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STATE OF MAINE
ONE HUNDRED AND THIRTY-FIRST LEGISLATURE
COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

To: Senator Peggy Rotundo, Senate Chair
Representative Melanie Sachs, House Chair
Members, Joint Standing Committee on Appropriations and Financial Affairs

From: Senator Joseph Rafferty, Senate Chair *JR (ER)*
Representative Michael Brennan, House Chair *MB (ER)*
Members, Joint Standing Committee on Education and Cultural Affairs

Date: March 12, 2024

RE: LD 2214, An Act to Make Supplemental Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds and to Change Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2024 and June 30, 2025

Pursuant to Joint Rule 314, the Joint Standing Committee on Education and Cultural Affairs met on February 28 and March 6, 2024 to discuss their recommendations all of the items under their jurisdiction in LD 2214, An Act to Make Supplemental Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds and to Change Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2024 and June 30, 2025, with the exception of language Part W. As detailed below, the committee held separate work sessions on the language in Part W using a concept draft bill that was already in the committee's possession.

The votes of the members present at each meeting are recorded in the attached report-back template. The committee voted on each initiative and language part individually with each vote recorded as the number of committee members in favor of moving the initiative "IN" to the supplemental budget or "OUT" of the supplemental budget with the exception of Part C noted below.

On the vote concerning all of language Part C, the committee's Democratic caucus voted in favor

of moving all of Part C “IN,” while the Republican caucus voted to move all of Part C “IN” with the exception of four items. The Republican caucus voted to move “OUT” the line item on page 25 of the report-back template concerning regionalization adjustments, the line item on page 25 concerning the English Learner budgetary hardship adjustment, the line item on page 26 concerning data management and support services for essential programs and services, and the line item on page 27 concerning community schools.

Concerning language Part AA, a motion was made to move this item “IN” but the motion failed on a 4-9 vote.

Concerning language Part AAA, section 1, the majority of the committee voted “in as amended” based on testimony from the State Librarian at the public hearing. Suggested amended language on which the committee voted is attached.

Finally, the committee has also included their last communication regarding their priorities among the bills currently on the Special Appropriations Table. This memo, dated February 2, 2024, is attached. It is the intention of the chairs that the committee will revisit their priorities once all of their recently referred bills have been heard.

Language Part W – In as amended (Vote: 10-1)

Language Part W of the Governor’s recommended supplemental budget proposes to reorganize oversight and update practices for serving infants, toddlers and children with disabilities from birth to under 6 years of age. A majority of the committee voted Language Part W “In as amended,” with the amendment to match the language voted on pursuant to LD 345, which is explained in more detail below.

As the Appropriations and Financial Affairs Committee is aware, prior to the Governor’s proposal in Part W of the supplemental budget, the Education and Cultural Affairs Committee had received briefings regarding the Department of Education’s work to improve the provision of service to the State’s youngest children and shift the responsibility for child find and providing a free, appropriate public education (“FAPE”) for eligible children from CDS to school administrative units.

Accordingly, and in parallel to the supplemental budget process, the Education and Cultural Affairs Committee held a separate public hearing on the proposed Part W language as a potential amendment to a concept draft already within the committee’s possession – LD 345, An Act Regarding Educational Policies and Programs (sponsored by Representative Brennan). After numerous work sessions, on Thursday, March 7th, the Education and Cultural Affairs Committee voted on both LD 345 and the Part W language. Of those present, 10 members voted to amend

LD 345 to include the language summarized below and recommended including that same language in the supplemental budget; 1 member voted in opposition.¹

The majority of the committee supports the Department of Education's proposal put forth in the supplemental budget, but also recommends important technical and substantive amendments to the language in the proposal. Our committee analyst is currently drafting these amendments, and will make sure that your committee receives the recommended language as soon as possible. In the meantime, we have summarized the amendments below.

As provided in the original proposal, the committee recommends that, beginning July 1, 2028, all school administrative units will be designated by the Commissioner of Education as responsible for child find and for ensuring FAPE for children eligible under the federal IDEA Part B section 619. It is the intent of the Education and Cultural Affairs Committee that the State fund this initiative at 100% state share, with no required local contribution, utilizing the funding formula developed by the department.² Additionally, while the bill provides that school administrative units assume *responsibility* for child find and FAPE, a school administrative unit may directly provide special education and related services, may contract with public or private providers and/or may utilize their CDS regional support and service hub to provide services. The proposal also includes the "Extended Part C Option," which allows the family of an eligible child to continue early intervention programming after the child's 3rd birthday by remaining in the natural setting and continuing to receive services through an Individualized Family Service Plan.

As in the original proposal, beginning July 1, 2024 and in each subsequent year until July 1, 2028, the Commissioner of Education may approve school administrative units to voluntarily assume responsibility for child find and for ensuring FAPE for children eligible under IDEA Part B section 619. The department will work with these early adopters to ensure that they have community readiness plans, professional learning in working with young children and their families, and technical support throughout the planning and implementation. Prior to assuming responsibility for FAPE, the school administrative units will establish memoranda of understanding (MOUs) with the department. These MOUs will delineate the services that the school administrative unit will provide as well as those that will be provided by the department or the CDS regional support and service hubs. As school administrative units assume this responsibility, the current CDS sites will be transitioned into these regional support and service hubs, which will be aligned with the nine superintendent regions already in place.

While the majority of the committee supports this plan, during the committee's discussions and deliberations, the majority of the committee determined that there are some aspects of the

¹ The 10 members voting LD 345 OTP-A and to move this language into the budget as amended are: Senators Rafferty, Pierce, and Libby and Representatives Brennan, Dodge, Millett, Sargent, Noonan, Worth and Sampson; Representative Lyman voted ONTP and to move the language OUT of the budget; Representatives Polewarczyk and Bagshaw were not present for the vote.

² Additional information from the Department of Education on the plan for the first year of funding can be found in their public hearing testimony on LD 345, which is available here: <https://legislature.maine.gov/backend/app/services/getDocument.aspx?doctype=test&documentId=181782>

Governor's proposal that need additional clarity or specificity and that other critical elements need to be included. Key additions that will be found in the Education and Cultural Affairs Committee's recommended language include, but are not limited to:

- Additional reporting requirements for the Department of Education to mirror those reporting requirements already in statute for CDS;
- The inclusion of language explicitly providing that CDS is responsible for due process and for paying 100% of the costs for compensatory services for eligible children who were underserved through the CDS system, and process for review of children prior to school administrative units assuming FAPE to ensure that a plan is in place for compensatory services that may be legally required;
- Clarity regarding readiness plans for school administrative units to be in place prior to the assumption of FAPE;
- A provision allowing CDS to appoint parental advisory committees in each of the nine regions to seek input and feedback from parents;
- Minimum requirements and guiding principles for the regional support and service hubs;
- Clarity on the funding formula – especially that the funding may not be appropriated or allocated through general purpose aid for local schools and must be funded at 100% state share;
- Additional requirements for the Department of Education, including:
 - Establishing a centralized MaineCare billing system to assist school administrative units with MaineCare billing for eligible children;
 - Convening a work group to expand the State's Part C eligibility criteria; and
 - Working with MainePERS to develop and disseminate information regarding MainePERS retirement; and
- Continuation of the CDS Pathways Project – renamed the Early Childhood Special Education Pathways Project – which was established by CDS as a graduate program developed around early education within CDS to 1) Support obtaining a special education birth to 5 years of age teaching certificate; and 2) Reimbursement for coursework that supports increased certification, including participation in graduate programs to become a related service provider or school psychologist. By the end of the current program, it will have helped certify an additional 40 special education teachers. The committee also recommends that the initiative language for the Preschool Special Education Z399 – Reference #263 (page 15 of the report-back template) be amended to include support for this project.

As noted above, our committee analyst is currently drafting the language as summarized above and will share that language as soon as possible.

Thank you for your consideration of the Education and Cultural Affairs Committee's recommendations on the supplemental budget. Should you have any questions regarding the report-back, please do not hesitate to reach out.

cc: Members, Joint Standing Committee on Education and Cultural Affairs
Maureen Dawson, OFPR Analyst, AFA Committee
Justin Purvis, Clerk, AFA Committee

Sec. A-6. Appropriations and allocations. The following appropriations and allocations are made.

COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE

Maine Community College System - Board of Trustees 0556

Initiative: Adjusts funding to align with revenue changes approved in the December 2023 revenue forecast.

Ref. #: 800

Committee Vote: 12-0 in AFA Vote: _____

	2022-23	2023-24	2024-25
OTHER SPECIAL REVENUE FUNDS			
All Other	\$0	(\$48,419)	\$1,811
OTHER SPECIAL REVENUE FUNDS TOTAL	<u>\$0</u>	<u>(\$48,419)</u>	<u>\$1,811</u>

Justification:

This initiative will adjust funding to reflect revenue changes based on the approved December 2023 Revenue Forecast Committee report.

COMMUNITY COLLEGE SYSTEM, BOARD OF TRUSTEES OF THE MAINE

	2022-23	2023-24	2024-25
DEPARTMENT TOTALS			
OTHER SPECIAL REVENUE FUNDS	\$0	(\$48,419)	\$1,811
DEPARTMENT TOTAL - ALL FUNDS	<u>\$0</u>	<u>(\$48,419)</u>	<u>\$1,811</u>

Sec. A-10. Appropriations and allocations. The following appropriations and allocations are made.

EDUCATION, DEPARTMENT OF

Adult Education 0364

Initiative: Reallocates one Public Service Manager II position and one Education Specialist III position from 100% Federal Expenditures Fund to 70% Federal Expenditures Fund and 30% General Fund within the same program and reallocates one Education Specialist III position from 100% General Fund to 70% General Fund and 30% Federal Expenditures Fund within the same program. This initiative also reduces funding in the Federal Expenditures Fund for related All Other costs.

Ref. #: 210 Committee Vote: 12-0 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$0	\$38,380
GENERAL FUND TOTAL	\$0	\$0	\$38,380

Ref. #: 211 Committee Vote: 12-0 in AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$0	(\$38,380)
All Other	\$0	\$0	(\$1,086)
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	(\$39,466)

Justification:

This initiative reallocates 3 positions in the Adult Education team between funds based on work effort to properly account for payroll charges supported by federal grants.

Child Development Services 0449

Initiative: Provides funding for increases in staff costs attributed to collective bargaining.

Ref. #: 213 Committee Vote: 8-5 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$926,191
GENERAL FUND TOTAL	\$0	\$0	\$926,191

Justification:

In fiscal year 2023-24 Child Development Services (CDS) will be negotiating a contract with the Maine State Employees Association for anticipated salary and benefit increases in fiscal years 2024-25 and 2025-26. This initiative provides funding for the projected fiscal year 2024-25 costs.

Child Development Services 0449

Initiative: Allocates one-time funds for payments of a daily rate for special purpose private preschools from July 1, 2024 to June 30, 2025.

Ref. #: 214

One Time

Committee Vote: 13-0 in

AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS

	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$11,000,000
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	\$0	\$11,000,000

Notes:

See Part CC [★]
P. 41-42

Justification:

This initiative allocates one-time funds for payments of a daily rate for special purpose private preschools from July 1, 2024 through June 30, 2025.

General Purpose Aid for Local Schools 0308

Initiative: Provides funding to maintain the statutory requirement of funding the state share of the total cost of funding public education from kindergarten to grade 12 at 55%.

Ref. #: 205

Committee Vote: 11-1 in

AFA Vote: _____

GENERAL FUND

	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$22,605,146
GENERAL FUND TOTAL	\$0	\$0	\$22,605,146

Justification:

Maine Revised Statutes, Title 20-A, section 15671, subsection 1(B) requires funding the state share percentage of the total cost of funding public education from kindergarten to grade 12 at 55%. This amount represents the increased cost from fiscal year 2023-24 to maintain funding the state share percentage at 55%.

General Purpose Aid for Local Schools 0308

Initiative: Transfers one Public Service Manager III position and related All Other costs from the General Purpose Aid for Local Schools program to the Innovative Teaching and Learning program within the same fund. This initiative also transfers one Education Specialist III position and one Office Specialist I position and related All Other costs from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 206

Committee Vote: 12-0 in

AFA Vote: _____

Transfer # 2

GENERAL FUND

	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(1.000)
Personal Services	\$0	\$0	(\$170,038)
All Other	\$0	\$0	(\$8,860)
GENERAL FUND TOTAL	\$0	\$0	(\$178,898)

P. 7 Ref # 261
P. 13 Ref # 251

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Office Director, administrative support and Multi-Tiered Systems of Support to the new program.

General Purpose Aid for Local Schools 0308

Initiative: Transfers and reallocates the costs of one Public Service Manager II position, one Office Specialist II position and related All Other from 100% General Purpose Aid for Local Schools program to 50% Leadership Team program and 50% General Purpose Aid for Local Schools program within the same fund.

Ref. #: 207

Committee Vote: 12-0 in

AFA Vote: _____

Transfer #1

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(2.000)
Personal Services	\$0	\$0	(\$111,285)
All Other	\$0	\$0	(\$8,860)
GENERAL FUND TOTAL	\$0	\$0	(\$120,145)

P.7 Ref # 218

Justification:

This initiative reallocates the cost of two positions to the appropriate accounts within the General Fund. The positions have taken on departmentwide responsibilities in the areas of financial management and procurement in addition to their existing school finance duties.

General Purpose Aid for Local Schools 0308

Initiative: Adjusts funding to align with revenue changes approved in the December 2023 revenue forecast.

Ref. #: 208

Committee Vote: 12-0 in

AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS	2022-23	2023-24	2024-25
All Other	\$0	(\$368,737)	(\$176,183)
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	(\$368,737)	(\$176,183)

Justification:

This initiative will adjust funding to reflect revenue changes based on the approved December 2023 Revenue Forecast Committee report.

Higher Education and Educator Support Services Z082

Initiative: Provides funding for the approved reclassification of one Office Associate II position to an Office Specialist I position, retroactive to January 5, 2022.

Ref. #: 236

Committee Vote: 7-5 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$10,033	\$5,059
GENERAL FUND TOTAL	\$0	\$10,033	\$5,059

Justification:

This position provides administrative support to the Teacher Excellence team that addresses teacher recruitment, retention, development and recognition. This position performs additional advanced office and administrative support work such as researching, compiling, and analyzing complex information, reviewing input and output information from electronic information systems, and implementing quality control standards for data input structures and output quality assurance.

Higher Education and Educator Support Services Z082

Initiative: Provides funding to support the administrative work required to facilitate the State Authorization Reciprocity Agreements membership.

Ref. #: 237

Committee Vote: 13-0 in

AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$35,929
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	\$0	\$35,929

Notes:

See Part BB P. 41

Justification:

Recognizing the growing demand for distance education opportunities, higher education stakeholders joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs. Maine and Vermont are the only two states in the northeast region which do not currently charge a fee for participation. Maine plans to implement a participation fee beginning in fiscal year 2024-25. This initiative provides funding to expend the fees collected to facilitate higher education administration.

Innovative Teaching and Learning Z394

Initiative: Transfers 2 State Education Representative positions and related All Other costs from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 258

Committee Vote: 12-0 in
Transfer # 5

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	2.000
Personal Services	\$0	\$0	\$250,728
All Other	\$0	\$0	\$20,000
GENERAL FUND TOTAL	\$0	\$0	\$270,728

P. 12 Ref # 248

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Digital Learning Team to the new program.

Innovative Teaching and Learning Z394

Initiative: Transfers one Public Service Manager III position, one Education Specialist III position and funding for All Other costs related to the early learning team from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 259

Transfer # 3

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	2.000
Personal Services	\$0	\$0	\$286,481
All Other	\$0	\$0	\$50,000
GENERAL FUND TOTAL	\$0	\$0	\$336,481

P. 12-13 Ref # 249

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Early Learning Team to the new program.

Innovative Teaching and Learning Z394

Initiative: Transfers one Public Service Manager II position, 5 Interdisciplinary Instruction Specialist positions and All Other funding for the interdisciplinary instruction team from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 260

Transfer # 4

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	6.000
Personal Services	\$0	\$0	\$748,456
All Other	\$0	\$0	\$82,720
GENERAL FUND TOTAL	\$0	\$0	\$831,176

P. 13 Ref # 250

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Interdisciplinary Instruction Team to the

new program.

Innovative Teaching and Learning Z394

Initiative: Transfers one Public Service Manager III position and related All Other costs from the General Purpose Aid for Local Schools program to the Innovative Teaching and Learning program within the same fund. This initiative also transfers one Education Specialist III position and one Office Specialist I position and related All Other costs from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 261

Transfer # 2

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	3.000
Personal Services	\$0	\$0	\$369,946
All Other	\$0	\$0	\$27,720
GENERAL FUND TOTAL	\$0	\$0	\$397,666

P. 3-4, 13
Ref # 206, 251

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Office Director, administrative support and Multi-Tiered Systems of Support to the new program.

Leadership Team Z077

Initiative: Transfers and reallocates the costs of one Public Service Manager II position, one Office Specialist II position and related All Other costs from 100% General Purpose Aid for Local Schools program to 50% Leadership Team program and 50% General Purpose Aid for Local Schools program within the same fund.

Ref. #: 218

Transfer #1

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	2.000
Personal Services	\$0	\$0	\$111,285
All Other	\$0	\$0	\$8,860
GENERAL FUND TOTAL	\$0	\$0	\$120,145

P. 4 Ref. # 207

Justification:

This initiative reallocates the cost of two positions to the appropriate accounts within the General Fund. The positions have taken on departmentwide responsibilities in the areas of financial management and procurement in addition to their existing school finance duties.

Learning Systems Team Z081

Initiative: Continues one limited-period State Education Representative position previously established by Financial Order 003086 F4, one limited-period Education Specialist III position previously established by Financial Order 002908 F4, one limited-period Education Specialist II position previously established by Financial Order 002932 F4 and one limited-period Education Specialist II position previously continued by Financial Order 002883 F4 through December 30, 2025 and provides All Other funding to provide targeted outreach and support for families, expansion of community-based prekindergarten partnerships, early childhood education workforce development and integration of early childhood data across state agencies through a preschool development grant.

Ref. #: 228 One Time Committee Vote: 8-5 in AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$0	\$410,080
All Other	\$0	\$0	\$3,582,008
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	\$3,992,088

Justification:

The Department of Health and Human Services (DHHS) received a preschool development grant in December 2022. DHHS is partnering with the Department of Education to ensure children and their families will receive the services they need through an efficient, data-driven and evidenced-based system so that all children enter kindergarten prepared to succeed. These positions support the work of the grant through targeted outreach and support for families, expansion of community-based pre-k partnerships, early childhood education workforce development and integration of early childhood data across state agencies. This initiative continues 4 positions through the end of the grant and provides funding for related costs.

Learning Systems Team Z081

Initiative: Transfers 3 Education Specialist III positions, one Public Service Manager I position and All Other funding for career and technical education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program within the same fund.

Ref. #: 229 Transfer # 7 Committee Vote: 12-0 in AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(4.000)
Personal Services	\$0	\$0	(\$499,628)
All Other	\$0	\$0	(\$6,739,502)
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	(\$7,239,130)

P. 14 Ref # 254

Justification:

The Office of Workforce Development and Innovative Pathways was created to provide comprehensive alignment of policies, programs, resources and initiatives of Adult Education, Career and Technical Education, Extended Learning Opportunities and Education Pathways & Early College to expand learning opportunities for students, maximize efficiencies and elevate the department's collective support for Maine's workforce goals. This initiative transfers the positions and related All Other funding for Career and Technical Education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program to align funding with the appropriate program.

Learning Systems Team Z081

Initiative: Transfers funding for the George Briggs fund from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program within the same fund.

Ref. #: 230

Committee Vote: 12-0 in

AFA Vote: _____

Transfer #6

OTHER SPECIAL REVENUE FUNDS

All Other

P. 14-15

2022-23	2023-24	2024-25
\$0	\$0	(\$54,640)

OTHER SPECIAL REVENUE FUNDS TOTAL

Ref # 255

\$0	\$0	(\$54,640)
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Justification:

The Office of Workforce Development and Innovative Pathways was created to provide comprehensive alignment of policies, programs, resources and initiatives of Adult Education, Career and Technical Education, Extended Learning Opportunities and Education Pathways & Early College to expand learning opportunities for students, maximize efficiencies and elevate the department's collective support for Maine's workforce goals. This initiative transfers All Other funding for Career and Technical Education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program to align funding with the appropriate program.

Learning Systems Team Z081

Initiative: Provides funding for the federal Student Support and Academic Enrichment grant.

Ref. #: 231

Committee Vote: 13-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND

All Other

2022-23	2023-24	2024-25
\$0	\$2,203,210	\$2,203,210

FEDERAL EXPENDITURES FUND TOTAL

\$0	\$2,203,210	\$2,203,210
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Justification:

The department receives a Student Support and Academic Enrichment grant. The objective of this grant is to improve student's academic achievement by increasing the capacity of local educational agencies and schools to provide students with access to a well-rounded education, improve school conditions for student learning, and improve digital literacy for all students. This initiative increases allocation to meet projected expenditures.

Learning Systems Team Z081

Initiative: Provides funding for the federal English Language Acquisition State Grant.

Ref. #: 232

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND

All Other

2022-23	2023-24	2024-25
\$0	\$126,621	\$126,621

FEDERAL EXPENDITURES FUND TOTAL

\$0	\$126,621	\$126,621
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Justification:

The department receives an English Language Acquisition State Formula Grant. The objective of this grant is to ensure that limited English proficient children attain English proficiency and meet the same challenging State academic content and student academic achievement standards all children are expected to meet. This initiative increases allocation to meet projected expenditures.

Learning Systems Team Z081

Initiative: Provides funding for the federal so-called Title I, Part A grants to local education agencies.

Ref. #: 233

Committee Vote: 13-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$8,385,887
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	\$8,385,887

Justification:

The Department of Education receives a Title I Part A Grants to LEAs grant. The objective of this grant is to help local educational agencies (LEAs) improve teaching and learning in high-poverty schools in particular for children failing, or most at-risk of failing, to meet challenging State academic achievement standards. This initiative increases allocation to meet projected expenditures in fiscal year 2024-25.

Learning Systems Team Z081

Initiative: Reduces funding to align allocations with projected available resources.

Ref. #: 234

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	(\$7,085,705)
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	(\$7,085,705)

Justification:

The full allocation is no longer needed as grant funding for this program for the Department of Education ends on July 31, 2024. This initiative reduces allocation to the amount of projected expenditures in the last month of the grant.

Maine School Safety Center Z293

Initiative: Transfers one Public Service Coordinator II position from the Federal Expenditures Fund to the General Fund within the same program beginning October 1, 2024 and adjusts funding for related All Other costs.

Ref. #: 243

Committee Vote: 8-5 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	1.000
Personal Services	\$0	\$0	\$109,265

All Other	\$0	\$0	\$8,860
GENERAL FUND TOTAL	\$0	\$0	\$118,125

Ref. #: 244

Committee Vote: 12-0 in AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(1.000)
Personal Services	\$0	\$0	(\$109,265)
All Other	\$0	\$0	(\$3,092)
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	(\$112,357)

Justification:

This permanent position serves as the Threat Assessment and Mental Health Coordinator for the Maine School Safety Center. The position is currently funded through the STOP School Violence grant through September 30, 2024. This initiative transfers the position from the Federal Expenditures Fund to the General Fund within the same program after grant funding has ended to ensure continued support in the areas of threat assessment and mental health.

Maine School Safety Center Z293

Initiative: Transfers funding for restorative practices from the School and Student Supports program to the Maine School Safety Center program to align funding with the appropriate program.

Ref. #: 245 **Transfer # 8** Committee Vote: 12-0 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
All Other P.16 Ref. # 239	\$0	\$0	\$700,000
GENERAL FUND TOTAL	\$0	\$0	\$700,000

Justification:

Public Law 2021, chapter 737 provided funding to establish or expand school-based restorative justice programs, mentoring services for juveniles involved in the juvenile legal system and, in collaboration with the Department of Labor, workforce development and educational and vocational programs for juveniles involved in the juvenile legal system. This work is performed by Maine School Safety Center staff. This initiative transfers funding to the appropriate program.

Maine School Safety Center Z293

Initiative: Establishes one Public Service Coordinator II position to train public safety professionals and first responders and reduces All Other to fund the position.

Ref. #: 246 Committee Vote: 8-5 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	1.000
Personal Services	\$0	\$0	\$125,951
All Other	\$0	\$0	(\$125,951)

GENERAL FUND TOTAL

\$0 \$0 \$0

Justification:

This position will train public safety professionals and first responders on positive interactions with youth, best practice ways of supporting schools, building collaborative teams with schools and assist the Maine Criminal Justice Academy training and certification of school resource officers to support school safety and security. Demand for this service from Maine schools is high due to the ongoing and growing threats to our school communities. This position will greatly increase the department's ability to offer a much sought after and essential service.

Office of Innovation Z333

Initiative: Transfers 2 State Education Representative positions and related All Other costs from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 248

Transfer #5

Committee Vote:

12-0 in

AFA Vote:

GENERAL FUND

POSITIONS - LEGISLATIVE COUNT

Personal Services

All Other

GENERAL FUND TOTAL

	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(2.000)
Personal Services	\$0	\$0	(\$250,728)
All Other	\$0	\$0	(\$20,000)
GENERAL FUND TOTAL	\$0	\$0	(\$270,728)

P. 5 Ref # 258

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Digital Learning Team to the new program.

Office of Innovation Z333

Initiative: Transfers one Public Service Manager III position, one Education Specialist III position and funding for All Other costs related to the early learning team from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 249

Transfer #3

Committee Vote:

12-0 in

AFA Vote:

GENERAL FUND

POSITIONS - LEGISLATIVE COUNT

Personal Services

All Other

GENERAL FUND TOTAL

	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(2.000)
Personal Services	\$0	\$0	(\$286,481)
All Other	\$0	\$0	(\$50,000)
GENERAL FUND TOTAL	\$0	\$0	(\$336,481)

P. 6 Ref # 259

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and

Climate Education. This initiative transfers positions and All Other funds for the Early Learning Team to the new program.

Office of Innovation Z333

Initiative: Transfers one Public Service Manager II position, 5 Interdisciplinary Instruction Specialist positions and All Other funding for the interdisciplinary instruction team from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 250

Transfer # 4

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(6.000)
Personal Services	\$0	\$0	(\$748,456)
All Other	\$0	\$0	(\$82,720)
GENERAL FUND TOTAL	\$0	\$0	(\$831,176)

P. 6-7 Ref # 260

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Interdisciplinary Instruction Team to the new program.

Office of Innovation Z333

Initiative: Transfers one Public Service Manager III position and related All Other costs from the General Purpose Aid for Local Schools program to the Innovative Teaching and Learning program within the same fund. This initiative also transfers one Education Specialist III position and one Office Specialist I position and related All Other costs from the Office of Innovation program to the Innovative Teaching and Learning program within the same fund.

Ref. #: 251

Transfer # 2

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	(2.000)
Personal Services	\$0	\$0	(\$199,908)
All Other	\$0	\$0	(\$18,860)
GENERAL FUND TOTAL	\$0	\$0	(\$218,768)

P. 3-4 Ref # 206
P. 7 Ref # 261

Justification:

As a result of a reorganization within the department a new office was created. The Office of Innovative Teaching and Learning provides a wide array of technical assistance to school systems statewide. Teams within this office include Early Learning, Learning Through Technology, Interdisciplinary Instruction, Multi-Tiered Systems of Support and Climate Education. This initiative transfers positions and All Other funds for the Office Director, administrative support and Multi-Tiered Systems of Support to the new program.

Office of Innovation Z333

Initiative: Provides funding for the proposed reorganization of one Public Service Executive II position from range 35 to range 38.

Ref. #: 252

Committee Vote: 12-0 in

AFA Vote: _____

GENERAL FUND

	2022-23	2023-24	2024-25
Personal Services	\$0	\$0	\$9,640
GENERAL FUND TOTAL	\$0	\$0	\$9,640

Justification:

The Chief Innovation Officer identifies opportunities for innovative practices 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 oversee several new initiatives and positions, including the Maine Outdoor Learning Initiative, Building Assets, Reducing Risks (BARR), green school initiatives and work with the Opioid Task Force and the Maine Children's Cabinet.

Office of Workforce Development and Innovative Pathways Z334

Initiative: Transfers 3 Education Specialist III positions, one Public Service Manager I position and All Other funding for career and technical education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program within the same fund.

Ref. #: 254

Transfer # 7

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND

	2022-23	2023-24	2024-25
POSITIONS - LEGISLATIVE COUNT	0.000	0.000	4.000
Personal Services	\$0	\$0	\$499,628
All Other	\$0	\$0	\$6,739,502
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	\$7,239,130

P. 8 Ref # 229

Justification:

The Office of Workforce Development and Innovative Pathways was created to provide comprehensive alignment of policies, programs, resources and initiatives of Adult Education, Career and Technical Education, Extended Learning Opportunities and Education Pathways & Early College to expand learning opportunities for students, maximize efficiencies and elevate the department's collective support for Maine's workforce goals. This initiative transfers the positions and related All Other funding for Career and Technical Education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program to align funding with the appropriate program.

Office of Workforce Development and Innovative Pathways Z334

Initiative: Transfers funding for the George Briggs fund from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program within the same fund.

Ref. #: 255

Transfer # 6

Committee Vote: 12-0 in

AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS

	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$54,640

P. 8-9 Ref # 230

OTHER SPECIAL REVENUE FUNDS TOTAL

\$0 \$0 \$54,640

Justification:

The Office of Workforce Development and Innovative Pathways was created to provide comprehensive alignment of policies, programs, resources and initiatives of Adult Education, Career and Technical Education, Extended Learning Opportunities and Education Pathways & Early College to expand learning opportunities for students, maximize efficiencies and elevate the department's collective support for Maine's workforce goals. This initiative transfers All Other funding for Career and Technical Education from the Learning Systems Team program to the Office of Workforce Development and Innovative Pathways program to align funding with the appropriate program.

Office of Workforce Development and Innovative Pathways Z334

Initiative: Allocates funds to provide career exploration services targeted to high school students.

Ref. #: 256

One Time

Committee Vote:

13-0 in

AFA Vote:

OTHER SPECIAL REVENUE FUNDS

2022-23 2023-24 2024-25

All Other

\$0 \$1,500,000 \$0

OTHER SPECIAL REVENUE FUNDS TOTAL

\$0 \$1,500,000 \$0

Justification:

Public Law 2023, chapter 412, section CCCCC-1 provided funding to the Department of Labor to be used to provide career exploration services targeted to high school students. The Department of Education's existing career exploration programming, funded through federal emergency relief grants, is already underway. This initiative provides allocation to receive funding from the Department of Labor to extend existing Department of Education career exploration grants.

Preschool Special Education Z399

Initiative: Provides funding to establish the Preschool Special Education program supporting special education and related services for preschool children 3 to 5 years of age, and for the Early Childhood Special Education Pathways Project*

Ref. #: 263

Committee Vote:

11-0 IN
as amended

AFA Vote:

GENERAL FUND

2022-23 2023-24 2024-25

All Other

\$0 \$0 \$10,000,000

GENERAL FUND TOTAL

\$0 \$0 \$10,000,000

Notes:

* See memo for more information.

See Part W-8

P. 38-39

Justification:

Over the next 3 years, public SAUs will assume responsibility for ensuring a free appropriate public education for children under IDEA 619 Part B. In Year 1 (FY25), up to 1000 preschool students with IEPs will become the responsibility of their local school administrative units. The funding in this request will be provided in the form of up-front quarterly allocations to schools who will use those funds to support provision of necessary special education and related services in each student's Individual Education Plan.

Retired Teachers' Health Insurance 0854

Initiative: Reduces one-time funding for the State's contribution toward the retired teachers' share of health insurance premiums to align funding with effective date of the change in health insurance premium.

Ref. #: 216 One Time Committee Vote: 11-1 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
All Other	\$0	(\$1,089,572)	\$0
GENERAL FUND TOTAL	\$0	(\$1,089,572)	\$0

Justification:

Public Law 2023, chapter 412 appropriated funding to increase the State's contribution toward the retired teachers' share of health insurance premiums from 55% to 60%. The premium change began on November 1, 2023; therefore, the full fiscal year 2023-24 appropriation was not needed. This initiative reduces funding to align with the effective date of the change in health insurance premium.

School and Student Supports Z270

Initiative: Transfers funding for restorative practices from the School and Student Supports program to the Maine School Safety Center program to align funding with the appropriate program.

Ref. #: 239 Transfer # 8 Committee Vote: 12-0 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	(\$700,000)
GENERAL FUND TOTAL	\$0	\$0	(\$700,000)

P. 11 Ref # 245

Justification:

Public Law 2021, chapter 737 provided funding to establish or expand school-based restorative justice programs, mentoring services for juveniles involved in the juvenile legal system and, in collaboration with the Department of Labor, workforce development and educational and vocational programs for juveniles involved in the juvenile legal system. This work is performed by Maine School Safety Center staff. This initiative transfers funding to the appropriate program.

School and Student Supports Z270

Initiative: Reallocates the cost of one State Education Representative position from 100% Federal Block Grant Fund to 70% Federal Block Grant Fund and 30% General Fund within the same program and reallocates the cost of one State Education Representative position from 88% Federal Block Grant Fund and 12% Federal Expenditures Fund to 70% Federal Block Grant Fund, 12% Federal Expenditures Fund and 18% General Fund within the same program. This initiative also reduces related All Other costs.

Ref. #: 240 Committee Vote: 7-5 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$60,772	\$61,459
GENERAL FUND TOTAL	\$0	\$60,772	\$61,459

Ref. #: 241

Committee Vote: 7-5 in

AFA Vote: _____

FEDERAL BLOCK GRANT FUND	2022-23	2023-24	2024-25
Personal Services	\$0	(\$60,772)	(\$61,459)
All Other	\$0	(\$27,550)	(\$29,437)
FEDERAL BLOCK GRANT FUND TOTAL	\$0	(\$88,322)	(\$90,896)

Justification:

As part of the Coordinated School Health Team, these positions support the teaching of health and physical education standards as outlined in the Maine Learning Results. The Health Education and Promotion Coordinator oversees the planning, development and implementation of statewide education, laws and policies regarding health education and assists in establishing and maintaining school health promotion and wellness programs. The Physical Education Consultant oversees the planning, development and implementation of statewide education, laws and policies regarding physical education, assists with the development and implementation of the Maine Integrated Youth Health Survey and manages state HIV prevention education funds. The positions have historically been supported by two federal grants; however, grant funding is no longer able to fully support both positions. This initiative reallocates a portion of each position's costs to the General Fund.

School Finance and Operations Z078

Initiative: Provides funding for the federal statewide Longitudinal Data Systems grant.

Ref. #: 220

Committee Vote: 7-5 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$1,049,886
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$0	\$1,049,886

Justification:

The department received a federal State Longitudinal Data System grant. The objective of this grant is to create a central database to house data needed to fulfill state and federal required reporting. This initiative increases allocation to meet projected expenditures in fiscal year 2024-25.

School Finance and Operations Z078

Initiative: Provides funding for the federal Farm to School grant.

Ref. #: 221

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND - ARP	2022-23	2023-24	2024-25
All Other	\$0	\$0	\$698,955
FEDERAL EXPENDITURES FUND - ARP TOTAL	\$0	\$0	\$698,955

Justification:

The department received a four year Farm to School grant from the United States Department of Agriculture through the American Rescue Plan Act. The objective of this grant is to support planning, developing and implementing farm to school programs to help state, regional and local organizations as they initiate, expand and institutionalize farm to school efforts. This initiative increases federal allocation to expend federal emergency relief funds through the end of the grant period.

School Finance and Operations Z078

Initiative: Provides funding for the approved reclassification of one Office Specialist I position to a Management Analyst II position, retroactive to August 31, 2022, and provides funding for related All Other costs.

Ref. #: 222

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$10,237	\$9,437
All Other	\$0	\$290	\$268
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$10,527	\$9,705

Justification:

This position provides administrative support and direction to the Child Nutrition team. This position's core function is financial management and guidance for nutrition programs for public schools and for private non-profit agencies that receive Child Nutrition funding. This position reviews requests for funding, evaluates the complex rules and requirements around usage of the funds, summarizes findings, prepares reports, and recommends changes in the structure, program, or procedures.

School Finance and Operations Z078

Initiative: Provides funding for the approved reorganization of one Office Associate II position to a Management Analyst II position and provides funding for related All Other costs.

Ref. #: 223

Committee Vote: 12-0 in

AFA Vote: _____

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$1,297	\$8,247
All Other	\$0	\$37	\$234
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$1,334	\$8,481

Justification:

This position provides broad administrative support to the Child Nutrition team and customer service to school administrative units (SAUs). The position processes invoices, prepares business correspondence and creates basic graphics for public information materials. Additional responsibilities will include financial reconciliation and calculations, maintaining financial records, preparing standard reports and providing technical assistance to SAUs.

Special Services Team Z080

Initiative: Provides funding for the approved reclassification of one Public Service Executive II position from range 34 to range 35, retroactive to July 18, 2022, and provides funding for related All Other costs.

FEDERAL EXPENDITURES FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$10,906	\$6,364
All Other	\$0	\$308	\$180
FEDERAL EXPENDITURES FUND TOTAL	\$0	\$11,214	\$6,544

Justification:

This position provides direct oversight and support of Child Development Services (CDS), an Intermediate Educational Unit that serves preschool children with disabilities as well as CDS services for children from birth through age five. This position reports directly to the State Director of Special Services. The position has expanded responsibilities to include restructuring CDS, supporting grant management and an increase of supervision, evaluation and direct oversight of all CDS staff.

EDUCATION, DEPARTMENT OF

DEPARTMENT TOTALS	2022-23	2023-24	2024-25
GENERAL FUND	\$0	(\$1,018,767)	\$33,764,000
FEDERAL EXPENDITURES FUND	\$0	\$2,352,906	\$8,544,894
OTHER SPECIAL REVENUE FUNDS	\$0	\$1,131,263	\$10,859,746
FEDERAL BLOCK GRANT FUND	\$0	(\$88,322)	(\$90,896)
FEDERAL EXPENDITURES FUND - ARP	\$0	\$0	\$698,955
DEPARTMENT TOTAL - ALL FUNDS	\$0	\$2,377,080	\$53,776,699

Sec. A-22. Appropriations and allocations. The following appropriations and allocations are made.

LIBRARY, MAINE STATE

Imagination Library of Maine Program Z338

Initiative: Provides one-time funding for the Imagination Library of Maine Program.

Ref. #: 661 One Time Committee Vote: 12-0 in AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS	2022-23	2023-24	2024-25
All Other	\$0	\$168,030	\$0
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	\$168,030	\$0

Notes:

See Part BBB **P. 43**

Justification:

This initiative provides one-time funding for the Imagination Library of Maine.

Maine State Library 0217

Initiative: Provides funding for the approved reorganization of one Office Specialist I Manager Supervisor position to a Librarian - Acquisitions position and transfers All Other to Personal Services to fund the reorganization in fiscal year 2023-24.

Ref. #: 659 Committee Vote: 12-0 in AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
Personal Services	\$0	\$4,395	\$7,359
All Other	\$0	(\$4,395)	\$0
GENERAL FUND TOTAL	\$0	\$0	\$7,359

Justification:

This initiative provides funding for the reorganization of one Office Specialist I Manager Supervisor position to a Librarian - Acquisitions position. The reorganization will be self-funded through a transfer from All Other in fiscal year 2023-24 with General Fund being requested beginning in fiscal year 2024-25. The FJA was approved on September 11, 2023 by the Bureau of Human Resources.

LIBRARY, MAINE STATE

DEPARTMENT TOTALS	2022-23	2023-24	2024-25
GENERAL FUND	\$0	\$0	\$7,359
OTHER SPECIAL REVENUE FUNDS	\$0	\$168,030	\$0
DEPARTMENT TOTAL - ALL FUNDS	\$0	\$168,030	\$7,359

Sec. A-25. Appropriations and allocations. The following appropriations and allocations are made.

MARITIME ACADEMY, MAINE

Maine Maritime Academy - Debt Service Z304

Initiative: Reduces funding for projected debt service payments.

Ref. #: 730

Committee Vote: 11-1 in

AFA Vote: _____

GENERAL FUND	2022-23	2023-24	2024-25
All Other	\$0	\$0	(\$165,377)
GENERAL FUND TOTAL	\$0	\$0	(\$165,377)

Justification:

This initiative reduces funding for debt service payments for years #3 and #4 of Series 2021C and years #1 and #2 of Series 2023A of the ten-year commitments to fund borrowing to upgrade mechanical, plumbing, electrical, fire protection and heating systems of Curtis Hall, Maine Maritime Academy's primary on-campus student residential building.

Maine Maritime Academy Scholarship Fund - Casino Z167

Initiative: Adjusts funding to align with revenue changes approved in the December 2023 revenue forecast.

Ref. #: 728

Committee Vote: 12-0 in

AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS	2022-23	2023-24	2024-25
All Other	\$0	(\$2,904)	\$583
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	(\$2,904)	\$583

Justification:

This initiative will adjust funding to reflect revenue changes based on the approved December 2023 Revenue Forecast Committee report.

MARITIME ACADEMY, MAINE

DEPARTMENT TOTALS	2022-23	2023-24	2024-25
GENERAL FUND	\$0	\$0	(\$165,377)
OTHER SPECIAL REVENUE FUNDS	\$0	(\$2,904)	\$583
DEPARTMENT TOTAL - ALL FUNDS	\$0	(\$2,904)	(\$164,794)

Sec. A-33. Appropriations and allocations. The following appropriations and allocations are made.

UNIVERSITY OF MAINE SYSTEM, BOARD OF TRUSTEES OF THE

University of Maine Scholarship Fund Z011

Initiative: Adjusts funding to align with revenue changes approved in the December 2023 revenue forecast.

Ref. #: 810

Committee Vote: 12-0 in AFA Vote: _____

OTHER SPECIAL REVENUE FUNDS	2022-23	2023-24	2024-25
All Other	\$0	(\$66,214)	\$15,556
OTHER SPECIAL REVENUE FUNDS TOTAL	\$0	(\$66,214)	\$15,556

Justification:

This initiative will adjust funding to reflect revenue changes based on the approved December 2023 Revenue Forecast Committee report.

UNIVERSITY OF MAINE SYSTEM, BOARD OF TRUSTEES OF THE

DEPARTMENT TOTALS	2022-23	2023-24	2024-25
OTHER SPECIAL REVENUE FUNDS	\$0	(\$66,214)	\$15,556
DEPARTMENT TOTAL - ALL FUNDS	\$0	(\$66,214)	\$15,556

Language Part C committee vote: 8-4 in
minority in its amended (see memo)

PART C

Sec. C-1. Mill expectation. The mill expectation pursuant to the Maine Revised Statutes, Title 20-A, section 15671-A for fiscal year 2024-25 is 6.62.

Sec. C-2. Total cost of funding public education from kindergarten to grade 12. The total cost of funding public education from kindergarten to grade 12 for fiscal year 2024-25 is as follows:

	2024-25
	TOTAL
Total Operating Allocation	
Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683	\$1,595,190,789
Total operating allocation for public charter schools pursuant to the Maine Revised Statutes, Title 20-A, section 15683-B	32,873,939
Total adjustments to state subsidy pursuant to Title 20-A, section 15689 included in subsidizable costs and total other subsidizable costs pursuant to Title 20-A, section 15681-A	\$657,222,713
Total Operating Allocation and Subsidizable Costs	
Total operating allocation pursuant to Title 20-A, section 15683 and total other subsidizable costs pursuant to Title 20-A, section 15681-A	\$2,285,287,441

Total Debt Service Allocation

Total debt service allocation pursuant to Title 20-A, section 15683-A \$112,200,409

Total Adjustments and Targeted Education Funds

Adjustments pursuant to Title 20-A, section 15689

Audit adjustments pursuant to Title 20-A, section 15689, subsection 4 \$225,000

Educating students in long-term drug treatment center adjustments pursuant to Title 20-A, section 15689, subsection 5 \$249,607

Minimum teacher salary adjustment pursuant to Title 20-A, section 15689, subsection 7-A \$0

Regionalization, consolidation, and efficiency assistance adjustments pursuant to Title 20-A, section 15689, subsection 9 \$6,012,077

Maine Care seed payments adjustments pursuant to Title 20-A, section 15689, subsection 14 \$1,334,776

Special Education Hardship adjustment pursuant to Title 20-A, section 15689, subsection 15 \$500,000

English Learner budgetary hardship adjustment pursuant to Title 20-A, section 15689, subsection 16 \$500,000

Total adjustments to the state share of total allocation pursuant to Title 20-A, section 15689 \$8,821,460

Targeted Education Funds pursuant to Title 20-A, section 15689-A

Special education costs for state agency clients and state wards pursuant to Title 20-A, section 15689-A, subsection 1	\$28,398,550
Essential programs and services components contract pursuant to Title 20-A, section 15689-A, subsection 3	\$250,000
Data management and support services for essential programs and services pursuant to Title 20-A, section 15689-A, subsection 10	\$11,000,000
Postsecondary course payments pursuant to Title 20-A, section 15689-A, subsection 11	\$5,500,000
National board certification salary supplement pursuant to Title 20-A, section 15689-A, subsection 12	\$0
Learning through technology program pursuant to Title 20-A, section 15689-A, subsection 12-A	\$9,000,000
Jobs for Maine's Graduates including college pursuant to Title 20-A, section 15689-A, subsection 13	\$3,881,379
Maine School of Science and Mathematics pursuant to Title 20-A, section 15689-A, subsection 14	\$3,615,347
Maine Educational Center for the Deaf and Hard of Hearing pursuant to Title 20-A, section 15689-A, subsection 15	\$9,758,979

Transportation administration pursuant to Title 20-A, section 15689-A, subsection 16	\$521,035
Special education for juvenile offenders pursuant to Title 20-A, section 15689-A, subsection 17	\$407,999
Comprehensive early college programs funding (bridge year program) pursuant to Title 20-A, section 15689-A, subsection 23	\$1,000,000
Community schools pursuant to Title 20-A, section 15689-A, subsection 25	\$250,000
Instruments and Professional Development in rural schools pursuant to Title 20-A, section 15689-A, subsection 28	\$50,000
Total targeted education funds pursuant to Title 20-A, section 15689-A	\$73,633,289
Enhancing student performance and opportunity pursuant to Title 20-A, section 15688-A and section 15672, subsection 1-D	
Career and technical education costs pursuant to Title 20-A, section 15688-A, subsection 1	\$72,215,867
College transitions programs through adult education college readiness programs pursuant to Title 20-A, section 15688-A, subsection 2	\$450,000
National industry standards for career and technical education pursuant to Title 20-A, section 15688-A, subsection 6	\$2,000,000

Career and technical education middle school grant program pursuant to Title 20-A, section 15688-A, subsection 8 \$500,000

Career and technical education early childhood education program expansion support pursuant to Title 20-A, section 15688-A, subsection 10 \$100,000

Total enhancing student performance and opportunity pursuant to Title 20-A, section 15688-A and section 15672, subsection 1-D \$75,265,867

Total Cost of Funding Public Education from Kindergarten to Grade 12

Total cost of funding public education from kindergarten to grade 12 for fiscal year pursuant to Title 20-A, chapter 606-B, not including normal retirement costs \$2,555,208,466

Total normal cost of teacher retirement \$66,734,161

Total cost of funding public education from kindergarten to grade 12 for fiscal year pursuant to Title 20-A, chapter 606-B, including normal retirement costs \$2,621,942,627

Total cost of state contribution to unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, retired teacher health insurance and retired teacher life insurance for fiscal year 2024-25 pursuant to Title 5, chapters 421 and 423, excluding the normal cost of teacher retirement \$274,089,573

Total cost of funding public education from kindergarten to grade 12, plus state contributions to the unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, retired teacher health insurance and retired \$2,896,032,200

teacher life insurance for fiscal year 2024-25 pursuant to Title 5, chapters 421 and 423

Sec. C-3. Local and state contributions to total cost of funding public education from kindergarten to grade 12. The local contribution and the state contribution appropriation provided for general purpose aid for local schools for the fiscal year beginning July 1, 2024, and ending June 30, 2025, is calculated as follows:

	2024-25	2024-25
	LOCAL	STATE
Local and State Contributions to the Total Cost of Funding Public Education from Kindergarten to Grade 12		
Local and state contributions to the total cost of funding public education from kindergarten to grade 12 pursuant to the Maine Revised Statutes, Title 20-A, section 15683, subject to statewide distributions required by law	\$1,179,874,182	\$1,442,068,445
State contribution to the total cost of unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, teacher retirement health insurance and teacher retirement life insurance for fiscal year 2022-23 pursuant to Title 5, chapters 421 and 423 excluding the normal cost of teacher retirement		\$274,089,573
State contribution to the total cost of funding public education from kindergarten to grade 12 plus state contribution to the total cost of unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, teacher retirement health insurance and teacher retirement life insurance pursuant to Title 5, chapters 421 and 423		\$1,716,158,018

Sec. C-4. Authorization of payments. If the State's continued obligation for any individual component contained in those sections of this Act that set the total cost of funding public education from kindergarten to grade 12 and the local and state contributions for that purpose

exceeds the level of funding provided for that component, any unexpended balances occurring in other programs may be applied to avoid proration of payments for any individual component. Any unexpended balances from this Act may not lapse but must be carried forward for the same purpose.

Sec. C-5. Limit of State's obligation. Those sections of this Act that set the total cost of funding public education from kindergarten to grade 12 and the local and state contributions for that purpose may not be construed to require the State to provide payments that exceed the appropriation of funds for general purpose aid for local schools for the fiscal year beginning July 1, 2024, and ending June 30, 2025.

PART C SUMMARY

This Part establishes the Total Cost of Education from Kindergarten to Grade 12, the state contribution, the annual target state share percentage, and the mill expectation for the local contribution for fiscal year 2024-2025.

PART U

*Part U committee vote:
13-0 in*

Sec. U-1. 5 MRS §3003-A, as enacted by PL 2017, c. 279, §2, is amended to read:

§3003-A. Educator interchange program; period of assignment

The period of an individual assignment of an educator under an interchange program, authorized under section 3003, between the educator's school administrative unit as the sending agency and the Department of Education as the receiving agency may not exceed ~~24 months~~ nor may any educator be assigned under such an interchange program for more than ~~24 months~~ during ~~any 36 month period~~ 36 months. For the purposes of this section, "educator" means a teacher, principal or other education professional employed by a school administrative unit.

PART U SUMMARY

This Part changes the maximum period of assignment of an educator under an interchange program from 24 months to 36 months.

part W committee vote =
10-1 in as
amended (see memo)

PART W

Sec. W-1. 20-A MRSA §7001 as amended by PL 2023, c.405 is further amended to read:

§7001. Definitions

As used in this subpart, unless the context otherwise indicates, the following terms have the following meanings:

1. Agency. "Agency" means an a public, quasi-governmental, or private agency, school, organization, facility or institution.

1-A. Child Development Services System. "Child Development Services System" means the state intermediate educational unit under section 7209, subsection 3, and any regional sites it chooses to establish regional sites and maintain; to ensure the provision of child find activities, early intervention services and, where designated by the commissioner, free, appropriate public education services to eligible children. As school administrative units begin to assume responsibility for ensuring a free appropriate public education for students under IDEA Part B Section 619, Child Development Services sites shall serve as regional service hubs, providing supports and resources to the local schools as determined by memoranda of understanding between department of education and the SAU.

1-A2. CDS Regional site. CDS is organize into 9 regional sites across the state. By April, 2024, these sites will be aligned with SAUs through the 9 Superintendent Regions.

1-A3. CDS Regional Service Hub. After responsibility for ensuring a free appropriate public education transitions to the School Administrative Units, CDS will support schools in serving children in each region through regional service hubs as determined by an MOU.

1-B. Child with a disability. "Child with a disability" means:

A. For children from birth to under 3 years of age:

(1) A child who needs early intervention services because the child has a significant developmental delay, as measured by both diagnostically appropriate instruments and procedures, in one or more of the following areas: cognitive development; physical development, including vision and hearing; communication development; social or emotional development; and adaptive development; or

(2) A child with a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay, with the condition being such that the child needs early intervention services; or

B. For children at least 3 years of age and under 22 years of age evaluated in accordance with the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1414, subsections (a) to (c) as measured by both standardized, norm-referenced diagnostic instruments and appropriate procedures with delays or impairments such that the children need special education:

(1) A child at least 3 years of age and under 6 years of age with a significant developmental delay, at the discretion of the intermediate educational unit or school administrative unit, as defined in rules adopted by the department, in one or more of the following areas: cognitive development; physical development, including vision and hearing; communication development; social or emotional development; adaptive development; or

(2) A child with at least one of the following:

- (a) Intellectual disability;
- (b) Deafness, including hearing loss;
- (c) Speech or language impairment;
- (d) Visual impairment, including blindness;
- (e) Emotional disability;
- (f) Orthopedic impairment;
- (g) Autism;
- (h) Traumatic brain injury;
- (i) Other health impairment;
- (j) Specific learning disabilities;
- (k) Deaf-blindness; and
- (l) Multiple disabilities.

1-C. Early intervention services. "Early intervention services" means developmental services that are provided under public supervision; are provided at no cost except where federal or state law provides for a system of payments by families, including a schedule of sliding fees; are designed to meet the developmental needs of a child with a disability, as identified by the individualized family service plan team, in one or more areas including physical development, cognitive development, communication development, social or emotional development and adaptive development; meet the standards of the State; are provided by qualified personnel; to the maximum extent appropriate, are provided in natural environments, including the home, and community settings in which children without disabilities participate; and are provided in conformity with an individualized family service plan.

1-D. Child eligible under IDEA Part B Section 619. "Child eligible under IDEA Part B Section 619" means a pre-K student who is 3, 4, or 5 years of age and requires special education and related services in order to access a free, appropriate, public, education in a pre-k classroom.

2. Exceptional student.

2-A. Free, appropriate public education. "Free, appropriate public education" means special education and related services that are provided at public expense, under public supervision

and direction and without charge; meet the standards of the department; include an appropriate preschool, elementary school or secondary school education in the State; and are provided in conformity with the individualized family service plan or individualized education program. The Child Development Services System shall provide free, appropriate public education to a preschool child with disabilities who reaches 5 years of age between July 1st and October 15th if that child is already receiving free, appropriate public education through the Child Development Services System and the child's individualized education program team determines, in accordance with rules adopted by the commissioner, that it is in the best interest of the child not to enroll that child in kindergarten until the start of the following school year.

2-B. Intermediate educational unit. "Intermediate educational unit" means an entity that meets the definition of intermediate educational unit in the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1402, (23) as in effect prior to June 4, 1997 and that is a public authority, other than a local educational agency, under the general supervision of the department, that is established for the purpose of providing free public education on a regional basis and that provides special education and related services to children with disabilities within the State. An intermediate educational unit is considered a local educational agency under federal law. In this State, a local educational agency is a school administrative unit. For purposes of this chapter all references to school administrative units include intermediate educational units.

2-C. Individualized education program team. "Individualized education program team" means the group of individuals composed in accordance with Part B of the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1414(d)(1)(B) to determine the individualized education program for a child with a disability.

2-D. Individualized family services plan. "Individualized family services plan" means the plan to provide early intervention services in accordance with Part C to an infant or toddler with a disability or to the infant's or toddler's family in the natural setting (home, childcare, or other community setting).

3-A. Part B, Section 619. "Part B, Section 619" means Part B, section 619 of the federal Individuals with Disabilities Education Act (IDEA), 20 United States Code, Section 1400 et seq., which is a federal grant program intended to help states ensure that pre-k students with disabilities receive free appropriate special education and related services in the least restrictive environment.

3-B. Part C. "Part C" means Part C of the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq., which describes early intervention programs and services, provided in the natural setting, for infants and toddlers with disabilities.

3-C. Extended Part C Option. "Extended part C option" allows families to continue early intervention programming through an Individual Family Service Plan after a child's 3rd birthday. Children in Part C early intervention programs are evaluated when they turn 3 years of age and, if they continue to qualify, they either enroll in a pre-K classroom to receive services through an IEP or they may remain in the "natural setting" (at home, at a childcare setting, or at another community based program) and continue to receive early intervention services under the extended Part C option. This option will be available in Maine beginning in March, 2024.

4-B. Related services. "Related services" means special education transportation and such developmental, corrective and other related services, as defined by the commissioner, as are required to assist children with disabilities to benefit from their special education programs.

5. Special education. "Special education" means specially designed instruction, at no cost to parents, to meet the unique needs of children with disabilities, as defined by the commissioner, including:

A. Instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings; and

B. Instruction in physical education.

6. Special education facility. "Special education facility" means a public or private school, or portion of a public or private school, intended for use in meeting the educational and related needs of children with disabilities.

6-A. State intermediate educational unit. "State intermediate educational unit" or "SIEU" means the state intermediate educational unit, Child Development Services, established in section 7104.

7. State licensed agency. "State licensed agency" means an institution or facility licensed by the State to provide education, emotional or mental health services, alcohol or drug rehabilitation, boarding care or other child care services to a person between the ages of 5 and 20 years. It includes:

A. Facilities under Title 22, chapter 1661; and

B. Community mental health services under Title 34-B, chapter 3, subchapter 3

C.

D.

8. Children's residential care facility. "Children's residential care facility" is a facility defined in Title 22, section 8101, subsection 4.

9. Special education program. A "special education program" is a full-time or part-time educational program designed to provide an equal educational opportunity to children with disabilities through the delivery of special education services by qualified individuals.

10. Special education services. "Special education services" are educational services provided by qualified individuals as defined by the commissioner. Special education services must be provided by qualified individuals employed or contracted by the school administrative unit.

Sec. W-2. 20-A MRS §7006 as enacted by PL 2005, c. 662 §A20 is amended to read:

§7006. Responsibility

The Department of Education is designated as the state education agency responsible for carrying out the State's obligations under the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq., as amended. ~~The department and every school administrative unit, intermediate educational unit, public school or other public agency that receives federal or state funds to provide early intervention or free, appropriate public education services to children with disabilities shall comply with the federal Individuals with Disabilities Education Act, as amended, and all federal regulations adopted under the Act.~~ The commissioner shall designate responsibility for ensuring child find early intervention under IDEA Part C for children from birth until 3 years of age, or until the start of the school year in which the child is 4 years of age, if extended part C option is selected by the family, to the intermediate educational unit, Child Development Services. The commissioner shall designate responsibility for ensuring child find and a free appropriate public education under IDEA Part B Section 619 to Child Development Services or to the school administrative units where children reside. Where the school administrative unit is responsible for ensuring child find and a free appropriate public education, the Child Development Services site in that region shall transition to serve as a regional service hub to make necessary services and supports available in accordance with a memorandum of understanding that shall be developed by the Department of Education and the SAU before the transition of responsibility occurs.

Every school administrative unit, intermediate educational unit, public school or other agency that receives federal or state funds to provide early intervention or free, appropriate public education services to children with disabilities shall comply with the federal Individuals with Disabilities Education Act, as amended, and all federal regulations adopted under the Act.

Sec. W-3. 20-A MRSA §7209, sub-§3 as amended by PL 2011 c.655, Part OO, §4 is further amended to read:

3. State intermediate educational unit establishment; administrative functions. The commissioner shall establish and supervise the state intermediate educational unit. The state intermediate educational unit is established as a body corporate and politic and as a public instrumentality of the State for the purpose of conducting child find activities as provided in 20 United States Code, Section 1412 (a) (3) for children from birth to under 6 years of age, ensuring the provision of early intervention services for eligible children from birth to under 3 years of age and for eligible children until the start of the school year when they are 4 years of age, if extended Part C option is selected by the family. ~~and ensuring~~ The state intermediate educational unit shall also ensure ~~ensuring~~ a free, appropriate public education for eligible children at least 3 years of age and under 6 years of age, where designated the responsible agency by the commissioner. The state intermediate educational unit shall perform the following statewide coordination and administration functions:

Sec. W-4. 20-A MRSA §7209, sub-§3-A as amended by PL 2017 c.284, Part AAAAAA, §§1 is further amended to read:

3-A. State intermediate educational unit; program functions. The state intermediate educational unit established pursuant to subsection 3, through a network of regional sites as ~~appropriate~~ where designated by the commissioner, shall:

A. Engage in child find activities as required by the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;

B. Engage in child count activities as required by the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;

C. Engage in appropriate data collection, training, staff development and direct service provision to eligible children with disabilities, from birth to under 3 years of age, or until the start of the school year when a child is 4 years of age, if extended Part C option is selected by the family, in accordance with Part C of the federal Individuals with Disabilities Education Act, 20 United States Code, Section 1400 et seq.;

D. Ensure that eligible children with disabilities, from birth to under 3 years of age, receive early intervention services, in accordance with the payment provisions established by the State;

E. Where designated by the commissioner, ensure ~~Ensure~~ that eligible children with disabilities, from 3 years of age to under 6 years of age, receive free, appropriate public education services and where a local SAU has assumed responsibility for FAPE, provide services to support schools in carrying out this responsibility in accordance with an MOU;

F. Coordinate with eligible families the development of individualized family service plans for children with disabilities from birth to 2 years of age, or until the start of the school year when the child is 4 years of age, if extended Part C option is selected, or, where designated by the commissioner, coordinate an individualized education program for a child 3 years of age to under 6 years of age;

G. Ensure that children from birth until 6 years of age who are referred to the Child Development Services System also receive appropriate referrals for support outside of the system, including appropriate public and private programmatic resources, regardless of a child's eligibility for early intervention or free, appropriate public education; and

H. Engage in appropriate training and staff development for identification of and to provide intervention services for children with autism.

Sec. W-5. 20-A MRSA §7209, sub-§4-A, ¶A-2 is enacted to read:

A-2. To aid in the transition of responsibility under IDEA Part B Section 619 for ensuring child find and a free appropriate public education from CDS to SAUs and to coordinate services to be provided through memoranda of understanding to support schools in carrying out Part B Section 619 responsibilities.

Sec. W-5. 20-A MRSA §7209, sub-§9 is enacted to read:

9. Transition of responsibility for ensuring a free appropriate public education for children eligible under IDEA Part B Section 619 from CDS to school administrative units. Notwithstanding any provision of this section to the contrary, beginning July 1, 2028, all school administrative units shall be designated as responsible for child find and for ensuring a free, appropriate public education for children eligible under IDEA Part B Section 619.

A. Transition schedule and supports.

1) Beginning July 1, 2024, SAUs may be approved to pilot the assumption of responsibility for FAPE. Community readiness assessments, professional learning in working with young children and their families, and technical support will be provided by the department throughout the planning and implementation of the pilot year. Funding will be provided on a quarterly basis, in accordance with Section 10. A memorandum of understanding will be created between the department and each SAU to determine the services to be provided by the regional CDS service hub and will be reviewed and updated in response to unanticipated needs each month. Funding and programing will be monitored regularly by the department, led by a contracted national expert and recommended augmentations or changes will be considered as part of the pilot year activities. A midyear report and any recommended changes will be provided to the ECA in January.

2) During the 2026 and 2027 school years, additional SAUs will be approved as holding responsibility for Part B Section 619 implementation. Readiness assessments, training, and technical support will be provided by the department, led by a contracted national expert, throughout the pilot year and throughout the transition period.

3) Those SAUs requiring additional time and support in regions where related services and staffing are not available to support this transition will be provided with necessary resources and an additional year and may qualify for a modified plan for managing Part B Section 619 students.

B. Service provision. A school administrative unit may directly provide services or may contract with public or private providers and a school administrative unit may also access their CDS regional site to provide certain services as delineated in an MOU as defined in section 7001, subsection 1-A to provide services.

Sec. W-7. 20-A MRSA §7209, sub-§10 is enacted to read:

10. Funding.

A. Funding for school administrative units who assume responsibility for FAPE for children with IEPs under IDEA Part B Section 619 shall be calculated on a per pupil basis in the same manner by which operating allocations are generated in Title 20-A Chapter 606B subsections 15674 and 15675. Department of Education shall ensure that operating allocations for all eligible students under Part B Section 619 are paid at 100% state share for an SAU that assumes responsibility under Part B Section 619. These funds will be appropriated to DOE outside of GPA and will not flow through the distribution formula.

B. An allocation for special education and related services shall also be provided outside of the EPS formula and calculated at the per pupil operating allocation as described in this section, multiplied by 1.5, for each eligible resident student. Special Education and Related Services funding shall be paid at 100% state share at the start of each quarter, based on estimated student count on July 1 and adjusted to reflect actual counts on October 1, with additional adjustments in subsequent quarters.

C. A separate allocation must be determined for high-cost in-district, regional program, and out-of-district special education placements for Part B Section 619 students in accordance with this paragraph.

(1) For high cost in-district students, additional funds must be allocated for each student estimated to cost 4 times the average EPS per-pupil rate for Pre-K students. The additional funds must equal the amount by which that student's estimated costs exceed 3 times the statewide pre-k per-pupil rate.

2) For private school placements, additional funds must be allocated for each student estimated to cost 4 times the statewide special education EPS per-pupil rate. The additional funds for each student must equal the amount by which that student's estimated costs exceed 4 times the statewide special education EPS per-pupil rate.

(3) For public school out of district placements, additional funds must be allocated for each student estimated to cost 3 times the statewide special education EPS per-pupil rate. The additional funds for each student must equal the amount by which that student's estimated costs exceed 3 times the statewide special education EPS pre-K per-pupil rate.

(4) For public regional special education program placements, additional funds must be allocated for each student estimated to cost 2 times the statewide special education EPS per-pupil rate. The additional funds for each student must equal the amount by which that student's estimated costs exceed the statewide average Pre-K per pupil rate.

Sec. W-8. 20-A MRSA §7303. Preschool Special Education is enacted to read:

§7303. Preschool Special Education

1. Fund established. The Preschool Special Education Fund, referred to in this chapter as "the fund," is established as a nonlapsing fund within the department to provide funding for special education and related services for children aged 3 through 5. The department shall distribute funds through a quarterly allocation.

2. Eligibility requirements. Beginning in fiscal year 2024-25, school administrative units may voluntarily assume responsibility for the free, appropriate public education of children aged 3 through 5 who are eligible for services under the Individuals with Disabilities Education Act Part B-619.

3. Purposes. Allocations from the fund may be made to participating school administrative units for the provision of special education and related services as outlined in each child's individualized education program for preschool children aged 3 through 5 who are eligible under IDEA Part B

Section 619. In school year 2024-2025 only, funds may also be used for general education costs through a per pupil allocation using the pupil count for public preschool students with an active Individualized Education Program under section 15674, subsection 4.

PART W SUMMARY

This bill reorganizes oversight and updates practices for serving infants, toddlers and children with disabilities from birth to 6 years of age. The bill:

1. Requires organizational improvements within the state intermediate education agency, Child Development Services, including data and financial systems improvements, expansion of eligibility for Part C early intervention services, and allows for extended Part C option to continue IFSPs until the start of the school year when the child is 4 years of age, if the family chooses this.

2. Provides that, beginning July 2029, all school administrative units are responsible for child find and ensuring a free, appropriate public education for resident children eligible under IDEA Part B Section 619, whether or not the school administrative units operate public preschool programs, and requires the Department of Education to implement a funding formula to provide funds for school administrative units when they assume responsibility for the Section 619 children.

3. Reorganizes the resources and staffing in CDS Part B to support the work of schools through regional service hubs.

4. Establishes the Preschool Special Education Fund and authorizes the distribution of funds to school administrative units who have voluntarily assumed the free, appropriate public education for the costs of special education and related services for children aged 3 through 5.

PART X

*Part X committee vote:
13-0 in*

Sec. X-1. Rename Facilities, Safety and Transportation program. Notwithstanding any provision of law to the contrary, the Facilities, Safety and Transportation program within the Department of Education is renamed the School Facilities program.

PART X SUMMARY

This Part changes the name of the Facilities, Safety and Transportation program to the School Facilities program.

PART Y

Sec. Y-1. 20-A MRSA §5205, sub-§11 as enacted by PL 2015, c. 363, §3 is repealed.

Sec. Y-2. 20-A MRSA Chapter 312-A as amended by PL 2021, c. 565, §1 is repealed.

Sec. Y-3. 20-A MRSA §15689-A, sub-§26 as amended by PL 2015, c. 1, §15 is repealed.

**PART Y
SUMMARY**

*Part Y committee vote:
13-0 in*

This Part removes the Maine School for Marine Science, Technology, Transportation and Engineering from statute, from payments of targeted education and from the general residency rules for the calculation of state subsidy. The school closed as of December 31, 2022.

PART Z

*Part Z committee vote: 8-5
in*

Sec. Z-1. 20-A MRSA §13025, sub-§7 is enacted to read:

7. Certification hearing officers; immunity. The Commissioner of Education shall appoint a hearing officer for investigations. For the purposes of this section, while carrying out their official duties, certification hearing officers are considered state employees and are entitled to the immunity provided state employees under the Maine Tort Claims Act.

Sec. Z-2. 20-A MRSA §7207-B, sub-§5 is enacted to read:

5. Individualized Education Program due process facilitators; immunity. The State may contract with Individualized Education Program due process facilitators. For the purposes of this section, while carrying out their official duties, Individualized Education Program due process facilitators are considered state employees and are entitled to the immunity provided state employees under the Maine Tort Claims Act.

**PART Z
SUMMARY**

This Part allows certification hearing officers and Individualized Education Program due process facilitators to be covered under the Maine Tort Claims Act.

PART AA

Sec. AA-1. 20-A MRSA §15689-A is amended to read:

29. New Construction and/or Regionalization Start-up Funds. If the General Purpose Aid for Local Schools, General Fund account has an unexpended fund balance, the commissioner may provide grant opportunities to cover certain pre-construction and/or pre-regionalization expenses, including site selection, engineering/architectural design and any required environmental tests, when these costs would threaten the viability of construction or regionalization projects involving more than one school administrative unit. The commissioner may expend and disburse funds on an as-needed basis for school administrative units engaged in State Approved Major School Construction Projects and/or regionalization efforts related to combining school administrative units or expanding the grade configurations available in the school administrative units.

**PART AA
SUMMARY**

*Part AA committee vote:
4-9 (motion failed;
out)*

This Part authorizes the commissioner to expend and disburse funds, when available, to school administrative units on an as-needed basis for school administrative units engaged in State Approved Major School Construction Projects and/or regionalization efforts related to combining school administrative units or expanding the grade configurations available in the school administrative units.

PART BB

*part BB committee vote:
13-0*

Sec. BB-1. 20-A MRS §10017 is enacted to read:

§10017. Higher Education Administrative Fund

The Higher Education Administrative Fund, referred to in this section as "the fund," is established within the department as a nonlapsing fund to be used by the commissioner to receive state participation fees from institutions of higher education for applications for membership or membership renewal in the State Authorization Reciprocity Agreement (SARA) and to utilize these funds to support the Department's facilitation of SARA as the state portal entity for Maine and for other Department costs associated with the administration of higher education in the state. Funds deposited in the fund must be used for the purposes specified in this section.

**PART BB
SUMMARY**

This Part establishes the Higher Education Administrative Fund as a nonlapsing fund to accept State Authorization Reciprocity Agreements state participation fees and expend the funds to support the facilitation of SARA.

PART CC

Sec. CC-1. Transfer from General Fund unappropriated surplus; Child Development Services program. Notwithstanding any provision of law to the contrary, on or before June 30, 2025, the State Controller shall transfer \$11,000,000 from the unappropriated surplus of the General Fund to the Department of Education, Child Development Services Program, Other Special Revenue Funds account to fund the daily rate.

*part CC committee vote:
13-0 in*

**PART CC
SUMMARY**

This Part transfers \$11,000,000 from the unappropriated surplus of the General Fund to the Department of Education, Child Development Services Program, Other Special Revenue Funds account to fund the payment of a daily rate.

*part AAA-1 committee vote:
8-5 in as amended
(see memo)*

PART AAA

Sec. AAA-1. Carrying provision; Maine State Library, Maine State Library. Notwithstanding any provision of law to the contrary, at the end of fiscal year 2023-24, the State Controller shall carry forward up to \$300,000 appropriated for replacing the integrated library system in the libraries across the State of Maine as authorized in Public Law 2023, chapter 412, section A, to fiscal year 2024-25 in the Maine State Library program, General Fund account, All Other line category.

Sec. AAA-2. Carrying provision; Maine State Library, Maine State Library.

Notwithstanding any provision of law to the contrary, at the end of fiscal year 2023-24, the State Controller shall carry forward up to \$1,500,000 appropriated for furniture and high-density shelving at the Cultural Building as authorized in Public Law 2023, chapter 3, Part A, section 20 to fiscal year 2024-25 in the Maine State Library program, General Fund account, Capital Expenditures line category.

*part AAA-2 committee
vote: 10-3*

**PART AAA
SUMMARY**

This Part authorizes the Maine State Library to carry forward up to \$300,000 in the All Other line category authorized by the Public Law 2023, chapter 412, Part A to replace the integrated library system in the libraries across Maine and up to \$1,500,000 in the Capital Expenditures line category authorized in Public Law 2023, chapter 3, Part A, section 20 for the purpose of purchasing shelving and furniture for the Cultural Building in the Maine State Library program, General Fund.

*Part BBB committee vote:
13-0 in*

PART BBB

Sec. BBB-1. Transfer from General Fund unappropriated surplus; Imagination Library of Maine Program, Other Special Revenue Funds. Notwithstanding any provision of law to the contrary, the State Controller shall transfer \$168,030 from the unappropriated surplus of the General Fund to the Maine State Library, Imagination Library of Maine Program, Other Special Revenue Funds account on or before June 30, 2024 to provide funding for the support of the Imagination Library.

**PART BBB
SUMMARY**

This Part authorizes a one-time transfer from the unappropriated surplus of the General Fund to the Maine State Library, Imagination Library of Maine Program, Other Special Revenue Funds account to support the Imagination Library.

PART CCC

*Part CCC committee vote:
10-1 in*

Sec. CCC-1. Transfer to School Revolving Renovation Fund; Maine Municipal Bond Bank. Notwithstanding any provision of law to the contrary, on or before June 30, 2025, the State Controller shall transfer \$4,000,000 from the unappropriated surplus of the General Fund carrying account to the Maine Municipal Bond Bank for the School Revolving Renovation Fund established in the Maine Revised Statutes, Title 30-A, section 6006-F to support the renovation needs of school administrative units that have voluntarily assumed the free, appropriate public education for children aged 3 through 5.

**PART CCC
SUMMARY**

This Part requires the State Controller to transfer \$4 million from the unappropriated surplus of the General Fund to the School Revolving Renovation Fund at the Maine Municipal Bond Bank to support the renovation needs of school administrative units that have voluntarily assumed the free, appropriate public education for children aged 3 through 5.

Suggested amended language for language part AAA, section 1:

Sec. AAA-1. Carrying provision; Maine State Library, Maine State Library.

Notwithstanding any provision of law to the contrary, at the end of fiscal year 2023-24, the State Controller shall carry forward up to \$300,000 appropriated for ~~replacing the integrated library system in the libraries across the State of Maine as authorized in Public Law 2023, chapter 412, section A,~~ space planning services for the public space of the Maine State Library as authorized in Public Law 2023, chapter 3, Part A, section 20 to fiscal year 2024-25 in the Maine State Library program, General Fund account, All Other line category.

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STATE OF MAINE
ONE HUNDRED AND THIRTY-FIRST LEGISLATURE
COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

TO: Senator Margaret Rotundo, Senate Chair
Representative Melanie Sachs, House Chair
Joint Standing Committee on Appropriations and Financial Affairs

FROM: Senator Joseph Rafferty, Senate Chair *JR (HAR)*
Representative Michael Brennan, House Chair *MB (HAR)*
Joint Standing Committee on Education and Cultural Affairs

DATE: February 2, 2024

RE: Committee priorities for bills on or going to the Special Appropriations Table

On Tuesday, January 30th, the Joint Standing Committee on Education and Cultural Affairs met to review and discuss bills under the committee’s jurisdiction that are or could be placed on the Special Appropriations Table. While the committee’s priorities are listed below, the committee emphasizes that it is still early in the legislative session and the committee’s priorities may shift as the legislative session progresses. The committee understands – and appreciates – that there will be another opportunity for the committee to provide input on priorities for bills on the Special Appropriations Table later in the legislative session.

Accordingly, please find the committee priorities for bills on the Special Appropriations Table below. Additional explanation regarding each bill and its current posture within the Legislature is noted, where necessary.

Unanimous Committee Priorities

The Education and Cultural Affairs Committee unanimously supports the following priorities:

- LD 1064, An Act to Increase the Minimum Teacher Salary (Sponsored by Senator Pierce)

LD 1064 is currently on the Special Appropriations Table.

- LD 974, An Act to Establish Minimum Pay for Educational Technicians and Other School Support Staff (Sponsored by Representative Crockett)
LD 974 was carried over in the House, but one-time funds were included in Public Law 2023, c. 412 (LD 258) to support the collection of wage information for school support staff necessary to estimate the cost of any wage increase on the State and municipalities. The committee anticipates receipt of this data from the Department of Education shortly.
- LD 1263, An Act to Require Certain School Identification Cards to Include the Telephone Number of a Suicide and Crisis Hotline (Sponsored by Representative Lyman)
LD 1263 was placed on the Special Appropriations Table as an unfunded potential State mandate; the Education and Cultural Affairs committee encourages a Mandate Preamble be added to the bill and two-thirds of the members of each House vote to exempt the mandate from the funding requirement, which has been calculated as insignificant statewide. No other funding is required.
- LD 1773, An Act to Increase the State's Share of the Cost of Health Insurance for Retired Teachers (Sponsored by Representative Collings)
LD 1773 is still in the possession of the Education and Cultural Affairs Committee, but has been voted unanimously OTP-A and the bill will be reported out in due course; the amendment increases the percentage that the State is required to pay for retired teacher's health insurance to 65%.

Majority Committee Priorities

In addition to the unanimous priorities listed above, a majority of the committee supports the following priorities:

- LD 512, An Act to Promote Student Enrollment and Degree Completion in the University of Maine System by Providing Tuition Waivers to Eligible Students (Sponsored by Representative Tipping)
LD 512 is currently on the Special Appropriations Table.
- LD 1421, An Act to Provide Funds to the Maine Indian Education School District (Sponsored by Representative Brennan)
LD 1421 is still in the possession of the Education and Cultural Affairs Committee, but the majority of the committee voted OTP-A and the bill will be reported out in due course.
- LD 2001, An Act to Establish the African American Studies Advisory Council and Require Funding for African American Studies (Sponsored by Speaker Talbot Ross)
LD 2001 is still in possession of the Education and Cultural Affairs Committee, but the majority of the committee voted OTP-A and the bill will be reported out in

due course; the majority amendment establishes a time-limited African American studies and Wabanaki studies Advisory Council to serve as a resource to educators, schools and the Department of Education and provides funding to ensure the implementation of African American studies and Wabanaki studies in Maine public schools.

Minority Committee Priorities

A minority of the committee also supports the following priorities:

- LD 871, An Act to Provide Support for the Maine Discovery Museum's Informal Science, Technology, Engineering and Mathematics Education Programs Throughout the State (Sponsored by Senator Baldacci)
LD 871 is currently on the Special Appropriations Table.
- LD 1139, An Act to Improve Ferry Service Reliability by Providing Scholarships at the Maine Maritime Academy (Sponsored by Senator Curry)
LD 1139 currently on the Special Appropriations Table.
- LD 1333, Resolve, Directing the Department of Education to Report on School Internet and Student Data Collection Best Practices (Sponsored by Representative Sampson)
LD 1333 is currently on the Special Appropriations Table.

