

GOVERNMENT EVALUATION REPORT

November 1, 2021

Forward from the Commissioner, November, 2021

The Department of Education (DOE) 2021 GEA Report was prepared by our team during the COVID-19 pandemic, an extraordinary time for our education system requiring an unprecedented level of support, technical assistance, and emergency management. To submit our report without this context would provide the public with a vastly insufficient window into current operations, challenges, and successes. Recognizing that this has been, and continues to be, a historic period for our state and the nation, it is also important that I document some of this for posterity.

In March of 2020, a state of civil emergency was declared in Maine and, across the nation, schools shut their doors to in-person learning. The Department of Education's Innovation Office immediately began the work of identifying students and teachers who lacked access to broadband and/or technology equipment necessary to engage in educational continuity. Within weeks, Governor Mills allocated her Governor's Emergency Education Relief (GEER) funds to support the DOE Innovation Team's emergency provision of Wi-Fi-enabled devices, hotspots, and service contracts to ensure that 100% of students with reported needs were able to connect remotely to their teachers and classmates.

Other immediate steps included providing permissions, resources, and technical support for schools to provide free student nutrition services to all youth and families in need. Boxed groceries and boxed breakfasts/lunches were delivered to homes or made available in accessible locations, and hot meals continued to be served in many schools, statewide. These nutrition services were heavily accessed during a time when grocery store shelves were bare and work stoppages created temporary financial hardships for families who previously hadn't qualified for free school meals. Quick action on the part of the DOE secured federal waivers, allowing maximum flexibility for local schools to operate emergency nutrition services in a low barrier manner while receiving higher reimbursement for meals.

Maine was among the first two states in the nation to submit and receive approval for the first pool of federal relief funding for schools, ensuring a timely flow of financial resources to help schools in their response efforts. Subsequently, we successfully applied for all three rounds of the Elementary and Secondary Emergency Relief Funds (ESSERF) on behalf of Maine schools and have diligently managed the various (and unique to each funding stream) allocations, allowances, procurement specifics, and reporting requirements for each of six emergency funding programs while supporting schools with simple, clear applications, technical assistance, and weekly school finance office hours for business managers and superintendents. Schools in Maine received their allocations from these programs, weeks and sometimes months, ahead of schools in most states, with the only exception being the second of the two funding programs exclusively offered for private schools. Maine's application for the first Emergency Assistance for Nonpublic Schools (EANS) program was immediately approved and resources were provided quickly to the private schools who elected to participate. EANS 2, however, includes different stipulations, requiring prioritization of funding for

private schools serving socioeconomically disadvantaged students. Maine is one of a small number of states whose private school student demographics fall well below the state average. Our team has been working on different metrics and sliding scales to create a comparative distribution, but none of the participating schools serves 40% or more disadvantaged students, with the range between 3% and 29%. Maine, along with the other states whose private schools do not meet the 40% benchmark, have also had their applications for EANS 2 rejected and sent back for re-working. Our team continues to work with the federal grant management team to develop a solution.

When statewide Coronavirus Relief Funds (CRF) became available in the summer of 2020, our administration made an additional, large investment in the state's education system, allocating \$367 million, with all schools serving publicly funded students, Adult Education programs, and Career and Technology Education programs to support a safe, healthy start to the 2020-2021 school year. These funds were provided as equitably distributed allocations with wide latitude for schools to address the specific needs within their school communities, with much of it used to renovate and expand spaces in schools to support social distancing, repairs or installations of ventilation systems, additional staff, and technology.

Shortly after schools shut down nationwide, DOE partnered with Maine Public and Educate Maine to create "The Learning Space", a series of televised lessons for students in 3-5th grade presented by Maine teachers. The success of this project inspired a large-scale effort to provide online learning modules for students in K-12, embedding standards from every content area in the Maine Learning Results within interdisciplinary, project-based lessons and activities. Our team recognized that off-the-shelf online curricula and programs fail to engage most students, and we wanted to highlight the creativity and expertise of Maine educators, and so they designed Maine Online Opportunities for Sustained Education (MOOSE). This is an open-access educational service that has grown to be much more than an emergency response to include hundreds of educators and community partners statewide in a community of educational best practices. Additionally, to support social/emotional development and mental health for students during the initial remote period and beyond, our team designed SEL4Me, an online, K-12 social emotional learning curriculum. Like MOOSE, SEL4ME is free and open-access, and continues to be used by parents, educators, and school mental/behavioral health professionals.

In the earliest days of the pandemic, and throughout the past 21 months, Maine DOE has worked closely and collaboratively with the field. Specialists across all offices began to hold live zoom office hours to provide technical assistance, resources, and support educators, school business personnel, mental health professionals, school nurses and health staff, and families who were suddenly supporting learning at home. The Commissioner's Office began convening a cross-cutting stakeholders leaders' group representing superintendents, principals, educators, curriculum leaders, school boards, and special education administrators. This team met two-three times each week during the first year of the pandemic, collaboratively solving problems and generating solutions for Maine schools. Additionally, our team added weekly meetings with each of the nine

regional superintendents' associations and provided live updates at Maine Education Association's "town hall" meetings.

Input from the ongoing meetings, focus groups, and office hours informed our framework for a safe return to in-person learning in the fall of 2020. Maine DOE coordinated the procurement and delivery of Personal Protective Equipment to all public and private schools in the state. While most states remained in fully remote mode, nearly all of Maine's School Administrative Units resumed some form of in-person education at the start of the 2020-2021 schoolyear. The statewide COVID-19 case rate increased quickly, causing a backlog with Maine CDC contact tracers, so our DOE team recruited, trained, and deployed 20 retired school nurses to support school-specific response, reporting, and follow-up. Throughout the school year, most schools offering a hybrid model to support necessary social distancing began offering full time in-person learning.

Now, in the late fall of 2021, schools remain open for full time in-person learning despite the surge we have experienced with the COVID-19 Delta variant. This variant first impacted Maine during the opening days of this school year and school-based case rates and outbreaks continue to climb, reaching an all-time high in recent weeks, with 4.433 school-based cases and 167 outbreaks reported in the past 30 days. Our team has supported school-based vaccine clinics for staff and for students and pooled testing programs to identify cases early. We continue to meet multiple times each week with stakeholders in the field to provide real-time updates and guidance around US CDC prevention guidance and Maine CDC procedures for responding to cases and outbreaks. National trends predict continued case increases, even as our youngest learners become eligible to receive their vaccines.

It is within this most unusual context that we have asked our DOE teams and offices to draft their relevant sections of this year's GEA report and to pull together the required data and information to support the Joint Standing Committee on Education and Cultural Affairs in evaluating our agency's performance. The following is respectfully submitted for that purpose.

Pender Makin
Commissioner of Education
State of Maine

Part 1: Overview of the Department of Education

Authorized by Title 20-A, MRSA, The Maine Department of Education (Department) is the public service institution that supports various education systems within the State of Maine. Encompassing oversight and provision of resources and supports for educational systems and institutions serving Mainers from birth through adulthood, the scope and responsibility of the Department are vast. The Department's broad purposes are defined in statute to include: supervise, guide, and plan for a coordinated system of public education for all citizens of the State based on the system of learning results as established in [section 6209](#); interrelate public education with other social, economic, physical, and governmental activities, programs, services, and cultural services; and encourage and stimulate public interest in the advancement of education.

The current organizational structure is based on needs and resources available as of 2019. The scope of the Department's work has grown significantly in 2.5 years, with more than 230 successful bills in the past three sessions, adding and/or revising the statutes that guide the work. These additions or revisions require interpretation, communication, guidance, professional development, and technical assistance to the field, in addition to rulemaking in some cases and the creation of internal management systems, forms, and practices to support implementation. In addition, the Department now has 52 regularly required reports that typically require facilitation of working groups and task forces. The Department has received an average of 20 additional legislative letters and requests for information each session, calling for ad hoc committees and working groups to study various issues and develop reports with recommendations. Additionally, the Commissioner (or designee) serves on 38 boards and commissions, several that meet monthly and some that encompass 1 or 2 full days per meeting.

In addition to implementation of Maine statutes related to the state's education system, the Department is responsible for implementing the provisions of, allocating the appropriations from, and comprehensive program and fiscal reporting for: the eight titles in the Federal Elementary and Secondary Education Act (ESEA), most recently reauthorized as Every Student Succeeds Act (ESSA); the Individuals with Disabilities Act (IDEA); the education and cross-departmental requirements in the Workforce Innovation and Opportunity Act (WIOA), which are coordinated with Department of Labor and Department of Health and Human Services; and a number of additional federal grant programs, each supporting critical programs at the Department and/or in the field, and each requiring coordination, oversight, staffing, interpretation/communication, implementation, with attention to federal procurement, program and financial reporting requirements.

The offices, teams, and individuals responsible for the Department's overarching functions include:

Office of the Commissioner

- Communications and Constituent Management
- Policy and Government Affairs
- Office of Innovation

- DOE Operations and Finance

School Finance

- Data Team
- Student Nutrition
- School Finance Team

Special Education

- Data Coordinator
- Monitoring and Support
- Part C Coordinator
- 9 CDS Sites
- Finance Coordinator

Office of Learning Systems

- Career and Technical Education
- Early Childhood Education
- Standards and Instruction
- Assessment
- Elementary and Secondary Education Act (ESEA – Federal Program Titles I, II, III, IV, V, and IX)

School Transportation, Facilities, and Construction

Office of School and Student Supports

- McKinney Vento (Students Experiencing Homelessness)
- Social Emotional Learning
- Migrant Students Program
- Family and Community Engagement
- School Health Services / School Nurse Specialist
- Health and Physical Education
- School Counseling, Social Work, and Mental Health Specialist

Maine School Safety Center

- Restorative Learning Facilitator
- School Resource Officers Training and Technical Support
- Emergency Preparedness and Response Planning
- School Safety

Department Operations and Finance

- Department Human Resources

- Department Finance
- Federal Grant Finance and Reporting
- Facility and Operations

Higher Education and Teacher Preparation

- Certification Team
- Educator Effectiveness and Excellence
- Education Workforce Development
- Teacher Preparation Programs
- Early College (Aspirations) Program
- Approval team for Higher Education Degree-granting Programs

Education in the Unorganized Territories

Maine Commission for Community Service

Federal Relief Programs

- Coronavirus Relief Fund (CRF)
- Governor’s Emergency Education Relief (GEER) I
- GEER II
- Elementary and Secondary School Emergency Relief (ESSER) I
- ESSER II
- ESSER III / ARP

The following sections outline the Department’s mission and vision statements and values-based framework for decision-making as developed early in 2019. The Strategic Priorities are outlined later in this document as they are relevant to the work of individual teams within the organization.

Department of Education Mission Statement

The Maine Department of Education’s mission is to promote the best learning opportunities for all Maine students by providing information, guidance, and support to schools, educators, and leaders and by providing adequate and equitable school funding and resources.

Department of Education Vision Statement

The people of Maine are lifelong learners served by an innovative, equitable, and learner-centered public education system that supports students – early childhood throughout adulthood - in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

Values-Based Framework for Decision Making

With hundreds of bills, initiatives, working groups, and committees creating initiatives and suggesting investments in vendors, products, and systems, the Maine Department of Education team considers the following when asked for support: With hundreds of bills, initiatives, working groups, and committees creating initiatives and suggesting investments in vendors, products, and

systems, the Maine Department of Education team considers the following when support is requested:

Core Values / Priorities:

1. *Is it good for **students**?*

- Will it foster better outcomes for all?
- Is it equitable?
- What might the unintended consequences be?
- How will this promote the well-being of students?

2. *Does it honor the **expertise in the Field**? The Department is disinclined to support proposals that:*

- Supplant the professional judgment, creativity, technical expertise of educators, school leaders, and/or district leaders.
- Devalue the decision-making of local communities and school boards.
- Are incompatible with the best interests of school communities.
- Are unnecessary.

3. *Will engagement with this product or initiative represent responsible **stewardship**?*

- Is the likely outcome proportional with respect to the cost and/or effort?
- Who supports, funds, and provides lobbying for this proposed initiative/product/entity (and what are their motivations)?
- Hidden pitfalls / unintended consequences? (Advertising based on denigrating schools; predatory sales practices; disproportionate burden on socioeconomically disadvantaged populations; or marketing practices that perpetuate the myth of “failing public schools”)

Required Department Reporting

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>After-school programs:</u> Annual report on the number of school administrative units participating in an after-school program, the nature of the after-school programs receiving money, the amount of money distributed and the number of children participating in an after-school program.	6/30	Department of Education	EDU	Annual	20-A §8903
<u>Autism:</u> Report on efforts to plan for and develop special and rehabilitative services for persons who have autism and other pervasive developmental disorders.	1/15 each odd-numbered year	Commissioners of DHHS and DOE	EDU, HHS	Biennial	34-B §6004, first par. P.L. 2011, c. 348, sec. 11
<u>Bomb threats:</u> Report on the nature, frequency, and impacts of school bomb threats.	Not specified	Commissioner of Education	EDU	Annual	20-A §263
<u>Charter School Waivers:</u> Report on the number of waivers requested and the number granted, and the reason for each waiver request for the prior year.	2/1	Commissioner of Education	EDU	Annual	20-A §2412, sub-§5, par. I P.L. 2013, c. 216
<u>Child Development Services System:</u> Report on the performance of the Child Development Services System.	2/15	Department of Education and Department of Health and Human Services	EDU, AFA, HHS	Annual	20-A §7209, sub-§4, par. E P.L. 2013, c. 338, sec. 1
<u>Commission to End Student Hunger:</u> Report with findings and recommendations, and legislation for action to eliminate student hunger.	1/10	Commission to End Student Hunger	EDU	Annual	20-A §6663, sub- §6 P.L. 2015, c. 267, sec CCC-2
<u>Deaf and Hard of Hearing:</u> Budget of the Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf.	1/1	School Board of the MECDHH and the GBSD	EDU, Commissioner of DOE, and the Governor	Annual	20-A §7407, sub-§4-B P.L. 2011, c. 683, sec. 8

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>Digital Content Library:</u> Report on the digital content library, including the recommendations of the Digital Content Library Advisory Group.	1/15	Commissioner of Education	EDU	Annual	20-A §19301, sub-§7 P.L. 2015, c. 372
<u>DOC-Alternative Education Programming:</u> Report on a review of an educational program or school for juveniles located in or operated by a correctional facility, with special attention to alternative educational programming.	1/15	Department of Education	EDU, AFA, CJPS	Annual	20-A §4502, sub-§7
<u>Education Coordinating Committee:</u> Report on the committee's deliberations and recommendations to promote efficiency, cooperative effort and strategic planning between the Department, the State Board of Education, the University of Maine System, the Maine Community College System, the Maine Maritime Academy, and the organizations and associations with a commitment to and interest in education matters.	2/15	Education Coordinating Committee	EDU, Governor	Annual	20-A §9, sub-§5
<u>Educational Outcome Database:</u> Report on the status of the database, including funding sources, use of the related website and recommendations on whether or not the task force should continue its work.	11/1	State Education and Employment Outcomes Task Force	EDU, LBHS and IDEA	Annual	20-A §12901, sub-§8 P.L. 2013, c. 594
<u>Educational Programs / Juvenile Corrections:</u> Report on the review of an educational program or school for juveniles located in or operated by a correctional facility, with special attention to alternative educational programming.	1/15	Department of Education	CJPS EDU AFA	Annual	20-A §4502, sub-§7 DUPLICATE SOURCE OF ABOVE
<u>Educator Preparation Program:</u> Report on the data collected on educator preparation programs.	Not specified	Department of Education	EDU, Governor and State Board of Education	Annual	20-A §13008, sub-§3 P.L. 2011, c. 635, Sec. B-1

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>Essential Services and Programs Review:</u> Recommended changes for legislative action based on a review of the essential programs and services career and technical education, special education, specialized student populations, system administration and operations and maintenance components.	At least every three years (next due in FY 2021-22)	Commissioner of Education	EDU	At least once every three years	20-A §15686-A, sub-§2 P.L. 2015, c. 519, Part AAAA, Sec. 12 as amended by P.L. 2015, c. 389, section C-6, as amended by P.L. 2017, c. 284, sec. C-44
<u>Essential Services and Programs Review:</u> Recommended changes for legislative action based on a review of the essential programs and services professional development, student assessment, technology, transportation, leadership support, curricular and extra-curricular activities, supplies and equipment and charter school components.	At least every three years (next due in FY 2022-23)	Commissioner of Education	EDU	At least once every three years	20-A §15686-A, sub-§3 P.L. 2015, c. 519, Part AAAA, Sec. 12 as amended by P.L. 2015, c. 389, section C-6, as amended by P.L. 2017, c. 284, sec. C-44
<u>Essential Services and Programs Review:</u> Recommended changes for legislative action based on a review of the essential programs and services student-to-staff ratios, salary and benefits matrices, small school adjustments, labor markets and gifted and talented components and components related to implementation of proficiency-based reporting and graduation requirements.	At least every three years (next due in FY 2020-21)	Commissioner of Education	EDU	At least once every three years	20-A §15686-A, sub-§1 P.L. 2015, c. 519, Part AAAA, Sec. 12 as amended by P.L. 2015, c. 389, section C-6, as amended by P.L. 2017, c. 466, sec. 14
<u>Family Development Accounts:</u> Comprehensive report on family development accounts.	3/1	Advisory Committee on Family Development Accounts	IDEA, HHS	Annual	20-A §10985, sub-§3
<u>Financial Literacy of High School Students:</u> Report with strategies and resources available to implement an integrated model for instruction in personal finance for use in secondary schools.	January	Commissioner of Education, in consultation with FAME, DPFR, Office of Securities, and Jobs for Maine Graduates	EDU, school boards and superintendents	Annual	20-A §254, sub-§13 P.L. 2011, c. 154
<u>Governor Baxter School:</u> General status of the finances and operations of the school and the status of professional qualifications of the school board members and the result of any assessments on students and teachers.	1/1	Governor Baxter School for the Deaf	EDU, Governor	Annual	20-A §7407, sub-§19

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>Innovative School Zones and Districts:</u> Annual report on innovative school zones and school districts.	3/1	Commissioner of Education	EDU Governor	Annual	20-A §6213, sub-§15 P.L. 2011, c. 446
<u>Interstate Compact on Educational Opportunity for Military Children:</u> Annual report on activities during the preceding year.	Not specified	Interstate Compact on Educational Opportunity for Military Children	Legislature, Governor and State Councils	Annual	20-A §20110, sub-§15 P.L. 2009, c. 409
<u>Job's for Maine's Graduates:</u> Annual report and financial audit of the program's activities.	Not specified	Jobs for Maine's Graduates	EDU, LBHS, Governor, participating schools	Annual	20-A §6910
<u>Language and Literacy Development in Deaf and Hard of Hearing Children:</u> Report on the data reported in compliance with the federal IDEA that are specific to language and literacy development of children who are deaf or hard of hearing from birth to 5 years of age and any language developmental milestones or parent resources used or disseminated by the department to parents, educators, early interventionists or therapists for use in tracking or assessing the expressive and receptive language acquisition of children who are deaf and hard of hearing and their development stages toward literacy in American Sign Language or English, or both.	7/31	Department of Education	EDU	Annual	20-A §7204, sub-§8 P.L. 2019, c. 429, sec. 3
<u>Learning Results:</u> Report on the status of public education regarding the implementation of the system of learning results.	Not specified	Commissioner of Education	Governor, Legislature	Annual	20-A §256, sub-§1 P.L. 2009, c. 274, §7
<u>Learning Technology Program:</u> Annual comprehensive review of the program.	2/15	Commissioner of Education	EDU, AFA	Annual	20-A §19102, sub-§4 P.L. 2011, c. 380, Part CC, as amended by PL 2013, c. 533, sec. 15

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<p><u>Maine School for Marine Science, Technology, Transportation and Engineering</u>: Annual report on: assessing levels of academic achievement in marine science, technology, transportation and engineering for students and teachers who participate in school programs; general status of the school; a financial audit of the school; and assessments for student academic proficiency, student academic growth, achievement gaps in both proficiency and growth between major student subgroups, attendance, postsecondary readiness, recurrent enrollment from year to year, financial performance and sustainability, Board of Trustee performance and stewardship, and parent and community engagement. For the annual report for the 2019-2020 academic year, the report must include a plan for the school's future based on an exploration of practicable organizational structures for the school.</p>	Not specified	School Board of the Maine School for Marine Science, Technology, Transportation and Engineering	EDU, AFA, Governor	Annual	20-A §8235, sub-§16 P.L. 2015, c. 363, as amended by P.L. 2019, c. 655, sec. 3 and sec. 5
<p><u>Maine School for Marine Science, Technology, Transportation and Engineering</u>: Quarterly financial statements.</p>	Quarterly	School Board of the Maine School for Marine Science, Technology, Transportation and Engineering	EDU, AFA, Governor	Quarterly	20-A §8235, sub-§17 P.L. 2015, c. 363
<p><u>Maine School for Science and Math</u>: Quarterly financial statements.</p>	Not specified	Trustees of the Maine School for Science and Mathematics	EDU, AFA, Governor	Quarterly	20-A §8205, sub-§16-A
<p><u>Maine School for Science and Math</u>: Report on the results of assessments of progress in the levels of academic achievement in mathematics and science for students who participate in school programs, and report on the general status of the Maine School for Science and Mathematics.</p>	Not specified	Maine School for Science and Mathematics, Trustees	EDU, AFA, Governor	Annual	20-A § 8205, sub-§16

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>On-line Advanced Placement Course Program:</u> Report on the status of a statewide on-line advanced placement course program, including whether the program is meeting its goals, measures of student success, number of students accessing support through the university, and the number of students participating in the program and their levels of success.	2/15	University of Maine System	EDU	Annual	20-A §10910 P.L. 2019, c. 500, sec. 1
<u>Persons with disabilities:</u> Report on annual survey of all public schools in the State for the purpose of assessing the need for specialized customer communications equipment in the school system.	Not Specified	Department of Education	LBHS	Annual	26 §1419-A, sub-§4
<u>Regional School Leadership Academy:</u> Annual report that includes information regarding the regional school leadership academy, including: the name and location of the academy; the number of teachers, principals and other school leaders trained, mentored and coached; the dollar amount expended; and the number of teachers who were employed as principals or other school leaders.	Not specified	Each regional school leadership academy	EDU	Annual	20-A §13113 P.L. 2019, c. 70
<u>Retention and Graduation Rates at Maine's Colleges and Universities:</u> Report on comparison data of retention rates and graduation rates for peer institutions, including national comparisons.	Not specified	Department of Education	EDU	Annual	20-A §10011, sub-§3 P.L. 2011, c. 232
<u>School Administrative Districts:</u> Report to include a full and complete return of all educational statistics required to be reported for year ending June 30 by school administrative districts.	Not specified	Local school boards	Commissioner of Education	Annual	20-A §6151 P.L. 1981, c. 693, §§ 5, 8
<u>Science, Technology, Engineering and Mathematics Council:</u> Annual report with findings and recommendations from the STEM Council.	1/15	STEM Council	EDU	Annual	20-A §11, sub-§8 P.L. 2011, c. 346

Title and Description	Due Date	From	To	Frequency	Citation-Statute or Law
<u>Student Hunger</u> : Report on quarterly meetings and on cooperation between the departments regarding child hunger and nutrition programs.	Quarterly	Department of Education and Department of Health and Human Services	EDU and Commission to End Student Hunger	Quarterly	P.L. 2015, c. 267, sec CCC-3
<u>Transition Planning</u> : Report regarding transition planning for the adult services system and the number of persons 16 years of age and older on waiting lists for services for persons with autism or intellectual disabilities.	1/1	Department of Education with DHHS	HHS, AFA	Annual	20-A §7258, sub-§1-B
<u>Truancy, drop-outs</u> : Annual report.	2/1	Advisory Committee on Truancy, Dropouts and Alternative Education	EDU	Annual	20-A §5152, sub-§6
<u>Truancy</u> : Report on aggregate truancy information provided by superintendents and an evaluation of the effect of state laws on the incidence of truancy.	1/15	Commissioner of Education	Governor and Legislature	Annual	20-A §5051-A, sub-§3, par. B P.L. 2011, c. 614, sec. 13
<u>Summer Programs</u> : Report must include the number of school administrative units administering such programs, the nature of the programs, the number of participants in the programs, any partnerships with community based organizations to provide the programs and the sources of funding for the programs	11/15	Department of Education	EDU	Annual	P.L. 32 2021
<u>Concussions</u> : Report on any available data on the incidence of concussions sustained by student athletes in the State using existing or new data collection systems.	1/31	Department of Education, Maine Principals' Association	EDU	Annual	P.L. 12 2021
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Required Reports by School Units to the Department

Adult education counts for subsidy purposes
Alternate assessment student verification
April 1st enrollment certification
Attendance quarterly reporting and end of year certification
Behavior quarterly report and end of year certification
Bullying quarterly reporting and end of year certification
CTE enrollment certification
Dropout certification
End of year enrollment exits
ESEA demographics certification
Graduation certification
High cost out of district placement
Maine schools/School approval
October 1st enrollment certification
October 1st special education enrollment certification
Restraint and seclusion report
School facilities inventory
Special education exit certification
Special education staff certification
Special education tuition & board report
Staff certification
Staff updates
Student enrollments, demographics, and programs
Transportation safety and training report
Truancy quarterly reporting and end of year certification

Organizational Structure

The Maine Department of Education is made up of the following offices and teams: Education in Unorganized Territory (EUT), Federal Emergency Relief Programs, Office of Innovation, Higher Education and Educator Support Services, Leadership Team (Commissioner’s Office), Learning Systems, Maine Commission for Community Service, Maine School Safety Center, Special Education and Child Development Services (CDS), School Facilities and Transportation, and School Finance and Operations.

A review of positions by job classifications follows. Certain teams have separate counts based on their programs, EUT has been broken out and CDS numbers have not been included in the Department’s total counts, which are based on 2021 data.

Education in Unorganized Territory (EUT):

BUSINESS MANAGER I	1
ACCOUNTING ASSISTANT TECHNICIAN	1
COOK I	0
COOK II	0
PRINCIPAL	0.5
EDUCATION SPECIALIST III	0
SUBSTITUTE TEACHER	0
TEACHER BS	11
TEACHER AIDE	1
TEACHER/PRINCIPAL	3
TEACHER MS	5
TEACHER MS+30	0
OFFICE ASSISTANT II	0
SECRETARY SPECIALIST	1
JANITOR/BUS DRIVER	1
DIR SUPERINTENDENT OF EDUCATION	1

Job Class or Working Title	Office										
	CO	FAC	FERF	HESS	INN	MSSC	OLS	SFO	SS	OSSS	Grand Total
BUSINESS MANAGER II									1		1
BUYER II								1			1
CONTRACT/GRANT SPEC							1		2		3
MANAGEMENT ANALYST I					1		1	1		1	4

MANAGEMENT ANALYST II			4		1		1	4			10
STATISTICIAN II									1		1
SENIOR PLANNER	4										4
DATA & RESEARCH COORDINATOR							1	1			2
REGIONAL EDUCATION REP					2	2	9			5	18
EDUCATION PROGRAM SUPERVISOR								1			1
EDUCATION SPECIALIST I								3			3
EDUCATION SPECIALIST II							2	3	3		8
MIGRANT ED FIELD RECRUITER										1	1
EDUCATION SPECIALIST III		1		7	1		18	4	5	1	37
JUVENILE PROGRAM WORKER						1					1
OFFICE ASSOCIATE II				2			1	1	1	1	6
OFFICE SPECIALIST I				4	1			2	1		8
OFFICE SPECIALIST II				2				1			3
SECRETARY	1										1
SECRETARY ASSOCIATE	1								1		2
SECRETARY ASSOCIATE LEGAL									1		1
SECRETARY SPECIALIST	1	1					1				3
SECRETARY SPECIALIST SUPV										1	1
SECRETARY SPECIALIST	1										1
OFFICE SPECIALIST II SUPV	1										1
PROGRAM FISCAL COORDINATOR								1			1
REGIONALIZATION SPECIALIST								1			1
EDUCATION DATA WAREHOUSE MANAGER								1			1
EDUCATION MARKETING COORD	1										1
ESSA DATA COORDINATOR							1				1
FEDERAL REPORTING DATA COORDINATOR								1			1

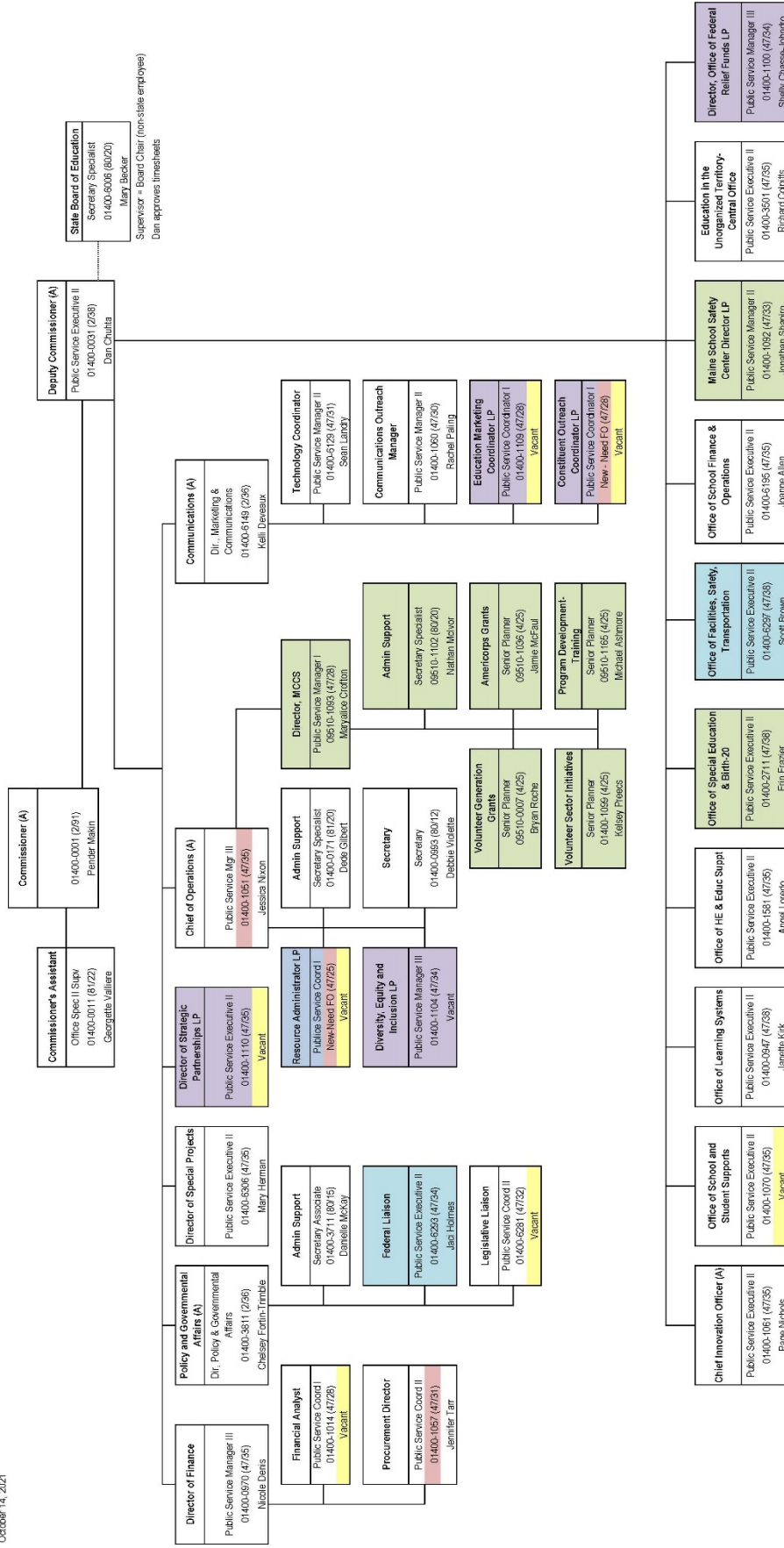
FINANCIAL ANALYST	1										1
FISCAL COORDINATOR									1		1
SCHOOL FINANCE COORDINATOR								1			1
SCHOOL CONSTRUCTION COORD		1									1
SCHOOL CONSTRUCTION COORDINATOR		1									1
ARP-ESSER COORDINATOR			1								1
EMERGENCY RELIEF FUNDS COORDINATOR			1								1
GEER COORDINATOR			1								1
THREAT ASSESSMENT & MH PROG OFFICER						1					1
COORD SCHOOL SAFTEY & SECURITY						1					1
PUBLIC SERVICE COORDINATOR II	1										1
LEGISLATIVE LIAISON	1										1
EDUCATION TEAM & POLICY DIRECTOR	1										1
SPECIAL SERVICES COORDINATOR									1		1
CHIEF INNOVATION OFFICER					1						1
DIR HIGHER ED & EDUCATOR SUPPORT				1							1
DIR OF ASSESSMENT & ACCOUNTABILITY							1				1
DIR OF OFFICE OF STUDENT SUPPORTS										1	1
DIR OF STRATEGIC PARTNERSHIPS	1										1
DIRECTOR OF SPECIAL PROJECTS	1										1
EDUC TEAM/POLICY DIRECTOR								1			1
CHIEF ACADEMIC OFFICER/DIRECTOR							1				1
DIR FACIL, SAFETY & TRANSPORTATION		1									1
DIR SPECIAL SERVICES/CDS									1		1

COMM DEPT OF EDUCATION	1											1
PUBLIC SERVICE EXECUTIVE II	1											1
PUBLIC SERVICE EXECUTIVE II	1											1
DIR OF MARKETING & COMMUNICATIONS	1											1
EDUCATION DATA SYSTEMS MGR								1				1
COMMUNICATIONS OUTREACH MANAGER	1											1
TECHNOLOGY COORDINATOR	1											1
DIR OF FINANCE FOR SPECIAL SRVCS									1			1
SCHOOL SAFETY CENTER DIRECTOR						1						1
DIR OF DIVERSITY, EQUITY & INCLUSION	1											1
DIRECTOR EMERGENCY RELIEF FUNDS			1									1
PROJECT DIRECTOR					1							1
PUBLIC SERVICE MANAGER III					1							1
CHIEF FINANCIAL OFFICER	1											1
CTE PROGRAM MGR							1					1
CLIMATE CULTURE RESILIENCE TEAM COR										1		1
DIR SCHOOL NUTRITION								1				1
EDUCATION TEAM COORDINATOR		1		1			4	1	4			11
EDUCATION TEAM LEADER				1			1					2
FEDERAL FISCAL GRANT COORDINATOR			1									1
PUBLIC SERVICE MANAGER II				1								1
SCHOOL FINANCE CONSULTANT								1				1
SCHOOL NURSE CONSULTANT										1		1
POLICY DEVELOPMENT SPECIALIST	1											1

CHIEF OF STAFF & OPERATIONS	1										1
	26	6	9	20	9	6	43	32	25	13	189

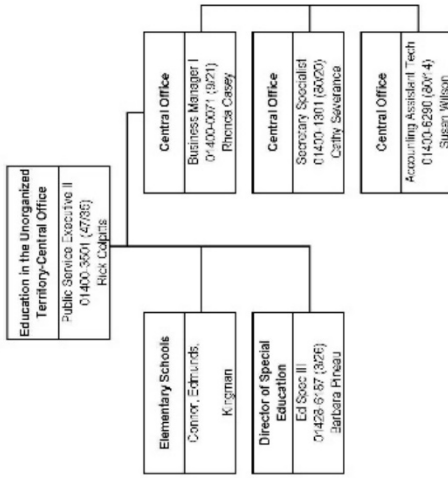
*Note 14 of the positions listed are limited period positions.

DEPARTMENT OF EDUCATION
Organizational Chart
October 14, 2021

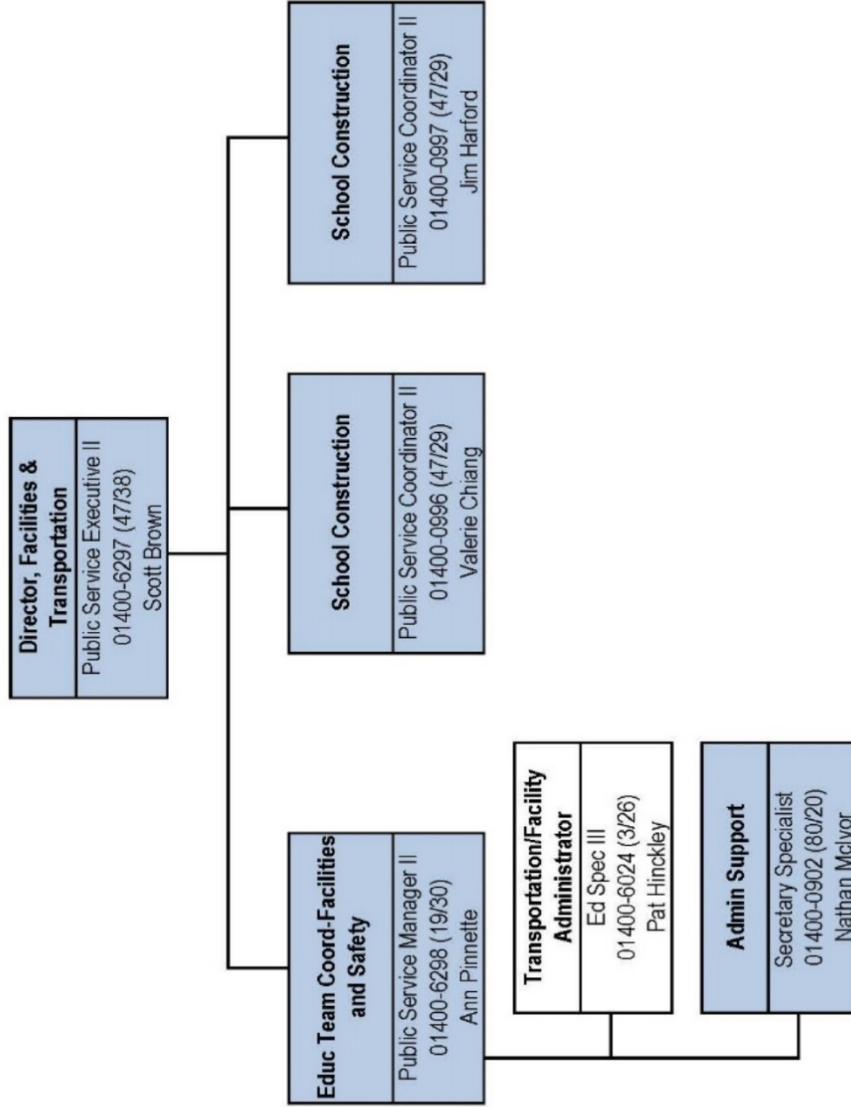


- A = Appointed
- AC = Acting Capacity
- ARPP = Approved reclass; pending funding
- LP = Limited-Period
- No color = General Fund
- Green = Federal Fund
- Blue = Other Special Revenue Funds
- Gray = Block Grant
- Purple = Federal Emergency Relief Funds =
- Orange = Contract
- Yellow = Vacant
- Pink = Being reorganized

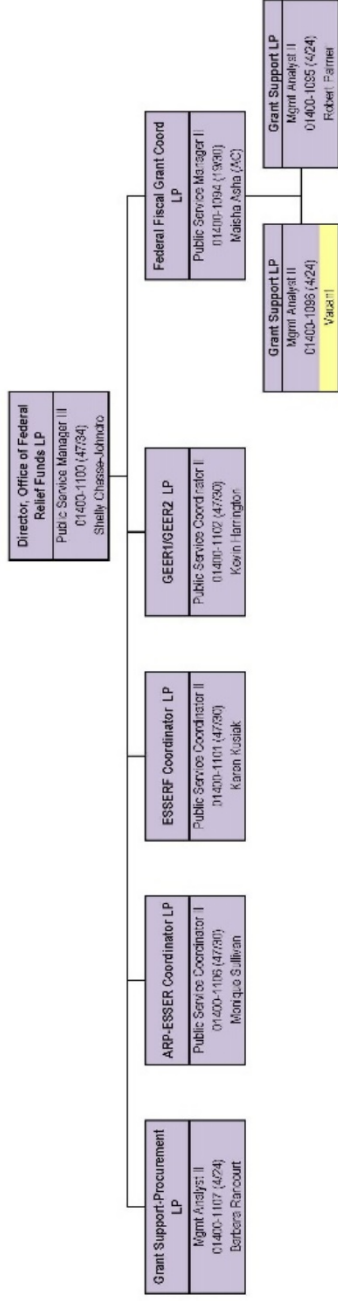
DEPARTMENT OF EDUCATION
 EUT
 Organizational Chart
 October 14, 2021



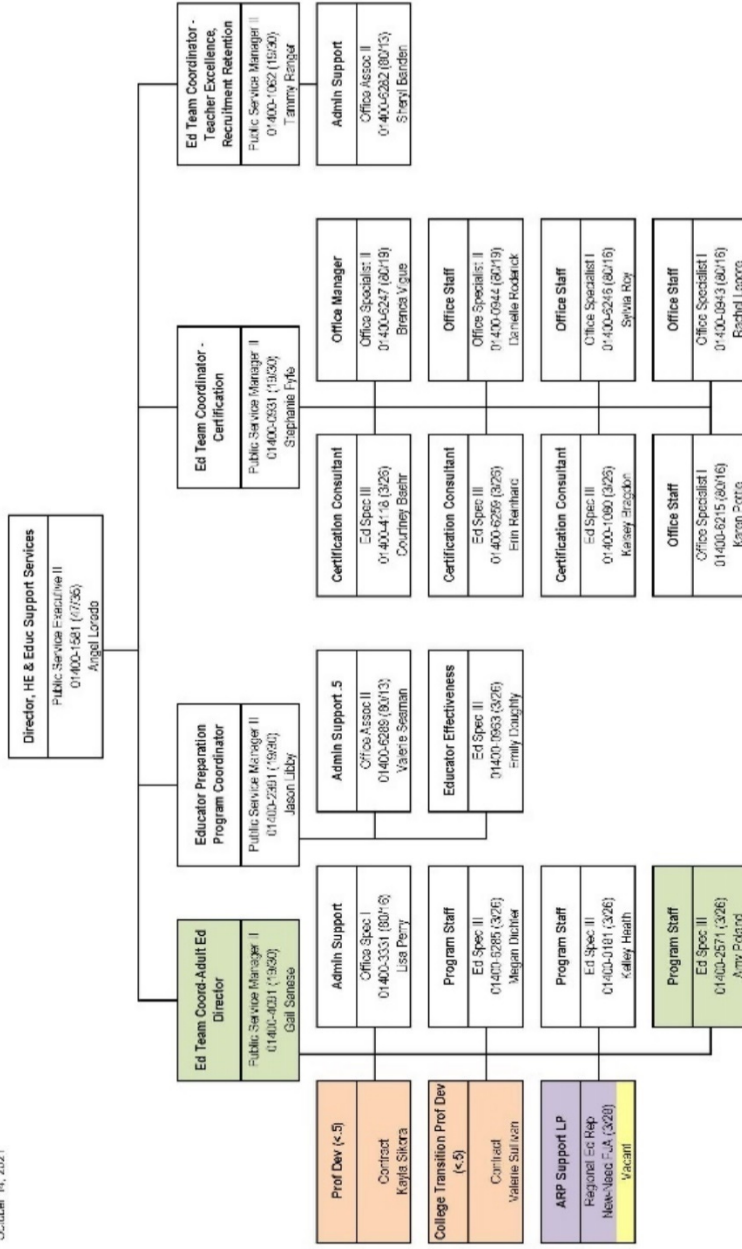
DEPARTMENT OF EDUCATION
 OFFICE OF FACILITIES AND TRANSPORTATION
 Organizational Chart
 October 14, 2021



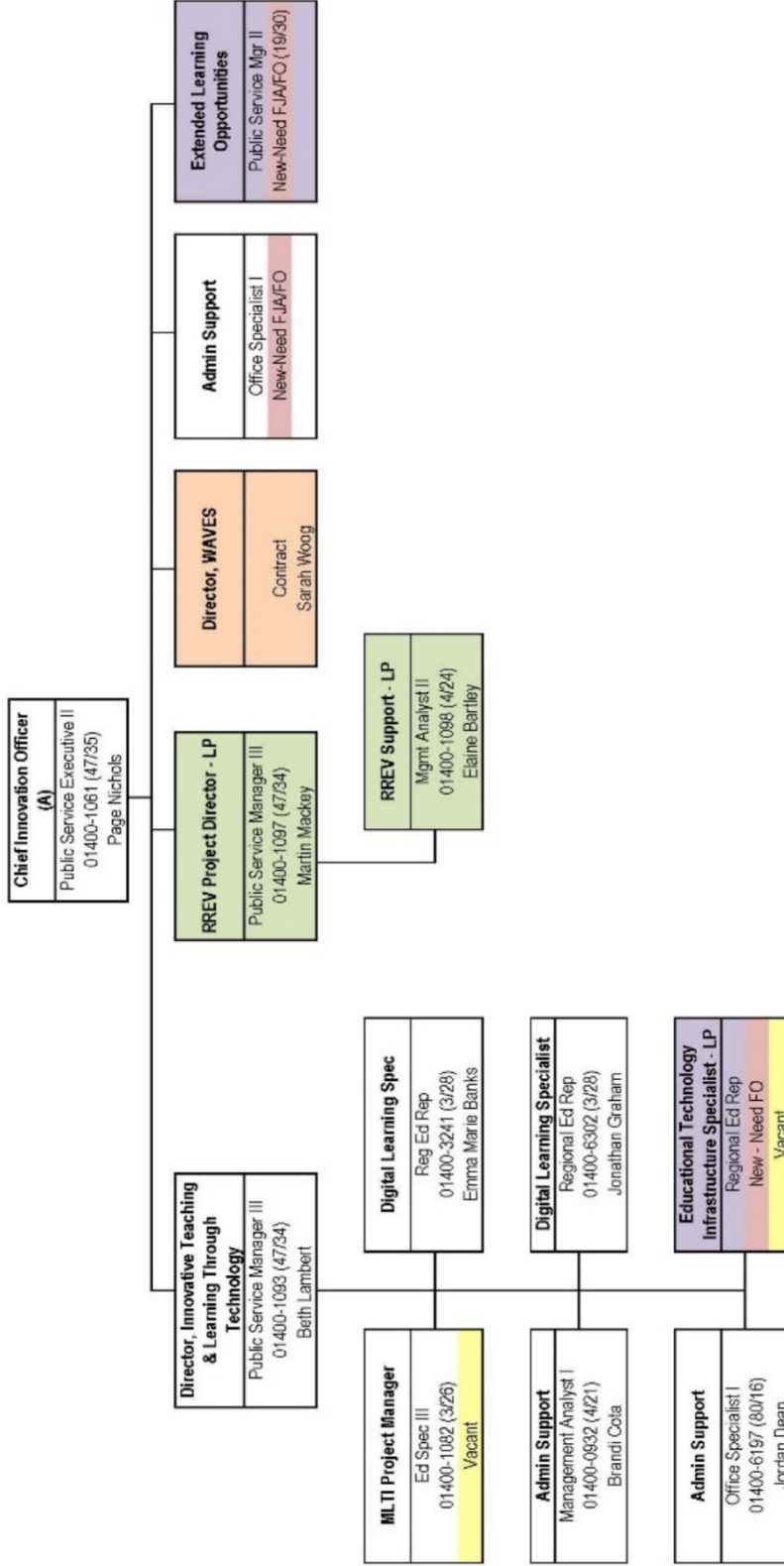
DEPARTMENT OF EDUCATION
 OFFICE OF FEDERAL RELIEF PROGRAMS
 Organizational Chart
 October 14, 2021



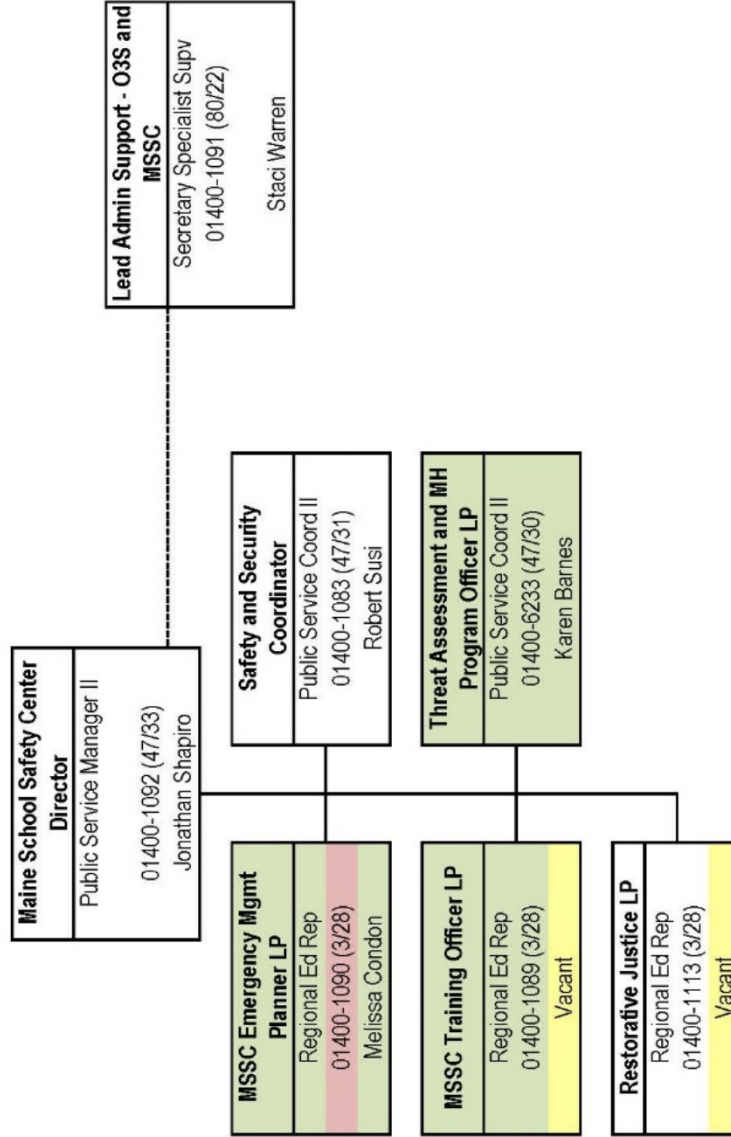
DEPARTMENT OF EDUCATION
 HIGHER EDUCATION & EDUCATION SUPPORT SERVICES TEAM
 Organizational Chart
 October 14, 2021



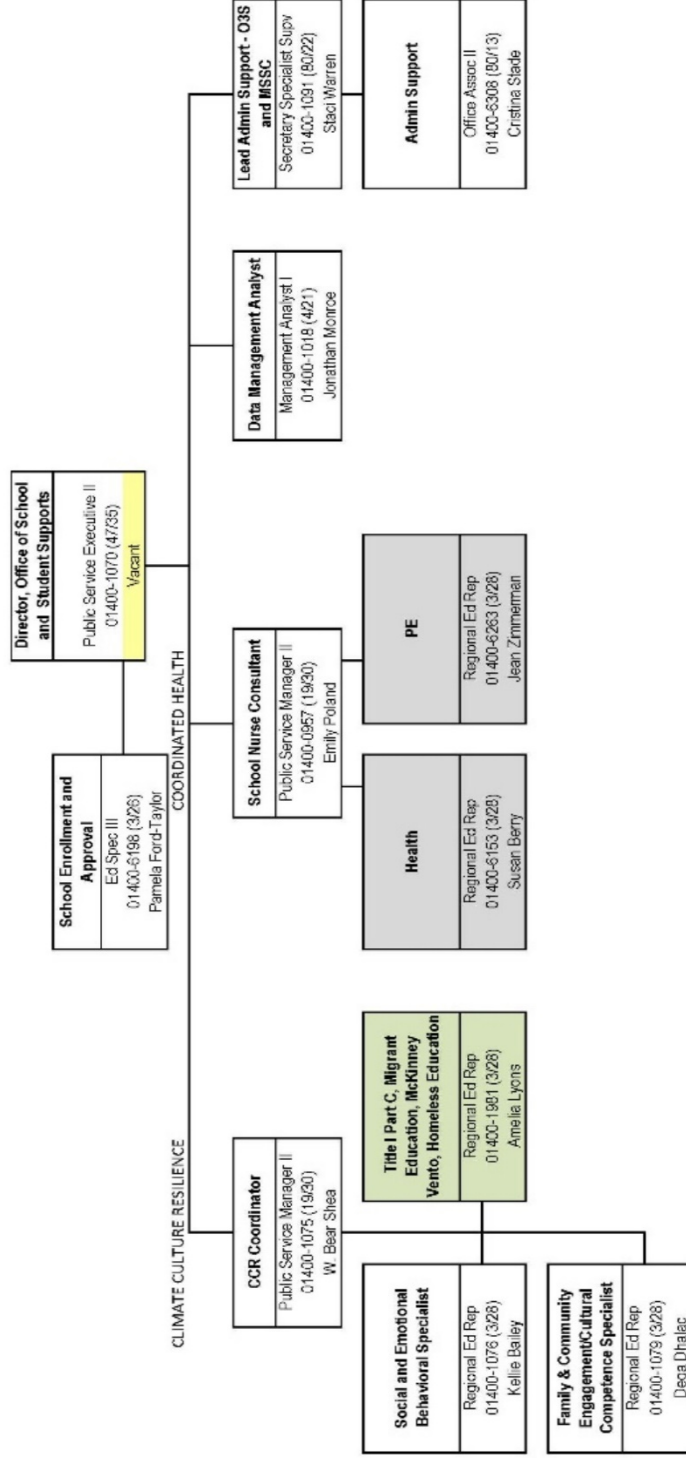
DEPARTMENT OF EDUCATION
 OFFICE OF INNOVATION
 Organizational Chart
 October 14, 2021



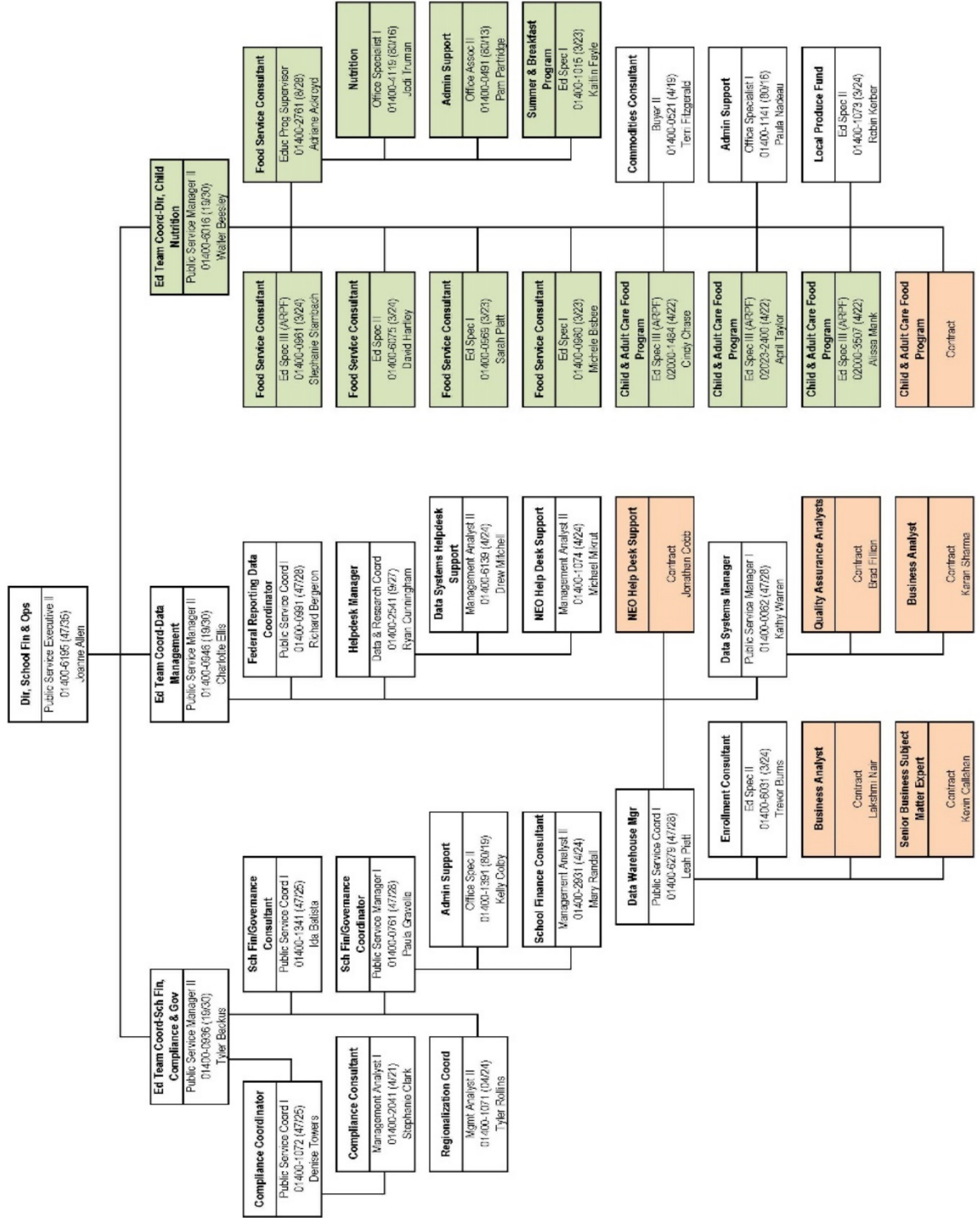
DEPARTMENT OF EDUCATION
 MAINE SCHOOL SAFETY CENTER
 Organizational Chart
 October 14, 2021



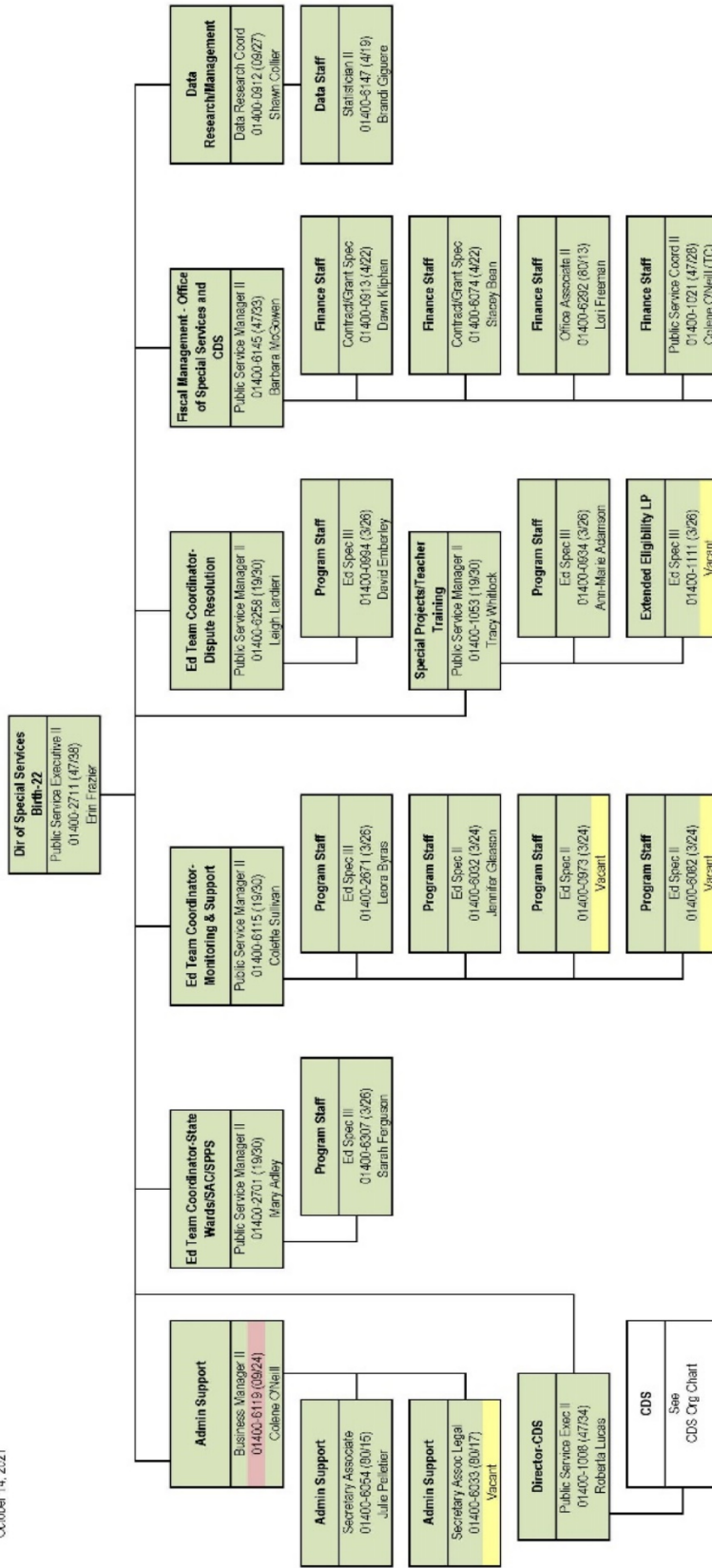
DEPARTMENT OF EDUCATION
 OFFICE OF SCHOOL AND STUDENT SUPPORTS
 Organizational Chart
 October 14, 2021



DEPARTMENT OF EDUCATION
OFFICE OF SCHOOL FINANCE AND OPERATIONS
Organizational Chart



DEPARTMENT OF EDUCATION
SPECIAL EDUCATION & CDS
Organizational Chart
October 14, 2021



Data Governance / Protection of Individual Information

The Maine Department of Education (DOE) governs the data it stewards in accordance with federal and state laws, such as the federal Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state regulations (i.e. The Maine Department of Education (Maine DOE) governs the data it stewards in accordance with federal and state laws, such as the federal Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), state regulations (i.e., 34 CFR 300.610 -646), and Maine statute (i.e., Title 20-A: §6005). The following policies contain information about the processes and procedures used to ensure the confidentiality of personally identifiable information (PII) and how data can be accessed by stakeholders.

Data Privacy

Federal laws regulate the privacy of student education records. These laws apply to all schools that receive funds under an applicable program of the U.S. Department of Education (USED) they also regulate how state education agencies, such as the Maine DOE, can collect, report, and share data about schools and students. Additional resources for the privacy of student education data can be located at <https://www.maine.gov/doe/data-reporting/privacy> .

Protection of Personal Employee Information:


Personnel Protection of Personal Information including any personnel-related files are secured in locking file drawers. In cases where personally identifiable information is handled for purposes of economic or policy analysis, confidentiality agreements are signed by the appropriate parties and digital files are password-protected. Results are aggregated to a level that ensures no individual employees can be identified.

Education Data Snapshot

**While statute uses the term “60/40” schools when referring to the town academies that serve mostly publicly funded students, these schools currently serve between 80%-99% publicly

funded students. These are included in the private school count, below.

Public Education in Maine Quick Facts 2020-2021




Schools and Districts

- 277 Public Districts
- 84 Private Districts
- 601 Public Schools
- 106 Private Schools

172,474 PK–Grade 12 Publicly Funded Students



- 39.85% Economically Disadvantaged
- 18.54% Special Education
- 3.77% Gifted and Talented
- 3.10% English Learners

Data from October 1, 2020




Outcomes

- 87.40% - 4 Year Graduation Rate 2020 cohort
- 89.65% - 5/6 Year Graduation Rate 2018/2019 cohorts
- 59.55% - Enrolled in Post-Secondary Within 12 Months of Graduation 2019 graduates



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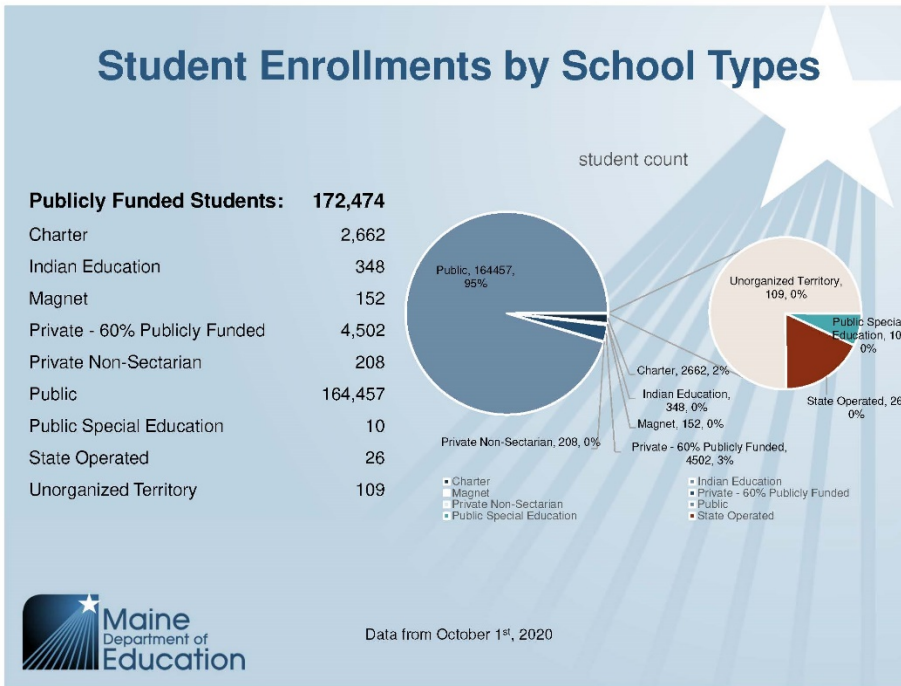
Data from October 1, 2020



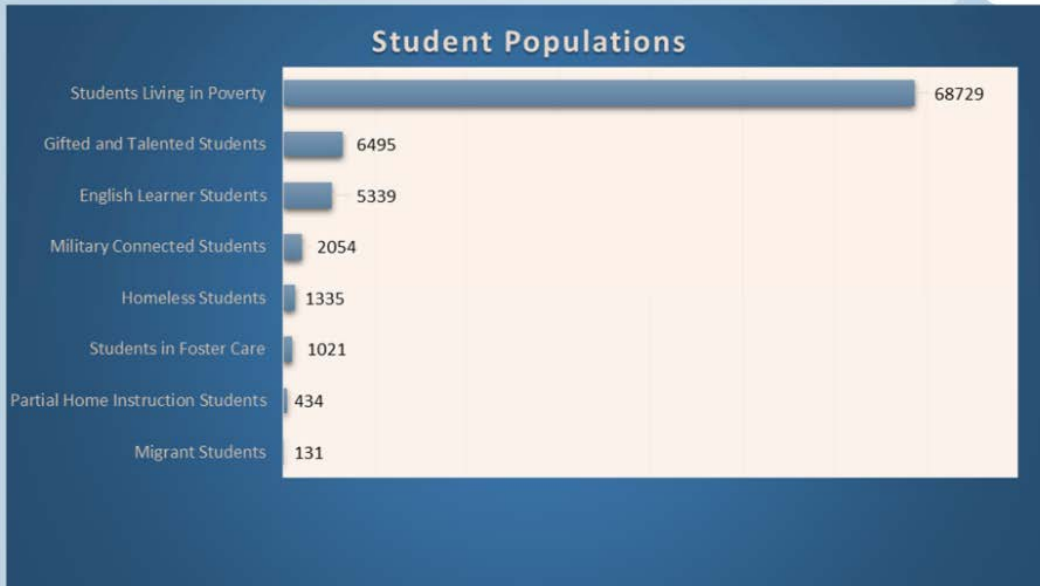
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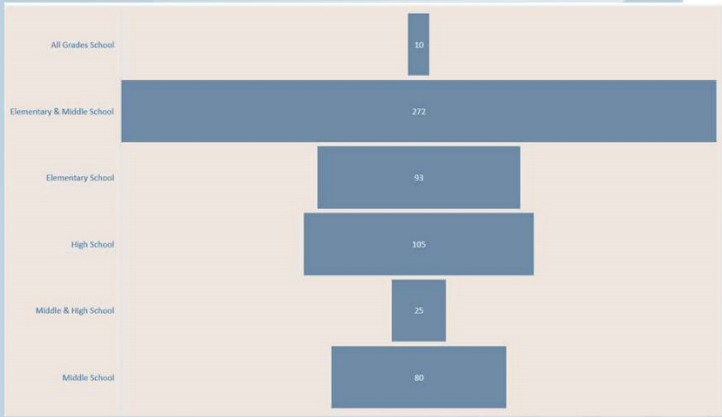
Publicly Funded Student Populations



Data from October 1st, 2020

[Student Populations SY2021- QuickFacts.pptx \(maine.gov\)](#)

Public & 60% Schools by Grade



This data set excludes CTE Schools

[Microsoft PowerPoint - QuickFacts 2020-21 - Updated.pptx \(maine.gov\)](#)

School Types

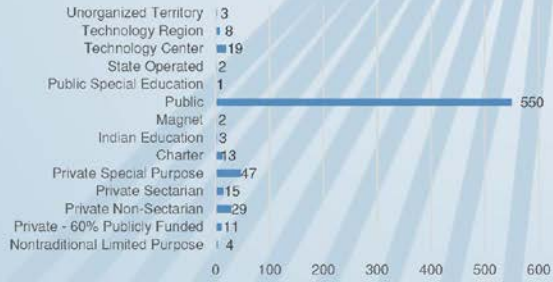
Public Schools: 601

Charter Schools	13
Indian Education	3
Magnet	2
Public	550
Public Special Education	1
State Operated	2
Technology Center	19
Technology Region	8
Unorganized Territory	3

Private Schools: 106

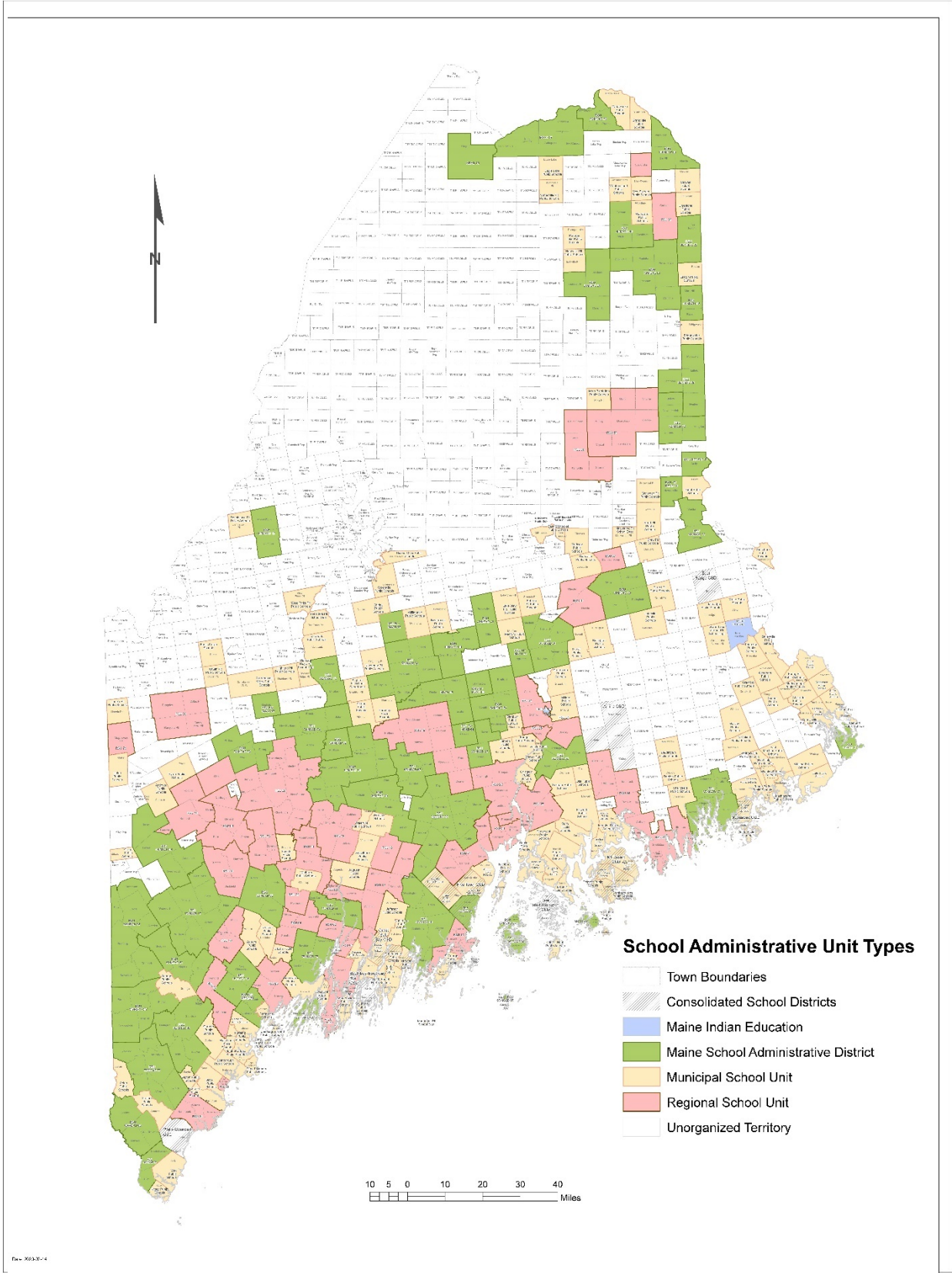
Nontraditional Limited Purpose	4
Private Non-Sectarian	29
Private - 60% Publicly Funded	11
Private Sectarian	15
Private Special Purpose	47

Count of All School Types



Data from October 1st, 2020

[Quick Facts - Publicly Funded Student Enrollments 2021 \(maine.gov\)](https://www.maine.gov/education/quick-facts)



Strategic Priorities

In 2019 the Maine Department of Education spent considerable time working on the strategic plans and goals of the Department to ensure alignment to the needs of the education field and its stakeholders. Through a series of surveys and stakeholder discussions, the Department established the five strategic priorities:

Strategic Priorities: 2019-2021

- *Inspire TRUST in the organization, and in the public education system*
- *Develop, support, and sustain a robust EDUCATOR WORKFORCE*
- *Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners*
- *Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING*
- *Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by the experts in the field*

Department leadership regularly review strategic priorities for alignment. Within each of the program reviews included in Part 2, the individual team's goals and objectives are described.

Emerging Issues:

Each of the issues below has been impacted or exacerbated in some way by the COVID-19 pandemic.

Labor Shortfalls

Across the education landscape, all positions, including bus drivers, educators, nurses, administrators, and other support personnel are growing increasingly more difficult to fill. There is a regional magnifier to this issue in more rural areas that have limited population, and a lack of affordable housing and infrastructure. COVID-19 prompted early retirements, delayed, or deterred would-be future education personnel, and has put a strain on the existing and remaining staffing that impacts capacity and induces burn out across the state. Labor issues, like in other industries in the State of Maine, continue to create a crisis.

The Department has identified this as an urgent priority that requires industry-wide collaboration, proactive legislation, and continuous attention. While training and professional development initiatives are routinely provided to the field, attendance at these opportunities is tapering due to the fatigue of staff. The Department is realigning resources to provide more direct support for current and prospective personnel including targeted supports and promotional campaigns, advancing technical assistance for those pursuing credentials or additional trainings, and broadening the reach of existing programs and supports.

Social, Emotional Wellbeing & Environmental Safety

COVID-19 required significant shifts in health and safety operations for schools and the Department, as the system pivoted many times to accommodate the dynamic needs of students, schools, and communities. Early in the pandemic, schools were closed nationwide. In the second school year impacted by the pandemic, Maine opened schools in the fall, albeit many in hybrid

mode. Students were further impacted by quarantines and temporary shutdowns. These continuous shifts, along with the traumatic elements of the pandemic in general, have put a great strain on the social and emotional wellbeing of students, staff, educators, administrators, and the community. While funding and programmatic supports have been developed, school leaders and staff have not had sufficient capacity to participate. Additional supports are needed for schools and communities to specifically deal with the current and long-term social and emotional implications.

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The Department has developed several tools for addressing social and emotional, behavioral health and mental health, including, for example, a Pre-K-12, online, open access SEL4Me. The first of its kind nationally, this resource has ensured universal access to social and emotional learning for all students. The Maine Department of Health and Human Services also set up a “Front Line Warmline” for educators and school leaders who experience stress and trauma throughout the pandemic; this service offers support, resources, and referral assistance for those in need.

Limited Capacity, Relative to Increasing Responsibilities at the Department

The Department provides comprehensive supports for the education system. New and additional responsibilities continue to be legislated every year and, in many cases, those changes impact federal funding programming and eligibility requirements. In the past 20 years, Maine’s student enrollment in elementary and secondary schools has dropped nearly 16 %. During this same period, however, positions at Maine Department of Education have been reduced by 38%. The COVID-19 pandemic has created extraordinary additional tasks and responsibilities, resulting in significant overload across most teams and offices. The transition to teleworking for many teams and individuals has illuminated some dramatic imbalances in terms of workload. In response, the Department is restructuring and redefining some positions and teams to ensure alignment with the agency’s vision and mission.

Inequity and Poverty

The Department has elevated the efforts focused on Diversity, Equity, and Inclusion, both internally and related to the longer terms needs of the field in these areas. Data garnered

throughout the COVID-19 pandemic shows disproportionate impact according to race and socioeconomic status. Access limitations due to geographic or socioeconomic conditions and limited supports for special education have also been noted. The Department has initiated an internal equity and culture audit to inform a strategic plan specific for equity, diversity, and inclusion.

Climate Concerns

The Department's Leadership Team participates on the Maine Climate Council and is actively supporting statewide efforts to combat climate change and encouraging clean energy policies. The Department plans to continue to utilize the electric bus program, further develop supports and resources for green school construction, and maximize advances in technology to help the field make marked changes at the local level.

Strategic Planning

The COVID-19 pandemic shifted several objectives and timelines because the Department had to deploy emergency response and triage services to the field of education. Looking forward, the Department is merging the management of new challenges, priorities, and resources, created by the pandemic, with previously identified focus areas. Additionally, the Department recently identified a sixth Strategic Priority:

“To build a healthy and collaborative work environment, enhancing the human capital and potential of the Maine DOE.”

COVID-19 Related Learning Loss

To address learning loss and social and emotional/mental health needs that have been exacerbated by the COVID pandemic, the Department is supporting the field in adopting a **Whole Student Approach** to education.

“The demands of the 21st century require a new approach to education to fully prepare students for college, career, and citizenship. Research, practice, and common sense confirm that a whole child approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

All educators want to improve the work they do for students, their families, and the community. Whether it's instruction, school climate, leadership, family engagement, or any of the other issues schools face daily, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.” - ASCD

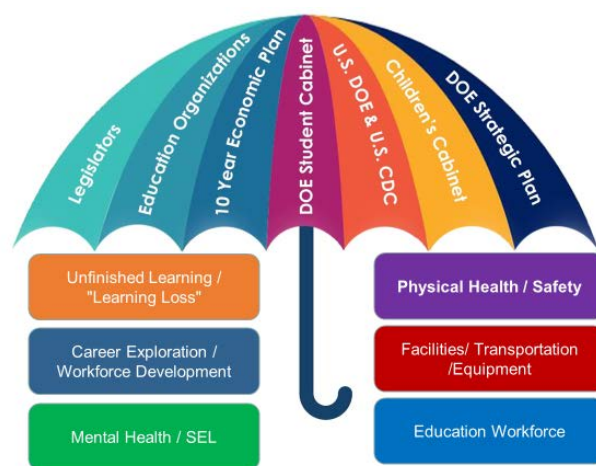
A “whole child” education prioritizes the full scope of a child's developmental needs to advance educational equity and ensure that every child reaches their fullest potential. A whole child approach understands that students' education and life outcomes are dependent upon their access

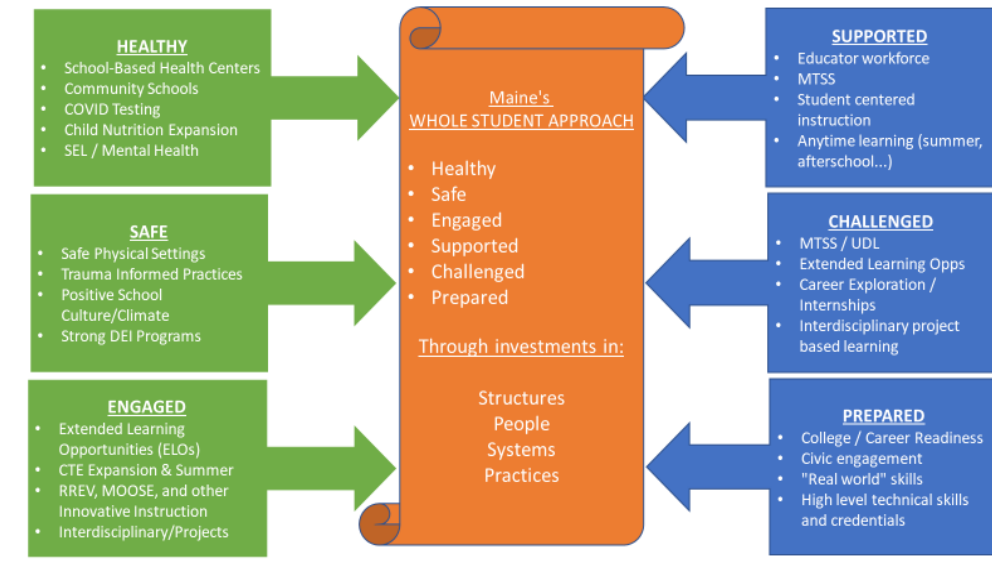
to deeper learning opportunities in and out of school, as well as their school environment and relationships.

“Shifting toward a whole child education has far-reaching implications if education systems are to promote children’s learning, well-being, and healthy development. This includes designing learning environments to support the whole child; developing curriculum, instruction, and assessments for deeper learning; preparing educators for whole child practice; and changing policy and systems to support the whole child.” - Learning Policy Institute

The Maine DOE framework for a whole student approach was informed by statewide input from focus groups, think tanks, and surveys in addition to statewide, interdepartmental goals and priorities outlined in collaborative plans (10-Year Economic Development Plan; Governor’s Children’s Cabinet; Maine Jobs and Recovery Plan; Maine Climate Council; Maine Opioid Prevention Task Force).

The Department will focus on supporting the field of education in adopting a whole student approach with six major domains that reflect the priorities and goals in the collaboratively developed reports above. Statewide federal relief funds are prioritized in accordance with this framework, and the Department will be reorganized to best support this work. In addition to the Office of School and Student Supports, which will target professional development and technical assistance in Social Emotional Learning (SEL), mental health, behavioral health, and classroom management, the Leadership Team will be elevating a new team (through reorganization) to focus on workforce development, career exploration, and college and career readiness. This team will coordinate the work of existing teams that are presently operating in different departmental silos (CTE, Adult Education, Early College, Extended Learning Opportunities, and the Maine Learning Results standards under Career and Educational Development). Additional reorganization will elevate Early Childhood Learning, Interdisciplinary and Project Based Instruction, and a meaningful, instructionally embedded, assessment system.





Part 2: Program Review

Education in The Unorganized Territory (EUT)

The EUT Team is charged with the implementation of programs and services outlined under 20-A, Chapter 119 for students ages 4-20 years old who reside in Maine's Unorganized Territories. The unorganized territory represents approximately 50% of the state's land mass and provides educational, special education and transportation services for 802 students. The EUT provides tuition to school placements for approximately 706 of these students.

Target Population

The EUT serves 802 unorganized territory resident students ages 4-20. 96 of these students are educated in three EUT operated schools; Connor Consolidated (Connor TWP), Edmunds Consolidated (Edmunds TWP) and Kingman Elementary (Kingman TWP). Tuition is provided to other School Administrative Units (SAUs) for all remaining students. Tuition rates are set by the state in accordance with 20-A, 119; 3. The student count in the EUT has remained stable over the last three years.

Alignment to DOE Strategic Priorities

1. *Inspire trust* in the EUT, and in the public education system by: providing accurate information to students and parents and making student-centered decisions around placement, programming, special education, and transportation.
2. *Promote Educational excellence and equity for all Maine learners* by expecting EUT operated schools to model best practices and leverage resources necessary for students to access them.
3. *Ensure student and school safety, health, and wellbeing* by adhering to CDC guidance on school reopening, evaluating EUT facilities for upgrades that improve student health and safety, and meeting all state and federal school facilities safety requirements.

4. *Support a culture of innovation and continuous improvement, led by all the experts in the field through a cycle of curriculum review, enhanced professional development and increased expectations for shared professional learning.*

Goals and Objectives

The aspirational goals of the organization are:

1. EUT is a department under the Department of Education and should emulate best practices promoted by research and advocated for by the DOE.
2. EUT Staff should be leaders in promoting best practices for small schools (multiage, student centered learning, data management).
3. EUT should be offering a quality of education that is equal to or exceeds the opportunities offered by SAUs.
4. EUT schools are nimble and focused. They should be innovative places that anticipate research opportunities and yearn to implement new practice. SAUs should want to emulate the work of the Department.

The objectives for the current year are:

1. Keeping frontline educators and students healthy so the team can deliver educational programming in person.
2. Create a written math curriculum across all EUT schools that aligns with the Learning Results and to develop and implement common formative and summative assessments in math.
3. Develop a process to create an ELA (Reading and Writing) written curriculum across the EUT schools by the end of the 2022-23 school year.
4. Examine EUT transportation services and to develop a plan to maximize safety and efficiencies.
5. Examine EUT staffing and make recommendations to prioritize student safety and equity of access while increasing efficiencies.

Benchmarks and Measurements

1. Goal one: Safety
 - All staff will enforce EUT school reopening plans.
2. Goal Two: Creating and Implementing Math Improvements
 - Ninety percent of teaching staff will participate in professional development opportunities to improve their professional knowledge around understanding of teaching math.
 - All teachers will participate in at least one collegial visit to observe a math lesson.
 - All teachers will participate in a regular review of student assessment data.
 - All teachers will participate in creating and writing the EUT math curriculum.
 - All teachers will participate in 8 hours of math focused professional development.
3. Goal Three: Planning for ELA
 - EUT Principals will meet weekly to improve communication and to develop a process to develop a curriculum for ELA.

- Two teachers will be selected to participate in Teacher College training in reading and writing.
 - All teachers will contribute to data mining of reading and writing resources, tools, and assessments over the course of the 2021-22 school year.
 - The EUT will explore membership in Literacy partnerships existing in the University of Maine System schools.
 - Principals will develop a summer academy taught by EUT teachers in the areas of math and literacy. 10 teachers will participate in the academy during the summer of 2022.
4. Goal Four: Transportation
- Examine existing transportation practices in the EUT and make recommendations for improvements in student safety and financial efficiencies.
 - Provide driver professional development opportunities to improve safety.
 - Fully implement Zonar system by the fall of 2021 and verify that all drivers are conducting pre and post checks on their buses.
5. Goal Five: EUT Staffing
- Reevaluate EUT staffing needs and seek opportunities for strengthening programs and increasing efficiencies. Present recommendations to the Deputy Commissioner and Chief Operations Officer for improving programming and operations and increasing efficiencies by the winter of 2021.

Key Accomplishments

A new director was hired in 2021.

Challenges and Opportunities

There are staffing shortages for bus drivers, teachers, and substitutes. EUT continues to advertise for vacancies and to seek alternative partnerships with area districts to address staffing shortages.

Key Partnerships

- Maine DOE specialists provide ongoing support to teachers and staff.
- BGS provides facilities evaluation and consulting.
 - c. Many SAUs across the state provide shared transportation services.
- Community Action Program Many SAUs across the state with whom EUT shares transportation services
- agencies across the state provide early childhood consultation.
- There are numerous private agencies that provide contracted with whom EUT contracts special education services.

Cooperative Agreements

EUT depends on transportation and special education services developed in collaboration with School Administrative Units (SAU) when it affords student access to programming and education opportunities in a manner that is most efficient for EUT.

Federal Emergency Relief Programs

The Office of Federal Emergency Relief Programs is responsible for the coordination of the Coronavirus Aid, Relief, and Economic Security (CARES) Act¹, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act², and American Rescue Plan (ARP) Act³. This includes oversight and coordination of all federal requirements related to these programs, as well as supporting SAUs and non-public schools. The office works collaboratively with all offices within the Maine DOE, the Department of Administrative and Financial Services (DAFS), and the Governor's Office to ensure the successful implementation of each program.

Target Populations

- Over \$980 million to approximately 210 SAUs through CARES, CRF, CRRSA, and ARP
- Over \$12.7 million and \$12.5 to approximately 30 non-publics (supported 85 non-publics to determine eligibility)
- Over \$2.6 million to approximately 210 SAUs through ARP HCY
- In collaboration with the Office of Innovation, supported over 175 schools with \$11 million in connectivity devices or contracts, and WAVES
- Through the Office of Innovation supported the Rethinking Remote Education Venture (RREV) and provided just under \$17 million to rethink educational models and create educational stabilization.
- Provided over \$27 million in Child Nutrition CARES Grants to the federally funded meal program which provided reimbursements to SAUs

Constituents

- SAUs - Superintendents, Curriculum Directors, Applicant Coordinators, Business Managers
- Non-public Schools – Directors, Applicant Coordinators, Business Managers
- Departmental – Leadership Team, School Finance, Office of Innovation, Higher Education, Special Services, Office of Schools and Student Support, Office of Learning Systems, Procurement, DAFS, and Office of the State Controllers
- U.S. Department of Education, CCSSO, National Ombudsman group

Alignment to DOE Priorities

The specific requirements for federal relief funds are etched in the federal legislation that enacted them, with a specific focus to support SAUs, non-publics schools, and educational organizations during the COVID-19 emergency.

The Office of Federal Emergency Relief Programs has had all priorities as the foundation for the work, as the office was created after the priorities were implemented as a result of organizational

¹ CARES Act <https://www.congress.gov/bill/116th-congress/house-bill/748/text#toc-HC046FE005624457B9FFAD21FDD55C5E4>

² CRRSA Act <https://www.congress.gov/116/bills/hr133/BILLS-116hr133enr.pdf>

³ ARP Act <https://www.congress.gov/bill/117th-congress/house-bill/1319/text>

capacity and infrastructure needed to align the federal resources to the emergency response needs of the State. The specific priorities around the programs are etched in the federal legislation that enacted them, creating additional considerations but also a specific focus to the support of SAUs, Non-Publics and educational organizations during the COVID-19 emergency.

Goals and Objectives

1. Increase and broaden the support for SAUs and non-public schools
2. Engage in technical support with SAUs to “Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners” using emergency relief funding Engage in technical support with SAUs to “promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners” using emergency relief funding
3. Create a supportive and positive work environment

Benchmarks and Measurements

1. Support for SAUs and non-publics can be measured through the “touch points” - i.e., how many applications do not need to be reopened based on the office hours, newsletter, newsletters, and individual support.
2. Promoting excellence and equity can be measured by analyzing projects and funding levels
3. Supportive and positive work environments can be measured by the interaction, collaboration, and cohesiveness of the team

Key Accomplishments

1. Provide weekly office hours, individual district support, and a newsletter.
2. Developed a team communication strategy to foster collaboration and team building. The team has provided multiple office hours and individual district support and in the process of developing a newsletter. The website is also being reviewed and redeveloped.
3. The team was developed remotely but has created a team chat where questions and thoughts are shared, team building activities are incorporated in weekly team meetings, individual check-ins are conducted biweekly, and team members touch base daily.

Challenges and Opportunities for Growth

1. In addition to general office hours, provide a recorded training on MoEquity, Evidence-based interventions, and submitting an invoice at the SAU level.
2. Continue to analyze data related to all emergency relief programming

Partnerships

1. State – School Finance, Office of Innovation, Higher Education, Office of Schools and Student Support, Office of Learning Systems, DAFS
2. Federal - U.S. Department of Education, National Ombudsman collaborative

Innovative Approaches

Individual technical support, office hours, newsletters, and a new website have been created to provide intentional and meaningful support for SAUs and non-public schools.

Innovation

The Office of Innovation is committed to leveraging and supporting innovation in education and within the Maine DOE.

Vision

Every Maine educator feels empowered to leverage their perspective, experience, and expertise to foster meaningful educational experiences for all Maine students.

Every Maine student feels that they belong to a meaningful and relevant learning community that values the courage and unique contributions of all.

Maine citizens contribute to a progressive democracy in a way that is responsive and empathetic.

Teams: The Office of Innovation includes Learning Through Technology (LTT), Reinventing Responsive Education Ventures (RREV), Wilderness Adventures and Virtual Engagement for Students (WAVES), Extended Learning Opportunities (ELO).

Target Population

All Maine students and educators. The collective work is rooted in community and therefore community input and participation are critical. Specific groups include:

- Curriculum Coordinators
- Educational Community Organizations
- Tech Directors and Technology Departments
- STEM Educators and Educational leaders
- Humanities Educators and Educational Leaders
- Educators (all)
- Librarians
- School/District Administration
- Instructional Coaches
- Business Managers
- School Counselors/Clinicians
- Students

Alignment to DOE Priorities

1. Inspire TRUST in the organization, and in the public education system
 - Building and growing the computer science educator network
 - Providing welcoming professional development events for educators and educational leaders to meet and understand the goals of the team
 - Prioritizing timely responses to inquiries from the field

- Developing strong relationships with various organizations
 - Transparency and clear consistent communication with the field
 - Team-aligned communications to the field
2. Develop, support, and sustain a robust EDUCATOR WORKFORCE
 - Provide professional learning opportunities to educators in various areas of technology, from pedagogy to practice.
 - Providing professional growth opportunities for all educators, currently focusing on Ed Tech III – district administrators.
 - Providing a variety of formats for engaging with RREV (credit-bearing courses, asynchronous courses, mini-workshops, etc.)
 - Support MOOSE Team Leaders so that they can provide meaningful professional learning to the teams they’re leading
 - Providing resources to the technology directors in the field
 - Providing resources and support for nature-based, climate education.
 - Increase access to and promote opportunities for computer science and climate science education professional learning.
 3. Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
 - Engage Maine teachers in professional development that supports universal and inclusive design.
 - Work with MOOSE content creators to ensure their modules are designed with accessibility in mind.
 - Develop modules that are trauma-informed and culturally sensitive.
 - Promote computer science education integration PK-12.
 - Consistency on program procedures for all Maine schools
 - Providing hot spots through ConnectKidsNow
 4. Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
 - Recognizing the importance of digital citizenship and making it the first focus area for MLTI 2.0’s Professional Learning and by partnering with a leading organization, Common Sense Media, on deliverables
 - Dedicating time and focus to DEI (Emma and Jon are on this SIS subcommittee), Accessibility and SEL and how they tie to digital learning
 - A new Network Infrastructure Specialist position who can support schools around network and data security
 - Provide support and professional learning opportunities for online safety.
 - Providing support to technology directors for online safety and procedures.
 5. Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field
 - Facilitate a team of computer science education leaders.
 - Engage educators in best practices for computer science integration

- Partner with and provide guidance to educational organizations around their own goals and initiatives
- Seek out and celebrate innovative educators in the field through channels and the DOE Communications Team
- Partnership with external evaluators to help us measure success and ensure that goals are met.
- Commitment to adaptability using innovative design strategies to adjust initiatives to meet current needs.

Goals and Objectives and Growth Measures

RREV:

Objective 1.1: Establish IHE (institutions of higher education) partnerships for graduate level coursework and/or other PD offerings by December of 2022.

Performance Measure 1.1a: 25% of (Maine’s) IHE’s will be involved with RREV.

The desire to involve a wide range of IHE partners was to ensure that diversity of perspective and state-wide engagement would be possible. With 25% being the three-year goal and 7% being the year 1 target, this was already surpassed. currently 18% of the possible IHE partners involved and under contract to provide PD offerings.

With respect to the second outcome on guiding the development of field-initiated models, each of these higher education partners has built their grad-level coursework around the development of a pilot template using a shared template that was collaboratively designed by the RREV project team and the Region One Comprehensive Center partners. The use of this shared template offers consistency in expectation yet flexibility for each of the higher ed partners in how they approach pilot development concepts.

For tracking outcome three – supporting field testing of pilots – the team created the following objective and performance measure:

Objective 2.1: Provide innovative models for students at every grade level/range by June of 2023.

Performance Measure 2.1d: (Also serving as GPRA 3a) 25 original pilots posted to EnGiNE.

This objective/performance measure combination serves to not only ensure that the field-initiated remote models being developed are broad-reaching in scope of age-appropriate design but also promises to share implementation and evaluation data for those that are awarded funding. The 25 number is a three-year goal with 10 being a year one goal. The year one goal was met, with ten

pilots ready for publication to the EnGiNE portal. Nine of those pilots will be awarded funding and will therefore also ultimately include implementation notes and data.

The RREV approach to the fourth outcome – fostering a culture of innovation statewide – is in the development of the EnGiNE portal. The tracking of this outcome can be documented in the following objective/performance combination:

Objective 3.5: Develop EnGiNE – an online collaboration and learning platform by June 2023.

Performance Measure 3.5a: One online, collaborative portal will be created and launched to house pilots and serve as the innovation hub for Maine’s educators.

At the culmination of year 1 of the grant, the EnGiNE portal is in its first stage of development with an anticipated release date of early fall 2021. At that time, all 10 pilots will be publicly available to all educators and the collaborative network will be up and running for all pilots initially awarded funding. Upon launching, any educator in the state will have the opportunity to also join the network and participate in innovation collaboration.

MLTI:

1. Goal - provide clear and consistent communication, support, and resources to educators in the field around technology.
2. Goal - Share professional development opportunities widely across the state.
 - Objective – Promote all PL on DOE media, social media, and relevant list servs.
3. Goal - Offer professional learning that is open and available to all educators.
 - Objective – Post all PL on DOE website and YouTube.
 - Objective – Ensure that there are relevant opportunities for all educators.
 - Objective – Partner with Maine DOE content specialists, educational organizations, and educators from the field for PL design, delivery, and dissemination
4. Goal - Establish PLC/COP on Brightspace
 - Objective - Secure and launch Brightspace
 - Objective - Train MLTI Ambassadors on Brightspace
 - Objective - Offer a variety of opportunities on (Brightspace) to gauge engagement
5. Goal - Develop PL related to the three focus areas (Digital Citizenship, Instructional Design, tech integration)
 - Objective - Work with Common Sense Media to delivery virtual PL
 - Objective - Establish schools whose goals align with any of the 3 focused areas to help refine potential offerings
6. Goal - Establish a multi-tiered approach to PL, providing various entry points.
 - Objective - Regular webinar series (synchronous offering)
 - Objective - Special events (ex. partner with content specialist, hosting panel discussion, etc.)

- Objective - Newsletter/Update/etc. with updates and information
 - Objective - social media friendly offerings - MLTI Minute, hashtag campaigns,
 - Objective - Provide opportunities for feedback
7. Goal – Purposeful visits to schools to collect information related to digital learning and computer science. (i.e., access and infrastructure, supplemental technology, special events, clubs, classes, etc.)

WAVES is currently redesigning its strategic plan to adapt to changing needs. The program was initially designed as a program/tool for connecting adolescents safely to one another during the pandemic.

A targeted focus on Extended Learning Opportunities within the Office of Innovation began during the 2021-2022 school year. The ELO distinguished educator is working across the Maine DOE and other pertinent state agencies to develop a plan that aligns with state goals.

Benchmarks and Measurements

- Feedback/input through surveys to the field
- Attendance data from PD offerings
- Analytics pulled through an evaluative process for RREV and MLTI, specifically
- Innovative pilots developed and awarded
- Number of students impacted by innovative pilots

Key Accomplishments

The team continues to move toward all goals and objectives. This office has been nimble and dedicated throughout the COVID-19 pandemic, responding to needs of the Education field and students, quickly reacting during emergency response for programs which connected students with devices, found ways to support educators and learners through both online and hybrid models and has been actively developing tools and resources that the field needs.

Challenges

The Office of Innovation team continues to move forward toward all goals with the necessary flexibility and adaptability to meet the current and needs of the field under the specific circumstances of Covid-19.

Partnerships

The Office of Innovation values partnerships especially with other state agencies and educational organizations in the private sector. Additionally, the Region 1 Comprehensive Center has provided ongoing support and technical assistance for several initiatives.

Maine State Agencies: Governor’s Office of Innovation Policy and the Future, Department of Economic and Community Development, Department of Corrections, Department of Health and Human Services, Department of Labor, Department of Inland Fisheries and Wildlife, Region 1 Comprehensive Center and associated organizations.

Cooperative Agreements

Cooperative agreements between the Office of Innovation (DOE) and institutions of higher education as part of RREV. All IHE's are in Maine.

Procurement partnerships include:

- program evaluators for RREV and MLTI,
- Cellular agreements that allow schools to purchase for local connectivity needs
- Device vendor agreements that allow schools to purchase 1:1 devices (MLTI)
- Web development contracts (Engine and MOOSE)

Innovative Approaches

The Office of Innovation Team uses Design Thinking, Human Centered Design, Innovation Engineering, and other strategies for addressing complex problems. The team utilizes and exemplifies a strong, team-based approach where all voices on the team are heard and valued and play a critical role in the development and implementation of strategies.

Higher Education and Educator Support Services

The Office of Higher Education and Educator Support Services enhances and initiates student centered learning paradigms through certification, higher education, adult education, and educator excellence channels. The office endeavors to provide high quality, effective learning environments for all PreK-adult students to: ensure that all students have access to effective teachers and leaders; provide and encourage the growth of educational opportunities and, where applicable, to ensure career, citizenship and college readiness for adults; advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well prepared and skilled teachers and school leaders; and strengthen pathways from high school to higher education/workforce.

Team: Adult Education

Adult education programs primarily work with individuals beyond the compulsory school age who faced barriers to education and employment. Instruction and support services assist adults to become literate and obtain knowledge and skills necessary for employment and economic self-sufficiency. Examples of these services include basic literacy instruction in English; high school completion courses; college transition courses; and workforce training and retraining.

In FY21, over 7,500 adults participated in academic, workforce training, English language acquisition, and college preparation courses. Participation by age group shows most learners, 35% were ages 25-44; 25% were ages 19-24; and 22% were ages 16–18-year-old ranges, a group that has been increasing over the past few year. Learners in the 45-59 age group were at 12% with the smallest group being 60 and over at 6%. The 25-44 age group also made up the majority of the workforce participants, with high school completers almost evenly split amongst the 16-

44-year-olds. High school credentials (diploma and high school equivalency diplomas) were issued to 938 adult learners and over 1,480 workforce credentials were earned.

Team: Certification

Active Certificate Holders – 39,870 educators holding 74,802 active teaching, specialist, and administrator certificates who need support in answering questions related to current certificates, future applications, and renewals. Criminal History Record Check (CHRC) Holders – 47,813 educators holding CHRC approvals. These individuals also need support in answering questions regarding if they need to renew, how, when, etc. Between 20-30K additional annual initial applications for both certificates and CHRC applicants. Support needed includes account creation, troubleshooting, walking applicants through process, answering certification questions via email and phone calls. These applicants are from all over the country as well as some international locations. Estimated 10K additional applicants that require assistance but never end up applying.

Alignment to DOE Priorities

1. Provide high quality, effective learning environments for students (birth-adult)
 - a. Accessible certification portal for confirmation of credentials
2. Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well prepared and skilled teachers and school leaders
 - a. Increase skilled candidates
 - i. Partner with Portland and Lewiston through Adult Ed Services and Exceptionalities approval
 - ii. “Tech to Teach” initiatives to take place around the state
 - b. Ensure Compliance with Federal CJIS audits
 - i. New contract and work priority to ensure Fortis documents meet FBI regulations
 - c. Implement Chapter 115
 - i. Communicate to stakeholders regarding changes
 - ii. Work with contractor to code system for new rule changes
3. Ensure successful implementation and enhancement of new systems and programs that promote equity and access
 - a. Maine Education Information System (MEIS)
 - i. Develop work plan to manage ongoing needs as well future support and upgrades
 - b. Certification trainings
 - i. Provide training for District Support Chairs
 - ii. Provide trainings for Administrative Support Chair
 - iii. Provide trainings for Supt. New and new to Districts how to get set up and manage certification system
 - iv. Educate DOE on need for internal training for system and rule
 - c. Clarification and changes to NEO data coding

- d. Partner with Data Team to align NEO data certification requirements to reflect Ch. 115
4. Improve stakeholder relationships
 - a. Improve communications with district personnel
 - i. Increase presentations at conferences
 - ii. Attendance at regional district meetings
 - iii. Enhanced focus on customer service
 - b. Improve Certification website
 - i. Continued enhancement and updates to all endorsement PDFs

Benchmarks and performance measurements

Daily KPIs are analyzed including:

- Number of calls received and sent
- Number of emails received and sent
- Number of received documents
- Number of initial applications received
- Number of renewal applications received
- Number of adjudicatory proceedings and background check holds
- Number of closed applications
- Number of re-opened applications
- Number of account assistance calls

Challenges

As statute and regulations continue to change and add complexity, the goals and the focus must be customer service and team productivity. The timing of legislative actions and/or rulemaking can inhibit normal operations if there are necessary modifications to the certification system, websites, support documents, communications, and internal training and ultimately offers challenges and barriers to providing timely processing of applications.

Partnerships

- Federal Bureau of Investigation – Certification applications are the contract that allows us to access CHRI with which to process CHRCs. FBI audits the Department every three years to ensure compliance and continued allowance of CHRI access.
- Maine State Bureau of Identification (SBI) – SBI partners with IdenToGo for digital fingerprinting that DOE used for CHRC. The information is sent and processed by SBI who informs us of criminal history for each applicant. SBI is also responsible for access to sensitive information and maintain the CJIS training system that the Department must adhere to for allowance to the sensitive information. DOE is audited by SBI every three years to allow for continued access to information.
- Dept. of Health and Human Services – The certification office received substantiated reports regarding school employee behavior.

- Maine State Police – The certification department receives police reports related to educators.
- Office of the Attorney General – Educators who have been denied issuance can request an adjudicatory proceeding. Each hearing is assigned an AAG to work the case.
- Maine PERS – The certification team often works with the department related to certification requirements associated with entry into Maine PERS.
- Department of Professional and Financial Regulation – Educator licensing is one of the few licensing agencies not held under DPFR. Consequently, there are numerous parallels between the two departments and certification frequently partners with DPFR on issues. Consequently, there are numerous parallels between the two departments and certification frequently partners with DPFR.
- USDOE – Certification works closely with US DOE for teacher shortage area reporting.

Innovations

The Maine Educator Information System is the most comprehensive, cutting-edge certification system in the country. Each of the states that use this vendor have faster turnaround times and more meaningful data.

The Certification Team found a solution that includes an additional server behind a firewall with SBI allows background information to flow into the MEIS system. Maine DOE is the first and only non-criminal justice agency allowed this access and it has tremendously helped decrease processing time.

Team: Educator Excellence

Constituents

- SAU administrators, educators, and school staff
- Aspiring educators
- Pre-service educators
- National Board-Certified Teachers
- Maine County and State Teachers of the Year
- Legislators, primarily the Education and Cultural Affairs Committee

Alignment with DOE Priorities

Priority 2: Develop, support, and sustain a robust educator workforce: The educator excellence team leads the work of the Educator Talent Committee to implement the strategies identified in the Teach Maine strategic plan to attract, develop, and support Maine's outstanding educator workforce. This team also guided the Learning Facilitators Program with Eastern Maine Community College (EMCC), a fast-tracking boot camp to train support personnel for immediate employment in schools. Additionally, the team manages the Maine County and Teacher of the Year program, a collaboration with Educate Maine for the Maine County (CTOY) and Teacher of the Year (MTOY) program, the National Board-Certified Teacher program, and supports other recognition programs at the national and state level.

Objectives and Measurements

1. Increase awareness of the educator landscape in Maine and recommended strategies to address needs
 - Develop, publish, and implement a strategic “Teach Maine” plan
 - Create a web page specific to the “Teach Maine” work
2. Enhance secondary school student awareness of the teaching profession and the number of secondary students entering the teaching profession
 - a. Implement a dual credit high school teacher education program
 - b. Partner with stakeholders to host “future educator” events at local and state level
3. Increase the diversity of the education profession
 - a. Establish partnerships with diverse stakeholder groups to identify needs of diverse educators and strategies to meet those needs
4. Increase the number of mid-career professionals entering the education profession
 - a. Create “grow your own” programs with an emphasis on working with communities with diverse populations
 - b. Partner with stakeholders to create alternative pathways to enter the education profession
5. Increase and diversify educator recognition programs
 - a. Meet with diverse stakeholders to identify specific outreach strategies to increase more diverse nominations in MTOY/CTOY program
 - b. Track demographic data of MTOY nominations/opt-ins/awardees

Measurement tools include weekly/monthly timeline check in on objectives related to goals.

Goal 1:

- The Teach Maine plan is currently undergoing a final content review by education stakeholders and the Maine DOE Leadership Team.
- A web page has been created and published.

Goal 2:

- One SAU and two Educator Prep Programs have created Educators Rising chapters.
- In partnership with Thomas College, Maine DOE has hosted two “Future Teacher Academies” and will host two more FY22 reaching over 120 secondary students

Goal 3:

- Educator Excellence team collaborating routinely with SAU leaders
- Educator Excellence team working with Maine DOE data team to determine feasibility of collecting demographic data

Goal 4:

- A partnership with Eastern Maine Community College was forged to create the Learning Facilitator Program, an alternative program for preparing education support staff. Year 1

(FY21) resulted in 88 educators earning the learning facilitator credential. Year 2 (FY22) is underway with 80 participants enrolled in the program.

Goal 5:

- Began tracking the MTOY demographic data to establish baseline metric in 2021
- Met with diverse stakeholder group to develop strategies to diversify outreach, nominations, “opt-ins” and awards for recognition program
- Worked with Maine DOE’s World Language/ESOL coordinator to develop ESOL (English Speakers of Other Languages) Teacher of the Year Award – first award in FY21
- FY20 and FY21: participated in the National #LoveTeaching campaign designed to elevate the profession. In FY 21, expanded beyond teachers to include second week #LoveSchoolStaff to celebrate all involved in schools all staff involved in educating Maine students

Challenges

Goal 1: Publication of the Teach Maine Strategic Plan was delayed due to pandemic and increased demands on members of the Educator Talent Committee.

Innovations and alternative approaches:

Goals 1 and 2: As personnel adapted to the immediate needs and projects to support SAUs during the pandemic, these projects were delayed. As FY22 begins, these goals are back on track.

Goal 6: The team is exploring additional avenues to secure funding for professional learning, including working with Maine’s legislative team to propose a bill to expand the National Board Scholarship to include the RISE Center. Goal 6: The team is exploring additional avenues to secure funding for professional learning.

Partnerships

Maine County and State Teacher of the Year Association, Educate Maine, Maine Education Association, Maine School Superintendents Association, Maine Curriculum Leaders Association, Maine Administrators of Services for Children with Disabilities, Maine Principals Association, Maine Arts Education Partners in Leadership, Eastern Maine Community College, Thomas College – Center for Education and Innovation, MaineCORE: Maine Collective of Radical Educators.

The Department has a Memorandum of Understanding with Educate Maine to administer the Maine Teacher of the Year program.

Innovations

During the pandemic:

- Partnered with Maine Public, Educate Maine to launch “The Learning Space” – innovative television show featuring lessons created and taught by Maine educators

targeting all students, but especially to reach students who did not have access to broadband.

- Shifted the County TOY recognition program, usually held in person at the Hall of Flags, to successful virtual event (strong collaboration with MAINE DOE Communications and Educate Maine)
- Shifted the National Board Pinning Ceremony to successful virtual event
- Shifted indoor MTOY gala to outdoor “tailgate gala” to continue the recognition event in safe manner
- Shifted professional learning events to virtual (teacher leadership)

Team: Higher Education/Educator Preparation/Educator Effectiveness

Target Constituents

General public inquiries are provided for multiple needs including general information about postsecondary opportunities, scholarship and loan information, closed college transcripts (150-175 requests/annually), early college coursework (6,500-7,000 students/annually), and educator preparation education and certification. Additionally, the office provides specific information related to PEPG and teacher mentoring (50 districts annually), regional collaboratives, DOE-sponsored leadership development programs (approximately 50 individuals served), degree-granting authority process (50-60 institutions annually), and Maine educator preparation program approval (15 institutions).

Alignment with DOE Strategic Priorities and Goals and Objectives

- Supporting educator workforce – review educator preparation programs, create opportunities for additional pathways like the Learning Facilitator program at Eastern Maine Community College (EMCC)
- Supporting educator workforce – providing educational leadership opportunities through the Transformational Leadership Network (TLN) and the Maine Leadership Development Program (Maine LDP)
- Supporting educator workforce – provide technical assistance to schools, school districts, and school leaders related to mentoring and PEPG
- Supporting workforce – degree-granting authority and workforce development pathways (multiple postsecondary opportunities)
- Promotion of educational recognition (Milken Educator Award and RISE Award educator recognition programs)
- Supporting early college opportunities – fiscal responsibility of the Aspirations program, review of equity and access, maintaining partnerships with Maine Community College System (MCCS), and the University of Maine System (UMS)

Performance Measures

- Review programs (initial and renewals) in accordance with the timelines associated with their approval status

- Identify areas/endorsements of need. Work with institutions on identifying areas of need in geographical locations or endorsements
- Leadership programs: Metric and goals are developed specifically by each cohort (outcomes from learning, retention, educators served by participants, etc...)
- Student and course enrollment in Aspirations program (includes demographic and other datasets)

Many of these goals are continuous and not tied to specific outcomes. For example, maintaining review timelines is administrative, while looking to expand endorsement offerings, or additional pathways relies on institution-willingness. Some metrics identified for use in customer service-related work such as transcript requests, invoice payment processing, and requests for information focus on “turnaround” time. For example, review and submission of invoices for salary reimbursement program or transcript requests within 5 business days.

Challenges

- Maintaining educator preparation approval process which has been affected by the pandemic Pandemic-related effects including the inability to visit campuses or partner schools, recruitment of faculty to participate in reviews, and other barriers.
- Evaluation of equity and access within the Aspirations program
- Now that there is uniformity in onboarding/enrolling of students in the programs by both the MCCS and UMS, there will be easier ways to identify underserved schools and student demographics. The limitations for oversight and administration of the program (including proper-budgeting, lack of funds for books/supplies, and concerns of credit accumulation) may hopefully be changed by legislation in the future.

Innovative Approaches

- Creation of virtual visit process for educator preparation program approval and degree-granting authority requests.
- Adoption of Canvas management system by MCCS and UMS for administration of Aspirations will reduce student enrollment overages. Also, commitment by systems to drop additional fees for students helps in decreasing barriers to access especially for economically disadvantaged students. Also, a commitment by the systems to drop additional fees for students will help in decreasing barriers to access especially for economically disadvantaged students.
- The team is in the second year of work with Eastern Maine Community College in providing the Learning Facilitator program. This program helps train individuals to serve as support in the classroom.
- The use of virtual and alternative methods for review of programs, offering training, and other programming needs has been essential in conducting the work of the team. For example, the change in format assists in meeting the needs of the field generally increasing the opportunity for more educators to attend. The Eastern Maine Community College Learning Facilitator program is another example of innovative strategies to meet the needs of schools and school districts with providing qualified paraprofessionals to be

placed in the classroom. Instituting a program evaluation for the initial approval of educator preparation programs that were delayed due to the pandemic has also been an additional opportunity to increase pathways.

Partnerships

Maine State Board of Education, Maine Community College System, Maine Education Association (MEA), Maine Revenue Services, Maine State Approving Agency for Veterans' Education Programs, NC-SARA, New England Board of Higher Education, TeaMe (Teacher Education Association of Maine), University of Maine System, US DOE, private colleges and universities in Maine, licensed proprietary schools, among others.

Office of HEESS Laws and Rules

Implementing Maine Department of Education Rules

Chapters 13, 114, 115, 147, 149, 170, 221, 222, 225, 228, 229, & 230

Federal Requirements

Teacher Shortage Reporting (USDOE)

Title II (Higher Education Act) Educator Preparation Reporting

Programs primarily work with individuals beyond the compulsory school age who faced barriers to education and employment. Instruction and support services assist adults to become literate and obtain knowledge and skills necessary for employment and economic self-sufficiency. Examples of these services include basic literacy instruction in English as a Second Language; high school completion courses; college transition courses; and workforce training and retraining.

Anticipated serving more in-school youth as part of multiple pathways to high school completion, English language learners and workforce training through an accelerated pathway that integrates academic instruction with workforce skills trainings.

Leadership Team

The Commissioner and her executive leadership team provide direction, support, resources, and structures to Maine's 277 school units and 707 schools to assist educators, school staff, and administrators in their provision of high-quality learning opportunities for Maine's approximately 180,000 students.

The leadership team is responsible for building, managing, and leveraging a Department of Education that supports school districts and schools across the state and ensures that all students reach their potential and are prepared for work, life, and post-secondary education opportunities. The leadership team serves the people of Maine by effectively and efficiently

managing agency operations, creating and implementing a statewide education budget, communicating information and resources accurately and in a timely manner, actively participating in the legislative process, supporting the implementation of education policies passed by the Maine Legislature, and building and fostering relationships with all education stakeholders, including students, families, educators, school staff, agency staff, business leaders, and community members.

The Commissioner and her team also provide internal leadership, support, and oversight for each office within the agency which includes the Office of Innovation, Office of School and Student Supports, Office of Learning Systems, Office of Special Services, Office of Higher Education and Educator Support Services, the Maine School Safety Center, Maine Charter School Commission, and Maine Commission for Community Service. The Department of Education also provides staff support to the Maine State Board of Education. The Communications Team and the Policy and Government Affairs teams are housed within the Office of the Commissioner.

The communication team serves the Department of Education and the field of education statewide through a strategic communications plan and protocols. Coordinated, clear, and timely information is provided to the entire education field, including guidance, requirements, and opportunities. This team also provides responses to constituent questions, concerns, hopes, and ideas that flood the Department's constituent management system, and responses to requests for information are provided to community members, researchers, and media and through the FOAA process.

Through the policy and government affairs team, the Maine DOE is involved at various stages of Maine's legislative process, acting as a resource to state legislators by providing them with information about Maine DOE programs and Maine's education system; proposing bills and taking positions as appropriate on legislation; facilitating and leading work groups, task forces, and advisory committees, as assigned by the Legislature; and adopting rules to implement laws passed by the Legislature.

Target Population

The Leadership Team serves the Department of Education and the statewide education system, including educators, school boards, support personnel, the respective educational organizations, students, and their families, as well as legislators, researchers, and media. All leadership decisions and actions align with the Department's strategic priorities, as these priorities reflect the needs of the field.

Alignment to DOE Priorities

These bold priorities have driven the resources and projects and focus of the Department. This effort is integral to Maine's successful cultivation and support of a dynamic, talented, diverse, and equity-focused educator workforce. The Department continues to provide resources and technical assistance to schools to ensure they provide for the health, safety, and wellbeing of the school community, even during a global pandemic. The leadership team is both sharing resources and responding to needs to ensure that schools have the resources, flexibility, and the

incentives necessary to innovate and evolve, with a focus on continual improvement of the education system to ensure it is one of excellence and equity.

The Department recently established an additional priority, “To build a healthy and collaborative work environment and to enhance the human capital and potential of the Maine Department of Education.” The priority reflects a deliberate shift inward to care for, develop, and celebrate the tremendous internal resources that exist within the agency.

Goals and Objectives

The Leadership Team is

- committed to the aforementioned strategic priorities and the action steps that will achieve them.
- supporting a whole student approach in Maine’s PreK thru adult learner system of education.
- examining school funding for more equitable methods for distribution.
- seeking efficiencies and integrated opportunities within the Department and in the resources and professional opportunities provided to the education field.
- encouraging innovative and varied approaches to education.
- creating multiple pathways to successful college and career opportunities.
- increasing and coordinating partnerships with stakeholders to leverage the skills and commitment to education that exist statewide.
- promoting the efforts of the DOE as a service organization while amplifying the excellent work of prek-12 schools statewide.
- partnering with agencies to elevate and populate the educator workforce.
- clarifying statutes and rules to ensure they support, not hinder, public education efforts
- elevating the Department universally through accurate, timely and supportive communications both responsively and proactively to promote the Department as a premier professional development and customer service provider.
- increasing the effectiveness and efficiency of the Department to build a more cohesive, innovative system, thereby improving support to the field.

Key Accomplishments

- Guaranteed teachers statewide receive a minimum annual salary of \$40,000.
- Provided an unprecedented level of state funding for education by achieving the 55% state funding target.
- Expanded access to Pre-Kindergarten programming statewide.
- Increased access to high quality computer science instruction and support.
- Provided an unprecedented amount of support and funding for CTE programs to expand student access, support programming, and address infrastructure needs.
- Developed nationally recognized resources for educators, students, and families with the development of Maine Online Opportunities for Sustained Education (MOOSE), SEL4E, Wilderness Adventures and Virtual Experiences for Students (WAVES).

- Guided schools through pandemic response.
- Built strategic partnerships with civic, education, and business leaders.
- Undertaken a collaborative restructuring process that will allow the agency to create efficiencies while also improving the Department's support and services for students and their families, educators, school staff, and communities statewide.
- Provided an additional \$63 million in funding for the School Revolving Renovation Fund (SRRF) for capital improvements.
- Created a Learning Facilitator Program in partnership with Community College System to train and place new education support personnel.

Challenges

The strategic goal of marketing the profession needs a well-constructed multi-agency strategy, developed by experts in marketing.

The Leadership Team is understaffed to deal with the significant volume of reporting, communications, problem solving, and overall supports that are expected, rightfully, from the internal and external educational system.

Needs

The Department has created new position requests that are aimed at handling the surmounting constituent and FOAA needs, the targeted specialized areas of Diversity, Equity and Inclusion and are proposing restructuring in ways that will help strengthen the leadership and support channels available both internally and externally.

Partnerships

DOE has had a strong focus on building partnerships with other state agencies and the legislature.

The Commissioner and her leadership team meet weekly with the leaders of Maine's educational organizations, including MCLA, MEA, MPA, MSSA, MSBA, MADSEC, MACTE. These meaningful and collaborative statewide partnerships are focused on improving the quality and purpose of education and to promoting innovations that lead to improved learning opportunities for students.

Each sub-team has strong partnerships in operations, policy, finance, procurement, and budgeting. There is also ongoing collaboration with the Department of Administrative and Financial Services. This includes procurement, financial and technology partnerships. The leadership team works with Maine Teacher of the Year program, UMCC and UMaine systems, and organizations such as Educate Maine, Maine Chamber of Commerce, and all media outlets.

The leadership team collaborates and engages with role-alike colleagues from across the nation, the US Department of Education, and the Congressional delegation.

Innovative Approaches

The Communications Team is currently building an internally developed constituent management system to ensure coordinated and timely constituent responses. The Department is examining the opportunities for organization efficiencies including taking on the new and existing prospects of a telework and hybrid work environment, an unexpected reality of the COVID-19 pandemic that provided learning and growth opportunity for the Department. The leadership team continues to participate in efforts for statewide innovation including involvement on the Children’s Cabinet, workforce development work groups, and programs associated with the Governor’s Climate Goals to continuously find ways to grow and innovate how the Department operates or provides services.

Learning Systems

The Office of Learning Systems (OLS) is comprised of five work teams: Early Learning (Pre-K-grade 5); Secondary Learning (Grades 6-12); Elementary and Secondary Education Act (ESEA) Federal Programs; Assessment; and Career and Technical Education (CTE). This Office utilizes, processes, and supports implementation of state and federal programs/grants including the Carl Perkins Vocational, ESEA, and George Briggs Grant. The Office of Learning Systems coordinates, manages, provides guidance and oversees the services related to instructional programs, activities, supports and requirements for all Maine learners, reviews and testifies on legislation, develops rules as directed by legislation; collects, summarizes, and analyzes student data for performance, public reports and policy direction; and provides technical assistance and professional learning opportunities on instructional strategies, best practice and program operations for school personnel.

Target Populations

The OLS team support schools in serving students across PK-12 in public schools although the scope, size and supports provided vary in nature depending upon the team.

Team: Career & Technical Education (CTE)

CTE provides a meaningful context for learning, as CTE students apply both technical and academic theories through real-world applications. This learning is provided through a network of 27 secondary CTE schools, which include 19 CTE centers, overseen by a School Administrative Unit (SAU), and 8 CTE regions, overseen by an Administrative Board. CTE has served between 8000-8500 students a year over the last five years. Every high school student in the State can access CTE programs.

Although Maine’s population does not have the critical mass to offer universal access to CTE programs directly through comprehensive high schools, the current regionalized configuration allows access to CTE programs for all students in the state. Given this structure, the sending high schools are the primary providers of the academic content and the CTE schools are the primary providers of the technical skill content. Maine recognizes the value and impact of contextual learning for student achievement and has been utilizing federal and state funds to strengthen its standards in both the academic and skill content of its CTE programs by:

- requiring national skill standards in secondary CTE programs where appropriate.
- emphasizing academic integration in CTE technical skill standards through linking skills to standards to the academic Maine Learning Results when a natural cross-curricula occurs.
- continuing development of seamless pathways from Maine’s secondary CTE programs to community college and university programs.
- supporting professional development of CTE professionals.
- promoting nontraditional education in CTE programs.
- ensuring that special student populations are served.
- developing middle school CTE exploratory programs.
- promoting more CTE opportunities for all high school students; and
- promoting placement opportunities within the career pathways to include advanced training, military service, or a service program such as the Peace Corps.

Team: Early Learning and Secondary Teams

The Early Learning and Secondary Education teams within the OLS team serves Birth-Grade 5 and grades 6 -12 educators (e.g. teachers, education technicians, administrators, curriculum directors, etc.) respectively across Maine. The scope of the team is statewide with the size of constituent groups varying with the work from consultation/technical assistance with individuals to small group/school/district level support to large scale professional learning events. Other additional constituents served by the Early Learning team include Head Start/Early Start, Institutes of Higher Education, Family Childcare, Center-based childcare and private pre-k facilities, pre-service educators, families, and caregivers in addition to education organizations and foundations.

Team: Elementary and Secondary Education Act (ESEA) Team

The ESEA team’s service to constituents is broad in nature ranging from, families, SAU and school staff members, community-based organizations, civil rights organizations, institutions of higher education, members of the state board of education, members of the business community (i.e. realtors, prospective employers). In addition, the team serves all Maine schools (approximately 550), and every public-school district (approximately 200), non-public schools (approximately 70) within the state of Maine through direct communication, oversight, and technical support in relation to the implementation and evaluation of Federal grant funding through federal Title funding, including program application and monitoring systems: Title IA, Title IC, Title ID, Title II, Title III, Title IV, and Title V.

Team: Assessment Team

The Assessment team serves a similar constituent base as all other teams within OLS which includes SAU and school staff, families, community agencies, special purpose private schools, and regional programs. Assessments are administered and implemented statewide within all Maine schools and therefore, the assessment team directly supports Maine educators to ensure equitable access to state assessment.

Alignment to DOE Priorities

The work of the OLS team supports and aligns to the following DOE priorities:

Inspire TRUST in the organization, and in the public education system

All teams work closely with the constituents they serve. Teams are often called upon to answer questions regarding funding, certification, program development, legislation, etc. Through timely responses and commitment to find the answer to their questions, team members have established trust thereby building trust in the public education system. The team's commitment to ongoing provision of technical assistance and professional learning to constituents, through timely and regular communication (e.g. newsroom articles, monthly newsletters, list serves, etc.), and involvement in stakeholder groups and/or development/provision of professional learning continues to build relationships and continued trust in Maine's public education system.

Develop, support, and sustain a robust EDUCATOR WORKFORCE

The implementation of the Maine Learning Results (MLR) within Maine schools partnered with the provision of CTE programs prepare students for the workforce or further education. Ongoing professional learning connected to the Maine Learning Results and Maine Early Learning and Development Standards for Pre-K-Grade 5 ensures a robust educator workforce. Professional learning is focused on evidence-based practices, is data driven, informed by identified educator needs to support SAU decision-making regarding curriculum, and all facets of instruction and assessment. The OLS team also collaborates with a variety of partners, including higher education, to bolster workforce development efforts for pre-service and in-service educators.

Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners

The OLS team remains committed to promoting educational excellence and equity for all Maine learners. Guidance from the Office of Civil Rights is central to the work of the CTE Methods of Administration (MOA) coordinator, English Speakers of Other Languages/Bilingual Program and World Language programs. Professional learning and technical assistance are grounded in evidence-based, culturally responsive practices that support student growth and achievement. Analysis of data sources and utilization of a multi-tiered system of support helps to inform design and delivery of supports to promote practices that foster equity for students and educators. In addition, equity is promoted through the allocation, distribution, of federal funds in an equitable formula-based manner. The OLS Early Learning Team is also responsible for the supporting the expansion of Pre-K as step toward building equitable access toward high-quality early childhood education for all of Maine's 4-year old children.

Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING

A whole student/whole child holistic approach is central to the work of the OLS team ensuring all domains of a student's development are addressed from the need of the youngest of learners adapting to the classroom to the oldest learners participating in safety training in the CTE program in which they're enrolled. This approach encompasses all facets of student health and wellbeing and relies upon strong family and community supports.

Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field.

The OLS team researches, contributes, and supports a culture of innovation based on within SAU and school identified needs. The team encourages innovative thinking among collaborative

partners and models approaches that support innovation and continuous improvement, particularly learning from and with experts from the field. There is a constant emphasis on innovation to best serve the students and prepare them for the workforce. Supporting a culture of innovation and continuous improvement encourages Maine schools and districts to take calculated risks in embracing change to inspire student success.

Goals and Objectives

1. To inspire trust by fostering relationships across the state as liaisons between school leaders and DOE and supportive partners in cultivating high-quality learning experiences by providing guidance and technical support
 - Fostering relationships across the state as liaisons between school and district leaders, CTE Administrators, community and workforce organizations and the DOE
 - Respond to requests promptly and with accurate information
 - Design and deliver evidence-based professional learning, guidance and supports
 - Ensuring transparency and consistency within communication, relationships, supports, and guidance.
2. To support all Maine learners by providing technical assistance and support to educators and developing resources for both professional learning and classroom application
 - Develop and provide monthly professional learning opportunities, office hours, and newsletters
 - Collaborate with other state agencies and professional organizations (state and national) to provide statewide and regional professional learning opportunities with the development of timely resources
 - Provide timely and accurate technical assistance as requested and in response to identified needs
 - Expansion of programming to ensure equitable opportunities for participation (CTE Middle School & 9th / 10th grade students)
3. To promote educational excellence and equity for all Maine learners by developing and supporting implementation of educational statutes, policies, and grants.
 - Regularly update and support implementation of learning standards
 - Promoting whole child/student focused initiatives
 - Contributing to development of systems that support interdisciplinary learning progressions
 - Providing technical assistance and support to educators and developing resources for both professional learning and classroom application
 - Providing at least one learning opportunity per content/focus area per month
 - Collaborating with professional organizations (state and national)
4. To ensure student health, safety, and well-being
 - Collaborate with other Department teams and state agencies to promote evidence-based practices that support whole child development

- Develop resources (e.g. instructional programming, guidance documents, professional learning modules) that bolster children’s well-being by addressing all developmental domains
5. To encourage innovation and continuous improvement as partners in problem solving
 - Attend to immediate needs (such as a pandemic) and systemic opportunities to innovate practices and improve outcomes and experiences for all students.
 - Convert and embrace practices to be more in line with current technology
 - Expand opportunities for collaboration across and within the Department

Benchmarks and Measurements

1. Participation in internal and external meetings and work sessions to generate supportive policies /guidance and workable solutions.
 - meeting minutes
 - reports
 - staff calendars and weekly summaries
 - Stakeholder feedback
 - emails
2. Development and evaluation of long- and short-term goals
 - Refinement and adapting approaches to prioritize needs
 - Reflection on what/what is not working through surveys and open communication
3. Collaborative problem solving with stakeholders to generate solutions which are shared through:
 - Identifying and developing resources
 - professional learning opportunities
 - technical supports
 - meeting minutes
 - email
 - social media
 - DOE Newsroom articles
 - updates to DOE discipline websites
4. Data Collection:
 - Detailed anecdotal feedback from professional learning participants on their experience and future goals impacted by their learning.
 - Surveys with rating scales and open response items to targeted stakeholders.
 - Data collected through technical assistance demonstrating program development.

Key Accomplishments

For the most part the OLS team is working to bring the goals to fruition. Strategies to achieve this include:

- Developing year-long calendar of professional learning opportunities based on identified needs of constituents, including supporting for schools eligible for Tier 3 supports
- Continued focus on open, honest, simple communication internally and externally.
- Analyzing the data collected from surveys and focus group conversations with educators and caregivers to adjust supports to ensure the needs of the field are being addressed
- Continuing to support the work of OLS teams and stakeholder groups to innovate and redesign approaches to ensure equity, access, and opportunity for all learners
- Supporting the field in deepening their understanding of team related content and best practices to support student learning
- Expanding public pre-k programming to promote educational equity
- Developing and expanding open-source, interdisciplinary instructional programming that supports whole child development
- Utilizing SMART goals to guide decision making
- Developing ongoing professional learning to support field understanding of Multi-tiered systems of support
- Remaining flexible in the approach of the team to adjust the direction of the work as and when needed.

Challenges and Opportunities for Growth

Unfortunately, over the course of the past 18 months, the COVID-19 global pandemic has taken its toll on the team as priorities and required responsiveness to Maine SAUs constantly shift.

Although the OLS team is one of the larger teams on the 5th floor of the Cross building, sub teams range from 5-9 members in size. Due to the small sizes of the sub teams, the broad scope of work, and varying budget constraints depending upon team, the overall timeline for achieving goals and objectives as quickly as desired is often slowed because team members are managing multiple responsibilities with limited staffing. While the internal promotion of team members is desired and welcomed, these same promotions and transitions to neighboring Department teams has significantly impacted team capacity at times. This limited staffing results in a reduced ability to serve individual needs through a differentiated approach with professional learning being more generalized to support multiple SAUs and to do so in a timely way. This reduced capacity also impacts the opportunity to seek out grant funding to support innovative solutions to address identified needs as the team does not have the capacity to engage in seeking out and applying for grant opportunities simultaneously.

The team remains cognizant of the need to foster on-going collaboration internally within the Department and externally with partners while seeking to break down established silos and “ownership” of the work.

Needs

The OLS team continues to prioritize goals in response to the most pressing needs resulting in addressing the “must haves/must dos” over the “nice to have/nice to do” elements. Teams are

examining opportunities for cross-training to build team understanding and knowledge while also seeking out partnerships with organizations to help support the costs associated with professional learning development and delivery. In addition, the team is actively seeking natural intersections of the work with other DOE teams and are reaching out to add/include to meetings where applicable in order to ensure a more robust and comprehensive approach with the goal of eliminating duplicative work across the Department.

Partnerships

Collaborating with both external and internal stakeholders is critical to ensure that all programming and supports are current. Teams frequently partner with state, local and federal agencies and organizations that have necessary and relevant expertise to develop and provide resources, and professional learning. Additionally, these partnerships are often leveraged to help to inform policy development, support the implementation of grants and other initiatives that benefit students and educators throughout Maine while building a commitment to shared goals and outcomes.

Cooperative Agreements

Cooperative agreements or Memorandums of Understanding are typically sub team specific. The CTE team currently has a Memorandum of Understanding with the Maine Community College System that is in statute requiring credit alignment with industry standards.

Title 20-A: EDUCATION; Part 5: POST-SECONDARY EDUCATION; Chapter 431: MAINE COMMUNITY COLLEGE SYSTEM;

- **§12709. Powers and duties of the President of the community college system**
 - 11-A. Memorandum of understanding with career and technical education system. To enter into a memorandum of understanding with the Department of Education that establishes a process by which the Maine Community College System will review programs of the career and technical education centers and career and technical education regions established in chapter 313 that are using national industry or state certification standards to determine the nature and amount of college credit that must be awarded upon successful completion of an approved secondary school program. College credits must be awarded upon completion of a program directly to the student regardless of whether the student has matriculated in the college awarding the credit. The awarding of college credits to a secondary career and technical education student does not entitle the student to acceptance into the community college awarding the credits.

The Early Learning team has a MOU in place between the Office of Child and Family Services and DOE for reimbursement for 40% of the Head Start Collaboration Office Directors time to lead the Zero to Three Grant. Additionally, the team is a receiver of grant funding through Maine AEYC to help support the Leading Early Learning Pre-K-3 initiative for administrators. Finally, a technical assistance grant from Education Commission of the States supports the development of professional learning modules related to kindergarten transitions.

The Secondary Education team has cooperative agreements in the form of memoranda of understanding with the embassies of Germany, France, China (Taiwan), and Spain. These agreements include collaborative efforts to promote language and cultural programs in Maine, including opportunities for international partnerships for schools, professional learning, and exchanges.

The Department also contracts with WIDA, a national consortium, for its English language proficiency assessment, professional learning, and English language development standards.

The ESEA federal programs team has a cooperative agreement with the University of Maine at Orono to pilot a Leadership Coaching Training for MAINE DOE Leadership Coaches who support Tier III identified schools in developing leadership capacity and professional growth opportunities.

Additional procurement partnerships are located in Chart 2.

Innovative approaches

The influx of American Recovery Plan (ARP) funds will support expansion of programming for CTE and Pre-k. As a result of this and other federal emergency relief funds, the OLS team members can support Maine SAUs and CTE programs in the exploration of how education can be transformed to meet the needs of Maine learners. This includes but is not limited to updating necessary programmatic equipment, increased collaboration, and opportunity of Early College Grant programs to provide dual and concurrent enrollment opportunities for students, expanded offerings of synchronous and asynchronous professional learning offerings and virtual meetings.

Other innovative approaches to Department initiatives the OLS team has supported include:

- Serving as leaders and facilitators for the Maine Online Opportunity for Sustained Education (MOOSE Year 1)
- Collaboration with the Boston Public School System's Department of Early Learning to offer an innovative and open source curriculum for Maine's PreK (PreK for ME) and Kindergarten (K for ME) teachers that strives to provide a high-quality educational experience for the whole child.
- Collaboration with Maine Roads to Quality and Maine AEYC to develop the Leading Early Learning series for Pre-K to grade 3 administrators.
- Expanded use of technology platforms, programs, and tools to engage educators in interactive professional learning opportunities.
- Immediate and expansive response to shuttering schools and moving to virtual environments for learning then to blended learning in many schools.
- Utilization of teacher leaders to provide professional learning opportunities.
- A Pilot Innovative Grant offers opportunities for Tier III identified schools to apply for funding (up to \$40,000. 1st year, up to \$50,000. 2nd year, & up to \$40,000. 3rd year) to pilot an innovative idea for a sample school location and/or sample student population.

Year 1 was the pre-planning and pre-implementation year, Year 2 is the full implementation year, and Year 3 is the full implementation and sustainability year.

- Maine’s Model of School Support provides Maine DOE Leadership Coaches and additional funding to every (74) Tier III identified school for a minimum of three years. This additional support offers the increased likelihood of developing leadership capacity to create a continuous improvement cycle through implementing research- and evidence-based measures that will improve student learning.
- The State Activities Grant (Titles II and IV) set aside funds offers opportunities to internal members of the Department to apply for funding (maximum \$50,000.) to support the necessary costs, collaborations, and capacity to provide professional development offerings out to the field.
- Transitioning to a new grant management system (Grants4ME) for managing grant applications, invoicing, and performance reports. This new system offers some opportunity to consider new ways of doing business, which also brings change in what LEAs are required to do.
- Transitioning to a new data collection tool/system for the 21st CCLC program. This new system will allow for a more streamlined approach in collecting data with direct upload capability to ED through API functionality.
- Maine DOE team members and education stakeholders are currently collectively exploring a redesign of assessment which embraces and balances an authentic, relevant approach to assessment with timely, meaningful data.

Partnerships

The Learning Systems Office has varied agency partnerships and collaborations and as many are overlapping, Chart 1 shows a collective view of the collaborative agencies and partners associated with this team.

Chart 1: OLS Collaborative Agencies & Partners

Agency	Assessment	Career & Technical Education (CTE)	Elementary & Secondary Education (ESEA)	Standards & Instruction (Early Learning PK – 5)	Standards & Instruction (Secondary Learning 6 – 12)
Abbe Museum					X
Academic Development Institute (ADI) and IndiStar (DirigoStar)					
Advance CTE		X			
American Institute of Research (AIR)	X			X	X
Associated Builders and Contractors		X			

Association for Positive Behavior and Intervention Supports				X	
Association of Career and Technical Education (ACTE)		X			
Association of State Supervisors of Mathematics (ASSM)				X	X
Association of Teachers of Mathematics in Maine (ATOMIM)				X	X
Boston Public School System Department of Early Childhood				X	
Bridge Academy		X			
Brustein & Manasevit, PLLC (Bruman)			X		
Catholic Charities	X				X
Center for Assessment	X		X		
Center for Community Inclusion and Disability Studies (CCIDS)				X	
Central Aroostook Council for Education (CACE)				X	
Children's Cabinet Early Childhood Advisory Council (CCECAC)				X	
Chinese Embassy (Taiwan)					X
Cognia	X				
Conference on English Leadership – Emerging Leaders Fellowship Program (CEL)				X	
Council of State Science Supervisors (CSSS)					X
Council of State Social Studies Supervisors					X
Council of Chief State School Officers (CCSSO)	X		X	X	X

Count Me In			X		
CTECS		X			
Department of Inland Fisheries and Wildlife					X
Educate Maine		X			
Education Commission of the States (ECS)				X	
Education Development Center (EDC) Council of Chief State School Officials (CCSSO)				X	
English Language Advisory Council					X
EVERFI					X
First Amendment Museum					X
FocalPointK12	X				
Foreign Language Association of Maine					X
French Embassy					X
Gates/OER Foundation					X
GEM Software Development		X	X		
German Embassy					X
Governor's Office of Policy Innovation and the Future				X	X
Governor's Office on Policy and Management		X			
Guilder Lehrman					X
Gulf of Maine Research Institute		X			
HMB (Grants4ME grant management platform)		X	X		
Holocaust & Human Rights Center					X
Hudson Museum					X
International Literacy Association (ILA)				X	
Jobs for Maine Graduates (JMG)		X			

Jumpstart Coalition for Personal Finance Education					X
Junior Achievement		X			
Let's Go to School					X
Maine Arts Commission					X
Maine Association for Infant Mental Health (MeAIMH)				X	
Maine Association for the Education of Young Children (MeAEYC)				X	
Maine Association of Health, Physical Education Recreation and Dance (MAHPERD)					X
Maine Association of School Librarians (MASL)				X	X
Maine C3		X			X
Maine Career Development Association					X
Maine CDC				X	X
Maine Chamber of Commerce		X			
Maine Coalition Against Sexual Assault (MECASA)					X
Maine Community College System (MCCS)	X		X	X	X
Maine Council for the Social Studies					X
Maine Council of English Language Arts (MCELA)				X	X
Maine Curriculum Leaders Association (MCLA)	X		X	X	X
Maine Department of Economic Development		X			X
Maine Department of Health and Human Services				X	X

Maine Department of Labor		X			X
Maine Family Planning Association					X
Maine Head Start Directors Association (MHSDA)				X	
Maine Historical Society					X
Maine Jumpstart Coalition for Personal Finance Education					X
Maine Manufacturing Group		X			
Maine Math and Science Alliance (MMSA)			X	X	X
Maine Principals Association (MPA)	X			X	X
Maine Roads to Quality Professional Development Network (MRTQ:PDN)				X	
Maine School Management Association (MSMA)				X	X
Maine School Psychologist Association (MSPA)				X	
Maine Science Teachers Association (MSTA)					X
Maine Secretary of State					X
Maine SPARK		X			
Maine State Archives					X
Maine State Library					X
Maine State Museum					X
Maine Title One Educator Network (MTEN)			X	X	
Maine Wardens Service					X
Maine Youth Action Network (MYAN)					X
Maine Administrators for Career and Technical Education (MACTE)		X			

Margaret Chase Smith Library and Museum					X
Museum L-A					X
National Alliance for Partnership in Equity		X			
National Alliance on Mental Health Maine (NAMI Maine)					X
National Association for the Education of Young Children (NAEYC)				X	
National Association of Early Childhood Specialists in State Departments of Education (NAECS-SDE)				X	
National Association of ESEA State Program Administrators (NAESPA)			X		
National Career Development Association					X
National Center for Education Statistics (NCES)	X				
National Center for Disease Control (CDC)					X
National Council for Social Studies (NCSS)					X
National Council of Supervisors of Mathematics (NCSM)				X	X
National Council of Teachers of English (NCTE)				X	
National Council of Teachers of Mathematics (NCTM)				X	X
National Geographic					X
National Head Start Association (NHSA)				X	

National History Day (Maine)					X
National Institute for Early Education Research (NIEER)				X	
National Rural Education Association (NREA)			X		
National Science Foundation (NSF)				X	X
National Social Studies Supervisors Association					X
National State Leaders of Career Development Network					X
National Zero to Three Organization (ZTT)				X	
New Meridian	X				
NexGen Personal Finance					X
Northern Maine Education Collaborative (NMEC)				X	
NWEA	X				
Office of Career Technical and Adult Education		X			
Office of Child and Family Services (OCFS) at DHHS				X	
Office of Maine Care Services for Help ME Grow/ASQ Online Initiative				X	
Osher Map Library					X
Other Higher Education Institutions - Husson University, Thomas College, University of New England, St. Joseph's College				X	
Penobscot Regional Educator (PREP)				X	
Research in STEM Education (RiSE)					X

Science Partnerships (University of Washington & University of Colorado, Boulder)					X
Society of Health and Physical Educators (SHAPE)					X
Society of State Leaders for Health and Physical Education (SSLHPE)					
Southern Maine Curriculum Directors				X	
Spanish Embassy					X
State Coordinators of English Language Arts (SCELA)				X	X
State Education Agencies of Directors of Arts Education (SEADAE)					X
State Educational Technology Directors' Association (SETDA)			X		
State Opioid Prevention Task Force				X	
Strong Foundations				X	
The Dana Center					X
The National Archives					X
ThinkerAnalytix					X
United States Department of Education	X	X	X	X	X
United States Department of Labor					X
United States Senate Youth Program					X
University of Maine System (UMS)			X	X	X
University of Wisconsin	X				
US Census			X		
Volunteer Maine		X			
Westat	X				
WestEd			X	X	X

World Language Advisory Council					X
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Cooperative Agreements

While the list of partnerships is vast, there are numerous ways that the Learning Systems team also leverages their partnerships in the form of cooperative agreements or procurement relationships. The following Chart 2 showcases the notable procurement partnerships.

Chart 2: OLS Procurement Partnerships

Partnership	Assessment	Career & Technical Education (CTE)	Elementary & Secondary Education (ESEA)	Standards & Instruction (Early Learning PK – 5)	Standards & Instruction (Secondary Learning 6 – 12)
Atlantic Staffing			X		
Boston Education Foundation				X	
Center for Assessment			X		
COGNIA	X				
Consulting Educators	X				
Council for Chief State School Officers (CCSSO)	X		X	X	X
EMS LINQ			X		
FOCALPOINTK12	X				
GEM			X		-
Maine Association for the Education of Young Children				X	
Maine Roads to Quality				X	
New Meridian	X				-
NWEA	X				-
Tri-State Staffing			X		-
University of Wisconsin	X				-

Maine Commission for Community Service

Volunteer Maine, the Maine Commission for Community Service

The Commission builds capacity and sustainability in Maine's volunteer and service communities by funding programs including AmeriCorps, developing managers of volunteers, raising awareness of sector issues, and promoting service as a strategy to address critical local problems.

Volunteer Maine was established in 1994 by Executive Order and under state statute in 1995 (5MRS-A C373 §7501-7506). In 2012, as part of government reorganization, the Commission's fiscal agent changed to the Department of Education.

The 25 Commission members are appointed by the governor to three-year terms and each member represents a specific segment of Maine's volunteer sector. Under federal and state law, they are not eligible to receive per diem.

Volunteer Maine is Maine government's partner for the federal Corporation for National Service which administers the national service programs. In October 2019, the Maine Commission for Community Service adopted Volunteer Maine as its new public identity.

Alignment to DOE Priorities

The Commission's statutory mission is summarized as "fostering and inspiring community service and volunteerism to address critical needs in the State of Maine." That mission encompasses educational needs as well as critical human, environmental, public safety, and climate change needs.

In this context, it is possible for the Commission to support two Department of Education priorities through AmeriCorps program grants to community organizations:

- Develop, support, and sustain a robust educator workforce
- Ensure student and school safety, health, and wellbeing

The support is contingent on whether eligible applicants submit proposals for consideration.

Commission's Strategic Priorities

Federal and state statutes charge the Commission with developing a multi-year strategic state national and community service plan. As required, the plan engages a broad range of stakeholders. The current plan focuses the Commission on four strategic opportunities, each with specific strategies and a stated end outcome:

1. Serve as Maine's center of excellence on volunteer service.
 - Provide consultation and training on volunteer engagement and program operation to individuals and organizations seeking to build their capacity to engage volunteers in effective and efficient service that achieves the intended outcomes.

- Identify key issues impacting Maine’s volunteer sector and Commission grantees that need to be monitored or researched.
- Provide information and data on the status of Maine’s volunteer sector, civic health, and civic engagement.

End Outcome: The Commission identifies and responds with appropriate supports to emerging challenges or opportunities encountered by Maine’s volunteer sector.

2. Cultivate young volunteer and service leaders through a newly established formal year of service, the Maine Service Fellows Program. Leverage the impact of volunteer service to meet state need to attract and retain talented young adults.

End Outcome: Young adults commit a year of service to helping a Maine community address a pressing issue and develop not only a greater understanding of how to have an impact on community life, but also create ties to community that have the potential to become roots.

3. The Commission is the only entity, public or nonprofit, that focuses on capacity and sustainability of volunteerism in the public and nonprofit sectors. It is a business-to-business entity meaning constituents are organizations and individuals who are responsible for volunteer engagement/ activity. It has a unique role to play as a public voice for the volunteer sector that:

- increases recognition, visibility, and respect for volunteer efforts.
- fosters a culture of service and civic engagement; and
- promotes understanding of connections between volunteering, civic engagement, economic and community success.

End Outcome: Volunteer Maine is the public name for the Maine Commission for Community Service and is the champion for volunteer service that contributes to the civic health of thriving Maine communities.

4. The Commission’s grant making activity is a powerful vehicle for fostering community service and volunteerism that is effective in addressing critical needs of Maine communities.

Through the grant process, Volunteer Maine will support

- new approaches to encouraging rural volunteer service.
- volunteer-powered solutions to existing and emerging community problems; and
- building the capacity of grantee organizations to engage volunteers effectively and sustainably.

End Outcome: Commission investments in national service and volunteer programs succeed in strengthening communities’ capacity to solve local problems through service.

Target Populations

Managers/leaders of volunteer efforts, Maine national service grantees, public and private nonprofit organizations seeking to engage volunteers, public and private agencies seeking to develop national service programs, AmeriCorps members currently serving, AmeriCorps Alums in Maine, elected state, county, and local officials.

Partnerships

Corporation for National and Community Service, America’s Service Commissions, Points of Light Foundation, Maine Association of Broadcasters, Maine Masonic Charitable Foundation, Maine Volunteer Foundation, and Maine Emergency Management Agency.

Strategic Opportunity

Serve as Maine’s center of excellence on volunteer service.

Target Populations

The work and grant-making under this initiative serves organizations with volunteer programs, the leaders of those programs, and community leaders seeking to design or initiate volunteer-powered responses to local problems. Beginning in 2021, the work focused particularly on entities responding to local public health or weather emergencies. This is a natural extension of the Commission’s responsibility for volunteer responses in times of emergency. (Note: The Commission co-chairs with MEMA, the volunteer and donations work in the State Emergency Response Plan.) Another special focus is the result of a Commission-sponsored study of the impact COVID has had on community volunteer programs. Two findings to be addressed are local requests for assistance in safely reopening and rebuilding services relying on volunteers as the workforce.

From 2017-2020, activity in this area took the form of supporting several regional volunteer organizations (2 regional and 2 statewide social service agencies) in their upgrades of volunteer management and expansion of volunteer engagement. The support took the form of modest subgrants, technical assistance, and training.

Goals and Objectives

- Build the capacity of community programs to engage volunteers in skilled and general skilled direct service activities that address critical local problems. Service Enterprise, the planning and organizational change program, is the primary tool used in this objective. Service Enterprise is a 12-month effort that begins with 40 hours of training and organizational assessment.
- Increase the human resource management skills of leaders (paid and unpaid) in volunteer programs so they effectively engage and support volunteers in their programs’ missions. The Commission’s educational activities for managers of volunteers and public education initiatives are the primary tools used in this objective.
- Expand engagement community residents in emergency preparedness as volunteers under the leadership of local agencies with these responsibilities. The Commission tools used under this objective include MaineReady.org, micro-grants for service projects, and collaborations with MEMA.

Benchmarks and Measurements

- Number of agencies certified as a Service Enterprise.
- Number of individuals completing volunteer management training.
- Number of community organizations active in disaster able to engage volunteers in response.
- Number of community volunteers added to the workforce of organizations that receive technical assistance from the Commission.

Key Accomplishments

- In the 2017-2020 period, goals were met.
- For the 3-year period starting 2021, targets are at 50% as of June 30:
 - 122 agencies surveyed about the effects of COVID-19 on their volunteer programs
 - 48 individuals have taken the Certification in Management of Volunteers Course
 - 22 organizations trained in the Maine Ready emergency volunteer management platform
 - 6 organizations provided training and coaching in Service Enterprise.

Challenges and Opportunities for Growth

- The target not met is a 3-year one that is measured at the end of each 12-month period. (“Number of community volunteers added to the workforce of organizations that receive technical assistance from the Commission”). The year is not complete at the time of this report.

Needs

- No corrective actions are needed at this time.
- Resources needed to support more progress:
- Funding for micro-grants to organizations that want to participate in Service Enterprise but do not have the staff (small size, 1-5 persons) to undertake the development program.
- Funding for expanded study of the changes in volunteerism in Maine. The federal biennial study on which many relied to monitor the strength and challenges, was discontinued in 2016.

Partnerships

- MEMA
- Maine Masonic Charitable Foundation
- Association of State Commissions
- Mott Foundation
- Points of Light

Innovative Approaches

- Captivate/Captive Prime (training system)

Strategic Opportunity: *Cultivate young volunteer and service leaders who develop volunteer-powered solutions to existing and emerging community problems.*

Target Populations

The initiatives under this goal are new as of 2021 and have two constituencies. One is the young adults who want opportunities to serve and have an impact on important issues through their

service. The second is the set of public and nonprofit programs that need additional human resources to tackle problems but do not have the financial resources to expand.

Climate Corps will recruit people to spend up to a year serving communities vulnerable to climate change including rural and tribal communities. Climate Corps members will be hosted by local or regional agencies who have developed a work plan or project that advances one of the actions in “Maine Won’t Wait.” The projects, organizational model, and potential hosts for Climate Corps participants are being developed as part of a study the 130th legislature charged the Commission to conduct. The report is due January 2022 although some implementation will occur concurrently due to federal opportunities.

Maine Service Fellows was established in statute in June 2021 as part of Commission duties. The program will recruit individuals who are within 5 years of completing a college degree to serve in positions where they can apply skills and abilities to projects for the benefit of citizens of the State. Host organizations must be in the most rural areas of the state and focused on addressing critical health, human, public safety, education, and environmental needs. During the initial years, the program priority is to support COVID recovery plans in these areas.

Goals and Objectives

For both strategies, the objectives are to:

1. provide human resources to under-resourced communities seeking to develop and implement plans related to climate challenges, COVID recovery, and other critical human, health, educational, public safety, or environmental problems.
2. engage recent college graduates in full-time service to rural Maine communities to address the unmet needs through strategies that engage community residents in the solutions.
3. leverage the proven link between intense community service experiences and positive attachment to a community to attract and retain talented young adults to Maine’s rural areas.
4. provide high-quality opportunities for Climate Corps and Service Fellows to develop and document their abilities to apply skills and knowledge effectively to the community issues on which the work.
5. overcome equity and inclusion challenges routinely faced by rural communities by eliminating participation barriers and streamlining host application procedures.

Benchmarks and Measurements

The performance measures will be finalized by the advisory committees for each program (Climate Corps and Maine Service Fellows). It is highly likely those measures will assess the number of service participants who complete their service term, the number of community work plans completed including whether targeted changes were accomplished, the number of service participants who opt to remain in the state post-service term, and the number of host site applicants who indicate the participation process for communities was fair and reasonable.

Key Accomplishments

The Commission is in the beginning stages of planning the Climate Corps and Service Fellows programs. The first session of the 130th legislature added the Maine Service Fellows program to the Commission statute and authorized both federal and private funding of the program. Work to secure both types of monies are underway. Meantime, the advisory committee is targeted to meet in November 2021. The statute has considerable detail and guidance on the program. The Commission and advisors will undertake to complete details by late spring 2022.

Activity related to Climate Corps is advancing on several levels.

1. As directed by the first session of the 130th legislature, the Commission has undertaken a study that will report how best to structure Maine's Climate Corps, what projects in state agencies could be undertaken by corps members, and what organizations might serve as hosts for activities or be private sector partners for climate corps projects. The work is overseen by an advisory group constituted for this purpose.
2. The Commission is supporting three AmeriCorps programs already working in areas identified as priorities in Maine's plan to address climate impacts. The goal is to have the programs more tightly focused on tasks outlined in the plan.
3. The Commission hosted a two-day work session focused on coastal climate impacts. Representatives of nonprofits, municipal government, regional planning commissions, higher education, state agencies, and residents identified the most important coastal climate issues a corps could tackle along with critical design elements and partnerships. The effort is now to identify a lead applicant that would be responsible for the human resource aspects of corps member management and coordinate projects to ensure the work remained consistent with state climate goals.
4. The Commission is participating in a national work group of states developing climate corps. The member state service commissions are exploring collaborations on training/education for those who serve, model service activities and evaluations, and more.

Challenges and Opportunities for Growth

Targets have not been set due to implementation stage of each initiative.

Needs

Because Maine's Climate Corps will be multiple programs, each focused on a specific area (energy, coastal issues, community resilience, etc.), the most critical resource needed is a staff position to coordinate work, keep programs tied to the state plan, deliver common training for service participants, and connect to state as well as national initiatives related to climate.

Partnerships

- Governor's Office of Policy Innovation and the Future
- Governor's Energy Office
- Department of Environmental Protection
- Maine Energy AmeriCorps/Maine Campus
- Casco Bay Estuary Partnership
- Downeast Institute
- Maine Sea Grant
- Bowdoin College

- Island Institute
- Department of Transportation
- Maine Emergency Management Agency
- Maine Housing
- Department of Health and Human Services
- Energy and Housing Services
- Department of Inland Fisheries and Wildlife
- Maine Geological Survey
- Maine Conservation Corps
- Department of Economic and Community Development
- Maine Coastal Program/ Department of Marine Resources
- Compact/University of Southern Maine
- Maine Resilience Corps/Greater Portland Council of Governments
- College of the Atlantic
- Efficiency Maine Trust
- Maine Municipal Association
- Land Use Planning Commission
- Maine Public Health
- Bike Coalition of Maine
- Maine Natural Areas Program/Dept. of Agriculture, Conservation, and Forestry
- Department of Labor
- Maine Coastal Observing Alliance
- Department of Education
- Maine Maritime Academy
- Maine Association of Nonprofits
- Maine Primary Care Association
- America’s Service Commissions
- California Volunteers (administers CA Climate Corps)
- Local Government Commission (CA)
- Massachusetts Service Alliance (administers Commonwealth Corps)

Cooperative Agreements

There currently are no cooperative agreements or procurement partnerships. AmeriCorps grants for climate corps programs would be made according to federal requirements for competitions and any special requirements that may attach to federal climate corps funding. Commission awards of positions for Maine Service Fellows will be the result of a competitive process that needs to be worked out with Division of Procurement Services because it will not award funds.

Innovative Approaches

To be determined as work progresses from planning to implementation.

Strategic Opportunity

Fulfill the Commission’s unique role as the public voice for the volunteer sector in a manner that increases recognition, visibility and respect for volunteer efforts; fosters a culture of service and civic engagement; and promotes understanding of connections between volunteering, civic engagement, economic and community success.

Target Population

- Nonprofit volunteer managers

- Managers of a volunteer program within a for-profit or business setting
- Prospective volunteers of all ages (Members of the public)
- Individuals aged 18-65 who may consider participating in a National Service program, such as AmeriCorps
- Educational leaders
- Policy makers

Goals and Objectives

1. Implement the marketing plan developed by the Commission Communications Task Force -- covers social media, social marketing, education pieces, outreach in person (when permitted), online AmeriCorps recruitment fairs, and more.
2. Complete Commission rebrand process, so all public interactions are clearly identified, and confusion is ended
3. Establish performance dashboard on Commission website to communicate significant outputs and outcomes to partners, constituents, legislators, public

Benchmarks and Measurements

- Media coverage: Tracking press placements and reach through specialized software
- Digital marketing (email, social media, video content) metrics around reach and engagement utilizing baselines established by each digital platform.
- Participants in trainings offered by Volunteer Maine
- Enrollment in National Service programs

Key Accomplishments

- Objective one: Plan is up for final approval by Volunteer Maine Commission's Communications task force
- Objective two: Completed
- Objective three: Completed

Challenges and Opportunities for Growth

1. For objective one, the delay in the formalized communications and marketing plan can be attributed to:
 - Communications officer needing to gain a better understanding of the nuances of communicating with AmeriCorps and the volunteer management sector
 - A constant shifting of focus due to the pandemic, making it hard to execute any pre-pandemic communication goals
 - An unexpected loss in staff support

Needs

- Corrective actions: Collaborated throughout the summer with Communications Task Force within the Commission, Commission Officers, and the Executive Director to

establish updated focus of messaging, establish new approaches and implement a firm deadline of Sept. 2021 to begin the plan

- Resources: A new office administrator with a communications background has been hired to, among his other duties, assist in the execution of the plan.

Partnerships

- AmeriCorps federal agency (formerly the Corporation for National and Community Service)

Innovative Approaches

- An increased focus in the in-house production of digital media, also known as an owned media strategy, to reach the intended audiences.

Strategic Opportunity

The Commission's grant making activity fosters community service and volunteerism that is effective in addressing critical needs of Maine communities. Through the grant process, Volunteer Maine supports new approaches to encouraging rural volunteer service; volunteer-powered solutions to existing and emerging community problems; and building the capacity of grantee organizations to engage volunteers effectively and sustainably.

Target Population

Constituents for grants are Maine communities that want to tackle unmet human, environmental, educational, and public safety needs. To access funds, an eligible community organization must agree to be the applicant and take responsibility for (at a minimum) coordinating implementation of the proposed project. Eligible applicants include nonprofit and faith-based organizations, schools and school districts, institutions of higher education, municipalities, and other governmental agencies, including state agencies. Grants range in size from \$750,000 down to \$30,000 for AmeriCorps and other programming grants and even smaller for short-term initiatives.

There are minor changes to eligibility for grants that occur in response to either competitions focused on specific communities (e.g., rural) or areas of need (e.g., public health). These changes are transient and usually in response to federal changes. The overall intent and areas of funding are consistent year to year.

Goals and Objectives

1. Ensure AmeriCorps resources (member positions and funds to support those who serve) are provided to Maine communities for use in addressing critical needs.

AmeriCorps grants expand the human resource capabilities of applicant agencies to meet needs they have described in applications to Requests for Proposals issued under two distinct competitions. One competition is under full control of the Commission, so it prioritizes funding needs and issues from its state service plan. Examples are proposals that would benefit very rural communities or proposals that

would respond to opioid use, aging in place, or food security. The second competition's goal is to increase AmeriCorps resources in Maine by selecting proposals that are likely to win in a federal (state vs state) selection process. In this instance, the federal priorities for funding take precedence. Recent examples include school improvement, economic opportunity, contact tracing, disaster services, and veterans' and military family services.

2. Support volunteer-powered solutions.

AmeriCorps has a four-part mission in its federal statute: engage Americans in a year of service so communities have additional human resources to address critical needs; support those who serve with benefits that cover living expenses during the intense service and provide them with training and professional development that will add to employability post service; increase community capacity to meet local needs by engaging residents as volunteers to augment AmeriCorps efforts; and, make post-secondary training/education affordable by providing post-service financial aid.

The Commission prescribes volunteer engagement and management objectives for every Maine AmeriCorps program so grantees do not lose sight of this capacity building mission. To support effectiveness among the grantees, the Commission provides direct training in volunteer engagement and management. It also assists grantees with recruitment through public education and outreach activities.

3. Address emerging community problems as well as chronic issues

The Commission identifies funding priorities through a combination of research and public input. In 2020, the strategic plans and priorities of every state agency as well as thirteen state associations that track community data, were used to identify a set of problems impacting most communities. After a round of public input, the Commission set these as priorities for 2021-2026 AmeriCorps funding: Public Health – including substance use and mental health; Workforce development – including green jobs and climate crisis/action; Housing – affordable and safe housing; and, Environmental/community sustainability which would encompass emergency preparedness and aspects of transportation. It agreed that proposals addressing other issues would be considered for funding. This allows communities the option to tackle a problem that is a higher priority from their perspective.

4. Support new approaches to encouraging rural volunteer service.

This objective led to use of three tactics. Planning grants for AmeriCorps were re-introduced and gave three organizations a year of support to design an AmeriCorps program that would respond to a unique issue. A Commission staff person served as the trainer-coach during the year. Two of the three planning grant organizations succeeded in the competition for full program funding. Continuing this tactic is dependent on federal policy which has not consistently allowed planning grant activity using funds allocated to Maine.

The second tactic is a special category of grant the Commission developed through negotiation with the federal AmeriCorps agency. The eligible organizations must be new to AmeriCorps, may only request two to five members, and are given preference points in scoring if they are located in one of the most rural counties in Maine

(categories 5-8 in the USDA Economic Research Service Rural-Urban Continuum codes). These grants have supported seven organizations since 2019.

The third tactic is to engage a group of stakeholders in designing a program to respond to a widespread need. Group members can be respondents to public announcements (self-nominated) or direct invitations to organizations/individuals with an interest in the issue. Typically, the group has 20-30 members. At the end of the design process, the group is asked to identify an organization that will lead development of the proposal. This process is facilitated by the Commission staff person charged with new program development.

5. Build the capacity of grantee organizations to implement the funded program in a compliant and effective manner.

Two Commission staff share duties on this objective. The Grant Office and Training Officer work together with grantees on identifying areas for development, new learning, or corrective action. Training and technical assistance are provided in monthly grantee meetings as well as through individual coaching/consulting. The Commission also supports grantee participation in relevant educational programs and regional training.

Benchmarks and Measurements

Each applicant selects performance measures from a set established by federal NOFO processes. These vary by applicant and by competition but typically include a set of outputs and outcomes related to the community need the applicant is addressing, another related to strengthening the community to meet its own needs – usually by developing local volunteer capacity – and a final set to developing the skills of the participants carrying out the service activities.

The measurement of the Commission’s performance on its grant making goals is measured through annual assessments done as part of the triennial Commission strategic planning process. The Commission also seeks evaluation of its processes through the use of evaluations done following individual trainings and activities, and through research into what has worked successfully in supporting applicants to apply, in matching assessment of applicant capability done during the application process, determination of realized capacity through the grant term, and in discerning what has worked in training grantees and supporting them during the operating phase of the grants.

Key Accomplishments

The grant process is dependent on the number and quality of applications received. The Commission’s interest in funding particular areas of interest is dependent on the applications received in those areas. The Commission undertakes outreach regarding upcoming competitions with agencies and associations serving needs in those areas but depend on the agencies to make the decision to apply. As noted above the Commission has been successful in both encouraging and funding grantees in some areas of priority but not all.

The goal of fostering community service and volunteerism that is effective in addressing critical needs of Maine communities is ongoing. The Commission continues to offer programming to support the learning of funded agencies in both meeting compliance requirements and to increase the agencies' capacity to meet identified community needs and improve their volunteer management practices. Because grantees stay for only as long as their project is funded (an initial three-year cycle followed by options to re-compete) and agencies begin with highly individualized levels of federal fund management and volunteer management experience, there is no simple measure of success. Grantees that complete a three-year cycle almost always meet their performance targets.

Recent research into the reasons why grantees succeed or fail to thrive provided some additional information beyond the simple measure of meeting performance targets. The single biggest factor in grantee success is continuity of staffing. This has been determined both observationally and through the recent follow-up study on successful and unsuccessful grantee programs. Agency capacity in program leadership and human resource management are also significant factors.

Challenges and Opportunities for Growth

The outreach process is not complete for newer priorities such as the case with Climate Corps, and the public health initiatives. The Commission has conducted extensive outreach and hosted numerous informational and coordinating meetings and anticipates applications addressing all the newly established priority areas.

Many organizations who worked on recent priorities report that the federally imposed burdens of application and program compliance management weigh heavily on their decision to apply. Programs that have been funded and leave without completing a full grant cycle report that the grant management burden is higher than they anticipated.

Needs

Training: Staff have made significant changes to training patterns and to technical assistance provision over the last few grant cycles in response to grantee feedback and internal evaluations of what has worked. The Commission has re-ordered the content of new grantee training, instituted more "on-time" training for grantee staff, increased the hands-on elements of the regular technical assistance meetings, and instituted a planning grant cycle to improve grantee performance.

Policy: The Commission has also made policy changes to promote grantee enrollment performance and to improve reporting and invoicing, all areas in which compliance has been a challenge for some grantees. The Commission has also instituted a more comprehensive applicant review process, with added financial review elements and an interview process to determine agency capacity and leadership involvement to better predict grantee success.

Application Process: In recognition of the challenges agencies – especially smaller organizations – report in managing the complex application process used by the federal agency, the Commission has, in those areas where it has discretion to adopt changes, worked to simplify the RFP format and make it more accessible. Specifically, the intent is to lower the barriers to application so that small, rural organizations could complete the application while providing the

information necessary to both judge their program design and assess their agency's capacity to meet the requirements of federal grant management.

Additional resources: Increase from 0.5 FTE to 1.0 FTE the sole office admin support to assist with routine grant and training tasks.

Partnerships

Primary partner is the federal AmeriCorps agency (recently known as the Corporation for National & Community Service). The Commission also is a constant collaborator with Americas Service Commissions (ASC), the "professional community" of state service commissions. ASC provides an extensive training and professional support and represents the interests of Commissions to the federal agency.

The Commission frequently engages outside expertise to deliver training and content to the field, i.e. Conference presenters, content area experts such as the Data Innovation Project & Zollitsch Consulting. The latter was contracted to provide us with an analysis of rural grant barriers and opportunities for us to make informed improvements and or changes to the team's processes and level of support.

Cooperative Agreements

All AmeriCorps subgrants are governed by cooperative agreements as defined by OMB (not Maine university cooperative agreements).

There are no procurement partnerships.

Innovative Approaches

The Commission staff altered their tools for delivery of training and feedback to an almost entirely remote format during the COVID crisis. This builds upon the Commission's strong past use of electronic tools for grants management and training. The agency uses the OnCorps Reports grant management platform to collect fiscal and program reports from all grantees and provides it for grantee use to ensure compliant timekeeping and AmeriCorps member management.

The Commissions approach to recruiting and supporting small rural grantees has been recognized as an innovative practice by the federal agency.

Maine School Safety Center

The purpose of the Maine School Safety Center (MSSC) is to serve as:

- A central location for school safety and security information, including research, training, and technical assistance related to successful implementation of school safety and security programs
- A resource for the prevention of youth violence and dysregulated behavior
- A promoter of overall school safety including positive school climate, multi-hazard mitigation and response

- Develop and Provide School Emergency Management (School Safety Specialist) Education
- Promote, develop, and implement via technical support and training a Behavioral Threat Assessment Program (BTA)
- A resource to facilitate and assist local schools and public safety stakeholders in preventing, preparing for, and responding to threats and acts of violence including self-harm, through a holistic solutions-based approach to improving school safety

Target Population

The MSSC serves the schools in Maine and all associated stakeholders (parents, visitors, public safety, emergency management, fire, federal partners etc.)

Alignment to DOE Priorities

Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING

The MSSC utilizes a public health, whole school model to increase school safety, health, and wellbeing.

The MSSC four (4) core philosophies to increase school safety are to utilize a systemic approach to school safety, Pragmatic approach to school safety, promote a culture of safety and collaboration between stakeholders.

Goals and Objectives

The MSSC primary goals are as follows.

1. Train school staff and school stakeholders in school emergency management
 - Objective – universal understanding and practice of school emergency management
2. Develop and implement a school emergency management educational program
 - Objective – Create an ongoing best practice educational program for school staff/stakeholders.
3. Develop and implement a school safety specialist program (3S program)
 - Objective – Each school to have one highly trained safety specialist(s) on their staff.
4. Implement and train school staff and stakeholders in Behavioral Threat Assessment (BTA)
 - Objective – all school districts to have a working BTA program
5. Train School Resource Officers and Police in general in youth centered best practices - interacting with youth.
 - Objective – provide the most up to date best practice training for police that interact with youth
6. Train all schools in best practices in Emergency Operation Planning, development, and practices
 - Objective – all schools have comprehensive EOPs based on current best practices

7. Provide technical support and training to schools
 - Objective – provide in person technical support and evaluation of school’s overall safety.
8. Provide site assessments to schools, training in site assessment, recommendation in site assessment.
 - Objective – provide in person site assessments and technical support to schools and develop a training program to support the school’s efforts in this area.
9. Create a low barrier opportunity for all schools to learn and become proficient in school emergency management.
 - Object – create a school emergency management educational program to train school staff. Develop a community of practice amongst other EMA academic programs to further support this effort.
10. Institute restorative practices in schools
 - Objective - Develop a free low barrier training and practice for the use of restorative practices in schools. Hire a RP coordinator to create a training program, offer technical support and develop a community of practice.

Benchmarks and Measurements

Staff trained, programs developed, programs implemented.

Key Accomplishments

The MSSC is making significant progress in meeting these goals all the while addressing the current COVID crisis. The team has either completed or is about to complete each phase of the strategic plan as presented in January 2020.

Challenges and Opportunities for Growth

Covid-19 has slowed progress, but the team is quickly gaining ground on the goals. Maine does not mandate many of the programs offered by the team.

Needs

A key challenge for the MSSC is offering technical support to schools in the era of COVID. Once MSSC staff can physically return to in person support in schools, the needs will increase substantially. Program expansion and maintenance will also require more resources and staffing than currently in place. A continuing area of concern is the inclination of certain schools to not address emergency planning as an *essential* function of operating a school - winning over hesitant administrators is a challenge and goal of the MSSC. The MSSC is designing programing that will assist the administrators in this effort thereby making this task easier and hopefully not as daunting to the disinclined – placing Emergency Planning at the forefront of organizational thinking.

Partnerships

The MSSC touts the importance of collaboration at all levels and consistently reaches out to and works with all stakeholders. To date the team has actively partnered with the following

agencies: Department of Public Safety, Fire Marshal's Office, USSS, DHS, FBI, USAG, state, county, local police, MEMA and all the county EMAs. The team also collaborates with CDC, DHHS, Children's Cabinet, JJAG, NAMI, Stop Trafficking US, SRO Association.

Key Partnerships

Federal, State, County, and local police.

Federal, State, County, and local EMA, fire, EMS, DOT, CDC, DHS, DHHS, DOC

All relevant Federal partners – USSS, FEMA, FBI, USAG, DHS, USDOE

All Relevant state agencies – DPS, DHHS, DOC, CDC. DAFs

Cooperative Agreements

The MSSC has informal agreements with all the county EMAs, a formal MOU with MEMA.

The team has informal agreements with NAMI, Federal agencies (listed above), all relevant state agencies, Sheriffs Association and Chiefs of Police Association

School and Student Supports

The Office of School and Student Supports (O3S), an office within the Maine Department of Education (DOE), strives to ensure that Maine schools are inclusive, healthy, safe, and supportive communities where every student thrives. O3S endeavors to coordinate resources and programs that promote equitable, psycho-socially, physically, and environmentally healthy school communities for all.

Team: Comprehensive School Health Team (CSHE)

Target Population

The Comprehensive School Health Team works with schools to provide students with knowledge and skills to thrive physically, mentally, emotionally, and socially. Through the various support resources and tools available, this team works to provide a broad delivery of effective prekindergarten through diploma by partnering with teachers, administrators, nurses and health personnel, nonprofits, higher education, parents, and community.

Constituents served by the CSHE team include:

General public including parents and community members – information related to physical health and safety of students and schools.

School Administrative Units/School Boards/Administrators/Educators/School Staff including Nurses, Medical and Physical Education/Students – information and technical support around basic health concepts and development of student skillsets to obtain, adopt, practice and maintain health-enhancing and safe behaviors to assist students in achieving academic success and

practicing healthy lifestyle behaviors. CSHE staff offer technical assistance and professional development on CSHE curriculum, instruction, and assessment.

Team: Culture, Climate, Resiliency (CCR)

Target Population

CCR team is a very action-oriented service and technical assistance team. Team member specialists provide support and technical assistance to the following areas: McKinney Vento Homeless Youth, Migrant Education, Social/Emotional Learning (SEL), Restorative Approaches, Anti-Bullying, Family Engagement, Cultural Awareness, Mental Health and Wellness, Restraint and Seclusion, Foster Care, Truancy, LGBTQ+ and Gender Expansive. Over the past year, constituents have accessed over 15,000 contact hours of unique trainings, professional development, and content sessions.

Constituents served by the CCR team include:

General Public:

- Providing information, resources, and general assistance

Parents/ Families/ Caregivers:

- Prevention, resources, best practice approaches, expert topic related systems information and technical assistance

School Administrative Units/ School Boards/ Administrators/ Educators/ School Staff/ Students

- Professional development and support, resources, best practice approaches, expert topic related systems information and technical assistance, program and resource development, regular content hours and tailored support

Community Agencies/ Hospitals/ Social Service Providers/ Leadership Groups

- Linkage to local and state resources, best practice approaches, expert topic related systems information and technical assistance, collaborating with community teams

Federal Agencies/ National and State Departments

- Collaborating with federal and state teams, systems and related infrastructure planning, linkage to local and state resources, best practice approaches, expert topic related systems information and technical assistance

Alignment to DOE Priorities

The CCR Team incorporates all five of the DOE Strategic Priorities into the workplan:

Inspire TRUST in the organization, and in the public education system

Engage in supporting constituents in the complex and often emotionally charged areas covered by the CCR team, it is imperative to hold a high standard and consistency of practice that builds both individual and systemic trust in the work of the team.

A focused approach that builds genuine relationships, has a high level of expertise, can collaborate with, and advocate for underserved constituent groups and provide reliable and timely support has been an intentional practice to build trust in the work of the team.

Develop, support, and sustain a robust EDUCATOR WORKFORCE

- Reducing burnout, vicarious trauma and educator turn over through systemic practices to increase educator awareness, understanding and expertise as well as best practice district wide interventions
- Addressing individual supports for educators and skill building to bolster resilience
- Increasing access to education field from other professions
- Identifying school positions that can leverage existing licensed mental health and clinical professions
- Developing curriculum development to support trauma informed practices

Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners

- CCR team works to incorporate an equity lens into all its approaches
- Specific equity trainings and presentations that share tools to better understand students who experience barriers in the state because of their cultural, socioeconomic, gender and religious background
- Intentionally collaborating with leadership and representation of minority and vulnerable student populations to reduce bias and bring attention to specific needs

Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING

- Student safety, health and wellbeing are the core of the CCR team approach and are reflected in spectrum of systemic and practical applications taken to provide as many resources as possible to the field.
- Prevention work with DHHS and ongoing collaboration with statewide mental and physical health providers
- Foundational health supports through addressing access to food, housing, and social services
- School wide positive culture and safety initiatives that tie into the larger systemic approach through the DOE and other local and state partnerships

Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field

- As several of the positions within the CCR team are new to the DOE, innovation has been at the core of how the team approaches the work.

- Development and implementation of expert training, evaluation and support that is unique to the state.
- Identification and application of cutting-edge best practice approaches that are made available statewide
- Creative ways to leverage minimal funding and reducing systemic barriers to accessing resources
- Strengthening existing partnerships and building new relationships with providers

Goals and Objectives

Priority	Goal
Inspire trust	<ul style="list-style-type: none"> - Increase understanding of MV - Provide, at a minimum, monthly professional development opportunities on McKinney-Vento. - Offer PD support to liaisons for SAU training and to community partners - Increase Awareness and understanding of Trauma Informed Practices - Training and prof development - Presentations for school leadership
Support a robust educator workforce	<ul style="list-style-type: none"> - Reduce burden on liaisons by providing accessible resources and PD, live and recorded - Record McKinney-Vento Orientation and Refresher - Update and organize MV website - Provide live PD sessions for SAUs as requested - Build community for liaisons - Office hours, useful MV updates - Develop regional approach to support SAU identification and wraparound services through community-based organizations
EDUCATIONAL EXCELLENCE and EQUITY Increase educator awareness of barriers to equity	<ul style="list-style-type: none"> - Specific trainings - Building community and family engagement at local level - Incorporate equity awareness

- Ensure that all training and presentation material has an equity lens
- work to inform practice and become aware of and reduce specialist bias

STUDENT and SCHOOL SAFETY,
HEALTH, and WELLBEING

- Increase awareness of Mental health and Trauma Informed Practices
- Relevant trainings and prof development
- SEL program implementation
- Increase awareness of need for foundational supports, food shelter etc.
- Foundational supports training
- Work with DHHS in prevention

CULTURE of INNOVATION and
CONTINUOUS IMPROVEMENT

- Identify and employ best practices
- Engage with CASEL on developing SEL programming
- Collaborate with MSSC on Comp Threat Assessment
- Evaluate practice and resources
- Maintain a data driven focus for improving presentations and trainings
- Connect with new opportunities outside of education
- Collaborate with Maine camp association
- Develop pilot programs for new initiatives
- Regional teams to reduce R&S

Benchmarks & Measurements

- # of attendees at trainings and content hours
- Feedback collected on session review forms
- # of inquiries resolved
- # of “products” developed i.e. trainings, presentations, surveys, learning modules

Key Accomplishments

Increased educator awareness of barriers to equity

- Developed 3 trainings and have had >600 contact hours
- Engaged communities connecting with local schools

Incorporated equity awareness

- All trainings developed include equity lens

- Built equity awareness into MOOSE module production

Increased awareness of Mental health and Trauma Informed Practices

- 9 trainings developed
- Over 15,000 content hours accessed

Increased awareness of need for foundational supports, food shelter etc.

- Work through MV mini grants to address basic needs for families
- Trainings on mental health relationship to basic needs

Identified and employed best practices

- New support modules for staff support
- New relationship for SEL pilot programs

Evaluated practice and resources

- Database of training, contents sessions and contact hours

Connect with new opportunities outside of education

- Building relationships with partners from medical, recreation, safety, and justice fields

Opportunities for Growth

- The biggest barrier currently is dealing with COVID –19 and educators feeling overwhelmed by the effects of this global pandemic. There is a desire for support but limited capacity to engage in new trainings or initiatives as well as a focus on managing present issues rather than investing in short term development to reduce long term barriers.
- Each of the more than a dozen separate areas that are covered by 4 specialist positions are bigger than 1 person at the DOE to manage. Capacity to tackle these significantly complex and often fraught areas is the most significant barrier.
- Engaging the field to identify the most useful resources and ways of training and engaging supports
- Working to connect with other Departments to help pool personnel resources to adjust the burden of multiple specialist areas.

Partnerships

To better serve schools, educators and students and their families in Maine, collaboration is essential. The team has significant and regular collaboration with the following

- State agencies: DHHS, DOL, CDC, DOC, and Internal DOE Offices
- State and Local Community Organizations: Farmworker Resource Network, Pine Tree Legal, ME Mobile Health Program, Eastern Maine Development Corps, Immigrant Legal Advocacy Project, Office of Migrant Education, Interstate Migrant Education Council,

Identification and Recruitment Rapid Response Consortium, Maine Immigrants' Rights Coalition, New England Migrant Education Working Group, Statewide Homeless Council, National Center for Homeless Education, SchoolHouse Connection, National Association of Education for Homeless Children and Youth, Regional Care Teams, Preble Street Anti-Trafficking Services, Housing Resources For Youth, New Beginnings, Shaw House, Landing Place, Gateway Community Services, Count ME In, Wabanaki Public Health, Maine Resiliency Building Network, Youth Homelessness Demonstration Project, Youth Advisory Board, MaineHousing, OUT Maine, Maine Behavioral Health, Martin's Point etc.

Cooperative Agreements

- Pending contracts with Preble Street, Count ME In, New Beginnings, Gateway Community Services, Shaw House.
- DHHS-DOE MOU on Transportation for Foster Children
- Contract with Mano en Mano for Migrant Education Program
- Evolution Labs for SEL4ME platform support

Innovative Approaches

- The team has applied the ARP funds for Portland Empowered to support parent and community engagement statewide
- ARP-Homeless Funds State Set-aside is being used to contract with community organizations to improve outreach, identification, and wraparound services for students who qualify under McKinney-Vento. These organizations will work closely with schools and local SAUs to support the work they are doing for their homeless children and youth. These organizations will also provide unique perspectives, including those with lived experiences, into professional development opportunities for SAUs.

Special Education

The Office of Special Education is dedicated to improving results for students with disabilities by providing leadership, support, and oversight to local education agencies. The Office of Special Services is committed to ensuring the provision of a free appropriate public education in the least restrictive environment for children with disabilities (Age 3 to 22) as well as early intervention services to infants and toddlers (birth through age 2). The work is accomplished through collaboration with families, school districts, public and private agencies, and other programs.

Team: Special Projects

Target Population

The Special Projects team serves a variety of stakeholders through the development, implementation, and management of numerous projects. Each project and its constituents are listed below.

PBIS (Positive Behavior Interventions & Supports): PBIS programming promotes school-wide systemic behavior change in elementary, middle, and high schools. Through a collaborative with the University of Maine, there is a new cohort of 15 schools who started training and coaching in August. Additionally, approximately 20 schools will be participating in advanced tiers training starting this fall. The special projects team works with a group of stakeholders to inform this work.

Math4ME: Math4ME provides math professional development for special educators and in the new cohort which started in August, education technicians are also participating. This year Math4ME in collaboration with MMSA (Maine Math & Science Alliance) is starting a new focus on remote professional development and support for rural educators remotely. Currently there are 13 teacher/ed tech pairs from Washington, Aroostook, and other rural counties. The special projects team works with a group of stakeholders to guide this work.

Dyslexia: The dyslexia stakeholder group meets quarterly to discuss and plan to consider supports for educators, families, and students with dyslexia. This school year DOE is partnering with Early Bird Education to provide access to a gamified literacy/dyslexia screener app to 10 SAUs accompanied with data and literacy focused professional development. This app will be used with kindergarten students in each of the SAUs in multiple schools.

School Psychologist Project: The department has recently entered a collaborative agreement with the University of Southern Maine to assist in funding a position to supervise school psychology interns. There is a dire shortage of school psychologists in Maine and this will help increase the pipeline. The special projects team will monitor the progress of this work.

Extended Eligibility/Transition: An administrative letter was shared in January this year to extend the eligibility of special education services for students to their 22nd birthday. To examine and identify the transition needs of these students and all special education students in the state of Maine, two workgroups were created. One group of policy makers and state decision makers and another workgroup of stakeholders from various interested parties throughout the state. The special projects team will work with these groups and the national transition technical assistance group (NTACT) to create and identify resources to share across state agencies and with schools, educators, and families.

Maine CITE: Federal funding for assistive technology resources, materials and supports for all Mainers with special needs is disseminated from the department to Maine CITE housed at UMA. The special projects team works with the Maine CITE director to review and identify resource management and programming.

Maine Autism Institute for Education and Research (MAIER): MAIER is a collaborative with the department and the University of Maine to build statewide support for autistic students through training, professional development, technical assistance, collaborative consultation, technology, and research. The special projects team is currently working with MAIER to develop programming for educational technician to increase the teacher pipeline.

Maine Alternative Certification and Mentoring (MACM): MACM is a collaborative with the University of Maine system to support new, conditionally certified special educators working toward professional certification. The special projects team meets weekly with the coordinator of the program to explore new innovative practices in special educator mentoring, strengthen implementation of mentoring programming and working to create “grow your own” programming in areas of the state that are in need of special educators.

Partnerships with other department teams: Members of the special project’s teamwork with the educator workforce strategic plan, sit on the MTSS internal team, support the team working on LD 138, and managed a MOOSE module grade level team.

Alignment to DOE Priorities

The work of the special projects team aligns with the following department priorities

- Inspire trust in the organization and in the public education system
 - Through multiple projects and initiatives, the field sees how dedicated the office and the department are to student’s needs. The team works with a variety of stakeholder groups which demonstrates the department’s willingness to listen to the voices of administrators, educators, and families.
- Develop, support, and sustain a robust educator workforce
 - Each of the initiatives within this office have an element of mentoring, coaching, and/or professional development for educators which strengthens the workforce. The team is also working to develop “grow your own” programming and coursework for ed techs.
- Promote educational excellence and equity for all Maine learners
 - Math4ME programming is developed to provide math opportunities for special education students in rural Maine. The purpose of the literacy/dyslexia screening app is to identify students at risk and provide the necessary instruction needed to be successful readers.
- Ensure student and school safety, health, and well being
 - The PBIS project creates systemic cultural and behavioral change in implementing schools.
- Support a culture of innovation and continuous improvement led by all the experts in the field
 - Through the many projects and programs with universities, state, and national experts the Office of Special Services constantly strives to be innovative.

Goals and Objectives

The goal of the special projects team is to elevate, expand, engage, and empower Maine special educators so that they may equitably meet the academic, social emotional and behavioral needs of each learner. In this goal special educators include special education and general ed teachers, ed techs, related service providers, administrators, and families/caregivers.

Team: Fiscal

Target Population

Constituents include IEUs, SAUs, charter schools, special purpose private schools and any educational institutions at every level. Constituents also broadly encompass all children accessing special education services birth to 22.

The transition of 4-6-year-old students soon from CDS to SAUs will require consider fiscal analysis and support.

Additionally, the fiscal team provides the following:

- Participate in federal relief funds and support schools with allowability, rules and regulations to support all students of Maine.
- Collaborate with other state agencies to support statewide initiatives
- Provide guidance for fiscal impact of proposed legislation
- Support special projects through the Office of Special Services

Alignment to DOE Priorities and Goals and Objectives

- Increase equity and services to underserved areas
- Deliver excellent customer services to all stakeholders
- Fiscal compliance with federally mandated policies and procedures
- Build and support relationships with educational institutions to support special education students statewide
- Align fiscal policies between the Office of Special Services and CDS
- Prepare for an upcoming federal audit
- Support a fiscal transition plan for 4-6-year-old children to transition to SAUs.

Benchmarks and Measurements

- Analyze data collected for SSP/APR and other data measures to understand delivery of special education services in underserved and remote areas
- Gather stakeholder input on the quality and response of information requests
- Participate in trainings and conduct pre audit activities in preparation for federal audit
- Continue to provide technical assistance and trainings to support understanding of federal monies
- Review and revise all CDS fiscal policies and procedures to standardize and improve fiscal practice
- Participate in stakeholder and department work group to develop transition process of 4-6-year old's

Key Accomplishments

Many of the goals are ongoing and require monitoring, including supporting the SSP/APR, gathering stakeholder input, conducting trainings, and providing technical assistance. The team is

analyzing fiscal policies and procedures in pre audit activities to prepare for federal fiscal monitoring for Part B and Part C.

CDS work began in the spring of 2021 and will be ongoing to support the reorganization of CDS based on current legislative initiatives.

Challenges and Opportunities for Growth

The fiscal team continues make progress on all initiatives but requires more staff to support fiscal monitoring and oversight.

Needs

Currently the team is conducting an analysis of fiscal activities to gather data and understand needs.

Partnerships

The fiscal team collaborates with DOJ, DHHS, DOL, DAFS, and OIT to support special education in Maine. The team also collaborates with OSEP and OSERs to comply with federal fiscal regulations. The fiscal team also participates with national technical support agencies such as CIFR, NASDSE, DAISY, NSAID, IDC, NTACTION, DCDT, and AEFPA.

Cooperative Agreements

Cooperative agreements include: MAIER, Maine Cite, University of Southern Maine, MACM, MEPRI, SMAC, Math4ME, DOL, Cognia, GEM, HMB, University of Maine at Orono, Maine Math and Science Alliance, and Early Bird Learning. Additionally, there are state agency client contracts and dispute resolution services.

Innovative Approaches

The fiscal team partners with all teams in the Office of Special Services to support innovative projects and initiatives, including a mobile assessment unit, piloting dyslexia screener, innovative professional development opportunities, and support teacher recruitment and retention.

Team: Monitoring

Target Population

The constituents primarily include special education staff, related service providers and special education directors in the field.

Each SAU participates in a cohort, which is maintained on a four-year projection list, as part of the monitoring and supervision process. If there is a new Special Education Director, if there has been significant staff turnover or there are specific concerns around performance, the team may choose to pull an SAU into rotation earlier than planned.

Because the team typically monitors about ¼ of the state each year, almost all SAUs fall into one of the various stages of this process, as outlined below:

1. Professional Development and Technical Assistance for Upcoming Cohort
2. Professional Development and Technical Assistance for Current Cohort
3. Professional Development and Technical Assistance for Past Cohort

The team works very closely with each SAU in the current cohort as they complete the various components required of this process, including the following:

- Desk Audit and submission of all required information
- Self-Assessment on the Electronic Monitoring Tool
- Verification of those IEPs reviewed as part of the Self-Assessment
- Review of a percentage of IEPs based on Child Count
- Summary of Findings
- Corrective Action Plan
- Continuous feedback and support

When new SAUs are created, either through a withdrawal from a current SAU, or when a new Charter School is approved, the team provides technical assistance to those schools for two years, before putting them into the rotation of monitoring and supervision. This provides them with the resources they need to put appropriate programming into place.

The team also provides information and resources to parents, families, and other stakeholders. This support generally occurs via assigned phone duty responsibilities. As calls and/or emails come into Maine DOE, they are responded to and documented.

Alignment to DOE Priorities and Goals and Objectives

- Inspire TRUST in the organization, and in the public education system – The work of the Finance Team is aligned to this priority in that they are constantly engaged with constituents in the provision of technical assistance, professional development and federally mandated supervision and monitoring. The nature of this work requires a level of trust between Maine DOE and the field, so there is intentional focus on the development and maintenance of strong and collaborative working relationships with constituents.
- Develop, support, and sustain a robust EDUCATOR WORKFORCE –Professional Development opportunities are intended to support all educators in their development and implementation of special education programming that meets the needs of their learners and aligns with the expectations of MUSER.
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners – Equity is an ongoing conversation and is closely monitored. Data from Indicators B4a and B4b help ensure that students are not discriminated against based on race or ethnicity. Continuous training and discussions around Least Restrictive Environment are another attempt to make sure that all students can be educated in their LRE and are therefore not discriminated against due to identified disability.

- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELL BEING – Ongoing collaboration with the Office of School and Student Supports around student mental health is crucial.
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all of the experts in the field – Through ongoing collaboration with a variety of teams, ongoing professional development, feedback from the field and other constituents, as well as consistent review of team presentations, always looking to make improvements to practices. This ensures that information is relevant and up to date and meets the changing need of those whom the Department represents.

Benchmarks and Measurements

- Staff surveys
- Parent surveys
- Exit interviews at the end of an audit/monitoring cohort
- B11 data around Child Find
- B13 data around Transition Planning
- B4 data around Suspension/Expulsion
- Cohort data specific to the findings on the Electronic Monitoring Tool
- Data specific to individual SAUs across their 4-year rotation in audit
- State data specific to the findings on the Electronic Monitoring Tool (across cohorts)
- Feedback via email, phone calls, during PD etc. from constituents

Key Accomplishments

These goals are ongoing and are constantly reviewed. As changes to the goals are needed, as evidenced by data and feedback from constituents, the team amends or creates new professional development opportunities, changes presentation materials, etc. to reflect the information that seems to need clarification. Interactions with constituents help drive and shape the provision of support.

Challenges and Opportunities for Growth

- B13/Transition Data has dropped. This appears to reflect the challenges presented by COVID.
- B11/Child Find Data has dropped. This appears to reflect the challenges presented by COVID, given that SAUs were unable to complete evaluations within the 45-school day timeline.

Needs

To address the B13/Transition Data, the team has built into Professional Development opportunities a B13 training, scheduled for January 5, 2022, from 9:00-11:00 and 1:00-3:00. The team has shared information with the field and has encouraged SAUs to consider having a member of their team register and attend.

The team developed one-hour presentations that will be presented during Office Hours and are located on the Maine DOE Professional Development Calendar. These topics have already been shared with the field and participation has increased. These Office Hours will have specific topics presented the second and fourth of each month, with an open Q&A on the last Friday. These Office Hours include the following topics:

- Referral to Special Education
- Alignment in the IEP
- Writing Compliant IEPs, including:
 1. Distinctly Measurable and Persistent Skill Gaps in Academic/Functional/Developmental Performance and How Statement
 2. Present Level Statements
 3. Measurable Goals
 4. Services, including Consultation
 5. Least Restrictive Environment
- Programming for Students with Multiple Disabilities
- Written Notice
- Writing Compliant Transition Plans, including:
 1. Transition Assessments
 2. Transition Activities and Services
 3. Beyond Compliance
- Extended Eligibility
- Transitioning from CDS to Public School
- Data Series.

During each presentation of the Office Hours, a PDF of the Procedural Manual, the training PowerPoint, a link to the Department's PD calendar and a link to other PD opportunities that have been recorded are shared with participants via the Chat Box.

The team amended the Electronic Monitoring Tool (EMT), to more accurately capture those areas that need to be highlighted, including

- Abbreviated Day
- Alignment
- Alternate Assessment

In the initial cohort training, new slides were added to more specifically articulate expectations around compliance in the following areas:

- B13 – Transition Plans
- B11 – Child Find
- Eligibility Forms
- Summary of Performance Forms
- Abbreviated Day for both Educational and Medical Reasons
- Out of Unit Placements
- Frequently Asked Questions embedded in the IEP Training

A resource slide was added to all PD presentations that includes the following:

- Link to Professional Development calendar
- Link to previously recorded PD opportunities
- Link to Forms and Reporting on the Maine DOE Special Services page
- Link to Special Education Resources on the Maine DOE Special Services page
- Link to Special Education Forms and Reporting on the Maine DOE Special Services page
- Link to Special Education Laws and Regulations on the Maine DOE Special Services page

Partnerships

Key Partnerships

- Maine CITE
- Commission for Deaf, Hard of Hearing and Late Deafened
- NTACT – National Technical Assistance Center on Transition
- IDC – Idea Data Center
- English for Speakers of Other Languages (ESOL) Team
- Special Purpose Private School (SPPS) Team
- Assessment Team
- Career and Technical Education (CTE) Team
- Extended Eligibility Work Group
- Child Development Services (CDS)
- Center for Community Inclusion Disability Services – CCIDS
- National Deaf Council Work Group
- Transition Self-Study through The Transition Coalition at University of Kansas

Innovative Approaches

- Shift to Zoom for Professional Development opportunities.
- Increased Zoom “check-ins” to support constituents.
- Provision of Contact Hours in Office Hours and other Professional Development opportunities, which increased participation.
- During the height of the pandemic, onsite professional development, or reviews with SAUs was not possible. Because there were no waivers to the process, the team worked very hard with the field to develop new procedures around this OSEP mandated process. These procedures included adapting the “onsite” visit and attempting to mirror that process virtually.

Team: Dispute Resolution

Target Population

Constituents include stakeholders in the field (e.g. parents, SAUs, other interested parties) who pursue dispute resolution by filing complaints, requesting mediation, or by filing for due process. The team also provides technical assistance to people seeking guidance regarding special education rules, regulations, and procedures.

Alignment to DOE Priorities

- **Inspire TRUST in the organization, and in the public education system** – the work of the team is aligned to this priority in that coordination of the process which allows parents and SAUs to exercise their right to pursue dispute resolution if they believe there have been violations under the Maine Unified Special Education Regulations (Chapter 101-MUSER) and the Individuals with Disabilities Education Act (IDEA). To that end, the team ensures the neutrality of the department, as well as the impartiality of investigators, mediators, and due process hearing officers. In the provision of technical assistance, the team provides guidance to stakeholders via email or phone each day. Special respond to questions and concerns in a timely manner by referencing the appropriate sections of the rules and regulations, or by assisting them in locating the appropriate advocacy groups, resources, and other information. The team also provides support to other teams across the DOE regarding technical assistance.
- **Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners** – In the process of effective dispute resolution, allegations are brought forth and issues are revealed. Regardless of who prevails in a case, the concerns that are raised during dispute resolution provide the parties involved with an opportunity for reflection. As a result, SAUs have a chance to ensure that best practices are being implemented to meet the standards of educational excellence and equity for *all students* with or without disabilities.
- **Develop, support, and sustain a robust EDUCATOR WORKFORCE-** The Dispute Resolution team works closely with other teams in the Office of Special Services (e.g., Special Projects) to support the educator workforce. If an SAU has been found to be non-compliant with IDEA or MUSER, they are issued a corrective action plan (CAP) and monitored by the department. Technical assistance is offered to the SAU on an as needed basis. In these plans, SAUs are often required to provide ongoing training and staff development to the school staff, depending upon the issues which need to be corrected. This training may include special educators, general educators, school administrators or some combination of all three.
- **Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING** – the Dispute Resolution team collaborates with the team responsible for the oversight of State Agency clients and Special Purpose Private Schools. As needed, the team also seeks out consultation with the Office of School and Student Supports for guidance around student mental health and wellbeing, and school enrollment issues.

- **Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field** – Over the past several years, the Dispute Resolution team has collected data in the following areas:
 - The number and type of dispute resolution mechanism (e, g, complaint investigations, mediations, due process hearings) by date, and SAU.
 - The type of allegations raised (e.g., FAPE, LRE, placement, evaluations) and type of resolution (e.g., mediation, resolution meeting, private settlement, decision, and withdrawal).
 - The number of days each case proceeded to resolution.
 - Evaluation forms completed by the parties about the dispute resolution process including the efficacy of the presiders (e.g., complaint investigators, mediators, hearing officers)

In addition to data collected for OSEP requirements, other data will be used to inform the practices on the Dispute Resolution Team. For example, data analysis can help the team determine whether a district under supervision and monitoring needs additional professional development based upon the frequency of types of allegations, in conjunction with the outcomes of cases. This information could also be shared with the special projects team to collaborate regarding comprehensive staff training options in the field.

In the future, feedback completed by the parties following the completion of complaint investigations, mediations, and due process hearings will assist the team in determining what is going well with the dispute resolution process, while at the same time help us to troubleshoot problem areas that may arise. All in all, data driven decision-making will be a priority to perpetuate continuous improvement in effective dispute resolution.

Another priority of the team is to offer stakeholders the alternative dispute resolution option of Facilitated IEP meetings (FIEPs). For a number of years, several states have implemented this option, with many reporting that the process has reduced the number of due process complaints and has ensured more positive, collaborative relationships between families and school staff at the IEP table (add reference to research). It has also been reported that the utilization of the FIEP process has had a positive fiscal impact in some states.

Goals and Objectives

Goal 1: Data-driven decision-making- To engage in on-going data analysis and to apply the results to decision making and practice within the dispute resolution team.

Objective 1- To analyze statewide and local data related to types and patterns of allegations to focus upon specific areas of need for broad-based professional development with school personnel (beginning November- December 2021).

Objective 2- To review the feedback submitted by parties and share it with complaint investigators, mediators, and hearing officers to support these providers in maintaining best practices in their work (beginning November 2021).

Goal 2: To implement a program of Facilitated IEP meetings as an alternative dispute resolution option to stakeholders in the state of Maine.

Objective 1- To hire a pool of contracted, impartial IEP facilitators (October 2021) or TBD

Objective 2- To provide training for the facilitators (October 2021-November 2021) or TBD

Objective 3- To inform stakeholders in the field about the FIEP process (October-November 2021-MADSEC) or TBD

Objective 4- To roll out the FIEP process as an alternative dispute resolution option to the field (December 2021-January 2022) or TBD

Benchmarks and Measurements

For the first goal, one measurement would include documentation provided by districts indicating the completion of broad-based training and professional development for staff related to types/patterns of allegations. This training could be above and beyond what may be issued in any corrective action plans. For the feedback given to the providers, progress would be measured over time as the team reviews multiple feedback forms to determine if the feedback remains positive, or if there are improvements noted in weak areas of performance. For the second goal, benchmark and performance measure will be based upon how closely the team meets the proposed timelines mentioned above in the implementation of the Facilitated IEP process.

Accomplishments

For the first goal, some of the data will serve as formative measurements that will be monitored throughout the year to assist with decision-making in real time. For example, the team intends to share the feedback received from the parties, post-resolution so the providers can reflect upon the quality of their work after each case. Some of the data will be summative to help inform decisions made at the end of the fiscal year. For example, the retention of individual investigators, mediators, and hearing officers in part may be contingent upon the feedback received from parties in the field.

Challenges and Opportunities for Growth

Goal 2- The procurement process (RFP) takes time, and delays may slow down the ability to obtain IEP facilitators.

Needs

If the process could be expedited in any way, it would be helpful.

Partnerships

Key Partnerships

The team works with the State Attorney General's office and with OSEP at the Federal level. OSEP provides training and collaboration on the development of the SSIP plan for an upcoming audit. The team works across the Department with teams whose work is relevant to the same goals. Outside of the department, Disability Rights Maine, Maine Parent Federation, Center for Appropriate Dispute Resolution in Special Education (CADRE) are some of the local, state, and national organization with whom the team partners.

Cooperative Agreements

The team has procurement partnerships with mediators, complaint investigators, and due process officers.

Innovative Approaches

The Dispute Resolution team is in the process of converting the feedback forms from paper to digital copies for the parties to complete after a complaint investigation, mediation, or hearing has concluded. These forms will populate data in real time into Excel spreadsheets, graphs, and charts.

Team: Data

Target Population

The constituents consist of special education administrators, directors, teachers, and other stakeholders for individuals with disabilities.

Alignment to DOE Priorities

- Inspire trust in the organization and in the public education system
 - o The data team inspires trust in its constituents by providing support to special education directors and stakeholders regarding data submission, interpretation, and use by providing webinars, helpdesk support, publications (e.g., notices, instructions), and ongoing as-needed availability.
- Develop, support, and sustain a robust educator workforce
 - o The data team collects and analyzes data regarding the qualification/licensure status and full-time equivalency of special education teachers, educational technicians, and related services personnel, including contractors, and the percent of time these personnel serve students with disabilities. These data and analyses are used by DOE staff and stakeholders to assess needs and areas in need of support.
- Promote educational excellence and equity for all Maine learners.
 - o Virtually all data collected and analyzed are in the service of educational excellence and equity. Some examples include:
 - The data team collects and analyzes educational environment data, the percent of time students with disabilities are educated in classrooms with

students without identified disabilities, to identify areas of needed support for the education of students with disabilities in the least restrictive environment and to support their access to the general education curriculum.

- The data team collects and analyzes data to identify areas in which students of specific races/ethnicities are disproportionately represented within the special education population and in specific disability categories. The data are used to identify needed supports in the disproportionate categories.
- Ensure student and school safety, health, and well being
 - o The data team collects and analyzes various disciplinary outcomes to identify high rates of disciplinary actions and disproportionate representation of specific races/ethnicities within various disciplinary categories (e.g., suspension or expulsion for greater than 10 days) to identify needed supports in these categories.
- Support a culture of innovation and continuous improvement led by all the experts in the field
 - o The data team participates in a culture of continuous improvement regarding the collection, interpretation, and use of high quality data through innovative data quality protocols developed in collaboration with other DOE teams (e.g., Office of Information Technology, Essential Programs and Services) and with national experts in the field (e.g., IDEA Data Center, National Center for Systemic Improvement).

Goals and Objectives

1) Within all priorities, the primary objective is to explicitly document all data protocols regarding data collection, quality assurance procedures, and data dissemination (e.g., publication to the Data Warehouse). Documentation of all protocols will ensure consistent data validity and reliability and serve as a common guide among the collaborating teams (district-level teams, DOE Special Services, DOE EPS Data Team, Office of Information Technology).

Additional goals include:

2) Formalization of all quality assurance data protocols associated with ED Facts reports submitted to the Office of Special Education Programs to reduce the need for data resubmission.

3) Development of innovative data visualization availabilities, including use of Tableau.

Benchmarks and Measurements

Goals 1) and 2): Number of data protocols completed, team members' assessments of protocol quality and ease of use, number of EDFacts report data resubmissions, number of edit checks triggered in EDFacts data pre-submission tool.

Goal 3): Number of data groups available to visualize (e.g., historical trend analysis), team members' assessments of visualization quality.

Key Accomplishments

Goals 1) and 2): Most of the protocols have been completed but require additional assessments of quality from collaborating teams outside of special services. The number of EDFacts report data resubmissions and edit check triggers have decreased and are continuing to improve.

Goal 3): Most student-level source data has been imported and are accessible for visualization in tableau. Special ed staff data have not been imported. Visualization categories and styles are being explored by researching existing data dashboards.

Challenges and Opportunities for Growth

Progress has been steady for all goals.

Partnerships

The Data Team collaborates with, at a minimum, the Office of Information Technology, the Essential Programs and Services Data Team and often seeks consultation with national federally contracted technical assistance centers (e.g., IDEA Data Center, National Center for Systemic Improvement). The team also partners with Maine Parent Federation, State Advisory Panel, Special Education Directors, and other stakeholder groups to assess performance based on historical data and garner target suggestions for many of the federal reports.

Key Partnerships

The federal Office of Special Education Programs (OSEP)

OSEP-funded Technical Assistance Centers that focus on Data (IDEA Data Center, National Center for Systemic Improvement).

Maine Parent Federation

Maine Disability Rights Center

Maine Department of Labor

University of Maine

Maine Administrators of Services for Children with Disabilities (MADSEC)

Maine School Superintendent Association

Cooperative Agreements

The Data Team utilizes a cooperative agreement with the Maine Education and Policy Research Institute (MEPRI) to consult on the collection and analysis of student math assessment data related to the Math4ME initiative. Math4ME provides professional development for special education teachers of mathematics.

Innovative Approaches

The Data Team, in collaboration with additional Special Services teams and the Maine Parent Federation, is currently developing informative YouTube videos and associated surveys to collect stakeholder input (target suggestions, initiative ideas) on a collection of reports contained in the Special Services State Performance Plan/Annual Performance Report. The videos will enable input from a broad range of stakeholders from throughout the State.

The Data Team also has begun testing a newly developed IDEA Data Center tool that can be customized by states to reduce the amount of manual mathematical calculation necessary to analyze racial/ethnic disproportionality.

Team: State Agency Clients

Target Population

The State Agency Clients (SAC) team serves students and their families, public and private school administrators and staff, other state agency partners, and the public. The SAC team provides technical assistance and consultation to all constituents regarding special education regulations and the federal IDEA, monitoring and school approval of Special Purpose Private Schools, coordination of the surrogate parent program for youth in the custody of DHHS and Project IMPACT (Interagency Model Project for Academic and Correctional Transition) program for youth in the care or custody of DOC to support all students with disabilities having equity and access to general education curricula and quality educational programming in the least restrictive setting. The SAC team liaises with schools who serve State Agency Clients, in Maine and out of state. Maine DOE is fiscally responsible for special education costs for State Agency Clients; and the SAC team manages the everchanging database of youth entering and exiting care and custody of DHHS or DOC.

Goals and Objectives

- Inspire TRUST in the organization, and in the public education system:
 - o To uphold the team's ability to apply and facilitate group dynamics and use exemplary interpersonal skills to create a more supportive culture and responsive technical assistance:
 - Interact with professionalism with all constituents – honesty, transparency, maintaining confidentiality, responsive in a timely manner, and willing to hold difficult conversations and work in partnership with a solution-focused and supportive framework.
 - Interpret Maine and federal special education laws, statutes, rules, regulations, and policies pertaining to education and schools to ensure uniform understanding when providing consistent technical assistance, consultation, and professional development to schools, parents, and other stakeholders.

- Regularly engage constituents/stakeholders for input and feedback regarding regulatory, policy, and procedure implementation successes and challenges; and to problem solve and create solutions/recommendations/amendments within the legal framework.
 - Co-Chair Project IMPACT with a DOC partner with an element that focuses on successful student transitions from involvement with Corrections to home, school districts, and community settings.
 - Maintain memberships of Statewide Quality Improvement Council, Maine’s Behavioral Health Planning Council, and State Rehab Council; as well as serve on critical partner work committees including the OCFS Trauma Informed Care Committee and DHHS Qualified Residential Treatment Program and Family First Stakeholder groups.
 - Provide accurate, relevant, consistent, and prompt technical assistance.
 - Attend IEP meetings to support understanding of IDEA and MUSER and the implications in determining appropriate education programming.
- Develop, support, and sustain a robust EDUCATOR WORKFORCE:
 - Provide support and technical assistance to the field, both private and public schools
 - Provide ongoing resources to Special Purpose Private School (SPPS) Directors and staff (i.e. education strategies, SEL, data collection, equity, and access for all, etc.), which are reviewed regularly at SPPS Director meetings and provided in email correspondence. For example, on 7/28/2021, the SPPS Directors were notified of a webinar: How to Avoid Teacher Burnout in the 2021-22 School Year - Presented by Amber Harper, Creator, Burned-In Teacher and on 8/11/2021 SPPS Directors were provided How SEL training can help alleviate teacher burnout, stress - Foundation offers 5 tips to lessen burdens on educators. <https://districtadministration.com/how-sel-training-can-help-alleviate-teacher-burnout-stress/>
 - SPPS Director Zoom meetings are scheduled two times per month currently and were provided more frequent in the past (twice a week at the onset of the pandemic, phased into weekly). The frequency is determined through input from the SPPS Directors.
 - Develop, coordinate, and provide professional development to the field regarding State Agency Client Programs, the General Supervision System of Monitoring and Standards-Based Education for Special Purpose Private Schools; as well as develop, coordinate, and provide professional development offerings to all stakeholders of Maine children with Disabilities. The PD offerings are often a result of a collaboration with other DOE teams, organizations such as MADSEC (a specific training for new Special Education Administrators annually), and agencies (i.e. Project IMPACT training with DOC for Juvenile Corrections Officers, Community Case Managers, and SAUs).

- Promote Social Emotional Learning (SEL) as a priority for both students and staff – one example is a new SPPS Creativity Project that has elements of ongoing professional development for staff as well as a focus on embedding SEL into academic instruction, with equitable access across Maine to The Creativity Circle learning platform and The North Star Digital Storytelling Program as a vehicle to integrate any content area learning standards. This project, by design, blends Maine DOE MOOSE Module lessons at each grade span and in addition to building culture and attending to social emotional development, provides students with a myriad of ways to demonstrate learning by exploring animation.
 - SAC Team members are easily accessible to constituents in a variety of formats (phone, text, email, Zoom, Teams, Google Meet, in-person following CDC guidelines) that best suit their needs, as well as providing timely assistance and responses to inquiries.
 - Created a list serv for SPPS directors that has 2-way permissions to encourage interactive collaboration amongst the SPPS Directors across Maine. SPPS directors utilize this tool to support each other and request information regarding policies and procedures in efforts to implement consistency in the various day treatment settings across Maine. For example, a SPPS director sent an email inquiring about other SPPS masking policies for the beginning of the 21-22 school year. The SAC team uses the listserv to provide timely information relevant for SPPS directors. For example, the SAC team sent the DOE Priority Notice Updated (8/24/2021) Standard Operating Procedures for Covid-19 Cases in Schools Fall 2021. The SAC team also sends weekly relevant DHHS (MaineCare, Office of Child and Family Services, Office of Aging and Disability Services) notices relevant to the SPPS Directors.
 - Present at the annual Maine Administrators of Services for Children with Disabilities (MADSEC) New Director’s training. Topics covered include the General System of Supervision and Monitoring of SPPS, SAC programming/Least Restrictive Environment, Out of Unit (including case management for out of state Intensive Temporary Residential Treatment placements by DHHS) placements – SAU responsibility, Distinction between State Wards and State Agency Clients, Project IMPACT - SAU responsibility, Educational Surrogate Parent appointment program and process, invoicing and reimbursement procedures various DOE required special education fiscal reports.
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners:
 - o Coordinate the educational Surrogate Parent program
 - When children come into DHHS custody, appoint an educational surrogate parent, if required.
 - When highly mobile youth that are in DHHS custody change school enrollments, work with SAUs to determine who the educational surrogate parent is and whether one needs to be appointed.

- Ongoing consultation with DDHS, SAUs, and providers regarding students placed out of state to ensure students are being provided a Free Appropriate Public Education (FAPE).
 - Bi- weekly meetings with DHHS Out of State Coordinator to support SAUs and transfers of these highly mobile students.
 - o Extended Eligibility/ Transition work:
 - Participate with stakeholders to address gaps in services and programming options when students transition from the children’s system of care to the adult system of care (The SAC liaises with SAUs and SPPS during these transitions, which often result in a change in the SAU responsible for the student – i.e. if returning to Maine as an adult student who is their own guardian and no longer in DHHS custody or participating in the V-9 program to continue SAC eligibility, and moves to a community not within the boundaries of the SAU providing the out of state case management while in DHHS custody). This extended eligibility work was initiated by the DOE Office of Special Services Leadership and aligns well with the subsequent Legislative directed action for LD 924.
 - o General System of Supervision of Special Purpose Private Schools
 - Monitor and provide technical assistance, professional development, and support to SPPS staff to ensure alignment with the Maine Unified Special Education Regulations (MUSER) and the Individuals with Disabilities Education Act (IDEA) for students in out of unit placements.
 - Provide pre-findings to support schools in aligning their policies and procedures to criteria before formal corrective action plans are required. Assistance includes holding several phone calls, zoom meetings and email exchanges to support SPPS that need to update their policies and procedures. For example, one SPPS requested on-site, whole staff PD, which was provided pre-pandemic, focusing on curricula development and instructional practices.
 - o IEP team meetings
 - Attend IEP meetings to liaise between public and private schools, as well as other state agency partners and service providers, to support best practices and students’ rights.
 - o Standards Based Reporting
 - Monitor and provide technical assistance, professional development, and support to Special Purpose Private School staff with their transitions to implementing standards-based curricula and reporting, aligned with Maine Learning Results and Multi-Tiered Systems of Support.
 - Collect and review annual updates to the SPPS Transition to Standards Based Reporting; and provide guidance, feedback, and relevant professional development. In July 2021, The SAC Team provided three-half day work sessions to SPPS staff in a Creativity Symposium, specifically for work on the annual update to standards-based reporting transition each agency is engaging in.

- o Technical Assistance for Out of State placements.
 - Create and Share “Welcome packet” with Out of State Providers to create relationships and highlight relevant sections of MUSER and Chapter 33 so out of state providers are aware of Maine regulatory requirements for SAU IEP case management processes. Meet virtually and singly with each out of state provider in concert with the DHHS Out of State Coordinator.
 - Track SAC in out-of-state Intensive Temporary Residential Treatment placements to ensure they have an appropriate education plan. Connect with SAUs when a student enrolls in out of state residential and connect responsible SAUs when the enrollment causes an SAU transfer.
 - Provide ongoing resources to SPPS Directors and staff - i.e. education strategies, SEL, data collection, equity, and access for all students, etc. Some examples include: SPPS Directors were provided an Updated Cultural and Religious Observances Calendar link and the Maine DOE Website of LGBTQ+ and Gender Expansive Resources (8/25/2021) , Edutopia Rolling Text Sets Make Content Accessible for All Students by Christine Boatman (7/14/2021 SPPS Resources), Teacher2Teacher: 9 Tips for Framing Brave Conversations About Race and Ethnicity By Sheldon Eakins (5/12/2021 SPPS meeting), Child Mind Institute - Talking to Kids About Racism and Violence (4/28/2021), Leading for Equity (AASA 3/04/2021), Building an Incremental Equity Agenda (AASA 1/18/2021), Pursuing Equity for Black Students(NCSI 12/15/2020), Disrupting Poverty’s Impact on Learning (NCSI 11/19/2020), and profiling instructional materials such as Picture Books for Preschoolers that Celebrate Diversity (Edutopia 7/08/2020), How Photographer Gordon Parks Examined the Racism Embedded in the Criminal Justice System (TIME Magazine 7/28/2020), etc.; which are reviewed at twice monthly Zoom meetings with SPPS Directors and provided in email correspondence.
 - Provide ongoing support and technical assistance to the field, both private and public-school staff, related to educating State Agency Clients and related matters such as identifying the SAU responsible for FAPE, enrollment challenges, programming in the Least Restrictive Environment, programming options for youth in crisis, youth that become homeless, etc. Assistance not only includes responding to on-going requests from the field, but also presenting at the State Director of Special Services Zoom meetings and the MADSEC New Director’s Academy.
- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
 - o Attend IEP team meetings
 - Liaise between public and private schools to support best practices and students’ rights. For example, attending weekly IEP meetings for a state ward dismissed from an out of state placement while transitioning from one district to another. Facilitating LRE conversations with large IEP teams sometimes including attorneys, DHHS workers from the children’s

system, DHHS workers from the adult system, community providers, and staff from both the previous school system and the new school system.

- o Coordinate the educational surrogate parent program
 - Ongoing consultation with DDHS regarding students placed out of state. Determine who the educational surrogate parent is. Assign an educational surrogate parent if required. Tracking educational surrogate parents and ensuring every students' rights to representation are fulfilled. Provide technical assistance to directors and case workers in determining if a student requires an ESP. For example, DHHS workers often believe that a student's Guardian Ad Litem is their educational surrogate parent, which is not always the case.
- o Twice monthly Special Purpose Private School Director Zoom meetings
 - Ongoing PD opportunities regarding COVID guidelines and SEL, for example on 5/26/2021 the following resources were provided to SPPS Directors:

+Updates to the Health and Safety Guidance and SOP for Schools – hosted DOE Nurse Consultant Emily Poland at a SPPS Director's zoom meeting.

+OCFS has recently posted a new Trauma-Informed 101 webinar, which can be found at: <https://www.maine.gov/dhhs/ocfs/provider-resources/staff-development-training>

- Collaborate with Office of School and Student Supports to provide guidance to SPPS regarding Chapter 33 and PL 2021 Chapter 453.
- Assist SPPS in accessing Personal Protective Equipment and American Rescue Plan (ARP) funding.
- o General System of Supervision of Special Purpose Private Schools
 - Monitor and provide technical assistance to SPPS to ensure alignment with MUSER and IDEA. SPPS monitoring activities are implemented using a supportive climate that foster SPPS submissions in a timely fashion. With an interactive feedback loop developed and implemented to foster a culture of support, the number of required SPPS Corrective Action Plans has been reduced over the past 4 years.
 - Ongoing relevant updates from DOE, MaineCare, the Office of Children and Family Services, and the Office of Aging and Disability Services – the topics are reviewed at each SPPS meeting, with links provided for each online update and a subsequent email sent to all SPPS Directors through the listserv.
- o Maintain memberships of Statewide Quality Improvement Council, Maine's Behavioral Health Planning Council, and State Rehab Council; as well as serve on critical partner work committees including the OCFS Trauma Informed Care Committee and DHHS Qualified Residential Treatment Program and Family First Stakeholder groups.
 - Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field

- o Create, lead, and financially support an SPPS special project using MOOSE modules and creativity to align standards-based instruction and reporting to Maine Learning Results. Monthly PD throughout the 2021 -2022 school year and access to FableVision learning platforms and digital storytelling software.
- o Provide ongoing resources to SPPS Directors and staff (i.e. education strategies, SEL, data collection, equity, and access for all, etc.), which are reviewed regularly at SPPS Director meetings and provided in email correspondence. For example, scheduled for SPPS Director’s Zoom meeting for 9/8/21 The Center on Secondary Education for Students with Autism Spectrum Disorders – Linking Selected Goals to Evidence Based Practices
- o Twice monthly SPPS Zoom meetings with time built in to spotlight Promising Practices and time for Directors to share questions, answers, and concerns among their colleagues across Maine.
- o Forward Thinking problem solving
 - Provide thoughtful and deliberate guidance taking many perspectives into account for a multitude of challenges brought to the SAC Team including topics such as expulsions, programming for medically fragile students, Superintendent agreements, special transportation, lunches for students in out of district placements, education options for students/families who become homeless, education programming for students involved in substance use disorder treatment, education programming for students in temporary crisis situations such as shelters, etc..
- o In collaboration with other DOE teams, the SAC team provided pre- pandemic, regular, on-site PD at public and private schools regarding SAC topics including invoicing, enrollment, students and staff data management, and education programming, curriculum development, standards-based reporting, drafting IEPs; based on inquiries, requests, and complaint findings. For example, the Dispute Resolution Team, the DOE Data Team, and the SAC Team co-presented a training, by request, to the Portland Public School Special Education Department during the 2018-19 school year.

Benchmarks and Measurements

Indications of improved supportive culture and responsive technical assistance:

- The SAC team collaboration with SPPS and districts has resulted in the number of Corrective Action Plans decreasing over the past 4 years with all SPPS maintaining continued school approval.

- Comparing pre-findings with findings, demonstrating items resolved before development of a Corrective Action Plan.

- Despite the current number of SAC in out of state DHHS ITRT placements being more than double than it was four years ago (with another 35+ youth who are currently approved for out of state treatment placements but on a waiting list due to no current provider openings), every student is being effectively case managed by a Maine SAU with varying levels of support

from the SAC Team. In addition, those students requiring an educational surrogate parent have all had the volunteer appointments made within legal timelines. The effectiveness of Maine DHHS being able to serve provide treatment in Maine is impacted by the gap in the current continuum of residential care, resulting in increased out of state referrals for Maine youth in crisis that are unable to be served in Maine.

Currently, there are no formal measures in place on the SAC Team to determine impact on educator workforce, but this may be done through other DOE offices such as the Certification Team.

Indications of improved educational excellence and equity for all Maine Learners and support a culture of Innovation and continuous improvement:

- Project IMPACT quarterly review of data with the Project IMPACT Board of Directors (membership includes the following representation: SAU Superintendents, Assistant Superintendents, and Special Education Administrators; DOE, DOC, and DHHS OCFS Administration, Long Creek Youth Development Center Administration and the Project IMPACT Coordinator, as well as Maine School Counseling Association representation. The data reviewed includes staff training, student data regarding both detained and adjudicated students: males, females, students with disabilities, assessment data (state assessments, PSATs, SATs, etc.), high school diplomas and HiSets earned, community reintegration plans, residents released/discharged transitioning out of corrections to various locations with various levels of restrictiveness – home/public school, entering the workforce, adult education, concurrent enrollments at post-secondary institutions such as SMCC, attend a Maine SPPS or an out of state SPPS (through IEP Team determinations, OOS SPPS is based on DHHS ITRT placement for treatment purposes, sometimes court ordered), entering adult corrections, etc.

- Collaborating with the Assessment team to ensure that all students placed out of state have equitable access to the appropriate state assessment.

- Data collected through SPPS Monitoring includes graduation rates, Standards-Based Curriculum, number of students discharged to least restrictive environment, staff professional development, relationships with sending districts, shared PD, shared curriculum, and health and safety policies.

- A Long Creek Youth Development Center youth with a Learning Disability in writing won a state-wide writing essay contest in May 2019. The student was selected as the first-place winner of the Secretary of State's 2019 Maine Constitution Essay Contest for grades 9-12. LCYDC Administration shared this young man's educational journey which has included multiple failed placements, a young man on the spectrum that was guarded and struggled significantly with communication and writing skills. The Fundamental Resourceful Engaging Education (FREE) program (a therapeutic classroom staffed with a special education teacher, a social worker, and therapeutic tutors) has been implemented at LCYDC during the past year (at the time of the student earning this distinctive award), with this young man one of the participating students. The transformation of the educational programming that occurred at Long Creek Youth Development Center is commendable. Receiving confirmation of this caliber in a

statewide academic competition has made the long hard journey worthwhile for those involved in the paradigm shift.

Indications of student and school health, safety, and well-being:

- MUSER requires schools to have Board approved policies for immediate notification (which includes DOE) and reporting of serious events.
- A SAC Team member worked with the Office of School and Student Supports to review and investigate if warranted, Chapter 33 complaints from 2017-2019.
- Collaboration with Emily Poland, DOE School Nurse Consultant regarding reportable incidents.

Key Accomplishments

Based on individual feedback in emails, voicemail, and text messages, and live in meetings and team responsiveness, the SAC team and the Office of Special Services are doing well with inspiring trust in the field.

The SAC Team would like to attend to sustaining a robust workforce more than current capacity allows, but the SAC Team provides statewide support to Maine's most vulnerable youth and emergencies take precedence.

To promote educational excellence and equity and to support a culture of innovation and continuous improvement, the SPPS Monitoring activities provide professional development and guidance regarding instructional practices, curriculum development and ensure access to general education curricula.

The SAC Team met its goal this year for ensuring that all required state wards have appointed Educational Surrogate Parents.

The Project IMPACT Coordinator connects with every Maine SAU responsible for the educational of the youth involved in the juvenile justice system. This population changes on a day by day basis.

Great Bay Services hired an independent consulting company (Starboard Leadership Consulting) to reach out to the SAC Team for stakeholder feedback after DHHS meeting addressing the transition of youth from the children's system of care to the adult system of care. (OADS, CBH, community service providers).

SPPS Monitoring activities provide professional development and guidance regarding policies and procedures for student and school safety, health, and well-being. The SAC Team does not currently have formal measures for student SEL; however, the new Creativity Project will allow data review of frequency of student SEL curricula access and use.

Challenges and Opportunities for Growth

Challenge on Extended Eligibility – having regular contact with DHHS offices that serve these adult students (OADS, CBH – asked for hierarchy/framework and contacts from DHHS [similar

to the 9 regional offices for OCFS that have Program Coordinator to contact regarding students in their region] and was told by DHHS upper management that after working there for years they also still do not understand OADS and OBH framework).

Supporting students in out of state placements that become adults, and are no longer in DHHS custody or care – they return to Maine with community supports, educators are often notified after the student returns; and sometimes the SAU responsible for education (because the adult student has not graduated or aged out) is new, and unfamiliar with the student and his/her educational needs.

Challenge tracking students placed in state in residential placements. The SAC Team continues to request this information from DHHS, OCFS; and has not yet been able to get it. OCFS provides the ITRT approval letters for all students approved for out of state placements. In order to assist SAUs responsible for FAPE for these highly mobile youth, this is also needed for Maine ITRT – sometimes students go months without education programming until someone discovers a gap in their current school enrollment – lack of communication from community based providers some of the instate ITRT placements do not get managed by or have DHHS oversight.

Challenge having educational surrogate parents appointed for all students who have a right to them. High mobility and SAU staff turnover both impact this - And sometimes a student gets taken into custody and the school isn't notified , while other times new school staff may not be aware that they are required to request a surrogate parent uploaded in state custody.

Limited capacity due to staff turnover on the SAC Team, as well as in the field – in both the public and private education sectors and among other state agency partners (DHHS and DOC). Constant turnover makes consistency and continuity a challenge. The SAC Team and Office of Special Services have unsuccessfully attempted to address team capacity by adding partial positions to the budget. The SAC Team has successfully reclassified one position to attract a quality employee at a higher rate of pay, given the scope and responsibilities required on this unique team providing oversight to the educational programming for Maine's most vulnerable youth.

Needs

- Bi-weekly meetings between DOE and DHHS to discuss out of state placement updates and process challenges, with follow up emails as warranted.

- Ongoing meetings with state agencies, community providers, and public and private school staff, frequent connections, in a variety of preferred formats.

- The Creativity Symposium was offered in July 2021 because of the 2 year pause on Standards Based Reporting – the SAC Team offered time and TA to resume the feedback loop.

Partnerships

- DHHS – Office of Child and Family Services, Office of MaineCare Services, Office of Aging and Disability Services, and Quality Improvement Council
- Department of Labor – Vocational Rehabilitation, State Rehab Council

- Parent Advocacy groups - Maine Parent Federation and Maine Disability Rights Center (DOE Commissioner's Office, Office of Special Services, and Office of School and Student Supports meet monthly with DRM).
- Community Case Management – non-profit agencies across the state
- National Technical Assistance Center on Transition
- Department of Corrections
- National Center for Systemic Improvement
- Idea Data Center
- US DOE – Office of Special Education Programs
- Council of State Administrators of Vocational Rehabilitation
- National Coalition of State Rehabilitation Councils

Cooperative Agreements

- The DOC Project IMPACT MOU is being updated, in collaboration with the OSSS Team.
- The SAC Team maintains annual contracts with all Maine and out of state SPPS for educational programming for students in the care or custody of other state agencies (DHHS, DOC).
- The SAC Team provides a system of monthly reimbursement for all Maine SAUs that provide educational programming for SAC.
- The SAC Team currently is in the process of contracting for professional development and curriculum development, with a focus on both student and staff social emotional learning/needs embedded withing the delivery of instruction.

Innovative Approaches

The pandemic has provided an opportunity for all teams to think outside the box to utilize innovative systems, particularly technology platforms to continue collaborative efforts without a hiccup. For example, the SAC Team was providing technology-based support through Zoom meetings within two-days of the DOE closing its offices due to the onset of the pandemic. Another example is that SPPS monitoring activities typically done on-site (classroom observations and student and staff interviews) were conducted virtually.

Team: Child Development Services (Part B-619/Preschool Special Education and Related Services)

Target Population

CDS serves children and families birth to 5 in Maine. Currently there are approximately 3500 children in Part B Section 619, 3-5-year-old children. CDS anticipates changes to these services as the work to develop a plan to transition children 4-6 to SAUs continues.

Alignment to DOE Priorities and Goals and Objectives

The first priority in CDS is to develop and provide high quality special education services equitably throughout the state. Historically, CDS has been underserving children with disabilities and has been challenged to work effectively with families of young children. It is imperative that there is improvement in this relationship and the development of trust to provide these services. CDS administrative staff has been providing hundreds of hours of professional development, training, coaching and consultation. The team has been standardizing practice and aligning section 619 services with school aged services to support an effective transition between CDS and SAUs. During COVID, the team has supported staff and child safety through implementation of CDC recommended practices, and provided staff training and support in remote educational practices.

CDS is committed to staff development and recruitment and have provided staff training to support improved case management and customer service.

Benchmarks and Measurements

CDS continually reviews data to support special education needs and practice. Some of these data include outcome data, e.g. how children have progressed on the goals of their IEPs, children placed in their least restrictive setting, and children eligible for services as they transition from Part C to Part B to name a few. The team analyzes data around unmet need to develop programming to support Maine children. CDS also works with both the SAP and ICC to gain stakeholder input on organizational goals.

Key Accomplishments

The biggest goal of the team is to provide services to all children who require them. To that end, the team works diligently to expand CDS led preschool programming.

Data analysis and monitoring provide information on how to best provide technical assistance and professional development.

CDS is also working to redesign the entire structure of the provision of these services to best support young children.

Challenges and Opportunities for Growth

CDS continues to have difficulty in the following areas:

- a. Providing services and programming to all identified children
- b. Adequately staffing all positions in all locations
- c. Transportation
- d. Staff morale
- e. Adequate funding
- f. Adequate capacity in office space leased by CDS
- g. Lack qualified staff to support special education services

Needs

- a. Created position to analyze and develop preschool programming based on unmet need.
- b. Contracting with retired personnel to support services. Explore advertising on expanded search engines.
- c. Innovative practices with private businesses and providers.
- d. Support staff with frequent and transparent communication
- e. Increase fiscal support to CDS to develop realistic budget based on unmet need. Exploring increasing MaineCare billing and private insurance.
- f. Exploring new accommodations and new locations as space becomes available and leases end.
- g. Contracting with retired special education to provide targeted professional development. Invest in educational opportunities with current employees.

Partnerships

1. Please describe which agencies you collaborate with, including Key Partnerships

CDS collaborates with many state agencies, private contracted providers, DOE teams, federal TA centers and other stakeholders to gain insight and feedback to align services with state need.

Cooperative Agreements

CDS has an MOUs with DHHS, Headstart, and MECDDH.

Innovative Approaches

CDS collaborates with a regional assessment center to support assessment, preschool services, and transportation in Southern Maine.

CDS has created innovative practice during COVID to continue to provide services.

CDS has done internal workshops to create and develop regional budgets to make fiscal efficiencies and promote innovative practices.

Team: Child Development Services (Part C/Early Intervention Program)

Target Population

The constituents for Maine’s Early Intervention Program are infants/toddlers (birth through age 2) with developmental delays and disabilities and their families. According to the most recent child count data, there were 878 children receiving services through Part C on 10/1/20. Of these 878 children, 66 were under 12 months of age, 253 were between 12 months and 24 months of age, and 559 were between 24 months and 36 months of age. By the end of the reporting period for FFY20 on 6/30/21, the total number of children receiving services through Part C increased to 964 with 74 under 12 months of age, 230 between 12 months and 24 months of age, and 660 between 24 and 36 months of age. It is anticipated that these numbers will continue to increase following the implementation of a state-wide, annual outreach plan. In addition, the child count for the birth to one age range is expected to increase as a result of updates that were made to the

list of established conditions that make children under age 3 automatically eligible for Part C in April of 2021. This list was expanded to include Substance Exposed Infants, amongst several other conditions, and has been shared with primary referral sources including hospitals, pediatricians/primary care providers, and other agencies who work with infants/toddlers and their families (i.e., Maine Families Home Visiting, Public Health Nursing, Early Head Start, etc.).

Alignment to DOE Priorities

- Inspire TRUST in the organization, and in the public education system
- Develop, support, and sustain a robust EDUCATOR WORKFORCE
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field

Goals and Objectives

Maine's Early Intervention Program strives to provide families of infants/toddlers with developmental delays and disabilities with a positive experience that helps build their confidence and competence with meeting their child's and family's needs while receiving Early Intervention Services, a goal that aligns with the DOE priority to inspire trust in the organization and in the public education system. Objectives to reach this goal include being responsive to questions and concerns raised by families, showing sensitivity with differing family and cultural values, helping families understand their rights and learn how to effectively advocate for the needs of their child/family, and providing high quality, evidence-based services that yield positive outcomes for infants/toddlers and their families.

Another goal for Maine's Part C system is to provide a comprehensive system of professional development. This aligns with three DOE priorities: (1) Develop, support, and sustain a robust educator workforce, (2) Promote educational excellence and equity for all Maine learners, and (3) Support a culture of innovation and continuous improvement, led by experts in the field.

Objectives to meet this goal include providing every new Early Interventionist with training in the components of Routines-Based Early Intervention (an evidence-based model for family-centered intervention in natural environments developed by Dr. Robin McWilliam, a world renowned early intervention consultant and researcher) within 30 days of being hired or becoming a contracted provider, conducting ongoing fidelity checks to ensure that high quality services are being delivered consistently and with fidelity statewide, offering individualized coaching and refresher training for providers as needed, and coordinating ongoing professional development opportunities and education about local resources to help meet the needs of providers, infants/toddlers with developmental delays and disabilities, and their families.

A third goal of Maine's Early Intervention Program, identified as the State-identified Measurable Result (SiMR) for Part C, is to increase the percentage of infants and toddlers with Individualized Family Service Plans (IFSPs) who demonstrate improved acquisition and use of knowledge and skills by the time they turn three or exit the program. This goal most closely aligns with the DOE priority for promoting educational excellence for all Maine learners. Objectives associated with this goal include ensuring that Early Intervention providers deliver

high quality services that yield positive outcomes for infants/toddlers and their families and using ongoing assessment to measure the child's progress at 6-month intervals to help make data-driven decisions about services during IFSP reviews.

A fourth and final goal of the Part C system in Maine is to increase the number of infants/toddlers enrolled in Early Intervention, particularly infants under 12 months of age, which closely aligns with the DOE priorities to inspire trust in the organization and in the public education system and to promote educational excellence and equity for all Maine learners. Objectives associated with this goal include increasing community awareness about established conditions that make infants and toddlers automatically eligible for services under Part C, developing and implementing a robust statewide outreach plan, and collaborating with other state and local agencies that work with children under age 3 and their families.

Benchmarks and Measurements

Maine's Early Intervention Program uses a variety of measures to assess progress towards goals. One of these performance measurements is compliance with the federal Part C indicators, which is based on data that is collected from the statewide data system and reported to the Office of Special Education Programs (OSEP) annually through the State Performance Plan/Annual Performance Report (SPP/APR) and the State Systemic Implementation Plan (SSIP). Progress towards goals is also measured using data that is collected from internal state-wide databases that track the training and fidelity of all of Maine's Early Intervention providers, as well as all of the public outreach that is completed as part of Maine's comprehensive Child Find system.

Key Accomplishments

Maine's Early Intervention Program is currently achieving its goal for providing families of infants/toddlers with developmental delays and disabilities with a positive experience that helps build their confidence and competence with meeting their child's and family's needs while receiving Early Intervention Services. Based on the data collected and reported to OSEP in the FFY19 SPP/APR, Maine surpassed its target of 92% compliance with Indicator 4: Family Involvement. Of the families who participated in Part C, 94% reported that Early Intervention Services helped the family know their rights, 96% reported that Early Intervention Services helped the family effectively communicate their child's needs, and 96% reported that Early Intervention Services helped the family help their children develop and learn.

Maine's Early Intervention Program is also successfully achieving its goal for providing a comprehensive system of professional development. In FFY 2019, Maine continued to provide Part C services via the Routines-Based Early Intervention (RBEI) model, with continued professional development and associated fidelity assessment measures. The objective for providing new staff with timely training was fully achieved with 100% of new staff receiving training in components of RBEI within 30 days of hire. In addition, Early Intervention Program Managers continued to develop and implement site-level trainings and collaborate with outside agencies to provide ongoing professional development specific to the needs of their regional teams, allowing providers to gain knowledge and resources to help meet a wider variety of needs at both the child and family level and, therefore, produce better child and family outcomes.

The third goal of Maine's Early Intervention Program was also fully achieved in the most recent reporting period. For FFY19, Maine's identified target was for 61% of infants/toddlers with IFSPs to demonstrate improved acquisition and use of knowledge and skills by the time they turn three- or exit-Part C. The data that was collected and reported to OSEP in the State Systemic Improvement Plan (SSIP) showed that Maine significantly exceeded this target with 71% of the infants/toddlers exiting Part C demonstrating an increase in their acquisition of and use of knowledge and skills.

Maine's Early Intervention Program continues to work towards its fourth and final goal for increasing the number of infants and toddlers enrolled in Part C. Information about Maine's Part C program was provided to more than 700 referral sources during the reporting period for FFY19. Referral packets and informational materials were delivered to 371 referral sources across the state, and presentations and/or in-person discussions about Maine's Part C program were completed with over 400 people from 34 different referral sources. Consequently, the total number of infants and toddlers with IFSPs increased from 935 in FFY18 to 1,011 in FFY19, and Maine's eligibility rate for Part C increased to 75.2%. Additionally, the average age of referral decreased from 18 months in FFY18 to 16 months in FFY19, falling below the national average of 17.2 months of age, helping to identify children earlier and begin providing early intervention at a younger age with a higher probability of generating improved outcomes for eligible infants/toddlers and their families. Although Maine's Child Find (Birth to One) increased from 0.60% in FFY18 to 0.64% in FFY19, the percentage of infants under 12 months of age enrolled in Part C remains below the national average of 1.37%.

Challenges and Opportunities for Growth

Maine's Early Intervention Program has had difficulty increasing the number of infants/toddlers enrolled in Part C, especially within the birth to age 1 population. This is likely due to several contributing factors, with the most evident being Maine's restrictive eligibility criteria. Maine, along with 16 other states, is in Category C for eligibility, meaning that infants/toddlers must be demonstrating a significant delay (-2.0 standard deviations below the mean) in one or more areas or a moderate delay (-1.5 standard deviations below the mean) in two or more areas to be found eligible for Early Intervention using Maine's criteria for Developmental Delay. Other factors that have made it difficult for Maine to make progress with this goal include challenges with getting birthing hospitals and Neonatal Intensive Care Units (NICUs) to refer newborns with established conditions of risk, low numbers of referrals from other agencies that work with infants/toddlers and their families (i.e., Maine Families Home Visiting Program, Public Health Nursing, Early Head Start, etc.), and an approximate 20% of families declining services after being referred.

Needs

A new Part C State Coordinator was appointed in October of 2020. As a corrective action to address the challenges listed above, a statewide annual outreach plan was developed and implemented in January of 2021. As part of this outreach plan, all the regional CDS sites will now be required to provide outreach to all primary referral sources on an annual basis. In

addition, the list of established conditions that make infants/toddlers automatically eligible for Early Intervention was updated and expanded in April of 2021. This list has been published on the CDS website and in the Maine American Academy of Pediatrics (AAP) monthly newsletter, and it has been shared with many other state and local agencies that work with children under age 3 and their families. Furthermore, a significant portion of Part C's allocated funds from the American Rescue Plan Act (ARPA) will be used for a robust rebranding and marketing campaign to increase public awareness. If these corrective actions do not yield an increase in Maine's Child Find percentages, lesser restrictive eligibility criteria may need to be considered.

Partnerships

Maine's Early Intervention Program has ongoing collaborations with multiple state agencies, including the Maine Department of Health and Human Services, the Maine Educational Center for the Deaf and Hard of Hearing, and the Division for the Blind and Visually Impaired. On a federal level, the Part C system collaborates with the Office of Special Education Programs (OSEP), the Early Childhood Technical Assistance (ECTA) Center, the Center for IDEA Fiscal Reporting (CIFR), and the Center for IDEA Early Childhood Data Systems (DaSy).

Cooperative Agreements

To assist with the provision of a comprehensive, state-wide child find system and the implementation of high quality, evidence-based Early Intervention Services, Child Development Services (CDS) has cooperative agreements with the Maine Department of Health and Human Services (Child Welfare and the Maine Center for Disease Control and Prevention), the Maine Educational Center for the Deaf and Hard of Hearing, the Division for the Blind and Visually Impaired, and Head Start/Early Head Start.

Additionally, the Part C State Coordinator participates in many ongoing state-wide initiatives including, but not limited to, the following:

- Early Childhood Consultation Partnership (ECCP)
- Maine Early Hearing Detection & Intervention Stakeholder Group
- Substance Exposed Infants & Maternal Substance Use Task Force
- Substance Exposed Infants & Maternal Substance Use State Steering Committee
- Children's Cabinet/Early Intervention Working Group
- NEC Maine Deafblind Networking Group
- Cytomegalovirus (CMV) Workgroup
- Early Childhood Comprehensive System (ECCS): Health Integration Prenatal-to-Three Program
- Help Me Grow

Innovative Approaches

Maine's Early Intervention Program continues to use technology to ensure that developmental screenings, evaluations, and services are readily available to all of Maine's infants/ toddlers throughout the ongoing COVID-19 pandemic. In addition, Maine's Part C system plans to utilize a portion of its allocated ARPA funds to expand its use of technology by developing and creating

training modules that will be used as part of the comprehensive system of professional development for Part C.

School Facilities and Transportation

The Office of School Facilities and Transportation provides operational leadership, strategic planning, coordination, and administration of programs related to public school buildings and transportation. The office oversees and administers the Major Capital School Construction Program, the School Revolving Renovation Fund, the Leased Space Program, the Federal Facility Program, Facilities Inventory, School Bus Purchase, Transportation Operations Program, and Transportation Safety and Training. The Office allocates resources to accomplish program goals; ensures compliance with all applicable statutes, rules, and policies; develops and implements rules and policies; proposes, reviews, and testifies on legislation; collects and analyzes data; and provides technical assistance and training. The Office works closely with the State Board of Education, state agencies, and school administrative units to accomplish its goals.

Target Population

- Local School Units (superintendents, business managers, facilities & transportation directors), General Public, Students

Alignment to DOE Priorities

- Inspire TRUST in the organization, and in the public education system – Improve Learning environments statewide and support and plan world class comprehensive educational facilities
- Develop, support, and sustain a robust EDUCATOR WORKFORCE – Support safe and healthy environments for students and school staff.
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners – Plan and improve facilities to support 21st Century Learning Environments including Career and Technical Education and the expansion of Early Childhood Educational spaces and programs. The Team’s work supports program access for all students to meet the diverse needs of all Maine students.
- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING – Team administers construction and pupil transportation programs to provide safe environments and transportation of students. The team supports climate initiatives that advance and promote energy efficiency and environmentally responsible solutions both in student transportation and school facilities.
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT, led by all the experts in the field – Construction programs support innovation and inspirational learning environments.

Goals and Objectives

Goal 1 – Continuation of Equity and Excellence in the Team’s work through:

- Experienced, thoughtful, and sensitive communications with the field
- Ongoing education, training, and Team discussions
- The Team’s work aligns with the administration’s carbon neutral goals
- The Team works to enhance CTE and Early Childhood Education programs

Goal 2 – Equitable distribution of public funding:

- Inherent in the Team’s work in facilities and transportation
- Needs based application and review processes for all programs

Goal 3 – Improve statewide data:

- Better understand urban and rural needs of facilities and buses
- Improve data and information to best support equitable distribution of funds

Goal 4 – Facilities and Transportation programs need to meet the complex needs of students:

- School buildings designed to meet all student needs – health, physical, and developmental
- Facility equalizes opportunities for all students
- Meet all individual ADA and special needs

Benchmarks and Measurements

Goal 1 – Continuation of Equity and Excellence in the Team’s work through:

- Issue Newsletters or targeted communications to the field on issues of importance
- Ongoing education and training of Team members and School Unit staff annually
- Ongoing alignment with the work of the Governor’s Climate Council to increase electric buses and advances in building technologies to achieve the states carbon reduction goals
- All new state funded buildings and additions are inclusive of Early Childhood & CTE program goals

Goal 2 – Equitable distribution of public funding:

- Ongoing review and strengthening of evaluation processes
- Produce priority lists for facilities and transportation funding as often as resources allow
- Ongoing reassessment of rules and methodology

Goal 3 – Improve statewide data:

- Implement enhanced statewide data collection system for facilities and transportation
- Contract with consultant/vendor to collect consistent statewide comprehensive data

Goal 4 – Buildings and Buses need to meet the complex needs of students:

- Design buildings to meet all student needs (health, physical, and developmental)
- Buildings and busses include most current energy conservation, technology, and safety features

Key Accomplishments

Goal 1 – Continuation of Equity and Excellence in the Team’s work through:

- Issue Newsletters or targeted communications to the field on issues of importance – The team issues quarterly newsletters and works closely with the Department’s communication team to issue notices of current information.
- Ongoing education and training of Team members and School Unit staff annually – Team supports annual trainings for school facilities and transportation personnel. Professional development opportunities are provided to Team staff on an ongoing basis.
- Ongoing alignment with the work of the Governor’s Climate Council to increase electric buses and advances in building technologies to achieve the states carbon reduction goals – Ongoing work including regular communications with stakeholders to advance and align school construction and school bus programs.

Goal 2 – Equitable distribution of public funding:

- Ongoing review and strengthening of evaluation process – Review and amend rules and application process prior to each application cycle. Currently revising three rules related to facilities health and safety.
- Produce priority lists for facilities and transportation funding as often as resources allow – Preparing for next round of Major Capital School Construction application cycle. Currently administering School Revolving Renovation Fund application cycle. School Bus purchasing and funding continues annually.
- Ongoing reassessment of rules and methodology – Regularly review and amend rules. Currently revising three rules related to facilities health and safety.

Goal 3 – Improve statewide data:

- Implement enhanced statewide data collection system for facilities and transportation – Ongoing work to develop a more comprehensive building inventory data system.
- Contract with consultant/vendor to collect consistent statewide comprehensive data – Planning work in process to identify data system prior to inventory data collection.

Goal 4 – Buildings and Buses need to meet the complex needs of students:

- Design buildings to meet all student needs (health, physical, and developmental) – Current building standards and guidelines developed to ensure student needs are met (ADA, special needs, etc.)
- Buildings and busses include most current energy conservation, technology, and safety features – First electric bus has been delivered in Maine. The bus purchasing system is now designed to support electric buses. New state funded buildings support advanced building codes and technologies and designed to reduce carbon footprint. New state funded buildings and additions implement advanced learning technologies and student security features.

Challenges and Opportunities for Growth

- Goal 1 (third bullet) Funding limitations to fully implement electric bus fleet through the purchasing program. Funding to support more school construction and replacement of aged buildings that are below current standards.
- Goal 4 (second bullet) Funding limitations to fully implement electric bus fleet through the purchasing program. Funding to support more school construction and replacement of aged buildings that are below current standards.
- Goal 3 (first and second bullet) Ability of existing state technology software and technical support and funding limitations to fully implement needed inventory system.

Needs

- Goal 1 (third bullet) & Goal 4 (second bullet) - Additional financial resources are needed to support electric bus purchasing and energy systems (solar and heat pump installations) on school buildings.
- Goal 3 (first and second bullet) Working across the Department to identify the best and workable solution. Need time and identification of funding source.

Partnerships

Governor’s Climate Council, Maine Association of Pupil Transportation, Maine Educational Plant Management Association, Department of Labor, Maine Department of Environmental Protection, Maine State Police, Efficiency Maine, Bureau of General Services, National Council on School Facilities, Maine State Board of Education, Bureau of Motor Vehicles, Maine Municipal Bond Bank, Division of Procurement Services

Innovative Approaches

- Working closely with Efficiency Maine on energy and carbon reduction in school construction. Working with energy vendors to provide solar installations on new school construction.
- Supporting CTE programming in new elementary school construction.

- Supporting CTE satellite programs in new high school construction.
- Installing EV charging stations at new school construction projects.
- Designing buildings to advanced energy codes (“stretch code”)
- Incorporating CDS services in new elementary school construction
- Bus Purchasing program includes electric bus bid option

School Finance and Operations

Comprised of three sub-teams, the Office of School Finance and Operations provides policy oversight, implementation, and support for General Purpose Aid to Local Schools, school data collection, management and reporting, and state and Federal Child Nutrition programs. The School Finance, Fiscal Compliance & Governance sub-team administers the Essential Programs and Services Funding Act, controls distribution of over one billion dollars of General-Purpose Aid to Local Schools and collects statutorily required financial data from all school administrative units to include annual audits of school administrative units and other entities receiving educational funds. This sub-team also provides technical assistance to school units regarding school closings, school board reapportionment, withdrawals from school units, and calculates the annual tuition rates for public and some private schools. The Data sub-team provides data management support including the collection, control, processing, production, and dissemination of financial and statistical data in support of departmental programs, as well as for legislative information, federal reporting, local school unit information, and taxpayer information. The Child Nutrition sub-team provides nutrition education training, and technical and financial assistance for the provision of USDA breakfast, lunch, after school snack, and fresh fruits and vegetables programs to public and private school, charitable and residential childcare institutions, and summer camps.

Team: School Finance, Fiscal Compliance, and Governance

Target Population

Leadership personnel of Maine’s 265 school administrative units (SAUs), 9 Career and Technical Education Regions, and 13 Education Service Centers; state legislators, and U.S. Department of Education; Maine municipal partners/taxpayers.

Alignment to DOE Priorities

Inspire TRUST in the organization, and in the public education system

The School Finance, Fiscal Compliance, and Governance team provides technical assistance and training to SAU business managers and other school staff around the state funding formula, state and federal reporting requirements, and other elements of school business operations. The team has created multiple infographics and other media to supplement the training, and to make the funding formula more transparent to SAU administrators and the general public, posting these documents on the [Department website](#). This technical assistance helps to ensure an

understanding of how state and local fiscal decisions impact school funding. Also, as the funding formula is completely data driven, it is important to keep school business officials informed regarding fiscal data reporting to ensure data submissions are error-free to maximize state subsidy to each SAU.

Beginning in FY 2022, the team has set, and is working to attain, the goal to increase training offerings from an annual basis in FY 2020 to monthly, targeted training on various funding formula components and data collection tools in FY 2021 and beyond. A robust level of technical assistance and training is necessary to reduce SAU data coding errors to ensure that each SAU receives the state subsidy to which it is entitled. Progress to achievement of a high level of technical assistance is challenged by a high turnover in SAU business office staff and limited personnel resources at the team level. The addition of a fiscal data help desk team member would enable the team to provide more one on one support, especially to new school business managers, as well as to ensure data accuracy. A position was requested in a prior budget, but the request was not successful in moving forward for legislative consideration.

Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners

The goal of the state's EPS funding formula is to provide equitable funding to all SAUs to support equity in opportunity for all learners. The School Finance, Fiscal Compliance and Governance team works with the Maine Education Policy Research Institute (MEPRI) and other stakeholders to study formula components that may increase equity in both the allocation portion and the distribution portion of the funding formula, in response to changes in school demographics. In response to a decline in student enrollment because of the pandemic, the team worked to enact legislation to reduce the fiscal impact to SAUs because of the enrollment decline. The team will monitor enrollment counts for the upcoming year and suggest appropriate changes to the funding formula, if necessary.

An important step to helping to achieve equity is the provision of necessary state funds. In the enacted FY 2021-2022 budget, the state was able to attain its goal to fund 55% of the total cost of education; annual fiscal support to maintain this state share will be important in the distribution of equitable resources to Maine's schools.

Goals and Objectives

Strategic Priority 1: Promote educational excellence and equity for all Maine learners.

Equity of financial support to SAUs through Maine's EPS Funding Formula will increase

- Examination of formula and of the resulting subsidy provided to individual SAUs.
- Identification of formula components that exacerbate inequity (expenditure/reimbursement components; outdated adjustments; etc.)

- Continue to work with the Maine Education Policy Research Institute (MEPRI) to run models that may address issues of concern.
 - Examine General Purpose Aid (GPA) components to ensure they still reflect the original priorities 15 years later. and to ensure that they are sufficient.
- Strategic Priority 2: Ensure student and school safety, health, and wellbeing
 1. More Maine schools will develop a “Community Schools” model
 - Provide grant support to schools who develop comprehensive support of the wellness and health of children and their families through medical and counseling services and youth development programs
 2. Schools will have increased capacity for addressing the mental health needs of students
 - Work with MEPRI to examine feasibility of including additional mental health staff in formula and of differentiating between guidance counselors and mental health service providers in the formula.
 - Explore building mental health positions into the EPS funding formula

Strategic Priority 5: Maintain a positive trustful relationship with “the field”, and promote positive messaging around public education

1. DOE’s partnership with practitioners in the field will continue
 - Maintain regular contact with practitioners, and stakeholders
2. Continuously seek teacher and administrator voice in MAINE DOE decision making
 - Gather input from the field for changes in policy/procedure and reaction to legislative proposals for crafting testimony/fiscal impacts
3. Accurate data and data sources are readily available to the public to increase transparency for statewide usage
 - Maximize the positive impact of the data dashboard which allows schools to compare their own growth and not be rated against other schools

- School administrators and board members will experience increased transparency with respect to school finance and the funding formula
- Continue to provide excellent customer service through staff development, shared feedback and post-experience surveys, and onboarding training with a focus on developing and maintaining positive relationships

Partnerships

The School Finance, Fiscal Compliance, and Governance team collaborates with the US Department of Education, US Census Bureau, Edunomics Lab, MEPRI, other state school finance officials, Maine’s SAUs, Maine School Management, and Maine’s Association of School Business Officials.

Cooperative Agreements

The School Finance, Fiscal Compliance, and Governance Team maintains a contractual relationship with MEPRI, as per Title 20-A, Chapter 606-B for annual review of the school funding formula components.

Innovative Approaches

The School Finance, Fiscal Compliance, and Governance Team collects fiscal data from each of Maine’s school administrative units via the Maine Education Finance System (MEFS). This system is unique in that, while many states still rely on paper reporting, MEFS allows school business managers to upload data from their accounting system to the MEFS system. This creates efficiencies for SAU business managers in the ability to easily upload files, correct errors, and download information via the MEFS System. MEFS has been in place since 2008 and is upgraded annually however, as technology changes rapidly, the team will be exploring new options for finance data collection in the coming year in an effort to provide greater efficiencies and more robust information to its constituents.

Team: Child Nutrition

Target Population

Leadership and food service personnel of 217 Child Nutrition program participants, state legislators, USDA Northeast Regional Office, Maine Department of Human Services Office of Family Independence, Maine Department of Agriculture, Child and Adult Care program participants representing 103 organizations serving clients through 839 sites, Maine School Nutrition Association, Tri State Association, Maine’s hunger advocate groups (Full Plates, Full Potential; No Kid Hungry), Maine farmers and fishermen.

Alignment to DOE Priorities

Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners

The Maine Department of Education Child Nutrition team has a consistent goal to increase participation in all food services programs so that all children have the benefits gained from good nutrition to take full advantage of their educational opportunities, as research indicates that a hungry child experiences difficulty learning. This goal is achieved annually through partnerships with advocacy groups, technical assistance, training, and site visits when possible. The pandemic has reduced the team's ability to hold in person training and conduct site visits, but the team has utilized technology when possible to offer training and one to one assistance.

Ensure student and school safety, health, and wellbeing

All of Maine schools' food service staff have, and will continue to have, access to required and recommended training for ensuring safe schools for children, so that the largest classroom/gathering location (the school cafeteria) is a safe place. The Child Nutrition team has been conducting training virtually during the COVID pandemic; while this is a safe option for agency and school staff, many topics are best presented in person. The team's goal is to provide two trainings per month.

The Maine Department of Education Child Nutrition team has an ongoing goal to reduce childhood hunger in Maine by making meals available to all children. To date, the team has done this through promotion of its programs to increase participation, as well as through the Summer Food Service Program which offers meals to children when school is not in session during the summer break. Beginning in fiscal year 2022-2023, enacted legislation under [LD 1679](#) will provide the team with the opportunity to offer free meals to all students. Challenges around this initiative will include the provision of state financial resources to support the program and a new way to collect economic status data for programs that previously relied on free and reduced lunch counts (i.e. Title I).

24 schools have confirmed participation in the Child and Adult Care At-Risk Program, as a result of the enactment of PL 2019, c. 428. The Child Nutrition team continues to realize inquiries daily of other interested schools. The success of this program will require an additional team member to be added to manage this program.

Support a culture of innovation and continuous improvement

In 2019, the Child Nutrition team opened its [culinary classroom](#). The kitchen space has been a huge success with team members and school nutrition staff as the setting enables the provision of targeted, hands on training opportunities for school food service managers. Video capability was added to the classroom to reach school staff which may not be able to attend a training in person. [Videos](#) are posted to the [Child Nutrition Team website](#) for ongoing access.

The Child Nutrition team will continue collaborations in the upcoming year related to interagency and local food access including Harvest of the Month, Local Produce Fund and Farm to School in order to provide Maine children with the best meals possible using the freshest ingredients, with the added goal of sparking children's lifelong interest in creating their own meals with these ingredients. The Farm to Sea Program was able to obtain over 7,000 pounds of fresh Maine fish during the pandemic for use by program participants. The Harvest of the Month

Program will continue to showcase a different Maine product each month and provide training and recipes to program participants for each product.

Goals and Objectives

Strategic Priority 1: Promote educational excellence and equity for all Maine learners.

1. Increase participation in the Child and Adult Care Food Program and the Summer Food Program
 - Continue to expand outreach and education for communities and schools regarding the availability of these resources
 - Offer frequent training opportunities such as back to basics, regional informational meetings and Tri-State. (New 2021)

Strategic Priority 2: Ensure student and school safety, health, and wellbeing

1. Reduce child hunger in Maine
 - Promote and expand federal child nutrition programs across the state including: National School Lunch Program, School Breakfast Program, Afterschool Snack Service, Fresh Fruit and Vegetable Program, Summer Food Service Program, Special Milk Program, Child and Adult Care Food Program. (Completed and ongoing 2020)

Strategic Priority 4: Support a culture of innovation and continuous improvement

1. Increase professional development to School Nutrition administrators
 - Continue to utilize the MAINE DOE learning kitchen to provide targeted, hands-on training opportunities for school food service managers (Completed and ongoing 2020)
 - Video capability will be added to the kitchen in order to reach school staff which may not be able to attend a training in person. (Completed 2020)
2. Continue collaborations related to interagency and local food access including Harvest of the Month, Local Produce Fund and Farm to School. (New 2021)

Strategic Priority 5: Maintain a positive trustful relationship with “the field”, and promote positive messaging around public education

1. DOE’s partnership with practitioners in the field will continue
 - Maintain regular contact with practitioners, and stakeholders
2. Continuously seek teacher and administrator voice in MAINE DOE decision making
 - Gather input from the field for changes in policy/procedure and reaction to legislative proposals for crafting testimony/fiscal impacts

Partnerships

The Child Nutrition Team collaborates with several advocacy groups, but most frequently with Full Plates, Full Potential as this group has brought other groups into one common group. The sub-groups include Preble Street, Let's Go! Good Shepard Food Bank and regional health advocates. The Child Nutrition Team participates through a seat on the executive board as an advisor.

The Child Nutrition team works with the Maine Department of Agriculture on connecting Maine producers to schools, as well as with Maine Department of Health and Human Services (DHHS) to promote additional benefits to children via SNAP, WIC and P-EBT programs.

Team leadership collaborates with state legislators to ensure that legislation proposed and enacted provides the best support for Maine's children. During the 129th and 130th legislative sessions, collaboration occurred with legislators on significant changes to Title 20-A, Chapter 223, subchapter 7, to include expansion of Breakfast After the Bell, Child and Adult Care At Risk programs, and Local Produce programs.

Cooperative Agreements

The Child Nutrition Team works with Maine's DHHS, Office of Family Independence for direct certification of free lunch students, as well as the P-EBT program; this relationship is based on MOUs with data sharing agreements.

Innovative Approaches

In order to help fulfill the goal of increasing program participation, Child Nutrition offers an online application to schools to eliminate the need to distribute paper forms, and to ensure that the data is secure. As a result of Federal waivers issued during the pandemic, return rates of applications are low yet the data is still needed. In an effort to boost rate of return, the Child Nutrition team created a meal benefit application toolkit.

Child Nutrition has also converted its claim system from a state developed and supported system to a vendor system utilized by most states. The use of a vendor system that is used by many states ensures prompt and accurate updates resulting from changes in Federal legislation, such as changes to reimbursement rates.

Team: Data

Target Population

Leadership personnel and data management personnel of Maine's 265 school administrative units (SAUs), 9 Career and Technical Education Regions, and 13 Education Service Centers; state legislators, U.S. Department of Education, and various constituencies that utilize education data for their daily work to include the media and researchers. The Data Team also works with other Maine State Government agencies in the provision of data for policy decisions; most frequently, the team works with the Maine Department of Labor and the Maine Department of Health and Human Services.

Alignment to DOE Priorities

Inspire TRUST in the organization, and in the public education system

The Data Team strives to ensure that the Department's data systems portfolio is streamlined and fully interoperable to ensure that redundancy is eliminated whenever possible. The team analyzes new collections and systems with an eye to ensuring that the Department can collect data as a byproduct of school units doing their work, meaning, with minimal disruption to or requirements placed on school units and is within the team's data priorities. To facilitate this across the Department and with strategic partners, the team is working with Maine IT to finalize a technical roadmap that will delineate technology priorities within the Department and Maine IT. This is time consuming work, the barriers to which include: planning activities often get subsumed by other urgent and important activities; Maine IT's lack of understanding of education technology and lack of capacity to support the Department; and the Department's own lack of capacity and expertise to administer vendor contracts and manage relationships to ensure that quality products with value to constituencies are implemented. The Data Team continues to work on education, professional development, information sharing, and advocacy for capacity within the Department and Maine IT.

The Data Team also strives to ensure that the Department's data systems are available predictably and that the support of those systems and users is accurate, complete, and timely and delivered in the spirit of world class customer service. The Data Team Help Desk resolves all reported issues promptly and in a manner that will prevent recurrence. With the increased request for data by Federal partners and the use of automated systems across the Department to facilitate collection and reporting of this data, the Help Desk does need additional resources for provision of prompt, high-quality technical assistance, and training to users. The Data Team is seeking to add a contracted resource to supplement this team but lack of available resources, to include the ability to add head count, remains a challenge. The Data Team will seek to add a contracted resource until sufficient head count can be added.

Finally, the Data Team recognizes the importance of keeping student data safe at the state and local level. To that end, the Data Team facilitates and provides training and guidance for SAUs on this topic and has recently produced a Student Data Privacy Toolkit for SAUs. The team also provides guidance to the Maine Student Data Privacy Alliance-A4L/Student Data Privacy Consortia.

Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners

The Data Team assists Maine's SAUs with reporting data to USDOE as required by the National Civil Rights Data Collection. The data derived in this collection helps to inform equity conversations and policy decisions at the Federal level. This data collection is detailed and time intensive for Maine's SAUs; by facilitating this reporting, the Data Team can lessen the burden on Maine SAUs, as well as ensure data quality. Data Team leadership continues to work with Maine's Federal partners on the data elements requested to ensure that the elements can be reported by SAUs and that the elements are relevant to decision making needs via the use of standard definitions.

Numerous other data collections serve to inform excellence and equity conversations at all levels of state and local government. It can be difficult for constituencies to access the results of these collections when researching data to consider changes to education policy. To that end, the Data Team pursued, and received, a Federal grant to create a robust data warehouse with a visual data dashboard that will allow interested parties to search for information within certain parameters. This project starts with accurate data; to ensure that data is accurate, the Data Team must validate data coming into the systems for accuracy and then resolve any issues with the school units. The Data Team is working to create tools within the data warehouse that will alleviate the manual processes for data validation and reporting at both the state and local levels. A vendor contract for the warehouse has been awarded and the Data Team is currently in contract negotiations to begin this work. Ongoing challenges for the success of the work will be general fund support for ongoing support and maintenance of the tool as the Federal grant only supports the work needed to implement the warehouse.

Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING

The Department has observed a need for critical student records to follow that student when he/she moves to a different school. To that end, the Data Team will support the Department's Office of School and Student Supports in the creation of a system that will facilitate records transfers while protecting student data as required by the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA). Challenges to this work include fiscal support and scope creep, due to other Department teams with similar needs.

Strategic Priority 1: Promote educational excellence and equity for all Maine learners.

1. MAINE DOE data will inform and guide important conversations around equity of opportunity for all students
 - National Civil Rights Data Collection
2. Maine schools will have an improved statewide assessment system.
 - Develop a Request for Proposals (RFP) for a new science assessment. (Completed 2021)

Strategic Priority 2: Ensure student and school safety, health, and wellbeing

1. Important information and records (including critical health/medical records) will follow students when they move to different schools
 - Nurse Specialist (in OSSS) will meet with internal Data Team, the Maine Office of Information Technology (OIT), and develop plans for aligning data collection and curation.
 - Meet with educators and practitioners to best understand what would be most facilitative/user friendly and would also carefully protect Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).

Strategic Priority 5: Maintain a positive trustful relationship with “the field”, and promote positive messaging around public education

1. Positive perception and confidence in Maine schools
 - Continue development of data warehouse to assist with stable and responsive data collections and reporting
2. DOE’s partnership with practitioners in the field will continue
 - Maintain regular contact with practitioners, and stakeholders
3. Continuously seek teacher and administrator voice in MAINE DOE decision making
 - Gather input from the field for changes in policy/procedure and reaction to legislative proposals for crafting testimony/fiscal impacts
4. Accurate data and data sources are readily available to the public to increase transparency for statewide usage
 - Maximize the positive impact of the data dashboard which allows schools to compare their own growth and not be rated against other schools
5. Decrease/eliminate redundant reporting required for schools and districts
 - Develop a process/mechanism for involving the voices and perspectives of those in the field when making changes or considering initiatives (Data Governance Team)

Partnership

The Data Team collaborates daily with the Maine Office of Information Technology, specifically with its sub-teams of Application Development and IT Procurement. Other frequent collaborations include the Maine Department of Health and Human Services and the Maine Department of Labor. US Department of Education is also a frequent partner as are various State DOEs for collaboration on innovation and implementation of shared initiatives at the State and Federal level.

Cooperative Agreements

The Data Warehouse project will be utilizing an open source database structure offered by USDOE. States using this structure are working together in the open source community to expand and enhance the product. This structure is also supported by a data standard (Common Education Data Standards (CEDS)) that Maine is helping to expand to include school finance data elements.

A cooperative agreement is in place with the University of Southern Maine (USM) to utilize the cooperative Institutional Review Board to ensure all student research initiatives are designed using Federal Human Subject research standards and privacy statutes. Another cooperative agreement with a data sharing agreement is in place with USM’s Center for Educational Policy and Applied Research to perform policy & data analysis to fulfill the statutorily required funding model component review.

A cooperative services agreement with Maine IT and the Application Development sub-team of Maine IT exists to facilitate the adoption of data standards, technical standards, procedural frameworks and policy alignment to assure the visibility of shared work products and to monitor their successful adoption, implementation and deployment of solutions in Department data systems. This includes the effective oversight of shared resources and staff.

Finally, the Data Team works closely with the Department's Procurement team and the Maine IT Procurement Team to support all Department programs through the selection and acquisition of new technology solutions including the identification of desired outcomes, system requirements, the drafting of technology RFP's and technology contracts. These Procurement functions are highly detailed and labor intensive; the Data Team has combined these functions with existing functions of another team member however, the workload is proving to be challenging. The Data Team would benefit from the addition of administrative support skilled in the procurement process and will explore the possibility of sharing support with another team to reduce the budgetary impact.

Innovative Approaches

The Data Warehouse project is unique in that it will be utilizing an open source database structure offered by USDOE. States using this structure are working together in the open source community to expand and enhance the product. This structure is also supported by a data standard (Common Education Data Standards) that Maine is helping to expand to include school finance data elements. Additionally, the Data Warehouse team has been invited to present its application of Agile principles for the Data Warehouse RFP development and procurement process to other State Longitudinal Data System grant recipients. These principles are innovative in the education technology domain as well as in the domain of state government.

Via collaboration with the Maine IT Application Development group partners, innovative frameworks have been adopted for software application development and production support that have led to improved outcomes for Maine school districts and Department program areas. These improvements have enabled more reliable problem resolution in data system issues resulting in more accurate, complete, and timely solutions for stakeholders. These outcomes are seen in customer service, school funding, assessment system, and data reporting improvements.

Resources and Partners

Maine Educational Center for the Deaf and Hard of Hearing⁴

⁴ Maine Department of Education 2013 Government Evaluation Act

The center/school provides a continuum of services statewide to support students, infants, toddlers, and preschool children students who are deaf and hard-of-hearing as well as those with deaf/blindness.

The Governor Baxter School for the Deaf provides instructional and supported services geared toward students who are deaf or hard-of-hearing based on their Individualized Family Service Plan or Individualized Education Plans. Students in grades PreK-5 attend the program on Mackworth Island. Students in grades 6-8 attend the center/school program at the Lyman Middle School in Portland. Students in grades 9-12 attend the center/school program at Portland High School. Each student's strengths and needs are identified and are addressed in classroom instruction. All students, regardless of the degree or nature of their hearing loss, are provided support for all communication choices.

The Maine Educational Center for the Deaf and Hard of Hearing provides outreach services to children ages birth to 20 throughout the State. Consultants in the early childhood and family services and public school outreach programs travel to homes, daycares, preschools and schools (public and private) throughout Maine to work with families and professionals in their efforts to support deaf and hard-of-hearing children in their communities.

The Maine School of Science and Mathematics⁵

The Maine Math & Science Alliance (MMSA) is a 501(c)3 nonprofit organization that finds inspiring new ways to get people excited about science, technology, engineering, and math today, so that youth can become the innovators and workforce of tomorrow. MMSA supports educators to teach science, technology, engineering, and math in more meaningful ways by:

- Developing professional development experiences for K-12 educators
- Conducting research and evaluation of STEM learning experiences
- Building relationships and networks to sustain systemic statewide improvement

Established in 1992, MMSA has a long history of spearheading innovative initiatives in teacher professional development, creating STEM education programs, and engaging students and their families in STEM opportunities. Some highlights from the last 25 years include:

- Working with over 50 districts per year.
- Directly impacting at least 350 educators every year through programs.
- Being awarded more than \$25 million of federal grants to fund STEM professional development and research in Maine.
- Programming that more than 20,000 Maine teachers participated in.

Maine State Board of Education

The Maine State Board of Education acts in an advisory capacity to the Commissioner of Education in matters concerning state education laws and makes education policy recommendations to the legislative and executive branches of state government.

⁵ [About Us - MMSA](#)

The Board's responsibilities under Maine law also include: overseeing approval of school construction projects for receipt of state funds; administering federal funds awarded to Maine for career and technical education; establishing standards for teacher certification; approving educator preparation programs; and recommending institutions of higher education for degree-granting authority.

While the State Board receives some staff support from the Maine Department of Education, it is an independent body.

Maine Student Cabinet

The Maine Department of Education's Student Cabinet was established in 2019 to provide Department leadership, decision makers, and policy team with input from Education's most important stakeholders – Maine students. Nominations are open each fall for students in grades 4-12- and first-year college students. Two students from each county are selected for the Cabinet. The Cabinet members receive orientation and team building trainings and are encouraged to develop specific areas for focusing advocacy work for the year. The group meets regularly with the Commissioner and Department Leadership team members to discuss educational opportunities, potential improvements, and policy. Student voice plays an important role in the Department's work, and this Cabinet is one vehicle for officially gathering ideas, concerns, and hopes from Maine students.

Student Advisory

The Maine Department of Education's Student Advisory is a group of students that communicate with the Student Cabinet and the Maine DOE on a range of topics important to students. Any student in Maine can be part of the Student Advisory. The Student Advisory is an additional opportunity for Maine students to share their ideas and concerns about education in Maine.

Maine Charter Commission⁶

The Maine Charter School Commission was created by Public Law 2011, Chapter 414, to authorize and oversee public charter schools in Maine. A ten (10) school limit was placed on the number of schools the Commission could authorize in the first 10 years.

Maine's charter school law provides guidance for the Commission in the following areas:

- 1) Content of applications that must be filled by charter school founders.
- 2) Execution of charter school contracts with the charter school's governing boards.
- 3) Oversight of charter schools it has authorized, including academic and operational accountability.
- 4) Analysis of data provided to the Commission by the charter school; and

⁶ [About | Maine Charter School Commission](#)

5) Monitoring to ensure legal compliance with all applicable state and federal laws, rules, and regulations.

The Maine Charter School Commission consists of seven (7) members appointed by the State Board of Education for three-year terms. Three members must be members of the State Board of Education, and they nominate the other four (4) members from the public at large, who must be approved by a majority vote of the State Board of Education.

In addition to fulfilling its statutory obligations, the Maine Charter School Commission provides information to the public regarding charter schools in Maine.

The Mission of the Maine Charter School Commission

To allow charter schools to be established as public schools that:

- Improve pupil learning by creating more high-quality schools with high standards for pupil performance.
- Close achievement gaps between high-performing and low-performing groups of public-school students.
- Increase high-quality educational opportunities within the public education system.
- Provide alternative learning environments for students who are not thriving in traditional school settings.
- Create new professional opportunities for teachers and other school personnel.
- Encourage the use of different, high-quality models of teaching and other aspects of schooling; and
- Provide students, parents, community members and local entities with expanded opportunities for involvement in the public education system.

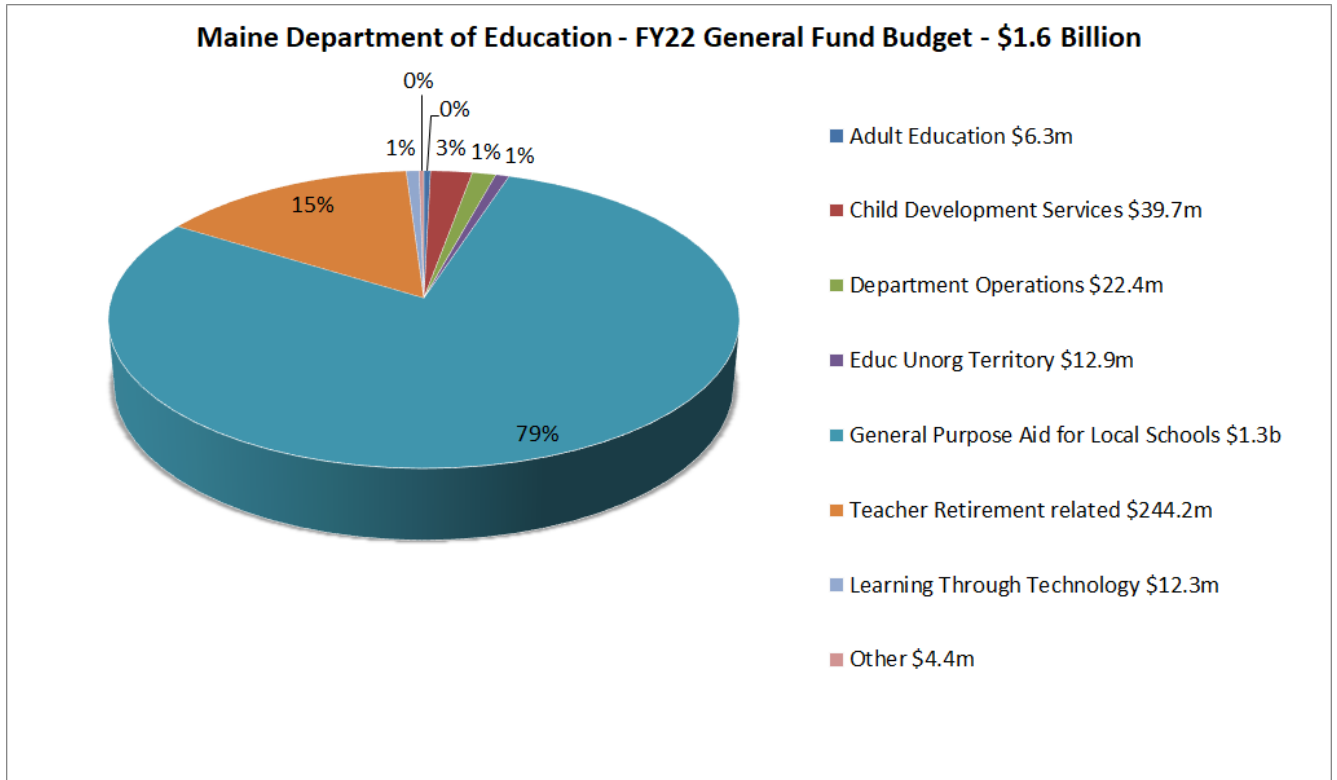
Jobs for Maine’s Graduates, Inc. (JMG)⁷

- Per statute, the Department currently includes funding for Jobs for Maine’s Graduates as part of the GPA budget, allocating funds directly from available subsidy for local schools. For an additional local fee, JMG then provides several of Maine's public middle and high schools, community colleges, and university system to help students reach their fullest potential. JMG provides select students with guidance, skills, and workforce related opportunities.

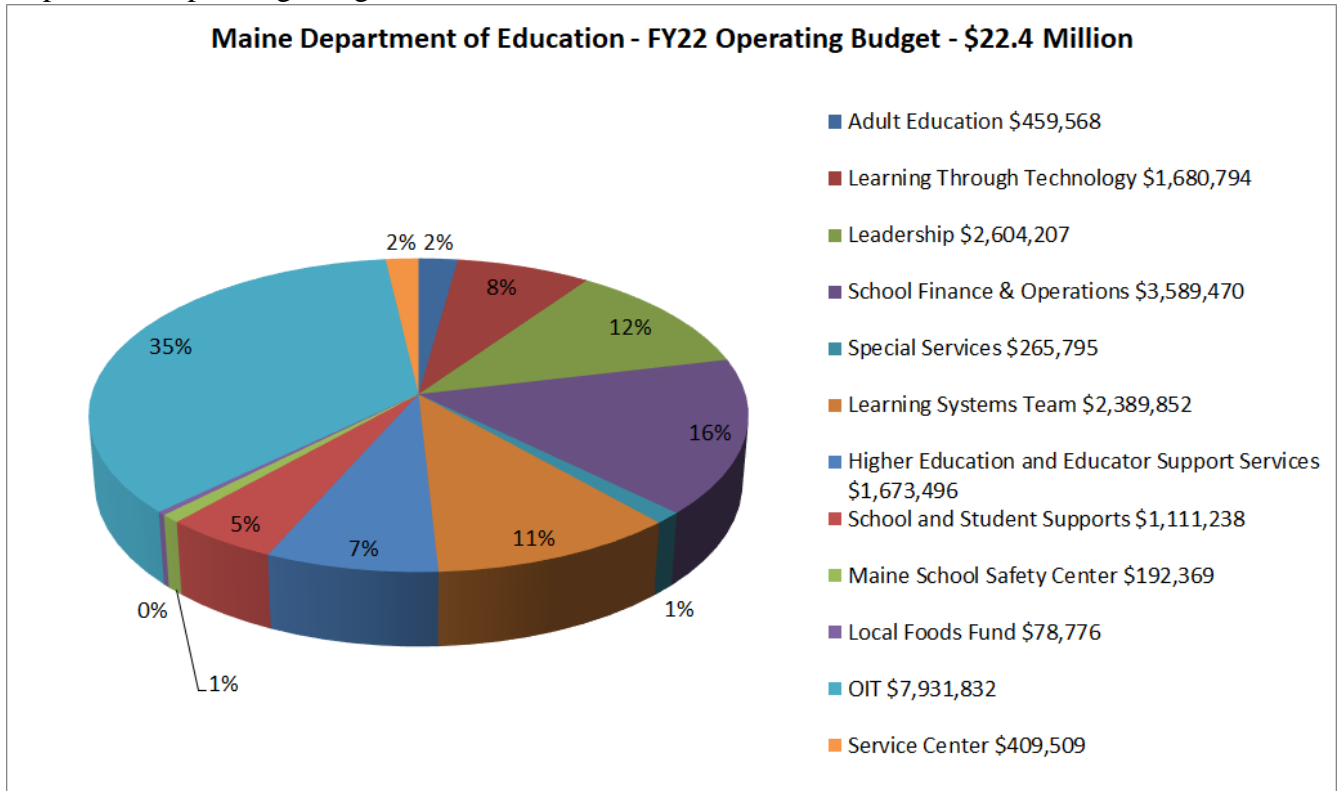
Part 3: Financial Summary
Budget Information

⁷ [What Does JMG Do | How Does JMG Help Students | JMG](#)

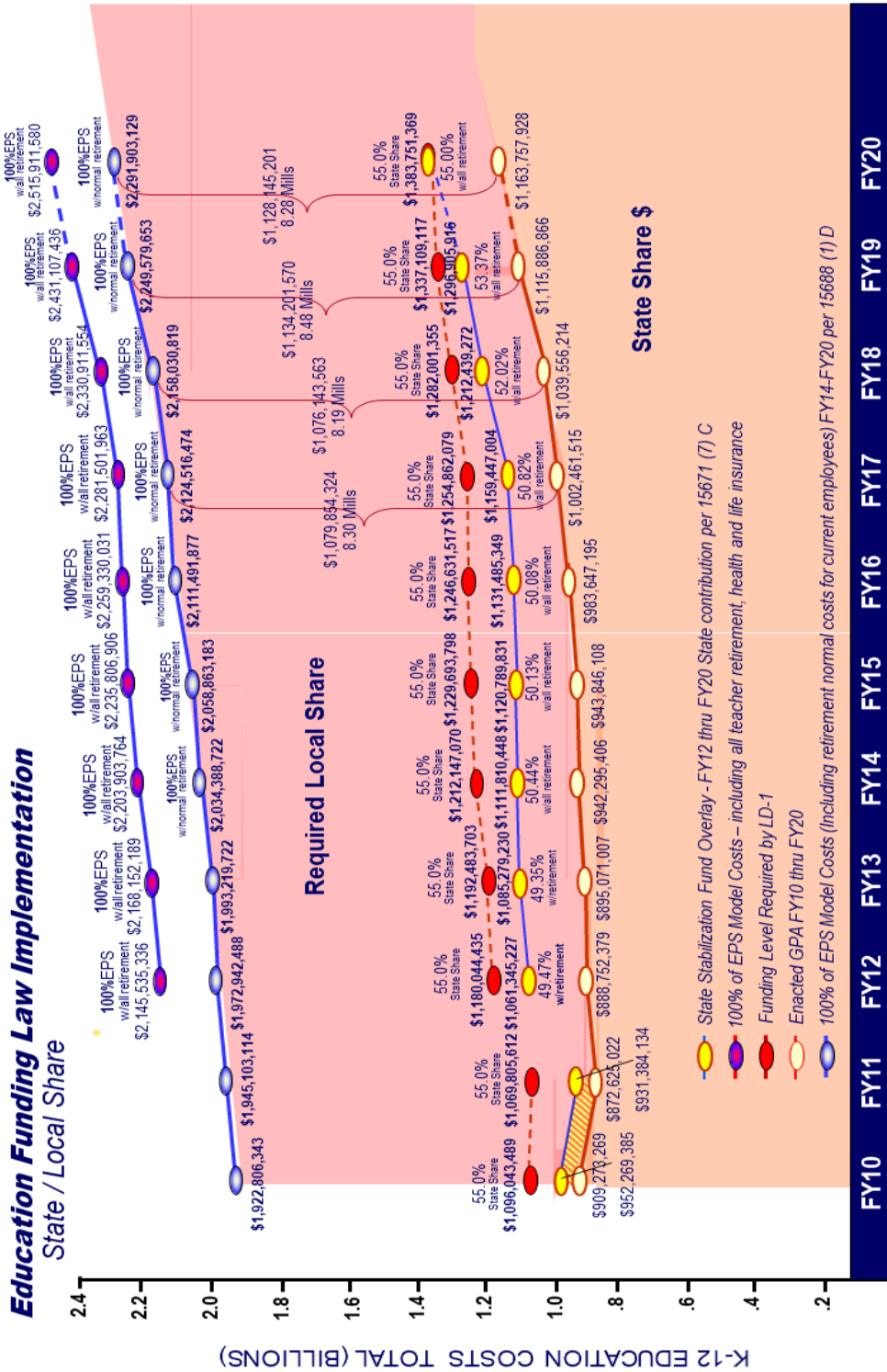
General Fund Chart



Department Operating Budget Chart



Essential Programs & Services



FY 2021-2022 Funding

DEPARTMENT OF EDUCATION										
FY20/21 APPROVED FUNDING C. 343, C. 101, C. 429, C. 434, C. 480, C. 616, C. 1										
ACCOUNT	ACCT#	POS	PS	AO	FY20 TOTAL	POS	PS	AO	FY21 TOTAL	
Teacher Retirement	01005A017032	0.0	0	174,530,365	174,530,365	0.0	0	179,329,950	179,329,950	
General Purpose Aid for Local Schools	01005A030809	20.0	2,125,818	1,140,537,337	1,142,663,155	18.0	2,043,456	1,205,733,563	1,207,777,019	
Adult Education	01005A036421	3.0	272,859	6,262,512	6,535,371	3.0	274,924	7,740,412	8,015,336	
Child Development Services	01005A044929	1.0	91,830	38,242,307	38,334,137	1.0	92,311	39,628,604	39,720,915	
Health Insurance - Retired Teachers	01005A085474	0.0	0	45,000,000	45,000,000	0.0	0	45,000,000	45,000,000	
Learning Through Technology	01005A02901	0.0	0	0	0	2.0	144,263	0	144,263	
Retired Teachers Group Life Insurance	01005A0203301	0.0	0	4,478,086	4,478,086	0.0	0	4,601,233	4,601,233	
Leadership	01005A027769	16.0	1,926,565	355,089	2,281,654	16.0	1,930,752	408,889	2,339,641	
School Finance & Operations	01005A0207871	7.0	590,715	3,111,280	3,701,995	7.0	603,127	3,082,621	3,685,748	
Special Services Team	01005A0208075	0.0	90,829	173,279	264,108	0.0	91,042	151,943	242,985	
Learning Systems Team	01005A0208173	25.0	2,710,003	3,008,687	5,718,690	26.0	2,946,603	4,546,346	7,492,949	
Higher Education and Educator Support Services	01005A0208231	13.5	1,247,206	358,883	1,606,089	13.5	1,271,948	344,620	1,616,568	
Maine Commission for Community Service	01005A13401	0.0	33,238	60,276	93,514	0.0	34,633	53,776	88,409	
ME HIV Prevention Educ Prog	01005A18201	0.0	0	150,000	150,000	0.0	0	135,000	135,000	
Alternative Breakfast Delivery Service Program	01005A228360	0.0	0	500,000	500,000	0.0	0	0	0	
*Educ Unorg Territory	01005C022017	23.5	3,541,271	9,212,381	12,753,652	23.5	3,602,543	9,212,381	12,814,924	
TOTAL GENERAL FUND		109.0	12,630,334	1,425,980,482	1,438,610,816	110.0	13,035,602	1,499,969,338	1,513,004,940	
Adult Education	01305A036464	2.0	226,197	1,874,267	2,100,464	2.0	226,596	1,874,267	2,100,863	
Child Development Services - Part C	01305A044945	1.0	64,108	2,239,633	2,303,741	1.0	67,321	2,239,633	2,306,954	
School Nutrition Admin	01305A0207805	9.0	825,186	49,095,400	49,920,586	9.0	830,765	49,100,279	49,931,044	
Food Service Programs	01305A0207820	0.0	0	500	500	0.0	0	500	500	
Child and Adult Care Food Program	01305A0207825	3.0	231,373	10,488,003	10,719,376	3.0	236,707	10,488,003	10,724,710	
IDEA/School Age	01305A0208012	22.0	2,220,112	54,850,774	57,070,886	22.0	2,247,618	54,844,722	57,092,340	
IDEA/Personnel Preparation	01305A0208014	0.0	0	1,111,152	1,111,152	0.0	0	1,111,152	1,111,152	
Spec Services-Preschool Grants	01305A0208023	0.0	0	2,827,860	2,827,860	0.0	0	2,827,860	2,827,860	
Assistance to Individuals with Disabilities	01305A0208037	0.0	0	914,852	914,852	0.0	0	914,852	914,852	
McKinney Homeless Assistance	01305A0208101	0.0	53,090	284,451	337,541	0.0	54,015	284,451	338,466	
Rural & Low Income Admin	01305A0208103	0.0	0	2,240,662	2,240,662	0.0	0	2,240,884	2,240,884	
Assessments	01305A0208104	5.0	490,975	4,101,859	4,592,834	5.0	498,596	4,101,859	4,600,455	
Perkins Vocational & Applied Technology	01305A0208108	6.0	569,273	6,500,208	7,069,481	6.0	573,332	6,500,440	7,073,772	
Teacher Quality	01305A0208111	0.0	22,053	14,040,527	14,062,580	0.0	22,230	14,041,327	14,063,557	
ESEA Title I	01305A0208113	1.0	170,606	55,906,864	56,077,470	1.0	156,475	55,929,435	56,085,910	
Center for Disease Control	01305A0208115	0.0	24,102	250,946	275,048	0.0	21,680	253,458	275,138	
English Language Acquisition	01305A0208116	0.0	0	614,520	614,520	0.0	0	614,801	614,801	
Preschool Development Grants	01305A0208119	0.0	12,859	3,831,437	3,844,296	0.0	0	3,831,437	3,831,437	
Eisenhower Math & Science	01305A0208122	0.0	0	1,000,687	1,000,687	0.0	0	1,000,687	1,000,687	
Migrant Education	01305A0208124	1.0	148,585	1,040,725	1,189,310	1.0	151,209	1,040,887	1,192,096	
Advanced Placement	01305A0208162	0.0	0	110,000	110,000	0.0	0	110,000	110,000	
Student Support and Academic Enrichment	01305A0208166	0.0	23,139	5,232,136	5,255,275	0.0	23,221	5,232,091	5,255,312	
21st Century	01305A0208167	0.0	0	5,951,864	5,951,864	0.0	0	5,952,041	5,952,041	
Project AWARE	01305A0208170	0.0	111,437	875,843	987,280	0.0	112,388	870,368	982,756	
ESSA Consolidated Administration	01305A0208188	8.0	674,229	597,502	1,271,731	8.0	672,927	594,735	1,267,662	
Teacher Incentive Fund	01305A0208277	0.0	0	5,480,535	5,480,535	0.0	0	5,480,535	5,480,535	
Charter School Program	01305AZ12901	0.0	0	500	500	0.0	0	500	500	
Maine Commission for Community Services	01305AZ13401	5.0	361,002	2,358,339	2,719,341	5.0	372,845	2,358,339	2,731,184	
School Emergency Management	01305AZ27150	0.0	0	597,282	597,282	0.0	0	553,032	553,032	
Community Schools Program	01305AZ28434	0.0	0	500	500	0.0	0	500	500	
Educ Unorg Territory	01305C022006	2.0	142,601	211,445	354,046	2.0	147,913	211,445	359,358	
TOTAL FEDERAL FUND		65.0	6,370,927	234,631,273	241,002,200	65.0	6,415,838	234,604,520	241,020,358	
K-12 Essential Prog & Serv	01405A030801	0.0	0	21,295,290	21,295,290	0.0	0	21,508,243	21,508,243	
Fund for the Efficient Delivery of Educ Serv	01405AZ00501	0.0	0	500	500	0.0	0	500	500	
Criminal History Record Check Fund	01405AZ01482	0.0	10,060	25,700	35,760	0.0	10,095	25,700	35,795	
MLTI 7-8 Local Funds	01405AZ02903	0.0	0	96,815	96,815	0.0	0	96,815	96,815	
MLTI 6/9-12 Expansion	01405AZ02904	0.0	0	12,000,000	12,000,000	0.0	0	12,000,000	12,000,000	
MLTI Other Grants	01405AZ02905	0.0	0	35,000	35,000	0.0	0	35,000	35,000	
MLTI-Instructional	01405AZ02906	0.0	0	10,000	10,000	0.0	0	10,000	10,000	
Workshops	01405AZ07713	0.0	0	554,631	554,631	0.0	0	554,631	554,631	
Programs & Training	01405AZ07714	0.0	0	235,000	235,000	0.0	0	235,000	235,000	
Private Contributions/Grants	01405AZ07728	0.0	0	825,000	825,000	0.0	0	825,000	825,000	
Departmental Services	01405AZ07756	1.0	148,242	698,898	847,140	1.0	140,088	619,081	759,169	
Local Produce Fund	01405AZ07806	0.0	0	15,545	15,545	0.0	0	15,545	15,545	
Truancy, Dropout and Alternative Ed	01405AZ08101	2.0	65,918	17,257	83,175	2.0	66,919	17,257	84,176	
George Briggs	01405AZ08107	0.0	0	54,640	54,640	0.0	0	54,640	54,640	
Obesity and Chronic Disease Fund	01405AZ11101	0.0	0	500	500	0.0	0	500	500	
Digital Literacy Fund	01405AZ13001	0.0	0	456,115	456,115	0.0	0	456,115	456,115	
Maine Commission for Community Service	01405AZ13401	0.0	14,874	194,282	209,156	0.0	15,616	194,282	209,898	
Natl Board Cert Salary Suppl	01405AZ14701	0.0	0	335,000	335,000	0.0	0	335,000	335,000	
Natl Board Cert Scholar Fund	01405AZ14801	0.0	0	75,000	75,000	0.0	0	75,000	75,000	
Commission to End Student Hunger	01405AZ19202	0.0	0	500	500	0.0	0	500	500	
Facilities, Safety and Transportation	01405AZ27140	5.0	653,855	342,884	996,739	5.0	607,883	391,389	999,272	
Educ Unorg Territory	01405C022006	0.0	0	8,135	8,135	0.0	0	8,135	8,135	
TOTAL OTHER SPECIAL REVENUE		8.0	892,949	37,276,692	38,169,641	8.0	840,601	37,458,333	38,298,934	
Maternal & Child Health Block Grant	01505AZ08104	2.0	227,138	22,508	249,646	2.0	205,374	46,001	251,375	
TOTAL BLOCK GRANT		2.0	227,138	22,508	249,646	2.0	205,374	46,001	251,375	
FHM - School Breakfast	02405AZ06801	0.0	0	213,720	213,720	0.0	0	213,720	213,720	
TOTAL FUND FOR A HEALTHY MAINE		0.0	0	213,720	213,720	0.0	0	213,720	213,720	
GRAND TOTAL		184.0	20,121,348	1,698,124,675	1,718,246,023	185.0	20,497,415	1,772,291,912	1,792,789,327	

*EUT funded by transfer from the Unorganized Territory Education and Services Fund to the General Fund (36 MRSA §1605).

FY 2022-2023 Funding

DEPARTMENT OF EDUCATION

FY22/23 APPROVED FUNDING C. 29, 68, 102, 106, 144, 155, 398, 445, 471, 483

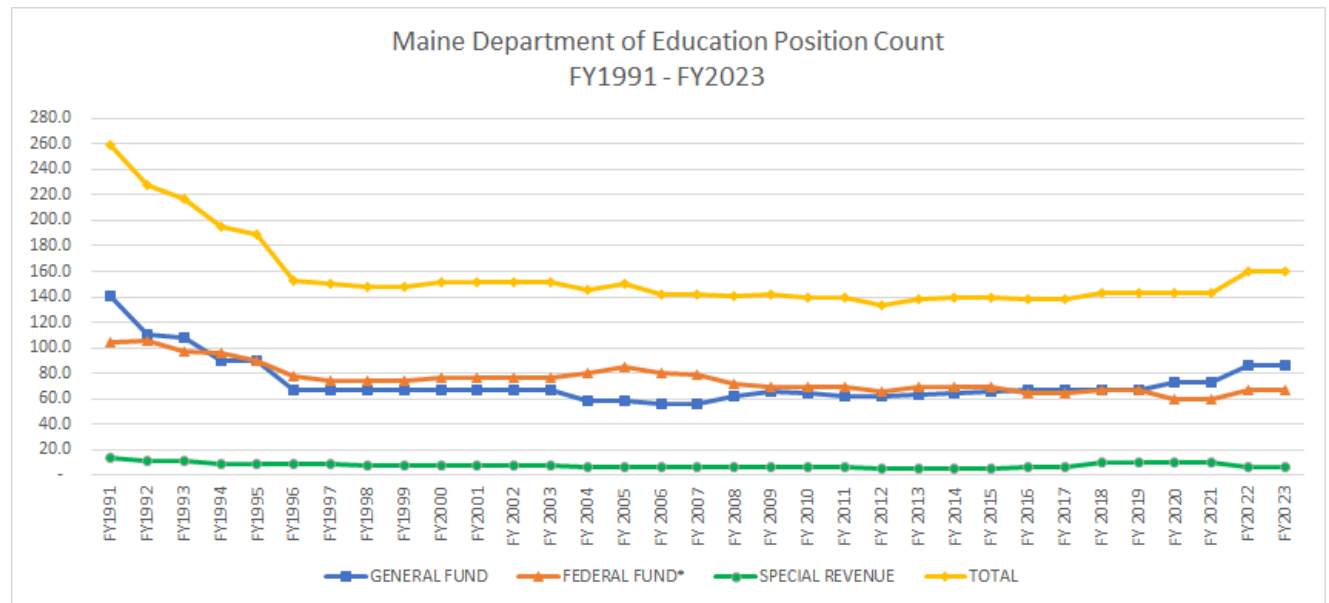
ACCOUNT	ACCT#	POS	PS	AO	FY22 TOTAL	POS	PS	AO	FY23 TOTAL
Teacher Retirement	01005A017032	0.0	0	194,654,439	194,654,439	0.0	0	200,007,436	200,007,436
General Purpose Aid for Local Schools	01005A030809	20.0	2,554,604	1,297,433,510	1,299,988,114	20.0	2,596,942	1,332,207,684	1,334,804,626
Adult Education	01005A036421	3.0	304,805	6,604,512	6,909,317	3.0	308,126	6,604,512	6,912,638
Child Development Services	01005A044929	0.0	(2,221)	39,713,221	39,711,000	0.0	(2,324)	39,717,294	39,714,970
Health Insurance - Retired Teachers	01005A085474	0.0	0	45,000,000	45,000,000	0.0	0	45,000,000	45,000,000
Retired Teachers Group Life Insurance	01005A203301	0.0	0	4,592,850	4,592,850	0.0	0	4,726,664	4,726,664
Leadership	01005A207769	19.0	2,463,100	428,889	2,891,989	19.0	2,491,291	428,889	2,920,180
School Finance & Operations	01005A207871	5.0	404,750	2,429,821	2,834,571	5.0	412,706	2,429,821	2,842,527
Special Services Team	01005A208075	0.0	(2,936)	329,087	326,151	0.0	(2,935)	151,943	149,008
Learning Systems Team	01005A208173	16.0	1,827,659	3,073,786	4,901,445	16.0	1,824,644	3,073,786	4,898,430
Higher Education and Educator Support Services	01005A208231	14.5	1,416,445	351,003	1,767,448	14.5	1,446,501	351,003	1,797,504
Maine Commission for Community Service	01005A213401	0.0	30,063	50,786	80,849	0.0	31,462	50,786	82,248
ME HIV Prevention Educ Prog	01005A218201	0.0	0	134,400	134,400	0.0	0	134,400	134,400
School and Student Supports	01005A227020	8.0	998,491	125,111	1,123,602	8.0	1,020,347	106,324	1,126,671
Maine School Safety Center	01005A229301	0.0	185,869	12,766	198,635	0.0	298,783	12,766	311,549
Local Foods Fund	01005A229776	1.0	75,276	648,500	723,776	1.0	78,766	648,500	727,266
Professional Development Grant Pilot Program	01005A230932	0.0	0	50,000	50,000	0.0	0	50,000	50,000
Workplace Bullying Policy	01005C022017	0.0	0	26,308	26,308	0.0	0	0	0
*Educ Unorg Territory	01005C022017	23.5	3,679,977	9,212,381	12,891,453	23.5	3,750,182	9,212,381	12,962,563
TOTAL GENERAL FUND		110.0	13,934,972	1,604,871,370	1,618,806,347	110.0	14,254,491	1,644,914,189	1,659,168,880
Adult Education	01305A036464	2.0	241,393	1,874,267	2,115,660	2.0	242,323	1,874,267	2,116,590
Child Development Services - Part C	01305A044945	0.0	0	2,304,658	2,304,658	0.0	0	2,307,392	2,307,392
School Nutrition Admin	01305A207805	12.0	1,197,061	66,333,923	67,530,984	12.0	1,201,773	66,328,423	67,530,196
Food Service Programs	01305A207820	0.0	0	500	500	0.0	0	500	500
IDEA/School Age	01305A208012	23.5	2,524,796	54,852,477	57,377,273	23.5	2,583,056	54,852,740	57,435,796
IDEA/Personnel Preparation	01305A208014	0.0	0	1,111,152	1,111,152	0.0	0	1,111,152	1,111,152
Spec Education-Preschool Grants	01305A208023	0.0	37,888	2,829,251	2,867,139	0.0	38,083	2,829,258	2,867,341
Assistance to Individuals with Disabilities	01305A208037	0.0	0	914,852	914,852	0.0	0	914,852	914,852
Rural & Low Income Admin	01305A208103	0.0	0	2,240,884	2,240,884	0.0	0	2,240,884	2,240,884
Assessments	01305A208104	5.0	531,293	4,079,171	4,610,464	5.0	538,322	4,079,296	4,617,618
Perkins Vocational & Applied Technology	01305A208108	6.0	587,472	6,500,440	7,087,912	6.0	601,338	6,500,440	7,101,778
Teacher Quality	01305A208111	0.0	29,471	14,035,434	14,064,905	0.0	29,765	14,035,375	14,065,140
ESEA Title I	01305A208113	3.0	346,946	55,799,697	56,146,643	3.0	349,234	55,799,077	56,148,311
English Language Acquisition	01305A208116	0.0	0	614,801	614,801	0.0	0	614,801	614,801
Migrant Education	01305A227024	1.0	112,064	1,107,405	1,219,469	1.0	114,580	1,107,389	1,221,969
Head Start Collaboration Office	01305A208126	0.0	118,512	31,025	149,537	0.0	20,110	1,256	21,366
Advanced Placement	01305A208162	0.0	0	110,000	110,000	0.0	0	110,000	110,000
Student Support and Academic Enrichment	01305A208166	0.0	21,415	5,740,051	5,761,466	0.0	21,536	5,739,924	5,761,460
21st Century	01305A208167	1.0	42,831	6,078,332	6,121,163	1.0	43,071	6,078,092	6,121,163
ESSA Consolidated Administration	01305A208188	5.0	578,012	726,579	1,304,591	5.0	585,032	727,368	1,312,400
Charter School Program	01305A212901	0.0	0	500	500	0.0	0	500	500
Maine Commission for Community Service	01305A213401	5.0	385,970	2,358,339	2,744,309	5.0	396,353	2,358,339	2,754,692
McKinney Homeless Assistance	01305A227001	0.0	72,535	284,911	357,446	0.0	73,293	284,917	358,210
Center for Disease Control	01305A227015	0.0	21,078	253,724	274,802	0.0	21,241	253,727	274,968
Community Schools Program	01305A228434	0.0	0	500	500	0.0	0	500	500
Maine Grant for School Emergency Management	01305A229350	1.0	500,554	44,597	545,151	1.0	393,654	151,496	545,150
Professional Development Grant Pilot Program	01305A231033	0.0	0	500	500	0.0	0	500	500
Maine Service Fellows Program	01305A231151	0.0	0	500	500	0.0	0	500	500
English Language Acquisition and Workforce	01305A231222	0.0	0	500	500	0.0	0	500	500
Educ Unorg Territory	01305C022006	2.0	151,399	211,445	362,844	2.0	156,003	211,445	367,448
TOTAL FEDERAL FUND		66.5	7,500,690	230,440,415	237,941,105	66.5	7,408,767	230,514,910	237,923,677
K-12 Essential Prog & Serv	01405A030801	0.0	0	13,022,183	13,022,183	0.0	0	21,321,705	21,321,705
Fund for the Efficient Delivery of Educ Serv	01405A200501	0.0	0	500	500	0.0	0	500	500
Criminal History Record Check Fund	01405A201482	0.0	7,329	25,700	33,029	0.0	7,389	25,700	33,089
MLTI 7-8 Local Funds	01405A202903	0.0	0	96,815	96,815	0.0	0	96,815	96,815
MLTI 6/9-12 Expansion	01405A202904	0.0	0	12,000,000	12,000,000	0.0	0	12,000,000	12,000,000
MLTI Other Grants	01405A202905	0.0	0	35,000	35,000	0.0	0	35,000	35,000
MLTI-Instructional	01405A202906	0.0	0	10,000	10,000	0.0	0	10,000	10,000
Workshops	01405A207713	0.0	0	554,631	554,631	0.0	0	554,631	554,631
Programs & Training	01405A207714	0.0	0	235,000	235,000	0.0	0	235,000	235,000
Private Contributions/Grants	01405A207728	0.0	0	825,000	825,000	0.0	0	825,000	825,000
Departmental Services	01405A207756	1.0	149,108	619,081	768,189	1.0	149,669	619,081	768,750
Local Produce Fund	01405A207806	0.0	0	15,545	15,545	0.0	0	15,545	15,545
George Briggs	01405A208107	0.0	0	54,640	54,640	0.0	0	54,640	54,640
Obesity and Chronic Disease Fund	01405A211101	0.0	0	500	500	0.0	0	500	500
Digital Literacy Fund	01405A213001	0.0	0	456,115	456,115	0.0	0	456,115	456,115
Maine Commission for Community Service	01405A213401	0.0	19,363	194,282	213,645	0.0	20,336	194,282	214,618
Natl Board Cert Salary Suppl	01405A214701	0.0	0	917,051	917,051	0.0	0	746,529	746,529
Natl Board Cert Scholar Fund	01405A214801	0.0	0	75,000	75,000	0.0	0	75,000	75,000
Science, Technology, Engineering & Mathematics	01405A217519	0.0	0	500	500	0.0	0	500	500
Commission to End Student Hunger	01405A219202	0.0	0	500	500	0.0	0	500	500
Tuancy, Dropout & Alternative Education	01405A227001	1.0	65,108	16,937	82,045	1.0	65,711	16,933	82,644
Facilities, Safety and Transportation	01405A227140	5.0	643,802	391,389	1,035,191	5.0	650,826	391,389	1,042,215
Meals for Students Fund	01405A230532	0.0	0	0	0	0.0	0	500	500
Professional Development Grant Pilot Program	01405A231034	0.0	0	500	500	0.0	0	500	500
Maine Service Fellows	01405A231152	0.0	0	500	500	0.0	0	500	500
English Language Acquisition and Workforce	01405A231210	0.0	0	500	500	0.0	0	500	500
Educ Unorg Territory	01405C022006	0.0	0	8,135	8,135	0.0	0	8,135	8,135
TOTAL OTHER SPECIAL REVENUE		7.0	884,710	29,556,004	30,440,714	7.0	893,931	37,685,500	38,579,431
Maternal & Child Health Block Grant	01505A227004	2.0	224,463	46,001	270,464	2.0	226,216	46,001	272,217
TOTAL BLOCK GRANT		2.0	224,463	46,001	270,464	2.0	226,216	46,001	272,217
Career Advancement and Navigation Pilot Program	02305A036497	0.0	67,869	257,731	325,600	0.0	107,737	342,348	450,085
Career and Technical Education	02305A208193	0.0	0	10,000,000	10,000,000	0.0	0	10,000,000	10,000,000
Career Advancement and Navigation Pilot Program	02305A208197	0.0	0	2,503	2,503	0.0	0	2,503	2,503
Workforce Development	02305A208198	0.0	0	7,500,000	7,500,000	0.0	0	7,500,000	7,500,000
Prekindergarten Programs	02305A231596	0.0	81,773	3,918,227	4,000,000	0.0	85,615	5,914,385	6,000,000
TOTAL ARP		0.0	149,642	21,678,461	21,828,103	0.0	193,352	23,759,236	23,952,588
FHM - School Breakfast	02405A206801	0.0	0	213,720	213,720	0.0	0	213,720	213,720
TOTAL FUND FOR A HEALTHY MAINE		0.0	0	213,720	213,720	0.0	0	213,720	213,720
GRAND TOTAL		185.5	22,694,482	1,886,805,971	1,909,500,453	185.5	22,976,757	1,937,133,556	1,960,110,313

*EUT funded by transfer from the Unorganized Territory Education and Services Fund to the General Fund (36 MRSA §1605).

10 Year Expenditure History

MAINE DEPARTMENT OF EDUCATION 10 YEAR EXPENDITURE HISTORY										
	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21
General Fund (010)										
Personal Services	6,649,112	6,421,115	6,812,317	7,407,055	7,771,779	7,837,067	9,092,081	10,331,832	11,641,416	12,303,287
All Other	1,100,443,571	1,080,628,746	1,142,946,842	1,129,733,246	1,144,953,371	1,184,233,461	1,221,888,975	1,312,116,567	1,403,335,091	1,469,481,398
Capital		101,915	161,601	5,000	171,313	493,408	378,177	319,820	194,358	
Total General Fund	1,107,092,683	1,087,151,776	1,149,920,760	1,137,145,301	1,152,896,463	1,192,563,936	1,231,359,233	1,322,768,219	1,415,170,865	1,481,784,685
Federal Expenditures Fund (013)										
Personal Services	4,209,973	4,002,851	4,131,460	4,373,419	4,719,620	4,700,664	5,309,516	5,794,836	5,893,847	6,812,568
All Other	197,468,244	191,257,797	185,549,656	185,736,603	195,847,566	207,665,234	214,821,482	204,062,870	219,493,481	236,899,157
Capital	14,308			22,929		18,710				9,949
Total Federal Expenditures Fund	201,692,525	195,260,648	189,681,116	190,132,951	200,567,186	212,384,608	220,130,998	209,857,706	225,387,328	243,721,674
Other Special Revenue Funds (014)										
Personal Services	555,995	569,959	542,935	458,754	480,091	707,856	811,673	914,807	813,971	805,386
All Other	7,912,763	7,349,028	29,364,830	28,949,254	31,162,970	28,583,913	28,868,620	26,315,591	27,800,605	15,939,864
Total Other Special Revenue Funds	8,468,758	7,918,987	29,907,765	29,408,008	31,643,061	29,291,769	29,680,293	27,230,398	28,614,576	16,745,250
Federal Block Grant Fund (015)										
Personal Services	113,236	171,452	188,207	189,580	200,199	194,851	196,772	200,493	240,490	222,180
All Other	5,093	6,486	11,166	12,320	513	3,418	6,191	5,900	8,946	8,154
Total Federal Block Grant Fund	118,329	177,938	199,373	201,900	200,712	198,269	202,963	206,393	249,436	230,334
ARRA Funds (020)										
Personal Services	90,613	149,629	90,491	46,291						
All Other	29,847,572	6,097,103	3,791,394	1,537,159	273,389					
Total ARRA Funds	29,938,185	6,246,732	3,881,885	1,583,450	273,389	-	-	-	-	-
Coronavirus Relief Fund (022)										
Personal Services										28,759
All Other										261,849,964
Capital										102,582
Total Coronavirus Relief Fund	-	-	-	-	-	-	-	-	-	261,981,305
Fund for Healthy Maine (024)										
All Other			208,307	201,973	195,188	171,822	200,820	195,559	157,133	631
Total Fund for Healthy Maine	-	-	208,307	201,973	195,188	171,822	200,820	195,559	157,133	631
Grand Total - All Funds	1,347,310,480	1,296,756,081	1,373,799,206	1,358,673,583	1,385,775,999	1,434,610,404	1,481,574,307	1,560,258,275	1,669,579,338	2,004,463,879

Position Count 1991-2023 Graph



Position Count Summary 1991-2023

MAINE DEPARTMENT OF EDUCATION												
POSITION COUNT SUMMARY FY91 TO FY23 (DOES NOT INCLUDE EUT)												
	FY91	FY92	FY93	FY94	FY95	FY96	FY97	FY98	FY99	FY00	FY01	
GENERAL FUND	141.0	111.0	108.5	90.5	90.5	66.5	66.5	66.5	66.5	66.5	66.5	
FEDERAL FUND*	104.0	105.5	97.0	96.0	90.0	77.5	74.5	74.0	74.0	77.0	77.0	
SPECIAL REVENUE	14.0	11.0	11.0	9.0	9.0	9.0	9.0	8.0	8.0	8.0	8.0	
TOTAL	259.0	227.5	216.5	195.5	189.5	153.0	150.0	148.5	148.5	151.5	151.5	
PERCENT CHANGE		-12.16%	-4.84%	-9.70%	-3.07%	-19.26%	-1.96%	-1.03%	0.03%	2.02%	0.00%	
	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09	FY10	FY11	FY12	
GENERAL FUND	66.5	66.5	58.5	58.5	55.5	55.5	62.5	65.5	64.5	62.5	62.5	
FEDERAL FUND*	77.0	77.0	80.0	85.0	80.5	79.5	71.5	69.5	69.5	69.5	65.5	
SPECIAL REVENUE	8.0	8.0	7.0	7.0	6.0	7.0	7.0	7.0	6.0	7.0	5.0	
TOTAL	151.5	151.5	145.5	150.5	142.0	142.0	141.0	142.0	140.0	139.0	133.0	
PERCENT CHANGE	0.00%	0.00%	-3.96%	3.44%	-5.65%	0.00%	-0.70%	0.71%	-1.41%	-0.71%	-4.32%	
	FY13	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23	CHANGE F19 TO FY23
GENERAL FUND	63.5	64.5	65.5	66.5	66.5	66.5	68.5	85.5	86.5	86.5	86.5	(54.5)
FEDERAL FUND*	69.5	69.5	69.5	65.0	65.0	67.0	67.0	65.0	65.0	66.5	66.5	(37.5)
SPECIAL REVENUE	5.0	5.0	5.0	7.0	7.0	10.0	10.0	8.0	8.0	7.0	7.0	(7.0)
TOTAL	138.0	139.0	140.0	138.5	138.5	143.5	145.5	158.5	159.5	160.0	160.0	(99.0)
PERCENT CHANGE	3.76%	0.72%	0.72%	-1.07%	0.00%	3.61%	1.39%	8.93%	0.63%	0.31%	0.00%	-38.42%

*Includes Federal Block Grants

Note: while elementary and secondary student population has declined by 16% during the past two decades, administrative tasks and both state and federally legislated responsibilities have significantly increased. Department of Education positions have decreased by 38.42% during this period.

Part 5: Laws and Regulations

Maine Education Laws

. The following represent the current inventory of Education Laws.

INVENTORY OF MAINE EDUCATION LAWS

TITLE 20-A of the Maine Revised Statutes Annotated (MRSA) and Selected Other Laws

I. TITLE 20-A – EDUCATION

Part 1. General Provisions	
Chap 1. General Provisions	
Chap 3. Department of Education	
Subchapter 1.	Department Administration
Subchapter 2.	Commissioner
Chap 5. State Board of Education	
Chap 9. Public Broadcasting	
Subchapter 2.	Gifts, Construction and Programming
Chap. 13 The Student Privacy Act has been added	
Part 2. School Organization	
Chap 101. General Provisions	
Subchapter 1.	School Boards
Subchapter 2.	Superintendents
Chap 103. School Administrative Districts	
Subchapter 1.	Purpose
Subchapter 2.	Organization
Subchapter 3.	School Directors
Subchapter 4.	Financing
Subchapter 5.	District Referendum
Chap 103-A. Regional School Units	
Subchapter 1.	General Provisions
Subchapter 2.	Formation of Regional School Unit
Subchapter 3.	School Governance; Program
Subchapter 4.	Financing
Subchapter 5.	Referendum
Subchapter 6.	Schools
Chap 105. Community School District	
Subchapter 1	Organization
Subchapter 2.	District Board of Trustees and District School
Committee	
Subchapter 3.	Financing
Subchapter 4.	Reorganization
Chap 107. School Unions	
Chap 111. Municipal Schools	
Subchapter 1.	School Committee
Subchapter 2.	Incorporated School District
Chap 112. Public Charter Schools	
Chap 113-A. Regional Education Cooperatives	
Chap 114. Regional Collaboration	
Chap 114-A. Fund for the Efficient Delivery of Educational Services	
Chap 115. Contracts for School Privileges	
Chap 117. Private Schools	
Subchapter 1.	Basic School Approval
Subchapter 2.	Approval for the Receipt of Public Funds by Private
Schools	

	Subchapter 3.	Specific Education Programs
	Subchapter 4.	Private Schools Serving Nonresidents
Chap 119.	Unorganized Territory	
	Subchapter 1.	General Provisions
	Subchapter 2.	School Privileges
	Subchapter 2-A.	Compulsory School Attendance
	Subchapter 3.	Commissioner's Powers
	Subchapter 4.	Financing
	Subchapter 5.	Organization and Deorganization
Chap 121.	Maine-New Hampshire Interstate School Compact	
	Article I.	General Provisions
	Article II.	Procedure for Formation of an Interstate School District
	Article III.	Powers of Interstate School Districts
	Article IV.	District Meetings
	Article V.	Officers
	Article VI.	Appropriation and Apportionment
	Article VII.	Borrowing
	Article VIII.	Taking Over of Existing Property
	Article IX.	Amendments to Articles of Agreement
	Article X.	Applicability of New Hampshire Laws
	Article XI.	Applicability of Maine Laws
	Article XII.	Miscellaneous Provisions

Chap.123 Education Service Centers

Part 3. Elementary and Secondary Education

	Chap 201.	General Provisions
	Chap 202.	Closing and Disposition of Public Elementary and Secondary School Buildings
	Chap 203.	Elementary Schools
	Subchapter 2.	Early Childhood Educational Plans for Children in Preschool to Grade 2
	Subchapter 3.	Public Preschool Programs for Children 4 years of Age
	Chap 206.	Elementary and Secondary Schools
	Subchapter 1.	Basic School Approval
	Subchapter 2.	Accreditation
	Subchapter 3.	Guidance and Technical Assistance
	Chap 207-A.	Instruction
	Subchapter 1.	General Requirements
	Subchapter 2.	Elementary and Junior High Schools or Middle Schools
	Subchapter 3.	Secondary Schools
	Chap 208-A.	Postsecondary Enrollment
	Chap 209.	School Days, Holidays, Special Observances
	Chap 211.	Attendance
	Subchapter 1.	Attendance

	Subchapter 1-A. Equivalent Instruction Programs
	Subchapter 1-B High School Graduation Rate
	Subchapter 2. Truants
	Subchapter 3. Dropouts
	Subchapter 4. Technical Assistance
	Subchapter 5. Students Experiencing Education Disruption
Chap 213.	Student Eligibility
Chap 215.	Transportation
Chap 217.	Board
Chap 219.	Tuition
Chap 221.	Student Records, Audits and Reports
	Subchapter 1. Student Records
	Subchapter 2. Audits
	Subchapter 3. Employee and Applicant Records
	Subchapter 4. Miscellaneous
Chap 222.	Standards and Assessment of Student Performance
Chap 223.	Health, Nutrition and Safety
	Subchapter 1. Student Health
	Subchapter 2. Immunization
	Subchapter 3. School Health Services
	Subchapter 4. Health Screening
	Subchapter 5. Sanitary Facilities
	Subchapter 6. Safety
	Subchapter 7. School Lunch and Milk Program
	Subchapter 7-A. School Substance Abuse Services
	Subchapter 7-B. Performance-Enhancing Substances
	Subchapter 7-C Elementary School Physical Education
	Subchapter 8. Child Care Services and Parenting Education
	Subchapter 9. Nutrition Education
	Subchapter 10 Youth Mental Health First Aid
	Subchapter 11 Food Rights
Chap 225.	Penalties
Chap 226.	Jobs for Maine's Graduates
Chap 229	Dual Enrollment Career and Technical Education Programs
Part 4. Specific Education Programs	
Subpart 1. Special Education	
Chap 301.	General Provisions
Chap 303.	Children with Disabilities
	Subchapter 1. General Provisions
	Subchapter 2. Programs
	Subchapter 3. Finances
Chap 304.	Maine Educational Center for the Deaf and Hard of Hearing and the Governor Baxter School for the Deaf
Chap 304-A	Baxter Compensation Authority Records
Chap 305.	Private and State Operated Schools

Chap 311.	Gifted and Talented Students
Subpart 2. Career and Technical Education	
Chap 312.	Maine School of Science and Mathematics
Chap 312-A	Maine School for Marine Science, Technology, Transportation and Engineering
Chap 313.	Career and Technical Education
Subchapter 1.	General Provisions
Subchapter 2.	Financing
Subchapter 3.	Career and Technical Education Centers
Subchapter 4.	Career and Technical Education Regions
Subpart 3. Other Programs	
Chap 315.	Adult Education
Chap 316.	Driver Education
Chap 317.	Summer Schools
Chap 318.	After-School Programs
Chap 319.	Maine Fire Training and Education
Chap 321.	Correspondence Schools
Chap 323.	Private Business, Trade and Technical Schools
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Part 6. Teachers

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Chap 801. Maine Learning Technology Endowment

Chap 803. Digital Literacy and Online Learning Resources

 Chap 805 Digital Content Library for Education

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Chap 901. Interstate Compact on Educational Opportunity for Military Children

II. Title 20 – EDUCATION

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Chap 111. Religion and Morals

Part 4. Advanced and Special Education

Chap 302-A. Student Loans

Part 6. Financing and School Property

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III. SELECTED OTHER MATERIALS

Constitution of the State of Maine

Article VIII. (Education; Municipal Home Rule)

 Part First. Education

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Chap 13. Public Records and Proceedings

 Subchapter 1. Freedom of Access

 Subchapter 1-A. Public Records Exceptions and Accessibility

Title 17: Crimes

Chap 101. Public Offices and Officers

Title 22: Health and Welfare

Chap 250. Control of Notifiable Diseases and Conditions

 Section 806 Exclusion from School

Chap 416. 1979 Dental Health Education Act

 Chap 1071 Child and Family Services and Child Protection Act

 Subchapter 2 Reporting of Child Abuse or Neglect

Title 24-A: Maine Insurance Code

Chap 59. Insurance of Public Employees and Property

Title 25: Internal Security and Public Safety

Chap 317.	Preventive Measures and Restrictions
Title 26: Labor and Industry	
Chap 9-A.	Municipal Public Employees Labor Relations Law
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Chap 115	Interlocal Cooperation
Chap 123.	Municipal Officials
Subchapter 1.	General Provisions
Chap 223.	Municipal Finances
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Chap 225.	Maine Municipal Bond Bank
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[Regulatory Agenda 2021/2022](#)

EMERGENCY RULES ADOPTED SINCE THE LAST REGULATORY AGENDA:

Chapter 125: Basic Approval Standards: Public Schools and School Administrative Units, August 2020

CONSENSUS-BASED RULE DEVELOPMENT: One was done during 2020 for Chapter 115: Credentialing of Education Personnel

EXPECTED 2021-2022 RULE-MAKING ACTIVITY:

CHAPTER 4-A: Procedural Rule: Equal Educational Opportunity

STATUTORY AUTHORITY: 5 M.R.S.A. §4603, Joint rule with the Human Rights Commission

PURPOSE: Revise to change the term handicap pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: School personnel who file claims regarding unlawful discrimination.

CHAPTER 013: Qualifying Examinations for Teachers, Educational Specialists and Administrators - **REPEAL**

STATUTORY AUTHORITY: 20-A, M.R.S.A. §13038

PURPOSE: Repeal rules regarding the qualifying examination test codes and/or required scores for educators since the cut scores change every year, there needs to be a more efficient way to post the scores. Revise to discontinue the use of hearing impaired pursuant to PL 2021, Chapter 348

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: School personnel seeking certification under the qualifying exam.

CHAPTER 014: Education of Homeless Students

STATUTORY AUTHORITY: 20-A, M.R.S.A. §§261 and 5205(7)

PURPOSE: Review/Revise rules to ensure consistency with federal law and regulations.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units, homeless students, and their families.

CHAPTER 18: Rules for the Licensure of Residential Child Care Facilities

STATUTORY AUTHORITY: Title 22, §8104 Joint Rule with DHHS

PURPOSE: Review/Revise rules to ensure consistency with state law pursuant to PL 2021, Chapter 348 regarding the term handicap and hearing impaired.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Residential childcare facilities

CHAPTER 026: Rules Relating to Reorganization of School Administrative Districts

STATUTORY AUTHORITY: 20-A, M.R.S.A. §1511-1512

PURPOSE: Review/Revise rules regarding school closing issues since referenced statutory provisions have been repealed.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

CHAPTER 33: Rule Governing Physical Restraint and Seclusion – **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A MRSA §4502(5)(M); Resolves 2013 ch. 8

PURPOSE: Review/Revise rules regarding physical restraints and seclusion.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

CHAPTER 040: Rule for Medication Administration in Maine Schools – **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A, M.R.S.A. §254(5)

PURPOSE: Review/Revise rules regarding use of sunscreen in schools as the result of LD 441 and LD 772.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

CHAPTER 45: Rule for Vision and Hearing Screening in Maine Public Schools

STATUTORY AUTHORITY: 20-A, M.R.S.A. §6401-A and 6451(2)(A)

PURPOSE: Review/Revise rules regarding the term hearing impaired pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

CHAPTER 60: New School Siting Approval

STATUTORY AUTHORITY: P.L. 1999 c. 776, §21

PURPOSE: Review/Revise rules regarding HVAC systems in schools to LD 705

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

Chapter 61: State Board of Education Rules for Major Capital School Construction Projects - **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A M.R.S.A. §3, §405(3)(J), §15905, sub-§4, P.L. 2001, c. 439, Part 0000, §0000-3, P.L. 2007, c. 240, Part MM, Chapter 103-A, P.L. 2008, c.223

PURPOSE: Review/Revise rules regarding the term handicap pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units.

CHAPTER 84: School Bus Refurbishment Program

STATUTORY AUTHORITY: 20-A MRS § 5401(17)

PURPOSE: Repeal as the State Maine Military Authority no longer refurbishes school buses.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units

CHAPTER 85: School Bus Purchase Program

STATUTORY AUTHORITY: 20-A MRS §5401(17)

PURPOSE: Need to strike Section 1 of this chapter where the School Bus Refurbishment Program is mentioned.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units

CHAPTER 101: Maine Unified Special Education Regulation – Major Substantive Rule

STATUTORY AUTHORITY: 20-A, M.R.S.A., §7005 (1); Resolve 2013, chapter 70

PURPOSE: Revise rule and revise the term hearing impaired pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: Special education programs and services for eligible infants, toddlers, and children from birth through age 20, school administrative units, and private schools.

CHAPTER 104: Educational Programs for Gifted and Talented Children

STATUTORY AUTHORITY: 20-A MRS Section 8108 et seq. and Section 15603, subsection 22(c)

PURPOSE: Review and revise rules establishes the gifted and talented education program standards governing each school administrative unit in the state. Revise the term handicap pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units

CHAPTER 114: Purpose, Standards and Procedures for the Review and Approval of Preparation Programs for Education Personnel

STATUTORY AUTHORITY: 20-A, M.R.S.A. Sections 8, 402(4), 405(3)(F) and 406

PURPOSE: Review/Revise rules regarding teacher education program approval and revise the term hearing impaired pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Educational personnel preparation programs, educational personnel in training.

CHAPTER 115: Certification, Authorization and Approval of Education Personnel - **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 502

PURPOSE: Review/Revise rules regarding the certification of educational personnel Part I: Standards and Procedures for Certification, Authorization, and Approval and Part II: Requirements for Specific Certificates and Endorsements as needed, to reflect statutory changes. *When proposing any revisions consideration should be given to provisions of LD 1189, now PL.2021, Chapter 228.* Revise the term hearing impaired pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: Educational Personnel seeking certification, authorization and approval or re-certification, re-authorization, and re-approval.

CHAPTER 119: Adjudicatory Proceedings on Certification Issues

STATUTORY AUTHORITY: 20-A MRS §13011(4); 5 MRS §8051

PURPOSE: Review and revise rules regarding the procedures for the conduct of formal adjudicatory hearings pertaining to applications for the issuance or renewal of any certificate or endorsement which has been tentatively denied by the Commissioner.

ANTICIPATED SCHEDULE: by July 2022

AFFECTED PARTIES: School personnel seeking certification

CHAPTER 122: Grant Application and Award Procedure: Fund for the Efficient Delivery of Educational Services – **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A M.R.S.A. §2651(5)

PURPOSE: Review/Revise rules

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 124: Basic School Approval: Public Preschool Programs

STATUTORY AUTHORITY: 20-A M.R.S.A. §4271(4)

PURPOSE: Review/Revise rules

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 125: Basic School Approval: Public Schools and School Administrative Units – Major Substantive

STATUTORY AUTHORITY: 20-A M.R.S.A. §4502(5)

PURPOSE: Review/Revise rules to address HVAC system pursuant to LD 705

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 127: Instructional Program, Assessment and Diploma Requirements – **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 207-A and Chapter 222; PL 2011, Chapter 669; 20-A M.R.S.A. §253(9); Resolve 2013, Chapter 38

PURPOSE: Review/Revise the rule that prescribes the basic instructional and assessment requirements to reflect changes in State law, to include guidelines and protocols to strengthen the capacity of school administrative units to ensure sufficient opportunity through multiple pathways for all students to meet the content standards and guiding principles under Maine's Learning Results.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: All local school administrative units and students.

CHAPTER 128: Truants and Drop-outs Guidelines **Repeal**

STATUTORY AUTHORITY: Was 20 MRS §911 does not exist. The new relevant statute, 20-A Chapter 211 has sufficient detail.

PURPOSE: Repeal the existing Chapter 128 as the current statute has sufficient detail and the former rule is not consistent with the new statute.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units

CHAPTER 131: The Maine Federal, State and Local Accountability Standards – **Major Substantive Rule**

STATUTORY AUTHORITY: 20-A, M.R.S.A. §6211

PURPOSE: Review/Revise the rule to update any necessary changes.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2021.

AFFECTED PARTIES: Local school administrative units and students.

CHAPTER 138: State Accreditation Standards and Processes

STATUTORY AUTHORITY: 20-A MRS §§4511-4516

PURPOSE: Review and revise rules which establish standards for accreditation of elementary, middle/junior high, secondary, and vocational schools.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local school administrative units

CHAPTER 147: Rules for the Licensing of Privately Owned Business, Trade and Technical Schools – Proprietary Schools

STATUTORY AUTHORITY: 20-A MRS, Chapter 323

PURPOSE: Review and revise the rule which details the criteria to be met by any privately owned business, trade, and technical school to obtain a license to do business in the State of Maine.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Privately owned business, trade, and technical school

CHAPTER 149: Procedures for Obtaining Authorization for Institutions of Higher Education to Confer Academic Degrees or to Offer Degree Courses/Programs in the State of Maine

STATUTORY AUTHORITY: 20-A MRS, Chapter 409, §§10701-10710

PURPOSE: Review and revise the rules which include procedures for obtaining authorization for institutions of higher education to confer academic degrees or to offer degree courses/programs in the State of Maine

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Institutions of higher education

CHAPTER 150: Rules for Licensing Privately Owned Correspondence Schools

STATUTORY AUTHORITY: 20-A MRS, Chapter 321

PURPOSE: Review and revise rules which are utilized in licensing privately owned correspondence schools.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Privately owned correspondence schools.

CHAPTER 161: Purchase and Storage of Hazardous Chemicals

STATUTORY AUTHORITY: 20-A MRS §15613(14)

PURPOSE: Review and revise this joint rule which establishes standards for the purchase and storage of hazardous chemicals in all public schools of the state.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Public schools

Chapter 170: Standards for Evaluating Requests for Degree-Granting Authorizations and for Out of State Postsecondary Institutions Seeking to Offer Academic Credit Courses/Programs in Maine

STATUTORY AUTHORITY: 20-A MRSA § 10710

PURPOSE: Review and revise as necessary

ANTICIPATED SCHEDULE: By July 1, 2022
AFFECTED PARTIES: Post-secondary institutions

CHAPTER 221: Adult Education Administrative Cost Reimbursement

STATUTORY AUTHORITY: Title 20-A MRS §8602

PURPOSE: Review and revise to change the recruiter to navigator

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Adult education administrative costs for which school administrative units, regions and centers may claim reimbursement.

CHAPTER 225: Adult Education High School Completion Programs

STATUTORY AUTHORITY: 20-A, M.R.S.A. §§257, 8602

PURPOSE: Review/Revise rule to reflect changes in state statute and federal guidelines.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Local adult education programs and students.

CHAPTER 229: ADULT EDUCATION FEES

STATUTORY AUTHORITY: Section 2388; 20-A MRS §§ 8602

PURPOSE: Review and revise to address how the compensation works with out of school youth and the SAU of the adult education program who serves the youth.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: This rule provides clarification about the collection and utilization of fees in adult education programs.

CHAPTER 231: Vocational Program and Funding Procedure - **REPEAL**

STATUTORY AUTHORITY: 20-A, M.R.S.A., Chapter 313, §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to career and technical education program approval and funding based on national industry standards and assessments. Revise the term handicap pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 232: Standard Criteria for Maine Secondary Vocational Programs

STATUTORY AUTHORITY: 20-A, M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to career and technical education program(s) and courses based on national industry standards and assessments. Revise the term handicap pursuant to PL 2021, Chapter 348.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 236: Program (Vocational Education) Evaluation Requirements - **REPEAL**

STATUTORY AUTHORITY: 32, M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Repeal and replace the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to program evaluation requirements for Career and Technical Education programs based on national industry standards and assessments.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: All school administrative units and students.

CHAPTER 237: "Live or Outside Work"

STATUTORY AUTHORITY: 20-A, M.R.S.A. §8306-B; PL 2011, Chapter 679

PURPOSE: Review/Revise the rule to change the title to reflect Career and Technical Education Programs and to update the rule with regard to requirements for Career and Technical Education Live or Outside Work Programs based on national industry standards and assessments.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: All school administrative units and students.

NEW RULES

NEW RULE: Retention and Graduation Rates for Maine's Colleges and Universities

STATUTORY AUTHORITY: PL 2011, Chapter 232; 20-A, M.R.S.A., §10011

PURPOSE: May develop any necessary rules to carry out the provisions of statute.

ANTICIPATED SCHEDULE: As necessary

AFFECTED PARTIES: Department of Education and Maine's colleges and universities.

NEW RULE: Rule Governing the Child Development Services State Intermediate Educational Unit's Contracting for Evaluations, Early Intervention Services, and Special Education and Related Services

STATUTORY AUTHORITY: PL 2011, Chapter.616: An Act to Implement the Recommendations of the Office of Program Evaluation and Government Accountability and the Government Oversight Committee Regarding Quasi-Independent State Entities

PURPOSE: Develop rules to implement the process whereby the Child Development Services State Intermediate Educational Unit establishes a roster of independent contractors for the provision of evaluation and services for children ages 0-5 and ensures the provision of services in accordance

with the contracts developed with independent contractors selected from the roster. (Rules required

to implement PL 2011)

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Providers in private practice. For example: speech language pathologists, physical therapists, occupational therapists, psychologists, private special purpose pre-school programs, etc.

NEW RULE: Equivalent Criminal History Background Checks for Out of State Schools Eligible for Maine Tuition Assistance

STATUTORY AUTHORITY: PL 2019, Chapter 114

PURPOSE: Establish a new rule to determine the equivalency of criminal history background checks for out of state teaching staff.

ANTICIPATED SCHEDULE: By July 1, 2022

AFFECTED PARTIES: Out of state schools eligible for Maine Tuition Assistance.

NEW RULE: Rules for Guidelines for School Counselors and School Social Workers -
MAJOR SUBSTANTIVE RULE

STATUTORY AUTHORITY: PL 2019, Chapter 45

PURPOSE: Establish a new rule to create guidelines regarding the duties at least 80% of time of school counselors and school social workers providing direct services to and indirect services on behalf of students including for delivery of a comprehensive school counseling program.

ANTICIPATED SCHEDULE: Provisionally adopted and filed with the Legislature by January 7, 2022.

AFFECTED PARTIES: All school administrative units, school counselors and school social workers, and students

NEW RULE: Rules Governing Alternative Breakfast Delivery Services **- Routine Technical Rules**

STATUTORY AUTHORITY: PL 2019, Chapter 556

PURPOSE: Establish a new rule for an application process and to adopt standards to address evaluation criteria based on need for funding assistance for alternative breakfast delivery services in school administrative units as well as procedures to track health and academic outcomes by data collection of students and schools that participate in alternative breakfast delivery services.

ANTICIPATED SCHEDULE: By July 1, 2022 (No definite date listed in the Public Law to do rulemaking)

AFFECTED PARTIES: All school administrative units and students