

116th Legislation L.D. 680 SP0209

Education Committee

An Act to Enhance the Role of the State Board of Education.

Presented by Senator AMERO of Cumberland; Cosponsored by Senators: BEGLEY of Lincoln, CARPENTER of York, CLEVELAND of Androscoggin, LUDWIG of Aroostook, MARDEN of Kennebec, O'DEA of Penobscot, PINGREE of Knox, Representatives: CLOUTIER of South Portland, MITCHELL of Vassalboro, PFEIFFER of Brunswick, PINETTE of Fort Kent, SIMONDS of Cape Elizabeth, SMALL of Bath. **Public Hearing** 04/27/93. **OTP-AM** Accepted 05/26/93. **Amended by:** CA S-205. **Final Disposition:** Emergency Enacted, Signed 06/08/93, **Public Laws**, Chapter 290.

LAWS
OF THE
STATE OF MAINE

AS PASSED BY THE

ONE HUNDRED AND FIFTEENTH LEGISLATURE

THIRD SPECIAL SESSION

October 1, 1992 to October 6, 1992

FOURTH SPECIAL SESSION

October 16, 1992

ONE HUNDRED AND SIXTEENTH LEGISLATURE

FIRST REGULAR SESSION

December 2, 1992 to July 14, 1993

THE GENERAL EFFECTIVE DATE FOR
FIRST REGULAR SESSION
NON-EMERGENCY LAWS IS
OCTOBER 13, 1993

PUBLISHED BY THE REVISOR OF STATUTES
IN ACCORDANCE WITH MAINE REVISED STATUTES ANNOTATED,
TITLE 3, SECTION 163-A, SUBSECTION 4.

J.S. McCarthy Company
Augusta, Maine
1993

All Other	107,059	88,969
Provides funds for a Driver License Examiner II position, 2 Driver License Examiner I positions, a Clerk IV position, 2 Clerk Typist III positions, a Clerk III position, 11 Clerk Typist II positions and general operating expenses to carry out the Single Point Contact Program.		
DEPARTMENT OF THE SECRETARY OF STATE TOTAL	<u>\$651,546</u>	<u>\$634,186</u>
TOTAL ALLOCATIONS	<u>\$3,183,576</u>	<u>\$3,159,959</u>

Sec. 4. Adjustments to allocations. Allocations may be increased or adjusted by the State Budget Officer, with the approval of the Governor, to specifically cover those adjustments determined to be necessary under any salary plan approved by the Legislature, and those reclassifications or range changes that have been approved by the Department of Administrative and Financial Services and submitted for legislative review prior to the effective date of this Act.

Sec. 5. Revenue estimates. The State Budget Officer is responsible for the consolidation of revenue estimates for the Transportation Safety Fund. The Secretary of State and the Department of Public Safety are responsible for providing the State Budget Officer with all necessary current information required to prepare revenue estimates.

Sec. 6. Encumbered balance at year end. At the end of each fiscal year, all encumbered balances may not be carried more than once.

Emergency clause. In view of the emergency cited in the preamble, this Act takes effect July 1, 1993.

Effective July 1, 1993.

CHAPTER 289

H.P. 1043 - L.D. 1395

An Act Concerning Renewals of Valid Concealed Weapons Permits

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 25 MRSA §2003, sub-§8, as amended by PL 1991, c. 865, §3, is further amended to read:

8. Term of permit. All concealed firearm permits are valid for 4 years from the date of issue, unless sooner

revoked for cause by the issuing authority. If a permit renewal is issued before the expiration date of the permit being renewed or within 6 months of the expiration date of the permit being renewed, the permit renewal is valid for 4 years from the expiration date of the permit being renewed.

See title page for effective date.

CHAPTER 290

S.P. 209 - L.D. 680

An Act to Enhance the Role of the State Board of Education

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the Legislature believes that it is the responsibility of the State to provide an education that will help all children in the State develop the knowledge and skills they need to become productive and fulfilled members of society; and

Whereas, our children will face a world that is increasingly complex and competitive in the areas of family, community, government, stewardship and employment; and

Whereas, the Legislature finds that tomorrow's challenges demand that we make significant changes for our children today, including the development of an education system structured to keep up with the rapidly changing world; and

Whereas, the Legislature believes that an education system based on learning results to be accomplished will provide greater and more equal opportunities for children in this State to prepare themselves for the challenges they will face as adults; and

Whereas, this legislation establishes a task force to develop goals and a plan for an education system based on student achievement; and

Whereas, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine as follows:

Sec. 1. 20-A MRSA §405, sub-§3, ¶10, as amended by PL 1989, c. 698, §11 and affected by §76, is further amended to read:

O. Recommend funds to the Bureau of the Budget for equalization of educational opportunity; and

Sec. 2. 20-A MRSA §405, sub-§3, ¶Q, as amended by PL 1985, c. 797, §10, is further amended to read:

Q. Serve as state agency for administering federal funds for construction of school facilities and for vocational education; and

Sec. 3. 20-A MRSA §405, sub-§3, ¶S is enacted to read:

S. Develop long-range education goals and standards for school performance and student performance to improve learning results and recommend to the commissioner and to the Legislature a plan for achieving those goals and standards.

Sec. 4. 20-A MRSA §405, sub-§6, as enacted by PL 1981, c. 693, §§5 and 8, is amended to read:

6. Recommendations to Legislature. The state board shall recommend to the Legislature any new legislation or amendments to existing legislation for the efficient conduct of the public schools and for achieving the education and performance goals and standards and the plan for the public schools developed in accordance with subsection 3, paragraph S.

Sec. 5. Task force established. The Task Force on Learning Results, referred to in this legislation as the "task force," is established to assist the State Board of Education in performing the duties set forth in the Maine Revised Statutes, Title 20-A, section 405, subsection 3, paragraph S.

Sec. 6. Task force membership. The task force consists of 15 to 20 members, broadly representative of the regions and citizens of the State, appointed by the State Board of Education in consultation with the Joint Standing Committee on Education. The chair of the state board shall serve as chair of the task force.

Sec. 7. Duties. The task force shall:

1. Develop goals and a 5-year plan for an education system based on learning achievements; and

2. Develop criteria for student learning derived from the standards established by the State's common core of learning upon which students and schools will be evaluated.

The task force shall establish 2 subcommittees to carry out the duties described in this section.

Sec. 8. Report. The task force shall present its report on the goals and the 5-year plan to the State Board

of Education by February 1, 1994. The state board shall present the report, together with any recommended legislation, to the Joint Standing Committee on Education by February 15, 1994.

The task force shall also present a preliminary progress report on the development of standards for student achievement to the state board, which shall present the report and any other findings to the joint standing committee of the Legislature having jurisdiction over education matters by December 1, 1994. The task force shall present its findings on standards for student achievement to the State Board of Education, which shall present the report, together with any recommended legislation, to the joint standing committee of the Legislature having jurisdiction over education matters by March 1, 1996.

Sec. 9. Staff assistance. The task force may receive staff and professional assistance from the Department of Education, the Maine Technical College System, the University of Maine System, the Maine Coalition for Excellence in Education, the Maine Teachers Association, the Maine School Management Association, the Maine Chamber of Commerce and Industry, the Legislative Council and other sources.

Sec. 10. Funding; compensation. Interested persons and organizations may provide outside sources of funding to finance the activities of the task force. The Legislative Council shall administer outside funds acquired for the conduct of the task force. Expenditures may not be incurred that have an impact on the General Fund. Expenditures may not be incurred relative to the task force until the funding from outside sources has been received by the Legislative Council. Members of the task force are entitled to expenses from that funding upon application to the Executive Director of the Legislative Council.

Emergency clause. In view of the emergency cited in the preamble, this Act takes effect when approved.

Effective June 8, 1993.

CHAPTER 291

S.P. 198 - L.D. 634

An Act to Extend the Repeal Date of the Laws Governing Biosynthetic Bovine Somatotropin

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the laws restricting the use or administration of biosynthetic bovine somatotropin, known as BST, will be repealed on February 1, 1993; and

"Enacted with amendment S-205 as
P.L. 1993, ch.290."



STATE LAW LIBRARY
AUGUSTA, MAINE

116th MAINE LEGISLATURE

FIRST REGULAR SESSION-1993

Legislative Document

No. 680

S.P. 209

In Senate, February 25, 1993

An Act to Enhance the Role of the State Board of Education.

Reference to the Committee on Education suggested and ordered printed.

A handwritten signature in cursive script that reads "Joy J. O'Brien".

JOY J. O'BRIEN
Secretary of the Senate

Presented by Senator AMERO of Cumberland.

Cosponsored by Senators: BEGLEY of Lincoln, CARPENTER of York, CLEVELAND of Androscoggin, LUDWIG of Aroostook, MARDEN of Kennebec, O'DEA of Penobscot, PINGREE of Knox, Representatives: CLOUTIER of South Portland, MITCHELL of Vassalboro, PFEIFFER of Brunswick, PINETTE of Fort Kent, SIMONDS of Cape Elizabeth, SMALL of Bath.

Be it enacted by the People of the State of Maine as follows:

2
3 Sec. 1. 20-A MRSA §405, sub-§3, as amended by PL 1989, c. 698,
4 §§11 and 12, is further amended by amending the first paragraph
to read:

6
7 3. **Specific duties.** The state board ~~shall~~ has the
8 following specific powers and shall perform the following duties:

10 Sec. 2. 20-A MRSA §405, sub-§3, ¶O, as amended by PL 1989, c.
11 698, §11 and affected by §76, is further amended to read:

12
13 O. Recommend funds to the Bureau of the Budget for
14 equalization of educational opportunity; and

16 Sec. 3. 20-A MRSA §405, sub-§3, ¶Q, as amended by PL 1985, c.
17 797, §10, is further amended to read:

18
19 Q. Serve as state agency for administering federal funds
20 for construction of school facilities and for vocational
21 education; and

22 Sec. 4. 20-A MRSA §405, sub-§3, ¶¶S and T are enacted to read:

23
24 S. Prepare and recommend to the Legislature a long-range
25 plan that defines the elements of an education designed to
26 promote the qualities of a citizenry that is well prepared
27 to serve the interests and welfare of the State's
28 communities and people; and

29
30 T. Convene an advisory council on learning outcomes and
31 school performance that develops standards for learning
32 outcomes in public schools describing opportunities and the
33 quality of education that must be provided to all children.

34
35
36
37
38 **STATEMENT OF FACT**

39
40 This bill adds to the powers and duties of the State Board
41 of Education by requiring the board to develop a long-range plan
42 for submission to the Legislature and by requiring an advisory
council to develop standards for learning outcomes.

STATE OF MAINE
SENATE
116TH LEGISLATURE
FIRST REGULAR SESSION

COMMITTEE AMENDMENT "A" to S.P. 209, L.D. 680, Bill, "An Act to Enhance the Role of the State Board of Education"

Amend the bill by striking out everything after the title and before the statement of fact and inserting in its place the following:

Emergency preamble. Whereas, Acts of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

Whereas, the Legislature believes that it is the responsibility of the State to provide an education that will help all children in the State develop the knowledge and skills they need to become productive and fulfilled members of society; and

Whereas, our children will face a world that is increasingly complex and competitive in the areas of family, community, government, stewardship and employment; and

Whereas, the Legislature finds that tomorrow's challenges demand that we make significant changes for our children today, including the development of an education system structured to keep up with the rapidly changing world; and

Whereas, the Legislature believes that an education system based on learning results to be accomplished will provide greater and more equal opportunities for children in this State to prepare themselves for the challenges they will face as adults; and

2 **Whereas,** this legislation establishes a task force to
develop goals and a plan for an education system based on student
achievement; and

4
6 **Whereas,** in the judgment of the Legislature, these facts
create an emergency within the meaning of the Constitution of
Maine and require the following legislation as immediately
8 necessary for the preservation of the public peace, health and
safety; now, therefore,

10 **Be it enacted by the People of the State of Maine as follows:**

12 **Sec. 1. 20-A MRSA §405, sub-§3, ¶O,** as amended by PL 1989, c.
14 698, §11 and affected by §76, is further amended to read:

16 O. Recommend funds to the Bureau of the Budget for
equalization of educational opportunity; and

18 **Sec. 2. 20-A MRSA §405, sub-§3, ¶Q,** as amended by PL 1985, c.
20 797, §10, is further amended to read:

22 Q. Serve as state agency for administering federal funds
for construction of school facilities and for vocational
24 education; and

26 **Sec. 3. 20-A MRSA §405, sub-§3, ¶S** is enacted to read:

28 S. Develop long-range education goals and standards for
30 school performance and student performance to improve
learning results and recommend to the commissioner and to
32 the Legislature a plan for achieving those goals and
standards.

34 **Sec. 4. 20-A MRSA §405, sub-§6,** as enacted by PL 1981, c. 693,
36 §§5 and 8, is amended to read:

38 **6. Recommendations to Legislature.** The state board shall
recommend to the Legislature any new legislation or amendments to
existing legislation for the efficient conduct of the public
40 schools and for achieving the education and performance goals and
standards and the plan for the public schools developed in
42 accordance with subsection 3, paragraph S.

44 **Sec. 5. Task force established.** The Task Force on Learning
Results, referred to in this legislation as the "task force," is
46 established to assist the State Board of Education in performing
the duties set forth in the Maine Revised Statutes, Title 20-A,
48 section 405, subsection 3, paragraph S.

2 **Sec. 6. Task force membership.** The task force consists of 15
3 to 20 members, broadly representative of the regions and citizens
4 of the State, appointed by the State Board of Education in
5 consultation with the Joint Standing Committee on Education. The
6 chair of the state board shall serve as chair of the task force.

7 **Sec. 7. Duties.** The task force shall:

8 1. Develop goals and a 5-year plan for an education system
9 based on learning achievements; and

10 2. Develop criteria for student learning derived from the
11 standards established by the State's common core of learning upon
12 which students and schools will be evaluated.

13 The task force shall establish 2 subcommittees to carry out
14 the duties described in this section.

15 **Sec. 8. Report.** The task force shall present its report on
16 the goals and the 5-year plan to the State Board of Education by
17 February 1, 1994. The state board shall present the report,
18 together with any recommended legislation, to the Joint Standing
19 Committee on Education by February 15, 1994.

20 The task force shall also present a preliminary progress
21 report on the development of standards for student achievement to
22 the state board, which shall present the report and any other
23 findings to the joint standing committee of the Legislature
24 having jurisdiction over education matters by December 1, 1994.
25 The task force shall present its findings on standards for
26 student achievement to the State Board of Education, which shall
27 present the report, together with any recommended legislation, to
28 the joint standing committee of the Legislature having
29 jurisdiction over education matters by March 1, 1996.

30 **Sec. 9. Staff assistance.** The task force may receive staff and
31 professional assistance from the Department of Education, the
32 Maine Technical College System, the University of Maine System,
33 the Maine Coalition for Excellence in Education, the Maine
34 Teachers Association, the Maine School Management Association,
35 the Maine Chamber of Commerce and Industry, the Legislative
36 Council and other sources.

37 **Sec. 10. Funding; compensation.** Interested persons and
38 organizations may provide outside sources of funding to finance
39 the activities of the task force. The Legislative Council shall
40 administer outside funds acquired for the conduct of the task
41 force. Expenditures may not be incurred that have an impact on
42 the General Fund. Expenditures may not be incurred relative to

1 the task force until the funding from outside sources has been
2 received by the Legislative Council. Members of the task force
3 are entitled to expenses from that funding upon application to
4 the Executive Director of the Legislative Council.

6 **Emergency clause.** In view of the emergency cited in the
7 preamble, this legislation takes effect when approved.
8

10 FISCAL NOTE

12 The State Board of Education can absorb the costs related to
13 the preparation of a long-range plan related to learning results
14 within existing budgeted resources.

16 This bill also establishes the Task Force on Learning
17 Results and allows the Legislative Council to accept and
18 administer outside sources of funding to conduct the activities
19 of the task force. If no outside funding is available, the task
20 force may not incur expenditures. In particular, General Fund
21 expenditures are prohibited. The bill further provides that
22 staffing and professional assistance may be provided by several
23 agencies, including the Department of Education, the University
24 of Maine System, the Maine Technical College System and the
25 Legislative Council. The restriction against the use of General
26 Fund money may prohibit these agencies from providing this
27 assistance to the task force.
28

30 STATEMENT OF FACT

32 This amendment replaces the bill. The amendment establishes
33 the Task Force on Learning Results and charges the task force
34 with developing long-range educational goals and standards for
35 school performance and student performance based on learning
36 results. The task force must recommend to the State Board of
37 Education a plan for achieving those goals and standards. The
38 amendment also adds an emergency preamble, an emergency clause
and a fiscal note to the bill.

Reported by Senator O'Dea for the Committee on Education.
Reproduced and Distributed Pursuant to Senate Rule 12.
(5/25/93) (Filing No. S-205)



Maine School Superintendents Association

"better schools for Maine boys and girls"

OFFICERS--1992-93

PRESIDENT
DALE A. DOUGLASS
BRUNSWICK 04011

PRESIDENT-ELECT
J. DUKE ALBANESE
M.S.A.D. #47
OAKLAND 04963

VICE PRESIDENT
DR. MARK S. EASTMAN
M.S.A.D. #42
MARS HILL 04758

SECRETARY-TREASURER
DAVID J. LYON
M.S.A.D. #45
WASHBURN 04786

PAST PRESIDENT
ALBERT S. HALL
WATERVILLE SCHOOL DEPT.
WATERVILLE 04901

EXECUTIVE COMMITTEE

JAMES L. ASHE
UNION #48
WISCASSET 04578

UNARD C. CROCKETT III
CKSPORT & M.S.A.D. #18
BUCKSPORT 04416

RAYMOND FREVE
M.S.A.D. #48
NEWPORT 04953

JOHN J. GRADY
OLD TOWN SCHOOL DEPT.
OLD TOWN 04468

PAUL JOHNSON
M.S.A.D. #60
NORTH BERWICK 03906

FRANCIS McDERMOTT
M.S.A.D. #6
BAR MILLS 04004

STAN SAWYER
M.S.A.D. #52
TURNER 04282

J. BRIAN SMITH
MAINE INDIAN EDUCATION
CALAIS 04619

JUDITH S. STALLWORTH
M.S.A.D. #51
CUMBERLAND CENTER 04021

DON F. WADDELL
M.S.A.D. #27
FORT KENT 04743

EXECUTIVE SECRETARY
DANIEL A. CALDERWOOD
(207) 622-3473
MAINE SCHOOL
MANAGEMENT ASSOCIATION
P.O. BOX 710
AUGUSTA 04332-0710

Statement of the Maine School Superintendents Association in support of LD #680, "An Act to Enhance the Role of the State Board of Education"

The Maine School Superintendents Association supports LD #680. This legislation would add to the powers and duties of the State Board of Education by requiring the Board to develop a long-range plan for education and by requiring an advisory council to be convened for the purpose of developing standards for learning outcomes in public schools.

In the report, "America's Choice: High Skills or Low Wages" produced by the National Center on Education and the Economy, a call for a highly educated work force is presented. It states, "We lack a clear standard of achievement, and few students are motivated to work hard in school. One reason that students going right to work after school have little motivation to study hard is that they see little or no relationship between how well they do in school and what kind of job they can get after school. Other advanced industrial nations have stringent performance standards that virtually all students must meet at about age 16 and that directly affect their employment prospects."

Maine has created its Common Core of Learning. This document addresses knowledge, skills and attitudes that students should exhibit. It positions Maine well in beginning to address the report and recommendations of the America's Choice Report.

The Coalition for Excellence in Education Report, "Success Begins with Education," recommends "a new doctrine for our education system--one that values a common set of learning outcomes for every Maine child and organizes schools to ensure that all children achieve those outcomes to the maximum of their potential." Further, the report states, "The statewide outcomes will provide a single, clear focus for all education policy by giving parents, students, communities, and educators a clear understanding of the work of schools. They will provide a common purpose or philosophy to shape programs for professional preparation, family and community participation in schools, and for curriculum, instruction, and assessment in schools throughout the state.

"The Core state outcomes will be a living body of learning kept current through periodic review and revision so that schools will always serve community, family, and business needs. Communities can add additional learning outcomes for their children so that schools will address specific community needs and the aspirations of its children." The Coalition saw the State Board of Education providing the leadership for the development of an outcome-based system of public education.

Further, the Coalition saw an advisory council being convened with geographically balanced representation from Maine's economic, cultural, educational and community interests. The State Board of Education, with the assistance of this advisory council, would keep the state's core learning outcomes current through a periodic review and update. This legislation would allow this action to take place.

When Kentucky embarked upon its statewide school reform initiative, the Center for Leadership in School Reform was commissioned to develop a report to assist in Kentucky's efforts. That report recommended that "governance from the top down must be structured in a way that supports a focus on student success, encourages commitment to continuous improvement, and provides the kind of stability and continuity that assures long-term planning as well as short-term action." Strengthening the role of the State Board of Education would cause Maine to be a step closer to realizing that type of governance recommended.

In an article by John Kincaid, "Is Education Too Intergovernmental?" that appeared in the Intergovernmental Perspective/Winter 1992, he writes, "States need to return to basics by defining their roles in terms of the producers of education and in terms of the characteristics of academically effective K-12 schools, rather than mandating 'one best system.' Given the school-based nature of effective education, states need to redefine their intervention to concentrate on provision decisions, leaving production largely to the producers. State provision decisions are crucial for the producers because states determine such matters as the organizational choices available to producers, the incentives that drive the system, the methods and equity of school financing, and the standards of quality expected from schools. In addition, given the variability of schools and their students, the state may have to perform different roles for different places, persons, and facets of K-12 education.

"Of course, states are also responsible for guaranteeing rights and equal opportunity, ensuring essential capacities for education, and affirming a compelling vision of education. Even more than the federal government, states, as the legal administrators of most of the nation's social programs, bear principal responsibility for coordinating state and federal health, welfare, housing, crime and other social policies with education." Kincaid concludes that schools must be organized with the necessary intergovernmental arrangements serving to support dedicated teachers, sustaining student learning, and helping parents realize the best for their children. It would seem that this all would start at the state level with a State Board of Education that provides leadership which focuses on the characteristics of academically effective schools and the standards of quality expected from schools.

Again, in Kentucky, their Education Reform Act of 1990 states that school success depends on a clear and shared vision of what students should know and be able to do at specific points in their educational program. Their schools will focus on attainment of outcomes with an expectation that all students will achieve at a high level in all of their outcome areas. Their reform initiative requires their State Board of Education to adopt the learning outcomes, but will leave the establishment of specific curriculum to local districts. The Report of the Twentieth Century Fund Task Force on School Governance recommends that states should set clear performance criteria that would enable them to hold local policy boards accountable for student progress and management effectiveness.

In Rhode Island, the Report of the 21st Century Education Commission, "Educating ALL Our Children," recommended a new educational governance system that is based on principals of collegiality and consensus building, and must include all of the constituent groups in the system. This governance system must encourage systemic reform and be built around the concepts of supporting teaching and learning rather than management and control; a system that has standards without standardization. They see educational reform focuses on student outcomes rather than inputs, professionalization of teaching, and linkages of student success to educational governance and finance policy. Their recommendation is that the new focus of the state be the provision of leadership and support for district and school innovation and improvement.

In this review of reports and studies, one can see a strong emphasis on outcomes, standards, and systemic statewide reform. For Maine to achieve this, it is important that we have a strong, active State Board of Education. This Board must be an advocate for education by promoting support for education and even more importantly, by developing a vision for education that helps us realize the goal of ALL children achieving success. LD #680 gives authority to the State Board of Education to develop those standards, to keep our Common Core of Learning viable, and to provide visionary leadership for public school education in our state. LD #680 puts children first and makes successful education for all our children more of a guarantee.

The Maine School Superintendents Association has as its motto, "Better schools for Maine's boys and girls." A strong, independent State Board of Education providing leadership and vision for education in our state, we feel, would be an initiative that would, in fact, cause our schools to be better. We encourage the Education Committee to support LD #680.

State of Maine
DEPARTMENT OF EDUCATION

Testimony of Leo G. Martin
Commissioner

Supporting L.D. 680

An Act to Enhance the Role of the State Board of Education

Before the Committee on Education

Sponsored by: Senator Amero

Cosponsored by: Senators Begley, Carpenter, Cleveland, Ludwig, Marden, O'Dea, Pingree, Representatives Cloutier, Mitchell, Pfeiffer, Pinette, Simonds and Small

Date: April 27, 1993

Senator O'Dea, Representative Mitchell, and Members of the Joint Standing Committee on Education:

The Department of Education supports L.D. 680, An Act to Enhance the Role of the State Board of Education. The State Board of Education has long been recognized in its leadership and advocacy role for the educational interests of all Maine learners. It has been an active partner in such initiatives as School Restructuring, Maine's implementation of the National Education Goals and the Common Core of Learning. Most importantly, it is not only a board made up of a broad representative constituency, but it functions as a public forum for input from the public at large. Therefore, it is logical that it be the focal agent and clearinghouse for the development of a long range plan for educational standards and educational outcomes for Maine's students.

As just one practical example of the State Board's long range planning role, we are currently writing the outline for a strategic plan entitled, "A Reaffirmation of Faith in Maine's Public Schools," that has four pillars of support: the community, the religious institutions, families, and the schools, which also includes State Government and the Department of Education. The purpose of the plan, which will be developed with the State Board, will be to receive input and ownership from the citizens of Maine.

Through L.D. 680, the State Board of Education could gather, through regional meetings, the input from the public necessary to develop this vision as an integral part of the implementation of the strategic plan for education in the State of Maine. The Department of Education sees itself, along with State Government and other educational constituencies, as an integral party to the State Board's endeavor to provide a vision of education.

Page 2
L.D. 680

We also hope and expect that the Education Committee will play an integral part in the development and implementation of this strategic plan and as Commissioner, I look forward to joining the State Board of Education, the Education Committee and Maine's citizens in this endeavor.

Again, the Department of Education supports L.D. 680 and will be available to the Committee for any work session on this bill.

TESTIMONY OF DOUGLAS S. CARR

ELECTED SCHOOL BOARD PERSON, YARMOUTH, MAINE

ELECTED REPRESENTATIVE OF MAINE SCHOOL BOARD ASSOCIATION

MY NAME IS DOUGLAS S. CARR. I AM AN ELECTED SCHOOL BOARD MEMBER IN THE TOWN OF YARMOUTH, MAINE. I AM ALSO AN ELECTED REPRESENTATIVE OF THE MAINE SCHOOL BOARD ASSOCIATION AND A MEMBER OF THE EXECUTIVE COMMITTEE OF THE MAINE COALITION FOR EXCELLENCE IN EDUCATION. I AM A PARENT OF TWO TEENAGE DAUGHTERS WHO ATTEND PUBLIC SCHOOLS. I AM A GRADUATE OF THE YARMOUTH PUBLIC SCHOOLS AND I APPEAR HERE TODAY TO TESTIFY ON BEHALF OF L.D. 680, AN ACT TO ENHANCE THE ROLE OF THE STATE BOARD OF EDUCATION.

IT IS DESPERATELY IMPORTANT TO THE CHILDREN OF THIS STATE THAT A HIGH QUALITY, BIPARTISAN COMMISSION BE APPOINTED IMMEDIATELY TO DEVELOP AND REPORT BACK TO THE LEGISLATURE WITH A STRATEGIC FIVE YEAR ACTION PLAN FOR PURSUING THE DEVELOPMENT AND IMPLEMENTATION OF AN OUTCOME BASED PUBLIC EDUCATION CURRICULUM IN THE STATE OF MAINE.

MANY OUTSTANDING INITIATIVES ARE ALREADY UNDERWAY. THESE INITIATIVES REQUIRE FULL FUNDING. HOWEVER, WE MUST PURSUE AND PLAN FOR STATEWIDE CHANGE AND NOT ENCOURAGE PIECEMEAL OR HAPHAZARD CHANGE HERE AND THERE. IT IS IMPERATIVE THAT ALL OF OUR STUDENTS AND TEACHERS BE HELD ACCOUNTABLE FOR ACHIEVING HIGH STANDARDS. THE PROGRAM EXIT OUTCOMES, SHOULD EMPHASIZE LONG-TERM LEARNING, CRITICAL THINKING SKILLS, PROBLEM SOLVING, GROUP INTERACTION AND COMMUNICATION, RATHER THAN REWARDING SHORT-TERM

"MEMORIZATION". NEW ASSESSMENTS MUST BE DESIGNED TO MEASURE AND ASSURE THAT STUDENTS ARE ACHIEVING HIGH OUTCOMES. THE HIGH EXIT OUTCOMES MUST BECOME THE CONSTANT AND TIME ON TASK THE VARIABLE.

EACH COMMUNITY MUST GO THROUGH A PROCESS SIMILAR TO THE PROCESS USED IN THE TOWN OF YARMOUTH WHEREBY THE ENTIRE VILLAGE HAS BEEN ENGAGED TO DEVELOP COMMUNITY OUTCOMES FOR WHAT WE EXPECT OF ALL OF OUR STUDENTS. THE AFRICAN PROVERB: "IT TAKES AN ENTIRE VILLAGE TO RAISE A CHILD" IS JUST AS TRUE IN MAINE IN 1993. THE MISSION STATEMENT FOR THE YARMOUTH SCHOOLS MIGHT BECOME THE MISSION STATEMENT FOR SCHOOLS THROUGHOUT THE STATE OF MAINE. "TO EMPOWER ALL STUDENTS TO CREATE FULFILLING LIVES IN A CHANGING WORLD."

THE JOINT COMMITTEE ON EDUCATION IS TO BE COMMENDED FOR THE INITIATIVE IT HAS TAKEN IN LEADING THE WAY IN DEVELOPING A BIPARTISAN APPROACH TO DEVELOPING A WORLD CLASS PUBLIC EDUCATION SYSTEM IN THE STATE OF MAINE. THIS IS A MATTER OF THE MOST FUNDAMENTAL BASIC ECONOMIC DEVELOPMENT. WE CAN AFFORD NOTHING LESS THAN OUR VERY BEST FULL-TIME EFFORT TO ADDRESS THE CHALLENGE WHICH PUBLIC EDUCATION PRESENTS FOR ALL OF US TODAY AND TOMORROW.

AS ONE LOCAL SCHOOL BOARD ELECTED OFFICIAL AND AS A MEMBER OF THE STATE SCHOOL BOARD ASSOCIATION AND THE COALITION FOR EXCELLENCY IN EDUCATION, I PLEDGE TO YOU TO DO EVERYTHING I CAN TO WORK WITH YOU IN THE PASSAGE OF THIS BILL, AND FOR THE FULL FUNDING OF EDUCATION. THE COMMISSION TO BE CREATED BY LD 680 MUST DEVELOP OF A COMMON SENSE, PRACTICAL, USER FRIENDLY, WORKABLE STRATEGIC ACTION PLAN TO BE PRESENTED TO THE LEGISLATURE

FOR ADOPTION IN THE SPRING OF 1994. THE TASK IS DAUNTING BUT I
AM CONFIDENT THAT WE ARE CAPABLE OF MEETING THE CHALLENGE. OUR
CHILDREN DESERVE NOTHING LESS.

011/4451/AB7/Testimony

MAINE SCHOOL BOARDS ASSOCIATION
P.O. Box 710
Augusta, Maine 04332-0710

A STATEMENT BY THE MAINE SCHOOL BOARDS ASSOCIATION ON LD #680, "AN ACT TO ENHANCE THE ROLE OF THE STATE BOARD OF EDUCATION."

THE MAINE SCHOOL BOARDS ASSOCIATION SUPPORTS LD #680 AS A FIRST STEP TOWARD THE BROADENING OF THE STATE BOARD OF EDUCATION'S ROLE IN RELATION TO THE ROLE OF LOCAL SCHOOL BOARDS.

WHAT LOCAL SCHOOL BOARDS, SUPERINTENDENTS AND THEIR LOCAL COMMUNITIES NEED IS A STRONG STUDENT ADVOCATE IN THE DEPARTMENT OF EDUCATION. IN RECENT YEARS, IT HAS NOT BEEN POSSIBLE TO ASSURE STATE LEVEL ADVOCACY BECAUSE OF THE GOVERNORS' EXPECTATIONS OF THEIR COMMISSIONERS, AND THE POLITICAL IMPROBABILITY OF RETURNING TO THE STATE BOARD THE TASK OF APPOINTING STATE EDUCATION COMMISSIONERS. THE LOSS OF AN INDEPENDENT ADVOCATE FOR PUBLIC EDUCATION HAS NEVER BEEN FELT MORE THAN IN THE LAST SEVERAL YEARS, AND HAS BEEN PARTICULARLY PAINFUL WHEN CONNECTED TO THE STATE'S BUDGET DIFFICULTIES. THIS YEAR, HOWEVER, HAS BEEN DIFFERENT. THE JOINT EDUCATION COMMITTEE ON EDUCATION AND THE STATE BOARD ARE STRONGLY ADVOCATING AGAINST THE ADMINISTRATION'S RECOMMENDED FUNDING FOR SCHOOLS. THAT IS AS IT SHOULD BE.

IN OUR EARLIER STATEMENT ON LD #112, WE SUGGESTED THAT THE EDUCATION COMMITTEE LEAD AN EFFORT TO CONSIDER A REORGANIZED STATE BOARD OF EDUCATION, AS A NON-PARTISAN, INFORMED AND INDEPENDENT ADVOCATE FOR PUBLIC EDUCATION. ALSO INCLUDED IN THAT STATEMENT WERE ELEMENTS FOUND IN LD #680, i.e., VISION, STATE GOALS AND A STRATEGIC PLAN. WE ALSO RECOMMENDED THE

ONGOING ASSESSMENT AND EVALUATION OF LOCAL EDUCATIONAL PROGRAM EQUITY. LD #680 WOULD SET US ON THAT COURSE. WE SHOULD BE MINDFUL, HOWEVER, THAT THERE NEEDS TO BE A WELL-INFORMED DISCUSSION AMONG ALL OF US ABOUT THE NATURE OF OUTCOME-BASED EDUCATION, ITS EXPECTATIONS AND ITS POLITICS. BUT THAT SHOULD NOT DETER US FROM PROCEEDING WITH A MUCH NEEDED COLLABORATIVE EFFORT TO RECOMMIT TO EXCELLENCE IN TEACHING AND LEARNING IN MAINE SCHOOLS.

WE URGE THE COMMITTEE TO SUPPORT LD #680, AS WELL AS A SERIOUS EXAMINATION OF THE DIVISION OF THE STATE DEPARTMENT'S RESPONSIBILITY FOR EDUCATION.

TESTIMONY FOR SUSAN G. AARONSON
TUESDAY, APRIL 27, 1:00 P.M.
LD 680, AN ACT TO ENHANCE THE ROLE OF THE
STATE BOARD OF EDUCATION

REPRESENTATIVE MITCHELL, SENATOR O'DEA, MEMBERS OF THE COMMITTEE. MY NAME IS SUSAN AARONSON AND I AM THE PRESIDENT OF THE MAINE COALITION FOR EXCELLENCE IN EDUCATION. YOU HAVE JUST HEARD EXTENSIVE TESTIMONY SUPPORTING THE CREATION OF AN EDUCATIONAL SYSTEM BASED ON STANDARDS FOR STUDENT LEARNING. SUCH A SYSTEM WOULD ENSURE THAT OUR CHILDREN COMPLETE THEIR SECONDARY EDUCATION HAVING ACQUIRED THE KNOWLEDGE AND MASTERED THE SKILLS AS OUTLINED IN MAINE'S COMMON CORE OF LEARNING. HOWEVER, THE INITIATION OF A TASK FORCE TO DEVELOP THESE STANDARDS IS ONLY ONE PART OF THE BILL BEFORE YOU.

THE SECOND PART OF THE BILL SPEAKS TO THE CREATION OF A SUBCOMMITTEE TO DEVELOP A VISION, GOALS, AND A 5-YEAR STRATEGIC IMPLEMENTATION PLAN FOR RESTRUCTURING OUR CURRENT EDUCATION SYSTEM.

IN PREPARING THIS TESTIMONY, I HAVE ASSUMED THAT WE ARE ALL IN AGREEMENT THAT THINGS NEED TO BE DIFFERENT. TEN YEARS TO THE DAY AFTER THE PUBLICATION OF "A NATION AT RISK," EDUCATORS AGREE THAT WE HAVE MADE PROGRESS IN SOME AREAS, BUT MUCH REMAINS TO BE

DONE. AS FALLON AND MILES WROTE LAST YEAR "THE PROBLEM IS NOT REALLY LACK OF INNOVATION, BUT THE ENORMOUS OVERLOAD OF FRAGMENTED, UNCOORDINATED, AND EPHEMERAL ATTEMPTS AT CHANGE." WHEN I TALK TO PEOPLE ABOUT EDUCATION IN MAINE, EDUCATORS AND PARENTS ALIKE ARE QUICK TO POINT OUT THAT THERE ARE PLACES WHERE CHANGE IS HAPPENING. IN THE NEXT BREATH, THEY ADMIT THERE IS NO REAL FOCUS OR DIRECTION FOR THE EFFORT.

SO... TO THE BILL. BY CREATING A VISION, THIS SUBCOMMITTEE WILL GIVE US A CLEAR, SHARED PICTURE OF WHERE WE ARE HEADING. A GALVANIZING VISION, CREATED BY ALL THE STAKEHOLDERS, WILL EXCITE ENERGY AND GENERATE COMMITMENT FOR THE CHANGE. IT WILL TELL US WHERE WE ARE GOING AND WHAT WE ARE STRIVING TO ACHIEVE.

A 5-YEAR STRATEGIC IMPLEMENTATION PLAN WILL PROVIDE SOME ORDER TO WHAT IS ADMITTEDLY AN UNCERTAIN AND SOMEWHAT CHAOTIC PROCESS. GOALS, SPECIFIC SHORT-TERM ACTION STEPS, WILL CONVERT THE ENERGY TO ACTION. QUITE SIMPLY, PEOPLE WILL KNOW WHAT TO DO. AND, FINALLY, MEASUREMENTS WILL HELP US CHART OUR PROGRESS AND HOLD OURSELVES AND OTHERS ACCOUNTABLE.

IF WE ARE TO BE SUCCESSFUL TRANSFORMING OUR SCHOOLS, WE NEED THE KIND OF LEADERSHIP THAT A STATE-LEVEL VISION AND PLAN WOULD

PROVIDE, WE NEED THE CONTINUITY AND LONG-TERM COMMITMENT THE STATE BOARD OF EDUCATION CAN OFFER, AND WE NEED THE ACTIVE PARTICIPATION OF THE MAJOR STAKEHOLDERS, STATEWIDE, WHICH THE TASKFORCE ENSURES.

BY WORKING TOGETHER TO ADVANCE A STATEWIDE AGENDA FOR EDUCATION, WE CAN MAKE A DIFFERENCE IN THE QUALITY OF EDUCATION FOR MAINE'S CHILDREN. THE MAINE COALITION FOR EXCELLENCE IN EDUCATION LOOKS FORWARD TO WORKING WITH THE COMMITTEE AND OTHER INTERESTED PARTIES TO BEGIN THIS IMPORTANT PROCESS.

I WOULD BE HAPPY TO ANSWER ANY QUESTIONS YOU MIGHT HAVE.



THE CHRISTIAN CIVIC LEAGUE
of Maine

Bringing an Ethical Perspective to the Dialogue Over Public Policy

Statement by Jasper S. Wyman, executive director of the Christian Civic League of Maine, on L.D. 680, "An Act to Enhance the Role of the State Board of Education," before the Education Committee, on Tuesday, April 27, 1993.

The Christian Civic League of Maine strongly supports L.D. 680.

It is imperative that Maine continue its progress toward educational excellence in our state. This legislation will establish an advisory council on learning outcomes of school performance designed to create standards for learning in our public schools. The bill also calls for the establishment of a long-range plan that incorporates the elements of a proper education for our children.

The League wishes to commend the outstanding work of the Maine Coalition for Excellence in Education. As Mr. James Orr, chairman of the Coalition has said: "The Coalition's report is not the end of our work. It is only a beginning."

It is now time to move beyond study to the practical development and implementation of the specific recommendations made by the Coalition.

L.D. 680 represents an important step in that process by empowering the State Board of Education to develop a long-range plan for improving the quality of education in Maine.

We commend Senator Amero and her co-sponsors for introducing L.D. 680 and we urge this committee to give its unanimous support.



State Board of Education

STATE HOUSE
STATION 23
AUGUSTA, MAINE 04333

Testimony of Marjorie Medd, Chair
Maine State Board of Education

Supporting L.D. 680

An Act to Endorse the Role of the State Board of Education

Before the Committee on Education

Sponsored by: Senator Amero

Cosponsored by: Senators Begley, Carpenter, Cleveland, Ludwig, Marden, O'Dea, Pingree, Representatives Cloutier, Mitchell, Pfeiffer, Pinette, Simonds and Small

Date: April 27, 1993

Senator O'Dea, Representative Mitchell, and Members of the Joint Standing Committee on Education:

The State Board of Education supports L.D. 680. As has been stated either in previous testimony or in discussions concerning the State Board of Education over the past several months, the State Board of Education has as its major responsibility, advocating for the educational opportunities of the citizens of Maine. Today more than ever, we understand that early and equal opportunities for lifelong learning must become part of our everyday vocabulary. L.D. 680 gives to the State Board of Education the added ability to lead the state through the process of formulating a vision and long range plan with outcomes necessary for an educated responsible citizenry.

As the world changes so must our Maine citizens - the Maine as we knew it and know it, is being forced to reexamine its economic base, its infrastructure, its way of life and its ability to provide for its people. It is time to affirm and support the State Board of Education's goal of making education the number one issue. To say time and time again that the investment in our children's education is the most important investment to be made in a lifetime.

The establishment of a task force that is empowered to design a vision, set goals and develop a strategic plan that will encourage students to pass and not fail and to meet their potential is an exciting task.

The State Board of Education has been involved over the past several years in the development of the Aspirations Compact, the Common Core of Learning, and the Coalition for Excellence in Education. The Board has advocated for schools as community centers, year round education and the belief that all children can learn. This Board then is prepared to pursue implementation of L.D. 680.

The State Board of Education, with its broad based representation and educationally knowledgeable Board, is more than prepared to work hand in hand with the Commissioner of Education, Department of Education and other organizations on this most significant legislation.