

***New***

***Superintendent***

***Information***







## Learning that works for Maine

Training an educated workforce is key to developing a successful and productive economy and society. Career and Technical Education, through its Career Clusters, Pathways, and Programs, empowers students to develop the attributes and skills necessary to become successful citizens, workers, and leaders.

Nationwide, CTE programs are changing, evolving and innovating to create an environment of opportunity within our nation's schools while, at the same time, increasing the relevance and impact of student's education. CTE students gain the skills, technical knowledge, and the rigorous academic foundation and real-world experience they need for high-skill, high-demand, and high-wage careers.

### Did you know?

- **CTE works for higher graduation rates.** *The average high school graduation rate for students concentrating in CTE programs is 90.18 percent compared to a national graduation rate of 74.9 percent.*
- **CTE works for America's jobs of tomorrow.** *Experts project 47 million job openings in the decade ending 2018. About one-third of those jobs will require an associate's degree or certificate, and nearly all will require real-world skills that can be mastered through CTE.*
- **CTE works to reduce high school drop out rates.** *High-risk students are 8 to 10 times less likely to drop out in 11th or 12th grades if they are enrolled in a CTE program compared to general education.*
- **CTE works for post-secondary placement.** *Seventy percent of students concentrating in CTE areas stayed in post-secondary education or transferred to a four-year degree program. That compared to an overall average state target of 58 percent.*

Maine has 27 outstanding secondary Career and Technical Education centers and regions that provide students with industry-based 21st Century career and occupational skills and knowledge, as well as pathways to postsecondary education and training.

With strong support from Governor Paul LePage and the Maine Legislature, Maine has improved access to CTE programs for all students and the transferability of credits to higher education.

### Maine's CTE Offers Students:

- Career pathways and programs of study that connect secondary and postsecondary education;
- Articulated college credit with Maine's postsecondary institutions;
- The opportunity to obtain national industry and state certifications;
- Academic content linked to adopted academic standards, taught with hands-on application and relevance to the real world;
- Employability skills, technical preparation, work ethics, and safety training; and
- Program curricula based on National or State certified industry standards.

### For more information...

Find us online at [www.maine.gov/education/it](http://www.maine.gov/education/it)

Maine Program Information:

- [www.maine.gov/education/it/resource\\_directory.shtml](http://www.maine.gov/education/it/resource_directory.shtml)

Local CTE - Find Your School

- [www.maine.cte.org](http://www.maine.cte.org)

State CTE Contacts

- [www.schoolswork.org](http://www.schoolswork.org)

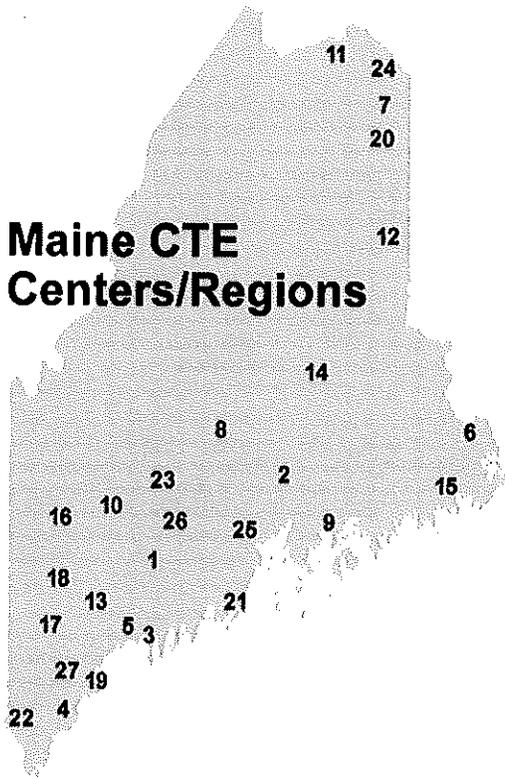
National and Federal CTE Links:

- [www2.ed.gov/about/offices/list/ovae/index.html](http://www2.ed.gov/about/offices/list/ovae/index.html)
- <http://acrn.ovae.org>

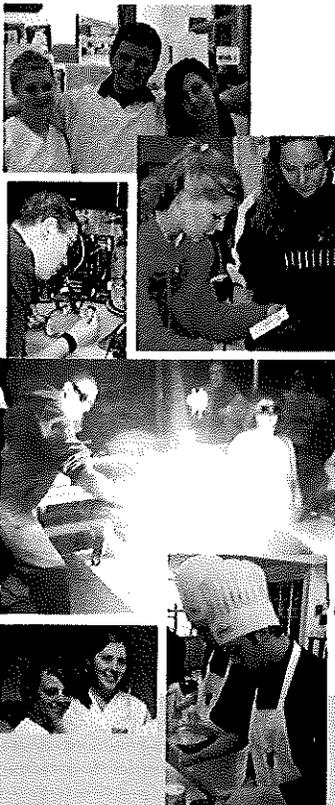


23 State House Station, Augusta, ME 04333

## Maine CTE Centers/Regions



1. **Augusta** - Capital Area Technical Center
2. **Bangor** - Region 4, United Technologies Center
3. **Bath** - Bath Regional Career and Technical Center
4. **Biddeford** - Biddeford Regional Center of Technology
5. **Brunswick** - Region 10, Technical High School
6. **Calais** - St. Croix Regional Technical Center
7. **Caribou** - Caribou Regional Technology Center
8. **Dexter** - Tri-County Technical Center
9. **Ellsworth** - Hancock County Technical Center
10. **Farmington** - Foster Technology Center
11. **Frenchville** - St. John Valley Technology Center
12. **Houlton** - Region 2, Southern Aroostook County
13. **Lewiston** - Lewiston Regional Technical Center
14. **Lincoln** - Region 3, Northern Penobscot Technical Center
15. **Machias** - Coastal Washington County Institute of Technology
16. **Mexico** - Region 9, School of Applied Technology
17. **Naples** - Lake Region Vocational Center
18. **Norway** - Region 11, Oxford Hills Technical Center
19. **Portland** - Portland Arts and Technology High School
20. **Presque Isle** - Presque Isle Regional Career and Technical Center
21. **Rockland** - Region 8, Mid-Coast School of Technology
22. **Sanford** - Sanford Regional Technical Center
23. **Skowhegan** - Somerset Career and Technical Center
24. **Van Buren** - MSAD 24
25. **Waldo** - Region 7, Waldo County Technical Center
26. **Waterville** - Mid-Maine Technical Center
27. **Westbrook** - Westbrook Regional Vocational Center



## Maine Career Clusters

- Career Pathways

### Agriculture and Natural Resources

- Agriculture/Horticulture
- Wood Harvesting

### Architecture, Construction, and Manufacturing

- Building Trades
- Drafting
- Electrical
- Machine Tool
- Small Engine Repair
- Welding

### Arts, Audio/Video Technology and Communication

- Multimedia
- Graphic Arts

### Business, Management, Administration, Finance, Marketing, Sales and Service

- Business Studies
- Cooperative Education
- Marketing/Sales

### Education and Public Services

- Early Childhood Occupations Education

### Health and Human Services

- Health Services

### Hospitality and Tourism

- Culinary Arts

### Public Safety and Security

- Public Safety

### Science, Technology, Engineering, and Mathematics (STEM), and Information Technology

- Computer Repair/Install
- Composites Manufacturing
- Pre-Engineering Technology

### Transportation

- Automotive Technology
- Auto Body
- Heavy Equipment/Commercial Driving



## Maine Department of Education

Home → Career & Technical Education → Contact List

# Contact List

If you have questions about career and technical education (CTE, formerly known as vocational education) at the high school level, contact a member of the Maine Department of Education's CTE team. The team's fax number is 207-624-6821.

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Director

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*Job responsibilities include:* CTE legislation, CTE oversight, State Board liaison, State Workforce Investment Board liaison

**Shawn Lagasse**

CTE Consultant, Education Specialist III

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*Job responsibilities include:* Data collection and reporting, Occupational Safety and Health Administration, facilities

**Doug Robertson**

CTE Consultant, Education Specialist III

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*Job responsibilities include:* Methods of administration, comprehensive school reviews, special populations and gender equity coordinator

**Nigel Norton**

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*Job responsibilities include:* Career and education development, CTE articulation, programs of study, new program approval

**Donna Tiner**

CTE Consultant, Education Specialist III  
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*Job responsibilities include:* Federal and State grant coordinator, regulations support

**Travis Wood**

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*Job responsibilities include:* Technical skills standards and assessments,  
pre-apprenticeship liaison

**Administrative Support**

**Nancy Bonenfant**

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**Site Information**

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## Maine Department of Education

Home → Career &amp; Technical Education → Schools &amp; Programs → CTE Schools

## Career and Technical Education Schools

<b>Center</b>	<b>Address</b>	<b>Phone</b>
Bath Regional Career and Technical Center	800 High Street Bath, ME 04530	207-443-8257
Biddeford Regional Center of Technology	10 Maplewood Avenue Biddeford, ME 04005	207-282-1501
Capital Area Technical Center	40 Pierce Dr., Suite 1 Augusta, ME 04330	207-626-2475
Caribou Technology Center	308 Sweden Street, Suite 1 Caribou, ME 04736	207-493-4270
Coastal Washington County Institute of Technology	291 Court Street Machias, ME 04654	207-255-0345
Foster Technology Center	129 Seamon Road Farmington, ME 04938	207-778-3562
Hancock County Technical Center	112 Boggy Brook Road Ellsworth, ME 04605	207-667-9729
Lake Region Vocational Center	1879 Roosevelt Trail Naples, ME 04055	207-693-3864
Lewiston Regional Technical Center	156 East Avenue Lewiston, ME 04240	207-795-4144
Mid-Maine Technical Center	3 Brooklyn Avenue Waterville, ME 04901	207-873-0102
Portland Arts & Technology High School	196 Allen Avenue Portland, ME 04103	207-874-8165
Presque Isle Regional Career and Technical Center	79 Blake Street Presque Isle, ME 04769	207-764-1356
Saint Croix Regional Technical Center	34 Blue Devil Hill, Suite 1 Calais, ME 04619	207-454-2581
Saint John Valley Technology Center	431 US Rt 1, PO Box 509 Frenchville, ME 04745	207-543-6606
Sanford Regional Technical Center	52 Sanford HS Blvd Sanford, ME 04073	207-324-2942
Somerset Career and Technical Center	61 Academy Circle Skowhegan, ME 04976	207-474-2151
Tri-County Technical Center	14 Abbott Hill Road Dexter, ME 04930	207-924-7670
Van Buren/M.S.A.D. #24	169 Main Street, Suite 102 Van Buren, ME 04785	207-868-2746

Westbrook Regional Vocational Center	125 Stroudwater Street Westbrook, ME 04092	207-854-0820
<b>Corrections</b>		
AR Gould School Maine Youth Center	675 Westbrook Street So. Portland, ME 04106	207-822-2660
Mountain View Youth Development Center	1182 Dover Rd Charleston ME 04422	207-285-0880
<b>Region</b>	<b>Address</b>	<b>Phone</b>
Region 2, Southern Aroostook County	PO Box 307 Houlton, ME 04730	207-532-9541
Region 3, Northern Penobscot Technical Center	35 West Broadway Lincoln, ME 04457	207-794-3004
Region 4, United Technologies Center	200 Hogan Road Bangor, ME 04401	207-942-5296
Region 7, Waldo County Technical Center	1022 Waterville Road Waldo, ME 04915	207-342-5231
Region 8, Mid-Coast School of Technology	One South Main Street Rockland, ME 04841	207-594-2161
Region 9, School of Applied Technology	377 River Road Mexico, ME 04257	207-364-3765
Region 10 Technical High School	68 Church Road Brunswick, ME 04011	207-729-6622
Region 11, Oxford Hills Technical High School	PO Box 313 Norway, ME 04268	207-743-7756

## Site Information

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**Maine Department of Education  
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Program Reviews  
Special Needs

Summer Food Service Program  
Training & Technical Assistance

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Program Reviews

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Farm to School  
Training & Technical Assistance

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Menu Certification

School Nutrition Programs  
Training & Technical Assistance

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Program Reviews

Application Approval & Verification  
Food Safety & Sanitation  
Training & Technical Assistance

**Jamie Curley**

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Program Reviews

School Breakfast Program  
Summer Food Service Program  
Training & Technical Assistance

**Andy Hutchins**

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Program Reviews

Culinary Specialist  
Food Safety & Sanitation  
Training & Technical Assistance

**Walter Beesley**

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<http://maine.gov/doe/nutrition/index.html>

National School Lunch, School Breakfast, Summer Food Service, USDA Foods

## Division of School Facilities & Pupil Transportation

The Maine Department of Education Division of School Facilities administers a variety of programs that assist school districts in improving learning environments and transportation for Maine students.

Our programs provide assistance to Maine schools, addressing needs including leased classroom space, health and safety related issues, renovations, new construction, and pupil transportation.

For information regarding these programs please visit:

<http://www.maine.gov/doe/facilities/>

<http://www.maine.gov/education/const/trans/home.htm>

### Division Contacts:

<i>Scott Brown</i> Major Capital School Construction Program	207-624-6883	<a href="mailto:scott.brown@maine.gov">scott.brown@maine.gov</a>
<i>Ann Pinnette</i> School Revolving Renovation Fund, Federal Facility Program, Leased Space Program	207-624-6885	<a href="mailto:ann.pinnette@maine.gov">ann.pinnette@maine.gov</a>
<i>Pat Hinckley</i> Building Maintenance, School Safety, Pupil Transportation	207-624-6886	<a href="mailto:pat.hinckley@maine.gov">pat.hinckley@maine.gov</a>
<i>Stephanie Clark</i> Division Support, Bus Driver Physicals, Webmaster	207-624-6848	<a href="mailto:stephanie.clark@maine.gov">stephanie.clark@maine.gov</a>

# Regional School Calendars

As a part of Public Law 2011, Chapter 686, school administrative units and private schools approved for tuition purposes are required to establish regional school calendars, in coordination with their local secondary Career and Technical Education (CTE) school. These calendars must be submitted to the Maine Department of Education no later than April 14, 2015.

In order to assist with this task, the following resources have been developed:

- [Regional Calendar Guidance](#) (DOC, 34KB) – More detailed information than is contained in the administrative letter about who is responsible for doing what and when.
- [Calendar Templates](#) (XLS, 178KB) An Excel file with a half-day worksheet for up to six schools and a full-day worksheet for up to 10 schools.
  - Use the "half day" worksheet/tab if your local CTE school day is broken down between morning and afternoon. If you have more than five sending high schools in your region, please copy the worksheet to another tab in the same file until you have enough for all schools.
  - Use the "full day" worksheet/tab if your local CTE school day is not broken down between morning and afternoon. If you have more than 9 sending high schools in your region, please copy the worksheet to another tab in the same file until you have enough for all schools.
- [Instructions for using templates](#) (PDF, 41KB) Detailed instructions for using both the full and half day Excel templates.
- [Waiver request form](#) (DOC, 226KB) – Use this form if you need to request a waiver from the requirement of no more than 5 dissimilar days.

[Maine Revised Statute, Title 20-A, Part 3, Chapter 209, Section 4801](#)

**The following additional points are added for clarification:**

- Regional School Calendars are intended to enable collaboration among school administrative units for educational programing, teacher in-service trainings, coordination with local Career & Technical Education school scheduling and other areas of common interest and student benefit
- Regional School Calendars for following year should be planned early in year in order to best meet needs of all **administrative school units** and Career and Technical Education school and last-minute changes in individual school calendars, once Regional School Calendar has been established, should be avoided
- Completion of Regional School Calendar that conforms to relevant state laws is one condition to receipt of state subsidy
- Final count of dissimilar instructional days of Regional School Calendar (for which legal maximum is 5 in absence of justified, Maine Department of Education approved waiver

request) are determined on basis of number of days when local Career and Technical School is in session for which one or more sending high school is not in session

- Waiver requests for exceeding legal maximum of 5 dissimilar instructional days are not normally granted on the basis of differing teacher in-service days among local school administrative units



## POSTSECONDARY ENROLLMENT<sup>1</sup>

*Formally the Aspirations Program*

### ELIGIBLE INSTITUTIONS:

University of Maine System • Maine Community College System • Maine Maritime Academy

### STUDENT ACADEMIC & APPROVAL REQUIREMENTS:

- The eligible institution has space available for the secondary student; a junior or senior maintaining a minimum GPA of 3.0 on a 4.0 scale or the equivalent of a “B” average.
- The eligible institution has determined that the student has satisfactorily completed any course prerequisites: approval from administrative unit and student’s parents is required.
- Students not meeting the GPA requirement may qualify if student is in grade 11 or higher, receives recommendation to take the postsecondary course(s) at an eligible institution from secondary school administration or from a teacher after student completed an assessment, and the postsecondary institution has granted student to participate.
- Home schooled students can participate if the postsecondary institution has space and if evidence is presented and accepted that articulates student’s superior academic fitness.

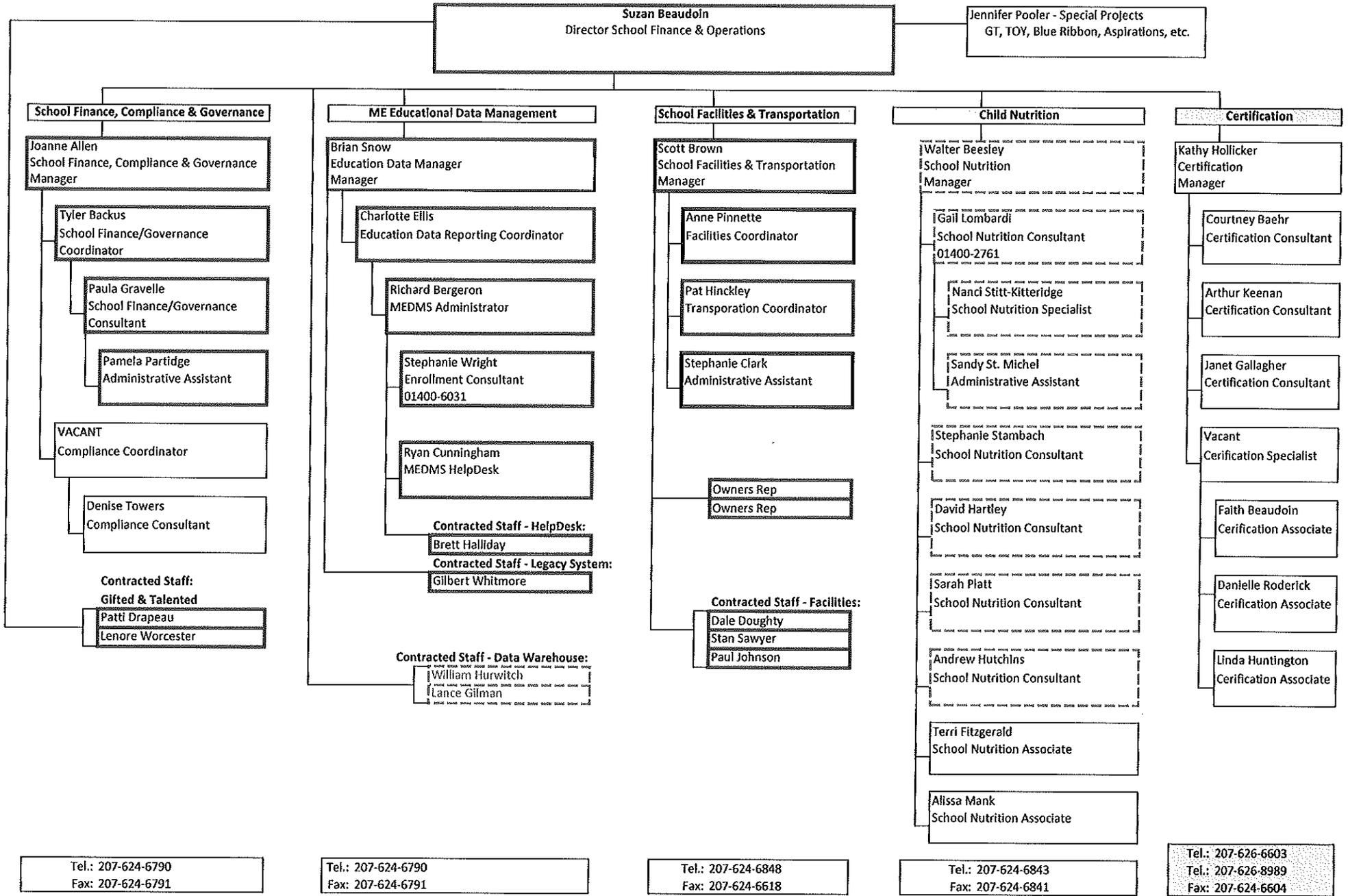
### FUNDING, AGE & RESIDENCY REQUIREMENTS:

- Eligible students are those secondary school students that are publicly funded students and home-schooled students that are Maine residents.
- Secondary students are defined at:
  1. Students not over 20 year of age before the start of the school year (starting July 1<sup>st</sup> and ending June 30<sup>th</sup>)
  2. Attending public high schools or home schooled
  3. Attending public high schools paid by student’s resident public school administrative unit
  4. Secondary age students not attending high school but taking adult education in pursuit of a GED or adult education diploma
  5. This excludes any student that has graduated (received diploma) prior to enrollment in the postsecondary course.
- Allowable credits for funding:
  1. First 6 credits each semester by a student in an eligible institution
  2. Up to 12 credits per academic year.

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<sup>1</sup> 20-A MRSA Ch. 208-A current statute as amended by Public Law 2013 Ch. 368 Part C & Public Law 2013 Ch. 400

June 16, 2015



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[Home](#) > [Data Center](#) > School Finance Data

## School Finance Data

### Reporting Forms to be Submitted

### Calendar of Reporting Forms

1. Accounting Handbook and Model Chart of Accounts
  - o MEDMS Financial System
2. Annual Payments of State and Federal Funds to School Administrative Units (P-100)
3. Audit - Federal & State Fiscal Review and Requirements; School Construction Audits
4. Budget & Guidance -- Including warrant articles
5. Charter School Invoicing - Clarification on Invoicing for Students & 2014-15 Billing Templates
6. Debt Service Wire Transfer Information - Biannual Payments made to the Maine Bond Bank on behalf of SAUs
7. Education Subsidy Information for Property Tax Bill
8. Essential Programs and Services (EPS) Funding
9. Expenditures by Budget Category
10. General Purpose Aid to Local Schools Current Data (Final ED 279 Printouts by School Administrative Unit from 2013-14 to Current Year Preliminary Printouts)
11. General Purpose Aid to Local Schools Historical Data (Final ED279 Printouts by School Administrative Unit from 2005-06 to 2012-13)
12. MaineCare Seed Reports and Adjustments
13. MEDMS Information Page (Maine Education Data Management System)
14. National Board for Professional Teacher Standards Certification Salary Supplement for Teachers
15. National Board for Professional Teacher Standards Certification Scholarship Fund for those accepted in the program
16. Per Pupil Operating Costs - not including Major Capital Outlay, Debt Service, and Transportation Expenditures
17. School Closure Procedures and Information
18. School District Organization and Cost Sharing
19. State Valuations
20. Subsidy Allocations
21. Subsidy and Debt Service Payments - (ED271)
22. Teacher Retirement - responsibility for remitting employer contributions
23. Tuition Rates - Rates for Public School Administrative Units and Private Schools Approved for Public Tuition Funds
24. Withdrawal Procedures - Withdrawal of a Single Municipality from a Regional School Unit
25. Year End Financial Reporting

## **Essential Programs & Services State Calculation for Funding Public Education (ED279):**

### **Maine's Funding Formula for Sharing the Costs of PreK-12 Education between State and Local:**

1. Determine the EPS Defined Cost for each Unit (Total Allocation)
2. Determine the Required Local Share of Those Costs (Local Contribution)
3. The Difference Between the Two is the State Share (State Contribution)

### **Background of EPS:**

- Essential Programs and Services is designed to insure that all schools have the programs and resources that are essential for all students to have an equitable opportunity to achieve Maine's Learning Results.
- The EPS model provides a basis for adequacy and greater equity in the funding of PreK-12 education because it is cost driven instead of expenditure driven.
- The model is designed to respond to student needs and is based on years of research and information gleaned from high performing cost effective school units.

### **Key EPS Operating Cost Components:**

- Student Demographics (School Administrative Unit (SAU) Pupil Counts for PreK-5, 6-8, 9-12 and Specialized Student Populations)
- EPS Per Pupil Rate for Each SAU (Per Pupil Amounts Tailored for Each Unit Which Reflect Costs for Personnel, Administration, & Instructional Support)
- Weighted Amounts (Additional Per Pupil Amounts for Limited English Proficiency (LEP) and Economically Disadvantaged Pupils)
- Targeted Amounts (Additional Per Pupil Amounts for 4YO/PreK Pupils, K-2 Pupils, Student Assessment, and Technology Resources)
- Other Adjustments (Isolated Small Schools, Declining Enrollments, Adult Education, and Equivalent Instruction)

**Line by Line Explanation of ED279 – Computation of EPS Rates:**

**Section 1 – Lines A1, A2, & A3: Attending Pupil Counts**

- Uses attending pupil counts for the school unit from the previous year, (i.e., for School Year 2015-16 the attending pupil counts used are from the 4/1/14 and 10/1/14 attending enrollment counts as reported in Infinite Campus).
- Attending student counts are based on where the students are educated. Public school district attending student counts include: (1) students from the local school district attending schools in the local school district, plus (2) students from outside the school district who are tuitioned there from other school districts.
- Separated by PreK-5, 6-8, and 9-12 for calculation of EPS determined ratios for each grade level.
- Data taken from Infinite Campus October 1<sup>st</sup> Enrollment Report and April 1<sup>st</sup> Enrollment Report

Infinite Campus  
Attending Student  
Enrollment Counts

Section 1: Computation of EPS Rates

A) Attending Counts:	PreK-5	6-8	PreK-8	9-12	Total
1) Attending Pupils (April 2014)	1,026.0 +	538.0	= 1,564.0 +	739.0 =	2,303.0
2) Attending Pupils (October 2014)	1,012.0 +	539.0	= 1,551.0 +	762.0 =	2,313.0
3) Average Pupils Calendar Year Average	1,019.0 +	538.5	1,557.5 +	750.5	2,308.0
			67 %	33 %	100%

**Section 1 – Lines B1-8: Staff Positions**

**Part 1 – Full Time Equivalent (FTE) Staff**

- EPS has determined ratios of Full Time Equivalent (FTE) Staff to Student necessary for each grade level and position.
- Current Staff to Student Ratios are shown in the table to the right; an adjustment is made if the total number of PreK-12 students from Section 1 Line A3 is less than 1200:
- EPS FTE Total is determined by dividing the Average Attending Pupils from Section 1 Line A3 for the Calendar Year for each Grade Level by the EPS Ratio; then adding the results for the three grade levels.
- Actual FTE Totals are obtained from the MEDMS Staff Information system as entered by the SAU and downloaded on December 1<sup>st</sup> of each year.
- Percentage of EPS is determined by dividing the EPS FTE Total by the Actual FTE Total.

Position	PreK – 5		6 – 8		9 – 12	
		Under 1200		Under 1200		Under 1200
A. Teachers	17:1	17:1	16:1	16:1	15:1	15:1
B. Guidance	350:1	315:1	350:1	315:1	250:1	225:1
C. Librarians	800:1	720:1	800:1	720:1	800:1	720:1
D. Health	800:1	720:1	800:1	720:1	800:1	720:1
E. Education Techs	100:1	250:1	100:1	90:1	250:1	225:1
F. Library Techs	500:1	450:1	500:1	450:1	500:1	450:1
G. Clerical	200:1	180:1	200:1	180:1	200:1	180:1
H. School Admin	305:1	275:1	305:1	275:1	315:1	284:1

**Section 1 – Lines B1-8: Staff Positions**  
**Part 2 – Adjusted EPS Salary**



B) Staff Positions	PreK-5 EPS FTE	Student to Staff	+	6-8 EPS FTE	Student to Staff	+	9-12 EPS FTE	Student to Staff	=	EPS FTE Total	÷	Actual FTE Total	=	% Of EPS	x	SAU Data in EPS Matrix	=	Adjusted EPS Salary	=	Elementary Salary	Secondary Salary
1) Teachers	59.9	(17:1)	+	33.7	(16:1)	+	50.0	(15:1)	=	143.6	÷	145.9	=	0.98	x	7,825,312	=	7,668,806	=	5,138,100	2,530,706
2) Guidance	2.9	(350:1)	+	1.5	(350:1)	+	3.0	(250:1)	=	7.4	÷	9.6	=	0.77	x	497,141	=	382,799	=	256,475	126,324
3) Librarians	1.3	(800:1)	+	0.7	(800:1)	+	0.9	(800:1)	=	2.9	÷	1.0	=	2.90	x	52,136	=	151,194	=	101,300	49,894
4) Health	1.3	(800:1)	+	0.7	(800:1)	+	0.9	(800:1)	=	2.9	÷	5.0	=	0.58	x	261,867	=	151,883	=	101,762	50,121
5) Education Techs	10.2	(100:1)	+	5.4	(100:1)	+	3.0	(250:1)	=	18.6	÷	10.3	=	1.81	x	208,547	=	377,470	=	252,905	124,565
6) Library Techs	2.0	(500:1)	+	1.1	(500:1)	+	1.5	(500:1)	=	4.6	÷	5.0	=	0.92	x	105,442	=	97,007	=	64,995	32,012
7) Clerical	5.1	(200:1)	+	2.7	(200:1)	+	3.8	(200:1)	=	11.6	÷	13.2	=	0.88	x	424,815	=	373,837	=	250,471	123,366
8) School Admin.	3.3	(305:1)	+	1.8	(305:1)	+	2.4	(315:1)	=	7.5	÷	8.0	=	0.94	x	681,233	=	640,359	=	429,041	211,318

- The EPS Staff Salary is determined using the Salary Matrix shown on the next page. The Years of Experience and Education Level Attained are important factors in determining the Minimum Teacher Salary for the EPS Funding formula. The data entered by the SAU into the MEDMS Staff Information System is used along with the Salary Matrix to determine the minimum teacher salary for each EPS Staff Position – the total of those positions is then used in this calculation.
- Actual salaries are ultimately determined by local contract agreements.
- The Adjusted EPS Salary is calculated by multiplying the SAU Data in EPS Matrix Salary amount by the % of EPS. That amount is then distributed to the Elementary and Secondary columns based on the percentage of attending pupils determined in Section 1A. In this example, Elementary Students = 67% and Secondary Students = 33%; therefore 67% of each Adjusted EPS Salary amount is in the Elementary Salary column and 33% of each Adjusted EPS Salary amount is in the Secondary Salary column.

**SALARY MATRIXES**

**SALARY MATRIX for Teachers, Guidance/Social Workers, and Librarians**

Years of Experience	Education Category				
	BA only	BA+15 BA+30	MA or MA+15	MA+30 or CAS	Doctorate
<1	1.00	1.04	1.16	1.24	1.25
1-5	1.07	1.11	1.23	1.31	1.32
6-10	1.22	1.27	1.38	1.47	1.47
11-15	1.39	1.44	1.55	1.63	1.64
16-20	1.56	1.60	1.72	1.80	1.81
21-25	1.68	1.73	1.84	1.93	1.93
26-30	1.74	1.79	1.90	1.98	1.99
31+	1.76	1.80	1.92	2.00	2.01

CLASSROOM TEACHER  
LITERACY SPECIALIST  
LONG TERM SUBSTITUTE  
SCHOOL SOCIAL WORKER  
DIRECTOR OF GUIDANCE  
GUIDANCE COUNSELOR  
LIBRARIAN/MEDIA SPECIALIST

Years of Experience	Education Category				
	BA only	BA+15 BA+30	MA or MA+15	MA+30 or CAS	Doctorate
<1	33,636	34,981	39,018	41,709	42,045
1-5	35,991	37,336	41,372	44,063	44,400
6-10	41,036	42,718	46,418	49,445	49,445
11-15	46,754	48,436	52,136	54,827	55,163
16-20	52,472	53,818	57,854	60,545	60,881
21-25	56,508	58,190	61,890	64,917	64,917
26-30	58,527	60,208	63,908	66,599	66,936
31+	59,199	60,545	64,581	67,272	67,608

**SALARY MATRIX for Education Technicians and Library Technicians/Media Assistants**

Years of Experience	Tech I	Tech II	Tech III	Media Tech I	Media Tech II	Media Tech III
<1	0.84	1.00	1.13	0.90	1.02	1.16
1-5	0.88	1.04	1.18	0.94	1.06	1.21
6-10	0.95	1.12	1.25	1.02	1.14	1.28
11-15	1.04	1.21	1.34	1.11	1.22	1.37
16+	1.06	1.22	1.35	1.12	1.24	1.38

ED TECH I  
ED TECH II  
ED TECH III  
ED TECH I - LIBRARY/MEDIA  
ED TECH II - LIBRARY/MEDIA  
ED TECH III - LIBRARY/MEDIA

Base Salary for Matrix Education Technician II with zero experience

Years of Experience	Tech I	Tech II	Tech III	Media Tech I	Media Tech II	Media Tech III
<1	13,926	16,579	18,734	14,921	16,911	19,232
1-5	14,590	17,242	19,563	15,584	17,574	20,061
6-10	15,750	18,568	20,724	16,911	18,900	21,221
11-15	17,242	20,061	22,216	18,403	20,226	22,713
16+	17,574	20,226	22,382	18,568	20,558	22,879

**SALARY MATRIX for School Administrators**

State-wide Average Salary		PRINCIPAL ASSISTANT PRINCIPAL											
82,374		Actual FTEs:		School Enrollment									
1. A. Principals		School Enrollment Ratio:	1 to 124	125 to 174	175 to 249	250 to 349	350 to 499	500 to 699	700 to 999	1000+			
FTE		.88	.92	.96	1.01	1.05	1.11	1.18	1.24				
Salary		72,489	75,784	79,079	83,198	86,493	91,435	97,201	102,144				
1. B. Asst. Principals		School Enrollment Ratio:	1 to 124	125 to 174	175 to 249	250 to 349	350 to 499	500 to 699	700 to 999	1000+			
FTE		.70	.73	.78	.83	.87	.93	.99	1.06				
Salary		57,662	60,133	64,252	68,370	71,665	76,608	81,550	87,316				

**SALARY MATRIX for Clerical staff**

Years of Experience	Secretaries Salary Factor	Secretaries Salary
<1	1.00	26,376
1-5	1.08	28,486
6-10	1.18	31,124
11-15	1.27	33,498
16+	1.30	34,289

ADMINISTRATIVE ASSISTANT/SECRETARY  
School Administrative Asst./Secretaries only

Secretaries	Years of Experience				
	<1	1-5	6-10	11-15	16+
FTE	1.00	1.00	1.00	1.00	1.00
Salary	26,376	28,486	31,124	33,498	34,289

**SALARY MATRIX for Health staff**

Years of Experience	Health Salary Factor	Health Salary
<1	0.85	43,221
1-5	0.93	47,289
6-10	0.94	47,797
11-15	1.06	53,899
16+	1.11	56,441

NURSE

Health	Years of Experience				
	<1	1-5	6-10	11-15	16+
FTE	1.00	1.00	1.00	1.00	1.00
Salary	43,221	47,289	47,797	53,899	56,441

- The example below shows how the calculation of EPS FTE and Elementary and Secondary Salary are determined on the ED279.

Section 1: Computation of EPS Rates

A) Attending Counts:		PreK-5	6-8		PreK-8	9-12	Total
1) Attending Pupils (April 2014)		1,026.0 +	538.0	=	1,564.0 +	739.0	= 2,303.0
2) Attending Pupils (October 2014)		1,012.0 +	539.0	=	1,551.0 +	762.0	= 2,313.0
3) Average Pupils Calendar Year Average		1,019.0	538.5		1,557.5 +	750.5	2,308.0
					67 %	33 %	100%

B) Staff Positions		PreK-5 EPS FTE	Student to Staff	6-8 EPS FTE	Student to Staff	9-12 EPS FTE	Student to Staff	EPS FTE Total	Actual FTE Total	% Of EPS	SAU Data in EPS Matrix	Adjusted EPS Salary	Elementary Salary	Secondary Salary
1) Teachers		59.9	(17:1)	33.7	(16:1)	50.0	(15:1)	143.6	145.9	0.98	x 7,825,312	= 7,668,806	= 5,138,100	2,530,706

Attending PreK-5 Calendar Year Average Pupils		1,019.0
Student to Staff Ratio	÷	17
PreK-5 EPS Full Time Equivalent (FTE) Teachers	=	59.9
Attending 6-8 Calendar Year Average Pupils		538.5
Student to Staff Ratio	÷	16
6-8 EPS FTE Teachers	=	33.7
Attending 9-12 Calendar Year Average Pupils		750.5
Student to Staff Ratio	÷	15
9-12 EPS FTE Teachers	=	50.0
PreK-5 EPS FTE Teachers		59.9
6-8 EPS FTE Teachers	+	33.7
9-12 EPS FTE Teachers	+	50.0
EPS FTE Total Teachers	=	143.6

Actual FTE Staff as Reported by SAU in MEDMS Staff Information System.

Adjusted EPS Salary is adjusted to reflect EPS to Actual Staff Ratio (% of EPS).

EPS FTE Total		143.6
Actual FTE Total	÷	145.9
% of EPS	=	0.98
SAU Data in EPS Matrix	x	7,825,312
Adjusted EPS Salary	=	7,668,806
% PreK-8 Calendar Year Average Pupils	x	67%
Elementary Salary	=	5,138,100
Adjusted EPS Salary		7,668,806
% 9-12 Calendar Year Average Pupils	x	33%
Secondary Salary	=	2,530,706

## Section 1 – Lines C1-4: Computation of Benefits

C) Computation of Benefits:		Percentage		Elementary Salary	=	Secondary Salary	=	Elementary Benefits	Secondary Benefits
1)	Teachers, Guidance, Librarians & Health	19.00%	X	5,597,637	=	2,757,045	=	1,063,551	523,839
2)	Education & Library Technicians	36.00%	X	317,900	=	156,577	=	114,444	56,368
3)	Clerical	29.00%	X	250,471	=	123,366	=	72,637	35,776
4)	School Administrators	14.00%	X	429,041	=	211,318	=	60,066	29,585

- Benefits are calculated using the EPS percentage for each category.
- The current EPS Salary Benefits percentage amounts for each of the following categories are:

Salary Benefits	%
A. Teacher, Guidance, Librarians & Health	19%
B. Education & Library Technicians	36%
C. Clerical	29%
D. School Administrators	14%

- The example below shows how the calculation of Benefits is determined on the ED279.

B) Staff Positions	PreK-5 EPS FTE	Student to Staff	+	6-8 EPS FTE	Student to Staff	+	9-12 EPS FTE	Student to Staff	=	EPS FTE Total	+	Actual FTE Total	=	% Of EPS	x	SAU Data in EPS Matrix	=	Adjusted EPS Salary	=	Elementary Salary	Secondary Salary
1) Teachers	59.9	(17:1)	+	33.7	(16:1)	+	50.0	(15:1)	=	143.6	+	145.9	=	0.98	x	7,825,312	=	7,668,806	=	5,138,100	2,530,706
2) Guidance	2.9	(350:1)	+	1.5	(350:1)	+	3.0	(250:1)	=	7.4	+	9.6	=	0.77	x	497,141	=	382,799	=	256,475	126,324
3) Librarians	1.3	(800:1)	+	0.7	(800:1)	+	0.9	(800:1)	=	2.9	+	1.0	=	2.90	x	52,136	=	151,194	=	101,300	49,894
4) Health	1.3	(800:1)	+	0.7	(800:1)	+	0.9	(800:1)	=	2.9	+	5.0	=	0.58	x	261,867	=	151,883	=	101,762	50,121
Sum =																			5,597,637	=	2,757,045

C) Computation of Benefits:	Percentage		Elementary Salary	=	Secondary Salary	=	Elementary Benefits	Secondary Benefits
1) Teachers, Guidance, Librarians & Health	19.00%	X	5,597,637	=	2,757,045	=	1,063,551	523,839
2) Education & Library Technicians	36.00%	X	317,900	=	156,577	=	114,444	56,368
3) Clerical	29.00%	X	250,471	=	123,366	=	72,637	35,776
4) School Administrators	14.00%	X	429,041	=	211,318	=	60,066	29,585

Total EPS Salaries (Teachers, Guidance, Librarians & Health)	Elementary Salaries	x EPS Percentage	= Elementary Benefits	Secondary Salaries	x EPS Percentage	= Secondary Benefits
	5,597,637	x 19.00%	1,063,551	2,757,045	x 19.00%	523,839

## Section 1 – Lines D1-7: Other Support Per-Pupil Costs

D) Other Support Per-Pupil Costs:	PreK-8	9-12	Elementary Students	Secondary Students	Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	40	40 X	1,557.5 =	750.5	62,300	30,020
2) Supplies and Equipment	361	498 X	1,557.5 =	750.5	562,258	373,749
3) Professional Development	62	62 X	1,557.5 =	750.5	96,565	46,531
4) Instructional Leadership Support	26	26 X	1,557.5 =	750.5	40,495	19,513
5) Co- and Extra-Curricular Student	37	119 X	1,557.5 =	750.5	57,628	89,310
6) System Administration/Support	229	229 X	1,557.5 =	750.5	356,668	171,865
7) Operations & Maintenance	1056	1255 X	1,557.5 =	750.5	1,644,720	941,878

- Other Support Per-Pupil Costs are calculated based on the EPS determined Per Pupil Amount.
- The current (FY 16) EPS Per Pupil amounts for each of the following support costs are shown in the table to the right:
- The example below shows how the calculation of Other Support Costs is determined on the ED279.

Other Support Costs	PreK – 8	9 – 12
1) Substitute Teachers (½ Day)	40	40
2) Supplies and Equipment	361	498
3) Professional Development	62	62
4) Instructional Leadership Support	26	26
5) Co- and Extra-Curricular Student	37	119
6) System Administration/Support	229	229
7) Operations and Maintenance	1,056	1,255

### Section 1: Computation of EPS Rates

A) Attending Counts:	PreK-5	6-8	PreK-8	9-12	Total
1) Attending Pupils (April 2014)	1,026.0 +	538.0	= 1,564.0 +	739.0	= 2,303.0
2) Attending Pupils (October 2014)	1,012.0 +	539.0	= 1,551.0 +	762.0	= 2,313.0
3) Average Pupils Calendar Year Average	1,019.0 +	538.5	= 1,557.5	750.5	= 2,308.0
			67 %	33 %	100%

D) Other Support Per-Pupil Costs:	PreK-8	9-12	Elementary Students	Secondary Students	Elementary Support	Secondary Support
1) Substitute Teachers (1/2 Day)	40	40 X	1,557.5 =	750.5	62,300	30,020
2) Supplies and Equipment	361	498 X	1,557.5 =	750.5	562,258	373,749
3) Professional Development	62	62 X	1,557.5 =	750.5	96,565	46,531
4) Instructional Leadership Support	26	26 X	1,557.5 =	750.5	40,495	19,513
5) Co- and Extra-Curricular Student	37	119 X	1,557.5 =	750.5	57,628	89,310
6) System Administration/Support	229	229 X	1,557.5 =	750.5	356,668	171,865
7) Operations & Maintenance	1056	1255 X	1,557.5 =	750.5	1,644,720	941,878

Other Support Per-Pupil Costs:	PreK-8 Rate	Elementary Students	= Elementary Support Costs	9-12 Rate	Secondary Students	= Secondary Costs
Substitute Teacher (1/2 Day)	40	x 1,557.5	= 62,300	40	x 750.5	= 30,020

## Section 1 – Line E1: Regional Adjustment for Staff & Substitute Salaries

### E) Other Adjustments:

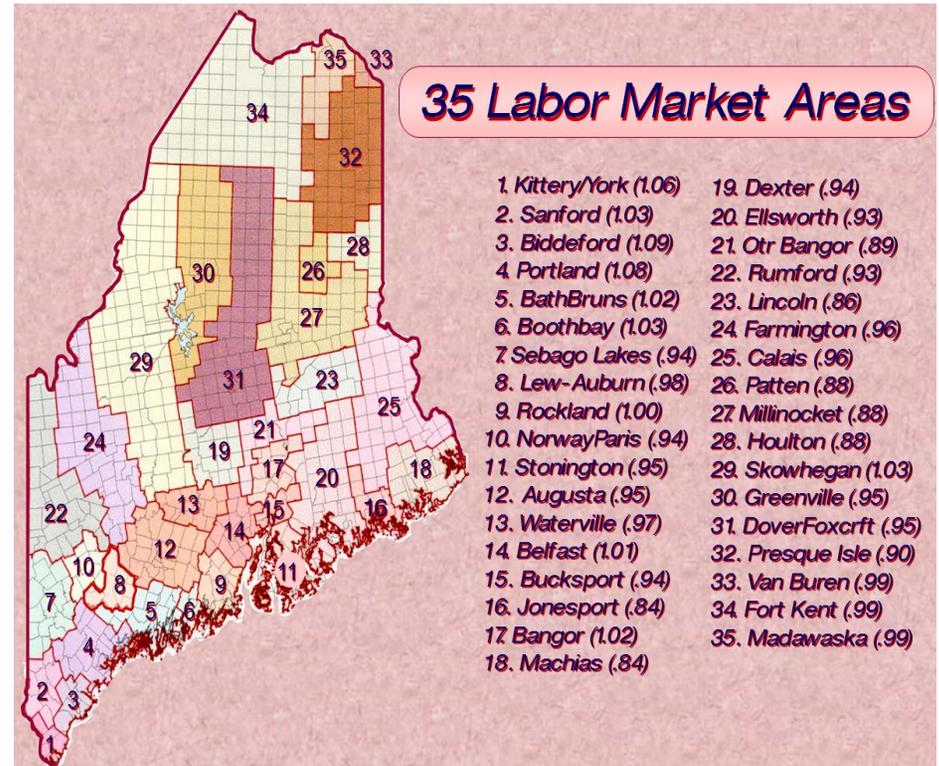
1) Regional Adjustment for Staff & Substitute Salaries

Regional Index = 1.06

399,441

196,700

- The Regional Adjustment for Staff & Substitute Salaries is necessary due to the variations in Income Levels and Housing Costs throughout the State of Maine.
- A fundamental premise of Essential Programs and Services is that there must be adequate resources to achieve desired outcomes and there must be *equity* in the distribution of adequate resources.
- The calculation of Personnel Costs in EPS is based on:
  1. EPS Guiding Personnel Ratios
  2. SAU Staff Profiles (Experience and Education of staff)
  3. Regional Cost Differences
- The EPS Regional Adjustment will either increase or decrease total salaries plus substitutes for a school unit based on the Labor Market Regional Cost Factor where the school unit is located.
- The 35 Labor Market Areas and the EPS regional cost factor for each is shown to the right:
- The example on the next page shows how the Regional Adjustment calculation is calculated in the ED279 report.



i.e., the cost of living in Kittery/York is higher than in most other areas of the state – therefore the Regional Adjustment for school units in that labor market area is an increase of 6% over the cost of Salaries + Substitutes.

B) Staff Positions	PreK-5 EPS FTE	Student to Staff	+ 6-8 EPS FTE	Student to Staff	+ 9-12 EPS FTE	Student to Staff	= EPS FTE Total	+ Actual FTE Total	= % Of EPS	x SAU Data in EPS Matrix	= Adjusted EPS Salary	Elementary Salary	Secondary Salary
1) Teachers	59.9	(17:1)	+ 33.7	(16:1)	+ 50.0	(15:1)	= 143.6	+ 145.9	= 0.98	x 7,825,312	= 7,668,806	5,138,100	2,530,706
2) Guidance	2.9	(350:1)	+ 1.5	(350:1)	+ 3.0	(250:1)	= 7.4	+ 9.6	= 0.77	x 497,141	= 382,799	256,475	126,324
3) Librarians	1.3	(800:1)	+ 0.7	(800:1)	+ 0.9	(800:1)	= 2.9	+ 1.0	= 2.90	x 52,136	= 151,194	101,300	49,894
4) Health	1.3	(800:1)	+ 0.7	(800:1)	+ 0.9	(800:1)	= 2.9	+ 5.0	= 0.58	x 261,867	= 151,883	101,762	50,121
5) Education Techs	10.2	(100:1)	+ 5.4	(100:1)	+ 3.0	(250:1)	= 18.6	+ 10.3	= 1.81	x 208,547	= 377,470	252,905	124,565
6) Library Techs	2.0	(500:1)	+ 1.1	(500:1)	+ 1.5	(500:1)	= 4.6	+ 5.0	= 0.92	x 105,442	= 97,007	64,995	32,012
7) Clerical	5.1	(200:1)	+ 2.7	(200:1)	+ 3.8	(200:1)	= 11.6	+ 13.2	= 0.88	x 424,815	= 373,837	250,471	123,366
8) School Admin.	3.3	(305:1)	+ 1.8	(305:1)	+ 2.4	(315:1)	= 7.5	+ 8.0	= 0.94	x 681,233	= 640,359	429,041	211,318

D) Other Support Per-Pupil Costs:	PreK-8	9-12	Elementary Students	Secondary Students
1) Substitute Teachers (1/2 Day)	40	40 X	1,557.5 =	750.5 =

Elementary Regional Adjustment Calculation	
Sum of all Elementary Salaries	6,595,059
+ Substitute Teachers Costs	+ 62,300
= Total Staff & Substitute Salaries	= 6,657,359
x Labor Market Factor (+ or -)	x (+.06)
Labor Market Adjustment (+ or -)	= (+) 399,441

Secondary Regional Adjustment Calculation	
Sum of all Secondary Salaries	3,248,306
+ Substitute Teachers Costs	+ 30,020
= Total Staff & Substitute Salaries	= 3,278,326
x Labor Market Factor (+ or -)	x (+.06)
Labor Market Adjustment (+ or -)	= (+) 196,700

E) Other Adjustments:	Regional Index =	Elementary	Secondary
1) Regional Adjustment for Staff & Substitute Salaries	1.06	399,441	196,700

## Section 1 – Line E2: Adjustment for Title I Revenues

2) Adjustment for Title I Revenues

-93,769

-46,184

- The calculation of “State” subsidy must only be based on State and local costs (no federal). In Section 1B of the ED 279 report, there are staff salaries included that are paid with Federal Title I funds.
- An adjustment is made for Title I Revenues received by each school unit in order to remove these federal funded staff from the calculation of State subsidy.
- Title I Revenue amounts are net of the Federal funds retirement rate and are downloaded from the MEDMS financial data reported by the SAU using the base year amounts (for FY 16 the FY 14 Title I Revenues are used) and distributed between the Elementary and Secondary columns based on the percentage of attending pupils determined in Section 1A.

## Section 1 – Totals: Calculated EPS Per-Pupil Rates

Section 1: Totals		11,032,053	5,717,256
Divided by Attending Pupils:	÷	1,557.5	750.5
Calculated EPS Rates Per Pupil:	=	7,083	7,618

- EPS Per-Pupil Rates are tailored for each individual SAU and reflect the costs for Personnel, Administration, and Instructional Support in that specific SAU.
- The rates are determined by dividing the Total Support Costs after the Regional Adjustment and Title I Revenues Adjustment have been applied (Section 1: Totals) by the Attending Pupil Count for both Elementary and Secondary.
- The Per Pupil rates are then used to determine operating cost allocations on the subsequent pages of the ED279 report.
- The example above illustrates the calculation.
- If the SAU does not operate either an Elementary or Secondary School, or both, then the EPS Rate is determined using an average of the EPS rates for the SAU where the resident students attend school.

**Section 2: (Operating Cost Allocations) – Lines A1-6: Subsidizable Pupils (Includes Superintendent Transfers)**

Public School Resident Subsidy Counts are the counts of students that are used in the calculation of subsidy for school administrative units. These numbers are derived from the publicly funded resident enrollment counts reported in Infinite Campus twice a year, on October 1 and April 1. These numbers also include superintendent transfers.

Section 2: Operating Cost Allocations

A) Subsidizable Pupils ( Includes Superintendent Transfers )	4YO/PreK		K-8		9-12	=	Total
1) April 2012	113.0	+	1,531.0	+	718.0	=	2,362.0
2) October 2012	108.0	+	1,483.0	+	721.0	=	2,312.0
3) April 2013	111.0	+	1,481.0	+	715.0	=	2,307.0
4) October 2013	133.0	+	1,447.0	+	744.0	=	2,324.0
5) April 2014	135.0	+	1,429.0	+	737.0	=	2,301.0
6) October 2014	105.0	+	1,440.0	+	767.0	=	2,312.0

Infinite Campus  
Resident Student  
Enrollment Counts

For public school systems, the October 1 and April 1 student counts are the student counts used to determine state subsidy amounts.

**Resident subsidy counts** are based on where the students' parent or legal guardian resides. They are counts of students who reside in each school unit and are educated at public expense. Public school unit resident subsidizable counts include:

1. Resident students from the local school unit attending schools in the local school unit.
2. Resident students from the local school unit who are tuitioned to other public school units or private schools and who are paid for with public funds.

Resident Subsidy Counts do **NOT** include:

- students educated in the Maine Indian Education system (except for the Maine Indian Education Unit)
- students educated in State Operated schools
- students educated in the Unorganized Territories
- students educated in private schools (non-publicly funded)
- students educated for free or paid for by the parents
- students either below the minimum age or over the maximum age for services

**Note:** Attending Student Counts are based on where students are enrolled; while Subsidizable Student Counts are based on where students live.

**Section 2: (Operating Cost Allocations) – Lines B1-7: Basic Counts**

**B1: 4YO/PreK Pupils Operating Cost Allocation** is determined by using the most recent October 4YO/PreK Pupils (October 2014 in the example below) plus the declining enrollment adjustment, if any (see note below), times the Elementary SAU EPS Rate as determined in Section 1 of the ED 279 report.

**B2: K-8 Pupils Operating Cost Allocation** is determined by using the Average Calendar Year K-8 Pupils (using the average of the most recent calendar year subsidizable pupil counts; April 2014 & October 2014 in the example below), plus the declining enrollment adjustment, if any (see note below), times the Elementary SAU EPS Rate as determined in Section 1 of the ED279 report.

**B3: 9-12 Pupils Operating Cost Allocation** is determined by using the Average Calendar Year 9-12 Pupils (using the average of the most recent calendar year subsidizable pupil counts; April 2014 & October 2014 in the example below), plus the declining enrollment adjustment, if any (see note below), times the Secondary SAU EPS Rate as determined in Section 1 of the ED279 report.

*Note: Declining Enrollment Adjustment for 4YO/PreK is the difference between the average of the 4YO/PreK Subsidizable Pupils (lines A 2, 4 & 6) for the most recent three October counts and the most recent October count (line A6); for K-8 and 9-12 is the difference between the average of the K-8 or 9-12 Subsidizable Pupils (lines A1-6) for the most recent six counts and the most recent calendar year average (lines A5-6). SAU must operate a school in order to be eligible for the declining enrollment adjustment.*

Section 2: Operating Cost Allocations						Sect						
A) Subsidizable Pupils (Includes Superintendent Transfers)												
1)	April 2012	4YO/PreK	113.0	+	K-8	1,531.0	+	9-12	718.0	=	Total	2,362.0
2)	October 2012		108.0	+		1,483.0	+		721.0	=		2,312.0
3)	April 2013		111.0	+		1,481.0	+		715.0	=		2,307.0
4)	October 2013		133.0	+		1,447.0	+		744.0	=		2,324.0
5)	April 2014		135.0	+		1,429.0	+		737.0	=		2,301.0
6)	October 2014		105.0	+		1,440.0	+		767.0	=		2,312.0
B) Basic Counts												
1)	4YO/PreK Pupils (Oct only)	Ave Calendar Year Pupils	105.0	+	Declining Enrollment	10.33	X	SAU EPS Rates from Page 1	7,083	=	Basic Cost Allocations	816,882.39
2)	K-8 Pupils		1,434.5	+		34.00	X		7,083	=		10,401,385.50
3)	9-12 Pupils		752.0	+		0.00	X		7,618	=		5,728,736.00
4)	Adult Education Courses at .1		3.9	X					7,618	=		29,710.20
5)	4YO/PreK Equiv. Instruction Pupils (Oct only)		0.000	X					7,083	=		0.00
6)	K-8 Equiv. Instruction Pupils		0.000	X					7,083	=		0.00
7)	9-12 Equiv. Instruction Pupils		0.375	X					7,618	=		2,856.75

Declining Enrollment Adjustment Calculation		
Average 4YO/PreK October Pupils (3 counts)		115.33
- Most Recent October Count		105.0
= 4YO/PreK Declining Enrollment Adjustment		10.33
Average K-8 Subsidizable Pupils (6 counts)		1,468.5
- Most Recent Calendar Year Average		- 1,434.5
= K-8 Declining Enrollment Adjustment		= 34.00

K-8 Pupils Basic Allocation Calculation		
Average Calendar Year Pupils		1,434.5
+ Declining Enrollment Adjustment		34.00
= K-8 Pupils		= 1,468.5
x Elementary EPS Rate from Section 1		x 7,083
K-8 Basic Allocation Amount		= 10,401,385.50

**Section 2: (Operating Cost Allocations) – Lines B1-7: Basic Counts**

B) Basic Counts		Ave. Calendar Year Pupils		Declining Enrollment		SAU EPS Rates from Page 1		Basic Cost Allocations
1)	4YO/PreK Pupils (Oct only)	105.0	+	10.33	X	7,083	=	816,882.39
2)	K-8 Pupils	1,434.5	+	34.00	X	7,083	=	10,401,385.50
3)	9-12 Pupils	752.0	+	0.00	X	7,618	=	5,728,736.00
4)	Adult Education Courses at .1	3.9			X	7,618	=	29,710.20
5)	4YO/PreK Equiv. Instruction Pupils (Oct only)	0.000			X	7,083	=	0.00
6)	K-8 Equiv. Instruction Pupils	0.000			X	7,083	=	0.00
7)	9-12 Equiv. Instruction Pupils	0.375			X	7,618	=	2,856.75

**B4: Adult Education Courses at .1 Operating Cost Allocation** is determined by multiplying the adult education course count as reported by the SAU (on the EFM 39A and EFM 39B reports) by the Secondary SAU EPS Rate as determined in Section 1 of the ED279 report. (Note: for state subsidy purposes, school-aged adult ed student courses are counted as .1 of a course for each semester-long course taken.)

*Definition of 4YO/PreK, K-8 and 9-12 Equivalent Instruction Pupils: a SAU is entitled to receive state subsidy for any student who receives instruction through one or more on-site academic courses from a public school but is not a full-time student. The rate of reimbursement must be established in increments of 0.25 full-time equivalent status up to 1.0 full-time equivalent status based on the average amount of time per day that a student receives on-site academic services from a public school. (Title 20-A, §5021, Subsection 8)*

**B5: 4YO/PreK Equivalent Instruction Pupils Operating Cost Allocation** is determined by using the “October Equivalent Instruction Pupils” count (as reported in Infinite Campus) times the Elementary SAU EPS Rate as determined in Section 1 of the ED279 report.

**B6: K-8 Equivalent Instruction Pupils Operating Cost Allocation** is determined by using the average of the “April Equivalent Instruction Pupils” count and the “October Equivalent Instruction Pupils” count (as reported in Infinite Campus) times the Elementary SAU EPS Rate as determined in Section 1 of the ED279 report.

**B7: 9-12 Equivalent Instruction Pupils Operating Cost Allocation** is determined by using the average of the “April Equivalent Instruction Pupils” count and the “October Equivalent Instruction Pupils” count (as reported in Infinite Campus) times the Secondary SAU EPS Rate as determined in Section 1 of the ED279 report.

## Section 2: (Operating Cost Allocations) – Lines C1-6: Weighted Counts

B) Basic Counts		Ave. Calendar Year Pupils	Declining Enrollment	SAU EPS Rates from Page 1	Basic Cost Allocations
1)	4YO/PreK Pupils (Oct only)	105.0 +	10.33	X 7,083 =	816,882.39
2)	K-8 Pupils	1,434.5 +	34.00	X 7,083 =	10,401,385.50
3)	9-12 Pupils	752.0 +	0.00	X 7,618 =	5,728,736.00

C) Weighted Counts	(Oct only)	Pupils	EPS Weights	SAU EPS Rates from Page 1	Weighted Cost Allocations
1)	4YO/PreK Disadvantaged @ 0.2466	25.9 X	0.15	X 7,083 =	27,517.46
2)	K-8 Disadvantaged @ 0.2466	353.7 X	0.15	X 7,083 =	375,788.57
3)	9-12 Disadvantaged @ 0.2466	185.4 X	0.15	X 7,618 =	211,856.58
4)	4YO/PreK Limited English Prof.	1.0 X	0.500	X 7,083 =	3,541.50
5)	K-8 Limited English Prof.	8.0 X	0.500	X 7,083 =	28,332.00
6)	9-12 Limited English Prof.	7.0 X	0.500	X 7,618 =	26,663.00

Percentage of Total K-8 Pupils who are eligible for Free & Reduced Lunch using October counts from Infinite Campus

Number of Pupils is determined by using the 4YO/PreK Oct Count; K-8 and 9-12 Average Calendar Year Pupils from Line B1-3 Basic Counts respectively, times the percentage of disadvantaged students

Limited English Proficiency student EPS weights are as follows:  
 SAU with 15 or fewer LEP students = .70  
 SAU with 16 – 250 LEP students = .50  
 SAU with 251 or more LEP students = .525

Disadvantaged Pupil EPS Rates are .15 as determined by statute.

**4YO/PreK, K-8 and 9-12 Disadvantaged Percentage** is calculated by dividing the PreK-8 Elementary Free & Reduced Lunch (FRL) October count by the Total PreK-8 Subsidy October count as reported in Infinite Campus.

(Example:  $FRL\ PreK-8\ Count\ 381 \div Total\ PreK-8\ Subsidy\ Count\ 1,545 = 0.2466$ )

**4YO/PreK, K-8 and 9-12 Disadvantaged Weighted Count Operating Cost Allocation** is determined by multiplying the percentage of pupils eligible for free & reduced lunch by the October 4YO/PreK Pupils (Line B1) and by the average calendar year K-8 (Line B2) or 9-12 (Line B3) pupils; then multiplying that number of disadvantaged pupils by the EPS determined weight (.15 at this time) and finally multiplying it by the Elementary or Secondary SAU EPS Rate as determined on page 1 of the ED279 report.

(Example:  $0.2466 \times 105.0 = 25.9 \times 0.15 = 3.885 \times 7,083 = \$27,517.46$ )

**4YO/PreK, K-8 and 9-12 Limited English Proficiency Weighted Count Operating Cost Allocation** is determined by multiplying the number of limited English proficiency students that are provided services through programs approved by the Department of Education October count by the weight as determined depending upon the total number of LEP students in the SAU and then multiplying that by the Elementary or Secondary SAU Rate as determined on page 1 of the ED279 report.

**Section 2: (Operating Cost Allocations) – Lines D1-8: Targeted Funds**

B) Basic Counts		Ave. Calendar Year Pupils		Declining Enrollment		SAU EPS Rates from Page 1		Basic Cost Allocations
1)	4YO/PreK Pupils (Oct only)	105.0	+	10.33	X	7,083	=	816,882.39
2)	K-8 Pupils	1,434.5	+	34.00	X	7,083	=	10,401,385.50
3)	9-12 Pupils	752.0	+	0.00	X	7,618	=	5,728,736.00

D) Targeted Funds		Pupils		EPS Weights		EPS Targeted Amount		Targeted Cost Allocations
1)	4YO/PreK Student Assessment (Oct only)	105.0			X	46	=	4,830.00
2)	K-8 Student Assessment	1,434.5			X	46.00	=	65,987.00
3)	9-12 Student Assessment	752.0			X	46.00	=	34,592.00
4)	4YO/PreK Technology Resources (Oct only)	105.0			X	102	=	10,710.00
5)	K-8 Technology Resources	1,434.5			X	102.00	=	146,319.00
6)	9-12 Technology Resources	752.0			X	308.00	=	231,616.00
7)	4YO/PreK Pupils (Oct only)	105.0	X	0.10	X	7,083	=	74,371.50
8)	K-2 Pupils	421.5	X	0.10	X	7,083	=	298,548.45

Student Assessment: EPS Rates for targeted funds to implement a standards-based system are calculated each year by the commissioner to address the components of a standards-based system.

Public Pre-School Approved Programs to Grade 2 Students additional weight is .10 as determined by statute.

Technology Resources: EPS rates for targeted technology resource funds are calculated each year by the commissioner to adjust the base year calculation using appropriate trends in the Consumer Price Index or other comparable index.

**4YO/PreK, K-8 and 9-12 Student Assessment Targeted Funds Operating Cost Allocation** is determined by multiplying the 4YO/PreK October pupils from line B1 basic counts; and the average calendar year K-8 or 9-12 pupils from line B2 & B3 basic counts respectively, by the EPS determined rate (currently 46.00).

**4YO/PreK, K-8 and 9-12 Technology Resources Targeted Funds Operating Cost Allocation** is determined by multiplying the 4YO/PreK October pupils from line B1 basic counts; and the average calendar year K-8 or 9-12 pupils from line B2 & B3 basic counts respectively, by the EPS determined rate; currently 102.00 for Elementary and 308.00 for Secondary.

**4YO/PreK and K-2 Pupils Targeted Funds Operating Cost Allocation** is determined by multiplying the count of 4YO/PreK October students and Kindergarten to grade 2 calendar year average students by the EPS determined weight, currently .10 and then by the EPS determined rate; currently set at the Elementary SAU Rate as determined on page 1 of the ED279 report.

**Section 2: (Operating Cost Allocations) – Lines E1-2: Isolated Small School Adjustment**

E) Isolated Small School Adjustment		
1)	PreK-8 Small School Adjustment	= 89,103.24
2)	9-12 Small School Adjustment	= 69,235.20

**Isolated Small School Adjustment:** A school administrative unit is eligible for an isolated small school adjustment when the unit meets the size and distance criteria established by the commissioner and outlined below. The isolated small school adjustment must be applied to discrete school buildings that meet the criteria for the adjustment. The adjustment is not applicable to sections, wings or other parts of a building that are dedicated to certain grade spans.

<b>Isolated Small Elementary Schools Qualifications:</b>	
<p><i>PreK-8 Schools:</i></p> <ul style="list-style-type: none"> <li>• Fewer than 15 students per grade level</li> <li>• Number of school options available fewer than 5</li> <li>• Nearest school is more than 8 miles away</li> </ul>	<p><i>Non PreK-8 Schools:</i></p> <ul style="list-style-type: none"> <li>• Fewer than 29 students per grade level</li> <li>• Number of school options available fewer than 5</li> <li>• Nearest school is more than 8 miles away</li> </ul>
<b>Isolated Small Secondary Schools Qualifications:</b>	
<ul style="list-style-type: none"> <li>• Fewer than 200 students per school</li> <li>• Distance from furthest point in the district to nearest high school is at least 18.5 miles</li> <li>• Distance between the high school and nearest high school is more than 10 miles</li> </ul>	
<b>Island Schools Qualifications:</b>	
<ul style="list-style-type: none"> <li>• Islands operating schools</li> </ul>	

## Section 2: (Operating Cost Allocations) – Operating Allocation Totals

Section 2: Operating Allocation Totals	=	18,520,243.90
Percentage of EPS Transition Amount:	X	97.00%
Adjusted Total Operating Allocation Amount:	=	17,964,636.58

**Operating Allocation Totals** equals the sum of the Total Allocations from Section 2 lines B) Basic Counts, C) Weighted Counts, D) Targeted Funds and E) Isolated Small School Adjustments.

**Percentage of EPS Transition Amount** = 97.00%

**Adjusted Total Operating Allocation Amount** = Operating Allocation Totals times EPS Transition Percentage

**Section 3: Other Allocations – A) Other Subsidizable Costs**

**Line A1: Gifted & Talented Expenditures from 2013-2014** – an allocation for Gifted & Talented Programs is determined using the most recent audited reported financial data of approved actual expenses or the approved budget, whichever is less, increased by an inflation adjustment, currently 1.6%.

**Line A2: Career & Technical Education Expenditures from 2013-2014** – an allocation for Career & Technical Education Programs is determined using the most recent audited reported financial data of approved expenses increased by an inflation adjustment, currently 1.6%.

Section 3: Other Allocations		Section : 3			
A) Other Subsidizable Costs		Base Year Expenditure		Inflation Adjustment	
1)	Gifted & Talented Expenditures from 2013 - 2014	151,454.32	X	101.60%	= 153,877.59
2)	Career & Technical Education Expenditures from 2013 - 2014	97,257.03	X	101.60%	= 98,813.14
3)	Special Education - EPS Allocation		X		= 3,368,685.64
4)	Transportation Operating - EPS Allocation		X		= 1,476,176.99
5)	Approved Bus Payments for 2014 - 2015		X		= 89,541.20
<b>Total Other Subsidizable Costs</b>					<b>= 5,187,094.56</b>

**Gifted and Talented Allocation:**

The Gifted and Talented Allocation is an expenditure driven calculation.

Using the most recent audited financial data as reported in the MEDMS Financial data management system for approved programs, or the approved budget amount, whichever is less, and multiplying that amount by an inflation adjustment as determined each year.

$$\$151,454.32 \times 101.60\% = \$153,877.50$$

**Career & Technical Education Allocation:**

The Career & Technical Education Allocation is an expenditure driven calculation.

Using the most recent audited financial data as reported in the MEDMS Financial data management system for approved programs and multiplying that amount by an inflation adjustment as determined each year.

$$\$97,257.03 \times 101.60\% = \$98,813.14$$

**Section 3: Other Allocations – A) Other Subsidizable Costs**

**Line A3: Special Education – EPS Allocation** – weighted per pupil amounts for each Special Education Student plus Adjustments for High Cost In-District and Out-of-District Placements.

Section 3: Other Allocations		Section : 3				
A) Other Subsidizable Costs		Base Year Expenditure		Inflation Adjustment		
1)	Gifted & Talented Expenditures from 2013 - 2014	151,454.32	X	101.60%	=	153,877.59
2)	Career & Technical Education Expenditures from 2013 - 2014	97,257.03	X	101.60%	=	98,813.14
3)	Special Education - EPS Allocation		X		=	3,368,685.64
4)	Transportation Operating - EPS Allocation		X		=	1,476,176.99
5)	Approved Bus Payments for 2014 - 2015		X		=	89,541.20
		<b>Total Other Subsidizable Costs =</b>				<b>5,187,094.56</b>

**Definitions:**

**Base Component** – Each identified special education student is weighted at 1.315 for up to 15% of the resident enrollment.

**Prevalence Adjustment** – Special education identified students above the 15% receive an additional .38 weight.

**Small Districts** – Districts with fewer than 20 students with disabilities receive an adjustment to reflect lower student-staff ratios.

**High Cost In-District** – Students educated within the district estimated to cost more than three-times the special education per-pupil base amount are identified as high cost in-district and an adjustment is made.

**High Cost Out-of-District** – Students educated outside the district estimated to cost four-times the special education per-pupil base amount are identified as high cost out-of-district and an adjustment is made.

**Federal Revenues Adjustment** – Federal Revenues received for Special Education are excluded from the allocation amount. This is the amount of federal funding received for special education expenditures excluding supplies and equipment.

**Maintenance of Effort** – Districts are given a “hold harmless” adjustment that is equal to at least the previous year per-pupil expenditure minus adjustments for the loss of high cost students and shift in staff.

**Special Education - EPS Allocation:**

- Base Component Identified up to 15% (1.315 x EPS Rate x 295 Pupils) = \$2,819,020.00
- Prevalence Adjustment Identified above 15% (.38 x EPS Rate x 0 Pupils) = \$ 0.00
- Size Adjustment for <20 Pupils (.29 x EPS Rate x 0 Pupils) = \$ 0.00
- High Cost In-District Adjustment = \$ 115,956.00
- High Cost Out-of-District Adjustment = \$ 319,043.00
- Federal Revenues Adjustment (to exclude Federal Revenues)= \$-470,810.00
- Maintenance of Effort Adjustment (to Adjust 2013-14 Actual Expenses) = \$ 585,476.64
- Special Education – EPS Allocation Amount = \$3,368,685.64

**Section 3: Other Allocations – A) Other Subsidizable Costs**

**Line A4: Transportation Operating – EPS Allocation** – an allocation for Transportation based on Pupil Density or Miles Driven; whichever is greater.

**Line A5: Approved Bus Payments for 2014-15** – an allocation for Bus Purchases based on the amount approved for bus purchases made in the previous year.

Section 3: Other Allocations		Section : 3				
A) Other Subsidizable Costs		Base Year Expenditure		Inflation Adjustment		
1)	Gifted & Talented Expenditures from 2013 - 2014	151,454.32	X	101.60%	=	153,877.59
2)	Career & Technical Education Expenditures from 2013 - 2014	97,257.03	X	101.60%	=	98,813.14
3)	Special Education - EPS Allocation		X		=	3,368,685.64
4)	Transportation Operating - EPS Allocation		X		=	1,476,176.99
5)	Approved Bus Payments for 2014 - 2015		X		=	<u>89,541.20</u>
<b>Total Other Subsidizable Costs</b>					<b>=</b>	<b>5,187,094.56</b>

**Section 3: Other Allocations – B) Teacher Retirement Amount (Normalized Cost)**

**Line B: Teacher Retirement Amount (Normalized Cost)** – an allocation for Teacher Retirement “Normalized Costs” (Employer’s Share) to be paid by the SAU to the Maine State Retirement System. The amount is an estimate provided for each SAU by MePERS.

b) Teacher Retirement Amount (Normalized Cost)	<u>465,712.90</u>
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### Section 3: Other Allocations – Lines C1-5) Debt Service Allocations

C) Debt Service Allocations						
1)	Town / District	Payment Date	Name of Project	Principal	Interest	Total
	SAU	11/01/2015	NEW HIGH SCHOOL	1,139,698.50 +	56,992.44 =	1,196,690.94
		05/01/2016	NEW HIGH SCHOOL	0.00 +	61,312.30 =	61,312.30
2)	Total Debt Service Principal & Interest Payments			1,139,698.50	118,304.74	1,258,003.24
3)	Approved Lease for 2014 - 15					0.00
4)	Approved Lease Purchase for 2014 - 15 for					0.00
5)	Insured Value Factor for 2013-14 for					0.00
Total Debt Service Allocation =						1,258,003.24

**Debt Service** – Includes Principal and Interest costs for approved major capital projects in the allocation year. Major capital means school construction projects including on-site additions to existing schools; new schools; the cost of land acquired in conjunction with projects otherwise defined; the building of or acquisition of other facilities related to the operation of SAUs. Note: this is for approved State subsidizable Debt service only – this does not include Local Only Debt Service.

**Approved Leases & Lease Purchases** – Lease costs for school buildings when the leases, including leases under which the school administrative unit may apply the lease payments to the purchase of portable, temporary classroom space, have been approved by the commissioner for the year prior to the allocation year.

**Insured Value Factor** – The amount paid to Private Schools for public school students tuitioned in the most recent reported audited financials in the MEDMS Financial data management system; beginning in school year 2009-2010, a school administrative unit is not required to pay an insured value factor greater than 5% of the school’s tuition rate or \$500 per student, whichever is less, unless the legislative body of the school administrative unit votes to authorize its school board to pay a higher insured value factor that is no greater than 10% of the school’s tuition rate per student.

**Total Debt Service Allocation:** Scheduled Principal and Interest Payments on all State Approved Major Capital Construction Projects Due in FY2016 plus Approved Payments on Prior Year (FY2014-15) Lease and Lease Purchases and Most Recent Year Reported Payments (FY2013-14) to Eligible Private Schools for an Insured Value Factor.

### Section 3: Other Allocations – Total Combined Allocation

Section 3 : Total Combined Allocations (Page 2 Adjusted Total plus Other Subsidizable plus Debt Service)	=	24,875,447.28
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Includes Section 2 Adjusted Total Operating Allocation, Other Subsidizable Costs, and Total Debt Service Allocation.

## Section 4: Calculation of Required Local Contribution – Mill Expectation

### Line A) Subsidizable Pupils by Member Municipality:

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality						
Member Municipality	Average Calendar Year Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub, & Tchr. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils	
Town A	974.5	42.81%	10,110,627.79 +	538,551.19 =	10,649,178.98	
Town B	1,302.0	57.19%	13,506,816.25 +	719,452.05 =	14,226,268.30	
<b>Total</b>	<b>2,276.5</b>	<b>100.00%</b>	<b>23,617,444.04</b>	<b>1,258,003.24</b>	<b>24,875,447.28</b>	

Distribution by Town of the Total EPS Allocation:

The EPS Total Allocation is distributed to each member town based on their respective percent of the Average Calendar Year Subsidizable (Resident) Pupils.

$$\text{Town A Operating Allocation Distribution} = 974.5 \div 2,276.5 = 42.81\% \times 23,617,444.04 = \$10,110,627.79$$

$$\text{Town A Debt Allocation Distribution} = 42.81\% \times 1,258,003.24 = \$ 538,551.19$$

$$\text{Total Municipal Allocation Distribution for Town A} = \underline{\$10,649,178.98}$$

### Line B) State Valuation by Member Municipality:

B) State Valuation by Member Municipality			
Member Municipality	2012/2013/2014 Average State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Town A	827,766,667	8.48	7,019,461.34
Town B	656,133,333	8.48	5,564,010.66
<b>Total</b>	<b>1,483,900,000</b>		<b>12,583,472.00</b>

Required Local Contribution to the Town EPS Allocation:

The required local contribution (Ability to Pay) to the Town Allocation of EPS is equal to the three year average of the Town's State Certified Valuation times the established mill expectation, but not to exceed the Total Town Allocation as determined in Section 4 Line A.

$$\text{Town A} = 827,766,667 \times (8.48 \div 1,000 = .00848) = \$7,019,461.34$$

## Section 4: Calculation of Required Local Contribution – Mill Expectation

Line C) Required Local Contribution = the lesser of the previous two calculations:

C) Required Local Contribution = the lesser of the previous two calculations :

Member Municipality	Total Allocation by Municipality	Required Local Contribution by Municipality	Calculated Mill Rate	State Contribution by Municipality (Prior to adjustments)
Town A	10,649,178.98 -	7,019,461.34	8.48	3,629,717.64
Town B	14,226,268.30 -	5,564,010.66	8.48	8,662,257.64
<b>Total</b>	<b>24,875,447.28 -</b>	<b>12,583,472.00</b>		<b>12,291,975.28</b>

The required local contribution is either the Distribution of the Total Allocation by Town amount as calculated in Section 4 Line A or the State Valuation three year average of the Town times the mill expectation as calculated in Section 4 Line B – whichever is less.

The State Contribution by Municipality (prior to adjustments) is the difference between the Total Allocation by Municipality and the Required Local Contribution by Municipality.

Section 4 : Calculation of Required Local Contribution - Mill Expectation

A) Subsidizable Pupils (Excludes Superintendent Transfers for SADs, RSUs & CSDs) by Member Municipality

Member Municipality	Average Calendar Year Subsidizable Pupils	Percentage of Total Pupils	Oper., Othr Sub, & Tchr. Ret. Allocation Distribution	Municipal Debt Allocation Distribution	Total Municipal Allocation Distribution as a Percentage of Pupils
Town A	974.5	42.81%	10,110,627.79 +	538,551.19 =	10,649,178.98
Town B	1,302.0	57.19%	13,506,816.25 +	719,452.05 =	14,226,268.30
<b>Total</b>	<b>2,276.5</b>	<b>100.00%</b>	<b>23,617,444.04</b>	<b>1,258,003.24</b>	<b>24,875,447.28</b>

B) State Valuation by Member Municipality

Member Municipality	2012/2013/2014 Average State Valuation	Mill Expectation	Total Municipal Allocation Distribution per Valuation x Mill Expectation
Town A	827,766,667	8.48	7,019,461.34
Town B	656,133,333	8.48	5,564,010.66
<b>Total</b>	<b>1,483,900,000</b>		<b>12,583,472.00</b>

## Section 5: Totals and Adjustments

Section 5: Totals and Adjustments		Total Allocation	Local Contribution	State Contribution
<b>A) Total Allocation, Local Contribution, and State Contribution</b>		24,875,447.28	12,583,472.00	12,291,975.28
<b>Totals after adjustment to Local and State Contributions</b>		<b>24,875,447.28</b>	<b>12,583,472.00</b>	<b>12,291,975.28</b>
<b>B) Other Adjustments to State Contribution</b>				
1) Plus Audit Adjustments				0.00
2) Less Audit Adjustments				0.00
3) Less Adjustment for Unappropriated Local Contribution				0.00
4) Less Adjustment for Unallocated Balance in Excess of 3%				0.00
5) Plus Long-Term Drug Treatment Centers Adjustment				0.00
6) Regionalization and efficiency assistance				0.00
7) Bus Refurbishing Adjustment				0.00
8) Less MaineCare Seed - Private				0.00
9) Less MaineCare Seed - Public				0.00
<b>Adjusted State Contribution</b>		<b>24,875,447.28</b>	<b>12,583,472.00</b>	<b>12,291,975.28</b>
Local and State Percentages Prior to Adjustments :		Local Share % = 50.59 %	State Share % = 49.41 %	
Local and State Percentages After Adjustments :		Local Share % = 50.59 %	State Share % = 49.41 %	
FYI : 100% EPS Allocation		25,431,054.60		

Section 5A provides the Total Allocation, Local Contribution and State Contribution amounts prior to any adjustments.

Section 5B lists adjustments that may occur throughout the fiscal year to the State Contribution for those items listed above. Adjustments may add to the State Contribution or reduce the State Contribution depending on the type of adjustment.

## Section 5F: Adjusted Local Contribution by Town for Warrant Article

### F. Adjusted Local Contribution by Town

### \*\*\*\*\* WARRANT ARTICLE \*\*\*\*\*

Member Municipality	Total Allocation Adjustment	Local Contribution Adjustment	Percentage	Mill Rate
Town A	10,649,178.98	7,019,461.34	55.78%	8.48
Town B	14,226,268.30	5,564,010.66	44.22%	8.48
<b>TOTAL</b>	<b>24,875,447.28</b>	<b>12,583,472.00</b>	<b>100.00%</b>	

Section 5F provides the Adjusted Local Contribution Amount by Town for use in the budget warrant articles.

**REPORTS THAT IMPACT THE ED279 SUBSIDY PRINTOUT OR  
OTHER COMPONENTS OF GENERAL PURPOSE AID FUNDING**

		<b>Report Due</b>	<b>Subsidy withheld for missing reports/data</b>	<b>Anticipated month subsidy will begin to be withheld for missing reports/data</b>	<b>Date Revisions must be received to impact 2015-16 Funding</b>	<b>Date Revisions must be received to impact 2016 -17 Funding</b>
<b>Staff Reporting</b>		<i>Deadlines for those staff positions that impact the calculation of Essential Programs &amp; Services -- see list of Staff Positions that Impact EPS Calculations</i>				
o NEO Staff Staff Information System	2015-16 Certified Staff Information	October 31, 2015	X	November-2015		November 20, 2015
<b>Enrollment Reports for Calendar Year 2015</b>						
o Infinite Campus Student Information System	October 1st Resident Enrollment Report (Public Schools) including: o Attending students o Resident students o Superintendent Transfers students o Equivalent Instruction (home school) students.	o Free & Reduced Lunch students o Limited English Proficient students o Special Education students	Enrolled by October 1, 2015 Submitted by October 15, 2015 Certified by October 31, 2015	X	November-2015	November 20, 2015
o Infinite Campus Student Information System	April 1st Resident Enrollment Report (Public Schools) including: o Attending students o Resident students o Superintendent Transfers students o Equivalent Instruction (home school) students	o Free & Reduced Lunch students o Limited English Proficient students o Special Education students	Enrolled by April 1, 2015 Submitted by April 15, 2015 Certified by April 30, 2015			June 30, 2015
o EF-M-39A	Report of Adult Education for Subsidy Purposes - January thru June	July 15, 2015				November 20, 2015
o EF-M-39B	Report of Adult Education for Subsidy Purposes - July thru December	January 15, 2016				January 15, 2016
<b>Financial Reports</b>						
o EF-M-43	2014-15 Transportation Costs for Out-Of-District Special Education, Homeless and CTE Students	September 15, 2015				November 20, 2015
o MEDMS Financial	FY 2015-2016 Budget Reporting -- Revenues and Expenditures	August 25, 2015	X	November-2015		
o MEDMS Financial	FY 2014-2015 Year-End Financial Reporting -- Actual Expenditure, Revenue and Balance Sheet Transactions	August 25, 2015	X	November-2015		November 20, 2015
o EF-S-07	2014-15 Special Education Tuition & Board Report	September 15, 2015	X	November-2015		November 20, 2015
o EF-S-214	2014-15 High Cost Out-of-District Placement Adjustment Report	April 15, 2015			April 15, 2015	
o EF-S-214	2015-16 High Cost Out-of-District Placement Adjustment Report	April 15, 2016				April 15, 2016
o Annual Audit	2014-2015 Annual Audit Report	December 31, 2015	X	February-2016		
<b>All Reporting Requirements:</b>		<a href="http://www.maine.gov/doe/reporting/index.shtml">http://www.maine.gov/doe/reporting/index.shtml</a>				

# Special Education

The Office of Special Services is responsible for the state's oversight and support for the delivery of all special education services provided in Maine under the federal Individuals with Disabilities Education Act (IDEA).

This includes early intervention services to eligible children age birth to under age three and their families, provided under IDEA, Part C, and Free Appropriate Public Education to eligible children age three to 20, provided under IDEA, Part B. The Office of Special Services is also responsible for meeting the state's responsibilities under IDEA.

The Office of Special Services also works to guarantee that the State's Performance Plan is effectively implemented by means of policies and procedures that ensure that:



- The rights of children with disabilities and parents of such children are protected
- Educators and parents have the necessary tools to access research-based educational tools that support the teaching of children with disabilities.
- All educational personnel who teach children with disabilities are qualified to do so and are supported with ongoing professional development
- Technical assistance and dissemination of information by the Department are coordinated and timely.
- Technology, data and media services that support the Department's Office of Special Services are coordinated, maintained and current.

# Contact List

If you have questions about Special Education, contact a member of the Maine Department of Education's Office of Special Services team.

## **Jan Breton**, Director

- Team leader
- Policy director

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## **Tricia Grona**, Secretary Specialist

- Supports director
- Local entitlement
- Listen & Learn series

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## **Jon Braff**, Consultant for Children with Disabilities

- SPPS
- State Ward/State Agency Clients
- Project Impact
- Complaint investigations

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## **Peg Armstrong**, Consultant for Children with Disabilities

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- Standards
- Monitoring

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## **Cindy Bernstein**, SPP/APR Coordinator

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- Listen & Learn series
- Technical assistance and professional development

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## **Ted Fournier**, Fiscal & Data Coordinator

- Fiscal monitoring
- Maintenance of Effort
- Rate setting
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## **Sheryl Banden**, Office Associate II

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  - EF-S-07
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  - Complaint investigations
  - Technical assistance and professional development
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# Learning Through Technology Team

MAINE LEARNING



TECHNOLOGY INITIATIVE

## The Team

Mike Muir: LTT Policy Director

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Juanita Dickson: Project Assistant

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## Programs & Services

### MLTI: Statewide 1:1 Learning Initiative

67,000 student devices 14,000 teacher devices 376 schools Professional Development Network Installation  
Program Support

### AP4ALL: Online Advanced Placement

22 courses 350 students served

### School Library Liaison

Professional Development Program Consultation

<http://maine.gov/mlti>

Since Fall 2002, Maine has invested in rich learning technology resources for our students, providing each 7<sup>th</sup> and 8<sup>th</sup> grade student with a device. From over a decade of evaluation efforts, what can be said about the impacts of these state and local investments on students and teachers?

1. **Technology has the potential to improve academic outcomes when used to supplement and enhance teaching and learning.** A number of recent studies, both in Maine and across the US, demonstrate that students' academic achievement improved when they had the access to high-quality, technology-infused lessons. This research suggests that investments in technology may improve students' academic skills and understanding. These findings are especially evident across more sophisticated "21<sup>st</sup> Century" skills, such as writing, critical thinking, and collaboration.
2. **Handing out computers to kids is not enough to impact learning outcomes.** A decade of evaluation of the MLTI program has found that simply providing 1-to-1 devices does not ensure academic improvement. The data suggest that access to technology improved students' outcomes only when they were used routinely in complex ways. For example, in addition to using the devices to write, when students collaborated with one another and their teachers during the editing and finalizing processes, their learning outcomes improved. Student achievement in the lower-use classrooms was similar to students who did not use technology at all. This highlights the fact that technology tools must be meaningfully integrated into teachers' plans and students' practices. Teachers need time, sustained training, and administrative support to integrate student devices into their lesson plans in exciting and innovative ways. This requires additional funding and planning above and beyond the cost of the devices alone.
3. **The impact of MLTI devices on student outcome varies across schools.** As previously discussed, a number of previously evaluation efforts suggest that simply putting devices in the hands of Maine students is insufficient in improving academic outcomes. There are a number of reasons for this. For example, one recent study showed differences in *how* students used the devices based on the poverty status of their students; students' who attended schools with higher rates of students who were eligible for free and reduced priced lunch were less likely to use the devices for the deep learning found to improve student achievement. Rather, they used them to replace other basic learning techniques, such as research, calculations, and word processing. In contrast, students who attended more affluent schools were more likely to use technology to execute more advanced learning skills—such as collaboration, informational synthesis, and presentation—reflecting the primary goals of MLTI. These findings highlight the need for enhanced training for teachers in these schools to learn new and innovative ways to use the technology to connect with their students in exciting ways.
4. **To be successful, everyone must buy into the potential of 1-to-1 devices.** Our research has found that schools who credit the MLTI program in part with increasing student performances repeatedly express the importance of having everybody in their school buy in to their potential, including students, parents, teachers, technology personnel, and administrators. This allows for a top-down approach to integrating the devices into the school. For example, when administrators are committed to the goals of MLTI, they provide discreet opportunities for their teachers and staff to engage in continued trainings, highlighting new ways to use the devices to support student learning. Similarly, when teachers are bought in, they are more likely to actively pursue training opportunities and new resources (e.g., apps and teaching techniques) to use the devices creatively in their classrooms. With parents, the MLTI tools provide a new way to create connections between home and school. In combination, these relationships help to increase the ways in which the devices are integrated into the classroom and learning is stimulated through the use of technology.

CONTENT AREA	MAINE DOE SPECIALIST	E-MAIL	WEBSITE
English Language Arts	Morgan Dunton (6-12)	<a href="mailto:morgan.dunton@maine.gov">morgan.dunton@maine.gov</a>	<a href="#">ELA</a>
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	Susan Berry (Health Edu)	<a href="mailto:susan.berry@maine.gov">susan.berry@maine.gov</a>	<a href="#">health</a>
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### Content-area Communications

Consider signing up for timely communications from Maine DOE. A list of available resources, delivered to your email inbox, is below.

RESOURCE	DESCRIPTION	AUDIENCE	SIGN-UP
The Maine DOE Newsroom includes weekly updates about timely topic, posted each Thursday. You will also find dispatches and reminders of dates and events.			
Maine DOE Newsroom	Options to sign up for weekly Commissioner's Updates; Maine DOE Monthly Updates; and/or Press Releases	Suitable for all educators and administrators	<a href="#">Maine DOE Newsroom Subscription</a>
The Maine DOE website designed to support the implementation of proficiency-based education.			
Getting to Proficiency: Helping Maine Graduate Every Student Prepared	Designed to help educators achieve a common understanding of <a href="#">proficiency-based education</a> , how it works and why it matters.	Suitable for all educators and administrators	<a href="http://www.maine.gov/doe/pr/eficiency/index.html">http://www.maine.gov/doe/pr/eficiency/index.html</a>
The following email list serve resources are maintained by Maine DOE content specialists.			
<b>Visual and Performing Arts</b>	Bi-monthly updates on resources and upcoming professional development opportunities related to VPA	Arts teachers, teaching artists, community arts organizations	<a href="#">Maine DOE Arts ListServ</a>
<b>Social Studies</b>	Weekly updates on resources and upcoming professional development opportunities related to social studies	PK-12 teachers and administrators and others interested in social studies	<a href="#">Maine DOE Social Studies ListServ Sign-up</a>
Literacy	Bi-monthly newsletter, <i>Literacy Links</i> , as well as professional development updates	PK-12 educators (teachers, literacy coaches, literacy specialists, administrators, higher education)	<a href="#">Maine Literacy Listserv</a>
<b>English Language Arts</b>	Critical notices of new resources, upcoming professional development opportunities, other timely news.	Focus is on secondary ELA. List is open to anyone interested in learning about or supporting ELA.	<a href="https://mailman.informe.org/mailman/listinfo/englishlanguagearts">https://mailman.informe.org/mailman/listinfo/englishlanguagearts</a>

<b>World Languages</b>	Periodic updates on resources, professional development opportunities, and current research and articles	PK-16 faculty and administrators involved or interested in World Languages	<a href="#">DOE LanguageSpeak ListServ</a>
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DOE Content Specialists also routinely post information through the following channels:

<b>RESOURCE</b>	<b>DESCRIPTION</b>	<b>AUDIENCE</b>	<b>SIGN-UP</b>
<b>Maine Council for the Social Studies Newsletter</b>	Bi-monthly newsletter including resources and upcoming professional development opportunities related to social studies	PK-12 teachers and administrators and others interested in social studies	Email Maine Council for the Social Studies: <a href="mailto:mainesocialstudies@gmail.com">mainesocialstudies@gmail.com</a>
<b>Maine Association of Health, Physical Education, Recreation and Dance (MAHPERD)</b>	Monthly e-News including national, regional and state resources and professional development for HE & PE leaders	Maine HE & PE teachers, recreation leaders and dance instructors and interested leaders in the field	Join MAHPERD by going to the MAHPERD website membership page <a href="http://maineahperd.org/membership/">http://maineahperd.org/membership/</a>
<b>School Health</b>	Monthly updates on DOE initiatives, professional development and resources related to health education, physical education, schoolsite health promotion, and healthy school environment (policy & practices)	PK – High School health education and/or physical education (HE & PE) teachers, HE & PE higher education, school nurse, school counselors, wellness team leaders, administrators, and other interested individuals	
<b>Maine Council for English Language Arts</b>	Professional organization which supports ELA and literacy K-12	ELA/literacy educators, including higher education	<a href="https://sites.google.com/site/mainecela/">https://sites.google.com/site/mainecela/</a> or contact Beth Carlson, President <a href="mailto:bcarlson@rsu21.net">bcarlson@rsu21.net</a>
<b>Maine Science Listserv</b>	Notices of professional development, events, competitions, resources science related.	PK-12 educators and others interested in all things science and science education	To subscribe: <a href="https://list.terc.edu/mailman/listinfo/maine_science">https://list.terc.edu/mailman/listinfo/maine_science</a>
<b>Maine Science Teachers Assoc</b>	Professional organization for PK-12 Maine science teachers	PK-12 science educators	<a href="http://msta.wildapricot.org/">http://msta.wildapricot.org/</a>
<b>Maine Mathematics Listserv</b>	Notices and information about math events, professional development, resources, etc.	PK-12 math educators	To subscribe, visit <a href="https://list.terc.edu/mailman/listinfo/maine-math">https://list.terc.edu/mailman/listinfo/maine-math</a>
<b>Association of Teachers of Mathematics in Maine</b>	Professional organization for PK-12 Maine mathematics teachers	PK-12 math educators	<a href="https://atomim.wildapricot.org/">https://atomim.wildapricot.org/</a>
<b>Maine-NAEP</b>	Periodic updates on state and national results, data tools and information for educators, parents, students and policymakers.	PK-12 teachers and administrators, parents, community members and policymakers.	<a href="http://www.nationsrepostcard.gov">www.nationsrepostcard.gov</a> or email: <a href="mailto:paula.hutton@maine.gov">paula.hutton@maine.gov</a>

