

**TESTIMONY
OF
A. PENDER MAKIN, COMMISSIONER
DEPARTMENT OF EDUCATION**

Before the Joint Standing Committee on Appropriations and Financial Affairs
And the Joint Standing Committee on Education and Cultural Affairs

Hearing Date: March 11, 2019

LD 1001 "An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2019, June 30, 2020 and June 30, 2021"

Senators Breen and Millett, Representatives Gattine and Kornfield, and Members of the Joint Standing Committees on Appropriations and Financial Affairs and Education and Cultural Affairs, my name is Pender Makin and I am the Commissioner of the Department of Education (DOE). I am here today to present testimony for those departmental items in the biennial budget bill.

Governor Janet Mills is proposing a budget that is: balanced, as the Constitution requires; makes responsible investments to tackle serious challenges facing our state; and honors the will of the people. This budget is about HOPE: health, opportunity, prosperity, and education. It offers pragmatic initiatives within a common-sense budget framework, and does not raise taxes for the people of Maine.

The DOE is presently staffed by 143.5 positions who are charged with ensuring the effective coordination of our public education system, the provision of necessary resources, information, and technical support to schools and districts across the State, and the interrelation of our public education system with Maine's other social, economic, and cultural programs and departments. There are also 23.5 positions (and 27.042 FTEs) dedicated to supporting Education in the Unorganized Territories.

We are including three major proposals for the DOE within this biennial budget: additional positions to support the necessary reorganization of the Department to build capacity for our work;

additional funding for Child Development Services (CDS); and additional funding for the total cost of education in our public school districts.

This budget reflects a comprehensive redesign of DOE, including an overall increase in positions along with other initiatives that involve reorganizing, reallocating, and transferring positions for efficient and effective operation. Areas of specific focus, for which you will see support in this budget, include: Communications; Certification; Teacher Recruitment, Support, and Retention; and Student Supports. Several of our requests are continuations of positions that were added through financial orders during this current biennium. I will provide more details about the new positions and will identify them with a superscript throughout this testimony.

The Department is also requesting \$18.5m over the biennium for CDS. CDS employee contracts ended on December 31, 2018, and the Department has completed negotiations with their union. The result of those negotiations would create an \$8m increase over the biennium and is pending approval of the budget.

This budget also includes a substantial increase in funding, \$126m over the biennium, providing an increase of 1.13% in the state share toward the total cost of pre-K through 12th grade education. This brings the state share of public education funding to 50.71% of Essential Programs and Services. If you include the State's payments toward the retired teachers' pension fund (the Unfunded Actuarial Liability – or UAL), this would bring the state share of Essential Programs and Services for Pre-K through 12th grade to 55.11%. We acknowledge and work toward the goal of 55% state share funding, irrespective of the UAL cost, and it is our intent to continue, in good faith, to increase state share over time until the 55% mark is reached.

Some initiatives in this budget will impact more than one program. For this reason, initiatives for the same purpose will appear across several areas of my testimony. The explanation for these initiatives will be repeated for each program, and the repeated explanations will be underlined to identify that they were described earlier.

Now to an overview of the budget by program and the initiatives associated with each, beginning with Part A in the Budget Document.

PART A

ADULT EDUCATION

The **baseline budget** for this program may be found on page A-162. The Adult Education program provides administrative and technical support and assistance for adult education programs statewide including adult and community education, adult basic education, adult high school diploma, high school equivalency diploma testing program, family literacy, job skills training and college transition programs. This program includes both the General Fund and the Federal Expenditures Fund. This program includes **two initiatives** which may be found on the same page.

The **first initiative** provides a net appropriation of \$57,692 in FY20 and \$62,008 in FY21 to establish an Education Specialist III¹ to support the increased workload in the areas of professional development, monitoring and accountability. Current staffing is unable to provide the ongoing support the field needs in order to meet required state and federal performance and outcome requirements. The Adult Education team has recently had to rely on contracted help to meet the demand. This initiative also reduces All Other, currently used for the temporary services contract, to fund a portion of the position.

The **second initiative** provides an appropriation of \$300,000 in FY20 and \$600,000 in FY21. Of this, \$300,000 in each year of the biennium would increase funding for adult education subsidy from \$4,948,049 to \$5,248,029 and the additional \$300,000 in FY21 would be used to promote specialized academic and work force training needs that align with and support Maine's economic and workforce development.

CHARTER SCHOOL PROGRAM

The **baseline budget** for this program may be found on page **A-163**. The Federal Expenditures Fund request is \$500 for each year of the biennium. This base allocation was established if federal funds are received to fund a Charter School Program that would primarily make sub-grants to charter schools per federal regulations. To date no federal funds have been received. There are no new initiatives for this program.

CHILD DEVELOPMENT SERVICES

The **baseline budget** for this program may be found on page **A-164**. The Child Development Services (CDS) system is an Intermediate Educational Unit (IEU) that provides both early intervention (birth - two years) and Free Appropriate Public Education (FAPE) for ages three through five years under the supervision of the Maine DOE. CDS ensures the provision of special education services and the implementation of federal and state regulations statewide, through a network of nine regional sites and a central office. It is our intent to carefully, and over a period of several years, transition CDS services for children ages 3-5 into the auspices of local public school systems, as this would improve services and continuity for the children and families served by the program. This program includes both the General Fund and the Federal Expenditures Fund. CDS **has seven initiatives** which may be found on pages **A-164** and **A-165**.

The **first initiative** eliminates a vacant Office Associate II position that is no longer needed.

The **second initiative** continues a Public Service Coordinator II² that was established by financial order during FY18. This position supports CDS-run programs, CDS staff, special purpose private preschools and public schools in the provision of services to children aged 3 – 5 who have disabilities. The cost of the position is offset with a reduction in All Other. This initiative represents the General Fund portion of the position. The Federal Expenditures Fund portion may be found on page **A-194**.

The **third initiative** provides an appropriation of \$3,080,030 in each year of the biennium to support rate increases for contracted services that provide specially designed instruction to children, including speech and language and rehabilitative / developmental services to children with cognitive impairments and function limitations.

The **fourth initiative** provides an appropriation of \$3,604,450 in FY20 and \$4,395,550 in FY21. This initiative includes funding for increasing staff wages, which are significantly below competitive levels with no increase since January 2016, resulting in high turnover. This initiative also provides for other essential supports to maintain current services.

The **fifth initiative** provides an appropriation of \$868,000 in each year of the biennium for unmet needs for children 3-5, including speech therapy, occupational therapy and specially designed instruction. Current funding levels inhibit the timely provision of necessary services at the frequency and intensity identified on Individual Education Programs (IEPs).

The **sixth initiative** provides a one-time appropriation of \$1m in each year of the biennium to support inevitable transition costs. These funds will be used for anticipated start-up costs associated with a proposed transition of services for children with disabilities, ages 3-5 from CDS to school administrative units (SAUs). There is general consensus around the idea that children and families would be better served if CDS services were provided by local public school districts, offering consistency and strengthened relationships while eventually impacting efficiencies of scale. This transition will be managed very carefully so that children and families will not experience a disruption or lag in services. Additional communications and logistical supports are anticipated throughout the transition period, and these are likely to be highly individualized and specific to the situational needs in each community. The Department supports a deliberate and careful transition for CDS services, which will be differentiated in nature due to the individual needs of communities, and this initiative represents our intent to provide supports that will be needed.

The **last initiative** provides an appropriation of \$494,921 in FY21 to cover an increase in minimum salaries for CDS teachers as they transition into public school systems.

COMMISSION TO END STUDENT HUNGER

The **baseline budget** for this program may be found on page A-166. The Commission to End Student Hunger is charged with the implementation of the 5-year plan to end student hunger as developed by the Task Force to End Student Hunger in Maine pursuant to Resolve 2013, chapter 107. The Department participates as a member.

The Other Special Revenue Funds request is \$500 for each year of the biennium. This base allocation was established if funds were received for this purpose. No revenue has been received to date. There are no new initiatives for this program.

CRIMINAL HISTORY RECORD CHECK FUND

The **baseline budget** for this Other Special Revenue Funds program may be found on page A-166. The Criminal History Record Check Fund is a non-lapsing fund within the Department of Education. This account receives transfers from the Department of Public Safety to fund a portion of a position within the Department that issues certificates upon completion of criminal history record checks of educational personnel applicants. There are no new initiatives for this program.

DIGITAL LITERACY FUND

The **baseline budget** for this program may be found on page A-167. The Digital Literacy Fund, Other Special Revenue Funds, is used to provide technical assistance to SAUs to support the use of digital curricula including digital textbooks and open educational resources. It also provides an online clearinghouse for digital curricula to aid SAUs with the selection and vetting of digital learning materials. There are no new initiatives for this program.

EDUCATION IN THE UNORGANIZED TERRITORY

The **baseline budget** for this program may be found on page A-168. The purpose of the Education in the Unorganized Territory (EUT) program is to provide educational programming and related support services to school-age children whose parents reside in the unorganized territory of the State. The program must meet the general standards for elementary and secondary schooling and special education established for organized municipal units.

Funding is provided to educate 805 students residing in unorganized territories, including 125 students in three EUT schools. The Department operates these three schools and tuitions 680 additional students to 90 SAUs/region schools.

The funds expended from the General Fund budget for EUT educational services are replaced each fiscal year by local tax revenues raised in the unorganized territory through the Municipal Cost Component Act. These local tax funds are dedicated revenues which reimburse the General Fund for EUT and other state and county services provided to residents of the unorganized territory. This program includes General Fund, Federal Expenditures Fund and Other Special Revenue Funds. This program has **two initiatives** that may also be found on page A-168.

The **first initiative** provides an appropriation of \$385,944 in FY20 and \$401,588 in FY21 to establish 3 Teacher Aides, 3 Janitor/Bus Drivers and 2 Teacher^{3&4} positions. These positions are necessary due to an increase in enrollment of 65 students resulting from the deorganization of 3 towns (Atkinson, Cary Plantation and Codyville Plantation) which will be effective July 1, 2019.

The **second initiative** provides an appropriation of \$8,527 in FY20 and \$8,518 in FY21 for the approved reclassification of the Director, State Schools EUT to a Public Service Executive II. This reclassification reflects better alignment with the job responsibilities.

FACILITIES, SAFETY AND TRANSPORTATION

The baseline budget for this program is on page A-169. In 2017, the Facilities, Safety and Transportation team became its own office within the Department, moving from the Office of School Finance and Operations. The Office of Facilities, Safety and Transportation provides planning, leadership, technical assistance and financial support necessary to maintain and strengthen the State's PreK-12 public education infrastructure. Programs include Major Capital School Construction, School Revolving Renovation Fund, Leased Space, Federal Facility Grants, Facilities Inventory, School Building Safety, School Security, Bus Purchasing and Bus Safety. This program includes the Federal Expenditure Fund and Other Special Revenue Funds, which are derived from the Maine Municipal Bond Bank. This program has **two initiatives** which may also be found on page A-169.

The **first initiative** transfers five positions and associated All Other funding from the School Finance and Operations program to the Facilities, Safety and Transportation program within Other Special Revenue Funds. This initiative may also be found on page A-192, which reflects the transfer *out* of the School Finance and Operations program.

The **second initiative** provides an allocation of \$597,282 in FY20 and \$553,032 in FY21 in the Federal Expenditures Fund account. The Department received a 5-year grant for School Emergency Management in October, 2018. Funding from this grant will assist local educational agencies with development of school high-quality emergency operations plans.

FUND FOR A HEALTHY MAINE (FHM) – SCHOOL BREAKFAST PROGRAM

The **baseline budget** for this program may be found on page A-170. Pursuant to Title 20-A §6602 a public school shall provide breakfast at no cost to all students who are eligible for free and reduced-price meals. The state shall provide funding equal to the difference between the federal reimbursement for a free breakfast and the federal reimbursement for a reduced-price breakfast for each eligible student. There are no new initiatives for this program.

FUND FOR THE EFFICIENT DELIVERY OF EDUCATIONAL SERVICES

The **baseline budget** for this program may be found on page **A-170**. The Fund for the Efficient Delivery of Educational Services was established to provide competitive grants to SAUs to fund the cost of changes leading to significant and sustainable savings in the cost of delivering educational services and improved student achievement.

The Other Special Revenue Funds request is \$500 for each year of the biennium. This was the base allocation when the program was established. There are no new initiatives for this program.

GENERAL PURPOSE AID FOR LOCAL SCHOOLS (GPA)

The **baseline budget** for this program may be found on page **A-171**. GPA forms the core of state funding for Maine public schools. The School Finance and Operations Team distributes these funds and provides technical assistance regarding that distribution to Maine's 265 SAUs. Local SAUs use GPA funds, with local tax revenues, to provide pre-kindergarten through grade 12 educational programs so that each student has the opportunity to achieve Maine's Learning Results. This program includes the General Fund and Other Special Revenue Funds, which are derived from revenue received from the Oxford Casino. There are **twenty initiatives** for this program and they may be found on pages **A-171 to A-174**.

The **first initiative** reallocates 50% of the cost, \$82,880 in FY20 and \$85,395 in FY21, of the Director of Policy and Programs from the GPA program to the Leadership Team program to align the position with the appropriate program. This initiative places 100% of the General Fund cost in the Leadership Team program. This initiative may also be found on page **A-177**, which reflects the position transfer into the Leadership Team program.

The **second initiative** which may be found on page **A-171** transfers a Public Service Manager I from the Learning Systems Team program to the GPA program and provides a net appropriation of \$91,501 in FY20 and \$92,202 in FY21 to align the position with the appropriate program. The initiative

allocates the cost from 75% General Fund/25% Federal Expenditures Fund in the Learning Systems program to 100% General Fund in the GPA program. This initiative also reduces All Other to fund a portion of the position. This initiative may also be found on page **A-180**, which reflects the position transfer out of the Learning Systems Team and the reduction in Personal Services to offset the cost of the position.

The **third and fourth initiatives** continue a Public Service Coordinator I⁵ and a Public Service Manager I⁶ that were established by financial order during the current biennium. These positions provide monitoring and technical assistance to implement and maintain regionalization efforts, to provide ongoing technical assistance to regional service centers, and to provide support to school finance in report creation (per pupil operating, tuition rates, expenditure by budget category, over/under EPS) and assist with quarterly and annual review of financial data file submissions. Both General Fund positions are funded with a reduction in All Other, for a net impact of zero.

The **fifth initiative** continues a Public Service Manager II⁷ established by financial order in FY19. This position develops and implements state policies and procedures essential to establishing broader and more comprehensive Career and Life Education programs and activities in Maine's schools as part of the support services for essential programs and services. This General Fund position is funded with a reduction in All Other for a net impact of zero.

The **sixth initiative** transfers a Public Service Manager II from the GPA program to the Higher Education and Educator Support Services program to align the position with the appropriate program. This initiative may also be found on page **A-176**, which reflects the position transfer in to the Higher Education and Educator Support Services program.

The **seventh initiative** transfers an Education Specialist II from the Learning Systems Team program and reallocates the cost from 50% Learning Systems Team, Federal Expenditures Fund and 50% Leadership Team, Other Special Revenue Funds to 100% GPA, General Fund to align the position with the appropriate program. The position is funded with a reduction in All Other for a net impact of

zero. This initiative may also be found on page A-177, which reflects the Other Special Revenue Funds cost savings and increase to All Other and page A-181 which reflects the transfer of the position from the Learning Systems Team program.

The **eighth initiative** provides an appropriation of \$2m in each year of the biennium for the state share of MaineCare expenditures for state agency clients. Additional funding is needed for MaineCare eligible services to state agency clients due to increases both in services needed and in MaineCare rates.

The **ninth initiative** transfers a Public Service Executive II and two Regional Education Representatives from the GPA program to the Learning Systems Team program within the General Fund to align the positions with the appropriate program. This initiative may also be found on page A-181.

The **tenth initiative** transfers an Education Specialist II from the Learning Systems Team program to the GPA program to align the position with the appropriate program and reduces All Other to fund it. This initiative may also be found on page A-182, which reflects the position transfer from the Learning Systems Team program.

The **eleventh initiative** transfers an Education Specialist III from the Learning Systems Team program to the GPA program to align the position with the appropriate program. This initiative may also be found on page A-182, which reflects the position transfer from the Learning Systems Team program.

The **twelfth initiative** provides an appropriation of \$11m in FY20 and \$9m in FY21 to support principal and interest payments for newly bonded and state approved school construction projects. The projects in FY20 include RSU75 and RSU1 to build new high schools, RSU39 to build a pre-K-8 school, and RSU 19 to build a new middle school/high school. Additional projects in FY21 include RSU 24 to build a new grade 6-12 school and South Portland to build a new middle school.

The **thirteenth initiative** provides an allocation of \$3,301,068 in FY20 and \$3,514,021 in FY21 based on projected revenue from the Oxford Casino as determined by the Revenue Forecasting

Committee at their December 2018 meeting. This funding is included as part of our share of the total cost of education.

The **fourteenth initiative** provides funding in Personal Services for the approved reorganization of an Education Specialist III to a Data & Research Coordinator by reducing All Other for a net impact of zero. This reorganization more accurately reflects the duties of the position.

The **fifteenth initiative** transfers an appropriation of \$13,508 in each year of the biennium from the Learning Systems Team program to the GPA program. Public Law 2017, chapter 426, section 2 appropriated funds to the Department to insure compliance with criminal history record check and fingerprinting requirements for employees of SAUs. This initiative puts the funding in the appropriate account. This initiative may also be found on page A-183, which reflects the transfer from the Learning Systems Team program.

The **sixteenth initiative** provides an appropriation of \$4m in FY21 to cover a portion of the \$8m cost to buy out portable computer devices that were procured for public schools. The current and last lease purchase agreement that the Department has will end on June 30, 2020. The agreement requires that devices either be returned to the vendor or purchased by the Department. The Department would then sell the devices to SAUs or send them to State Surplus. The Department estimates that revenue received or credit from the vendor will amount to 50% of the \$8m needed to complete our obligation.

The **seventeenth initiative** provides an appropriation of \$7m in FY21 for statewide preschool programs. This initiative continues a multi-year ramp up with more students added each year. There are projected to be 525 additional pre-K students served in 2021. This initiative may also be found on page A-183, which reflects the position related to this initiative.

The **eighteenth initiative** provides a net appropriation of \$25,115 in FY20 and \$33,246 in FY21 to establish a Management Analyst II⁸. This currently contracted position provides technical support to school districts through the Department's helpdesk. This initiative is partially offset with All Other currently used to fund the contract.

The **nineteenth initiative** provides an appropriation of \$10m in FY21 to support an anticipated raise in the minimum annual salary for certified teachers to \$40,000. The Department anticipates, and is in support of, a required minimum salary of \$40,000 for full time, certified teachers. We have developed preliminary plans to ensure that such a transition has a direct impact on teacher salaries and protects communities from a sudden tax burden given the increased cost of education. We will support districts in developing strategies for phasing in local responsibility for teacher salaries. This initiative supports our overarching commitment to recruiting, supporting, and retaining a robust professional educator workforce in Maine.

The **last initiative** provides an appropriation of \$28,677,547 in FY20 and \$52,865,889 in FY21 for additional funding toward the state share of the total cost of public education pre-K through grade 12.

HIGHER EDUCATION AND EDUCATOR SUPPORT SERVICES

The **baseline budget** for this program may be found on page A-175. This program consists of educator certification, higher education, adult education, and educator effectiveness and seeks to provide high quality, effective learning environments for all students; encourage the growth of educational opportunities; where applicable, ensure career, citizenship and college readiness for adults; advance policies that increase the number of candidates entering the teaching profession; encourage and support the recruitment, development, and retention of well prepared and skilled teachers and school leaders; and strengthen pathways from high school to higher education/workforce. This program includes the General Fund and the Federal Expenditures Fund. There are **seven initiatives** and they may be found on pages A-175 and A-176.

The **first initiative** provides an appropriation of \$75,121 in FY20 and \$74,646 in FY21. It transfers an Office Associate II from the Special Services Team program to the Higher Education and Educator Support Services program. This position works on the Certification team within the office.

This initiative may also be found on page A-194, which reflects the position transfer from the Special Services Team program. The initiative also reorganizes a Regional Education Representative to an Education Specialist III and an Education Specialist III to a Public Service Manager II to align the positions with the appropriate tasks.

The **second initiative** transfers a Public Service Manager II from the Higher Education and Educator Support Services program to the Leadership Team program and reorganizes it to a Public Service Executive II to align this General Fund position with appropriate tasks. This initiative may also be found on page A-177, which reflects the position transfer to the Leadership Team program.

The **third initiative** provides an appropriation of \$111,437 in FY20 and \$112,388 in FY21 to continue an Education Specialist III⁹ position and provides an appropriation of \$4,000 in each year of the biennium for overhead costs. This position plans, develops, coordinates, and evaluates statewide educator effectiveness efforts, coordinates teacher recognition and award programs and oversees other efforts to support and retain highly effective educators.

The **fourth initiative** transfers a Public Service Manager II from the GPA program to the Higher Education and Educator Support Services program, Certification team to align this General Fund position with the appropriate account. This initiative may also be found on page A-172, which reflects the position transfer from the GPA program.

The **fifth initiative** transfers an Education Specialist III from the Higher Education and Educator Support Services program to the School Finance and Operations program. This initiative may also be found on page A-191, which reflects the position transfer to the School Finance and Operations program.

The **sixth initiative** transfers \$75,000 in each year of the biennium from the School Finance and Operations program to the Higher Education and Educator Support Services program, within the General Fund, for the educator certification system. In the last biennial budget, the Office of Higher Education and Educator Support Services was created and positions and funding were transferred to a

new program. The funding for the educator certification system was not transferred at that time. This initiative places the funding in the appropriate account. This initiative may also be found on page A-191, which reflects the transfer from the School Finance and Operations program.

The **last initiative** provides an appropriation of \$314,688 in FY20 and \$329,717 in FY21 to establish two Education Specialist III^{10&11} positions and a Public Service Executive II¹² and provides an appropriation of \$19,149 in each year of the biennium to cover overhead costs. The two Education Specialist III positions will be responsible for evaluating educator applications to determine eligibility for credentialing. The Public Service Executive II will serve as the Educator Excellence Coordinator. This position will focus on teacher shortage and designing, developing, coordinating and implementing initiatives and programs to elevate public education professionals. This position will also evaluate and develop policies that promote teacher recruitment and retention.

LEADERSHIP TEAM

The **baseline budget** for this program may be found on page A-177. The Leadership Team exists within the Commissioner's Office. It consists of policy-making and administrative services that support the operations of the Department in the areas of statewide educational planning; implementation of the Administrative Procedures Act and Freedom of Access compliance; state and federal legislative activity, budget, finance and personnel, strategic planning and communications. Each activity has broad responsibilities for supporting the work of all other organizational units in the Department as well as representing the Department in each of these areas. This program includes the General Fund and Other Special Revenue Funds, which are derived mostly from the Department's cost allocation plan. This program has **ten initiatives** that may be found on pages A-177 to A-179.

The **first initiative** provides an appropriation of \$159,473 in FY20 and \$149,257 in FY21. It reallocates 50% of the cost of the Director of Policy and Programs from the GPA program to the Leadership Team program placing 100% of this General Fund position in the Leadership Team program.

This initiative funds the approved reorganization of a Public Service Coordinator II to a Public Service Manager III, and changes the ranges of a Public Service Manager III from 34 to 35 and the Director of Communications from 33 to 36. The range changes are the result of a recent review of these positions and the responsibilities of each. This initiative may also be found on page A-171 which reflects the Director of Policy and Programs transfer from the GPA program. Part SS on page 69 changes the name of this position to Director of Legislative Affairs.

The **second initiative** transfers a Public Service Manager II from the Higher Education and Educator Support Services program to the Leadership Team program and reorganizes it to a Public Service Executive II to align this General Fund position with appropriate tasks. This initiative may also be found on page A-175, which reflect the position transfer from the Higher Education and Educator Support Services program.

The **third initiative** transfers an Education Specialist II from the Learning Systems Team program and reallocates the cost from 50% Learning Systems Team, Federal Expenditures Fund/50% Leadership Team, Other Special Revenue Funds to 100% GPA, General Fund to align the position with the appropriate program. The position is funded with a reduction in All Other. This initiative may also be found on page A-172, which reflects the transfer into the GPA program, General Fund and page A-181 which reflects the transfer of the position from the Learning Systems Team program.

The **fourth initiative** provides an appropriation of \$79,050 in each year of the biennium for an increase in the cost of financial and human resources services provided by the Department of Administrative and Financial Services.

The **fifth initiative** transfers and reallocates an Office Associate II from 50% Leadership Team, Other Special Revenue Funds and 50% Learning Systems Team, General Fund to 100% Learning Systems Team, General Fund to reflect the position in the appropriate program. This initiative may also be found on page A-181, which reflects the position transfer into the Learning Systems Team program.

The **sixth initiative** transfers and reallocates a Public Service Manager II from 60% Leadership Team, Other Special Revenue Funds and 40% Learning Systems Team, General Fund to 100% Learning Systems Team, General Fund to reflect the position in the appropriate program. This initiative may also be found on page A-181, which reflects the position transfer into the Learning Systems Team program.

The **seventh initiative** provides an appropriation of \$134,514 in FY20 and \$135,415 in FY21 to continue a Public Service Manager II¹³ established by financial order in FY19 and provides an appropriation of \$6,383 in each year of the biennium for overhead costs. This position manages the Department's procurement processes, including oversight of requests-for-proposals and the lifecycle of contracts. The position is also responsible for evaluating and overseeing federal grant applications to support the Department's mission. The description in your budget document for this initiative states that it transfers the position. This initiative does not transfer the position.

The **eighth initiative** provides an appropriation of \$129,986 in FY20 and \$130,898 in FY21 to continue a Public Service Manager II¹⁴ established by financial order in FY19 and provides an appropriation of \$6,383 in each year of the biennium for overhead costs. This position will serve as a Communications Outreach Manager and will keep the public informed by reporting on events, conducting interviews with key people, investigating leads, gathering facts and providing information to the public regarding the great work that is accomplished in Maine's public education system. It also will cover local and regional events of interest and report them to DOE stakeholders, manage social media accounts, and further support positive public relations for schools and districts in Maine by overseeing community outreach projects.

The **ninth initiative** provides an appropriation of \$195,403 in FY20 and \$204,811 in FY21 to staff our Office of Innovation. The initiative continues a Public Service Executive II¹⁵, proposed in the FY19 supplemental budget, to serve as Chief Innovation Officer and establishes a Secretary Associate¹⁵ for administrative support and provides an appropriation of \$12,766 in each year of the biennium or overhead costs. The Chief Innovation Officer identifies opportunities for innovative practice in

education and brings them to fruition to benefit the overall goals of the Department and the State. This position leads the development of strategic plans and directs implementation of ideas to address complex issues and problems faced by children, families, and educators. This position will also lead coordination of major activities and goals of the Department with significant areas of focus across other state departments including: innovative efforts in support of our work to mitigate the impact of the opioid epidemic; alignment of our early childhood education efforts with early childhood Health and Human Services priorities; and alignment of Adult and Career and Technical Education activities with the work of our Departments of Labor and Economic Development. This position will also design innovative programming and supports to bolster efforts by Departments of Corrections and Public Safety through educational innovation. The position will conduct ongoing analyses of gaps, redundancies, and practices that are ineffective, inefficient, or outside of the scope of the Department's mission.

The **last initiative** provides an appropriation of \$75,000 in each year of the biennium to support special projects and educational opportunities that will benefit Maine schools and students. The Leadership Team account presently has no discretionary funding for special projects, innovative pilots, and unanticipated opportunities that present themselves. Currently, most of the All Other is used to pay for financial and human resource management services provided by the Department of Administrative and Financial Services. The remainder covers the overhead for twelve staff and minor operating costs in the Commissioner's Office.

LEARNING SYSTEMS TEAM

The **baseline budget** for this program (the Office of Learning Systems – OLS) may be found on page **A-180**. This program coordinates, manages, and supervises the services related to a wide array of instructional programs, activities, supports and both state and federal requirements for all Maine learners and educators and provides leadership to the field in its conduct of those functions. While its focus is on programs operated through Maine's public schools, its scope is pre-school through adult education. This

program includes the General Fund, Federal Expenditures Fund, Federal Block Grant Fund and Other Special Revenue Funds, which are derived from the Dropout & Truancy Education Trust. This program has **twenty-two initiatives** that may be found on pages A-180 to A-184. The initiatives reflect a significant redesign of OLS which is necessary in order to provide effective and efficient support. This budget reflects a plan for strengthened leadership and for the development of a separate office of Student Supports that will provide greatly needed resources, professional development, technical assistance, and organizational capacity for schools to: provide effective social/emotional learning and mental health education, screening, and services; increase and improve trauma-informed practices; address issues surrounding equity and culturally responsive educational practices; and improve the cultural competence of educators and students in order to ensure safe, respectful, and inclusive learning environments.

The **first initiative** transfers a Public Service Manager I from the Learning Systems Team program to the GPA program and reallocates the cost from 75% General Fund/ 25% Federal Expenditures Fund in the Learning Systems Team program to 100% General Fund in the GPA program to align the position with the appropriate program. This initiative also reduces All Other to fund a portion of the position. This initiative may also be found on page A-171, which reflects the position transfer into GPA, General Fund.

The initiative also reallocates 25% of the cost of a Public Service Manager II from the General Fund to the Federal Expenditures Fund in the Learning Systems Team program and increases All Other allocation.

The **second initiative** provides an appropriation of \$11,142 in FY20 and \$11,238 in FY21 and provides an allocation of \$100,295 in FY20 and \$101,150 in FY21 to continue a limited-period Education Specialist III through August 31, 2022. It also provides an allocation of \$17,759 in FY20 and \$16,904 in FY21 for costs associated with the position. This position provides oversight and leadership to Head Start programs in Maine and facilitates coordination between Head Start services and public

schools. The oversight and coordination of our partnerships with Head Start and our public schools is a critical component of our planned transition toward universally accessible Pre-K for all Maine students.

The **third initiative** transfers an Education Specialist II from the Learning Systems Team program and reallocates the cost from 50% Learning Systems Team, Federal Expenditures Fund/50% Leadership Team, Other Special Revenue Funds to 100% GPA, General Fund to align the position with the appropriate program. The position is funded with a reduction in All Other. This initiative may also be found on page A-172, which reflects the transfer into GPA, General Fund and page A-177, which reflects the Other Special Revenue Funds cost savings and an increase in All Other.

The **fourth initiative** transfers a Public Service Executive II and two Regional Education Representatives from GPA, General Fund to the Learning Systems Team, General Fund to align the positions with the appropriate program. This initiative may also be found on page A-172, which reflects the positions transferred from the GPA program.

The **fifth initiative** transfers and reallocates an Office Associate II from 50% Leadership Team, Other Special Revenue Funds and 50% Learning Systems Team, General Fund to 100% Learning Systems Team, General Fund to reflect the position in the appropriate program. This initiative may also be found on page A-178, which reflects the position transfer from the Leadership Team program.

The **sixth initiative** transfers and reallocates a Public Service Manager II from 60% Leadership Team, Other Special Revenue Funds and 40% Learning Systems Team, General Fund to 100% Learning Systems Team, General Fund to reflect the position in the appropriate program. This initiative may also be found on page A-178, which reflects the position transfer into the Learning Systems Team program.

The **seventh initiative** provides for the transfer of \$35,000 from the Federal Expenditures Fund, in each of year of biennium, to the Maine Center for Disease Control and Prevention (CDC) to offset costs related to the Youth Risk Behavior Survey that is administered by the CDC.

The **eighth initiative** transfers an Education Specialist II from the Learning Systems Team program to the GPA program to align the position with the appropriate program and reduces All Other

to fund it. This initiative may also be found on page A-173, which reflects the position transfer into the GPA program.

The **ninth initiative** provides an appropriation of \$50,000 in each year of the biennium for the Maine Kids Rock initiative. This initiative allows the Department to place a priority on culturally-responsive and inclusive education in music classrooms in Maine's most rural and economically disadvantaged communities.

The **tenth initiative** provides a one-time appropriation of \$120,000 for the Maine Concussion Management Initiative. This concussion education program for elementary students will provide concussion education and evaluation tools to schools throughout the State of Maine.

The **eleventh initiative** transfers an Education Specialist III from the Learning Systems Team program to the GPA program to align the General Fund position with the appropriate program. This initiative may also be found on page A-173, which reflects the position transfer into the GPA program.

The **twelfth initiative** provides an allocation of \$5.2m in each year of the biennium. The Department received a Student Support and Academic Enrichment grant to improve student's academic achievement by providing students with access to a well-rounded education, improving school conditions for student learning and improving digital literacy.

The **thirteenth initiative** provides an allocation of \$325,000 in each year of the biennium to cover All Other expenditures in the newly created ESSA Consolidated Administration account. The administrative portion of multiple grants has been combined into one account to allow the Department to cross train ESEA federal program team members between title grants, thereby increasing effectiveness of the team, expediting response time to school districts, and enhancing the coordinated use of federal funds.

The **fourteenth initiative** provides an allocation for the federal Education for Homeless Children and Youth grant. Allocation is needed in order to spend the federal dollars to meet projected expenditures in FY20 and FY21.

The **fifteenth initiative** reorganizes an Office Associate II to an Education Specialist III and reallocates the cost of the position between accounts within the same program and fund. This position will provide professional services in interpreting federal programs statute for Title I of the Elementary and Secondary Education Act (ESSA) and to be responsible for developing state policies and procedures for implementation of the statute.

The **sixteenth initiative** provides an allocation of \$111,437 in FY20 and \$112,388 in FY21 to continue a limited-period Education Specialist III through September 30, 2023 and provides an allocation of \$875,843 in FY20 and \$870,368 in FY21 for a five-year Advancing Wellness and Resiliency in Education (AWARE) grant. The objective of this grant is to promote healthy development of youth with mental health issues to increase academic achievement, reduce absenteeism and impact long-term outcomes for Maine's children.

The **seventeenth initiative** provides an appropriation of \$257,688 in FY20 and \$269,982 in FY21 to establish two Public Service Executive II^{16&17} positions and provides an appropriation of \$12,766 in each year of the biennium to cover overhead costs. The redesigned Office of Learning Systems reflects significant changes in its organizational chart. The Chief (formerly titled Director) oversees the office. The Director (currently Deputy Director) assists the Chief in leading the diverse focus areas of OLS. Due to the size of OLS, the Department is requesting two more Directors. One Director will oversee the School and Student Supports team which will become its own office, due to the profound need for enhanced support to the field in areas associated with social-emotional learning, mental health, cultural competence, and school climate/culture. The current OLS Director position, along with the additional newly requested one, will oversee the five other teams within OLS. These positions will assist in formulating and directing the implementation of a wide range of state and federal education policy.

The **eighteenth initiative** transfers an appropriation of \$13,508 in each year of the biennium from the Learning Systems Team program to the GPA program. Public Law 2017, chapter 426, section

2 appropriated funds to the Department to insure compliance with criminal history record check and fingerprinting requirements for employees of SAUs. This initiative puts the funding in the appropriate account. This initiative may also be found on page A-173, which reflects the transfer into the GPA program.

The **nineteenth initiative** provides an appropriation of \$93,689 in FY20 and \$98,005 in FY21 to establish an Education Specialist III¹⁸ position and provides an appropriation of \$6,383 in each year of the biennium to cover overhead costs. This initiative may also be found on page A-174 which provides an appropriation for public preschool funding. The position will provide support and technical assistance to SAUs during the planning phase, and throughout the transition toward provision of universally accessible Pre-K.

The **twentieth initiative** provides an appropriation of \$20,000 in each year of the biennium to provide for vision and hearing screening training for school nurses.

The **twenty-first initiative** provides an appropriation of \$780,196 in FY20 and \$1,168,073 in FY21 to establish 11¹⁹⁻²⁹ positions in FY20 and 1³⁰ more in FY21 and provides an appropriation of \$145,511 in each year of the biennium for overhead costs and funds to contract with content area specialists who will advise and lead groups of educators in the work of continually reviewing standards, programs, assessments, and curricula for the State. The Department does not have sufficient staff capacity to provide the services necessary to fulfill our mission and goals. These positions will allow us to provide professional development, technical support, and improved services to public schools and will allow us to support statutory requirements and meet outlying needs identified through requests from the "field". The positions are 4 Education Specialist IIIs, 5 Regional Education Representatives, 2 Office Specialist Is and 1 Public Service Coordinator I.

The **final initiative in this program** reallocates the cost of a Regional Education Representative from 90% Federal Block Grant Fund and 10% Federal Expenditures Fund to 80% Federal Block Grant

Fund and 20% Federal Expenditures Fund within the Learning Systems Team program. It also adjusts All Other for a net effect of zero.

LEARNING THROUGH TECHNOLOGY

The **baseline budget** for this program may be found on page A-185. The Learning Through Technology (LTT) Team provides the tools and resources to assist Maine's teachers to integrate technology into their classrooms and curriculum. Programs include the Maine Learning Technology Initiative (MLTI), 1:1 portable technology, distance learning programs, federal e-rate support, support for the Maine School Library Network and support to SAUs in the implementation of learning technology. Our plan for the future of MLTI includes gathering stakeholder input into the types of services and supports that are needed in each community. Some communities continue to require a variety of supports, including procurement services, infrastructure, and professional development/technical assistance, while other communities simply require funding for programs they capably and efficiently conduct on their own. We envision a differentiated approach that will support technology and digital learning for students in all Maine communities.

This program does not receive a General Fund appropriation. The funding for LTT is included in the GPA budget. A financial order is prepared annually to transfer funds from GPA to Learning Through Technology pursuant to Maine Revised Statutes, Title 20-A section 15689-A, subsection 12-A. The budget for LTT in targeted education funds within GPA is \$12m for each year of the biennium. The Other Special Revenue Funds are derived from schools who lease portable computer devices through the Department and pay for them through this account. There are no new initiatives for this program.

MAINE COMMISSION FOR COMMUNITY SERVICE

The **baseline budget** for this program may be found on page A-186. The Maine Commission for Community Service builds capacity and sustainability in Maine's volunteer and service communities

through training for individuals and organizations responsible for engaging volunteers in service, grants to implement volunteer programs or strengthen their impact, and technical assistance on how to use service as a strategy to tackle community problems. The goal is to address needs effectively and efficiently by extending the impact of local resources through volunteer involvement. As the lead state agency for national and community service programming, the Commission awards funds allocated to Maine under the National and Community Service Trust Act of 1993. This program includes the General Fund, Federal Expenditures Fund and Other Special Revenue Funds. This program has **two budget initiatives** which may be found on the same page.

The **first initiative** reduces the hours of a Senior Planner from 54 to 48 biweekly.

The **second initiative** provides an appropriation of \$32,982 in FY20 and \$34,492 in FY21 and allocates \$49,474 in FY20 and \$51,736 in FY21 to establish a Senior Planner³¹ position to serve as the Project Director of the Maine Service Fellows program and provides an appropriation of \$60,276 each year of the biennium to support the program. The position cost is 40% General Fund and 60% Federal Expenditures Fund. This program aims to address unmet needs in rural communities through volunteer-driven solutions. Maine Service Fellows will be placed in sponsoring organizations and while providing direct service they will also build the capacity the host organization needs to recruit and mobilize volunteers. Communities seeking to host a Maine Service Fellow would propose a project work plan to address any emerging or persistent local need. Projects related to opioid addiction prevention or recovery, food security and related health issues, aging in place and transportation will be prioritized.

MAINE HIV PREVENTION EDUCATION PROGRAM

The **baseline budget** for this program may be found on page A-187. This General Fund program uses funds for HIV prevention training of health educators, student peer educators, special education teachers, and other teachers and youth workers. There are no new initiatives for this program.

NATIONAL BOARD CERTIFICATION SALARY SUPPLEMENT FUND

The **baseline budget** for this program may be found on page A-188. The National Board Certification Supplement Fund provides a salary supplement for teachers who have attained certification from the National Board for Professional Teaching Standards. This Other Special Revenue Funds program is funded by fees collected from the initial and renewal of teacher, education specialist and administrator certificates. There are no new initiatives for this program.

NATIONAL BOARD CERTIFICATION SCHOLARSHIP FUND

The **baseline budget** for this program may be found on page A-188. The National Board Certification Scholarship Fund provides scholarships to teachers as an incentive to encourage teachers to apply for national board certification from the National Board for Professional Teaching Standards. This Other Special Revenue Funds program is funded by fees collected from the initial and renewal of teacher, education specialist and administrator certificates. There are no new initiatives for this program.

OBESITY AND CHRONIC DISEASE FUND

The **baseline budget** for this program may be found on page A-189. The Obesity and Chronic Disease Fund is used to receive funding to support physical education programs in elementary schools to reduce obesity and chronic disease. Balances in the fund may be used to pay for new equipment, new staff training, new personnel, new administrative costs and other expenses not related to an existing physical education program and for the implementation of a new physical education program for elementary schools.

The Other Special Revenue Funds request is \$500 in each year of the biennium. This amount provides a base allocation if funds were received for this purpose. No revenue has been received to date. There are no new initiatives for this program.

RETIREMENT TEACHERS GROUP LIFE INSURANCE

The **baseline budget** for this program may be found on page A-189. The Retired Teachers Group Life Insurance General Fund program provides funding for group life insurance benefits for Maine's retired teachers.

There is **one initiative** for this program that may be found on the same page that increases funding by \$931,086 in FY20 and by \$1,054,233 in FY21. This funding request is based on actuarial estimates calculated by the MainePERS.

RETIREMENT TEACHERS HEALTH INSURANCE

The **baseline budget** request may be found on page A-190. The Retired Teachers' Health Insurance General Fund program provides funding for health insurance benefits for Maine's retired teachers. There are no new initiatives for this program.

SCHOOL FINANCE AND OPERATIONS

The **baseline budget** for this program may be found on page A-191. The School Finance and Operations Team is responsible for the child nutrition program, data collection and reporting, and the administration of school finance statutes, to include the Essential Programs and Services Funding Act. This program includes the General Fund, Federal Expenditures Fund and Other Special Revenue Funds, which are derived from the Maine Municipal Bond Bank for the School Renovation Admin account which is mentioned earlier. There are **nine initiatives** for this program that may be found on pages A-191 to A-193.

The **first initiative** reallocates the cost of a Data & Research Coordinator from 50% School Finance and Operations, General Fund and 50% Special Services Team, Federal Expenditures Fund to 100% Special Services Team, Federal Expenditures Fund to align the position with the appropriate

program. This initiative may also be found on page **A-194**, which reflects the Federal Expenditures Fund cost.

The **second initiative** transfers an Education Specialist III from the Higher Education and Educator Support Services program to the School Finance and Operations program. This initiative may also be found on page **A-176**, which reflects the position transfer out of Higher Education and Educator Support Services.

The **third initiative** transfers \$75,000 General Fund dollars in each year of the biennium from the School Finance and Operations program to the Higher Education and Educator Support Services program for the educator certification system. In the last biennial budget, the Office of Higher Education and Educator Support Services was created and positions and funding were transferred to a new program. The funding for the educator certification system was not transferred at that time. This initiative places the funding in the appropriate account. This initiative may also be found on page **A-176**, which reflects the transfer to Higher Education and Educator Support Services.

The **fourth initiative** transfers five positions and associated All Other funding from the School Finance and Operations program to the Facilities, Safety and Transportation program, within Other Special Revenue Funds. This initiative may also be found on page **A-169**, which reflects the transfer into the new program.

The **fifth initiative** reorganizes an Education Specialist III to a Public Service Manager II and reduces All Other to fund it. This General Fund position is responsible for managing and coordinating the Department's school enrollment related duties to ensure compliance with statutory requirements, provide recommendations to the commissioner regarding student transfer requests, and conduct annual school approval updates for all public schools and a variety of types of private schools. This reorganization reflects increased duties that include a role in policy development and implementation and the addition of supervisory responsibilities.

The **sixth initiative** provides an allocation for the approved reorganization of an Education Specialist III to an Education Program Supervisor and reduces All Other to fund it, for a net impact of zero. This position will serve as the Assistant Director of Child Nutrition Services and provide more effective program support to program participants, as well as program staff.

The **seventh initiative** provides an appropriation of \$218,154 in FY21 to establish two Public Service Coordinator I^{32&33} positions (a Transportation Director and a School Approval Coordinator). The Transportation Director position will plan, implement, manage and oversee statewide school transportation programs in support of local school units including school bus purchasing, school bus safety and training, data collection, and transportation operations software. The position will provide technical expertise and administer and recommend changes in policies, rules and standards. The Transportation Director should be in the new Facilities, Safety and Transportation program in a General Fund account. The School Approval Coordinator will ensure compliance with safety and quality standards and will provide information and support for public schools, private schools seeking approval to receive public funds, and homeschooling families in meeting requirements for approved programing.

The **eighth initiative** supports our efforts to end child hunger in Maine, providing an appropriation of \$669,788 in FY20 and \$584,483 in FY21 to make up the difference between the federal reimbursement for a reduced-price lunch and the federal reimbursement for a free lunch. This initiative mirrors what the Department currently does with our breakfast program.

The **last initiative** further supports our goals toward ending child hunger by improving the quality of nutritional services offered at school, as it provides an appropriation of \$221,383 in FY20 and \$328,883 in FY21 to reimburse SAUs for the purchase of locally grown or minimally processed foods purchased directly from a farmer, farmers' cooperative or local food hub in the State and provides an appropriation of \$87,848 in FY20 and \$91,863 in FY21 to establish an Education Specialist II³⁴ to oversee the fund.

SPECIAL SERVICES TEAM

The **baseline budget** for this program may be found on page **A-194**. The Special Services Team provides leadership, management, coordination and supervision of programs and services provided in accordance with the Individuals with Disabilities Education Act (IDEA) to children with disabilities birth to 20 years old. This program includes the General Fund and Federal Expenditures Fund. There are **three initiatives** for this program that may be found on the same page.

The **first initiative** transfers an Office Associate II from the Special Services Team program to the Higher Education and Educator Support Services program and reallocates the cost of a Data & Research Coordinator from 50% School Finance and Operations Team, General Fund and 50% Special Services Team, Federal Expenditures Fund to 100% Special Services Team, Federal Expenditures Fund. This initiative aligns the positions with the appropriate programs. This initiative may also be found on page **A-175**, which reflects the position transfer to the Higher Education & Educator Support Services program and page **A-191**, which reflects the General Fund savings from the reallocation.

The **second initiative** continues a Public Service Coordinator II³⁵ that was established by financial order. This position supports CDS-run programs, CDS staff, special purpose private preschools, and public schools in the provision of services to children 3 – 5 with disabilities. The cost of the position is offset with a transfer from All Other. This is the Federal Expenditures Fund portion of the position. The General Fund portion may be found on page **A-164**.

The **third initiative** continues a Public Service Executive II³⁶ (Deputy Director, Special Services, B – 20) established by financial order last year. This Federal Expenditures Fund position assists and collaborates with the Director to formulate and direct the implementation of a wide range of state and federal education policy and programs. This initiative reduces All Other to fund the position for a net impact of zero.

TEACHER RETIREMENT

The **baseline budget** for this program may be found on page **A-195**. The Maine Public Employees Retirement System (MainePERS) provides retirement benefits for Maine's educators.

This General Fund program has **one initiative** that may be found on the same page. This initiative provides an appropriation of \$41,549,532 in FY20 and \$46,349,117 in FY21. The expenditure forecast for the FY20-21 biennium for teacher retirement primarily consists of the required unfunded actuarial liability (UAL) payment established by the actuarial valuation performed by MainePERS, assuming projected teacher inflation/salary and wage growth of 2.75 %. There is also a required normal cost employer contribution, assuming projected teacher inflation/salary and wage growth of 2.75% for state-funded positions at Career and Technical Education Regions. The sum of these two employer retirement cost components forms the basis for the forecast for teacher retirement expenditures.

LANGUAGE

PART C

Part C may be found on pages **2 – 8 in your budget document**. This Part establishes the Total Cost of Education from Pre-Kindergarten through Grade 12 for fiscal year 2019-20, the state contribution and the annual target state share percentage.

PART SS

Part SS may be found on page **69**. This Part changes the name of the Director, Policy and Programs to the Director of Legislative Affairs.

PART TT

Part TT may be found on page **70**. This Part adds a Chief of Staff and Operations position as a position appointed by the commissioner.

PART UU

Part UU may be found on page **71**. It changes the minimum certified teacher salary from \$30,000 to \$40,000 beginning with the school year starting after June 30, 2020 and in each subsequent school year.

PART VV

Part VV may be found on page **72**. This Part authorizes the Department to enter into lease-purchase agreements for portable learning devices and support systems for students and educators in each year of the biennium.

This is the end of my testimony for the Department of Education. I would be pleased to answer any questions you may have.