

Commission to Reform Public Education Funding and Improve Student Performance in Maine

“BIG IDEA” GENERATION

This document represents an effort to group the ideas generated at the August 29 meeting thematically

I. STRUCTURAL ISSUES

TEACHER COMPENSATION / CONTRACT

- Teacher contracts – all teachers should be state employees
- Equal salaries no disparities
- Insurance same as state employees
- Yearlong contract not 180 days - vacation time in contract
- Incentive pay for high performance
- Teacher pay in Maine K-12 lowest in nation – Department provide info relative to that – where we’re going
- Teachers become state employees – increase professional development opportunities

REGIONALIZATION

- Regionalization of school services (administrative side) offices, transportation, HR
- Increase pay of teachers but expect more instructional effectiveness – move away from longevity
- Class size across state – elementary level
- Incentivize consolidation

FUNDING MODEL

- Hitting 55% becomes high(est) state priority
- Re-weigh allocations for K-12
- Localize primary education
- Reallocate more resources to (pre)K-3. Universal pre-k
- Consolidate secondary ed
- Breakdown secondary/post-secondary silos. Provide state funding to underwrite associated costs not covered in the current model. The right actions in this area will: (a) increase post-secondary attainment; (b) save students and the system significant costs
- **Cost** – GPA funding formula very complex – 60 component parts – hit different parts of the state in different ways. Subject to fairly regular review – hesitant to begin inquiry without having more info on how it’s built and how it is working as it is before any assessment is made on whether the adequacy of the final number is appropriate. The Picas report spoke to this. Brief from the Department of other expert in the field – their view of adequacy or inadequacy would be helpful.

UNFUNDED MANDATES

- Fund or eliminate unfunded mandates

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I. STRUCTURAL ISSUES, Cont.

SCHOOL YEAR

- School year run 6 weeks on, 2 off
- Adopt a 12-month common calendar

OTHER

- Upgrade technology to a minimum 100mps up/down statewide, with plan to 1 GB
- Incentivize energy efficiency at schools
- DOE impact on local communities – does the DOE feel they have adequate resources to meet the responsibilities and do level of outreach need to have? Would be helpful to hear from the Department on that.
- Work going on in addition to BRC between various education entities – university system – address issues on higher ed side

II. PROFESSIONAL LEARNING

- Training: increase standards credentialing
- Streamline certification for those not teachers to become teachers
- Teachers become state employees – increase professional development opportunities

III. STUDENTS

CAREER EDUCATION

- More career education, industry to invest in school diverse skills for graduates
- Set statewide goal for increase in students participating in program

EARLY CHILDHOOD EDUCATION

- Pre-school – all 3 year olds
- Universal Pre-K

ACCESS TO EARLY COLLEGE / DUAL ENROLLMENT

- Increase early college/dual enrollment programs. Set statewide goals (ex: double current numbers in 4 years.)
- Every high school has access to college level programs
- Boost career counseling/financial literacy

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III. STUDENTS, Cont.

IMPROVE STUDENT PROFICIENCY BEFORE GRADUATION

- Outcome – proficiency based education report done by Stephen Bowen, would be helpful to have access to this. Address adequacy and timeliness of report. Are the pieces stable or require updates? If so, what would they be? How informative to judgements to be drawn – broader question has state committed to proficiency based education. Is it a good or bad idea? Question was raised in the group regarding statewide adoption of principal or not – either way clarity is needed. Bowen report – if good report – update it Have a road show and have all believe it – need to do better job in selling this plan – all regions get to success in proficiency based learning – otherwise all communities will be in different levels of success
- Remediation K-12 courses – math and writing – good work between state and college/university systems to address that
- By 2020 66% of jobs will require an associate’s degree. Understand importance of proficiency based education.
- Remedial – find a way to make sure high school students come out of high school with a greater competency into Community college – get those skills required of work force

OTHER

- Find ways to involve parents more
- Address opportunity inequities in different K-12 systems

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APPENDIX: Raw notes from August 29, 2016 Meeting - Report out from 3 groups

Group 1

Teacher contracts – all teachers should be state employees

Equal salaries no disparities

Insurance same as state employees

Yearlong contract not 180 days - vacation time in contract

Incentive pay for high performance

School year run 6 weeks on 2 off

Training increase standards credentialing

More career education, industry to invest in school diverse skills for graduates

Pre-school – all 3 year olds

Streamline certification for those not teachers to become teachers

Regionalization of school services (administrative side) offices, transportation, HR

Increase pay of teachers but expect more instructional effectiveness – move away from longevity

Class size across state – elementary level

Group 2

Address opportunity inequities in different K-12 systems

Hitting 55% becomes high(est) state priority

Incentivize consolidation

Teachers become state employees – increase professional development opportunities

Change sports identity from schools to towns

Re-weigh allocations for K-12

Localize primary education

Reallocate more resources to (pre)K-3. Universal pre-K

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Consolidate secondary ed.

Find ways to involve parents more

Breakdown secondary/post-secondary silos

Increase early college/dual enrollment programs. Set statewide goals (ex: double current numbers in 4 years.)

Provide state funding to underwrite associated costs not covered in the current model.

The right actions in this area will: (a) increase post-secondary attainment; (b) save students and the system significant costs

Every high school has access to college level programs

Misc.

Fund or eliminate unfunded mandates

Adopt a 12 month common calendar

Upgrade technology to a minimum 100mps up/down statewide, with plan to 1 GB

Incentivize energy efficiency at schools

Boost career counseling/financial literacy

Group 3

Education is a long-term civic responsibility the state has to its citizens from pre-K to workforce. We were mindful of this as we made our recommendations. Statute requires us to look at cost and outcomes – 14 examples – permissive and not restrictive

Cost – GPA funding formula very complex – 60 component parts – hit different parts of the state in different ways. Subject to fairly regular review – hesitant to begin inquiry without having more info on how it's built and how it is working as it is before any assessment is made on whether the adequacy of the final number is appropriate.

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Effects on Pk-3 education

Remediation K-12 courses – math and writing – good work between state and college/university systems to address that

By 2020 66% of jobs will require an associate's degree. Understand importance of proficiency based education. Remedial – find a way to make sure high school students come out of high school with a greater competency into Community college – get those skills required of work force

DOE impact on local communities – does the DOE feel they have adequate resources to meet the responsibilities and do level of outreach need to have? Would be helpful to hear from the department on that.

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