

Request for a deviation in local formula distribution

Maine has recently undergone substantial school reorganization.ⁱ This has made our Perkins formula distributions more difficult to calculate. Each one of our 27 CTE schools serves several sending high schools. The sending school distributionⁱⁱ (which high schools are served by which CTE schools) was determined by legislature and State Board sanctioned. A small number of the newly formed Regional School Units (RSU's) combined sending schools from several of our CTE centers. The sending high schools all expressed the desire to stay with their current CTE schools so we prepared emergency legislation allowing them to do so.ⁱⁱⁱ In FY10 (federal) the SAIPE data was provided to us by town so we were easily able to figure the formula as in the past. In FY11 (federal-beginning July 1, 2011) the data is given to us by RSU and we are unable to determine which student counts follow which sending school. We contacted the US Census Bureau and SAPE and they have told us that the federal act that required the data (ESEA) had indicated they wanted the info by RSU so they could not provide it to us by town.

We would like to use a history driven percentage system to determine the allocation per town for the remainder of the Perkins grant. In that time frame we should be able to develop a permanent legislative solution to the problem. We have developed a distribution spreadsheet using the following steps:

1. Determined which RSUs were split across CTE schools. (01, 02, 05, 10, 12, 14, 18 and 21)
2. Listed all towns which comprise each RSU.
3. Using the 07 and 08 SAIPE data, calculated what percentage each town in the RSU contributed to the whole RSU by total population and by poverty data.
4. Calculated the average of 07 and 08 in total population and in poverty data to arrive at a percentage to be used in the Perkins disbursement formula.

For example, Chelsea, Palermo, Somerville, Whitefield and Windsor are now a part of RSU 12. Historically, those communities have sent their students to CATC in Augusta. The remaining communities which comprise RSU 12 (Alna, Westport and Wiscasset) send their students to Bath RCT. According to SAIPE data, RSU 12 is comprised of 2,354 students aged 5-17 with 421 of them at poverty levels.

Based on the table below, 35.86% of total students will be allotted to Bath with the balance being allotted to CATC. For purposes of the poverty calculation, 29.18% will be allotted to Bath with the balance going to CATC.

Sending school	RSU	total enroll	poverty data
Chelsea	RSU 12	18.08%	19.09%
Palermo	RSU 12	8.64%	12.16%
Somerville	RSU 12	4.02%	6.16%
Whitefield	RSU 12	17.22%	19.26%
Windsor	RSU 12	16.19%	14.15%
Wiscasset	RSU 12	26.11%	23.41%
Alna	RSU 12	4.98%	2.41%
Westport	RSU 12	4.77%	3.36%

We believe this system will be fair and equitable and still allow our sending schools to attend their original CTE schools as allowed by emergency legislation.

ⁱ **State Policy Objectives**

The law sets forth state policy to ensure that schools be organized as units in order to provide equitable educational opportunities, rigorous academic programs, uniformity in delivering programs, a greater uniformity in tax rates, more efficient and effective use of limited resources, preservation of school choice and maximum opportunity to deliver services in an efficient manner.

All school units, of whatever form and whatever size – SADs, CSDs and municipal school units, small and large – must:

1. Work with other units to reorganize into larger, more efficient units; or
2. Where expansion of the unit would be impractical or inconsistent with state policy, reorganize their own administrative structures to reduce costs.

<http://www.maine.gov/education/reorg/index.html>

ⁱⁱ **From Maine's State Plan**

Every high school student from Kittery to Fort Kent has the opportunity to access CTE programs. Maine currently provides CTE through a network of 26 centers and regions across the State. Maine has 18 CTE centers and 8 CTE regions at the high school level that offer choices and articulation which provide a pathway to the labor force and also provide a pathway to postsecondary education.

Maine's population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current (and proposed) configuration allows access to CTE programs for all students in the State. Given this structure, the sending schools or high schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content.

ⁱⁱⁱ **FY11 Supplemental Budget**

Chapter 1

CTE

PART D

Sec. D-1. PL 2009, c. 213, Pt. EEE, §1 is amended to read:

Sec. EEE-1. Interim process for reorganized school administrative units. For school ~~year~~ years 2009-2010, 2010-2011 and 2011-2012, for the purposes of applied technology education at vocational centers and career and technical education regions specified in the Maine Revised Statutes, Title 20-A, chapter 313, the following must be implemented.

1. For those school administrative units that have reorganized pursuant to Public Law 2007, chapter 240, Part XXXX as amended by Public Law 2007, chapter 668, all ~~vocational and technical~~ students shall attend the vocational center or career and technical education region that they would have attended as a resident student of the original school administrative unit.

2. For those school administrative units that have reorganized pursuant to Public Law 2007, chapter 240, Part XXXX as amended by Public Law 2007, chapter 668, the successor unit acts in place of the school administrative unit identified in Title 20-A, chapter 313 for the purposes of the duties and obligations specified in Title 20-A, chapter 313, subchapters 3 and 4.