XVIII. APPENDIX TABLE OF CONTENTS

The Appendix must include a complete Table of Contents, which includes the page number or attachment number, attachment title, and relevant selection criterion. A sample table of contents form is included below. Each attachment in the Appendix must be described in the narrative text of the relevant selection criterion, with a rationale for how its inclusion supports the narrative and the location of the attachment in the Appendix.

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20-A §4710. KINDERGARTEN TO GRADE 12 INTERVENTIONS

20-A §4710. KINDERGARTEN TO GRADE 12 INTERVENTIONS

By the school year that begins in the fall of 2012 all school administrative units shall develop and implement a system of interventions for kindergarten to grade 12 that provide each student who is not progressing toward meeting the content standards of the parameters for essential instruction and graduation requirements with different learning experiences or assistance to achieve the standard. The interventions must be specific, timely and based upon ongoing formative assessments that continuously monitor student progress. [2009, c. 313, §10 (NEW).]

SECTION HISTORY
2009, c. 313, §10 (NEW).

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PLEASE NOTE: The Revisor's Office cannot perform research for or provide legal advice or interpretation of Maine law to the public. If you need legal assistance, please contact a qualified attorney.

20-A §4722. HIGH SCHOOL DIPLOMA STANDARDS

20-A §4722. HIGH SCHOOL DIPLOMA STANDARDS

A secondary school shall provide a comprehensive program of instruction leading to a high school diploma as set out in section 4721. The commissioner shall develop rules for the transition between the requirements of this section and the parameters for essential instruction and graduation requirements established under section 6209. [2009, c. 313, §14 (AMD).]

2-A. Implementation of multiple pathways and opportunities. Students may demonstrate achievement of the standards through multiple pathways as set out under section 4703 and multiple opportunities. Achievement may be demonstrated by evidence documented by course and learning experiences using multiple measures, such as, but not limited to, examinations, quizzes, portfolios, performances, exhibitions and projects.

[2009, c. 313, §16 (NEW) .]

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(b)(6)

The Maine Course Pathways Project

Guaranteeing that all Maine students have the opportunity to learn the knowledge and the skills essential for the future

What is the Maine Course Pathways Project?

The Maine Course Pathways project is a collaboration between the Maine Department of Education (MDOE) and the Educational Policy Improvement Center (EPIC) to determine the extent to which high school students have the opportunity to learn all of Maine's Learning Results (MLRs). The project:

- Helps high schools validate curriculum and academic programs, while maintaining local control over the content and sequencing of courses.
- Makes public the knowledge and skills schools teach, and how these are taught and assessed.
- Identifies gaps in a school's academic program.
- Improves curricular alignment (vertical and horizontal) as teachers and administrators collaborate to develop syllabi and identify standards for each course.
- Gives high schools a tool for showing evidence of multiple pathways to demonstrate achievement of the MLRs, as required by LD 1325.

How does the project work?

High schools go through an online syllabus creation and review process to confirm the MLRs present in each course. The process consists of four basic steps:

1. School administrators create course catalogs.
2. Teachers create and submit syllabi, identifying the MLRs they teach in each curricular unit.
3. External reviewers confirm the MLRs in each syllabus. Teachers receive a report of which MLRs were confirmed, and which need more evidence in the syllabus.
4. The Pathways system uses the results of the syllabus reviews to analyze the extent to which the MLRs are covered in four-year combinations of courses in each content area.

Recruitment and Implementation

The project began piloting during the 2008-2009 school year with seven schools, and continued piloting during the 2009-2010 school year with twelve schools. For high schools interested in participating in 2010-2011, MDOE and EPIC will host informational webinars in May, and in-person regional trainings in June.

To register for a webinar, please contact Maine Course Pathways at mainecoursepathways@epiconline.org. Regional trainings dates are to be determined.

Webinars

- Tuesday, May 4th 3:00 – 5:00 P.M. EDT
- Friday, May 7th 12:00 – 2:00 P.M. EDT
- Tuesday, May 11th 11:00 A.M. – 1:00 P.M. EDT

Maine Department of Education
23 State House Station, Augusta, ME 04333-0023
(207) 624-6600 | www.maine.gov/education

Educational Policy Improvement Center
720 E 13th Ave., Ste. 203 Eugene, OR 97401
877-766-2279 | www.epiconline.org

A-2.a.

PARTNERSHIP FOR NEXT GENERATION LEARNING

This Memorandum of Agreement (Agreement) is made and entered into by the Council of Chief State School Officers (CCSSO or the Council), the Maine State Department of Education, and Maine State Board of Education.

BACKGROUND

To create and scale new systems of learner-centered public education that are designed to prepare every child for lifelong learning, meaningful work and informed citizenship, the Council has been engaged in an intensive effort to build a vision and chart a course to transform the nation's public education system. In 2009, CCSSO formed an alliance with the Stupski Foundation to launch the Partnership for Next Generation Learning (PNxGL) to pursue that vision by engaging and supporting leadership states in the hard work of change. Five states have been invited to implement Next Generation Learning Innovation Labs and form the core of the Partnership for Next Generation Learning Innovation Labs Network (Network).

PURPOSE

The purpose of this Agreement is to join Maine as a member of the Partnership for Next Generation Learning Innovation Labs Network as an Innovation Lab state.

MUTUAL BENEFIT AND INTERESTS

Through participation in the Network, Maine will receive access to research capacity, innovation expertise, systems change tools, a knowledge management platform, and a learning community that connects Network members to one another as well as resources and ideas from multiple sectors, both national and international. Through evidence produced in the state Lab sites, and learnings through the Network, (state name) will be better positioned to compel systemic change throughout all local districts and communities to the benefit of students, particularly students of color and poverty.

The Partnership's mission will be advanced and accelerated as the Network produces evidence that the nation's promise to every child for equitable access to free, high quality, globally relevant, public education is possible. The Labs Network will employ collective state action to create proof points, or tangible manifestations, of scalable state and district systems that deliver the educational outcomes we seek. Together, these proof points will allow us to develop a framework for a coherent set of systems that are capable of scaling up and sustaining next generation learning, efficiently and effectively. This evidence, along with the public and political will that will be generated for systemic change, will begin to compel all states to pursue transformation at scale.

The mutual benefits and interests of both parties will be served by:

- Freedom to challenge and innovate in an environment of lower risk
- Opportunity to do work of potentially historic importance that is greater than the reach of any single state
- Learning to use new tools and practices, adapted from other sectors, that design, test, and scale change more rapidly and at less cost
- The ability to influence policy and funding leaders at the state and national levels, community and local government leaders, philanthropic interests, and the education marketplace.

THE ROLES AND RESPONSIBILITIES OF THE STATE EDUCATION AGENCY (SEA) AND THE STATE BOARD OF EDUCATION (STATE BOARD)

By signing this Agreement, the state education agency and the state board of education agree to recruit districts and schools that serve students who reflect the economic and racial diversity of the student population statewide as Innovation Lab sites. The SEA and the State Board agree to dedicate resources, staff and funding to participate as full partners in the Network. They agree to provide a highly flexible operating environment for the Lab sites to remove barriers to innovation. They also state their intent to hold sites harmless from loss of state funds or other unintended consequences that would mitigate their capacity to serve students as a direct result of participation in the Network.

Through this Agreement, the SEA and the State Board are making a commitment to establish and maintain an Innovation Lab for a period of five years as part of a learning community of states and partners. The chief state school will designate leadership within the SEA to coordinate the work of the Innovation Lab across the state, district, and local levels and facilitate effective interaction with the Network.

Expectations of the SEA are:

- Establish a project management structure and core leadership team within the state that reflects state, district, and school levels as well as representatives of key influencers and/or community partners;
- Identify advisors or partners to support the Lab that include at a minimum early childhood, workforce and business interests, and postsecondary education;
- Adopt communication and collaboration protocols co-designed by the Network to facilitate the exchange of information and data, coordination of needs, brokering of resources, and the dissemination of learnings from the Lab throughout the state;
- Participate, with the core team, in a Network planning meeting in late May to begin the processes of prioritizing and co-designing a research agenda, designing a Network governance and advisory structure that is responsive to the needs of states, establishing rules of engagement for participation and alignment of partners at the state and Network levels, and determining how Labs will identify, measure, and report performance.
- By September 2010, establish an initial 12 – 18 month action plan for the Lab that describes goals and objectives in the context of the NxGL agenda, how conditions that foster change and operationalize NxGL attributes will be created, what knowledge and skills exist within the state that can be accessed to support the Lab's work, how performance will be tracked inside the state, and how the Lab will mobilize stakeholders and the public to participate in and support migration to a new system.

Lab leaders will work with the Partnership to co-design a research, development, and dissemination (RDD) agenda to support migration toward systems that create conditions for dramatically high student achievement, delivered at scale. The RDD agenda will define a common set of research questions, synthesize findings, and examine implications for systems change. By signing this Agreement, the SEA and the State Board are committing to pursue the common RDD agenda within the state and as part of the Network.

Initial implementation will be limited to a small number of districts and schools serving as Lab sites. By signing this Agreement, the state is committing to move towards statewide

implementation of next generation learning systems within three to five years based on improved outcomes for students.

THE ROLES AND RESPONSIBILITIES OF THE PARTNERSHIP

By signing this Agreement, the Partnership is agreeing to support Maine as it launches and manages the Innovation Lab. The state will receive:

- Up to $100,000 for the period between May and October to support state Lab team participation in May and October convenings and to host an in-state convening(s) of the Innovation Lab sites to coalesce the sites around the work and to develop the 12 – 18 month action plan. Funds will be made available to cover actual expenses up to $30,000 for the May convening, up to $30,000 for the in-state summer convening(s), and up to $40,000 for the October convening.
- Services of a Senior Network Partner (Partner) to help develop the relationship between the state Lab and the Partnership, to broker resources and services through the Partnership for the Lab, to provide guidance during development of the action plan, to support the state's active participation in the co-design and implementation of the Network RDD agenda, and to help communicate challenges, opportunities and learnings within the state to the Partnership. (Initially, interim Senior Partners will be shared among the Labs. By October, each Lab will have a dedicated Senior Partner.)

The Partnership will support the state as part of the Innovation Labs Network in the following ways:

- Provide a governance and advisory structure and staffing that is responsive to the needs of the Labs, including but not limited to a board, a Network Director, a Director of Research and Learning, and Senior Network Partners
- Secure political support and public will for implementation of next generation learning systems and the RDD agenda through the federal government, national organizations, philanthropic organizations, and other entities who will contribute funds, intellectual capital, and resources to support and expand the Network
- The Partnership will implement a well-organized fund raising and venture capital campaign on behalf of the Network and actively seek grants, contracts, and investments that will benefit the work of the Labs.

The Partnership will provide user-centric, research driven resources to the Network:

- Innovation Design Teams - world-class innovation expertise to work with leaders on new system designs and to develop tools to address challenges
- A Knowledge Platform to allow those engaged in innovation for education to coordinate, learn from the research and one another, and come together as a community.
- Communications and Will-building Campaigns to generate public and political support for transformation of the education system.
- System Design Tools to assist in the transition to next generation learning systems at the state and district levels.

THE COMMITMENTS

In summary, the SEA and the State board, through the signing of this Agreement, are making the following commitments:

1. The SEA and the state board agree to commit funds, people, and time to establish and sustain an Innovation Lab and to participate in the Innovation Lab Network for a period of five years.
2. The SEA and the state board will position the Innovation Lab as a high priority, including executive sponsorship of the chief, leadership by a deputy or other senior staff, and providing at least one full-time position to lead Lab activities within the state to liaison with the Innovation Lab Network and to coordinate activities and problem resolution within the SEA in support of local efforts.
3. The state board will put into place a cyclical process of learning and responding to developments in the Lab so that policy is systematically reviewed and adjusted with focus on improving outcomes for students.
4. The SEA and the state board have the authority and are committed to waiving and adapting policy quickly to remove barriers, enable innovation, and create new incentives for districts that participate in the Lab.
5. The SEA and the state board agree to secure local board approval for a five-year commitment in at least one district to undertake systems change that will implement all attributes of next generation learning for all students in the district.
6. The SEA and the state board agree to secure participation of early childhood programs, social service agencies, postsecondary education, community organizations, and workforce interests in the Innovation Lab.
7. The SEA and the state board agree to adopt and implement common core state standards.
8. The SEA and the state board agree to lead Lab sites in a transition to the use of learning progressions with on-demand and curriculum-embedded assessment components that inform teacher decision-making to provide individualized instruction to every student without regard to age or grade designation.
9. The SEA and the state board agree to enter into co-design with the NxGL Partnership of a data-sharing infrastructure to ensure that data from multiple levels of the system can be made available to the NxGL RD&D agenda, with appropriate administration of FERPA and HIPPA compliance, and to enter into data-sharing agreements with CCSSO to implement that infrastructure throughout the Lab sites and across the Network.
10. The SEA and the state board will commit to examining all aspects (e.g., finance and human capital systems, technology and communications infrastructure, organizational design/structure, etc.) of the current education system and be prepared to lead change beyond incremental improvement toward genuine and enduring transformation.
11. The SEA and the state board will document and share through the Network, on an on-going basis, how policy and practice are being adapted, changed, or created to support implementation and will bring forward evidence of the impact on students.
12. The SEA will participate actively and consistently in Network meetings and contribute to the online community of practice.

IT IS MUTUALLY UNDERSTOOD AND AGREED THAT:

- This Agreement in now way restricts the state from participating in similar activities

with other organizations, public or private, or with individuals.
• Amendments to the agreement may be made at any time by agreement of the parties. Such amendments shall be added in the form of appendices.
• Either of the parties may terminate the Agreement in writing, in whole or in part, with thirty (30) days notice.

IN WITNESS WHEREOF, the parties have executed this Agreement by their duly authorized representatives as of April 30, 2010.

Maine Chief State School Officer

Susan A. Gendron

Commissioner of Education

Council of Chief State School Officers, Inc.

Executive Director

Maine State Board of Education Chair

Chair, Maine State Board of Education

A-3, c.

The Council of Chief State School Officers and
The National Governors Association Center for Best Practices

Common Core Standards
Memorandum of Agreement

Purpose. This document commits states to a state-led process that will draw on evidence and lead to development and adoption of a common core of state standards (common core) in English language arts and mathematics for grades K-12. These standards will be aligned with college and work expectations, include rigorous content and skills, and be internationally benchmarked. The intent is that these standards will be aligned to state assessment and classroom practice. The second phase of this initiative will be the development of common assessments aligned to the core standards developed through this process.

Background. Our state education leaders are committed to ensuring all students graduate from high school ready for college, work, and success in the global economy and society. State standards provide a key foundation to drive this reform. Today, however, state standards differ significantly in terms of the incremental content and skills expected of students.

Over the last several years, many individual states have made great strides in developing high-quality standards and assessments. These efforts provide a strong foundation for further action. For example, a majority of states (35) have joined the American Diploma Project (ADP) and have worked individually to align their state standards with college and work expectations. Of the 15 states that have completed this work, studies show significant similarities in core standards across the states. States also have made progress through initiatives to upgrade standards and assessments, for example, the New England Common Assessment Program.

Benefits to States. The time is right for a state-led, nation-wide effort to establish a common core of standards that raises the bar for all students. This initiative presents a significant opportunity to accelerate and drive education reform toward the goal of ensuring that all children graduate from high school ready for college, work, and competing in the global economy and society. With the adoption of this common core, participating states will be able to:

- Articulate to parents, teachers, and the general public expectations for students;
- Align textbooks, digital media, and curricula to the internationally benchmarked standards;
- Ensure professional development to educators is based on identified need and best practices;
- Develop and implement an assessment system to measure student performance against the common core; and
- Evaluate policy changes needed to help students and educators meet the common core standards and "end-of-high-school" expectations.

An important tenet of this work will be to increase the rigor and relevance of state standards across all participating states; therefore, no state will see a decrease in the level of student expectations that exist in their current state standards.

Process and Structure

- **Common Core State-Based Leadership.** The Council of Chief State School Officers (CCSSO) and the National Governors Association Center for Best Practices (NGA Center) shall assume responsibility for coordinating the process that will lead to state adoption of a common core of standards (see attached timeline). These organizations represent governors and state commissioners of education who are charged with defining K-12 expectations at the state level.

A-4.a.

As such, these organizations will facilitate a state-led process to develop common core standards in English language arts and mathematics that are:

- Fewer, clearer, and higher, to best drive effective policy and practice;
- Aligned with college and work expectations, so that all students are prepared for success upon graduating from high school;
- Inclusive of rigorous content and application of knowledge through high-order skills, so that all students are prepared for the 21st century;
- Internationally benchmarked, so that all students are prepared for succeeding in our global economy and society; and
- Research and evidence-based.

- **National Validation Committee.** CCSSO and the NGA Center will create an expert validation group that will serve a several purposes, including validating end-of-course expectations, providing leadership for the development of K-12 standards, and certifying state adoption of the common core standards. The group will be comprised of national and international experts on standards. Participating states will have the opportunity to nominate individuals to the group. The national validation committee shall provide an independent review of the common core standards. The national validation committee will review the common core as it is developed and offer comments, suggestions, and validation of the process and products developed by the standards development group. The group will use evidence as the driving factor in validating the common core standards.

- **Develop End-of-High-School Expectations.** CCSSO and the NGA Center will convene Achieve, ACT and the College Board in an open, inclusive, and efficient process to develop a set of end-of-high-school expectations in English language arts and mathematics based on evidence. We will ask all participating states to review and provide input on these expectations. This work will be completed by July 2009.

- **Develop K-12 Standards in English Language Arts and Math.** CCSSO and the NGA Center will convene Achieve, ACT, and the College Board in an open, inclusive, and efficient process to develop K-12 standards that are grounded in empirical research and draw on best practices in standards development. We will ask participating states to provide input into the drafting of the common core and work as partners in the common core standards development process. This work will be completed by December 2009.

- **Adoption.** The goal of this effort is to develop a true common core of state standards that are internationally benchmarked. Each state adopting the common core standards either directly or by fully aligning its state standards may do so in accordance with current state timelines for standards adoption not to exceed three (3) years.

  This effort is voluntary for states, and it is fully intended that states adopting the common core standards may choose to include additional state standards beyond the common core standards. States that choose to align their standards to the common core standards agree to ensure that the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

  Further, the goal is to establish an ongoing development process that can support continuous improvement of this first version of the common core standards based on research and evidence-based learning and can support the development of assessments that are aligned to the common core standards across the states, for accountability and other appropriate purposes.

- ☐ **National Policy Forum.** CCSSO and the NGA Center will convene a National Policy Forum (Forum) comprised of signatory national organizations (e.g., the Alliance for Excellent Education, Business Roundtable, National School Boards Association, Council of Great City Schools, Hunt Institute, National Association of State Boards of Education, National Education Association, and others) to share ideas, gather input, and inform the common core standards initiative. The forum is intended as a place for refining our shared understanding of the scope and elements of a common core; sharing and coordinating the various forms of implementation of a common core; providing a means to develop common messaging between and among participating organizations; and building public will and support.

- ☐ **Federal Role.** The parties support a state-led effort and not a federal effort to develop a common core of state standards; there is, however, an appropriate federal role in supporting this state-led effort. In particular, the federal government can provide key financial support for this effort in developing a common core of state standards and in moving toward common assessments, such as through the Race to the Top Fund authorized in the American Recovery and Reinvestment Act of 2009. Further, the federal government can incentivize this effort through a range of tiered incentives, such as providing states with greater flexibility in the use of existing federal funds, supporting a revised state accountability structure, and offering financial support for states to effectively implement the standards. Additionally, the federal government can provide additional long-term financial support for the development of common assessments, teacher and principal professional development, other related common core standards supports, and a research agenda that can help continually improve the common core standards over time. Finally, the federal government can revise and align existing federal education laws with the lessons learned from states' international benchmarking efforts and from federal research.

Agreement. The undersigned state leaders agree to the process and structure as described above and attest accordingly by our signature(s) below.

	Signatures	
Governor:		5/5/09
Chief State School Officer:		5/5/09

A-4.c.

Memorandum of Understanding

SMARTER Balanced Assessment Consortium

Race to the Top Fund Assessment Program: Comprehensive Assessment Systems Grant Application

CFDA Number: 84.395B

This Memorandum of Understanding ("MOU") is entered as of **May 26, 2010**, by and between the **SMARTER Balanced Assessment Consortium** (the "Consortium") and the **State of Maine**, which has elected to participate in the Consortium as (check one)

_____ An **Advisory** State (description in section e),

OR

__/__ A **Governing** State (description in section e),

pursuant to the Notice Inviting Applications for the Race to the Top Fund Assessment Program for the Comprehensive Assessment Systems Grant Application (Category A), henceforth referred to as the "Program," as published in the Federal Register on April 9, 2010 (75 FR 18171-18185.

The purpose of this MOU is to

(a) Describe the Consortium vision and principles,
(b) Detail the responsibilities of States in the Consortium,
(c) Detail the responsibilities of the Consortium,
(d) Describe the management of Consortium funds,
(e) Describe the governance structure and activities of States in the Consortium,
(f) Describe State entrance, exit, and status change,
(g) Describe a plan for identifying existing State barriers, and
(h) Bind each State in the Consortium to every statement and assurance made in the application through the following signature blocks:
    (i)(A) Advisory State Assurance
    OR
    (i)(B) Governing State Assurance
    AND
    (ii) State Procurement Officer

A-5.a.

(a) Consortium Vision and Principles

The Consortium's priorities for a new generation assessment system are rooted in a concern for the valid, reliable, and fair assessment of the deep disciplinary understanding and higher-order thinking skills that are increasingly demanded by a knowledge-based economy. These priorities are also rooted in a belief that assessment must support ongoing improvements in instruction and learning, and must be useful for all members of the educational enterprise: students, parents, teachers, school administrators, members of the public, and policymakers.

The Consortium intends to build a flexible system of assessment based upon the Common Core Standards in English language arts and mathematics with the intent that all students across this Consortium of States will know their progress toward college and career readiness.

The Consortium recognizes the need for a system of formative, interim, and summative assessments—organized around the Common Core Standards—that support high-quality learning, the demands of accountability, and that balance concerns for innovative assessment with the need for a fiscally sustainable system that is feasible to implement. The efforts of the Consortium will be organized to accomplish these goals.

The comprehensive assessment system developed by the Consortium will include the following key elements and principles:

1. A Comprehensive Assessment System that will be grounded in a thoughtfully integrated learning system of standards, curriculum, assessment, instruction and teacher development that will inform decision-making by including formative strategies, interim assessments, and summative assessments.

2. The assessment system will measure the full range of the Common Core Standards including those that measure higher-order skills and will inform progress toward and acquisition of readiness for higher education and multiple work domains. The system will emphasize deep knowledge of core concepts within and across the disciplines, problem solving, analysis, synthesis, and critical thinking.

3. Teachers will be involved in the design, development, and scoring of assessment items and tasks. Teachers will participate in the alignment of the Common Core Standards and the identification of the standards in the local curriculum.

4. Technology will be used to enable adaptive technologies to better measure student abilities across the full spectrum of student performance and evaluate growth in learning; to support online simulation tasks that test higher-order abilities; to score the results; and to deliver the responses to trained scorers/teachers to access from an

electronic platform. Technology applications will be designed to maximize interoperability across user platforms, and will utilize open-source development to the greatest extent possible.

5. A sophisticated design will yield scores to support evaluations of student growth, as well as school, teacher, and principal effectiveness in an efficient manner.

6. On-demand and curriculum-embedded assessments will be incorporated over time to allow teachers to see where students are on multiple dimensions of learning and to strategically support their progress.

7. All components of the system will incorporate principles of Universal Design that seek to remove construct-irrelevant aspects of tasks that could increase barriers for non-native English speakers and students with other specific learning needs.

8. Optional components will allow States flexibility to meet their individual needs.

(b) Responsibilities of States in the Consortium

Each State agrees to the following element of the Consortium's Assessment System:

- Adopt the Common Core Standards, which are college- and career-ready standards, and to which the Consortium's assessment system will be aligned, no later than December 31, 2011.

Each State that is a member of the Consortium in 2014–2015 also agrees to the following:

- Adopt common achievement standards no later than the 2014–2015 school year,
- Fully implement statewide the Consortium summative assessment in grades 3-8 and high school for both mathematics and English language arts no later than the 2014–2015 school year,
- Adhere to the governance as outlined in this document,
- Agree to support the decisions of the Consortium,
- Agree to follow agreed-upon timelines,
- Be willing to participate in the decision-making process and, if a Governing State, final decision, and
- Identify and implement a plan to address barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system.

(c) Responsibilities of the Consortium

The Consortium will provide the following by the 2014-15 school year:

1. A comprehensively designed assessment system that includes a strategic use of a variety of item types and performance assessments of modest scope to assess the full range of the Common Core Standards with an emphasis on problem solving, analysis, synthesis, and critical thinking.

2. An assessment system that incorporates a required summative assessment with optional formative/benchmark components which provides accurate assessment of all students (as defined in the Federal notice) including students with disabilities, English learners, and low- and high-performing students.

3. Except as described above, a summative assessment that will be administered as a computer adaptive assessment and include a minimum of 1–2 performance assessments of modest scope.

4. Psychometrically sound scaling and equating procedures based on a combination of objectively scored items, constructed-response items, and a modest number of performance tasks of limited scope (e.g., no more than a few days to complete).

5. Reliable, valid, and fair scores for students and groups that can be used to evaluate student achievement and year-to-year growth; determine school/district/state effectiveness for Title I ESEA; and better understand the effectiveness and professional development needs of teachers and principals.

6. Achievement standards and achievement level descriptors that are internationally benchmarked.

7. Access for the State or its authorized delegate to a secure item and task bank that includes psychometric attributes required to score the assessment in a comparable manner with other State members, and access to other applications determined to be essential to the implementation of the system.

8. Online administration with limited support for paper-and-pencil administration through the end of the 2016–17 school year. States using the paper-and-pencil option will be responsible for any unique costs associated with the development and administration of the paper-and-pencil assessments.

9. Formative assessment tools and supports that are developed to support curricular goals, which include learning progressions, and that link evidence of student competencies to the summative system.

10. Professional development focused on curriculum and lesson development as well as scoring and examination of student work.

11. A representative governance structure that ensures a strong voice for State administrators, policymakers, school practitioners, and technical advisors to ensure an optimum balance of assessment quality, efficiency, costs, and time. The governance body will be responsible for implementing plans that are consistent with this MOU, but may make changes as necessary through a formal adoption process.

12. Through at least the 2013–14 school year, a Project Management Partner (PMP) that will manage the logistics and planning on behalf of the Consortium and that will monitor for the U.S. Department of Education the progress of deliverables of the proposal. The proposed PMP will be identified no later than August 4, 2010.

13. By September 1, 2014, a financial plan will be approved by the Governing States that will ensure the Consortium is efficient, effective, and sustainable. The plan will include as revenue at a minimum, State contributions, federal grants, and private donations and fees to non-State members as allowable by the U.S. Department of Education.

14. A consolidated data reporting system that enhances parent, student, teacher, principal, district, and State understanding of student progress toward college- and career-readiness.

15. Throughout the 2013–14 school year, access to an online test administration application, student constructed-response scoring application and secure test administration browsers that can be used by the Total State Membership to administer the assessment. The Consortium will procure resources necessary to develop and field test the system. However, States will be responsible for any hardware and vendor services necessary to implement the operational assessment. Based on a review of options and the finance plan, the Consortium may elect to jointly procure these services on behalf of the Total State Membership.

(d) Management of Consortium Funds

All financial activities will be governed by the laws and rules of the State of Washington, acting in the role of Lead Procurement State/Lead State, and in accordance with 34 CFR 80.36. Additionally, Washington is prepared to follow the guidelines for grant management associated with the American Recovery and Reinvestment Act (ARRA), and will be legally responsible for the use of grant funds and for ensuring that the project is carried out by the Consortium in accordance with Federal requirements. Washington has already established an ARRA Quarterly reporting system (also referred to as *1512 Reporting*).

Per Washington statute, the basis of how funding management actually transpires is dictated by the method of grant dollar allocation, whether upfront distribution or pay-out linked to actual reimbursables. Washington functions under the latter format, generating claims against grant funds based on qualifying reimbursables submitted on behalf of staff or clients, physical purchases, or contracted services. Washington's role as Lead Procurement State/Lead State for the Consortium is not viewed any differently, as monetary exchanges will be executed against appropriate and qualifying reimbursables aligned to expenditure arrangements (i.e., contracts) made with vendors or contractors operating under "personal service contracts," whether individuals, private companies, government agencies, or educational institutions.

Washington, like most States, is audited regularly by the federal government for the accountability of federal grant funds, and has for the past five years been without an audit finding. Even with the additional potential for review and scrutiny associated with ARRA funding, Washington has its fiscal monitoring and control systems in place to manage the Consortium needs.

- As part of a comprehensive system of fiscal management, Washington's accounting practices are stipulated in the State Administrative and Accounting Manual (SAAM) managed by the State's Office of Financial Management. The SAAM provides details and administrative procedures required of all Washington State agencies for the procurement of goods and services. As such, the State's educational agency is required to follow the SAAM; actions taken to manage the fiscal activities of the Consortium will, likewise, adhere to policies and procedures outlined in the SAAM.
- For information on the associated contracting rules that Washington will adhere to while serving as fiscal agent on behalf of the Consortium, refer to the Revised Code of Washington (RCW) 39.29 "Personal Service Contracts." Regulations and policies authorized by this RCW are established by the State's Office of Financial Management, and can be found in the SAAM.

(e) Governance Structure and Activities of States in the Consortium

As shown in the SMARTER Balanced Assessment Consortium governance structure, the Total State Membership of the Consortium includes Governing and Advisory States, with Washington serving in the role of Lead Procurement State/Lead State on behalf of the Consortium.

A **Governing** State is a State that:

- Has fully committed to this Consortium only and met the qualifications specified in this document,
- Is a member of only one Consortium applying for a grant in the Program,
- Has an active role in policy decision-making for the Consortium,
- Provides a representative to serve on the Steering Committee,
- Provides a representative(s) to serve on one or more Work Groups,
- Approves the Steering Committee Members and the Executive Committee Members,
- Participates in the final decision-making of the following:
    - Changes in Governance and other official documents,
    - Specific Design elements, and
    - Other issues that may arise.

An **Advisory** State is a State that:

- Has not fully committed to any Consortium but supports the work of this Consortium,
- Participates in all Consortium activities but does not have a vote unless the Steering Committee deems it beneficial to gather input on decisions or chooses to have the Total Membership vote on an issue,
- May contribute to policy, logistical, and implementation discussions that are necessary to fully operationalize the SMARTER Balanced Assessment System, and
- Is encouraged to participate in the Work Groups.

Organizational Structure

Steering Committee

The Steering Committee is comprised of one representative from each Governing State in the Consortium. Committee members may be a chief or his/her designee. Steering Committee Members must meet the following criteria:

- Be from a Governing State,
- Have prior experience in either the design or implementation of curriculum and/or assessment systems at the policy or implementation level, and
- Must have willingness to serve as the liaison between the Total State Membership and Working Groups.

Steering Committee Responsibilities

- Determine the broad picture of what the assessment system will look like,

- Receive regular reports from the Project Management Partner, the Policy Coordinator, and the Content Advisor,
- Determine the issues to be presented to the Governing and/or Advisory States,
- Oversee the expenditure of funds in collaboration with the Lead Procurement State/Lead State,
- Operationalize the plan to transition from the proposal governance to implementation governance, and
- Evaluate and recommend successful contract proposals for approval by the Lead Procurement State/Lead State.

Executive Committee

- The Executive Committee is made up of the Co-Chairs of the Executive Committee, a representative from the Lead Procurement State/Lead State, a representative from higher education and one representative each from four Governing States. The four Governing State representatives will be selected by the Steering Committee. The Higher Education representative will be selected by the Higher Education Advisory Group, as defined in the Consortium Governance document.
- For the first year, the Steering Committee will vote on four representatives, one each from four Governing States. The two representatives with the most votes will serve for three years and the two representatives with the second highest votes will serve for two years. This process will allow for the rotation of two new representatives each year. If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Responsibilities

- Oversee development of SMARTER Balanced Comprehensive Assessment System,
- Provide oversight of the Project Management Partner,
- Provide oversight of the Policy Coordinator,
- Provide oversight of the Lead Procurement State/Lead State,
- Work with project staff to develop agendas,
- Resolve issues,
- Determine what issues/decisions are presented to the Steering Committee, Advisory and/or Governing States for decisions/votes,
- Oversee the expenditure of funds, in collaboration with the Lead Procurement State/Lead State, and
- Receive and act on special and regular reports from the Project Management Partner, the Policy Coordinator, the Content Advisor, and the Lead Procurement State/Lead State.

Executive Committee Co-Chairs

- Two Co-chairs will be selected from the Steering Committee States. The two Co-chairs must be from two different states. Co-chairs will work closely with the Project Management Partner. Steering Committee members wishing to serve as Executive Committee Co-chairs will submit in writing to the Project Management Partner their willingness to serve. They will need to provide a document signed by their State Chief indicating State support for this role. The Project Management Partner will then prepare a ballot of interested individuals. Each Steering Committee member will vote on the two individuals they wish to serve as Co-chair. The individual with the most votes will serve as the new Co-chair.
- Each Co-chair will serve for two years on a rotating basis. For the first year, the Steering committee will vote on two individuals and the one individual with the most votes will serve a three-year term and the individual with the second highest number of votes will serve a two-year term.
- If an individual is unable to complete the full term of office, then the above process will occur to choose an individual to serve for the remainder of the term of office.

Executive Committee Co-Chair Responsibilities

- Set the Steering Committee agendas,
- Set the Executive Committee agenda,
- Lead the Executive Committee meetings,
- Lead the Steering Committee meetings,
- Oversee the work of the Executive Committee,
- Oversee the work of the Steering Committee,
- Coordinate with the Project Management Partner,
- Coordinate with Content Advisor,
- Coordinate with Policy coordinator,
- Coordinate with the Technical Advisory Committee (TAC), and
- Coordinate with Executive Committee to provide oversight to the Consortium.

Decision-making

Consensus will be the goal of all decisions. Major decisions that do not reach consensus will go to a simple majority vote. The Steering Committee will determine what issues will be referred to the Total State Membership. Each member of each group (Advisory/Governing States, Steering Committee, Executive Committee) will have one vote when votes are conducted within each group. If there is only a one to three vote difference, the issue will be re-examined to seek greater consensus. The Steering Committee will be responsible for preparing additional information as to the pros and cons of the issue to assist voting States in developing consensus and reaching a final decision. The Steering Committee may delegate this responsibility to the Executive Committee. The Executive Committee will decide which decisions or issues are votes to

be taken to the Steering Committee. The Steering Committee makes the decision to take issues to the full Membership for a vote.

The Steering Committee and the Governance/Finance work group will collaborate with each Work Group to determine the hierarchy of the decision-making by each group in the organizational structure.

Work Groups

The Work Groups are comprised of chiefs, assessment directors, assessment staff, curriculum specialists, professional development specialists, technical advisors and other specialists as needed from States. Participation on a workgroup will require varying amounts of time depending on the task. Individuals interested in participating on a Work Group should submit their request in writing to the Project Management Partner indicating their preferred subgroup. All Governing States are asked to commit to one or more Work Groups based on skills, expertise, and interest within the State to maximize contributions and distribute expertise and responsibilities efficiently and effectively. The Consortium has established the following Work Groups:

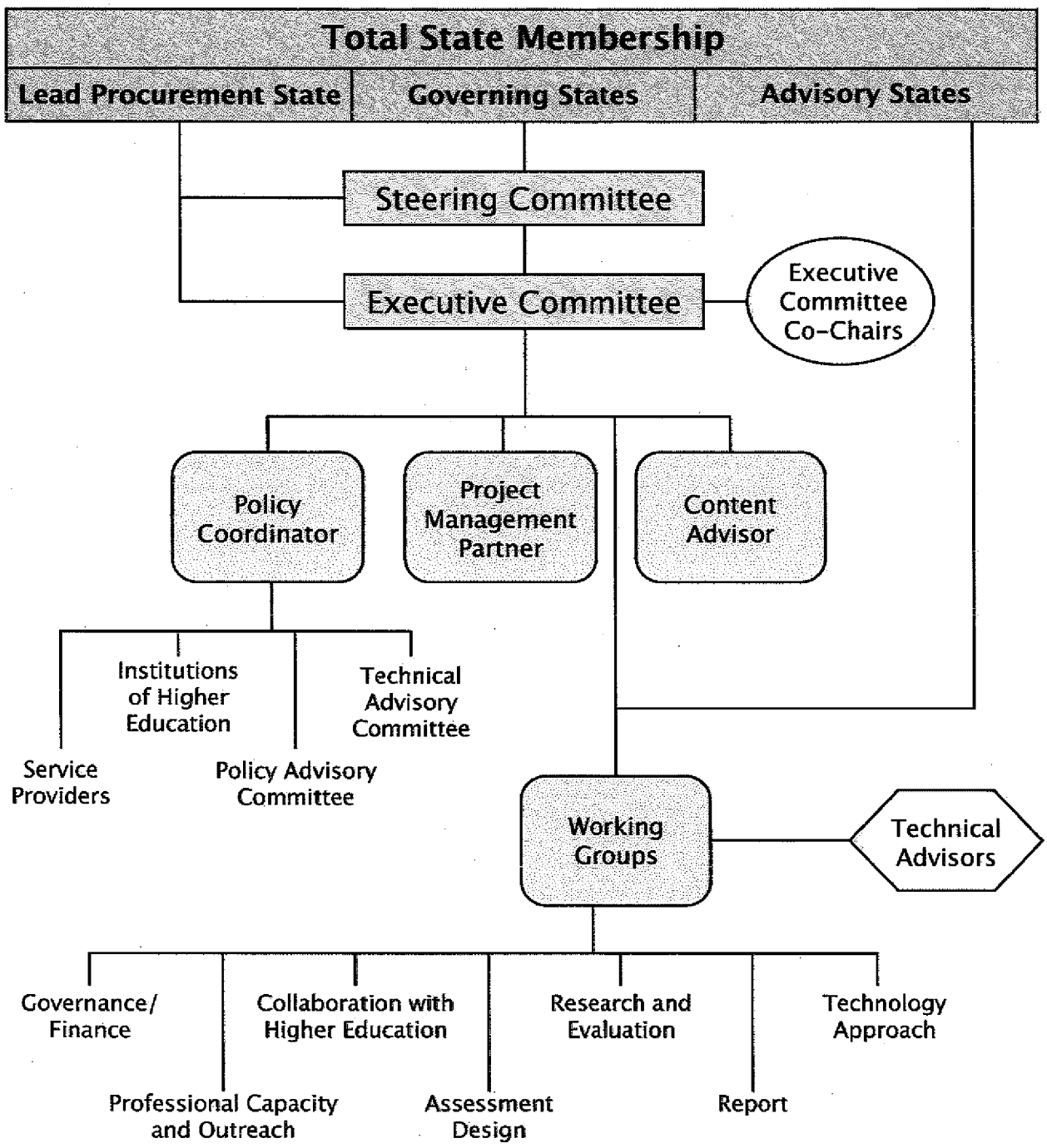
- Governance/Finance,
- Assessment Design,
- Research and Evaluation,
- Report,
- Technology Approach,
- Professional Capacity and Outreach, and
- Collaboration with Higher Education.

The Consortium will also support the work of the Work Groups through a Technical Advisory Committee (TAC). The Policy Coordinator in collaboration with the Steering Committee will create various groups as needed to advise the Steering Committee and the Total State Membership. Initial groups will include

- Institutions of Higher Education,
- Technical Advisory Committee,
- Policy Advisory Committee, and
- Service Providers.

An organizational chart showing the groups described above is provided on the next page.

SMARTER Balanced Assessment Consortium Organizational Structure



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(f) State Entrance, Exit, and Status Change

This MOU shall become effective as of the date first written above upon signature by both the Consortium and the Lead Procurement State/Lead State (Washington) and remain in force until the conclusion of the Program, unless terminated earlier in writing by the Consortium as set forth below.

Entrance into Consortium
Entrance into the Smarter Balanced Assessment Consortium is assured when:

- The level of membership is declared and signatures are secured on the MOU from the State's Commissioner, State Superintendent, or Chief; Governor; and President/Chair of the State Board of Education (if the State has one);
- The signed MOU is submitted to the Consortium Grant Project Manager (until June 23) and then the Project Management Partner after August 4, 2010;
- The Advisory and Governing States agree to and adhere to the requirements of the governance;
- The State's Chief Procurement Officer has reviewed its applicable procurement rules and provided assurance that it may participate in and make procurements through the Consortium;
- The State is committed to implement a plan to identify any existing barriers in State law, statute, regulation, or policy to implementing the proposed assessment system and to addressing any such barriers prior to full implementation of the summative assessment components of the system; and
- The State agrees to support all decisions made prior to the State joining the Consortium.

After receipt of the grant award, any request for entrance into the Consortium must be approved by the Executive Committee. Upon approval, the Project Management Partner will then submit a change of membership to the USED for approval. A State may begin participating in the decision-making process after receipt of the MOU.

Exit from Consortium
Any State may leave the Consortium without cause, but must comply with the following exit process:

- A State requesting an exit from the Consortium must submit in writing their request and reasons for the exit request,
- The written explanation must include the statutory or policy reasons for the exit,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU,
- The Executive Committee will act upon the request within a week of the request, and
- Upon approval of the request, the Project Management Partner will then submit a change of membership to the USED for approval.

Changing Roles in the Consortium

A State desiring to change from an Advisory State to a Governing State or from a Governing State to an Advisory State may do so under the following conditions:

- A State requesting a role change in the Consortium must submit in writing their request and reasons for the request,
- The written request must be submitted to the Project Management Partner with the same signatures as required for the MOU, and
- The Executive Committee will act upon the request within a week of the request and submit to the USED for approval.

(g) Plan for Identifying Existing State Barriers

Each State agrees to identify existing barriers in State laws, statutes, regulations, or policies by noting the barrier and the plan to remove the barrier. Each State agrees to use the table below as a planning tool for identifying existing barriers. States may choose to include any known barriers in the table below at the time of signing this MOU.

Barrier	Issue/Risk of Issue (if known)	Statute, Regulation, or Policy	Governing Body with Authority to Remove Barrier	Approximate Date to Initiate Action	Target Date for Removal of Barrier	Comments

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(h)(i)(B) GOVERNING STATE SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances

(Required from all "Governing States" in the Consortium.)

As a Governing State in the SMARTER Balanced Assessment Consortium, I have read and understand the roles and responsibilities of Governing States, and agree to be bound by the statements and assurances made in the application.

I further certify that as a Governing State I am fully committed to the application and will support its implementation.

State Name: Maine	
Governor or Authorized Representative of the Governor (Printed Name): John E. Baldacci	Telephone: 207-287-3531
Signature of Governor or Authorized Representative of the Governor:	Date:
Chief State School Officer (Printed Name): Angela Faherty, Acting Commissioner	Telephone: 207-624-6620
Signature of the Chief State School Officer: Angela Faherty	Date: 5-27-2010
President of the State Board of Education, if applicable (Printed Name): Ann I. Weisleder, Chair	Telephone: 207-947-2822
Signature of the President of the State Board of Education, if applicable:	Date:

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(h)(ii) STATE PROCUREMENT OFFICER SIGNATURE BLOCK for Race to the Top Fund Assessment Program Comprehensive Assessment Systems Grant Application Assurances. *(Required from all States in the Consortium.)* I certify that I have reviewed the applicable procurement rules for my State and have determined that it may participate in and make procurements through the SMARTER Balanced Assessment Consortium.	
State Name: Maine	
State's chief procurement official (or designee), (Printed Name): Betty M. Lamoreau	Telephone: 207-624-7340
Signature of State's chief procurement official (or designee),:	Date:

Jobs for Maine's Graduates, Inc.
Program Overview

What is Jobs for Maine's Graduates (JMG)?

JMG is an independent, statewide 501c3, private, nonprofit corporation established in 1993 by the Maine Legislature. At the time, JMG was given a mandate to provide Maine's "at-risk" students with a comprehensive dropout prevention and school-to-work transition system. Throughout the past 16 years, JMG has evolved into a progressive organization that helps young people achieve their full potential. In partnership with schools and employers, the mission of JMG is to identify students who face barriers to education, and to guide each one on to a successful path toward continued education, a meaningful career, and productive adulthood. JMG's vision is to be a champion for all Maine students who face barriers to education.

Who are JMG students and what are the eligibility requirements?

JMG students come from all over the state and from all walks of life. The breakdown of gender is nearly 50/50 and the racial diversity of our students reflects that of Maine's general population. Students enrolled in JMG face at least four barriers to education. Some of the most common barriers include:

- Struggling with family or social issues (60%)
- High absenteeism due to a disinterest in school (51%)
- Underperforming academically (46%)
- Low income household (42% of JMG students).

These students are the most at risk for becoming "disengaged" in the education process, and yet are the least likely to be successfully served by traditional classroom environments. Schools look to JMG to serve the students who need and will benefit most from its programs.

What does JMG do for its students?

JMG serves 4,000 students a year. In its 16-year history, JMG has provided more than 20,000 students with the skills and motivation they need to succeed. Through JMG programs, high-school and middle-school students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential.

Mentoring plays a critical role in the success of JMG and the success of the students. The programs provide for plenty of one-on-one time between students and the specialists who teach them. JMG also offers a venue for students to interact with employers and community-based organizations.

How is JMG administered and funded?

JMG has designed and implemented several programs that create school-to-life pathways starting as early as the sixth grade and ending in successful post-graduate transitions to higher education and careers.

JMG's core programs include:

- The JMG high school program is a for-credit course which serves students from 9th-12th grades and continues to serve students for 12 months after they graduate.
- JMG's Project Reach program serves students in 6th-8th grades and continues to serve students who transition into the 9th grade for a full 12 months.

Additional JMG programs include:

- The ACE program (Aspiring for Careers and Education) is a program serving homeless youth in Lewiston.
- Maine Mentoring Partnership, established by the Maine Children's Cabinet, is now a supporting organization and is working under the umbrella of JMG.
- The Opportunity Passport™ Program serves foster care youth between 14 to 23 years old. Participants are trained in financial literacy and are eligible for a matched savings account of up to $1,000/year toward specific asset purchases, including educational items, housing, and investments.
- JMG education programs within Maine's two Youth Development Centers for incarcerated youth.
- Old Town Service Learning Program. Hundreds of students participate in service-learning projects every year.
- Through a MELMAC Grant, JMG has partnered with Old Town High School to establish a College Ready Program.

JMG
45 Commerce Drive, Suite 9
Augusta, ME 04330

Visit us online:
www.jmg.org

Phone: (207) 620-7180
Fax: (207) 620-7185

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JMG Board of Directors:

CARY OLSON-CARTWRIGHT - Board Chair, Unum

DAN LEE - Board Vice Chair, Brewer School Department

JUNE KOEGEL – Board Secretary, Volunteers of America, Northern NE

THORN DICKINSON - Board Treasurer, Iberdrola USA

CHRIS AMANN – Harrison, ME

MARGE BARKER - TD Bank

HON. LYNN BROMLEY - So.Pld., ME

CAROL COLSON – Bangor Savings Bank

PHIL DIONNE - PAD Construction

JON DOYLE, ESQ - Doyle & Nelson

STEVE FITZPATRICK - MSAD #29

ALLYSON HUGHES HANDLEY, ED..D. University of Maine at Augusta

ALAN HAWKINS - Cape Elizabeth School Dept

JOHN LEMIEUX – Apton-Lemieux

HON. BONNIE TITCOMB LEWIS - Mitchell Institute

MIKE MAHONEY, ESQ. – Federle-Mahoney

MARJORIE MEDD - UMaine System

HON. ELIZABETH MITCHELL - Maine State Senate

JOSEPH MORESHEAD - Precision Screw Machine Products

DAVE PACKHEM – Hodgdon Defense Composites

KAY RAND – Bernstein, Shur Gov't Solutions

ARNOLD SHOREY - RSU 19

WILLIAM SHUTTLEWORTH – RSU 1

CAROLYN SLOCOMBE - Time Warner Cable of New England

TIM WALTON - Cianbro Corp.

HON. DANIEL WATHEN, ESQ. - Pierce Atwood

NEAL WILLIAMSON - Group Home Foundation, Inc.

Ex Officio:

SUSAN GENDRON - Commissioner, Maine Dept. of Education

LAURA FORTMAN - Commissioner, Maine Dept. of Labor

How is JMG administered and funded? (Continued from page 1)

A full-time teaching Specialist, employed by JMG, teaches the JMG curriculum to 35-55 students (in class sizes of between 10-15). The student-to-teacher ratio allows for plenty of one-on-one time. The JMG program teaches 34 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job success skills, and career development skills. Students learn about time management, personal finance, teambuilding, good work habits, and community service. The Specialists also offer students help with their other subjects.

JMG is governed by a Board of Directors which consists of up to 31 business, legislative and education leaders. JMG is funded by a variety of sources, including; the state of Maine, our school partners, private corporations, foundations and individual contributions.

How does JMG benefit the community?

More JMG students (95%) graduate from high school than other Maine students (86%). In 2003, 33% of JMG students pursued postsecondary education. Due to the fact that JMG is designed to help students develop a relevant plan for higher education, the number of students enrolled in postsecondary education in 2007 increased to 44%.

JMG prepares students to continue their education and to be valuable assets to the workforce. With Maine's workforce aging, and jobs evolving, students need to be prepared to "hit the ground running" when they enter the working world. Graduates of JMG become productive, contributing residents. Through JMG's business partners and community service projects, our students become connected to and engaged in their communities and in the state.

JMG's impact on the economy is detailed in a 2008 report released by the Maine Department of Labor's Division for Labor Market Information Services. Six years after high school, JMG graduates, on average, are making 14% more than all other 22 to 24 year olds in Maine. More than 87% of JMG students become successfully engaged in the workforce, military service, or continued education within the year after high school graduation.

In recognition of these accomplishments, JMG was named a "Champion of Economic Development" in September 2006 by the Maine Development Foundation.

Performance Outcomes:

For 15 consecutive years, JMG has been recognized as the Best in The Nation because its outcomes exceed national standards for programs working with disadvantaged youth.

	Maine	JMG
• Senior Graduation Rate	86%	95%
• 9th graders Completing High School	78%	98%
• College Enrollment	57%	47%

(b)(6)

Project Reach students and Specialists spell out "JMG" with people at the 2008 Leadership Education Conference.

For more information about Jobs for Maine's Graduates, please contact our Augusta office at 620-7180 or visit us online at www.jmg.org.

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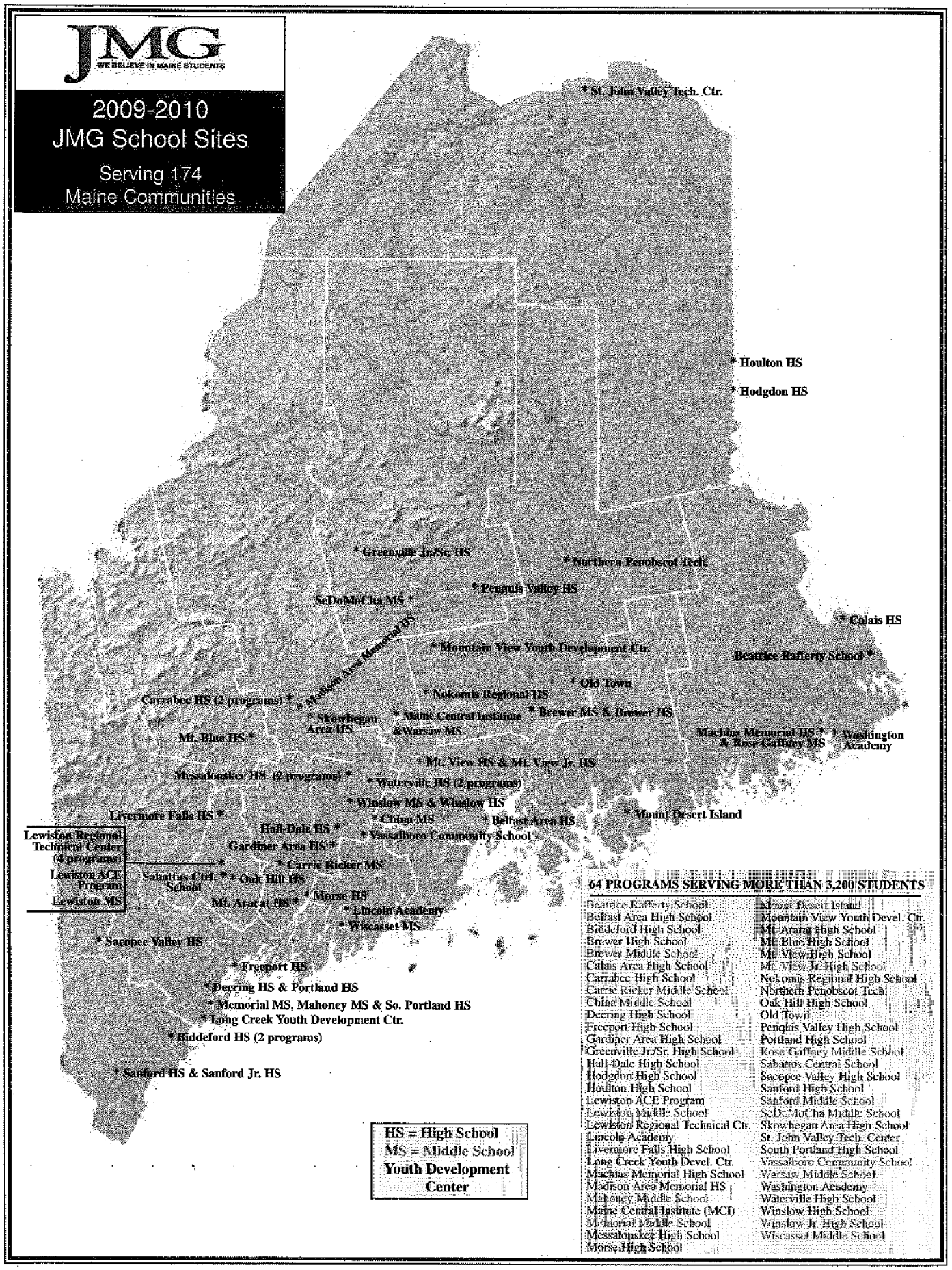

64 PROGRAMS SERVING MORE THAN 3,200 STUDENTS

Beatrice Rafferty School	Mount Desert Island
Belfast Area High School	Mountain View Youth Devel. Ctr.
Biddeford High School	Mt. Ararat High School
Brewer High School	Mt. Blue High School
Brewer Middle School	Mt. View High School
Calais Area High School	Mt. View Jr. High School
Carrabec High School	Nokomis Regional High School
Carrie Ricker Middle School	Northern Penobscot Tech.
China Middle School	Oak Hill High School
Deering High School	Old Town
Freeport High School	Penquis Valley High School
Gardiner Area High School	Portland High School
Greenville Jr./Sr. High School	Rose Gaffney Middle School
Hall-Dale High School	Sabattus Central School
Hodgdon High School	Sacopee Valley High School
Houlton High School	Sanford High School
Lewiston ACE Program	Sanford Middle School
Lewiston Middle School	SeDoMoCha Middle School
Lewiston Regional Technical Ctr.	Skowhegan Area High School
Lincoln Academy	St. John Valley Tech. Center
Livermore Falls High School	South Portland High School
Long Creek Youth Devel. Ctr.	Vassalboro Community School
Machias Memorial High School	Warsaw Middle School
Madison Area Memorial HS	Washington Academy
Mahoney Middle School	Waterville High School
Maine Central Institute (MCI)	Winslow High School
Memorial Middle School	Winslow Jr. High School
Messalonskee High School	Wiscasset Middle School
Morse High School	

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OFFICE OF
THE GOVERNOR

NO. 11 FY 10/11
DATE April 14, 2010

AN ORDER TO CONVENE STAKEHOLDERS TO BEGIN REVIEWING EVALUATION MODELS THAT MEET FEDERAL RACE TO THE TOP CRITERIA

WHEREAS, the Legislature has enacted and the Governor has approved LD 1799, an Act to Encourage the Use of Models in the Collection and Use of Student Achievement Data (Public Law 2009, Chapter 646); and

WHEREAS, the legislation is part of the state's effort to achieve reforms needed to comply with current and expected changes in federal law and to improve the State's chances for a significant grant under the federal Race to the Top competition; and

WHEREAS, one element of necessary reform is the ability for local school units to include student achievement as one of multiple elements in the process of evaluating teachers and principals; and

WHEREAS, the application to the federal government for Race to the Top must be completed before the effective date of LD 1799; and

WHEREAS, convening stakeholders immediately to begin considering evaluation models will speed the work required in LD 1799, and will provide evidence to the federal government in evaluating Maine's reform efforts;

NOW THEREFORE, I, John E. Baldacci, Governor of the State of Maine, do hereby order the Commissioner of the Department of Education to:

1. Convene a group of stakeholders, as defined in LD 1799, comprised of a representative of the Maine School Boards Association, the Maine Principals' Association, the Maine Education Association, the Maine School Superintendents Association and the Maine Administrators of Services for Children with Disabilities; and

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2. Lead the stakeholder group in reviewing and approving, not later than May 14, 2010 at least one model for the evaluation of professional performance of teachers and principals that meets the federal Race to the Top criteria for improving teacher and principal effectiveness based on performance.

Effective Date

The effective date of this Executive Order is April 14, 2010.

John E. Baldacci, Governor

PLEASE NOTE: Legislative Information ***cannot*** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Encourage the Use of Models in the Collection and Use of Student Achievement Data

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

Sec. 1. 20-A MRSA §6204, sub-§3, as enacted by PL 1983, c. 859, Pt. D, §§3 and 4, is repealed.

Sec. 2. 20-A MRSA §13802, as enacted by PL 1985, c. 173, is amended to read:

§ 13802.Teacher and principal evaluation models

1. Department to establish models. The department shall establish models for evaluation of the professional performance of teachers and principals employed in ~~any~~a school administrative unit within the State. The models must include multiple measures.

2. Use of models. Each school administrative unit within the State ~~shall have the option to~~may select and incorporate one or more of the models developed pursuant to subsection 1 for the evaluation of the professional performance of ~~any~~a teacher or principal employed by that school administrative unit. If a school administrative unit wants to include student assessments as part of teacher evaluations, that school administrative unit must use one of the models developed pursuant to subsection 1.

Sec. 3. Review of models. The Commissioner of Education shall convene a stakeholder group to review the models developed pursuant to the Maine Revised Statutes, Title 20-A, section 13802 for the evaluation of the professional performance of teachers and principals who are employed by a school administrative unit within the State. The Commissioner of Education, or the commissioner's designee, shall serve as a member of the stakeholder group. The commissioner shall invite representatives of the following educational associations that are appointed by their respective associations to serve as members of the stakeholder group:

1. The Maine Education Association;
2. The Maine Principals' Association;
3. The Maine School Boards Association;
4. The Maine School Superintendents Association; and
5. The Maine Administrators of Services for Children with Disabilities.

The stakeholder group shall review the models developed by the Department of Education for the evaluation of the professional performance of teachers and principals and shall approve models no later than July 1, 2011. The Department of Education may not finally adopt a model that is not approved by the stakeholder group pursuant to this section.

Maine Race to the Top

Memorandum of Understanding for Participating Districts

This Memorandum of Understanding ("MOU") is entered into by and between the State of Maine ("State") and _____ (School Administrative Unit/"Participating SAU"). The MOU is an agreement and articulation of the specific roles and responsibilities of the State and Participating SAUs in the implementation of an approved Race to the Top grant.

I. SCOPE OF WORK

Each participating SAU is required to include a draft scope of work with the MOU. The Scope of Work must be aligned with the State's Plan. Ninety (90) days after approval of the State's application, each SAU will submit a final Scope of Work to the State. Exhibit 1, the Preliminary Scope of Work, indicates the required components that all SAUs must agree to implement. Also included are the suggested components that SAUs may choose to implement that will support Maine's Race to the Top Initiative. This MOU is aligned with the State's Plan for Designing Schools for the 21st Century, which the Participating SAU is agreeing to implement.

II. PROJECT ADMINISTRATION

A. Participating SAU Responsibilities

The SAU, as a subgrantee of the State's Race to the Top application, the Participating SAU subgrantee will:

1) Complete a final scope of work within ninety (90) days of the State receiving notification of the award from the U.S. Education Department (USED);
2) Set measureable goals for years 1, 2, 3 and 4 and interim benchmarks;
3) Implement the SAU Plan as identified in Exhibit 1 of this agreement;
4) Participate in all required meetings, communities of practice, or other events that are organized or sponsored by the State or by USED;
5) Post to any website specified by the State or USED, in a timely manner, all products and required information developed using Race to the Top funds;
6) Participate in any evaluations of this grant conducted by the State or USED;
7) Respond to State or USED requests for information including but not limited to status of the project, project implementation, data, or outcomes;
8) Submit interim reports and data as required; and
9) Participate in all meetings, face to face and electronically with the State to discuss (a) progress of the project, (b) potential dissemination of resulting products and lessons

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learned, (c) plans for subsequent years of the Race to the Top grant and (d) other matters as needed.

B. State Responsibilities

In assisting Participating SAUs in implementing the SAU's Scope of Work the State will:

1) Work collaboratively with, and support the Participating SAU in carrying out the SAU's Plan as accepted as part of this agreement;
2) Distribute funds to the SAU's from Race to the Top funds during the course of the project period and in accordance with the federal requirements and to carry out the SAU's Plan;
3) Provide feedback on the SAU's status updates, annual reports, interim reports, and project plans and products; and
4) Identify and make available sources of technical assistance for the project.

C. Joint Responsibilities

1) The State and the Participating SAU will each appoint a key contact person for the Race to the Top grant.
2) These key contacts from the State and the Participating SAU will maintain frequent communication to facilitate cooperation and progress under this MOU.
3) State and Participating SAU grant personnel will work together to develop the final Scope of Work and determine appropriate timelines for project updates and status reports in alignment with the State's Plan.
4) State and Participating SAU grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant. Nothing in this MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded under federal, state, or local laws (including applicable regulations or court orders) or under the terms of collective bargaining agreements.

D. State Recourse for SAU Non-Performance

The State intends to conduct periodic reviews of Participating SAU progress in the implementation of the SAU's Scope of Work. If the State determines that the SAU is not meeting the goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate action, which could include a collaborative process between the State and the SAU, or any of the enforcement measures that are detailed in EDGAR (34 CFR section 80.43) including, temporarily withholding funds, disallowing costs or terminating this MOU for non-compliance.

III. ASSURANCES

The Participating SAU hereby certifies and represents that it:

1) Has all requisite power and authority to execute this MOU;
2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
3) Agrees to be a Participating SAU and will implement those portions of the State Plan indicated in Exhibit 1, if the State application is funded;
4) Will provide a Final Scope of Work in a form to be prescribed by the State only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in the Final Scope of Work the SAU's specific goals, activities, timelines, budgets including budget detail by line item, key personnel, and annual targets for key performance measures which is incorporated herein by reference ("SAU Plan ") in a manner that is consistent with (i) the Preliminary Scope of Work (Exhibit 1) and (ii) the State Plan; and which Final Scope of Work will be subject to State approval and will be incorporated by reference into this MOU; and
5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99)

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USED. In particular, the approval of State shall be required for changes in any budget line items once a Final Scope of Work has been approved including shifting of costs between or among line items.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

SAU Superintendent (required):

_____

Signature/Date

_____

Print Name/Title

A-8.c.

Chairperson of SAU School Board:

_____

Signature/Date

_____

Print Name/Title

Local Teachers' Association Leader (if applicable):

_____

Signature/Date

_____

Print Name/Title

Authorized State Official (required):

By its signature below, the State hereby accepts the LEA as a Participating LEA.

_____

Signature/Date

_____

Print Name/Title

A-8.d.

I. Standards and Assessments: Adopt the Standards and Assessments that prepare students to succeed in post-secondary education and the workplace and to compete in the global economy.

A. Strengthen and expand quality standards and assessments for teaching and learning

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Adopt the Common Core Standards.		• **Make progress toward rigorous college- and career-ready standards and quality assessments by aligning and implementing the curriculum to support the transition to standards and high-quality assessments.**
		• **Implement a standards based system and identify current placement and projected placement on the continuum of implementation.**
• Develop quality assurance rubrics for districts to apply to formative assessments developed locally that measure student mastery of the curriculum throughout the school year.		• **Apply state provided quality assurance rubrics to applicable formative assessment measures linked to local curricula and demonstrate evidence of improved assessment practices aligned to both the written and taught curriculum.**
• Adopt industry-based CTE standards.		• **Increase delivery of Career and Technical Education programs through integration of industry-based standards, application of academic standards, articulation with post-secondary education, and other industry-based experiences.**

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• Develop models of multiple pathways in which students can demonstrate achievement of the standards. • Support the Maine Course Pathways system. • Support development of additional virtual learning opportunities for students, teachers and the community through MLTI and other state technology capacities.		• **Provide multiple pathways for students to demonstrate achievement of the content standards.** • **Optional:** Implement Maine Course Pathways to provide students with access to high school planning and course/standards validation. • **Optional:** Provide access to online and virtual learning opportunities for teachers, students, and the community.
• Identify models of early childhood programs.	• Establish an Educare site as a state model for early childhood programming and professional development.	• **Implement early learning standards/guides for universal, inclusive early learning programs (for all districts with 4 year old programs).** • **Optional:** Develop and implement 4 year old programs. • **Provide teachers with opportunities for professional development in early childhood.**

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B. Implement a Balanced System of Assessment of Learning and for Learning that Informs Instructional Practice

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Participate in the SMARTER Balanced Assessment Consortium to develop high quality common assessments, summative, interim, benchmark and formative.	• Support the use of adaptive computerized assessments. • Develop interim, formative, benchmark and summative assessments in cooperation with other states in consortium.	• **Adopt and implement an assessment system of multiple measures, including performance tasks and events, that provide students with opportunities to demonstrate achievement of standards in multiple settings and that is comprised of formative, interim and summative assessments.** • **Implement adaptive computerized state assessments no later than 2014-2015.**
• Develop state designed STEM assessments, including enhanced technology, simulations, and gaming strategies.	• Provide professional development on the use of STEM assessments.	• **Optional:** Implement state designed STEM assessments.(May be required in future for all SAUs)
	• Provide professional development on he adoption of a Board Examination System, such as the Cambridge International Examination's International General Certificate of Secondary Education (IGCSE) and their AICE program, the College Board's Advanced Placement (AP) program, the International Baccalaureate (IB)Diploma program, ACT's Quality Core or Pearson/Edexcel's IGCSE and A-level programs.	• **Optional:** Implement a Board Examination system. • **Optional:** Increase the availability of AP or IB courses.

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C. Provide support structures for all students to achieve the standards

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Validate practices where students can demonstrate meeting the standards.	• Develop models of extended learning that schools could adopt.	• **Optional:** Offer Extended Learning Opportunities for all students during and after the school day and create on-demand, learning opportunities using web-based technologies.
• Identify exemplary practices to be included in a system of intervention.	• Provide models/sample plans of systems of interventions.	• **Design and implement a comprehensive system of support for students as they progress in the public school system. Refine and integrate the current program interventions (tutoring, dropout interventions, early literacy remediation etc.) into a coherent system of interventions for all students in all grades PK-12.**
• Identify open source virtual personalized learning systems (PLS).	• Identify sources of personalized learning systems.	• **Optional:** Implement a technology-based personalized learning system where student goals, academic progress and progress towards post-secondary and career readiness are tracked.
• Secure funding for dual enrollment/early college programs.	• Provide technical assistance to SAUs developing and implementing innovative schools.	• **Optional:** Increase dual enrollment in post-secondary and expand dual enrollment/early college opportunities.
• Develop innovation labs that can serve as models for other schools.		• **Optional:** Develop Innovative schools.

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II. Data Systems to Support Instruction: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Implement and use longitudinal data systems to support teaching and learning

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Expand the State Longitudinal Data System (SLDS) to include early childhood through postsecondary and workforce (P-16).		• **Implement and use information management systems (aka Decision Support Systems-DSS) to direct resources, inform instructional practices, and guide school-district improvement efforts. The DSS infrastructure will include data elements that allow end-users to create ad hoc reports, retrieve static information, and input data about student learning obtained from interim and benchmark assessments. The DSS will link student performance data to teachers, principals, and central office program staff (e.g., Title I directors) to guide program improvement, professional accountability, and develop human capital (skill sets) of the state's leaders and educators.**
• Expand the development of SLDS data portals for use by districts, schools, leaders, teachers, students, researchers and community members.		• **Use Pre-K-through-college and career data systems to track progress and foster continuous improvement and measure teacher and program effectiveness by tracking changes in teacher understanding, changes in student**

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	achievement and aspirations, and student participation in STEM careers and STEM educational pathways.
• Establish growth models based upon student performance data for school and educator accountability.	• **Measure student growth (for school accountability) by implementing a compensatory growth model that measures changes in student performance at the student, classroom, school, SAU, and state levels.**
• Support expanded local and state teacher, classroom, and student data collection and reporting applications.	• **Refine the current ESEA (NCLB) report card to reflect the requirements of the re-authorized ESEA to include data from the state adopted growth model used for school accountability. Amend the current designs to allow local performance indicators within the report that contextualizes the data for stakeholders.** • **Use the DSS portal to manage teacher and leader professional development.**
• Support expanded local and state capabilities to include interim assessment and other data.	• **Use DSS portal to manage student program, participation, achievement and other student information.** • **Use the data system to target, address, and track specific underserved and special populations.** • **Use data from locally developed assessments on a frequent basis to guide**

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	curriculum and instructional interventions for students at risk and underachieving. • Use a drop-out warning system which includes predictive data tools based upon prior data build within a risk-management framework. This framework provides automated alerts to educators and updates the PLS designed for each student.
• Provide comprehensive training on data use.	• Implement and augment the human capacity programs in using technology within current data-driven, decision models (DDDM) used across districts. DDDM will focus on building capacity that supports aligning resources in low performing schools with particular emphasis on underperforming subpopulations of students.

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III. Great Teachers and Leaders: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most

Prepare and mentor teachers and leaders for creating the personal journey required for the success of Next Generation Learners

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Design educator leadership institutes for current and aspiring leaders.	• Provide a cohort-based leadership institute for current and aspiring leaders in participating SAUs.	• **Provide a system of leadership development for implementation strategies for curriculum pathways, expanding assessment literacy, managing the learning environment, and integrating improvement efforts into a coherent set of activities within the school.**
	• Provide models for districts to implement. • Provide professional development using various modes. Analyze and evaluate various models.	• **Select from and adopt models of principal and leadership development and adopt research and standards based models rooted in adult learning theory.** • **Provide access to online learning opportunities for educators.** • **Evaluate effectiveness of professional development through teacher and student outcome data.**
	• Provide training on the use of data and on data coaching.	• **Design a system of professional development that is directly related to student achievement data.**

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- Pursuant to LD #1799, convene stakeholders to select evaluation models to be implemented.
- Develop up to five different teacher and principal evaluation models, in collaboration with educational stakeholders that are rigorous, transparent and include multiple measures of student performance and growth.

- Provide evaluation models for districts to implement.

- **Select, adopt, and implement an evaluation system from approved models for all teachers and principals in all schools, career and technical education centers and adult education programs (academic) that:**
  - **a) are conducted on an annual basis;**
  - **b) uses multiple measures including those based upon student growth that are objective indicators of student achievement;**
  - **c) includes observation-based assessments of teacher performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards;**
  - **d) includes other measures such as evidence of leadership roles that increase the effectiveness of other teachers in the school or SAU.**
- **Optional:** Design a system of career opportunities that includes performance based compensation systems, linked additional responsibilities and leadership roles.

- Develop alternate route programs for teachers and leaders to address underserved subject areas, including the STEM areas.

- **Optional:** Recruit and hire teachers and leaders that have entered the profession through alternative routes to provide quality instruction and leadership in the schools.

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IV. Turning Around Our Lowest Performing Schools

Improve student achievement through whole school improvement

For all SAUs, the State will ...	For participating SAUs the State will...	Participating SAUs will...
• Identify persistently lowest achieving schools.	• Identify Tier I, Tier II and Tier III schools as outlined in Maine's definition of persistently-lowest achieving schools. • Additionally, Maine will identify 5% or 5 of the persistently lowest-achieving non-Title I eligible secondary schools, using the same process used to rank order and identify schools for Title I School Improvement Grants.	
• Develop both a 'turnaround team' and 'intervention teams' to support Maine's lowest-achieving schools. The turnaround team within the MDOE will oversee and support the turnaround work of 15 lowest-achieving schools and provide knowledge and resources related to research-based practices to intervention teams working with the state's other lowest-achieving schools.	• Provide direct SEA involvement and resources to assist schools in selecting and implementing a turnaround model. For 15 identified PLA schools, development of a "turnaround resource team" who focus solely on schools within this subset of ME Low performing schools.	• **If designated as a low performing school under the School Improvement Grant (SIG) or as one of the five lowest performing that are not eligible for Title 1 funds under ESEA, implement one of three eligible Turnaround Models specified in the Race to the Top Application:** o **Turnaround Model** o **Closure** o **Transformational Model**

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	• Provide targeted, intensive support and effective interventions to turn around schools by targeting high needs SAUs on multiple fronts to improve education for all students particularly underrepresented youth, youth in poverty and women through combination of teacher professional development; student after school and summer programming and programming to include integrated STEM instructional activities annually from grades 3-8 and high school in high needs SAUs.	• **Submit a corrective action plan if graduation rate is less than 80% in SY 2011-12 for the whole school or the school (or subgroup) within each performance band that does not improve according to the objectives outlined in Critical Element 7.1 of the state's Accountability Workbook (amended in 2010).** • **The 15 identified lowest-achieving schools agree to participate in a partnership for improvement with other identified schools and SEA turnaround resource team.**
• Each year identify those schools where less than 30% of students are not meeting proficiency on the state exam.	• Provide an intervention team for schools with less than 30% of students not meeting proficiency on state assessment. • Provide state level training and professional development modules in key areas, i.e. school improvement process (Lazotte), assessment literacy etc., that allows on demand access, scalability, and cost sustainability.	• **Review and establish agreed upon recommendations from the state supported intervention team if less than 30% of students do not meet proficiency on the MeCAS ~~assesments~~assessments.** • **Develop a corrective action plan and submit to MDOE for review.** • **Participate in state level training opportunities.** • **Participate in "Improvement Network" activities and communicate ways to improve the network.**

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	• Provide an "Improvement Network" that includes training for principals and other educational leaders. • Support expansion of jobs for Maine's Graduates.	• **Implement a Jobs for Maine's Graduate Program for high Tier 1 or Tier 2 high schools identified as PLA.**

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A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments – (Section I MOU A, B, C)		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction – (Section II MOU)		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders –(Section III MOU)		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools – (Section IV MOU)		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

Authorized LEA Signature/Date

Print Name/Title

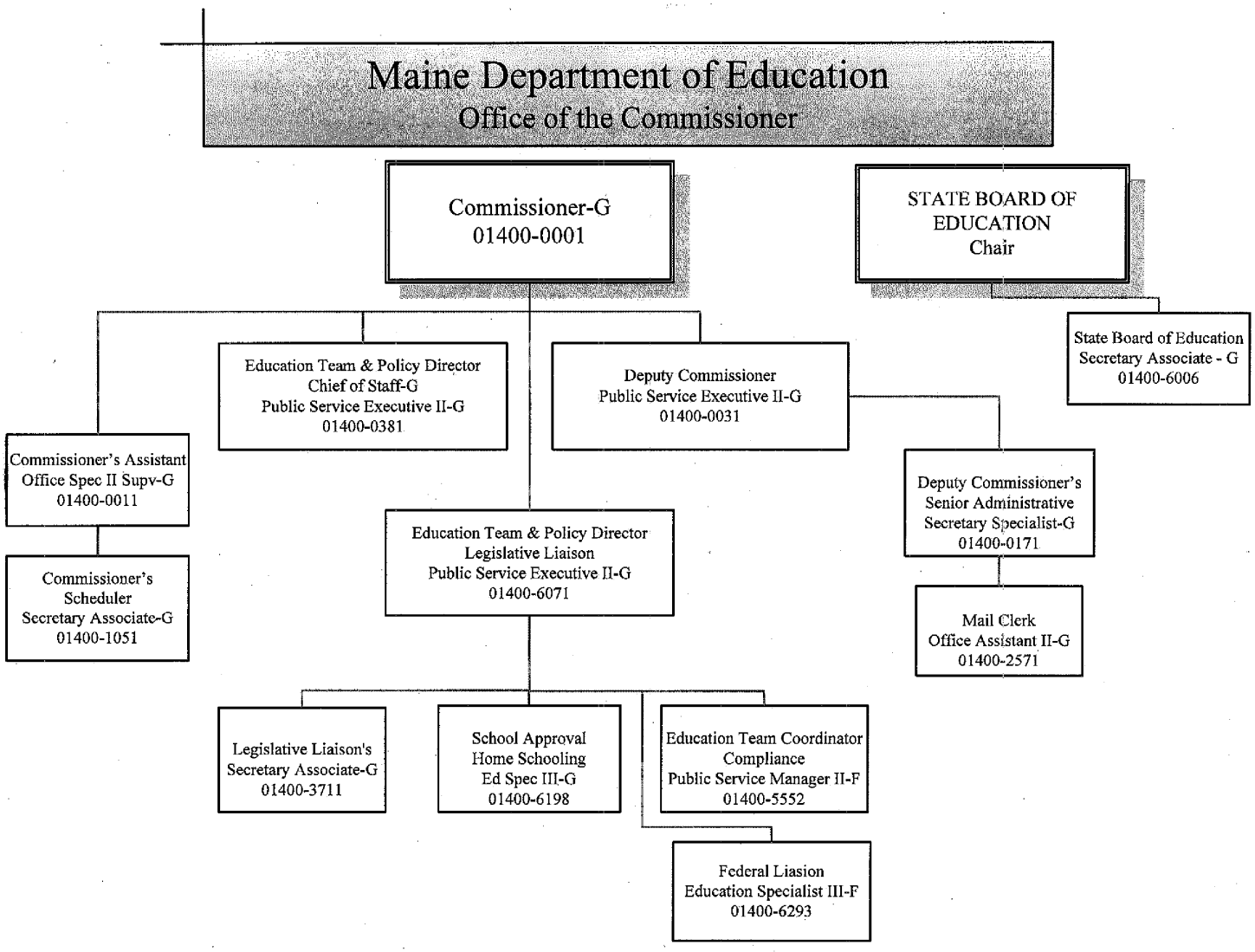
For the State

Authorized State Signature/Date

Print Name/Title

A-8.9

Maine Department of Education
Office of the Commissioner



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5/27/10

Maine Department of Education
PK-20 Curriculum, Instruction, and Assessment Team

Education Team & Policy Director-G
Public Service Executive II
01400-0091

Curriculum, Instruction, & Assessment Educational Representatives

- Regional Ed Rep-G Literacy, ELA, MEA 01400-6212
- Regional Ed Rep-G ELA, MEA, Higher Ed. 01400-0301
- Regional Ed Rep-G Social Studies 01400-1841
- Regional Ed Rep-G Mathematics, SAT 01400-0211
- Regional Ed Rep-G World Languages 01400-6200
- Regional Ed Rep-G Science 01400-6199
- Ed Spec II-G 01400-3132
- Regional Ed Rep-G Visual/Performing Arts 01400-6202
- Title II Teacher Quality Ed Spec III-F 01400-6296
- Higher Education Ed Spec III-G 01400-2391
- Literacy Ed Spec III - F 01400-0948
- Regional Ed Rep-G Communications Dir.

Career & Technical Education

- Leadership Team Ed Spec III-F 01400-6261
- Coordinator Ed Spec III-F 01400-6254
- Office Assoc II-F 01400-3861
- Ed Spec II-G 01400-6038
- Fiscal Ed Spec II-F 01400-1461
- Ed Spec II-F 01400-6057
- Office Associate II-F 01400-6068
- Fiscal Office Assoc II-F 01400-1112
- Ed Spec II-F 01400-6116
- Office Assoc II-F 01400-5532
- Ed Spec II-G 01400-0062
- .5 Ed Spec I-G 01400-6289
- .05 Ed Spec I-F 01400-6010
- Office Asst II-F 01400-0092

Assessment

- Assessment Ed Spec III-F 01400-0922
- Assessment Ed Spec III-G 01400-6191
- Alternate Assessment Ed Spec II-F 01400-6258
- NAEP Ed Spec II-F 01400-0909
- MEA/NCLB Office Associate II-F 01400-0927

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Maine Department of Education

PK-20 Curriculum, Instruction, and Assessment Team

Continued

No Child Left Behind

Title I Accountability

- Ed Spec III-F 01400-1951
- Ed Spec III-F 01400-3771
- Ed Spec I-F 01400-6216
- .85 - Accountant II-F 01400-1971
- Office Asst II-F 01400-6220
- .5 - Clerk IV-F 01400-6217
- .5 - Clerk IV-F 01400-6217

Title I Migrant Education

- Ed Spec III-F 01400-1981
- Ed Spec II-F 01400-6270
- FTE-.29 Migrant-F 01400-6256
- FTE-.29 Migrant-F 01400-6255
- .15 - Accountant II-F 01400-1971

Title III – ELL

Title III – ELL is funded through the Leadership Team but works as part of the Federal and State Program Services Team

- ESL/Bilingual Ed Spec III-F 01400-6063
- .5 Office Assoc II-F 01400-1821

Title ID McKinney Vento

- Ed Spec III-SR 01400-6233
- .5 Office Assoc II-F 01400-6287

Adult Education

- Ed Spec III-G 01400-4091
- Adult Education Team Ed Spec III-G 01400-6285
- Ed Spec III-G 01400-0181
- Office Associate II-G 01400-3331

A-9.c.

5/27/10

Maine Department of Education
School Finance & Operations Team

Position Authorized Not Yet Created

Education Team & Policy Director-G
Public Service Manager III
01400-3811

Dep. Director -F
IT Services
01400-0942

GPA / Audit / Research

Education Team Coor-G
01400-6195

Audit
Auditor II-G
01400-2931

School Funding
Specialist
Ed Spec III-G
01400-0936

Auditor I-G
01400-2041

School Funding
Specialist
Ed Spec II-G
01400-1341

Statistician III-G
01400-6031

Office Spec II Supv-G
01400-1391

Correspondence/Forms
Office Assoc II-G
01400-0761

Nutrition Team

Nutrition
Ed Spec III-F
01400-6016

Nutrition
Ed Spec III-F
01400-2761

Commodities/Nutrition
Education Spec I-F
01400-6075

Nutrition
Planning & Research
Assistant
01400-4119

Nutrition
Office Assoc II-F
01400-0491

Commodities
Office Assoc II-G
01400-1141

Commodities
Office Spec I-G
01400-0521

Certification

Ed Team Coord-G
Public Service Mgr II
01400-1581

Certification
Ed Spec III-G
01400-4118

Legal
Ed Spec III-G
01400-6259

Teacher Quality
Ed Spec III-F
01400-6215

Office Assoc II-G
01400 - 0943

Office Assoc II-G
01400 - 0944

Office Assoc II-G
01400-2591

Secretary-G
01400-6247

Receptionist
Office Assoc II-G
01400-6246

School Facilities

Education Team Coor-SR
Public Service Mgr II
01400-6297

Construction
Ed Spec III-SR
01400-6298

Construction /
Transportation
Ed Spec III-G
01400-6024

Construction
Ed Spec II-SR
01400-6303

Construction
Secretary Assoc-SR
01400-0902

MEDEMS

Education Team Coor - G
Public Service Manager II
Data Management
01400-0946

Ed Spec III-G
01400-2541

Office Spec I Supv-G
01400-0991

Office Specialist
Help Desk
014006139

No Child Left Behind

Ed Spec III-F
01400-2841

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Maine Department of Education
Special Services Team

Education Team & Policy Director-F
Public Service Executive II
01400-2711

Office Assoc II-F
01400-6082

Health & Physical Education

- Ed Spec III-F 01400-6263
- Ed Spec III-BG 01400-6153
- Ed Spec III-F 01400-6306
- Office Assoc II-F 01400-6308
- Ed Spec III-SR 01400-0894
- Ed Spec III-SR 01400-0934
- Ed Spec II-F 01400-6307
- Ed Spec II-BG 01400-6129

Student Assistance Team

- Ed Spec II-F 01400-6281
- Ed Spec II-F 01400-6286
- Office Assoc II-F 01400-6282

Children's Cabinet

- Develop Project Officer 01400-0928
- Plan & Research Assoc I 01400-0926

State Programs

- Ed Spec III-F 01400-2701
- Office Assoc II-F 01400-6118
- Ed Spec II-F 01400-0973

Youth Development Center

- Ed Spec II-G Mt. View 01400-0940
- Office Associate II-G Mt. View 01400-0938
- Ed Spec II-G Longcreek 01400-0941
- Office Associate II-G Longcreek 01400-0939

Federal Programs

- Ed Spec III-F 01400-3251
- Office Asst II-F 01400-6054
- Management Analyst I-F 01400-6145
- Office Assoc II-F 01400-6058

Special Education

C.S.P.D.

- Ed Spec III-F 01400-6115
- Statistician III-F 01400-0912
- Contract/Grant Spec-F 01400-0913

Due Process

- Ed Spec III-F 01400-2671
- Ed Spec II-F 01400-6147
- Ed Spec II-F 01400-6074
- Office Assoc II-F 01400-6033
- Ed Spec II-F 01400-6032

C.D.S.

- Office Assoc II-F 01400-6292
- Ed Spec II-F 4 Year Old Program 01400-6114

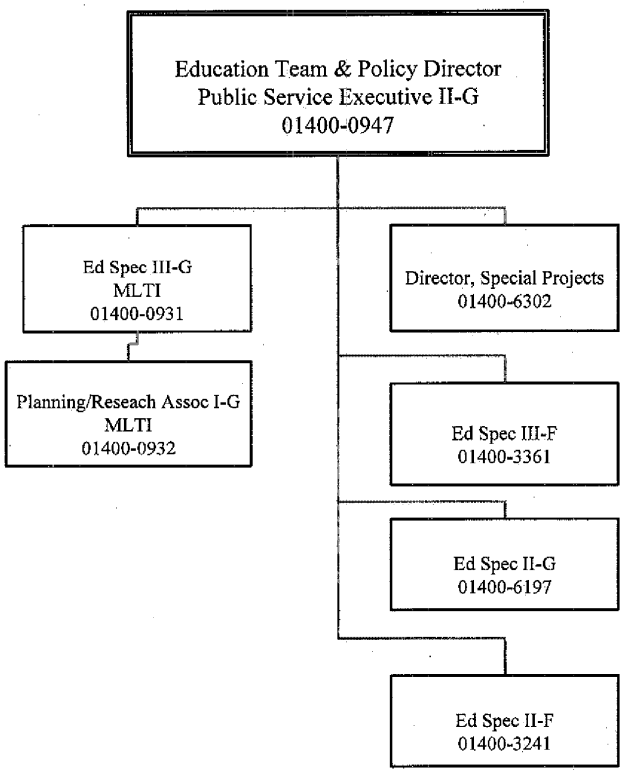
Special Education Program Review

- Office Assoc II-F 01400-6119

5/27/10

A-9.e.

Maine Department of Education
Learning Technology Team



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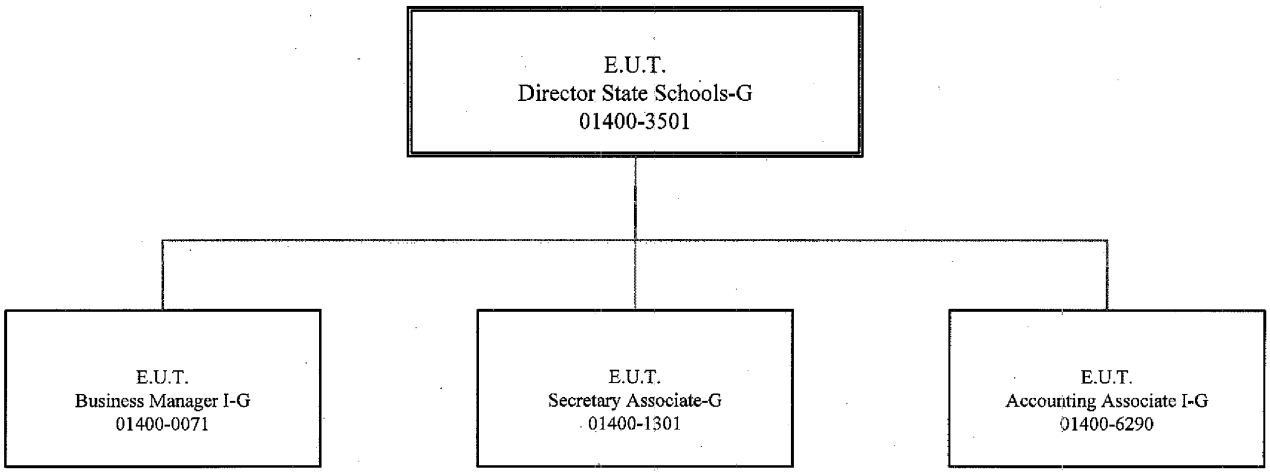
5/27/10

Maine Department of Education
Education in the Unorganized Territotries (EUT) Team



5/27/10

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Center for Education Policy, Applied Research and Evaluation (USM)
Chellie Pingree, Member of Congress
Educational Policy Improvement Center (EPIC)
Great Schools Partnership/New England Secondary School Consortium
Gulf of Maine Research Institute
Jobs for Maine's Graduates, Inc.
KIDS Consortium
Maine Community College System
Maine Department of Labor
Maine Higher Education Council
Maine Jobs Council
Maine Mathematics and Science Alliance
Maine's Public Universities
Maine School Management Association
Maine's Shared Youth Vision Council
Maine State Board of Education
Maine State Legislature's Appropriations and Financial Affairs Committee, Senate Co-chair
Maine State Legislature's Republican Leaders
Maine State Senate, President
Maine State Senate, Majority Leader
Maine State Senate, Assistant Majority Leader
Maine State House of Representatives, Speaker
Maine State House of Representatives, Majority Leader
Maine State House of Representatives, Majority Whip
Maine Support Network
Michael Michaud, Member of Congress
Mitchell Institute
Re-Inventing Schools Coalition (RISC)
REL – Northeast and Islands at Education Development Center
The Maine Center for Meaningful Engaged Learning
Walch Education

UNIVERSITY OF
SOUTHERN MAINE
Center for Education Policy,
Applied Research, and Evaluation

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D. C. 20202

May 17, 2010

Dear Secretary Duncan,

As director of the Center for Education Policy, Applied Research and Evaluation (CEPARE) at the University of Southern Maine, I am writing to express my very strong support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To the Top application, and they will, I believe, transform teaching and learning in Maine for many years to come.

Several elements of Maine's Race To the Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing schools.

The Race To the Top grant program presents a particularly great opportunity for the State of Maine and its students to be successful. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. I firmly believe the Maine Department of Education is committed to this essential work and we at CEPARE look forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Dr. David L. Silvernail
Director
CEPARE

A-10. b.

CONGRESSWOMAN
CHELLIE PINGREE

1ST DISTRICT
MAINE

COMMITTEE ON ARMED SERVICES

SUBCOMMITTEE ON SEAPOWER AND EXPEDITIONARY FORCES

SUBCOMMITTEE ON OVERSIGHT AND INVESTIGATION

COMMITTEE ON RULES

CONGRESS OF THE UNITED STATES
HOUSE OF REPRESENTATIVES

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I am writing to express my strong support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

I was proud to vote in favor of the American Recovery and Reinvestment Act last year, which contained the funding for the Race To The Top grant program. This program presents an historic investment in reforming our education system to ensure that every student has access to a quality education, and every student graduates high school prepared for college or a career. Education is the foundation for a child's future and it is essential that our public education system in Maine and across the country is comprehensive, well funded, and innovative in its approach to learning.

I would like to commend the Maine Department of Education and Governor Baldacci for their dedicated work in preparing this application. After spending considerable time and effort reaching out to stakeholders in Maine on their priorities and concerns on the issues at hand, they have crafted a truly admirable proposal to innovate Maine's schools for all students.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

-Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system of learning and for learning that informs instructional practice, while providing support structures for all students to achieve the standards;

-Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

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202-225-6116
202-225-5590 FAX

57 EXCHANGE STREET
SUITE 302
PORTLAND, ME 04101
207-774-5019
207-871-0720 FAX

A-10. C.

-Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

-Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

As the former chair of my local school board, I care deeply about the issues surrounding education in this country – and I am well aware of the many challenges that our education system faces. The Race To The Top grant program presents a tremendous opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and elected officials. The Maine Department of Education is committed to this essential work and I look forward to continuing to work with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Chellie Pingree
Member of Congress

A-10. d.

epic
Educational Policy Improvement Center

May 25, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

As the CEO of the Educational Policy Improvement Center (EPIC), I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

The Maine Department of Education is at the forefront of the work to align high school curriculum to college readiness standards. In recent years, EPIC has worked closely with the Department to provide high schools with tools to help verify that all students have multiple opportunities to learn, practice and demonstrate *all* of Maine's *Learning Results*. Maine Course Pathways is a school-wide curriculum review that validates curriculum and academic programs while also maintaining local control over the content and sequencing of courses.

All of the goals set forth in Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. We are committed to helping the state strengthen and expand quality standards and assessments for teaching and learning, while providing support structures for all students to achieve the standards.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and state policy makers. The Maine Department of Education is committed to this essential work, and EPIC welcomes the opportunity to collaborate with the Department to increase educational opportunities ensuring all of Maine's students graduate from high school with the knowledge and skills necessary for college and career success.

Sincerely,

David T. Conley

David T. Conley, PhD
Chief Executive Officer, EPIC
Professor, Educational Leadership, University of Oregon
Director, Center for Educational Policy Research (CEPR)

phone 541-346-6153 *toll free* 877-766-2279 *fax* 541-346-6154 *web* epiconline.org *e-mail* info@epiconline.org *address* 720 East 13th Ave. Suite 203 Eugene, OR 97401

A-10. C.

GREAT SCHOOLS PARTNERSHIP

May 24, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As a former Commissioner of Education, I am writing to express my support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine, its schools and its students. Such an ambitious educational reform effort requires strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. Maine is poised to move forward and the Maine Department of Education is committed to the essential work of preparing all of our students for college, careers and citizenship.

Sincerely,

J. Duke Albanese
Former Maine Commissioner of Education
Senior Policy Advisor,
Great Schools Partnership

Great Schools Partnership, Inc.
482 Congress Street, Suite 500 . Portland, Maine 04101 . 207 773-0505 . 1-877-849-70525 FAX . **www.greatschoolspartnership.org**

A-10-f

Gulf of Maine
Research Institute
Science. Education. Community.

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Portland, ME 04101

tel 207-772-2321
fax 207-772-6855
www.gmri.org

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

I'm writing on behalf of the Gulf of Maine Research Institute (GMRI) to offer our enthusiastic support for the Maine Department of Education's *Race to the Top* application.

GMRI develops knowledge and public understanding of the Gulf of Maine ecosystem through a fusion of scientific research and public education. In our statewide education role, we collaborate closely with the Maine Department of Education around both student achievement and teacher professional development. We believe that the program components of Maine's *Race to the Top* application will transform teaching and learning in Maine well into the future.

GMRI is committed to universal access, an approach that enables all students in a grade cohort to participate in our educational programming. The *Race to the Top* application supports our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. We endorse Maine's plan because it will:

- implement a balanced assessment system that informs instructional practice and strengthens and expands quality standards and assessments for teaching and learning;
- measure student growth by implementing and using longitudinal data systems that support teaching and learning;
- mentor teachers to equip them with the skills required for the success of next generation learners; and,
- enable whole school improvement of all schools, especially those recognized as previously low-performing, to improve student achievement.

As a small state, Maine benefits from a highly-functioning collaborative approach among educators, parents, public officials and state agencies. GMRI finds the staff and leadership of the Maine Department of Education to be committed to the 21st-Century learning needs of Maine citizens. We look forward to continuing to work with the Department to realize the opportunities afforded by Maine's *Race to the Top* application.

Sincerely,

Donald W. Perkins
President

Visionary Donor
William G. Waldron
(1936-2001)

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Vice Chair
John N. Kelly
Treasurer
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A-10. 4

JMG
WE BELIEVE IN MAINE STUDENTS

Craig Larrabee
President/CEO

May 17, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As President/CEO of Jobs for Maine's Graduates ("JMG"), I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;

- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and JMG looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Craig Larrabee
President/CEO

Jobs for Maine's Graduates, Inc. • 45 Commerce Drive, Suite 9 • Augusta, ME 04330
Tel. 207-620-7180 Fax: 207-620-7185
http://www.jmg.org

A-10-4.

KIDS
CONSORTIUM

May 21, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Executive Director of the KIDS Consortium, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;

- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and KIDS Consortium looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

(b)(6)

Francine Rudoff
Executive Direcotr

A-10.i

Maine Community College System

OFFICE OF THE PRESIDENT
323 State Street, Augusta, Maine 04330-7131
207.629.4000 • Fax: 207.629.4048
www.mccs.me.edu

May 14, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As President of the Maine Community College System I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the Maine Community College System looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

John Fitzsimmons, Ed.D.
President

STATE OF MAINE
DEPARTMENT OF LABOR
54 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0054

JOHN ELIAS BALDACCI
GOVERNOR

LAURA A. FORTMAN
COMMISSIONER

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As the Commissioner of the Maine Department of Labor, I am writing to express strong support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine.

Elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. The Maine Department of Labor is particularly supportive of the implementation and use of longitudinal data systems to inform teaching and learning and measure student growth. Effectively linking data on students and their achievements in schools with data detailing their future employment and earnings experiences in the labor market reveals important information about the efficacy of education and training programs. It also provides a framework for making public investments during a changing economy.

Maine workers will require greater supports and investments to develop their skills for the jobs being created now and in the future. These investments are particularly important for low-wage, low-skilled workers, including women and people with disabilities. The priority for workforce training must be to help workers acquire the skills they need to obtain jobs that pay livable wages. Parents who are economically secure provide a more stable learning environment for their children. To that end, the Maine Department of Labor continues to advocate for greater investments in education and post-secondary training for all Maine people.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education has already demonstrated its leadership and commitment to this essential work. The Maine Department of Labor looks forward to our continued partnership with the Department of Education as we prepare our students for successful careers and citizenship.

Sincerely,

Laura A. Fortman

Laura A. Fortman
Commissioner

LAF/lr

PHONE: (207) 623-7900
TTY: 1-800-794-1110
E-MAIL: Laura.A.Fortman@maine.gov
FAX: (207) 287-5292

The Maine Department of Labor provides equal opportunity in programs, services and employment.

A-10. K.

MAINE HIGHER EDUCATION COUNCIL

70 Chenery Street, Portland, Maine 04103
Phone: (207) 772-2332 • E-mail: HeidiMHEC@aol.com
www.CollegeInMaine.org

May 15, 2010

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Bates College
Beal College
Bowdoin College
CMMC School of Nursing
Central Maine Community College
Colby College
College of the Atlantic
Department of Education
Eastern Maine Community College
Heartwood College of Art
Husson College
Kennebec Valley Community College
Maine College of Art
Maine Community College System
Maine Maritime Academy
Maine Media College
New England Bible College
New England School of Communications
Northern Maine Community College
Research Institute of Mathematics
Saint Joseph's College
Salt Institute for Documentary Studies
Southern Maine Community College
Thomas College
Unity College
University of Maine
University of Maine at Augusta
University of Maine at Farmington
University of Maine at Fort Kent
University of Maine at Machias
University of Maine at Presque Isle
University of Maine System
University of New England
University of Southern Maine
Washington County Community College
York County Community College

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Executive Director of the Maine Higher Education Council, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low- performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and ORGANIZATION looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Linda Umbel

Linda Umbel
Executive Director
Maine Higher Education Council

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A-10.1

MJC

Philip A. Dionne
Chair

MAINE JOBS COUNCIL
45 COMMERCE DRIVE
AUGUSTA, MAINE 04330

Garret J. Oswald
Director

May 17, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Director of the Maine Jobs Council, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the Maine Jobs Council looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Garret Oswald
Director
Maine Jobs Council

PHONE: (207) 621-5087
TTY: 1-800-794-1110
E-Mail: Garret.J.Oswald@Maine.gov
FAX: (207) 287-5292

A-10 · M

Maine MATHEMATICS and SCIENCE Alliance

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Executive Director of the Maine Mathematics and Science Alliance, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

– Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;

– Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

– Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

– Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and Maine Mathematics and Science Alliance looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Janice R. Mokros Ph. D.
Executive Director

Maine's Public Universities

UNIVERSITY OF MAINE SYSTEM

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Bangor, ME 04401-5106

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The University of Maine

University of Maine at Augusta

University of Maine at Farmington

University of Maine at Fort Kent

University of Maine at Machias

University of Maine at Presque Isle

University of Southern Maine

May 17, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

As Chancellor of the University of Maine System, I am writing to express support for the educational goals that Maine's Governor John Baldacci and our Department of Education have put forward for the schools of our state. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the University of Maine System looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Richard L. Pattenaude
Chancellor, University of Maine System

cc: Governor John Baldacci
Senator Susan Collins
Senator Olympia Snowe

A-10.0

Maine School Superintendents Association

"Better Schools for Maine Students"

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YORK 03909

ARTHUR H. WITTINE
SCHOOL UNION #93
BLUE HILL 04614

MSSA EXECUTIVE DIRECTOR
SANDRA J. MACARTHUR
(207) 622-3473
49 COMMUNITY DRIVE
AUGUSTA 04330

May 21, 2010

U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

I am writing this letter on behalf of the Maine School Superintendents Association (MSSA) in support of the submission of Maine's Race to the Top Grant Application.

If additional information is necessary please feel free to contact our association.

Sincerely,

Sandra J. MacArthur
Executive Director of MSSA

SJM:dms

j/data/MSSA/Corr/L-Secretary Duncan-May 24

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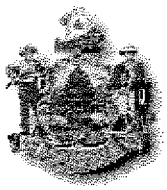

STATE BOARD OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

May 26, 2010

The Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

As Chair of the Maine State Board of Education, I am writing to express the Board's support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come. These goals are completely aligned with those identified by the State Board as most essential to position our students for future success. We believe in these goals and are committed to working for their success as is indicated by our signed agreement for the Race To The Top Application.

The goals are designed to build on the significant reforms already made in Maine in response to the American Recovery and Reinvestment Act of 2009 around four areas: (1) Improving teacher and principal effectiveness to ensure that every classroom has a great teacher and every school has a great leader; (2) Providing information to families to help them evaluate and improve their children's schools, and to educators to help them improve their students' learning; (3) Implementing college- and career-ready standards and developing improved assessments aligned with those standards; and (4) Improving student learning and achievement in lowest-performing schools by providing intensive support and effective interventions.

The Race To The Top Application shows how Maine will build on the existing work so all of Maine's students will be supported to realize their full potential in high quality learning environments that:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;

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- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and policy makers. The Maine Department of Education is committed to this essential work and Maine's State Board of Education plans to continue our work with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Ann Weisleder

Ann Weisleder, Chair
Maine State Board of Education

124th Maine Legislature

Senator Kevin L. Raye
Senate Republican Leader

Representative Joshua A. Tardy
House Republican Leader

May 25, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Republican Leaders in the Maine Legislature, we would like to express our support for Maine's Race To The Top application. It is our hope that this federal assistance will help transform teaching and learning in Maine.

With the Race To The Top grant, we will strengthen our schools to help give all Maine's students the opportunity to realize their full potential. We will achieve this by:

- Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers;
- Making progress toward college and career-ready standards and rigorous assessments that will improve both teaching and learning;
- Improving achievement in low-performing schools, by providing intensive support and effective interventions in schools that need them the most;
- Gathering information to improve student learning, teacher performance, and college and career-readiness through enhanced data systems that track progress.

These initiatives collectively will enhance educational reform that we are pleased to support, including state and local initiatives around Common Core Standards, improving schools and student learning, teacher effectiveness, student assessment, increased graduation rates and innovative schools.

Sincerely,

Kevin Raye

Senator Kevin L. Raye
Senate Republican Leader

Joshua A. Tardy

Representative Joshua A. Tardy
House Republican Leader

*3 State House Station, Augusta, Maine 04333-0003 * Web Site: http://www.state.me.us/legis/senate*

A-10.5

Emanuel Pariser, Emanuel@gwi.net, 207-861-4004
10 Pleasantdale Avenue, Waterville, Maine 04901

May 18, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Co-Chair of Maine's Shared Youth Vision Council, a practitioner in alternative education for 35 years, and a supporter of bringing non-profit charter schools to Maine for the last 14 years, I am writing to support Maine's Race To The Top application.

My particular interest in supporting this application comes out of my life-long commitment to helping create educational venues that work for children and their families, particularly those who are at-risk of dropping out of school. It is my hope that the special populations of students who drop out at the highest rates in Maine can be supported by the programs that this application could bring.

Nothing could make me happier than to see Maine creating schools and programs that are "user-friendly" for teen parents, foster children, Native Americans, GLBQT youth, ELL students and others. Whether this be done through enhancing "teacher effectiveness" or supporting schools in building healthy cultures based on an appropriate developmental understanding of what students need, through supporting transformational work at the regional level, creating a Maine virtual school, or creating an institute for research, professional development and consultation around positive youth development – we have to make our efforts all inclusive and keep our focus on the development of an engaged and critical citizenry.

Having worked closely with The Maine Department of Education for over a decade, I believe they are committed to this work and the Maine Shared Youth Vision Council looks forward to our continued partnership with the Department helping make Maine a place where schools work for everyone in preparing our students for successful lives, careers and citizenship.

Sincerely,

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Emanuel Pariser
Co-Chair
Maine Youth Vision Council

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124th Legislature
Senate of Maine
Senate District 12

Senator Bill Diamond
Appropriations and Financial Affairs Committee, Chair
Government Oversight Committee, Member
3 State House Station
Augusta, ME 04333-0003
(207) 287-1515

10 Crown Point
Windham, ME 04062
(207) 892-8941

May 17, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Senate Chair of the Maine Legislature's Appropriations and Financial Affairs Committee, I am writing to express my support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for Maine schools. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system of learning and for learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the Maine Legislature looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

Bill Diamond
Senator
Maine State Legislature

*Fax (207) 287-1585 * TTY (207) 287-1583 * Message Service 1-800-423-6900 * Website: www.justinalfond.com*
email: justin@justinalfond.com

A-10.11

Elizabeth H. Mitchell
President of the Senate

State of Maine
124th Maine Legislature

Hannah M. Pingree
Speaker of the House

May 19, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

We are writing to express our support for the educational goals that Maine has put forward for our students, teachers and school districts. These goals are the foundation of Maine's Race To The Top application and they will transform teaching and learning in Maine for years to come. It is our goal to continue to build an education system that works for every child.

Maine's plan, as outlined in our Race To The Top application, will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential.

Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve quality results;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for educators to foster the personal and professional development required to successfully instruct the next generation of learners; and
- Through whole school improvement we will give every student, in every school, the opportunity to succeed, especially those recognized as previously low-performing districts.

The Race To The Top grant program presents an outstanding opportunity for Maine students. Our plan builds strong partnerships among educators, parents, students, administrators, local school boards, community leaders and State policy makers that can ensure the success of an educational reform effort of this magnitude. The Legislature, Governor John Baldacci, The Maine Department of Education and our local communities are committed to this essential reform. As the Legislature's Presiding Officers, we look forward to working together as we create an education system that prepares every student for a successful future.

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Sincerely,

Elizabeth Mitchell
President of the Senate
Maine State Legislature

Hannah M. Pingree
Speaker of the House
Maine State Legislature

Maine State Legislature
Augusta, Maine 04333-0002

May 19, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

We write to enthusiastically support the State of Maine's application for the Race To The Top grant program. Maine has been striving to develop a world class education system that produces the highly skilled workforce needed to succeed in today's economy. As our application indicates, the steps we have taken, and the goals we have set, are consistent with the criteria established by President Barack Obama's administration.

While Maine has long required teachers to meet rigorous professional standards, we recently passed into law a series of reforms that will allow the use of more flexible teaching techniques and the use of innovative assessment methods. These steps will help us meet our goal of having a highly effective teacher in every classroom and a highly effective principal leading every school.

We are also setting aggressive academic standards so students graduate prepared to go on to college or enter the work force. These efforts will be aided by comprehensive assessment models that measure achievement and further ensure student success.

Even as our reform efforts will improve achievement at all of our schools, we will provide intensive support to our lowest performing schools so that students across the state have the same opportunity to learn. We are committed to effective intervention in schools that struggle on a chronic basis so that all of Maine's students may achieve at the highest levels.

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Finally, no matter how effective our education models are, no child's education will be completely successful without the input and involvement of their parents. By providing information to families and including them in the evaluation of schools and instructors, Maine is giving parents the opportunity to play a substantial role in the reform process.

As evidenced by these reforms, the Legislature, Governor John E. Baldacci, the Department of Education and all of Maine's communities are committed to providing every child with a high quality education. The State's application contains further details about the progress we have made and the steps we continue to take to make every classroom a place where all of Maine's students can achieve their maximum potential.

Philip I Bartlett II
Senate Majority Leader

John F. Piotti
House Majority Leader

Lisa T. Marrache
Assistant Senate Majority Leader

Seth A. Berry
House Majority Whip

MAINE SUPPORT NETWORK

May 21, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Executive Director of the Maine Support Network, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

The Maine Support Network facilitates the development of Celebratory Learning communities within a variety of organizations and agencies. MSN provides creative and personalized technical assistance and professional learning opportunities aimed at increasing both organizational and individual capacity for increased creativity, performance, and satisfaction. Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the Maine Support Network looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

(b)(6)

cc: Governor Baldacci
Acting Commissioner Faherty

KATHRYN F. MARKOVCHICK, PH. D., EXECUTIVE DIRECTOR
P.O. Box 390, 8 Church Road, Readfield, ME 04355
p) 866.291.0004 f) 866.883.9271 office@mainesupportnetwork.org www.mainesupportnetwork.org

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MICHAEL H. MICHAUD
2ND DISTRICT, MAINE

WASHINGTON OFFICE
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WASHINGTON, DC 20515
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www.michaud.house.gov

Congress of the United States
House of Representatives
Washington, DC 20515

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TRANSPORTATION AND INFRASTRUCTURE
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SMALL BUSINESS
SUBCOMMITTEE ON RURAL AND URBAN ENTERPRENEURSHIP
SUBCOMMITTEE ON FINANCE AND TAX

May 21, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to urge my strong support for the State of Maine's Race To The Top application. This award will help to transform Maine's educational system through innovative reforms that will improve teacher effectiveness and student achievement across the state.

The Maine Department of Education has developed initiatives that act as a foundation for the Race To The Top application. These initiatives will collectively enhance educational reform, including state and local initiatives around Common Core Standards, improving schools and student learning, teacher effectiveness, student assessment, increased graduation rates, and innovative schools. These initiatives include:

- Making improvements in teacher effectiveness and ensuring that all schools have highly qualified teachers;
- Making progress toward college and career-ready standards and rigorous assessments that will improve both teaching and learning;
- Improving achievement in low-performing schools, by providing intensive support and effective interventions in schools that need them the most;
- Gathering information to improve student learning, teacher performance, and college and career-readiness through enhanced data systems that track progress.

The Race To The Top grant program presents a unique opportunity for the State of Maine to make reforms in education that will better prepare our students for higher education and a competitive workforce. The Maine Department of Education is committed to this essential work, and I look forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

With warmest regards,

Michael H. Michaud

Michael H. Michaud
Member of Congress

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BANGOR, ME 04401
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FAX: (207) 942-5907

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LEWISTON, ME 04240
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PRESQUE ISLE:
445 MAIN STREET
PRESQUE ISLE, ME 04769
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WATERVILLE:
16 COMMON STREET
WATERVILLE, ME 04901
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MITCHELL INSTITUTE
SENATOR GEORGE J. MITCHELL
SCHOLARSHIP RESEARCH INSTITUTE

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May 19, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Executive Director of the Sen. George J. Mitchell Scholarship Research Institute, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

The Mitchell Institute has a long history of working closely with Maine's Governor, Department of Education and State Board of Education in pursuit of educational opportunity for our students. We are delighted to partner with them in this effort.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and,
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and the Mitchell Institute very much looks forward to our continued partnership with the Department as we prepare Maine's students for successful careers and citizenship.

Sincerely,

Colleen J. Quint
Executive Director

Printed with soybased inks on recycled paper.

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Re-Inventing Schools Coalition
PMB 352, 1830 East Parks Highway, Suite A-113 / Wasilla, AK 99654
Phone: 907-357-9080 /Fax: 907-373-6557 www.reinventingschools.org

May 26, 2010

Angela Faherty, Acting Commissioner of Education
State of Maine, Department of Education
23 State House Station
Augusta, Maine 04333-0023

Dear Ms. Faherty:

The Re-Inventing Schools Coalition (RISC) was established in 2002 as a nonprofit foundation with the mission of helping all students achieve. Our vision is that every school district in the United States will have in place a system-wide approach that will not only increase student achievement but help severely lagging students quickly realize several years' academic growth in short periods. The Re-Inventing Schools Coalition and our partners believe that shared national commitment to every American child succeeding can only be realized through an integrated standards and performance based system. The RISC Approach to Schooling is the first comprehensive school reform framework set up as a learner-centered, standards and performance based system rather than a teacher-driven, Carnegie unit or time-based system.

RISC has worked directly with the State of Maine, Department of Education, for the past four years to transform its educational system to our a standards and performance based system. During this time we have conducted statewide trainings and, through our application process, have worked directly with several pilot sites within Maine to implement our Approach to Learning. RISC has worked directly with state and site administrators, teachers, and students to make this transition, and has conducted site visits and evaluations of the progress being made. Our organization is currently working with over 16 school districts and/or state departments across the United States.

We have proven results and trend data to support our system's effectiveness and are willing and able to carry out the services needed by the Maine Department of Education, its school districts, administrators, teachers, and students to facilitate their transformation to a performance based system. The Re-Inventing Schools Coalition is committed to working with Maine through the duration of this transformation and will provide support and services to them for the entire grant period, with all intention to sustain our efforts beyond the grant period as well. We are 100% in support of their efforts and their application for the Race to the Top (RTTT) funds to help them achieve their mission!

Respectfully,

Wendy J. Battino

Wendy Battino, Executive Director

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GREAT SCHOOLS PARTNERSHIP

May 5, 2010

Dr. Angela Faherty
Acting Commissioner of Education
Maine Department of Education
23 State House Station
Augusta, ME 04333

Dear Dr. Faherty:

On behalf of the New England Secondary School Consortium (www.newenglandssc.org) and the Great Schools Partnership, I want to express our enthusiastic endorsement and support of Maine's second round Race to the Top application. The Maine Department of Education, as the representative of its state and public schools, has been a true asset to the New England Secondary School Consortium since its inception. As you know, the five member states of Connecticut, Maine, New Hampshire, Rhode Island, and Vermont believe that our bold vision, shared goals, and innovative strategies will empower us to close persistent achievement gaps, promote greater educational equity and opportunity for all students, dramatically improve teacher quality, enhance the reliability and regional comparability of our data systems, and lead our educators into a new era of secondary schooling. The Consortium's collective commitment is truly unprecedented in its ambition and scope, while our multistate strategy is grounded in a set of agreed-upon beliefs and proven transformative strategies that are all highly aligned with the objectives and assurances of the American Recovery and Reinvestment Act's Race to the Top competition.

Above all, it is an honor to be able to say, without hesitation or equivocation, that our five states are not only committed to realizing systemic educational improvements at scale across our states and the region, but to producing a measurable beneficial impact on the aspirations, achievement, and life outcomes of every one of our adolescents, regardless of race, socioeconomic status, geographic location, the educational attainment of their parents, or any other factor.

For more than two years, the Consortium, in collaboration with its funders and partners, has been designing, planning, and implementing a variety of systemic school-improvement strategies intended to bring greater coherence, alignment, and common purpose to the promotion of best practices, school innovation, and forward-thinking educational policies. A leadership team of dedicated policy makers and state education agency staff has established high-functioning, collegial relationships within and among the Consortium's five member states and its partnering organizations, which include the New England Association of Schools and Colleges, the New England Board of Higher Education, and the Council of Chief State School Officers. Our partnership is guided by the New England Secondary School Consortium Council, a regional leadership team encompassing the five commissioners of education for the Consortium states, state board of education members, governor representatives, influential lawmakers from both legislative houses, and prominent business leaders from within each state. In a word, we

Great Schools Partnership, Inc.
482 Congress Street, Suite 500 . Portland, Maine 04101 . 207 773-0505 . 1-877-849-7052 FAX . www.greatschoolspartnership.org

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are marshalling the expertise, leadership, and political will needed to successfully support the effective execution of Connecticut's Race to the Top proposal, as well as its aligned school-improvement initiatives, including the state's bold and forward-thinking Connecticut Plan, Connecticut Accountability for Learning Initiative, Teacher Education and Mentoring program, statewide implementation of research-based interventions, longitudinal educational data system, new teacher certification regulations.

If our goal is to ensure that the educational performance and attainment of our public high school students will not only be competitive with their peers worldwide, but that every student graduates prepared for success in the colleges, careers, and communities of the 21st century, the Consortium must work to improve school-based educational practices and their governing policies; develop 21st century learning standards and new skilled-based assessments and data systems that can more accurately measure the attainment of those standards; strengthen statewide educational systems design and the quality of classroom instruction students experience every day; and create a new generation of high-performing, internationally competitive learning models while turning around our chronically underperforming schools—priorities that clearly support Connecticut's Race to the Top application.

During the coming year, the Consortium will be working closely with Connecticut and our other state and organizational partners to establish networks of schools for the purposes of best-practice exchange, resource sharing, and educator development. Schools identified as low performing will be invited to participate in these networks, which will provide coordinated regional support structures for systemic and continuous improvement, including ongoing professional development and school coaching. And not only will these schools be connected within states, but they will have opportunities to work with secondary-school colleagues across state lines.

Connecticut, like the other four Consortium states, has signed on to the Common Core State Standards Initiative. To enhance and complement this groundbreaking initiative and build upon the strong success of the New England Common Assessment Program, the member states will be developing—with the goal of co-adopting and assessing—forward-thinking, skill-based, 21st-century standards that reflect the ways in which students will learn, work, live, and lead in the colleges, careers, and communities of tomorrow. To ensure that these standards are not simply adopted, but meaningfully implemented and assessed in our public schools, the Consortium is also working to develop a multistate performance-assessment system that has the potential to provide regional comparability of student learning beyond the traditional standardized test.

Connecticut has also taken the lead, in collaboration with the member states and the Donahue Institute at the University of Massachusetts, on the development of common, high-impact metrics for determining the efficacy of public secondary education across New England. One of the Consortium's explicit goals is to "more accurately measure student learning" through innovative performance-based assessments, more robust longitudinal data systems, and regional—even national—comparability of student data. As part of our regional data team, the Connecticut Department of Education has been instrumental in the effort to establish baseline performance data for the five states using a common, comprehensive methodology for calculation, reporting, and analysis. In addition to several metrics for measuring student achievement during the critical secondary school years, our regional data team is also developing a plan to gauge postsecondary aspirations and success, including remedial course-taking data and

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college enrollment and completion rates using the National Student Clearinghouse's StudentTracker for High Schools system.

This collaborative regional work on standards, assessment, data, and school-improvement are critical components of a much larger and more systemic rethinking of secondary education in New England. In keeping with national efforts to improve the quality of state educational systems—including the Common Core State Standards Initiative, the Data Quality Campaign, and Race to the Top Assessment Program, among several others—Connecticut is on the forefront of promoting educational policies and practices that will make the measurement of educational efficacy and student outcomes more transparent, reliable, and actionable for policy makers, school leaders, teachers, parents, and citizens.

It is our sincere hope and expectation that the US Department of Education will look favorably on Connecticut's Race to the Top application and the work of the New England Secondary School Consortium—both of which have come to fruition only after years of investment, collaboration, commitment, and hard work—while also seeing in their design and execution the hallmarks of the kind of innovative leadership that will bring good ideas, effective policies, and proven educational models to scale in New England and across the country.

Sincerely,

David J. Ruff
Executive Director
Great Schools Partnership

This letter has been prepared by the Great Schools Partnership, Inc. on behalf of the New England Secondary School Consortium, its five member states, and its funders and partners. The Great Schools Partnership is the lead coordinator of the Consortium.

A-10 of

REL NORTHEAST & ISLANDS

REGIONAL EDUCATIONAL LABORATORY at EDC

May 19, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As Director of the Regional Educational Laboratory Northeast and Islands (REL-NEI) and Managing Project Director at Education Development Center (EDC), I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

EDC, a nationally recognized research and development non-profit organization, develops, delivers and evaluates innovative programs addressing some of the most urgent challenges we face in educating the youth of this nation. Core to EDC's mission is ensuring equity and excellence in preK-12 education and access to college and career pathways. Our work addresses both the achievement gaps *and* opportunity gaps that can prevent the most disenfranchised students from succeeding.

Over the years, EDC has developed close partneships with the Maine Department of Education as well as other institutions in Maine through federal-state- and district-funded grants and contracts. In particular, our REL-NEI contract has worked collaboratively with a variety of education stakeholders to provide access to the best available research and evidence-based practices to answer questions at key points of decision-making. We have also facilitated several Maine-based events that bring together researchers, practitioners and policy-makers to address critical issues.

Several elements of Maine's Race To The Top application will strengthen their ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for*

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learning that informs instructional practice, while providing support structures for all students to achieve the standards;

- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;

- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and

- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

Throughout our work in Maine, we have experienced the deep commitment to education that is demonstrated through all levels of the system. The agenda set forth in their *Race to the Top* application promises tremendous benefits for Maine's students. Funding this application will provide Maine with critical resources to jumpstart its vision for improving the education of all its students and building the needed infrastructure through inspired and expert educators at all levels.

We in REL-NEI and at EDC are confident that state and local level leaders are prepared to execute this ambitious, innovative and coherent plan for reform represented in the state's application. We are ready to work together with the Maine community on this important endeavor.

Sincerely,

Jill E Weber

Jill Weber
Director
REL-Northeast and Islands at EDC

A-10-ah

The Citadel Group
5111 Pegasus Ct., Suite C
Frederick, MD 21704

Mike Muir
(207) 333-0450
mmuir@citadelgroup.net

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express strong support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. As Director of the University of Maine at Farmington's Maine Center for Meaningful Engaged Learning and Vice President for Learning Strategy of The Citadel Group, the EDO responsible for Maine's statewide virtual project-based high school program for at-risk and dropout youth, I recognize these goals as the foundation of Maine's Race To The Top application, and how they will transform teaching and learning in Maine for years to come.

Maine's youth will benefit from our collaborative and systemic ability to create stronger learning environments by focusing on quality standards and assessments, the use of longitudinal data systems, supporting mentoring for teachers and leaders, and whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and both The Citadel Group and the Maine Center for Meaningful Engaged Learning are looking forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

(b)(6)

Dr. Mike Muir
The Maine Center for Meaningful Engaged Learning, Director
and
The Citadel Group, VP for Learning Strategy

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WALCH EDUCATION

May 20, 2010

The Honorable Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan,

As President of Walch Education, I am writing to express support for the educational goals that Governor John Baldacci and the Maine Department of Education have put forward for the schools of Maine. These goals are the foundation of Maine's Race To The Top application, and they will transform teaching and learning in Maine for years to come.

Several elements of Maine's Race To The Top application will strengthen our ability to create learning environments in which all of Maine's students have the opportunity to realize their full potential. Maine's plan will:

- Strengthen and expand quality standards and assessments for teaching and learning by implementing a balanced assessment system *of* learning and *for* learning that informs instructional practice, while providing support structures for all students to achieve the standards;
- Implement and use longitudinal data systems to support teaching and learning by measuring student growth and informing instruction;
- Support mentoring for teachers and leaders to create the personal journey required for the success of next generation learners; and
- Improve student achievement through whole school improvement of all schools, especially those recognized as previously low-performing.

The Race To The Top grant program presents a great opportunity for the State of Maine and its students. An educational reform effort of this magnitude needs strong partnerships among educators, parents, students, administrators, local school boards, community leaders, and State policy makers. The Maine Department of Education is committed to this essential work and Walch Education looks forward to our continued partnership with the Department as we prepare our students for successful careers and citizenship.

Sincerely,

(b)(6)

Al Noyes
President
Walch Education

Walch Education 40 Walch Drive, Portland, Maine 04014 • 1-800-558-2846 • www.walch.com

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MAINE PRINCIPALS' ASSOCIATION

2010 SPRING CONFERENCE

PROFESSIONAL DIVISION BUSINESS MEETING
Friday, April 30, 2010, 7:45 a.m. 8:45 a.m.
Knox County Ballroom
Samoset Resort, Rockport

AGENDA

Presiding	President Linda Bleile
Moment of Silence for Deceased Members	President Linda Bleile
Executive Director's Report *(action required)* (Secretary & Treasurer's Report)	Richard Durost
2010-2011 Budget *(action required)*	President Linda Bleile
President's Report	Linda Bleile
Proposed Change to Article V, Section 3 (*first reading)*	Linda Bleile
Resolutions	Britt Wolfe

- *Graduation Requirements*
- *District Consolidation and Its Impact on Principals as Instructional Leaders*
- *Career and Technical Education*
- *Early College Study Options*
- *Response to Intervention (RTI) – Pending approval by the Professional Management Committee on April 28.*

Committee Reports *(action required):*	
Nominating	Marty Bouchard
Legislative	Bob Stevens
Middle Level Steering	Christine Cunningham
New Administrator Induction and Mentoring	David Sherry
Retirement	Jeff Sturgis
Status and Welfare	Anne Mayre Dexter

The following committees will report at the Fall Business Meeting:

Assistant Principals'	*Professional Development*
Curriculum & Instruction	*Supervision & Evaluation*

Items from the Floor

Parliamentarian
Bob Stevens, Principal
York High School

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Proposed Change to MPA Constitution
Article V
Management Committees
Section 3: When Chosen: Term

Current second and third sentences:

"The members of the Management Committees shall each serve for a term of three years and shall not be eligible to succeed themselves except when elected to fill an unexpired term. Term of office shall commence July 1."

Proposed change – replace the above language with the following:

"The members of the Professional Management Committee shall each serve for a term of three years and shall not be eligible to succeed themselves except when elected to fill an unexpired term. Term of office shall commence on July 1. The members of the Interscholastic Management Committee shall serve for three years and may be reelected for one additional three-year term. Term of office shall commence on July 1."

The following resolutions are being presented for consideration.

Graduation Requirements

WHEREAS, in the global economy, Maine requires an educated and technologically skilled workforce;

WHEREAS, both the employment options and employment opportunities for high school graduates who are unprepared for successful post-secondary learning are increasingly limited;

WHEREAS, the skill and knowledge requirements of employers and post-secondary institutions of learning are increasingly similar;

WHEREAS, standards-based high school graduation requirements help ensure that all graduates are prepared for post-secondary learning and employment;

WHEREAS, the Maine Learning Results are clearly defined standards of what graduates should know and be able to do;

WHEREAS, it is the role of educators to provide differentiated structures and instructional supports needed to meet the standards;

THEREFORE, BE IT RESOLVED that the Maine Principals' Association supports the adoption of standards-based high school graduation requirements.

LET IT BE FURTHER RESOLVED that the Maine Principals' Association supports the adoption of standards-based diplomas certifying proficiency in the Learning Results.

District Consolidation and Its Impact on Principals as Instructional Leaders

WHEREAS, principals are instructional leaders with multiple responsibilities for cultivating effective schools;

WHEREAS, district consolidation has potential to benefit students by increasing educational opportunities;

WHEREAS, one stated purpose of district consolidation is to reduce school units' administrative costs;

WHEREAS, cost saving measures that result in the reduction of central office administrators will increase the responsibilities on principals, further diverting their attention from instructional leadership;

THEREFORE, BE IT RESOLVED that the Maine Principals' Association supports district consolidation that increases educational opportunities for students and affirms the role of principals as instructional leaders.

Career and Technical Education

WHEREAS, numerous pathways exist by which students may pursue their life interests and become productive citizens;

WHEREAS, career and technical education has long been a standards-based pathway to skilled employment;

WHEREAS, career and technical education meets the needs of many students and often motivates them to remain engaged in their learning;

WHEREAS, men and women in the skilled trades are vital to the 21st century economy;

WHEREAS, the income of many persons in the skilled trades is highly competitive;

WHEREAS, initiatives to increase traditional four-year college enrollment have resulted in decreased student opportunities to participate in career and technical education programs;

WHEREAS, rules, regulations, and standards for high school graduation have traditionally focused on readiness for a college program of study at the expense of other valid post-secondary pathways;

THEREFORE, BE IT RESOLVED that the Maine Principals' Association strongly recommends that career and technical pathways be given equitable consideration in the development of requirements for earning a high school diploma.

Early College Study Options

WHEREAS, post-secondary education is increasingly necessary to earn a living wage;

WHEREAS, the senior year of high school should be viewed as a year of transition and not as a year of completion;

WHEREAS, numerous studies indicate a strong correlation between a rigorous senior year of high school and success in college;

WHEREAS, many Maine colleges and universities allow high school students to take classes for high school and/or college credit free of charge or at a reduced cost;

WHEREAS, taking a college course allows high school students the opportunity to experience college level instruction and work expectations on a trial basis with a minimal financial commitment;

WHEREAS, early college study is an effective strategy for challenging a broad range of high school students, including the disengaged;

THEREFORE, BE IT RESOLVED that the Maine Principals' Association endorses the efforts of colleges, universities, and school administrative units to promote early college study options for high school students.

Response to Intervention (RTI)

WHEREAS, the core mission of our public schools is the education of all children;

WHEREAS, to ensure all students demonstrate proficiency in achieving standards, schools must emphasize learning over teaching;

WHEREAS, students have different learning styles and educational needs;

WHEREAS, effective instruction and assessment are not the same for all students;

WHEREAS, schools have an obligation to ensure that all students receive consistently high quality instruction and have their progress measured by best practice assessment approaches;

WHEREAS, interventions which are timely, targeted, and systematic are vital to any effective school response when students do not learn;

WHEREAS, the use of data-based intervention strategies, when thoughtfully researched, planned, and implemented by teams, results in significantly improved student outcomes;

THEREFORE, BE IT RESOLVED that the Maine Principals' Association supports a system of intervention strategies to promote the achievement of learning standards by all students.

LET IT BE FURTHER RESOLVED that ongoing professional development and resources are necessary to build and sustain effective intervention programming.

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Maine Educational Assessment Results 2003-2009

MEA 4th Grade Reading % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	49	10	44	54	39	30	41	30	40	50
2003-2004	40	15	45	57	36	29	54	30	38	52
2004-005	53	21	47	58	38	38	49	38	47	53
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	61	31	57	66	47	46	62	42	41	62
2006-2007	67	35	64	70	53	50	70	44	51	68
2007-2008	63	29	60	66	48	47	67	37	45	64
2008-2009	71	40	67	75	59	60	71	53	65	71

MEA 8th Grade Reading % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	45	7	37	52	27	21	45	26	41	45
2003-2004	37	4	29	46	21	17	34	21	30	38
2004-2005	44	9	34	53	29	28	51	31	33	44
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	59	16	52	66	43	38	65	42	47	59
2006-2007	65	19	57	71	48	42	64	48	54	65
2007-2008	71	27	66	78	56	52	71	49	56	72
2008-2009	71	27	65	76	56	56	71	51	65	72

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MEA 11th Grade Reading % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	46	5	39	55	25	19	54	22	29	47
2003-2004	48	9	40	57	30	34	47	17	42	49
2004-2005	44	7	35	53	26	23	49	21	37	44
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	45	11	43	47	30	36	37	28	37	45
2006-2007	46	11	44	48	28	32	40	23	34	47
2007-2008	48	10	46	50	31	32	39	25	37	49
2008-2009	49	12	46	53	33	32	45	26	37	50

MEA 4th Grade Mathematics % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	28	8	29	28	20	13	31	7	22	29
2003-2004	32	12	33	32	20	18	41	15	20	33
2004-2005	39	19	40	39	26	23	38	20	32	40
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	59	35	61	58	47	41	66	37	46	60
2006-2007	61	36	62	60	47	59	66	35	46	62
2007-2008	60	34	61	59	46	49	65	30	45	61
2008-2009	66	37	66	66	54	58	67	46	61	67

MEA 8th Grade Mathematics % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	18	2	18	17	9	6	22	6	10	18
2003-2004	22	3	22	21	10	6	25	5	14	22
2004-2005	29	6	29	29	17	19	41	13	22	29
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	49	12	44	45	30	30	60	24	38	45
2006-2007	51	16	52	51	34	29	61	29	40	52
2007-2008	51	15	51	51	35	27	66	25	41	52

2008-2009	53	14	50	54	36	36	60	30	39	53

MEA 11th Grade Mathematics % Proficient or higher										
	Overall	Students with Disabilities	Males	Females	Free and Reduced Lunch Eligible	American Indian	Asian	Black or African American	Hispanic or Latino	White
2002-2003	20	2	22	18	8	9	25	6	10	20
2003-2004	24	3	26	23	12	12	25	6	18	25
2004-2005	22	2	23	21	9	9	35	7	9	22
Original achievement standards were set in 1999. Standards were reset in 2006 when additional grades were added to the testing program										
2005-2006	47	11	50	44	33	31	54	22	37	47
2006-2007	40	6	41	38	21	18	46	14	32	40
2007-2008	41	8	43	39	23	26	45	13	26	42
2008-2009	42	7	43	41	25	21	52	16	28	43

Subgroup Assessment Data (A)(3) Demonstrating significant progress in raising achievement and closing gaps (b) Decreasing achievement gaps between subgroups in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA.

Data for this research was compiled from MeCAS assessments, from SY 2002-03 thru SY 2008-09. Graphs and analysis are based on school years 2005-06 thru 2008-09 (prior to SY 2005-06 a different assessment was administered in Maine and should not be compared to later years). Data was input and analyzed for the whole group as well as the following subgroups: African American/Black, American Indian/Native American, Asian/Pacific Islander, Caucasian/White, Economically Disadvantaged, Hispanic, Limited English Proficient, and Students with Disabilities. Prior to SY 2005-06, the only grades that were assessed in Maine were grades 4, 8 and 11. Therefore, for consistency, grades 4, 8 and 11 were collected and analyzed for SY 2005-06 thru SY 2008-09 as well. Results and analysis of the data are aggregated (the average for grades 4, 8, and 11 combined) by content area (reading/mathematics).

The table (1) below displays the average results of those students who met or exceeded proficiency standards on the MeCAS assessment for reading, by subgroup, averaging results for grades (4, 8 and 11) for SY 2005-06 thru SY 2008-09. The whole group average for SY 2005-06 was 55.0%, whereas the whole group average was 63.7% in SY 2008-09. The *Rate of Change* for the whole group, comparing SY 2008-09 to SY 2005-06, is 1.16. The data suggests that the Caucasian/White subgroup is the only subgroup that has a higher average percentage proficient compared to the whole group for SY 2008-09, 64.7% to 63.7% respectively. Though the other subgroups are not showing a higher average proficiency percentage compared to the whole group, the *Rate of Change* or improvement in percentage proficient for all subgroups is generally equivalent or greater than the *Rate of Change* for the whole group. The highest *Rate of Change* among all subgroups for reading is the Limited English Proficient category, showing a *Rate of Change* of 1.56 compared to the whole group *Rate of Change* of 1.16.

Table 1: Percentage Proficiency for SY 2005 thru 2009 – Averaging Grades 4, 8 and 11 by Subgroup: Reading

Average of Grades 4, 8, and 11 %Meets or Exceeds Reading	Category*								
School Year	AA / Black	Amer Indian /NA	Asian or PI	C/White	EconDis	Hispanic	LEP	SWD	Whole
SY 2005-06	37.3%	40.0%	54.7%	55.3%	40.0%	41.7%	22.0%	19.3%	55.0%
SY 2006-07	38.3%	41.3%	58.0%	60.0%	43.0%	46.3%	24.7%	21.7%	59.3%
SY 2007-08	37.0%	43.7%	59.0%	61.7%	45.0%	46.0%	32.0%	22.0%	60.7%
SY 2008-09	43.0%	49.3%	62.7%	64.7%	50.3%	56.7%	34.3%	29.3%	63.7%
Rate of Change SY0506 vs SY0809	**1.15**	**1.23**	**1.15**	**1.17**	**1.26**	**1.36**	**1.56**	**1.52**	**1.16**

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Figure 1 displays the results of Table 1 graphically. The graph suggests that, based on the data, all students as well as all subgroups in Maine are increasing in percentage proficiency over time in reading. The following subgroups are increasing in percentage proficient at a greater rate than the whole group (1.16): American Indian/Native American (1.23), Caucasian/White (1.17), Economically Disadvantaged (1.26), Hispanic (1.36), Limited English Proficient (1.56) and Students with Disabilities (1.52). This suggests that Maine is closing the percentage proficient gap in comparing these subgroups to the whole group in reading over time.

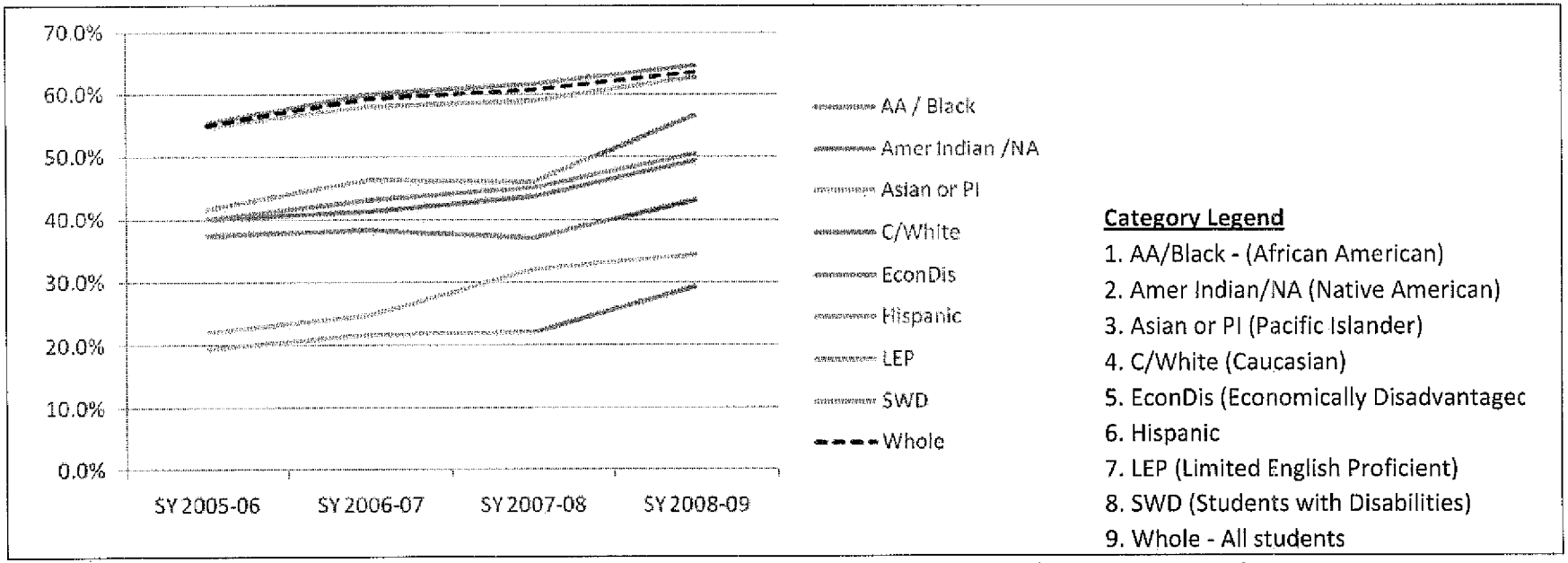

Figure 1. Subgroup Proficiency Percentages – Averaging Grades 4, 8 and 11 for SY 2005 thru SY 2009: Reading

Table 2 displays the average results of those students who met or exceeded proficiency standards on the MeCAS assessment for mathematics, by subgroup, averaging results for grades (4, 8 and 11) for SY 2005-06 thru SY 2008-09. The whole group average for SY 2005-06 was 50.3%, whereas the whole group average was 53.7% in SY 2008-09. The *Rate of Change* for the whole group, comparing SY 2008-09 to SY 2005-06, is 1.07. The data suggests that the Asian or Pacific Islander (59.7%) and Caucasian/White (54.0%) subgroups are the only subgroups showing a higher average proficiency percentage compared to the whole group (53.7%) for SY 2008-09. Though the other subgroups are not showing a higher average proficiency percentage compared to the whole group, the *Rate of Change* or improvement in percentage proficient for all subgroups is generally equivalent or greater than the *Rate of Change* for the whole group in mathematics. The highest *Rate of Change* among all subgroups for mathematics is the Students with Disabilities category, showing a *Rate of Change* of 1.21 compared to the whole group *Rate of Change* of 1.07.

Table 2: Percentage Proficiency for SY 2005 thru 2009 – Averaging Grades 4, 8 and 11 by Subgroup: Mathematics

Average of Grades 4, 8, and 11 %Meets or Exceeds Mathematics	Category								
School Year	AA/Black	Amer Indian/NA	Asian or PI	C/White	EconDis	Hispanic	LEP	SWD	Whole
SY 2005-06	28.0%	34.0%	60.3%	51.0%	36.7%	40.3%	25.7%	19.3%	50.3%
SY 2006-07	26.0%	35.3%	57.7%	51.3%	34.0%	39.3%	26.0%	19.3%	50.7%
SY 2007-08	23.0%	34.0%	58.3%	52.0%	35.0%	37.0%	29.0%	20.7%	50.7%
SY 2008-09	31.3%	38.7%	59.7%	54.0%	39.0%	43.0%	29.3%	23.3%	53.7%
Rate of Change SY0506 vs SY0809	**1.12**	**1.14**	**0.99**	**1.06**	**1.06**	**1.07**	**1.14**	**1.21**	**1.07**

Figure 2 displays the results of Table 2 graphically. The graph suggests that, based on the data, all students as well as all subgroups in Maine are increasing in percentage proficiency over time in mathematics. The Economically Disadvantaged and Caucasian/White categories are showing a *Rate of Change* just slightly below the whole group, 1.06 compared to 1.07. The following subgroups are increasing in percentage proficient in mathematics at a greater rate than the whole group (1.07): African American/Black (1.12), American Indian/Native American (1.14), Limited English Proficient (1.14), and Students with Disabilities (1.21). This indicates that Maine is closing the percentage proficient gap in comparing these subgroups to the whole group in mathematics over time.

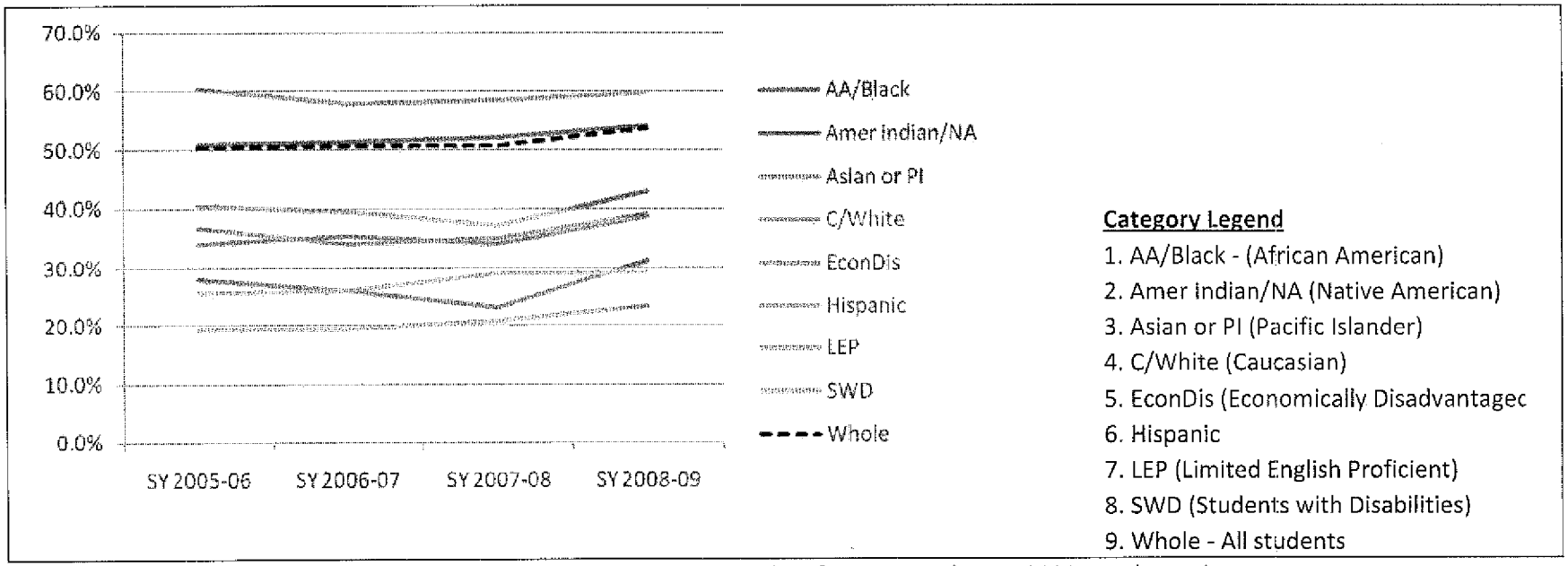

Figure 2. Subgroup Proficiency Percentages – Averaging Grades 4, 8 and 11 for SY 2005 thru SY 2009: Mathematics

Summary:

MeCAS assessment data was collected and analyzed for all students and the following subgroups: African American/Black, American Indian/Native American, Asian/Pacific Islander, Caucasian/White, Economically Disadvantaged, Hispanic, Limited English Proficient, and Students with Disabilities for SY 2002-03 thru SY 2008-09. Assessment results for those students that met or exceeded proficiency standards were averaged for grades (4, 8 and 11) for the content areas of reading and mathematics for SY 2005-06 thru SY 2008-09 (prior to SY 2005-06, a different assessment was administered and should not be compared to later years). The data suggests that all students in Maine are increasing in percentage proficiency over time, for the whole group as well as all subgroups in both content areas (reading/mathematics). Additionally, all subgroups are increasing at a *Rate of Change* generally equivalent or greater than the *Rate of Change* of the whole group. The Limited English Proficient category showed the highest *Rate of Change* in reading compared to the whole group over time. The Students with Disabilities category showed the highest *Rate of Change* in mathematics compared to the whole group over time. The results suggest that all Maine students are increasing in proficiency rates, and that the performance gap is closing for nearly all subgroups for reading and mathematics in Maine as well.

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Year	Category	Gr4_Rd %Meets or Exceeds	Gr8_Rd %Meets or Exceeds	Gr11_Rd %Meets or Exceeds	Gr4_Mt %Meets or Exceeds	Gr8_Mt %Meets or Exceeds	Gr11_Mt %Meets or Exceeds	Grds 4-8-11_Rd %Meets or Exceeds	Grds 4-8-11_Mt %Meets or Exceeds
SY 2002-03	Whole	49.0%	45.0%	46.0%	28.0%	18.0%	20.0%	46.7%	22.0%
SY 2002-03	C/White	50.0%	45.0%	47.0%	29.0%	18.0%	20.0%	47.3%	22.3%
SY 2002-03	AA/Black	30.0%	26.0%	22.0%	7.0%	6.0%	6.0%	26.0%	6.3%
SY 2002-03	Hispanic	40.0%	41.0%	29.0%	22.0%	10.0%	10.0%	36.7%	14.0%
SY 2002-03	Asian or PI	41.0%	45.0%	54.0%	31.0%	22.0%	25.0%	46.7%	26.0%
SY 2002-03	Amer Indian/NA	30.0%	21.0%	19.0%	13.0%	6.0%	9.0%	23.3%	9.3%
SY 2002-03	EconDis	39.0%	27.0%	25.0%	20.0%	9.0%	8.0%	30.3%	12.3%
SY 2002-03	SWD	10.0%	7.0%	5.0%	8.0%	2.0%	2.0%	7.3%	4.0%
SY 2002-03	LEP	29.0%	18.0%	12.0%	18.0%	12.0%	4.0%	19.7%	11.3%
SY 2003-04	Whole	50.0%	37.0%	48.0%	32.0%	22.0%	24.0%	45.0%	26.0%
SY 2003-04	C/White	52.0%	38.0%	49.0%	33.0%	22.0%	25.0%	46.3%	26.7%
SY 2003-04	AA/Black	30.0%	21.0%	17.0%	15.0%	5.0%	6.0%	22.7%	8.7%
SY 2003-04	Hispanic	38.0%	30.0%	42.0%	20.0%	14.0%	18.0%	36.7%	17.3%
SY 2003-04	Asian or PI	54.0%	34.0%	47.0%	41.0%	25.0%	25.0%	45.0%	30.3%
SY 2003-04	Amer Indian/NA	29.0%	17.0%	34.0%	18.0%	6.0%	12.0%	26.7%	12.0%
SY 2003-04	EconDis	36.0%	21.0%	30.0%	20.0%	10.0%	12.0%	29.0%	14.0%
SY 2003-04	SWD	15.0%	4.0%	9.0%	12.0%	3.0%	3.0%	9.3%	6.0%
SY 2003-04	LEP	17.0%	6.0%	14.0%	12.0%	10.0%	12.0%	12.3%	11.3%
SY 2004-05	Whole	53.0%	44.0%	44.0%	39.0%	29.0%	22.0%	47.0%	30.0%
SY 2004-05	C/White	53.0%	44.0%	44.0%	40.0%	29.0%	22.0%	47.0%	30.3%
SY 2004-05	AA/Black	38.0%	31.0%	21.0%	20.0%	13.0%	7.0%	30.0%	13.3%
SY 2004-05	Hispanic	47.0%	33.0%	37.0%	32.0%	22.0%	9.0%	39.0%	21.0%
SY 2004-05	Asian or PI	49.0%	51.0%	49.0%	38.0%	41.0%	35.0%	49.7%	38.0%
SY 2004-05	Amer Indian/NA	38.0%	28.0%	23.0%	23.0%	19.0%	9.0%	29.7%	17.0%
SY 2004-05	EconDis	38.0%	29.0%	26.0%	26.0%	17.0%	9.0%	31.0%	17.3%
SY 2004-05	SWD	21.0%	9.0%	7.0%	19.0%	6.0%	2.0%	12.3%	9.0%
SY 2004-05	LEP	29.0%	16.0%	9.0%	22.0%	12.0%	8.0%	18.0%	14.0%
SY 2005-06	Whole	61.0%	59.0%	45.0%	59.0%	45.0%	47.0%	55.0%	50.3%
SY 2005-06	C/White	62.0%	59.0%	45.0%	60.0%	45.0%	48.0%	55.3%	51.0%
SY 2005-06	AA/Black	42.0%	42.0%	28.0%	37.0%	24.0%	23.0%	37.3%	28.0%
SY 2005-06	Hispanic	41.0%	47.0%	37.0%	46.0%	38.0%	37.0%	41.7%	40.3%

A-400

SY 2005-06	Asian or PI	62.0%	65.0%	37.0%	66.0%	60.0%	55.0%	54.7%	60.3%
SY 2005-06	Amer Indian/NA	46.0%	38.0%	36.0%	41.0%	30.0%	31.0%	40.0%	34.0%
SY 2005-06	EconDis	47.0%	43.0%	30.0%	47.0%	30.0%	33.0%	40.0%	36.7%
SY 2005-06	SWD	31.0%	16.0%	11.0%	35.0%	12.0%	11.0%	19.3%	19.3%
SY 2005-06	LEP	33.0%	27.0%	6.0%	40.0%	20.0%	17.0%	22.0%	25.7%
SY 2006-07	Whole	67.0%	65.0%	46.0%	61.0%	51.0%	40.0%	59.3%	50.7%
SY 2006-07	C/White	68.0%	65.0%	47.0%	62.0%	52.0%	40.0%	60.0%	51.3%
SY 2006-07	AA/Black	44.0%	48.0%	23.0%	35.0%	29.0%	14.0%	38.3%	26.0%
SY 2006-07	Hispanic	51.0%	54.0%	34.0%	46.0%	40.0%	32.0%	46.3%	39.3%
SY 2006-07	Asian or PI	70.0%	64.0%	40.0%	66.0%	61.0%	46.0%	58.0%	57.7%
SY 2006-07	Amer Indian/NA	50.0%	42.0%	32.0%	59.0%	29.0%	18.0%	41.3%	35.3%
SY 2006-07	EconDis	53.0%	48.0%	28.0%	47.0%	34.0%	21.0%	43.0%	34.0%
SY 2006-07	SWD	35.0%	19.0%	11.0%	36.0%	16.0%	6.0%	21.7%	19.3%
SY 2006-07	LEP	31.0%	32.0%	11.0%	36.0%	26.0%	16.0%	24.7%	26.0%
SY 2007-08	Whole	63.0%	71.0%	48.0%	60.0%	51.0%	41.0%	60.7%	50.7%
SY 2007-08	C/White	64.0%	72.0%	49.0%	61.0%	52.0%	43.0%	61.7%	52.0%
SY 2007-08	AA/Black	37.0%	49.0%	25.0%	30.0%	25.0%	14.0%	37.0%	23.0%
SY 2007-08	Hispanic	45.0%	56.0%	37.0%	45.0%	41.0%	25.0%	46.0%	37.0%
SY 2007-08	Asian or PI	67.0%	71.0%	39.0%	65.0%	66.0%	44.0%	59.0%	58.3%
SY 2007-08	Amer Indian/NA	47.0%	52.0%	32.0%	49.0%	27.0%	26.0%	43.7%	34.0%
SY 2007-08	EconDis	48.0%	56.0%	31.0%	46.0%	35.0%	24.0%	45.0%	35.0%
SY 2007-08	SWD	29.0%	27.0%	10.0%	34.0%	15.0%	13.0%	22.0%	20.7%
SY 2007-08	LEP	33.0%	38.0%	25.0%	37.0%	29.0%	21.0%	32.0%	29.0%
SY 2008-09	Whole	71.0%	71.0%	49.0%	66.0%	53.0%	42.0%	63.7%	53.7%
SY 2008-09	C/White	72.0%	72.0%	50.0%	67.0%	53.0%	42.0%	64.7%	54.0%
SY 2008-09	AA/Black	53.0%	50.0%	26.0%	47.0%	31.0%	16.0%	43.0%	31.3%
SY 2008-09	Hispanic	66.0%	66.0%	38.0%	60.0%	40.0%	29.0%	56.7%	43.0%
SY 2008-09	Asian or PI	71.0%	72.0%	45.0%	68.0%	60.0%	51.0%	62.7%	59.7%
SY 2008-09	Amer Indian/NA	60.0%	56.0%	32.0%	59.0%	36.0%	21.0%	49.3%	38.7%
SY 2008-09	EconDis	60.0%	57.0%	34.0%	55.0%	36.0%	26.0%	50.3%	39.0%
SY 2008-09	SWD	42.0%	30.0%	16.0%	40.0%	18.0%	12.0%	29.3%	23.3%
SY 2008-09	LEP	46.0%	42.0%	15.0%	43.0%	26.0%	19.0%	34.3%	29.3%

* SY 2005-06 and beyond should not be compared to prior years.

Maine Achievement Data From 2003-2009

National Assessment of Educational Progress

NAEP Math Grade 4, Average Scale Scores

	All Students	Students with Disabilities	Students without Disabilities	Males	Females	Free Lunch Eligible	Not Free Lunch
2009	244	223	249	247	242	235	251
2007	242	226	245	244	241	232	248
2005	241	222	244	243	239	230	245
2003	238	215	242	239	236	228	243

* Data for racial subgroups not reported due to small cell sizes.

NAEP Math Grade 8, average scale scores

	All Students	Students with Disabilities	Students without Disabilities	Males	Females	Free Lunch Eligible	Not Free Lunch
2009	286	253	292	288	284	272	294
2007	286	259	290	288	285	275	292
2005	281	247	287	282	280	269	286
2003	282	253	286	283	281	268	287

* Data for racial subgroups not reported due to small cell sizes

NAEP Reading Grade 4, Average Scale scores

	All Students	Students with Disabilities	Students without Disabilities	Males	Females	Free Lunch Eligible	Not Free Lunch
2009	224	195	229	220	228	212	232
2007	226	195	230	223	228	213	233
2005	225	222	244	221	228	213	231
2003	224	215	242	221	226	213	230

* Data for racial subgroups not reported due to small cell sizes.

NAEP Reading Grade 8, Average Scale Scores

	All Students	Students with Disabilities	Students without Disabilities	Males	Females	Free Lunch Eligible	Not Free Lunch
2009	268	235	272	262	273	259	272
2007	270	240	274	264	276	261	274
2005	270	237	275	264	276	261	274
2003	268	238	273	262	275	258	273

* Data for racial subgroups not reported due to small cell sizes.

A-15-K

PLEASE NOTE: Legislative Information ***cannot*** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Increase Maine's High School Graduation Rates

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

Sec. 1. 20-A MRSA c. 211, sub-c. 1-B is enacted to read:

SUBCHAPTER 1-B

HIGH SCHOOL GRADUATION RATE

§ 5031. High school graduation rate

1. Goal. It is the goal of the State to achieve a graduation rate of 90% by the end of the 2015-2016 school year for each publicly supported secondary school.

2. Technical assistance. The department shall provide forms to publicly supported secondary schools for reporting graduation rates. The commissioner shall provide technical assistance to publicly supported secondary schools in the State that have not attained a graduation rate of 80% by the end of the 2012-2013 school year. Publicly supported secondary schools that do not meet the 80% graduation rate by the end of the 2012-2013 school year shall provide the commissioner with a copy of the action plan developed under section 5103, subsection 5 no later than December 31, 2013. The action plan may include the steps necessary to achieve a graduation rate of 90% by the end of the 2015-2016 school year.

3. Rules. The department shall adopt rules specifying the method to be used to calculate publicly supported secondary school graduation rates through 2016 and dates by which graduation rates must be reported to the department. Rules adopted under this section are major substantive rules pursuant to Title 5, chapter 375, subchapter 2A and must be provisionally adopted and submitted to the Legislature for review no later than January 14, 2011.

Sec. 2. Stakeholder group. The Commissioner of Education shall establish a stakeholder group to develop methodologies and recommendations relating to increasing publicly supported secondary school graduation rates, as well as policies related to school expulsion, suspension, zero-tolerance practices and truancy, in the State. The stakeholder group must include, but is not limited to, the Commissioner of Education or the commissioner's designee, educators and other persons the commissioner determines will contribute to the development of effective policies. The commissioner shall invite the participation of:

1. Representatives of the following educational associations nominated by the respective associations:

A. The Maine School Boards Association;

B. The Maine School Superintendents Association;

C. The Maine Education Association;

A-16.a

D. The Maine Administrators of Services for Children with Disabilities; and

E. The Maine School Counselor Association;

2. A school attendance coordinator in a secondary school in the State; and

3. An elementary school teacher or administrator in the State.

The commissioner and the stakeholder group shall review existing plans developed by the advisory committee on truancy, dropouts and alternative education established pursuant to the Maine Revised Statutes, Title 20A, section 5152, the performance plans developed by the Maine Administrators of Services for Children with Disabilities and other existing plans developed by an educational association in the State.

Sec. 3. Report to Joint Standing Committee on Education and Cultural Affairs. The Commissioner of Education and the stakeholder group under section 2 shall report their recommendations for increasing graduation rates to the Joint Standing Committee on Education and Cultural Affairs by November 1, 2010. The report must include, but is not limited to, recommendations relating to:

1. The establishment of guidelines for school suspensions and expulsions, including notification of hearings, time frames, provision of educational support services, pathways to reinstatement and alternatives to expulsion and suspension;

2. The impact and implementation of zero-tolerance practices;

3. Best practices for secondary schools, families and youth for increasing secondary school graduation rates;

4. The maximum age of mandatory school attendance; and

5. The impact and effectiveness of the current truancy laws.

The Joint Standing Committee on Education and Cultural Affairs may accept and discuss the report at an authorized interim committee meeting. After receipt and review of the report, the committee may make recommendations to the Commissioner of Education for further action and provide these recommendations and comments to the joint standing committee of the 125th Legislature having jurisdiction over education matters.

Effective 90 days following adjournment of the 124th Legislature, Second Regular Session, unless otherwise indicated.

A-16.b

May 6, 2009

Gene Wilhoit
Executive Director
Council of Chief State School Officers
One Massachusetts Ave, NW, Ste 700
Washington, DC 20001-1431

Dane Linn
Director, Education Division
National Governors' Association
Hall of the States, 444 N Capitol St, Ste 267
Washington, D.C. 20001-1512

Dear Gene and Dane,

Maine, New Hampshire, Rhode Island, and Vermont as partner states in the New England Common Assessment Program (NECAP) and The New England Secondary School Consortium each are pleased to submit the Common Core Standards Memorandum of Agreement. Our four states have recognized that collaboration will be the engine of effective large-scale educational transformation in the coming decades.

The goal of the Consortium is to ensure that by 2016 every public high school student in our four New England states will receive an education that will prepare them for college, career, and civic responsibility in the interconnected global community of the 21st century. The Consortium has developed a work plan that includes the identification of a set of forward thinking 21st century learning standards that reflect the integrated and interdisciplinary nature of our global society and economy.

The Common Core State Standards Initiative jointly led by CCSSO and NGA will enable the Consortium to accelerate the adoption of the common core standards in our states and to collaboratively, through NECAP and the second phase of this work, design and develop rigorous performance assessments aligned with the common core.

We are appreciative of the leadership each of you are providing to our nation in developing the common core standards to ensure that our students will graduate from high school ready for college, career, and life in a global economy and society.

Sincerely,

Susan A. Gendron
Commissioner of Education
Maine

Lyonel B. Tracy
Commissioner of Education
New Hampshire

Peter McWalters
Commissioner of Education
Rhode Island

Armando Vilaseca
Commissioner of Education
Vermont

B-1.a

PRINT CLOSE

News Release

09/01/2009

Fifty-One States And Territories Join Common Core State Standards Initiative

NGA Center, CCSSO Convene State-led Process to Develop Common English-language arts and Mathematics Standards

Contact: Jodi Omear, 202-624-5346
Office of Communications

WASHINGTON—The National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) today released the names of the states and territories that have joined the Common Core State Standards Initiative: **Alabama; Arizona; Arkansas; California; Colorado; Connecticut; Delaware; District of Columbia; Florida; Georgia; Hawaii; Idaho; Illinois; Indiana; Iowa; Kansas; Kentucky; Louisiana; Maine; Maryland; Massachusetts; Michigan; Minnesota; Mississippi; Missouri; Montana; Nebraska; Nevada; New Hampshire; New Jersey; New Mexico; New York; North Carolina; North Dakota; Ohio; Oklahoma; Oregon; Pennsylvania; Puerto Rico; Rhode Island; South Carolina; South Dakota; Tennessee; Utah; Vermont; Virgin Islands; Virginia; Washington; West Virginia; Wisconsin; Wyoming.**

In the twenty-six years since the release of *A Nation at Risk,* states have made great strides in increasing the academic rigor of education standards. Yet, America's children still remain behind other nations in terms of academic achievement and preparedness to succeed.

By signing on to the common core state standards initiative, governors and state commissioners of education across the country are committing to joining a state-led process to develop a common core of state standards in English language arts and mathematics for grades K-12. These standards will be research and evidence-based, internationally benchmarked, aligned with college and work expectations and include rigorous content and skills.

"To maintain America's competitive edge, we need all of our students to be prepared and ready to compete with students from around the world," said **NGA Vice Chair Vermont Gov. Jim Douglas.** "Common standards that allow us to internationally benchmark our students' performance with other top countries have the potential to bring about a real and meaningful transformation of our education system to the benefit of all Americans."

"As state school chiefs, we have been discussing and building momentum for state-led, voluntary common standards that are both rigorous and internationally benchmarked for the past two years," stated **CCSSO President and Arkansas Commissioner of Education Ken James.** "The broad level of commitment we have received from states across the nation for this unprecedented effort is both gratifying and exciting. It also clearly illustrates that this is an idea whose time has arrived."

B. 2.a

The Common Core State Standards Initiative is being jointly led by the NGA Center and CCSSO in partnership with Achieve, Inc; ACT and the College Board. It builds directly on recent efforts of leading organizations and states that have focused on developing college- and career-ready standards and ensures that these standards can be internationally benchmarked to top-performing countries around the world. The goal is to have a common core of state standards that states can voluntarily adopt. States may choose to include additional standards beyond the common core as long as the common core represents at least 85 percent of the state's standards in English language arts and mathematics.

"Measuring our students against international benchmarks is an important step," said **Virginia Gov. Timothy Kaine.** "Today, we live in a world without borders. It not only matters how Virginia students compare to those in surrounding states – it matters how we compete with countries across the world."

"Only when we agree about what all high school graduates need to be successful will we be able to tackle the most significant challenge ahead of us: transforming instruction for every child," said **CCSSO President-Elect and Maine Education Commissioner Sue Gendron**. "Common standards will provide educators clarity and direction about what all children need to succeed in college and the workplace and allow states to more readily share best practices that dramatically improve teaching and learning. Our graduates and frankly, the future of our economy, cannot wait any longer for our educational practices to give equal opportunity for success to every student."

The NGA Center and CCSSO are coordinating the process to develop these standards and have created an expert validation committee to provide an independent review of the common core state standards, as well as the grade-by-grade standards. This committee will be composed of nationally and internationally recognized and trusted education experts who are neutral to – and independent of – the process. The college- and career-ready standards are expected to be completed in September 2009. The grade-by-grade standards work is expected to be completed in January 2010.

###

Founded in 1908, the National Governors Association (NGA) is the collective voice of the nation's governors and one of Washington, D.C.'s most respected public policy organizations. Its members are the governors of the 50 states, three territories and two commonwealths. NGA provides governors and their senior staff members with services that range from representing states on Capitol Hill and before the Administration on key federal issues to developing and implementing innovative solutions to public policy challenges through the NGA Center for Best Practices. For more information, visit www.nga.org.

The Council of Chief State School Officers (CCSSO) is a nonpartisan, nationwide, nonprofit organization of public officials who head departments of elementary and secondary education in the states, the District of Columbia, the Department of Defense Education Activity, and five U.S. extra-state jurisdictions. CCSSO provides leadership, advocacy, and technical assistance on major educational issues. The Council seeks member consensus on major educational issues and expresses their views to civic and professional organizations, federal agencies, Congress, and the public. www.ccsso.org.

Please note that this printable version may not contain the full text of any PDF files or other attachments.

Printed from the NGA web site.

B-2.b

CTECS
Career and Technical Education
Consortium of States

March 26, 2010

Maine Department of Education
Wanda Monthey
23 State House Station
Augusta, ME 04333-0023

Dear Wanda:

VTECS has a new name and is now officially recognized as a non profit 501 (c) (3) tax exempt organization by the Internal Revenue Service. This change came about as result of a major reorganization of the Southern Association of Colleges and Schools (SACS), which caused all of its former operating units to become separate and independent IRS recognized non profit organizations.

Therefore, on June 30, 2009, VTECS became its own entity and on January 1, 2010 began operating as the Career and Technical Education Consortium of States, Incorporated. Going forward, we will continue to be located with the SACS Commission on Colleges (SACS COC) at 1866 Southern Lane in Decatur, Georgia and can be reached using the same contact information we have had for years. To facilitate this change, we have included a W-9 form with the new CTECS Federal Employer Identification Number, which you should now use instead of the SACS number. We will continue to purchase our support services and benefits from SACS, which means that the SACS COC Director of Finance, Lisa Moreaux, will continue to serve as our fiscal officer and Carr Riggs and Ingram will continue to provide an Annual Audit to include the Single Audit requirements as per OMB Circular A133.

Included with this letter are three copies of the annual Membership Agreement and an invoice for $20,000.00, which is keyed to the size of your annual Perkins Allocation. We have initiated the process of invoicing each member for next year's dues since some of you have indicated that you would like to use FY10 carryover to meet this obligation. As you will notice, this membership agreement is now with the Career and Technical Education Consortium of States rather than with SACS as the administering agency. As we transition to operate on our own, it is critical that we receive our financial resources in a timely manner since we will no longer have the luxury of relying on the SACS' Reserve Fund to cover gaps in our cash flow; consequently, we respectfully request that you process your invoice as soon as possible so we can maintain a positive financial status.

In addition, some of you have indicated that you have specific tasks that CTECS could do for you in lieu of or in addition to membership. If this is the case, you should contact us directly so we can arrive at a mutual agreement regarding what we can do for your state. If your state feels your dues are excessive for what you receive, please let us know and we'll be glad to consider other options since it is very important for us to keep each and every state involved. Once your state has signed the documents, please return one copy with original signatures to CTECS.

We sincerely appreciate your long time loyalty and continued support.

Sincerely,

Ronald D. McCage, Ed.D.
President

Enclosures
RDM/drw

CTECS
Career and Technical Education
Consortium of States

CAREER AND TECHNICAL EDUCATION CONSORTIUM OF STATES, INCORPORATED

MEMBERSHIP AGREEMENT

This AGREEMENT is between the State of Maine and the Career and Technical Education Consortium of States, Incorporated (CTECS) (formerly VTECS/SACS) under the policies established by the Board of Trustees of CTECS.

(1) The purpose of CTECS is to promote the systematic research, development, and implementation of high quality, competency based education and training concepts, materials, and software by securing the active participation of local, state, and federal agencies as partners in the endeavor.

(2) The AGREEMENT is for a period of one (1) year, (July 1, 2010, through June 30, 2011) and will be renegotiated annually within sixty (60) days prior to termination.

(3) The annual membership fee will be twenty thousand ($20,000.00) DOLLARS, which covers all consortium activities, development of new products, and updating of existing products. Payment of the annual membership fee entitles the member to all rights and privileges of CTECS as specified in the Bylaws and Policies as adopted by the CTECS Board of Trustees.

(4) All materials developed by CTECS become the property of every member through CTECS and are shared among the membership as per the policies, procedures and Bylaws of CTECS. Such materials may be sold, exchanged, or otherwise controlled by the Board of Trustees of CTECS, which is made up of representatives from each member state. Any funds realized from sales are used to update existing materials and to develop new materials.

(5) The accounting of all monetary receipts and disbursements under the provisions of this AGREEMENT will be through the Southern Association of Colleges and Schools Commission on Colleges and CTECS. An annual third party audit using generally accepted auditing standards will be performed by a certified public accounting firm selected by SACS COC and CTECS, which includes the single audit act requirements as specified in OMB Circular A 133 and EDGAR where applicable.

This AGREEMENT may be amended when necessary with the mutual consent of the CTECS Board of Trustees and the participating member.

Ronald D. McCoge
President, CTECS

25 March 2010
Date

Wanda S Monthey
Team Leader
State Director for Career and Technical Education
OR Responsible Official

5-13-10
Date

1866 SOUTHERN LANE • DECATUR, GEORGIA 30033• 404. 679.4501, Ext. 3543 • FAX 404.679.4556 • www.vtecs.org

B-3.b

Establishing a Next Generation Learners Innovation Lab

A Self-Assessment Tool to Determine Readiness

INTRODUCTION

Purpose: To Help States and CCSSO Identify Levels of Readiness for Change and Innovation

You are receiving this self-assessment tool because you submitted a statement of interest in establishing an Innovation Lab and joining the Innovation Lab Network in response to a general invitation issued to states on December 15, 2009 (see attached). The tool is designed to assist you in a review and detailed analysis of your state's readiness and capacity to establish and sustain a Lab for a period of five years as part of a learning community of states and partners. The tool also provides a format for submitting evidence of readiness and capacity to the Partnership for Next Generation Learning (NxGL Partnership). The founding members of the NxGL Partnership are CCSSO, the Stupski Foundation, and participating states.

The chief and his/her senior leadership will lead the Innovation Lab. It will require the support of the state board of education or equivalent entity that would be able to commit to sustain and support the effort over a five-year period. The level of effort will be intensive. The state education agency (SEA) will be leading all levels of the education system and their partners in design and development of an aligned, nested system of policies and supports with the learner at the center.

This is a complex undertaking that requires constant learning, rapid correction cycles, and an intense focus on outcomes for students. States identified as Labs must demonstrate readiness and capacity to engage in active research at all levels of the system. Leaders and practitioners in Innovation Labs will become active researchers themselves. One of the first major tasks for Lab leaders will be to work with the NxGL Partnership to co-design a research, design, and dissemination agenda (RD&D) that supports migration toward systems that enable and scale next generation learning. It is important to note that the Innovation Labs Network is not a research project; it is an initiative supported by a research agenda to help secure the scaling and sustaining of transformational change that states desire.

NOTE: The first several pages of this document present background information about this initiative and how it will help you accomplish your goals to transform your state education system. The self-assessment, which contains three parts, begins on page 7.

What is the Innovation Lab Network?

The Innovation Lab Network has two groups of members: Innovation Labs and Affiliates. The nucleus of the Network is the small group of state Innovation Labs that will carry out the RD&D agenda in earnest. An Innovation Lab is the SEA and one or more local education agencies (LEAs), schools in the LEAs, and partners—or comparable structures if your state uses non-traditional models (e.g., no state board, use of intermediate units/service agencies). The state—comprised of the SEA and its partners—is the Lab.

Affiliate status is an option for states that decide not to seek Lab status or are not identified as Labs in the initial implementation of the Network. Affiliate members of the Network are part of the learning community. Affiliate states are not engaged as intensively or supported as directly as those states selected for this initial launch of the Innovation Labs. Affiliates are good candidates for Lab expansion. To be an Affiliate, the SEA does not need identified LEA and school partners, but may include them. An LEA may not be an Affiliate without the SEA.

B-4.9

Value and Benefit

The NxGL Partnership and the Innovation Lab Network will represent a unique and deeply-focused interaction between the public and private sector, multiple levels of government, formal and informal education providers, early childhood programs, postsecondary education, and communities to create new systems of public education that can deliver breakthrough results for students at scale. States that join the Network are contributing their own expertise, benefiting from that of others, and agreeing to co-create new knowledge, capacities, and tools that will, ultimately, benefit all states and communities. The Innovation Lab Network is emerging at an unprecedented time when states are experiencing the largest investment of federal dollars in education, are experiencing extreme financial duress as a result of the downturn, and are under intense pressure to innovate with aggressive timelines to raise levels of achievement for all students.

The Innovation Lab Network is not a grant program. Because we are seeking a sustainable effort that can be scaled, the state will need to use new or reallocate existing funds to support this work as part of their system redesign. We are pursuing seed funding from foundations and other partners to help cover a portion of staffing, travel, meeting, or other costs states may incur while establishing a Lab and designing funding strategies. We are also seeking funding to assign a Transformation Coach to each state, who would work with the SEA and partners on behalf of the Network (see chart below).

Our analysis has shown that those leading transformation have three needs in common: knowledge, tools, and community. The Network will be connected through a platform that supports collaborative knowledge building, provides access to tools and resources, and develops community among members. All of the learnings and tools developed in and for the Lab Network will be shared throughout the Network. The Network will benefit from developing learning and sharing relationships with people and organizations that are already realizing success through innovative practice in education and other sectors, nationally and internationally. The Partnership has identified three primary groups of leaders whose needs will be targeted and whose opinions the Network will influence:

1. Policy and funding leaders: State chiefs as well as federal policymakers, senior SEA staff, governors, state boards, philanthropy, and private investors
2. Local leaders: Superintendents and key district officials, school boards, mayors, youth development organizations, community groups
3. Instructional leaders: School principals, curriculum specialists, teachers, and informal educators such as after-school practitioners

While both Labs and Affiliates share many values and benefits, the Labs will be on the forefront of change. They will expose themselves to the highest degrees of innovation and risk and will require more direct and intensive supports. The table below summarizes how value and benefit may differ:

Supports Provided by NxGL Partnership to Network	Innovation Lab	Affiliate State
Advocacy to engage federal actors and institutions in ways that support the work of the Labs (i.e., flexibility in use of funds or reporting)	Yes	No
Power of collective state action to support difficult decisions and influence policy	Yes	Yes
Access to cross-sector experts, national and international	Direct access	Access through online community
Exposure to exemplary practices and practitioners	Direct access	Access through online community
Communications planning and materials developed to support in-state design and implementation	Yes	Yes
Engagement in cyclical process of active research	Directly engaged	Observing
Effective practice tools and systems diagnostics (to be identified with the Labs and complementary to the work being done by states through CCSSO and other relationships)	Yes; with dedicated coaching and support	Yes
Transformation Coach	One per Lab; (NxGL Partnership currently seeking financial support)	No

6.4.b

Supports Provided by NxGL Partnership to Network	Innovation Lab	Affiliate State
Community of practice/collegiality	Yes	Yes
Co-design of RD&D agenda, professional development planning, and other Network resources	Yes	No
Incentive grant for travel and start-up activities	Yes; (NxGL Partnership currently seeking financial support)	No
In-person and online workshops, forums, and convenings	Yes	By invitation only
Access to a committed community, inside and outside education, that is dedicated to the hard work of transforming public education	Yes	Yes

Management of the Network

The Council of Chief State School Officers will manage the Innovation Lab Network through a core team connected to the Next Generation Learners initiative and working under the direction of the NxGL Partnership, which includes the guidance of Network members through their chiefs. The CCSSO team will consist of a Network manager, an assistant, a cadre of Transformation Coaches, and a cadre of Research & Learning Specialists. The Network manager will be responsible for the operations of the Network in support of the Labs and plan and coordinate responses to Lab and Affiliate needs.

A Transformation Coach will be dedicated to each Innovation Lab, to work at the state, district, and local levels supporting leaders in the process of change and working as the chief's primary liaison to the Network. Research & Learning Specialists will work with the Coaches in the Labs and the state teams to help with the iterative process of analyzing and transferring research and learnings from throughout the Network to practical application inside the Lab at all levels. At the Network level, the team of Transformation Coaches will help design professional development for and promote collaborative knowledge-building within the learning community of the Network. While the Affiliates will not have Transformation Coaches and Research & Learning Specialists assigned to them, they will benefit from the work of these professionals across the Network.

INNOVATION LABS

If your state establishes an Innovation Lab, the NxGL Partnership expects that the chief will designate leadership within the SEA to coordinate the work of the Innovation Lab across the state, district, and local levels and facilitate effective interaction with the Network. Supported by the Lab's Transformation Coach, initial expectations of the SEA are to:

- Establish a project management structure and core leadership team within the state that reflects state, district, and school levels as well as representatives of key influencers and/or community partners (e.g., the core team might be comprised of the chief, a deputy, superintendent(s), principal(s), and one or more key influencers or community partners);
- Adopt protocols from guidance established by the Network for the Lab to facilitate the exchange of information, coordination of needs, brokering of resources, and the dissemination of learnings from the Lab throughout the state;
- Participate, with the core team, in a Network planning meeting in late May to begin the processes of prioritizing and co-designing a research agenda, designing a Network governance and advisory structure that is responsive to the needs of states, establishing rules of engagement for participation and alignment of partners at the state and Network levels, and determining how Labs will identify, measure, and report performance; and

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- By September 2010, establish a 12 – 18 month action plan for the Lab that describes goals and objectives in the context of the NxGL agenda, how conditions that foster change and operationalize NxGL attributes will be created, what knowledge and skills exist within the state that can be accessed to support the Lab's work, how performance will be tracked inside the state, and how the Lab will mobilize stakeholders and the public to participate in and support migration to a new system.

At this point in time, the Partnership anticipates that Labs will be expected to participate in the following major events in 2010:

- A working meeting in May of the core leadership team from each Lab;
- A visit by members of the NxGL Partnership to the state in June or July to build relationships with key players, discuss the state plan, and identify needs; and
- A meeting in October of larger state teams from all of the Labs, the Affiliates, experts, and exemplar practitioners, and Network partners.

The Critical Attributes as Design Principles for Innovation Labs

State chiefs have adopted a set of critical attributes to describe the characteristics or conditions of a transformed student experience that they believe will lead to higher levels of achievement for all. The attributes are not a set of program strategies; they are principles that can be used to guide and inform the process of systems redesign for the most basic elements of public education. The attributes spring from three primary sources:

1. A deepened understanding of learning: The science of learning has progressed dramatically since the basic structures and processes of the public education system were put in place. The gap between what the emerging research tells us and the common experience of students in schools has been widely noted. Three of the six attributes draw from advances in what we know about how learning happens. Each of them represents a fundamental but inter-related dimension of the recognition that "all learning is personal."
   - **Personalizing Learning** calls for a cyclical process of planning, reflection and action linked to a data-driven framework to set goals, assess progress, and ensure that students receive the academic and developmental supports that each needs. Planning is the mechanism through which students advocate for their needs, reflect on their progress, and assume responsibility for their own learning.
   - **Performance-based Learning** puts the learner at the center of the learning process. Students progress as they are ready and are credentialed based on individual mastery, unrestricted by time or place of learning. Expectations must be high, clear, and commonly shared, but opportunities to meet those expectations and options for demonstrating learning should be customized, personally relevant, integrated into the learning process, and diverse.
   - **Authentic Student Voice** ensures that students are deeply engaged in directing and owning their individual learning and enlisted in shaping the nature of the education experience among their peers. Enabling and honoring student voice helps build strong relationships between students, educators, and community, fosters cultural competence, and promotes mutual trust and respect.

2. A better understanding of the socio-cultural link between learners and learning: The United States represents a highly diverse slice of the global population. If learning is to be personal for all learners, the education system itself needs to be much more socio-culturally conscious. This implies new and more intensive relationships among schools, community agencies, formal and informal learning providers, and families.
   - **Comprehensive Systems of Learning Supports** address physical, social, emotional, and cognitive development along a continuum of services, so that all students have opportunities that enable success by addressing barriers to learning, enhancing engagement, and reengaging disconnected youth. The resources of school, home, and community must be woven together to provide a full array of services.

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3. The recognition that the world has changed: In one century, we have moved from a highly localized industrial and agrarian economy to a global knowledge and service economy that is competitive across borders and enabled through technology. Economic transitions and shifts are playing out in every community. Our educational well-being, as individuals and as a nation, drives our economic well-being. This means that the end game for public education has changed.
   - **World-class Knowledge and Skills** require achievement goals to sufficiently encompass the content knowledge, skill sets, and new literacies required for success in a globally oriented world. Every student must be prepared to engage in a broad range of learning experiences inside and outside of school with people from different backgrounds and cultures.
   - **Anytime, Everywhere Opportunities** are a natural environment for young people. Constructive learning opportunities should exist in all aspects of a child's life. In a global society, public education must be accessible through both the geographic and the Internet-connected community. Technology can help us ensure that no student is excluded from experiences that would fulfill personal goals and aspirations because of race, zip code, special circumstance, or ability to pay.

Striking the Right Balance

The attributes form the basis of our beginning hypothesis and allow us to envision how the entire education structure—from governance and funding to facilities and infrastructure—might be transformed in order to scale a new system. Because the kind of transformation we seek is unprecedented, as we form that vision for personalized learning all partners will need to strike the right balance between being highly prescriptive and completely agnostic about how to proceed.

INSTRUCTIONS FOR COMPLETING THE SELF-ASSESSMENT AND SUBMITTING EVIDENCE TO THE NxGL PARTNERSHIP

Informational Webinar: Monday, February 8, 2010

This self-assessment tool accompanies a webinar scheduled for 4:00-5:00 PM EST, February 8, 2010, led by CCSSO Executive Director Gene Wilhoit, to introduce chiefs to the self-assessment and Lab identification process. We intend for the process of Lab selection to be based on a dialogue between the states and the NxGL Partnership so that all parties are clear about roles and expectations. Our goal is to reach a realistic and mutual understanding of each state's readiness.

Completing the Self-Assessment

The self-assessment is divided into three sections:
Part I: Statements of Commitment
Part II: Implementation of NxGL Attributes
Part III: Readiness and Capacity at Multiple Levels

Given the applications that states have just completed for State Fiscal Stabilization Fund, Race to the Top, and other initiatives, we hope that much of the information need to complete the self-assessment will be close at hand. Give careful consideration to each criterion and be thoughtful about noting or referencing evidence of readiness and capacity. The NxGL Partnership's ability to consider evidence will be important.

- You may use this format, or recreate one that works well for you, as long as the information is presented clearly.
- Provide links to evidence in digital format, when possible.
- You may attach short electronic documents or excerpts from electronic documents, but they must be clearly identified with an attribute or criterion.
- Do not submit lengthy essays; be clear and precise.
- You may add additional information, but be brief.

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NOTE: We strongly suggest that a team gather the evidence to complete the self-assessment to convey a clear and comprehensive view of your state's readiness and capacities.

Submitting the self-assessment
This self-assessment should be completed and returned **in electronic form by Friday, February 26, 2010**, to Elizabeth Partoyan, CCSSO Strategic Initiative Director, Next Generation Learners, at elizabethp@ccsso.org.

We realize that the turnaround time for the self-assessment is rapid. However, we have established the February 26 due date to respond to states' interest in knowing whether or not they will be establishing a Lab not later than late March/early April so they may begin adapting staffing, professional development, and other plans for the 2010-11 school year. We hope that states can take advantage of the intensive work completed recently, or still underway, in preparation for Race to the Top, School Improvement Grants, and other federal initiatives.

IDENTIFYING THE INNOVATION LABS

Through a selection process based on the criteria in this tool, the NxGL Partnership will identify a small number of states and invite them to enter into a Memorandum of Agreement (MOA) to establish an Innovation Lab. The number of Innovation Labs established initially will be limited to ensure that each is supported appropriately through the Network. Based on the enlistment of additional resources and partners, we hope to begin the process of adding new Labs later this year. We will accelerate that timetable, if possible, based on interest among the states.

The Review Process
- When the self-assessment is submitted, CCSSO will conduct an internal review to examine the state's self-assessment and the supporting evidence
- Submissions that provide strong evidence of readiness will be forwarded to an independent panel of reviewers. The panel will be comprised of thought leaders and experts who understand public education and support the NxGL agenda; the panel will not include persons with commercial interest in Network support and implementation
- The independent panel of reviewers will submit non-binding recommendations to CCSSO
- CCSSO will prepare final recommendations for the Executive Director
- The Executive Director of CCSSO will make the final decision about which states will be Innovation Labs

Notification
States will be notified by Thursday, April 1, 2010, that they are invited to establish an Innovation Lab or join the Network as an Affiliate. A Memorandum of Agreement (MOA) signed by the chief and state board chairperson (or equivalent entity) must be returned no later than Friday, April 30, 2010. On or about April 30, 2010, the NxGL Partnership will issue a press release and announce the Labs and Affiliates that comprise the Innovation Labs Network.

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SELF-ASSESSMENT

Part I: Statements of Commitment

Note: Part I of the self-assessment requires no action on your part at this time. However, we want to make it clear that if your state would not be able to sign the following statements of commitment (which will be a part of the final MOA establishing the Lab), there is no need to continue completing the self-assessment. Signing the Statements of Commitment is a condition of joining the Network as an Innovation Lab. If your state would not be ready to or chooses not to sign the Commitments by April 30, 2010, it is not necessary to complete the rest of this self-assessment. If you would still like to join the Network as an Affiliate, simply notify Elizabeth Partoyan, CCSSO Strategic Initiative Director, Next Generation Learners, at elizabethp@ccsso.org.

States are in various stages of readiness and capacity to implement the NxGL critical attributes and transform their education systems. States will approach implementation of the attributes and the enabling systems in different ways and with varying strategies, according to their individual reform contexts and cultures. However, to become an Innovation Lab, a state must agree to pursue all of the attributes with a high degree of commitment and fidelity to the collective vision of the chiefs, through changes in enabling systems such as curriculum and assessment, educator development, information systems and research, funding, governance, and infrastructure. While initial implementation may be limited to a small number of districts and schools serving as Lab sites, the state is agreeing to pursue statewide implementation within three to five years based upon the impact of participation on outcomes for students.

To establish an Innovation Lab, the chief and the state board must sign a series of Commitments as part of the Memorandum of Agreement. The Commitments are:

The SEA and the state board agree to commit funds, people, and time to establish and sustain an Innovation Lab and to participate in the Innovation Lab Network for a period of three to five years.
The SEA and the state board will position the Innovation Lab as a high priority, including executive sponsorship of the chief, leadership by a deputy or other senior staff, and providing at least one full-time position to lead Lab activities within the state to liaison with the Innovation Lab Network and to coordinate activities and problem resolution within the SEA in support of local efforts.
The state board will put into place a cyclical process of learning and responding to developments in the Lab so that policy is systematically reviewed and adjusted with focus on improving outcomes for students.
The SEA and the state board have the authority and are committed to waiving and adapting policy quickly to remove barriers, enable innovation, and create new incentives for districts that participate in the Lab.
The SEA and the state board agree to secure local board approval for a three- to five-year commitment in at least one district to undertake systems change that will implement all attributes of next generation learning for all students in the district.
The SEA and the state board agree to secure participation of early childhood programs, social service agencies, postsecondary education, community organizations, and workforce interests in the Innovation Lab.
The SEA and the state board agree to adopt and implement common core state standards.
The SEA and the state board agree to lead Lab sites in a transition to the use of learning progressions with on-demand and curriculum-embedded assessment components that inform teacher decision-making to provide individualized instruction to every student without regard to age or grade designation.

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The SEA and the state board agree to enter into co-design with the NxGL Partnership of a data-sharing infrastructure to ensure that data from multiple levels of the system can be made available to the NxGL RD&D agenda, with appropriate administration of FERPA and HIPPA compliance, and to enter into data-sharing agreements with CCSSO to implement that infrastructure throughout the Lab sites and across the Network.
The SEA and the state board will commit to examining all aspects (e.g., finance and human capital systems, technology and communications infrastructure, organizational design/structure, etc.) of the current education system and be prepared to lead change beyond incremental improvement toward genuine and enduring transformation.
The SEA and the state board will document and share through the Network, on an on-going basis, how policy and practice are being adapted, changed, or created to support implementation and will bring forward evidence of the impact on students.
The SEA will participate actively and consistently in Network meetings and contribute to the online community of practice.

Part II: Implementation of NxGL Attributes

Based on the white papers adopted by the CCSSO Next Generation Learners Committee, we can anticipate some of the ways that the student experience will become highly personalized.

Note: For Part II of the self-assessment, we are asking that you complete the blank sections in the following chart by identifying successful examples of implementation of personalized learning in your state and/or citing specific services and programs (hyperlinks are encouraged) that manifest the attributes at the state or local levels.

(The examples provided below are for illustrative purposes; they are not a set of requirements. The attributes can manifest in many ways. For the initial group of Labs, the NxGL Partnership is seeking states that are realizing success in several of these areas.)

Attribute	Characteristics	Some Examples of Implementation
Personalizing Learning We anticipate mass customization of learning so that we are better able to anticipate, diagnose, personalize, and deliver what each student needs. This attribute goes well beyond the simple presence of plans for individual students to a delivery and support system that changes and adapts based on the student's aspirations and progress.	Educators collaborate around the needs of students, differentiating instruction and building capacity to respond to needs on a just-in-time basis. Comprehensive data systems guide decision-making about individual students, provide just-in-time information about the status of any student, and signal needs for intervention. Every student receives individualized supports to plan for success in college and career; this includes a comprehensive and consistent planning mechanism as well as advising and coaching from the early years through the transition from high school.	An individual learning plan process that is owned and managed by the student Time for adults to collaborate around the needs of students as part of their core professional responsibilities Comprehensive, longitudinal data systems or information utilities that can serve student record-level data but have appropriate legal and privacy protections Redefined roles for advisors and guidance counselors and new models for deploying counseling and advising services

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Attribute	Characteristics	Some Examples of Implementation
	Data and information, aggregated and updated from a number of sources, about the student's plan, progress, academics, and extracurricular activities; system is available online in real-time to the student, parents/guardians, and others who are providing services and supports.	Individual learning plans that follow the child, are not building-based, and that evolve with the student from year to year, school to school The school uses information from student plans to inform teaching needs, course offerings, and extracurricular opportunities

Evidence of Personalizing Learning: We have many districts that have structured their high schools to graduate students meeting the state standards as well as local standards. These schools provide immediate interventions when students are not demonstrating achievement – such as noon that day or right after school. Because the schools base their programs on standards it is clearer to see when students are not succeeding as opposed to waiting for a mid term progress report or end of course failure that will require credit recovery. The diploma is based on meeting standards not seat time. State law also requires that all students in alternative education programs have a personal learning plan. Many schools that have organized the school into smaller communities where a team of teachers share students and meet to share concerns and plan interventions to support the students in need. The schools in the Smaller Learning Communities federal grant program each have a concentrated focus on personalization that includes comprehensive strategies around teaming, interdisciplinary learning, differentiation, specific interventions, teaming, individualized post-secondary plans, and others. Some have highly personalized learning plans.

There are 27 career and technical education centers in the state that develop individualize student programs. The programs coordinate with the local high schools to support student success. Career and Technical Education Programs of Study that articulate programs for all CTE students from grade 9 through the community colleges.

Legislation during 2009 required that students must have access to multiple pathways to demonstrate achievement of the state's and local standards. Through this system, under development with the Educational Policy Improvement Center (EPIC), the Maine Course Pathways (MCP) syllabi identify the standards that are included in the course. The syllabi are reviewed by post secondary content experts to ensure that there is evidence of instruction in the standards, supporting activities and assignments and finally assessments that tall students have access to in order to demonstrate achievement of the standards. The multiple pathways component allows the student and the parent, in addition to school personnel to select courses that electronically track the standards and inform the students if the path of courses will address all the standards in the content area. This allows the students to design a four year personal plan that will provide the students with access to and the opportunity to demonstrate achievement of the standards as required in state statute. The system is web based and allows the student, parent , guidance counselor or teacher to review different pathways that will meet the student's need in a quick and more efficient way than paper process which would be time consuming and be like a putting together a puzzle. The Department of Education is also working toward the syllabi and transcript of achievement of the standards being included on the state data system where the student's transcripts could be sent to post-secondary education institutions. http://www.maine.gov/education/mcp/index.html and http://www.epiconline.org/maine.

The Department of Education is working with the Re-Inventing Schools Coalition (RISC) to pilot the process the group used to implement a standards based education system. Currently working with two school districts for full implementation and an additional four that are implementing various components of the system built on the Malcolm Baldridge award process that includes students contributing to their own learning process and demonstration of standards. In addition new school systems have expressed interest in becoming part of a second cohort of full implementation. Students work with their

B-4.1

Attribute	Characteristics	Some Examples of Implementation
teachers to design personal learning plans that are similar to contracts and are mentored and supported by teachers. Using common rubrics that will be developed at the state level, individual student achievement of the standards is tracked using an electronic data system that is accessible by teachers, students, and their parents. This will restructure the entire school system and move away from a traditional grading system and to a system based on demonstration of standards. One high school is participating in both the RISC pilot and the MCP pilot. The Department of Education has also launched a statewide effort to provide professional development to all educators on 'Response to Intervention" strategies so that educators can understand how to address students' needs immediately and tie the intervention to achievement of the standards. A High School Diploma Stakeholders' Group, established by the 2008 Legislature, included in its recommendation that school districts be required to implement intervention strategies in a timely manner. The group's discussion centered around intervention strategies being used immediately modeled on one schools' practice of noon or right after school if the student has demonstrated through classroom work that they are struggling with successfully meeting the standard. The 2009 Legislature codified the requirement of implementing interventions to support this recommendation. By 2012 all school systems must develop and implement a system of interventions that ensures students are supported in a timely manner. School units throughout the state have implemented student data systems that have student and teacher portals that provide a transparent system for students and parents to track progress. The Maine Learning Technology Initiative's (MLTI) 1:1 computing program provides students and teachers with robust, modern laptop computers to aid with the teaching and learning process. In addition to the laptop computers, the program provides an online virtual learning environment (Studywiz) capable of providing online learning spaces as varied as private to an individual student and teacher to a collaborative space that combines students and teachers from across the entire State of Maine. Studywiz also provides an online personal learning plan management system that teachers and students can leverage to help document and manage their own PLP. The motto of the MLTI is "a personal digital device, at the point of learning, as defined by the learner". MLTI provides teacher training and support to foster truly student-centered teaching practices and backs it up with powerful tools to provide the educational and professional software tools, access to the Internet (and therefore experts, content, and peers), and the capacity to engage with data systems.		
<u>Comprehensive Systems of Learning Supports</u> We anticipate systems of support that are tiered and weave together the resources of school, home, and community to provide a full array of services that follow the child, rather than being building- or school-	Public education will focus on developing inter-personal skills as part of the process of preparing all youth for success in life, work, and career Public education will learn enough about individual circumstances, needs, and interests to design and make available services that are both appropriate and	Standards that address interpersonal skills Systematic engagement of non-school partners to plan and deliver services State-level inter-agency data sharing agreements New, more comprehensive service delivery models at

B-4.1.

Attribute	Characteristics	Some Examples of Implementation
based.	accessible Services should reach students in unique placements and circumstances Learning support system begins as soon as children begin learning For youth who are at the most risk of failure, collaboration between public education, community, workforce, local government, and state agencies is essential	the state, regional, and local levels Coordination across multiple early childhood programs Universal access to early screening and interventions System of at-risk indicators taking into account academic and non-academic factors Coordinating interventions across formal and informal settings Flexibility in policies related to attendance, calendars and schedules, retention and promotion, access to alternative pathways and other practices at the student level

Evidence of Comprehensive Systems of Learning Supports:

The Guiding Principles included as part of Maine's *Learning Results* System (state standards) have been evaluated by the 21st Century Partnership and EPIC as being true 21st Century skills and a solid base for students' preparation for post-secondary education, careers and citizenship. This effort reflects the vision of the Executive and Legislative branches of government. These are included under the World Class Knowledge and Skills section. http://www.maine.gov/education/standards.htm . All of the syllabi developed under the Maine Course Pathways include habits of mind that are required to be successful both in school and after graduation from high school. As part of our development of rubrics that measure the content standards, the rubrics will use the content to measure the Guiding Principles. This will support students having not only the content that is needed for success but also, and perhaps even more critical, the cognitive strategies, skills and knowledge to be successful in life after high school.

One of the eight content areas of the content standards (Maine's *Learning Results*) is "Career and Educational Development". Career and education development helps all students gain the knowledge, skills, and behaviors to interact with others, set goals, and make decisions related to career, college, and citizenship. Success in the twenty-first century differs significantly from the twentieth century model. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to enhance that base, to collaborate, to self-direct, and to adapt to change. Individuals will need to adapt their goals and decisions over their lifetimes in relation to school and workplace requirements and personal responsibilities. As part of career and education development, students must see education as a continuous lifelong process that will prepare them for and make them adaptable in a complex, information-rich, and fast-changing world.

The Maine Department of Education has been working across agencies on a variety of efforts to support students' learning and development. The 2009 legislature passed legislation that allows the MDOE to collect social security numbers of students with an opt out for parents. This will allow the state

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Attribute	Characteristics	Some Examples of Implementation

agencies to develop data systems that cross state agencies.

The system of interventions required by statute by 2012 is a comprehensive PK-12 system ensuring that students do not fall behind at any stage of the educational system.

In the summer of 2009, 268 participants took part in the Maine Dropout Prevention Summit, sponsored by America's Promise. A compilation of action steps has been developed and the Shared Youth Vision Council and the Truancy, Dropout and the Alternative Education Advisory Committee have brought elements of the action plan into their strategic plans. The Summit's work continued with 300 people attending the Juvenile Justice summit called by the Chief Justice. Recommendations corroborating with the Dropout Summit were brought forth into legislation, unanimously supported by the Education Committee and Justice Committee are now headed to the full legislature. Participants at the Summit included judges, lawyers, commissioners from multiple state agencies, educators, the public and the legislature. Synergy has developed around core items of establishing a 90% graduation rate by 2016, studying expulsion, suspension, zero tolerance, truancy and examining the mandatory attendance age (increasing to increase graduation through multiple pathways). Under one of the bills, eight regional district councils which will call together high level representatives who will establish policy, practice, and commit funding towards realizing the goal knowing that it will take collaboration across agencies and community organizations. It is clear to leaders in Maine that when students drop out, are pushed out, that there becomes a pipeline for some into the juvenile justice system. This collaboration will realize at a local level what happens at the state level where representative from government, state and local, and non government/community organizations come together to address the needs of students who are disaffected or at risk. Under the legislation multiple state agencies will work together (expanding on current collaboration) to develop a plan that identifies an ongoing mechanism for providing flexible funding for youth who are served by multiple agencies.

Keeping Maine's Children Connected is made up of liaisons from multiple agencies who work together to help support youth facing life issues and educational disruption. For students who do have educational disruption and do not meet the high school graduation requirements, the Department of Education is authorized to issue a diploma if the student presents evidence of meeting the state's standards. The commissioner shall issue a Department of Education diploma student who is unable to obtain a locally awarded diploma due to disruption of education resulting from homelessness, unplanned psychiatric hospitalization, unplanned hospitalization for a medical emergency, foster care placement, youth development center placement or some other out-of-district placement that is not otherwise authorized by either an individualized education plan or other education plan or a superintendent's agreement . The diploma must be issued to students who have successfully demonstrated achievement of the content standards of the system of learning results established in addition to any other diploma requirements applicable to secondary students. http://www.maine.gov/education/disruption/law.html

For some youth the traditional school system is not working. The multiple pathways listed in the statutes provide new options for all students include adult education, alternative education, career and technical education, Jobs for Maine's Graduates, After School Network/21st Century (grant to make extended learning a part of the regular educational system). Jobs for Maine's Graduates is a non-profit organization that over its 16 year history, has provided more than 20,000 students who were at the highest risk of disengaging from school or dropping out of school with the skills and motivation needed to succeed in higher education and the workforce. Through JMG programs, high-school and middle-school students discover their individual talents, develop skills, and seize opportunities to achieve their personal potential. JMG offers a venue for students to interact with employers and community-based organizations. The JMG program teaches 37 core competencies comprised of six skill sets: personal skills, leadership skills, communication skills, job attainment skills, job

6-4-10

Attribute	Characteristics	Some Examples of Implementation
success skills, and career development skills. http://www.jmg.org/about/ Each of the programs for career and technical education in our centers have advisory committees made up of professionals in the community who commit to supporting students achieving career and life skills. Community members and business and industry members provide students with hands on experiences through internships and work experience. Maine has supported the establishment of four year old preschool programs to provide our youngest students with a jump start on developing skills that will make them successful throughout their school career. http://www.maine.gov/education/fouryearold/establish.html Maine Educare is the first Educare site in New England and is designed to serve between 150 and 200 mostly low-income children from before they are born to age 5, during this most critical brain development stage. The goal is to measurably increase their school-readiness and significantly reduce unnecessary special education costs. Parents and caregivers are essential partners in preparing children for school and Maine Educare supports them with education and comprehensive supports to improve health, self-sufficiency and long-term parent and child well-being and success. A private/public partnership, Maine Educare serves as a state-of-the-art professional development and resource center for child care professionals across the state, as well as a teaching lab for students seeking an early childhood degree in Maine. By providing students with personal laptop computers, MLTI helps to bridge "in-school" and "out-of-school" efforts and systems. Online communication and data systems become universally available to students, teachers, and parents, and access to the necessary technology to engage with these support systems is virtually eliminated by providing students with MLTI devices. An important purpose of having all students with the state supported laptops is the installation of a parent link so that the use of technology goes beyond the classroom of the students and into the homes so parents also can access and learn.		
World-class Knowledge and Skills We anticipate a system that prepares all students with a solid foundation in core academics and the skills and competencies that allow them to apply, deepen, and create new knowledge in a globally competitive world.	As self-directed learners, students practice and master critical habits of mind in formal and informal learning situations as part of their educational experience. From an early age, students self-identify as high school graduates who will participate in college and/ or workforce training and be life-long learners. Students view acquisition of a second language as a necessary skill.	Credit is given for inquiry-based experiences working in the community where students are working to investigate and solve real problems as part of a team Interest-driven curriculum is available that allows students to "go deep" into specialized areas of academic and career interests, working with and mentored by practitioners in the field Students are routinely joining learning communities

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Attribute	Characteristics	Some Examples of Implementation
	Students learn to be open-minded and actively seek to understand cultural norms; they are provided with opportunities to interact, communicate, and work effectively outside their immediate community and peers. Students are cognizant of and understand issues of global competitiveness, the link between education and earnings, and cultural competence. Students and their families/guardians are actively engaged in planning and preparing for the transition to and through postsecondary education and into the world of work.	through technology that span locale and mingle cultures K12, postsecondary education, and workforce training align policy, practice, fee structures, and support services to create easily-navigated pathways for students

Evidence of World-class Knowledge and Skills:

Maine's vision that all students will graduate from high school prepared for post-secondary education, careers and citizenship is codified and is a vision for all students pre-kindergarten through high school. Our "Guiding Principles" are to be integrated throughout the curriculum and for every student every year. We are in the process of developing rubrics that will use the content in the subject areas to measure achievement of the principles. The Guiding Principles are:

A. A clear and effective communicator who:

1. **Demonstrates organized and purposeful communication in English and at least one other language;**
2. **Uses evidence and logic appropriately in communication;**
3. **Adjusts communication based on the audience; and**
4. **Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);**

B. A self-directed and lifelong learner who:

1. **Recognizes the need for information and locates and evaluates resources;**
2. **Applies knowledge to set goals and make informed decisions;**
3. **Applies knowledge in new contexts;**
4. **Demonstrates initiative and independence;**
5. **Demonstrates flexibility including the ability to learn, unlearn, and relearn;**
6. **Demonstrates reliability and concern for quality; and**
7. **Uses interpersonal skills to learn and work with individuals from diverse**

D-4-n.

Attribute	Characteristics	Some Examples of Implementation

8. backgrounds;

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]

1. Observes and evaluates situations to define problems;
2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
3. Identifies patterns, trends, and relationships that apply to solutions;
4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
5. Sees opportunities, finds resources, and seeks results;
6. Uses information and technology to solve problems; and
7. Perseveres in challenging situations;

D. A responsible and involved citizen who:

1. Participates positively in the community and designs creative solutions to meet human needs and wants;
2. Accepts responsibility for personal decisions and actions;
3. Demonstrates ethical behavior and the moral courage to sustain it;
4. Understands and respects diversity;
5. Displays global awareness and economic and civic literacy; and
6. Demonstrates awareness of personal and community health and wellness;

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
2. Evaluates and synthesizes information from multiple sources;
3. Applies ideas across disciplines; and
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

In many schools senior projects, scientific inquiry reports and projects that culminate the educational career and are graduation requirements, give students an opportunity to pursue personal interests or challenges that are driven by the student. The projects bring together 12 or 13 years of education and are a transition to the independence of young adulthood in college or work.

Maine's system of *Learning Results* includes eight content areas in the Parameters of Essential Instruction and Graduation Requirements. http://www.maine.gov/education/lres/pei/index.html The Career and Education Development standards begin addressing habits of mind that will lead to success in post-secondary education and careers and as citizens in the 21st century. The standards are articulated and develop over the educational system. The Education and Career Information standard (B3) and The Planning Process (C!) explicitly have students in grades 3-5 looking at post secondary and career opportunities. The depth increases as the student moves up the educational system. The impact of additional education and training on earnings is included in both these standards and in the social studies standards.

The Parameters for Essential Instruction and Graduation Requirements World Languages standards support the Guiding Principle on having communication

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Attribute	Characteristics	Some Examples of Implementation

skills in at least one other language. The content standards are also for PK-Diploma. Some schools have been able to implement a comprehensive elementary through high school programs but most begin in middle school and/or high school. While all of the content standards are intended to be achieved by all standards, lack of available teachers in the languages has created challenges and now with the funding reductions schools are being given waivers to not implement a Pk-12 world language program. Each high school must offer at least one world language of a two year sequence. The department is committed to supporting the developing world languages for all students. While our resources are limited we have signed Memoranda of Agreements with France, Spain, China, and Taiwan. These programs will help us expand opportunities for all our students. We have also brought in a work group to develop a plan for implementing programs for all students and identifying alternative methods of delivery when teachers are not available for each school.

Each January the Finance Authority of Maine (FAME) hosts College Goal Sunday across the state. These sessions bring in parents and students and help them fill out the FAFSA forms and to encourage all students to attend college. Over 70 of Maine's 130 high schools have at least 40% of their students qualify for free or reduced lunch. Many students will be the first ones in their families to go to college.

Programs such as Gear-Up, the Advanced Placement Program (AP), Early College and dual enrollment (high school students can take college courses where the college does not charge for half of the tuition and the Department of Education pays for half). These programs are school based which results in larger number of students having access to college level courses in their home school. Maine has also signed a MOU with the National Center for education and the Economy (NCEE) to have pilot high schools for having students achieve the high school requirements at the traditional second year of high school level and then move right into college level experiences including the International Baccalaureate (IB) and AP.

Since 2003 the MELMAC Education Foundation has provided funding to assist Maine high schools (public and private), vocational centers, adult education programs and non-profit organizations in adopting best practices from proven college access programs. Support Early Success In College gives $3.4 million over seven years in grants to eighteen Maine colleges. The initiative funds college student retention programs to increase the number of students who persist in college and graduate. Thirteen four-year institutions will each receive $225,000 over six years to promote these student retention programs. http://melmacfoundation.org/

Six years ago the Commissioner took a bold step at that time to require all 10th grade students to take the PSAT/NMSQT. Five years ago the decision was made to move away from the traditional high school assessment to using the SAT as the high school assessment. Then we added the 11th grade PSAT/NMSQT for all students. Students reported that they finally felt included and we have seen a higher number of students sending scores to Maine's schools. We are working on a study to see what impact this practice has had on college going and retention. Low income students having access to AP courses and taking AP exams significantly increases each year. More students who have not had access in the past to college level opportunities now do.

Students have increased their exposure to the world and global relationships through the MLTI program. Students are communicating with other students as well as professors at universities all over the world. Learning resources come through meeting with their peers and to experts on issues of concern to them. This has expanded their world view and creates a desire and demand to use the international community as real time learning as opposed to being within the four walls of the classroom.

D-4 p.

Attribute	Characteristics	Some Examples of Implementation
Maine has supported, with federal funds, a high quality service learning program. Students have identified a key issue or problem in their community and worked to solve it. The work has involved attending and presenting as well as bring policy recommendations to their community government, schools, school boards etc. It has involved activities from water quality to health care. Students who participate have a chance to meet with leading members of their communities and professional experts in areas in which they are working. This program has provided the students with the skills and commitment to be contributing citizens. **The Career and Technical Education program described above is based on programs of study that span grades 9-14. The programs of study become part of the total program a CTE student plans. This includes the prerequisite knowledge and skills that will lead to success in the high school program. High school programs articulate with the community colleges on the academic and industry standards needed to achieve a national industry certification. Students are explicitly, and parents, instructed in the articulation of the program and the need to continue immediately or to gain additional skills at the post secondary level. The post secondary college going rate is higher for CTE students than the general student population.** **In addition students may enroll in pre apprenticeship programs and demonstrate standards there as well as be prepared to move on to postsecondary work and education.** **The syllabi reviewed process in the Maine Course Pathways work is based upon college and career ready standards and habits of mind. The syllabi are transparent and for students and parents to understand how the course pathway links to college and career. As more pathways such as adult education and the apprenticeship programs become involved, students will have exposure to more options. The multiple pathways required by law require that students consider post secondary plans and how they can bests be prepared for them.**		
Performance-based Learning We anticipate a system that puts the individual learner at the center of an educational process that is personally relevant, challenging, and responsive to unique interests and abilities.	Focus of the accountability system is on student-by-student achievement. Students advance based on demonstration of content knowledge and skills when they are ready. Curriculum is standards-based and modular, so that students can enter and exit when they demonstrate proficiency. Assessments are embedded throughout the curriculum as part of learning progressions. Instructional strategies are based on authentic, extended inquiry into complex problems.	Courses and course-taking sequences have been replaced by learning progressions Performance events become part of state assessment systems Credentialing is based on performance, not time or endurance Course of study are "open entry, open exit" Grade and age-level groupings are not used for the purpose of placing students academically Interdisciplinary studies are common Students have choice in when they learn, what the learn, how they learn, and when and how they demonstrate their learning

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Attribute	Characteristics	Some Examples of Implementation

Evidence of Performance-based Learning:

With a learner-centered focus at its core, the components of shared vision, leadership, standards-based education, and continuous improvement radiate out from the core and inform all decisions made in the system.

All learning in Maine is based on the Guiding Principles and the state's standards. These are Maine's Learning Results; Parameters for Essential Instruction and Graduation Requirements. Currently the system is grade level based with the exception of some of our schools that are multi age. While students may remain in the school for the traditional period of time, the work is not at the traditional grade level but based on the individual needs of the students. Currently this tends to decrease as the students progress up through middle school and is rare at the high school. We do have high schools that are performance based where students must demonstrate the standards prior to moving on. While there are just a few at this time, through our work with RISC and NCEE as noted above, we have school systems moving toward a sole performance based system. The CTE centers are currently all performance based where students must demonstrate competence or may not move on to a high skill level.

A major effort is our work in partnership with RISC as noted in the above sections. Through these innovative pilots, two districts are creating a new vision for their students that will change from a traditional organization of the schools and the way student learning is evaluated. Students do not "compete" for grades or held to a different standard depending on the teacher or the district in Maine. The effort focuses on individual student performance measured again a common measurement, scoring guide or rubric. The goals for the cohorts that are formal pilots for this work are:

- Implement the critical components of a performance-based system as embedded in the RISC Model (Shared Vision, Leadership, Standards-Based Design, & Continuous Improvement)
- Develop demonstration sites to serve as exemplars of performance-based systems of education in the State of Maine, as defined by the Routine or Refinement levels of RISC's Organizational Self-Assessment Tool (OSAT)
- Establish a network of resources and support between and among participating implementation sites
- Utilize the state developed standards-based scoring guides which use the language of Maine's *Learning Results* to define proficiency along a continuum of performance levels

Teacher professional development and student involvement in the development of the process is critical and occurs at every stage. Additional districts have been attending the RISC workshops and symposia and developing plans to move toward a standard based system where students move at their own rate and have more choice in their learning and work. The syllabi, by identifying the standards within units of instruction will allow for a student to move through units and work on standards by unit of instruction. While the actual implementation of the standards based system may differ from district to district, there will be a common rubric statewide to which individual student performance will be measured. Record keeping keeps track of individual performance as measured with common tools on common standards. As we move to adopt the Common Core standards, the state will develop common rubrics tied to the standards, Maine's Guiding Principles, and college and career standards. Moving toward standards based performance, through multiple pathways and multiple measures, allows for students to demonstrate achievement of the standards anywhere, be it in school or extended learning opportunities.

Throughout the system assessments are embedded. This is done consciously and unconsciously. As part of the assessment work being planned right now we will be moving toward a more systemic method of embedded assessments. The syllabi I MCP are reviewed very closely to determine that the stated standards are assessed within the course and aligned with the standard and instruction. The MCP emphasizes access to the standards and instruction as opposed to random course selection that may or may not provide the same level of instruction to the standards. As research has shown, the instruction

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Attribute	Characteristics	Some Examples of Implementation
provided to students in 9th grade may be no different than in 12th. The review process for the MCP looks at learning progression to ensure that there is a increase demand in cognition. **Proposals for state graduation requirements have been made to use a set of performance assessments such as public policy projects/paper, scientific inquiry project or technological design project, four year wellness plan etc. The development of the rubrics will lead to a set of high level quality tasks that are integrated across content areas for schools to use. The rubrics will be based on the Guiding Principles and students can choose within these broad integrated topics how to demonstrate their knowledge and achievement of the standards.**		
Anytime, Everywhere Learning We anticipate a system where learning is unrestricted by time or place so that learning opportunity is everywhere in a child's life.	Learning environments are technology-rich. Direct 24/7/365 access to content, tools, and services from shared open-architected platforms support personalization and mobility. No student is excluded from learning experiences that will fulfill educational goals and aspirations because of zip code, special circumstance, or ability to pay. Learning is neither place- nor time-dependent; decisions about credentialing learning are not based on time or place of learning Extended learning opportunities, such as high-quality after-school and summer programs, are accessible to all. Students develop proficiency in newer and newer forms of information and digital media literacy. Public education is vigilant about technology access because it can close gaps or widen gaps that already exist.	What we now call "school" is one node in a much larger learning enterprise Learning repositories of Open Educational Resources replace traditional instructional materials adoption and deployment strategies Fully online and blended learning environments are commonplace; students are proficient in both Content, assessments, interventions, and collaborative tools are mobile – they can be carried the learner on devices that are provided and supported by the system
Evidence of Anytime, Everywhere Learning: **The MLTI (http://maine.gov/mlti/about/index.shtml) is the largest and only statewide 1:1 learning program in the United States. It reaches 100% of Maine's 7-8 schools, and currently 55% of Maine's high schools. MLTI policy requires that schools adopt policies that allow students to bring their laptops home at night in order to support their academic work. The program includes an online virtual learning environment that teachers may use in both a blended and purely**		

B-4.5.

Attribute	Characteristics	Some Examples of Implementation
online course style to support learning for students. The MLTI provides teacher professional development through a combination of online workshops in Studywiz, online webinars (http://www.maine121.org), regional workshops (http://www.mlti.org/events), and recorded content on iTunes U (http://tinyurl.com/meitunesu). Maine's current NCLB Title IID competitive grants are developing statewide networks of educators with a specific charge to seek out, and evaluate Open Education Resources within the context of Maine. In addition, grants seek to develop professional development in the innovative use of OER in classrooms. MLTI partners with non-profit and for-profit entities to provide free internet access to students who qualify for free and reduced lunch. The State of Maine passed 35-A M.R.S.A. § 7104-B in 1999 to establish the Maine Telecommunications Education Access Fund, http://www.maine.gov/mpuc/msln/index.html. This statute provides funding, that in conjunction with Federal E-Rate funding, maintains the Maine School and Library Network (MSLN). This network is the Internet provider to Maine schools and public libraries. In addition, the MTEAF along with other University and Maine State Library funding provide the Maine Virtual Library (http://www.maine.gov/marvel) known as MARVEL. MARVEL provides online content to Maine public libraries and schools as well as any Maine citizen from any Internet connection. Also, the Maine Walk-in Wireless program supports open access WiFi Internet connections in over 50 of Maine's public libraries. The Department received a grant to address policy issues around extended learning. Thirty two after school programs that are school, university and community organizations partnering together and implemented under the 21st Century Schools program that is aligned with the standards and students receive additional support to meet the standards during this time. Leadership from the principals has been pivotal as students who are at risk or need additional support of any nature are provided with teachers and space to achieve at higher levels. The programs provide a safe and supportive environment, high engagement for students and positive interaction. In addition the arts community is coming together to build a strong network of after school and extended learning opportunities for all students across the state. As part of the multiple pathways legislation, students may be able to demonstrate achievement outside the school walls and in the community by identifying standards that can be measured in new and multiple ways. The work we are doing around extended learning is based on the following principles: • Expands the definition of student success • Uses research-based knowledge about how students learn best • Integrates various learning approaches and places • Fosters intentional collaboration across all sectors • Provides new opportunities for leadership and professional development		
Authentic Student Voice	Student voice is a component of systems	Students assume ownership of their learning as they

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Attribute	Characteristics	Some Examples of Implementation
We anticipate a system that enables and honors authentic student voice so young people are deterministic about their learning experiences and paths.	transformation. The system routinely relies on and responds to data and information not just about youth, but from youth. Students see themselves as both consumers and creators of knowledge. Students work in formal and informal settings to motivate and inspire their peers to pursue education, meaningful work, and responsible citizenship.	mature, and become the chief architects of their learning journey Students have active, meaningful roles in planning and evaluating the services and supports they receive from the system Students establish and maintain meaningful relationships with the adults who serve as their advocates Student organizations have close connections in the community

Evidence of Authentic Student Voice:

Giving students meaningful voice in their learning and in the system in which they will learn is critical and in Maine, begins at the state level. The State Board of Education includes two student representatives. These students command a strong respect from the other members on the Board and do influence policies. The Board held a meeting in November in Portland High School which has a dropout problem. Here they heard from students who had dropped out and come back on the issues they had faced prior to dropping out. In all discussions since that time, the Board has reflected back to the voices of those students.

The Dropout Summit focused on students and the issues they faced. Instead of looking at research alone, students told their stories. They also met as a group to discuss how the system could change to support students and engage them so they would not leave school.

In 2005 a survey was conducted across the state to determine the percentage of students that were serving on local school committees and other involvement in the decision-making process of the local districts and communities. The range was from 3.9 percent in one region of having students on their school boards to over thirty percent. Many of the schools in the state also conduct asset surveys to determine how affected or disaffected students are in their schools.

The RISC work includes student voice throughout the process. Student voice is included in all professional development. At the last symposium 22 students attended and at least four were presenters and facilitators of groups of their teachers and administrators. From their own school and others in the state. Within the districts these students serve on the visioning committees, steering committees and are active in promoting the changes to a standards based system.

The MCP allows students to plan their high school program using the system to ensure that all standards will be met. As part of the development,t schools are using students to ensure that the work is challenging.

Schools involved in the NGA AP project surveyed students to determine what AP courses to offer.

D-4.4.

Attribute	Characteristics	Some Examples of Implementation
Including students who can tell their stories is increasing. For each presentation that is held on any topic we are seeing student voice considered the most important voice. When students attend and testify in front of the Education Committee in support of alternative education or other programs that support their learning needs, the impact on the committee members is clearly evident. But even more students are key participants and heard as school work on improving and reforming or re-designing their schools. It is also important to include all student voices – those for who the current system has worked and those for whom it has not. By providing 1:1 computing to students through MLTI, Maine bridges in-school and out-of-school experiences for students. As such, students are more empowered during informal learning experiences because they have ready access to powerful tools, communications, and resources both on the laptop and through the Internet. The technical design of the MLTI specifically mandated that the device provide powerful creation tools because of Maine's commitment to fostering students as creator of knowledge and not simply consumers.		

Part III: Readiness and Capacity at Multiple Levels

Following is a suggested format for completing the third part of the self-assessment. For each criterion, consider:

D-4-V.

Readiness & Capacity: In what stage of readiness is your state for this criterion? Think primarily about the state level and SEA-related policy and activity. If the capacity were present, is your state ready – does the policy and public will exist – to pursue genuine and enduring change? Do you have the capacity to meet the criterion (could be funding, human resources, expertise, public will, time, etc.)? If not, could you quantify the gap? Do you have a plan to increase capacity (You might want to use these same criteria to assess the readiness of districts in your state as candidates for Lab sites.)? Provide a ranking for readiness and for capacity, (e.g. High/Medium)

Evidence: What evidence exists about your state's readiness and capacity (could be policy or legislation, statewide or regional initiatives, a group or education partnership, etc.) that could be made available to the NxGL Partnership? Consider what information or people you would bring forward or reference if asked to demonstrate readiness or capacity in a particular area. Be clear and concise. Link to digital content whenever possible.

I. State-level Commitment to Transforming Public Education		
I.A. There is agreement among key state-level policy leaders and influencers, (i.e., governor, state board of education, postsecondary education, business and industry, teachers unions, legislative leaders) on the need for changes in public education that extend beyond optimization of the current model. The most influential of these leaders will endorse and actively support a state Innovation Lab.	High/Medium The Governor and Commissioner work closely together to form educational policy. A stakeholders committee on the diploma submitted their report to the legislature who adopted the multiple pathways, multiple measures of achieving the standards, and intervention systems. There was high level of support expressed by the higher education community for the NCEE's model of certification at grade 10 and then a focus on college and career and technical education. All of these groups will support an innovative approach to making students successful.	Diploma recommendations: http://www.maine.gov/education/diploma/index.html Citizenship: http://www.maine.gov/education/mecitizenshiped/ Articulation/Dual Enrollment http://www.maine.gov/education/it/articulation/index.htm Example of College for ME: http://collegeformeandroscoggin.org/ Jobs for Maine's Graduates: http://www.jmg.org/partners/ Pre-apprenticeship in partnership with DOL: http://www.maine.gov/labor/workforce_dev/index.html Governor's Workforce Cabinet:: http://www.maine.gov/labor/workforce_dev/workforce_cabinet.html Maine Coalition for Excellence in Education http://www.mainecee.org/ MELMAC Foundation: http://www.melmacfoundation.org/

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I.B. The SEA has fostered new teaching and learning models that could be characterized by the attributes of NxGL and can identify state-level leaders who are committed to transforming the system along those lines.	High Re-Inventing Schools Coalition (RISC) Multiple Course Pathways(MCP) Multiple Pathways for standards System of Interventions Maine Learning Technology Initiatives (MLTI) World Class Learning with NCEE The Commissioner of Education and Leadership Team have been working with the initiatives as have the State Board and the Education Committee. Working with the New England Secondary School Consortium (NESSC) the Maine Council is made up of the Commissioner, the PK-20/Adult Education and Federal Programs Team leader, the State Board Chair, the Senate Chair of the Joint Education Committee, the Assistant Majority Whip for the House of Representatives, the Governor's Education Policy Advisor, and a representative from business. A representative from higher education will be added. The purpose of this council is to provide support for the redesign of high school systems in the New England region.	An innovative school would be standards based with clear expectations through the syllabus, student achievement of standards as opposed to grades, potential students achieving standards at end lower high school grades and moving to career and college level courses through multiple pathways designed to ensure all students leave high school college and career ready, implementing a system of interventions to assist students achieve the standards. To support access for rural students to AP courses the Department has implemented AP4All offering 14 AP courses online to over 175 students. RISC: http://www.maine.gov/education/sbs/index.html http://www.reinventingschools.org/learning/ MCP: http://www.maine.gov/education/mcp/index.html http://www.epiconline.org/maine/ Multiple Methods of Assessment: http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6202-B.html Multiple Pathways: http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec4703.html NCEE: http://www.skillscommission.org/ MLTI: http://www.maine.gov/mlti/index.shtml NESSC: http://www.greatschoolspartnership.org/index.html The Mitchell Institute: http://www.mitchellinstitute.org/

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I. C. There is a level of openness in the state to innovation in P-12 governance, funding, management, and design. The state's most prominent examples of education innovation are profiled and widely discussed, and some communities have willingly adopted new models.	High The Department of Education has invited all school districts to the workshops and symposia that are designed to be build a comprehensive system redesign. Even though still in the pilot stage, over 400 educators in the state have attended RISC trainings. Thirteen high schools/CTE centers are participating in the MCP pilot. Thirty two schools signed up for the meetings on the NCEE pilot. Seven high schools are participating in the Small Learning Communities. Under the NGA grant to redesign high schools 22 schools held community forums and worked on redesigning schools. Five schools including one CTE center and one other district are participating in the International Center for Leadership in Education's (ICLE) Successful Schools Network (SSN) Our CTE Centers are working with the community colleges and the Department of Labor to implement programs of studies in innovative careers such as biomedical, green technologies etc.	RISC Cohort Schools: http://www.maine.gov/education/sbs/index.html MCP: http://www.maine.gov/education/mcp/index.html NCEE: http://www.skillscommission.org/ SLC: http://www.greatschoolspartnership.org/work_grantprograms.html SSN: http://daggett.com/spn.html The Maine Learning Technology Initiative began in 2002 and maintains 1:1 computing for students in grades 7-8 using State funds. In 2004 31 high schools began pilots in grades 9-12 using local funds. In 2009, 55% of Maine's high schools expanded 1:1 computing for students using local funds. The state program for determining state subsidy for LEAs is the Essential Programs and Services (EPS). The formula is based on the cost determined to provide adequate resources for the LEAs to implement the Learning Results System with the state allocation being the difference between that cost and the local ability to pay. Districts have flexibility on how they use those costs as long as the programs meet state requirements. Because of this, the local district can redistribute funds to meet the needs of implementation.

15-4-9

I. D. The SEA and state board (and/or other authorities governing K12 education) have the authority and are committed to waiving and adapting policy quickly to remove barriers, enable innovation, and create new incentives for districts that participate in the Lab. They are confident that other state-level leaders will generally support their decisions.	Medium – High The state plans to adopt the Common Core as soon as the final version is released. The state will adopt the core, through the rule making process. There is a bill before the Education Committee that will provide the Commissioner with the authority to adopt an emergency rule. The Commissioner has the authority to waive some requirements in order for schools to implement innovative practices. The state board can establish rules that allow for innovative practices and have accepted for consideration construction projects that are innovative. Support for changes will be easier at the local level than for some of the education organizations as a blanket. State level educational associations will support local plans.	LD 1800: http://www.mainelegislature.org/LawMakerWeb/summary.asp?ID=280035717 An Act To Adopt the Common Core State Standards Initiative Ch. 125 Basic Approval Standards: Public Schools and School Administrative Units Ch. 127 Instructional Program, Assessment, and Diploma Requirements http://www.maine.gov/sos/cec/rules/05/chaps05.htm

B-4-2.

I. E. The SEA has productive working relationships with other state-level entities that provide services to children and youth (health and human services, justice, social services, etc.). These agencies are willing to adapt their own policy and practice in Lab sites to support the transformation, including sharing data and participating in professional development opportunities.	High (very) The Dropout Summit brought together multiple state agencies, legislators, corrections, representatives from the judicial sector to address the issues related to youth. The Shared Youth Vision Council is made up of multiple agencies including Health and Human Resources, Public Safety, Children's Cabinet, Corrections and student advocates. The regional structure that will be developed will move the work to the local level to meet the diverse geographical needs of the citizens and students in Maine The Children's Cabinet is made up of the commissioners from all agencies working with children and chaired by the First Lady. It is fully staffed demonstrating the commitment the current and past governors have put on the state agencies working together to support Maine's children. The legislative support for alternative education and multiple pathways will bring together Department of Labor, Job Corps as well as other agencies to support students. 27 CTE programs will provide students with the skills they need	Dropout Summit: Maine Jobs Council/Workforce Investment Boards: http://www.maine.gov/labor/mjc/lwibs/ Shared Youth Vision: http://maine.gov/cabinet/syv/About/index.htm Children's Cabinet: http://www.maine.gov/cabinet/ As the Children's Growth Council embarks on its second year, its work becomes even more critical. Planned or already underway will be the distribution of the data report, development of a fiscal mapping document to link funding and expenses to child outcomes, enhancements to workforce and professional development, and the creation of a public private partnership that embraces such innovations as Quality for ME (Maine's Early Care and Education Quality Rating System) and Educare. The early childhood professionals ensure that learning support systems begin as soon as children begin learning, explore ways to enhance coordination across multiple systems. Maine Child Development Services system provides universal access to screening, evaluations and interventions to eligible children. The Children's Cabinet is chaired by the First Lady as well showing a strong commitment from the governor's office. The Children's Cabinet provides coordination of programs for Early Childhood and Youth in Transition 9-20. Labor data is being shared between the agencies and school to ensure that the instruction in our programs prepares students for careers in the future.

B-4, 06.04

II. Policy and Resource Support from the SEA		
II. A. The SEA has the ability to create an environment of operating flexibility – through the multiple levels of the system to the student - for the Innovation Lab, in which there is necessary latitude to make mission-driven decisions about things such as staffing, budgeting, scheduling, and programming. This might include, policy waivers, streamlining of state reporting, flexible use of funds, incentives and disincentives, advocacy with executive and legislative authorities, and agreements with union leaders and others whose actions and engagement are necessary to support comprehensive NxGL implementation.	The Commissioner has the authority to waive some requirements as noted above. In the legislature this session is a bill that will have a hearing on March 4th that will give the local districts the authority to create innovative schools in line with the Race to the Top definition.	LD 1801: http://www.mainelegislature.org/LawMakerWeb/summary.asp?ID=280035719 An Act To Promote the Establishment of Innovative Schools"
II.B. The SEA can provide capacity in its learning and teaching platforms, networks, and data systems to support implementation of the attributes. This includes ensuring that technology is available from the state to the student level as well as in the community, that formal and informal providers can be joined virtually, that learners and teachers have access outside the school walls, and that parents/guardians can look to the network as a source of information about their child and as an additional mechanism to participate in the child's education.	High Parent portals in student information systems will be in the state's data system in the near future. Currently local districts have systems that allow parents to access their child's records to monitor progress. The RISC projects have a data system that inputs student data on achievement of the standards. We are working on making this compatible with the state's data system. The MCP project makes the syllabi and the pathways system available to students and parents for planning and monitoring paths.	The MLTI and DOE provide 1:1 computing and wireless networking infrastructure to 100% of Maine's MS and 55% of Maine's HS. It also provides and supports an online virtual learning environment capable of hosting statewide online collaborations. Internet infrastructure is jointly sponsored through agreements with the Office of Information Technology, Maine State Library, and the University of Maine system. This statewide network provides high speed Internet to Maine's public schools and libraries. As anchor institutions, it also serves to aid with broadband expansion to Maine residences and businesses. We have upgraded all the wireless infrastrucurefor middle schools and provided to all high schools a CISCO state of the art wireless infrastructure this year to enrich MLTI. We are in the process of expanding broadband through a partnership with the University and Connect ME RISC Cohort Schools: http://www.maine.gov/education/sbs/index.html MCP: http://www.maine.gov/education/mcp/index.html

B-4.ab.

II.C. There is a culture in the SEA and among local leaders that is conducive to active research - constant learning, rapid correction cycles, and an intense focus on outcomes for students.	High The SEA staff are committed to understanding the research and practices involved in changing practices. All students prepared for post-secondary, careers and citizenship is the goal of all the work we do and the work must be aligned.	All PK-20 Staff and more from the SEA attended a three day session on RISC designed specifically for the state staff. Most have attended subsequent sessions with school districts as well. The same staff attended the MCP trainings and have worked on establishing the scoring guides for the review of the syllabi. All content area staff are leading the efforts in their content area to develop the rubrics for the standards. Maine staff participate in the CCSSO assessment groups. Thirty staff members have completed a data coaches' training of 7 days.
II. D. The SEA can identify plausible pathways for public and private funding to support the Innovation Lab, using a blend of state, federal, philanthropic, and local support.	Medium high	State and federal funds are currently supporting the implementation of the standards and rubric development. State funds and federal funds are supporting the MCP development. Federal funds are supporting RISC development and two initial pilot sites. Contacts have been made with foundations to support the above activities. Schools will participate in consortia applying for the federal I3 funds. All will be included in the Race to the Top application. The Commissioner is leading the national Balanced Assessment System effort to apply for the Assessment dollars. The Maine Philanthropic Association has asked how they might invest in the next phase of our work. The Commissioner as to how they can support our efforts. In addition Nellie Maine and the Gates foundations have provided five of the New England states to work together to create innovative practices in high school.
II.E. The state can manage and position the Innovation Lab in such a way that its commitment is lasting and consistent, providing reasonable assurances that the Lab will remain intact during leadership transitions at state and local levels.	Medium	Federal funds to support the innovation are the most reliable when combined with local funds. The pursuit of additional federal funds and foundation funds will support but the goal would be to depend on our funds as much as possible in case other funds are not available. The SEA will contract with a person to be present in the Department and lead this effort on a full time basis.
III. Third Party Capacity and Willingness to Support Next Generation Learning		

B-4, ac

III.A. There are third parties in the state who can be tapped to provide additional expertise, such as community engagement, communications and messaging, advocacy, and other resources that will support comprehensive NxGL implementation in the Lab and catalyze public will for change. These might include non-profits, business and industry organizations, universities and colleges, youth advocates, and foundations.	High We have worked with the organizations in the right column in the past for the same purpose.	Maine Coalition for Excellence in Education http://www.mainecee.org/ MELMAC Foundation: http://www.melmacfoundation.org/ The Maine Compact for Higher Education: College for ME: http://www.collegeforme.com/ The Mitchell Institute; www.mitchellinstitute.org Great Schools Partnership: www.greatschoolspartnership.org
IV. Districts and Schools		
IV.A. The SEA can demonstrate that its public schools—particularly the schools that would be part of the Innovation Lab—serve students who reflect the economic and racial diversity of the student population statewide.	High	Maine will select schools that reflect the diversity. Low income students are our greatest issue in Maine and more than 72 of the 131 high schools have more than 40% of their students eligible for free or reduced lunch. While Maine is primarily white (95%) our diversity is growing.
V. Early Childhood Programs, Postsecondary Education, and Workforce		
V.A. The SEA can identify state or regional entities that can represent the interests of early childhood to provide guidance and feedback and to help engage the early childhood community in the NxGL agenda.	High	The Maine Children's Growth Council was created by state statute to look at and act upon the critical economic issue of early childhood. Chaired by the First Lady and charged to achieve sustainable social and financial investments in the healthy development of Maine's young children and their families, the Children's Growth Council is working with a diverse group of legislators, business leaders, providers, parents, researchers, community leaders and government officials to implement the plan for a unified, statewide early childhood services system.

pg 4-9

V.B The SEA can identify at least one state or regional postsecondary institution that will become a partner in the Innovation Lab to take on roles such as exploring and implementing new policies and practices that increases college going and readiness, engaging educator preparation programs in rethinking their own services in light of the NxGL agenda, designing or providing professional development, and engaging in research.	High	Through opportunities for students in the College for ME and Early College Initiatives relationships with our higher education partners are already established. The Chancellor of Higher Education directed a college dean to work to bring in the other deans and begin conversations on how they could prepare teachers to teach in the new innovative schools. Current articulation agreements exist between our secondary CTE centers and community colleges. Maine is a member of the Partnership for 21st Century Skills. The steering group for this work includes members for the business community as well as DECD, and Labor. In addition, the Department of Education and Department of Labor along with Maine Adult Education are working together through a Memorandum of Understanding in order to promote and leverage the MLTI laptop devices for job retraining and continuing education of parents of MLTI students. MLTI also partners with the University of Maine Department of Electrical and Computer Engineering to sponsor an annual student conference at the University of Maine for middle and high school students with a goal of encouraging and fostering interest and readiness for STEM-related high education avenues and eventually careers.
V.C. The SEA can identify at least one state or regional entity that can represent workforce interests to provide guidance and feedback on career readiness, the expectations of business and industry for public education, and that will help build public will among employers and in their communities for transformational change.	High	The Commissioner is a member of the Maine Jobs Council/Workforce Investment Board with the Department of Labor. There is a close partnership with the Associated Builders and Contractors and the Department of Education. We call upon their executive director frequently to provide input and recommendations on students graduating from our schools. The State Board has a subcommittee for career and technical education that is chaired by an industry board member. This committee meets regularly to review and give input on the preparation of our students. The Coalition for Excellence in Education is made up of both educators and business and industry and provides support and recommendation on the preparedness for our students.

D-4, 32

V.D. The state can leverage relationships with the private sector to engage them directly in the education process to personalize learning in meaningful ways (i.e., direct interaction with students around career exploration, internships, mentoring, reinforcing the link between education and earnings).	**High**	**Business and industry provide work sites for our students in CTE programs that are tied to their area. Students working on culminating projects or other special research projects work with community mentors, and now with the technology available to them, with mentors from around the world. Our schools and communities in Maine are small and sometimes do not have a wide range of mentors related to their careers. Through the MLTI project, students can have access to scientists, business people etc from anywhere in the world.**

FOR MORE INFORMATION

If you have questions about completing this self-assessment tool or about any of the information presented in this document, please e-mail Elizabeth Partoyan, CCSSO Strategic Initiative Director, Next Generation Learners, at elizabethp@ccsso.org.

B-4.xx

PLEASE NOTE: Legislative Information ***cannot*** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Adopt the Common Core State Standards Initiative

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

Whereas, national education reform includes the so-called "Common Core State Standards Initiative" standards for kindergarten to grade 12, which are internationally benchmarked and build toward college and career readiness by the time of high school graduation; and

Whereas, Maine's current system of learning results established under the Maine Revised Statutes, Title 20A, section 6209, and its system of assessment, do not include the Common Core State Standards Initiative standards; and

Whereas, immediate enactment of this legislation is necessary to ensure the State's eligibility to apply for a significant amount of federal funding for continued education reform, which is jeopardized by significant and continuing reductions in state funding for education; and

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

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

Sec. 1. 20-A MRSA §6209, first ¶, as corrected by RR 2007, c. 1, §8, is amended to read:

The department in consultation with the state board shall establish and implement a comprehensive, statewide system of learning results, which may include a core of standards in English language arts and mathematics for kindergarten to grade 12 established in common with the other states, as set forth in this section and in department rules implementing this section and other curricular requirements. The department must establish accountability standards at all grade levels in the areas of mathematics; reading; and science and technology. The department shall establish parameters for essential instruction and graduation requirements in English language arts; mathematics; science and technology; social studies; career and education development; visual and performing arts; health, physical education and wellness; and world languages. Only students in a public school or a private school approved for tuition that enrolls at least 60% publicly funded students, as determined by the previous school year's October and April average enrollment, are required to participate in the system of learning results set forth in this section and in department rules implementing this section and other curricular requirements. The commissioner shall develop accommodation provisions for instances where course content conflicts with sincerely held religious beliefs and practices of a student's parent or guardian. The system must be adapted to accommodate children with disabilities as defined in section 7001, subsection 1-A.

Sec. 2. Emergency rulemaking. In accordance with the Maine Revised Statutes, Title 5, section 8054, the Commissioner of Education may adopt emergency rules to include in the statewide system of learning results and assessment a core of standards in English language arts and mathematics for kindergarten to grade 12 established in common with the other states.

B-5.a

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.

Effective July 12, 2010

B-5.b

REVISED: 9/28/09

Department of Education
CHECKLIST of STEPS in the RULEMAKING PROCESS*

	ACTION	DATE COMPLETED
1.	Identify statutory authority for rulemaking; determine whether proposed rule is routine technical or major substantive.	_____
2.	Determine whether rule was listed on last regulatory agenda; if not, amended regulatory agenda must be submitted to Secretary of State's Office with 20 copies to the Executive Director of Legislative Council along with initial filing (*see Step 10 below*).	_____
3.	Review applicable statute(s) and existing rules to avoid duplication and potential conflicts. Review applicable federal laws and regulations for guidance and preemption consideration.	_____
4.	Prepare initial draft rule, circulate for internal review and comment, revise as needed.	_____
5.	Determine whether or not to hold a public hearing on the proposed rule. A public hearing **must** be held if otherwise required by statute or requested by any 5 interested persons or if the rule is a major substantive rule as defined in section 8071, subsection 2, paragraph B. If yes, establish date for public hearing pursuant to the following guidelines: - the public hearing must occur within **17-24 days** after the publication of the rulemaking notice *(see Step 10 below)*; and - the public hearing must occur at least **20 days** after the rule is made available to the public and notice is mailed to the persons listed in Step 11 below.	_____

* Remember, this is only a checklist, and is not meant to be a substitute for a comprehensive guide to rulemaking. Everyone should regularly consult the Secretary of State's *Agency Guide To Rulemaking* for more details.

6. Set comment deadline pursuant to the following guidelines:

   - If a public hearing is scheduled, the comment deadline must be at least **10 days** following the close of the public hearing.

   - If no public hearing is scheduled, the comment deadline must be at least **30 days** after publication of the notice of rulemaking *(see Step 10 below).* _____

7. Submit proposed rule with information required by Executive Order 17 FY 02/03 to Commissioner/State Board; obtain approval to proceed. _____

8. If rule is major substantive, submit timeline to Greg Scott to ensure timely submission to Legislature. _____

9. Submit proposed rule to AAG for preliminary legal review. _____

10. **File proposed rule.** File 1 copy of MAPA-3, proposed rule, and Fact Sheet with Secretary of State's Office. File 20 copies of Fact Sheet with Executive Director of the Legislative Council. _____

    NOTE: this filing must be completed by the Tuesday of the week prior to the newspaper publication date sought.

11. Mail copies of proposed rule to (1) any person specified in the statute authorizing the rulemaking, (2) any person on the mailing list, and (3) any trade, industry, professional, interest group. Make copies of proposed rule available to public. Place proposed rule on Department web page. _____

12. Prepare for public hearing. If rule is to be adopted by Commissioner, public hearing must be conducted by Commissioner, Deputy Commissioner, Team Leader, or designee who has responsibility over the subject matter. If rule is to be adopted by State Board, 1/3 of members must be present at public hearing. Arrange for public hearing to be taped/transcribed. Draft opening statement for presiding officer. _____

B-6.b

13. Hold public hearing. Tape and immediately send to transcriber. _____

14. After close of comment period, review all written comments and hearing transcript; revise proposed rule accordingly. _____

15. Determine whether revised proposed rule is "substantially different" from proposed rule. If it is, a revised MAPA-3, the revised proposed rule and fact sheet must be filed with the Secretary of State and the Executive Director of Legislative Council as described in Step 10 above. Also, a copy of the notice and revised proposed rule must be sent to everyone who commented on the proposed rule. *NOTE: The revised notice must provide for a comment period of at least **30 days** from the date of publication.* _____

    If comments are received in response to revised proposed rule, review all comments and revise proposed rule accordingly. _____

16. Prepare draft basis statement and summary of and responses to comments. _____

17. Present rule to Commissioner/State Board for adoption. *Adoption must take place within **120 days** of the comment deadline.* Packet must include proposed rule, basis statement, fact sheet, summary of and responses to comments, and copies of any governing state and/or federal laws and regulations.

    If the rule is major substantive, this adoption is "provisional." _____

18. Prepare filing package for adopted rule. For routine technical rules, this must include: MAPA-1 (signed by Commissioner or Board Chair, as applicable), copy of rule, basis statement, summary of and responses to comments, APA checklist, copy of fact sheet previously submitted with proposed rule, MAPA-4, and a diskette containing an electronic copy of the rule.

    For major substantive rules, this must include: MAPA-1 (signed by Commissioner or Board Chair, as applicable), copy of rule, basis statement, summary of and responses to comments, APA checklist, and copy of fact sheet. _____

B-6.e

19. Submit entire package to AAG for review as to form and legality. *AAG must approve as to form and legality within **150 days** of the comment deadline.* _____

20. **File adopted rule.** Submit 2 copies of filing package described in Step 20 to Secretary of State's Office. _____

IF RULE IS ROUTINE TECHNICAL, STOP HERE!

If major substantive rule, submit 20 copies of provisionally adopted rule, basis statement, and fact sheet and one copy of MAPA-1, checklist, citation of statutory authority for the rule, copy of any federal law or regulation that governs the content of the rule, copy of transcript of the public hearing, copy of any written comments or testimony, and a diskette with text of rule to Executive Director of Legislative Council. *Provisionally adopted rules must be submitted to the Legislature by 5:00 p.m. on the second Friday in January of the year in which the rules are to be considered by the legislative committee.* _____

21. After the Legislature approves final adoption of rule, which takes the form of a resolve, present rule to Commissioner/ State Board for final adoption. *The final rule must be adopted within **60 days** from the effective date of the Resolve.* _____

24. Obtain AAG's approval as to form and legality. _____

25. **File final rule.** The filing packet must include: an original and one copy of MAPA-1, text of rule, basis statement, summary of and responses to comments, checklist, fact sheet, MAPA-4, and a diskette or email with text of rule. _____

B-6.d

States Participating in the SMARTER Balanced Consortium
(as of 5/12/10)

State	Date	Member/Governing State
Colorado	May 12	Member
Connecticut	April 13	Member
Delaware	April 14	Member
Georgia	April 28	Member
Hawaii	April 15	Member
Idaho	April 15	Governing
Illinois	April 15	Member
Iowa	April 14	Member
Kansas	April 15	Governing
Kentucky	April 15	Member
Maine	April 14	Governing
Michigan	April 16	Governing
Minnesota	April 27	Governing
Missouri	April 14	Governing
Montana	April 14	Member
Nebraska	April 13	Member
Nevada	April 19	Member
New Hampshire	April 19	Member
New Jersey	April 15	Member
New Mexico	April 13	Member
North Carolina	April 15	Governing
North Dakota	April 15	Member
Ohio	April 20	Member
Oregon	April 15	Governing
Pennsylvania	April 27	Member
South Carolina	April 20	Member
South Dakota	April 15	Member
Utah	April 14	Governing
Vermont	April 15	Governing
Washington	April 14	Governing
West Virginia	April 13	Governing
Wisconsin	April 14	Governing
Wyoming	April 14	Member
Total		**Member 33 Governing 13**

B-7.a

CCSSO
Council of Chief State School Officers

May 25, 2010

Dear Sir or Madam:

This letter will serve to confirm that Maine is a member of the following State Collaboratives on Assessment and Students Standards (SCASS) for the 2009-10 fiscal year. Maine has all dues paid in full for the follow groups; Accountably Systems and Reports, Career and Technical Education Assessment Collaborative and the Science Collaborative. If any further information is needed, please contact me at joec@ccsso.org. Thank you.

Sincerely,

Joe Crawford
SCASS Member Services Program Assistant

One Massachusetts Ave, NW • Suite 700 • Washington, DC 20001
Tel: 202.336.7000 • *Fax*: 202.408.8072 • *Web*: www.ccsso.org

B-8.a

THE MAINE *LEARNING RESULTS: PARAMETERS FOR ESSENTIAL INSTRUCTION*

THE GUIDING PRINCIPLES – The knowledge and skills described in the Maine Department of Education Regulation 132 support Maine students in achieving the goals established in Maine's Guiding Principles. The Guiding Principles state that each Maine student must leave school as:

A. A clear and effective communicator who:
   1. Demonstrates organized and purposeful communication in English and at least one other language;
   2. Uses evidence and logic appropriately in communication;
   3. Adjusts communication based on the audience; and
   4. Uses a variety of modes of expression (spoken, written, and visual and performing including the use of technology to create and share the expressions);

B. A self-directed and lifelong learner who:
   1. Recognizes the need for information and locates and evaluates resources;
   2. Applies knowledge to set goals and make informed decisions;
   3. Applies knowledge in new contexts;
   4. Demonstrates initiative and independence;
   5. Demonstrates flexibility including the ability to learn, unlearn, and relearn;
   6. Demonstrates reliability and concern for quality; and
   7. Uses interpersonal skills to learn and work with individuals from diverse backgrounds;

C. A creative and practical problem solver who: [1995, c. 649, §1 (new).]
   1. Observes and evaluates situations to define problems;
   2. Frames questions, makes predictions, and designs data/information collection and analysis strategies;
   3. Identifies patterns, trends, and relationships that apply to solutions;
   4. Generates a variety of solutions, builds a case for a best response and critically evaluates the effectiveness of the response;
   5. Sees opportunities, finds resources, and seeks results;
   6. Uses information and technology to solve problems; and
   7. Perseveres in challenging situations;

D. A responsible and involved citizen who:
   1. Participates positively in the community and designs creative solutions to meet human needs and wants;
   2. Accepts responsibility for personal decisions and actions;

3. Demonstrates ethical behavior and the moral courage to sustain it;
4. Understands and respects diversity;
5. Displays global awareness and economic and civic literacy; and
6. Demonstrates awareness of personal and community health and wellness;

E. An integrative and informed thinker who:

1. Gains and applies knowledge across disciplines and learning contexts and to real life situations with and without technology;
2. Evaluates and synthesizes information from multiple sources;
3. Applies ideas across disciplines; and
4. Applies systems thinking to understand the interaction and influence of related parts on each other and on outcomes.

Maine Department of Education

Maine Early Childhood Learning Guidelines

Maine Department of Health and Human Services

To Maine parents and early care and education professionals:

We are pleased to join our many state and local partners in presenting the *Maine Early Childhood Learning Guidelines* for children ages three to five years!

These voluntary guidelines were developed in response to President Bush's early childhood initiative *Good Start, Grow Smart*, which was launched in April 2002. This initiative stresses the importance of supporting learning for every child to reach his or her full potential.

The *Maine Early Childhood Learning Guidelines* serves as a guide for state and local early care and education practitioners' efforts to improve early childhood practice and programs for young children ages three through their entrance into kindergarten. The *Guidelines* are intended to effect greater collaboration and consistency across systems by aligning practices across all early childhood settings including public school pre-K programs.

We hope you will find this document useful in better understanding what you may expect to see in a child's learning and development, taking into consideration the individual differences and unique needs of every child. These guidelines recognize that learning in early childhood environments lays a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment.

By showing an interest in children's experiences, you join a dedicated group of caring individuals who acknowledge the importance of quality early care and education for our youngest citizens. With your commitment, we can all ensure a good start for Maine's children.

We hope you find this publication useful, and encourage you to share this information with other parents and early care and education practitioners.

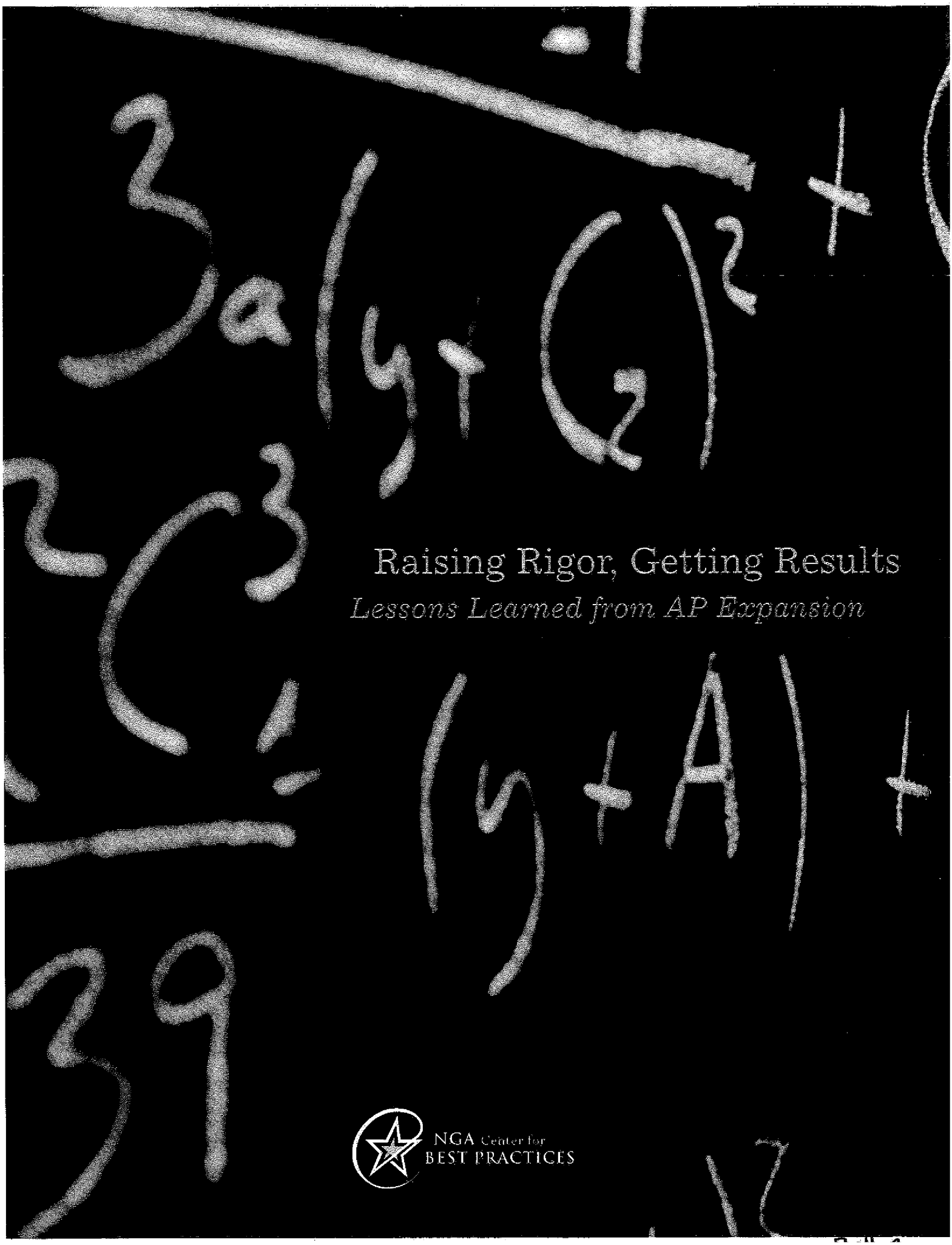
Respectfully,

John Nicholas, Commissioner
Maine Department of Health and Human Services

Susan Gendron, Commissioner
Maine Department of Education

Carolyn Drugge, Director
Office of Child Care and Head Start
Maine Department of Health and Human Services

Janine Blatt, Consultant
Early Childhood Education
Maine Department of Education



Raising Rigor, Getting Results

Lessons Learned from AP Expansion

NGA Center for
BEST PRACTICES

THE NATIONAL GOVERNORS ASSOCIATION (NGA), founded in 1908, is the instrument through which the nation's governors collectively influence the development and implementation of national policy and apply creative leadership to state issues. Its members are the governors of the 50 states, three territories and two commonwealths.

The NGA Center for Best Practices is the nation's only dedicated consulting firm for governors and their key policy staff. The NGA Center's mission is to develop and implement innovative solutions to public policy challenges. Through the staff of the NGA Center, governors and their policy advisors can:

- *Quickly learn about what works*, what doesn't and what lessons can be learned from other governors grappling with the same problems;
- *Obtain specialized assistance* in designing and implementing new programs or improving the effectiveness of current programs;
- *Receive up-to-date, comprehensive information* about what is happening in other state capitals and in Washington, D.C., so governors are aware of cutting-edge policies; and
- *Learn about emerging national trends* and their implications for states, so governors can prepare to meet future demands.

For more information about NGA and the Center for Best Practices, please visit **www.nga.org.**

Raising Rigor, Getting Results

Lessons Learned from AP Expansion

David Wakelyn, Ph.D.
Program Director
Education Division
NGA Center for Best Practices

August 2009

NGA Center for
BEST PRACTICES

B-11.c

Acknowledgements

David Wakelyn, program director in the Education Division of the National Governors Association Center for Best Practices, authored the report. A former colleague, Kristin Conklin, helped launched this work with two recommendations in the publication *Getting it Done: Ten Steps to a State Action Agenda*. Other division staff helped develop the project, contributed numerous insights, and offered important feedback. They include Dane Linn, Bridget Curran, Ilene Berman, and Alex Harris. Two NGA Center interns, Zach Blattner and Jamie Holcomb, organized data and did valuable background research

The success in the six project states is due to the sound leadership and hard work of the following individuals: Carol Crawford and Mark Dixon in Alabama; Cowen Harter and Kathleen Mathers in Georgia; Jennifer Carroll, Larry Murphy, and Faith Thompson in Kentucky; Commissioner Susan Gendron, Deputy Commissioner Angela Faherty, and Wanda Monthey in Maine; Deputy Superintendent Gloria Dopf and Celeste Hunter in Nevada; and Chrystyna Mursky, Michael George, and Maria Bundy in Wisconsin.

Trevor Packer, Jennifer Jenkins, Tom Rudin, the late Michael Riley, Brett Felder, Karin Kusuda, Linda Owens, Patricia Renner, and Joyce Elliott of the College Board have been invaluable partners in this work. Iris Bond Gill, now at Teach for America; Jennifer Brown Lerner at the American Youth Policy Forum; and Bill Tucker at Education Sector helped inform the project staff's understanding of early college learning and virtual schools.

The Michael and Susan Dell Foundation generously supported this project and the writing of this report. Special gratitude is owed to both Lory Pilchik and Joe Siedlecki for their intellectual guidance and their push for further data collection.

B-11. d

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How Far States Can Go: One Million AP Students by the Class of 2014 14

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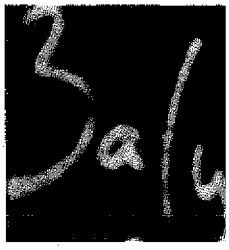

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Executive Summary

Nearly two-thirds of jobs in 2014 will require at least some college, but only 25 percent of students currently earn a bachelor's degree in six years.[1] Advanced Placement (AP), which enables high school students to take introductory college-level courses, is the nation's oldest example of a rigorous, common curriculum. Students who score well on AP exams are more likely to persist in college and earn a degree.

The Advanced Placement Expansion project of the National Governors Association Center for Best Practices (NGA Center) was one component of a large-scale initiative launched in 2005 to redesign the American high school. **Alabama, Georgia, Kentucky, Maine, Nevada,** and **Wisconsin** received funding to expand Advanced Placement (AP) courses to minority and low-income students at 51 pilot high schools in rural and urban school districts. The NGA Center, working in partnership with the College Board, has demonstrated that it is possible for states to raise rigor and get results at scale.

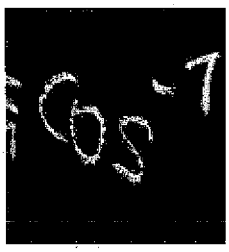
- The number of students taking AP courses rose 65 percent over two years, and the number of minority and low-income students taking AP exams more than doubled.
- Performance on the AP exam, as measured by the percentage scoring "at mastery"—defined as scoring a 3 or higher on the exam—accelerated at a faster rate than the national average. The percentage scoring at mastery in the pilot sites increased from 6.6 percent in 2005–2006 to 8.3 percent in 2007–2008. During this same period, the national average rose from 14.8 percent to 15.2 percent.
- With 55,000 students, together the 51 pilot high schools are large enough to be thought of as a state. If taken as a "state," the NGA Center pilot schools outperformed similarly sized states, which only saw performance grow from 6.2 percent at mastery to 6.5 percent at mastery during the same period.

These results were achieved, in part, by providing the six states with a framework for thinking about program and policy changes. The Advanced Placement Expansion project gave states three strategies: how to expand access to AP courses, build teacher and student capacity, and create incentives for schools and students.

In the past, most states have allocated new AP dollars primarily to building teacher capacity. States that take a more comprehensive approach and combine all three strategies—access, capacity, and incentives—will see the most prominent effect on AP course enrollment and success.

Nationwide, the potential for AP expansion is considerable. Hundreds of thousands of students have the ability, but lack the opportunity, to take and succeed in AP courses. Governors interested in increasing this opportunity can start by setting new goals for Advanced Placement, so one-third of all high school students take an AP course and one-quarter of them score at mastery.

Pursuing the three strategies and setting these goals would enable states to grow Advanced Placement courses to serve as many as 1 million students by the class of 2014. This would help raise college graduation rates and help maintain the nation's workforce quality and economic competitiveness.



If taken as a "state," the NGA Center pilot schools outperformed similarly sized states.

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The Case for Opening Doors to Advanced Placement Courses

Nearly two-thirds of jobs in 2014 will require at least some college, but only 25 percent of students currently earn a bachelor's degree in six years. Students who score well on the exam are more likely to persist in college and earn a degree. Yet hundreds of thousands of smart high school students lack the opportunity to get the head start on college that an AP course provides.

Why AP Courses Are Highly Regarded

The NGA Center's Advanced Placement Expansion project was one piece of a large-scale initiative begun in 2005 to redesign the American high school. Along with Jobs for the Future's *Early College Initiative* and state dual-enrollment programs, Advanced Placement (AP) is one of several approaches to expand college-level learning opportunities for high school students. Of these three efforts, AP is the oldest and serves the most students. AP is held in high regard for at least three reasons:

- AP course syllabi and exams are voluntary and created by teachers;
- AP exams are scored by external panels of teachers; and
- The incentive to do well on AP exams places teachers and students on the same side.

Committees of college faculty and experienced AP teachers design each of the 33 AP courses. The recent, rapid growth in the volume of AP courses created the need to assure colleges that the College Board can consistently maintain the high quality of its AP programs. In 2007, 140,000 high school teachers submitted syllabi to college faculty as part of a course audit.[2] To label a course "AP," a high school must demonstrate how the course meets or exceeds college-level curricular and resource requirements. Teachers are not required to teach a standardized "AP curriculum," however.

AP exams are regularly benchmarked against the performance of students in introductory college courses. Although they do not know it, college freshmen take pilot versions of these exams. An AP score of 5 is based on standards required for a grade of A in the corresponding college course; a 4 is comparable to college grades of A-, B+, and B. An AP score of 3, which is considered "at mastery" for high school students, is comparable to college grades of B-, C+, and C.

Each AP exam includes multiple-choice and free-response questions that determine whether students have achieved an in-depth understanding of a subject. The exam, as well as the preparation for it, offers teachers and students unprecedented diagnostic feedback. Each year, the College Board publishes excerpts from the free-response section of each exam, along with actual student responses and scoring commentary. Such feedback helps teachers and students learn how they are performing in relation to challenging standards. It also helps them learn how they could improve their performance.

Students are motivated by the opportunity to earn early college credit and improve their chances of college admission. Nearly one-third of colleges and universities use AP as a criterion to determine scholarship recipients.[3] Teachers benefit from the prestige of high scores in a profession where signals of accomplishment are all too rare.

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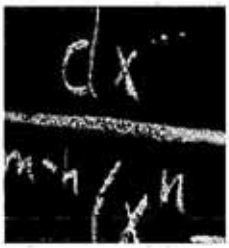
Whether a student earns a college degree depends foremost on the intensity of the high school curriculum, especially if that student takes at least one Advanced Placement course.[4] Merely enrolling in an AP course is not enough, however; high school students must score well on the exam to do well in college.[5] Studies of college students in **California** and **Texas** show that scores on the AP exam are "remarkably strong predictors" of performance in college.[6] Students who take AP courses and exams are much more likely than their peers to complete a bachelor's degree in four or fewer years.[7]



The Pursuit of Excellence and Equity

Elite institutions are responsible for Advanced Placement's origins.[8] During the 1950s, private high schools saw their share of enrollment at Ivy League universities drop. To counter this trend, a consortium of private schools developed courses that would offer smart and ambitious high school students a head start on college.[9]

During the past decade, the College Board, working with leading states and school districts, has advocated that AP be open to all interested students. Terry Grier, the superintendent of schools in San Diego, California, is often credited with the phrase, "AP is not just for the elite; it's for the prepared." Since 2000, the federal government's AP Incentive Program has provided $191 million in grants to 140 states and districts, mostly to increase AP access and success among underrepresented students.[10] Federal and state funding, combined with support from the College Board, eliminates the $86 exam fee for students from low-income families. The College Board's official equity policy statement calls for "schools to make every effort to ensure that their AP classes reflect the diversity of their student population."[11]

As a result, AP enrollment has increased by nearly 72 percent in the past seven years. In the class of 2000, 405,000 seniors took at least one AP exam during their time in high school. In the class of 2008, that number was 758,000. Among African American students, the number of AP exams with scores at mastery has grown from 18,000 to 30,000; among Latino students, the number of AP exams with scores at mastery has grown from 63,000 to 110,500.[12]

Notwithstanding this progress during the past eight years, substantial equity gaps persist in course enrollment and success on AP exams:

- While 51 percent of students from high-income households have taken an Advanced Placement or International Baccalaureate class, only 16 percent of low-income students have had the opportunity;
- While African American seniors represent 14 percent of all high school students, they account for only 3.5 percent of students scoring at mastery on the AP exam; and
- Approximately 65 percent of rural high school students attend schools that minimally offer or do not offer AP.[13]

"AP is not just for the elite; it's for the prepared."

The NGA Center's Advanced Placement Expansion project sought to determine what state policies and practices are needed to get more low-income and minority students succeeding at scale in rigorous courses such as AP.

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Accomplishments of the Advanced Placement Expansion Project

The NGA Center partnered with the College Board to work in one urban and one rural school district in six states—**Alabama, Georgia, Kentucky, Maine, Nevada,** and **Wisconsin**—with a total of 51 high schools. The project increased the number of AP courses by 47 percent, and 826 teachers and administrators attended intensive professional development to prepare themselves to teach the courses.

Schools participating in the project doubled minority student enrollment in AP courses (see Table 1). Approximately 3,500 more students were taking AP courses in 2007–2008 than at the start of this project in 2005–2006; minority students comprised approximately 2,500 of the 3,500 students. All the project states had at least one high school responsible for the tremendous growth in AP enrollment (see Table 2). Moreover, 70 percent of students enrolled in AP went on to take the exam. This percentage is slightly less than the national average of 75 percent,[14] but it is still impressive.

Performance on the AP exam, as measured by the percentage of students at mastery—defined as a score of 3 or higher—accelerated at a faster rate than the national average. In all project schools, the percentage at mastery increased from 6.6 percent in 2005–2006 8.3 percent in 2007–2008. During this same period, the national average rose from 14.8 percent to 15.2 percent. (See, also, Calculating AP Performance in a More Equitable Manner.)

The 51 schools participating in this project, with 55,000 students, can be thought of as a state. The pilot schools outperformed the closest states of comparison. States with a similar number of high school students saw AP performance grow at a much slower rate, from 6.2 percent at mastery in 2005–2006 to 6.5 percent at mastery in 2007–2008.

The Advanced Placement Expansion project also helped two states distinguish themselves nationally. In 2008 **Maine** experienced the largest single-year increase in the percentage of high school seniors scoring at mastery (2.3 percent). **Alabama** saw the largest increase in the percentage of African American students scoring at mastery (7.1 percent, up from 4.5 percent in the class of 2003).[15]

These results were achieved, in part, by providing states with a framework for thinking about program and policy changes. This framework is grounded in the belief that what holds students and schools back from AP courses is a lack of access, misaligned incentives, and the absence of teacher capacity-building efforts and student support. All six states used data differently and employed new strategies to recruit minority and low-income students. Based on their experiences, it seems that combining the three strategies works best.

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TABLE 1. Increases in AP Enrollment by Project State

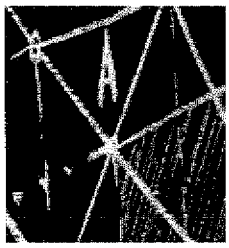
Project State	Number of Students in AP Courses 2005–2006 (Baseline)	Number of Students in AP Courses 2006–2007	Number of Students in AP Courses 2007–2008	Two Year Percent Change at Pilot Schools	Percent of Minority Enrollment in the State	Percent of Minority Enrollment in Pilot Schools	Number of Minority Students in AP Courses 2005–2006 (Baseline)	Number of Minority Students in AP Courses 2006–2007	Number of Minority Students in AP Courses 2007–2008	Percent Change at Pilot Schools
Alabama	202	357	293	45%	36%	65%	64	152	136	113%
Georgia	1237	2018	2173	76%	36%	37%	364	601	642	76%
Kentucky	1343	1927	2213	65%	11%	19%	93	151	322	246%
Maine	371	631	742	100%	3%	16%	12	33	52	333%
Nevada	710	1169	1661	134%	29%	81%	472	610	1023	117%
Wisconsin	1333	1532	1476	11%	10%	29%	203	255	310	53%
Project Totals	5196	7634	8558	65%	25%	41%	1208	1802	2485	106%

Source: Data reported by the project states.

TABLE 2. Top Twenty Increases in AP Enrollment by Pilot School

Rank	Pilot School	Project State	Percent Change	2005–2006 AP Enrollment	2007–2008 AP Enrollment
1	Oak Hill High School	Maine	9400%	0	94
2	Columbia High School	Alabama	1367%	6	88
3	Morgan County High School	Georgia	1018%	22	246
4	Leavitt Area High School	Maine	214%	49	154
5	Desert Pines High School	Nevada	213%	87	272
6	Lisbon High School	Maine	184%	32	91
7	Jefferson County High School	Georgia	176%	34	94
8	Duluth High School	Georgia	137%	212	502
9	De Soto High School	Wisconsin	132%	22	51
10	Pecatonica High School	Wisconsin	110%	10	21
11	Lafayette High School	Kentucky	109%	355	742
12	Rockdale County High School	Georgia	97%	187	369
13	Pike Central High School	Kentucky	94%	50	97
14	Lowndes High School	Georgia	91%	139	266
15	Bryan Station High School	Kentucky	84%	134	246
16	Canyon Springs High School	Nevada	77%	193	342
17	Portland High School	Maine	75%	68	119
18	Stephens County High School	Georgia	73%	83	144
19	Madison East High School	Wisconsin	63%	127	207
20	Ed W. Clark High School	Nevada	61%	372	599

Source: Data reported by the project states.



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Calculating AP Performance in a More Equitable Manner

What is the best way to calculate AP performance? In the past, schools divided the number of students scoring at mastery by the number of students taking the AP test. This practice has been out of favor for a decade because it encourages schools to funnel into AP classes only students who a school is confident will do well on the exam. A school can easily have a 100 percent pass rate if it allows only the elite students to take the AP exam.

To expand access to AP among minority and low-income students, the College Board encourages schools, districts, and states to use the entire student body as the denominator in calculating AP performance. This creates an incentive for schools to open challenging classes to as many students as possible.

Expanding Access

Teachers and guidance counselors are often overly rigid gatekeepers for AP courses, permitting access only to those they think are likely to do well on the exam. The NGA Center encouraged schools to drop many course prerequisites and use a student's PSAT scores to determine who has "AP Potential" (i.e., which student is likely to score at mastery but may not be seen as the traditional AP student). Across the project states, 60 percent of new AP students were discovered through AP Potential.[16]

Talented minority and low-income students often hesitate to enroll in AP courses because they fear being socially isolated. The NGA Center worked with states to use strategies for teachers and guidance counselors outlined in the College Board publication *Opening Classroom Doors: Strategies for Expanding Access to AP.* For example, schools were encouraged to recruit minority students in groups, so students know they can turn to their peers for academic support.[17] At several high schools in **Georgia,** AP students who were also athletes and cheerleaders were asked to recruit new AP students. In addition, principals personally contacted students and their parents to encourage enrollment.

High schools also developed their own strategies for expanding access to AP courses. Poland High School in **Maine** and Clark High School in **Nevada** required all sophomores scoring "proficient" on a standardized test to take AP English Composition as juniors, followed by AP English Literature as seniors. To ensure the preparation of Clark High School students, sophomores were given a double period of English (one and one-half hours). They also took a class through AVID (Advancment Via Individual Determination), which provided them with extra tutoring and study skills to succeed in college-preparatory classes.[18] Students at Deering High School in **Maine** surveyed one another to see which AP courses they wanted. The survey results revealed a previously unknown interest in AP computer programming. While **Maine** schools had planned to add 16 new AP courses, it ended up adding 30.

Alabama, Kentucky, and **Nevada** used virtual learning technology to greatly expand AP in rural areas. Schools in these states have an especially hard time attracting highly qualified science teachers, so it was impossible for some of them to offer an AP Biology class. Using virtual AP teachers enabled these schools to pool their students efficiently across the state. In **Nevada,** virtual learning is poised to change the way students earn course credit. In online courses offered at Clark County Virtual High School, credit is not awarded for the amount of time students spend in seats; it is awarded for successfully fulfilling course requirements and taking the AP exam.

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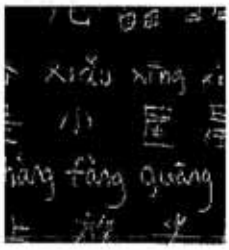
Building Teacher Capacity and Offering Extra Support for Students

Advanced Placement courses require teachers to create college-level curricula and give new types of exams, so new investments are often required in their professional learning. The NGA Center provided opportunities for extended learning at a cost of about $300 per teacher. **Nevada** and **Wisconsin** institutionalized a weeklong statewide summer institute for teachers. **Kentucky** prepared the pipeline of middle school students by using the College Board's SpringBoard curriculum.[19] **Alabama** did so by establishing vertical teams of middle school and high school teachers. **Maine** set up a mentoring initiative for new AP teachers as part of a larger effort to build a college-going culture. Mentors were paid a $2,500 honorarium and met officially three times per year with new AP teachers. Those who delivered extra workshops geared to teachers' immediate needs were paid an extra $500 per day.

The use of PSAT data to open doors and make AP more accessible raised a legitimate concern for some teachers in the project that their students might not be fully prepared for AP. Professional development in **Georgia** and **Wisconsin** addressed this concern head on by showing teachers how to diagnose students' needs relative to their knowledge of content and procedures. Teachers then learned how to use this information to "differentiate" their instruction for all students.[20]

States also bundled AP with extra support for students. In **Nevada**, the Silver Star Institute prepared 300 students during the summer to get them ready for the rigors of AP. Students spent three weeks in English Prep and three weeks in Math Prep. In **Georgia, Kentucky,** and **Nevada,** several schools assigned students to "double blocks," which gave them 90 minutes per day in AP for the entire year. These states also supported students with AVID tutorials, which afford students collaborative study groups, writing assistance, and Socratic seminars.

The extra training for teachers and support for students can help convince traditional AP teachers about the benefits of expanding access. They often worry that expansion will water down classroom performance on the exam and make them appear less successful. "I have colleagues who tell me half of the kids in AP don't belong," said an AP English teacher.[21] "We take the high flyers and the struggling students alike. I tell them, 'These kids can think. Even if the writing skill isn't there yet, AVID aligns with what we're trying to do.'"



Creating Incentives for Students and Schools

Schools in many of the project states created an incentive for students to take Advanced Placement courses by guaranteeing them an extra grade point for their effort; a B in an AP course, usually worth three points, would count for four points, or an A in a regular course. This eliminated many students' fear that taking a more challenging class would harm their grade point average.

Students interviewed for the project expressed different reasons for taking AP classes, even if they could earn a high school diploma without working so hard. An AP Chemistry student said, "This class goes beyond the simple questions like, 'What's a proton?' This class allows me to prove how much I can really do." "AP is time consuming. I'm very involved in

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sports, and it's difficult for me to get all my reading done. But the discussions here are far more in-depth than in other classes," noted an AP English student. An AP Government student admitted, "My grades aren't so hot, but this class prepares you for the writing you have to do in college."

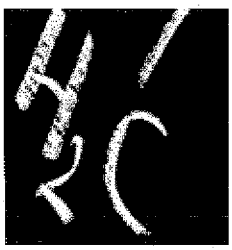
The successful schools in this project created a culture of high expectations through AP, which served as another incentive for students. "You do have a lot of whining but not quitting," added an AP U.S. History teacher. "It's not easy to quit at this school. The AP kids identify with one another. If you quit, you lose the social interactions."

Kentucky did the most to create incentives for schools to offer and students to take additional AP courses. In April 2008, Governor Steve Beshear signed legislation that creates financial incentives for public schools to make AP science and math courses available. It also provides supplemental college scholarship awards for low-income students based on their AP exam performance.[22] (See, also, Other Changes and Grant Activity in the Six Project States.)

Other Changes and Grant Activity in the Six Project States

Most of the policy changes supported by the project were related to building teacher capacity. Governors in **Alabama**, **Georgia**, and **Wisconsin** all increased their state budgets for AP. Wisconsin added $600,000 and Alabama added $3.5 million over two years. **Georgia** added $3.3 million to cover the cost of additional test fees.

Work under the NGA Center Advanced Placement Expansion project positioned **Maine** and **Wisconsin** to receive federal Advanced Placement Incentive Program grants. With this funding, these states can continue their focus on minority and low-income students. The project also positioned **Alabama** and **Kentucky** to receive six-year grants totaling $13 million from the private National Math and Science Initiative. As part of this effort, students will be able to earn several hundred dollars for each AP test score they earn at mastery.



State Strategies to Improve AP Enrollment and Success

Although this project has demonstrated that it is possible to expand access to Advanced Placement courses and improve achievement for minority and low-income students at scale, AP has not begun to reach its full potential nationally. Sixteen states have fewer than 10 percent of high school seniors scoring at mastery on the AP exam (see Figure 1). At the typical U.S. public high school, only 5 percent of students take at least one AP exam. Even in schools that offer AP exams in three of the four core content areas, only 7 percent of students take an exam.[23]

To improve AP course enrollment and success—an intermediate step on the path to increasing college graduation rates—governors should focus on key policy and program levers aimed at expanding access, building capacity and offering extra support, and creating incentives.

- ***Expanding access.*** States should ensure that every high school equitably offers Advanced Placement classes. Alternatively, states should require students to have a college-level learning experience to graduate from high school.
- ***Building capacity and offering extra support.*** States should invest or reallocate training dollars so teachers and students are prepared for the rigors of AP.
- ***Creating incentives.*** States should consider tying state scholarship money to taking an AP course, which signals to students what it truly means to be ready for college.

Nationally, 600,000 students have PSAT scores that indicate they would be likely to succeed in AP.

Expanding Access

The number of students who could benefit from policies aimed at expanding access is staggering. AP Potential, a part of the NGA Center's project, used PSAT scores to determine students who are likely to score at mastery but who may not be seen as the traditional AP student. For example, in **Wisconsin** AP Potential has identified 28,000 students whose PSAT scores suggest they would do well in AP classes, but who are not enrolled in AP classes. Nationally, 600,000 students have PSAT scores that indicate they would be likely to succeed in AP Calculus and AP English Literature, if only they had the opportunity to access these courses.[24] The demand for more students to take and succeed in AP courses already exists.

Strong state policies aimed at expanding access to AP courses are evident in **Arkansas** and **West Virginia,** which require every high school to offer at least four AP classes in the core content areas: English, mathematics, science, and social studies. Alternatively, a state could follow the example of **Michigan, Minnesota,** and **New Mexico,** which require every student to have a college-level learning experience before they can graduate from high school.

States with especially large rural populations can deliver AP courses online at a cost of $300 per student, once the technology infrastructure is in place. APEX virtual learning has grown from serving 8,400 AP students nationwide in 2004 to serving 30,200 AP students nationwide in 2007.[25] In 1997, Florida Virtual High School offered one AP class online; it now offers 11 courses that have been licensed to other states.

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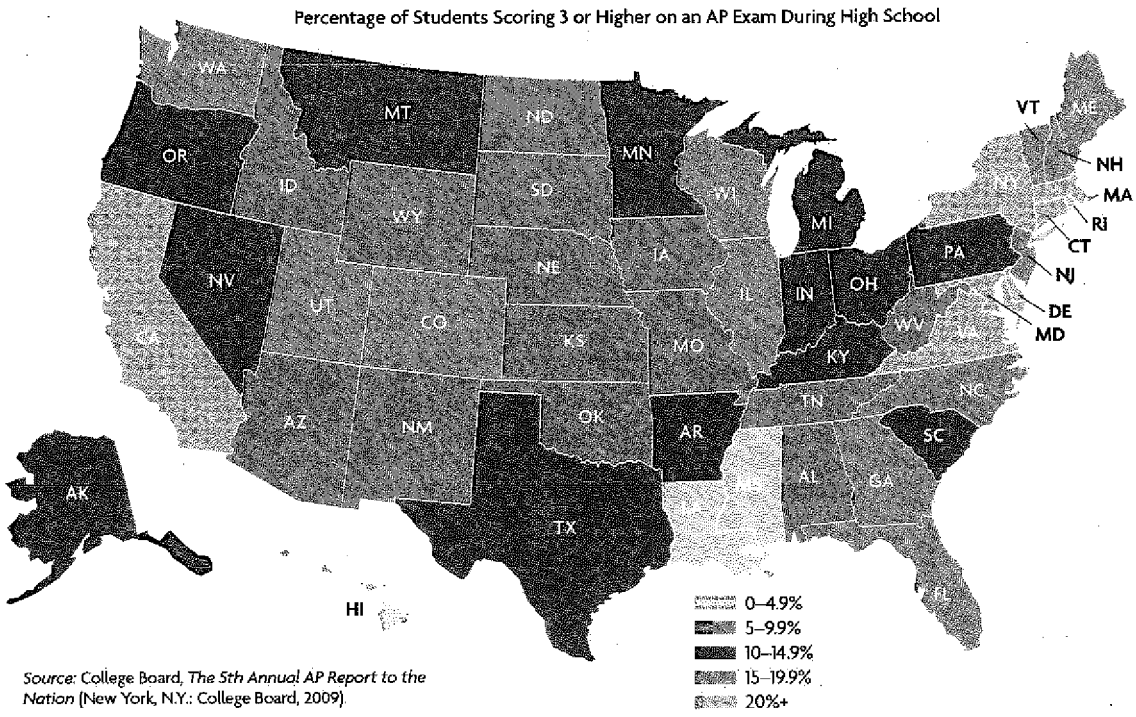
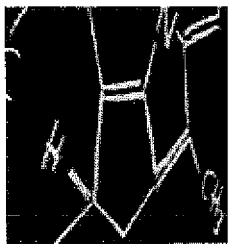
FIGURE 1. Percentage of Students Scoring at Mastery on the AP Exam by State



Source: College Board, *The 5th Annual AP Report to the Nation* (New York, N.Y.: College Board, 2009).



The intent is to change the way states award credit, moving away from seat time and toward demonstration of student mastery. **Florida** Virtual High School's motto is "Any time, any place. Any path, any pace."[26]

Building Teacher Capacity and Offering Extra Support for Students

All of the project states invested heavily in building teacher capacity to ensure teachers have the deep content knowledge needed to teach AP classes. **Arkansas** offers statewide professional learning academies to improve teachers' knowledge and instructional methods. Its weeklong academies meet the requirements of effective professional development by focusing intensely on subject matter and being aligned with instructional goals and materials. Teachers say the feedback they get from reviewing students' exam scores, especially the free-response questions, is some of the most powerful professional learning of their careers. Teachers who go on to earn 12 hours of postgraduate credits are also awarded an AP Endorsement by the state.

For students, especially minority and low-income students, capacity building means ensuring they are adequately prepared for and supported while taking AP classes. Strategies include tighter alignment of middle and high school curricula, so students are prepared for the rigors of AP; summer prep programs; and social support networks such as AVID. **Maryland's** leading-state status stems, in part, from a vertically aligned curriculum, which ensures middle school students take rigorous courses so AP classes are less intimidating. **Texas** has the largest statewide offering of pre-AP courses and encourages students to take them by awarding a one-half point increase in a student's grade point average.

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Creating Incentives for Students and Schools

Are cash incentives needed to attract students to more challenging courses? **Florida** Governor Jeb Bush created an incentive that operates on two tiers. Schools receive $50 for each student score at mastery on the AP exam; 80 percent of this money is allocated for additional teaching positions to support continued expansion of AP. The remainder can be distributed as cash bonuses to AP teachers, who also receive $50 for each student score at mastery, with bonuses capped at $2,000 per year.[27]

The Advanced Placement Incentive Program in Dallas, **Texas**, offered cash bonuses to teachers and students and saw increases in college entrance exam scores. However, AP course enrollment increased for all AP courses, even if rewards were only given for certain subjects.[28] This suggests that simply engaging in a comprehensive effort to expand access to and increase success in AP courses may be incentive enough to raise achievement.

Kentucky uses a different incentive approach. It ties the receipt of additional college scholarship money to high school seniors' performance in AP math and science courses. **Arizona** provides student tuition waivers to state universities for students who score well on two AP exams and have a grade point average of at least 3.5. States could also require students to complete an AP course to be eligible for a college scholarship. Because AP students are waived out of introductory college courses and are more likely to graduate in four years, students and their families can reduce their college costs.

Federal and state policies, along with the College Board's AP Fee Reduction program, have eliminated any *disincentive* low-income students could have when faced with the prospect of paying $86 for each AP exam. **Maryland** and **Virginia** have created an incentive for students to do well by allowing them to opt out of state end-of-course exams if they score a 2 or higher on an AP exam.

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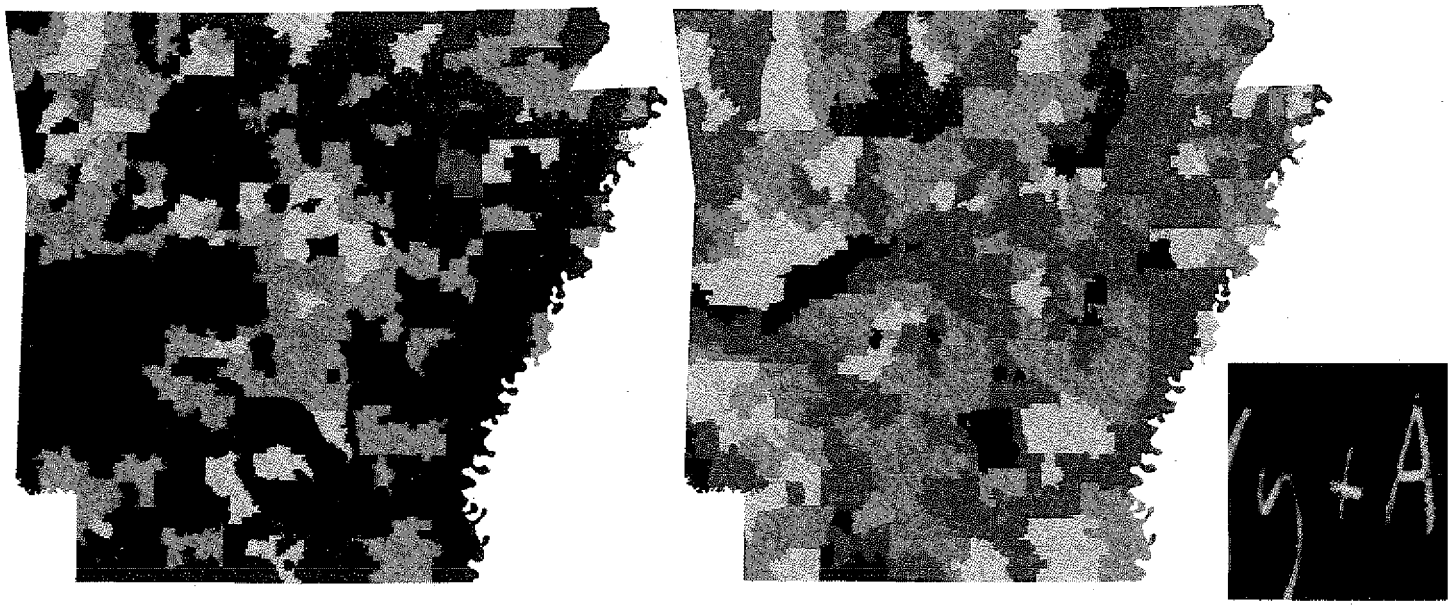
FIGURE 2. Change in Arkansas' AP Enrollment Before and After State Action

Advanced Placement Participation for the 12th Grade Cohort by District of the Public High School Class of 2002–2003 as a Percent of Grade 12 Enrollment

Advanced Placement Participation by District of the Public High School Class of 2008 as a Percent of Grade 12 Enrollment



Sources:
- 2002–2003 NCES 12th Grade District Data
- 2002–2003 College Board 2002-2003 Advanced Placement Cohort Data
- 2001 School District boundary files (from Proximity)

Note:
The AP Cohort data represents all public students from a given year's public high school class who took an AP exam at any point in high school.
Images courtesy of the College Board.

Combining All Three Strategies

Arkansas is one of only a few states that have combined all three strategies—expanding access, building capacity, and creating incentives—into public policies. A school finance equity case led state legislators in 2002 to discover differences in AP offerings at small and large high schools. Of the 50 smallest high schools in the state, only nine offered at least one AP course. Of the 50 largest schools, 49 offered multiple courses. This led the state legislature to require more AP courses and build teacher capacity to teach the courses. Yet the state did not stop there. It combined these efforts with an incentive program that awards schools $50 for each student score at mastery on an AP exam. Schools can use the bonuses to purchase materials and equipment and to pay for additional training. As a result of the combined policies, AP participation is now evenly spread across the state. Moreover, Arkansas is on its way to becoming one of the nation's leaders in AP enrollment and achievement (see Figure 2).

How Far States Can Go: One Million AP Students by the Class of 2014

In his remarks to the National Academy of Sciences in April 2009, President Barack Obama said, "The nation that out-educates us today will out-compete us tomorrow. In the next decade—by 2020—America will once again have the highest proportion of college graduates in the world."

A key first step in meeting this ambitious vision is for state policy to support more college-level learning opportunities for high school students. Advanced Placement is a proven strategy of introductory college-level coursework tightly aligned to common, externally developed exams. Students who score well on AP exams are more likely to persist in college and earn a degree. Teachers also benefit when their students do well on these exams.

The NGA Center's Advanced Placement Expansion project has proven that it is possible to raise rigor for minority and low-income students and to do so at a large scale. Yet hundreds of thousands of smart and ambitious students lack the opportunity to get a head start on college.

Governors interested in expanding college-level learning opportunities could set goals for how much they want to grow AP course enrollment and success during the next five years. To achieve the target goals, states would need to enact comprehensive policies to expand access, build capacity and offer extra support, and create incentives.

The leading AP states in the nation—**California, Connecticut, Maryland, Massachusetts, New York,** and **Virginia**—have between 33 percent and 40 percent of their high school seniors taking at least one AP course and between 20 percent and 25 percent of their students scoring at mastery. If, during the next five years, governors were to set these goals for their state—a third of all students taking AP courses and a quarter performing at mastery—AP would grow to serve an estimated 1 million high school seniors in the class of 2014, with 750,000 students scoring at mastery. (See Table 3 for state-by-state AP growth targets.) Meeting these goals would help raise college graduation rates and help maintain the nation's workforce quality and economic competitiveness.

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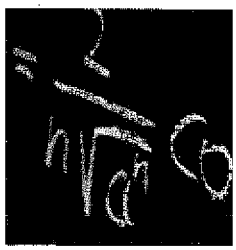
TABLE 1. State-by-State Goals for Expanding AP to 1 Million Students by the Class of 2014

	Students Taking AP Exams (Class of 2008)	Students at Mastery (Class of 2008)	Predicted High School Enrollment 2014	33% Enrolled in AP (Class of 2014)	25% Scoring at Mastery (Class of 2014)
Alabama	5,327	2,691	37,848	12,490	9,462
Alaska	1,621	1,063	8,007	2,642	2,002
Arizona	10,573	5,985	64,191	21,183	16,048
Arkansas	9,721	3,102	27,088	8,939	6,772
California	119,595	78,509	403,375	133,114	100,844
Colorado	14,779	9,186	48,354	15,957	12,088
Connecticut	10,933	7,908	40,699	13,431	10,175
Delaware	1,943	1,000	7,071	2,333	1,768
Florida	53,953	28,784	147,340	48,622	36,835
Georgia	24,494	13,153	83,855	27,672	20,964
Hawaii	1,849	892	10,403	3,433	2,601
Idaho	2,432	1,596	15,480	5,109	3,870
Illinois	30,522	20,297	135,313	44,653	33,828
Indiana	12,478	6,299	60,498	19,964	15,124
Iowa	4,484	2,951	32,360	10,679	8,090
Kansas	4,116	2,591	28,537	9,417	7,134
Kentucky	7,925	3,984	35,932	11,858	8,983
Louisiana	2,538	1,118	32,266	10,648	8,066
Maine	4,223	2,554	13,124	4,331	3,281
Maryland	21,783	13,666	63,426	20,930	15,856
Massachusetts	18,365	13,128	65,661	21,668	16,415
Michigan	22,474	14,458	109,300	36,069	27,325
Minnesota	13,569	8,556	59,202	19,537	14,801
Mississippi	3,157	976	21,605	7,130	5,401
Missouri	6,570	3,936	57,357	18,298	14,339
Montana	1,635	1,088	9,104	3,004	2,276
Nebraska	2,233	1,348	18,194	6,004	4,548
Nevada	4,949	2,716	21,554	7,113	5,389
New Hampshire	3,053	2,245	14,101	4,653	3,525
New Jersey	23,871	17,035	103,660	34,208	25,915
New Mexico	3,769	1,740	17,560	5,795	4,390
New York	57,273	37,766	158,149	52,189	39,537
North Carolina	23,783	14,519	97,291	32,106	24,323
North Dakota	737	491	6,548	2,161	1,637
Ohio	21,502	13,168	114,988	37,946	28,747
Oklahoma	7,571	3,680	34,594	11,416	8,649
Oregon	6,919	4,263	33,811	11,157	8,453
Pennsylvania	23,691	15,715	129,366	42,691	32,341
Rhode Island	1,555	991	11,409	3,765	2,852
South Carolina	8,196	4,882	37,207	12,278	9,302
South Dakota	1,349	817	7,601	2,508	1,900
Tennessee	8,513	4,772	42,291	14,164	10,730
Texas	73,008	38,554	259,246	85,782	64,987
Utah	8,899	6,079	28,783	9,498	7,196
Vermont	2,056	1,406	6,712	2,215	1,678
Virginia	27,468	17,200	80,765	26,652	20,191
Washington	16,294	10,080	62,685	20,686	15,671
West Virginia	2,656	1,199	14,643	4,832	3,661
Wisconsin	15,677	10,718	62,486	20,620	15,621
Wyoming	809	408	4,491	1,482	1,123
TOTALS	757,932	461,537	2,986,857	985,663	746,714

Source: Author's calculations based on Appendix C in College Board, *The 5th Annual AP Report to the Nation* (New York, N.Y.: College Board, 2009).



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Notes

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12. College Board, *The 5th Annual AP Report to the Nation* (New York, N.Y.: College Board, 2009).
13. "Minimally offered" is defined as fewer than three courses. Author's calculations based on Table 5 in Philip Handwerk et al., *Access to Success: Patterns of Advanced Placement Participation in U.S. High Schools* (Princeton, N.J.: Educational Testing Service, 2008).
14. Mollison.
15. College Board, *The 5th Annual AP Report.*
16. Based on research that shows strong correlations between PSAT/NMSQT scores and AP exam results, AP Potential is a free resource that enables schools to generate rosters of students who are likely to score a 3 or higher on a given AP exam.
17. College Board, *Opening Classroom Doors: Strategies for Expanding Access to AP* (New York, N.Y.: College Board, 2002).
18. AVID stands for Advancement Via Individual Determination. It is a research-based program that encourages minority and low-income students to attend college and provides them with the social network to do so. The proportion of Latinos taking AP exams is five times higher among AVID students than non-AVID students. For more information on the support the program provides, especially to AP students, visit http://www.avidonline.org.
19. SpringBoard provides rigorous English and mathematics lessons for students in grades 6 through 12. It enables students to build the skills and understanding they need for success in AP courses and college-level work.
20. For more information on how to differentiate instruction to meet the needs of AP students, see Robyn R. Jackson, *Never Work Harder than Your Students* (Alexandria, Va.: Association for Supervision and Curriculum Development, 2008).
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NGA CENTER DIVISIONS

The NGA Center is organized into five divisions with some collaborative projects across all divisions.

- **Education** provides information on early childhood, elementary, secondary, and postsecondary education, including teacher quality, high school redesign, reading, access to and success in postsecondary education, extra learning opportunities, and school readiness.
- **Health** covers a broad range of health financing, service delivery and policy issues, including containing health care costs, insurance coverage trends and innovations, state public health initiatives, obesity prevention, Medicaid and long-term care reforms, disease management, health information technology, health care quality improvement, and health workforce challenges.
- **Homeland Security & Technology** supports the Governors Homeland Security Advisors Council and examines homeland security policy and implementation, including public health preparedness, public safety interoperable communications, intelligence and information sharing, critical infrastructure protection, energy assurance, and emergency management. In addition, this unit assists governors in improving public services through the application of information technology.
- **Environment, Energy & Natural Resources** analyzes state and federal policies affecting energy, environmental protection, air quality, transportation, land use, housing, homeownership, community design, military bases, cleanup and stewardship of nuclear weapons sites, and working lands conservation.
- **Social, Economic & Workforce Programs** focuses on policy options and service delivery improvements across a range of current and emerging issues, including economic development, workforce development, employment services, criminal justice, prisoner reentry, and social services for children, youth, and low-income families.

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2010 SLDS Grant Capabilities

Elements of America COMPETES Act	**SLDS Status**
Element 1: A unique student identifier that does not permit a student to be individually identified by users of the system.	*2010 SLDS Grant Capabilities:* Linkages to identifiers used by other State agencies will be created through cross-agency client index tables.
Element 2: Student level enrollment demographic and program participation information.	*2010 SLDS Grant Capabilities:* Expanded local and State teacher/class/student data collection.
Element 3: Student level information about the points at which students exit, transfer in, transfer out, drop out or complete P-16 education programs.	*2010 SLDS Grant Capabilities:* Measuring post-secondary matriculation and success rates are part of the planned post-secondary and multi-state collaboration.
Element 4: The capacity to communicate with higher education data systems.	*2010 SLDS Grant Capabilities:* Expanded multi-state electronic transcript system based on PESC standards and collaboration with the National Student Clearinghouse. Linkage with State postsecondary systems to measure college readiness.
Element 5: State data audit system assessing data quality, validity, and reliability.	*2010 SLDS Grant Capabilities:* Additional data quality checks and reports for cross-agency and multi-state data.
Element 6: Yearly test records of individual students with respects to assessments under section 1111(b) of the ESEA of 1965.	*2010 SLDS Grant Capabilities:* Expanded local and State capabilities to include incremental and formative assessment data.
Element 7: Information on students not tested, by grade and subject.	*2010 SLDS Grant Capabilities:* Expanded capabilities to collect data on the reasons why students are not tested.
Element 8: A teacher identification system with the ability to match teachers to students.	*2010 SLDS Grant Capabilities:* Continued expansion of statewide SIS (State- funded) plus greater integration of local systems with the State data warehouse.
Element 9: Student-level transcript	*2010 SLDS Grant Capabilities:*

information, including information on courses completed and grades earned.	Development of electronic transcripts based on PESC and multi-state standards and expansion of horizontal and vertical records exchange.
Element 10: Student-level college readiness test scores.	*2010 SLDS Grant Capabilities:* Proposed regional multi-state college readiness data including ACT and SAT benchmark comparisons.
Element 11: Data that provide information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework.	*2010 SLDS Grant Capabilities:* Regional multi-state postsecondary matriculation and success rates data collection and reporting.
Element 12: Data that provide other information determined necessary to address alignment and adequate preparation for success in postsecondary education.	*2010 SLDS Grant Capabilities:* NESSC multi-state postsecondary college success criteria in addition to college readiness data project with University of Maine System.

SUMMARY: This Chapter contains the State Board of Education standards and procedures for the review and approval of preparation programs for education personnel.

2.1 Unit Standard One - 19: Alternate Route Programs

Alternate route programs are organized, performance-and standard-based professional preparation and support systems delivered through units (as defined under option A or B – See § 1.2 for definitions of "unit") leading to initial teacher certification. Participants in such programs have appropriate undergraduate degrees. Alternate route programs prepare candidates for the areas in which they will seek certificates in accordance with the requirements specified in Maine Department of Education Regulation Chapter 115: Standards and Procedures. Alternate route programs are designed to prepare new teachers-of-record in P-12 schools who have a degree but lack prerequisites for initial teacher certification as specified in Regulation Chapter 115.

Chapter 115

PART II: REQUIREMENTS FOR SPECIFIC CERTIFICATES AND ENDORSEMENTS

SUMMARY: This part of Chapter 115 provides the specific requirements for each certificate and endorsement for teachers, educational specialists, and administrators. For each certificate or endorsement in Part II, applicants shall meet the requirements of Part I Section 3.1, Section 3.2, and Section 4.1.

SECTION 1: TEACHERS AND EDUCATIONAL SPECIALISTS: GENERAL CERTIFICATES AND ENDORSEMENTS

1.1 Endorsement 029: Early Elementary Teacher

*A. **Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 3.***

*B. **Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.1.B.3, below, and Part I Section 5.4 of this rule.***

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of early childhood teachers, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;

(c) Completed a minimum of three semester hours in early literacy;

(d) Completed a minimum of three semester hours in children's literature;

(e) Completed a minimum of three semester hours in mathematics for the young child;

(f) Completed a minimum of three semester hours in science for the young child;

(g) Completed a minimum of three semester hours in social studies for the young child;

(h) Completed a minimum of an additional six semester hours in early childhood education;

(i) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(j) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(k) Passed basic Skills Tests in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(l) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(m)Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area for grades kindergarten through 3.

3. *Conditional Certificate for this Endorsement*

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies.

1.2 Endorsement 020: Elementary Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 8.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.2.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of elementary teachers, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;

(c) Completed a minimum of three semester hours in elementary reading methods;

(d) Completed a minimum of three semester hours from the following courses: children's literature, elementary language arts methods, or the writing process;

(e) Completed a minimum of three semester hours in elementary mathematics methods;

(f) Completed a minimum of three semester hours in elementary science methods;

(g) Completed a minimum of three semester hours in elementary social studies methods;

(h) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(i) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(j) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(k) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(l) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.

3. Conditional Certificate for this Endorsement

(a) Completed a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of six semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies.

1.3 Endorsements: Middle Level Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students grade 5 through grade 8 in one of the following endorsement areas: 100 English/language arts, 300 mathematics, 340 science, 200 social studies, or a specific world language, including 410 Latin, 420 French, 430 German, 440 Spanish, 445 Portuguese, 450 Russian, 460 Italian, 465 Greek, 470 Chinese, or 480 Japanese. Additional language endorsements may be added by the State Board and Commissioner without further rulemaking proceedings.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways . Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.3.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of middle level teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Holds a valid Maine provisional or professional teaching certificate with a K-3, K-8, 5-8, 7-12, or K-12 endorsement;

i. Completed a minimum of 24 semester hours in the areas relevant to the middle level endorsement area being sought. For purposes of making this computation, life and physical sciences shall be aggregated and shall include a minimum of nine semester hours in life sciences and a minimum of nine semester hours in physical sciences. For purposes of making this computation, world language shall have completed a minimum of 24 semester hours or have earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview administered by a certified ACTFL oral proficiency tester in the modern language endorsement area being sought and earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test in the world language endorsement area being sought;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

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(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in the areas relevant to the middle
i. level endorsement being sought. For purposes of making this computation, life and physical sciences shall be aggregated and shall include a minimum of nine semester hours in life sciences and a minimum of nine semester hours in physical sciences. For purposes of making this computation, world language shall have completed a minimum of 24 semester hours or have earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview administered by a certified ACTFL oral proficiency tester in the world language endorsement area being sought, earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test in the world language endorsement area being sought; and

(c) Holds a valid Maine provisional or professional teaching certificate with a K-3, K-8, 5-8, 7-12 or K-12 endorsement.

1.4 Endorsement: Secondary Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in grades 7 through grade 12 in one of the following endorsement areas: 100 English/language arts, 395 life science, 300 mathematics, 350 physical science, or 200 social studies.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.4.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of 7-12 teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in the areas relevant to the 7-12 endorsement area being sought. For purposes of this Section, this includes but is not limited to:

i. English (e.g., composition, literature, writing)

ii. Life science (e.g., biology, ecology, botany, zoology, anatomy, physiology, environmental science, entomology, ornithology)

iii. Mathematics (e.g., algebra, geometry, calculus, probability, statistics, finite math, number theory)

iv. Physical science (e.g., chemistry, physics, geology, earth science, soil science, astronomy, meteorology, oceanography, soil science)

v. Social studies (e.g., geography, history, economics, government, anthropology)

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed Content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed content area methods course or content area methods assessment;

(g) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in the endorsement area at the specified grade level.

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in the areas relevant to the 7-12 endorsement being sought.

1.5 Endorsement: Kindergarten through Grade 12 Teacher (All Subjects Other than Art and Music)

A. Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 12 in one of the following endorsement areas: 640 business education, 680 computer technology, 517 dance, 670 family and consumer science, 520 health, 700 industrial arts/technology education, 510 physical education, and 625 theater.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.5.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of kindergarten through 12 teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in the areas relevant to the kindergarten through 12 endorsement area being sought;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed content area methods course or content area methods assessment;

(g) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in the endorsement area at the specified grade level.

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in the areas relevant to the endorsement being sought.

1.6 Endorsement: Kindergarten through Grade 12 Teacher (Music and Art)

A. Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 12 in one of the following endorsement areas: 620 art and 614 music.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.6.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of kindergarten through 12 teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 15 semester hours in performance/studio coursework in the areas relevant to the kindergarten through 12 endorsement area being sought;

(c) Completed a minimum of 9 semester hours in theory/history coursework in the areas relevant to the kindergarten through 12 endorsement area being sought;

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed Basic Skills Test in reading, writing and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

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(g) Passed content area methods course or content area methods assessment;

(h) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(i) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in the endorsement area at the specified grade level.

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed Sections 1.6.B.2.(b) and 1.6.B.2.(c) above in the areas relevant to the endorsement being sought.

1.7 Endorsement: World Language Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in a world language kindergarten through grade 12, including but not limited to one of the following endorsement areas: 470 Chinese, 420 French, 430 German, 465 Greek, 460 Italian, 480 Japanese, 410 Latin, 445 Portuguese, 450 Russian, or 440 Spanish. Additional world language endorsements may be added by the State Board and Commissioner without further rulemaking proceedings.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.7.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of world language teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) One of the following:

i. Completed a minimum of 24 semester hours in the world language endorsement area being sought; or

ii. Earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview in the world language endorsement area being sought; and

iii. Earned a score of advanced level or higher on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test in the world language endorsement area being sought;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area methods course or content area methods assessment;

(e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed Basic Skills Test in reading, writing and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(g) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in the endorsement area at the specified grade level.

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in the world language endorsement area being sought, or earned a score of advanced level or higher on the ACTFL examination in the world language endorsement being sought.

1.8 Endorsement 660: English as a Second Language Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach English as a Second Language to students in kindergarten through grade 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 1.8.B.4, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of English as a Second Language teachers, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Holds a valid Maine provisional or professional teaching certificate with a K-3, K-8, 5-8, 7-12, or K-12 endorsement;

(c) Completed a minimum of 15 semester hours in English as a Second Language coursework;

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) Passed content area assessment in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. Endorsement Eligibility Pathway 3

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in English as a Second Language coursework;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed Pedagogical knowledge assessment and skills at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(g) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.

4. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in English as a Second Language.

1.9 Endorsement 530: Driver Education Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach driver education.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by the applicant having all of the following:

1. A valid Maine provisional or professional certificate;

2. A personal driving record approved by Department of Education;

3. A valid Maine driver's license; and

4. A valid Maine driver education teacher license issued by the Secretary of State.

1.10 Endorsement: Adult Education Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach in adult education diploma and in general educational development (GED) programs in Maine. Adult education endorsements are limited to 100 English/language arts, 395 life science, 300 mathematics, 350 physical science, and 200 social studies.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 1.10.B.2, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway

   (a) Earned a bachelor's degree from an accredited institution, in accordance with Part I Section 4.4 of this rule;

   (b) Completed a minimum of 24 semester hours in areas relevant to the endorsement area being sought, which are the same as those for the corresponding 7-12 endorsement;

   (c) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Conditional Certificate for this Endorsement

   (a) Earned a bachelor's degree from an accredited college or university in accordance with Part I Section 4.4 of this rule; and

   (b) Completed a minimum of 24 semester hours in areas relevant to the endorsement area being sought.

1.11 Certificate 071: Library Media Specialist

A. Function: This certificate allows the holder to serve as a library media specialist kindergarten through grade 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 1.11.B.4, below, and Part I Section 5.4 of this rule.

1. **Certificate Eligibility Pathway 1**

   (a) **Graduated from a Maine program approved for school library science, together with a formal recommendation from the preparing institution;**

   (b) **Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;**

   (c) **Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and**

   (d) **Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.**

2. **Certificate Eligibility Pathway 2**

   (a) **Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;**

   (b) **Completed a minimum of 36 semester hours of graduate study in library science coursework;**

   (c) **Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";**

   (d) **Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and**

   (e) **Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful of an alternative professional studies program.**

3. **Certificate Eligibility Pathway 3**

   (a) **Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;**

   (b) **Holds a valid Maine provisional or professional teaching certificate;**

   (c) **Completed a minimum of 36 semester hours of graduate study in library science coursework;**

   (d) **Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and**

   (e) **Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.**

4. **Eligibility for a conditional certificate shall be established by one of two pathways:**

   (a) **Conditional Pathway 1**

i. Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

ii. Completed a minimum of 36 semester hours of graduate study in library science coursework.

(b) Conditional Pathway 2

i. Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

ii. Holds a valid Maine provisional or professional teaching certificate; and

iii. Completed a minimum of six semester hours of graduate study in library science coursework.

1.12 Certificate 075: School Counselor

A. Function: This certificate allows the holder to serve as a school counselor to provide guidance services kindergarten through grade 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.12.B.3, below, and Part I Section 5.4 of this rule.

1. Certificate Eligibility Pathway 1

(a) Graduated from a Maine program approved to prepare school counselors, together with a formal recommendation of the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Earned a master's or a doctorate degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) Passed content area assessment, in accordance with to Me. Dept. of Ed. Reg. 13.

2. Certificate Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Earned a master's or a doctorate degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Provided a formal recommendation for a school counselor certificate from a college or university approved to prepare school counselors;

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program for school counseling.

3. Conditional Certificate

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Matriculated into an approved program for school counselor education or current enrollment in graduate coursework for school counselor education; and

(c) Completed a minimum of 24 semester hours of graduate study in school counselor education coursework.

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1.13 Certificate 092: Literacy Specialist

A. Function: This certificate allows the holder to diagnose, instruct, or evaluate pupils needing corrective or remedial instruction in reading, in addition to or in lieu of that provided by the classroom teacher. The holder of this certificate is not limited to providing services to only those persons who need corrective or remedial instruction.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.13.B.3, below, and Part I Section 5.4 of this rule.

1. Certificate Eligibility Pathway 1

(a) Graduated from a Maine program approved for school literacy specialist, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.

2. Certificate Eligibility Pathway 2

(a) Holds a professional certificate with a subject area endorsement or a minimum of 2 years of teaching experience;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Earned a master's degree in literacy/reading from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) In addition to (c) above, earned graduate semester hours for a literacy/reading clinic; and

(f) Passed content area assessment, in accordance with Mr. Dept. of Ed. Reg. 13.

3. Certificate Eligibility Pathway 3

(a) Earned a bachelor's degree from an accredited college or university in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 2 years of teaching experience;

(c) Completed a minimum of 24 graduate semester hours in literacy;

(d) In addition to (c) above, earned graduate semester hours for a literacy/reading clinic;

(e) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(f) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(g) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

2. ***Conditional Certificate***

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of nine graduate semester hours in literacy; and

(c) Holds a professional certificate with a subject area endorsement or a minimum of 2 years of teaching experience.

1.14 Certificate 215: Athletic Director

~~A.~~ Function: This certificate allows the holder to serve as an athletic director.

~~B.~~ Eligibility: Applicants shall meet eligibility requirements specified in Pathway 1.

1. Certificate Eligibility Pathway 1

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule.

~~C.~~ Renewal Requirements

First professional certificate renewal:

1. Holds a valid Maine administrator certificate other than a Teaching Principal's certificate; or
2. Have a basic level of knowledge in all of the following areas:

   (a) Interscholastic Athletics: Philosophy, Organization, and Programs;

   (b) Athletic Administration: Principles, Strategies, and Methods; and

   (c) Athletic Administration: Legal Issues.

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1.15 Certificate 524: School Nurse

A. Function: This certificate allows the holder to serve as school nurse kindergarten through grade 12 in a non-instructional position.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 1.15.B.2, below, and Part I Section 5.4 of this rule.

1. Certificate Eligibility Pathway

   (a) Holds a valid license to practice as a Registered Professional Nurse in Maine;

   (b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

   (c) Completed a minimum of three years of experience as a nurse. At least 1 year of this experience shall have been within the five years prior to initial application for this certificate.

2. Conditional Certificate

   (a) Holds a valid license to practice as a Registered Professional Nurse in Maine;

   (b) Completed a minimum of three years of experience as a nurse. At least one year of this experience shall have been within the five years prior to initial application for this certificate; and

   (c) Matriculated into a bachelor's degree program from an accredited college or university, in accordance with Part I Section 4.4 of this rule.

   (d) A maximum of five conditional school nurse certificates may be issued to an applicant, beginning with the effective date of this rule.

1.16 Endorsement 081: Early Childhood Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students birth to school age 5.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 1.16.B.3 below, and Part I Section 5.4 of this rule. Any initial Early Childhood endorsement issued on or after July 1. 2009 shall meet Endorsement Eligibility Pathway 1 or Endorsement Eligibility Pathway 2.

3. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of early childhood teachers, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed a minimum of three semester hours for teaching early childhood special education;

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

4. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of three semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies;

(c) Completed a minimum of three semester hours for teaching early childhood special education;

(d) Completed a minimum of three semester hours in language development and early literacy;

(e) Completed a minimum of three semester hours in children's literature;

(f) Completed a minimum of three semester hours in numeracy for the young child;

(g) Completed a minimum of three semester hours in science for the young child;

(h) Completed a minimum of three semester hours in child development or developmental psychology;

(i) Completed a minimum of three semester hours in infant/toddler development:

(j) Completed a minimum of six semester hours in at least two of the following areas: creative arts/family studies/observation of the young child/assessment of

the young child/social studies for the young child/advanced child development/early learning environments/ additional early literacy;

(k) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(l) Passed basic Skills Tests in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

5. Endorsement Eligibility Pathway 3

(a) Holds a valid Maine provisional or professional teaching certificate with a K-3 or K-8 endorsement; and

(b) Was employed in a Maine public school as a pre-K, K, Grade 1, Grade 2 or Grade 3 teacher on February 1, 2007 and/or February 1, 2008.

6. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of three semester hours in each of the following: liberal arts English, liberal arts mathematics, liberal arts science, and liberal arts social studies; and

(c) Completed a minimum of nine semester hours from Section B.2.c. through B.2.j. above.

1.17 Endorsement: Native Language

A. Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 12 in Waponahki languages.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by the following pathways. Individuals who are not eligible through one of the following pathways may be eligible for a conditional certificate, in accordance with Section 1.17.b.3 below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of Waponahki language teachers, together with a formal recommendation from the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Receipt by the Department of documentation that the applicant meets tribal proficiency standards to teach that tribe's native language, which documentation is signed by the officer designated for that purpose by the governing body of any federally recognized Indian tribe in Maine, or by the Chair of the body so designated, and whose signature in either case is attested by the Tribal clerk; and

(b) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

3. Conditional Certificate

An applicant who has satisfied the requirements set forth in Section 1.17.B.1(a) or Section 1.17.B.(b) , above, may obtain a conditional teaching certificate in this endorsement area.

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SECTION 2: TEACHERS AND EDUCATIONAL SPECIALISTS: SPECIAL EDUCATION CERTIFICATES AND ENDORSEMENTS

2.1 Endorsement 282: Teacher of Children with Disabilities

A. Function: This endorsement on a teacher certificate allows the holder to teach children with disabilities and to consult with teachers, children, and parents. The endorsement specifies the applicable grade levels: birth to school age 5, kindergarten through grade 8, or grades 7 through 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with 2.1.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for teachers of children with disabilities birth to school age 5, kindergarten through grade 8, or grades 7 through 12, together with formal recommendation of the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(d) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited institution, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in special education;

(c) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(d) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed pedagogical knowledge and skills assessment at the appropriate grade level kindergarten through grade 8, or grades 7 through 12, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(f) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level kindergarten through grade 8, or grades 7 through 12. This requirement shall be waived upon completion of one full year of successful

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teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.

NOTE: Parts 2.1.B.2(e) and (f) above do not apply to this endorsement for birth to age 5.

3. ***Conditional Certificate for this Endorsement***

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

   (b) Completed a minimum of nine semester hours in special education.

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2.2 Endorsement: Kindergarten through Grade 12 Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students kindergarten through grade 12 in one of the following endorsement areas: 291 teacher of blind or visually impaired students, 292 teacher of deaf or hearing impaired students, or 286 teacher of severely impaired students.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 2.2.B.3, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of kindergarten through 12 teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in the areas relevant to the kindergarten through 12 endorsement area being sought;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing and mathematics in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed content area methods course or content area methods assessment;

(g) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in the endorsement area at the specified grade level.

D-2.ae

3. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in the areas relevant to the endorsement being sought.

D-2. af

2.3 Endorsement 515: Adapted Physical Education Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach adapted physical education kindergarten through grade 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 2.3.B.4, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of adapted physical education teachers, together with a formal recommendation of the preparing institution;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(c) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Hold a valid Maine provisional or professional teaching certificate with a kindergarten through 12 physical education endorsement;

(b) Completed a supervised practicum in adapted physical education; and

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom."

3. Endorsement Eligibility Pathway 3

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 12 semester hours from the following: anatomy and physiology, kinesiology, physiology of exercise, motor development, or motor learning;

(c) Completed a minimum of three semester hours in adapted physical education;

(d) Completed a minimum of three semester hours in assessment of adapted physical education;

(e) Completed a supervised practicum in adapted physical education;

(f) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and

(g) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

4. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

D-2.ag

(b) Completed a minimum of 12 semester hours from the following: anatomy and physiology, kinesiology, physiology of exercise, motor development, motor learning, adapted physical education, or assessment of adapted physical education.

D-2. ah

2.4 Endorsement 690: Gifted/Talented Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach gifted/talented students kindergarten through grade 12.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 2.4.B.4, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Graduated from a Maine program approved for the education of gifted/talented teachers, together with a formal recommendation from the preparing institution for the endorsement being sought;

(b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13.

2. Endorsement Eligibility Pathway 2

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Holds a valid Maine provisional or professional teaching certificate with a K-3, K-8, 5-8, 7-12, or K-12 endorsement;

(c) Completed a minimum of 12 credits of approved study in gifted/talented coursework, including a minimum of 6 semester hours from an accredited college or university, in accordance with Part I Section 4.4 of this rule; the remaining credits may be earned through a combination of Continuing Education Units, in-service clock hours, or clock hours for summer institutes/workshops;

(d) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(e) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. Endorsement Eligibility Pathway 3

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 semester hours in gifted/talented coursework;

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(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing and mathematics, in accordance with Me. Dept. of Ed. Reg. 13;

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program; and

(g) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in this endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a targeted need certificate, a conditional certificate, or a transitional endorsement in this endorsement area at the specified grade level.

4. Conditional Certificate for this Endorsement

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 24 semester hours in gifted/talented coursework.

D-2. aj

2.5 Certificate 079: Special Education Consultant

A. Function: This certificate allows the holder to serve in kindergarten through grade 12 as a special education consultant in a public school, an approved private school, or an approved special education program. A special education consultant is one who provides educational assessments, consultation, and interventions for the purpose of identification, programming, or placement of special education students. Services are limited to the holder's areas of training and expertise. This certificate does not authorize a person to serve as a school psychological service provider.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 2.5.B.3, below, and Part I Section 5.4 of this rule.

1. **Certificate Eligibility Pathway 1**

   (a) Graduated from a Maine approved program for special education consultation, together with the formal recommendation of the preparing institution;

   (b) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule.

   (c) Earned a master's degree, a certificate of advanced study or a doctorate from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

2. **Certificate Eligibility Pathway 2**

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

   (b) Earned a master's degree, a certificate of advanced study, or a doctorate from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

   (c) Completed a minimum of 24 graduate semester hours in special education;

   (d) Completed a minimum of four years of successful full-time experience as a teacher of students with disabilities, or as a speech and language clinician;

   (e) Completed training in two or more areas of disability (mental retardation, hearing impairments (including deafness), visual impairments (including blindness), emotional disability, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities);

   (f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. **Conditional Certificate**

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

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(b) Completed a minimum of nine graduate semester hours in special education;

(c) Completed a minimum of four years of successful full-time experience as a teacher of students with disabilities, or as a speech and language clinician; and

(d) Completed training in two or more areas of student special needs (mental retardation, hearing impairments (including deafness), visual impairments (including blindness), emotional disability, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities).

D-2. aL

2.6 Certificate 293: Speech and Language Clinician

A. Function: This certificate allows the holder to serve as a speech and language clinician in kindergarten through grade 12. A speech and language clinician is one who provides speech and language assessments, speech and language services for students with disabilities, consultative assistance for the modification and adaptation of regular education programs, and supervision of auxiliary personnel.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of two pathways. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 2.6.B.3, below, and Part I Section 5.4 of this rule.

1. Certificate Eligibility Pathway 1

   (a) Earned a bachelor's degree from an accredited college or university in accordance with Part I Section 4.4 of this rule;

   (b) Earned a master's degree, certificate of advanced study, or doctorate from an accredited institution, in accordance with Part I Section 4.4 of this rule, in an approved program in speech and language disorders, together with the formal recommendation of the institution;

   (c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom"; and

   (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13.

2. Certificate Eligibility Pathway 2

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

   (b) Earned a master's degree equivalent in speech communications or speech disorders by completing all of the following:

      i. Completed a minimum of 21 graduate semester hours in speech disorders,

      ii. Completed a minimum of three graduate semester hours in a speech disorders clinic or practicum; and

      iii. Completed a minimum of an additional six graduate semester hours;

   (c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

   (d) Passed content area assessment, in accordance with to Me. Dept. of Ed. Reg. 13; and

   (e) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. Conditional Certificate

   (a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(b) Completed a minimum of 12 graduate semester hours in speech communications or speech disorders.

D-2. an

2.7 Certificate 093: School Psychological Service Provider

A. Function: This certificate allows the holder to serve as a school psychological service provider to students eligible to be enrolled in a public elementary school, public secondary school, approved private elementary school, approved private secondary school, or approved special education program. A certified school psychological service provider is one who provides psychological assessment, consultation, or direct services other than psychotherapy on an employment and/or contractual basis with the school unit.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of three pathways:

1. Certificate Eligibility Pathway 1

   (a) Hold a current Nationally Certified School Psychologist certificate issued by the National School Psychology Certification Board; and

   (b) Possess two recommendations from licensed or certified providers of school psychological services who have reviewed the professional work provided by the applicant.

2. Certificate Eligibility Pathway 2

   (a) Earned a graduate degree from an accredited program approved by the National Association of School Psychologists/National Council for Accreditation of Teacher Education, the National Association of School Psychologists, or the American Psychological Association in school psychology at the time the degree was awarded; and

   (b) Possess two recommendations from licensed or certified providers of school psychological services who have reviewed the professional work provided by the applicant.

3. Certificate Eligibility Pathway 3

   (a) Hold a valid license from the Maine Board of Examiners of Psychologists, and

   (b) Possess two recommendations from licensed or certified providers of school psychological services who have reviewed the professional work provided by the applicant.

C. Renewal Requirements

Hold a valid National School Psychology Certificate issued by the National School Psychology Certification Board or a valid license issued by the Board of Examiners of Psychologists of Maine.

D-2.a0

SECTION 3: TEACHERS AND EDUCATIONAL SPECIALISTS: CAREER AND TECHNICAL EDUCATION CERTIFICATES AND ENDORSEMENTS

3.1 Endorsement: Secondary Career and Technical Education Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach career and technical subjects, grades 9 through 12 at career and technical centers, at career and technical regions, or at a career and technical satellite program in one or more of the available Maine career and technical endorsement areas listed:

879 Agricultural Mechanics
870 Agricultural Production
895 Allied Health *
851 Architectural Drafting
805 Automotive Mechanics
808 Automotive Body Repair
816 Brick Block Stone Mason
838 Building Maintenance
898 Business Administrator Management
810 Carpentry
893 Child Care Guidance
860 Coop Industrial Training
885 Commercial Art
861 Commercial Fishing
824 Computer Console Operator
823 Computer Information Services
809 Diesel Engine Mechanic
852 Drafting General
825 Electrical Electronics
820 Electrician *
803 Firefighter/EMT
891 Food Production Management
871 Forestry Product/Procedures
840 Graphic Print Commercial
843 Heat Air Conditioning & Refrigeration*
897 Home Health Aide
872 Horticulture General
849 Law Enforcement
830 Machine Tool Operator/Shop
811 Marine Maintenance
880 Marketing & Distribution
833 Metal Fabrication
896 Nursing Assistant *
874 Parks & Recreation
847 Plumbing *
831 Precision Metal General
837 Precision Metal Other
873 Renewable Natural Resources
862 Sailors & Deck Hands
835 Sheet Metal
813 Small Engine Repair
806 Truck/Bus Driving *
807 Vehicle Equipment Operator
899 Ward Clerk
836 Weld/Blaze/Solder *
925 Fine Arts – Music/Theater/Dance
926 Fine Arts – Visual Arts

* Requires appropriate Maine licenses.

Additional endorsements shall be added to this list without further rule-making proceedings as new trade areas are added to the Classification of Instructional Programs promulgated by the National Center for Education Statistics in the Office of Educational Research and Improvement in the U.S. Department of Education.

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B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by one of five pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 3.1.B.7, below, and Part I Section 5.4 of this rule.

1. Requirements for all Pathways:

   (a) Where applicable, hold a valid Maine certificate or license as required by State law or rule to practice the craft or trade to be taught; and

   (b) For each endorsement, completed a minimum of one year of paid applied employment or teaching in the endorsement area during the five years preceding the initial application; and

   (c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

   (d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

   (e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; and

   (f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

   (g) Satisfied one of the following five routes by documenting that one of the following combinations of learning, paid applied employment, or teaching in the endorsement area has been completed.

2. Endorsement Eligibility Pathway 1

   (a) Earned a bachelor's degree from an accredited institution, in accordance with Part I Section 4.4 of this rule, with a minimum of 24 semester hours specifically applicable to the endorsement area; and

   (b) Completed a minimum of 24 months (4,000 hours) of paid applied employment or teaching in the endorsement area being sought.

3. Endorsement Eligibility Pathway 2

   (a) Completed an apprenticeship registered with either the Maine State Apprenticeship and Training Council, a similar agency from another State, or the Federal Bureau of Apprenticeship and Training; and

   (b) Completed a minimum of 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.

4. Endorsement Eligibility Pathway 3

   (a) Completed a two-year degree or certificate in the endorsement area from a technical institution accredited in accordance with Part I Section 4.4 of this rule or an institution accredited by the National Association of Career and Technical Schools; and

   (b) Completed a minimum of 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.

5. Endorsement Eligibility Pathway 4

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(a) Earned a high school diploma or GED;

(b) Completed a minimum of 24 semester hours directly related to the endorsement area from an accredited college or university, in accordance with Part I Section 4.4 of this rule. Courses offered by industry or the armed forces may be evaluated by the Commissioner for appropriate crediting under this subparagraph; and

(c) Completed a minimum of 48 months (8,000 hours) of paid applied employment or teaching in the endorsement area being sought.

6. Endorsement Eligibility Pathway 5

(a) Earned a high school diploma or GED;

(b) Completed a minimum of 36 months (6,000 hours) of paid experience learning the trade or craft for which the endorsement is sought; and

(c) Completed a minimum of an additional 36 months (6,000 hours) of paid applied employment or teaching in the endorsement area being sought.

7. Conditional Certificate for this Endorsement

An applicant who satisfies the requirements set forth in Sections 3.1.B.2, 3.1.B.3, 3.1.B.4, 3.1.B.5, or 3.1.B.6, above, may obtain a conditional certificate while working toward the requirements of Section 3.1.B.1, above.

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3.2 Endorsement 860: Cooperative Education Coordinator

A. Function: This endorsement on a teacher certificate allows the holder to teach or coordinate career and technical cooperative education, grades 9 through 12, at career and technical centers, career and technical regions, or career and technical satellites.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by a combination of education, paid work experience, and teaching in one of three pathways. Individuals who are not eligible through any of these pathways may be eligible for a conditional certificate, in accordance with Section 3.2.B.4, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway 1

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 24 months (4,000 hours) of paid work experience or teaching in a career and technical endorsement area, of which:

i. A minimum of 12 months shall have been at a supervisory level, and

ii. A minimum of 12 months shall have been during the five years preceding initial application for this endorsement;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

2. Endorsement Eligibility Pathway 2

(a) Earned an associate's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Completed a minimum of 36 months (6,000 hours) of paid work experience or teaching in a career and technical endorsement area, of which:

i. A minimum of 12 months shall have been at a supervisory level, and

ii. A minimum of 12 months shall have been during the five years preceding initial application for this endorsement;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; and

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(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

3. Endorsement Eligibility Pathway 3

(a) Earned a high school diploma or G.E.D.;

(b) Completed a minimum of 72 months (12,000 hours) of paid work experience or teaching in a career and technical endorsement area, of which:

i. A minimum of 24 months shall have been at a supervisory level, and

ii. A minimum of 12 months shall have been during the five years preceding initial application for this endorsement;

(c) Completed an approved course for "Teaching Exceptional Students in the Regular Classroom";

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

4. Conditional Certificate for this Endorsement

An applicant who satisfies the requirements set forth in Section 3.2.B.1 (a) and (b), Section 3.2.B.2 (a) and (b), or Section 3.2.B.3 (a) and (b), above, may obtain a conditional teaching certificate in this endorsement area.

D-2. at

3.3 Endorsement 865: Secondary Career and Technical Teacher of Students with Disabilities

A. Function: This endorsement on a teacher certificate allows the holder to teach secondary career and technical special needs programs in grade 9 through grade 12 at secondary career and technical regions, career and technical centers, or career and technical satellites in the occupational clusters, such as: Hospitality Occupations; Mechanical Repair Occupations; Building Maintenance Occupations; Grounds Maintenance Occupations; or Retail Sales Occupations.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this endorsement shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 3.3.B.2, below, and Part I Section 5.4 of this rule.

1. Endorsement Eligibility Pathway

(a) Earned a high school diploma or GED;

(b) Completed a learning experience that constitutes any combination of a minimum of 18 months of paid applied employment in a position that requires application in the endorsement as its primary areas, or teaching experience in special education or employment as an educational technician III in special education;

(c) Completed a minimum of 24 semester hours in special education from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(d) Passed content area assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(e) Passed Basic Skills Test in reading, writing, and mathematics, in accordance with Me. Dept. of Ed. Reg. 13; and

(f) Passed pedagogical knowledge and skills assessment at the appropriate grade level, in accordance with Me. Dept. of Ed. Reg. 13, or successful completion of an approved alternative professional studies program.

2. Conditional Certificate for this Endorsement

(a) Earned a high school diploma or GED;

(b) Completed a learning experience that constitutes any combination of a minimum of 18 months of paid applied employment in a position that requires application in the endorsement as its primary areas, or teaching experience in special education or employment as an educational technician III in special education; and

(c) Completed a minimum of nine semester hours in special education from an accredited college or university, in accordance with Part I Section 4.4 of this rule.

D-2.aw

3.4 Certificate 094: Career and Technical Education Evaluator

A. Function: This certificate allows the holder to serve as a career and technical education evaluator in grades 9 through 12. A certified career and technical education evaluator gathers and organizes assessment data, consults on the design of individualized career and technical programs, and makes recommendations for training and career and technical goals for students.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by one of two pathways.

1. Certificate Eligibility Pathway 1

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule, in a related human services field (e.g., rehabilitation, psychology, special education, occupational therapy, career and technical education); and

(b) Certification by the Commissioner on Certification of Work Adjustment and Vocational Evaluation Specialists.

2. Certificate Eligibility Pathway 2

Documentation of competency, to the satisfaction of the Commissioner, in 8 of the 12 areas listed below. Competency may be documented through any combination of work experience, education, or training.

(a) Practicum: At least 1 semester of actual work experience in the field of assessment in a middle school, junior high school, high school, or career and technical school setting.

(b) Job Analysis: Job analysis is a systematic procedure of identifying a work task and other relevant information, such as physical demands, environmental conditions, aptitudes, temperaments, and training.

(c) Functional Limitations of Disability: "Functional limitations of disability" refers to the body of knowledge about disabilities and the effects of disability on work-related functions.

(d) Occupational Information: Occupational information deals with demand for workers, trends, training, career ladders, geographical and industrial areas where jobs are located, and prevailing wage rates.

(e) Work Samples: This area includes knowledge about the theory and practical application of work samples in career and technical education.

(f) Psychometric Testing: This area deals with the general knowledge of testing using standardized instruments (paper and pencil tests and performance tests) to provide a quantified assessment of cognitive, psychomotor, and affective traits of individuals.

(g) Individualized Career and Technical Evaluation Planning: This is the procedure used to develop and write a plan to structure the evaluation process.

(h) Situational Assessment: This is the systematic procedure for observing, recording, and interpreting job performance and work-related behaviors.

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(i) Learning Styles: This area includes knowledge about learning theories and skills used in assessing individual learning styles, and the methods by which the individual most effectively learns.

(j) Report Development: This is the process of developing career and technical evaluation reports, including formatting and writing.

(k) Functional Living Skills: This is the procedure for assessing an individual's ability to function independently in various life situations.

(l) Interviewing: This is the study of the interviewing process and techniques, and an understanding of personality and human development.

SECTION 4: ADMINISTRATOR CERTIFICATES

4.1 Certificate 010: Superintendent

A. Function: This certificate allows the holder to serve as superintendent, assistant superintendent, principal, assistant principal, career and technical education administrator, assistant career and technical education administrator, teaching principal, or curriculum coordinator.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.1 B.1 and either Section 4.1.B.2, 4.1.B.3, or Section 4.1.B.4, below. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.1.B.5, below, and Part I Section 8.2 of this rule.

1. Requirements for either Eligibility Pathway

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Earned a master's degree, in any field, from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Evidence of a minimum of three years of satisfactory public or private school teaching experience or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary, industry schools);

(d) Evidence of a minimum of three years of previous administrative experience in schools or an institutional setting (e.g., military, business, industry, public or private agency);

(e) Completed approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws;

(f) Meets, through one of the pathways specified in Section 4.1.B.2, 4.1.B.3, or 4.1.B.4 below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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(g) Satisfactory completion of an approved internship or practicum based on the Interstate School Leaders Licensure standards and relating to the duties of a superintendent in a school setting met by one of the following:

i. Completed a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completed a minimum of one full year of employment as an assistant superintendent or superintendent out-of-state; or

iii. Completed a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being a minimum of one academic year.

2. Certificate Eligibility Pathway 1

Meets the ISLLC standards through completion of a Maine approved program for Superintendents.

3. Certificate Eligibility Pathway 2

Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of knowledge in all of the following areas:

(a) School finance and budget;

(b) Supervision and evaluation of personnel;

(c) Organizational theory and planning;

(d) Community relations;

(e) Educational leadership;

(f) Instructional leadership;

(g) Curriculum development;

(h) Cultural differences; and

(i) Ethical decision making.

4. Certificate Eligibility Pathway 3

Meets the ISLLC standards through successful completion of the School Superintendent Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

5. Conditional Certificate

(a) Meets the requirements specified in Section 4.1.B.1(a) through (d);

(b) Meets knowledge area requirement specified in Section 4.1.B.3(a) and (b);

(c) Meets a majority of the remaining knowledge areas listed in Section 4.1.B.3, above;

(d) Meets the internship requirement specified in Section 4.1.B.1(g) or submits a plan for a supervised internship to be approved by the Department prior to the issuance of the conditional certificate.

C. Renewal Requirements

1. First Renewal:

(a) For those employed in Maine under this certificate, completed an approved administrative action plan; and

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(b) For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

2. Second Renewal:

Documentation of a minimum of 30 additional credits of approved study or equivalent professional development beyond the master's degree required for the initial professional certificate.

4.2 Certificate 015: Assistant Superintendent

A. Function: This certificate allows the holder to serve as assistant superintendent, principal, assistant principal, career and technical education administrator, assistant career and technical education administrator, teaching principal or curriculum coordinator.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.2.B.1 and either Section 4.2.B.2 or Section 4.2.B.3, below. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.2.B.4, below, and Part I Section 8.2 of this rule.

1. Requirements for either Certificate Eligibility Pathway:

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Earned a master's degree, in any field, from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Evidence of a minimum of three years of satisfactory of public or private school teaching experience or a minimum of three years or equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, schools);

(d) Evidence of a minimum of one year of previous administrative experience in schools or an institutional setting (e.g., military, business, industry, public or private agency);

(e) Completes through approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws; and

(f) Meets, through one of the pathways specified in Section 4.2.B.2 or 4.2.B.3, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

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2. **Certificate Eligibility Pathway 1**

   Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of knowledge in all of the following areas:

   (a) School finance and budget;

   (b) Supervision and evaluation of personnel;

   (c) Organizational theory and planning;

   (d) Community relations;

   (e) Educational leadership;

   (f) Instructional leadership;

   (g) Curriculum development;

   (h) Cultural differences; and

   (i) Ethical decision making.

3. **Certificate Eligibility Pathway 2**

   Meets the ISLLC standards through successful completion of the School Superintendent Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

4. **Conditional Certificate**

   (a) Meets the requirements of Section 4.2.B.1(a) through (d), above.

   (b) Meets the knowledge area requirements of Section 4.2.B.2(a) and (b), above; and

   (c) Meets a majority of the remaining knowledge areas listed in Section 4.2.B.2, above.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

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4.3 Certificate 030: Administrator of Special Education

A. Function: This certificate allows the holder to serve as administrator of special education or assistant administrator of special education.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.3.B.1 and either Section 4.3.B.2 or Section 4.3.B.3, below. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.3.B.4, below, and Part I Section 8.2 of this rule.

1. Requirements for either Certificate Eligibility Pathway:

(a) Earned a bachelor's degree and a master's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule, and one of the following:

i. One of these degrees shall be in special education or special education supportive services; or

ii. Completed a minimum of 36 semester hours in special education and a valid Maine endorsement 282 teacher of children with disabilities, in accordance with Section 2.1 of this rule.

(b) Evidence of a minimum of three years of satisfactory special education teaching experience in a special education program, or a minimum of three years of equivalent experience in providing supportive services to special education students.

(c) Completed through approved courses the following two knowledge areas:

i. Federal and Maine civil rights law and education laws; and

ii. Special education law.

(d) Meets, through one of the pathways specified in Section 4.3.B.2 or 4.3.B.3, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness,, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(e) Satisfactory completion of an approved internship or practicum based on the Interstate School Leaders Licensure standards and relating to the duties of a special education administrator which shall take place in a school setting and shall be met by one of the following:

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i. Completion of a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completion of a minimum of one full year of employment as an assistant special education administrator or special education administrator out-of-state; or

iii. Completion of a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being for one academic year.

2. Certificate Eligibility Pathway 1

Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training or experience in all of the following knowledge areas:

(a) School finance and budget;

(b) Supervision and evaluation of personnel;

(c) Organizational theory and planning;

(d) Community relations;

(e) Educational leadership;

(f) Instructional leadership;

(g) Curriculum development;

(h) Cultural differences; and

(i) Ethical decision making.

3. Certificate Eligibility Pathway 2

Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

4. Conditional Certificate

(a) Meets the requirements of Section 4.3.B.1(a), (b) and (c)ii, above;

(b) Meets the knowledge area requirements specified in Section 4.3.B.2(a) and (b) above; and

(c) Meets a majority of the remaining knowledge areas specified in Section 4.3.B.2 above.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

4.4 Certificate 035: Assistant Administrator of Special Education

A. Function: This certificate allows the holder to serve as assistant administrator of special education.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 4.4.B.2, below, and Part I Section 8.2 of this rule.

1. Certificate Eligibility Pathway

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule and satisfies one of the following:

i. The degree shall be in special education or special education supportive services; or

ii. Completed a minimum of 36 semester hours in special education and a valid Maine endorsement 282 teacher of children with disabilities, in accordance with Section 2.1 of this rule.

(b) Evidence of a minimum of three years of satisfactory special education teaching experience in a special education program, or a minimum of three years of equivalent experience in providing supportive services to special education students.

(c) Completed through approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws.

(d) Evidence of a basic knowledge, training, or experience in all of the following knowledge areas:

i. Supervision and evaluation of personnel;

ii. Organizational theory and planning; and

iii. Special education law.

2. Conditional Certificate

(a) Meets the requirements of Section 4.4.B.1(a), (b) and (c)i, above; and

(b) Meets the knowledge area requirement 4.4.B.1(d)iii.

(c) Special Condition: Evaluation of staff is not permitted until the holder meets the requirements of 4.4.B.1(d)i, above.

C. Renewal Requirements

1. First Renewal:

(a) For those employed in Maine under this certificate, completion of an approved administrator action plan.

(b) For those not employed in Maine under this certificate, six credits of approved study.

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2. Second Renewal:

(a) Meets, through one of the pathways specified in Section 4.4.C.2(b), (c), or (d), below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(b) Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training, or experience in all of the following knowledge areas:

i. School finance and budget;

ii. Community relations;

iii. Educational leadership;

iv. Instructional leadership;

v. Curriculum development;

vi. Cultural differences; and

vii. Ethical decision making.

(c) Earned a master's degree in education administration; or

(d) Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

3. For those employed in Maine under this certificate, completed an approved administrator action plan; and

4. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

D-2.bh

4.5 Certificate 040: Building Administrator

A. Function: This certificate allows the holder to serve as principal, career and technical education administrator, assistant principal, assistant career and technical education administrator, or teaching principal.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.5.B.1 and either Section 4.5.B.2 Section 4.5.B.3, or Section 4.5.B.4, below. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.5.B.4, below, and Part I Section 8.2 of this rule.

1. Requirements for either Certificate Eligibility Pathway:

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Earned a master's degree, in any field, from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(c) Evidence of a minimum of three years of satisfactory public or private school teaching experience, or three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, schools);

(d) Completed through approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws;

(e) Meets, through one of the pathways specified in Section 4.5.B.2, 4.5.B.3, or 4.5.B.4, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(f) Satisfactory completion of an approved internship or practicum based on the Interstate School Leaders Licensure standards and relating to the duties of a principal or career and technical education administrator, which shall take place in a school setting and shall be met by one of the following:

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i. Completion of a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completion of a minimum of one full year of employment as an assistant principal, assistant career and technical education administrator, principal out-of-state, or career and technical education administrator out-of-state; or

iii. Completion of a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being for one academic year.

2. *Certificate Eligibility Pathway 1*

   Meets the ISLLC standards through completion of a Maine approved program for principals.

3. *Certificate Eligibility Pathway 2*

   Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training, or experience in all of the following knowledge areas:

   (a) School finance and budget;

   (b) Supervision and evaluation of personnel;

   (c) Organizational theory and planning;

   (d) Community relations;

   (e) Educational leadership;

   (f) Instructional leadership;

   (g) Curriculum development;

   (h) Cultural differences; and

   (i) Ethical decision making.

4. *Certificate Eligibility Pathway 3*

   Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

5. *Conditional Certificate*

   (a) Meets the requirements of Section 4.5.B.1(a) and (c), above;

   (b) Meets the knowledge area requirement specified in Section 4.5.B.3(b), above;

   (c) Meets a majority of the remaining knowledge area requirements specified in Section 4.5.B.3, above; and

   (d) Meets the internship requirement for this certificate specified in Section 4.5.B.1(f), above, or has a supervised internship plan approved by the Department prior to the issuance of the conditional certificate.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

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2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

D-2. bk

4.6 Certificate 045: Assistant Building Administrator

A. Function: This certificate allows the holder to serve as assistant principal, assistant administrator of career and technical education or teaching principal.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 4.6.B.2, below, and Part I Section 8.2 of this rule.

1. Certificate Eligibility Pathway

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Evidence of a minimum of three years of satisfactory public school teaching experience, or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, school);

(c) Completed through approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws;

(d) Evidence through coursework or equivalent training experiences of knowledge in the following areas:

i. Supervision and evaluation of personnel; and

ii. Organizational theory and planning.

2. Conditional Certificate

(a) Meets the requirements specified in Sections 4.6.B.1(a) and (b), above; and

(b) Meets two of the three requirements in Sections 4.6.B.1(c)ii and 4.6.B.1(d), above.

(c) Special Condition: Evaluation of staff is not permitted until the holder meets the knowledge area supervision of school personnel specified in Section 4.6.B.1(d)(i).

C. Renewal Requirements

1. First Renewal:

(a) For those employed in Maine under this certificate, completion of an approved administrator action plan.

(b) For those not employed in Maine under this certificate, a minimum of six credits of approved study.

2. Second Renewal:

(a) Meets, through one of the pathways specified in Section 4.6.C.2(b), (c), or (d), below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(b) Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of a basic knowledge, training, or experience in all of the following knowledge areas:

i. School finance and budget;

ii. Community relations;

iii. Educational leadership;

iv. Instructional leadership;

v. Curriculum development;

vi. Cultural differences; and

vii. Ethical decision making.

(c) Have a master's degree in education administration; or

(d) Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

3. For those employed in Maine under this certificate, completed an approved administrator action plan; and

4. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

4.7 Certificate 057: Teaching Principal

A. Function: This certificate allows the holder to serve as principal of a kindergarten through grade 8 school for less than 50 percent of the school day. A teaching principal shall have release time during regular school hours to perform ongoing and substantial administrative duties and shall also have a teaching assignment.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway.

1. Eligibility Pathway

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) A Maine teaching certificate issued with an endorsement corresponding to the grade level to be served; and

(c) Evidence of a minimum of three years of satisfactory public or private school teaching experience, or a minimum of three years of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, school).

2. Special Condition: Evaluation of staff is not permitted until the holder meets the knowledge area supervision of school personnel specified in Section 4.7.C.3(a), below.

C. Renewal Requirements

All of the following requirements shall be met for the first and subsequent renewals of a teaching principal certificate.

1. Completion of an approved teacher professional renewal plan;

2. Completed through approved courses the following two knowledge areas:

(a) Teaching exceptional students in the regular classroom; and

(b) Federal and Maine civil rights law and education laws; and

3. Evidence of a basic level of knowledge through coursework or through equivalent training experiences in the following knowledge areas:

(a) Supervision and evaluation of personnel; and

(b) Organizational theory and planning.

D-2. bn

4.8 Certificate 066: Adult and Community Education Director

A. Function: This certificate allows the holder to serve as director of adult and community education programs or assistant director of adult and community education programs authorized by 20-A M.R.S.A. Chapter 315.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.8.B.1 and either Section 4.8.B.2 or Section 4.8.B.3, below. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.8.B.4, below, and Part I Section 8.2 of this rule.

1. Requirements for either Certificate Eligibility Pathway:

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Evidence of a minimum of one year of satisfactory public or private school teaching experience, or a minimum of one year of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, schools), which shall include a minimum of 1000 teaching hours;

(c) Completed through approved courses the following two knowledge areas:

i. Teaching exceptional students in the regular classroom; and

ii. Federal and Maine civil rights law and education laws;

(d) Meets, through one of the pathways specified in Section 4.8.B.2 or 4.8.B.3, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(e) Satisfactory completion of an approved internship or practicum relating to the duties of an adult and community education director, which shall take place in a school setting and shall be met by one of the following:

i. Completion of a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completion of a minimum of one full year of employment as a certified assistant adult and community education director or as an adult and community education director out-of-state; or

iii. Completion of a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being for one academic year.

2. Certificate Eligibility Pathway 1

Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of knowledge in all of the following areas:

(a) School finance and budget;

(b) Supervision and evaluation of personnel;

(c) Organizational theory and planning;

(d) Community relations;

(e) Educational leadership;

(f) Instructional leadership;

(g) Curriculum development;

(h) Cultural differences;

(i) Ethical decision making;

(j) Adult literacy;

(k) Adult career development; and

(l) Adult education, philosophy, and theory.

3. Certificate Eligibility Pathway 2

(a) Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13;

(b) Meets the requirements of Section 4.8.B.1(e), above; and

(c) Meets requirements specified in Section 4.8.B.2(j), (k), and (l), above.

4. Conditional Certificate

(a) Eligibility: Meets requirements specified in Section 4.8.B.1(a) and (b), above.

(b) Conditional Certificate Renewal: A maximum of five conditional adult and community director's certificates may be issued to any applicant.

(c) Special Condition: Evaluation of staff is not permitted until the holder meets the knowledge area supervision of school personnel specified in Section 4.8.B.2(b), above.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

D-2. bp

4.9 Certificate 068: Assistant Adult and Community Education Director

A. Function: This certificate allows the holder to serve as assistant director of adult and community education programs authorized by 20-A M.R.S.A. Chapter 315.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by the following pathway. Individuals who are not eligible through this pathway may be eligible for a conditional certificate, in accordance with Section 4.9.B.2, below, and Part I Section 8.2 of this rule.

1. Eligibility Pathway

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Evidence of a minimum of one year of satisfactory public or private school teaching experience, or a minimum of one year of equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary, industry, schools), which shall include a minimum of 1000 teaching hours;

(c) Completed through an approved course the knowledge area: teaching exceptional students in the regular classroom; and

(d) Satisfactory completion of an approved internship or practicum relating to the duties of an assistant adult and community education director, which shall take place in a school setting and shall be met by one of the following:

i. Completion of a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completion of a minimum of one full year of employment as a certified assistant adult and community education director or as a certified assistant adult and community education director out-of-state; or

iii. Completion of a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being for one academic year.

2. Conditional Certificate

Meets the requirements of Section 4.9.B.1(a) and (b), above.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

D-2. bq

4.10 Certificate 078: Curriculum Coordinator

A. Function: This certificate allows the holder to serve as curriculum coordinator or instructional supervisor.

B. Eligibility: Applicants shall meet eligibility requirements specified in Part I. In addition, eligibility for this certificate shall be established by meeting Section 4.10.B.1 and either Section 4.10.B.2 or Section 4.10.B.3. Individuals who are not eligible through either pathway may be eligible for a conditional certificate, in accordance with Section 4.10.B.4, below, and Part I Section 8.2 of this rule.

1. Requirements for either Certificate Eligibility Pathway:

(a) Earned a bachelor's degree from an accredited college or university, in accordance with Part I Section 4.4 of this rule;

(b) Earned a master's degree or doctorate's degree, in any field, from an accredited college or university, in accordance with Part I Section 4.4 of this rule; and

(c) Evidence of a minimum of three years of satisfactory public or private school teaching experience, or a minimum of three years or equivalent teaching experience in an instructional setting (e.g., military, business, post-secondary institution, industry, schools).

(d) Completed through an approved course the knowledge area teaching exceptional students in the regular classroom; and

(e) Meets, through one of the pathways specified in Section 4.10.B.2 or 4.10.B.3, below, the standards of the Interstate School Leaders Licensure Consortium (ISLLC), as follows:

i. Facilitating the development, articulation, and stewardship of a vision of learning that is shared by the school community;

ii. Advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth;

iii. Ensuring management of the organization, operations, and resources for a safe and effective learning environment;

iv. Collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources;

v. Acting with integrity, fairness, and in an ethical manner; and

vi. Understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

(f) Satisfactory Completion of an approved internship or practicum based on the Interstate School Leaders Licensure standards and relating to the duties of a curriculum coordinator in a school setting met by one of the following:

i. Completed a graduate level state-approved administrator internship or practicum program with a minimum term of 15 weeks;

ii. Completed a minimum of one full year of employment as a curriculum coordinator; or

iii. Completed a mentorship plan reviewed and approved by the Commissioner, with the duration of the plan being a minimum of one academic year.

2. ***Certificate Eligibility Pathway 1***

Meets the ISLLC standards through coursework or equivalent training experiences. Specifically, applicants shall provide evidence of knowledge in all of the following areas:

(a) Supervision and evaluation of personnel;

(b) Organizational theory and planning;

(c) Educational leadership;

(d) Instructional leadership;

(e) Curriculum development;

(f) Cultural differences; and

(g) Ethical decision making.

3. ***Certificate Eligibility Pathway 2***

Meets the ISLLC standards through successful completion of the School Leader Licensure Assessment, in accordance with Me. Dept. of Ed. Reg. 13.

4. ***Conditional Certificate***

(a) Meets the requirements of Section 4.10.B.1(a) and (c), above;

(b) Meets the curriculum development knowledge area requirement specified in Section 4.10.B.2(e), above; and

(c) Meets a majority of the remaining knowledge areas listed in Section 4.10.B.2, above.

C. Renewal Requirements

1. For those employed in Maine under this certificate, completed an approved administrator action plan; and

2. For those not employed in Maine under this certificate, completed a minimum of six credits of approved study.

D-2. bs

PART II - REQUIREMENTS FOR SPECIFIC CERTIFICATES AND ENDORSEMENTS:

STATUTORY AUTHORITY: Title 20-A M.R.S.A. §13011(1)

EFFECTIVE DATE:
April 24, 1988

AMENDED:
September 16, 1988 (EMERGENCY)
December 26, 1988
February 6, 1990
May 22, 1991
March 23, 1992
March 23, 1992
September 23, 1992
December 28, 1992
December 20, 1993
February 21, 1995
April 27, 1996

EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 19, 1996

CORRECTED:
January 2, 1997

AMENDED:
September 4, 1997 - Early Childhood numbered 2029 (029), 2282, 4530, 5510, 5520, 6291 minor correction, 6292 minor correction, 8075, 8293, 9010, 9015, 9030, 9050, 9055, 9060, 9063, 9066, 9068, 9078.

AMENDED:
March 15, 1998 - Section 8293.
December 21, 1998 - Sections 5700, 8093; new unnumbered Section on Teacher of Young Children with Disabilities - Birth to School-age 5, placed at the beginning of the 6000 series.

CORRECTED:
January 20, 1999 - changed last amendment effective date from Dec. 26 to Dec. 21.
January 25, 1999 - minor spelling, formatting, and numbering: Part II pages ii, 65, 66, 67, 68.

REPEALED AND REPLACED BY FILING 2004-177:
EFFECTIVE DATE FOR SECTIONS:
September 1, 2004 for amendments to Part II Section 4.
EFFECTIVE DATE FOR SECTIONS:
August 1, 2005 for amendments to Part II Sections 1 through 3.

NON-SUBSTANTIVE CORRECTIONS:
August 10, 2004 - spacing only

D-2.bt

AMENDED:

July 24, 2005 -	Part II Section 1.1.B.2, 1.B.2.(b), 1.5.A, 1.6 (causing the renumbering of later subsections in Section 1), 1.13.B.1, 1.14.B, 5, filing 2005-262 (major substantive)
August 17, 2005 -	Part II Section 1.7 added, appropriate renumbering, filing 2005-335 (EMERGENCY major substantive)
July 18, 2007 -	filing 2007-246 (major substantive)
June 13, 2008 -	filing 2008-199 (major substantive)
June 28, 2009 -	filing 2009-208 (major substantive)

D-2.bu

PART III - RECERTIFICATION OF EDUCATIONAL PERSONNEL

STATUTORY AUTHORITY: 20-A M.R.S.A. sections 13011(I), 13011(5), 13013(2), 13016, 13018, 13019-A, 13019-B, 13019-C, 13019-D, 13019-E

EFFECTIVE DATE:
July 1, 1988 (Filed 10-23-87)

AMENDED:
July 1, 1988 (Filed 4-19-88)
July 1, 1988 - Sec. 2.6 (EMERGENCY)
September 21, 1988 - Section 2.6
February 6, 1990 -Sections 2.2, 2.3, 3.3,& 5.2 (SEE MEMO REGARDING 2.2)

EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 19, 1996

CORRECTED:
January 2, 1997

AMENDED:
September 4, 1997 - Section 8(3)(B)(2).

REPEALED:
June 1, 2004 - filing 2004-177, which repealed and replaced the entire Ch. 115.

D-2. bV

STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0023

JOHN ELIAS BALDACCI
GOVERNOR

SUSAN A. GENDRON
COMMISSIONER

MAINE'S STATE

TEACHER QUALITY

EQUITY ACTION PLAN

2008 – 2009

Revised January 5, 2009

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DATA SOURCES (See appendices)

1. 2006-2007 & 2007-2008 "Highly Qualified Teacher" data for the State of Maine
2. School AYP data for the State of Maine
3. Title I Poverty indices (Eligibility for Free and Reduced Lunch)
4. Inexperienced teacher data collected for 2007 – 2008 school year

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IDENTIFIED PROBLEMS

(For a definition of "High Need School" see page 8 & 9 of this document)

1. Percentage of Highly Qualified Teachers in School is more than 5% points below the State average.
2. School has not made AYP for "Whole School" Reading and/or Math for 2 consecutive years.
3. School is in the "High Poverty" category (>49.9%).
4. School employs inexperienced teachers at a greater rate than average (>5% above State average).

PLANNED RESEARCH-BASED STRATEGIES TO REACH 100% HQT

1. Offer financial incentives to encourage teachers to work in high need schools/LEAs
   - "State of Maine minimum teacher salary" raised to $30,000 in 07-08.
2. Mandate new teacher induction programs to increase recruitment and retention in challenging (high need) schools.
   - Reflecting research-based induction practices, and standards-based certification.
3. Support alternative route to certification programs to increase recruitment and retention of "highly qualified" teachers, particularly in high need schools/LEAs.
4. Improve working conditions to retain teachers.
   - "TeLL Survey" administered; data and facilitators' guide disseminated, sponsored by Maine Education Association and Maine Department of Education to determine teacher working conditions.
   - "Teacher Workload and Stressor" Report, 2004
5. Adopt policies to increase the number of National Board Certified teachers in Maine.
   - Stipends given to candidates as supplement to tuition and fees.
   - State funded $3000 yearly stipend to all teachers teaching under a N.B.C.
   - Employ N.B.C. Consultant from 2007 through 2009 to oversee/coordinate.
6. Provide intensive professional development in core academic content to non-"highly qualified" teachers currently working in high need schools.
   - Title IIA funds, through use of revised IIA application and performance reports.
   - Title IIA funds earmarked for technical assistance from 2006 through 2009.
7. Participation in the National Center for Special Education Personnel and Related Service Providers (Personnel Center) Grant to address shortages of Special Educators in rural and high need schools.

Goal # 6: Poor or minority children are not taught by inexperienced, unqualified, or out-of-field teachers at higher rates than are other children.

The percentage of Highly Qualified teachers in Maine for ***all*** schools, for the 2007-2008 school year, was 95.88%, which is 0.98% above the Maine State average for the previous year of 94.9%.

The elementary and secondary combined percentage of highly qualified teachers in high poverty schools in Maine for the 2007-2008 school year was 94.99%, 0.69% above the Maine State average for the previous year of 94.3%.

The percentage of highly qualified teachers in high poverty schools in Maine for the 2007-2008 school year, 94.99 was 2.76% above the average for all low poverty schools in the same year of 97.75%. These data sets indicate no statistically significant differences between high poverty schools and low poverty schools in Maine.

At present, data on a teacher's individual certification, salary, and class assignment, among other identifying factors, is available. Plans are in process to ask LEAs to submit teacher's individual HQ status into this existing "MEDMS" database, which would be accessible to the Maine Department of Education, and LEA personnel. Maine already has and uses a "Unique Teacher Identifier", which is planned to be used for the 2008-2009 data collection and analysis using the "Staff Personnel File". This establishes a method to track individual teachers' certification, HQT, and experience status, along with turnover rates and employer's location. Unfortunately due to technical constraints we were not able to incorporate these changes into our data collection system for this school year's collection period. In the interim we are sure that continuing to collect the data by subject area and school, along with the "class" data required by the CSPR, will prove invaluable in supporting schools in reaching the 100% HQT goal for the beginning of the 2009 school year. This data has already yielded important insights as to which schools/LEAs and content areas require attention and will further guide this and next year's HQT action plans.

In this, the "Revised Plan", dated January 5, 2009, further analysis was done to determine the number of non-HQT in some of the groups of teachers referred to (Inexperienced Teachers). This new data has been inserted into our plans as well as appropriate technical assistance, to include newly allocated monies to fund targeted assistance to identified high need schools. The survey we used in April, 2008 to collect the 2007-2008 HQT data asked for numbers of HQT or non-HQT classes taught in each core content area taught (see Appendix A). This change rendered a data set similar to that which we collected for all the previous years except 2005 - 2006. Thus we have comparative data to inform decisions on the most effective technical assistance to offer, and content area needs. The 2007-2008 data shows that there are greater needs for highly qualified special education, alternative education, foreign/world languages, and English as a Second Language teachers; thus, our technical assistance will focus on these needs by offering professional development opportunities to address those content areas. The updated 2007-2008 data is available on the Maine State Department of Education website now at:
https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind

A deeper investigation of data on percentages of Highly Qualified Teachers in Maine indicates there are certain "high need" LEAs and/or schools that contain significant percentages of non-highly qualified teachers. When correlated with other "high need" factors: greater than 49.9% poverty (as determined by free and reduced lunch); percentages of inexperienced teachers more than 5% points higher than the State average; and failure to meet Adequate Yearly Progress in whole school student achievement for reading or math, it is clear that certain LEAs and/or schools in Maine would benefit from various forms of technical assistance aimed at increasing teacher quality. (*See appendix A and the following criteria*)

Maine's definition of "High Need" schools; to be used for the upcoming school year's planned actions to reach the 100% HQT goal.

Definition: **High-Need School**: (*See Appendix A for eligible Maine schools)* a high-need school is defined as an LEA:

Category A "High Need" Schools

A. for which not less than 49.9 percent of the children served by the agency are from families that qualify for Title I eligibility, AND

B. schools which are 5% points or more below the Maine State average for HQT (95.88%), and have been for three years or more;

Category B "High Need" Schools

A. for which not less than 49.9 percent of the children served by the agency are from families that qualify for Title I eligibility AND,

B. schools with more than 12.8 inexperienced teachers on staff (5% points or more above the State average of 7.8%);

C. the SAU has not met its Annual Measurable Objective for HQT for three years or more, AND is 5% points or more below the state average of 95.88%.

Definition: "Inexperienced Teachers": Teachers having less than 3 years experience.

Category A AND B "High Need" Schools

A. for which not less than 49.9 percent of the children served by the agency are from families that qualify for Title I eligibility, AND

B. schools which are 5% points or more below the Maine State average for HQT, and have been for three years or more;

C. schools with more than 12.8 inexperienced teachers on staff (5% points or more above the State average of 7.8%);

With increasing teacher quality in "High Need Schools" as a goal, Maine has compiled a list of those initiatives and activities that are already taking place, or planned to take place, State-wide, that are aimed at raising teacher quality. A list of these initiatives and activities can also be found in the "Maine State Teacher Quality & Equity Action Plan, Narrative # 3". Following is a list of Maine State actions/initiatives ("Strategies") that particularly address the lack of highly qualified teachers in "high need schools" *(see full documents referenced, in Appendices).*

Strategy # 1,
Offer financial incentives to encourage teachers to work in high need schools

A raise in the minimum teacher salary by $15,000 dollars has been recently legislated (See Appendix B). We feel this step will impact "High Need Schools (see definition, pg. 7) because in Maine there are a small number of metropolitan schools, mostly located in the southeastern coastal region that are able to pay their teachers a competitive salary. Thus small, rural schools become "training grounds" for larger, more affluent LEAs, such as Portland or other southern coastal towns. Highly qualified teachers tend to move to these more affluent schools, from small rural schools. By helping to "level the playing field" in salary between these two competing employers, we hope to encourage more teachers to stay, or move to, smaller, rural, higher poverty schools.

Furthermore the raise in minimum teacher salary has a direct correlation to the funding formula for education. Maine's funding formula includes a salary matrix derived from salary data submitted by each school administrative unit. The legislated minimum of $30,000 now becomes the required base. The matrix will provide increased State resources for the next ten years. In one rural community a teacher had to teach thirteen years prior to reaching $30,000. This increase in allocation will enable rural and island communities to attract and retain highly qualified teachers.

In addition, the raise in minimum teacher salary will lead to subsequent increases in experienced teachers' salaries due to the resultant upward pressure in local contracted salary schedules. This should result in greater retention of highly qualified, experienced teachers in all schools, as the research clearly indicates that many teachers leave the profession or move to more suburban school districts for higher pay.

Administrative Letter 29, Policy Code GCB, to Superintendents of Schools from Susan A. Gendron, Maine's Commissioner of Education, Dated May 26, 2006 (*See Appendix B)* detailed recent Maine State legislation setting New Minimum Teacher Salary Requirements:

> "On May 9, 2006, Governor Baldacci signed Public Law, Chapter 635 – An Act to Update Minimum Teachers' Salaries. The law repeals the existing statutory minimum teacher salary of $15,500 established in 1987. It requires school administrative units to pay certified teachers a minimum salary of $27,000 for the school year beginning July 1, 2006 and $30,000 for the school year beginning July 1, 2007 and beyond. The law provides for dedicated State funding to achieve the minimum salary requirements in FY2007 and the Legislative intent to fund the $30,000 minimum required in FY2008 and beyond. Qualifying school administrative units will be required to submit a list of eligible certified teachers in September of each fiscal year and an adjustment will be made to the unit's subsidy to cover the costs of the difference

between what the teacher would otherwise be paid on the local teacher salary scale and the required minimums set forth in Chapter 635."

"Salary is just one of many factors that employees weigh when assessing the relative attractiveness of any particular job… Salary matters less when other characteristics of the workplace are personally or professionally satisfying. When they are not satisfying or the work is significantly more demanding, money matters more and can be the tipping point that determines whether teachers stay or leave. Adjusting salaries upward can compensate for less appealing aspects of jobs; conversely, improving the relative attractiveness of jobs can compensate for lower salaries." (p. 7)[1]

Strategy # 2,
Require and fund mentoring and induction programs to give teachers the support that they need to succeed and remain in challenging schools

The evidence for the efficacy of this strategy is well documented. As of July 2007, Maine passed new regulations requiring formally trained mentors that are assigned one-on-one to the new teacher for the full two year initial certification period aiding in meeting Maine's Initial Teacher Certification Standards *(see Appendix C)*. Maine Department of Education recommendations are to fund this through the General Purpose Aid allocation for education, for all LEAs as of August 2010 when the regulation takes full effect.

Furthermore, ongoing trainings of mentor trainers, i.e. a "train the trainer" model, have been held during the 2003 through 2008 years State-wide with the goal of building capacity for training new teacher mentors in anticipation of this redesigned induction system. Approximately 270 trainers were trained during this period representing every region in the State. This training is continuing during this school year and beyond to continue to build this capacity, and knowledge base to support high quality induction practices in the future. It was decided to use the 50% saturation point in each of the nine Superintendent regions as the goal, in order to assure that each LEA would have available trainers in reasonable proximity. That goal has already been met in every region as of summer of 2008.

The mentor training and train the trainer workshop was a product of a Title IIA TQE Grant run by the Maine Department of Education during 2001 to 2004, called *Advancing the Agenda for Results-Based Educator Certification* (AARBEC). This research grant produced the model, training, standards, and materials upon which Maine is basing its changes to current new teacher induction program rules.

The Maine State Board of Education and the Department of Education amended the rules governing the educator certification support systems; Chapter 118. *Chapter 118: Purposes, Standards and Procedures for Educational Personnel Support Systems*, a routine, and technical rule of the State Board of Education, underwent a formal State-wide Stakeholders review and received State Board of Education approval for the Administrative Procedures Act Process to be initiated. (*See Appendix C)*

[1] Prince, C. (2003). *Higher pay in hard-to-staff schools: The case for financial incentives*. Lanham, MD: Scarecrow Press, Inc.

Among the amendments was the inclusion of required performance standards: Maine's Initial Teacher Certification Standards. The proposed amendments include: a "Statement of Purpose" to clarify the new "Professional Learning Community" model described; revised definitions; inclusion of educational specialists with other educational personnel; the option of including educational technicians in the local support plan, at the discretion of the LEA; procedures for use by local support systems which support educators in seeking higher certification; a requirement for approved formal training for new teacher mentors; use of the National Board for Professional Teacher Standards to receive Master Teacher Certification; a Teacher Action Plan based on the teaching standards.

"In 2002, Hanushek, Kain, and Rivkin argued in a National Bureau of Economic Research report that hard-to-staff schools struggle to recruit and keep high-quality teachers precisely because those districts fail to provide effective training, valuable induction programs, and a generally supportive teaching environment."57 (p. 9) [2]

Strategy # 3,
Support the development of high quality alternative route programs to create a pool of teachers specifically for high need schools

This strategy is aimed, again at these small, rural schools that are often forced to accept teacher candidates that are less than fully State certified. By creating an alternate route to certification program that meets NCLB criteria, the State intends to bolster HQT percentages in these "High Need Schools", as well as others across the State, while addressing the anticipated teacher shortage of the second half of this decade.

The Maine Department of Education has given supplemental funding to the Regional Education Collaborative Network (**RECN**) through a SAHE Grant, servicing remote, rural areas of the State, which also contains several of our identified "High Need LEA's".

Information on a new Special Educators Alternate Route to Certification program (**SPARC**), *(see Appendix D),* administered by the Regional Education Collaborative Network. It is hoped that this will aid shortages of highly qualified special educators across the State, and in particular in rural schools, as this is an outreach program. This program is proving successful and well received in LEAs, with its emphasis on high-need schools, where it is difficult to attract and retain highly qualified teachers. These LEAs often find it necessary to hire teachers on a conditional certificate (not fully state certified). The SPARC program is designed to address the needs of special educators and LEAs in this *situation (see Appendix D).*

[2] Alliance for Excellent Education. (2004). *Tapping the potential: Retaining and developing high-quality new teachers.* Washington, DC: Author. http://www.all4ed.org/publications/TappingThePotential/TappingThePotential.pdf

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Strategy # 4,
Improve working conditions to retain teachers

This strategy is in the research stages of action. In 2004 Maine completed an extensive study of teacher working conditions and is using this data to plan appropriate actions, e.g. the raise in minimum teacher salary *(see Strategy # 1 of this Plan, and Appendix B)*. Note the last line in the included "Summary and Conclusions" below, which points to the importance of salary in job satisfaction.

Furthermore in the school year of 2007 - 2008 the Maine Department of Education partnered with the Maine Education Association (Maine's Teacher's Association) to support the use of the Teaching, Leading and Learning Survey, sponsored and administered by the New Teacher Center at Santa Cruz, and under the direction of Eric Hirsch. This *"TeLL" Survey* was deployed across the State of Maine and results were made available to schools for the purposes of school improvement efforts. *(See Appendix E)*

Teacher turnover and attrition contribute greatly to the problem of staffing high need schools with highly qualified teachers. Research supports this:

> "The organizational literature suggests that turnover rates of, for example, almost 25 percent will likely have a negative impact on organizational performance, especially if these are organizations, such as schools, for which coherence and continuity are deemed important for effectiveness (e.g., Mobley, 1982). To my knowledge there have been no studies that use national data to examine the impact of teacher turnover on school community and school performance." (pp. 26-27)[3]

Maine has completed a formal research study on "Teacher Workload and Stressors" and has found certain common factors contributing to teacher attrition, retention, and job satisfaction. Further research on these factors is still needed, as they are related to high need schools, and the equitable distribution of highly qualified teachers, and will be planned in the coming year. The "Summary and Conclusions" appears below, and the link to the full 36 page report is included in the appendix. *(See Appendix E)*

Summary and Conclusions of "Teacher Workload and Stressor Report 2004"

A Survey Conducted for: The Commissioner's Task Force on Teacher Workload Prepared By: The Maine Education Policy Research Institute The University of Maine, Orono, Maine. The full text of the "Teacher Workload and Stressor" Report can be found at the following web address: http://www.maine.gov/education/edletrs/2006/ilet/06ilet115workload.pdf

The Teaching, Leading, and Learning (TELL) Survey

The Maine Education Association and the Maine Department of Education conducted the state's first statewide teaching conditions survey in 2008. The survey, which was administered through the New Teacher Center at the University of California at Santa Cruz in

[3] Ingersoll, R. (2001, January). "Teacher turnover, teacher shortages, and the organization of schools." Seattle: University of Washington, Center for the Study of Teaching and Policy. http://depts.washington.edu/ctpmail/PDFs/Turnover-Ing-01-2001.pdf

December 2007 and January 2008, was sent to all school-based, licensed educators throughout the state of Maine. The TeLL Maine Teaching and Learning Conditions Survey provides data to schools, districts, and the state about whether educators have the supportive school environments necessary for them to continue working and be successful with students. By hearing directly from educators who intimately understand teaching conditions, policymakers will have the opportunity to make data-driven decisions to develop policies that make Maine schools great places to work and learn.

(See: http://www.tellmaine.org/ *an summary can be found in Appendix E)*

Strategy # 5,
Adopt policies to increase the number of National Board Certified Teachers in high need schools

Maine has been offering scholarships to pay teachers the necessary fees to apply for and attain a National Board Certificate for several years. Legislation was passed in 2007 to pay teachers working under a valid National Board Certificate an additional $3,000.00 per year as long as it is kept valid and they continue to teach under it. The specific language appears below and in the Appendix. *(See Appendix F)*

It must be acknowledged that many of these "High Need" schools still lag behind their more affluent counterparts in salary and benefits, in many cases even with the new minimum teacher salary. This stipend for National Board Certified teachers may prove the added incentive to stay in a school that may have been desirable in many ways, other than financial, e.g. low cost of living, access to rural recreational activities, quality of life, etc. It may also add incentive to teachers in these schools to seek further professional development by seeking this advanced certificate. Baseline data has been collected during September on numbers and locations of teachers holding National Board Certification *(see Appendix F)*. This data will be used in the future to evaluate whether this strategy is having a positive effect.

PART AAAA

Sec. AAAA-1. 20-A MRSA §13013-A is enacted to read:

§13013-A. Salary supplement for national board-certified teachers

1. Salary supplement. Notwithstanding any other provision of law, the Department of Education shall provide a public school teacher who has attained certification from the National Board for Professional Teaching Standards, or its successor organization, as of July 1, 2006 or thereafter with an annual national board certification salary supplement of $3,000 for the life of the certificate. The salary supplement must be added to the teacher's base salary and must be considered in the calculation for contributions to the Maine State Retirement System. If a nationally certified teacher becomes no longer employed as a classroom teacher in the field of that teacher's national certification, the supplement ceases.

2. Local filing; certification. On or before October 15th annually, the superintendent of schools of a school administrative unit shall file with the commissioner a certified list of national board-certified teachers eligible to receive the salary supplement pursuant to subsection 1.

3. **Payment.** The department shall provide the salary supplement to eligible teachers no later than February 15th of each year.

Recent research indicates a correlation between National Board Certified Teachers and higher student achievement:

> "In this paper, we describe the results a study assessing the relationship between the certification of teachers by the National Board for Professional Teaching Standards (NBPTS) and elementary level student achievement. We examine whether NBPTS assesses the most effective applicants, whether certification by NBPTS serves as a signal of teacher quality, and whether completing the NBPTS assessment process serves as catalyst for increasing teacher effectiveness. We find consistent evidence that NBPTS is identifying the more effective teacher applicants and that National Board Certified Teachers are generally more effective than teachers who never applied to the program. The statistical significance and magnitude of the "NBPTS effect," however, differs significantly by grade level and student type. We do not find evidence that the NBPTS certification process itself does anything to increase teacher effectiveness." (p. 3)[4]

FOR IMMEDIATE RELEASE – June 26, 2008
Contact: Ellen Holmes, 207-660-5589, ellen.holmes@maine.gov

New Report Shows National Teacher Certification Improves Student Achievement

Gendron hails results confirming link

AUGUSTA – Maine Education Commissioner Susan A. Gendron hailed the results of a recent report showing the positive impact that National Board certified teachers have on student achievement.

According to the report released in early June by the National Research Council of the National Academies, National Board certification, as well as national teaching standards, have taken the culture of teaching to a higher level. The report recognizes the potential of national certification to bring benefits to more schools and concludes that the National Board for Professional Teaching Standards' work needs strong support and coordination by states, districts and schools as well as higher education and other non-governmental groups.

The report, *Assessing Accomplished Teaching: Advanced-Level Certification Programs*, was produced by the Council following a request by Congress to develop a framework for evaluating programs that offer advanced-level certification to teachers. The Council began work on the report in 2005 and spent the next 30 months gathering and evaluating information for the final document.

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[4] Goldhaber, D., & Anthony, E. (2005, November 29). *Can teacher quality be effectively assessed? National Board Certification as a signal of effective teaching.* Washington, DC: Urban Institute. http://www.urban.org/UploadedPDF/411271_teacher_quality.pdf

With 8,500 new nationally certified teachers last year, there are nearly 64,000 nationally certified teachers in all 50 states and the District of Columbia. Maine has 119 nationally certified teachers, including 16 new ones last year. Maine ranked fifth highest in the nation for the percentage growth in new National Board certified teachers last year.

"National Board certification is an extremely rigorous application process that only the highest quality teachers can achieve," Commissioner Gendron said. "We have heard from teachers that the process – with its self-assessment, portfolio development and other intensive preparation – is itself a highly valuable professional development experience. It is not surprising to me that the teachers who undergo this intensive work have a positive effect on student achievement."

She added, "There is wide agreement among researchers that this certification is good for the climate of schools, good for promoting the profession, and that achievement on most measures is higher among students of these teachers."

National Board certification is a voluntary assessment program designed to recognize and reward great teachers – and make them better. While state licensing systems set basic requirements to teach in each state, National Board certified teachers have successfully demonstrated advanced teaching knowledge, skills and practices. Certification is achieved through a rigorous, performance-based assessment that typically takes one to three years to complete.

As part of the process, teachers build a portfolio that includes student work samples, assignments, videotapes and a thorough analysis of their classroom teaching. In addition, teachers are assessed on their knowledge of the subjects they teach.

Regarded as some of the most accomplished teachers in the nation, they are routinely in the ranks of state teachers of the year, and four of the last eight National Teachers of the Year have been National Board certified. These accomplished teachers make up about two percent of the nation's teaching force.

Ellen Holmes, a distinguished educator on loan to the Department from the Maine Education Association, said the Department provides a $1,250 subsidy that covers half the candidate fee to many applicants. Some school districts provide part or all of the remainder; some candidates pay the difference. In 2006, Gov. John Baldacci signed into law a provision for an annual $3,000 salary supplement for nationally certified teachers.

Holmes, herself a nationally certified teacher, helped develop the support program and is the candidate support administrator for the program in Maine.

The report found that students taught by nationally certified teachers make higher gains on achievement tests than those taught by teachers who have not applied and those who did not achieve certification. The findings are based on an analysis of the studies that the Council says meet standards of sound scientific research, including new analyses commissioned by the Council. According to the report, the "evidence is clear that National Board certification

distinguishes more effective teachers from less effective teachers with respect to student achievement." The Council acknowledged research showing that National Board Certification has a positive impact on teacher retention and, based on its analyses, noted that nationally certified teachers are likely to stay in teaching longer than other teachers.

"The NRC further affirms what we have long believed and seen to be true – National Board certified teachers raise student achievement and are committed to improving their schools," said Joseph A. Aguerrebere, NBPTS president and CEO. "The NRC acknowledges that National Board Certification, which was established to set high standards for teaching and measure teachers against those standards, is having a positive effect. This is news to celebrate."

For more information about the National Board for Professional Teaching Standards and National Board Certification, visit the NBPTS Web site at www.nbpts.org.

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Strategy # 6,
Provide intensive professional development in core academic content to teachers currently working in high need schools

This details the many changes and improvements Maine is making to its administration of Title IIA funds. We offer support, technical assistance and incentives by targeting these funds toward increasing percentages of HQT in all schools, and in particular targeted "High Need Schools". Our redesigned Title IIA Application and Performance Report will guide LEAs to use these funds in a more effective and targeted manner toward raising teacher quality. As of September 2006 the Maine Department of Education has earmarked Title IIA funds to support this technical assistance *(see Appendix G).*

The 2007-2008 data shows that there are greater needs for highly qualified special education, alternative education, and "English as a Second Language" teachers; thus, our technical assistance will focus on these needs by offering professional development opportunities to address those content areas. The updated 2007-2008 data is available on the Maine State Department of Education website now at:
https://www.medms.maine.gov/medms%5Fpublic/ReportPortal/Portal.aspx?CurrentLocation=%2fPublic+Reports%2fNo+Child+Left+Behind

1.) The 2006-2007 Title IIA Applications, Competitive Grants, and reallocation criteria for 2005-2006 carryover funds have been changed to support LEAs in increasing HQT percentages as follows:

1. 2008-2009 Title IIA applications must demonstrate funding is targeted at HQT, if below 100%, in order to have Class Size Reduction funds approved.
2. 2008-2009 Title IIA competitive grants require HQT objective and measures, and are targeted at "High Need" (high poverty, low HQT %) LEAs & schools.
3. Mentoring/Induction, 1 of 10 key strategies under Title IIA, is now one of the "categories" listed on the application, and will be posted on the website under "models of State-wide projects".

Title IIA Documentation is included in the appendix under "Strategy # 6". ((*See Appendix G)*

2.) "Training of Certified Mentor Trainers by Maine State Superintendents' Regions":

These trainings have been offered to "high need schools" in a regional partnership model, if the LEA/school includes mentoring and induction as one of their planned action strategies to address high numbers of inexperienced teachers.

Over 270 mentor trainers have been trained in delivering Maine's Model of Mentor Training. This is being done to build State-wide capacity for training mentors, which is a requirement of the new rules governing new teacher induction in Maine (Chapter 118).

It was decided to use the 50% saturation point in each of the nine Superintendent regions as the goal in order to assure that each LEA would have available trainers in reasonable proximity. That goal was met as of summer 2008.

3.) Maine Math and Science Alliance (MMSA) is currently administering a federal grant titled: "The Northern New England Co-Mentoring Network". The goals of this grant and its planned activities are aligned with those of this "Equity Action Plan": "1. meeting the targeted content and pedagogical specific needs of new teachers; 2. building the leadership capacity in science and mathematics for mentors and instructional coaches, and; 3. facilitating the incorporation of sustainable models of professional development that connect novices and experienced teachers by going beyond one-on-one mentoring support and basic induction requirements".

Several of the intended targeted schools of this grant are also on the State's "High Need Schools" list; therefore an agreement has been made with MMSA that this grant membership would be offered as a possible activity/strategy to the identified "High Need Schools".

NNECN Center (2007-ongoing)
The NNECN Center began as a four year, ME, NH, and VT teacher enhancement project, funded by the National Science Foundation (NSF), called the Northern New England Co-Mentoring Network. The NNECN Project provided professional development to middle and high school science and mathematics mentors and new science teachers. After the NSF funding ended, the network evolved into a physical and virtual center which now offers state, regional, and national consulting services and products to support science and mathematics mentoring, instructional coaching, and new teacher induction into the science and mathematics teaching and learning community. Operating under the same philosophy of the original NNECN project, the NNECN Center provides new teachers with the content-specific support that goes beyond the general mentoring typically provided by district induction programs. The NNECN Center recognizes that science and mathematics teachers have content and pedagogical needs that are specific to their disciplines. In addition science teachers must deal with equipment and safety issues. Click here to learn more about the mentoring and new teacher support services offered through the NNECN Center.

NNECN Center Director: Page Keeley
NNECN Center Maine Coordinator: Lynn Farrin
NNECN Center New Hampshire Coordinator: Joyce Tugel
NNECN Center Communications Coordinator: Brianne Van Den Bossche

Appendix A:

Goal # 1: The SEA will conduct a data analysis to determine needs and responses.

Maine's HQT data collection process includes specific data by subject, and types of teachers. Additionally a question was added to the survey asking for the number of teachers who used the HOUSSE Rubric to demonstrate "highly qualified" status by school.

The yearly LEA site monitoring visit protocol includes provisions to collect and check on this data, and compliance by LEAs. Technical assistance will be planned and given to LEAs failing to comply with this new limited use of the HOUSSE.

Maine Department of Education
No Child Left Behind Act
"Highly Qualified Teacher Survey" 2007-2008

District:_____ **School:**_____

IMPORTANT! Before responding to this survey, please read the **"Directions for Completing the "Highly Qualified Teacher Survey"** available at

http://www.maine.gov/education/hqtp/forms.htm

THIS FORM IS PRE-POPULATED WITH THE 2006-2007 "HIGHLY QUALIFIED" TEACHER DATA. PLEASE CHECK AND UPDATE EACH FIELD BEFORE SUBMISSION.

A. School Organization Information Data:

A.1 School Organization (Check the one which most applies)

a._____ Elementary (all self contained classes)
b._____ K – 8 or K - 12(combined elementary/middle)*
c._____ Secondary (Middle/Jr. High, High School and/or Vocational School)

*(fill out both B. Elementary. and C. Secondary sections - B. for your Elementary classes and C. for your Secondary classes.)

Title I School: **Yes** **No**

B. Core Academic Subject Classes Data:

1. **ELEMENTARY (self contained):**
   HOUSSE Question:

_____ **Total number of elementary TEACHERS (not classes) who met the *NCLB* definition of a "Highly Qualified Teacher" by using the HOUSSE rubric.**

B.1 How many classes does your school have this year in which the

94-457 FINANCE AUTHORITY OF MAINE

Chapter 610: RULES FOR THE CONDUCT OF THE EDUCATORS FOR MAINE PROGRAM

Summary: This rule details the procedures to be utilized in the conduct of the Educators for Maine Program, which provides financial assistance for post-secondary education to undergraduate students and students pursuing post-baccalaureate certification who demonstrate academic achievement and an interest in pursuing a career in teaching, including speech pathologists in schools, or child care, in Maine.

1. Definitions

A. **Academic Achievement.** "Academic achievement" means earning a grade point average of at least 3.0, based on a 4.0 grade point system or the equivalent thereof as determined in the discretion of the chief executive officer, based upon the most recent cumulative grade point average.

B. **Authority.** "Authority" means the Finance Authority of Maine.

C. **Chief Executive Officer.** "Chief executive officer" means the Authority's chief executive officer or a person acting under the supervisory control of the chief executive officer.

D. **Child care.** "Child care" means a regular service of care and protection provided for compensation for any part of a day less than 24 hours to a child or children under 13 years of age whose parents work outside the home, attend an educational program or are otherwise unable to care for their children.

E. **Child care facility.** "Child care facility" means a child care center or a home day care provider as defined in 22 M.R.S.A. §8301-A.

F. **Child care provider qualifications.** "Child care provider qualifications" means a degree or certificate from a child care development program including but not limited to child development, early childhood education, early childhood development, health and human services with a focus on early childhood, special education from birth to five years, and other similar programs as determined by the chief executive officer upon review of coursework and other relevant information.

G. **Cost of attendance.** "Cost of attendance" has the same meaning as set forth in 20 U.S.C. §108711 and the regulations, guidelines and procedures promulgated thereunder except, for students attending less than half-time, cost of attendance is determined on the same basis as for students attending half-time.

H. **Commissioner.** "Commissioner" means the Commissioner of the Maine Department of Education or a person acting under the supervisory control of the Commissioner.

I. **Duly enrolled.** "Duly enrolled" means, for an undergraduate, enrolled full time and, for a post-baccalaureate student, enrolled at least part-time at an institution of higher education, as verified by the institution of higher education.

J. **Educators for Maine Loan Recipient.** "Educators for Maine Loan Recipient" means an eligible individual who has been recognized as such by the Governor after consultation with the chief executive officer.

K. **Eligible individual.** "Eligible individual " means a student who meets the eligibility requirements as set forth in 20-A MRSA §12505 and this rule.

L. **Graduating High School Senior.** "Graduating high school senior" means a student who is a resident of the State, who graduates from a secondary school approved pursuant to 20-A MRSA §2901 and who is entering that student's first year in an institution of higher education at the beginning of the next academic year, which is considered to be from September to June.

M. **Institution of Higher Education.** "Institution of higher education" means an institution of higher education located within this State, another state or a foreign country that meets the requirements of and conforms to the definitions contained in the federal Higher Education Act of 1965, as amended, 20 U.S.C. §1001(a) and the regulations, guidelines and procedures promulgated by the Secretary of Education pursuant thereto.

N. **Most recent cumulative grade point average.** "Most recent cumulative grade point average" means the cumulative grade point average ("GPA") or its equivalent after the applicant's most recently completed period of study.

O. **Return Service.** "Return service" means service performed as a certified teacher or speech pathologist in public elementary or secondary schools in Maine or in a Maine private school approved for tuition purposes or in a state operated school or, for borrowers who received their first program loan after January 1, 2000, service performed in a child care facility by an individual who has attained child care provider qualifications.

P. **Students pursuing post-baccalaureate certification.** "Students pursuing post-baccalaureate certification" means students who have earned a baccalaureate degree or its equivalent and are pursuing a program of studies leading to initial certification as a teacher or speech pathologist or the attainment of child care provider qualifications.

Q. **Teacher.** "Teacher" means a person certified by the Department of Education who is employed as a teacher by a public school or private school approved for tuition purposes or a state operated school including elementary and secondary teacher, specialized subject teacher, vocational or industrial arts teacher as defined in the certification rules of the State Board of Education and also includes by position title the following, unless modified by future legislation:

1. Classroom teacher

2. Itinerant teacher

3. Guidance counselor

4. Librarian-media specialist

5. Special education teacher

6. Special teacher of reading

7. Speech pathologist/therapist

8. Chapter I tutor

R. **Undergraduate.** "Undergraduate" means any individual who has not been awarded any baccalaureate degree and who is currently enrolled or accepted for enrollment as a full time student at an institution of higher education, including a graduating high school senior.

S. **Underserved Subject Areas.** "Underserved subject areas" means those subjects or programs required or authorized to be taught in the public schools for which there is an insufficient supply of teachers or speech pathologists as may be determined by the chief executive officer after consultation with the Commissioner.

2. Application Deadlines

A. All applications for loans shall be made on forms provided by the Authority.

B. The deadline for filing initial applications is May 15 annually.

C. The deadline for filing renewal applications is May 15 annually. If a student does not have a GPA of 2.5 or the equivalent on the date of the application deadline, the student may request reconsideration of the application for renewal by submitting spring semester grades no later than June 30.

D. No application will be considered unless it is complete at the time of deadline.

E. The student must have filed the FAFSA by May 1 annually.

3. Loan Terms

A. Loans of up to $2,000 per academic year or $8,000 total may be made to students pursuing post baccalaureate certification. Loans of up to $3,000 per academic year or $12,000 total may be made to eligible undergraduate students. Individuals who have received an Educators (or Teachers) for Maine Program loan as an undergraduate student may also receive a loan for students pursuing post-baccalaureate certification. In no event may an individual receive more than $20,000 in total Educators for Maine loans. In no event may an individual receive loan funds that result in making that individual's total financial aid award greater than the cost of attendance.

B. Loans shall accrue interest at a fixed rate set on the date of the approval of the loan, which rate shall be equal to the rate of interest in effect on such date for Federal Stafford Loan Program loans bearing interest at a variable rate, plus three-fourths of one percent (.75%) per annum. Interest shall begin to accrue 30 days prior to the date repayment is scheduled

to commence in accordance with Section 7 of this Rule, without regard to any deferment that may be granted unless the deferment states in writing that interest shall not accrue during this deferment period. In the event a loan is canceled on account of return service, the cancellation shall include interest accrued on the loan amount.

C. Loans shall be for one academic year. For purposes of loan terms, the academic year for post-baccalaureate students begins with the summer award, if any, which shall not be disbursed prior to July 1, and ends with the spring award, if any.

4. Loans to Undergraduate Students

A. **Initial Loan Eligibility**

(1) The student must be currently enrolled or accepted for enrollment in a course of study leading to a certification as a teacher or speech pathologist or to attainment of child care provider qualifications in an institution of higher education.

(2) The student must be a graduate of a Maine high school or the equivalent and a resident of Maine or a graduate of other than a Maine high school or the equivalent and a resident of Maine at least one year for other than educational purposes.

(3) The student must have a minimum 3.0 grade point average on a 4.0 grade point system or the equivalent thereof as determined in the discretion of the chief executive officer.

(4) The student must sign an agreement that details conditions to be met for receipt of a loan.

(5) The student must be recognized as an Educators for Maine Loan Recipient.

(6) Preference shall be given to students who are enrolled or intend to enroll in a program that has been determined to be an underserved subject area.

(7) The student must sign a statement certifying compliance with the United States Military Selective Service Registration Act or certifying the basis for an exemption from compliance.

(8) The student must have filed the FAFSA by May 1 of the year of initial application.

B. **Renewal Loan Eligibility**

(1) The student must have received an initial loan.

(2) The student must submit a completed renewal application annually for a loan on or before the deadline date and must have filed the FAFSA by May 1 of the renewal year.

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(3) The student must maintain at a minimum a 2.5 grade point average based on a 4.0 grade point system, or the equivalent thereof as determined in the discretion of the chief executive officer. Should the GPA fall below 2.5, the student has one academic year to bring the GPA up to 2.5. If this requirement is not met the student will be ineligible for further program participation.

(4) A student granted an approved leave of absence by the postsecondary institution may be eligible to renew the loan at the termination of the leave of absence provided that all other requirements of this section are met.

(5) The student must sign an agreement that details conditions to be met for receipt of a loan.

(6) The student must maintain residence in the State of Maine in order to be eligible for a renewal loan.

C. **Deferral**

Acceptance of an initial award or renewal of a previous award may be deferred for one academic year only. If a designated Educators for Maine Loan Recipient fails to be duly enrolled in an institution of higher education, as defined by these rules, by the beginning of the second academic year which follows the student's designation as an Educators for Maine Loan Recipient or receipt of a renewal award the student shall be ineligible for further program participation.

5. Loans to Students Pursuing Post-baccalaureate Certification

A. **Initial Loan Eligibility**

(1) The student must be a Maine resident.

(2) The student must be enrolled in or have applied for enrollment in a post-baccalaureate course of study leading to initial certification as a teacher or speech pathologist or to attainment of child care provider qualifications.

(3) The student's most recent cumulative grade point average must be at least 3.0.

(4) The student must sign an agreement that details the conditions to be met for receipt of a loan.

(5) The student must be recognized as an Educators for Maine Loan Recipient.

(6) Preference shall be given to students who are enrolled or intend to enroll in a program that has been determined to be an underserved subject area.

(7) The student must sign a statement certifying compliance with the United States Military Selective Service Registration Act or certifying the basis for an exemption from compliance.

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B. **Renewal Loan Eligibility**

(1) The student must have received an initial loan.

(2) The student must submit a completed renewal application annually for a loan on or before the deadline date.

(3) The student must maintain at a minimum a 2.5 grade point average based on a 4.0 grade point system, or the equivalent thereof as determined in the discretion of the chief executive officer. Should the GPA fall below 2.5, the student has one academic year to bring the GPA up to 2.5. If this requirement is not met the student will be ineligible for further program participation.

(4) A student granted an approved leave of absence by the postsecondary institution may be eligible to renew the loan at the termination of the leave of absence provided that all other requirements of this section are met.

(5) The student must sign an agreement that details conditions to be met for receipt of a loan.

(6) The student must maintain residence in the State of Maine.

C. **Deferral**

Acceptance of an initial award or renewal of a previous award may be deferred for one academic year only. If a designated Educators for Maine Loan Recipient fails to be duly enrolled in an institution of higher education, as defined by these rules, by the beginning of the second academic year which follows the student's designation as an Educators for Maine Loan Recipient or receipt of a renewal award the student shall be ineligible for further program participation.

6. Payment Disbursement

A. A check will be made payable to each postsecondary institution for all funds to be received by loan recipients who are indicated as duly enrolled by the institution on a roster which is sent to the institution prior to the start of each semester. A disbursement will be made to the institution at least once each semester with the appropriate amount to be credited to the accounts of the recipients. Each check shall be disbursed within 60 days following receipt of evidence that recipients are duly enrolled.

B. Loans for undergraduate students shall be disbursed in the amount requested although this shall not exceed $3000 per academic year and shall be disbursed on a semester basis, one-half for the first semester and one-half for the second semester.

C. Loans for students pursuing post-baccalaureate certification shall not exceed $2,000 for the 12-month period beginning July 1. Yearly awards shall be disbursed in either two or three equal disbursements, as requested by the recipient and based on actual enrollment. The Authority may request supporting evidence of actual direct and indirect educational

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expenses, including, but not limited to, tuition, transportation, room and board, books and supplies.

D. If a recipient of a loan withdraws from an institution and is entitled to a refund of tuition, fees or other charges, the institution shall pay directly to the Authority from that refund a sum which represents the portion of the loan for the portion of the academic year that the recipient did not complete.

E. Loans may be originated using a master promissory note that allows all Educators for Maine loans provided over a period of up to seven years to be originated on a single promissory note.

7. Repayment and Return Service

A. Loan recipients begin repayment six months after graduation or completion of certification coursework.

B. Each loan recipient may cancel the total amount of the loan repayment by completing one year of return service in the public schools or private schools approved for tuition purposes in the state or in a state operated school, for each year the individual receives a loan. An individual who has attained child care provider qualifications and who received a first program loan after January 1, 2000 may also cancel the total amount of the loan by completing one year of return service by working in a child care facility for each year the individual has received a loan. Return service may not be credited for the same semester for which an individual has received a loan, nor may an individual receiving loan forgiveness for a loan for post-baccalaureate study receive loan forgiveness for any undergraduate loan simultaneously.

C. Each loan recipient may cancel the total amount of the loan repayment by completing one year of return service in the public schools or private schools approved for tuition purposes in the state or in a state operated school if such service is performed in underserved subject areas, for every two years or less that the individual receives a loan. Return service may not be credited for the same semester for which an individual has received a loan nor may an individual receiving loan forgiveness for a loan for post-baccalaureate study receive loan forgiveness for any undergraduate loan.

D. Return service shall be performed within five (5) years of graduation from an institution of higher education or completion of certification coursework.

E. A loan recipient who fails to fulfill the return service option shall repay the Authority as follows:

(1) The debt shall include the total amount of all Educators for Maine Program loans, including interest accruing on loans made with interest, less the amount, if any, which has been canceled by return service.

(2) The total debt shall be repaid to the Authority within eleven (11) years of graduation or completion of coursework on a schedule which specifies annual, semi-annual, or monthly payments and indicates due dates. Exceptions due to

extenuating circumstances may be granted on a case-by-case basis upon written request to the chief executive officer.

F. Once a recipient has begun fulfilling the return service option by teaching in an underserved subject area, the recipient shall be allowed to complete this option in the same subject area even if the subject area is removed from the list of those designated.

G. Recipients who withdraw from school, for whatever reason, prior to completion of the course or courses for which the funds were loaned, will not be allowed to exercise the return service option and will begin repayment one year from the end of the semester of last attendance and complete repayment within four years from the date of commencement of repayment, unless the student re-enrolls prior to that time.

H. A recipient of a loan may seek a deferment of return service or of the periodic cash payments. A request for deferment must be made to the chief executive officer who shall make a determination on a case-by-case basis. Generally, no more than five (5) 1-year deferments will be granted. The decision of the chief executive officer shall be final. The time period for performance of return service or payment may be extended for the same period as any deferment granted. Unless expressly stated in writing to the contrary by the chief executive officer in his or her discretion, interest at the rate stated in any applicable Note(s) shall continue to accrue during the period of any deferment.

I. In the event of death or permanent disability (as determined by a physician) of a recipient, any unpaid amount due the Authority shall be canceled upon appropriate written verification of the death or permanent disability to the Authority.

J. If a cash payment is not made within 30 days following the due date of that payment, the Authority may declare the entire amount due and payable subject to the recipient's right to receive a notice of right to cure. If a default is declared the recipient shall be liable for the amount in default plus any accrued interest and late fees and reasonable attorney's fees.

K. If any monthly payment is not paid when due, the holder of the Note may collect a late charge of five cents ($0.05) for each dollar of such payment more than thirty (30) days in arrears.

L. Partial loan forgiveness shall be available on a pro-rata basis under sub-sections B and C, above, for teaching or practicing speech pathology part time or working in a child care facility part time. "Part time" is considered to be employed on at least a 20% basis, based on a 10-month academic year or a five day work week.

8. Selection Criteria

Student recipients of loans are determined utilizing the following selection criteria:

A. Academic standing based on an analysis of the high school or college transcript.

B. Response to essay question.

C. Academic awards/achievements/honors.

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D. Preference within each applicable allocation is given to those enrolled in a program that has been determined to be an underserved subject area.

E. Preference within the allocation for students pursuing post-baccalaureate certification shall be given to students who did not receive an Educators (or Teachers) for Maine Program loan as an undergraduate student.

9. Selection Process

A. The Selection Committee will review application materials submitted in light of identified criteria.

B. The Selection Committee shall be approved by the chief executive officer and shall be composed of at least 5 representatives from the education communities.

C. Each application and accompanying materials shall be read by at least two committee members.

D. Following reading by the committee, applications will be rank ordered.

E. The Selection Committee will recommend to the chief executive officer the names of applicants who should be considered for designation as Educators for Maine Loan Recipients.

F. The Governor, after consultation with the chief executive officer, shall announce the names of those individuals who are recognized as Educators for Maine Loan Recipients.

10. Loan Fund Allocation

Funds available to new recipients in any given year are allocated as follows: up to 50% for Educators for Maine Loan Recipients from the Graduating High School Senior category; up to 50% for Educators for Maine Loan Recipients from the Undergraduate (other than Graduating High School Senior) Category; and up to 20% for students pursuing post-baccalaureate certification.

STATUTORY AUTHORITY: 10 M.R.S.A. §969-A(14), 20-A M.R.S.A. §§ 12501 *et seq.*

EFFECTIVE DATE:
January 1, 1996

EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 4, 1996

AMENDED:
May 5, 1996
January 27, 1998

NON-SUBSTANTIVE CORRECTION:
February 13, 1998 - "plys" corrected to "plus" in 3(C).

AMENDED:
August 30, 2000

REPEALED AND REPLACED:
January 1, 2004 - filing 2003-406

AMENDED:

June 28, 2005 –	Amendment 1, filing 2005-265 affecting §2(B) (EMERGENCY – expires September 26, 2005)
January 23, 2007 -	Amendment 2, revision to Sections 2(B) and 2(C) and 4(B)(2) and new Sections 2(E) and 4(A)(8), filing 2007-14

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20-A §13013-A. SALARY SUPPLEMENT FOR NATIONAL BOARD-CERTIFIED TEACHERS

20-A §13013-A. SALARY SUPPLEMENT FOR NATIONAL BOARD-CERTIFIED TEACHERS

1. Salary supplement. Notwithstanding any other provision of law, the Department of Education shall provide a public school teacher who has attained certification from the National Board for Professional Teaching Standards, or its successor organization, as of July 1, 2006 or thereafter with an annual national board certification salary supplement of $3,000 for the life of the certificate. The salary supplement must be added to the teacher's base salary and must be considered in the calculation for contributions to the Maine Public Employees Retirement System. If a nationally certified teacher becomes no longer employed as a classroom teacher in the field of that teacher's national certification, the supplement ceases.

[2005, c. 519, Pt. AAAA, §1 (NEW); 2007, c. 58, §3 (REV) .]

2. Local filing; certification. On or before October 15th annually, the superintendent of schools of a school administrative unit or the chief administrative officer of a career and technical education region shall file with the commissioner a certified list of national board-certified teachers eligible to receive the salary supplement pursuant to subsection 1.

[2007, c. 240, Pt. D, §1 (AMD) .]

3. Payment. The department shall provide the salary supplement to eligible teachers no later than February 15th of each year.

[2005, c. 519, Pt. AAAA, §1 (NEW) .]

4. Expend funds. A school administrative unit may expend funds received through the salary supplement under subsection 1 without calling for a special meeting of the local legislative body.

[2007, c. 240, Pt. D, §2 (AMD) .]

SECTION HISTORY
2005, c. 519, §AAAA1 (NEW). 2005, c. 683, §H1 (AMD). 2007, c. 240, Pt. D, §§1, 2 (AMD). 2007, c. 58, §3 (REV).

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Overview of Maine's Administrator Preparation Programs

University of New England

The University of New England, Department of Education offers professional certification for Maine administrative endorsements in the following areas:

- Master of Science in Education – General Studies Concentration, Literacy Concentration, Teaching Methodology Concentration,
- Certificate of Advanced Graduate Study (CAGS) – Educational Leadership
- The Teaching Institute – A 21st Century Collaborative Model (Alternate Route to Certification)

University of Maine

The University of Maine's College of Education and Human Development offers professional certification for Maine administrative endorsements in the following areas:

Graduate Programs:

- Counselor Education – M.Ed, C.A.S., Ed.D.
- Master of Education in Instructional Technology – M.Ed.
- Educational Leadership (PreK-12) – M.Ed., C.A.S., Ed.D.
- Elementary Education & Secondary Education – M.A.T., M.Ed., C.A.S.
- Graduate Outreach Program (regional cohort program leading to M.Ed. in Curriculum, Assessment and Instruction)
- Human Development – M.S.
- Individually Designed Education – Ed.D.
- Kinesiology and Physical Education – M.S., M.Ed.
- Master of Arts in Teaching
- Middle Level Education – M.Ed.
- Science Education – M.S., M.Ed., C.A.S.
- Social Studies Education – M.A., M.S., M.Ed., C.A.S.
- Special Education – M.Ed., C.A.S.

University of Southern Maine

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Post Baccalaureate Certificate Programs:

- Assistant Principal
- Certificate of Applied Behavior Analysis (CABA)
- Certificate of Graduate Study in Literacy Education
- Certificate of Graduate Study in Culturally Responsive Practices
- State Endorsement in ESL
- Middle Level Education

Graduate Programs:

- Adult Education – M.S.
- Applied Literacy – M.S.Ed. (ETEP only)
- Counseling – M.S. (with specialties in: School Counseling, Clinical Mental Health Counseling, or Rehabilitation Counseling)
- Educational Leadership – M.S.Ed. (with strands in: Administration, Special Education Administration, or Professional Teacher in a Democratic Society
- Extended Teacher Preparation Program (ETEP)
- Literacy Education – M.S.Ed.
- Literacy Education (with concentration in ESL) – M.S.Ed.
- School Psychology – M.S.
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- Teaching of Learning – M.S.Ed. (ETEP Only)

Post-Master's Certificates of Advanced Graduate Study:

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- Counseling – C.A.S.
- Educational Leadership – C.A.S.
- English as Second Language – C.A.S.
- Literacy Education – C.A.S.

Doctoral Programs:

- School Psychology – Psy.D.

05 DEPARTMENT OF EDUCATION

071 STATE BOARD OF EDUCATION/COMMISSIONER OF EDUCATION

Chapter 125: BASIC APPROVAL STANDARDS: PUBLIC SCHOOLS AND SCHOOL ADMINISTRATIVE UNITS

SUMMARY: This rule establishes school approval standards governing the school administrative units and public schools of the state and adopts procedures for ascertaining compliance with all applicable legal requirements, as authorized by Title 20-A, Maine Revised Statutes, chapter 206.

8.08 Personnel Training and Development

Each school board shall establish a System for Training and Development of all personnel that meets the following standards.

A) The System is based on continuous improvement of each individual, of the school, and of the school administrative unit;

B) The System focuses on practices that raise the academic performance of students on the content standards of the system of Learning Results and enhance student development;

C) The System is aligned with other goals in the Comprehensive Education Plan and integrates individual development, building goals, and school administrative unit goals;

D) The System is driven by information from local, state, and national resources for planning, implementation, and evaluation; and

E) The System defines relevant roles for all stakeholders.

STATUTORY AUTHORITY: 20 MRSA §4502.5

CHAPTER TITLE:
February 14, 1974 - "School Evaluation Procedures:
February 28, 1983 - "Requirements for Basic Approval and Accreditation of Schools"
August 25, 1985 - "Basic Approval Standards: Public Schools and School Units"

SECTION 1:
EFFECTIVE DATE:
February 14, 1974 (filed October 23, 1978)
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March 19, 1980
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June 25, 1986
July 1, 1989
February 25, 1990 - Sections 5(C), 12(D), 23(B)

SECTION 1-A:
EFFECTIVE DATE:
March 4, 1983

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EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 19, 1996

AMENDED:
July 29, 2001 - added 125.17(D)
April 27, 2002 - filing 2002-104 accepted March 28, 2002: 125.17(D) removed from Chapter 125 and established as new Chapter 33, "Regulations Governing Timeout Rooms, Therapeutic Restraints and Aversives in Public Schools and Approved Private Schools"

REPEALED AND REPLACED:
June 26, 2002 - as "Basic Approval Standards: Public Schools and School Administrative Units", filing 2002-208 accepted June 21, 2002

NON-SUBSTANTIVE CORRECTIONS:
October 17, 2002 - punctuation, numbering, spelling, one numbered internal reference

05 DEPARTMENT OF EDUCATION

071 STATE BOARD OF EDUCATION/COMMISSIONER OF EDUCATION

Chapter 125: BASIC APPROVAL STANDARDS: PUBLIC SCHOOLS AND SCHOOL ADMINISTRATIVE UNITS

SUMMARY: This rule establishes school approval standards governing the school administrative units and public schools of the state and adopts procedures for ascertaining compliance with all applicable legal requirements, as authorized by Title 20-A, Maine Revised Statutes, chapter 206.

Section 13. SCHOOL REVIEWS AND INSPECTIONS

13.01 The Commissioner shall review or inspect a school administrative unit as provided in this Section. When conducting a review or inspection, the Commissioner shall be guided by the benchmarks for resources and personnel outlined in Essential Programs and Services and the hallmarks of an ethical and responsible school culture. Any report written for the Commissioner as part of a review or inspection shall be presented to the school board in a public meeting, unless the privacy rights of personnel or students require that portions of the report be presented in executive session.

13.02 School Reviews

The Commissioner will initiate a comprehensive review of a school administrative unit when student performance in a school indicates that a review is warranted, in accordance with Me. Dept. of Ed. Reg. 127. The purpose of the review shall be to determine how to improve student performance on the content standards of the system of Learning Results.

13.03 School Inspections

The Commissioner, on receipt of a petition or request as specified below, shall inspect a school administrative unit. The petition or request shall identify specific items for inspection. The Commissioner may inspect any of the areas governed by school approval provisions of this rule in addition to the items in the petition or request. The Commissioner shall conduct an inspection when:

A) Petitioned by 60% of the parents of the children in one school in the school administrative unit;

B) Petitioned by 20% of the registered voters of the school administrative unit; or

C) Requested in writing by the school board or by the superintendent.

Section 14. SCHOOL APPROVAL STATUS

14.01 Initial Approval Procedures

A) A school administrative unit shall obtain initial approval from the Commissioner prior to opening a new school.

B) A school administrative unit seeking initial approval status for any school shall make this intention known to the Commissioner in writing at least nine months prior to the school year. School units that have received school construction approval from the State Board of Education shall be deemed to have met this notice requirement.

C) Application for initial approval status shall be made on forms provided by the Commissioner. The superintendent of the school administrative unit is responsible for supplying all information necessary for a determination that the school is entitled to initial approval. The application form must be signed by the superintendent of the school administrative unit in which the school is located, certifying that the form contains information that is accurate at the time of reporting. Prior to receiving initial approval from the Commissioner, the facility shall be approved for safety by the State Fire Marshal or local municipal fire department official, and certified as sanitary by the Department of Human Services.

D) Two months prior to the initial opening the applicant school must arrange for an on-site inspection by a representative of the Commissioner.

E) Initial approval status shall be awarded when the Commissioner determines that the school is likely to comply with all approval standards.

F) Upon obtaining initial approval by the Commissioner, the school administrative unit shall be entitled to operate the school and to receive state subsidy aid to which it is otherwise entitled.

G) Six weeks after student occupancy, representatives of the Commissioner shall visit the school while it is in session to determine if all applicable school approval standards are being met. If school approval standards are not being met, initial approval status shall continue until compliance is demonstrated or until the end of the school year, whichever is the earlier date.

14.02 Provisional Approval

A) Any school that is determined by the Commissioner not to comply with applicable school approval standards shall be placed on provisional approval. Failure to submit School Approval Reports, other than financial reports, in a timely manner, in accordance with Section 12.05 of this rule, shall result in provisional approval status. Failure to submit financial reports in a timely manner shall result in a withholding of state subsidy in accordance with Section 14.03.B.

B) When placing a school on provisional approval status the Commissioner shall take the following action:

(1) The Commissioner shall notify, in writing, the superintendent responsible for any schools placed on provisional approval status and shall include a statement of the reasons for provisional approval status.

(2) Representatives of the Commissioner shall meet with the superintendent and shall determine a reasonable deadline for achieving compliance with school approval standards.

(3) A school or school administrative unit on provisional approval status shall be required to file with the Commissioner an acceptable written plan of corrective action as part of the Comprehensive Education Plan. The Commissioner may assign a school assistance team in accordance with Me. Dept. of Ed. Reg. 127.

(4) Failure to file a required plan of corrective action shall result in enforcement action by the Commissioner, pursuant to Section 14.03 of this rule.

C) The Commissioner shall restore full approval status upon the Commissioner's determination of compliance with school approval standards.

14.03 Enforcement Measures

A) Notice of Failure to Comply

The Commissioner shall give written notice of pending enforcement action to the superintendent of any school or school administrative unit that fails to comply with school approval standards by the established deadlines in statute or in the plan of corrective action established in Section 14.02.B.3). Such notice shall include a statement of the laws and regulations with which the school or school administrative unit fails to comply. School administrative units failing to comply with school approval standards shall be given notice and the opportunity for a hearing.

B) Penalties

The Commissioner may impose the following penalties on school administrative units until compliance is achieved:

(1) Withhold state subsidy and other state funds from school administrative unit;

(2) Refer the matter to the Attorney General, who may seek injunctive relief to enjoin activities not in compliance with the governing statute or seek any other remedy authorized by law; or

(3) Employ other penalties authorized in statute or authorized or required by federal law.

STATUTORY AUTHORITY: 20 MRSA §4502.5

CHAPTER TITLE:

February 14, 1974 - "School Evaluation Procedures:
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NON-SUBSTANTIVE CORRECTIONS:

October 17, 2002 - punctuation, numbering, spelling, one numbered internal reference

E-1.d

20-A §4502. SCHOOL APPROVAL REQUIREMENTS

1. General requirements. Elementary and secondary schools and school administrative units, including an educational program or school located in or operated by a juvenile correctional facility, shall meet all requirements of the system of learning results as established in section 6209 as well as other requirements of this Title and other statutory requirements applicable to the public schools and basic school approval standards. Each school administrative unit shall prepare and implement a comprehensive education plan that is aligned with the system of learning results, focused on the learning of all students and oriented to continuous improvement. This plan must address all plans required by the department.

[2001, c. 454, §12 (AMD) .]

2. Curriculum requirements. Schools must meet all curriculum requirements established in chapter 207-A. Schools that offer public preschool programs shall demonstrate curriculum practice for those programs that implements the Maine early childhood learning guidelines and is appropriate for the age and development level of the children.

[2009, c. 313, §1 (AMD) .]

3. School year. Schools shall comply with section 4801.

[1983, c. 859, Pt. A, §§20, 25 (NEW) .]

4. Staff qualifications. School boards shall employ only teachers and other educational personnel who are properly certified in accordance with certification rules adopted pursuant to chapter 502 and other professional personnel who hold appropriate professional licenses issued by the State.

[1983, c. 859, Pt. A, §§20, 25 (NEW) .]

4-A. Affirmative action plan. Each school administrative unit shall develop an affirmative action plan in accordance with Title 5, chapter 65 as part of the school approval process and update this plan annually as necessary. The affirmative action plan must include a description of the status of the unit's nondiscriminatory hiring practice provided in section 1001, subsection 13, plans for in-service training programs on gender equity for teachers, administrators and school boards, and a plan for meeting the 5-year goal established under section 254, subsection 9. The unit shall submit any update of the plan annually to the commissioner.

[1989, c. 889, §7 (NEW) .]

4-B. Economic discrimination. A school board may consider the economic conditions within its geographical area of jurisdiction in assigning pupils to schools within a school administrative unit or a centralized education program but may not make assignments solely on the basis of economic condition.

[1993, c. 644, §1 (NEW) .]

5. Other requirements. The state board and the commissioner shall jointly adopt basic school approval rules governing school administrative units and elementary and secondary schools. These rules must set minimum requirements in the following areas, incorporating such requirements as are established by statute:

A. Instructional time, including a minimum school day and week; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

B. Staffing, including student-teacher ratios that permit maximum student-teacher ratios of 25:1 school-wide for kindergarten to grade 8 and maximum student-teacher ratios of 30:1 school-wide for grades 9 to 12; [2009, c. 313, §2 (AMD).]

E-2.a

C. Physical facilities, incorporating the school construction rules of the state board; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

D. Requirements for equipment and libraries; [2009, c. 313, §2 (AMD).]

E. Minimum school size, but including recognition of geographically isolated schools; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

F. Grade and program organization; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

G. Assessment and evaluation of student performance; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

H. Student personnel services, including guidance and counseling and, notwithstanding any rules adopted by the department, comprehensive guidance plans to be approved by the commissioner ; [2009, c. 313, §2 (AMD).]

I. Records, record keeping and reporting requirements; [1983, c. 859, Pt. A, §§20, 25 (NEW).]

J. Health, sanitation and safety requirements, including compliance with section 6302; [1991, c. 181, §1 (AMD).]

K. School improvement; [1997, c. 428, §1 (AMD).]

L. [2001, c. 454, §13 (RP).]

L-1. A plan for training and development of all personnel that is aligned with the system of learning results as established in section 6209; [2001, c. 454, §14 (NEW).]

M. The use of time-out areas, administered in accordance with requirements adopted by the department and with this paragraph. The use of a time-out area is subject to the following:

(1) The time-out area must be well ventilated and sufficiently lighted. The time-out area may not be locked; and

(2) The time-out area must be designed to ensure the safety of the student so that the student is supervised by a professional staff member in the room or can be observed from outside of the time-out area and can be heard by a person supervising the time-out area; [2009, c. 313, §2 (AMD).]

N. Preparation of a written local policy and implementation of training for all unlicensed personnel who administer medication in accordance with the requirements under section 254, subsection 5; [2007, c. 141, §8 (AMD).]

O. Preparation of a written local policy and implementation of training for all guidance counselors and school personnel who administer reintegration planning pursuant to section 254, subsection 12, who participate in a reintegration team and who have access to confidential criminal justice information regarding juveniles pursuant to section 1055, subsection 12; and [2007, c. 141, §9 (AMD).]

P. Provision of family outreach and support programs designed to improve parent-school relations and parenting skills consistent with section 4252, subsection 8. [2007, c. 141, §10 (NEW); 2007, c. 141, §§8-10 (AMD).]

[2009, c. 313, §2 (AMD) .]

5-A. Application.

[2009, c. 313, §3 (RP) .]

E-2.b

6. Annual report on comprehensive education plan. The superintendent shall make an annual report of progress on the comprehensive education plan, developed pursuant to subsection 1, to the citizens of the school administrative unit. The board shall annually review and approve the plan. The superintendent shall certify progress on the plan to the commissioner on an annual basis.

[2001, c. 454, §15 (RPR) .]

7. Juvenile corrections facilities. An educational program or school for juveniles located in or operated by a correctional facility must be reviewed for approval by the department on an annual basis, with special attention paid to alternative educational programming and discharge planning and related transition services provided to juveniles who are released from juvenile correctional facilities and enrolled in public schools in the State. The department shall report to the joint standing committees of the Legislature having jurisdiction over appropriations, criminal justice and education matters on the results of the review by January 15th of each year.

[2001, c. 452, §11 (AMD) .]

8. Waivers. The commissioner may grant a school administrative unit a waiver of one or more school approval requirements upon receipt of an application from the school administrative unit that includes the basis for the waiver request and a plan to reduce reliance on waivers in subsequent years. Financial hardship is one criterion the commissioner must consider in determining whether to grant a waiver.

[2001, c. 454, §16 (NEW) .]

9. Coordinated early childhood programs for children 4 years of age. Any school administrative unit that wishes to develop an early childhood program for children 4 years of age must submit a proposal for approval to the department. Evaluation of the proposal must include consideration of at least the following factors:

A. Demonstrated coordination with other early childhood programs in the community to maximize resources; [2007, c. 141, §11 (NEW).]

B. Consideration of the extended child care needs of working parents; and [2007, c. 141, §11 (NEW).]

C. Provision of public notice regarding the proposal to the community being served, including the extent to which public notice has been disseminated broadly to other early childhood programs in the community. [2007, c. 141, §11 (NEW).]

[2007, c. 141, §11 (NEW) .]

SECTION HISTORY
1983, c. 859, §§A20,A25 (NEW). 1985, c. 142, §1 (AMD). 1985, c. 774, §§4,11 (AMD). 1989, c. 415, §11 (AMD). 1989, c. 889, §7 (AMD). 1991, c. 9, §II2 (AMD). 1991, c. 181, §1 (AMD). 1991, c. 622, §§X1-3 (AMD). 1991, c. 824, §A32 (AMD). 1993, c. 644, §1 (AMD). 1995, c. 527, §§1-3 (AMD). 1997, c. 428, §§1-3 (AMD). 1997, c. 696, §§1,2 (AMD). 1999, c. 669, §§5-7 (AMD). 1999, c. 770, §§1,2 (AMD). 1999, c. 790, §N1 (AMD). 2001, c. 452, §§8-11 (AMD). 2001, c. 454, §§12-16 (AMD). 2007, c. 141, §§7-11 (AMD). 2009, c. 313, §§1-3 (AMD).

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E-2.C

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E-2.C

20-A §4504. IMPLEMENTATION AND ENFORCEMENT

20-A §4504. IMPLEMENTATION AND ENFORCEMENT

1. Implementation. The commissioner shall determine which schools and school units are in compliance with the basic school approval standards, in accordance with the procedures of the basic school approval rules and the provisions of this Title.

[1983, c. 859, Pt. A, §§20, 25 (NEW) .]

2. Comprehensive review. The commissioner shall conduct a comprehensive review of a school administrative unit in accordance with the school assistance process established in section 6210, based on a review of the school administrative unit's comprehensive education plan and student achievement data, or as part of an inspection in accordance with section 258-A.

[2009, c. 313, §5 (AMD) .]

3. Rules. Basic school approval rules shall be adopted and enforced in accordance with section 6801-A and the Maine Administrative Procedure Act, Title 5, chapter 375.

[1983, c. 859, Pt. A, §§20, 25 (NEW) .]

SECTION HISTORY
1983, c. 859, §§A20,A25 (NEW). 1985, c. 142, §1 (AMD). 1991, c. 622, §X4 (AMD). 1993, c. 435, §4 (AMD). 1993, c. 435, §14 (AFF). 1995, c. 527, §4 (AMD). 1997, c. 696, §3 (AMD). 2001, c. 454, §17 (AMD). 2005, c. 446, §1 (AMD). 2009, c. 313, §5 (AMD).

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20-A §6209-A. STATE VALIDATION

The commissioner shall validate each school administrative unit's comprehensive education plan, as required in section 4502, subsection 1. [2007, c. 259, §6 (AMD).]

1. Annual report. The commissioner shall annually report by February 1st to the joint standing committee of the Legislature having jurisdiction over education matters on the status of each school administrative unit in implementing the comprehensive education plan, as required in section 4502, subsection 1, and a report on high school graduation rates and the numbers of students attending and persisting at the postsecondary level.

When a report is made under this subsection for purposes of comparative analysis, the reporting mechanisms and the categories reported must be uniform for each school administrative unit.

[2007, c. 259, §6 (AMD) .]

2. Rules. The commissioner shall adopt or amend rules to implement this section . Rules adopted or amended pursuant to this section are major substantive rules as defined in Title 5, chapter 375, subchapter 2-A.

[2007, c. 259, §6 (AMD) .]

SECTION HISTORY
2005, c. 446, §5 (NEW). 2007, c. 259, §6 (AMD).

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Section 8. REVIEW CYCLE FOR THE SYSTEM OF LEARNING RESULTS

8.01 The Commissioner shall conduct a review of Me. Dept. of Ed. Reg. 131 by content area on a four-year cycle beginning in the 2003-2004 school year. Each year one content area from each of the following categories will be reviewed:

A. English Language Arts, Mathematics, Science and Technology, Social Studies; and

B. Career Preparation, Modern and Classical Languages, Health and Physical Education, Visual and Performing Arts.

8.02 If it is determined that any changes are to be made, the effective date of any changes will be included in the revised rule and will provide sufficient time for assessments to be adapted and fair notice to be given to students.

Section 9. SCHOOL ASSISTANCE

9.01 When student performance in a school indicates that assistance is needed, the Commissioner shall provide assistance to the school administrative unit pursuant to section 4.02 A.1). of this rule.

A. The Commissioner shall annually review Maine Education Assessment results in reading, writing, and mathematics for each school in the state. The Commissioner shall establish thresholds for percentages of students in the lowest MEA performance category that shall result in further analysis of the unit's performance.

B. If warranted based on this review, the Commissioner shall analyze the unit's Comprehensive Education Plan developed in accordance with Me. Dept. of Ed. Reg. 125, student performance on the local assessment system adopted in accordance with section 4 of this rule. Subjects reviewed will include student performance on other indicators specified in the unit's Comprehensive Education Plan, school approval requirements specified in Me. Dept. of Ed. Reg. 125, and the unit's programs and services compared to those identified as Essential Programs and Services for students to meet the content standards of the system of Learning Results.

C. If warranted based on this analysis, the Commissioner will assign a team with expertise in the areas of need identified in the analysis of the unit to assist the unit in planning for improved student performance, for a period of not less than one year.

20-A §6210. SCHOOL ASSISTANCE

The commissioner shall provide assistance to a school administrative unit when student performance in a school in the school administrative unit, or when a review of the comprehensive education plan conducted under section 4504, subsection 2, indicates that assistance is needed. This assistance must be based on a thorough review of the comprehensive education plan, as required in section 4502, subsection 1, and the evidence of student performance provided by the school administrative unit's local assessment system. This may include assignment of an assistance team by the commissioner to work with the school administrative unit over a period of not less than one year. [2007, c. 259, §7 (AMD).]

SECTION HISTORY
2001, c. 454, §33 (NEW). 2005, c. 446, §6 (AMD). 2007, c. 259, §7 (AMD).

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DEFINITION OF PERSISTENTLY LOWEST ACHIEVING SCHOOLS:

Maine defines "persistently lowest-achieving schools" as those schools ranking the lowest, based on a three year average of proficiency in Reading and Math combined from 2007-2009, and also demonstrating a level of progress less than the median rate of progress of all schools ranked. The level of progress is determined by calculating the change in the yearly averages for proficiency in Reading and Math from 2007 to 2008, 2008 to 2009. This definition will be used to generate a list schools identified as Tier I or Tier II schools eligible for school improvement funding through the Title I School Improvement Grants (SIG) program authorized by section 1003(g) of the Elementary and Secondary Education Act of 1965 (ESEA). Schools will be considered for eligibility under two categories, designated as Tier I and Tier II as follows;

Tier I schools are defined as any Title I school in improvement, corrective action, or restructuring that —

(i) Is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring or the lowest-achieving five Title I schools in improvement, corrective action, or restructuring in the State, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years;

Tier II schools are defined as any secondary school that is eligible for, but does not receive, Title I funds that —

(i) Is among the lowest-achieving five percent of secondary schools or the lowest-achieving five secondary schools in the State that are eligible for, but do not receive, Title I funds, whichever number of schools is greater; or

(ii) Is a high school that has had a graduation rate as defined in 34 C.F.R. § 200.19(b) that is less than 60 percent over a number of years.

It should be noted that graduation rates, based on Maine's transition rate as defined in 34 C.F.R. § 200.19(b), have been reviewed and there are currently no secondary schools having a graduation rate less than 60% over a number of years.

Eligible LEAs/Schools

The USED guidance required MDOE to identify "persistently lowest-achieving schools", based on results over time on each school's assessment results in Reading and Math combined for the "All Students" group. In accordance with the USED SIG guidance, each Maine school's annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the "All Students" group. A percentage of proficiency, based on the students tested compared to those with an achievement level of "meets the standard" or "exceeds the standards" was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-

08, and from 2007-08 to 2008-09. The two rates were then totaled. All schools in the state were then rank ordered by the rate of progress to determine the state median. Schools meeting the criteria set by USED were then reviewed for eligibility. See *Appendix A* for an overview of the school selection process.

Eligibility for the Title I, Part A 1003(g) School Improvement Grants is not impacted by or does not eliminate eligibility for Title I, Part A 1003(a) CIPS Grants awarded to Maine Title I CIP Schools. The grants described within this document are additional grants awarded through a prescribed application process. If an LEA chooses not to participate in this Title I 1003(g) School Improvement Grant, the decision will not impact their eligibility for regular Title I, Part A 1003(a) CIPS grant funding.

Process to Determine School Eligibility for the School Improvement Grant

The USED guidance required MDOE to identify "persistently lowest-achieving schools", based on results over time on each school's assessment results in Reading and Math combined for the "All Students" group. In accordance with the US Department of Education Guidance for the Title I School Improvement Grant, each Maine school's annual Maine Educational Assessment (MEA), Maine High School Assessment (MHSA), and Personalized Alternate Assessment Portfolio (PAAP) results for Reading and Math were reviewed for the "All Students" group. A percentage of proficiency, based on the students tested compared to those with an achievement level of "meets the standard" or "exceeds the standards" was calculated for Reading, and then for Math. These two percentages were then averaged to create an annual percentage of proficiency. An annual percentage of proficiency was calculated for the assessment years 2006-07, 2007-08, and 2008-09, with a 3-year average percentage of proficiency produced. A determination of progress was then determined by calculating the change in the rate of proficiency for Reading and Math combined from 2006-07 to 2007-08, and from 2007-08 to 2008-09. The two rates were then totaled. Schools meeting the criteria set by USED were then reviewed for eligibility. Maine's Persistently Lowest-Achieving Schools definition, as approved by the United States Department of Education (USED) on February 22, 2010, is located in *Appendix B* of this document (page 30).

Tier I Schools

Schools categorized as Tier I must meet one of the following conditions:

(1) The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I Schools (CIPS) in the state; OR

(2) The school is a high school with a graduation rate less than 60 percent over a number of years; OR

Identification of Tier I Schools (Condition 1)

- *The school is within the five percent, or five (whichever is greater) of the persistently lowest-achieving Title I CIP Schools in the state.*
    - Total number of Title I CIP schools in 2009-10 = 49
    - 5% of 49= 2; the guidance requires that a minimum of 5 schools be identified.
    - Rank order the Title I CIP schools from low to high, based on the 3-year average percentage of proficiency.
    - Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)

- Five Tier I eligible schools identified under Condition 1.(see Eligible Schools Table)

Identification of Tier I Schools (Condition 2)

(2) The school is a high school with a graduation rate less than 60 percent over a number of years.

- There are no Maine high schools that meet the criteria.

Tier II Schools

Schools categorized as Tier II must be Title I-eligible high schools and must meet one of the following conditions:

(1) The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater; OR

(2) The school has a graduation rate less than 60 percent over a number of years.
As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

Identification of Tier II Schools (Condition 1)

- *The school is Title I-eligible and is within the lowest-achieving five percent of high schools or the five lowest-achieving, whichever number is greater.*

- Rank order all high schools, not currently receiving Title I funds; n=95.
- 5 % of 95 = 4 schools. The guidance requires that a minimum of 5 schools be identified.
- Identify the 5 lowest ranked schools also demonstrating a rate of progress less than 4.18 (State median)
- Five Tier II eligible schools identified under Condition 1.(see Eligible Schools Table)

Identification of Tier II Schools (Condition 2)

(1) The school has a graduation rate less than 60 percent over a number of years.
- As noted in the identification of Tier I schools, there are no high schools meeting Condition (2).

TIER III Schools

Schools categorized as Tier III must meet the following conditions:

(1) The school is a Title I CIP School that did not meet the Tier I criteria, OR

Identification of Tier III Schools (Condition 1)

(1) The school is a Title I CIP School that did not meet the Tier I criteria.

E-7.c

Race to the Top - Evidence for (F)(1)(i)

Percentage of total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2009 was greater than or equal to the percentage of the total revenues available to the State that were used to support elementary, secondary, and public higher education for FY 2008.

	Elementary and Secondary				
	Primary Funding Formula General Purpose Aid to Local Schools* 3/31/2008	Categoricals and Other Support	Public Higher Education* 3/17/2009		
2009 to 2010					
2009	$983,528,140		$251,185,215	$1,234,713,355	
2009				$2,864,581,668 43.10%	General Fund Revenue -- Total Budgeted Revenue***
2008	$971,958,385		$243,520,985	$1,215,479,370	
2008				$3,040,740,422 39.97%	General Fund Revenue -- Total Budgeted Revenue***

*General Purpose Aid for Local School pursuant to Public Law 2007 Chapters 240 and 539

**Higher Education Budget Summary -- Department of Administrative and Financial Services

	FY 2008 Final	FY 2009 Original
ME Community College System	$51,449,093	$55,381,001
ME Maritime Academy	$8,835,474	$9,177,796
University of Maine System	$183,236,418	$186,626,418
	$243,520,985	$251,185,215

***General Fund Revenue and Expenditure History -- Budgets VS. Actuals: FY 1987 - FY 2011
http://www.maine.gov/legis/ofpr/general_fund/rev_exp_history/index.htm

F-1-a

PLEASE NOTE: Legislative Information ***cannot*** perform research, provide legal advice, or interpret Maine law. For legal assistance, please contact a qualified attorney.

An Act To Promote the Establishment of Innovative Schools

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

Whereas, there is currently no provision for school administrative units to establish innovative schools as set forth in the federal Race to the Top Assessment Program application authorized under the federal American Recovery and Reinvestment Act of 2009; and

Whereas, immediate enactment of this legislation is necessary to ensure the State's eligibility to apply for a significant amount of federal funding for continued education reform that is jeopardized by significant and continuing reductions in state funding for education; and

Whereas, the residents of the Town of Otis and the Town of Mariaville are in immediate need of dissolving their union school agreement because the Town of Mariaville has become a member of Regional School Unit 24 and the Town of Otis has not and dissolving their union school agreement will enhance the ability of the Town of Otis and the Town of Mariaville to compete as innovative public schools; and

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

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

Sec. 1. 20-A MRSA §6212 is enacted to read:

§ 6212. Innovative, autonomous public schools

A school administrative unit may establish and operate an innovative, autonomous public school. The school board may approve an instruction design, a school calendar, a staff selection process and a method for assessing professional development to be used in an innovative, autonomous public school that exceed or differ from, but do not conflict with, applicable statutory and regulatory requirements. The school board shall propose, receive and allocate funding for an innovative, autonomous public school as part of the budget process for that school administrative unit in accordance with this Title. A school board may request waivers as necessary to implement an instructional model and associated curriculum that meet the standards of this section for innovation and autonomy.

1. Open enrollment. Any resident student in a school administrative unit is eligible to request enrollment in an innovative, autonomous public school. Enrollment may not be limited to a target population of students. A school board shall establish a method for selecting students when requests for enrollment exceed capacity. A school board may establish a process for determining the maximum enrollment from each municipality in the school administrative unit.

F-2.a

2. **More accountability for student achievement.** An innovative, autonomous public school must demonstrate a system for accountability for student achievement that exceeds, but is not in conflict with, the State's accountability standards and the State's assessment system.

Sec. 2. Dissolution of Otis-Mariaville Union School authorized. Notwithstanding the provisions of the Maine Revised Statutes, Title 20-A, chapter 109 and any other provision of law, dissolution of the Otis-Mariaville Union School is governed by the Otis-Mariaville Union School Agreement made in 1985, and a majority town meeting vote by the voters of either the Town of Otis or the Town of Mariaville is sufficient to terminate the Otis-Mariaville Union School Agreement in accordance with the terms of the agreement.

Emergency clause. In view of the emergency cited in the preamble, this legislation takes effect when approved.

Effective 90 days following adjournment of the 124th Legislature, Second Regular Session, unless otherwise indicated.

F-2.b

PART XXXX

Sec. XXXX-1. 20-A MRSA §1, sub-§20-A is enacted to read:

20-A. **Previous education unit.** "Previous education unit" means a state-approved unit of school administration that was responsible for operating or constructing public schools prior to the reorganization of school administrative units pursuant to chapter 103-A.

Sec. XXXX-2. 20-A MRSA §1, sub-§23-B is enacted to read:

23-B. **Publicly supported secondary school.** "Publicly supported secondary school" means:

A. A public secondary school; or

B. A private secondary school approved for the receipt of public funds under chapter 117, subchapter 2 that enrolls 60% or more publicly funded students.

Sec. XXXX-3. 20-A MRSA §1, sub-§24-B is enacted to read:

24-B. **Regional school unit.** "Regional school unit" means the state-approved unit of school administration as established pursuant to chapter 103-A.

Sec. XXXX-4. 20-A MRSA §1, sub-§24-C is enacted to read:

24-C. **Regional school unit board.** "Regional school unit board" means the board of directors that is the governing body with statutory powers and duties of a regional school unit.

Sec. XXXX-5. 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. "School administrative unit" means the state-approved unit of school administration and includes a municipal school unit, school administrative district, community school district, regional school unit 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, 2009, "school administrative unit" means the state-approved unit of school administration and includes only a municipal school unit and a regional school unit formed pursuant to chapter 103-A.

Sec. XXXX-6. 20-A MRSA §1201, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-7. 20-A MRSA §1202, as amended by PL 1993, c. 608, §1, is repealed.

Sec. XXXX-8. 20-A MRSA §1203, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-9. 20-A MRSA §1204, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-10. 20-A MRSA §1205, as amended by PL 2001, c. 588, §18, is repealed.

Sec. XXXX-11. 20-A MRSA §1305-C is enacted to read:

§ 1305-C. Mandatory budget validation and cost center summary budget form

Notwithstanding any other law, school administrative district budgets developed after January 1, 2008 must conform to the format and referendum procedures set forth in sections 1305-A and 1305-B.

Sec. XXXX-12. 20-A MRSA c. 103, sub-c. 6, as amended, is repealed.

Sec. XXXX-13. 20-A MRSA c. 103-A is enacted to read:

CHAPTER 103-A
REGIONAL SCHOOL UNITS
SUBCHAPTER 1
General provisions

§ 1451. Regional school units

It is declared the policy of the State to provide sufficient resources to support the reorganization of school administrative units into regional, state-approved units of school administration 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 students for college, careers and citizenship;

3. **Delivery.** Uniformity in the delivery of academic programs that meet the requirements of the system of learning results established in section 6209;

4. **Tax rates** . A greater uniformity of tax rates for the support of schools;

5. **Sustainability.** The efficient use of limited resources in order to achieve long-term sustainability and predictability in the support of public schools;

6. **Public funds.** Effective use of the public funds expended for the support of public schools by means of:

A. The creation of cost-efficient organizational structures; 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;

7. School choice. The preservation of opportunities for choice of schools; and

8. Services. The maximization of opportunities to deliver services that can more effectively be provided in larger districts than from within smaller units or individual schools.

Regional school units shall provide kindergarten to grade 12 public education, in accordance with this Title, and shall develop and implement policies that address efficiencies in administration, educational programming and the sharing of community resources for the continuous improvement of student achievement and the preparation of students for college, careers and citizenship.

§ 1452. Application of general law

Notwithstanding any provision of law to the contrary, schools operated by the regional school units 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 must be paid directly to the treasurer of a regional school unit.

§ 1453. Status of regional school unit

For purposes of the Constitution of Maine, Article IX, Section 8, Subsection 3, a regional school unit is a school administrative district.

§ 1454. 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.

SUBCHAPTER 2
FORMATION OF REGIONAL SCHOOL UNIT

§ 1461. Formation of a regional school unit; reorganization planning and approval

The residents of 2 or more school administrative units may form a regional school unit that is a body politic and corporate pursuant to this section.

1. Notice of intent. Each school administrative unit shall file with the commissioner a notice of intent to engage in planning and negotiations with other school administrative units for the purpose of developing a reorganization plan to form a regional school unit under this chapter. The commissioner shall respond to each notice of intent providing information regarding the process and whether the intended action complies with the requirements of this chapter.

2. Reorganization planning committee. The school administrative units that intend to engage in planning and negotiation to create a regional school unit shall form a reorganization planning committee.

A. For each proposed regional school unit, the commissioner shall provide guidelines for the formation of a reorganization planning committee including representation from the school administrative units included in the notice of intent, member municipalities and members of the general public who are residents of the proposed regional school unit. The guidelines must include

roles and responsibilities of the committee, timelines for submission of the plan, the format for reporting the reorganization plan and evaluation criteria for approval of the plan.

B. Reorganization planning committees shall hold one or more public meetings to gather input from community members and to determine the sentiment of the public.

3. Submission of plans. Each school administrative unit shall submit to the commissioner its proposed reorganization plan for consolidation into a regional school unit that meets the requirements of paragraphs A and B.

A. A reorganization plan must include:

(1) The units of school administration to be included in the proposed reorganized regional school unit;

(2) The size, composition and apportionment of the governing body;

(3) The method of voting of the governing body;

(4) The composition, powers and duties of any local school committees to be created;

(5) The disposition of real and personal school property;

(6) The disposition of existing school indebtedness and lease-purchase obligations if the parties elect not to use the provisions of section 1506 regarding the disposition of debt obligations;

(7) The assignment of school personnel contracts, school collective bargaining agreements and other school contractual obligations;

(8) The disposition of existing school funds and existing financial obligations, including undesignated fund balances, trust funds, reserve funds and other funds appropriated for school purposes;

(9) A transition plan that addresses the development of a budget for the first school year of the reorganized unit and interim personnel policies;

(10) Documentation of the public meeting or public meetings held to prepare or review the reorganization plan;

(11) An explanation of how units that approve the reorganization plan will proceed if one or more of the proposed members of the regional school unit fail to approve the plan;

(12) An estimate of the cost savings to be achieved by the formation of a regional school unit and how these savings will be achieved; and

(13) Such other matters as the governing bodies of the school administrative units in existence on the effective date of this chapter may determine to be necessary.

B. In order for the plan to be approved by the commissioner, the governing bodies of school administrative units shall work within the following parameters.

(1) The proposed regional school unit must serve not fewer than 2,500 students, except where circumstances relating to the following factors justify an exception:

(a) Geography, including physical proximity and the size of the current school administrative unit;

(b) Demographics, including student enrollment trends and the composition and nature of communities in the regional school unit;

(c) Economics, including existing collaborations to be preserved or enhanced and opportunities to deliver commodities and services to be maximized;

(d) Transportation;

(e) Population density; or

(f) Other unique circumstances including the need to preserve existing or developing relationships, meet the needs of students, maximize educational opportunities for students and ensure equitable access to rigorous programs for all students.

When circumstances justify an exception to the size requirement of 2,500 students, the unit must serve as close to 2,500 students as possible and in no case, except for coastal islands and schools operated by tribal school committees, may it serve fewer than 1,200 students.

(2) The plan must provide comprehensive programming for all students from kindergarten to grade 12 and must include at least one publicly supported secondary school.

(3) The plan must be consistent with the policies set forth in section 1451.

(4) The plan may not displace teachers or students or close any schools existing and operating during the school year immediately preceding reorganization, except as permitted under section 1512.

4. Review and approval of plans. If the commissioner finds that a plan for reorganization meets the requirements of this chapter, the commissioner shall notify the municipalities and school administrative units, and they shall proceed with referendum.

5. Referendum on reorganization plan. The municipal officers of each municipality in a proposed reorganized school administrative unit shall place a warrant article substantially as follows on the ballot of a municipal referendum in accordance with the referendum procedures applicable to the school administrative unit of which the municipality is a member.

"Article: Do you favor approving the school reorganization plan prepared by the (insert name) Reorganization Planning Committee to reorganize (insert names of affected school administrative units) into a regional school unit, with an effective date of (insert date)?

Yes No"

The following statement must accompany the article:

"Explanation:

A "YES" vote means that you approve of the (municipality or school administrative unit) joining the proposed regional school unit. The financial penalties under the Maine Revised Statutes, Title 20-A, section 15696 to the existing school administrative units will no longer apply to the proposed regional school unit."

6. Results of referendum. Each school administrative unit shall report the results of the referendum to the department following the referendum election.

A. A reorganization plan is approved by a kindergarten to grade 12 school administrative district or kindergarten to grade 12 community school district if the majority of votes cast in the district is in favor of approval of the plan.

B. A reorganization plan is approved by the member municipalities of a community school district that does not provide public education for the entire span of kindergarten to grade 12 if the majority of votes cast in the member municipalities is in favor of approval of the plan. Approval results in all member municipalities joining the regional school unit for all purposes for kindergarten to grade 12.

C. A municipal school unit, including a municipal school unit that is a member of a school union, approves a reorganization plan if the majority of the votes cast in that municipality is in favor of approval of the plan.

D. If a reorganization plan is approved by all of the affected school administrative units, or by the school administrative units considered sufficient under the proposed units' reorganization plan, the commissioner shall file notice of approval of the unit with the state board.

7. Certificate of organization. If a plan or revised plan for reorganization has been approved by the commissioner and approved by voters at the referendum, the state board shall issue a certificate of organization to the school administrative units that are reorganized into a regional school unit.

§ 1462. Transfer of property and assets

Upon the formation of a regional school unit pursuant to this subchapter, the transfer of school property and assets is governed by this section.

1. Board of directors. The directors of the board of each regional school unit established in this chapter shall determine what school property of the municipal school units in existence prior to the operational date of the new regional school unit and of the school administrative units in existence prior to the operational date of the new regional school unit is necessary to carry out the functions of the regional school unit and shall request in writing that the board of each such school administrative unit

or the municipal officers transfer title of their school property and buildings to the regional school unit 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.

3. Financing assumed debts. A regional school unit shall assume the outstanding indebtedness of a school administrative unit in existence prior to the operational date of the new regional school unit for school construction projects approved for subsidy under chapter 609 and pursuant to section 1506. If a regional school unit board of directors has assumed the outstanding indebtedness of a school administrative unit in existence prior to the operational date of the new regional school unit, the directors of the regional school unit 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 the operational date of the new regional school unit to pay off the indebtedness for which the money was dedicated. A regional school unit board of directors is not required to assume the outstanding indebtedness of a school administrative unit in existence prior to the operational date of the new regional school unit in its regional school unit for nonstate-funded projects pursuant to section 15905-A and pursuant to section 1481.

§ 1463. Operational date and transfer of authority

1. Operational date. A regional school unit board of directors becomes operational on the date set by the state board as provided in this chapter.

2. Transfer of governing authority. The regional school unit board of directors, on the date established pursuant to 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 the operational date of the new regional school unit that are within the regional school unit. Those school administrative units in existence prior to the operational date of the new regional school unit on the date established in subsection 1 have no further responsibility for the operation or control of the public schools and programs within the school administrative unit except those pursuant to section 1481.

3. Transfer of school accounts. Notwithstanding section 15004 or any charter of a municipal school unit, school administrative district, community school district or regional school unit, the balance remaining in the school accounts of the former municipal school unit, school administrative district, community school district or regional school unit within the new regional school unit must be paid to the treasurer of the new regional school unit and verified through the annual audit process pursuant to chapter 221, subchapter 2. The balance from each of the former municipal school unit, school administrative district, community school district or regional school unit must be used to reduce that unit's or district's local contribution to the regional school unit. Payment may be made in equal monthly installments during the implementation year.

4. Transfer of teachers and employees. Except as limited by paragraph A, all teachers and school employees who are employed by a participating school administrative unit on the day prior to the date established pursuant to subsection 1 must be transferred to and employed by the regional

school unit as of the date established pursuant to subsection 1. Except as limited by subsection 2, the regional school unit shall assume all of the legal obligations and duties that the participating school administrative units owed to their employees, including but not limited to those obligations and duties arising under federal law, state law, collective bargaining agreements and individual employment contracts. It is the intent of this chapter to neither decrease nor increase the rights and benefits of transferred employees or the employer. The regional school unit shall also maintain and honor any agreements, contracts or policies regarding the rights and benefits of retirees and former employees created by a participating school administrative unit that is dissolved as a result of its inclusion within a regional school unit.

A. Teachers or other employees whose employment terminates by application of law or contract or by action of a participating school administrative unit before the date in subsection 1 may not be transferred.

B. Teachers and other employees who are transferred to the regional school unit prior to the completion of the applicable probationary period for their position have the length of their probationary period calculated from the date of their most recent date of employment by the participating school administrative unit.

5. Superintendent contracts. The contracts between the superintendents and school administrative units within the regional school unit are transferred on the date established pursuant to subsection 1 to the regional school unit board of directors. The regional school unit board of directors shall determine the superintendents' duties within the regional school unit.

§ 1464. Collective bargaining

1. Assumption of obligations, duties, liabilities and rights. On the operational date established pursuant to section 1463, subsection 1, the regional school unit board of directors shall assume all of the obligations, duties, liabilities and rights of the participating school administrative units for all purposes under Title 26, chapter 9-A. The regional school unit is considered a single employer. Notwithstanding any other provision of law, the responsibilities of the regional school unit include:

A. Continued recognition of all bargaining agents that represented any bargaining units of employees who were employed by a participating school administrative unit, pending completion of merger proceedings described in this section;

B. Assumption and continued observance of all collective bargaining agreements between such bargaining agents and a participating school administrative unit, which agreements continue in effect for the remainder of their unexpired terms unless the bargaining agent and regional school unit mutually agree otherwise; and

C. Collective bargaining for an initial or successor collective bargaining agreement in any bargaining unit in which a collective bargaining agreement is not in effect on the operational date and for any interim agreement that may be required to align expiration dates in a regional school unit-wide bargaining unit, as described in this section.

2. Structure of bargaining units. As early as possible after reorganization, all bargaining units must be structured on a regional school unit-wide basis. Bargaining units that existed in the participating school administrative units shall merge in accordance with the procedures and criteria in this section. Merger into regional school unit-wide bargaining units is not subject to approval or disapproval of employees.

A. Merger into regional school unit-wide bargaining units must be completed according to the schedule contained in this section and no later than the latest expiration date of any collective bargaining agreement that was in effect on the operational date established pursuant to section 1463, subsection 1 that covered any employees in the merged unit.

B. There must be one unit of teachers and, to the extent they are on the effective date of this section included in bargaining units, other certified professional employees, excluding principals and other administrators.

C. Any additional bargaining units in a regional school unit must be structured as follows:

(1) In the initial establishment of such units, units must be structured primarily on the basis of the existing pattern of organization, maintaining the grouping of employee classifications into bargaining units that existed prior to the creation of the regional school unit and avoiding conflicts among different bargaining agents to the extent possible; and

(2) In the event of a dispute regarding the classifications to be included within a regional school unit-wide bargaining unit, the current bargaining agent or agents or the regional school unit may petition the Maine Labor Relations Board to determine the appropriate unit in accordance with this section and Title 26, section 966, subsections 1 and 2.

D. When there is the same bargaining agent in all bargaining units that will be merged into a regional school unit-wide bargaining unit, the units must be merged as of the operational date established pursuant to section 1463, subsection 1, and the regional school unit shall recognize the bargaining agent as the representative of the merged unit.

E. When all bargaining units that will be merged into a regional school unit-wide bargaining unit are represented by separate local affiliates of the same state labor organization, the units must be merged as of the operational date established pursuant to section 1463, subsection 1. The identity of the single affiliate that will be designated the bargaining agent for the merged unit must be selected by the existing bargaining agents and the state labor organization. Upon completion of the merger and designation of the bargaining agent and notification by the state labor organization to the regional school unit, the regional school unit shall recognize the designated bargaining agent as the representative of employees in the merged unit. If necessary, the parties will then execute a written amendment to any collective bargaining agreement then in effect to change the name of the bargaining agent to reflect the merger.

F. When there are bargaining units that will be merged into a regional school unit-wide bargaining unit in which there are employees who are not represented by any bargaining agent and other employees who are represented either by the same bargaining agent or separate local affiliates of the same state labor organization, the units must be merged as of the operational date

pursuant to section 1463, subsection 1 as long as a majority of employees who compose the merged unit were represented by the bargaining agent prior to the merger. The procedures for merger of separate local affiliates of the same state labor organization described in paragraph E must be followed if applicable. If prior to the merger a bargaining agent did not represent a majority of employees who compose the merged unit, a bargaining agent election must be conducted by the Maine Labor Relations Board pursuant to paragraph H.

G. When there are unexpired collective bargaining agreements with different expiration dates in the merged bargaining units described in paragraphs D, E and F, all contracts must be honored to their expiration dates unless mutually agreed to otherwise by the public employer and the bargaining agent. Collective bargaining agreements must be bargained on an interim basis in any merged bargaining unit so that all collective bargaining agreements expire on the same date.

H. When bargaining units with different bargaining agents must be merged into a single regional school unit-wide bargaining unit pursuant to this section, the bargaining agent of the merged bargaining unit must be selected in accordance with Title 26, section 967 except as modified in this section.

(1) A petition for an election to determine the bargaining agent must be filed with the Maine Labor Relations Board by any of the current bargaining agents or the regional school unit.

(2) The petition must be filed not more than 90 days prior to the expiration date of the agreement having the latest expiration date among the bargaining units that will be merged into the regional school unit-wide bargaining unit.

(3) The election ballot may contain only the names of the bargaining agents of bargaining units that will be merged into the regional school unit-wide bargaining unit and the choice of "no representative," but no other choices. No showing of interest is required from any such bargaining agent other than its current status as representative.

(4) The obligation to bargain with existing bargaining agents continues from the operational date established pursuant to section 1463, subsection 1 until the determination of the bargaining agent of the regional school unit-wide bargaining unit under this section; but in no event may any collective bargaining agreement that is executed after the operational date extend beyond the expiration date of the agreement having the latest expiration date among the bargaining units that will be merged into the regional school unit-wide bargaining unit that was in effect on the operational date.

(5) The Maine Labor Relations Board shall expedite to the extent practicable all petitions for determination of the bargaining agent in the regional school unit-wide bargaining unit filed pursuant to this section.

(6) The bargaining units must be merged into a regional school unit-wide bargaining unit as of the date of certification of the results of the election by the Maine Labor Relations Board or the expiration of the collective bargaining agreements in the unit, whichever occurs later.

3. Agent to engage in collective bargaining. After the merger of bargaining units into a regional school unit-wide bargaining unit, the bargaining agent of a regional school unit-wide bargaining unit and the regional school unit shall engage in collective bargaining for a collective bargaining agreement for the regional school unit-wide bargaining unit. In the collective bargaining agreement for each regional school unit-wide bargaining unit, the employment relations, policies, practices, salary schedules, hours and working conditions throughout the regional school unit must be made uniform and consistent as soon as practicable.

In the event that the parties are unable to agree upon an initial regional school unit-wide collective bargaining agreement, the parties must use the dispute resolution procedures pursuant to Title 26, section 965 to resolve their differences.

§ 1465. Addition of a school administrative unit to an existing regional school unit

A school administrative unit not originally a member of a regional school unit may be included in the regional school unit in accordance with this section.

1. Notice of intent. A school administrative unit shall file with the commissioner a notice of intent to engage in planning and negotiations to join with a regional school unit under this chapter. The commissioner shall respond to each notice of intent and provide information regarding the process and whether the intended action complies with the requirements of this chapter.

2. Process to join a regional school unit. A school administrative unit may join an existing regional school unit in the same manner required for the formation of a regional school unit under section 1461, except that section 1461, subsections 5, 6 and 7 do not apply.

3. Referendum for a school administrative unit to join an existing regional school unit. The municipal officers of each municipality in a proposed reorganized school administrative unit shall place a warrant article substantially as follows on the ballot of a municipal referendum in accordance with the referendum procedures applicable to the school administrative unit of which the municipality is a member.

"Article: Do you favor approving the school reorganization plan prepared by the (insert name) Reorganization Planning Committee for school administrative unit (insert name of affected school administrative unit) to join the regional school unit (name of regional school unit), with an effective date of (insert date)?

Yes No"

The following statement must accompany the article:

"Explanation:

A "YES" vote means that you approve of the (municipality or school administrative unit) joining the proposed regional school unit. The financial penalties under the Maine Revised Statutes, Title 20-A, section 15696 to the existing school administrative unit will no longer apply to the proposed regional school unit."

4. Referendum on the admission of an additional school administrative unit to an existing regional school unit. If the vote to join a regional school unit under subsection 3 was in the affirmative, the existing regional school unit shall call a regional school unit referendum to

vote on the following article.

"Article: Do you favor approving the school reorganization plan prepared by the (insert name) Reorganization Planning Committee for school administrative unit (insert name of affected school administrative unit) to join the regional school unit (name of regional school unit), with an effective date of (insert date)?

Yes No"

The following statement must accompany the article:

"Explanation:

A "YES" vote means that you approve of the (municipality or school administrative unit) joining the proposed regional school unit. The financial penalties under the Maine Revised Statutes, Title 20-A, section 15696 to the existing school administrative unit will no longer apply to the proposed regional school unit."

5. Results of referendum. A school administrative unit shall report the results of the referendum to the department following the referendum election.

A. For a referendum conducted pursuant to subsection 3:

(1) A reorganization plan is approved by a kindergarten to grade 12 school administrative district or kindergarten to grade 12 community school district if the majority of votes cast in the district is in favor of approval of the plan;

(2) A reorganization plan is approved by a regional school unit if the majority of votes cast in the regional school unit is in favor of approval of the plan;

(3) A reorganization plan is approved by the member municipalities of a community school district that does not provide public education for the entire span of kindergarten to grade 12 if the majority of votes cast in the member municipalities is in favor of approval of the plan. Approval results in all member municipalities joining the regional school unit for all purposes for kindergarten to grade 12; and

(4) A municipal school unit, including a municipal school unit that is a member of a school union, approves a reorganization plan if the majority of the votes cast in that municipality is in favor of approval of the plan.

B. For a referendum conducted pursuant to subsection 4, a reorganization plan is approved by a regional school unit if the majority of votes cast in the regional school unit is in favor of approval of the plan.

If a reorganization plan is approved by the affected school administrative unit, the commissioner shall file notice of approval of the unit with the state board.

6. Amended certificate of organization. If a plan for reorganization has been approved by the commissioner and approved by voters at the referendum under subsections 3 and 4, the commissioner shall issue an amended certificate of organization to the reorganized regional school unit.

SUBCHAPTER 3

school governance; program

§ 1471. Regional school unit board

A regional school unit board must be established in accordance with this section.

1. Size. Following the initial certification of a regional school unit, any change in the size, composition or apportionment of the regional school unit board must be determined by a joint meeting of all the municipalities within the regional school unit. Unless determined otherwise pursuant to section 1472, each regional school unit board 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 school unit board meeting must be between $10 and $25 per meeting for each director. Whenever the directors recommend increasing their compensation, they shall submit their recommendation to the voters in the regional school unit for approval.

A. On notification by the regional school unit 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 school unit 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 set out in paragraph A.

4. Secretary and treasurer . The superintendent serves as secretary and treasurer of the regional school unit board and shall give a bond to the regional school unit board of a sum and with the sureties as the regional school unit determines. The bond must be deposited with the chair of the regional school unit board. The expense of that bond must be paid by the regional school unit. The bond premium, compensation paid directors for attendance at meetings and expenses of the regional school unit must be paid from funds of the regional school unit by the treasurer on vouchers presented and certified by the superintendent and approved by a majority of the regional school unit board or a finance committee duly elected annually by that board.

5. Oath of office . Before a newly elected director's first regional school unit 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 school unit board director of (name of regional school unit) 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

or affirmation has been taken to the secretary of the regional school unit to place in the regional school unit 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 regional school unit board shall elect a chair and vice-chair and other officers as may be necessary.

§ 1472. Methods of apportionment

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 1475. 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 under section 1475 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 school unit, 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 school unit.

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.

§ 1473. Election

For the purpose of nominations, regional school unit 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 school unit formation. On the election of the regional school unit board of directors, the clerk of each municipality within the regional school unit 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 1472, the provisions of this subsection apply.

A. In an election under Method A pursuant to section 1472, subsection 1:

(1) Within 60 days, but no earlier than 45 days after notification by the regional school unit board of the approval of the reapportionment plan under section 1475, the municipal officers shall call a special election to elect directors to serve under the plan for the regional school unit;

(2) Nomination papers must be furnished by the secretary of the regional school unit at least 10 days before the deadline for filing 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 school unit the results of the vote by subdistrict;

(5) The regional school unit 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 school unit.

B. In an election under Method B pursuant to section 1472, subsection 2, a reduction in the number of directors, the addition of directors and the terms of office of additional directors must be in accordance with this chapter.

C. In an election under Method C pursuant to section 1472, subsection 3:

(1) Nominations for directors must be made on petitions provided by the regional school unit 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 a population of less than 200, 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 nominee and of the voters signing the petition;

(3) The registrar of voters must return the certified petitions to the regional school unit secretary not later than 30 days prior to the date of the annual election to be held in the municipality;

(4) The ballots must be prepared and distributed by the regional school unit secretary. It must give the number of offices to be filled and list the candidates by the municipality or subdistrict in which they are resident;

(5) Notwithstanding any other provision of law, regional school unit board directors must be elected by secret ballot;

(6) If member municipalities do not all 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 ballots;

(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 school unit board the result of the voting in that municipality; and

(7) Any recount petitions must be filed with the secretary of the regional school unit, and

recounts must be conducted in each member municipality in accordance with the applicable laws.

§ 1474. Vacancies

1. Definition of vacancy. A vacancy on a regional school unit board occurs:

A. When the term of office of a regional school unit board director expires;

B. When a regional school unit 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 school unit board director; or

D. When a regional school unit 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 regional school unit board may declare that a vacancy exists.

2. Regional school unit board. The regional school unit board shall notify the municipal officers of the municipalities within the regional school unit of a vacancy before the annual town meeting or before the regular municipal election.

3. Filling vacancies. A vacancy on a regional school unit board must be filled according to this subsection.

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.

§ 1475. Reapportionment

The commissioner shall determine the necessity for reapportionment.

1. Duties of commissioner. The commissioner shall determine if a regional school unit is apportioned in accordance with the one-person, one-vote principle if:

A. The commissioner receives a request by the regional school unit board; or

B. The commissioner receives a petition signed by a number of regional school unit voters equal to at least 10% of the voters who voted in the last gubernatorial election in the regional school unit.

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 commissioner's own accord, determine that a regional

school unit 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 school unit representation is not apportioned in accordance with the principle of one person, one vote, the commissioner, within 7 days of that decision, shall notify the superintendent of the regional school unit of the finding and order the superintendent to notify the municipal officers in each municipality in the regional school unit and the regional school unit 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 from each member municipality, chosen by the respective 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 reapportionment committee constitutes a quorum.

6. Duties of commissioner . The commissioner shall provide the superintendent of the regional school unit with the most recent Federal Decennial Census or Federal Estimated Census figures for each municipality in the regional school unit and at least one recommended apportionment plan.

7. Duties of the reapportionment committee. The reapportionment committee shall:

A. Elect a chair and secretary and may adopt suitable rules of procedure;

B. Consider and by majority vote adopt a reapportionment 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 its reapportionment 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 reapportionment committee plan under subsection 7 within 30 days of receiving it.

9. Failure to gain commissioner approval. If a reapportionment plan has not been adopted by the reapportionment 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 reapportionment plan, the commissioner shall send a certified copy to the municipal officers and regional school unit board. The original reapportionment plan must be retained in the department files.

A. The reapportionment plan takes effect immediately upon approval. The reapportionment 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 reapportionment 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 reapportionment 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 reapportionment plan is implemented.

11. Duties of present directors during reapportionment. The regional school unit board, during the reapportionment of its membership, serves as the legal representative of the regional school unit until the reapportionment is completed. The board shall carry out all business of the regional school unit, including the borrowing of funds that may be required during the period of reapportionment.

12. State board review of commissioner's decisions. A regional school unit board or interested parties may request that the state board reconsider decisions made by the commissioner under 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.

§ 1476. Powers and duties

The regional school unit board:

1. Regional school unit name. May select an unofficial name for the regional school unit;

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 schools within the regional school unit;

4. Purchase land outside the regional school unit. May purchase land outside of the geographical limits of the regional school unit and erect a school on that land if, because of the location of other schools within the regional school unit or transportation difficulties, a school within the geographical limits of the regional school unit would not be in the best interests of the regional school unit community;

5. Bylaws. Shall adopt bylaws for the regulation of the affairs of the regional school unit 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 school unit board shall comply with this subsection in accepting gifts.

A. If the regional school unit board receives written notice from a prospective donor or a representative of the donor of a proposed gift, the regional school unit board shall submit the matter to its next regular meeting or shall call a special meeting and 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 regional school unit 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 school unit 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 school unit 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, this paragraph applies.

(1) Prior to the acceptance of a gift, the regional school unit board must obtain approval of

the legislative body of the regional school unit.

(2) When the donor's part of the agreement respecting the execution of the conditional gift has been completed, the regional school unit 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.

§ 1477. Quorum

A majority of the regional school unit board directors in number and voting power constitutes a quorum.

§ 1478. Local school committees

A regional school unit board may create local school committees and specify their powers and duties.

§ 1479. Program

A regional school unit shall maintain a program that includes kindergarten to grade 12.

1. Secondary school. A secondary school facility may be operated as a 4-year school, as a 6-year school for grades 7 to 12 or as 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 school unit may contract with a nearby regional school unit or with a private school approved for tuition purposes for all or some of its secondary school students. 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 school unit in which a previous education unit has contracted for secondary school programs is bound by the terms of that contract, unless otherwise negotiated by the parties.

3. Expiration of contract. After July 1, 2008, if a contract between a previous education unit and another previous education unit or a private school approved for tuition purposes expires, and the previous education unit that was the sending unit is a member of a regional school unit under this chapter, the provisions of this subsection apply.

A. If the option of attending a public school in another school administrative unit or a private school approved for tuition purposes subject to chapter 219 was available to students in the previous education unit, that option continues to be available to students who reside in the municipalities that composed the previous education unit after the municipality's inclusion in the regional school unit.

B. The regional school unit may negotiate the contract pursuant to chapter 115.

4. Absence of contract; maintenance of school choice opportunities. 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 tuition purposes subject to the provisions of chapter 219 if that option was available from the previous school unit for the area in which that student resides.

5. Additional expense. If, pursuant to subsection 4, a student attends a public school in another school administrative unit or private school approved for tuition purposes subject to the provisions of chapter 219, and the number of secondary school students from one or more municipalities in a regional school unit that attend a public school in a different school administrative unit or an approved private school is less than all the secondary school students in the regional school unit, the sending municipality of the regional school unit is responsible for the additional expense calculated under this subsection.

A. For each secondary school student who attends a public school in another school administrative unit, the sending regional school unit is responsible for an amount equal to the number of secondary school students from that regional school unit multiplied by the amount that the receiving regional school unit's tuition rate pursuant to section 5805 exceeds the amount of the sending regional school unit's tuition rate pursuant to section 5805.

B. For each secondary school student who attends a private school approved for tuition purposes subject to the provisions of chapter 219, the sending regional school unit is responsible for an amount equal to the number of secondary school students from the regional school unit attending the private school multiplied by the amount that the private school's tuition rate pursuant to section 5806, or the tuition rate per the contract, if less, exceeds the amount of the sending regional school unit's tuition rate pursuant to section 5805.

Any additional expense may not be included in the regional school unit budget when determining each member municipality's local contribution.

Any additional expense must be paid by the responsible municipality in equal monthly amounts unless the regional school unit and the member municipality agree to another payment schedule.

SUBCHAPTER 4
financing

§ 1481. Finances

A regional school unit may raise money, in addition to the local contribution pursuant to section 15690, subsection 1, for establishing and maintaining public schools, erecting buildings and providing equipment for educational purposes. The additional costs of operating a regional school unit must be shared among all municipalities within the regional school unit by the same local share percentages for each municipality resulting from the determination of the local contribution under section 15688, except that cost-sharing agreements in existence on the effective date of this section that were adopted pursuant to Public Law 2005, chapter 2 or pursuant to a private and special law remain in existence unless the parties to the agreement modify or terminate the agreement:

1. Reorganization. As part of a reorganization to regional school units under this chapter;

or

2. Negotiated agreement. As a result of a negotiated agreement between the parties to the cost-sharing agreement.

Notwithstanding any provision of law to the contrary, a cost-sharing agreement in existence on the effective date of this section that was adopted pursuant to Public Law 2005, chapter 2 or pursuant to a private and special law may not be construed to preempt the formation of a regional school unit under this chapter.

Notwithstanding any provision of law to the contrary, a cost-sharing agreement between 2 or more municipalities in existence on the effective date of this section that was adopted prior to the effective date of this section may not be construed to preempt the formation of a regional school unit under this chapter.

Notwithstanding any provisions of law to the contrary, a municipality within a regional school unit may raise money and direct the spending of the funds, to a school serving children from kindergarten to no higher than grade 8.

§ 1482. Budget preparation

1. Preparation by regional school unit board. A regional school unit board 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 a regional school unit budget meeting, the regional school unit board shall make available to the legislative body responsible for final budget approval and residents of the regional school unit a detailed budget document. The detailed budget document must include a summary of anticipated revenues and estimated school expenditures.

§ 1483. Regional school unit budget; budget formats

1. Content. Beginning with the budget for the 2008-2009 school year, a regional school unit shall include in its budget document:

A. The regional school unit'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."

§ 1484. Checklist required

Beginning with the budget for the 2008-2009 school year, prior to a vote on articles dealing with regional school unit appropriations, the moderator of a regular or special regional school unit budget meeting shall require the clerk or secretary of the regional school unit board 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.

§ 1485. Cost center summary budget format

After January 31, 2008, the format of the annual budget of a regional school unit must be in accordance with this section.

1. Cost center summary budget format. The regional school unit budget must consist of the following cost centers and supporting data:

A. Expenditures:

(1) Regular instruction;

(2) Special education;

(3) Career and technical education;

(4) Other instruction, including summer school and extracurricular instruction;

(5) Student and staff support;

(6) System administration;

(7) School administration;

(8) Transportation and buses;

(9) Facilities maintenance;

(10) Debt service and other commitments; and

(11) All other expenditures, including school lunch;

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;

C. A summary of total regional school unit expenditures;

D. Other optional local data showing the amount and percentage of changes proposed in the state allocation, the local share and the total regional school unit budget and related information determined appropriate by the regional school unit board of directors;

E. Data similar to that provided in paragraph A for a high-performing regional school unit of a size and demographic profile determined by the department that is comparable to the regional school unit; and

F. For fiscal year 2008-09, data documenting state and local savings from the reorganization to regional school units and the resulting mill rate reduction for each municipality.

2. Budget warrant. The warrant articles presented to the legislative body of the regional school unit for approval of the regional school unit 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 regional school unit board 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 school unit's cost center summary budget must be approved at a regional school unit budget meeting and by a budget validation referendum as provided in section 1486.

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 school unit board 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.

§ 1486. Budget validation referendum

After January 31, 2008, the procedure for approval of the annual budget of a regional school unit must be in accordance with this section and section 1485.

1. Budget validation. Following development of the annual regional school unit budget and approval at a regional school unit budget meeting as provided in section 1485, a referendum must be held in the regional school unit as provided in this section to allow the voters to validate or reject the total budget adopted at the regional school unit budget meeting.

Every 3 years, the voters in a regional school unit shall consider continued use of the budget validation referendum process. The warrant at the budget validation referendum in the 3rd year following

adoption or continuation of the referendum process must include an article by which the voters of the school administrative district may indicate whether they wish to continue the process for another 3 years. A vote to continue retains the process for 3 additional years. A vote to discontinue the process ends its use beginning with the following budget year and prohibits its reconsideration for at least 3 years.

2. Validation referendum procedures. The budget validation referendum must be held on or before the 10th day, other than Saturday, Sunday or a legal holiday, following the scheduled date of the regional school unit budget meeting. The vote at referendum is for the purpose of approving or rejecting the total regional school unit budget approved at the regional school unit budget meeting. The regional school unit board 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 regional school unit board for each cost center summary budget category article, the amount approved at the regional school unit budget meeting, a summary of the total authorized expenditures and, if applicable because of action on an article under section 15690, subsection 3, paragraph A, a statement that the amount approved at the regional school unit budget meeting includes locally raised funds over and above the regional school unit'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.

3. Budget validation referendum voting. The method of calling and voting at a budget validation referendum is as provided in sections 1503 and 1504, 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 school unit 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 school unit budget meeting.

D. Absentee ballots received by the municipal clerk may not be processed or counted unless received after the conclusion of the regional school unit budget meeting and before the close of the polls.

E. All envelopes containing absentee ballots received before the conclusion of the regional school unit budget meeting or after the close of the polls must be marked "rejected" by the municipal clerk.

F. If the school budget does not exceed the maximum state and local spending target pursuant to section 15671-A, subsection 5, the article to be voted on must be in the following form:

(1) "Do you favor approving the (name of regional school unit) budget for the upcoming school year that was adopted at the latest regional school unit budget meeting?
Yes No"

G. If the school budget exceeds the maximum state and local spending target pursuant to section 15671-A, subsection 5, the article to be voted on for a budget that includes locally raised funds

over and above the regional school unit'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 must be in the following form:

(1) "Do you favor approving the (name of regional school unit) budget for the upcoming school year that was adopted at the latest regional school unit budget meeting and that includes locally raised funds that exceed the required local contribution as described in the Essential Programs and Services Funding Act?

Yes No

A YES vote allows additional funds to be raised for K-12 public education.

A NO vote means additional funds cannot be raised for K-12 public education ."

4. Failure to approve budget. If the voters do not validate the budget approved in the regional school unit budget meeting at the budget validation referendum vote, the regional school unit board shall hold another regional school unit budget meeting in accordance with this section and section 1485 at least 10 days after the referendum to vote on a budget approved by the regional school unit board. The budget approved at the regional school unit 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 school unit budget meeting and validated at referendum. If a budget is not approved and validated before July 1st of each year, section 1487 applies.

§ 1487. Failure to pass budget

If a budget for the operation of a regional school unit is not approved prior to July 1st, the latest budget as submitted by the regional school unit board is automatically considered the budget for operational expenses for the ensuing year until a final budget is approved, except that, when the regional school unit board delays the regional school unit budget meeting, the operating budget must be approved within 30 days of the date the commissioner notifies the regional school unit board of the amount allocated to the regional school unit under section 15689-B, or the latest budget submitted by the regional school unit board becomes the operating budget for the next school year.

§ 1488. Special budget meeting

The regional school unit board may call a special budget meeting when it declares that an emergency exists. The voters of the regional school unit may authorize the regional school unit board at a special regional school unit budget meeting to expend additional funds from the regional school unit's undesignated fund balance or to pledge the credit of the regional school unit 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 1485 and 1486.

§ 1489. Regional school unit assessments

Regional school unit assessments must follow the procedures set out in this section.

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 school unit board 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 school unit'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 school unit's taxes as is vested in them by law to collect state, county and municipal taxes.

3. Installments. The regional school unit board 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 school unit. 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 school unit 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 school unit 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 school unit 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 school unit. 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 school unit 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 school unit, 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 school unit from the proceeds and return any excess to the municipality.

§ 1490. Power to borrow money

1. Regional school unit board. A regional school unit board may borrow money to pay for:

A. Current operating expenses of the regional school unit 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 school unit voting at an election called by the regional school unit board 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 school unit, 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 school unit board determines in accordance with state law. Bonds may not be sold for less than par.

B. Notes or bonds issued by a regional school unit must be signed by the treasurer or assistant superintendent and countersigned by the chair of the regional school unit board. 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 school unit board may borrow in anticipation of their sale by issuing temporary notes and renewal notes subject to this subsection.

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 school unit.

E. A regional school unit board 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 school unit, 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 school unit budget meeting.

4. Early redemption. Bonds or notes issued on behalf of a regional school unit may be made subject to call for redemption, with or without premium, at the election of the regional school unit board 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 school unit status. Notes and bonds, and loans to pay current operating expenses and contracts, are legal obligations of the regional school unit. The regional school unit 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 school unit 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 school unit plus an amount not to exceed 4% of that total regional school unit 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 school unit 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 school unit meeting is held to authorize those bonds or notes, upon the expiration of 35 days following passage of a resolution of the regional school unit board as described in subsection 7.

D. If the issuance of bonds or notes together with all outstanding indebtedness included within the regional school unit's limit of indebtedness would cause the regional school unit's indebtedness to exceed 10% of the total of the last preceding state valuation of all the municipalities within the regional school unit, the regional school unit board 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 school unit 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 school unit board may issue bonds or notes not to exceed 1% of the last preceding state valuation of all the municipalities within the regional school unit:

A. By calling a regional school unit 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 regional school unit 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 school unit. 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 school unit, and a copy of the return must be mailed to each of the municipal officers of each municipality within the regional school unit.

(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 school unit eligible to vote on the date that the resolution was adopted are filed with the secretary requesting a vote of the regional school unit to approve or disapprove the issuance of the bonds or notes, the secretary of the regional school unit board shall immediately notify the regional school unit board. The regional school unit board shall call a referendum for that purpose as set forth in this chapter.

(3) The regional school unit 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.

§ 1491. Reserve fund

1. Establishment. A regional school unit 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 school unit budget and receiving voter approval. The regional school unit board is the trustee of the reserve fund. The reserve fund must be deposited or invested by the treasurer of the regional school unit under the direction of the regional school unit board.

2. Deposit or investment. All regional school unit 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 of the regional school unit under the direction of the regional school unit board 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 school unit board may expend the sum in the reserve fund when authorized to do so by a vote of the regional school unit at a regional school unit meeting or a regional school unit budget meeting when an article for that purpose is set out in the warrant calling the meeting.

§ 1492. Bid procedure

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 school unit board or an employee of the regional school unit 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 chair of the regional school unit board.

4. Reading. If any citizens who are not directors or employees of the regional school unit are present or if any representatives of the press are present, bids must at the time of opening either be made available for examination by them or must be read aloud in a manner to be heard plainly by those in attendance.

§ 1493. Void contracts

A contract made by the regional school unit board during the term of a member who is pecuniarily interested in that contract, either directly or indirectly, is void, unless the regional school unit board 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 school unit.

SUBCHAPTER 5
referendum

§ 1501. Regional school unit referendum

1. Authority to call a regional school unit referendum. The regional school unit board shall initiate a regional school unit 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 regional school unit board 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.

§ 1502. Method of calling a regional school unit referendum

A regional school unit referendum must be initiated by a warrant prepared and signed by a majority of the regional school unit board 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 school unit to call a referendum on a date and time determined by the regional school unit board. 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 school unit 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 school unit by name, ordering the resident to notify the municipal officers of each of the municipalities within the regional school unit to call a town meeting or city election on the date specified by the regional school unit board. 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 school unit by delivery of 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 school unit board shall hold a public hearing at least 7 days before the referendum vote. At least 7 days before the public hearing, the regional school unit board 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 set out in this paragraph.

(1) "Do you favor authorizing the board of directors of (name of regional school unit) to issue bonds or notes in the name of this regional school unit 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 school unit) to issue bonds or notes in the name of this regional school unit 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 school unit) to use the bond issue or notes in an amount not to exceed $....., which was voted by the regional school unit 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 school unit) 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 school unit 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 when approved for current fiscal year funding, proceeds from insured losses, money from federal sources, other noneducational funds, etc.)
Yes No"

B. When a regional school unit 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 school unit 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 school unit board to contract for the schooling of secondary pupils, the article must be as set out in this paragraph.

(1) "Do you favor authorizing the board of directors of (name of regional school unit) to contract in the name of this regional school unit with (name of regional school unit 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 accepting or rejecting a prospective gift, the article must be as set out in this paragraph.

(1) "Do you favor authorizing the board of directors of (name of regional school unit) to accept a prospective gift under the following conditions? .....(terms and conditions).
Yes No"

§ 1503. Referendum procedures

1. Ballots. The regional school unit board shall prepare and furnish the required number of ballots for carrying out the referendum as posted, including absentee ballots. The regional school unit board shall prepare and furnish all other materials necessary to fulfill the requirements for voting procedures.

2. Voting. Voting must be held and conducted in accordance with this subsection.

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 chair of the regional school unit board. If a regional school unit 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 school unit board 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 school unit board.

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 school unit board 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 in accordance with this subsection.

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 school unit board 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 school unit board, the regional school unit board shall meet and compute the total number of votes cast in all of the municipalities within the regional school unit in the affirmative and in the negative on each article.

C. If the regional school unit board 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 school unit board 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 school unit board shall enter its declaration and computations in its records and send certified copies to the clerk of each municipality within the regional school unit.

§ 1504. Reconsideration

The procedure to reconsider votes taken at a regional school unit referendum is as set out in this section.

1. Time limit. The regional school unit board shall, within 60 days, initiate a new regional school unit 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 school unit petition to reconsider a prior regional school unit 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 school unit 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 school unit referendum. If the petitioners are successful, the bonds must be canceled.

§ 1505. Bonds; notes; other

All bonds, notes or other evidences of indebtedness issued for regional school unit purposes by a regional school unit for major capital expenses, bus purchases or current operating expenses, including tax or other revenue anticipation notes, are general obligations of the regional school unit.

1. Tax assessments. The municipal officers or regional school unit board 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 school unit in a given year as certified to the regional school unit by the commissioner. The commissioner shall certify the amount due to the regional school unit 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 school unit.

§ 1506. Debt liability

1. Definitions. As used in this section, unless the context otherwise indicates, the following terms have the following meanings.

A. "Existing debt" means any bond, note, loan agreement, lease-purchase agreement or other debt instrument issued prior to July 1, 2008 for the purposes of funding public schools, or for refinancing such debt, that remains outstanding at the time of a reorganization pursuant to this chapter. "Existing debt" does not include routine payables or commercial contract obligations.

B. "Original education unit" means:

(1) A previous education unit that has existing debt; or

(2) A municipality that has existing debt incurred on behalf of a previous education unit.

C. "New unit" means a regional school unit created or established pursuant to this chapter.

2. Liability remains with original unit. Existing debt held by an original education unit remains the obligation of that original education unit after reorganization pursuant to this chapter. An original education unit may not be finally dissolved while any existing debt held by the original

education unit remains outstanding. All aspects of an original education unit's administrative or political organization may be merged into a new unit or otherwise modified to accomplish the purposes of this chapter but its existing debt and its right to secure payment of such debt from income streams that existed at the time of the issuance of such debt may not be affected or altered except as authorized by this section.

A. A new unit may agree to pay the existing debt of an original education unit that is included within the new unit. If the new unit pays the existing debt, the original education unit is relieved of paying that debt, but, in the event that the new unit fails to pay any amount of the existing debt, the original education unit remains responsible for the deficiency. The original education unit shall ensure that timely payments of existing debt are made, regardless of whether the new unit has agreed to make the debt payments. An original education unit may contract with a new unit for the administration of, transfer or delegate to and a new unit may accept and exercise on behalf of the original education unit for the remaining term of any existing debt all those powers and duties reasonable and necessary for the payment of existing debt of the original education unit.

B. Notwithstanding any other provision of law or any provision of any trust agreement, a new unit may use any sinking fund or other money set aside by the original education unit to pay an existing debt to pay that debt.

C. A new unit may issue bonds or other debt instruments for the purpose of refinancing or retiring the existing debt of an original education unit. The issuance of such bonds or other debt must be in accordance with applicable procedural requirements, including the procedural requirements of section 1490.

3. **No impact on state debt subsidies.** A change in any administrative or political organization resulting from the creation of a new unit may not affect any state subsidy with respect to existing debt or the relative portion of any such debt paid or reimbursed by the State except as provided in this subsection.

A. The original education unit may continue to pay its existing debt obligations in due course as though no new unit had been created and its choice to do so may not reduce or otherwise affect the level of state assistance or subsidy with respect to that existing debt.

B. If the original education unit and the new unit choose to refinance the existing debt, the state subsidy or assistance with respect to the debt must be determined as of the date of the new issuance and must be based on that refinancing and not on any previous subsidy or assistance calculation related to the existing debt.

4. **Debt of original education units.** After July 1, 2008, for each original education unit with existing debt that has reorganized into a new unit, if the new unit has not agreed to assume liability to pay that existing debt, the regional school unit board shall serve as agent for purposes of that existing debt and has full authority to:

A. Sue and be sued in the name of the original education unit with respect to the existing debt;

B. Determine the debt service due each fiscal year on any existing debt;

C. As applicable, allocate to each member of the original education unit the member's share of the annual debt service for the existing debt of the original education unit in addition to each member's share of costs of the new unit;

D. Collect the allocation for debt service on the existing debt from the original education unit or, as applicable, from each member of the original education unit in addition to each member's share of costs of the new unit;

E. Pay the debt service on the existing debt of the original education unit when due; and

F. Take all other actions necessary and proper with respect to the existing debt.

Allocations between members of the original education unit to pay the debt service for the existing debt must be made on the basis of the cost-sharing formula of the original education unit in effect on July 1, 2007, as applied to the year of allocation. In the case of state-subsidized debt service, the provisions of subsection 3 apply. Amounts to pay the debt service on the existing debt of the original education units must be included in the budget that the regional school unit board of a new unit submits for approval. If the original education unit is divided between different new units that have not agreed to assume liability to pay the existing debt, the commissioner shall require that the reorganization plan of one of those new units provide for that new unit to serve as agent for purposes of the existing debt of the original education unit. That new unit, as agent, has the authority provided by this subsection, except that the new unit shall notify the other new units containing members of the original education unit of the amounts they must assess and collect from their members who were members of the original education unit, and those other new units shall perform the functions in subsection 4, paragraphs C and D with respect to their members, and shall pay the appropriate amounts over to the new unit serving as agent.

5. Bonds to complete school construction and renovation. If the legislative body of an original education unit has authorized the issuance of bonds for a school construction project or a minor capital project, but that original education unit has not yet issued all of the authorized permanent bonds for that project, the board of the new unit that includes all the members of the original education unit shall issue bonds or notes necessary to finance the completion of that project and to refund temporary notes that the original education unit issued in anticipation of permanent bonds for that project. No further action by the legislative body of the new unit is required. The bonds at any time outstanding for the project may not exceed the amount authorized by the legislative body of the original education unit except to the extent necessary to refund temporary notes on a current basis. Bonds or notes issued by the regional school unit board to complete projects of an original education unit and to refund temporary project notes of an original education unit must be issued in the name of the original education unit and otherwise must be in the form and be subject to the procedural requirements provided by section 1490 except as provided by this subsection. Upon issuing debt in accordance with this subsection, the regional school unit board shall serve as agent of the original education unit for purposes of that debt and has the same authority as is provided in subsection 4 for existing debt.

SUBCHAPTER 6
schools

§ 1511. Supermajority vote to close school in the regional school unit

A school operated within the regional school unit may not be closed unless closure of the school is approved at a regular or special meeting of the regional school unit board by an affirmative vote of 2/3 of the elected membership or voting power of the regional school unit board.

§ 1512. Closing school

1. Vote; cost of election. A school in a member municipality of a regional school unit may not be closed unless the voters in the member municipality vote on the 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 school unit) to close ..... (name of school)?

Yes No

The additional cost of keeping the school open has been estimated by the regional school unit board to be $ ....."

The election must be conducted within that member municipality only, pursuant to department rule, and the costs of the election are borne by the regional school unit.

2. Expense of keeping the school open. If the voters vote by a majority 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 municipality 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 school unit board's 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 school unit board 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 school unit board 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 school unit board votes to reopen the school.

4. Definition of school closing. For purposes of this section, a school closing is any action by the regional school unit board that has 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 school unit budget before each member municipality's assessment is

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computed. This additional expense must be paid by the member municipality that is liable in equal monthly amounts, unless the regional school unit and that member municipality mutually agree to another method of payment.

6. Multiple municipalities. If a school proposed for closure is an elementary school that serves students from more than one municipality, the article set forth in subsection 1 must be submitted to the voters in each of the municipalities that sent all elementary students from that municipality to the school. If the article is approved by a majority of the voters in each of the municipalities, the school is not closed and the municipalities share in the costs under this section in the same proportion as they share the current operating costs of the school.

Sec. XXXX-14. 20-A MRSA §1602, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-15. 20-A MRSA §1604, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-16. 20-A MRSA §1701-C is enacted to read:

§ 1701-C. Mandatory budget validation and cost center summary budget form

Notwithstanding any other law, community school district budgets developed after January 1, 2008 must conform to the format and referendum procedures set forth in sections 1701-A and 1701-B.

Sec. XXXX-17. 20-A MRSA §1751, as amended by PL 1999, c. 206, §2, is repealed.

Sec. XXXX-18. 20-A MRSA §1901, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-19. 20-A MRSA §2101, sub-§1, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-20. 20-A MRSA §2101, sub-§2, as enacted by PL 1981, c. 693, §§5 and 8, is repealed.

Sec. XXXX-21. 20-A MRSA §2307 is enacted to read:

§ 2307. School budgets

Notwithstanding any other law, municipal school budgets developed after January 1, 2008 must follow the same school budget requirements as regional school units pursuant to chapter 103-A.

Sec. XXXX-22. 20-A MRSA c. 114 is enacted to read:

CHAPTER 114
regional collaboration

§ 2601. Definitions

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings.

1. Administrative, instructional and noninstructional functions. "Administrative, instructional and noninstructional functions" includes, but is not limited to, system administration, school administration, special education, transportation and buses and facilities maintenance.

2. Collaborative agreement. "Collaborative agreement" means an agreement to share the responsibility for and cost of the delivery of certain administrative, instructional and noninstructional functions. "Collaborative agreements" includes, but is not limited to:

A. Shared purchasing or contract agreements;

B. Agreements for shared staff or staff training;

C. Agreements to share technology or technology support;

D. Agreements to provide special education programs and support services;

E. Agreements to share accounting, payroll and financial management services;

F. Agreements to coordinate transportation routing and vehicle maintenance;

G. Agreements to share food service planning and purchasing; and

H. Agreements to coordinate energy and facilities management.

§ 2602. Development of collaborative agreements

A school administrative unit may enter into collaborative agreements with other school administrative units and, whenever possible, with local and county governments and State Government, to achieve efficiencies and reduce costs in the delivery of administrative, instructional and noninstructional functions.

§ 2603. Collaborative agreements between previous education units

A collaborative agreement between 2 or more previous education units may remain in effect after July 1, 2008. Notwithstanding any other provision of law to the contrary, collaborative agreements in existence on the effective date of this section may be extended or modified by the parties to the collaborative agreement.

Sec. XXXX-23. 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:

Before a regional school unit board may close a school building pursuant to this section, voter approval must be obtained in accordance with section 1512.

Sec. XXXX-24. 20-A MRSA §15671-A, sub-§2, ¶B, as amended by PL 2005, c. 2, Pt. D, §35 and affected by §§72 and 74 and c. 12, Pt. WW, §18, is further amended to read:

B. For property tax years beginning on or after April 1, 2005, the commissioner shall calculate the full-value education mill rate that is required to raise the statewide total local share. The full-value education mill rate is calculated for each fiscal year by dividing the applicable statewide total local share by the applicable statewide valuation. The full-value education mill rate must decline over

the period from fiscal year 2005-06 to fiscal year 2008-09 and may not exceed 9.0 mills in fiscal year 2005-06 and may not exceed 8.0 mills in fiscal year 2008-09. The full-value education mill rate must be applied according to section 15688, subsection 3-A, paragraph A to determine a municipality's local cost share expectation. Full-value education mill rates must be derived according to the following schedule.

(1) For the 2005 property tax year, the full-value education mill rate is the amount necessary to result in a 47.4% statewide total local share in fiscal year 2005-06.

(2) For the 2006 property tax year, the full-value education mill rate is the amount necessary to result in a 46.14% statewide total local share in fiscal year 2006-07.

(3) For the 2007 property tax year, the full-value education mill rate is the amount necessary to result in a 45.56% statewide total local share in fiscal year 2007-08.

(4) ~~For~~Except as provided in subparagraph (6), for the 2008 property tax year and subsequent tax years, the full-value education mill rate is the amount necessary to result in a 45.0% statewide total local share in fiscal year 2008-09 and after.

(6) For school administrative units that do not conform to the requirements of chapter 103-A for the 2009 property tax year, the full-value education mill rate is the amount necessary to result in a 46.14% statewide total local share in fiscal year 2009-10 and after.

Sec. XXXX-25. 20-A MRSA §15680, sub-§1, ¶A, as enacted by PL 2003, c. 504, Pt. A, §6, is amended to read:

A. System administration. The per-pupil amount for "system administration" is the actual system administration expenditures, as defined in the State's accounting handbook for local school systems, for the most recent year available excluding expenditures for leases and the purchase of land and buildings, less revenues to system administration for services to other governments and refunds from a statewide school management association, divided by the average October and April enrollment counts for that fiscal year and then inflated to an estimated allocation year level by a 10-year average increase in the Consumer Price Index or other comparable index. Beginning in school year 2008-2009, this per-pupil amount must be based on school year 2005-2006 system administration expenditures then reduced by 50% and inflated to an estimated allocation year level by a 10-year average increase in the Consumer Price Index or other comparable index;

Sec. XXXX-26. 20-A MRSA §15680, sub-§1, ¶B, as enacted by PL 2003, c. 504, Pt. A, §6, is amended to read:

B. Operation and maintenance of plant. The per-pupil amount for "operation and maintenance of

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plant" is the actual operation and maintenance of plant expenditures, as defined in the State's accounting handbook for local school systems, for the most recent year available excluding expenditures for leases and the purchase of land and buildings, divided by the average October and April enrollment counts for that fiscal year and then inflated to an estimated allocation year level by a 10-year average increase in the Consumer Price Index or other comparable index. For school year 2008-2009, the resulting per-pupil amount must be reduced by 5%;

Sec. XXXX-27. 20-A MRSA §15681-A, sub-§2-A is enacted to read:

2-A. **Reduction for fiscal year 2008-09.** For fiscal year 2008-09, the commissioner shall reduce by 5% the allocation for special education costs as described in subsection 2. These calculated special education costs for school administrative units for fiscal year 2008-09 are subject to the appeals procedure described in subsection 2.

Sec. XXXX-28. 20-A MRSA §15681-A, sub-§3-A is enacted to read:

3-A. **Reduction for fiscal year 2008-09.** For fiscal year 2008-09, the commissioner shall reduce by 5% the allocation for transportation costs as described in subsection 3. These calculated transportation costs for school administrative units for fiscal year 2008-09 are subject to the appeals procedure described in subsection 3.

Sec. XXXX-29. 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, community school districts, regional school units; total costs.** For each municipality that is a member of a school administrative district ~~or~~, community school district or regional school unit, 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 or regional school unit'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 or regional school unit's most recent calendar year average pupil count.

Sec. XXXX-30. 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~~Except as provided in paragraph B-1, for a school administrative district ~~or~~, community school district or regional school unit 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.

B-1. For a regional school unit, if the amount calculated pursuant to paragraph B is less than 2 mills multiplied by the property fiscal capacity of the municipality, the municipality's contribution to the total cost of education is an amount equal to 2 mills multiplied by the property fiscal capacity of the municipality. The difference in the amount calculated pursuant to paragraph B and the amount calculated pursuant to this paragraph, which amount may not be less than zero, must be used to proportionally lower the local contribution in the remaining municipalities.

C. For a school administrative district ~~or~~, community school district or regional school unit 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), plus the total calculated pursuant to paragraph B-1 if applicable.

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.

Sec. XXXX-31. 20-A MRSA §15690, sub-§1, ¶B, as amended by PL 2005, c. 12, Pt. WW, §5 and affected by §18, is further amended to read:

B. For a school administrative district ~~or~~, a community school district or a regional school unit, an article in substantially the following form must be used when the school administrative district ~~or~~, community school district or regional school 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 district 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 district 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):

Total Appropriated (by municipality):	Total raised (district assessments by municipality):
Town A ($amount)	Town A ($amount)
Town B ($amount)	Town B ($amount)
Town C ($amount)	Town C ($amount)
School District	School District
Total Appropriated	Total Raised
($sum of above)	($sum of above)"

(2) The following statement must accompany the article in subparagraph (1). "Explanation: The school administrative unit'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 district must raise and assess in order to receive the full amount of state dollars."

Sec. XXXX-32. 20-A MRSA §15691-A is enacted to read:

§ 15691-A. Municipal assessment paid to a regional school unit

Beginning with the 2008-2009 school year, this section applies to municipal assessments paid to a regional school unit.

1. Presentation of assessment schedule. The assessment schedule based on the budget approved at a regional school unit budget meeting must be presented to the treasurer of each municipality that is a member of the regional school unit. 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.

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 school unit on or before the 20th day of each month of the fiscal year.

Sec. XXXX-33. 20-A MRSA §15696 is enacted to read:

§ 15696. Penalties for nonconforming school administrative units

1. Authorized adjustments. Notwithstanding any other provision of this Title, the following adjustments to the calculation of subsidy under chapter 606-B are required beginning July 1, 2009 for a school administrative unit that is not a conforming school administrative unit:

A. The school administrative unit is eligible for only 50% of the minimum state allocation under Title 20-A, section 15689, subsection 1;

B. The school administrative unit's total cost of education is reduced by adjusting the cost component for system administration under section 15680, subsection 1, paragraph A by half;

C. The school administrative unit is not eligible for a transition adjustment under section 15686 or any comparable year-over-year transition amount; and

D. The school administrative unit receives less favorable consideration for approval and funding for school construction pursuant to rules of the state board.

Sec. XXXX-34. 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. XXXX-35. 20-A MRSA §15904, sub-§3-A is enacted to read:

3-A. Regional school units. In a regional school unit, the vote must be conducted in accordance with chapter 103-A.

Sec. XXXX-36. Legislative intent and policy. This Part establishes the process for increasing the efficiency and effectiveness of school administrative units by providing a process for reorganizing them into 80 regional school units that meet the policies set forth in the Maine Revised Statutes, Title 20-A, section 1451 and by assisting units to develop more efficient structures for providing administrative services.

1. Meetings to be convened in each career and technical education region. Not later than July 15, 2007, the Commissioner of Education, or the commissioner's designee, shall convene one or more meetings in each of the career and technical education regions in the State to present information about the requirements of this Part regarding consolidation and collaboration among school administrative units.

A. The Commissioner of Education shall provide notice of the meeting or meetings to municipal officials and school officials from the municipalities and school administrative units within the region, as well as to the general public.

B. In addition to other information presented at the meeting, the Commissioner of Education shall provide one or more maps showing the suggested alignment of municipalities and other school administrative units designed to increase efficiency and improve educational quality and to meet the requirements of subsection 6.

C. Maps presented by the Commissioner of Education and alignment options considered by school administrative unit representatives must reflect:

(1) The intent and goals set forth in Title 20-A, section 1451; and

(2) The intent that sustainable, long-term administrative efficiencies be achieved by consolidating the current number of school units existing on the effective date of this Act into 80 regional units or into a number of units that meets the administrative efficiencies established by this Part. Regional units of at least 2,500 resident students must be created except where circumstances justify an exception to that size requirement. When circumstances justify an exception to the requirement of 2,500 students, the unit must serve as close to 2,500 students as possible and in no case, except for offshore islands and schools operated by tribal school committees, may it serve fewer than 1,200 students.

2. Notice of intent. By August 31, 2007, each school administrative unit shall file with the Commissioner of Education:

A. A notice of intent to engage in planning and negotiations with other school administrative units for the purpose of developing a reorganization plan to form a regional school unit under this Part and Title 20-A, chapter 103-A; or

B. A notice of intent to submit an alternative plan that meets the requirements of subsection 6, paragraph F. An alternative plan may be submitted only by a unit that is:

(1) An offshore island;

(2) A school operated by a tribal school committee pursuant to the Maine Revised Statutes, Title 30, section 6214;

(3) A school administrative unit that serves more than 2,500 students, or 1,200 students where circumstances justify an exception to the requirement of 2,500 students under subsection 6, paragraph A, where expansion of the unit would be inconsistent with the policies set forth in Title 20-A, section 1451; or

(4) A school administrative unit that is designated as an efficient, high-performing district. For purposes of this subparagraph, a school administrative unit is designated an "efficient, high-performing district" if:

(a) It contains at least 3 schools identified as "higher performing" in the May 2007 Maine Education Policy Research Institute report "The Identification of Higher and Lower Performing Maine Schools"; and

(b) Its reported 2005-2006 per-pupil expenditures for system administration represent less than 4% of its total per-pupil expenditures.

3. Reorganization planning committee. Municipalities that intend to engage in planning and negotiation to create a regional school unit shall form a reorganization planning committee.

A. For each proposed regional school unit, the Commissioner of Education shall provide guidelines for the formation of a reorganization planning committee including representation from the school administrative units in existence on the effective date of this Part, member municipalities and members of the general public who are residents of the proposed regional school unit. The guidelines must include roles and responsibilities of the committee, timelines for submission of the plan, the format for reporting the reorganization plan and evaluation criteria for approval of the plan.

B. Reorganization planning committees shall hold one or more public meetings to gather input from community members and to determine the sentiment of the public.

4. Submission of plans. By December 1, 2007, each school administrative unit shall submit to the Commissioner of Education either:

A. Its proposed reorganization plan for consolidation into a regional school unit that meets the requirements of subsections 5 and 6; or

B. Its proposed plans for reducing the cost of services within the school administrative unit to meet the requirements of subsection 6, paragraph F.

Each school administrative unit shall exercise due diligence and act in good faith in developing a plan that meets the requirements of this Part and furthers the intent of the Legislature to achieve sustainable, long-term administrative efficiencies.

5. Content. A reorganization plan must include:

A. The units of school administration to be included in the proposed regional school unit;

B. The size, composition and apportionment of the governing body;

C. The method of voting of the governing body;

D. The composition, powers and duties of any local school committees to be created;

E. The disposition of real and personal school property;

F. The disposition of existing school indebtedness and lease-purchase obligations if the parties elect not to use the provisions of section 1506 regarding the disposition of debt obligations;

G. The assignment of school personnel contracts, school collective bargaining agreements and other school contractual obligations;

H. The disposition of existing school funds and existing financial obligations, including

undesignated fund balances, trust funds, reserve funds and other funds appropriated for school purposes;

I. A transition plan that addresses the development of a budget for the first school year of the reorganized unit and interim personnel policies;

J. Documentation of the public meeting or public meetings held to prepare or review the reorganization plan;

K. An explanation of how units that approve the reorganization plan will proceed if one or more of the proposed members of the regional school unit fail to approve the plan;

L. An estimate of the cost savings to be achieved through formation of a regional school unit and how costs will be reduced; and

M. Such other matters as the governing bodies of the school administrative units in existence on the effective date of this Part may determine to be necessary.

6. Parameters. In developing a reorganization plan for school administrative units in existence on the effective date of this Part, the governing bodies of school administrative units shall work within the following parameters.

A. The proposed regional school unit must serve not fewer than 2,500 students, except where circumstances relating to the following factors justify an exception:

(1) Geography, including physical proximity and the size of the current school administrative unit;

(2) Demographics, including student enrollment trends and the composition and nature of communities in the regional school unit;

(3) Economics, including existing collaborations to be preserved or enhanced and opportunities to deliver commodities and services to be maximized;

(4) Transportation;

(5) Population density, including the rural nature of our communities;

(6) Other unique circumstances including the need to preserve existing or developing relationships, meet the needs of students, maximize educational opportunities for students and ensure equitable access to rigorous programs for all students; or

(7) If, after performing due diligence to develop a regional plan that meets the 2,500 students enrollment requirement, a school administrative unit is unable to achieve the enrollment goal due to the decision of geographically proximate school administrative units to participate in a different regional unit.

When circumstances justify an exception to the requirement of 2,500 students, the unit must serve at least 1,200 students, except for offshore islands and schools operated by tribal school committees, which may serve fewer than 1,200 students.

B. The proposed unit, viewed in conjunction with surrounding proposed units, may not result in one or more municipalities being denied the option to join a regional school unit.

C. The plan must provide comprehensive programming for all students from kindergarten to grade 12 and must include at least one publicly supported secondary school;

D. The plan must be consistent with the policies set forth in Title 20-A, section 1451;

E. The plan may not displace teachers or students or close any schools existing and operating during the school year immediately preceding reorganization, except as permitted under section 1512; and

F. The plan must address how the school administrative unit will reorganize administrative functions, duties and noninstructional personnel so that the projected expenditures of the reorganized school unit in fiscal year 2008-09 for system administration, transportation, special education and facilities and maintenance will not have an adverse impact on the instructional program.

7. Review plans. If the Commissioner of Education finds that a plan for reorganization meets the requirements of this Part, the commissioner shall notify the municipalities and school administrative units and they shall proceed with referendum.

A. If the Commissioner of Education finds that a plan for reorganization is not consistent with subsection 6 and the purposes and goals of this Part, or that it has not adequately addressed the matters set forth in subsection 6, the commissioner shall return the plan to the governing bodies of those school administrative units by December 15, 2007 with specific suggestions for modification of the plan and written findings providing the specific reasons why the plan did not meet with the requirements in this Part.

B. Upon the return of a reorganization plan by the Commissioner of Education, the governing body of the school administrative unit shall revise the proposed plan for reorganization to address the commissioner's findings and submit a revised plan for reorganization not more than 30 days after the commissioner returns the plan for revision.

C. The Commissioner of Education shall make a determination whether the revised plan for reorganization meets the requirements of this Part not more than 14 days after it is refiled by the unit.

D. The Commissioner of Education may not find that a plan for reorganization does not meet the requirements of this Part solely on the ground that a finding that it meets the requirements would cause the number of regional school units in the State to exceed 80.

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8. Referendum on reorganization plan. The municipal officers of each municipality in a proposed reorganized school administrative unit shall place a warrant article substantially as follows on the ballot of a municipal referendum conducted in accordance with the referendum procedures applicable to the school administrative unit of which the municipality is a member. A referendum must be held on or before January 15, 2008 for a reorganization plan that was submitted by December 15, 2007 and that the Commissioner of Education found meets the requirements of this Part. A referendum must be held on June 10, 2008 for any plan received or revised after December 15, 2007 and subsequently found by the Commissioner of Education to meet the requirements of this Part.

"Article: Do you favor approving the school administrative reorganization plan prepared by the (insert name) Reorganization Planning Committee to reorganize (insert names of affected school administrative units) into a regional school unit, with an effective date of _____?

Yes/No"

The following statement must accompany the article:

"Explanation:

A "YES" vote means that you approve of the (municipality or school administrative unit) joining the proposed regional school unit, which will be provided with the following incentives:

More favorable consideration in approval and funding of school construction projects; and

Eligibility for additional financial support for reorganization costs.

A "NO" vote means that you do not approve of the (municipality or school administrative unit) joining a regional school unit, which will result in the existing (municipality or school administrative unit) receiving the following penalties:

Less favorable consideration in approval and funding of school construction projects; and

A reduction in state funding of education costs in an amount estimated to be $_____ for school year 200_ and $_____ for school year 200_, with the possibility of ongoing penalties for continued failure to join an approved regional school unit. Reductions in state education funding will likely result in an increased mill rate expectation to meet the local share of education costs."

The Department of Education shall pay the cost of a referendum conducted before or on January 15, 2008.

9. Results of referendum. Each school administrative unit shall report the results of the referendum to the Department of Education.

A. A reorganization plan is approved by a kindergarten to grade 12 school administrative district or a kindergarten to grade 12 community school district if the majority of votes cast in the district are in favor of approval of the plan.

B. A reorganization plan is approved by the member municipalities of a nonkindergarten to grade 12 community school district if the majority of votes cast in the member municipalities is in favor of approval of the plan. Approval results in all member municipalities joining the regional school unit for all purposes for kindergarten to grade 12.

C. A municipal school unit, including a municipal school unit that is a member of a school union, approves a reorganization plan if the majority of the votes cast in that municipality are in favor of approval of the plan.

D. If a reorganization plan is approved by all of the affected school administrative units, or by the school administrative units considered sufficient under the proposed units' reorganization plan, the Commissioner of Education shall file notice of approval of the unit with the State Board of Education.

10. Certificate of organization. If a plan or revised plan for reorganization has been approved by the Commissioner of Education and approved by voters at the referendum, the State Board of Education shall issue a certificate of organization to the school administrative units that are reorganized into regional school units.

11. Result of disapproval at January 2008 referendum. A school administrative unit that rejects a proposed reorganization plan at the January 15, 2008 referendum or at a subsequent referendum on or before November 4, 2008 may restart the process to form a regional school unit with the same or other school administrative units and may seek assistance from the Department of Education to prepare another reorganization plan.

A. Subsequent reorganization plans must meet the same requirements as for reorganization plans filed prior to the January 2008 referendum, except that the timelines are adjusted to reflect a July 1, 2009 reorganization date.

B. The penalties set forth in Title 20-A, section 15696 apply to any school administrative unit that fails to approve a reorganization plan on or before November 4, 2008 and to implement that plan by July 1, 2009.

12. Reformulation of SAD as RSU. Not later than December 1, 2008, the Commissioner of Education shall notify any school administrative district that has not voted to form a regional school unit on or before November 4, 2008 that the school administrative district must be recreated as a regional school unit under Title 20-A, chapter 103-A, effective July 1, 2009. Notwithstanding any other provision of law, a school administrative district may be changed to a regional school unit upon notice to the State Board of Education without dissolving the school administrative district.

Sec. XXXX-37. Role of the Department of Education. In order to provide for the orderly implementation of this Part, the Department of Education shall:

1. Prepare models. Prepare one or more models for the reorganization of school administrative units in existence on the effective date of this Part, consistent with the provisions of section 35, subsection 1;

2. Assist in collection and presentation of data. Assist all of the governing bodies of school administrative units in existence on the effective date of this Part in the collection and presentation of data pertinent to the charge established by this Part;

3. Assist in meetings and caucuses. Assist in the organization of the meetings and caucuses convened by the governing bodies of the school administrative units in existence on the effective date of this Part to prepare reorganization plans as provided in subsection 1;

4. Provide facilitation services. Make available, upon request, facilitation services to the governing bodies of the school administrative units in existence on the effective date of this Part to ensure the ability of those school administrative units to fulfill the charges required by this Part;

5. Adjust EPS rates. Adjust essential programs and services rates for transportation, facilities and maintenance, special education and system administration expenditures to reflect the ongoing efficiencies resulting from the reorganization of school administrative units in existence on the effective date of this Part;

6. Submit report. Submit a report to the Joint Standing Committee on Educational and Cultural Affairs no later than February 1, 2008 that describes the compliance of the participating school administrative units in existence on the effective date of this Part with the requirements of this Part.

Sec. XXXX-38. Notification of allocation of funding to school administrative units. Notwithstanding the Maine Revised Statutes, Title 20-A, section 15689-B, subsection 2, paragraph A, the notice by the Commissioner of Education to school boards of the estimated amount of state funds to be allocated to the school administrative unit for school years 2008-2009 and 2009-2010 must be provided not later than March 31st.

Sec. XXXX-39. Adjustment for regional school unit start-up costs. The Commissioner of Education shall establish an adjustment for the fiscal year 2008-09 to support the start-up costs associated with the reorganization of school administrative units to regional school units in accordance with the Maine Revised Statutes, Title 20-A, chapter 103-A.

Sec. XXXX-40. Initial staggered terms. Notwithstanding the Maine Revised Statutes, Title 20-A, section 1471, subsection 2, the initial directors elected to a regional school unit 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 1471.

Sec. XXXX-41. Transfer of property and assets; regional school units approved prior to January 16, 2008. This section applies to a regional school unit that is approved prior to January 16, 2008.

1. Board of directors. The directors of the board of each regional school unit established in the Maine Revised Statutes, Title 20-A, chapter 103-A shall determine what school property of the municipalities in existence prior to July 1, 2008 and of the school administrative units in existence prior to July 1, 2008 in their regions is necessary to carry out the functions of the regional school unit and shall request in writing that the board of each such school administrative unit or the municipal officers transfer title of their school property and buildings to the regional school unit board of directors.

2. Transfer. The municipal officers and boards contacted pursuant to subsection 1 may make the transfer of property and assets notwithstanding any other provision in the charter of the school administrative unit or municipality.

3. Financing assumed debts. A regional school unit shall assume the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2008 for school construction projects approved for subsidy under Title 20-A, chapter 609 and pursuant to section 1506. If a regional school unit board of directors has assumed the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2008 the directors of the regional school unit 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 July 1, 2008 to pay off the indebtedness for which the money was dedicated. A regional school unit board of directors is not required to assume the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2008 in its regional school unit for nonstate funded projects pursuant to Title 20-A, section 15905-A and pursuant to section 1481.

Sec. XXXX-42. Transfer of property and assets; regional school units approved after January 15, 2008. This section applies to a regional school unit that is approved after January 15, 2008 and before November 5, 2008.

1. Board of directors. The directors of the board of each regional school unit established in the Maine Revised Statutes, Title 20-A, chapter 103-A shall determine what school property of the municipalities in existence prior to July 1, 2009 and of the school administrative units in existence prior to July 1, 2009 in their regions is necessary to carry out the functions of the regional school unit and shall request in writing that the board of each such school administrative unit or the municipal officers transfer title of their school property and buildings to the regional school unit board of directors.

2. Transfer. The municipal officers and boards contacted pursuant to subsection 1 may make the transfer of property and assets notwithstanding any other provision in the charter of the school administrative unit or municipality.

3. Financing assumed debts. A regional school unit shall assume the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2009 for school construction projects approved for subsidy under Title 20-A, chapter 609 and pursuant to section 1506. If a regional school unit board of directors has assumed the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2009 the directors of the regional school unit 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 July 1, 2009 to pay off the indebtedness for which the money was dedicated. A regional school unit board of directors is not required to assume the outstanding indebtedness of a school administrative unit in existence prior to July 1, 2009 in its regional school unit for nonstate funded projects pursuant to Title 20-A, section 15905-A and pursuant to section 1481.

Sec. XXXX-43. Operational date and transfer of authority.

1. Operational date. A regional school unit 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; regional school units approved prior to January 16, 2008. This subsection applies to regional school units approved prior to January 16, 2008. The regional school unit 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 July 1, 2008 that are within the regional school unit. Those school administrative units in existence prior to July 1, 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 school administrative unit except those pursuant to section 1481.

3. Transfer of governing authority; regional school units approved after January 15, 2008. This subsection applies to regional school units approved after January 15, 2008 and before November 5, 2008. The regional school unit 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 July 1, 2009 that are within the regional school unit. Those school administrative units in existence prior to July 1, 2009, on the date established in subsection 1, have no further responsibility for the operation or control of the public schools and programs within the school administrative unit except those pursuant to section 1481.

4. Transfer of school accounts. Notwithstanding Title 20-A, section 15004 or any charter of a municipal school unit, school administrative district or community school district, the balance remaining in the school accounts of the former municipal school unit, school administrative district or community school district within the regional school unit must be paid to the treasurer of the regional school unit and verified through the annual audit process pursuant to Title 20-A, chapter 221, subchapter 2. The balance from each of the former municipal school unit, school administrative district or community school district must be used to reduce that unit's or district's local contribution to the regional school unit. Payment may be made in equal monthly installments during the implementation

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year.

5. Transfer of teachers and employees. Except as limited by paragraph A, for regional school units approved prior to January 16, 2008, all teachers and school employees who are employed by a participating school administrative unit on June 30, 2008 must be transferred to and employed by the regional school unit as of July 1, 2008. Except as limited by paragraph A, for regional school units approved after January 15, 2008 and before November 5, 2008, all teachers and school employees who are employed by participating school administrative units on June 30, 2009 must be transferred and employed by the regional school unit as of July 1, 2009. Except as limited by paragraph B, the regional school unit shall assume all of the legal obligations and duties that the participating school administrative units owed to their employees, including but not limited to those obligations and duties arising under federal law, state law, collective bargaining agreements and individual employment contracts. It is the intent of this Part to neither decrease nor increase the rights and benefits of transferred employees or the employer. The regional school unit shall also maintain and honor any agreements, contracts or policies regarding the rights and benefits of retirees and former employees created by a participating school administrative unit that is dissolved as a result of its inclusion within a regional school unit.

A. For regional school units approved prior to January 16, 2008, teachers or other employees whose employment terminates by application of law or contract or by action of a participating school administrative unit before July 1, 2008 may not be transferred. For regional school units approved after January 15, 2008 and before November 5, 2008, teachers or other employees whose employment terminates by application of law or contract or by action of a participating school administrative unit before July 1, 2009 may not be transferred.

B. Teachers and other employees who are transferred to the regional school unit prior to the completion of the applicable probationary period for their position have the length of their probationary period calculated from the date of their most recent date of employment by the participating school administrative unit.

6. Collective bargaining. The following provisions apply:

A. On July 1, 2008 for regional school units approved prior to January 16, 2008 and on July 1, 2009 for regional school units approved after January 15, 2008 and before November 5, 2008, the regional school unit board of directors shall assume all of the obligations, duties, liabilities and rights of the participating school administrative units for all purposes under Title 26, chapter 9-A. The regional school unit is considered a single employer. Notwithstanding any other provision of law, the responsibilities of the regional school unit include:

(1) Continued recognition of all bargaining agents that represented any bargaining units of employees who were employed by a participating school administrative unit, pending completion of merger proceedings described in this section;

(2) Assumption and continued observance of all collective bargaining agreements between such bargaining agents and a participating school administrative unit, which agreements continue in

effect for the remainder of their unexpired term unless the bargaining agent and regional school unit mutually agree otherwise; and

(3) Collective bargaining for an initial or successor collective bargaining agreement in any bargaining unit in which a collective bargaining agreement is not in effect on the operational date and for any interim agreement that may be required to align expiration dates in a regional school unit-wide bargaining unit, as described in this subsection.

B. As early as possible but no later than August 31, 2011 for regional school units approved prior to January 15, 2008 and no later than August 31, 2012 for regional school units approved after January 15, 2008 and before November 2, 2008, all bargaining units must be structured on a regional school unit-wide basis. Bargaining units that existed in the participating school administrative units shall merge in accordance with the procedures and criteria in this section. Merger into regional school unit-wide bargaining units is not subject to approval or disapproval of employees.

(1) Merger into regional school unit-wide bargaining units must be completed according to the schedule contained in this subsection, and no later than the latest expiration date of any collective bargaining agreement that was in effect on the operational date, which covered any employees in the merged unit.

(2) There must be one unit of teachers and, to the extent they are currently included in bargaining units, other certified professional employees, excluding principals and other administrators.

(3) Any additional bargaining units in a regional school unit must be structured as follows:

(a) In the initial establishment of such units, units must be structured primarily on the basis of the existing pattern of organization, maintaining the grouping of employee classifications into bargaining units that existed prior to the creation of the regional school unit and avoiding conflicts among different bargaining agents to the extent possible.

(b) In the event of a dispute regarding the classifications to be included within a regional school unit-wide bargaining unit, the current bargaining agent or agents or the regional school unit may petition the Maine Labor Relations Board to determine the appropriate unit in accordance with this section and Title 26, section 966, subsections 1 and 2.

(4) When there is the same bargaining agent in all bargaining units that will be merged into a regional school unit-wide bargaining unit, the units must be merged as of the operational date, and the regional school unit shall recognize the bargaining agent as the representative of the merged unit.

(5) When all bargaining units that will be merged into a regional school unit-wide bargaining unit are represented by separate local affiliates of the same state labor organization, the units must be merged as of the operational date. The identity of the single affiliate that will be designated the bargaining agent for the merged unit must be selected by the existing bargaining agents and the

state labor organization. Upon completion of the merger and designation of the bargaining agent and notification by the state organization to the regional school unit, the regional school unit shall recognize the designated bargaining agent as the representative of employees in the merged unit. If necessary, the parties will then execute a written amendment to any collective bargaining agreement then in effect to change the name of the bargaining agent to reflect the merger.

(6) Where there are bargaining units that will be merged into a regional school unit-wide bargaining unit in which there are employees who are not represented by any bargaining agent and other employees who are represented either by the same bargaining agent or separate local affiliates of the same state labor organization, the units must be merged as of the operational date as long as a majority of employees who compose the merged unit were represented by the bargaining agent prior to the merger. The procedures for merger of separate local affiliates of the same state labor organization described in subparagraph (5) must be followed if applicable. If prior to the merger a bargaining agent did not represent a majority of employees who compose the merged unit, a bargaining agent election must be conducted by the Maine Labor Relations Board pursuant to subparagraph (8).

(7) When there are unexpired collective bargaining agreements with different expiration dates in the merged bargaining units described in subparagraphs (4), (5) and (6), all contracts must be honored to their expiration dates unless mutually agreed to otherwise by the public employer and the bargaining agent. Collective bargaining agreements must be bargained on an interim basis in any merged bargaining unit so that all collective bargaining agreements expire on the same date.

(8) When bargaining units with different bargaining agents must be merged into a single regional school unit-wide bargaining unit pursuant to this subsection, the bargaining agent of the merged bargaining unit must be selected in accordance with Title 26, section 967, except as modified in this subparagraph.

(a) A petition for an election to determine the bargaining agent must be filed with the Maine Labor Relations Board by any of the current bargaining agents or the regional school unit.

(b) The petition must be filed not more than 90 days prior to the expiration date of the agreement having the latest expiration date among the bargaining units that will be merged into the regional school unit-wide bargaining unit.

(c) The election ballot may contain only the names of the bargaining agents of bargaining units that will be merged into the regional school unit-wide bargaining unit and the choice of "no representative," but no other choices. No showing of interest is required from any such bargaining agent other than its current status as representative.

(d) The obligation to bargain with existing bargaining agents continues from the operational date until the determination of the bargaining agent of the regional school unit-wide bargaining unit under this subsection; but in no event may any collective bargaining agreement that is executed after the operational date extend beyond the expiration date of the agreement having the latest expiration date among the bargaining units that will be merged into the regional school unit-wide bargaining unit that was in effect on the operational date.

(e) The Maine Labor Relations Board shall expedite to the extent practicable all petitions for determination of the bargaining agent in the regional school unit-wide bargaining unit filed pursuant to this subsection.

(f) The bargaining units must be merged into a regional school unit-wide bargaining unit as of the date of certification of the results of the election by the Maine Labor Relations Board, or the expiration of the collective bargaining agreements in the unit, whichever occurs later.

C. After the merger of bargaining units into a regional school unit-wide bargaining unit, the bargaining agent of a regional school unit-wide bargaining unit and the regional school unit shall engage in collective bargaining for a collective bargaining agreement for the regional school unit-wide bargaining unit. In the collective bargaining agreement for each regional school unit-wide bargaining unit, the employment relations, policies, practices, salary schedules, hours and working conditions throughout the regional school unit must be made uniform and consistent as soon as practicable.

(1) In the event that the parties are unable to agree upon an initial regional school unit-wide collective bargaining agreement, they must use the dispute resolution procedures pursuant to Title 26, section 965 to resolve their differences.

7. Superintendent contracts. The contracts between the superintendents and school administrative units within the regional school unit are transferred to the regional school unit board of directors. The regional school unit board of directors shall determine the superintendents' duties within the regional school unit.

Sec. XXXX-44. State board rules; construction rating process. The State Board of Education shall modify the rules establishing the rating process for school construction to include language to implement the penalty provision under the Maine Revised Statutes, Title 20-A, section 15696, subsection 1, paragraph E.

Sec. XXXX-45. Department to conduct review. The Department of Education shall conduct a review of unfunded state mandates pertaining to school systems. In conducting its review, the department shall:

1. Prepare a comprehensive listing of the state mandates placed on school administrative units;

2. Identify for each listed mandate the precise legal origin of the mandate, whether state law or rule or a combination of both, or any originating authority. The department shall also provide notice and analysis of federal mandates that contribute to or conflict with specific state mandates on school administrative units;

3. Identify the statewide local government costs of each listed mandate within the limits of practicability; and

4. Identify the characteristics of each listed mandate. Identified characteristics may include, but are not limited to, the following:

A. Archaic or unnecessary features or features lacking significant public purpose;

B. Inadequate funding;

C. Disproportionate efforts for the public policy benefit;

D. Coordination between federal law and regulation and State law and rule;

E. Subjection to excessive administrative oversight; and

F. An insufficient structure to predict, measure or control local costs.

5. No later than December 15, 2008, the department shall submit a report that includes its findings and recommendations, including suggested legislation, for presentation to the joint standing committee of the Legislature having jurisdiction over education matters. In its proposed implementing language, the department may include proposals to repeal, modify, redesign, effectively coordinate or delay the implementation of any of the listed mandates, as may be appropriate. Following receipt and review of the report, the joint standing committee of the Legislature having jurisdiction over education matters may report out a bill to the First Regular Session of the 124th Legislature.

Sec. XXXX-46. Report; validation referendum review. The Department of Education shall conduct a review of the results of the validation referendums conducted for the approval of the 2008-2009, 2009-2010 and 2010-2011 school budgets. In conducting its review, the department shall:

1. Collect and analyze the results of the referendums from school administrative units;

2. Determine the number of school budgets that were approved by the voters with the initial referendum;

3. Determine the number of school budgets that were not approved by the voters with the initial referendum;

4. For those school budgets that were not approved by the voters with the initial referendum, determine the number of referendums that were required to be held in order to obtain voter approval and the number of school budgets that exceeded the maximum state and local spending target;

5. Collect and analyze other information regarding the validation referendum process as deemed pertinent by the department; and

6. Report its findings and recommendations, including suggested legislation, to the joint standing committee of the Legislature having jurisdiction over education matters by December 15, 2010. In its recommendations, the department shall include proposals to extend, modify or repeal the current validation referendum process. Following receipt and review of the report, the joint standing committee

of the Legislature having jurisdiction over education matters shall report out a bill to the First Regular Session of the 125th Legislature that extends, modifies or repeals the current validation referendum process.

Sec. XXXX-47. Reports; additional necessary implementing legislation. No later than January 31, 2008, the Commissioner of Education shall submit to the Joint Standing Committee on Education and Cultural Affairs an initial report that contains recommendations and any proposed legislation necessary to fully implement this Part including legislation to convert school administrative districts and community school districts to the regional school unit form of governance on July 1, 2009. Following receipt and review of the initial report, the Joint Standing Committee on Education may submit legislation to the Second Regular Session of the 123rd Legislature. No later than January 31, 2009, the Commissioner of Education shall submit to the joint standing committee of the Legislature having jurisdiction over education matters a final report that contains recommendations and any proposed legislation necessary to fully implement this Part including proposed legislation to repeal the laws governing school administrative districts and community school districts. Following receipt and review of the final report, the joint standing committee of the Legislature having jurisdiction over education matters may submit legislation to the First Regular Session of the 124th Legislature.

Sec. XXXX-48. Rulemaking for efficient, high-performing districts. The Commissioner of Education shall adopt major substantive rules, as defined in the Maine Revised Statutes, Title 5, chapter 375, subchapter 2-A, to establish criteria for the identification of efficient, high-performing school districts beginning with the 2008-2009 school year. In establishing the criteria, the commissioner must be guided by the criteria used by the Maine Education Policy Research Institute in its 2007 report "The Identification of Higher and Lower Performing Maine Schools" and establish an efficiency factor for per-pupil expenditures for system administration. The commissioner shall provisionally adopt the rules and submit them to the Joint Standing Committee on Education and Cultural Affairs no later than December 1, 2007.

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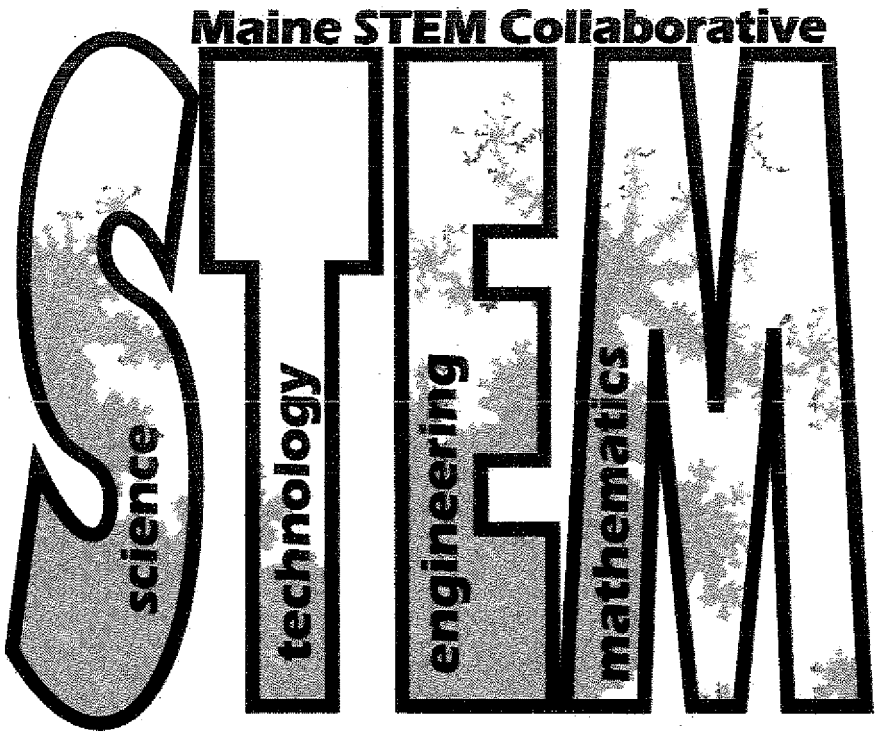

2010 Summit Report

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The 2010 Maine STEM Summit

In 2007, leaders of The Maine Mathematics and Science Alliance (MMSA) first brought together members of the Department of Education, businesses, institutes, and schools to foster public awareness of STEM education and to encourage partnerships addressing the STEM education needs of Maine.

The 2010 STEM Summit on January 29, 2010, gathered 315 stakeholders from education, government, nonprofit and business at the Augusta Convention Center to discuss the strengths and needs of STEM education in Maine. The Summit included keynote addresses, breakout sessions, and exhibits. The conversations from this Summit suggest the following steps:

- developing a strategic plan for STEM education in Maine;
- increasing public awareness surrounding issues of STEM education in Maine;
- coordinating and fostering of business/institute partnerships with schools;
- increasing business participation in STEM education;
- completing a landscape study of STEM education needs in Maine; and;
- improving teacher conceptual knowledge and teaching effectiveness in STEM.

Introduction

At the 2010 Maine STEM Summit the marketplace spoke. Data shows that engineering, technology, and science buttressed by computing and

mathematics have changed the world. Young people spend more time surfing the web than surfing the seas. As companies have faced the worst economic downturn in almost a century, technical jobs and salaries have continued to increase. It's a simple matter of economics: shortages increase prices, even for people and talent. At all levels new jobs require an ever more technically prepared workforce. STEM (Science, Technology, Engineering, and Mathematics) is all about making a better world and preparing people to do it.

Responses to the Challenge

Based upon presentations at the STEM Summit, Maine work force needs have been affected by the changing work environment. Since 2000 the State has placed special emphasis on development of the technology sectors of Maine. The Department of Labor has introduced ever more sophisticated tools to assess the present and future needs of occupations in Maine. The Department of Education has responded to these needs by encouraging a math framework and then in 1997 adopting the Learning Results for education and in 2007 revising them. In January 2008, the first STEM Summit heralded the need for workforce awareness and an increased emphasis on STEM education.

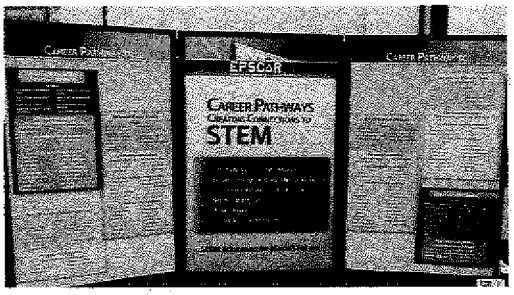
Both the data gathered by the Center for Workforce Research and Information Center and reports produced by the Muskie Center show that STEM based occupations play an increasingly crucial role in Maine's future and that Maine lags nationally in the preparation of STEM workers for these occupations.

[need a pic John Dorrer graphic here (bar graph) shrinking manufacturing beside growing STEM?]

The legislature has invested millions of dollars into Maine's Technology Sectors and Clusters in order to foster more secure and productive jobs in the face of Maine's shrinking industrial base. The future is very exciting as the region contemplates a shift from oil dependence to wind as a basic source of energy. Maine's natural wood products are leading to new developments in innovative paper and pulp

products. Eight different technological clusters have been identified as important to Maine's future, and the state has invested in development in these areas. All eight areas require a highly prepared STEM workforce, indicating that one of the state's educational priorities must be preparation of this workforce.
[MLTI slide25]

The State has responded to these needs. In 2003, Governor Angus King initiated a "laptop for every student" in Maine. That program has expanded outward from the middle grades and reaches more students around the state. In addition, the Department of Education has funded Governor's Academies for professional development of teachers in STEM disciplines.
[Summit pic EPSCOR]



The partner organizations in the STEM Collaborative create educational materials, support professional development for teachers, offer special programs and mentorships for students, and foster cooperative activities with schools and districts. Some schools and districts have taken the initiative and formed their own relationships with companies, institutes, and universities … all to support STEM education.

Stem Summit 2010

The goal of the Summit,

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to showcase efforts to improve STEM education for all Maine students in order to create an innovative and competitive workforce and informed citizenry,

was addressed through: policy talks charting the landscape in Maine, examples for opportunities in the future, sessions with companies and people developing STEM products, opportunities to talk with individuals who are following exciting and varied STEM career paths, exhibits showing current student projects and varied career pathways, sessions showcasing what Maine's schools, companies, institutes, and the state are doing right now to strengthen STEM education, and a summation by Angus King on STEM education, the workforce, and the future of Maine.

[Summit pic whole group]

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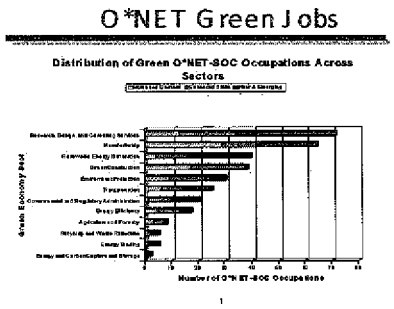
Three hundred fifteen participants gathered at the Summit to learn about and discuss changes in STEM education. Included were the governor and legislators, agencies influencing changes in STEM, businesses engaged in partnerships, institutes and universities offering STEM opportunities, schools administrators, and teachers.

The day began with a full group session in which key issues were outlined and new technologies and initiatives were presented. The general description was then elaborated in small sessions covering emerging STEM areas in Maine's economy. At midday, participants networked with people who have had extraordinary careers in STEM disciplines or experienced an array of interactive exhibits. Breakout sessions on the interaction of education with government, business, and institutions followed the exhibits. In the last full group session, Angus King summed up the challenges and opportunities of STEM by focusing on wind energy and its important role and challenges in Maine.

The Opening Full Group Session

The Big Picture – Maine's STEM Workforce

John Dorrer, Director of the Center for Workforce Research and Information, presented analysis and forecasts for Maine's future workforce. The transformation of the workplace into an environment requiring technical skills has been accelerating. In order to report accurately on these trends, the state has moved from static data-gathering toward real-time tracking of job openings and skill sets. Soon the state will have up to the minute information on job postings in major job categories. This data is available to the governor, the legislature, citizens, and schools so that Maine can adapt to this rapidly changing future.



[John Dorrer graphic workforce O'Net Green Jobs]

The public can search O'Net (http://online.onetcenter.org/) to investigate specific jobs. O'Net lists the tasks required in a job, the tools and technologies needed, the knowledge and the abilities necessary to execute the job, daily work activities of the job, the working environment (context) of the job, the zone of similar and related jobs, the interests needed to be motivated in this job, the working style of people in the job, the values of people in this job, and the wage and employment trends of this job both nationally and in Maine.

[O'Net website logo]

O'Net is a tool that can be useful to every student in the state, providing both job descriptions and educational expectations. Maine's laptop initiative

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Maine Department of Education
Statewide Strategic Plan for STEM

Goal I-Improving Student Achievement

Goal #1: Increase overall student achievement in science and mathematics by decreasing the combined overall percentage of students in the "Does Not Meet" and Partially Meets" categories by 15% within two testing cycles.

Objectives

1. Increase inservice teacher content knowledge and pedagocal content knowledge
2. Increase teacher leadership in Mathematics and science
3. Increase preservice teacher programming and recruitment
4. Adoption of rigorous standards

Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence
		S	M	F	Primary Lead	Support	Time	Labor	
	1.1. 1Target the teachers in low achieving schools to participate in a STEM endorsements program that blends 120 hours of face to face and online professional development time (WGBH online) over four years using a model driven by the research and best practices described in Adding It Up, Taking Science to School and Ready, Set, Science!, and focused on core grade level appropriate concepts								

23-1-9

	to improve content knowledge, pedagogical knowledge, and application of technology for learning.								
	1.1.2 Create a Masters in STEM Literacy in collaboration with University Partners and current NSF grant efforts.								
	1.1.3 Implementing and support Project Lead the Way Programs in Engineering and Biotechnology at five CTE Centers.								
	1.1.4 Implementing and support Math-in CTE programs in all 29 CTE centers								
	1.2.1 Create100 STEM teacher leaders in the State through the creation and implementation of two, three-year cohorts for a STEM Leadership Academy modeled after the National Leadership Academy by West Ed by funding the 45th, 5th and 6th Cohort groups of the Maine Governor's Academy for Science and Mathematics Leadership over 5								

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	years.								
	1.3.1 Recruit talented math and science high to participate in a newly developed K-8 STEM specialist teacher training/mentoring program. This program would have no cost for tuition provided that the participants teach in high needs LEA for three years following their graduation.								
	1.4.1 Adopt Core standards in Mathematics and support the development of revised national standards (core) in Science.								

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Maine Department of Education
Statewide Strategic Plan for STEM

Goal 2-Academic Content Standards

Goal #2: Increase overall student aspirations to pursue STEM related careers by 20% (from 33% to 53%) percent within four years, as reported on the PSAT and SAT student survey.

Objectives

1. Improve student engagement
2. Increase after school programming
3. Increase internship opportunities

Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence
		S	M	F	Primary Lead	Support	Time	Labor	
	1.1.1 Implementing and support Project Lead the Way Programs in Engineering and Biotechnology.								
	1.1.2 Develop and implement an Environmental Literacy Plan that requires all students to participate in a meaningful, effective environmental sustainability learning across								

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	disciplines.								
	1.1.3 Partner with University partners, engineering groups, environmental education organizations and other non-profits to identify criteria for high quality STEM experiences related to design challenges and/or issues of environmental sustainability and identify model materials to be used in grades three through high school.								
	1.1.4 Develop and implement an Environmental Literacy Plan that requires all students to participate in a meaningful, effective environmental sustainability learning across disciplines.								
	1.1.5 Coordinate with the First Lego League, First Robotics and MEEA to find and develop programs for the								

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	students of the teachers who are participating in the STEM endorsement and as well as students from underrepresented groups to participate in after school robotics and environmental education programs and summer robotics and environmental education programs.								
	1.1.6 Coordinate with the First Lego League, First Robotics and environmental education providers to find and develop programs for the schools of the teachers who are participating in the STEM endorsement and as well schools with population of underrepresented groups to participate in after school robotics and environmental education programs.								

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	1.1.7 Coordinate with the Maine EPSCoR and other STEM providers to engage 100 students in STEM related internships each summer with a priority on engaging from underrepresented groups and women.								

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Goal 3 – Leveraging MLTI Investment to Increase Capacity

Goal #3: Increase teacher access to online training and resources to 100% of Maine's teachers and the use of Maine Laptops Initiative to delivered STEM resource, professional development and classroom experiences to students and teachers .

Objectives

1. Increase technology for as a support for teaching
2. Increase use of technology to increase capacity

Status	Key Activities	Timeframe			Tasking		Costs		Deliverable/Evidence
		S	M	F	Primary Lead	Support	Time	Labor	
	1.1.1 Provide laptops to **all** Maine teachers expanding access from grades 7-12 to grades 5-12.								
	1.2.1 Require **all** RttT funded component to deliver a significant part of their outreach to student and teachers by through online learning experiences								

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Maine Department of Education
Statewide Strategic Plan for STEM

Goal 4 – Leveraging MLTI Investment to Increase Capacity

Goal #3: Increase coordination across STEM initiatives in Maine and secure 1million dollars in 2010-2011 in federal grants to support STEM learning in the state.									
	Objectives **1.** Increase Maine Department of Education Integration and grant awards								
Status	**Key Activities**	**Timeframe**			**Tasking**		**Costs**		**Deliverable/Evidence**
		S	**M**	**F**	**Primary Lead**	**Support**	**Time**	**Labor**	
	1.1.1 Create a Maine Department of Education STEM Team that meets regularly to discuss iniatives and coordinate efforts to apply for federal grants.								

P3-1.c