STATE FISCAL STABILIZATION FUND APPLICATION

PART 1: APPLICATION COVER SHEET
(CFDA Nos. 84.394 and 84.397)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
John E. Baldacci, Governor	State House Station #1, Augusta, Maine 04333
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: *Susan A. Gendron* Position and Office: *Commissioner of Education* Contact's Mailing Address: *State House Station #23* *Augusta, Maine 04333* Telephone: *207-624-6620* Fax: *207-624-6601* E-mail address: *Susan.Gendron@maine.gov*	State Contact for the Government Services Fund (CFDA No. 84.397) *(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)* Name: *Same* Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
John E. Baldacci, Governor	207-287-3531
Signature of Governor or Authorized Representative of the Governor: John Baldacci	Date: 4/10/09

Recommended Statement of Support from the Chief State School Officer *(Optional)*:

The State educational agency will cooperate with the Governor in the implementation of the State Fiscal Stabilization Fund program.

Chief State School Officer (Printed Name):	Telephone:
Susan A. Gendron	207-624-6620
Signature of the Chief State School Officer: Susan A Gendron 4/23/09	Date: 4/10/09

Form Approved OMB Number: 1810-0690; Expiration Date: 9/30/2009

Application for Initial Funding under the State Fiscal Stabilization Fund Program

CFDA Numbers: 84.394 (Education Stabilization Fund) and 84.397 (Government Services Fund)

U.S. Department of Education
Washington, D.C. 20202

OMB Number: 1810-0690
Expiration Date: 9/30/2009

Paperwork Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0690. The time required to complete this information collection is estimated to average 17 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: State Fiscal Stabilization Fund Program, Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Ave., S.W., Room 3E108, Washington, D.C. 20202-3118

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Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
John E. Baldacci, Governor	State House Station #1, Augusta, Maine 04333
State Contact for the Education Stabilization Fund (CFDA No. 84.394) Name: *Susan A. Gendron* Position and Office: *Commissioner of Education* Contact's Mailing Address: *State House Station #23* *Augusta, Maine 04333* Telephone: *207-624-6620* Fax: *207-624-6601* E-mail address: *Susan.Gendron@maine.gov*	State Contact for the Government Services Fund (CFDA No. 84.397) *(Enter "same" if the same individual will serve as the contact for both the Education Stabilization Fund and the Government Services Fund.)* Name: *Same* Position and Office: Contact's Mailing Address: Telephone: Fax: E-mail address:

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

Governor or Authorized Representative of the Governor (Printed Name):	Telephone:
John E. Baldacci, Governor	207-287-3531
Signature of Governor or Authorized Representative of the Governor:	Date:
John Baldacci	4/10/09

Recommended Statement of Support from the Chief State School Officer *(Optional)*:

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Chief State School Officer (Printed Name):	Telephone:
Susan A. Gendron	207-624-6620
Signature of the Chief State School Officer:	Date:
Susan A Gendron	4/10/09

Form Approved OMB Number: 1810-0690; Expiration Date: 9/30/2009

PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

(1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)

(2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)

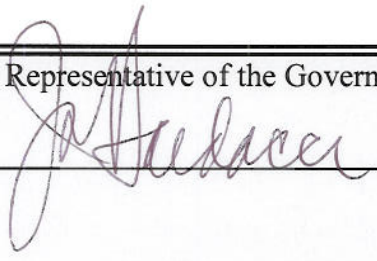
(3) The State will –

(3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)

(3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and

(3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)

(4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name): *John E. Baldacci*	
Signature: 	Date: 4/10/09

PART 3: INITIAL BASELINE DATA FOR EDUCATION REFORM ASSURANCES

SPECIAL NOTES:

- In completing this portion of the application, please refer to Appendix B – Instructions for Part 3: Initial Baseline Data for Education Reform Assurances.
- The data described in Appendix B for two of the education reform assurances in Part 2 of the application – the Improving Assessments Assurance and the Improving Standards Assurance – are the most current available baseline data for these areas. Thus, the Department is not inviting States to submit additional information with respect to these two assurances.
- The Governor or his/her authorized representative should confirm whether the initial baseline data sources described in Appendix B for the four assurances referenced below – Achieving Equity in Teacher Distribution; Improving Collection and Use of Data; Improving State Academic Content and Student Achievement Standards; and Supporting Struggling Schools – reflect the State's current status with respect to these assurances. A State that confirms the use of these initial baseline data sources does not have to submit additional baseline data with this application. If a State elects not to use the identified data sources for one or more of these four assurances, it must submit other initial baseline data for that assurance.

The Governor or his/her authorized representative confirms that the data sources that are currently available to the Department and described in Appendix B are a reasonable reflection of the current status of the State with respect to the following education reform assurances that he/she provided in Part 2 of the Application *(check only those assurances for which the State accepts the data described in Appendix B)*:

___x____ Achieving Equity in Teacher Distribution Assurance.

___x____ Improving Collection and Use of Data Assurance.

___x___ Improving Standards Assurance.

___x____ Supporting Struggling Schools Assurance.

Additional baseline data has been provided in the Appendix

Governor or Authorized Representative of the Governor (Printed Name): *John E. Baldacci*	
Signature: John Baldacci	Date: 4/10/09

replacement page - per 4/23/09 revision

PART 4, SECTION A: MAINTENANCE-OF-EFFORT (MOE) ASSURANCE

SPECIAL NOTES:

- In completing Part 4 of the application, please refer to Appendix C – Instructions for Part 4: Maintenance of Effort.
- The Governor or his/her authorized representative should check only those MOE requirements that he or she anticipates the State will meet. If the Governor or his/her authorized representative anticipates that the State will be unable to meet one or more of the requirements, he or she must sign the additional waiver assurance in Part 4, Section B.
- For the purpose of determining MOE, State support for public institutions of higher education (IHEs) must not include support for capital projects or for research and development or tuition and fees paid by students.

The Governor or his/her authorized representative assures the following *(check appropriate assurances that apply)*:

___Yes __ In FY 2009, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

___Yes __ In FY 2010, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

___Yes __ In FY 2011, the State will maintain State support for elementary and secondary education at least at the level of such support in FY 2006.

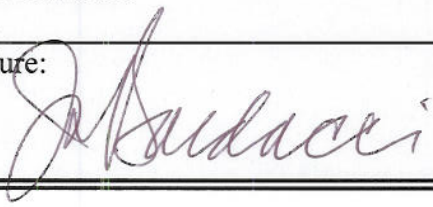
___Yes __ In FY 2009, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

___Yes __ In FY 2010, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

___Yes __ In FY 2011, the State will maintain State support for public IHEs at least at the level of such support in FY 2006.

---OR---

__N/A___ To the best of his/her knowledge and based on the best available data, the State will be unable to meet any of the above-referenced maintenance-of-effort requirements.

Governor or Authorized Representative of the Governor (Printed Name): *John E. Baldacci*	
Signature: 	Date: 4/10/09

PART 4, SECTION B: MAINTENANCE-OF-EFFORT WAIVER ASSURANCE

SPECIAL NOTES:

- If a State anticipates that it will be unable to comply with one or more of the Stabilization program MOE requirements referenced in Part 4, Section A of the application, the State must provide the assurance below.
- States that anticipate meeting all of the Stabilization program MOE requirements should not complete the waiver assurance in this section of the application. *See* Appendix C – Instructions for Part 4: Maintenance of Effort. The criterion for a waiver of the MOE requirements is provided in Appendix C.
- The Department will be providing additional guidance to States regarding the process for applying for waivers of the Stabilization program MOE requirements.

The Governor or his/her authorized representative assures the following:

To the best of his/her knowledge and based on the best available data, the State meets or will meet the eligibility criterion for a MOE waiver for each of the Stabilization program MOE requirements that the Governor or his/her authorized representative anticipates the State will be unable to meet.

Governor or Authorized Representative of the Governor (Printed Name):	
Signature:	Date:

PART 4, SECTION C: MAINTENANCE-OF-EFFORT BASELINE DATA

SPECIAL NOTES:

- A State has some flexibility in determining the "levels of State support" for MOE purposes. For example, for the purpose of the elementary and secondary education MOE requirements, a State may use the level of support that the State provides through its primary elementary and secondary funding formulae, or it may use other relevant data. *See* Appendix C – Instructions for Part 4: Maintenance of Effort.

1. **Levels of State support for elementary and secondary education** *(the amounts may reflect the levels of State support on either an aggregate basis or a per-student basis):*

   FY 2006 **$_836,115,966__**

   FY 2009* **$_983,528,141 (Enacted June 2008)**

   FY 2010* **$_958,971,492 Proposed Biennial Budget**

   FY 2011* **$_958,971,492 Proposed Biennial Budget**

   (* Provide data to the extent that data are currently available.)

2. **Levels of State support for public institutions of higher education** *(enter amounts for each year)*:

   FY 2006 **$_** **Maine Maritime $7,548,820**
   Community College System $42,496,033
   UMS $183,221,418

   FY 2009* **$_252,938,364 (Enacted June 2008)**

   FY 2010* **$_241,803,040 (Proposed Biennial Budget)**

   FY 2011* **$_241,803,040 (Proposed Biennial Budget)**

   (* Provide data to the extent that data are currently available.)

3. **Additional Submission Requirements**: In an attachment to the application –

   (a) Identify and describe the data sources used in determining the levels of State support for elementary and secondary education; - and – ***Enacted Budget and Attachment 1***

   (b) Identify and describe the data sources used in determining the levels of State support for public IHEs. ***Enacted Budget and Attachment 1***

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PART 5, SECTION A: STATE USES OF THE EDUCATION STABILIZATION FUND

SPECIAL NOTES:

- Section A of Part 5 requests data on the Education Stabilization Fund (CFDA No. 84.394). In completing this portion of the application, please refer to Appendix D – Instructions for Part 5: State Uses of Funds.
- At a later date, the Department will collect data on the levels of State support for elementary, secondary, and postsecondary education in FY 2011.
- These data may differ from the data in the levels of support for maintenance-of-effort purposes. *See* instructions in Appendix D.
- The term "postsecondary education" refers to public IHEs.

1. Levels of State Support for Elementary, Secondary, and Postsecondary Education

Provide the following data on the levels of State support for elementary, secondary, and postsecondary education:

(a) Level of State support for elementary and secondary education in FY 2008 provided through the State's primary elementary and secondary education funding formulae

$_977,958,385 _____

(b) Level of State support for public IHEs in FY 2008

$_243,520,985 _____

(c) Level of State support for elementary and secondary education in FY 2009 provided through the State's primary elementary and secondary education funding formulae

$_983,528,140 Prior Enacted
$ 956,481,492 Actual

(d) Level of State support for public IHEs in FY 2009

$_252,938,364 Prior enacted
$ 235,035,692 Actual

(e) Level of State support for elementary and secondary education in FY 2010 provided through the State's primary elementary and secondary education funding formulae

$ 1,056,467,172 Level from Prior enacted
$ 958,971,492 Proposed

(f) Level of State support for public IHEs in FY 2010 $__241,803,040 _____

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Additional Information: Did the State, prior to October 1, 2008, approve formula increases to support elementary and secondary education in FY 2010 or 2011, or to phase in State equity and adequacy adjustments?*

x Yes ***EPS – 2003, Funding Law – 2004, LD 1 2005 The State did, prior to October 1,2008, approve formula increases to support elementary and secondary education in FY 2010 and 2011, which addresses State equity and adequacy adjustments.***

☐ No

* *See* Appendix D Worksheets for further guidance on how such increases affect a State's "use of funds" calculations.

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2. State's Primary Education Funding Formulae

Additional Submission Requirement: In an attachment to the application, identify and describe each of the State's primary elementary and secondary education funding formulae that were used in determining the calculations provided above for the levels of State support for elementary and secondary education.

20-A MRSA CHAPTER 606-B ESSENTIAL PROGRAMS AND SERVICES
HTTP://WWW.MAINELEGISLATURE.ORG/LEGIS/STATUTES/20-A/TITLE20-ACH606-BSEC0.HTML

Shorter description of the EPS Funding Formula -
http://wolfweb.unr.edu/homepage/dav3e/documents/Maine.pdf

3. Data on State Support for Postsecondary Education

Additional Submission Requirement: In an attachment to the application, identify and describe the specific State data sources that were used in determining the calculations provided above for the levels of State support for public IHEs.

Department	Account	Account Title	FY08 Final	FY 09 Orig	FY09 Current	FY 10 Recom	FY 11 Recom
MAINE COMMUNITY COLLEGE SYS	01099T055601	MAINE COMMUNITY COLLEGE SYSTEM	51,449,093	57,134,150	51,500,681	54,690,828	54,690,828
MAINE MARITINE ACADEMY	01075A003501	ME MARITIME ACADEMY	8,835,474	9,177,796	8,377,940	8,611,706	8,611,706
UNIVERSITY OF MAINE SYSTEM	01078A003101	UNIVERSITY OF MAINE SYSTEM	183,236,418	186,626,418	175,157,071	178,500,506	178,500,506
		Total by FY – Higher Ed Funding	243,520,985	252,938,364	235,035,692	241,803,040	241,803,040

The data sources come from the State of Maine Annual Budget and represent actual appropriations or proposed appropriation levels.

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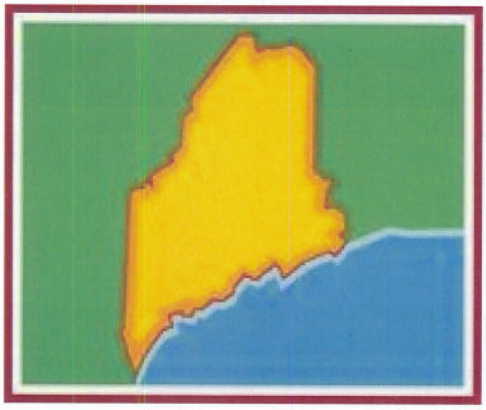
ATTACHMENT 1

A. Identification and Description of the Data Sources Used in Determination of the State level of Support for Elementary and Secondary Education



Description of the Formula

Beginning in 2003-04, Maine's school funding formula became an adequacy-based formula entitled Essential Programs and Services. Using a cost analysis, the State establishes the amount, level and cost of education components needed in each school to ensure all students had equitable opportunities to achieve proficiency in state learning standards. The essential programs and services allocation calculated for each depends upon student, staff and school characteristics, resulting in unique EPS foundation operating cost rates for each LEA.

By statute, the State share percentage of the total EPS foundation operating costs is 55%. Local share for each LEA is calculated based on property valuation, and local communities may choose to raise more than its required EPS foundation operating costs. The State subsidizes 100% of approved EPS special education costs.

District-Based Components

Density/Sparsity of Small Schools
Additional State subsidies are provided to geographically isolated districts, small administrative units, and island schools.

Grade Level Differences
The number of staff approved for K-8 and 9-12 grade spans vary depending upon EPS established ratios and costs, which result in different EPS allocations based on grade span and school size for each LEA, and different levels of State subsidizeable funds provided each LEA.

Declining Enrollment or Growth
Does not apply.

addendum, per 4/23/09 revision

Capital Outlay and/or Debt Service
All expenditures for school construction that are approved by the State Board of Education are subsidized by the State.

Transportation
The total subsidized transportation operating funds for each LEA is calculated on a funding formula that reflects LEA student density and miles traveled each year. Additional adjustments are provided for island schools, out-of-district special education costs and ferry services.

Student-Based Components

Special Education
The State subsidizes 100% of approved Essential Programs and Services special education costs.

Compensatory Education
The State provides additional subsidies for all children eligible for free or reduced lunches in each LEA based on a 1.20 pupil weighting.

English Language Learner/Bilingual Education
The State provides additional subsidies for all ESL children base on weightings 1.30-1.60, depending upon the number of eligible children in each LEA.

Gifted and Talented Education
The State subsidizes approved EPS gifted and talented costs.

Other
Does not apply.

Revenue and Expenditure Information

State Mandates Restricting Revenue or Expenditure Increases
At present there are no state mandates restricting revenue nor expenditures. The State is on a 4 year plan of action to result in the State paying 55% of approved K-12 costs. Once the State reaches this target, State and local budgets will be subject to a growth cap; a cap equal to the 10 year average percent growth in personal income and percent change in K-12 student population. Locals will be permitted to exceed this percentage growth if it is approved by referendum by the local voters.

The cap is scheduled to take effect for the 08-09 year. However, the State may be delayed in reaching its 55% target, and thus the growth cap would be delayed.

Property Assessment Ratios Used/Legal Standards for Property Assessment
Each municipality is responsible for annually assessing its property, either by

addendum, per 4/23/09 revision

individually assessing parcels of property or by increasing the prior year's assessment of each parcel by some common factor. The sum of the resulting assessments are required to be no less than 70% of the just value of, or full market value of, this combined property. Each municipality's valuation posed in the school funding is first equalized to estimate full market value of the property in the municipality.

Measure of Local Ability to Support Schools
Property valuation per pupil as computed by the stat tax assessor to estimate full market value.

The resulting full value property valuation is multiplied by statewide mill rate to determine the amount of support required by local communities.

School District Budget and Tax Rate Procedures/Sources of Local Revenue
Districts (serving two or more municipalities) are fiscally independent. The budget is approved at an annual district meeting by voters of the participating municipalities. Following budget approval each member municipality is assessed its share. Single municipality school administrative units develop a budget, which must be approved by the legislative body (which may be elected representatives or the voters). Beginning in 2007-08 all budgets must be approved by local communities by a referendum vote. In all cases, the tax rate for each municipality is set by its legislative body. Local revenues include property tax and miscellaneous revenues.

State Support for Nonpublic Schools
Does not apply.

This is a shorter description of the Essential Programs and Services funding formula.

B. Identification and Description of the Data Sources Used in Determining the Levels of State Support for Public IHEs

The data sources come from the State of Maine Annual Budget and represent actual appropriations or proposed appropriation levels.

ATTACHMENT 5 - How Stabilization Dollars will be used proportionally at each public IHE to restore levels of funding.

Higher Education funding will be distributed based on each higher education institutes % of the overall higher education shortfall.

addendum per 4/23/09 revision

4. Restoration Amounts

Based on the Worksheets included in Appendix D, calculate and provide the amount of Education Stabilization funds that the State will use to restore the levels of State support for elementary, secondary, and postsecondary education in FYs 2009 and 2010. As explained in the Instructions in Appendix D, a State must determine the amount of funds needed to restore fully the levels of State support for elementary, secondary, and postsecondary education in FY 2009 before determining the amount of funds available to restore the levels of such support in FY 2010.

SPECIAL NOTES:

- At a later date, the Department will collect data on the amount of funds, if any, that remain available to (1) restore the levels of State support for elementary, secondary, and postsecondary education in FY 2011, and (2) award subgrants to local educational agencies (LEAs) based on their proportionate shares of funding under Part A of Title I of the ESEA.
- The calculations for these data must be based on the State's total Education Stabilization Fund allocation as reflected in Appendix A and not on the State's initial Education Stabilization Fund award.
- Although the State must follow the Instructions in Appendix D, in order to determine the amount of funds that LEAs and IHEs will receive under the program (i.e., the "restoration amounts"), the Governor has discretion in determining when to release these funds to LEAs and IHEs.

(a)	Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2009	$ 27,046,649
(b)	Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2009	$ 17,902,672
(c)	Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for elementary and secondary education in FY 2010	$ 97,495,680
(d)	Amount of the State's total Education Stabilization Fund allocation to be used to restore the level of State support for public IHEs in FY 2010	$ 11,135,324
(e)	Amount of funds, if any, remaining after restoring State support for elementary, secondary, and postsecondary education in FY 2009 and FY 2010	$ 4,675,005

5. Process for Awarding Funds to Public IHEs

Additional Submission Requirement: In an attachment to the application, describe the process that the State will use to determine the amount of funding that individual public IHEs will receive from the funds that the State sets aside to restore the levels of State support for these institutions.

Maine has three public IHE that receive State funding. The total shortfall has been identified for each. The budget office calculated the percentage of the shortfall for each IHE to determine how to *allocate the Stabilization funds.*

Costs to restore to FY 09 levels:	FY '09	FY '10	FY'11	Total shortfall based on FY09 restorations. The % are each H.E.'s share of the total shortfall.	
Maine Community College System	5,633,469	2,443,322	2,443,322	10,520,113	26.19%
Maine Maritime Academy	799,856	566,090	566,090	1,932,036	4.81%
University of Maine System	11,469,347	8,125,912	8,125,912	27,721,171	69.00%
totals:	**17,902,672**	**11,135,324**	**11,135,324**	40,173,320	

PART 5, SECTION B: STATE USES OF THE GOVERNMENT SERVICES FUND

SPECIAL NOTES:

- Section B of Part 5 requests data on the Government Services Fund (CFDA No. 84.397).
- In this section, provide preliminary estimates of the percentage of the Government Services Fund that the State intends to spend under various broad categories (to the extent such estimates are available). The total percentages in the chart should equal 100 percent.
- To the extent such estimates are available, the estimated percentages must be based on the State's total Government Services Fund allocation and not on the State's initial Government Services Fund award.

Uses of the Government Services Fund

Category	**Estimated Percentage of Funds to Be Used**
Public Safety	
Elementary and secondary education (excluding modernization, renovation, or repair of public school facilities)	
Public IHEs (excluding modernization, renovation, or repair of IHEs)	
Modernization, renovation, or repair of public school facilities	
Modernization, renovation, or repair of IHEs	
Medicaid	
Public assistance	
Transportation	
Other (please describe)	
Undetermined	100%
TOTAL	100%

NOTE: *We will receive new State revenue projections at the end of April and anticipate that they will show a significant drop. We therefore anticipate that these funds will address that shortfall.*

PART 6: ACCOUNTABILITY, TRANSPARENCY, AND REPORTING ASSURANCES

The Governor or his/her authorized representative assures that the State will comply with all of the accountability, transparency, and reporting requirements that apply to the Stabilization program, including the following:

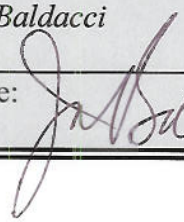
- For each year of the program, the State will submit a report to the Secretary, at such time and in such manner as the Secretary may require, that describes:
    - the uses of funds within the State;
    - how the State distributed the funds it received;
    - the number of jobs that the Governor estimates were saved or created with the funds;
    - tax increases that the Governor estimates were averted because of the funds;
    - the State's progress in reducing inequities in the distribution of highly qualified teachers, implementing a State longitudinal data system, and developing and implementing valid and reliable assessments for limited English proficient students and children with disabilities;
    - the tuition and fee increases for in-State students imposed by public IHEs and a description of any actions taken by the State to limit the increases;
    - the extent to which public IHEs maintained, increased, or decreased enrollment of in-State students, including those students eligible for Pell Grants or other need-based financial aid; and
    - a description of each modernization, renovation or repair project funded, including the amounts awarded and project costs. (ARRA Division A, Section 14008)

- The State will cooperate with any Comptroller General evaluation of the uses of funds and the impact of funding on the progress made toward closing achievement gaps. (ARRA Division A, Section 14009)

- If the State uses funds for any infrastructure investment, the State will certify that the investment received the full review and vetting required by law and that the chief executive accepts responsibility that the investment is an appropriate use of taxpayer funds. This certification will include a description of the investment, the estimated total cost, and the amount of covered funds to be used. The certification will be posted on the State's website and linked to www.Recovery.gov. A State or local agency may not use funds under the ARRA for infrastructure investment funding unless this certification is made and posted. (ARRA Division A, Section 1511)

- The State will submit reports, within 10 days after the end of each calendar quarter, that contain the information required under section 1512(c) of the ARRA in accordance with any guidance issued by Office of Management and Budget or the Department. (ARRA Division A, Section 1512(c))

- The State will cooperate with any Inspector General examination of records under the program. (ARRA Division A, Section 1515)

Governor or Authorized Representative of the Governor (Printed Name): *John E. Baldacci*	
Signature: 	Date: 4/10/09

PART 7: OTHER ASSURANCES AND CERTIFICATIONS

The Governor or his/her authorized representative assures or certifies the following:

- The State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.

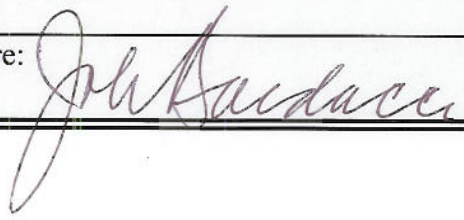
- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.

- The State will comply with all of the operational and administrative provisions in Title XV and XIV of the ARRA, including Buy American Requirements (ARRA Division A, Section 1605), Wage Rate Requirements (ARRA Division A, Section 1606), and any applicable environmental impact requirements of the National Environmental Policy Act of 1970 (NEPA), as amended, (42 U.S.C. 4371 et seq.) (ARRA Division A, Section 1609). In using ARRA funds for infrastructure investment recipients will comply with the requirement regarding Preferences for Quick Start Activities (ARRA Division A, Section 1602).

- Any LEA receiving funding under this program will have on file with the State a set of assurances that meets the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).

- To the extent applicable, an LEA will include in its local application a description of how the LEA will comply with the requirements of section 427 of GEPA (20 U.S.C. 1228a). The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.

- The State and other entities will comply with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Governmentwide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name): *John E. Baldacci*	
Signature: 	Date: 4/10/09

Appendices to the

Application for Initial Funding under the

State Fiscal Stabilization Fund Program

Baseline Data

1. Achieving Equity in Teacher Distribution

> *A State must provide baseline data that demonstrate its current status regarding "tak[ing] actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the ESEA (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers."*

Available Baseline Data

As part of the annual Consolidated State Performance Report (CSPR), each State provides data on the number and percentage of core academic courses that are taught by highly qualified teachers in high- and low-poverty schools. (*See* http://www.ed.gov/admins/lead/account/consolidated/sy06-07part1/index.html.) The Department will use data from the most recent CSPR to establish a State's baseline for achieving equity in teacher distribution.

Maine's Teacher Quality Equity Action Plan, updated January 5, 2009 contains the following resources and more: 2007 – 2008 HQT Data; Teacher Quality Equity Action Plan, Performance Report and Data; links to updated HQT Guidance Documentation; methods of data correlation and analysis; and specific actions taken. It may be accessed on Maine's HQTP webpage at:
http://www.maine.gov/education/hqtp/index.htm
and at out Maine Educational Data Management System Public Portal page at:
https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind%2fHQT+2008

1 (a). As part of Maine's High Quality Teacher Equity and Action Plan, the state has taken steps to categorize SAUs into three priority categories. A Commissioner's Informational letter was distributed to all SAUs in October, 2008 describing the requirements of Section 2141 of the NCLBA. The text of that letter follows:

INFORMATIONAL LETTER:
POLICY CODE:
TO: *Superintendents of Schools*
FROM: *Susan Gendron, Commissioner*
DATE: *October 10, 2008*
RE: *Progress Toward Increasing Percentage of Highly Qualified Teachers*

The Maine Department of Education has been collecting data on the percentage of classes taught by highly qualified teachers since 2003. There has been great progress throughout the state and our percentage has increased from 90.1% to 95.88%.

According to NCLBA, Title II, Part A, Section 2141;

Section 2141 of the statute describes what States and LEAs must do if an LEA fails to make AYP or meet its annual measurable objectives for teacher quality. If the SEA determines, based on LEA reports submitted under Section 1119(b), that an LEA failed to make progress toward meeting its annual measurable objectives for two consecutive years, the LEA must develop an improvement plan that will enable it to meet such objectives and that directly addresses the issues that prevented it from meeting its objectives. During the development and throughout implementation of the plan, the SEA must provide technical assistance to the LEA and to schools served by the LEA that need assistance to enable them to meet the annual measurable objectives described in section 1119(a)(2).

Annual Measurable Objectives had to be 100% in all schools by June, 2006, according to NCLBA. Since we now have five years of HQT data, we have calculated the progress that LEAs have made from year to year and classified LEAs into three priority areas and one award area:

1. *Priority One LEAs have not made progress toward their AMOs for at least two consecutive years and their % of HQTs is below 80%.*
2. *Priority Two includes LEAs that have not made progress toward their AMOs for at least two consecutive years but their % of HQTs is between 80% and 89%.*
3. *Priority Three LEAs have not made progress toward their AMOs for at least two consecutive years but their % of HQT is 90% or above.*
4. *Award Winning LEAs have been at 100% HQT for three consecutive years or more.*

Based upon these classifications, some LEAs will be required to take action.

1. *Priority One, Two and Three LEAs will be required to develop an improvement plan that will enable it to meet such objectives and that directly addresses the issues that prevented it from meeting its objectives. A template will be provided.*
2. *Priority One, Two and Three LEAs will be offered technical assistance by phone or e-mail.*
3. *Priority One and Two LEAs will be required to submit their improvement plan to the Department.*

4. *Priority One and Two LEAs will be offered on-site technical assistance.*

It is always our objective to assist LEAs in complying with NCLBA requirements. Your district will be notified in October with your HQT status as it corresponds to Section 2141. Award Winning LEAs will receive a certificate. Thank you for your exceptional work in improving PreK-12 education in the State of Maine.

1 (b). Following is a spreadsheet compiling six years of HQT data and identifying Priority Schools. All of these schools have not met their Annual Measurable Objective for HQTs for three consecutive years.

1000	Acton School Department	71.09	95.56	24.47	96.37	0.81	96.37
1268	Msad 77 Machiasport		94.23	94.23	98.15	3.92	
1127	Pembroke School Department	63.29		-63.29	78.57	78.57	78.57
1267	Msad 76 Swans Island	100	100	0	100	0	100
1135	Long Island School Department	50	100	50	33.33	-66.67	33.33
1094	Frenchboro School Department	100	0	-100	100	100	100
1227	Msad 33 Frenchville	56.43	69.52	13.09	70.98	1.46	85.89
1035	Charlotte School Department	53.85	72.73	18.88	53.85	-18.88	53.85
1006	Arundel School Department	68.16	84.85	16.69		-84.85	94.44
1032	Castine School Department	88.57	84.38	-4.19	80	-4.38	80
1239	Msad 45 Washburn	82.13	97.41	15.28	85.31	-12.1	85.42
1017	Blue Hill School Department	89.36	69.88	-19.48	80	10.12	72
1024	Brooklin School Department	57.89	58.82	0.93	44.44	-14.38	50
1165	Vanceboro School Department	70	100	30	62.5	-37.5	62.5
1162	Tremont School Department	84.72	82.35	-2.37	85.25	2.9	83.15
1025	Brooksville School Department	78.38	76.92	-1.46	69.9	-7.02	73.91
1288	East Range CSD	66.67	80	13.33	66.67	-13.33	75
1208	Msad 14 Danforth	77.72	68.44	-9.28	69.41	0.97	84.62
1142	Richmond School Department	83.25	100	16.75	74.78	-25.22	74.78
1296	Arthur R. Gould Sch--Lcydc	81.42	100	18.58	80.36	-19.64	83.05
1202	Msad 08 Vinalhaven	75.55	64.58	-10.97	67.01	2.43	79.6
1063	Glenburn School Department	89.91	92.65	2.74	82.03	-10.62	81.89
1128	Penobscot School Department	85.96	78.95	-7.01	73.68	-5.27	63.16
1133	Poland School Department	83.62	88.69	5.07	83.31	-5.38	79.96
1092	Lisbon School Department	96.99	94.76	-2.23	88.99	-5.77	87.48
1225	Msad 31 Howland	89.56	89.82	0.26	91.14	1.32	87.31
1008	Augusta Public Schools	81.49	83.05	1.56	91.21	8.16	78.24
1201	Msad 07 North Haven	79.5	69.64	-9.86	75.4	5.76	85.06
1004	Appleton School	82.91	100	17.09	82.91	-17.09	85.88

	Department							
1221	Msad 27	Fort Kent	82.67	89.73	7.06	91.55	1.82	84.05
1207	Msad 13	Bingham	70.24	72.22	1.98	72.7	0.48	75.42
1240	Msad 46	Dexter	92.8	89.34	-3.46	91.32	1.98	84.26
1097	Madawaska School Department		100	98.15	-1.85	100	1.85	100
1244	Msad 50	Thomaston	87.45	98.33	10.88	83.97	-14.36	83.97
1253	Msad 59	Madison	83.96	90.57	6.61	82.78	-7.79	80.1
1065	Gorham School Department		97.79	96.12	-1.67	98.58	2.46	98.49
1211	Msad 17	Oxford	84.99	83.54	-1.45	96.77	13.23	84.76
1231	Msad 37	Harrington	75.15	89.07	13.92	64.97	-24.1	91.57
1108	Minot School Department		90	100	10	92.86	-7.14	89.04
1107	Millinocket School Department		82.53	69.6	-12.93	93.62	24.02	89.21
1294	Five Town CSD		85.71	90.37	4.66	81.63	-8.74	88.92
1095	Machias School Department		84.52	82.51	-2.01	88.68	6.17	88.68
1233	Msad 39	Buckfield	78.39	88.78	10.39	85.89	-2.89	90.84
1033	Caswell School Department		89.47	100	10.53	80	-20	100
1228	Msad 34	Belfast	86.59	88.26	1.67	81.35	-6.91	92.14
1056	Ellsworth School Department		76.5	98.21	21.71	97.5	-0.71	93.64
1264	Msad 72	Fryeburg	79.66	95.11	15.45	99.16	4.05	99.16
3105	Peninsula CSD		84.21	100	15.79	100	0	100
1289	Deer Isle-Stonington CSD		88.02	80.98	-7.04	83.42	2.44	85.85
1271	Peter Dana Point		92.05	96.15	4.1	90.26	-5.89	96.3
1137	Rangeley School Department		82.45	87.1	4.65	85.27	-1.83	94.99
1169	Wales School Department		72.92	84.26	11.34	70.33	-13.93	100
1123	Orono School Department		94.62	91.46	-3.16	92.15	0.69	91.29
1198	Msad 04	Guilford	95.65	92.59	-3.06	98.82	6.23	99.35
1285	Southern Aroostook CSD		89.86	83.61	-6.25	90.21	6.6	93.27
1028	Calais School Department		88.28	75.85	-12.43	83.75	7.9	83.34
1070	Greenville School Department		97.43	100	2.57	94	-6	80.57
1124	Orrington School Department		88.1	89.29	1.19	82.41	-6.88	82.41
1069	Greenbush School Department		89.11	100	10.89	91.18	-8.82	91.18
1117	Nobleboro School Department		84.6	100	15.4	100	0	100
1007	Auburn School Department		94.5	94.95	0.45	96.71	1.76	97.85
1290	Great Salt Bay CSD		95.6	86.84	-8.76	95.05	8.21	93.22
1213	Msad 19	Lubec	86.93	62.62	-24.31	76.16	13.54	84.45
1071	Hancock School Department		97.34	90	-7.34	96.3	6.3	93.48
1110	Monmouth School Department		95.37	98.87	3.5	94.51	-4.36	85.86
1234	Msad 40	Waldoboro	89.19	91.04	1.85	92.38	1.34	81.38
1009	Baileyville School Department		73.57	93.69	20.12	91.43	-2.26	100
1073	Harmony School Department		69.54	83	13.46	64.71	-18.29	59.03
1215	Msad 21	Dixfield	84.31	82.05	-2.26	89.32	7.27	98.29
1209	Msad 15	Gray	94.43	93.09	-1.34	97.04	3.95	97.04

1262	Msad 70	Hodgdon	65.04	82.26	17.22	89.85	7.59	94.43
1079	Islesboro School Department		85.5		-85.5		0	95
1246	Msad 52	Turner	90.28	85.06	-5.22	97.98	12.92	96.13
1220	Msad 26	Eastbrook	82.98	100	17.02	66.67	-33.33	66.67
1249	Msad 55	Hiram	96.01	94.44	-1.57	98.72	4.28	98.55
1218	Msad 24	Van Buren	90	89.29	-0.71	91.31	2.02	91.31
1074	Hermon School Department		94.6	93.39	-1.21	94.17	0.78	92.86
1254	Msad 60	North Berwick	90.83	93.09	2.26	93.04	-0.05	93.04
1085	Kittery School Department		99.33		-99.33	100	100	100
1175	Westbrook School Department		95.17	95.78	0.61	93.83	-1.95	93.83
1265	Msad 74	Anson	91.08	90.71	-0.37	100	9.29	99.08
1255	Msad 61	Bridgton	97.66	98.22	0.56	99.93	1.71	99.93
1186	Wiscasset School Department		97.84	100	2.16	100	0	100
1282	Flanders Bay CSD			80.34	80.34	81.45	1.11	100
1269	EUT		96.77	100	3.23	75	-25	96.36
1120	Old Town School Department		80.94	91.96	11.02	90.4	-1.56	90.19
1292	Moosabec CSD		92.31	94.87	2.56	100	5.13	96.55
1260	Msad 67	Lincoln	97.06	97.87	0.81	93.49	-4.38	93.94
1159	Surry School Department		97.68	100	2.32	96.77	-3.23	96.77
1019	Bradley School Department		95.45	100	4.55	100	0	100
1258	Msad 64	E Corinth	94.93	96.05	1.12	97.32	1.27	97.32
1134	Portland Public Schools		99.06	99.39	0.33	100	0.61	
1237	Msad 43	Mexico	91.61	88.41	-3.2	90.79	2.38	88.42
1155	South Portland School Department		95.45	94.87	-0.58	97.31	2.44	97.31
1223	Msad 29	Houlton	93.38	96.21	2.83	97.01	0.8	97.01
1205	Msad 11	Gardiner	86.91	88.07	1.16	93.09	5.02	90.16
1232	Msad 38	Dixmont	82.58	80.23	-2.35	75.58	-4.65	95.84
1106	Milford School Department		58.62	100	41.38	100	0	100
1183	Winslow Schools		95.14	92.09	-3.05	91.87	-0.22	94.33
1119	Old Orchard Beach School Dept		95.01	100	4.99	97.94	-2.06	97.94
1093	Litchfield School Department		95.09	91.67	-3.42	100	8.33	100
1257	Msad 63	Holden	100	79.69	-20.31	100	20.31	100
1263	Msad 71	Kennebunk	98.14	98.54	0.4	99.86	1.32	99.8
1247	Msad 53	Pittsfield	94.68	84.54	-10.14	87.21	2.67	85.72
1181	Windham School Department		92.2	86.93	-5.27	93.24	6.31	98.27
1235	Msad 41	Milo	98.08	91.13	-6.95	98.28	7.15	96.55
1011	Bangor School Department		95.89	98.37	2.48	98.1	-0.27	98.97
1013	Bath School Department		93.22	97.04	3.82	93.67	-3.37	95.33
1222	Msad 28	Camden	96.22	100	3.78	89.91	-10.09	89.91
1060	Freeport School Department		95.75	92.64	-3.11	93.33	0.69	95.66
1241	Msad 47	Oakland	93.81	94.59	0.78	98.4	3.81	98.4
1191	York School Department		95.26	94.77	-0.49	98.28	3.51	98.28
1023	Bristol School Department		82.2	98.85	16.65	97.06	-1.79	95.46
1029	Cape Elizabeth School Department		94.03	94.59	0.56	95.54	0.95	98.25

1030	Caribou School Department	95.07	92.43	-2.64	94.82	2.39	84.67
1021	Brewer School Department	92.85	99.17	6.32	100	0.83	98.73
1293	Wells-Ogunquit CSD	98.74	99.56	0.82	98.08	-1.48	98.08
1243	Msad 49 Fairfield	97.6	98.48	0.88	98.79	0.31	98.79
1214	Msad 20 Fort Fairfield	97.7	93.79	-3.91	100	6.21	100
1170	Waterville Public Schools	95.1	97	1.9	94.67	-2.33	94.67
1148	Sanford School Department	96.75	94.44	-2.31	98.81	4.37	98.81
1217	Msad 23 Carmel	89.59	75.01	-14.58	94.67	19.66	98.69
1139	Raymond School Department	100	100	0	100	0	100
1266	Msad 75 Topsham	96.34	97.32	0.98	98.87	1.55	98.87
1037	China School Department	95.6	85.63	-9.97	98.15	12.52	99.55
1229	Msad 35 So. Berwick	94.54	98.62	4.08	97.22	-1.4	
1238	Msad 44 Bethel	88.86	93.83	4.97	92.68	-1.15	92.68
1166	Vassalboro School Department	90.81	77.68	-13.13	90.91	13.23	93.94
1286	Maranacook CSD	91.49	96.63	5.14	93.71	-2.92	93.72
1197	Msad 03 Unity	95.2	93.07	-2.13	98.98	5.91	98.96
1252	Msad 58 Kingfield	77.01	73.99	-3.02	75.25	1.26	87.39
1261	Msad 68 Dover-Foxcroft	90.75	93.52	2.77	96.07	2.55	96.07
1088	Lewiston School Department	96.37	96.47	0.1	97.78	1.31	98.63
1016	Biddeford School Department	99.44	100	0.56	100	0	99.4
1200	Msad 06 Buxton	94.86	90.64	-4.22	98.15	7.51	97.49
1251	Msad 57 Waterboro	89.94	96.59	6.65	85.74	-10.85	85.73
1057	Falmouth School Department	99.73	99.33	-0.4	100	0.67	99.48
1203	Msad 09 Farmington	96.72	93.64	-3.08	99.82	6.18	99.82
1149	Scarborough School Department	97	97.99	0.99	99.02	1.03	99.02
1216	Msad 22 Hampden	97.45	95.63	-1.82	98.51	2.88	98.51
1026	Brunswick School Department	94.69	93.82	-0.87	99.83	6.01	99.86
1248	Msad 54 Skowhegan	98.72	98.42	-0.3	99.73	1.31	99.73
1284	Airline CSD	100		-100	100	100	100
1001	Alexander School Department	92.31	100	7.69	100	0	100
1003	Alton School Department	93.75	100	6.25	87.5	-12.5	87.5
1012	Bar Harbor School Department	98.51	100	1.49	100	0	97.92
1281	Boothbay-Boothbay Hbr CSD	99.35	100	0.65	100	0	100
1022	Bridgewater School Department	100	100	0	100	0	100
1027	Bucksport School Department	99.86	95.25	-4.61	100	4.75	100
1036	Chelsea School Department	96.68	100	3.32	100	0	100
	Chebeague Island						
1040	Cranberry Isles School Department	100	100	0	100	0	100
	Cutler			0		0	100
1044	Dayton School Department	98.21	100	1.79	100	0	100

1046	Dedham School Department	94.53	90.5	-4.03	92.31	1.81	59
1049	Dresden School Department	100	100	0	100	0	100
1051	Durham School Department	100	100	0	100	0	100
3200	East Machias School Department						100
1052	East Millinocket School Department	95.12	95.41	0.29	97.94	2.53	100
1053	Easton School Department	100	100	0	100	0	100
1054	Eastport School Department	58.55	87.33	28.78	94.6	7.27	93.5
1055	Edgecomb School Department	91.3	100	8.7	100	0	100
1058	Fayette School Department	100	100	0	100	0	100
1061	Georgetown School Department	98.31	100	1.69	100	0	100
1297	Gov Baxter School for the Deaf	79.17	100	20.83		-100	100
1077	Hope School Department	68.36	94.74	26.38	100	5.26	100
1270	Indian Island	98	100	2	100	0	100
1078	Isle Au Haut School Department	100	100	0	100	0	100
1080	Jay School Department	93.45	96.11	2.66	93.39	-2.72	96.89
1081	Jefferson School Department	100	100	0	100	0	100
1082	Jonesboro School Department	95.91	100	4.09	100	0	100
1083	Jonesport School Department	95.74	87.5	-8.24	98.61	11.11	100
1087	Lamoine School Department	100	100	0	100	0	100
1089	Limestone School Department	99.4	100	0.6	100	0	100
1091	Lincolnville School Department	88.06	100	11.94	100	0	100
	Machiasport			0		0	100
1100	Manchester School Department	100	100	0	100	0	100
1103	Mechanic Falls School Department	89.68	86.54	-3.14	84.79	-1.75	100
1105	Medway School Department	92.11	100	7.89	84.21	-15.79	96.23
1109	Monhegan Plt School Dept	100	100	0	100	0	100
1283	Mount Desert CSD	98.51	94.87	-3.64	100	5.13	
1112	Mount Desert School Department	100		-100	100	100	100
1113	Mount Vernon School Department	100	92.31	-7.69	100	7.69	100
1298	Mountain View Youth Dev Ctr	60.29	46.15	-14.14	80	33.85	83.87
1196	Msad 01 Presque Isle	99.38	100	0.62	100	0	100
1199	Msad 05 Rockland	97.22	96.75	-0.47	99.9	3.15	99.9
1206	Msad 12 Jackman	97	100	3	100	0	100
1210	Msad 16 Hallowell	97.86	82.63	-15.23	100	17.37	100
1219	Msad 25 Sherman Station	99.37	100	0.63	100	0	100
1224	Msad 30 Lee	81.48	100	18.52	100	0	100
1226	Msad 32 Ashland	97.73	95.28	-2.45	100	4.72	100
1230	Msad 36 Livermore	100	100	0	100	0	100

	Falls							
1236	Msad 42	Mars Hill	94.51	100	5.49	93.97	-6.03	93.97
1242	Msad 48	Newport	98.79	100	1.21	99.6	-0.4	99.56
1245	Msad 51	Cumberland	99.49	96.98	-2.51	100	3.02	100
1250	Msad 56	Searsport	89.51	97.35	7.84	76.31	-21.04	76.31
1256	Msad 62	Pownal	100	80	-20	100	20	100
1259	Msad 65	Matinicus Isle Plt		100	100		-100	100
1116	New Sweden School Department		100	100	0	100	0	100
1291	Oak Hill CSD		48.97	100	51.03	100	0	100
1122	Orland School Department		100	100	0	100	0	100
1125	Otis School Department		95.24	97.22	1.98	96.55	-0.67	96.55
1126	Palermo School Department		100	59.26	-40.74	100	40.74	100
1129	Perry School Department		100	63.89	-36.11	100	36.11	100
1131	Phippsburg School Department		96.88	100	3.12	100	0	100
1272	Pleasant Point		100	100	0	100	0	100
1136	Princeton School Department		93.15	100	6.85	100	0	100
1140	Readfield School Department		100	100	0	100	0	100
1141	Reed Plt School Department				0		0	
1143	Robbinston School Department		100	100	0	100	0	100
1172	Sabattus School Department		100	94.07	-5.93	100	5.93	100
1146	Saco School Department		93.71	100	6.29	100	0	100
1287	Schoodic CSD		100	100	0	100	0	100
1150	Sedgwick School Department		97.73	100	2.27	96.67	-3.33	96.67
1151	Shirley School Department		100	100	0	100	0	100
1152	Somerville School Department		100	100	0	100	0	100
1153	South Bristol School Department		100	100	0	100	0	100
1154	Southport School Department			100	100		-100	100
1156	Southwest Harbor School Department		90.57	100	9.43	81.16	-18.84	81.16
1157	Steuben School Department		90	90.91	0.91	90	-0.91	90
1163	Trenton School Department		95.92	100	4.08	100	0	100
1167	Veazie School Department		96.5	98.11	1.61	100	1.89	100
1171	Wayne School Department		100	100	0	100	0	100
1173	Wesley School Department		59.06	50	-9.06	100	50	100
1174	West Bath School Department		90.7	90.91	0.21	84.62	-6.29	100
1178	Whitefield School Department		100	100	0	100	0	100
	Whiting				0		0	100
1182	Windsor School Department		100	93.48	-6.52	100	6.52	100
1185	Winthrop Public Schools		99.73	100	0.27	100	0	100
1187	Woodland School Department		98.21	100	1.79	100	0	100
1189	Woolwich School Department		98.12	86.11	-12.01	97.92	11.81	88.6

1190	Yarmouth Schools	99.12	100	0.88	99.8	-0.2	99.4	
99999	Maine Correctional Facility							
1295	Maine School of Science & Math	90.91	100	9.09		-100		

SAU_ID	SAU_name	HQT 03-04	HQT 04-05	Year 1	HQT 05-06	Year 2	HQT 06-07	≠

Priority One	11
Priority Two	22
Priority Three	94

1 (c). All SAUs were contacted in January, notified of their status, and asked to submit a Local HQT Action Plan if they were Priority 1, 2 or 3 schools. Following is a table that indicates receipts of Local Action Plans as of March 15, 2009.

Question IIIA LEA Action Plans 3/11/09

	Plans Submitted	Technical Visits Scheduled	Extension Granted	Plans Not received
Priority I	6			4
Priority 2	10	1		7
Priority 3	63	0	5	27

The Title II office at the Maine DOE conducted sixteen site visits in February and March to SAUs that requested assistance in filling out their Local Action Plans.

2. Improving Collection and Use of Data

A State must provide baseline data that demonstrate its current status regarding "establish[ing] a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871))."

Available Baseline Data

In September 2008, the Data Quality Campaign and the National Center for Education Achievement conducted a survey that assessed the status of State educational data systems. (*See* http://www.dataqualitycampaign.org/survey.) The survey identified ten essential elements of a longitudinal data system. Five of the elements are aligned with the five statutory elements in the America COMPETES Act for "Preschool through grade 12 and postsecondary education" (20 U.S.C. 9871(e)(2)(D)(i)), and the remaining five elements are aligned with the five statutory elements for "Preschool through grade 12 education." (20 U.S.C. 9871(e)(2)(D)(ii)) The Department will use the results of the survey to establish a State's baseline for improving the collection and use of data.

The Maine Department has submitted Legislation, EDU 7 – An Act to Improve the Ability of the Department of Education to Conduct Longitudinal Studies. This bill improves the ability of the Department of Education to conduct longitudinal data studies by permitting the use of student social security numbers for the tracking of individual student enrollment history and achievement data over time. Data must be collected and used in compliance with the federal Family Educational Rights and Privacy Act of 1974.

The Maine Department of Education expects that the bill will be heard in the next several weeks by the Joint Committee on Education and Cultural Affairs.

Standards and Assessments

3-1. Standards and Assessments: Enhancing the Quality of Academic Assessments

> *A State must provide baseline data that demonstrate its current status regarding "enhanc[ing] the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of [the ESEA] (20 U.S.C. 7301a(a)).*"

Available Baseline Data

In January and February 2009, the Department sent letters to States that contained detailed information on specific components of their assessments and accountability systems. (*See* http://www.ed.gov/admins/lead/account/cornerstones/index.html.) The State-specific attachments to those letters and the State assessment approval status as reflected in the State Information Chart at http://www.ed.gov/policy/elsec/guid/stateletters/ssc.xls identify each State's current baseline for enhancing the quality of assessments. As noted above, if the Department changes a State's status for its assessment system on or before September 30, 2009, the Department will consider the updated status as the State's baseline in this area.

The Department has received approval for its current statewide assessment system in Reading and Mathematics. The Science assessment is currently undergoing the peer approval process. The assessment system includes legislative approved content standards and performance indicators to which the state assessments are aligned.

In 2007 a restructured set of standards were adopted by the Maine legislature. We are currently reviewing the performance indicators and assessments to ensure that the assessment system and the standards are aligned. If there are any discrepancies we will submit a new set of documents for peer review in mathematics and science.

The high school assessment, the SAT which is augmented each year after an annual alignment of the standards with the existing exam, has not resulted in a need to use the peer review process for the restructured standards. The SAT was selected as the Maine High School Assessment in order to assess the state's standards and performance indicators and to increase the access to college readiness assessments which had been provided only to a selected few in the past. In addition to the SAT Math Augmented, the state requires all 10th and 11th graders to take the PSAT in order to provide all students with college assessments and preparation that will increase awareness of college readiness and opportunities. To increase equity across the state and all income levels, the state provides each student with the College Board's SAT Online Prep for all four year's of high school. The state will also provide for one administration of the Accuplacer for each student once during the four years of high school. The Accuplacer is the admissions and placement test for all of the community colleges in Maine and for

placement in five of our seven universities. This is part of the vision for Maine, where all students are prepared for success in post-secondary, careers and citizenship without remediation.
An option under consideration is the request for a waiver of the peer review process in 2009 due to the decision to join the New England Comprehensive Assessment Program (NECAP). The collaboration of Rhode Island, New Hampshire and Vermont and now Maine provides a solid assessment system where the states share the costs of the development and implementation of a quality assessment. The Department has proposed adopting the NECAP standards and grade level expectations and the revision of Chapter 131: The Maine Federal, State and Local Accountability Standards is currently under consideration by the Maine Legislature. The NECAP system has been approved through the peer review process and a conversation has been held with the US Education Department regarding this transition and continued discussions as we make this transition.

The State is also working with the Legislature to adopt a new set of graduation requirements and subsequently, assessments that will be required for graduation. The 2008 Legislature directed the Department to convene a committee of stakeholders to review the requirements for a Maine diploma based on the state's standards and to ensure that students could meet the state's through multiple pathways, including Career and Technical Education programs. The Stakeholders recommended that students be able to demonstrate the achievement of the State's standards in eight content areas and, if applicable, national industry standards using multiple measures and assessments. Their recommendations have been submitted to the Legislature to revise the current statute.

The Department sent the following Informational Memo to the field :

Update on NECAP Participation

INFORMATIONAL LETTER NO: 60
POLICY CODE: ILB

TO: Superintendents, Assistant Superintendents, Curriculum Coordinators, Elementary and Middle School Principals, and Special Education Directors
FROM: Susan A. Gendron, Commissioner of Education
DATE: February 3, 2009
RE: Update on NECAP Participation

The final decision has been made to join New Hampshire, Rhode Island and Vermont in the yearly development and administration of the NECAP assessment for grades 3 – 8 in reading, mathematics and writing starting in October 2009. It is projected that joining this collaborative effort will result in savings of at least a million dollars a year. The following information is provided as an interim update until NECAP-focused

presentations are provided by Department staff in April 2009, following the conclusion of the MEA administration. More information about these presentations will follow.

- NECAP assesses the learning of NECAP Grade Level Expectations (GLEs). The NECAP reading and mathematics GLEs are currently included in proposed changes to MDOE Ch. 131, available at http://www.maine.gov/education/rulechanges.htm . NECAP writing standards will be incorporated into Ch. 132. A comparison of Maine content standards and NECAP GLEs was conducted by an objective external review, and it was determined that there is sufficient comparability in reading, writing and mathematics content standards and NECAP GLEs. Although adopting NECAP standards will result in some shifts in instruction at some grades, these shifts are not anticipated to be significant.

- The October 2009 writing assessment will be a field test of potential items for future use. Data will be collected on the items, but students will receive no writing scores.

- The MEA will continue to assess Ch. 131 science accountability standards (which have not been changed in the proposed changes to MDOE Ch. 131) at grades 5 and 8 each spring, in part because of the disparity between NECAP and Maine's science accountability standards. We are currently evaluating the impact of moving the MEA science assessment to May in 2010.

- NECAP assesses learning from the prior year (teaching year) at the beginning of the next school year (testing year). Therefore, grades 2-7 reading and mathematics are assessed at the beginning of grades 3-8. Fourth and 7th grade writing is assessed at the beginning of grades 5 and 8. Maine's personalized alternate assessment program (PAAP) will now be provided for students in grades 2-7.

- The NECAP testing window begins on October 1st or the first school day following October 1st each year and is 3 weeks long. Assessment reports are released during the third week of the following January.

- Most content area tests consist of a combination of multiple-choice (1 point) and constructed-response (4 points) questions. The mathematics sessions also include short-answer questions worth 1 or 2 points, but do not include constructed-response items at grades 3 or 4. Writing sessions also include one extended-response prompt (12 points), in addition to the multiple-choice and constructed-response questions. The NECAP writing test design has the most differences of the content areas.

- Students' scores are based on 52 points in reading, 65 or 66 points in mathematics (depending on grade level), and 34 points in writing. Students are allowed 100% extra time to complete the test.

- The NECAP test and report formats, most protocols, and manuals are similar to those used with the MEA, since both assessments are produced by the same contractor, Measured Progress. Test and answer booklets are integrated for grades 3 and 4.

- NECAP student results will be reported in one of four achievement levels:
    - Proficient with Distinction
    - Proficient
    - Partially Proficient
    - Substantially Below Proficient

- Information concerning the following assessment system components, which are still under review, will follow:
- Options for maintaining data trend lines
- AYP implications for 2009-2010 transition year
- NECAP accommodations

- Informational presentations on NECAP and resulting instructional implications are being planned for April 2009, following the March MEA administration. MDOE will present documentation on similarities and/or differences between Ch. 132 and NECAP standards in reading, writing and mathematics.

- NECAP test administration presentations will occur in September 2009.

- Please refer to the following websites for New Hampshire, Vermont, and Rhode Island for more information concerning NECAP:

  http://www.ed.state.nh.us/education/doe/organization/curriculum/NECAP/NECAP.htm

  http://education.vermont.gov/new/html/pgm_assessment/necap.html

  http://www.ride.ri.gov/assessment/NECAP.aspx

- The Maine High School Assessment (SAT, mathematics augmentation (Math-A), and science test) will continue in its present format.

If you have questions, please contact Susan Smith, MEA/NECAP Coordinator at 207-624-6775 or susan.smith@maine.gov .

3-2. Standards and Assessments: Inclusion of Children with Disabilities and Limited English Proficient Students

A State must provide baseline data that demonstrate its current status regarding "comply[ing] with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the IDEA (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments."

Available Baseline Data

The Department will use the information in the State-specific letters referenced above (*see* http://www.ed.gov/admins/lead/account/cornerstones/index.html) and the State Information Chart at http://www.ed.gov/policy/elsec/guid/stateletters/ssc.xls as the State's current status related to the inclusion of children with disabilities and limited English proficient students in State assessments, the validity and reliability of the assessments for such children, and the provision of accommodations. If the Department changes a State's status for its assessment system on or before September 30, 2009, the Department will consider the updated status as the State's baseline in this area.

Maine is approved in all areas.

3-3. Standards and Assessments: Improving State Academic Content and Student Achievement Standards

A State must provide baseline data that demonstrate its current status regarding "taking steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act."

Available Baseline Data

The Department will use Achieve's 2009 report on "*Closing the Expectations Gap*" to establish this baseline. (*See* http://www.achieve.org/closingtheexpectationsgap2009) The report, based on a survey of States, provides information on State efforts to align their standards, graduation requirements, assessments, and accountability systems with college and career expectations.

The Department adopted the Rule Chapter 132: Maine Learning Results: Parameters for Essential Instruction and Graduation Requirements which state the expectations for graduation in eight content areas. In addition the Career and Technical Education programs are adopting national industry standards that students in CTE programs will meet as an option for the proposed graduation requirements. The standards were reviewed, refined, and adopted in 2007. The Diploma Stakeholders noted above recommended that students be required to meet all the standards in English, Mathematics, Science and Technology and Social Studies. In addition they must meet full proficiency in one of the following: Health Education and Physical Education, Visual and Performing Arts, or World Languages OR the national industry standards in a Career and Technical Education program, Students must be assessed in the remaining areas but not required to meet full proficiency of the standards. All students meet the Career and Education Development standards as integrated into all programs and supporting personal learning programs.

The Department has approached Achieve to partner in the development of benchmarks of the international standards in mathematics and English. In addition, we have had discussions about potentially working together on the Science international standards along with other states in New England at a minimum. While this work is in conversation only, we are hopeful that we can move forward with this work. The consultant who has been contacted by the Gates Foundation to validate the new American Diploma Project standards to determine adequate preparation for success in college has also talked with staff to collaborate on the process as well as assessments tied to these standards.

The Department is working with the Re-Inventing Schools Coalition and Marzano Associates to develop developmental rubrics to measure achievement of the standards/performance indicators in the eight Learning Results; Parameters areas and the national industry standards. The stakeholders recommended and the state curriculum coordinators supported state development of rubrics to be used to measure student performance of the standards. In addition we are working with RISC to implement standards based programs where students graduate meeting standards, not seat time.

Work is also beginning to ensure that the content standards for K-12 are aligned with success in post-secondary education. The Department is working with the Educational Policy Improvement Center [EPIC], to develop the Maine Course Pathways made up of syllabi submission and review process that is very similar to the Advanced Placement syllabi submission process. This will ensure that all students will have access to all the standards at the same level of instruction and assessment using multiple pathways, to guarantee that students are all provided with a level of instruction that provides the opportunity to achieve at a high level, regardless of the school, class or where they live. This work will further develop the alignment of the K-12 standards with the college success standards and alignment with the expectations of freshmen courses.

The Department has, with support from the USED and the National Governors' Association, increased the opportunity for students, especially economically disadvantaged students, to access rigorous courses through AP courses. Over nine years the number of AP teachers has more than doubled and the percentage of low income students taking the AP exam has quadrupled. Maine was also recognized as the state with the greatest increase over one year in the number of students achieving a three or higher on the AP exam.

The offer to all students to take the Accuplacer as noted in 1 was adopted to support students being prepared for college level work. The goal is to have students take the test as juniors or early enough to identify weaknesses in reading, writing and mathematics to increase those skills prior to leaving high school. This will reduce the need for remediation at the post-secondary level.