



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF ELEMENTARY AND SECONDARY EDUCATION
ACADEMIC IMPROVEMENT AND TEACHER QUALITY PROGRAMS

February 11, 2009

Ms. Barbara Moody
Maine Department of Education
23 State House Station
Augusta, ME 04333-02023

Dear Barbara:

On January 5, 2009, the Maine Department of Education (MDE) submitted a response to the monitoring report that resulted from a program review conducted by the Academic Improvement and Teacher Quality Programs office of the U.S. Department of Education's Office of Elementary and Secondary Education. The program office team reviewed your State's progress in meeting the highly qualified teacher (HQT) provisions of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act (NCLB) of 2001, and your State's administration of the ESEA Title II, Part A Improving Teacher Quality State Grants program. Thank you for sending this response to the monitoring report.

This response, in combination with additional information submitted on February 2, 2009, satisfactorily addresses the findings identified in the monitoring report. To comply with the HQT provisions, the MDE has revised its public documents to reflect the correct definition of a highly qualified teacher. The state also changed its policy on school district and school report cards and will begin publishing the report cards in the 2009-2010 school year. The state is currently working with the local education agencies (LEAs) who have not met the 100% HQT goal for two consecutive years to submit action plans. The Department will follow up with MDE to ensure that progress is being made on these issues and that all agreed upon deadlines are met.

During the State agency for higher education (SAHE) portion of the monitoring review, the program team determined the SAHE had awarded at least two grants that may have provided services to pre-service teachers who were not highly qualified. The SAHE removed the references to pre-service teachers from both the performance report and the current grant application as well as had current grantees provide an email assurance stating that pre-service teachers may not be paid through the SAHE grant to participate in activities. This satisfies the further actions requirements for the SAHE portion of the monitoring report.

We commend your excellent work in responding to the concerns raised by the monitoring report. We look forward to continuing to work with you and your staff to ensure that all teachers meet the highly qualified requirements and to help improve the delivery of ESEA Title II, Part A services in Maine.

Sincerely,

A handwritten signature in black ink, appearing to read "Julie Coplin".

Julie Coplin
Program Officer

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