845	128,845	128,845	128,845
Total	150,037	150,037	150,037	150,037

STATE BOARD OF EDUCATION 0614

What the Budget purchases:

The State Board of Education has policy, rule making and approval responsibility to specified aspects of the statewide educational system. It is responsible for developing and applying the rules for educator certification, program approval for higher education, and school construction. In addition, the board oversees vocational education and has developed a new paradigm for funding K-12 education based on Essential Programs and Services.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Personal Services	21,192	21,192	21,192	21,192
All Other	128,845	128,845	128,845	128,845
Total	150,037	150,037	150,037	150,037

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Personal Services	21,192	21,192	21,192	21,192
All Other	128,845	128,845	128,845	128,845
Total	150,037	150,037	150,037	150,037

STATE BOARD OF EDUCATION

0614 State Board of Education

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$150,037	\$150,037

Justification:

The board has policy, rule making and approval responsibility to specified aspects of the state wide educational system. It is responsible for developing and applying the rules for educator certification, program approval for higher education, and school construction. In addition, the Board oversees vocational education.

Education, Department of

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
Positions - LEGISLATIVE COUNT	174,000	174,000	176,000	176,000
Positions - FTE COUNT	35,622	35,622	33,946	33,946
Personal Services	13,654,392	14,218,223	13,629,339	13,981,336
All Other	1,208,976,284	1,347,384,127	1,416,826,847	1,452,565,627
Capital Expenditures	42,100	114,500	914,854	914,854
Total	1,222,672,776	1,361,716,850	1,431,371,040	1,467,461,817
Department Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	85,500	85,500	92,500	92,500
Positions - FTE COUNT	32,541	32,541	32,259	32,259
Personal Services	7,386,058	7,549,441	7,448,312	7,636,107
All Other	1,033,137,616	1,161,903,381	1,237,167,179	1,272,806,618
Capital Expenditures	42,100	114,500		
Total	1,040,565,774	1,169,567,322	1,244,615,491	1,280,442,725
Department Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	80,500	80,500	74,500	74,500
Positions - FTE COUNT	3,081	3,081	1,687	1,687
Personal Services	5,610,813	5,895,560	5,374,031	5,524,951
All Other	173,114,662	182,400,393	177,014,833	177,014,534
Capital Expenditures			914,854	914,854
Total	178,725,475	188,295,953	183,303,718	183,454,339
Department Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	5,000	5,000	6,000	6,000
Personal Services	420,877	531,144	555,036	564,384
All Other	2,660,309	3,015,064	2,578,618	2,678,369
Total	3,081,186	3,546,208	3,133,654	3,242,753
Department Summary - FUND FOR HEALTHY MAINE				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	80,930	82,069	90,633	92,238
All Other	8,006	8,206	9,134	9,023
Total	88,936	90,275	99,767	101,261
Department Summary - FEDERAL BLOCK GRANT FUND				
Positions - LEGISLATIVE COUNT	2,000	2,000	2,000	2,000
Personal Services	155,714	160,009	161,327	163,656
All Other	55,691	57,083	57,083	57,083
Total	211,405	217,092	218,410	220,739

ADULT EDUCATION 0364

What the Budget purchases:

Provides administrative and technical support and assistance for adult education programs statewide including adult and community education, adult basic education, adult high school diploma, high school equivalency diploma testing program, family literacy, and college transition programs.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	5,377,534	5,677,534	5,677,534	5,677,534
Total	5,377,534	5,677,534	5,677,534	5,677,534
Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	85,881	88,612	88,845	90,342
All Other	1,933,210	1,978,541	1,978,541	1,978,541
Total	2,019,091	2,067,153	2,067,386	2,068,883

2007-08 2008-09

Initiative: Provides additional funding for the Adult Education College Transition program to accelerate the timeframe of the legislative intent to increase the number of College Transition sites from 7 to 30.

GENERAL FUND

All Other			1,000,000	1,000,000
Total			1,000,000	1,000,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	5,377,534	5,677,534	6,677,534	6,677,534
Total	5,377,534	5,677,534	6,677,534	6,677,534

Revised Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	85,881	88,612	88,845	90,342
All Other	1,933,210	1,978,541	1,978,541	1,978,541
Total	2,019,091	2,067,153	2,067,386	2,068,883

DEPARTMENT OF EDUCATION

0364 Adult Education

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$5,677,534	\$5,677,534
Federal Expenditures Fund	\$2,067,386	\$2,068,883

Justification:

Provides administrative and technical support and assistance for adult education programs statewide including adult and community education, adult basic education, adult high school diploma, high school equivalency diploma testing program, family literacy, and college transition programs.

Initiative:

Provides additional funding for the Adult Education College Transition program to accelerate the time frame of the legislative intent to increase the number of College Transition sites from 7 to 30.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,000,000	\$1,000,000

Justification:

Provides additional funding for the Adult Education College Transition program to accelerate the timeframe of the legislative intent to increase the number of College Transition sites from 7 to 30.

AFTER-SCHOOL PROGRAM FUND 2023

What the Budget purchases:

This fund encourages the facilitation of high quality after-school programs by the award of grants to school administrative units throughout the State. The fund is administered by the commissioner within the department.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other		25,000	25,000	25,000
Total	0	25,000	25,000	25,000

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other		25,000	25,000	25,000
Total	0	25,000	25,000	25,000

DEPARTMENT OF EDUCATION

Z023 After-school Program Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$25,000	\$25,000

Justification:

The fund encourages the facilitation of high-quality after-school programs by the award of grants to school administrative units throughout the State. The fund is administered by the Commissioner within the department.

CRIMINAL HISTORY RECORD CHECK FUND 2014

What the Budget purchases:

This fund is a dedicated revenue fund within the Department of Education for the deposit of any fees collected for the completion of criminal history record checks of educational personnel applicants. Funds collected are utilized to reimburse the Department of Public Safety for the cost of conducting fingerprinting sessions and for the cost of required state and national criminal history record checks. This is a non-lapsing program.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - OTHER SPECIAL REVENUE FUNDS				
Personal Services		99,587		
All Other	370,903	375,765	375,765	375,765
Total	370,903	475,352	375,765	375,765

Initiative: Provides funding to reimburse the Maine State Police program for costs involved in fingerprinting school personnel, in accordance with Public Law 2005, chapter 457, Part CC.

OTHER SPECIAL REVENUE FUNDS

Personal Services		99,587	99,587
Total		99,587	99,587

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
Personal Services		99,587	99,587	99,587
All Other	370,903	375,765	375,765	375,765
Total	370,903	475,352	475,352	475,352

DEPARTMENT OF EDUCATION

Z014 Criminal History Record Check Fund

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$375,765	\$375,765

Justification:

The fund is a dedicated fund within the Department of Education for the deposit of any fees collected for the completion of each criminal history record check completed for an application for initial certification and renewal of authorization, or approval. The purpose of the fund is to reimburse the Department of Public Safety, State Bureau of Investigation for the cost of conducting fingerprinting and needed state and national criminal history record checks. This is a non-lapsing account.

Initiative:

Provides funding to reimburse the Maine State Police program for costs involved in fingerprinting school personnel, in accordance with Public Law 2005, chapter 457, Part CC.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$99,587	\$99,587

Justification:

The Criminal History Record Check Fund was created as a dedicated fund within the Department of Education for the deposit of any fees collected for each criminal history record check. The purpose of the fund is to reimburse the Department of Public Safety, State Bureau of Identification for the cost of conducting fingerprinting and needed state and national criminal history record checks.

EDUCATION IN UNORGANIZED TERRITORY 0220

What the Budget purchases:

Funding to educate 1,160 students residing in unorganized territories, including 202 students in 6 unorganized territory schools. The department operates these programs.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	30,000	30,000	30,000	30,000
Positions - FTE COUNT	32,541	32,541	32,259	32,259
Personal Services	3,059,796	3,604,249	3,389,704	3,474,484
All Other	8,456,449	8,511,849	8,511,849	8,511,849
Capital Expenditures		58,000		
Total	11,516,245	12,174,098	11,901,553	11,986,333

Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	2,000	2,000	3,000	3,000
Positions - FTE COUNT	2,120	2,120	1,111	1,111
Personal Services	233,084	243,355	228,491	234,673
All Other	218,975	224,451	224,451	224,451
Total	452,059	467,806	452,942	459,124

Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	7,938	8,135	8,135	8,135
Total	7,938	8,135	8,135	8,135

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				

Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	30,000	30,000	30,000	30,000
Positions - FTE COUNT	32,541	32,541	32,259	32,259
Personal Services	3,059,796	3,604,249	3,389,704	3,474,484
All Other	8,456,449	8,511,849	8,511,849	8,511,849
Capital Expenditures		58,000		
Total	11,516,245	12,174,098	11,901,553	11,986,333

Revised Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	2,000	2,000	3,000	3,000
Positions - FTE COUNT	2,120	2,120	1,111	1,111
Personal Services	233,084	243,355	228,491	234,673
All Other	218,975	224,451	224,451	224,451
Total	452,059	467,806	452,942	459,124

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	7,938	8,135	8,135	8,135
Total	7,938	8,135	8,135	8,135

DEPARTMENT OF EDUCATION

0220 Education in Unorganized Territory

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$11,901,553	\$11,986,333
Federal Expenditures Fund	\$452,942	\$459,124
Other Special Revenue Funds	\$8,135	\$8,135

Justification:

The Education in the Unorganized Territory (EUT) program is authorized under Title 20-A MRSA Chapter 119. The purpose of the program is to provide educational programming and related support services to school age children whose parents reside in the unorganized territory of the state. Funding is provided to educate 1,160 students residing in unorganized territories, including 202 students in six EUT schools. The department operates these programs. The funds expended from the General Fund budget for E U T educational services are replaced each fiscal year by local tax revenues raised through the Municipal Cost Component Act. These local tax funds are dedicated revenues which reimburse the General Fund for E U T and other state and county services provided to residents of the unorganized territory.

Education, Department of

EDUCATIONAL RESTRUCTURING AND IMPROVEMENTS 0737

What the Budget purchases:

Provides grant support to school districts for training from the University of Maine in the methods of Reading Recovery, an important intervention strategy to help improve the literacy of young elementary students.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	66,895	38,526	38,526	38,526
Total	66,895	38,526	38,526	38,526

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	66,895	38,526	38,526	38,526
Total	66,895	38,526	38,526	38,526

DEPARTMENT OF EDUCATION

0737 Educational Restructuring and Improvements

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$38,526	\$38,526

Justification:

Provide grant support to school districts for training from the University of Maine in the methods of Reading Recovery, an important intervention strategy to help improve the literacy of young elementary students.

FHM - SCHOOL NURSE CONSULTANT 0949

What the Budget purchases:

The purpose of the School Nurse Consultant program is to provide ongoing consultation, policy development and technical assistance to the nearly 400 school nurses across the State. School nurses in Maine provide health services to students assisting them to be ready to learn. With changes in federal regulations that require students to be educated in the least restrictive environment, many medically fragile students are now attending school. There are increasing numbers of students in school with diabetes, asthma and other chronic health conditions. School nurses are responsible for the health services provided to all students, are involved with environmental health and public health issues of the school, and work with school, parents and community health providers to improve the health of students.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - FUND FOR HEALTHY MAINE				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	80,930	82,069	90,633	92,238
All Other	8,006	8,206	8,206	8,206
Total	88,936	90,275	98,839	100,444

Initiative: Provides funding to cover the costs of STA-CAP associated with increased Personal Services.

FUND FOR HEALTHY MAINE

All Other		928	817
Total		928	817

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - FUND FOR HEALTHY MAINE				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	80,930	82,069	90,633	92,238
All Other	8,006	8,206	9,134	9,023
Total	88,936	90,275	99,767	101,261

DEPARTMENT OF EDUCATION

0949 FHM - School Nurse Consultant

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Fund for a Healthy Maine	\$98,839	\$100,444

Justification:

The purpose of the School Nurse Consultant program is to provide ongoing consultation, policy development and technical assistance to the nearly 400 school nurses across the State. School nurses in Maine provide health services to students in order to assist them to be ready to learn. With changes in Federal regulations that require students to be educated in the least restrictive environment, many medically fragile students are now attending school. There are increasing numbers of students in school with diabetes, asthma and other chronic health conditions. School nurses are responsible for the health services provided to all students, are involved with environmental health and public health issues of the school, and work with school, parents and community health providers to improve the health of students.

Initiative:

Provides funding to cover the costs of STA-CAP associated with increased Personal Services.

	<u>2007-08</u>	<u>2008-09</u>
Fund for a Healthy Maine	\$928	\$817

Justification:

The FHM - School Nurse account is a one-person account. This position was vacant and budgeted at step 3. However, the employee was hired at step 10. Additional funds are needed to pay for STA-CAP.

LEADERSHIP 0836

What the Budget purchases:

Leadership includes the Commissioner's Office and is responsible for alignment of the department to help each Maine student achieve the Learning Results; advocates for public education, celebrates the good news and pursues continuous improvement; resolves issues in a timely manner; coordinates with educator organizations; and provides leadership in new learning technologies.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	9,000	9,000	9,000	9,000
Personal Services	657,080	658,838	727,502	740,619
All Other	155,587	155,587	155,587	155,587
Total	812,667	814,425	883,089	895,206

Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	2,500	2,500	2,500	2,500
Personal Services	182,415	187,737	175,077	180,744
All Other	3,385,424	3,470,057	3,470,057	3,470,057
Total	3,567,839	3,657,794	3,645,134	3,650,801

Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other	35,162	36,041	36,041	36,041
Total	35,162	36,041	36,041	36,041

		2007-08	2008-09
Initiative:	Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.		

OTHER SPECIAL REVENUE FUNDS

All Other		(36,041)	(36,041)
Total		(36,041)	(36,041)

		2007-08	2008-09
Initiative:	Adjusts funding for the professional development and education program, a non-lapsing program.		

GENERAL FUND

All Other		(1,000)	(1,000)
Total		(1,000)	(1,000)

		2007-08	2008-09
Initiative:	Transfers funding from the Leadership program to the Learning Through Technology program to improve the organization of programs.		

FEDERAL EXPENDITURES FUND

All Other		(3,035,111)	(3,035,111)
Total		(3,035,111)	(3,035,111)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - GENERAL FUND

Positions - LEGISLATIVE COUNT	9,000	9,000	9,000	9,000
Personal Services	657,080	658,838	727,502	740,619

Education, Department of

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	155,587	155,587	154,587	154,587
Total	812,667	814,425	882,089	895,206
Revised Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	2,500	2,500	2,500	2,500
Personal Services	182,415	187,737	175,077	180,744
All Other	3,385,424	3,470,057	434,946	434,946
Total	3,567,839	3,657,794	610,023	615,690
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	35,162	36,041		
Total	35,162	36,041	0	0

DEPARTMENT OF EDUCATION

0836 Leadership

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$883,089	\$896,206
Federal Expenditures Fund	\$3,645,134	\$3,650,801
Other Special Revenue Funds	\$36,041	\$36,041

Justification:

Leadership includes the Commissioner's Office and is responsible for alignment of the department to help each Maine student achieve the Learning Results; advocates for public education, celebrates the good news and pursues continuous improvement; resolves issues in a timely manner; coordinates with educator organizations; and provides leadership in new learning technologies.

Initiative:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$(36,041)	\$(36,041)

Justification:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,000)	\$(1,000)

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Initiative:

Transfers funding from the Leadership program to the Learning Through Technology program to improve the organization of programs.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(3,035,111)	\$(3,035,111)

Justification:

Implementation of a new Learning Through Technology program mandates transfer of federal technology funding from account 013-05A-0836-07 Technology to a new account, 013-05A-Z029-02 Educational Technology Grants, in order to improve the organization of programs supporting Learning Through Technology.

Education, Department of

LEARNING SYSTEMS 0839

What the Budget purchases:

Coordinate, manage and supervise services related to instructional programs, activities and requirements for all Maine learners to achieve Maine's Learning Results; provide leadership, technical assistance and staff development to local school administrative units on instructional items and program operations; responsible for support of Maine Educational Assessment. Programs include adult education, career and technical education, school approval, homeless education, truancy and dropouts, and health education. Responsibilities also include several federal programs including Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB).

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	10,500	10,500	10,500	10,500
Personal Services	772,712	774,485	844,580	856,943
All Other	5,210,453	5,022,320	5,022,320	5,022,320
Total	5,983,165	5,796,805	5,866,900	5,879,263

Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	56,000	56,000	56,000	56,000
Positions - FTE COUNT	0.961	0.961	0.961	0.961
Personal Services	3,755,955	3,935,724	3,871,481	3,977,352
All Other	111,905,671	118,718,720	117,803,866	117,803,866
Capital Expenditures			914,854	914,854
Total	115,661,626	122,654,444	122,590,201	122,696,072

Program Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	110,636	116,059	66,878	67,971
All Other	75,945	77,191	77,191	77,191
Total	186,581	193,250	144,069	145,162

Program Summary - FEDERAL BLOCK GRANT FUND				
Positions - LEGISLATIVE COUNT	2,000	2,000	2,000	2,000
Personal Services	155,714	160,009	161,327	163,656
All Other	55,691	57,083	57,083	57,083
Total	211,405	217,092	218,410	220,739

	2007-08	2008-09
Initiative: Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.		

FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT		-1,000	-1,000
Personal Services		(70,058)	(74,123)
Total		(70,058)	(74,123)

	2007-08	2008-09
Initiative: Transfers one Education Specialist III position serving as the physical education consultant for the department from the Learning Systems program, Federal Expenditures Fund to the Support Systems program, Other Special Revenue Funds.		

FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT		-1,000	-1,000
Personal Services		(83,793)	(84,987)
Total		(83,793)	(84,987)

Education, Department of

	2007-08	2008-09
Initiative: Adjusts funding for the professional development and education program, a non-lapsing program.		
GENERAL FUND		
All Other	(1,000)	(1,000)
Total	(1,000)	(1,000)

	2007-08	2008-09
Initiative: Continues one Education Team and Policy Director position, one Planning and Research Associate I position and one Education Specialist III position authorized in Public Law 2005, chapter 386, in the Learning Through Technology program, General Fund to be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position, one Office Specialist I Supervisor position and one Office Associate I position in the Learning Systems program, Federal Expenditures Fund.		
FEDERAL EXPENDITURES FUND		
Positions - LEGISLATIVE COUNT	-3,000	-3,000
Personal Services	(145,947)	(154,848)
Total	(145,947)	(154,848)

	2007-08	2008-09
Initiative: Transfers one seasonal Office Assistant I position from the Learning Systems program to the Management Information Systems program and increases the position from 800 full-time-equivalent hours to full-time permanent. Funding will be 65% General Fund and 35% Federal Expenditures Fund.		
FEDERAL EXPENDITURES FUND		
Positions - FTE COUNT	-0.385	-0.385
Personal Services	(1,768)	(1,869)
Total	(1,768)	(1,869)

	2007-08	2008-09
Initiative: Transfers one Education Specialist II position from the Learning Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.		
GENERAL FUND		
Positions - LEGISLATIVE COUNT	-1,000	-1,000
Personal Services	(77,534)	(78,669)
Total	(77,534)	(78,669)

	2007-08	2008-09
Initiative: Provides funding to reactivate a federal account for competitive grants to local school administrative units to develop and implement curriculum, instruction and student assessment which includes sexual assault prevention.		
FEDERAL EXPENDITURES FUND		
All Other	60,000	60,000
Total	60,000	60,000

	2007-08	2008-09
Initiative: Transfers 75% of one Education Specialist III position from the Support Systems program to the Learning Systems program and provides funds for All Other.		
FEDERAL EXPENDITURES FUND		
Personal Services	62,843	63,738
All Other	3,050	2,751
Total	65,893	66,489

Education, Department of

2007-08

2008-09

Initiative: Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT

-1.000

-1.000

Personal Services

(50,401)

(53,485)

Total

(50,401)

(53,485)

Actual

Current

Budgeted

Budgeted

2005-06

2006-07

2007-08

2008-09

Revised Program Summary - GENERAL FUND

Positions - LEGISLATIVE COUNT

10.500

10.500

9.500

9.500

Personal Services

772,712

774,485

767,046

778,274

All Other

5,210,453

5,022,320

5,021,320

5,021,320

Total

5,983,165

5,796,805

5,788,366

5,799,594

Revised Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT

56.000

56.000

50.000

50.000

Positions - FTE COUNT

0.961

0.961

0.576

0.576

Personal Services

3,755,955

3,935,724

3,582,357

3,671,778

All Other

111,905,671

118,718,720

117,866,916

117,866,617

Capital Expenditures

914,854

914,854

Total

115,661,626

122,654,444

122,364,127

122,453,249

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS

Positions - LEGISLATIVE COUNT

1.000

1.000

1.000

1.000

Personal Services

110,636

116,059

66,878

67,971

All Other

75,945

77,191

77,191

77,191

Total

186,581

193,250

144,069

145,162

Revised Program Summary - FEDERAL BLOCK GRANT FUND

Positions - LEGISLATIVE COUNT

2.000

2.000

2.000

2.000

Personal Services

155,714

160,009

161,327

163,656

All Other

55,691

57,083

57,083

57,083

Total

211,405

217,092

218,410

220,739

DEPARTMENT OF EDUCATION

0839 Learning Systems

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$5,866,900	\$5,879,263
Federal Expenditures Fund	\$122,590,201	\$122,696,072
Other Special Revenue Funds	\$144,069	\$145,162
Federal Block Grant Fund	\$218,410	\$220,739

Justification:

Coordinate, manage and supervise services related to instructional programs, activities and requirements for all Maine learners to achieve Maine's Learning Results; provide leadership, technical assistance and staff development to local school administrative units on instructional items and program operations; responsible for support of Maine Educational Assessment. Programs include adult education, career and technical education, school approval, homeless education, truancy, drop outs, and health education. Responsibilities also include several federal programs including Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB).

Initiative:

Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(70,058)	\$(74,123)

Justification:

There have been significant increases in data management requirements, including data collection, database creation, and reporting at all levels, Federal (NCLBA), State (EPS - student and staff, assessment, and financial), and Local (informing teaching and learning). To meet these new requirements increased staffing, oversight, and coordination is critical to be funded from General Purpose Aid. Eliminates one Education Specialist III position (014002661) in the Learning Systems program, Federal Expenditures Fund.

Initiative:

Transfers one Education Specialist III position serving as the physical education consultant for the department from the Learning Systems program, Federal Expenditures Fund to the Support Systems program, Other Special Revenue Funds.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(83,793)	\$(84,987)

Justification:

This position is being transferred to an Other Special Revenue Funds account within the Leadership program to support physical education curriculum indicators and assessments to meet Maine's Learning Results for physical education standards, supports work on the Governor's Council for Physical Fitness and Health Wellness, and provides leadership for the department and local schools for physical education and physical activity.

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,000)	\$(1,000)

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Initiative:

Continues one Education Team and Policy Director position, one Planning and Research Associate I position and one Education Specialist III position authorized in Public Law 2005, chapter 386, in the Learning Through Technology program, General Fund to be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position, one Office Specialist I Supervisor position and one Office Associate I position in the Learning Systems program, Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(145,947)	\$(154,848)

Justification:

These three positions are currently established on a limited-period basis with an end date of June 15, 2007. They were originally established at the inception of the Maine Learning Technology Initiative to direct and support the program, and funding is critical for the continuation of the Learning Through Technology effort. These positions will be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position (014001961), one Office Specialist I Supervisor position (014006218) and one Office Associate I position (014006219) in the Learning Systems program, Federal Expenditures Fund.

Initiative:

Transfers one seasonal Office Assistant I position from the Learning Systems program to the Management Information Systems program and increases the position from 800 full-time-equivalent hours to full-time permanent. Funding will be 65% General Fund and 35% Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(1,768)	\$(1,869)

Justification:

This initiative would transfer position number 01400-6139 to the Management Information Systems General Fund account and be funded 35% from the Carl Perkins federal account and 65% from existing General Purpose Aid. This position interprets, analyzes, documents and resolves data submission issues. It currently provides support primarily for federal NCLB accounts, and in addition would assist in handling the increasing demands in data collection at the state level (MEDMS).

Initiative:

Transfers one Education Specialist II position from the Learning Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(77,534)	\$(78,669)

Justification:

Transfer of position number 01400-6197 will allow for better organization of the budget for the new Learning Through Technology program.

Initiative:

Provides funding to reactivate a federal account for competitive grants to local school administrative units to develop and implement curriculum, instruction and student assessment, which includes sexual assault prevention.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$60,000	\$60,000

Justification:

The Rape Crisis account is being reactivated with a federal allocation to provide competitive grants to local school administrative units to develop and implement curriculum, instruction and student assessment which includes sexual assault prevention.

Initiative:

Transfers 75% of one Education Specialist III position from the Support Systems program to the Learning Systems program and provides funds for All Other.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$65,893	\$66,489

Justification:

This transfer provides certification and professional support services to all members of the military transitioning to a career in education and provides the same services to special education teachers to assist them in becoming certified as Highly Qualified Teachers.

Initiative:

Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(50,401)	\$(53,485)

Justification:

A new certification fee structure mandated by statute effective in September 2005 provides for several different fees for certificate endorsement evaluations, initial certification and renewal, authorizations and approvals, as well as fees for Criminal History Record Checks and renewals. This has resulted in the collection and processing of approximately \$1,000,000 annually by the certification office. In order to process these monies daily and file them with the Treasurer's office in a timely manner, establishment of 2 Office Associate II positions are necessary to manage this process. These positions will be funded from General Fund undedicated revenue generated by certification, authorization and approval fees.

LEARNING THROUGH TECHNOLOGY 2029

What the Budget purchases:

The Learning Through Technology Initiative provides the tools and resources to assist Maine's teachers in integrating technology into their classrooms and curriculum. Programs include the laptop portable computer program, distance learning classrooms, federal Title II-D education technology grants to school administrative units, federal e-rate support, Maine School Library Network support, and support to the Department of Education and school administrative units in the implementation of Learning Through Technology.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary	0	0	0	0
Total	0	0	0	0

Initiative: Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

OTHER SPECIAL REVENUE FUNDS

All Other			1,426,815	1,526,566
Total			1,426,815	1,526,566

Initiative: Continues one Education Team and Policy Director position, one Planning and Research Associate I position and one Education Specialist III position authorized in Public Law 2005, chapter 386, in the Learning Through Technology program, General Fund to be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position, one Office Specialist I Supervisor position and one Office Associate I position in the Learning Systems program, Federal Expenditures Fund.

GENERAL FUND

Positions - LEGISLATIVE COUNT			3,000	3,000
Personal Services			224,758	237,478
Total			224,758	237,478

Initiative: Transfers the funding of one Team and Policy Leader position, one Education Specialist III position, and one Planning and Research Associate I position to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid for Local Schools program, General Fund appropriations.

GENERAL FUND

Personal Services			(224,758)	(237,478)
Total			(224,758)	(237,478)

Initiative: Transfers one Education Specialist III position and All Other from the Management Information Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

GENERAL FUND

Positions - LEGISLATIVE COUNT			1,000	1,000
Personal Services			90,633	92,238
All Other			11,402	11,402
Total			102,035	103,640

Education, Department of

Initiative: Transfers one Education Specialist II position from the Learning Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

GENERAL FUND

Positions - LEGISLATIVE COUNT
Personal Services

	2007-08	2008-09
	1,000	1,000
	77,534	78,669
Total	77,534	78,669

Initiative: Transfers funding from the Management Information Systems program to the Learning Through Technology program to improve the organization of programs.

FEDERAL EXPENDITURES FUND

All Other

	2007-08	2008-09
	2,613	2,613
Total	2,613	2,613

Initiative: Transfers funding from the Leadership program to the Learning Through Technology program to improve the organization of programs.

FEDERAL EXPENDITURES FUND

All Other

	2007-08	2008-09
	1,259,597	1,259,597
Total	1,259,597	1,259,597

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - GENERAL FUND

Positions - LEGISLATIVE COUNT
Personal Services
All Other

			5,000	5,000
			168,167	170,907
			11,402	11,402
Total	0	0	179,569	182,309

Revised Program Summary - FEDERAL EXPENDITURES FUND

All Other

			1,262,210	1,262,210
Total	0	0	1,262,210	1,262,210

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS

All Other

			1,426,815	1,526,566
Total	0	0	1,426,815	1,526,566

DEPARTMENT OF EDUCATION

Z029 Learning Through Technology

Initiative:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$1,426,815	\$1,526,566

Justification:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

Initiative:

Continues one Education Team and Policy Director position, one Planning and Research Associate I position and one Education Specialist III position authorized in Public Law 2005, chapter 386, in the Learning Through Technology program, General Fund to be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position, one Office Specialist I Supervisor position and one Office Associate I position in the Learning Systems program, Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$224,758	\$237,478

Justification:

These three positions are currently established on a limited-period basis with an end date of June 15, 2007. They were originally established at the inception of the Maine Learning Technology Initiative to direct and support the program, and funding is critical for the continuation of the Learning Through Technology effort. These positions will be funded from the General Purpose Aid for Local Schools program and eliminates one part-time Office Assistant II position (014001961), one Office Specialist I Supervisor position (014006218) and one Office Associate I position (014006219) in the Learning Systems program, Federal Expenditures Fund.

Initiative:

Transfers the funding of one Team and Policy Leader position, one Education Specialist III position, and one Planning and Research Associate I position to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid for Local Schools program, General Fund appropriations.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(224,758)	\$(237,478)

Justification:

Transfers the funding of one Team and Policy Leader position, one Education Specialist III position, and one Planning and Research Associate I position to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid for Local Schools program, General Fund appropriations.

Initiative:

Transfers one Education Specialist III position and All Other from the Management Information Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$102,035	\$103,640

Justification:

Transfer of position number 01400-6302 will allow for better organization of the budget for the new Learning Through Technology program.

Initiative:

Transfers one Education Specialist II position from the Learning Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$77,534	\$78,669

Justification:

Transfer of position number 01400-6197 will allow for better organization of the budget for the new Learning Through Technology program.

Initiative:

Transfers funding from the Management Information Systems program to the Learning Through Technology program to improve the organization of programs.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$2,613	\$2,613

Justification:

Implementation of a new Learning Through Technology program mandates transfer of federal technology funding from account 013-05A-0838-66 to a new account, 013-05A-Z029-03 Title V Media, in order to improve the organization of accounts supporting Learning Through Technology.

Initiative:

Transfers funding from the Leadership program to the Learning Through Technology program to improve the organization of programs.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$1,259,597	\$1,259,597

Justification:

Implementation of a new Learning Through Technology program mandates transfer of federal technology funding from account 013-05A-0836-07 Technology to a new account, 013-05A-Z029-02 Educational Technology Grants, in order to improve the organization of programs supporting Learning Through Technology.

MAINE LEARNING TECHNOLOGY ENDOWMENT 0304

What the Budget purchases:

The Maine Learning Technology Initiative (MLTI) provides the tools and resources to assist Maine's teachers integrate technology into their classrooms and curriculum. The MLTI equalizes the access to technology statewide by providing a portable computer equipped with a rich package of educational and productivity software to each 7th and 8th grade student and teacher in Maine's public schools.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	1,489,333	1,526,566	1,526,566	1,526,566
Total	1,489,333	1,526,566	1,526,566	1,526,566

Initiative: Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

OTHER SPECIAL REVENUE FUNDS

All Other			(1,526,566)	(1,526,566)
Total			(1,526,566)	(1,526,566)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
All Other	1,489,333	1,526,566		
Total	1,489,333	1,526,566	0	0

DEPARTMENT OF EDUCATION

0304 Maine Learning Technology Endowment

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$1,526,566	\$1,526,566

Justification:

The Maine Learning Technology Initiative (MLTI) provides the tools and resources to assist Maine's teachers integrate technology into their classrooms and curriculum. The MLTI equalizes the access to technology statewide by providing a portable computer equipped with a rich package of educational and productivity software to each 7th and 8th grade student and teacher in Maine's public schools. The MLTI provides the teachers in the program with a continuing series of professional development programs to assist them in enhancing their lesson plans across a number of subject areas by the introduction and integration of the rich resources that technology and the Internet provide. In addition to formal professional development sessions, teachers have ready access to a network of teachers across the state who have been identified as leaders in several content areas as well as a teacher in each of the nine superintendent's regions who has agreed to serve as a mentor to the staff in their area.

Initiative:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$(1,526,566)	\$(1,526,566)

Justification:

Transfers funding from the Maine Learning Technology Endowment program and the Leadership program to the Learning Through Technology program for the purpose of improved organization of the budget accounts that support "Learning Through Technology" in the department.

MANAGEMENT INFORMATION SYSTEMS 0838

What the Budget purchases:

The Management Information Systems team is responsible for managing the implementation of Essential Programs and Services and management of school finance statutes which control calculation and distribution of state subsidies; providing information that stimulates proposed changes to these statutes; providing educational data for legislators, educators, and citizens through the Maine Education Data Management System (MEDMS); and providing technology support for the department including learning technology, data entry, data processing, end user personal computer support, and management of the department web site and school performance profiles.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	10,000	10,000	10,000	10,000
Personal Services	993,040	618,689	404,369	415,086
All Other	1,230,684	1,639,775	1,639,775	1,639,775
Capital Expenditures	42,100	56,500		
Total	2,265,824	2,314,964	2,044,144	2,054,861

Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	2,000	2,000	2,000	2,000
Personal Services	198,046	171,842	172,890	175,590
All Other	5,359,590	5,445,734	5,445,734	5,445,734
Total	5,557,636	5,617,576	5,618,624	5,621,324

Initiative: Provides funding based upon projected program requirements.

FEDERAL EXPENDITURES FUND

All Other		450,000	450,000
Total		450,000	450,000

Initiative: Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.

GENERAL FUND

Positions - LEGISLATIVE COUNT		1,000	1,000
Personal Services		27,603	29,153
All Other		8,038	5,418
Total		35,641	34,571

Initiative: Adjusts funding for the professional development and education program, a non-lapsing program.

GENERAL FUND

All Other		(1,000)	(1,000)
Total		(1,000)	(1,000)

Education, Department of

Initiative: Transfers one seasonal Office Assistant I position from the Learning Systems program to the Management Information Systems program and increases the position from 800 full-time-equivalent hours to full-time permanent. Funding will be 65% General Fund and 35% Federal Expenditures Fund.

GENERAL FUND

Positions - LEGISLATIVE COUNT
Personal Services

	2007-08	2008-09
	1,000	1,000
	27,665	29,358
Total	27,665	29,358

Initiative: Transfers one Office Assistant I position to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid appropriations.

GENERAL FUND

Personal Services

	2007-08	2008-09
	(27,665)	(29,358)
Total	(27,665)	(29,358)

Initiative: Transfers one Education Specialist III position and All Other from the Management Information Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

GENERAL FUND

Positions - LEGISLATIVE COUNT
Personal Services
All Other

	2007-08	2008-09
	-1,000	-1,000
	(90,633)	(92,238)
	(11,402)	(11,402)
Total	(102,035)	(103,640)

Initiative: Transfers funding from the Management Information Systems program to the Learning Through Technology program to improve the organization of programs.

FEDERAL EXPENDITURES FUND

All Other

	2007-08	2008-09
	(3,210,855)	(3,210,855)
Total	(3,210,855)	(3,210,855)

Initiative: Transfers one Public Service Manager II position, Data Information Coordinator to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid appropriations.

GENERAL FUND

Personal Services
All Other

	2007-08	2008-09
	(27,603)	(29,153)
	(8,038)	(5,418)
Total	(35,641)	(34,571)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	10,000	10,000	11,000	11,000
Personal Services	993,040	618,689	313,736	322,848
All Other	1,230,684	1,639,775	1,627,373	1,627,373
Capital Expenditures	42,100	56,500		
Total	2,265,824	2,314,964	1,941,109	1,950,221

Revised Program Summary - FEDERAL EXPENDITURES FUND

	2005-06	2006-07	2007-08	2008-09
Positions - LEGISLATIVE COUNT	2,000	2,000	2,000	2,000

Education, Department of

	<u>Actual</u>	<u>Current</u>	<u>Budgeted</u>	<u>Budgeted</u>
	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Revised Program Summary - FEDERAL EXPENDITURES FUND				
Personal Services	198,046	171,842	172,890	175,590
All Other	5,359,590	5,445,734	2,684,879	2,684,879
Total	5,557,636	5,617,576	2,857,769	2,860,469

DEPARTMENT OF EDUCATION

0838 Management Information Systems

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,044,144	\$2,054,861
Federal Expenditures Fund	\$5,618,624	\$5,621,324

Justification:

The Management Information Systems team is responsible for managing the implementation of Essential Programs and Services and management of School Finance statutes which controls calculation and distribution of state subsidies; providing information that stimulates proposed changes to these statutes; providing educational data for legislators, educators, and citizens through the Maine Education Data Management System (MEDMS); and providing technology support for the department including learning technology, data entry, data processing, end user personal computer support, and management of the department web site and school performance profiles.

Initiative:

Provides funding based upon projected program requirements.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$450,000	\$450,000

Justification:

Provides funding based upon projected program requirements.

Initiative:

Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$35,641	\$34,571

Justification:

There have been significant increases in data management requirements, including data collection, database creation, and reporting at all levels, Federal (NCLBA), State (EPS - student and staff, assessment, and financial), and Local (informing teaching and learning). To meet these new requirements increased staffing, oversight, and coordination is critical to be funded from General Purpose Aid. Eliminates one Education Specialist III position (014002661) in the Learning Systems program, Federal Expenditures Fund.

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,000)	\$(1,000)

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Initiative:

Transfers one seasonal Office Assistant I position from the Learning Systems program to the Management Information Systems program and increases the position from 800 full-time-equivalent hours to full-time permanent. Funding will be 65% General Fund and 35% Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$27,665	\$29,358

Justification:

This initiative would transfer position number 01400-6139 to the Management Information Systems General Fund account and be funded 35% from the Carl Perkins federal account and 65% from existing General Purpose Aid. This position interprets, analyzes, documents and resolves data submission issues. It currently provides support primarily for federal NCLB accounts, and in addition would assist in handling the increasing demands in data collection at the state level (MEDMS).

Initiative:

Transfers one Office Assistant I position to the General Purpose Aid for Local Schools program to be funded within existing general purpose aid appropriations.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(27,665)	\$(29,358)

Justification:

Transfers the funding of one Office Assistant I position to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid appropriations.

Initiative:

Transfers one Education Specialist III position and All Other from the Management Information Systems program to the Learning Through Technology program for the purpose of improved organization of the budget.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(102,035)	\$(103,640)

Justification:

Transfer of position number 01400-6302 will allow for better organization of the budget for the new Learning Through Technology program.

Initiative:

Transfers funding from the Management Information Systems program to the Learning Through Technology program to improve the organization of programs.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(3,210,855)	\$(3,210,855)

Justification:

Implementation of a new Learning Through Technology program mandates transfer of federal technology funding from account 013-05A-0838-66 to a new account, 013-05A-Z029-03 Title V Media, in order to improve the organization of accounts supporting Learning Through Technology.

Initiative:

Transfers one Public Service Manager II position, Data Information Coordinator to the General Purpose Aid for Local Schools program to be funded within existing general purpose aid appropriations.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(35,641)	\$(34,571)

Justification:

Transfers the funding of one Public Service Manager II position, Data Information Coordinator to the General Purpose Aid for Local Schools program to be funded within existing General Purpose Aid appropriations.

POSTSECONDARY ADVANCED LEARNING Z050

What the Budget purchases:

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary				
	0	0	0	0
Total	0	0	0	0

Initiative: Provides funding for the Postsecondary Advanced Learning Program to provide tuition for eligible secondary students to gain a pre-college experience and support during their years in college at the University of Maine System, the Community College System and the Maine Maritime Academy.

GENERAL FUND

All Other

	3,500,000	3,500,000
Total	3,500,000	3,500,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other			3,500,000	3,500,000
Total	0	0	3,500,000	3,500,000

DEPARTMENT OF EDUCATION

Z050 Postsecondary Advanced Learning

Initiative:

Provides funding for the Postsecondary Advanced Learning Program to provide tuition for eligible secondary school students to gain a pre-college experience and support during their years in college at the University of Maine System, the Maine Community College System and the Maine Maritime Academy.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$3,500,000	\$3,500,000

Justification:

Provides funding for the Postsecondary Advanced Learning Program to provide tuition for eligible secondary students to gain a pre-college experience and support during their years in college at the University of Maine System, the Community College System and the Maine Maritime Academy.

PRESCHOOL HANDICAPPED 0449

What the Budget purchases:

Maintains a coordinated service delivery system for the identification of, and early intervention or public education services for, eligible children from birth to age 5 who have a disability pursuant to the federal Individuals with Disabilities Act and state special education statutes.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	80,515	80,571	86,834	88,210
All Other	17,649,301	14,572,514	14,572,514	14,572,514
Total	17,729,816	14,653,085	14,659,348	14,660,724

Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	158,966	169,277	175,840	183,895
All Other	4,947,215	5,070,897	5,070,897	5,070,897
Total	5,106,181	5,240,174	5,246,737	5,254,792

Initiative: NONE

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	1,000	1,000	1,000	1,000
Personal Services	80,515	80,571	86,834	88,210
All Other	17,649,301	14,572,514	14,572,514	14,572,514
Total	17,729,816	14,653,085	14,659,348	14,660,724

Revised Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	3,000	3,000	3,000	3,000
Personal Services	158,966	169,277	175,840	183,895
All Other	4,947,215	5,070,897	5,070,897	5,070,897
Total	5,106,181	5,240,174	5,246,737	5,254,792

DEPARTMENT OF EDUCATION

0449 Preschool Handicapped

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$14,659,348	\$14,660,724
Federal Expenditures Fund	\$5,246,737	\$5,254,792

Justification:

Maintains a coordinated service delivery system for the identification of needs and free appropriate early intervention and public education services for eligible children from birth to age 5 who have a disability pursuant to the federal Individuals with Disabilities Act and State special education statutes.

Education, Department of

PROFESSIONAL DEVELOPMENT 0859

What the Budget purchases:

Funds are allocated to school units on a per student basis to fund professional development activities for implementation of Maine's Learning Results.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	1,778,254	1,776,092	1,776,092	1,776,092
Total	1,778,254	1,776,092	1,776,092	1,776,092

			<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Initiative: NONE				
	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09

Revised Program Summary - GENERAL FUND				
All Other	1,778,254	1,776,092	1,776,092	1,776,092
Total	1,778,254	1,776,092	1,776,092	1,776,092

DEPARTMENT OF EDUCATION

0859 Professional Development

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,776,092	\$1,776,092

Justification:

Funds are allocated to school units on a per student basis to fund professional development activities for implementation of Maine's Learning Results.

PROFESSIONAL DEVELOPMENT AND EDUCATION FUND 2032

What the Budget purchases:

This is a non-lapsing program to support approved requests from the department staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary	0	0	0	0
Total	0	0	0	0

2007-08 2008-09

Initiative: Adjusts funding for the professional development and education program, a non-lapsing program.

GENERAL FUND

All Other

	5,000	5,000
Total	5,000	5,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - GENERAL FUND

All Other

			5,000	5,000
Total	0	0	5,000	5,000

DEPARTMENT OF EDUCATION

Z032 Professional Development and Education Fund

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$5,000	\$5,000

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Education, Department of

REGIONAL SERVICES 0840

What the Budget purchases:

Consultants serve local school leadership and school administrative units allocated into 9 regions to provide a statewide regional model of support, professional development, and technical assistance for students to achieve Maine's Learning Results. These consultants serve as content area specialists for curriculum, instruction and assessment in the department, staff special projects and initiatives, and manage a variety of state and federal programs and activities.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	11,000	11,000	11,000	11,000
Personal Services	865,126	871,191	885,284	914,823
All Other	353,740	353,740	353,740	353,740
Total	1,218,866	1,224,931	1,239,024	1,268,563

Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	7,000	7,000	7,000	7,000
Personal Services	444,429	474,346	469,975	493,779
All Other	18,383,430	19,843,169	19,843,169	19,843,169
Total	18,827,859	20,317,515	20,313,144	20,336,948

Initiative: Adjusts funding for the professional development and education program, a non-lapsing program.

GENERAL FUND

All Other		(1,000)	(1,000)
Total		(1,000)	(1,000)

Initiative: Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT		-1,000	-1,000
Personal Services		(54,332)	(57,562)
Total		(54,332)	(57,562)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - GENERAL FUND

Positions - LEGISLATIVE COUNT	11,000	11,000	11,000	11,000
Personal Services	865,126	871,191	885,284	914,823
All Other	353,740	353,740	352,740	352,740
Total	1,218,866	1,224,931	1,238,024	1,267,563

Revised Program Summary - FEDERAL EXPENDITURES FUND

Positions - LEGISLATIVE COUNT	7,000	7,000	6,000	6,000
Personal Services	444,429	474,346	415,643	436,217
All Other	18,383,430	19,843,169	19,843,169	19,843,169
Total	18,827,859	20,317,515	20,258,812	20,279,386

DEPARTMENT OF EDUCATION

0840 Regional Services

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,239,024	\$1,268,563
Federal Expenditures Fund	\$20,313,144	\$20,336,948

Justification:

Consultants serve local school leadership and school administrative units allocated into nine regions to provide a state wide and regional model of support, professional development, and technical assistance for students to achieve Maine's Learning Results. These consultants serve as content area specialists for curriculum, instruction and assessment in the department, staff special projects and initiatives, and manage a variety of state and federal programs and activities.

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,000)	\$(1,000)

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Initiative:

Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(54,332)	\$(57,562)

Justification:

A new certification fee structure mandated by statute effective in September 2005 provides for several different fees for certificate endorsement evaluations, initial certification and renewal, authorizations and approvals, as well as fees for Criminal History Record Checks and renewals. This has resulted in the collection and processing of approximately \$1,000,000 annually by the certification office. In order to process these monies daily and file them with the Treasurer's office in a timely manner, establishment of 2 Office Associate II positions are necessary to manage this process. These positions will be funded from General Fund undedicated revenue generated by certification, authorization and approval fees.

RETIRED TEACHERS GROUP LIFE INSURANCE Z033

What the Budget purchases:

Funding for group life insurance for retired teachers as a result of Other Post Employment Benefit requirements for retiree life insurance actuarially calculated for this group and become effective in fiscal year 2007-08.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary	0	0	0	0
Total	0	0	0	0

Initiative: - Provides funding for group life insurance for retired teachers.

GENERAL FUND

All Other			2,404,632	2,518,852
Total			2,404,632	2,518,852

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other			2,404,632	2,518,852
Total	0	0	2,404,632	2,518,852

DEPARTMENT OF EDUCATION

Z033 Retired Teachers Group Life Insurance

Initiative:

Provides funding for group life insurance for retired teachers.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,404,632	\$2,518,852

Justification:

Other Post Employment Benefit requirements for retiree life insurance have been actuarially calculated for this group and become effective in fiscal year 2007-08.

RETIRED TEACHERS' HEALTH INSURANCE 0854

What the Budget purchases:

This program provides funding for health insurance benefits for Maine's retired teachers.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	15,000,414	16,273,961	16,273,961	16,273,961
Total	15,000,414	16,273,961	16,273,961	16,273,961

2007-08 2008-09

Initiative: Provides funding for projected increases in premium rates and retired teacher enrollment.

GENERAL FUND

All Other

1,139,177 2,358,097

Total 1,139,177 2,358,097

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	15,000,414	16,273,961	17,413,138	18,632,058
Total	15,000,414	16,273,961	17,413,138	18,632,058

DEPARTMENT OF EDUCATION

0854 Retired Teachers' Health Insurance

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$16,273,961	\$16,273,961

Justification:

This program provides funding for health insurance benefits for Maine's retired teachers.

Initiative:

Provides funding for projected increases in premium rates and retired teacher enrollment.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,139,177	\$2,358,097

Justification:

The Retired Teachers Health Insurance program cost is projected to increase 7% in each year of the FY 08-09 biennium based on information from the MEA Benefits Trust renewal and other trend factors. This growth reflects projected increases in premium rates and modest increases in retired teacher enrollment.

Education, Department of

SUPPORT SYSTEMS 0837

What the Budget purchases:

The Support Systems Team supports achievement of Maine's Learning Results by assuring that all Maine children are taught by competent, qualified educators in learning environments which are healthy and safe. Programs include teacher certification, school construction, school nutrition, pupil transportation, and higher education.

	<u>Actual</u> 2006-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	14,000	14,000	14,000	14,000
Personal Services	957,789	941,418	1,009,237	1,038,972
All Other	1,481,079	1,524,461	1,524,461	1,524,461
Total	2,438,868	2,465,879	2,533,698	2,563,433

Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	7,000	7,000	7,000	7,000
Personal Services	552,037	624,667	533,319	547,432
All Other	26,981,147	27,648,824	27,648,824	27,648,824
Total	27,533,184	28,273,491	28,182,143	28,196,256

Program Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	4,000	4,000	4,000	4,000
Personal Services	310,241	315,498	304,778	311,839
All Other	681,030	691,366	691,366	691,366
Total	991,271	1,006,864	996,144	1,003,205

		2007-08	2008-09
Initiative:	Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.		

FEDERAL EXPENDITURES FUND			
Personal Services		64,412	68,018
	Total	64,412	68,018

		2007-08	2008-09
Initiative:	Transfers one Education Specialist III position serving as the physical education consultant for the department from the Learning Systems program, Federal Expenditures Fund to the Support Systems program, Other Special Revenue Funds.		

OTHER SPECIAL REVENUE FUNDS			
Positions - LEGISLATIVE COUNT		1,000	1,000
Personal Services		83,793	84,987
	Total	83,793	84,987

		2007-08	2008-09
Initiative:	Adjusts funding for the professional development and education program, a non-lapsing program.		

GENERAL FUND			
All Other		(1,000)	(1,000)
	Total	(1,000)	(1,000)

Education, Department of

		2007-08	2008-09
Initiative:	Reduces funding for an inactive program.		
	OTHER SPECIAL REVENUE FUNDS		
	All Other	(654)	(654)
	Total	<u>(654)</u>	<u>(654)</u>

		2007-08	2008-09
Initiative:	Transfers 75% of one Education Specialist III position from the Support Systems program to the Learning Systems program and provides funds for All Other.		
	FEDERAL EXPENDITURES FUND		
	Personal Services	(62,843)	(63,738)
	Total	<u>(62,843)</u>	<u>(63,738)</u>

		2007-08	2008-09
Initiative:	Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.		
	GENERAL FUND		
	Positions - LEGISLATIVE COUNT	2,000	2,000
	Personal Services	100,802	106,970
	All Other	8,038	5,418
	Total	<u>108,840</u>	<u>112,388</u>

		2007-08	2008-09
Initiative:	Provides additional funding for the Postsecondary Enrollment eligibility fund that pays for the courses taken at eligible public Maine post secondary institutions by eligible secondary students.		
	GENERAL FUND		
	All Other	1,000,000	1,000,000
	Total	<u>1,000,000</u>	<u>1,000,000</u>

	<u>Actual</u>	<u>Current</u>	<u>Budgeted</u>	<u>Budgeted</u>
	2005-06	2006-07	2007-08	2008-09
Revised Program Summary - GENERAL FUND				
Positions - LEGISLATIVE COUNT	14,000	14,000	16,000	16,000
Personal Services	957,789	941,418	1,110,039	1,145,942
All Other	1,481,079	1,524,461	2,531,499	2,528,879
Total	<u>2,438,868</u>	<u>2,465,879</u>	<u>3,641,538</u>	<u>3,674,821</u>

Revised Program Summary - FEDERAL EXPENDITURES FUND				
Positions - LEGISLATIVE COUNT	7,000	7,000	7,000	7,000
Personal Services	552,037	624,667	534,888	551,712
All Other	25,981,147	27,648,824	27,648,824	27,648,824
Total	<u>27,533,184</u>	<u>28,273,491</u>	<u>28,183,712</u>	<u>28,200,536</u>

Revised Program Summary - OTHER SPECIAL REVENUE FUNDS				
Positions - LEGISLATIVE COUNT	4,000	4,000	5,000	5,000
Personal Services	310,241	315,498	388,571	396,826
All Other	681,030	691,366	690,712	690,712
Total	<u>991,271</u>	<u>1,006,864</u>	<u>1,079,283</u>	<u>1,087,538</u>

DEPARTMENT OF EDUCATION

0837 Support Systems

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$2,533,698	\$2,563,433
Federal Expenditures Fund	\$28,182,143	\$28,196,256
Other Special Revenue Funds	\$996,144	\$1,003,205

Justification:

The Support Systems Team supports achievement of Maine's Learning Results by assuring that all Maine children are taught by competent, qualified educators in learning environments which are healthy and safe. Programs include teacher certification, school construction, school nutrition, pupil transportation, and higher education.

Initiative:

Establishes one Public Service Manager II position in the Management Information Systems program, General Fund to serve as Data Information Coordinator and eliminates one Education Specialist III position in the Learning Systems program, Federal Expenditures Fund. Funding for the new position will be 30% General Fund and 70% Federal Expenditures Fund.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$64,412	\$68,018

Justification:

There have been significant increases in data management requirements, including data collection, database creation, and reporting at all levels, Federal (NCLBA), State (EPS - student and staff, assessment, and financial), and Local (informing teaching and learning). To meet these new requirements increased staffing, oversight, and coordination is critical to be funded from General Purpose Aid. Eliminates one Education Specialist III position (014002661) in the Learning Systems program, Federal Expenditures Fund.

Initiative:

Transfers one Education Specialist III position serving as the physical education consultant for the department from the Learning Systems program, Federal Expenditures Fund to the Support Systems program, Other Special Revenue Funds.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$83,793	\$84,987

Justification:

This position is being transferred to an Other Special Revenue Funds account within the Leadership program to support physical education curriculum indicators and assessments to meet Maine's Learning Results for physical education standards, supports work on the Governor's Council for Physical Fitness and Health Wellness, and provides leadership for the department and local schools for physical education and physical activity.

Initiative:

Adjusts funding for the professional development and education program, a nonlapsing program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,000)	\$(1,000)

Justification:

This initiative would establish a new non-lapsing account to support approved requests from Department of Education staff for individual professional development and educational opportunities to enhance their skills, education and performance. Funding is derived from the program teams within the department.

Initiative:

Reduces funding for an inactive program.

	<u>2007-08</u>	<u>2008-09</u>
Other Special Revenue Funds	\$(654)	\$(654)

Justification:

Reduces funding for an inactive program.

Initiative:

Transfers 75% of one Education Specialist III position from the Support Systems program to the Learning Systems program and provides funds for All Other.

	<u>2007-08</u>	<u>2008-09</u>
Federal Expenditures Fund	\$(62,843)	\$(63,738)

Justification:

This transfer provides certification and professional support services to all members of the military transitioning to a career in education and provides the same services to special education teachers to assist them in becoming certified as Highly Qualified Teachers.

Initiative:

Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$108,840	\$112,388

Justification:

A new certification fee structure mandated by statute effective in September 2005 provides for several different fees for certificate endorsement evaluations, initial certification and renewal, authorizations and approvals, as well as fees for Criminal History Record Checks and renewals. This has resulted in the collection and processing of approximately \$1,000,000 annually by the certification office. In order to process these monies daily and file them with the Treasurer's office in a timely manner, establishment of 2 Office Associate II positions are necessary to manage this process. These positions will be funded from General Fund undedicated revenue generated by certification, authorization and approval fees.

Initiative:

Provides additional funding for the postsecondary enrollment eligibility fund that pays for the courses taken at eligible public Maine postsecondary institutions by eligible secondary school students.

	<u>2007-08</u>	<u>2008-09</u>
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General Fund

\$1,000,000

\$1,000,000

Justification:

Provides additional funding for the Postsecondary Enrollment eligibility fund that pays for the courses taken at eligible public Maine post secondary institutions by eligible secondary students.

2008-2009 Biennial Budget Bill

Revenue / Transfers Impact Form

Joint Standing Committee on Appropriations and Financial Affairs

Department/Agency Name: Department of Education

Program Name: Support Systems

Account Number(s): 010-05A-0837-70

Part and Section: A-22

	<u>FY 2007-08</u>	<u>FY 2008-09</u>
Revenue or Balance Transfer Increase / (Decrease):	\$108,840	\$112,388

Description of Initiative: Eliminates one Office Associate II position in the Learning Systems program, Federal Expenditures Fund and one Secretary Associate position in the Regional Services program, Federal Expenditures Fund and establishes 2 Office Associate II positions in the Support Systems program, General Fund. These positions will generate \$108,840 and \$112,388 in General Fund undedicated revenue in fiscal years 2007-08 and 2008-09.

Description of Impact on Program(s) – BE SPECIFIC: A new certification fee structure mandated by statute effective in September 2005 provides for several different fees for certificate endorsement evaluations, initial certification and renewal, authorizations and approvals, as well as fees for Criminal History Record Checks and renewals. This has resulted in the collection and processing of approximately \$1,000,000 annually by the certification office. In order to process these monies daily and file them with the Treasurer's office in a timely manner, establishment of 2 Office Associate II positions are necessary to manage this process. These positions will be funded from General Fund undedicated revenue generated by certification, authorization and approval fees.

Does this Initiative have an impact on the 2010-2011 Biennium? (Yes) _____
(please explain below)

These positions will allow for the timely processing of monies collected from certification, authorization and approval fees on an ongoing basis.

TEACHER RETIREMENT 0170

What the Budget purchases:

The Maine State Retirement System manages the State's share and the employee's payroll deductions to provide retirement benefits for Maine's educators.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	137,209,552	189,132,092	189,132,092	189,132,092
Total	137,209,552	189,132,092	189,132,092	189,132,092

Initiative: Adjusts funding for teacher retirement costs based upon actuarial estimates for inflation and general salary increase from the Maine State Retirement System.

GENERAL FUND

All Other			(7,046,504)	1,363,562
Total			(7,046,504)	1,363,562

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	137,209,552	189,132,092	182,085,588	190,495,654
Total	137,209,552	189,132,092	182,085,588	190,495,654

DEPARTMENT OF EDUCATION

0170 Teacher Retirement

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$189,132,092	\$189,132,092

Justification:

The Mainc State Retirement System manages the state share and the employee's payroll deductions to provide retirement benefits for Maine's educators.

Initiative:

Adjusts funding for teacher retirement costs based upon actuarial estimates for inflation and general salary increase from the Maine State Retirement System.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(7,046,504)	\$1,363,562

Justification:

The expenditure forecast for the FY 08-09 biennium for Teacher Retirement assumes projected teacher salary and wage growth of 5.25% based upon the actuarial assumption for inflation and general salary increase. Unfunded actuarial liability (UAL) rates are projected at 11.47% in the FY 08-09 biennium based on an actuarial basis from Maine State Retirement System.

GENERAL PURPOSE AID FOR LOCAL SCHOOLS 0308

What the Budget purchases:

This program forms the core of state funding for Maine public schools distributed according to statute. The department distributes these monies to local administrative units. Local school administrative units use these resources with local tax reserves to provide K-12 educational programs so that each student achieves Maine's Learning Results.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	836,115,966	914,098,222	925,593,888	925,593,888
Total	836,115,966	914,098,222	925,593,888	925,593,888

		2007-08	2008-09
Initiative:	Provides funding for the required state share of Essential Programs and Services Funding Act including Jobs for Maine Graduates, Magnet School and the Governor Baxter School for the Deaf.		
GENERAL FUND			
All Other		70,864,497	133,282,011
Total		70,864,497	133,282,011

		2007-08	2008-09
Initiative:	Reduces funding from the savings to school administrative units as a result of reorganization into Regional Learning Communities.		
GENERAL FUND			
All Other			(36,518,661)
Total		0	(36,518,661)

		2007-08	2008-09
Initiative:	Reduces funding for General Purpose Aid for Local Schools from the savings to school administrative units as a result of increases to the student-to-teacher ratios.		
GENERAL FUND			
All Other		(12,500,000)	(12,500,000)
Total		(12,500,000)	(12,500,000)

		2007-08	2008-09
Initiative:	Provides funding for the expansion of the Maine Learning Technology Initiative program to the high school level.		
GENERAL FUND			
All Other		6,500,000	6,500,000
Total		6,500,000	6,500,000

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	836,115,966	914,098,222	990,458,385	1,016,357,238
Total	836,115,966	914,098,222	990,458,385	1,016,357,238

DEPARTMENT OF EDUCATION

0308 General Purpose Aid for Local Schools

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$925,593,888	\$925,593,888

Justification:

This program forms the core of state funding for Maine public schools distributed according to statute. The Department of Education distributes these monies to local administrative units. Local school administrative units use these resources with local tax reserves to provide K-12 educational programs so that each student achieves Maine's Learning Results.

Initiative:

Provides funding for the required state share of essential programs and services, including Jobs for Maine's Graduates, magnet schools and the Governor Baxter School for the Deaf.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$70,864,497	\$133,282,011

Justification:

Preliminary estimates for additional funding required in accordance with Title 20-A Chapter 606-B are based on the Essential Programs & Services (EPS) Funding Act and the Mill Expectation distribution model. The EPS model defines the programs, personnel, and other resources necessary for all students to achieve Maine's Learning Results. EPS provides a basis for adequacy and greater equity in funding K-12 education and is based on years of research and information gleaned from high-performing cost-effective school units.

Initiative:

Reduces funding from the savings to school administrative units as a result of reorganization into regional learning communities.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$-	\$(36,518,661)

Justification:

Reduces funding for General Purpose Aid for Local Schools from the savings to school administrative units as a result of reorganization into Regional Learning Communities.

Initiative:

Reduces funding for general purpose aid for local schools from the savings to school administrative units as a result of increases to the student-to-teacher ratios.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(12,500,000)	\$(12,500,000)

Justification:

Reduces funding for General Purpose Aid for Local Schools from the savings to school administrative units as a result of increases to the student-to-teacher ratios.

Initiative:

Provides funding for the expansion of the Maine Learning Technology Initiative program to the high school level.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$6,500,000	\$6,500,000

Justification:

Provides funding for the expansion of the Maine Learning Technology Initiative program to the high school level.

JOBS FOR MAINE'S GRADUATES 0704

What the Budget purchases:

Jobs for Maine's Graduates is an educational private nonprofit established by the Legislature in 1993 to develop a statewide system of dropout prevention and school to career programs for at-risk youth. The department does not operate this program.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	1,431,266	1,456,266	1,431,266	1,431,266
Total	1,431,266	1,456,266	1,431,266	1,431,266

2007-08 2008-09

Initiative: Transfers funding from the Jobs for Maine's Graduates program to the General Purpose Aid for Local Schools program.

GENERAL FUND

All Other			(1,431,266)	(1,431,266)
Total			(1,431,266)	(1,431,266)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
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Revised Program Summary - GENERAL FUND

All Other	1,431,266	1,456,266		
Total	1,431,266	1,456,266	0	0

DEPARTMENT OF EDUCATION

0704 Jobs for Maine's Graduates

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,431,266	\$1,431,266

Justification:

Jobs for Maine's Graduates is an educational private nonprofit established by the Legislature in 1993 to develop a state wide system of dropout prevention and school to career programs for at risk youth. The department does not operate this program.

Initiative:

Transfers funding from the Jobs for Maine's Graduates program to the General Purpose Aid for Local Schools program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,431,266)	\$(1,431,266)

Justification:

Provides funds required for state support of Jobs for Maine's Graduates and includes funding for Jobs for Maine's Graduates as part of the 55% level of state funding for General Purpose Aid. This will assure an adequate level of funding for Jobs for Maine's Graduates and will appropriately include a statewide education program as part of the state's commitment to fund 55% of the cost of public education.

Education, Department of

MAGNET SCHOOLS 0791

What the Budget purchases:

The Board of Trustees of the Maine School of Science and Mathematics operates a residential mathematics and sciences school in Limestone with funding from the department. This includes a summer program for middle school students and a school year program for high school students. The department does not operate this program.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	1,620,442	1,620,442	1,620,442	1,620,442
Total	1,620,442	1,620,442	1,620,442	1,620,442

Initiative: Transfers funding from the Maine School of Science and Mathematics program to the General Purpose Aid for Local Schools program.

GENERAL FUND

All Other			(1,620,442)	(1,620,442)
Total			(1,620,442)	(1,620,442)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	1,620,442	1,620,442		
Total	1,620,442	1,620,442	0	0

DEPARTMENT OF EDUCATION

0791 Magnet Schools

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$1,620,442	\$1,620,442

Justification:

The Board of Trustees of the Maine School of Science and Mathematics operates a residential mathematics and sciences school in Limestone with funding from the department. This includes a summer program for middle school students and a school year program for high school students. The department does not operate this program.

Initiative:

Transfers funding from the Maine School of Science and Mathematics program to the General Purpose Aid for Local Schools program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(1,620,442)	\$(1,620,442)

Justification:

Provides funds required for state support of the Maine School of Science and Mathematics as part of the 55% level of state funding for General Purpose Aid. This will assure that the state will meet its statutory obligation to fund the cost of the Maine School of Science and Mathematics and will appropriately include a statewide school program as part of the state's commitment to fund 55% of the cost of public education.

Joint Standing Committee on Education and Cultural Affairs

PART C

Sec. C-1. 20-A MRSA §15689-A, sub-§13 is enacted to read:

13. Jobs for Maine's Graduates. The commissioner may expend and disburse funds for Jobs for Maine's Graduates in accordance with the provisions of chapter 226.

Sec. C-2. 20-A MRSA §15689-A, sub-§14 is enacted to read:

14. Maine School of Science and Mathematics. The commissioner may expend and disburse funds for the Maine School of Science and Mathematics in accordance with the provisions of chapter 312.

Sec. C-3. 20-A MRSA §15689-A, sub-§15 is enacted to read:

15. Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf. The commissioner may expend and disburse funds for the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf in accordance with the provisions of chapter 304.

Sec. C-4. **Mill expectation.** The mill expectation pursuant to the Maine Revised Statutes, Title 20-A, section 15671-A for fiscal year 2007-08 is 7.34.

Sec. C-5. **Total cost of funding public education from kindergarten to grade 12.** The total cost of funding public education from kindergarten to grade 12 for fiscal year 2007-08 is as follows:

	2007-08 TOTAL
Total Operating Allocation	
Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683 without transition percentage	\$1,338,387,476
Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683 with 95% transition percentage	\$1,271,468,102
Transition adjustments pursuant to the Maine Revised Statutes, Title 20-A, section 15686	\$1,800,000
Total other subsidizable costs pursuant to the Maine Revised Statutes, Title 20-A, section 15681-A	\$378,035,943
Total Operating Allocation	<hr/>

Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683 with 95% transition percentage plus transition adjustment pursuant to Title 20-A, section 15686 and total other subsidizable costs pursuant to Title 20-A, section 15681-A	\$1,651,304,045
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Total Debt Service Allocation

Total debt service allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683-A	\$92,944,964
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Total Adjustments and Miscellaneous Costs

Total adjustments and miscellaneous costs pursuant to the Maine Revised Statutes, Title 20-A, sections 15689 and 15689-A	\$75,108,788
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Total Cost of Funding Public Education from Kindergarten to Grade 12

Total cost of funding public education from kindergarten to grade 12 for fiscal year 2006-07 pursuant to the Maine Revised Statutes, Title 20-A, chapter 606-B	\$1,819,357,797
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Sec. C-6. Local and state contributions to total cost of funding public education from kindergarten to grade 12. The local contribution and the state contribution appropriation provided for general purpose aid for local schools for the fiscal year beginning July 1, 2007 and ending June 30, 2008 is calculated as follows:

	2007-08 LOCAL	2007-08 STATE
Local and State Contributions to the Total Cost of Funding Public Education from Kindergarten to Grade 12		
Local and state contributions to the total cost of funding public education from kindergarten to grade 12 pursuant to the Maine Revised Statutes, Title 20-A, section 15683	\$828,899,412	\$990,458,385

Sec. C-7. Limit of State's obligation. If the State's continued obligation for any individual component contained in sections 5 and 6 of this Part exceeds the level of funding provided for that component, any unexpended balances occurring in other programs may be applied to avoid proration of payments for any individual component. Any unexpended balances from sections 5 and 6 of this Part do not lapse but must be carried forward for the same purpose.

Sec. C-8. Authorization of payments. Sections 1 to 6 of this Part may not be construed to require the State to provide payments that exceed the appropriation of funds for general purpose aid for local schools for the fiscal year beginning July 1, 2007 and ending June 30, 2008.

Summary

This Part specifies a mill expectation of 7.34 for fiscal year 2007-08; the total cost of funding public education from kindergarten to grade 12, consisting of total operating allocation, total debt service allocation and total adjustments and miscellaneous costs; and the state and local share of those costs. This Part also authorizes the Commissioner of Education to expend and disburse or transfer funds for Jobs for Maine's Graduates, the Maine School of Science and Mathematics and the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf.

Joint Standing Committee on Education and Cultural Affairs

PART D

Sec. D-1. 20-A MRSA §15689-A, sub-§10, as amended by PL 2005, c. 519, Pt. J, §2, is further amended to read:

10. Data management and support services for essential programs and services. The commissioner may pay costs attributed to system maintenance and staff support necessary to implement the requirements of the Essential Programs and Services Funding Act. A transfer of All Other funds from the General Purpose Aid for Local Schools account to Personal Services in the Management Information Systems account for 5 6.615 positions that provide professional and administrative support to general purpose aid for local schools in the department's management information systems program may occur annually by financial order upon recommendation of the State Budget Officer and approval of the Governor.

Sec. D-2. 20-A MRSA §15689-A, sub-§12-A is enacted to read:

12-A. Learning through technology. The commissioner may pay costs attributed to staff support and system maintenance for a program that promotes learning through technology. A transfer of All Other funds from the General Purpose Aid for Local Schools account to Personal Services and All Other line categories in the Learning Through Technology General Fund account sufficient to support the Personal Services and All Other costs of one Education Team and Policy Director position, one Education Specialist III position, one Planning and Research Associate I position and the agreement that provides one-to-one wireless computers for 7th grade, 8th grade and high school students and educators may occur annually by financial order upon recommendation of the State Budget Officer and approval of the Governor.

Summary

This Part does the following.

Section 1 adds the positions of Data Information Coordinator and Office Assistant I to the positions in the management information systems program funded from the General Purpose Aid for Local Schools account that support the implementation of the requirements of the Essential Programs and Services Funding Act.

Section 2 authorizes funding from the General Purpose Aid for Local Schools account to support the Personal Services and All Other costs for a program that promotes learning through technology.

Joint Standing Committee on Education and Cultural Affairs

PART E

Sec. E-1. 20-A MRSA §15754, as amended by PL 2005, c. 386, Pt. E, §1, is repealed.

Summary

This Part repeals the Fund for the Efficient Delivery of Educational Services within the Department of Education.

Joint Standing Committee on Education and Cultural Affairs

PART F

Sec. F-1. 20-A MRSA §15678, sub-§2, as enacted by PL 2003, c. 504, Pt. A, §6, is amended to read:

2. Ratios. In calculating the salary and benefit costs pursuant to this section, the commissioner shall utilize the following student-to-teacher ratios.

A. For the elementary school level, the student-to-teacher ratio is 17:1.

B. For the middle school level, the student-to-teacher ratio is ~~16:1~~ 17:1.

C. For the high school level, the student-to-teacher ratio is ~~15:1~~ 17:1.

Summary

This Part changes the student-to-teacher ratio to determine the salary and benefit costs of all school level positions to 17:1.

Joint Standing Committee on Education and Cultural Affairs

PART JJ

Sec. JJ-1. 20-A MRSA §15689-A, sub-§8, as enacted by PL 2005, c. 12, Pt. D, §3, is amended to read:

8. Laptop program. The commissioner may pay costs attributed to the contracted support services and annual payments for a program that provides laptop computers to middle school and high school students and teachers.

Summary

This Part authorizes the Commissioner of Education to pay costs attributed to the contracted support services and annual payments for laptop computers to high school students and teachers.

Joint Standing Committee on Education and Cultural Affairs

PART KK

Sec. KK-1. Lease-purchase authorization; Maine Learning Technology Initiative. Pursuant to the Maine Revised Statutes, Title 5, section 1587, the Department of Administrative and Financial Services on behalf of the Department of Education may enter into financing arrangements in fiscal year 2007-08 for the acquisition of portable computer systems for high school students and teachers to support the operations of the Maine Learning Technology Initiative program. The financing agreements may not exceed 4 years in duration and \$63,000,000 in principal costs for the Maine Learning Technology Initiative program. The interest rate may not exceed 7%, and the total interest costs may not exceed \$4,815,028. The annual principal and interest costs must be paid from the appropriate line category allocations in the Department of Education. The State is authorized to extend the provisions of the lease-purchase agreement on behalf of school administrative units as long as all costs of the extension are borne by the school administrative unit. The financing agreements may not exceed 4 years in duration and \$20,000,000 in principal costs. The interest rate may not exceed 7% and the total interest costs may not exceed \$1,505,400. The annual principal and interest costs must be paid from the appropriate line category allocations in the Department of Education.

Summary

This Part authorizes the Department of Administrative and Financial Services to enter into lease-purchase financing arrangements on behalf of the Department of Education for the acquisition of portable computer systems to support the operations of the Maine Learning Technology Initiative program.

Me Ed Ctr Deaf & Hard of Hear & Gov Baxter School for Deaf

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Department Summary - All Funds				
All Other	5,905,206	6,057,297		
Total	5,905,206	6,057,297	0	0
Department Summary - GENERAL FUND				
All Other	5,905,206	6,057,297		
Total	5,905,206	6,057,297	0	0

GOVERNOR BAXTER SCHOOL FOR THE DEAF 0941

What the Budget purchases:

The center-school provides approved educational curricula for K-12 students who are deaf and hard-of-hearing. On-site housing and programs are provided for students who wish to use the primary language of American Sign Language for educational instruction. Consultations and resources are provided to students and families throughout the State by the off-island programs under the direction of the superintendent.

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Program Summary - GENERAL FUND				
All Other	5,905,206	6,057,297	6,057,297	6,057,297
Total	5,905,206	6,057,297	6,057,297	6,057,297

Initiative: Transfers funding from the Governor Baxter School for the Deaf program to the General Purpose Aid for Local Schools program.

GENERAL FUND
All Other

	2007-08	2008-09
Total	(6,057,297)	(6,057,297)

	<u>Actual</u> 2005-06	<u>Current</u> 2006-07	<u>Budgeted</u> 2007-08	<u>Budgeted</u> 2008-09
Revised Program Summary - GENERAL FUND				
All Other	5,905,206	6,057,297		
Total	5,905,206	6,057,297	0	0

GOVERNOR BAXTER SCHOOL FOR THE DEAF

0941 Governor Baxter School for the Deaf

Initiative:

BASELINE BUDGET

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$6,057,297	\$6,057,297

Justification:

ME Educational Center for the Deaf and Hard of Hearing - Governor Baxter School for the Deaf is responsible for delivering services statewide to deaf and hard of hearing students, regardless of communication mode or level. The Board is responsible for operation of the center school at Mackworth Island and statewide educational services delivered at locations throughout the State. The Board acts as an independent agency based on Title 20-A Chapter 304 as of July 1, 2002. The center school offers K-8 education, a residential program for high school students attending Portland High School, and a variety of pre-school/family programs focusing on language acquisition and communications. The statewide educational services provide direct service to students, school administrative units, and families at schools and in-home settings.

Initiative:

Transfers funding from the Governor Baxter School for the Deaf program to the General Purpose Aid for Local Schools program.

	<u>2007-08</u>	<u>2008-09</u>
General Fund	\$(6,057,297)	\$(6,057,297)

Justification:

Transfers funds required for state support of the Governor Baxter School for the Deaf as part of the 55% level of state funding for the General Purpose Aid for Local Schools program.



TESTIMONY SIGN UP SHEET

JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

LD: 499

CAPITAL & PINE TREE ROOMS

AUGUSTA CIVIC CENTER

Page 1

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
Susan Gendron, Commissioner	Dept. of Education				
Sen. Beth Edmonds					
Sen. Libby Mitchell					
Rep. Kimberly Silsby					
Sen. Karl Turner					
Sen. Peter Mills					
Sen. Peter Mills					
Sen. Margaret Rotundo					
Scott Porter	Whiting				
Steve Seeley	Jonesboro				
Jay Edgemont	Fort Fairfield				
Dick Gould	Greenville				
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Kenneth Capron	Portland				797-7891
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&
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DATE: February 5, 2007

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CAPITAL & PINE TREE ROOMS

AUGUSTA CIVIC CENTER

Page 2

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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Glen Numy	Bridgton				
Chris Balchunas	Sebago				
Tony Maker	East Machias				
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Stephanie Seeley	Jonesboro				
James Jurdak	Oakland				



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CAPITAL & PINE TREE ROOMS AUGUSTA CIVIC CENTER Page 3

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
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CAPITAL & PINE TREE ROOMS

AUGUSTA CIVIC CENTER

Page 4

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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Barbara Gunn	Old Town		X		827-4441
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Owen Maurais	Penobscot River Educational Partner		X		478-4033
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

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CAPITAL & PINE TREE ROOMS

AUGUSTA CIVIC CENTER

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<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 20

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CAPITAL & PINE TREE ROOMS AUGUSTA CIVIC CENTER

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<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

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CAPITAL & PINE TREE ROOMS

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<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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Robert Vail	Cumberland				N/A
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

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Ft. Western Room

LD: 499

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

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Ft. Western Room

LD: 499

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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Rebecca Lanfistert	Frenchboro				334-2931
Alan Cobo-Lewis	Orono				866-3573
Brian Trainons	York				363-0240
Marcia McDavid	Joensport				497-2622
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Leo Martin	Saco				215-5911
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Colleen Haskell	Jonesport-Beals				497-2469
Sharon Church	Jonesport-Beals				497-2117
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Nina Schlikin	Minot				998-2727 X 108
Virginia Sanborn	Shirley				695-2339



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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 5, 2007

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Ft. Western Room

LD: 499

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
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James A. Underwood	Calais				454-7561
Cindy Haze Hon	Buxton				chazelton@gorham.me.us
Rep. Richard M. Cebra	Naples Dish 101				693-4957
Robert Webster	Blue Hill (Supt.)				359-8400
Mary Jo O'Connor	Portland				874-8111
Kathryn Ballett	MDI				kballett@u98.k12.me.us
Roger Berle	Cliff Island				781-5331
Judith Jones	Hope				763-3576
John Coyne	Portland				878-7426



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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS

DATE: February 16, 2007

LD: 499

PM SESSION

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
Susan Gendron, Commissioner	Dept. of Education	X			
Cathy Newell, Exec. Director	Adult Education Association	X			cathyn-@megalink.net
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Kayla Keith	Lewiston	X			
Madelyn Litz, Career Counselor	Adult Education MSAD 61	X			madelyn_litz@sad61.k12.me.us
Takfoon Hawkins	Bridgton	X			
Shanna Barbour	Bridgton	X			shanna@hotmail.com
Ronda Alley	Franklin	X			srondaalley@adelphia.net (565-8926)
Robert Wood	Portland	X			woodr@PortlandSchools.org
Henry Bourgeois, Exec. Dir.	Maine Compact for Higher Ed	X			
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Dr. George Spann, President	Thomas College			X	span@thomas.deu
Antonina Pelletier	Yarmouth				antpel@maine.rr.com
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JOINT STANDING COMMITTEE ON APPROPRIATIONS AND FINANCIAL AFFAIRS
&
JOINT STANDING COMMITTEE ON EDUCATION & CULTURAL AFFAIRS
February 28, 2007

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LD: 499

<u>NAME</u>	<u>TOWN/AFFILIATION</u>	<u>FOR</u>	<u>AGAINST</u>	<u>NEITHER FOR NOR AGAINST</u>	<u>EMAIL ADDRESS OR PHONE</u>
Susan Gendron, Commissioner	Dept. of Education	X			
Larry Taub, Superintendent	Gov. Baxter School for the Deaf	X			
Craig Larrabee	Jobs for Maine Graduates	X			
Chris Galgay, President	Maine Education Association	X			
Dale Douglas	Maine School Management Assoc.				
Michael Edgecomb	Maine School of Science & Math	X			
Dale Gordon	MSSM / Caribou	X			
David Brown	Teacher/ MSSM	X			
Steve Symonds	Parent/MSSM	X			
Steve Warner, Exec. Director	Maine School of Science & Math	X			
James Jurdack, Business Manager	Oakland			X	

**TESTIMONY REGARDING LEGISLATIVE PROPOSALS RELATIVE TO
SCHOOL ADMINISTRATIVE UNIT CONSOLIDATION AND
OTHER RELATED ISSUES**

FEBRUARY 5, 2007

**SENATOR BOWMAN, REPRESENTATIVE NORTON, SENATOR ROTUNDO,
REPRESENTATIVE FISCHER, AND MEMBERS OF THE JOINT STANDING
COMMITTEES ON EDUCATION AND CULTURAL AFFAIRS AND
APPROPRIATIONS AND FINANCIAL AFFAIRS, MY NAME IS ROGER SHAW
AND I AM CARRYING OUT THE DIRECTIVE OF ANOTHER GROUP OF
ELECTED REPRESENTATIVES, THE SCHOOL BOARD OF SCHOOL
ADMINISTRATIVE DISTRICT NO. 42 IN MARS HILL, A SMALL, RURAL
SCHOOL THAT IS NOT UNLIKE MANY OTHER SUCH LEA'S IN THE
STATE, GOOD SCHOOLS, SUCCESSFUL STUDENTS, DEDICATED STAFF
BUT STRUGGLING FOR SURVIVAL.**

I learned on my first day as an administrator nearly a quarter of a century ago that through collaboration and cooperation problems can be effectively solved. I also learned a principle that has guided my thinking as a school leader ever since, "if it doesn't work for all, it doesn't work at all."

The issue we discuss today is much larger than perhaps many think, the stakes much higher. I believe the very existence of Rural Maine rests in the balance.

You have a choice to either give consideration to what I say or not, but the sentiments I share with you are on the minds and in the hearts of thousands of Maine citizens who do deserve to be heard.

I applaud Governor Baldacci on his initiatives to develop and expand the economic potential across our Great State. Economic growth within the framework of sound environmental practices has been a hallmark of his administration. The Pine Tree Development Zones legislation introduced by the Governor in 2003 helped level the economic playing field for all Maine communities, both large and small. Naturally Potatoes, a potato processing plant that employs nearly 200 people is located in my hometown and exists today because of the cooperation of both state and private agencies, and the personal assistance of Governor Baldacci, and With his unwavering support windmills, yes 28 windmills stand on the ridgeline of Mars Hill Mountain producing environmentally friendly power

Small communities dot the landscape of this State. Mars Hill, Greenville, Eastport, Hodgdon, Bingham, Machias, Sherman Mills, Rangley, Richmond, Buckfield, Cherryfield,and the list could go on. A large percentage of Maine's citizens reside in small communities, a fact that seems to be often overlooked.

Maine is largely a rural state made up of many small towns, a couple of dozen medium sized "service center" communities and a handful of larger cities. The relative

wealth of these communities varies immensely and what each community offers and values determines why most people choose to live where they do.

Having a vision for the economic success for all of Maine requires honest and open dialogue about the pressing issues we face, what each community needs and how we can work cooperatively to achieve, not perfect, but equitable solutions.

To simply accept any policy, law or regulation as right when virtually every city, town, hamlet, and child in Maine is affected, is not only ill conceived,but extremely short sighted. We are all aware that things look, and are, vastly different in Mars Hill than in Bangor, Fort Kent or Addison. That is why I am asking you to carefully consider the proposals that are before you that despite the rhetoric, would ultimately endanger small rural schools.

The enactment of any plan that has such far reaching and profound implications for every child and community in Maine, simply cannot be crafted by so few, understood by even fewer and with so little input from "the field". The State funding disparities that exist between many school districts regardless of size is not the topic of this day, but is a topic that must be visited very soon. To do less would be an abrogation of the public trust placed in each of us to work in the best interest of all. Simply put, ALL small communities are struggling for survival and small schools are clearly endangered, and whether by chance or design, seem to be very much in the cross hairs of State education policy and proposed legislation.

People who choose to live in small towns do so for many valid reasons. Less traffic, more open space, friendly communities, and good places to raise their family.....and yes..... even small schools. When a community's school closes.... it results in many re-thinking their option of living there because they don't want their children to endure long bus rides to school or have little hope of experiencing the excitement of participation in after school programs because of the distance. Will they leave the very communities in which they have chosen to live? I hope that State policies will never be the reason a family has to leave a small community for a larger one. If they leave, who's left behind? Certainly less people, an older population, retirees on fixed incomes. Will they too choose to relocate? They may. Still the infrastructure of the community and the basic services like fire protection and road maintenance will have to be paid by someone. We all know that the fewer the number of people, the more each has to pay, the results.....higher taxes, and the spiral will continue. Will closing small rural schools save money? Maybe, maybe not, it all depends on whose figures you consider and who "spins" the numbers.

My presentation today isn't really directly about schools or money, it's about where we as a State are headed, what we'll look like in 20, 10, 5 or less years, what we value, letting democracy work, letting people speak, listening and responding in courageous ways. I don't have answers, I don't even know all the right questions to ask, but I, along with the fine and concerned citizens I represent, and scores more

from across the State, commit to assist in any way possible to address the myriad of issues we face in Maine and ultimately the passage of laws and regulations that are, in fact, fair and equitable for all children and communities in our State. We have no choice but to consider if a "one size fits all" approach can ever provide either equity or adequacy in a representative democracy. "If it doesn't work for all, it doesn't work at all."

Thank you for your time, and thank you for allowing me to participate with you in this public forum of Democracy.



MADSEC

Maine Administrators of Services for Children with Disabilities

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Barbara Gunn
Old Town Regional
Program

President-Elect

Carrie Thurston
MSAD # 3 (Unity)

Vice President

Dominic DePatsy
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Portland

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Conference Coordinator

Laura K. Soule

February 5, 2007

TO: Hon. Peter B. Bowman, Senate Chair
Hon. Jacqueline R. Norton, Representative Chair
Members of the Joint Legislative Committee on Education
and Cultural Affairs
And
Hon. Margaret Rotundo, Senate Chair
Hon. Jeremy R. Fischer, Representative Chair
Members of the Joint Legislative Committee on
Appropriations and Financial Affairs

FROM: Maine Administrators of Services for Children with Disabilities
(MADSEC)

RE: Testimony on Regionalization

The Governor's Proposal for Regionalization is the one we have studied and had a chance to review in depth. We are still learning about the specifics of the other proposals. The Governor's Proposal depicts a \$61.9 million dollar saving in special education over a 3-year time frame. There is no clear picture of where these savings would occur, but it appears to be based on converting contracted employees to salaried staff, a process that may not generate any savings at all once salaries and benefits are assigned to the new staff. At one point, we were told there would be one Special Education Administrator in each of the 26 regions with another layer of administration, possibly assistant special education administrators underneath. During a subsequent conversation it was stated that the funds for Special Education Administrators is not in the Central Office Administration figure of \$186.00 per student, but in special education funds. Apparently funding will be available to employ the current Special Education Administrators but the new regional boards would make the decision about how the regional needs in the area of Special Education Administration would be met. Special Education Administrators do not know how this would affect their positions or administrator contracts, since the only contracts that roll over in the Governor's bill are Superintendent's and teachers. These elusive depictions increase our fears that the litigious and regulated nature of special education administration has been overlooked in the Governor's proposal, and that a spectacular rise in legal costs will occur if this proposal is enacted.

Special Education Administrators attend and chair Pupil Evaluation Team meetings, keep track of paperwork and work directly with families. Who will do that job if special education administrator positions are eliminated by Regional Boards with little understanding of the intricate nature of special education? If this responsibility falls to principals or teachers the demands on their time will increase exponentially and will require intense training in the area of Special Education Law. One due process hearing can cost \$60,000 to \$100,000.

MADSEC reiterates again that our organization is not against collaboration and sharing of resources; in fact we champion regional projects. We are very concerned that we were denied input during the planning process, that any data to support the regionalization of Special Education appears sketchy at best and that regionalization plans are potentially illegal and litigious. To determine a cost savings by taking 10% of what is spent on Special Education in the state over a 3-year period and not have a plan or data on how this money savings will occur is irresponsible. We strongly recommend that extensive planning and the operation of pilot regionalization projects happen before a large-scale dissolution of current special education services and programs leaves a devastating impact on some of Maine's most vulnerable citizens.

State of Maine
DEPARTMENT OF EDUCATION
DEPARTMENT OF ADMINISTRATIVE AND FINANCIAL SERVICES

Testimony of: Susan A. Gendron, Commissioner, Department of Education

In Support of L.D. 499, PART MM, Local Schools Regional Support
An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2008 and June 30, 2009 (EMERGENCY) (GOVERNOR'S BILL)

Before the Joint Standing Committee on Education and Cultural Affairs and the Joint Standing Committee on Appropriations and Financial Affairs

Sponsored by: Representative Fischer

Cosponsored by: Senator Rotundo and Representative Millett and Senator Turner

Date: February 5, 2007

Senator Bowman, Representative Norton, and Members of the Joint Standing Committee on Education and Cultural Affairs
Senator Rotundo, Representative Fischer and Members of the Joint Standing Committee on Appropriations and Financial Affairs

My name is Susan A. Gendron, Commissioner of the Maine Department of Education, and I am here today representing the Department of Education in support of L.D. 499, An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2008 and June 30, 2009 (EMERGENCY) (GOVERNOR'S BILL), Part MM, Local Schools Regional Support. Following me will be Rebecca M. Wyke, Commissioner of the Maine Department of Administrative and Financial Services also speaking in support of L.D. 499, Part MM. There are compelling educational reasons to reduce the number of school administrative units. Such a reorganization is necessary to launch Maine into the next era of educational excellence and educational opportunities for all students.

Commissioner Wyke's testimony will focus on the cost saving efficiencies and resultant property tax relief that the proposal will achieve.

The Governor's bold initiative Local Schools Regional Support is a "Call to Action" to achieve efficiencies in the organization and the administration of the central administration of school administrative units in Maine, but the bottom line for this "Call to Action" is an increase in student performance and education excellence in the State of Maine.

While Maine performs above the national average there is considerable need to increase student performance. Maine has some of the toughest educational standards in the country but only about fifty percent of our students meet those standards. Fourth grade scores have begun to show improvement in Mathematics but our Reading and Writing scores remain relatively flat. The eleventh grade Maine Educational Assessment has been stagnating for five years.

We also know that a skilled work force is essential to a sustainable economy and prosperity. Eighty percent of the jobs in 2012 will require some level of postsecondary education. Currently, only 53% of our high school graduates enroll in education beyond high school.

The Local Schools Regional Support Initiative allows us to create efficiencies and reinvest savings to support and sustain classroom instruction, support professional development for teachers, expand the lap top program from Grades 7-8 to Grades 9-12, and provide scholarships to increase college access. We must organize and invest to ensure that all Maine students are ready for College, Career and Citizenship.

We have heard concerns that the Governor's proposal will disrupt schools and the learning process. We have looked at other states who are comparable to Maine and who have gone to a small number of school administrative units. In fact, Arkansas reduced its districts in 2003 and its National Assessment of Educational Performance scores showed significant subsequent improvement. In two years Arkansas college enrollment rose by 13% compared to only an 11% in the previous 11 years. In Maine, we made significant change to school system organization through the 1957 Sinclair Act. Though that change seemed threatening, Maine students reaped educational rewards. It is time to act on students behalf again by adopting the Local Schools Regional Support Initiative.

The Governor's "Call to Action" was predicated on three recent research studies and reports: the Brookings Institution Report "Charting Maine's Future", the State Board of Education Report "The Learning State: Maine Schooling for the 21st Century", and the Children's Alliance Report "A Case for Cooperation" and the Michael Fullan report "A Look to the Future: Maine Education Reform" Released in January 2007 supported the recommendation.

These studies and several citizen initiatives regarding state and local tax pressures all have common themes and conclusions regarding the costs of public school education:

- There is evidence of fragmentation and lack of coherence in education efforts with a low degree of alignment of efforts state-wide.
- There need to be efficiencies in the costs of public school administration
- School administrative units need to be redefined
- The number of central administrative units needs to be reduced and regionalized
- Resources need to be redirected to the classroom to support teachers, increase student Performance, and support the goal that all Maine students are ready for college, career and citizenship.

This "Call to Action" has raised both support and concerns from the education community and the public at large. The Governor and I have participated in public forums all over the state of Maine and we will continue to do so – to listen and answer questions. The comments we have heard, focus on four areas: budget approval, governance and local control, size of the districts and the inclusion of Child Development Services in the regional districts.

BUDGET PLANNING and APPROVAL

Maine needs a smaller number of school boards to create efficiencies in management and decision making as well as efficiencies in cost. Purchasing, payroll, transportation, food service, maintenance and operation of plant will be more efficient and curriculum planning will also be more efficient and effective. The budget approval process has safeguards which begin with a public vote at a regional budget meeting at which any voter may make a motion to raise or lower or change any part of the budget. As we all know, a small, motivated group of people attending a town meeting can have a significant influence in saving a prized program or service. The budget then goes to voters for a straight up-or-down vote by the majority of voters in every town in the region. The process expands the opportunity for participation of all citizens

GOVERNANCE and LOCAL CONTROL

Under the Governor's proposal school unit governance will be based on the one man one vote principle. Every resident throughout the region will have equal representation on the board. The regional boards will work with a local advisory committee to increase local input to the regional board. Each local school will receive funding for a full time principal, though, as with all allocations, it is up to the school board to decide how best to spend that allocation. All school level issues will still be dealt with locally. There is also a safeguard that will allow local communities to keep local schools open even if the regional board of directors votes to close it. The local community will only have to pay whatever the regional board projected it would save by closing it.

Regarding concerns about local control, we are also heartened by a recent GrowSmart poll which indicated by more than a 3 to 1 margin that individuals favor a reduction in the number of school administrative units and freeing up funds for tax relief and for direct benefits of students and teachers. This poll indicates to us that Maine citizens are reconsidering the means of local control in the 21st Century.

We have heard comments about local control a lot in the past few weeks, and I think it is important that we ask ourselves what that means.

I think what people mean when they raise this concern is primarily two things – the first is very clear: don't close my local school. And I feel very comfortable saying to you that this plan provides many protections for those communities that wish to protect their local school, as I described a few minutes ago.

For the most part, when you ask people what they mean by local control, they are talking about things like classroom learning, extracurricular activities at the school, the school dance policy, or a question about whether the school bus drop location is as safe as it should be. These are

school-level activities and decisions, and our plan for local advisory councils gives more strength, not less, to parent involvement.

SIZE OF THE NEW REGIONS

The Governor developed his plan on an existing structure that has been in place for many years to facilitate this initiative. The bills before you today range in the number of proposed regions but also strongly support a consolidation of the 290 districts that exist today. Collectively we can achieve this essential element of the Governor's proposal -- creating efficiencies in central administration to protect our investments in our classrooms.

CHILD DEVELOPMENT SERVICES

I am recommending the withdrawal of CDS from this proposal today. The Governor and I did not have the recommendations of the Subcommittee for Special Education. We will work with the Joint Standing Committee on Education and Cultural Affairs as they consider the recommendations for CDS.

The "Call to Action" for the Local Schools Regional Support Initiative calls for necessary change.

We are convinced that change is necessary, to further educational opportunities and academic excellence. We are equally convinced that the change must occur quickly to minimize whatever disruption the transition may create. We are certain that our time frame for implementation by July 1, 2008 can be achieved and is in the best interest of Maine students.

In summary, the Local Schools Regional Support Initiative is a "Call to Action" to a bold initiative based on the recommendations of three responsible comprehensive reports to improve the efficiencies of school administrative units, protect the integrity of local control and local schools, increase the involvement of voters in the school administrative unit budget planning and approval process, increase excellence in the classroom, support the professional development of teachers, increase access and enrollment of all students in postsecondary education, and provide property tax relief for all Maine citizens. It is bold. It is challenging. It must and can be done.

The Governor and I have heard both the support and concerns of Maine's citizens, and we have already made changes in the proposal as a result. We welcome the opportunity to work with you and the full Legislature to craft a statute that we all agree is necessary and achievable.

Thank you for your time. I will be happy to answer any questions you may have and I will be available to the Committees for work sessions on this bill.

And now I am pleased to be able to introduce to you Rebecca Wyke, Commissioner of the Department of Administrative and Financial Services for her part of the presentation.

**LR 1148, "An Act to Encourage School Administrative Units to
Collaborate with other School Administrative Units
Sponsor: Rep. Kim Silsby**

Be it enacted by the People of the State of Maine as follows:

**CONCEPT DRAFT
SUMMARY**

This bill is a concept draft pursuant to Joint Rule 208.

The bill proposes to provide the opportunity for current school administrative units to form regional cooperatives to aid in the efficient delivery of educational services while maintaining a high-quality educational system for students, teachers, community members and schools. The bill would balance the independence of the legislative bodies of school administrative units and local control with the efficient delivery of administrative services for schools, while enhancing the educational programs provided for pre-kindergarten through grade 12 public education students in Maine.

Under this bill, school administrative units would form regional cooperatives that serve at least 2,800 students. The bill would also establish the Efficient Delivery of Educational Services Commission, referred to in this concept draft as the "commission," whose responsibilities include management of the fund, along with supporting, approving and monitoring the progress of the regional cooperatives. The regional cooperatives would apply to the commission for approval and financial incentives through the existing Fund for the Efficient Delivery of Educational Services. The commission would implement reorganization and cost savings for school administrative units that do not participate in a regional cooperative or school administrative units that are unable to achieve the cost savings benchmarks established by the commission for regional cooperatives.

Key Elements:

1. A school administrative unit may enter into an agreement with another school administrative unit or units to form a regional cooperative to increase efficiency and lower costs of delivering public education for pre-kindergarten through grade 12 students and to provide for equitable, high-quality education for all students,

2. School administrative units would develop regional cooperatives that are contiguous and advantageous to the community and its delivery of an educational system for pre-kindergarten through grade 12 students.

3. A statewide commission would be formed to support, approve, and monitor regional cooperatives.

A. The membership of the commission would include the Commissioner of Education, the Commissioner of Administrative and Financial Services, two members of the Legislature to be appointed by the Speaker of the House and the Senate President, a member of the State Board of Education, four members representing public school officials, and four members of the general public appointed by the Governor; and

B. The commission would approve regional cooperatives and offer financial incentives to regional cooperatives through the Fund for the Efficient Delivery of Educational Services established in Title 20-A, section 15754.

C. The commission would define the expenditures to be included in the system administration cost category established in Title 20-A, section 15680 and would establish benchmarks for the level of per-pupil cost savings to be achieved by school administrative units for the 2008-2009 and 2010-2011 legislative biennia. The benchmarks selected by the commission would be based on either the national average or the average of peer states of per-pupil expenditures for the system administration cost category. The definition of the system administration cost category developed by the commission would include, but would not be limited to, the following:

- (1) Financial management functions
- (2) Administrative personnel
- (3) Transportation
- (4) Facilities and maintenance
- (5) Human resource management
- (6) Supplies and equipment
- (7) Fuel and utilities
- (8) Specialized education
- (9) School nutrition programs
- (10) Professional development

D. The commission would make an annual recommendation to the Commissioner of Education for the enactment of a per-pupil expenditure rate for the distribution of state subsidy under the Essential Programs and Services Funding Act over this four year period in order to ensure that the per-pupil expenditures for the system administration cost category established in Title 20-A, section 15680 would be reduced each year until this rate matches the benchmark for the per-pupil expenditures for system administration cost category selected by the commission by fiscal year 2010-11.

E. The commission would also provide models of efficient and effective governance and administrative structures that promote student achievement, including data that can be used by school boards, superintendents, and school administrative units that participate in existing or emerging regional cooperatives;

F. The commission would be required to submit a quarterly report to the Legislature and the Governor on the progress of regional cooperatives. The commission would submit a report on the educational mandates that are in statute that contribute to costs of education at state and local level and will make recommendations to the Legislature.

4. In order for an entity to qualify for approval by commission as a regional cooperative, the entity has a minimum of 2,800 students and establishes a regional plan to generate cost savings in the delivery of public education services from pre-kindergarten through grade 12 that contains:

A. A mission statement and related cost saving goals and objectives;

- B. A plan that establishes a governance body and organization;
 - C. Specific cost saving targets for per-pupil system administration which meet the per-pupil expenditures for the system administration cost category established in Title 20-A, section 15680 and the benchmarks for the per-pupil expenditures for system administration cost category selected by the commission.
 - D. A plan for reimbursement of the savings realized through implementation of the regional plan to taxpayers;
 - E. A plan for the regional cooperative to report annually to the citizenry on the ongoing school improvement process and the school administrative unit's updated comprehensive educational plan; and
 - F. A plan to review and ensure the sustainability of the cost effectiveness of local schools.
5. The commission may approve some extreme cases of geographic hardship for less than the approved number of students.
6. School administrative units with a current student population of at least 2,800 would not be required to form regional cooperatives, but would be required to comply with the annual per-pupil expenditure benchmarks for the system administration cost category established by the commission. If the commission determines that such a school administrative unit fails to meet these benchmarks, then the commission would develop and implement a reorganization and cost savings plan for the school administrative unit.
7. If a school administrative unit has not entered into a regional cooperative by June 2009 or if the commission determines that school administrative unit has failed to meet the annual per-pupil expenditure benchmarks for the system administration cost category established by the commission, then the commission would develop and implement a reorganization and cost savings plan for the school administrative unit.

Timeline:

From September 2007 to June 2008: School administrative units seek input from the public about regional cooperatives and begin planning regional cooperatives;

By June 2008: School administrative units form regional cooperatives and apply to the commission;

By July 2008: Commission approves regional cooperatives;

By June 2009: Regional cooperatives implement plans, make adjustments, and report cost-savings;

By July 2009: Commission implements reorganization and cost saving plans for school administrative units that have not entered into a regional cooperative or that have failed to meet the annual per-pupil expenditure benchmarks for the system administration cost category established by the commission.

By May 2010: Regional cooperatives realign work, plan for sustainability, and report progress.

Scott K. Porter
President of the Maine Small School Coalition
Superintendent School Union 102/East Machias Municipal School District

To: Members of the Education and Appropriations Committees

Testimony: Maine Small Schools Coalition

The Maine Small Schools Coalition believes that schools serve as essential community assets, as well as, learning centers for our children.

The Maine Small Schools Coalition calls on state government, town officials, the business community, and Mainers in every community to:

1. Ensure a level playing field to every child through equitable distribution of resources.
2. Actively engage parents and communities in the education of their children.
3. Make every school a resource for educational, social and cultural activities in the community.
4. Recognize and build on the power of community schools as engines of local and regional economic development.
5. Engage many voices and interests in shaping schools to serve the goals that community's value.
6. Encourage regional and collaborative efforts to strengthen educational opportunities while affecting fiscal efficiencies. The Small Schools Coalition believes local communities should decide how the collaborative efforts are organized.

The Small Schools Coalition firmly opposes the Governor's Consolidation Plan and calls on the Education Committee to abandon such a flawed approach to redefining the school districts in Maine for the following reasons:

1. Local School Boards will be abolished and replaced with powerless advisory councils.
2. A Regional Board that is far removed from the local communities will have the power over fiscal resources.
3. The Regional Board will not allow the voice of all towns to be heard (District 10 has 40 towns).
4. The Regional Board will have the power to close Community schools.

The Small Schools Coalition believes the Governor's Plan will set the stage for massive closures of community schools throughout the state. The largest piece of money is in the staffing of every school in our state.

The Small School Coalition is completely opposed to any legislation that strips towns and cities in Maine of "local" control.

The Coalition supports regionalization efforts that are reasonable and allow local control to stay in place. There are components of several of the current proposals that appear to allow local decision-making regarding the regionalization of services. We certainly agree that educational cooperatives have the potential to bring significant cost savings to the taxpayers of Maine.

The Small Schools Coalition urges the legislature not to mandate district size and governance. The Education Committee should consider financial incentives to encourage school districts to work together regionally. We believe the communities of Maine are willing and capable of making good decisions to work collaboratively to create cooperatives that will bring greater fiscal efficiencies in our school systems without radically changing school governance in our local communities.

Thank you for your time and consideration of our position as a Coalition of Maine Schools.



HOUSE OF REPRESENTATIVES

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February 5, 2007

Senator Rotundo, Senator Bowman, Representative Fisher, Representative Norton, and members of the Appropriations and Education and Cultural Affairs committees-

I am Representative Kim Silsby from District 56 in Augusta, and I am here to introduce *LR 1148 An Act to Encourage School Administrative Units to Collaborate with other School Administrative Units.*

I'd like to acknowledge the citizens who are here now and will come later to testify about the future of our educational system. This commitment to education is critical to the success of our schools.

As a parent, local school board member, certified teacher, and legislator, I present LR 1148, a bill designed to maintain the spirit of local control in our school communities, to lower System Administration costs in our schools, and to ensure a high-quality education for all of Maine's students.

In this proposal, school administrative units have a "window of opportunity" to develop regional cooperatives that are self-designed, provide for the best education for students in the community, and achieve much-needed cost savings. LR 1148 provides incentives to school administrative units to build alliances and cooperatives that guarantee the high-quality educational experience for all Maine students. In addition, LR 1148 ensures that regional cooperatives and SAUs work toward the common goal of reducing the System Administration costs for the state of Maine. If school administrative units fail to take action or don't achieve cost-savings benchmarks, a state-wide Commission will implement reorganization that will meet targeted goals.

The eight key components to LR 1148 are:

1. School Administrative Units choose their own partners to form regional cooperatives. The cooperative must reach the economies of scale with a minimum of 2,800 students. These regional cooperatives will be both contiguous and advantageous to the community. Although school districts with a current student population of 2,800 are not required to form regional cooperatives, they will meet the cost-savings benchmarks established by the Commission. This proposal also allows the Commission to approve extreme cases of geographic hardship for less than the minimum number of students.
2. The regional cooperative would develop a plan to reimburse cost savings to taxpayers.
3. A state-wide Commission, comprised of state education officials, educators, legislators, and the public, would support, approve and monitor the regional cooperatives.

4. Regional cooperatives will achieve cost savings by meeting benchmarks in System Administration costs. The commission would recommend incremental reductions in the per-pupil expenditure rate through EPS (Essential Programs and Services) for System Administration costs each year until it met the national and peer-state average in 2010-2011.
5. System Administration costs include financial management functions, administrative personnel, transportation, facilities and maintenance, human resource management, supplies and equipment, fuel and utilities, specialized education, and school nutrition.
6. Regional cooperatives would be awarded financial incentives to plan and implement their cost-savings goals and objectives.
7. The Commission would implement reorganization if local communities fail to take action or are unable to reach the cost-savings targets by June 2009.
8. LR 1148 would allow SAUs and cooperatives to achieve cost-savings targets efficiently and with significant input from the local community.

Phase One: The SAUs attain public input from the community and develop regional cooperatives 2007-2008;

Phase Two: Regional Cooperatives are approved and implement cost-savings plans to meet Commission benchmarks for System Administration 2008-2009.

Phase Three: Regional Cooperatives continue to implement cost-savings plans to meet reduced Commission benchmarks for System Administration 2010-2011.

Maine is fortunate to have many local leaders who are committed to improving the educational system for our children. LR 1148 captures that dedication by encouraging these local leaders to create and implement a regional cooperative that matches the educational goals of the school administrative unit.

LR 1148 empowers local school units to create regional cooperatives by providing incentives and enabling districts to choose their partners while also ensuring that Administration cost savings will occur by June 2009. This proposal is a true balance of local control and the efficient delivery of educational services in Maine.

Can Maine truly afford to have System Administration costs exceeding the national average? The answer is "No." Our state can not longer ask "if" we need to think regionally, but "how" we are going to achieve regional cooperation. LR 1148 provides a roadmap for *how* we can support regional cooperation among our schools with an efficient timeline, an inclusive process and an effective enforcement system.



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TESTIMONY OF SENATOR BETH EDMONDS:

A PROPOSAL FOR LOCAL PLANNING TO REGIONALIZE
SCHOOL ADMINISTRATION

February 5, 2007

Good morning, Senators Rotundo and Bowman, Representatives Fischer and Norton, and committee members. I am Senator Beth Edmonds, President of the Senate, and I represent Senate District 10, the towns of Brunswick, Freeport, Harpswell and Pownal. I'm here to present to you a school regionalization proposal that's part of a larger bill that I'm sponsoring.

Before I talk about that, I'd like to take a minute to thank you all in advance for undertaking the task ahead of you. When I say "you" I am referring to all of you here -- to legislators and to members of the public who are here or listening over the Internet -- because I think we all have a role in the task ahead.

Here's how I define the task. For the public, the task is to participate fully and respectfully in the process, giving your opinions and your ideas about how to achieve cost savings while preserving or even improving educational quality. For legislators, the task is to weigh those opinions, gather up those ideas and formulate a well-reasoned proposal that squeezes cost savings out of school administration without destroying the essential relationship between schools and

the families and communities they serve. It won't be easy, but I have faith that you'll all work together to complete the task.

I also want to thank Education Commissioner Gendron and Finance Commissioner Wyke for bringing forward the Administration's proposal on school regionalization and for the hard work they've done -- especially Commissioner Gendron and her staff -- in meeting with the public and fielding questions and concerns about the Administration's proposal. Regardless of what one might think of the specifics of that proposal -- or any of the proposals in front of you today -- I hope you can all listen to one another, treat one another with respect, and understand that the process of making public policy requires lots of give and take, often involves lots of emotion, but in the end can bring about worthwhile legislation through thoughtful, calm deliberation and conversation among lots of parties.

Now, back to my bill. My bill is entitled "An Act to Ensure Responsible Government Spending, Investment and Educational Efficiency." That's quite a mouthful and a big task, but I think that's what this 123rd Legislative session is all about. We all want responsible government spending, effective investments and efficiency in educational administration. We want lower taxes; we want effective services. To get all these things, we all need to take responsibility for providing the will and the information to make that happen.

As part of that effort, I am offering a proposal that I think has two points to recommend it -- the first has to do with the process by which it was developed, and the second relates to the content.

First, the legislation that contains this proposal was developed by a coalition of organizations that don't always see eye to eye, but that have joined together to help address some of the most important issues facing our state. The coalition includes the Maine State Chamber, the Maine Education Association, Maine

Municipal Association, Maine Hospital Association and the Maine Service Centers Coalition. The legislation contains elements other than school regionalization – such as stronger oversight of spending caps, bonding limits, and the establishment of revenue and expenditure benchmarks – but those proposals will be considered in other arenas, so I won't talk about them today.

The education piece is based on ideas that were put forward by the Maine Children's Alliance, the Brookings Report, and other reports that have looked at the regionalization of services at the state and local levels. This plan calls for the establishment of 26 regional planning alliances, based on the vocational center regions, to find ways to regionalize administration. In contrast to the Governor's budget proposal, it doesn't create 26 districts. These planning alliances would bring together members of the public, of municipal governments, and of local school districts within each region to identify reasonable and effective administrative cost savings.

It sets out a reasonable timetable for local representatives to meet and develop ideas for saving costs, which may or may not involve changes in the structure of school districts. It provides state resources to help in the planning, and it contains an incentive to local alliances to come up with savings. If the local planning groups can't figure out a way to save costs, then the state Department of Education will propose a way to do it. So, I'd say that the second selling point for this proposal is that it combines the best of both worlds: it lets local representatives design a system that works best for them, but it lights a fire under those efforts by requiring the Department of Education to step in and propose cost-saving changes in administrative services if the local planning alliance can't do it.

That's a brief explanation. I have attached a summary of the proposal to this testimony, and I'm sure as you enter work sessions, your staff will help you understand more of the details if you need that. Again, I thank you for your work

and look forward to seeing the proposal you develop. I would be happy to answer any questions you may have.

SUMMARY OF PART C of LR 1386
An Act to Ensure Responsible Government Spending, Investment and
Educational Efficiency

1. Establishes a 12-member **planning alliance** in each of the 26 career and technical center regions. Members are as follows:
 - Four municipal officials, elected at a caucus of all municipal officials in the region; no municipality may have more than one representative
 - Four school officials, elected at a caucus of all school officials in the region; no school administrative unit may have more than one representative
 - Four members of the general public, one each appointed by the Senate President, minority leader of the Senate, Speaker of the House and minority leader of the House

2. Establishes **planning goals**
 - By the school year 2009-2010, total state and local expenditures for school administration services should be reduced by at least 10%
 - The ratio of administrators to students should be more in line with EPS norms
 - School administrative functions will be shared among school and municipal units
 - Transportation systems will be well-coordinated
 - Labor negotiation calendars and procedures will be coordinated
 - Supply purchasing will be aggregated to increase purchasing power

3. Sets a **Timeline for Action**
 - Planning alliances must be convened by January 1, 2008
 - Alliances develop preliminary recommendations by September 1, 2008
 - Public hearings on preliminary recommendations must be held by January 1, 2009
 - Alliances provide final recommendations to school boards and administrative bodies of school units by February 1, 2009
 - School Boards and administrative bodies act on recommendations by July 1, 2009

- The Commissioner of Education must submit a plan to the Legislature to achieve the goals set forth above for any planning alliance that has not achieved those goals by February 1, 2010
- Planning alliances and the authorizing legislation are repealed February 1, 2010, unless extended by legislative action

4. Guidance and **Resources** for Planning Alliances

- Each planning alliance will have a full-time staff assistant, paid for by state funds
- Department of Education will assist with collection and presentation of data
- The legislation sets forth data to be collected and analyzed in each region to assist in developing recommendations

**TESTIMONY OF
RICHARD A. GOULD**

Joint Standing Committee on Appropriations and Financial Affairs
Sen. Margaret Rotundo, Senate Chair; Rep. Jeremy R. Fischer, House Chair

Joint Standing Committee on Education and Cultural Affairs
Sen. Peter B. Bowman, Senate Chair; Rep. Jacqueline R. Norton, House Chair

Senator Rotundo, Senator Bowman, Representative Fisher, Representative Norton, distinguished members of the Joint Standing Committee on Appropriations and Financial Affairs and the Joint Standing Committee on Education and Cultural Affairs.

My name is Dick Gould. I am the Chair of the Greenville School Committee. I am also the Executive Director for the Maine Small Schools Coalition. Today I am speaking as the Greenville Chair.

I am not going to tell you what I believe to be right or to be wrong with the proposed legislation. I am going to share some ideas that I believe may be beneficial to the process.

I urge you to be very careful with any action you take to change the excellent educational system that we have in the State of Maine. Any action taken can have a negative as well as a positive impact. So the people of Maine need to have clear, concise information on what is being proposed so they can be sure that any action being taken will be based upon accurate information and sound planning

Some suggestions I have are:

- Take time to ensure that the finished product will be the solutions we are want. Deliberate, but not procrastinate.
- There are a multitude of highly qualified people in all of our communities who have a variety of ideas. Create a system that enables them to incorporate their ideas into the process.
- Define administration and what positions are considered to be administrative.
- Create a side by side spread sheet detailing where the savings are and how much is being saved. Include the new costs to implement and operate the proposed system.
- Use incentives to encourage cooperation.
- Establish a process that will allow for flexibility in developing regional efficiencies and cooperation. Such factors as proximity, natural resources, and weather should be considered in the process.
- The process should be the percolator method, not the drip method.

I have many concerns about this process, and what it will do to education and to our communities. One of my major concerns is the loss of innovation. I fear that we will become so ridged and inflexible that innovation will be stifled. Students are all different; teachers must be free to teach, to experiment, and to adjust to student differences. The larger a system becomes, the more bureaucratic it becomes and unfortunately, the more difficult it is to meet individual needs.

The issue of local control is of paramount importance. Local control is the foundation upon which our communities are built. It means we have the ability to make the decisions that affect our way of life. This has been our heritage from the time our forefathers settled Massachusetts and it has served us well.

The Brookings report speaks of the uniqueness of Maine. It states "Maine stellar quality of place, for one thing---its traditional towns and beautiful landscapes and seacoasts---constitutes a major, appreciating asset in an age when retaining and attracting workers and retirees matters intensely." Remove local control removes a community's ability to maintain its character and makes growth very difficult if not impossible. We must find solutions that do not rob a community of its heritage and its ability to grow.

Thank you

Members on the Joint Standing Committee on Education and Cultural Affairs, my name is Prudence Grant. A retired secondary teacher with 37 years of service, I am now the Chairperson of the Lisbon School Committee and come before you as Committee Chairperson to speak AGAINST the Governor's proposal for School Consolidation.

We are totally and unalterably opposed to this plan of school consolidation for many reasons:

- The plan has a time line that is far too speedy and Draconian with unfair and harsh consequences for people who have served their communities with honor and have little to no contractual protection;
- In many instances including ours, the size of the Learning Region is far too large to preserve grass roots participation and local control. When this problem and the lack of a facility large enough to hold all the voters eligible to vote on budget matters was presented to Commissioner Gendron at the Lewiston meeting, her response was "What a nice problem to have." That reply was not a responsible one but seems to be typical when difficult questions or those with no clear answer are raised. That is not helpful or fair at all;
- The elimination of local school boards and replacement with impotent Building Advisory Councils makes little sense. Parents, if they volunteer, will soon tire of being part of a committee with no teeth;
- The Regional Board that will replace the local school committee aside from there being no specific means of creating the board, will in Lisbon's case as well as that of all the other small towns in the Region absolutely mute any real input for our town and the other small towns. The pay for participation which is set at \$10 or \$25 per meeting is insulting and less than the minimum wage which is so highly valued by the Maine Legislature. It matters not that those amounts are the amounts originally specified under the Sinclair Act. Times have changed and Board pay has had to change as well. Specifying that amount in the legislation may well lead each region to actually pay that little;
- Firing of long time employees who are not under contract and have no severance pay protection is grossly unfair to them and not good for the economy. When a Maine industry closes down, the Governor travels afar to encourage that the business stay open, but if that's not possible, real efforts are made to assure that the employees will be fairly treated. Now the Governor has become the villain planning on doing the very same thing that he fights so often. That is an unacceptable hypocrisy;
- Laying off of highly qualified superintendents and teachers is contrary to what the Maine economy needs. It doesn't make good economic sense to produce more engineers while at the same time discouraging education as a career path for others and putting highly qualified employees on unemployment;

- Consolidation of services and central office functions in a super large region as Lisbon's, will not be workable or as easily accomplished as the Governor and Commissioner believe;
- Cost sharing provisions are not specified; neither are issues relating to paying off of liabilities. In a plan that has an 18 month time-line, those unknowns are not acceptable;
- Changing the regulations on School Construction funds may be unfair to some towns especially those in need of renovation funding or new construction dollars. This unknown could negatively impact those schools at the top of the list;
- This plan is an unfair attack on education itself as well as an unfair attack on superintendents when the real villain in increasing costs is most likely those expenses that we can't control: fuel and energy costs, books and supplies, needed equipment. Employee raises in Lisbon are kept to no more than the cost of living while those other charges are free to increase uncontrolled and school departments are helpless to do anything about it. Lisbon's efforts to join in cost sharing alliances have generally been met with failure and frustration;
- Handing over deeds to school property to the central location is probably illegal since voters will have had no say in this plan. Voters of old who opted to join SADs under the Sinclair Act elected to join a regional educational group so their relinquishing of property had been chosen. Since this program will be imposed on towns and school districts, by-passing the voters, we question the legality of demanding the hand-over of a town's property deeds;
- This proposal is rife with possibilities for the dreaded and certain Unintended Consequences. We'll certainly not like them; they'll be time-consuming and probably expensive to correct or reverse;
- It's questionable whether the much touted savings will actually be achieved and whether quality education can be maintained. To cite the case where a student graduated from high school without having taken two years of math is an inane reason for this plan. Math has been a requirement for several years and it should have been incumbent upon the Commissioner of Education to make certain that the requirements were being met. Having more and larger regions will only make that task more difficult to accomplish.

All these serious and legitimate concerns aside, Lisbon is not totally opposed to consolidation, BUT it must be a smaller group with school systems of similar size to a maximum of 3000 to 4000 students. In Lisbon's case we'd recommend consolidation with Sabattus, Wales, Litchfield and Durham. That would create a region of similar size towns where no one would be overwhelmed by a super large district as would be the case if these towns were consumed by Lewiston-Auburn.

To accomplish that though, we have some recommendations:

- Give an incentive of some sort to encourage voluntary consolidation;
- Lengthen the period of time to accomplish the consolidation;
- Look at State Expenditures in non-education programs to seek savings or waste. We're all familiar with the waste involved with the new State Computer System;
- Create Planning Districts at the outset to see where savings may be achieved;
- Retain local School Boards to preserve local control but elect one or two representatives from each town to serve on a Regional School Committee.

In conclusion, we implore you to oppose the Governor's School Consolidation Plan as being too hasty and too harsh. Provide Incentives and with some local ingenuity and an appropriate time period, towns can accomplish some savings. The Governor's plan is not the route to a better world.

Lisbon urges a Unanimous Ought Not to Pass vote.

Thank you,

Testimony on School Consolidation delivered by Phyllis Shubert
February 6, 2006

Senator Bowman, Representative Norton, Senator Rotundo, Representative Fisher and members of the Joint Standing Committee on Education and Cultural Affairs and Appropriations, I am Phyllis Shubert. Although some of you may know me as the Immediate Past President of Maine School Boards Association or as a Bangor School Committee member, I am not representing either entity.

I am here today to speak in defense of superintendents as educational leaders. What is an educational leader? In our district, the Superintendent meets with all administrators—the principals of our 10 schools and other administrators—once a week to discuss student achievement. Wednesday mornings are devoted to such discussions as “student empowerment—what is it and can it improve performance?”, or, “how do we engage the disinterested student?”, or, a discussion of the specific annual goals of each school. These discussions have sharpened the focus of our administration and led to improved academic achievement for all students. They cannot occur with a superintendent overseeing 31 towns.

I am distressed by the notion that tax reform is to be achieved by lopping off the heads of school districts and replacing them with a super superintendent who would be, in essence, a manager with principals being the educational leaders. It was only when all of our principals were on the same page, working collaboratively under the leadership of the superintendent, with goals consistent across the district and continuous from K to 12, that gains were made in achievement for ALL students.

I am here today to publicly acclaim that I value superintendents and their vast expertise, even if the State of Maine does not.

Nevertheless, I believe that consolidation is possible and long overdue. As you consider consolidation, I ask you to take the following into account:

- The goal must be to deliver excellence in education in a cost-effective manner.
- There is no magic number of districts. Demographics and the ability to deliver an excellent educational program should determine the number.
- The Commission that oversees consolidation must consist of members who are relatively free from political pressure.
- There are a number of districts already in the process of consolidating. Their efforts should be honored.
- Consolidation is an extremely difficult and emotionally charged process that requires time to accept and time to implement.
- Rather than mandatory consolidation, where the commission decides consolidation should occur, local communities should be able to appeal the decision; and, if the appeal fails, they should be able to keep their local schools, but be forced to pay the extra expense for doing so.

- The further removed parents and community are from their schools, the less parental and community involvement there is.
- The Education Committee should reject every new initiative so that school departments can focus on consolidation and the many issues associated with it.
- Since this effort is based on monetary considerations, the loss of federal funding must be included. Currently the Rural Education Assistance Program provides Maine with \$4 million for districts with fewer than 600 students or to districts of poverty with fewer than 1200 students. In addition Maine receives \$45 million in Title 1 money. The make up of districts must be examined to preserve Title 1 designation in the many districts that receive that money.
- Tax reform belongs to the Committee of Taxation. They should take up the Brookings Institute suggestion to institute a lodging tax. That would be far less devastating to the people of Maine than a hasty, pressure driven consolidation with consequences that can not be reversed—such as retirements of personnel who do not wish to work under a new system.
- It would be preferable to defer the increase of state funding to 55%, than to rush into consolidation.
- Such a comprehensive policy that affects the life of all of Maine's residents should not be part of the budget bill, but should be removed from the budget bill to stand on its own.

Senator Bowman, Representative Norton, members of the Education Committee.

I am Dick Gray, a member of the Ellsworth School Committee. I want to thank you for taking your time to hear our concerns on The Governors "LTNI LSRS Plan. (I'm Sorry, my reference to LTNI stands for "Little Thought, No Input")

I know you are, and will be, hearing many similar comments during your Hearings, and I echo most of them. I will try to point out a few areas that give me concern. They are listed in no particular order.

First, it appears to me that the Plan, and I use the term plan rather loosely, changes very rapidly after certain questions are asked. For an example, I refer to where it calls for a Super Board of from five to fifteen members, but when questioned in Bangor the other night, it was stated that they might have to look at adjusting those numbers up, in reply to a question concerning no representation for small towns.

As I understand things, the new Super School Board is to be in place by October of this year. On the surface, with November being the normal Election month, this sounds like we spend money for a special election because fewer voters normally turn out for these. Also, Ellsworth's City Charter says we have "five school board members, voted in by the Citizens, to manage & run the City's schools". I'm quite sure it is not only Ellsworth's Charter that is similar to this. I guess I thought this was a City Charter, not a State one? If the Citizens have any voice in City business, one might think a Referendum question should go before the voters to make a change in the City Charters in order to eliminate the voter Elected School Committee. OR, does the State have the power to just override all City & Town Charters? I know that TITLE 30A, Chap 101, Sub 2001 states "In addition to those offices and departments required by general law, a municipality may provide under its home rule authority for the performance of any other municipal function", however being as I am not of the Legal Profession, I assume nothing like this gets in the way of changes desired by the Governor? Somehow this Plan does not sound like "Home Rule", as I would envision it. But I assume if Law happens to get in the way, the Governor may well be able to delete or change it to fit the new Plan? I am confused in this area, but somehow this just does not really sound like "Local Control" to me, which I believe is basically the same thing as "Home Rule"?

I have not heard or seen how the Region Super Board will handle School Busses, other than LSRS will save much money in this area through having a central bus garage & Routes? I guess if one were in a Town or District that Contracts their bussing that would be fine, but in many places we purchase, with State subsidy that is now spread over two years, maintain and operate our own fleet of busses, we might take a "hit" in this area.. Of course most Regions will have some of both types! I guess they may do like they are to do with school buildings, "take" them over and then like school buildings, would be given back to the town after they are worn out and/or no longer needed. Sure would be the easiest way to get rid of old busses! The Super Superintendent will be so busy dealing with students and parents, because "Local Advisory Boards", with no REAL power, which should work just about as well as anything else that is being run only by

volunteers works, which will be "if it affects me or my child, I'll be there, otherwise I'm outa here", so I feel busses will be a pretty low item on the "Super Superintendents" radar!

The State will not close any schools under this plan. Good move, but the Super Board can (and will) vote to close small schools, remember bigger towns have the Power, small towns will have no elected local members. (36 Towns, Max of 15 on the Board) The local town can vote to retain their school, BUT the State will not fund it by the amount of money THEY say closing will save, so these small towns will be on their own!! (Is this the old "The monkey is not on my back" thing?)

I honestly think there is much that can be saved through consolidation, but it should be worked out locally, after being studied by those involved. Recently when we decided to talk with a local community whose Elementary school is also in need of repair or upgrade, about us building a school that would accept their students in addition to ours where we were already on the State Approved list, we were shot down before we could even start! I know we are both in the process of doing our own thing, building and/or upgrading our separate schools as we speak!!

In my opinion, this is the least planned, most un-thought through, road block in the area of Education thrown at us in our lifetime, and that includes NCLB & EPS! Somewhere in these plans we need to take time to ensure our children are not "Thrown out with the Superintendents"! Speaking of Superintendents, one of the supposedly "big savings" in this Plan is to come in year 2 and 3 by eliminating Superintendents, yet the DOE states that a job will be found for them in the Region for the duration of their existing Contract! Most Superintendents are on a five year contract! If there are some Contracts out there that do not have five years to go one them, one can bet they are being amended as we speak!! Someone is out of touch with reality!

I honestly think most folks feel this is just a smoke screen, thrown out to stir things up, to get different views and thoughts that can then be molded into something that may be workable, but that hardly sounds like something one could call a Plan!! As might be said, it sounds more like an old riddle, "Which comes first, the Plan or the Student".

Members of the Education Committee, in closing, let me just say please don't make a DHHS computer system out of Maine's Excellent Educational system that is now in place and working pretty darned well. There are certainly ways to tweak it, that's for sure, and most of us whole-heartedly endorse that. But we must all remember that our decisions on this Plan will affect the lives of the next generation of students!

I thank you for your time, and please help our local school boards continue to work for, and support, Maine's students...

Submitted:

Dick Gray, Ellsworth School Board

TESTIMONY REGARDING LEGISLATIVE PROPOSALS RELATIVE TO
SCHOOL ADMINISTRATIVE UNIT CONSOLIDATION AND
OTHER RELATED ISSUES

FEBRUARY 5, 2007

SENATOR BOWMAN, REPRESENTATIVE NORTON, SENATOR ROTUNDO, REPRESENTATIVE FISCHER, AND MEMBERS OF THE JOINT STANDING COMMITTEES ON EDUCATION AND CULTURAL AFFAIRS AND APPROPRIATIONS AND FINANCIAL AFFAIRS, MY NAME IS DR. JAMES C MORSE, SR, AND I AM THE SUPERINTENDENT OF SCHOOLS IN THE MESSALONSKEE SCHOOL DISTRICT (MSAD 47) REPRESENTING THE TOWNS OF BELGRADE, OAKLAND, SIDNEY AND ROME.

I AM FOR REGIONALIZATION & CONSOLIDATION. I AM ON THE ADVISORY BOARD OF THE CHILDREN'S ALLIANCE, WHICH WROTE 'A CASE FOR COLLABORATION'. I AM A MEMBER OF THE KENNEBEC VALLEY SUPERINTENDENT'S ASSOCIATION (KVA), WHICH REPRESENTS THE FIVE SCHOOL DISTRICTS OF MSAD 54, MSAD 47, MSAD 49, SU 52, AND WATERVILLE. THE KVA HAS BEEN IN EXISTANCE FOR OVER TEN YEARS WITH THE PURPOSE OF SAVING TAXPAYERS MONEY BY REGIONALIZING AND CONSOLIDATING THE PURCHASE OF GOODS AND SERVICES. IN JANUARY, MY SCHOOL BOARD & THE WATERVILLE SCHOOL BOARD VOTED TO ENTER INTO DISCUSSIONS THAT COULD LEAD TO THE CONSOLIDATION OF THE TWO SCHOOL SYSTEMS.

I BELIEVE THAT REGIONALIZATION AND CONSOLIDATION NEED TO OCCUR BECAUSE THE QUALITY OF EDUCATION IN MAINE IS THREATENED BY TAXPAYER REVOLT, AS WE'VE SEEN IN LD1, PALESKY AND TABOR. I BELIEVE WE CAN PROVIDE SERVICES MORE EFFICIENTLY TOGETHER. THE LOSS OF THOUSANDS OF STUDENTS OVER THE PAST TWENTY YEARS AND LOSS OF MANY MORE STUDENTS OVER THE NEXT FIVE YEARS WARRANTS THAT WE LOOK AT HOW WE PROVIDE A QUALITY EDUCATION FOR MAINE STUDENTS IN THE FUTURE.

HOWEVER, I DO NOT BELIEVE IN GOVERNOR BALDACCI'S PLAN TO REDUCE THE NUMBER OF SCHOOL SYSTEMS IN MAINE FROM OVER

200 TO 26. I DO NOT BELIEVE THAT CONSOLIDATING SCHOOL SYSTEMS AUTOMATICALLY IMPROVES EDUCATIONAL PERFORMANCE FOR MAINE STUDENTS. I DO NOT BELIEVE THAT ANY APPROACH THAT IS TOP DOWN AND DOES NOT INCLUDE LOCAL INPUT WILL SUCCEED. THE GOVERNOR'S PROPOSAL IS TOO EXTREME, TOO FAST, AND TOO TOP DOWN; IT DOES NOT RESPECT LOCAL CONTROL AND IS BASED UPON UNSUBSTANTIATED CLAIMS OF IMPROVED ACADEMIC ACHIEVEMENT AS WELL AS UNSUBSTANTIATED SAVINGS.

THE QUESTION BEFORE THE LEGISLATURE IS NOT WHETHER SCHOOL SYSTEMS IN MAINE SHOULD REGIONALIZE AND CONSOLIDATE, THE QUESTIONS BEFORE YOU ARE:

- HOW TO ESTABLISH A PROCESS THAT RESPECTS MAINE'S INGENUITY THROUGH LOCAL PARTICIPATION
- WHO SHOULD BE INVOLVED IN MAKING SUCH IMPORTANT DECISIONS?
- ARE THERE BETTER AND PROVEN METHODS THAT INCLUDE LOCAL PARTICIPATION?
- WHAT CAN THE STATE DO TO SUPPORT THOSE EFFORTS ALREADY IN PLACE TO GO BEYOND THE LIMITATIONS IMPOSED ON THEM BY STATUTE OR TRADITION?
- CAN THE LEGISLATURE ASSIST AND ACCELERATE THE SEEDS OF REGIONALIZATION AND CONSOLIDATION ALREADY HAPPENING THROUGHOUT MAINE?
- CAN THE LEGISLATURE CRAFT A BILL THAT ADDRESSES THE MANY UNANSWERED QUESTIONS MAINER'S HAVE AROUND REGIONALIZATION AND CONSOLIDATION?

THE SEED FOR CONSOLIDATION ALREADY EXISTS IN MAINE; THE WESTERN MAINE ALLIANCE, THE CASCO BAY ALLIANCE, THE KENNEBEC ALLIANCE, ECO 2000 IN NORHTERN MAINE ALL BEGAN WITH THE INTENT OF USING TAXPAYERS FUNDS FRUGALLY.

THE LEGISLATURE SHOULD LOOK TO CREATE A MODEL OF COLLABORATION THAT PROMOTES PLANNING COUNCILS (NOT MORE STUDIES), THAT ALLOWS THE PLANNING TIME NECESSARY TO DO THIS WORK INTELLIGENTLY, CREATIVELY, AND THOROUGHLY. THE CHILDRENS' ALLIANCE, PROMOTES REGIONAL PLANNING COUNCILS:

"THE AGENDA FOR EACH PLANNING COUNCIL WOULD BE CONSTRUCTED INDIVIDUALLY, BECAUSE EACH PART OF MAINE HAS DIFFERENT NEEDS AND TRADITIONS, AND PRESCRIBING ONE SINGLE APPROACH WILL NOT WORK FOR THE SAME REASON PRESCRIBING A CERTAIN NUMBER OF SCHOOL DISTRICTS IS BOUND TO FAIL."

SUCH COUNCILS SHOULD INCLUDE PARENTS, LOCALLY ELECTED SCHOOL & MUNICIPAL OFFICIALS, SUPERINTENDENTS, TEACHERS, AND RESPECTED BUSINESS LEADERS, ESSENTIALLY COMPRISING A TRUE CROSS SECTION OF INTERESTED PARTIES IN A GIVEN REGION. THE PLANNING COUNCILS SHOULD BE GIVEN A SPECIFIC MISSION AND A TIMELINE. THE PLANNING COUNCILS SHOULD REPORT BACK TO THE LEGISLATURE IN THE WINTER OF 2008 WITH A SPECIFIC PLAN TO REGIONALIZE AND/OR CONSOLIDATE GOODS AND SERVICES.

THE GOVERNOR IS RIGHT, THE TIME TO STUDY IS OVER, BUT HE IS WRONG WHEN HE ASSUMES THAT HE HAS THE ULTIMATE SOLUTION. PEOPLE IN MAINE ARE CREATIVE AND GIVEN THE OPPORTUNITY CAN PRESENT ALTERNATIVES TO THE TOP DOWN, HEAVY HANDINESS OF THE GOVERNOR'S APPROACH.

LET'S SEND THIS WORK OUT TO THE REGIONS TO COME BACK WITH QUALITY ALTERNATIVES AND LET'S RESPECT MAINE INGENUITY. IN CLOSING, LET ME QUOTE THE POSITION OF THE MAINE SCHOOL SUPERINTENDENT'S ASSOCIATION:

MSSA SUGGESTS THAT THE FOLLOWING ARE CRITICAL ELEMENTS IN ACHIEVING ANY SUCCESSFUL IMPLEMENTATION OF A CONSOLIDATION PLAN:

- A CLEAR GOAL. THE PURPOSE OF A "COLLABORATION, REGIONALIZATION, CONSOLIDATION" (CRC) INITIATIVE SHOULD BE TO DELIVER EDUCATIONAL SERVICES IN A COST EFFICIENT MANNER WHILE FOSTERING EDUCATIONAL EXCELLENCE, EDUCATIONAL EQUITY, ADEQUACY, AND IMPROVED STUDENT ACHIEVEMENT.
- CAREFUL PLANNING. CRC INITIATIVES SHOULD BE BASED ON SOUND DATA, CAREFUL ANALYSIS, AND THOROUGH STUDY WITH CONSIDERATION OF THE IMPACTS ON STUDENTS, TAXPAYERS AND LOCAL COMMUNITIES.
- AN INCLUSIVE PROCESS. THE PROCESS FOR DEVELOPING CRC INITIATIVES AT ALL LEVELS SHOULD BE BROADLY INCLUSIVE WITH PARTICIPATION BY PARENTS, COMMUNITY MEMBERS, ELECTED OFFICIALS, SCHOOL OFFICIALS, BUSINESS AND CIVIC LEADERS, THE DEPARTMENT OF EDUCATION AND OTHERS.
- ALIGNMENT OF GOVERNANCE AND SERVICES. THERE SHOULD BE A CLOSE ALIGNMENT BETWEEN SCHOOL GOVERNANCE STRUCTURES AND THE DELIVERY OF EDUCATIONAL PROGRAMS IN ORDER TO MAINTAIN BROAD PUBLIC SUPPORT FOR PUBLIC EDUCATION IN MAINE.
- STATE'S SUPPORTING ROLE. THE STATE'S ROLE WITH RESPECT TO SCHOOL CRC INITIATIVES SHOULD BE TO PROVIDE SUPPORT FOR PLANNING EFFORTS, TO REMOVE BARRIERS TO REGIONAL COOPERATION AND TO CREATE INCENTIVES FOR IMPLEMENTATION OF CAREFULLY PLANNED CRC INITIATIVES. AT THE SAME TIME, THE STATE SHOULD ADDRESS ISSUES THAT HAVE LEAD TO THE WITHDRAWALS FROM AND DISSOLUTION OF SEVERAL SAD'S. THE STATE SHOULD NOT TAKE OVER THE DELIVERY OF EDUCATIONAL SERVICES IN MAINE OR MANDATE THE CONSOLIDATION OF SCHOOL UNITS WITHOUT VOTER APPROVAL.
- LOCAL APPROVAL AND IMPLEMENTATION. CRC INITIATIVES SHOULD BE RESPONSIVE TO LOCAL CONDITIONS AND APPROVED AND IMPLEMENTED AT THE LOCAL LEVEL.

THANK YOU FOR THE OPPORTUNITY TO SHARE MY THOUGHTS WITH THE COMMITTEE. IF I CAN BE OF ANY FURTHER SERVICE I CAN MAKE MYSELF AVAILABLE.

RESPECTFULLY SUBMITTED.

DR. JAMES C. MORSE, SR.
SUPERINTENDENT, MSAD 47

Cooperation, Collaboration & Consolidation

Regionalizing Services & Programs Between Waterville, Winslow & Messalonskee

Presented by Eric Haley, Elaine Miller, James Morse, and Jay McIntire on September 19, 2005


Regionalization

1. **Cooperation:** marked by a willingness and ability to work w/ others
2. **Collaboration:** to cooperate w/ an agency...with which one is not connected
3. **Consolidation/Regionalization:** to join together into ONE

Webster's Dictionary 1994




Vision Statement

- # Our vision is to develop a collaborative school system that enhances educational opportunities for all students in the participating communities while identifying cost efficiencies throughout the region.
(May 2004)
- 



Goals

- # Manage Facilities and Capital Assets of the Region
 - # Maximize Opportunities to meet Maine Learning Results
 - # Utilize Fiscal Resources Available in the Most Efficiently Manner
 - # Make Staffing Assignments through Attrition, Retirement, Job Reassignment/ Retraining
 - # NO job loss due to regionalization efforts
- 

Goals (cont.)

- # Use Multi-District Staff Assignments As Appropriate
- # Continue to Promote Excellent Regional Vocational/Technical Program at Mid-Maine Technical Center
- # Build and Enhance Relationships Among ALL School in the Region

Transportation Status: Moving Toward Regionalizing

- # Waterville & Messalonskee
 - Maintenance 2001-present
 - Routing 2004-05
 - Consolidation 2005-06
- # Winslow & Messalonskee
 - Consulting 2004-05
 - Routing 2005-06

Food Service Status: Regionalizing

- # Hired a Common Food Service Director
 - Maintained Waterville's Director as Assistant
- # Moving toward common menu 2004-05
- # Creating common forms 2004-05
- # Self-Supporting 2004-05
- # Adopting one computerized system 2005-06

Adult Education

- # Hire a Common Adult Education Director
- # Expand & Enhance Adult Education Opportunities
- # Advertise the Adult Education as a Regional Program

Special Education Status: Cooperation

- # Acquire \$75,000 grant from MDOE (2004-05)
- # Grant Goals:
 - Hire a Special Education Consultant (2004-05)
 - To analyze data (2003-04, on-going)
 - To develop a framework to implement a regional special education program
 - To create a timeline for regionalizing services

Special Education Status: Cooperation

- # Grant goals (cont.) : (2005-06 and beyond)
 - Create a common referral process to minimize over identification & to increase accuracy
 - Develop common referral forms
 - Adopt common database for records maintenance
 - Bargain more effectively w/ contracted service providers

Special Education Status: Cooperation

- # Special Education Grant Goals (cont.)
 - Develop common staff development initiatives
 - Regionalize day treatment services
 - Create common programs for children w/ low incidence disabilities (autism, blind, deaf, etc.)
 - Create an Early Intervention Model to minimize SPED identification
 - Adopt one database for maintenance of records

High Schools Status: Cooperation

- | | |
|--|---|
| # Exploring the Potential of a Common High School for Waterville & Winslow | # Develop NEW Summer School Model for all three systems that is based on: |
| # Investigate Common Internal Schedules <ul style="list-style-type: none">■ Waterville A/B Block | <ul style="list-style-type: none">■ MLR Standards■ Interest■ Aptitude■ Learning Styles |

Technology Status: Cooperation

- Nearly All Initiatives Involve Technology
- Inventory Common Hardware
- Create Common Communication Protocol
- Analyze Databases in Order to Determine Efficiencies
- Determine Roles & Responsibilities of Tech Personnel in All Three Systems

Technology Status: Cooperation

Adopt common:

Budget management software (ADS)

Transportation software (Versatran)

Food Service Point of Sale Software(Nutikids)

Email & Calendar Software (FirstClass)

Technology Status: Cooperation

Create a common Wide Area Network (WAN)


- Negotiate collectively by having member towns write to Adelpia indicating intent to act as one
- Develop schematic for WAN
- Have Adelpia price out cost of WAN
- If price affordable, begin implementation of WAN
- If not affordable, seek other providers

Final Thoughts

- # Enrollment has Declined Over the Past Twenty years
- # Property Tax has Become a Grave Burden on Mainers
- # The New Essential Programs & Services Funding Model Directly Ties School Funding to Enrollment



Final Thoughts

- # Education Is Facing the PERFECT STORM
 - Fewer Students, An Aging Population, Property Tax Revolt, and
 - Public Demand for Higher Standards
 - # It Is Imperative That WE
 - Marshal out limited resources,
 - Coordinate our efforts, and
 - Eliminate needless duplication
- 

**School District Regionalization Proposal Hearings on this day the fifth of
February 2007**

Respectfully submitted by:

Michael Martin-Zboray
Assistant Principal
Connors-Emerson School
Bar Harbor, Maine
mzboray@u98.k12.me.us

In touting his proposed school consolidation plan across the state, the Governor has repeatedly stressed the phrase: "educational excellence and not...administrative excess" The inference being that a Maine student's ability to reach excellence is currently undermined by administrative excess. I am here today to refute this assertion.

Excellence

Every year, the US Department of Education issues the "Nation's Report Card." This report is based upon the results of the National Assessment of Educational Progress (NAEP), a standardized test of Math, Reading, Writing and Science administered to students in grades 4 and 8 across the country. Last week my 4th grade students took this very same test. Over the last 5 years Maine students have consistently scored above the national average in all areas. Clear excellence despite the fact that Maine pays \$290 less per student for student support services such as curriculum coordinators, guidance counselors, special education directors, business managers and clerical support as reported by Dr. Gordon Donaldson, University of Maine. In his report Pursuing Administrative Efficiency for Maine's Schools, Dr. Donaldson asserts, and personal experience confirms, that the school's administrators in fact provide these instrumental support services. "Our product is better." (Donaldson, 2006)

California and West Virginia are two states where recent consolidations, such as the one proposed for Maine, have been enacted. These states do pay less than Maine, anywhere from \$1,000 to \$1,500 less per student. However, their state's NAEP scores are also far less, in fact well below the national average. This is not excellence.

Maine is a large, mostly rural state. Communities are broadly spread and as a result, we experience inconsistent standards of teaching and notable inefficiencies. However several SAUs (School Administrative Units) have already taken the initiative and joined forces with neighboring districts, bolstering professional development, sharing costs and providing opportunities for teachers to strengthen their practice. It is this focus on teaching and learning, highlighted in Michael Fullan's recent report, A Look to the Future: Maine Education Reform, that is key to Maine's continued effort toward higher levels of student achievement. Fullan points out that superintendents have played a key role in creating educational reform in Maine. They are truly educational leaders, not the anonymous bureaucrats dictated by the structure of LSRS in its current form.

Excess

Recent encounters with both the Palesky measure and TABOR highlight the fact that Mainers are struggling with hard economic realities and they are looking for solutions. However, the defeat of these same measures speaks to the fact that Mainers are seeking sensible, sustainable reform, not drastic measures which bring a diminishing quality of life through unintended consequences. Eliminating waste and inefficiency is vital, sacrificing our educational standards is nonsensical.

The question then is how much do we actually spend, and how do we spend it? Citing data from the National Center of Education Statistics, Dr. Donaldson found that from 1999 to 2003, Maine averaged \$65 per pupil more on administration than the national average. However, in 2003-2004 Maine was found to pay \$16 less than the national average. The current consolidation plan is pitched as putting more money into the classroom rather than being spent on administration. This implies that current practice is to pay administrators over classroom instruction. Untrue. We "have the distinction of placing second in the nation in the percent of our expenditures that go directly to "instruction and instruction related activities." (Donaldson, 2007)

Conclusion

Look at the big picture as you work toward a final budget. LSRS is not a silver bullet and as Stephen L. Bowen of the Maine Heritage Policy Center points out in his report, Education Service districts, that "drawing new and bigger boxes around existing problems will not reduce costs...and that the experiences of West Virginia and California reveal that consolidation in itself will not guarantee lower costs, and may even increase them." Bowen also suggests that this consolidation may impact negatively on student achievement and create larger, less responsive bureaucracies. Let us instead focus on moving Maine forward. The Brookings report was clear when it stated that "the state has taken little advantage of opportunities to raise revenue that could take some of the burden off of Maine property and income taxes." We'll need smart, educated kids to grow into smart, educated adults for our future.

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Fullan, Michael and Watson, Nancy (2006). *A Look to the Future: Maine Education Reform.* Submitted to Commissioner Gendron and the Maine Department of Education. Toronto, Ontario

Senator Bowman, Representative Norton, Senator Rotundo, Representative Fischer, and Members of the Joint Standing Committees on Education and Cultural Affairs and Appropriations and Financial Affairs, my name is Victoria Manzi. I live in Camden Maine where I am a taxpayer, school board member and parent.

I am here today to speak about the drawbacks of the Local Schools Regional Support proposal. There are many areas of this proposal which I think will damage the education of our present and future students. I will only touch on a couple of areas due to time.

Top Down Mandated Consolidation – While hardly anyone can disagree with the facts that we can do more with what we have through collaboration and/or consolidation, it should be voluntary to be most effective. The most effective way to get different towns and school districts to work well together is by building trust. You can't impose that. Top down mandated consolidation makes everyone get their hackles up and stand up to protect what is there. "I don't trust people who live miles away from me to make decisions about the education of our students in my town.", "I don't know them, I don't know what they do or don't teach in their schools". We need time as communities to start conversations, work on committees together and help each other reach the goals everyone wants. Give us the chance to show some of the efficiencies that grow from schools, staff and boards working with each other. I know it can be done, but it takes patience...it takes trust.

Local Facilities - In our district we are in the process of adding an addition to our elementary school that will allow K-4 to be under one roof. We worked hard on selling this locally funded proposal to our constituents. Under the Governors proposal we'd be paying the bill, but the "Mega District" would be getting the building. It would no longer belong to the local taxpayers who will be paying for it for many years to come. Local School facilities need to belong to the local towns. Taxpayers should only have to fund future facilities that are in their towns and serve their children.

Local Control - I moved to Maine and specifically to my town because of the schools. I ran for the school board nine years ago because I wanted to make them some of the best schools in the state. We have a very hard working administration, staff and board. We have had some great success stories and we constantly re-examine ourselves and the work to see that we are being successful.

On the average, my Superintendent works 60+ hours per week. The work involves overseeing two school districts, in-school as well as community meetings, communicating with all the bargaining units, student classroom presentations, regional work with other superintendents, work at the state level, meeting with architects for a new building project, probationary teacher evaluations, attending athletic and arts programs, meeting with select boards in the towns, working with the principals & other administrators, working with the media, etc, etc, etc. Because of the time put in with all the various groups, we have a system that runs well. We as board members and citizens feel well informed about what is going on in our system. Asking one person to do this for 23 towns is unbelievable as well as undoable. Of course other layers of administration would have to be added, and there goes most of that savings. Changing titles will not decrease the demand for services and the added layers move the administration further from the students and their needs.

I serve on two school boards. Each is made up of people from the various towns we serve. We represent different segments of the population because of our various backgrounds. Some of

us have students in school, some have an education background, most have a business background, but we all care about students education and doing the best we can to send our students off with the skills they need to be successful. We hear from our constituents via phone, email or letter. But around town, in the grocery store or on the street is where we hear from our constituents the most. Having 5 to 15 people on the "Mega District" board would severely dilute the feedback we get from our communities. It will become very impersonal. Advisory boards, while having a voice, will not have voting power. That "personal" touch and that sense of community that a lot of people have moved to Maine for will be lost.

Trust, Time and a Voice are the three elements I think we need to make some of the necessary changes that the Governor's proposal tries to accomplish. I am very willing as a school board member to have those conversations with our "regional partners". There are a lot of ways we can create more efficiencies. We currently do some of them on a regional basis with our town governments. We can share services, staff and programs across district lines. We need to be able to have conversations with our "regional partners" in a non-threatening atmosphere. **Whatever changes are made, they need to be voluntary.** Things need to happen, Changes need to be made, but there is a right way and a wrong way. The Governor's proposal asks for too much too quickly with no guarantee that we will get the results he promises. When we introduce a new program to one of our schools, we do it on a pilot basis. We make changes and evaluate the program as it goes to see if it is meeting our needs. This pilot is usually done in only a couple of classrooms or grades to see the true impact before implementing school wide. How about a pilot program?

I personally support the proposal from the Maine Heritage Policy Center. It calls for cost savings while keeping the board and administration in touch with the students and their needs. It is a fiscally responsible proposal that would have a positive impact on the services we deliver.

Thank you for your time and consideration.

Sincerely,

Victoria Manzi
Five Town CSD Board
SAD #28 School Board

142 Washington St
Camden, ME 04843

need for their kids?

Speaking in the terms of sports, it would be very hard to become a member of a sports team. Sure, there would be more types of teams to choose from, but there would also be tryouts and a lot of disappointed kids. In smaller schools, you always get to play a sport, whether you're the best at it or not. In a large school system kids that did make the team would have to stay after school for games and practices, and that would make it a very long day for those kids.

In the bigger schools, there are likely cliques. With cliques come ridicule and embarrassment. People may be shunned or chosen as friends because of what they wear, not for what's important, like their personalities. People might be beaten up. There may be gangs formed and people might be hurt. If the government thinks that discipline is hard now, then think of what it would be like with hundreds of students.

Combined with a better education and better careers after high school or college, these small schools are the basic settings for a better life. Bigger schools really aren't better than our smaller schools. Please consider what larger schools would really be like for us, the kids. Our futures are in your hands.

Chris Crowley
P.O. Box 13
Beals, Maine

Good morning. My name is Chris Crowley from the town of Beals. I am a teacher and acting principal at Beals Elementary School.

I grew up on Beals Island, attended Beals Elementary, and have taught there for the past thirteen years. As a small-town citizen, I feel threatened by this proposal. So I am speaking today to show my disapproval of Governor Baldacci's plan.

Local control with regional support, the slogan of this plan, I believe, is very misleading. The Governor has said over and over again that his plan is based on local control; our small, local schools are safe from closure. Here is the problem with that statement. With the loss of our local school boards, who have small schools in their best interest, we are at the mercy of the newly formed regional boards. Smaller towns may not have any representation at all, and without representation, it may be a regional board decision to close many small schools. Yes, Governor Baldacci is right. His plan doesn't directly close smaller schools. It just paves the way to do so indirectly with the formation of regional boards. As Americans, taxation without representation is something that we should be afraid of. Have we forgotten our past? Aren't we afraid that history may repeat itself?

The Governor has given projected cost savings with this new plan. Let's just remember that these are only projected savings. Savings that haven't taken into account new, lower level administrative positions to help run the new super districts, and also the possibility that new central office buildings may have to be purchased or built to

house the administration for the new regions.

Is the future of our children worth the gamble? It seems that our lenses have been clouded by the almighty dollar. We need to think about the future and welfare of our children, the next generation to step up and run our towns, cities, states, and country.

I would like to thank you for the opportunity to express my feelings about this proposal. Consolidation is NOT what Maine needs.

Members of the Appropriations and Education Committees:

My name is Parker Renelt. I live in Bremen, Maine, and I am the Chair of the Bremen School Committee, Vice Chair of the Great Salt Bay School Board, Chair of the Union 74 Board, and I am on the Board of the MSBA. I have been retired for nine years and have no children or grandchildren attending schools in Maine. In my prior life I was President of a commercial bank in New Jersey.

I am here today as a citizen, a taxpayer, and as a school board member. I am not opposed to consolidation or cooperation as long as it is done for the right reasons and that it makes sense for the parties involved. On the surface, the current proposals sound exciting and challenging, but as has been said, the devil is in the details. Over time and with an undetermined number of additional administrative levels in each district, these proposals may be successful. In my opinion, the proposals that have been put forth are more about numbers than education. Instead of attempting to manipulate education in Maine so that all of the statistics and ratios, etc., meet national averages, let us deal with Maine specifics. One specific that won't go away is the geography of Maine, the population dispersion in Maine, and deep rooted desire for some level of local control.

There have been articles recently in the newspapers reporting that the Governor has criticised school boards for overspending their EPS model budgets. He states that this overspending was terrible and unacceptable. These accusations are both insulting and misleading.

Let us use Bremen as an example. In a recent Lincoln County News article it was reported that Bremen exceeded EPS by 7%. I have been told that the EPS number for Bremen's secondary students is \$5,998. Bremen does not have a public high school so we tuition our students. Under another part of State Statutes the State tells us the tuition amount each year. For this year that amount including what is called the insured value factor is approximately \$8,300. How can Bremen or any other town in a similar situation be expected to keep within the EPS model? Instead of recognizing the reality that the EPS model is not perfect and does not address all situations, the Governor attacks.

I have many questions about the proposals on the table and hopefully they will be answered during the hearing process. The issues that I want to address today come from me as a citizen. The proposals call for eliminating 126 superintendents and their staffs and the elimination of 649 teacher positions. We are told that the average teacher salary is approximately \$39,000 per year. Eliminating 649 positions provides approximately \$25 million per year. Assuming the elimination of the central offices will provide another \$30 million per year that is only a total of \$55 million per year or \$165 million over the three years. Where is the \$250 million over three years coming from? We are told that \$170 million of the projected savings will be used to lower local property taxes. Can someone please explain to me how these proposals will reduce my property taxes? My property taxes increased \$500 last year in spite of LD1. Bremen budgeted \$12,525 for the Office of the Superintendent last year and \$38,131 as its share of the Central Office costs in the GSB budget where our elementary school students attend for a total of

\$50,656 for administration. Bremen will have to pay its share of the cost of the new central office so the whole \$50,000 won't be a reduction. Bremen tuitions its high school students. This year 7 students are graduating and next year 14 freshmen enter. The additional 7 students will cost Bremen \$58,000. This year State subsidy will be \$43,000 to cover special education costs. Will the State subsidy be increased? Exactly how will property taxes be equitably reduced?

My second question, is specifically how will this plan improve the education of children? We are told that Maine spends \$346 per student per year for administration and that we need to reduce this number to \$186. We in Union 74 spend less that \$200 per year on the central office per student. We currently share food service and most transportation. We share special services. How is distancing us from the central office and changing the role of the superintendent from that of the educational leader to that of a politician going to improve education in Union 74? How is larger class size going to improve results?

As I said before, I support consolidation. I believe that there is much efficiency that can be achieved by combining districts that currently share a Superintendent with those that do not have a superintendent. Further efficiencies can be realized by permitting the superintendent to better utilize the resources at his or her disposal to eliminate duplication in schools in neighboring towns. As President of a bank I was involved in mergers or consolidations and I can tell you from experience that bigger is not always better. The projected savings don't accrue immediately and in fact costs increase in the beginning because of overlaps and unforeseen problems that arise. Contracts have to be honored. There needs to be ample time to work out all of the details before the consolidation is consummated. It would seem to me that those towns that have a community of interest, a similar culture and philosophy about education, etc. should be given an incentive to develop their own plan of consolidation. It is, after all, the taxpayers of each town who are paying a good part of the bill and should have the right to spend what they wish to educate their children. The State should not mandate that one size fits all. Every student is unique and every town is unique.

Third, how can the Governor and or the Legislature, without voter approval, dismantle the system that is in place today, terminate contracts prematurely and effect a change of ownership of school properties? If the Governor and legislature really want to improve the tax burden in Maine, they should lower the income tax rate, increase the sales tax rate, increase the property tax rate on non-resident property owners as is done in some other states and amend the state subsidy formula to utilize median income rather than valuation as the equalizer.

In closing, I would urge the committee and the Legislature to table and or reject the current proposals and develop a new proposal that gives districts incentives to consolidate along lines that make sense for them and grants them adequate time for proper and effective implementation.

Thank you.



To: Representative Norton, Senator Bowman and Members of the Committee on Education and Cultural Affairs

From : Maggie Drummond, Policy Director for GrowSmart Maine

February 5, 2007

Thank you for the opportunity to speak before your Committee. GrowSmart Maine is a statewide non profit citizens' organization which promotes sustainable prosperity and quality places in Maine. As you know, we commissioned the recent Brookings Institution report, 'Charting Maine's Future,' which was released in October of last year.

The report's major findings are that Maine is poised to grow, if we can adapt, make some tough decisions and work together in new ways. Sustainable prosperity is within our reach, but it is in no way guaranteed. The report in particular asserts that we must streamline government at all levels in order to free up resources, which can then be used to make critical economic investments and lower taxes.

That government streamlining, as the report points out, should focus on administrative reductions at the state and K-12 level, and increasing regional cooperation at the local level. Savings from those administrative reductions should then be used to support ongoing investments in Maine's quality places – which are our brand and our competitive advantage –and in fostering greater innovation in the economy.

Now we are engaged in the discussion of how to streamline K-12 administration, just as later in the session in other hearings we'll be talking about changes in state government and regional cooperation.

Of course, change is difficult. It is unsettling and complicated. Many people assume the worst and resist change vigorously. In the debate over how Maine must change it is easy to get so focused on how something is going to happen that we can forget why we're doing it. In this case, it is imperative not just for fiscal or economic reasons, but also for political ones. Maine people have spoken loudly and clearly about the need to reduce taxes, which can only happen by reducing spending and growing the economy. TABOR was just narrowly defeated. Next time, we feel, it won't be. So government now has a chance to make changes intelligently and intentionally. If it doesn't, then we have no-one to blame but ourselves when the public takes matters into their own hands with blunt instruments.

For that reason, we commend the Governor's for his bold leadership and for putting this discussion on the table. We commend, also, this committee and the many Legislators who understand that change must happen in K-12 Administration and, for that matter, in state administration. We also thank the many organizations and individuals who have developed proposals for reforming K-12 education.

This is a conversation that is long-overdue in Maine. It will be, as it should, a robust conversation. At the end of the day, change will result. What the details of that change are, what the schedule will be, how we'll find the best balance between our tradition of local control and the demands of the 21st century are up to you.

We believe a very positive change has already occurred. The conversation we find ourselves in is not whether we should reform or need to reform our K-12 system, but simply HOW it should be done. Maine people now realize that the status quo is not an option.

That was made clear in the polling that we commissioned just ten days ago, which produced some surprising results:

- 70 percent of Mainers said that "Local control is costing us too much money in added administration", while only 5 % disagree, with the remaining ¼ undecided.
- 51% said that they feel that "Maine has too many school superintendents and needs to reduce this number in order to lower local property taxes.", while just 15% disagree, with 1/3 undecided.

Maine people are clearly ready for change and, without weighing in on any particular strategy for getting there, want that change to occur. They want administrative change, without losing local schools or seeing a decline in standards. As many of you know, we held over 45 listening sessions in the course of developing this report – and we held them in all parts of the state from Caribou to Alfred, Farmington to Eastport, Waterville to Camden. One of the things we learned that Maine people hold dear is the local community school. We believe that any plan you develop moving forward should keep local schools open and make it very difficult to close them. The plan should consolidate administration and back office functions to the extent possible without impacting those deeply held Maine values of quality education and local community schools- particularly in our most rural communities.

It is our view, in fact, that the only way to protect local schools and enhance the classroom, over time, is to work hard on administrative streamlining now. We simply don't have enough money, and won't have enough money in the future, to have it all. We have to choose whether quality local education or excessive administration is more important.

As you know, the background report and memos on the subject of K-12 education drawn upon by the Brookings Institution for 'Charting Maine's Future' were done by Mike Moore, of the Maine Public Spending Research Group. As you've already heard from Mike and have his research, I will simply point out the highlights and review the final recommendations from the report itself.

'Charting Maine's Future' recommends restructuring in both administration and construction & renovation programs, in order to capture significant potential cost savings that should then be redirected back into classrooms.

1. **Reduce administrative spending to the vicinity of \$195 per student, the national average.** The report refers to this recommendation as the 'low hanging fruit,' and according to Moore, such a reduction could result in about \$25 million in budget savings a year for Maine taxpayers- without tampering with the number, size, location or classroom programs of Maine's schools. We also recommended that the state should move from the current 286 districts to a much smaller number; no

greater than 64, which would take us to the national average district size of 3,100 students.

2. Fully fund and enlarge the Fund for the Efficient Delivery of Education

Services. As you know, this fund was developed through LD1, along with the Fund for the Efficient Delivery of Local & Regional Services on the municipal side, to support regional school initiatives. As you've heard, schools and districts are beginning to make progress in that direction through voluntary collaborations on everything from transportation services and central food service administration to joint athletic teams and district consolidation. These collaborations should be encouraged.

3 Develop a statewide K-12 capital plan conceived from a regional perspective.

One major area of potential savings identified by the report is in the area of capital investment in K-12 education. The executive summary of the background report found that:

- Maine invested \$790 million for school construction and renovation between 1995 and 2005, adding five million square feet of space to schools across the state. At the same time, student enrollment dropped by 13,000.
- Taking a regional approach to capital investment rather than a local approach could have saved \$201 million of this investment, or 25% of the total. A regional approach would use the classroom capacity of all schools in each region, keeping them fully utilized as the student population falls.
- A regional approach also could significantly reduce the need for 62 pending capital projects, saving as much as \$870 million, since Student enrollment is expected to drop by an additional 11,000 pupils over the next 10 years.

We recommend that a statewide capital investment plan be developed, following the Maine DOT model, which should be part of any plan moving forward. This idea does not appear to be addressed in any of the existing legislation or proposals before you.

In conclusion, we all understand that change of this kind is not easy and that you have a difficult task before you. The details of the many proposals you will hear will vary, in some cases widely, but we believe that Maine people support real changes in administration of K-12 education, and that by reducing excessive administration we can provide a quality education to Maine students, protect community schools and reduce taxes.

Thank you.

School District Regionalization

LR 1386

SEN EDMONDS

PART C

PART C

Sec. C-1. Regional delivery of educational administrative services; legislative findings and intent; establishment of goals.

1. Findings. The Legislature finds that:

- A. The State's annual state and local expenditure for kindergarten through grade 12 public education significantly exceeds national and peer state averages;
- B. It is the intent of the State that these state and local expenditures be brought into greater conformity with national and peer state averages and it is a role of the Legislature to establish goals to realize this intent;
- C. A number of administrative services could be provided to multiple school administrative units within defined regions within the State in a manner that would preserve or improve the quality of those services, preserve the quality of education services provided to the State's public school students and reduce the cost of providing those services for the State and the participating school administrative units;
- D. The most appropriate geographic regions within the State to begin systematically developing and implementing regionalized educational administrative services are the 26 centers or regions that currently provide career and technical education services to broader geographic regions;
- E. The State's school administrative units are varied with respect to the benefits that may be available and the efficiencies that may be achieved as a result of regionalizing certain administrative services; and
- F. The most appropriate location of decision-making authority with respect to which educational administrative services to regionalize and how to otherwise meet the goal established by the Legislature is at the local and regional level.

It is, therefore, the intent of the Legislature that this Part provide the necessary direction, guidance and resources to bring the state and local expenditures for kindergarten through grade 12 public school education into a greater conformity with national and peer state averages without impairing the quality of education services delivered to the State's public school students.

2. Goals. The following goals are established:

- A. It is the goal of the Legislature that by school year 2009-2010, the total state and local expenditure for providing school administrative services in the State, measured as a percent of personal income in this State, as estimated by the United States Department of Commerce, Bureau of Economic Analysis, be reduced by a minimum of 10%.
- B. It is also the goal of the Legislature that upon the implementation of the recommendations of the planning alliances established by this Part:
 - (1) The ratio of students to administrative personnel in all regions of the State will reasonably conform to related ratios established by the essential programs and services school funding model;
 - (2) School administrative functions, including without limitation special education management, human resources management, information technology management and financial management functions, will be shared with multiple school administrative units and municipal units of government among and throughout the planning alliance regions;
 - (3) The student transportation systems throughout all regions of the State will be well planned and coordinated among the school administrative units and avoid redundancy in routing;

(4) Labor negotiation calendars and procedures among the school administrative units will be coordinated insofar as practicable; and

(5) The purchase of all supplies and materials common to the school administrative units and all supplies and materials common to both school administrative units and municipal units of government will be conducted in a manner designed to maximize the purchasing power of the aggregated governmental units.

Sec. C-2. Planning alliances established. For the purposes of assisting in the regional delivery of educational administrative services among all the school administrative units, 26 planning alliances are established in accordance with this section.

1. Service area. Each planning alliance shall serve the school administrative units within a geographic area defined by the State's career and technical education centers, as set out in the Maine Revised Statutes, Title 20-A, section 8402.

2. Composition. Each planning alliance is composed of 12 members, including 4 municipal officials, 4 public school officials and 4 members of the general public, all of whom must reside within the geographic area served by the career and technical education center.

A. For each planning alliance, the 4 municipal officials must be elected by caucus.

(1) According to the implementation schedule provided in section 5 of this Part, the Commissioner of Education shall notify all municipal officials serving in the geographic region served by the career and technical education center to caucus at a specified date, time and place for the purpose of electing 4 municipal officials to be members of the planning advisory committee. The commissioner or the commissioner's designee serves as nonvoting moderator for that regional caucus. Nominations for the municipal official representatives must be received from the floor. Although municipal officials residing within the career and technical education center's geographic area may be nominated, only municipal officials serving within the same geographic area and in attendance at the caucus are allowed to vote. The method of voting must be decided by voting membership. The 4 nominees receiving the most votes are approved as the municipal official members of the planning alliance, except that no municipality may have more than one representative on the planning alliance. The names of those elected by the caucus must be recorded and forwarded to the commissioner.

B. For each planning alliance, the 4 school officials must be elected by caucus.

(1) According to the implementation schedule provided in section 5 of this Part, the Commissioner of Education shall notify all school officials serving in the geographic region served by the career and technical education center to caucus at a specified date, time and place for the purpose of electing 4 school officials to be members of the planning advisory committee. The commissioner or the commissioner's designee serves as nonvoting moderator for that regional caucus. Nominations for the school official representatives must be received from the floor. Although school officials residing within the career and technical education center's geographic area may be nominated, only school officials serving within the same geographic area and in attendance at the caucus are allowed to vote. The method of voting must be decided by voting membership. The 4 nominees receiving the most votes are approved as the school official members of the planning alliance except that no school administrative unit may have more than one member on the planning alliance. The names of those elected by the caucus must be recorded and forwarded to the commissioner.

C. For each planning alliance, the 4 members of the general public are appointed as follows.

(1) The President of the Senate shall appoint one member of the general public for each planning alliance.

(2) The minority leader of the Senate shall appoint one member of the general public for each planning alliance.

(3) The Speaker of the House shall appoint one member of the general public for each planning alliance.

(4) The minority leader of the House shall appoint one member of the general public for each planning alliance.

D. Each planning alliance must be provided with one full-time staff assistant, whose salary and benefits must be provided at state expense in accordance with section 4 of this Part.

3. Terms. Members of each planning alliance serve for a period of 2 years. Any vacancy must be filled in the same manner and by the same authority as established by this section for the original appointment.

4. Timing of election and appointments. All elections and appointments of planning alliance members must be accomplished according to the implementation schedule provided in section 5 of this Part.

Sec. C-3. Planning alliance responsibilities. Each planning alliance must be convened and respond to the following charge according to the implementation schedule provided in section 5 of this Part.

1. Identification of baseline information. According to the implementation schedule provided in section 5 of this Part, each planning alliance shall for the geographic region it represents:

A. Calculate the total expenditures for educational administrative services, measure that expenditure as a percent of personal income in this State and identify the degree to which that expenditure would have to be reduced in order to comply with the goals established in section 1 of this Part;

B. Identify all the types of public school administrative units including school administrative districts, community school districts, municipal school units and any school unions that currently provide for shared superintendent services.

C. Identify the degree to which administrative services, specifically, and educational services, generally, are currently being shared between and among the school administrative units within the region or across region lines, including without limitation formal regional alliances, bulk purchasing agreements or other coalitions designed to provide regionally developed services to the participating school administrative units;

D. Identify for each school administrative unit the relationship between that school system's actual employment or budget, as applicable, and the allocated employment or budget, as applicable, as identified by the essential programs and services school funding model for the following categories: school system administration and support, operations and maintenance, special education and transportation;

E. Identify the region's current aggregate educational administrative personnel profile, measured in full-time equivalents, including, but not limited to, the following positions: superintendent, principal, special education director, transportation director, technology director, business agent or financial officer, human resources director and all reasonably equivalent positions;

F. Identify all municipal administrative services by type and position that are being similarly provided on the municipal level and might reasonably be subject to shared services arrangements, including positions in the fields of technology and financial and human resources management and all reasonably equivalent positions;

- G. Identify all major types of materials and supplies purchased by the school administrative units along with all similar materials and supplies purchased by the municipalities in the region;
- H. Identify all schedules that pertain to the school administrative units, including without limitation school calendars and all schedules for labor negotiations and contract approval, school board meetings, budget development and budget approval meetings;
- I. Map out the entire school transportation system that is used to transport students to and from school once a day;
- J. Identify all educational mandates enacted by the Legislature that could be repealed or redesigned in a manner that would eliminate the need for redundant or unnecessary educational administrative services without impairing the quality of educational services provided to the public school students; and
- K. Identify any other baseline information regarding the provision of educational administrative services within the region that the planning alliance finds to be pertinent to responding to the legislative charge.

2. Development of recommendations. According to the implementation schedule provided in section 5 of this Part, each planning alliance shall prepare in the form of preliminary recommendations a plan for the redesign of the provision of educational administrative services within the region that is appropriate to the needs of the region and would clearly meet the goals as established for the region in subsection 1, paragraph A. The plan must, at a minimum:

- A. Identify any recommended redesign of the types of school administrative units within the region, if applicable;
- B. Establish as a finding of the planning alliance the recommended number of educational administrative full-time equivalent positions that should be funded within the region for the following positions: superintendent, principal, special education director, transportation director, technology officer, business agent or financial officer, human resources director and all reasonably equivalent positions. This finding must specifically identify all recommended service sharing arrangements between and among municipalities and school administrative units within the region, particularly in the areas of technology, transportation maintenance, human resources and financial management, as those recommended arrangements would affect the recommended personnel profile;
- C. Recommend a specific set of adjustments to the region's current profile of administrative personnel to be implemented over the next 2-year period that would serve to adjust the current personnel profile as identified under subsection 1, paragraph E to the recommended personnel profile;
- D. Recommend, as applicable, the organization or reorganization of any joint purchasing arrangements between and among the school administrative units within the region and between and among the school administrative units and the municipalities within the region;
- E. Recommend, to the extent necessary to achieve the goals of this Part and facilitate other recommendations of the planning alliance, the coordination of schedules, including without limitation, school calendars, labor contract negotiations, school board meetings, school budget development and adoption meetings;
- F. Recommend, as applicable, the development of coordinated regional or subregional school transportation systems; and
- G. Recommend any changes to state law that would assist the region in meeting the goals of this Part without impairing the quality of educational services provided to State's public school students.

3. Outreach. According to the implementation schedule provided in section 5 of this Part, each planning alliance shall hold public hearings on its preliminary recommendations. At a minimum, a public hearing must be held at a school facility in each school administrative unit or school union within the region. On the basis of the information provided and input received at the public hearings, each planning alliance shall amend the preliminary recommendations as appropriate to develop its final recommendations according to the implementation schedule in section 5 of this Part.

4. Transmittal and implementation of final recommendations. Each planning alliance shall adopt its final recommendations according to the implementation schedule provided in section 5 of this Part. The final recommendations must identify the goals that must be met within the region to comply with the goals established by this Part and clearly identify by what means and by when the goals will be reached through the implementation of the recommendations of the planning alliance.

A. Each planning alliance shall formally transmit to every school board within the planning alliance region the final recommendations in a format that includes:

- (1) The complete report for the school board's records;
- (2) An executive summary of the entire report suitable for presentation to the legislative body of the school administrative unit to consider for adoption;
- (3) The specific recommendations pertaining to the school administrative unit that fall within the authority of the school board to implement, suitable for presentation to the school board to consider for adoption; and
- (4) The specific recommendations pertaining to the school administrative unit that fall within the authority of the legislative body of the school administrative unit to implement, suitable for presentation to that legislative body to consider for adoption.

B. The school board and the legislative body of every school administrative unit within the planning alliance region shall act on the recommendations transmitted to them according to the implementation schedule provided in section 5 of this Part.

Sec. C-4. Resources and Department of Education responsibilities.

1. Resources. Notwithstanding any other law, the highest priority of distribution from the Fund for the Efficient Delivery of Educational Services as established in the Maine Revised Statutes, Title 20-A, section 15754 for fiscal year 2007-08 and fiscal year 2008-09 is to provide the staff support and other related support to the planning alliances as required by this Part.

2. Department of Education responsibilities. The Department of Education shall assist in the implementation of this Part as set out in this subsection:

A. The Department of Education shall adopt rules to assist in the implementation of this Part. Rules adopted pursuant to this paragraph are routine technical rules as defined in the Maine Revised Statutes, Title 5, chapter 375, subchapter 2-A. At a minimum, those rules must:

- (1) Specifically define the career and technical education regions within the State both geographically and according to each region's school administrative units;
- (2) Identify by position and support position all educational administrative services that should be reasonably included in the analysis conducted by each planning alliance;
- (3) Establish the minimum qualifications, job description and salary and benefit range for each planning alliance's full-time staff assistant; and
- (4) Provide for a system of administration of the Fund for the Efficient Delivery of Educational Services, modeled after the system of administration for the Fund for the Efficient Delivery of Local and Regional Services provided in the Maine Revised Statutes, Title 30-A,

chapter 231 and including the automatic payment of salary and benefits for one full-time staff assistant for each planning alliance in accordance with section 2 of this Part.

B. In addition to any responsibilities required by this Part or imposed by rule, the Department of Education shall assist in the implementation of this Part by:

- (1) Assisting all planning alliances in the collection and presentation of data pertinent to the charge established by this Part;
- (2) Assisting in the organization of caucuses as provided in section 2 of this Part;
- (3) Providing or contracting for facilitation services to be provided to the planning alliances to ensure their ability to fulfill the charges required by this Part; and
- (4) Submitting interim progress reports to the Legislature no later than January 1, 2008 and January 1, 2009 and a final report no later than January 1, 2010 that describe the compliance of the planning alliances with the requirements of this Part.

Sec. C-5. Implementation schedule. The various charges established by this Part must be accomplished according to the following schedule.

1. Appointments and caucuses. The initial appointments and caucuses of municipal and school officials required by section 2 of this Part must be completed no later than October 1, 2007.

2. Hiring of staff assistants. The full-time staff assistant for each planning alliance must be hired by the planning alliance no later than December 1, 2007.

3. Convening of planning alliances. The planning alliances must be convened no later than January 1, 2008.

4. Completion of identification and baseline information. The planning alliances shall complete the identification of baseline information as required by section 3, subsection 1 of this Part no later than July 1, 2008.

5. Develop preliminary recommendations. The planning alliances shall complete the development of their preliminary recommendations as required by section 3, subsection 2 of this Part no later than September 1, 2008.

6. Outreach effort. The planning alliances shall complete the outreach effort required by section 3, subsection 3 of this Part no later than January 1, 2009.

7. Final recommendations. The planning alliances shall develop their final recommendations and transmit those recommendations as required by section 3, subsection 4 of this Part no later than February 1, 2009.

8. Consider and act on recommendations. The school boards and the legislative bodies of the school administrative units shall consider and act on the recommendations of the planning alliances no later than July 1, 2009.

Sec. C-6. Sunset; achievement of required efficiencies Unless reauthorized by the Legislature, this Part is repealed February 1, 2010. It is the intent of the Legislature that the goals of section 1, subsection 2 of this Part be achieved by that date. If the goals of this Part have not been achieved in a career and technical education region served by a planning alliance pursuant to this Part, the Commissioner of Education shall present to the joint standing committee of the Legislature having jurisdiction over education matters a plan for the reorganization of all school administrative units within that career and technical education region. The commissioner's plan must be designed to achieve the goals of section 1, subsection 2 of this Part. The joint standing committee of the Legislature having jurisdiction over education matters is authorized to submit legislation in the Second

Regular Session of the 124th Legislature that reorganizes the school administrative units within any career and technical education region that has failed to achieve the goals of this Part by February 1, 2010.

SUMMARY

Part C of this bill establishes as a goal a 10% reduction by the year 2010 in the statewide expenditure for educational administrative services in kindergarten to grade 12 public education as that expenditure is measured as a percent of total personal income. It establishes goals for specific categories of costs and services. It also establishes a comprehensive system of analysis, recommendation, outreach and implementation to be accomplished on the local level through the creation of regional planning alliances to achieve that goal within the 26 career and technical education regions in Maine. If the cost reduction goal is not achieved, the Commissioner of Education must submit a plan to the Legislature to achieve the cost reductions

School District Regionalization

LR 1415

SEN MILLS

**Summary of "An Act to Increase Efficiency in School Administration"
A Concept Draft presented by Senator Peter Mills**

Sources

On July 1, 2007, school units shall join a state chartered Educational Service District ("ESD") to contract for the regional delivery of administrative services. ESDs are described in depth by the Maine Heritage Policy Center in "The Maine View" issue of January 25, 2007, authored by Stephen Bowen.

ESDs are functionally similar to "Educational Cooperatives," the non-profit entities described in "A Case for Cooperation" published by the Maine Children's Alliance in August of 2006 and authored by Douglas Rooks.

The beginnings of such an entity are exemplified by the Western Maine Educational Collaborative formed in August of 2006 under the management of Mona Baker.

Functions of a Regional Service District

As envisioned here, each RSD will be state chartered. Participation in an ESD will be required for all local units including all sections of the Unorganized Territories. The geographic bounds of the ESDs will conform to the existing 26 vocational service regions except that an ESD may include more than one such region. Each ESD will be large enough to serve at least 3000 students.

Each ESD shall:

1. Continue to provide strong vocational education programming, the function for which such regions were first formed.
2. Adopt a common calendar for the region.
3. Adopt and administer a common Student Identification System.
4. Establish parallel accounting systems for each school district.
5. Serve as contract bargaining agent for each district.
6. Provide coordinated transportation services.
7. Oversee food services for each public school.
8. Support information technology for all schools including laptops for grades 7 through 12.
9. Coordinate and expand opportunities for regional and inter-regional instruction through ATM, Internet and other course sharing initiatives.
10. Perform central payroll.
11. Coordinate the efficient delivery of special education services.
12. Assist schools with comprehensive professional development programs.
13. Provide curriculum and assessment services as needed or requested.
14. Function as agent for large volume purchasing of goods & services.
15. Provide legal and medical support to each school.
16. Assist districts with energy and facilities management.
17. Maintain a pool of qualified substitute teachers for the region.
18. Assist districts in providing hospital and homebound instruction.
19. Provide regional enrichment programs for gifted and talented students.
20. Establish a protocol for the exercise of school choice among schools.
21. Provide high quality programs to counteract school violence and substance abuse.

Retained Authority of Local Districts

Member school districts will continue to:

1. Hire, oversee, evaluate and discharge teachers and other personnel.
2. Define local curriculum, assessment and professional development practices.
3. Determine the location and levels of support for individual schools.
4. Manage local budgets subject to assessments for regional services.
5. Substitute local services for those optionally offered by the ESD if the local district can provide them more effectively or at lesser cost.

This proposal will permit local districts and schools to refocus on teaching and learning. It will relieve districts from the burden of business management in order that they may manage the core function of schools, the process of education and instruction.

Governance and Structure

Each ESD will be governed by a board with proportional representation from each member district. Local school districts will support services provided by the ESD through a capitated fee or through any reasonable alternative systems agreed to by RSD members. A local district aggrieved by a cost apportionment decision of the ESD will have a right of appeal to the State Board who may, as necessary, issue substantive rules governing such issues.

Implementation

ESDs may be created immediately by state law so that each of them will be formed and begin planning operations in the summer of 2007. This will provide a year's lead time before commencing the delivery of regional services on July 1, 2008.

Because each RSD will be managed by existing public entities (the member districts), there is no delay for elections, for the assumption or allocation of public debt, or for the transfer of buildings and other assets. Interim funding of RSDs through June 30, 2008, will be supported by a capitated contribution from the state of \$100 per student. As soon as formed, each RSD may supplement its state appropriation through assessing its members if they vote to do so.

Supplementary Provisions

By July 1, 2008, every municipality contiguous to another must become part of a common school district containing at least 1200 students. Isolated small districts, non-contiguous to another, may retain their present governance. School unions are abolished. All segments of the Unorganized Territories will be assigned by state law to a nearby or adjoining district.

The bill lengthens the school year beginning in September 2008 from 180 to 190 days, of which 185 are for instruction. The State Board shall adopt a common statewide calendar beginning in September of 2009.

The bill amends the standard district budget format by breaking it into segments aligned with EPS cost categories beginning July 1, 2008. The bill provides that no new contracts with superintendents, teachers or other educational bargaining units for any period that extends beyond June 30, 2008, may be agreed to until the restructuring provisions of this bill are in place.

PART MM

Sec. MM-1. 20-A MRSA §1, sub-§3, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

3. Board of directors. "Board of directors" means the governing body with statutory powers and duties for a school administrative ~~district~~ unit.

Sec. MM-2. 20-A MRSA §1, sub-§5, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

5. Community school district. "Community school district" means a state-approved unit of school administration composed of more than one municipality or school administrative district ~~which that~~ that may provide public education for any combination of kindergarten ~~through to~~ to grade 12. This subsection is repealed June 30, 2008.

Sec. MM-3. 20-A MRSA §1, sub-§6, as corrected by RR 1991, c. 2, §53 and amended by PL 2003, c. 545, §5, is further amended to read:

6. Cooperative board. "Cooperative board" means the governing body with statutory powers and duties for a career and technical education region. This subsection is repealed June 30, 2008.

Sec. MM-4. 20-A MRSA §1, sub-§8, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

8. District board of trustees. "District board of trustees" means a body with statutory powers and duties for a community school district. This subsection is repealed June 30, 2008.

Sec. MM-5. 20-A MRSA §1, sub-§9, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

9. District school committee. "District school committee" means the governing body with statutory powers and duties for a community school district. This subsection is repealed June 30, 2008.

Sec. MM-6. 20-A MRSA §1, sub-§14, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

14. Joint committee. "Joint committee" means the governing body with statutory powers and duties for implementing a contract for secondary education under chapter 115. This subsection is repealed June 30, 2008.

Sec. MM-7. 20-A MRSA §1, sub-§19, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

19. Municipal school unit. "Municipal school unit" means a state-approved unit of school administration composed of a single municipality. This subsection is repealed June 30, 2008.

Sec. MM-8. 20-A MRSA §1, sub-§24-B is enacted to read:

24-B. Region. "Region" means a regional learning community as set forth in chapter 103-A.

Sec. MM-9. 20-A MRSA §1, sub-§24-C is enacted to read:

24-C. Regional learning community. "Regional learning community" means a state-approved school administrative unit.

Sec. MM-10. 20-A MRSA §1, sub-§24-D is enacted to read:

24-D. Regional learning community board. "Regional learning community board" means the governing body with statutory powers and duties for a regional learning community.

Sec. MM-11. 20-A MRSA §1, sub-§25, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

25. School administrative district. "School administrative district" means a state-approved unit of school administration, composed of one or more municipalities ~~which~~ that must provide public education to all public school students in the district. This subsection is repealed June 30, 2008.

Sec. MM-12. 20-A MRSA §1, sub-§26, as corrected by RR 1993, c. 1, §44 and amended by PL 2003, c. 545, §5, is further amended to read:

26. School administrative unit. Until June 30, 2008, "School ~~school~~ administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district or any other municipal or quasi-municipal corporation responsible for operating or constructing public schools, except that it does not include a career and technical education region. Beginning July 1, 2008, "school administrative unit" means a regional learning community as established in chapter 103-A.

Sec. MM-13. 20-A MRSA §1, sub-§29, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

29. School committee. "School committee" means the governing body with statutory powers and duties for a municipal school unit. This subsection is repealed June 30, 2008.

Sec. MM-14. 20-A MRSA §1, sub-§31, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

31. School union. "School union" means a union composed of school administrative units joined for the purpose of providing joint administrative services, including a joint superintendent. This subsection is repealed June 30, 2008.

Sec. MM-15. 20-A MRSA §1, sub-§34, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

34. Special school district. "Special school district" means a school district created by private and special law for the purpose of constructing or adding to school buildings, but ~~which~~ that does not have the authority or responsibility for operating public schools. This subsection is repealed June 30, 2008.

Sec. MM-16. 20-A MRSA §1, sub-§39, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

39. Superintendent. "Superintendent" Until June 30, 2008, "superintendent" means the person in a school administrative unit or school union appointed and having the authority and responsibility under this Title and other applicable statutes. Beginning July 1, 2008, "superintendent" means the person in a regional learning community appointed and having the authority and responsibility under this Title and other applicable statutes.

Sec. MM-17. 20-A MRSA §1, sub-§40, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

40. Union committee. "Union committee" means the governing body with statutory powers and duties for a school union. This subsection is repealed June 30, 2008.

Sec. MM-18. 20-A MRSA §1, sub-§41, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

41. Union school. "Union school" means a school operated by adjoining municipal school units under a joint agreement. This subsection is repealed June 30, 2008.

Sec. MM-19. 20-A MRSA §1, sub-§44, as corrected by RR 1991, c. 2, §56 and amended by PL 2003, c. 545, §5, is further amended to read:

44. Career and technical education region. "Career and technical education region" is defined in section 8301-A, subsection 6. This subsection is repealed June 30, 2008.

Sec. MM-20. 20-A MRSA c. 103, as amended, is repealed.

Sec. MM-21. 20-A MRSA c. 103-A is enacted to read:

CHAPTER 103-A

REGIONAL LEARNING COMMUNITIES

§1451. Organization of regional learning communities

It is declared the policy of the State to encourage the development of regional learning communities of sufficient size to provide:

1. Opportunity. Equitable educational opportunity for all students to demonstrate achievement of the content standards of the State's system of learning results established in section 6209;

2. Programs. Rigorous academic programs that meet the requirements of the system of learning results established in section 6209 and that prepare Maine students for college, careers and citizenship;

3. Tax rates. A greater uniformity of school tax rates; and

4. Public funds. A more effective use of the public funds expended for the support of public schools by means of:

A. The creation of regional learning communities; and

B. Administrative structures and efficiencies that permit the organized and regular delivery of uniform state-sponsored professional development programs to promote coherence and consistency in the understanding and application of the State's standards-based system for continuous improvement in student achievement.

§1452. Establishment of regional learning communities by region

Each regional learning community shall provide educational services, including services to children with disabilities from birth to under 6 years of age and career and technical education, in accordance with this Title, and shall develop and implement policies that encourage collaboration in administration, professional development, educational programming and the sharing of community resources for the continuous improvement of student achievement and the preparation of the students in each regional learning community for college, careers and citizenship. The regional learning communities have boundaries as follows.

1. Regional Learning Community 1. Regional Learning Community 1 includes Allagash, Cyr Plantation, Eagle Lake, Fort Kent, Frenchville, Grand Isle, Hamlin, Madawaska, New Canada, Saint Agatha, Saint Francis Plantation, Saint John Plantation, Van Buren, Wallagrass Plantation and Winterville Plantation.

2. Regional Learning Community 2. Regional Learning Community 2 includes Caribou, Caswell, Fort Fairfield, Limestone, New Sweden, Perham, Stockholm, Wade, Washburn, Westmanland and Woodland.

3. Regional Learning Community 3. Regional Learning Community 3 includes Ashland, Blaine, Bridgewater, Castle Hill, Chapman, Easton, Garfield Plantation, Mapleton, Mars Hill, Masardis, Nashville Plantation, Oxbow Plantation, Portage Lake, Presque Isle and Westfield.

4. Regional Learning Community 4. Regional Learning Community 4 includes Amity, Bancroft, Cary Plantation, Crystal, Danforth, Dyer Brook, Hammond, Haynesville, Hersey, Hodgdon, Houlton, Island Falls, Linneus, Littleton, Ludlow, Merrill, Monticello, Moro Plantation, Mount Chase, New Limerick, Oakfield, Orient, Patten, Sherman, Smyrna, Stacyville and Weston.

5. Regional Learning Community 5. Regional Learning Community 5 includes Alexander, Baileyville, Baring Plantation, Calais, Charlotte, Cooper, Crawford, Dennysville, Eastport, Grand Lake Stream Plantation, Indian Township Reservation, Meddybemps, Pembroke, Perry, Pleasant Point, Princeton, Robbinston, Talmadge and Waite.

6. Regional Learning Community 6. Regional Learning Community 6 includes Addison, Beals, Beddington, Cherryfield, Columbia, Columbia Falls, Cutler, Deblois, East Machias, Harrington, Jonesboro, Jonesport, Lubec, Machias, Machiasport, Marshfield, Milbridge, Northfield, Roque Bluffs, Wesley, Whiting and Whitneyville.

7. Regional Learning Community 7. Regional Learning Community 7 includes Bar Harbor, Blue Hill, Brooklin, Brooksville, Bucksport, Castine, Cranberry Isles, Deer Isle, Eastbrook, Ellsworth, Franklin, Frenchboro, Gouldsboro, Hancock, Isle Au Haut, Lamoine, Mariaville, Mount Desert, Orland, Otis, Penobscot, Prospect, Sedgwick, Sorrento, Southwest Harbor, Steuben, Stonington, Sullivan, Surry, Swans Island, Tremont, Trenton, Verona, Waltham and Winter Harbor.

8. Regional Learning Community 8. Regional Learning Community 8 includes Alton, Amherst, Aurora, Bangor, Bradford, Bradley, Brewer, Carmel, Clifton, Corinth, Dedham, Eddington, Glenburn, Great Pond, Greenbush, Hampden, Hermon, Holden, Hudson, Indian Island, Kenduskeag, Levant, Milford, Newburgh, Old Town, Orono, Orrington, Osborn, Stetson, Veazie and Winterport.

9. Regional Learning Community 9. Regional Learning Community 9 includes Burlington, Carroll Plantation, Chester, Codyville Plantation, Drew Plantation, East Millinocket, Edinburg, Enfield, Glenwood Plantation, Howland, Lakeville, Lee, Lincoln, Lowell, Macwahoc Plantation, Mattawamkeag, Maxfield, Medford, Medway, Millinocket, Passadumkeag, Reed Plantation, Seboeis Plantation, Springfield, Topsfield, Vanceboro, Webster Plantation, Winn and Woodville.

10. Regional Learning Community 10. Regional Learning Community 10 includes Abbot, Atkinson, Beaver Cove, Bowerbank, Brownville, Cambridge, Charleston, Corinna, Dexter, Dixmont, Dover-Foxcroft, Etna, Exeter, Garland, Greenville, Guilford, Harmony, Hartland, Kingsbury Plantation, Lagrange, Lake View Plantation, Milo, Monson, Newport, Palmyra, Parkman, Plymouth, Ripley, Saint Albans, Sangerville, Sebec, Shirley, Wellington and Willimantic.

11. Regional Learning Community 11. Regional Learning Community 11 includes Belfast, Belmont, Brooks, Frankfort, Freedom, Jackson, Knox, Liberty, Monroe, Montville, Morrill, Northport, Searsmont, Searsport, Stockton Springs, Swanville, Thorndike, Troy, Unity and Waldo.

12. Regional Learning Community 12. Regional Learning Community 12 includes Appleton, Camden, Cushing, Friendship, Hope, Islesboro, Lincolnville, Matinicus Isle Plantation, Monhegan Plantation, North Haven, Owls Head, Rockland, Rockport, Saint George, South Thomaston, Thomaston, Union, Vinalhaven, Waldoboro, Warren and Washington.

13. Regional Learning Community 13. Regional Learning Community 13 includes Anson, Athens, Bingham, Brighton Plantation, Burnham, Canaan, Caratunk, Cornville, Dennistown Plantation, Detroit, Embden, Highland Plantation, Jackman, Madison, Mercer, Moose River, Moscow, New Portland, Norridgewock, Pittsfield, Pleasant Ridge Plantation, Skowhegan, Smithfield, Solon, Starks, The Forks Plantation and West Forks Plantation.

14. Regional Learning Community 14. Regional Learning Community 14 includes Albion, Belgrade, Benton, Clinton, Fairfield, Oakland, Rome, Sidney, Waterville and Winslow.

15. Regional Learning Community 15. Regional Learning Community 15 includes Augusta, Chelsea, China, Farmingdale, Fayette, Gardiner, Hallowell, Jefferson, Manchester, Monmouth, Mount Vernon, Palermo, Pittston, Randolph, Readfield, Richmond, Somerville, Vassalboro, Wayne, West Gardiner, Whitefield, Windsor and Winthrop.

16. Regional Learning Community 16. Regional Learning Community 16 includes Alna, Arrowsic, Bath, Boothbay, Boothbay Harbor, Bremen, Bristol, Damariscotta, Dresden, Edgecomb, Georgetown, Newcastle, Nobleboro, Phippsburg, South Bristol, Southport, West Bath, Westport Island, Wiscasset and Woolwich.

17. Regional Learning Community 17. Regional Learning Community 17 includes Bowdoin, Bowdoinham, Brunswick, Durham, Freeport, Harpswell, Pownal and Topsham.

18. Regional Learning Community 18. Regional Learning Community 18 includes Auburn, Greene, Leeds, Lewiston, Lisbon, Litchfield, Mechanic Falls, Minot, Poland, Sabattus, Turner and Wales.

19. Regional Learning Community 19. Regional Learning Community 19 includes Avon, Carrabassett Valley, Chesterville, Coplin Plantation, Dallas Plantation, Eustis, Farmington, Industry, Jay, Kingfield, Lincoln Plantation, Livermore, Livermore Falls, Magalloway Plantation, New Sharon, New Vineyard, Phillips, Rangeley, Rangeley Plantation, Sandy River Plantation, Strong, Temple, Vienna, Weld and Wilton.

20. Regional Learning Community 20. Regional Learning Community 20 includes Andover, Bethel, Byron, Canton, Carthage, Dixfield, Gilead, Greenwood, Hanover, Mexico, Newry, Peru, Roxbury, Rumford, Upton and Woodstock.

21. Regional Learning Community 21. Regional Learning Community 21 includes Buckfield, Harrison, Hartford, Hebron, Norway, Otisfield, Oxford, Paris, Sumner, Waterford and West Paris.

22. Regional Learning Community 22. Regional Learning Community 22 includes Baldwin, Bridgton, Brownfield, Casco, Cornish, Denmark, Fryeburg, Hiram, Lovell, Naples, Parsonsfield, Porter, Sebago, Stoneham, Stow and Sweden.

23. Regional Learning Community 23. Regional Learning Community 23 includes Cape Elizabeth, Chebeague Island, Cumberland, Falmouth, Gray, Long Island, New Gloucester, North Yarmouth, Portland, South Portland and Yarmouth.

24. Regional Learning Community 24. Regional Learning Community 24 includes Buxton, Frye Island, Gorham, Hollis, Limington, Raymond, Scarborough, Standish, Westbrook and Windham.

25. Regional Learning Community 25. Regional Learning Community 25 includes Arundel, Biddeford, Dayton, Kennebunk, Kennebunkport, Old Orchard Beach and Saco.

26. Regional Learning Community 26. Regional Learning Community 26 includes Acton, Alfred, Berwick, Eliot, Kittery, Lebanon, Limerick, Lyman, Newfield, North Berwick, Oquonit, Sanford, Shapleigh, South Berwick, Waterboro, Wells and York.

§1453. Application of general law

Schools operated by the regional learning communities established in accordance with this chapter are the official schools of the participating municipalities. The provisions of general law relating to public education apply to these schools. State funds for public schools, for programs for children with disabilities from birth to under 6 years of age and for career and technical education must be paid directly to the treasurer of a regional learning community.

§1454. Regional learning community board of directors

Regional learning community boards of directors must be established as follows.

1. Size. The size of each regional learning community board of directors must be determined by a joint meeting of all the municipalities within the regional learning community, but may not consist of fewer than 5 or more than 15 members. Each regional learning community board of directors must include at least one director from each municipality or subdistrict.

2. Term of office. In municipalities with annual elections, directors serve 3-year terms. In municipalities with biennial elections, directors serve 4-year terms. A director serves until a successor is elected and qualified.

3. Compensation. Compensation for attendance at a regional learning community board meeting must be between \$10 and \$25 per meeting. Whenever the directors recommend to increase their compensation, they shall submit their recommendation to the voters in the regional learning community for approval.

A. On notification by the regional learning community board, the municipal officers shall, at the next regular or special town meeting or city election, prepare a warrant or ballot for the purpose of voting on the proposed increase. The question must be in the following form.

"Do you favor paying a member of the regional learning community board of directors compensation at the rate of \$... for each meeting that member attends?"

B. An increase in compensation is not effective unless approved by a majority of the voters voting on the question.

4. Secretary and treasurer. The superintendent serves as secretary and treasurer of the regional learning community board and shall give a bond to the regional learning community board of a sum and with the sureties as the regional learning community board determines. The bond must be deposited with the chair. The expense of that bond must be paid by the regional learning community. The bond premium, compensation paid directors for attendance at meetings and expenses of the regional learning community must be paid from funds of the regional learning community by the treasurer on vouchers presented and certified by the superintendent and approved by a majority of the regional learning community board or a finance committee duly elected annually by that board.

5. Oath of office. Before a newly elected director's first board meeting, that director must take the following oath or affirmation before a dedimus justice or notary public.

"I do swear that I will faithfully discharge to the best of my abilities the duties incumbent on me as a regional learning board director of (name of regional learning community) according to the Constitution of Maine and laws of this State. So help me God."

A. A director shall take the oath or affirmation and return a certificate documenting that the oath has been taken to the secretary of the regional learning community to place in the regional learning community board records.

B. If a director is conscientiously scrupulous of taking an oath, the word "affirm" may be used instead of "swear" and the words "this I do under the pains and penalty of perjury" may be used instead of the words "so help me God."

6. Election of officers. The board of directors shall elect a chair and vice-chair and other officers as may be necessary.

§1455. Methods of representation

1. Method A: Subdistrict representation. Under the method of representation referred to as "Method A," directors represent subdistricts.

A. The subdistricts, as far as practicable, must be whole municipalities. If the municipalities are divided into subdistricts, then they must be divided into subdistricts of approximately equal size as determined by the latest Federal Decennial Census or Federal Estimated Census. The municipal officers shall provide a separate voting place for each subdistrict of the municipality.

B. The boundaries of each subdistrict must be determined by a majority vote of the reapportionment committee under section 1458. Each subdistrict must have one director, except that in a municipality composed of 2 or more subdistricts, the joint meeting may authorize the election of directors-at-large.

2. Method B: Weighted votes. Under the method of representation referred to as "Method B," directors cast weighted votes.

A. The reapportionment committee shall apportion 1,000 votes among all the members of the board. The ratio of the number of votes cast by the directors representing a municipality in relation to the number 1,000 must be the same ratio to the nearest whole number as the population of the municipality is in relation to the population of all municipalities in the regional learning community, as determined by the latest Federal Decennial Census or Federal Estimated Census.

B. To ensure the use of whole numbers, the 1,000 votes apportioned among the board members may not be increased or decreased by more than 5 votes.

C. A plan may not permit the voting power of any director to exceed by more than 2% the percentage of voting power the director would have if all 1,000 votes were apportioned equally among the directors.

D. In a municipality served by 2 or more directors, the votes cast by them must be divided equally among them. The directors are elected at large within the municipality unless otherwise provided by municipal charter.

3. Method C: At-large voting. Under the method of representation referred to as "Method C," directors are elected at large by all of the voters in the regional learning community.

4. Method D: Other. Under the method of representation referred to as "Method D," directors are elected by any method other than those set forth in subsections 1, 2 and 3 that meets the requirements of the one-person, one-vote principle.

§1456. Election

For the purpose of nominations, regional learning community board directors are considered municipal officials and must be nominated in accordance with Title 30-A, chapter 121 or with a municipal charter, whichever is applicable.

1. Initial meeting on regional learning community formation. On the election of the regional learning community board of directors, the clerk of each municipality within the regional

learning community shall forward the names and addresses of the directors elected for that municipality to the state board with other data with regard to their election as the state board may require. On receipt of the names and addresses of all of the directors, the state board shall set a time, place and date for the first meeting of the directors and give notice to the directors in writing, sent by registered or certified mail, return receipt requested, to the addresses provided by the municipalities.

2. Special provisions. In the election for representation under the methods provided under section 1455, the following apply.

A. In an election under Method A pursuant to section 1455, subsection 1:

(1) Within 60 days, but no earlier than 45 days after notification by the board of directors of the approval or reapportionment plan under section 1458, the municipal officers shall call a special election to elect directors to serve under the plan for the regional learning community;

(2) Nomination papers must be furnished by the secretary of the regional learning community at least 10 days before the deadline for filing of nomination papers. Notwithstanding any other section of this Title, directors must be nominated by obtaining a minimum of 25 and a maximum of 50 signatures of registered voters residing within a subdistrict. The secretary shall notify the municipal officers of the names of candidates in each subdistrict;

(3) The ballots must be prepared in accordance with subparagraph (7);

(4) The clerks of each municipality shall forward to the secretary of the regional learning community the results of the vote by subdistrict;

(5) The regional learning community board shall meet and total the votes cast for each candidate within each subdistrict and shall immediately notify the clerks in each municipality, the candidates and the commissioner of the results of the vote;

(6) The terms of the directors elected under the original municipal representation system cease on the date that the newly elected directors are sworn into office; and

(7) Notwithstanding any other provision of statute, directors must be elected by secret ballot. The ballots must be prepared for and distributed to the municipalities or subdistricts by the secretary of the regional learning community.

B. In an election under Method B pursuant to section 1455, subsection 2:

(1) Reductions in the number of directors must take place in accordance with this chapter;

(2) Additional directors must be added in accordance with this chapter; and

(3) The term of office of additional directors must be determined in accordance with this chapter.

C. In an election under Method C pursuant to section 1455, subsection 3:

(1) Nominations for directors must be made on petitions provided by the regional learning community secretary. The petitions must be signed as provided in Title 30-A, section 2528, subsection 4, or if the candidate is a voting resident in a municipality having less than 200 population, signed by at least 20% of the registered voters of that municipality;

(2) The petitions must be submitted to the registrar of voters in the respective municipalities for certification of the voting residence of the director nominated and of the voters signing the petition;

(3) The registrar of voters must return the certified petitions to the regional learning community secretary not later than 30 days prior to the date of the annual election to be held in the municipality;

(4) The ballot must be prepared and distributed by the regional learning community secretary. It must give the number of offices to be filled and list the candidates by municipalities or subdistricts in which they are resident;

(5) Notwithstanding any other provision of law, regional learning community board directors must be elected by secret ballot;

(6) If all member municipalities do not conduct the election for directors on the same date, then all ballots cast in the elections must be impounded by the clerk of each municipality:

(a) After all municipalities have voted, the clerks and one or more election supervisors designated by the municipal officers of each municipality shall meet at an agreed upon location and tally the ballot;

(b) The tally must be completed within one day of the last member municipality election;

(c) The election supervisors shall select from among their members a chair, who shall supervise the tally of ballots; and

(d) The clerk of each municipality shall as promptly as possible after the election certify to the regional learning community board of directors the result of the voting in that municipality; and

(7) Any recount petitions must be filed with the secretary of the regional learning community and recounts must be conducted in each member municipality in accordance with the applicable laws.

§1457. Vacancies

1. Definition of vacancy. A vacancy on a regional learning community board occurs:

A. When the term of the office of a regional learning community board director expires;

B. When a regional learning community board director changes residency from the municipality or subdistrict from which elected. Evidence that an individual is registered to vote in a municipality is prima facie evidence of that individual's residency;

C. On the death of a regional learning community board director; or

D. When a regional learning community board director resigns.

In addition to paragraphs A, B, C and D, except in municipalities having a municipal charter, when a director is absent without excuse from 3 consecutive regular board meetings, the board may declare that a vacancy exists.

2. Regional learning community board. The regional learning community board shall notify the municipal officers of the municipalities within the regional learning community of the vacancy before the annual town meeting or before the regular city election.

3. Filling vacancies. A vacancy on a regional learning community board must be filled as follows.

A. The municipal officers of the municipality in which the director resided shall select an interim director for the municipality or subdistrict to serve until the next annual municipal election. The interim director shall serve until a successor is elected and qualified.

B. The municipal officers shall provide at the next municipal or subdistrict election for the election of a director to fill the vacancy.

§1458. Reapportionment

The commissioner shall determine the necessity for reapportionment.

1. Duties of commissioner. The commissioner shall determine if a regional learning community is apportioned in accordance with the one-person, one-vote principle if:

A. The commissioner receives a request by the regional learning community board of directors; or

B. The commissioner receives a petition signed by a number of regional learning community voters equal to at least 10% of the voters who voted in the last gubernatorial election in the regional learning community.

In addition to a determination initiated by a request pursuant to paragraph A or a petition pursuant to paragraph B, the commissioner may, of the commissioners' own accord, determine that a regional learning community is not apportioned according to the one-person, one-vote principle.

The commissioner shall make a determination under paragraph A or B within 30 days of receiving the request or the petition.

2. Awaiting census results. If the commissioner receives a request within 12 months before a Federal Decennial Census or Federal Estimated Census, the commissioner may wait until after the new census figures are available to make a determination under subsection 1.

3. Findings and order. If the commissioner finds the regional learning community's representation is not apportioned in accordance with the principle of one person, one vote, the commissioner shall, within 7 days of that decision, notify the superintendent of the finding and shall order the superintendent to notify the municipal officers in each municipality in the regional learning community and the regional learning community board to create a reapportionment committee. The superintendent's notification must include the commissioner's notification, the information provided pursuant to subsection 6 and the time and place for the first meeting of the committee, which must be held not later than 20 days after the notification.

4. Reapportionment committee membership. The reapportionment committee consists of one municipal officer and one citizen at large from each member municipality, chosen by the municipal officers, and one director from each municipality, chosen by the board of directors. The appointments must be made prior to the first meeting of the committee.

5. Quorum. A majority of the committee constitutes a quorum.

6. Duties of commissioner. The commissioner shall provide the superintendent with the most recent Federal Decennial Census or Federal Estimated Census figures for each municipality in the regional learning community and at least one recommended apportionment plan.

7. Duties of the reapportionment committee. The committee shall:

A. Elect a chair and secretary and may adopt suitable rules of procedure;

B. Consider and by majority vote adopt a plan including the method of representation, total number of directors and number of directors representing each municipality or subdistrict; and

C. Within 90 days of the first meeting, send a report of their plan to the state board for approval. It may, within the 90-day limit, submit alternative plans for apportionment.

8. Commissioner approval. The commissioner shall approve or disapprove the committee plan under subsection 7 within 30 days of receiving it.

9. Failure to gain commissioner approval. If a plan has not been adopted by the committee or approved by the commissioner within the time limits of subsection 7, the commissioner shall prepare a suitable plan.

10. Putting the approved plan into effect. On approval of a plan, the commissioner shall send a certified copy to the municipal officers and regional learning community board of directors. The original plan must be retained in the department files.

A. The plan takes effect immediately upon approval. The committee shall determine the terms of the directors to be elected at the next annual municipal elections so as to comply with this chapter.

B. If the approved plan requires a reduction of the number of directors to be elected in a municipality, the reduction must be achieved in accordance with this paragraph.

(1) If possible, the reduction must be achieved by the voluntary resignation of one or more of the directors.

(2) If the reduction cannot be achieved in accordance with subparagraph (1) and the plan is approved and filed less than 30 days prior to the annual municipal election, the number of open positions to be filled by the election process must be reduced to the number required by the approved plan.

(3) If the reduction cannot be achieved in accordance with subparagraph (1) or (2), or a combination of the 2, all of the remaining existing directors representing the municipality shall choose by lot which directors' terms must terminate.

C. If the approved plan requires that additional directors be elected in a municipality, the municipal officers shall fill the vacancies by appointment. A new director serves until a successor is elected and qualified at the next annual municipal election.

D. The reapportionment committee is dissolved after the approved plan is implemented.

11. Duties of present directors during reapportionment. The regional learning community board of directors, during the reapportionment of its membership, serves as legal representatives of the regional learning community until the reapportionment is completed. The board shall carry out all business of the regional learning community, including the borrowing of necessary funds that may be required during the period of reapportionment.

12. State board review of commissioner's decisions. A regional learning community board or interested parties may request that the state board reconsider decisions made by the commissioner in this section. The state board has the authority to overturn a decision made by the commissioner. In exercising this power, the state board is limited by this section.

13. Rules. The state board may adopt rules to carry out this section. Rules adopted pursuant to this section are routine technical rules pursuant to Title 5, chapter 375, subchapter 2-A.

§1459. Powers and duties

The regional learning community board of directors:

1. Regional learning community name. May select an unofficial name for the regional learning community;

2. Finance committee. May elect a finance committee of 3 or more members who must be directors;

3. Operating schools. Shall authorize and oversee the operation of elementary schools;

4. Purchase of land outside the regional learning community. May purchase land outside of the geographical limits of the regional learning community and erect a school on it if, because

of the location of other schools within the regional learning community or transportation difficulties, a school within the regional learning community would not be in the best interests of the regional learning community;

5. Bylaws. Shall adopt bylaws for the regulation of the affairs of the regional learning community board and the conduct of its business; and

6. Gifts. May accept and receive money or other property, outright or in trust, for any specified benevolent or educational purpose. The regional learning community board shall comply with the following in accepting gifts.

A. If the board receives written notice from a prospective donor or a representative of the donor of a proposed gift, the board shall submit the matter to the next regular meeting of the board or shall call a special meeting. The board shall, within 10 days after the meeting, send written notice to the prospective donor or representative of its acceptance or rejection.

B. If the gift is in trust, the board shall cause the trust funds to be deposited or invested according to Title 30-A, chapter 223, subchapter 3-A.

(1) Unless prohibited by a trust instrument, the regional learning community may treat any 2 or more trust funds as a single fund for the purposes of investment.

(2) After deduction for management expenses, any interest earned or capital gains realized must be prorated among the various trust funds.

(3) Property or securities included in the corpus of a trust fund must be retained where the trust instrument so provides.

(4) Unless otherwise specified in the trust instrument, only the annual income from the trust fund may be spent.

(5) If the regional learning community fails to comply with the terms of the trust instrument, the trust fund reverts to the donor or the donor's heirs.

C. If the money or other property is a conditional gift for any specified benevolent or educational purpose, the following applies.

(1) Prior to the acceptance of a gift, the board of directors must obtain approval of the legislative body of the regional learning community.

(2) When the donor's part of the agreement respecting the execution of the conditional gift has been completed, the regional learning community shall perpetually comply with, and may raise money to carry into effect, the conditions upon which it was made.

(3) Unless otherwise specified by its terms, a conditional gift of money must be deposited or invested according to Title 30-A, chapter 223, subchapter 3-A.

§1460. Quorum

At least a majority of the regional learning community board of directors in number and voting power constitutes a quorum.

§1461. Program

A regional learning community shall maintain a program that includes kindergarten to grade 12.

1. Secondary school. A regional learning community shall provide a secondary school facility as follows.

A. A regional learning community that enrolls more than 700 pupils in grades 9 to 12 may operate more than one 4-year school.

B. Secondary school facilities may be operated as 4-year schools, a 6-year school for grades 7 to 12 or 2 or more 3-year schools, except that students living in an area remote from a public school may be provided for under section 5204.

2. Contracts for secondary school programs. In addition to the provisions for a secondary school facility set forth in subsection 1, a regional learning community may contract with a nearby regional learning community or with a private school approved for tuition purposes for all or part of its secondary school pupils. The contract may run from a period of 2 to 10 years. The contract must also comply with section 2703 and may provide for the formation of a joint committee in accordance with section 2704. A regional learning community in which a school administrative unit in existence prior to June 30, 2008 has contracted for secondary school programs is bound by the terms of that contract, unless otherwise negotiated by the parties.

§1462. Finances

A regional learning community may raise money, in addition to the local contribution pursuant to section 15690-A, subsection 1, for establishing and maintaining public schools, erecting buildings and providing equipment. The additional costs of operating a regional learning community must be shared among all municipalities within the regional learning community by the same local share percentages for each municipality resulting from the determination of the local contribution under section 15688.

§1463. Budget preparation

The regional learning community budget must be prepared as follows.

1. Preparation by regional learning community board. The regional learning community board of directors shall annually prepare a budget for:

- A. Operational costs;
- B. Bonds falling due;
- C. Interest on bonds or other obligations;
- D. Rentals and other charges in a contract; and
- E. Temporary loans.

2. Distribution. At least 7 days before the regional learning community budget meeting, the board of directors shall make available to the legislative body responsible for final budget approval and residents of the regional learning community a detailed budget document. The detailed budget document must include a summary of anticipated revenues and estimated school expenditures.

§1464. Regional learning community budget; budget formats

1. Content. Effective July 1, 2008, a regional learning community shall include in its budget document:

- A. The regional learning community's total cost of funding public education from kindergarten to grade 12, its non-state-funded debt service, if any, and any additional expenditures authorized by law;
- B. A summary of anticipated revenues and estimated school expenditures for the fiscal year; and
- C. The following statement, including the estimated dollar amount of state retirement payments: "This budget does not include the estimated amount of \$..... in employer share of teacher retirement costs that is paid directly by the State."

§1465. Actions on budget

Effective July 1, 2008, the following provisions apply to approving a regional learning community budget under this chapter.

1. Checklist required. Prior to a vote on articles dealing with regional learning community appropriations, the moderator of a regular or special regional learning community budget meeting shall require the clerk or secretary to make a checklist of the registered voters present. The number of voters listed on the checklist is conclusive evidence of the number present at the meeting.

§1466. Cost center summary budget format

After January 31, 2008, the format of the annual budget of a regional learning community must be in accordance with this chapter.

1. Cost center summary budget format. The regional learning community budget must consist of the following cost centers and supporting data:

A. Expenditures:

- (1) Prekindergarten to grade 12 instruction;
- (2) Instructional support;
- (3) Leadership;
- (4) Operations;
- (5) Transportation; and
- (6) Other commitments;

B. Revenue sources:

- (1) Total education costs appropriated pursuant to section 15690, subsection 1;
- (2) Non-state-funded debt service costs approved pursuant to section 15690, subsection 2, if any; and
- (3) Additional local funds, if any, approved pursuant to section 15690, subsection 3, paragraph A or B;

C. A summary of total regional learning community expenditures; and

D. Other optional local data showing the amount and percentage of changes proposed in the state allocation, the local share and the total regional learning community budget and related information determined appropriate by the regional learning community board of directors.

2. Budget warrant. The warrant articles presented to the legislative body of the regional learning community for approval of the regional learning community budget must correspond to the categories of the cost center summary budget described in subsection 1. In addition to expenditure and revenue cost center summary totals, the board of directors shall provide to voters a reasonably detailed breakdown for each major subcategory within each budget category. The department shall adopt routine technical rules pursuant to Title 5, chapter 375, subchapter 2-A defining and establishing the content of those informational subcategories.

3. Budget approval. A regional learning community's cost center summary budget must be approved at a regional learning community budget meeting and by a budget validation referendum as provided in section 1467.

4. Transfer between budget cost center lines. During the year for which the budget is approved using the cost center summary budget format, the regional learning community board of directors may transfer an amount not exceeding 5% of the total appropriation for any cost center to another cost center or among other cost centers without voter approval.

§1467. Budget validation referendum

After January 31, 2008, the procedure for approval of the annual budget of a regional learning community must be in accordance with this section and section 1466.

1. Budget validation. Following development of the annual regional learning community budget and approval at a regional learning community budget meeting as provided in section 1466, a referendum must be held in the regional learning community as provided in this section to allow the voters to validate or reject the total budget adopted at the regional learning community budget meeting.

2. Validation referendum procedures. The budget validation referendum must be held on the 3rd day, other than Saturday, Sunday or a legal holiday, following the scheduled date of the regional learning community budget meeting. The vote at referendum is for the purpose of approving or rejecting the total regional learning community budget approved at the regional learning community budget meeting. The board of directors shall provide printed information to be displayed at polling places to assist voters in voting. That information is limited to the total amounts proposed by the board of directors for each cost center summary budget category article, the amount approved at the regional learning community budget meeting and a summary of the total authorized expenditures.

3. Budget validation referendum voting. The method of calling and voting at a budget validation referendum is as provided in sections 1476 and 1477, except as otherwise provided in this subsection or as is inconsistent with other requirements of this section.

A. A public hearing is not required before the vote.

B. The warrant for a regional learning community budget meeting to be followed by a budget validation referendum may be a consolidated warrant covering both.

C. The warrant and absentee ballots must be delivered to the municipal clerk at least 7 days before the date of the regional learning community budget meeting.

D. Absentee ballots received by the municipal clerk may not be processed or counted unless received after the conclusion of the regional learning community budget meeting and before the close of the polls.

E. All envelopes containing absentee ballots received before the conclusion of the regional learning community budget meeting or after the close of the polls must be marked "rejected" by the municipal clerk.

F. The article to be voted on must be in the following form.

"Do you favor approving the (name of regional learning community) budget for the . . . school year that was adopted at the regional learning community budget meeting on . . . ?

Yes No"

4. Failure to approve budget. If the voters do not validate the budget approved in the regional learning community budget meeting at the budget validation referendum vote, the regional learning community board of directors shall hold another regional learning community budget meeting in accordance with this section and section 1466 at least 10 days after the referendum to vote on a budget approved by the board of directors. The budget approved at the regional learning community budget meeting must be submitted to the voters for validation at referendum in accordance with this section. The process must be repeated until a budget is approved at a regional learning community budget meeting and validated at referendum. If a budget is not approved and validated before July 1st of each year, section 1468 applies.

§1468. Failure to pass budget

If a budget for the operating of the regional learning community is not approved prior to July 1st, the latest budget as submitted by the board of directors is automatically considered the budget for operational expenses for the ensuing year until a final budget is approved, except that, when the regional learning community board delays the regional learning community budget meeting, the operating budget must be approved within 30 days of the date the commissioner notifies the regional learning community board of the amount allocated to the regional learning community under section 15689-B or the latest budget submitted by the regional learning community board of directors becomes the operating budget for the next school year.

§1469. Special budget meeting

The school board may call a special budget meeting when it declares an emergency exists. The voters of the regional learning community may authorize the directors at a special regional learning community budget meeting to expend additional funds from the regional learning community's undesignated fund balance or to pledge the credit of the regional learning community to obtain additional money for the operation of schools. A special budget meeting held on or after July 1, 2008 must be conducted in accordance with sections 1466 and 1467.

§1470. Regional learning community assessments

Regional learning community assessments must follow these procedures.

1. Warrant. In accordance with the budget approved by the voters at an annual budget meeting and in substantially the same form as the warrant of the Treasurer of State for taxes, the regional learning community board of directors shall issue its warrants to the assessors of each member municipality requiring them to assess upon the taxable estates within the municipality an amount that is that municipality's share of the regional learning community's costs.

2. Commitment. The municipal assessors shall commit the assessment to the constable or collector. Constables and collectors have the authority and powers to collect the regional learning community's taxes as is vested in them by law to collect state, county and municipal taxes.

3. Installments. The regional learning community board of directors shall notify the member municipalities of the monthly installments that will become payable during the fiscal year.

4. Payment. A municipal treasurer shall pay the amount of the tax assessed in the fiscal year against the municipality to the treasurer of the regional learning community. The payments must be paid in monthly installments on or before the 20th of each month.

5. Gifts. A municipality may use the proceeds from gifts or trust funds allocated for educational purposes to pay its share of the assessment.

6. Enforcement. If a municipal treasurer fails to pay the installment due, or any part, on the dates required, to initiate collection procedures, the treasurer of the regional learning community may notify the municipal treasurer of the failure to pay. Interest accrues on each unpaid installment at the rate established under Title 36, section 186 beginning on the 60th day after the date the installment is due under subsection 4. If payment of an installment is not made within 60 days after the due date, the treasurer of the regional learning community may initiate an action in Superior Court to compel payment of the delinquent installment. The court shall determine the amount owed by the municipality to the regional learning community and shall order the municipal treasurer to pay all delinquent installments, accrued interest and any court costs and reasonable attorney's fees incurred by the regional learning community. To ensure prompt payment of the delinquent installments, the court may require that amounts due to the municipality from the State under Title 30-A, section 5681 and Title 36, sections 578 and 685 be

paid to the regional learning community until the amount determined by the court is satisfied. The court shall promptly notify the disbursing state agency of the determination and direct the agency to make the required change in payee and the amounts to be paid. If additional funds are needed to satisfy the amount determined by the court to be paid to the regional learning community, the court may order the attachment or trustee process and sale of real or personal property owned by the municipality or the attachment of the municipality's bank accounts or require property tax payments to the municipality to be turned over to the court and may pay the amount owed the regional learning community from the proceeds and return any excess to the municipality.

§1471. Power to borrow money

A regional learning community may borrow money as follows.

1. Regional learning community board of directors. The regional learning community board of directors may borrow money to pay for:

A. Current operating expenses of the regional learning community if the loans are repaid within 13 months of the date of borrowing and are limited to an amount reasonably required for current operating expenses;

B. School construction projects as defined in section 15901; and

C. Minor capital costs as defined in section 15672, subsection 20-A.

2. Voter approval. Bonds or notes for school construction purposes must first be approved by a majority of voters of the regional learning community voting at an election called by the regional learning community board of directors and held as provided in this chapter, except as is otherwise provided in this section.

A. Each bond or note must have inscribed upon its face the name of the regional learning community, the date it was issued, the amount of the bond or note and the annual interest rate, payable semiannually. Each bond or note must be in the form and be sold in the manner, at public or private sale, as the regional learning community board of directors determines in accordance with state law. Bonds may not be sold for less than par.

B. Notes or bonds issued by a regional learning community must be signed by the treasurer or assistant superintendent and countersigned by the chair of the regional learning community board of directors. If coupon bonds are issued, each coupon must be attested by a facsimile signature of the treasurer.

C. Each issue of bonds must mature in substantially equal annual installments so that the first installment is payable not later than 2 years and the last installment not later than 25 years after the date of issue.

3. Temporary notes. Prior to issuing authorized school construction bonds or notes, the regional learning community board of directors may borrow in anticipation of their sale by issuing temporary notes and renewal notes subject to the following.

A. The total face value amount of the temporary notes and renewal notes may not exceed at any one time the authorized outstanding amount of the school construction bonds or notes.

B. If the proceeds of an issue of bonds are used in whole or in part to fund temporary notes, the period during which the issue of bonds is outstanding plus the period of the loan represented by the temporary notes or renewal notes may not exceed 25 years.

C. Temporary notes mature not later than 3 years from the date the first temporary note is issued.

D. Temporary notes and renewal notes are legal obligations of the regional learning community.

E. The board of directors of a regional learning community that has received a certificate of approval of a school construction project pursuant to Title 20, section 3458 to be paid in accordance with the alternate method prescribed in Title 20, section 3460 may borrow in anticipation of unpaid portions of state aid and may issue temporary and renewal notes.

F. If the temporary or renewal notes in anticipation of state aid exceed the aggregate amount of state aid actually received by the regional learning community, the unexpended balance of those notes must be used for the repayment. If an outstanding balance remains, it must be included in the next annual budget and is not subject to change at the regional learning community budget meeting.

4. Early redemption. Bonds or notes issued on behalf of a regional learning community may be made subject to call for redemption, with or without premium, at the election of the regional learning community board of directors before the date fixed for final payment of those bonds or notes. When these bonds or notes are issued, they must contain provisions setting forth the method by which the option to call may be exercised, the procedure for payment in the event of call and the legal effect of making the call.

5. Regional learning community status. Notes and bonds, and loans to pay current operating expenses and contracts are legal obligations of the regional learning community. The regional learning community is a quasi-municipal corporation within the meaning of Title 30-A, section 5701 and all the provisions of that section apply to it.

6. Debt limit. The aggregate principal amount of outstanding bonds or notes issued by a regional learning community for school construction purposes may not exceed, at any one time, 10% of the total of the last preceding state valuation of all the municipalities within the regional learning community plus an amount not to exceed 4% of that total regional learning community valuation set by the state board at the time of the initial approval of the school construction project.

A. Indebtedness in excess of 10% incurred under the law as it existed prior to April 1, 1974 is validated.

B. Outstanding school indebtedness assumed by the regional learning community must be included in its limit of indebtedness, excluding contracts and notes in anticipation of state aid issued pursuant to subsection 3.

C. The percentage limit of the indebtedness for bonds or notes for school construction purposes authorized after April 27, 1967 must be fixed as of the time of authorization by the voters or, if no regional learning community meeting is held to authorize those bonds or notes, upon the expiration of 35 days following passage of a resolution of the board of directors as described in subsection 7.

D. If the issuance of bonds or notes together with all outstanding indebtedness included within the regional learning community's limit of indebtedness would cause the regional learning community's indebtedness to exceed 10% of the total of the last preceding state valuation of all the municipalities within the regional learning community, the regional learning community board of directors may not issue those bonds or notes until it has received a certificate of approval pursuant to Title 20, section 3458.

E. If a certificate of approval under Title 20, section 3458 indicates that the state board has authorized state aid to be paid in accordance with the alternate method prescribed by Title 20, section 3460, the total estimated amount of state aid payable on account of the school

construction project described in the certificate of approval must be treated as outstanding school indebtedness for the purpose of computing the borrowing capacity of the regional learning community to finance that project by issuing its bonds or notes. State aid is determined by applying the applicable percentage of state aid to the total estimated cost of the project, as set forth in the certificate of approval.

7. Bonds and notes under 1% of valuation. The regional learning community board of directors may issue bonds or notes not to exceed 1% of the last preceding state valuation of all the municipalities within the regional learning community:

A. By calling a regional learning community meeting to approve the issuance of those bonds or notes; or

B. By passing a resolution to that effect, setting forth the amount of the proposed issue and the purposes for which the proceeds will be used and meeting the following requirements.

(1) The secretary of the board shall, within 5 days of the date of the passage of the resolution, cause attested copies of the resolution to be posted in 3 public and conspicuous places within each of the municipalities within the regional learning community. The secretary shall make a return of the posting stating its time and place. The return must be kept with the records of the regional learning community, and a copy of the return must be mailed to each of the municipal officers of each municipality within the regional learning community.

(2) If, within 35 days of the date of the passage of the resolution, petitions with signatures of at least 10% of the residents in the regional learning community eligible to vote on the date that the resolution was adopted are filed with the secretary requesting a vote of the regional learning community to approve or disapprove the issuance of the bonds or notes, the secretary shall immediately notify the board. The board shall call a referendum for that purpose as set forth in this chapter.

(3) The board may not authorize bonds or notes by resolution if the amount of the proposed issue, together with the amount of any other bonds or notes authorized solely by resolution and that are for the same purpose, exceeds 1% of the total of the last state valuation of all the participating municipalities.

§1472. Reserve fund

A regional learning community may establish a reserve fund as follows.

1. Establishment. A regional learning community may establish a reserve fund for school construction projects, financing the acquisition or reconstruction of a specific or type of capital improvement or financing the acquisition of a specific item or type of capital equipment by including a request in the regional learning community budget and receiving voter approval. The regional learning community board of directors is the trustee of the reserve fund. The reserve fund must be deposited or invested by the treasurer under the direction of the regional learning community board.

2. Deposit or investment. All regional learning community funds, including reserve funds and trust funds to the extent not prohibited by the terms of the instrument or vote creating the fund, must be deposited or invested by the treasurer under the direction of the regional learning community board of directors according to the requirements for the deposit or investment of municipal funds contained in Title 30-A, chapter 223, subchapter 3-A.

3. Expending money from reserve funds. The regional learning community board of directors may expend the sum in the reserve fund when authorized to do so by a vote of the regional learning community at a regional learning community meeting or a regional learning

community budget meeting when an article for that purpose is set out in the warrant calling the meeting.

§1473. Bid procedure

This section applies to bids.

1. Written bids. Bids must be in writing, sealed with the outside envelope or wrapper plainly marked "Bid, not to be opened until (appropriate date)" and mailed to or filed with the superintendent.

2. Time of opening. A director on the regional learning community board or an employee of the regional learning community may not open a bid until the appointed time.

3. Public opening. At the time and place stated in the public notice, and open to the public, all bids must be opened by the superintendent or, in the superintendent's absence or disability, by any director designated for the purpose by the chairman of the board of directors.

4. Reading. If any citizens who are not regional learning community board directors or employees of the regional learning community are present or if any representatives of the press are present, bids must at the time either be made available for examination by them or must be read aloud in a manner to be heard plainly by those in attendance.

§1474. Void contracts

A contract made by the regional learning community board of directors in a regional learning community during the term of a member who is pecuniarily interested in that contract, either directly or indirectly, is void, unless the regional learning community board of directors has advertised for sealed bids for that contract and that advertisement for sealed bids has been published at least 5 days prior to the date set for closing of bids in a newspaper having general circulation within the regional learning community.

§1475. Regional learning community referendum

1. Authority to call a regional learning community referendum. The regional learning community board shall initiate a regional learning community referendum:

- A. To approve the issuance of bonds or notes for school construction projects;
- B. To approve a change in the selection of a school building site;
- C. To authorize the board of directors to contract for the schooling of secondary pupils;
- D. To accept or reject a prospective gift; and
- E. To borrow funds for minor capital costs as defined in section 15672, subsection 20-A.

§1476. Method of calling a regional learning community referendum

A regional learning community referendum must be initiated by a warrant prepared and signed by a majority of the regional learning community board of directors. The warrant must be countersigned by the municipal officers in the municipality where the warrants are posted.

1. Municipal officers. The warrant must direct the municipal officers within the regional learning community to call a referendum on a date and time determined by the regional learning community board of directors. A warrant must be prepared and distributed at least 30 days prior to the date of the referendum, except that a warrant for a regional learning community budget referendum held in accordance with this chapter must be prepared and distributed at least 14 days prior to the date of the referendum.

- A. The warrant must be directed to a resident of the regional learning community by name, ordering the resident to notify the municipal officers of each of the municipalities within the

regional learning community to call a town meeting or city election on the date specified by the regional learning community board of directors. No other date may be used. The person who serves the warrant shall make a return on the warrant stating the manner of services and the time when it was given.

B. The warrant must be served on the municipal clerk of each of the municipalities within the regional learning community by delivering an attested copy of the warrant in hand within 3 days of the date of the warrant. The municipal clerk, on receipt of the warrant, shall immediately notify the municipal officers within the municipality. The municipal officers shall forthwith meet, countersign and have the warrant posted.

C. The warrants and other notices for the referendum must be in the same manner as provided in Title 21-A, except that the regional learning community board of directors shall hold a public hearing at least 7 days before the referendum vote. At least 7 days before the public hearing, the regional learning community board of directors shall give notice of the public hearing by having a copy of the proposed referendum, together with the time and place of hearing, posted in the same manner required for posting a warrant under this section.

2. Content of the warrant. The warrant must set forth the articles to be acted on in each municipal referendum. The articles must have the following form.

A. On or after July 1, 2008, when a referendum is called for the purpose of authorizing the issuance of bonds or notes for capital outlay purposes, the articles must be substantially as follows.

(1) "Do you favor authorizing the board of directors of (name of regional learning community) to issue bonds or notes in the name of this regional learning community for school construction purposes in an amount not to exceed \$..... to construct a (elementary or secondary school) to be located at..... (specifically defined lot where school is to be erected)

Yes No"

(2) "Do you favor authorizing the board of directors of (name of regional learning community) to issue bonds or notes in the name of this regional learning community for school construction or minor capital projects in an amount not to exceed \$..... for the purpose of (purpose of school construction project)

Yes No"

(3) "Do you favor authorizing the board of directors of (name of regional learning community) to use the bond issue or notes in an amount not to exceed \$..... which was voted by the regional learning community on (date) to construct a (elementary or secondary school) to be located at (specifically defined lot where school is to be located)

Yes No"

(4) "Do you favor authorizing the board of directors of (name of regional learning community) to construct a (elementary or secondary school) to be located at (specifically defined lot where school is to be located) with the total project cost not to exceed \$..... and to issue bonds or notes in the name of this regional learning community for school construction purposes in an amount not to exceed \$..... with the balance of the total project costs to be derived from (description of other sources of funds such as initial state share where approved for current fiscal year

funding, proceeds from insured losses, money from federal sources, other noneducational funds, etc.)

Yes No"

B. When a regional learning community votes to change the site of its school construction project using the article in paragraph A, subparagraph (3), the date of authorization of the project is the original date the voters authorized the regional learning community board to issue bonds or notes for that project.

C. On or after July 1, 2008, when a referendum is called for the purpose of authorizing the regional learning community board to contract for the schooling of secondary pupils, the article must be as follows.

"Do you favor authorizing the board of directors of (name of regional learning community) to contract in the name of this regional learning community with (name of regional learning community or private school) for the schooling of secondary pupils for a term of years?"

Yes No"

D. On or after July 1, 2008, when a referendum is called for the purpose of authorizing a change in the method of sharing costs in the regional learning community, the article must be as follows.

"Do you favor changing the method of sharing costs in (name of regional learning community) from the present method of (describe) to the method of: (describe).

Yes No"

E. On or after July 1, 2008, when a referendum is called for the purposes of accepting or rejecting a prospective gift, the article must be as follows.

"Do you favor authorizing the board of directors of (name of regional learning community) to accept a prospective gift under the following conditions?(terms and conditions).

Yes No"

§1477. Referendum procedures

The following procedures apply to a regional learning community referendum.

1. Ballots. The regional learning community board of directors shall prepare and furnish the required number of ballots for carrying out the referendum as posted, including absentee ballots. The regional learning community board of directors shall prepare and furnish all other materials necessary to fulfill the requirements for voting procedures.

2. Voting. Voting must be held and conducted as follows.

A. The voting at referenda held in towns must be held and conducted in accordance with Title 30-A, sections 2524 and 2528 to 2532, even though the town has not accepted the provisions of Title 30-A, sections 2524 and 2525. The facsimile signature of the clerk under Title 30-A, section 2528, subsection 6, paragraph F must be that of the regional learning community chair of the board of directors. If a regional learning community referendum is called to be held simultaneously with any statewide election, the voting in towns must be held and conducted in accordance with Title 21-A, except that the duties of the Secretary of State must be performed by the regional learning community board of directors and if the statewide election is a primary election, any registered voter may vote in the referendum. The absentee

voting procedure of Title 21-A must be used, except that the duties of the Secretary of State must be performed by the regional learning community board of directors.

B. The voting at referenda in cities must be held and conducted in accordance with Title 21-A, including the absentee voting procedure, except that the duties of the Secretary of State must be performed by the regional learning community board of directors and if the statewide election is a primary election, any registered voter may vote in the referendum.

3. Return and counting. The return and counting of votes must be as follows.

A. The municipal clerk shall, within 24 hours of the determination of the results of the vote in the municipality, certify and send to the regional learning community board of directors the total number of votes cast in the affirmative and in the negative on each article.

B. As soon as all of the results from all of the municipalities have been returned to the regional learning community board of directors, the regional learning community board of directors shall meet and compute the total number of votes cast in all of the municipalities within the regional learning community in the affirmative and in the negative on each article.

C. If the regional learning community board of directors determines that there were more votes cast in the affirmative than in the negative on a given article, it shall declare that the article has passed.

D. If the regional learning community board of directors determines that the total number of votes cast on an article in the affirmative is equal to or less than those cast in the negative, it shall declare that the article has not passed.

E. The regional learning community board of directors shall enter its declaration and computations in its records and send certified copies to the clerk of each municipality within the regional learning community.

§1478. Reconsideration

The procedure to reconsider votes taken at a regional learning community referendum is as follows.

1. Time limit. The regional learning community board of directors shall, within 60 days, initiate a new regional learning community referendum to reconsider the vote of the previous referendum if, within 7 days of the first referendum, at least 10% of the number of voters voting for the gubernatorial candidates in the last gubernatorial election in the municipalities within the regional learning community petition to reconsider a prior regional learning community referendum vote.

2. Required quorum. A reconsideration referendum is not valid unless the number of persons voting in that referendum is at least equal to the number who voted in the prior regional learning community referendum.

3. Bond. If the margin of the vote being reconsidered was between 10% and 25%, the petitioners shall post a bond with the petition equal to the actual and reasonable costs of the new referendum. If the margin of the vote being reconsidered exceeded 25%, the petitioners shall post an additional bond equal to the actual and reasonable costs that may be incurred as a result of the delay of an authorization or approval granted in the prior regional learning community referendum. If the petitioners are successful, the bonds must be canceled.

§1479. Bonds; notes; other

All bonds, notes or other evidences of indebtedness issued for regional learning community purposes by a regional learning community for major capital expenses, bus purchases or current

operating expenses, including tax or other revenue anticipation notes, are general obligations of the regional learning community.

1. Tax assessments. The municipal officers or regional learning community board of directors shall require the sums that are necessary to meet in full the principal of and interest on the bonds, notes or other evidences of indebtedness issued pursuant to this section payable in each year to be assessed and collected in the manner provided by law for the assessment and collection of taxes.

2. Reduction. The sums to be assessed and collected under subsection 1 must be reduced by the amount of an allocation of funds appropriated by the Legislature to pay the principal and interest owed by the regional learning community in a given year as certified to the regional learning community by the commissioner. The commissioner shall certify the amount due to the regional learning community within 30 days of its appropriation by the Legislature.

3. Collection. After assessment and reduction under subsection 2, the remaining sum must be paid from ad valorem taxes, which may be levied without limit as to rate or amount upon all the taxable property within the regional learning community.

§1480. Closing school

1. Vote; cost of election. A school in a member municipality of a regional learning community may not be closed unless the voters in the member town vote on the following article in accordance with the referendum procedure set forth in this chapter.

"Article: Do you favor authorizing the board of directors of (name of regional learning community) to close (name of school)?

Yes No"

(The election must be conducted only within that member municipality, and the costs of the election are borne by the regional learning community.)

2. Expense of keeping the school open. If the voters vote to keep the school open, the member municipality is liable for some additional expense for actual local operating costs and transportation operating costs as defined in section 15672. The determination of costs is subject to the approval of the commissioner. The cost to be borne by the town voting to keep a school open is the amount that would be saved if the school were closed. Any additional costs that must be borne by the member municipality must be part of the article presented to the voters at the meeting to determine whether the school should remain open.

3. Costs and procedures during subsequent years. During any year subsequent to the year during which a school remains open contrary to the regional learning community board of directors' vote to close that school, as a result of a municipal referendum, the school will be open without any additional cost to the municipality except as described in paragraphs A and B.

A. If the regional learning community board of directors again votes to close the school and the voters of the member municipality again vote to keep the school open, as described in this subsection, then the school will remain open and the member municipality will be obligated to pay the additional costs as described in subsection 2.

B. If the regional learning community board of directors again votes to close the school and the voters of the member municipality fail to vote to keep the school open, then the school is closed. In this event, the school may be reopened only if the regional learning community board of directors votes to reopen the school.

4. Definition of school closing. For purposes of this section, a school closing is any action or actions by the regional learning community board of directors that have the effect of providing no instruction for any students at that school.

5. Method of payment by liable municipality. If a municipality is liable for additional expenses as determined in subsection 3, paragraph A, then the amount of this additional expense must be subtracted from the regional learning community budget before each member municipality's assessment is computed. This additional expense must be paid by the member municipality that is liable in equal monthly amounts, unless the regional learning community and that member municipality mutually agree to another method of payment.

§1481. State board review of commissioner's decisions

A regional learning community or other interested party may request that the state board reconsider decisions made by the commissioner under this chapter. The state board has the authority to overturn decisions made by the commissioner. In exercising this power, the state board is limited by this chapter.

§1482. Rules

The state board may adopt rules to carry out this chapter. Rules adopted under this section are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

§1483. Transition

A regional learning community must be in full compliance with this chapter no later than July 1, 2008.

Sec. MM-22. 20-A MRSA c. 105, as amended, is repealed.

Sec. MM-23. 20-A MRSA c. 107, as amended, is repealed.

Sec. MM-24. 20-A MRSA c. 109, as amended, is repealed.

Sec. MM-25. 20-A MRSA c. 111, as amended, is repealed.

Sec. MM-26. 20-A MRSA §2705 is enacted to read:

§2705. Absence of contract

A student who resides in a school administrative unit that does not maintain that student's grade from kindergarten to grade 12, and that does not enter into a contract for the education of its students pursuant to this chapter, has the option of attending a public school in another school administrative unit or private school approved for the receipt of public funds pursuant to chapter 117 subject to the provisions of chapter 219. Beginning in school year 2008-2009, the same option may be exercised by a student in a regional learning community, if that option was available from the school administrative unit in existence prior to June 30, 2008 in which that student resides.

Sec. MM-27. 20-A MRSA §4102, as amended by PL 1999, c. 206, §3, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-28. 20-A MRSA §4102-A is enacted to read:

§4102-A. Closing of a school building

The closing of a school building by a regional learning community may occur only when:

1. Replaced by new building. The school building has been replaced by other school buildings as part of a school construction project that has been approved by the state board or the commissioner in accordance with chapter 609;

2. Condemned. The school building has been condemned and ordered closed by local or state officials for health and safety reasons; or

3. Lack of need. The building has been determined to be unnecessary or unprofitable to maintain by the governing body of the regional learning community. Before a building may be closed under this subsection, a report must be filed with the commissioner. The report must include, at a minimum:

- A. A projection of the number of students in the affected area over the next 5 school years, including a projection of the educational programs that they will need;
- B. The manner in which the continuation of the educational programs for the affected students will be provided;
- C. The effective date on which the closing will take place;
- D. A projection of additional transportation or other related services;
- E. The existence of any other outstanding financial commitments, including debt service, related to the school building along with a retirement schedule of payments to meet the commitments;
- F. The proposed disposition of the school building;
- G. The financial impact of closing the school building; and
- H. A statement of reasons why the school building is being closed.

Before a regional learning community board of directors may close a school building pursuant to this subsection, voter approval must be obtained in accordance with section 1480.

Sec. MM-29. 20-A MRS §7209, sub-§1, ¶E, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

E. The department, in consultation with regional sites, shall develop an action plan with timelines to achieve compliance with federal or state law. The department may assume temporary responsibilities for operations at a regional site that fails to meet compliance requirements. This paragraph is repealed June 30, 2008.

Sec. MM-30. 20-A MRS §7209, sub-§3, ¶E, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

E. Establish a standard, statewide template for ~~regional-site~~ contracts with therapeutic service providers, including policies and procedures for the review of contracts, that must be included in the annual entitlement plan described in subsection 1, beginning in fiscal year 2006-07;

Sec. MM-31. 20-A MRS §7209, sub-§3, ¶F, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

F. Refine program accountability standards for compliance with federal mandates ~~that must be included in the annual entitlement plan described in subsection 1,~~ including the development of a performance review system to monitor and improve ~~regional-site~~ performance through the use of efficiency ratings aligned with the accountability standards and through a compliance plan that requires the ~~regional-site to address~~ meeting of the unmet needs of eligible children in accordance with specific targets and time frames;

Sec. MM-32. 20-A MRS §7209, sub-§5, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

5. Regional site board of directors. A board of directors of a regional site is responsible for governance of its activities, including the management and oversight of its general operations. Membership must include representatives of the regional offices of the Department of Health and

Human Services, representatives of participating school administrative units, parents of children with disabilities and other community members as determined appropriate. A regional site board member or a board member's employer may not, during the term for which the member serves on the board, derive any revenue from work performed for the Child Development Services System. A representative of a participating school administrative unit whose participation in the Child Development Services System is limited to work performed for the school administrative unit is exempt from the requirements of this subsection. Terms of membership and methods of appointment or election for each board of directors must be determined by the board of ~~director's~~ directors' bylaws, subject to approval by the department. This subsection is repealed June 30, 2008.

Sec. MM-33. 20-A MRSA §7209, sub-§7, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

7. Regional site; administration. A board of directors of a regional site shall:

- A. Hire, fire and supervise the staff of the regional site according to the job classifications, pay scales and personnel policies established by the state intermediate educational unit established under subsection 3;
- B. Enter into contracts, leases and agreements and any other instruments and arrangements that are necessary, incidental or convenient to the performance of its duties and the execution of its powers under this chapter, using forms and procedures developed by the department;
- C. Ensure data entry and reporting through June 30, 2007; and
- D. Provide fiscal management of money allocated to it, in compliance with federal and state laws and subject to proof of an annual audit.

This subsection is repealed June 30, 2008.

Sec. MM-34. 20-A MRSA §7209, sub-§8, as enacted by PL 2005, c. 662, Pt. A, §30, is amended to read:

8. Regional site; duties and obligations. A board of directors of a regional site shall:

- A. Ensure provision of child find activities as required by the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;
- B. Ensure provision of childcount activities as required by the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;
- C. Ensure appropriate data collection, training, staff development and direct service provision to eligible children with disabilities, from birth to under 3 years of age, in accordance with Part C of the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;
- D. Ensure that eligible children with disabilities, from birth to under 3 years of age, receive early intervention services, in accordance with the payment provisions established by the State;
- E. Ensure that eligible children with disabilities, from 3 years of age to under 6 years of age, receive free, appropriate public education services, in collaboration with school administrative units when possible;
- F. Coordinate with eligible families the development of individualized family service plans for children with disabilities from birth to 2 years of age or coordinate an individualized education program for a child 3 years of age to under 6 years of age unless an individualized family service plan is preferred; and

G. Designate local personnel for training to commit funds for free, appropriate public education. Personnel who commit funds for free, appropriate public education must be trained and certified by the state intermediate educational unit established under subsection 3. The board of directors of a regional site shall determine which trained and certified personnel may commit funds.

This subsection is repealed June 30, 2008.

Sec. MM-35. 20-A MRSA §8301-A, as amended by PL 2005, c. 2, Pt. D, §23 and as affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

§8301-A. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

1. Affiliated unit. "Affiliated unit" means a school administrative unit that is affiliated with another school administrative unit that operates a center. An affiliated school administrative unit may have its secondary students served by a center operated by a school administrative unit with which it is affiliated. An affiliated school administrative unit may also operate career and technical education satellite programs.

2. Budget failure. "Budget failure" means the failure of a region, by August 1st of any fiscal year, to approve a budget for the region that is at least equal to the sum of the total allocations for career and technical education of the member school administrative units in the region. This subsection is repealed June 30, 2008.

2-A. Career and technical education. "Career and technical education" means a course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner according to this chapter. A ~~school administrative unit~~ regional learning community shall make career and technical education available to persons residing in the ~~school administrative unit~~ regional learning community who are eligible to receive free public secondary education.

3. Center. "Center" means an administrative entity established pursuant to this chapter that provides career and technical education to secondary students. ~~Unless otherwise specifically provided for by this chapter, a center~~ and is governed, operated and administered by a single ~~school administrative unit~~ the regional learning community in which the center is located. A center shall make its programs available to serve secondary students from ~~school administrative units with which it is affiliated~~ the regional learning community in which it is located. A center may include within its administrative structure career and technical education satellite programs operated by ~~school administrative units with which it is affiliated~~ within the regional learning community.

4. Municipality. "Municipality" has the same meaning as in section 15672, subsection 21.

5. Parent. "Parent" means a parent, as defined in section 1, subsection 20, with legal custody of a minor child.

6. Region. "Region" means a quasi-municipal corporation established by the Legislature to provide career and technical education to secondary students that is comprised of all the school administrative units within the geographical boundaries set forth for each career and technical education region in section 8451. A region is governed by a cooperative board formed and operating in accordance with this chapter.

7. Residence. "Residence" means, with reference to a person's eligibility to receive career and technical education, the school administrative unit in which is located the legal residence of the person's parent if the person has not reached 18 years of age, the legal residence of the person

~~after the person reaches 18 years of age or the legal residence of the person after the person becomes an emancipated minor. A federal reservation is considered part of the school administrative unit in which it is located.~~

8. Satellite program. "Satellite program" means a program ~~providing~~ delivered at a site different from a career and technical education center that provides career and technical education to secondary students that and is operated, under section 8403-A, by a school administrative unit ~~affiliated with a center~~ regional learning community.

~~9. State subsidy.~~ "State subsidy" has the same meaning as in section 15672, subsection 31-A.

10. Unit. "Unit" means a school administrative unit.

Sec. MM-36. 20-A MRSA §8305-A, as corrected by RR 2003, c. 2, §43, is amended to read:

§8305-A. Eligibility

1. General right. A person eligible to receive free public secondary education may, consistent with this section and department rules:

A. Receive career and technical education from a ~~center, satellite program or region~~ regional learning community that serves the person's residence; or

B. Receive career and technical education from a ~~center, satellite program or region~~ regional learning community outside of the geographical area that serves the person's residence, subject to the approval of the commissioner and the governing bodies of the sending ~~unit~~ regional learning community and receiving ~~center, satellite program or region~~ regional learning community.

2. Admission standards. A ~~region, center or satellite program~~ regional learning community shall determine, in accordance with its published admission standards, whether to admit a person to such a ~~region, center or satellite~~ its program. Unless otherwise specifically provided for in this chapter, priority to enroll in any career and technical education course of study offered by a ~~region, center or satellite program~~ regional learning community must be given first to persons eligible to receive a free public secondary education who are residents of municipalities served by that ~~region, center or satellite program~~ regional learning community.

3. Adult participation in career and technical education courses. Persons who are 20 years of age or older and who otherwise comply with the requirements of this section may receive career and technical education in a career and technical education course if, after all other eligible persons have been enrolled in that course, space exists to accommodate participation by persons who are 20 years of age or older. A ~~region, center or satellite program~~ regional learning community may charge reasonable fees to persons who are 20 years of age or older and who receive career and technical education pursuant to this section.

Sec. MM-37. 20-A MRSA §8306, sub-§2, as corrected by RR 2003, c. 2, §44, is amended to read:

2. Regional learning community plans. The state board shall approve a plan for the provision of career and technical education by each ~~center or region~~ regional learning community. The plans must be prepared by each ~~center or region~~ regional learning community at the time of its organization or reorganization, approved by the ~~school board or cooperative board~~ governing each ~~center or region~~ regional learning community, and include:

A. A survey of the career and technical education needs nationally, statewide and in the geographic area served by the ~~center or region~~ regional learning community;

B. A survey of employment opportunities nationally, statewide and in the geographic area served by the ~~center or region~~ regional learning community;

C. A description of the programs to be offered by the ~~center or region~~ regional learning community;

C-1. A description of the manner in which academic courses will be used to augment trade-oriented skill courses for career and technical education students at the ~~center or region~~ regional learning community;

D. A description of each geographic area served by the ~~center or region~~ regional learning community and the location of each career and technical education program to serve those areas; and

E. A description of the manner in which the career and technical education programs offered by the ~~center or region~~ regional learning community address the career and technical education needs in the geographic area served by the ~~center or region~~ regional learning community and employment opportunities nationally, statewide and in the geographic area served by the ~~center or region~~ regional learning community.

Sec. MM-38. 20-A MRSA §8306, sub-§5, as corrected by RR 2003, c. 2, §45, is amended to read:

5. Reorganizing centers and regions. The state board may, in compliance with section 8307:

- A. Change existing boundaries of centers and regions;
- B. Change the status of a center to a region or a region to a center;
- C. Dissolve existing regions or centers;
- D. Create new regions or centers; or
- E. Create alternative organizational methods of delivering career and technical education.

This subsection is repealed June 30, 2008.

Sec. MM-39. 20-A MRSA §8306-A, 2nd ¶, as corrected by RR 2003, c. 2, §46, is amended to read:

A program or course of career and technical education may not be offered by a ~~region, center or affiliated unit~~ regional learning community unless approved by the commissioner in compliance with rules adopted pursuant to this chapter.

Sec. MM-40. 20-A MRSA §8307-A, as corrected by RR 2003, c. 2, §§47-50, is repealed.

Sec. MM-41. 20-A MRSA §8351, as amended by PL 2005, c. 2, Pt. D, §24 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

§8351. State aid for career and technical education centers and career and technical education regions

State aid for centers and regions must be administered in accordance with chapters 606-B and 609 and Title 20, section 3457. This section is repealed June 30, 2008.

Sec. MM-42. 20-A MRSA §8353, as corrected by RR 2003, c. 2, §51, is amended to read:

§8353. Tuition for students sent out of state

If a ~~unit~~ regional learning community that serves a student's residence determines that that student would be better served by receiving career and technical education, on a tuition basis, at an out-of-state secondary level career and technical school that is located closer to that student's residence than a Maine ~~center, satellite program or region~~ regional learning community serving that student's residence, the State shall subsidize the ~~unit~~ regional learning community the same amount for that student as would have been incurred by ~~such a center, satellite program or region~~ the regional learning community providing the same or similar career and technical education to the student.

Sec. MM-43. 20-A MRSA §8354, as corrected by RR 2003, c. 2, §§52-54, is amended to read:

§8354. Tuition computation for out-of-state students

The tuition charge for each out-of-state student receiving career and technical education at a ~~center, satellite program or region~~ in a regional learning community is determined as follows.

1. Primary method. The per student tuition charge is determined by:

A. Adding the amounts paid by the ~~center, satellite program or region~~ municipalities in the regional learning community during the previous fiscal year for:

- (1) Teachers' salaries;
- (2) Fuel;
- (3) Janitorial services;
- (4) Textbooks;
- (5) Reference books;
- (6) School supplies for desk and laboratory use;
- (7) Public utility services;
- (8) Replacement of instructional equipment;
- (9) Insurance;
- (10) Compensation for the career and technical education director and the career and technical education director's assistants;
- (11) Employee fringe benefits; and
- (12) Electricity services provided by competitive electricity providers or other entities authorized by the Public Utilities Commission to provide electricity services;

B. Adjusting the amounts in paragraph A by the allowable percentages set forth in section 5805, subsection 1, paragraph D; and

C. Dividing this sum by the average number of all regularly enrolled students at the ~~center, satellite program or region~~ in the regional learning community on October 1st and April 1st of the previous fiscal year.

2. Alternate method. When the cost of fuel, janitorial services, public utility services, electricity services or insurance for facilities used to provide career and technical education can not be separated from similar costs for other facilities not used to provide career and technical education, the costs of facilities used to provide career and technical education are determined by prorating the square footage of floor space used to provide career and technical education to the total amount of floor space at the facilities.

Sec. MM-44. 20-A MRSA §8401, as amended by PL 1991, c. 655, §8, is further amended to read:

§8401. Career and technical education centers

Centers shall ~~must~~ operate within the regional learning community established in chapter 103-A at Augusta, Bath, Biddeford, ~~the former~~ School Administrative District No. 61(Bridgton), Caribou, ~~the former~~ School Administrative District No. 46(Dexter), Ellsworth, ~~the former~~ School Administrative District No. 9(Farmington), ~~the former~~ School Administrative District No. 27 (Fort Kent), Lewiston, Madawaska, Portland, ~~the former~~ School Administrative District No. 1(Presque Isle), Sanford, ~~the former~~ School Administrative District No. 54(Skowhegan), ~~the former~~ School Administrative District No. 24(Van Buren), Waterville and Westbrook. ~~School Administrative District No. 27, School Administrative District No. 33 and Madawaska School Department are authorized to enter into a cooperative agreement to provide for the construction and operation of a center in School Administrative District No. 33.~~

Sec. MM-45. 20-A MRSA §8403-A, sub-§8 is enacted to read:

8. Repeal. This section is repealed June 30, 2008.

Sec. MM-46. 20-A MRSA §8404, sub-§5 is enacted to read:

5. Repeal. This section is repealed June 30, 2008.

Sec. MM-47. 20-A MRSA §8405, first ¶, as amended by PL 1991, c. 518, §16, is further amended to read:

A ~~unit~~ regional learning community operating a center shall employ a certified vocational director.

Sec. MM-48. 20-A MRSA §8451, sub-§1, as corrected by RR 2003, c. 2, §60, is amended to read:

1. Legislative intent. It is the intent of the Legislature that each career and technical education region shall provide career and technical education in accordance with this chapter and shall function as an extension of the secondary schools located within the region's boundaries. This subsection is repealed June 30, 2008.

Sec. MM-49. 20-A MRSA §8451-A, as amended by PL 2005, c. 2, Pt. D, §27 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

§8451-A. Programs

A region shall provide programs of career and technical education. Programs of career and technical education are eligible to receive state subsidy pursuant to chapters 606-B and 609. All programs of career and technical education offered by a region must be approved by the commissioner pursuant to section 8306-A. The programs must offer a sequence of courses that are directly related to the preparation of individuals for employment in current or emerging occupations and may include training and education in academic and business skills preparing students to further their education at the community college or college level or allowing students to use trade and occupational skills on other than an employee basis. Programs of career and technical education may also include alternative educational programs and training and education in music, athletics, art and other activities approved by the commissioner pursuant to section 8306-A. This section is repealed June 30, 2008.

Sec. MM-50. 20-A MRSA §8452, as corrected by RR 2003, c. 2, §62, is amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-51. 20-A MRSA §8453-A, sub-§4 is enacted to read:

4. Repeal. This section is repealed June 30, 2008.

Sec. MM-52. 20-A MRSA §8454, sub-§4 is enacted to read:

4. Repeal. This section is repealed June 30, 2008.

Sec. MM-53. 20-A MRSA §8455, as corrected by RR 1991, c. 2, §63 and amended by PL 2003, c. 545, §5, is further amended to read:

§8455. Career and technical education region considered a political subdivision

A career and technical education region is a political subdivision within the meaning of Title 5, section 19002, subsection 6, and a quasi-municipal corporation within the meaning of Title 30-A, section 5701, and all the provisions of those sections apply to it. This section is repealed June 30, 2008.

Sec. MM-54. 20-A MRSA §8456, as amended by PL 1991, c. 716, §6 and PL 2003, c. 545, §5, is further amended to read:

§8456. Voter approval of cooperative board articles

A region shall vote on articles submitted by the cooperative board using the procedures set forth in sections 1351 to 1354. For such purposes, references in those sections to "school administrative district" or "district" mean career and technical education region; references in those sections to "board of directors," "board," "school board," "school directors" or "school director" mean cooperative board; and references in those sections to "they" mean either, as appropriate in the context, cooperative board or members of the cooperative board. This section is repealed June 30, 2008.

Sec. MM-55. 20-A MRSA §8457, sub-§6 is enacted to read:

6. Repeal. This section is repealed June 30, 2008.

Sec. MM-56. 20-A MRSA §8458, as corrected by RR 2003, c. 2, §64, is further amended to read:

§8458. Career and technical education director; chief administrative officer

1. Employment of career and technical education director. The ~~cooperative~~ regional learning community board shall employ a certified career and technical education director who shall administer, in compliance with this section, the provision of career and technical education in the ~~region~~ regional learning community.

4. Appointment of chief administrative officer. The ~~cooperative~~ regional learning community board shall appoint a chief administrative officer who shall administer the ~~region~~ career and technical education program in compliance with policy set by the ~~cooperative~~ regional learning community board, nominate teachers and other employees for employment by the ~~region~~ regional learning community and perform such other duties as are assigned to the chief administrative officer by the ~~cooperative~~ regional learning community board. The ~~cooperative~~ regional learning community board shall appoint as the chief administrative officer either:

- A. The career and technical education director; or
- B. The superintendent of ~~a unit in the region~~ regional learning community.

~~**5. Appointment of treasurer and secretary.** The cooperative board may appoint the career and technical education director or the chief administrative officer as treasurer or secretary, or both, of the cooperative board.~~

Sec. MM-57. 20-A MRSA §8459, as amended by PL 1991, c. 518, §26 and PL 2005, c. 397, Pt. D, §3, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-58. 20-A MRSA §8460, as corrected by RR 2003, c. 2, §§65 and 66, is amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-59. 20-A MRSA §8461, sub-§4 is enacted to read:

4. Repeal. This section is repealed June 30, 2008.

Sec. MM-60. 20-A MRSA §8462, sub-§3 is enacted to read:

3. Repeal. This section is repealed June 30, 2008.

Sec. MM-61. 20-A MRSA §8463, as amended by PL 1991, c. 518, §29, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-62. 20-A MRSA §8464, as amended by PL 1991, c. 518, §29 and PL 2005, c. 397, Pt. D, §3, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-63. 20-A MRSA §8465, as amended by PL 1993, c. 742, §1 and PL 2003, c. 545, §5, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-64. 20-A MRSA §8466, sub-§3 is enacted to read:

3. Repeal. This section is repealed June 30, 2008.

Sec. MM-65. 20-A MRSA §8467, sub-§3 is enacted to read:

3. Repeal. This section is repealed June 30, 2008.

Sec. MM-66. 20-A MRSA §8468, sub-§4 is enacted to read:

4. Repeal. This section is repealed June 30, 2008.

Sec. MM-67. 20-A MRSA §15671-A, sub-§5, as amended by PL 2005, c. 519, Pt. AAAA, §2, is further amended to read:

5. Exceeding maximum state and local spending target. If the sum of a school administrative unit's required local contribution determined pursuant to section 15688, subsection 3-A plus the state contribution as calculated pursuant to section 15688, subsection 3-A, paragraph D, plus any state funds resulting from a transition adjustment pursuant to section 15686, plus any additional local amount proposed to be raised pursuant to section 15690, subsection 3 exceeds the school administrative unit's maximum state and local spending target established pursuant to subsection 4, the following provisions govern approval of that additional amount.

A. The article approving the additional amount must conform to the requirements of section 15690, subsection 3, paragraph B. Notwithstanding section 1304, subsection 6; section 1701, subsection 7; Title 30-A, section 2528, subsection 5, or any other provision of law, municipal charter provision or ordinance, voter approval of the article, whether in town meeting, district meeting or other voting process established by law, municipal charter or ordinance, including, but not limited to, any vote on the article initiated by voter petition, must be by referendum or written ballot.

B. In a municipality where the responsibility for final adoption of the school budget is vested by the municipal charter in a council, this paragraph applies, except that the petition and referendum provisions apply only if the municipal charter does not otherwise provide for

or prohibit a petition and referendum process with respect to the matters described in this paragraph.

(1) A majority of the entire membership of the school board or committee must approve the additional amount in a regular budget meeting.

(2) An article approving the additional amount must conform to the requirements of section 15690, subsection 3, paragraph B and be approved by a majority of the entire membership of the council in a vote taken in accordance with section 15690, subsection 5 or, if the council votes not to approve the article, by a majority of voters voting in a referendum called pursuant to subparagraph (4).

(3) If an article is approved by the council pursuant to subparagraph (2), the voters may petition for a referendum vote on the same article in accordance with subparagraph (4). If a petition is filed in accordance with subparagraph (4), the vote of the council is suspended pending the outcome of the referendum vote. Upon approval of the article by a majority of the voters voting in that referendum, the article takes effect. If the article is not approved by a majority of the voters voting in that referendum, the article does not take effect. Subsequent to the vote, the school committee or board may again propose an additional amount, subject to the requirements of this section.

(4) If a written petition, signed by at least 10% of the number of voters voting in the last gubernatorial election in the municipality, requesting a vote on the additional amount is submitted to the municipal officers within 30 days of the council's vote pursuant to subparagraph (2), the article voted on by the council must be submitted to the legal voters in the next regular election or a special election called for the purpose. The election must be held within 45 days of the submission of the petition. The election must be called, advertised and conducted according to the law relating to municipal elections, except that the registrar of voters is not required to prepare or the clerk to post a new list of voters and absentee ballots must be prepared and made available at least 14 days prior to the date of the referendum. For the purpose of registration of voters, the registrar of voters must be in session the secular day preceding the election. The voters shall indicate by a cross or check mark placed against the word "Yes" or "No" their opinion on the article. The results must be declared by the municipal officers and entered upon the municipal records.

This subsection is repealed June 30, 2008.

Sec. MM-68. 20-A MRS §15671-A, sub-§6, is enacted to read:

6. Exceeding maximum state and local spending target. Beginning July 1, 2008, if the sum of a school administrative unit's required local contribution determined pursuant to section 15688, subsection 3-A plus the state contribution as calculated pursuant to section 15688, subsection 3-A, paragraph D, plus any state funds resulting from a transition adjustment pursuant to section 15686, plus any additional local amount proposed to be raised pursuant to section 15690-A, subsection 3 exceeds the school administrative unit's maximum state and local spending target established pursuant to subsection 4, the governing body must approve the additional amount pursuant to section 15690-A, subsection 3, paragraph B.

Sec. MM-69. 20-A MRS §15679, sub-§2, as enacted by PL 2003, c. 504, Pt. A, §6, is amended to read:

2. Students-to-staff ratios. In calculating the salary and benefit costs pursuant to this section, the commissioner shall utilize the following student-to-staff ratios.

A. For the elementary school level and the middle school level:

(1) The student-to-education technician ratio is 100:1;

- (2) The student-to-guidance staff ratio is 350:1;
- (3) The student-to-librarian ratio is 800:1;
- (4) The student-to-media assistant ratio is 500:1;
- (5) The student-to-health staff ratio is 800:1;
- (6) The student-to-school administrative staff ratio is 305:1. Beginning in the 2008-2009 school year, the calculation must include an allocation for at least one principal for each school; and
- (7) The student-to-clerical staff ratio is 200:1.

B. For the high school level:

- (1) The student-to-education technician ratio is 250:1;
- (2) The student-to-guidance staff ratio is 250:1;
- (3) The student-to-librarian ratio is 800:1;
- (4) The student-to-media assistant ratio is 500:1;
- (5) The student-to-health staff ratio is 800:1;
- (6) The student-to-school administrative staff ratio is 315:1. Beginning in the 2008-2009 school year, the calculation must include an allocation for at least one principal for each school; and
- (7) The student-to-clerical staff ratio is 200:1.

Sec. MM-70. 20-A MRSA §15688, sub-§2, as amended by PL 2005, c. 2, Pt. D, §54 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

2. Member municipalities in school administrative districts or community school districts; total costs. For each municipality that is a member of a school administrative district or community school district, the commissioner shall annually determine each municipality's total cost of education. A municipality's total cost of education is the school administrative district's or community school district's total cost of education multiplied by the percentage that the municipality's most recent calendar year average pupil count is to the school administrative district's or community school district's most recent calendar year average pupil count. This subsection is repealed June 30, 2008.

Sec. MM-71. 20-A MRSA §15688, sub-§2-A is enacted to read:

2-A. Member municipalities in a regional learning community; total costs. Effective July 1, 2008, for each municipality that is a member of a regional learning community, the commissioner shall annually determine each municipality's total cost of education. A municipality's total cost of education is the regional learning community's total cost of education multiplied by the percentage that the municipality's most recent calendar year average pupil count is to the regional learning community's most recent calendar year average pupil count.

Sec. MM-72. 20-A MRSA §15688, sub-§3-A, as enacted by PL 2005, c. 2, Pt. D, §56 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is amended to read:

3-A. School administrative unit; contribution. For each school administrative unit, the commissioner shall annually determine the school administrative unit's required contribution, the required contribution of each municipality that is a member of the unit, if the unit has more than one member, and the State's contribution to the unit's total cost of education in accordance with the following.

- A. For a school administrative unit composed of only one municipality, the contribution of the unit and the municipality is the same and is the lesser of:

- (1) The total cost described in subsection 1; and
 - (2) The total of the full-value education mill rate calculated in section 15671-A, subsection 2 multiplied by the property fiscal capacity of the municipality.
- B. For a school administrative district or community school district composed of more than one municipality, each municipality's contribution to the total cost of education is the lesser of:
- (1) The municipality's total cost as described in subsection 2; and
 - (2) The total of the full-value education mill rate calculated in section 15671-A, subsection 2 multiplied by the property fiscal capacity of the municipality.
- C. For a school administrative district or community school district composed of more than one municipality, the unit's contribution to the total cost of education is the lesser of:
- (1) The total cost as described in subsection 1; and
 - (2) The sum of the totals calculated for each member municipality pursuant to paragraph B, subparagraph (2).
- D. The state contribution to the school administrative unit's total cost of education is the total cost of education calculated pursuant to subsection 1 less the school administrative unit's contribution calculated pursuant to paragraph A or C, as applicable. The state contribution is subject to reduction in accordance with section 15690, subsection 1, paragraph C.

This subsection is repealed June 30, 2008.

Sec. MM-73. 20-A MRSA §15688, sub-§3-B is enacted to read:

3-B. School administrative unit; contribution. Beginning July 1, 2008, for each school administrative unit, the commissioner shall annually determine the school administrative unit's required contribution, the required contribution of each municipality that is a member of the unit, if the unit has more than one member, and the State's contribution to the unit's total cost of education in accordance with the following.

A. For a regional learning community, each municipality's contribution to the total cost of education is the lesser of:

- (1) The municipality's total cost as described in subsection 2-A; and
- (2) The total of the full-value education mill rate calculated in section 15671-A, subsection 2 multiplied by the property fiscal capacity of the municipality.

B. For a regional learning community, the school administrative unit's contribution to the total cost of education is the lesser of:

- (1) The total cost as described in subsection 1; and
- (2) The sum of the totals calculated for each member municipality pursuant to paragraph A, subparagraph (2).

C. The state contribution to the school administrative unit's total cost of education is the total cost of education calculated pursuant to subsection 1 less the school administrative unit's contribution calculated pursuant to paragraph B. The state contribution is subject to reduction in accordance with section 15690-A, subsection 1, paragraph C.

Sec. MM-74. 20-A MRSA §15688, sub-§4, as amended by PL 2005, c. 2, Pt. D, §57 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

4. Method of cost sharing; exception. For the purpose of local cost sharing, the provisions of subsection 3-A do not apply to municipalities that are members of a school administrative district or a community school district whose cost sharing formula was established pursuant to

private and special law prior to January 1, 2004. For each municipality that is a member of a school administrative district or a community school district whose cost sharing formula was established pursuant to private and special law prior to January 1, 2004, the cost sharing formula established pursuant to private and special law determines each municipality's local cost of education. This subsection is repealed June 30, 2008.

Sec. MM-75. 20-A MRS §15689, sub-§1-A, as enacted by PL 2005, c. 519, Pt. AAAA, §14, is amended to read:

1-A. Adjustments to state contributions to member municipalities in certain school districts. ~~Beginning in~~ In fiscal year 2007-08, the minimum state allocation provisions of subsection 1 are applicable for each case when one or more member municipalities, but not all the district's member municipalities, have a local contribution that is below the mill rate expectation established pursuant to section 15671-A. For each school district eligible under this subsection, the minimum state allocation provisions of subsection 1 are applicable for each member municipality that has a local contribution that is below the mill rate expectation established pursuant to section 15671-A, except that the transition percentages in ~~section 15689~~, subsection 1, paragraph B must be multiplied by the percentage of calendar year resident pupils in the member municipality. This subsection is repealed June 30, 2008.

Sec. MM-76. 20-A MRS §15689, sub-§1-B is enacted to read:

1-B. Adjustments to state contributions to member municipalities in certain regional learning communities. Beginning in fiscal year 2008-09, the minimum state allocation provisions of subsection 1 are applicable for each case when one or more member municipalities, but not all the regional learning community member municipalities, have a local contribution that is below the mill rate expectation established pursuant to section 15671-A. For each regional learning community eligible under this subsection, the minimum state allocation provisions of subsection 1 are applicable for each member municipality that has a local contribution that is below the mill rate expectation established pursuant to section 15671-A, except that the transition percentages in subsection 1, paragraph B must be multiplied by the percentage of calendar year resident pupils in the member municipality.

Sec. MM-77. 20-A MRS §15689-D, as enacted by PL 2005, c. 2, Pt. D, §61 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is amended to read:

§15689-D. Governor's recommendation for funding levels

The Department of Administrative and Financial Services, Bureau of the Budget shall annually certify to the Legislature the funding levels that the Governor recommends under sections 15683, 15683-A, 15689 and 15689-A. The Governor's recommendations must be transmitted to the Legislature within the time schedules set forth in Title 5, section 1666. The commissioner may adjust, consistent with the Governor's recommendation for funding levels, per-pupil amounts not related to staffing pursuant to section 15680 and targeted funds pursuant to section 15681.

Sec. MM-78. 20-A MRS §15690, as amended by PL 2005, c. 519, Pt. AAAA, §§17 and 18, is further amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-79. 20-A MRS §15690-A is enacted to read:

§15690-A. Local appropriations

Beginning with the budget for the 2008-2009 school year, this section applies to local appropriations for school purposes.

1. School administrative unit contribution to total cost of funding public education from kindergarten to grade 12. The legislative body of each school administrative unit may vote to raise and appropriate an amount up to its required contribution to the total cost of education as described in section 15688.

A. For a school administrative unit, an article in substantially the form set out in subparagraph (1) must be used when the school administrative unit is considering the appropriation of an amount up to its required contribution to the total cost of education as described in section 15688.

(1) "Article: To see what sum the (name of regional learning community) will appropriate for the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and to see what sum the (name of regional learning community) will raise and assess as each municipality's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act in accordance with the Maine Revised Statutes, Title 20-A, section 15688 (Recommend amount set forth below):

<u>Total appropriated (regional learning community by municipality):</u>	<u>Total raised (regional learning community assessments by municipality):</u>
<u>Town A (\$amount)</u>	<u>Town A (\$amount)</u>
<u>Town B (\$amount)</u>	<u>Town B (\$amount)</u>
<u>Town C (\$amount)</u>	<u>Town C (\$amount)</u>
<u>Regional Learning Community</u>	<u>Regional Learning Community</u>
<u>Total Appropriated</u>	<u>Total Raised</u>
<u>(\$sum of above)</u>	<u>(\$sum of above)"</u>

(2) The following statement must accompany the article in subparagraph (1). "Explanation: The regional learning community's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act is the amount of money determined by state law to be the minimum amount that the regional learning community must raise and assess in order to receive the full amount of state dollars."

B. The state share of the total cost of funding public education from kindergarten to grade 12 as described in section 15688, excluding state-funded debt service for each school administrative unit, is limited to the same proportion as the local school administrative unit raises of its required contribution to the total cost of education as described in section 15688, excluding state-funded debt service costs.

2. Non-state-funded debt service. For a school administrative unit's indebtedness previously approved by its legislative body for non-state-funded major capital school construction projects or non-state-funded portions of major capital school construction projects and minor capital projects, the legislative body of each school administrative unit may vote to raise and appropriate an amount up to the regional learning community's annual payments for non-state-funded debt service.

A. An article in substantially the form set out in subparagraph (1) must be used when a school administrative unit is considering the appropriation for debt service allocation for non-state-funded school construction projects or non-state-funded portions of school construction projects and minor capital projects.

(1) "Article: To see what sum the (name of regional learning community) will raise and appropriate for the annual payments on debt service previously approved by the legislative body for non-state-funded school construction projects, non-state-funded portions of school construction projects and minor capital projects in addition to the funds appropriated as the local share of the school administrative unit's contribution to the total cost of funding public education from kindergarten to grade 12. (Recommend \$.....)"

(2) The following statement must accompany the article in subparagraph (1). "Explanation: Non-state-funded debt service is the amount of money needed for the annual payments on the (name of regional learning community) long-term debt for major capital school construction projects and minor capital renovation projects that are not approved for state subsidy. The bonding of this long-term debt was previously approved by the voters or other legislative body."

3. Additional local appropriation. A school administrative unit may raise and expend funds for educational purposes in addition to the funds under subsections 1 and 2.

A. If the amount of the additional funds does not result in the school administrative unit's exceeding its maximum state and local spending target established pursuant to section 15671-A, subsection 4, an article in substantially the form set out in subparagraph (1) must be used when a school administrative unit is considering the appropriation of additional local funds:

(1) "Article: To see what sum the (name of regional learning community) will raise and to appropriate the sum of (Recommend \$.....) in additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690-A. (Recommend \$.....)"

(2) The following statement must accompany the article in subparagraph (1). "Explanation: The additional local funds are those locally raised funds over and above the regional learning community's local contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state-funded debt service that will help achieve the (name of regional learning community) budget for educational programs."

B. If the amount exceeds the school administrative unit's maximum state and local spending target established pursuant to section 15671-A, subsection 4, an article in substantially the form set out in subparagraph (1) must be used when a school administrative unit is considering an appropriation of additional local funds.

(1) "Article: Do you favor authorizing (name of regional learning community) to raise and appropriate \$..... in additional local funds, which exceeds the State's Essential Programs and Services allocation model by \$..... as required to fund the budget recommended by the regional learning community board of directors? The regional learning community board of directors recommends \$..... for additional local funds and gives the following reasons for exceeding the State's Essential Programs and Services funding model by \$.....:"

(2) The following statement must accompany the article in subparagraph (1). "Explanation: The additional local funds are those locally raised funds over and above the regional learning community's local contribution to the total cost of funding public

education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act and local amounts raised for the annual payment on non-state-funded debt service that will help achieve the (name of regional learning community) budget for educational programs."

4. Total budget article. A school administrative unit must include a summary article indicating the total annual budget for funding public education from kindergarten to grade 12 in the school administrative unit. The amount recommended must be the gross budget of the school system. This article, which must be in substantially the form set out in paragraph A, does not provide money unless the other articles are approved.

A. "Article: To see what sum the (name of regional learning community) will authorize the regional learning community's board of directors to expend for the fiscal year beginning (July 1,) and ending (June 30,) from the regional learning community's contribution to the total cost of funding public education from kindergarten to grade 12 as described in the Essential Programs and Services Funding Act, non-state-funded school construction projects, additional local funds for school purposes under the Maine Revised Statutes, Title 20-A, section 15690-A, unexpended balances, tuition receipts, state subsidy and other receipts for the support of schools. (Recommend \$.....)"

5. Vote. Actions taken pursuant to subsections 1 to 4 must be taken by a recorded vote.

Sec. MM-80. 20-A MRSA §15691, sub-§3 is enacted to read:

3. Repeal. This section is repealed June 30, 2008.

Sec. MM-81. 20-A MRSA §15691-A is enacted to read:

§15691-A. Municipal assessment paid to a regional learning community

1. Presentation of assessment schedule. The assessment schedule based on the budget approved at a regional learning community budget meeting must be presented to the treasurer of each municipality that is a member of the regional learning community. The assessment schedule must include each member municipality's share of the school administrative unit's contribution to the total cost of funding public education from kindergarten to grade 12 as described in section 15688 and the school administrative unit's contribution to debt service for non-state-funded school construction projects and additional local funds for school purposes under section 15690-A.

2. Municipal treasurer's payment schedule. The treasurer of the member municipality, after being presented with the assessment schedule under subsection 1, shall forward 1/12 of that member municipality's share to the treasurer of the regional learning community on or before the 20th day of each month of the fiscal year beginning in July.

Sec. MM-82. 20-A MRSA §15692, sub-§3 is enacted to read:

3. Repeal. This section is repealed June 30, 2008.

Sec. MM-83. 20-A MRSA §15693, sub-§9 is enacted to read:

9. Repeal. This section is repealed June 30, 2008.

Sec. MM-84. 20-A MRSA §15694, as enacted by PL 2005, c. 2, Pt. D, §62 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is amended by adding at the end a new paragraph to read:

This section is repealed June 30, 2008.

Sec. MM-85. 20-A MRSA §15695, sub-§4 is enacted to read:

4. Repeal. This section is repealed June 30, 2008.

Sec. MM-86. 20-A MRSA §15755, as enacted by PL 2005, c. 2, Pt. D, §63 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is repealed.

Sec. MM-87. 20-A MRSA §15901, sub-§1, ¶A, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

A. Acknowledgment of the ~~local~~ regional need;

Sec. MM-88. 20-A MRSA §15901, sub-§4, ¶D, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

D. The building of or acquisition of other facilities related to the operation of school ~~administrative units~~ regional learning communities;

Sec. MM-89. 20-A MRSA §15901, sub-§4, ¶E, as repealed and replaced by PL 1983, c. 613, is amended to read:

E. The complete restoration of existing school buildings in lieu of replacement when in the judgment of the commissioner the action is in the best interest of the State and ~~local unit~~ the regional learning community; and

Sec. MM-90. 20-A MRSA §15901, sub-§6, as corrected by RR 1991, c. 2, §71 and amended by PL 2003, c. 545, §5, is repealed.

Sec. MM-91. 20-A MRSA §15901, sub-§7, as corrected by RR 1991, c. 2, §71 and amended by PL 2003, c. 545, §5, is repealed.

Sec. MM-92. 20-A MRSA §15901, sub-§8, as corrected by RR 1991, c. 2, §71 and amended by PL 2003, c. 545, §5, is repealed.

Sec. MM-93. 20-A MRSA §15902, as amended by PL 1999, c. 81, §8, is further amended to read:

§15902. Regional learning communities

1. Building committee. ~~The legislative body of a school administrative unit~~ A regional learning community board may establish a special building committee at a regular or specially called meeting held prior to a school construction project receiving the concept approval provided in section 15901. If the ~~legislative body~~ board does not establish a special building committee, the ~~school~~ board shall act as the building committee and may delegate the powers and duties of the building committee to the superintendent. If a vacancy occurs in the membership of a special building committee established under this subsection by the ~~legislative body~~ board, the ~~legislative body~~ board may fill that vacancy. The powers and duties of the building committee must be determined at the time of its establishment by the ~~legislative body of the school administrative unit~~ regional learning community board, or by the ~~school~~ board when it acts as the building committee and delegates those powers and duties to the superintendent. Powers and duties not assigned to the building committee that are not specifically delegated to other entities in this section remain with the ~~school~~ regional learning community board.

2. Regional learning community board approval. A plan for a school construction project voted for by a ~~school administrative unit~~ shall regional learning community must be approved by the ~~school~~ regional learning community board.

3. Authority to sell bonds. A ~~school administrative unit~~ regional learning community may sell bonds to raise the local share of project costs.

4. Final report to commissioner. On the completion of a school construction project or a permanent space lease-purchase project, the building committee shall certify to the commissioner that the construction project has been completed in conformity with the approved plans and specifications.

Sec. MM-94. 20-A MRSA §15903, sub-§5, ¶B, as amended by PL 1999, c. 81, §10, is further amended to read:

B. Upon receipt by the commissioner of a written petition from one or more residents of the ~~school-administrative-unit~~ regional learning community where the school construction project or permanent space lease-purchase project is located claiming that the project has not been completed in conformity with the approved plans and specifications, the commissioner shall cause an inspection of the project to be made or shall issue a written explanation to the petitioner or petitioners explaining the commissioner's refusal to do so. The petitioner or petitioners shall certify as part of the petition that the claim of nonconformance has been brought to the attention of the superintendent of the ~~school-administrative-unit~~ regional learning community in which the school construction project or permanent space lease-purchase project is located and that the superintendent has failed to respond in a satisfactory manner to that claim.

Sec. MM-95. 20-A MRSA §15903, sub-§5, ¶C, as enacted by PL 1987, c. 379, is further amended to read:

C. If an investigation is held, the commissioner shall notify the building committee, or legislative body of the ~~school-administrative-unit~~ regional learning community when no building committee exists, of the findings of the investigation and of any changes required. The building committee or ~~legislative body of the school-administrative-unit~~ regional learning community board shall make the changes within a reasonable period of time. Failure to do so shall ~~render~~ renders the ~~school-administrative-unit~~ regional learning community liable to the penalties provided in section 6801-A.

Sec. MM-96. 20-A MRSA §15904, as amended by PL 2005, c. 12, Pt. WW, §§8 and 9 and c. 683, Pt. B, §15, is further amended to read:

§15904. Local vote

Prior to final approval by the state board, a school construction project, except a small scale school construction project as defined in section 15901, subsection 4-A, must receive a favorable vote conducted in accordance with the following.

1. Municipal schools. In a municipality where the responsibility for final adoption of the school budget is vested in a municipal council by municipal charter or in a town meeting, the vote shall must be by referendum in accordance with the appropriate provisions set forth in Title 21-A and Title 30-A, except that the filing requirement contained in Title 30-A, section 2528, subsection 5, does not apply. This subsection is repealed June 30, 2008.

2. Regional learning communities. In a ~~school-administrative-district~~ regional learning community the vote must be conducted in accordance with ~~section 1305 or sections 1351 to 1354~~ chapter 103-A.

3. Community school districts. In a community school district, the vote shall must be conducted in accordance with Title 30-A, sections 2528 to 2532. The return and counting of votes shall must be conducted in accordance with the procedures established in section 1353, subsection 3. The district school committee shall:

A. Issue a warrant ordering the municipalities within the district to place the school construction article on the ballot; and

B. Prepare and furnish the required number of ballots for carrying out the vote.

This subsection is repealed June 30, 2008.

4. **Form.** The article shall must indicate:

D. The estimated amount of the additional operating costs during each of the first 2 years; and

E. ~~The school administrative unit~~ regional learning community is responsible for the local share of annual principal and interest payments for this school construction project included in the total cost of education appropriated pursuant to section ~~15690~~ 15690-A, subsection 1, if any, and for the annual principal and interest payments for the non-state-funded portion of this school construction project.

5. **Career and technical education regions.** In a career and technical education region, the vote must be conducted in accordance with sections 1351 to 1354 and section 8465. References in sections 1351 to 1354 to school administrative unit and board of directors mean "career and technical education region" and "cooperative board," respectively. This subsection is repealed June 30, 2008.

6. **Permanent space lease-purchase projects.** A permanent space lease-purchase project, as defined in section 15901, subsection 4-B, whose costs are wholly eligible as debt service costs for subsidy purposes under section 15672, subsection 2-A, paragraph B must receive a favorable vote of the ~~legislative body of the school administrative unit~~ regional learning community board. A permanent space lease-purchase project whose lease-purchase costs are not eligible as debt service costs for subsidy purposes under section 15672, subsection 2-A, paragraph B must receive a favorable vote of the ~~legislative body~~ board conducted in accordance with this section, except that subsection 4 does not apply. The vote may authorize the ~~school~~ regional learning community board or school committee to enter into a mortgage, security interest or other encumbrance on the permanent space lease-purchase project determined to be necessary for the permanent space lease-purchase project.

Sec. MM-97. 20-A MRSA §15905, sub-§5, as enacted by PL 1993, c. 410, Pt. ZZZ, §1, is amended to read:

5. **Approval criteria.** In approving school construction projects, the state board shall ensure that ~~school administrative units~~ regional learning communities have made efficient use of existing school facilities within the ~~unit~~ regional learning communities and have explored and when feasible developed agreements for sharing facilities with neighboring ~~school administrative units~~ regional learning communities.

Sec. MM-98. 20-A MRSA §15905, sub-§6, as enacted by PL 1995, c. 632, §2, is amended to read:

6. **Facility maintenance plan required.** The state board shall require a ~~school administrative unit~~ regional learning community applying for state funds for a school construction project to establish a facility maintenance plan for the projected life cycle of the proposed school building. The department shall provide technical assistance to ~~school administrative units~~ regional learning communities in carrying out this section. Assistance must include, but is not limited to, the provision of a model facility maintenance plan and the provision of technical and other assessment information from the school facilities inventory under section 15917.

Sec. MM-99. 20-A MRSA §15905, sub-§7, as amended by PL 2005, c. 683, Pt. B, §16, is further amended to read:

7. Interest-only interim local financing. Notwithstanding any provision of law or rule to the contrary, the state board may accelerate the dates on which it grants concept approval and funding approval for a school construction project that has been placed on the special priority list of the state board on the condition that the ~~school-administrative-unit~~ regional learning community provide interest-only interim local financing for the project in accordance with this subsection. The period of interest-only interim local financing must be determined by the state board at the time concept approval is granted for a project and must be based on the time difference between the date that final funding approval is expected to be granted on an accelerated basis and the date that final funding approval would have been expected to be granted in the normal course. The period of interim local financing for a project may not exceed 5 years.

Notwithstanding any provision of law or rule to the contrary, a ~~school-administrative-unit, including a school-administrative-unit established by private and special law,~~ regional learning community authorized to issue securities for school construction purposes may issue its securities for school construction purposes on an interest-only basis during a period of interest-only interim local financing approved by the state board in accordance with this subsection. The period of interest-only interim local financing must precede, and be in addition to, the periods for interest payments and principal payments otherwise established pursuant to the school construction rules of the state board. The length of the period of interest-only interim local financing and the length of the debt service schedule otherwise established must be clearly stated on the face of the securities.

The interest-only payments made by a ~~school-administrative-unit~~ regional learning community during the period of interim financing must be paid from local funds without state participation and may not be included in the ~~unit's~~ regional learning community's debt service costs for state subsidy purposes under section 15672, subsection 2-A. Such interest-only payments during the period of interim local financing may not be considered debt service costs as defined in section 15672, subsection 2-A for purposes of calculating amounts subject to the debt service limit established by this section.

The referendum question that is submitted to the voters for a project subject to interest-only interim local financing under this subsection must include, in addition to the information required by section 15904, an informational statement that sets forth the length of the period of interest-only interim financing established by the state board, an estimate of the annual interest cost during the period of interest-only interim local financing and a statement that the interest-only payments during the period of interim local financing is not eligible for inclusion in the debt service allocation of the ~~school-administrative-unit~~ regional learning community for purposes of calculating state school construction subsidy to the ~~unit~~ regional learning community.

The maximum period that securities for a school construction project may be outstanding under any applicable statute or rule must be extended by the length of the period of interest-only interim local financing approved by the state board under this subsection.

If the voters of a ~~school-administrative-unit~~ regional learning community do not vote to approve a school construction project subject to interest-only interim local financing under this subsection, the ~~unit's~~ regional learning community's school construction project remains eligible for concept and funding approval from the state board at the time that the project would be eligible for such approval without interest-only interim local financing.

Sec. MM-100. 20-A MRSA §15905-A, sub-§4, as enacted by PL 1999, c. 95, §2, is amended to read:

4. Municipal schools. In a municipal school unit where the responsibility for final adoption of the school budget is vested in the municipal council by municipal charter, a nonstate funded project may be approved without a referendum vote if the charter does not require a referendum. This subsection is repealed June 30, 2008.

Sec. MM-101. 20-A MRSA §15907, sub-§1, as amended by PL 1997, c. 787, §10, is further amended to read:

1. Payment of State's share. The state allocation for debt service costs must be paid by the commissioner to each ~~unit~~ regional learning community according to that ~~unit's~~ regional learning community's debt retirement schedule and rules adopted pursuant to this chapter.

A. For all current and future debt service costs payable by a ~~school-administrative unit~~ regional learning community to the Maine Municipal Bond Bank, the state allocation for debt service costs must be paid by the commissioner to the bond bank or its designated trustee one business day prior to the date of the ~~unit's~~ regional learning community's next debt service cost payment as outlined in the ~~unit's~~ regional learning community's debt retirement schedule and in accordance with rules adopted pursuant to this chapter. If the payment date falls on a Monday, payment must be made to the bond bank on the preceding Friday.

B. At least 60 days prior to the date of the ~~school-administrative unit's~~ regional learning community's next debt service cost as outlined in the ~~unit's~~ regional learning community's debt retirement schedule, the commissioner shall inform the bond bank as to the ~~unit's~~ regional learning community's state share of debt service for its next debt service payment.

Sec. MM-102. 20-A MRSA §15907, sub-§2, as enacted by PL 1981, c. 693, §§ 5 and 8, is further amended to read:

2. Payment of local share. A ~~school-administrative unit~~ regional learning community shall pay the local share of ~~their~~ its project costs.

Sec. MM-103. 20-A MRSA §15908, sub-§4, as enacted by PL 1993, c. 721, Pt. B, §1 and affected by Pt. H, §1, is amended to read:

4. Consistent siting. The state board shall adopt criteria governing applications under this chapter to direct construction projects for new schools to areas determined suitable under the provisions of Title 30-A, chapter 187, subchapter H 2, by the ~~municipality~~ regional learning community within which the project will be located. The board may not require a minimum contiguous parcel size for the project as a condition of approval.

Sec. MM-104. 20-A MRSA §15908-A, sub-§3, as enacted by PL 2003, c. 497, §2 and affected by §5, is amended to read:

3. Requirements for approval. The state board shall withhold approval of a state-funded new or substantially renovated school or school building if the ~~local school authority~~ regional learning community board proposing the project can not show that it has duly considered the most energy-efficient and environmentally efficient designs suitable in accordance with rules adopted pursuant to this section.

Sec. MM-105. 20-A MRSA §15909, as amended by PL 1987, c. 803, §§3 and 5, is further amended to read:

§15909. Financing

1. Rate of construction aid. A ~~school-administrative unit's~~ regional learning community's initial local share of the total cost of a project ~~shall~~ must be either 5% of the total cost or the equivalent of one mill multiplied by the ~~unit's~~ regional learning community's state valuation, whichever is less.

A. The one mill ~~shall~~ must be calculated on the state valuation in effect at the time the project is first approved by the state board.

B. The ~~unit's~~ regional learning community's initial local share ~~shall~~ must be applied to the project costs during the period of construction.

C. The ~~unit's~~ regional learning community's initial local share may be derived from local appropriations or gifts.

D. The ~~unit's~~ regional learning community's initial local share ~~shall~~ may not be considered an educational cost for inclusion in the ~~unit's~~ regional learning community's state-local allocation under chapter 605.

E. This subsection does not apply to projects approved in local referendum under section 15904 after June 30, 1985.

2. Bonds. A ~~school-administrative unit~~ regional learning community shall sell bonds in its name for the total cost of the project minus the amounts listed in paragraph A. Bond sales ~~shall~~ must be consistent with rules adopted or amended by the state board.

A. The amount to be bonded ~~shall~~ must be determined as follows. The total cost of the project ~~shall~~ must be reduced by:

(2) Proceeds from insured losses;

(3) Money from federal sources; and

(4) Other noneducational funds, except gifts and money from federal revenue sharing sources.

B. A ~~school-administrative unit~~ regional learning community may borrow money for projects in anticipation of bond sales. Borrowing ~~shall~~ must be consistent with rules adopted or amended by the state board.

3. Deductions; cost of project. Proceeds from insured losses, money from federal sources and other noneducational funds ~~shall~~ must be deducted from the total cost of the project to determine the amount on which the state's ~~State's~~ share ~~shall be~~ is calculated. Proceeds from gifts or moneys from federal revenue sharing sources ~~shall~~ must be treated as local appropriations.

~~4. Construction projects approved in fiscal year 1984-85.~~ School-administrative units which received voter approval on a school construction project in a referendum under section 15904 in fiscal year 1984-85 ~~shall include the initial local share under subsection 1 in the total cost of the project under subsection 2, paragraph A.~~

Sec. MM-106. 20-A MRSA §15910, as enacted by PL 1981, c. 693, §§5 and 8 and amended by PL 2003, c. 689, Pt. B, §6, is further amended to read:

§15910. Requirements

The following requirements ~~shall~~ apply to a school construction project.

1. Applications. An application for approval of a project ~~shall~~ must include the information required by the state board.

2. Reports. A ~~school-administrative unit~~ regional learning community shall file:

A. A copy of the debt retirement schedule with the commissioner as soon as bonds are sold; and

B. A final report on a project to include any information the commissioner may require. This report ~~shall~~ must be made within the time specified by rule by the commissioner.

3. Penalty. Failure to submit accurate reports within specified times ~~shall be deemed is~~ sufficient cause for withholding school construction aid until the ~~school-administrative unit~~ regional learning community complies.

4. Time of signing. A ~~school-administrative unit~~ regional learning community may not sign a contract for construction or begin construction until the final plans and specifications have been

approved by the commissioner, the Bureau of Public Improvements, the Department of Health and Human Services and the State Fire Marshal.

Sec. MM-107. 20-A MRSA §15911, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

§15911. Community services; conditions of approval

The state board may approve construction of school buildings without obligating the State to pay a share of the costs of those buildings, if those portions are to be constructed to fulfill a community service need.

1. Community service. "Community service" means a service ~~which~~ that does not fulfill an educational purpose or ~~which~~ that is not restricted to a school-age population.

2. Breakdown of costs. If construction of facilities to meet a community service need occurs in conjunction with a school construction project, the board shall:

A. Require a breakdown of costs for the entire project; and

B. Approve a plan as to how operating costs, including repairs, ~~shall~~ will be shared by agreement between the municipal officers and the ~~school~~ regional learning community board.

3. Findings. The state board's finding ~~shall become~~ becomes a part of the certificate of approval and ~~shall~~ must be the basis on which all costs ~~shall be~~ are apportioned between the municipality and the ~~school administrative unit~~ regional learning community board for as long as that portion of the project ~~shall~~:

A. ~~Continue~~ Continues to serve that community need; and

B. ~~Remain~~ Remains under the control of persons other than the ~~school~~ regional learning community board.

4. Application. An application from a ~~school administrative unit~~ regional learning community for approval of a school construction project ~~shall~~ must include evidence that approval will result in meeting or helping to meet the total construction and program needs of the area to be served.

Sec. MM-108. 20-A MRSA §15912, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

§15912. Inspection of facility; compliance

If it appears that a ~~school administrative unit~~ regional learning community has failed to maintain a school facility ~~which~~ that protects the health, welfare and safety of the persons utilizing the facility, the commissioner may cause an inspection to be made. The commissioner shall notify the ~~school administrative unit~~ regional learning community of the findings of the investigation and of any changes to be made. The ~~school administrative unit~~ regional learning community shall make the changes promptly. If it fails to make the changes, it ~~shall be~~ is liable to the penalties provided in section ~~6801~~ 6801-A.

Sec. MM-109. 20-A MRSA §15913, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

§15913. School bus shelters

1. Placement. School bus shelters for school children, when approved by the ~~school~~ regional learning community board of the ~~unit~~ regional learning community in which they are located, may be placed or maintained outside the right-of-way and at least 33 feet from the center line of a highway.

2. Requirement. A shelter ~~shall~~ must be:

- A. Constructed of steel or other durable material with concrete floor raised above ground level;
- B. Kept clean, well painted or otherwise suitably maintained at all times; and
- C. Kept free from snow.

3. Removal. The school ~~regional learning community~~ board may order ~~its~~ the removal of a shelter if it does not meet ~~these~~ the requirements under subsections 1 and 2.

Sec. MM-110. 20-A MRSA §15915, as amended by PL 2005, c. 499, §1, is further amended to read:

§15915. Energy service companies and 3rd-party financing

1. Initial agreement. Any school ~~administrative unit~~ regional learning community may enter into an agreement of up to 15 years with a private party, such as an energy service or 3rd-party financing company, for the design, installation, operation, maintenance and financing of energy conservation or combined energy conservation and air quality improvements at existing school ~~administrative unit~~ regional learning community facilities. The school ~~administrative unit's~~ regional learning community's costs to enter into such an agreement are not applicable to the ~~unit's~~ regional learning community's school construction project costs, the debt service on which is eligible for subsidy purposes under section 15907. Such an agreement is deemed to be a professional service, which is not subject to the competitive bidding requirements of Title 5, section 1743-A, if the agreement:

- A. Provides for operation or maintenance of the improvement for at least 5 years or the entire term of the financing agreement if longer than 5 years;
- B. Requires a guaranty by the contractor that the improvement will meet performance criteria set forth in the agreement for at least 5 years or for the entire term of the financing agreement if longer than 5 years; and
- C. Has a total contract cost, excluding interest and operating and maintenance costs, of less than \$2,000,000 for any school building.

A school ~~administrative unit~~ regional learning community may select contractors for these professional services on the basis of a request for qualifications or a request for proposals and it is not required to use a competitive method set forth in this chapter and Title 5, section 1743-A and Private and Special Law 1999, chapter 79. The selection process must include at a minimum a request for qualifications or a request for proposals that is advertised in a newspaper of general circulation in the school ~~administrative unit~~ regional learning community and a newspaper of general circulation in the City of Augusta. The school ~~administrative unit~~ regional learning community shall interview not fewer than 3 service providers unless a smaller number of service providers responds to the request for qualifications or requests for proposals. The performance criteria in the agreement is subject to approval by the Department of Administrative and Financial Services, Bureau of General Services. A request for qualifications or proposals may not contain terms that require service providers to have more than 3 years of experience in the energy conservation field or the use of equipment that is not generally available to service providers or terms that are otherwise included for the purpose of bias or favoritism toward a particular service provider. Objections to the terms of a request for qualifications or proposals under this subsection are deemed waived if not delivered in writing to the office of the superintendent of schools in that school ~~administrative unit~~ regional learning community within 21 days of the last publication of the newspaper advertisement.

2. Future operation. Any ~~school-administrative-unit~~ regional learning community, at the termination of the agreement with the private party pursuant to this section, may acquire, operate and maintain the improvement, may renew the agreement with the private party or may make an agreement with another private party to operate and maintain the improvement.

Sec. MM-111. 20-A MRSA §15915-A, sub-§1, as enacted by PL 1997, c. 664, §1 and amended by PL 2003, c. 545, §5, is further amended to read:

1. Service agreements. ~~The governing bodies of school-administrative-units and career and technical education regions~~ Regional learning community boards are authorized to enter into agreements for not more than 10 years with private entities such as telecommunications service providers to purchase telecommunications services, including services for interactive audio and visual communication and transmission of data for educational purposes.

Sec. MM-112. 20-A MRSA §15915-A, sub-§2, as enacted by PL 1997, c. 664, §1 and amended by PL 2003, c. 545, §5, is further amended to read:

2. Interlocal agreements. ~~The governing bodies of school-administrative-units and career and technical education regions~~ Regional learning community boards are authorized to enter into interlocal agreements in accordance with Title 30-A, chapter 115 and may organize or cause to be organized joint boards and legal entities including public nonprofit corporations under Title 13, chapter 81 and Title 13-B to purchase telecommunications services and to acquire customer premise telecommunications, as defined by the Public Utilities Commission, and related technology equipment.

Sec. MM-113. 20-A MRSA §15918, as enacted by PL 1997, c. 787, §11, is amended to read:

§15918. Maintenance and capital improvement plan assistance

The department and the Department of Administrative and Financial Services, Bureau of General Services shall provide assistance to ~~school-administrative-units, including~~ regional learning communities and the unorganized territories, in establishing maintenance and capital improvement programs under section 4001, subsection 7. The department, with assistance from the Department of Administrative and Financial Services, Bureau of General Services, shall provide a maintenance template, software and assistance with initial inventory inputs to ensure consistent comprehensive local maintenance and capital improvement plans and to provide for electronic reporting of maintenance and capital improvement progress by ~~school-administrative units~~ regional learning communities to the department. The Department of Education and the Bureau of General Services shall adopt rules necessary to implement this section. Rules adopted by the Department of Education and the Bureau of General Services to implement this section are major substantive rules pursuant to Title 5, chapter 375, subchapter ~~II-A~~ 2-A.

Sec. MM-114. Initial staggered terms. Notwithstanding the Maine Revised Statutes, Title 20-A, section 1454, subsection 2, the initial members elected to a regional learning community board of directors shall meet and draw lots for the length of term specified as follows.

1. Municipalities with annual elections. In municipalities with annual elections, 1/3 of the directors serve one-year terms, 1/3 of the directors serve 2-year terms and 1/3 of the directors serve 3-year terms. If the number of directors is not evenly divisible by 3, the first remaining director serves a 3-year term and the 2nd a 2-year term.

2. Municipalities with biennial elections. In municipalities with biennial elections, 1/2 of the directors serve 4-year terms and 1/2 of the directors serve 2-year terms. If the number of directors is not divisible by 2, the remaining director serves a 4-year term.

The directors shall serve their terms as determined at the organizational meeting and an additional period until the next regular election of the municipalities. Thereafter, the directors' terms of office are as established in accordance with the provisions of Title 20-A, section 1454.

Sec. MM-115. Transition; schedule; department assistance; use of existing schools and facilities.

1. **Definitions.** As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

- A. "Department" means the Department of Education.
- B. "Implementation year" means the year that begins July 1, 2008 and ends June 30, 2009.
- C. "Transition year" means the year that begins July 1, 2007 and ends June 30, 2008.

2. **Schedule.** During the transition year, school administrative units within each of the regions designated in the Maine Revised Statutes, Title 20-A, chapter 103-A shall collaborate, with assistance from the department, in order to organize as regional learning communities in accordance with Title 20-A, chapter 103-A. During the transition year and by the beginning of the implementation year, each regional learning community becomes operational as a school administrative unit on the date set by the State Board of Education as provided in Title 20-A, chapter 103-A, but no later than July 1, 2008.

3. **Department assistance.** To implement the requirements of this Part, the department must provide the following financial and technical assistance to school administrative units for the duration of both the transition year and the implementation year:

- A. A transition team made up of legal, financial and educational programming consultants that will be assigned to each region to assist regional staff with transition and implementation; and
- B. Monthly professional development opportunities to participate in collaborative learning sessions with the other regions and the department, on topics related to the transition to and implementation of the regional model, and on standards-based programming, uses of data for improved student achievement and other topics identified by the superintendents.

4. **Use of existing schools and facilities.** A regional learning community may, at the discretion of the regional school board and in a manner that is consistent with Title 20-A, continue to operate schools and facilities that were in operation prior to the date established under subsection 2 upon which the regional learning community becomes operational.

Sec. MM-116. Transfer of property and assets.

1. **Board of directors.** The directors of the board of each regional learning community established in the Maine Revised Statutes, Title 20-A, chapter 103-A shall determine what school property of the municipalities, Child Development Services System regional sites and career and technical education regions in existence prior to July 1, 2008 and of the school administrative units in existence prior to June 30, 2008 in their regions is necessary to carry out the functions of the regional learning community and shall request in writing that the board of each such school administrative unit, Child Development Services System regional site and career and technical education region or the municipal officers transfer title of their school property and buildings to the regional learning community board of directors.

2. **Transfer.** The municipal officers and boards contacted pursuant to subsection 1 shall make the transfer of property and assets notwithstanding any other provision in the charter of the school administrative unit or municipality or the laws governing the Child Development Services System regional sites or the career and technical education regions or other provision of law.

3. Financing assumed debts. A regional learning community shall assume the outstanding indebtedness of a school administrative unit in existence prior to June 30, 2008 or a career and technical education region in existence prior to June 30, 2008 in its regional learning community for school construction projects approved for subsidy under Title 20-A, chapter 609. If a regional learning community board of directors has assumed the outstanding indebtedness of a school administrative unit in existence prior to June 30, 2008 or a career and technical region in existence prior to June 30, 2008 in its regional learning community, the directors of the regional learning community board may, notwithstanding any other statute or any provision of any trust agreement, use any sinking fund or other money set aside by the school administrative unit in existence prior to June 30, 2008 or a career and technical region in existence prior to June 30, 2008 to pay off the indebtedness for which the money was dedicated. A regional learning community board of directors is not required to assume the outstanding indebtedness of a school administrative unit in existence prior to June 30, 2008 or a career and technical education region in existence prior to June 30, 2008 in its regional learning community for nonstate funded projects pursuant to Title 20-A, section 15905-A.

Sec. MM-117. Operational date and transfer of authority.

1. Operational date. A regional learning community board of directors becomes operational on the date set by the State Board of Education as provided in the Maine Revised Statutes, Title 20-A, chapter 103-A.

2. Transfer of governing authority. The regional learning community board of directors, on the date established in subsection 1, shall assume responsibility for the management and control of the public schools and programs within the school administrative units in existence prior to June 30, 2008, Child Development Services System regional sites and career and technical education regions in existence prior to June 30, 2008 that are within the regional learning community. Those school administrative units in existence prior to June 30, 2008, Child Development Services System regional sites and career and technical education regions in existence prior to June 30, 2008, on the date established in subsection 1, have no further responsibility for the operation or control of the public schools and programs within the regional learning community.

3. Transfer of school accounts. Notwithstanding Title 20-A, section 15004 or any charter of a community school district or coterminous district, or any laws governing the Child Development Services System regional sites or the career and technical education regions, the balance remaining in the school accounts of the municipalities, community school districts or coterminous school districts within the regional learning community must be paid to the treasurer of the regional learning community in equal monthly installments over the remainder of the fiscal year in which the regional learning community is formed.

4. Teacher contracts. The contracts between the municipalities or the career and technical education regions within the regional learning community and all teachers are automatically assigned to the regional learning community board of directors as of the date the regional learning community becomes operative and remain in effect until the end of the implementation year, unless otherwise negotiated by the teachers and the regional learning community board of directors. The regional learning community board of directors shall assign teachers to their duties and make payments upon their contracts.

5. Superintendent contracts. The contracts between the superintendents and municipalities within the regional learning community are transferred to the regional learning community board of directors. The regional learning community board of directors shall determine the superintendents' duties within the regional learning community.

Sec. MM-118. Property tax reduction. Each school administrative unit must provide assessment reductions to each member municipality that will result in property tax reduction for the unit's member taxpayers through one or more of the following:

1. Increase. The increase provided pursuant to Part C of this Act in state general purpose aid for local schools;

2. Savings. Savings from the regionalization of school administrative units beginning in fiscal year 2008-09; and

3. Other. Other efficiencies chosen by school administrative units.

For each school administrative unit, the Commissioner of Education and the Commissioner of Administrative and Financial Services shall establish and report an assessment reduction target that will result in an amount equal to at least 90% of the increase provided in Part C of this Act in general purpose aid for local schools resulting in property tax reduction.

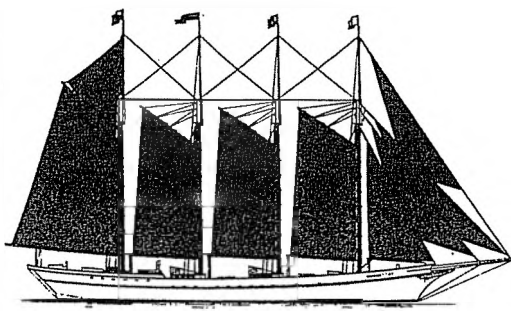
Each school administrative unit must report annually to the Department of Education, in a format provided by the department that incorporates the target established above, the unit's assessment reductions and that each member municipality has provided to its taxpayers the property tax reduction resulting from the assessment reductions. If a school administrative unit's targeted assessment reductions or any member municipality property tax reductions are not reported or do not occur, the Commissioner of Education and the Commissioner of Administrative and Financial Services shall develop a mechanism to guarantee that the full amount of property tax reduction available to the member municipality taxpayers under subsections 1 to 3 occurs.

Sec. MM-119. Report; additional necessary implementing legislation. No later than January 31, 2008, the Commissioner of Education shall submit to the Joint Standing Committee on Education a report that contains recommendations and any proposed legislation necessary to fully implement this Part. Following receipt and review of the report, the Joint Standing Committee on Education may submit legislation to the Second Regular Session of the 123rd Legislature.

Sec. MM-120. Effective date. Those sections of this Part that repeal the Maine Revised Statutes, Title 20-A, chapter 103, chapter 105, chapter 107, chapter 109 and chapter 111 take effect June 30, 2008. Those sections of this Part that amend Title 20-A, chapters 313, 606-B, 608 and 609 take effect June 30, 2008.

PART MM

This Part implements amendments to the Maine Revised Statutes, Title 20-A in order to streamline the administration of local education in the State. The impact of these changes will be a significant reduction in the number of school superintendents, increases in class sizes for middle and high school students consistent with national norms and an overall reduction in the administrative cost per Maine student. It also makes available property tax reductions equivalent to 90% of the state share of education funding provided in this budget and mandates that these property tax reductions occur.



THE MARGARET TODD

Downeast Windjammer Cruises

SAILING FROM BAR HARBOR, MAINE

BAR HARBOR FERRY CO.



Att: Education Committee

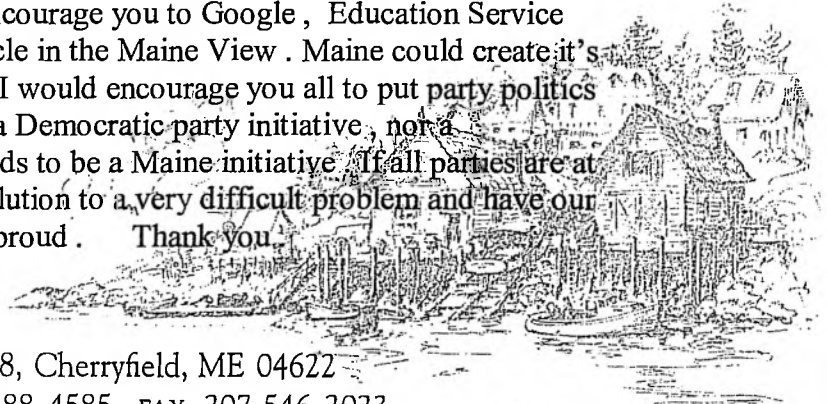
My name is Steve Pagels and I am a school director from Cherryfield and board chair of MSAD # 37 . I think I have some unique perspectives & hopefully some constructive suggestions on the current proposals you have before you regarding the consolidation of school administrative units across the State of Maine . MSAD # 37 is comprised of 6 towns in Washington County ; Addison , Cherryfield , Columbia , Columbia Falls , Harrington , & Milbridge and has a school board of 15 directors . Although it was long before my time , SAD # 37 was formed as a result of the Sinclair Act when these 6 rural communities had the opportunity , with incentive funding from the state , to build a new high school (Narraguagus) to replace their existing ageing high schools .

In recent years SAD # 37 has achieved a fair amount of notoriety – we have had some of the highest MEA test scores in the state in our 4th & 8th grades . 3 of our Elementary schools have won National Title 1 awards , including Columbia Falls last year . We have also suffered the 2nd highest dollar loss as the result of the new EPS funding formula . This coupled with coastal valuation spikes that additionally reduced funding from the state (I believe our share of state funding is in the 35 % range) has produced turmoil in our communities & school system between those concerned with education , and those concerned with taxation . In this state of division , nobody , especially the students , wins . We have recently had a series of committees meeting over school issues , both for governance and building configurations . This has brought all groups to the table , with some hopes for a collaborative and positive outcome .

I am telling you this to encourage the State of Maine , Governor Baldacci & the State's Legislators to do the same . Bring everyone to the table . The Governor's proposal has to a large extent disenfranchised Maine's school systems from this debate . Yet , the Governor is correct in trying to encourage efficiencies in our school systems because of the tremendous taxation pressures & mandates Maine has been facing . He , with obviously some very poor advice , just went about it the wrong way . There are however , some school efficiency initiatives currently being utilized by other states to save tax dollars without sacrificing local control . One of these models is the Education Service District . An ESD is comprised of representatives from local school boards who jointly decide on cost sharing services . I would encourage you to Google , Education Service Districts & also read Stephen Bowen's article in the Maine View . Maine could create it's own version of ESD's . Most importantly , I would encourage you all to put party politics aside in this effort . This should be neither a Democratic party initiative , nor a Republican party initiative . Rather this needs to be a Maine initiative . If all parties are at the table , maybe we can accomplish the solution to a very difficult problem and have our state and most importantly our children be proud . Thank you



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Members of the Joint Standing Committee on Education and Cultural Affairs, my name is Prudence Grant. I am a retired teacher with 37 years of experience and come before you today as the Chairperson of the Lisbon School Committee to report that we are totally opposed to the Governor's Plan for School Consolidation. Those original remarks are attached to what I am giving you today. Over the past week the landscape of consolidation plans has changed, so my comments today are related to Lisbon's preferences for consolidation.

Lisbon does not oppose consolidation, but we do ask that there be **more time to accomplish** it; that there be a **planning committee** to help us determine where savings can be achieved; that any consolidation take place with those **neighbor school systems more alike in size** to Lisbon. (Sabattus, Wales, Litchfield & Durham), that there be **incentives to encourage the desired consolidation**, that the **local School Committee be retained** to preserve some semblance of local control. We heard often last week that preserving the School Committee was a necessary component to protect in the consolidation process. Having impotent advisory committees in each school is unlikely to be successful when parents realize that they have no power. A School Committee with accountability for decisions at a local level will be more effective.

Unlike many towns, Lisbon's population is increasing and is anticipated to grow over the next five years with the building of at least 300 new homes which will inevitably put additional strains on our schools. We already have a new elementary school which is overcrowded due largely to incorrect population growth figures supplied by the state. Our high school is in serious need of renovation funding which we have sought in each of the last two application cycles. Now that we are near the top, we ask that the school construction/renovation funds be left as they are to continue to fund those schools near the top of the list. That funding might serve as an incentive to move forward with consolidation.

One problem that needs to be addressed is the need for consistency in procedures. Commissioner Gendron recently announced that the number of assessments will be radically reduced so that teachers can concentrate on teaching. That seemed to open the possibility for sharing a curriculum coordinator with another town. It turns out that that possibility is unlikely since the Commissioner has also announced that the current assessments will be shifted around to different grade levels so the Curriculum Coordinator must still oversee those adjustments. It would help if the rules could stay the same without shifting frustratingly.

We will be happy to be of assistance as the Committee moves through this process.

Thank you.

Katherine Ragot
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My name is Katherine Ragot, I began my day at 4 am in Cutler to be here. You can usually find Cutler just under the armpit of the weatherman on the six o'clock news. I often wonder if the Legislature remembers that we are still there, or if the map in the Statehouse is like the one on the weather, with Washington County hidden from view.

The governor would like us to believe that LSRS is designed to fit all the schools in Maine. I'm afraid that schools from Cutler to Kittery will find this plan a distinctly awkward fit. In Washington County, this great big plan will leave us under-funded, unrepresented and vulnerable to the prospect of closing schools. The language in this plan is designed to leave us all feeling warm and fuzzy. The reality is that this plan does not address the fundamental flaws in the EPS funding formula. EPS has rural schools tripling up grades and gasping for survival. The ugly truth of EPS is that small towns are forced to close schools or raise property taxes to meet the basic educational needs of their children: Not to add layers of administration or bureaucracy, just to keep teachers and textbooks in the classroom. **This plan does not provide each community with equal voice.** Let's face it, larger towns have always resented their tax dollars supporting small schools, and this plan is just the vehicle they need to bulldoze them. I'm not talking about the State's definition of a small school with less than 350 students, I'm talking about SMALL schools, less than 100 students, less than 50, even. These schools have some of the top MEA scores in the state. These schools offer a unique and terrific education for the children they serve. They are great schools that represent the very best Maine has to offer, they are the very heart of their communities.

If you take nothing more with you today, please ask yourselves these three questions:

Do you believe that every child in the State of Maine deserves a free and public education?

Do rural children deserve less because they are few?

Does one size really fit all?

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Comments for the February 5, 2007 public hearing on bills relating to the regionalization of school administration in Maine

My name is Richard Farrell. I am a resident of Monhegan Island. I have served on the Island's Board of Assessors; and for much of the time my daughter was in school I served on Monhegan's School Board. I am currently Vice President of the Monhegan Island Sustainable Community Association.

I oppose a school district-consolidation bill that would include the Monhegan Island School in a large mainland school district. I believe any such bill would be impractical and unjust.

- Please consider that Monhegan is an island – and not always accessible. I didn't know if I could attend this hearing because the marine forecast was for gale winds on both Sunday and Monday. Under a school district-consolidation bill, any Monhegan parent who wants to put a concern before the school board of the new mega-district would have to make a ferry trip (weather permitting), take two days off from work, and spend two nights in a motel. That is impractical and unjust.
- Please consider that the Monhegan School is well-run, effective in meeting or exceeding State standards, and has a high degree of support from parents and other residents. It is unlikely that a mainland school board, primarily concerned with administering large schools, could operate a small, island school as effectively as Monhegan residents. Operating the Monhegan School from such a large district is impractical; and reducing the quality of education on Monhegan – whatever the laudable goals of a bill – is unjust.
- Please consider that among the goals of school district-consolidation bills are reducing school costs and allocating them more fairly. It is difficult to imagine that a large, mainland school district could run our small, island school more efficiently than Monhegan residents. At least one bill (that requires an 7.6% mill rate to fund education) would raise at least an additional \$400,000 in property taxes on Monhegan Island and would double the tax bills of residents. Remote administration of an island school is impractical. More than doubling local tax bills is unjust.
- Please consider that Monhegan Island, like many other coastal towns, is under extreme stress from escalating house prices and from limited opportunities for work. The Maine government has tried to alleviate these problems through initiatives to support affordable housing and to preserve working waterfronts. Please take no action that would undercut past State support for small communities. It is impractical to help small communities with one hand and to hurt them with the other and – above all – it is unjust.

Thank you for considering these points.