

| Action Item | Lead | Commission Consideration | 9/18/2014 Update | Completion Date |
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| 1. Public preschool programs for children 4 years of age. As part of the review and analysis of public preschool programs for children 4 years of age, the commission shall: | | | | |
| A. Review the work products and any proposed rules developed by the Department of Education's work group to implement quality standards of practice for Maine public preschool programs, including an analysis of the standards proposed to address quality and consistency of public preschool programs and collaboration with other early childhood and preschool programs; | DOE | | DOE is in the process of reviewing quality standards with Maine State Board of education. | November 1 |
| B. Conduct an analysis of the targeted funds for public preschool to grade 2 students that are allocated specifically for preschool students and conduct an analysis of the projected costs for providing public preschool programs for all eligible children 4 years of age in the State; | DOE | | Analysis of targeted funds not feasible because SAUs not reporting expenditures by target. Survey to superintendents underway for purposes of developing projected costs. | November 1 |

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| <p>C. Review the current method for calculating the number of public preschool students enrolled in a school administrative unit's public preschool program and conduct an analysis of the projected costs for changing the current method for calculating the number of public preschool students that counts each public preschool student as a 0.5 full-time equivalent student for the first year and a 1.0 full-time equivalent student beginning in the 2nd year to a new method that counts each public preschool student as a 1.0 full-time equivalent student for the first year and subsequent years; and</p> | <p>DOE</p> | | <p>Work completed with passage of LD 1530.</p> | <p>Public Law 2014, Chapter 581, (L.D. 1530)</p> <p>Enacted April 29, 2014</p> |
| <p>D. Collect and review information on the physical space and facility capacity of school administrative units and project the school facility costs necessary to implement public preschool programs for eligible children 4 years of age in the State.</p> | <p>DOE & MEPRI</p> | | <p>Survey with superintendents underway to collect facilities capacity, both present and future.</p> <p>Second survey to program preschool teachers will follow first survey with intent to collect more information about program quality.</p> | <p>Partial by October 15.</p> <p>Complete by November 15</p> |

2. Support for economically disadvantaged students; Title I funds. As part of the review and analysis of the cost components related to strengthening support for economically disadvantaged students, including the provision of funding under Title I of the federal Elementary and Secondary Education Act of 1965, 20 United States Code, Section 6301 et seq., referred to in this resolve as "Title I," and resources to provide extra help for struggling students, such as extended school days and summer school programs, the commission shall:

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| <p>A. Collect school administrative unit spending data on the number of Title I teachers and education technicians in order to update the staffing ratios in the essential programs and services funding formula;</p> | <p>DOE</p> | | <p>“Cleaning” of FY14 staffing data submitted to DOE is complete. Working file being created. Analysis scheduled to begin 9/24. Some preliminary data analysis completed by 10/15.</p> | <p>October 15</p> |
| <p>B. Conduct an analysis of the updated data collected on student-teacher and student-education technician staffing ratios in the essential programs and services funding formula in order to separate the groups of teachers into the following categories: classroom teachers, Title I teachers and teacher leaders or instructional coaches;</p> | <p>MEPRI</p> | | <p>Analysis of Title I data will be completed by 10/15. Draft survey to superintendents requesting information about teacher leaders/coaches completed, and under review with sample of superintendents. Target data to begin to administer survey is 1/10.</p> | <p>Partial by November 1 Preliminary report December 1</p> |

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| <p>C. Develop a plan for adjusting the costs of the essential programs and services funding formula to account for the separate costs of classroom teachers, Title I teachers, education technicians and teacher leaders or instructional coaches;</p> | <p>DOE & MEPRI</p> | | <p>Awaiting completion of tasks A and B.</p> | <p>Preliminary report December 1</p> |
| <p>D. Conduct research and analysis of the structures, programs, costs and achievement impacts of evidence-based practices in other states related to extended school day and summer school programs and also analyze examples of extended school day and summer school programs provided by school administrative units in the State;</p> | <p>MEPRI</p> | | <p>Preliminary research and analysis completed as well as site visits to 8 SAU summer programs. Preliminary information ready by 10/15.</p> | <p>Partial by October 1. Completed by November 1</p> |
| <p>E. Develop 2 or more models for funding and evaluating extended school day and summer school programs for inclusion in the essential programs and services funding formula; and</p> | <p>DOE & MEPRI</p> | <p>Commission</p> | <p>Initial conceptual models and the identification of underlying issues being developed for discussion with commission. Initial models ready 10/15.</p> | <p>Preliminary models by November 1</p> |
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| F. Project the financial impact of the adjustments under this subsection to the essential programs and services funding formula. | DOE & MEPRI | | Awaiting completion of other tasks identified above. | January 1 |
| 3. Professional development and collaborative time needed to implement proficiency-based learning. As part of the research and analysis of the cost components related to strengthening support for professional development, collaborative time to implement proficiency-based learning and spending data on teacher leaders or instructional coaches, including the following aspects of the cost components, the commission shall: | | | | |
| A. Collect school administrative unit spending data on professional development programs and collaborative time for teachers, as well as the school administrative unit spending data on teacher leaders or instructional coaches in order to update the staffing ratios in the essential programs and services funding formula; | MEPRI | | <p>Analysis of FY14 professional development expenditure data underway.</p> <p>Survey to superintendents requesting instructional leaders/coaches data will be administered beginning 10/1.</p> <p>Survey of sample of teachers from SAUs under development. Target data to begin administering survey is 11/1.</p> | <p>Partial by November 1</p> <p>Preliminary report December 1</p> |
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| <p>B. Establish a dedicated funding mechanism and process, such as a supplemental professional development block grant program, that allows the Department of Education to provide funding to school administrative units that submit proposals to secure professional development funds;</p> | <p>DOE & MEPRI</p> | <p>Guided Commission discussions to inform Education Committee</p> | <p>Preliminary models for dedicated funding mechanism being developed and will be ready for discussions with commission after 11/1.</p> | <p>December 1</p> |
| <p>C. Create a standards-based inventory of effective professional development programs and strategies from which school administrative units may select programs and strategies in order to receive supplemental professional development block grant funds; and</p> | <p>MEPRI</p> | | <p>Preliminary research and analysis completed for the identification of effective professional development characteristics. Preliminary information ready by 10/15.</p> | <p>November 1</p> |
| <p>D. Develop an implementation plan for increasing the allocation of funds for professional development, collaborative time for teachers and teacher leaders or instructional coaches and include provisions in the implementation plan to monitor the use of these funds by school administrative units.</p> | <p>DOE & MEPRI</p> | <p>Guided Commission discussions to inform Education Committee</p> | <p>To be completed after task B above.</p> | <p>Preliminary plan by November 15</p> |

4. Regional cost adjustment for teacher salaries. As part of the research and analysis of the cost components related to the regional cost adjustment for teacher salaries, the commission shall:

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| A. Collect and update school administrative unit data included in the regional adjustment for teacher salaries pursuant to the Maine Revised Statutes, Title 20-A, section 15682; | MEPRI | | Collection and updating complete. | November 1 |
| B. Recalculate the regional adjustments using the most recent teacher salary data available and conduct analyses using the 35 labor market areas currently included in the essential programs and services funding formula and using the 31 labor market areas developed by the Department of Labor; and | MEPRI | | Initial recalculation completed by 10/1 and ready for discussions with commission. | November 1 |
| C. Conduct research and analysis of the strategies used in other states to address teacher salary gaps in school districts. | MEPRI | | Preliminary research and analysis completed. Preliminary information ready by 10/10. | December 1 |

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5. Debt service for locally approved school construction projects in the required local share of school funding. As part of the research and analysis of the cost components related to debt service for locally approved school construction projects in the required state and local shares of school funding under the Essential Programs and Services Funding Act, the commission shall:

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| <p>A. Review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15672, subsection 2-A related to determination of debt service costs that are included and excluded from the school construction projects that are recognized in the required state and local shares of school funding;</p> | <p>DOE</p> | | | <p>November 1</p> |
| <p>B. Review school administrative unit data related to energy and other costs related to minor capital costs, defined in the Maine Revised Statutes, Title 20-A, section 15672, subsection 20-A; and</p> | <p>DOE</p> | | | <p>November 1</p> |
| <p>C. Review the statutory provisions under the Maine Revised Statutes, Title 30-A, section 6006-F related to the School Revolving Renovation Fund.</p> | <p>DOE</p> | | | <p>November 1</p> |

6. Special education allocation for minimum subsidy receivers. The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15689, subsections 1, 1-B and 11 that reduce the special education allocations for minimum subsidy receivers from 100% to 30% of special education costs, and the commission shall develop one or more models to align the special

education allocations for minimum subsidy receivers with the progress of state funding levels necessary to progress towards meeting the statutory obligation to fund 55% of the total cost of education statewide.

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7. State contributions to fund the cost of the unfunded actuarial liability for retired teachers. The commission shall review the statutory provisions under the Maine Revised Statutes, Title 20-A, section 15671, subsection 7, paragraph C that recognize the state contributions to fund the cost of the unfunded actuarial liability for retired teachers, and the commission shall make recommendations on whether the calculation of the state share percentage of the total cost of funding public education from kindergarten to grade 12 as required by the Essential Programs and Services Funding Act should continue to include the state contributions to fund the cost of the unfunded actuarial liability for retired teachers; and be it further

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