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John R. McKernan, Jr.
Governor

Eve M. Bither
Commissioner

DEPARTMENT OF EDUCATION

Telephone (207) 289-5800

FACSIMILE COVER SHEET

TO: Peggy Dooley
TEL. NUMBER: _____ FAX NUMBER: 203-456-6218

FROM: Mary Majorowicz, Assistant to The Commissioner
TEL. NUMBER: (207) 289-5113 FAX NUMBER: 207-289-5900

SUBJECT: MAINE 2000

DATE: 8/27/91 PAGES SENT: Cover + 14

SPECIAL INSTRUCTIONS OR INFORMATION:

Peggy -
Please call me if I can be of assistance.
The superintendent is also pulling together
materials specific to his system, I believe.
We want to make sure that we
provide whatever you need.
Mary

DRAFT

**RESOLUTION OF INTENT
FOR MAINE 2000 COMMUNITIES
DRAFT 8/26/91**

WHEREAS, the future health and welfare of every child and every community depend on the education provided in our communities today, and

WHEREAS, every child can learn given a learning environment that supports and nurtures his or her potential, and

WHEREAS, every citizen shares responsibility to help all children develop the knowledge, skills, attitudes, and values they need to lead fulfilling lives in their homes, their workplace, and their communities,

Therefore, we, the undersigned, as members of the community(ies) of _____,

RESOLVE, to create an education system driven by student performance and learning outcomes.

RESOLVE, to create an environment in our schools and throughout our community that supports learning for every child.

RESOLVE, to pursue a commitment from all members of the community to institute governance structures and policies that support the community's vision and goals for education.

RESOLVE, to lead our community in creating our own vision and goals for education that encompass the national education goals in our own way.

RESOLVE, to implement strategies for our community to achieve its education goals, and to devise a system to measure and report the community's progress toward those goals.

RESOLVE, to design schools that support our community's vision and goals.

Chair, School Board

DRAFT

DRAFT COVER LETTER WITH RESOLUTION DRAFT
August 23, 1991

To: School Boards, Superintendents, Principals, Teachers,
PTA/O officers, parents, Chambers of Commerce,
community officials, etc.

From: Coalition members, Dept. of Education, etc.

Response to inquiry or a notification to a constituent regarding
the AMERICA 2000 strategy.

Thank you for your interest in AMERICA 2000. As citizens of
Maine we should all take pride in the President's choice of our
state to introduce his education initiative. We hope that
Maine's participation will set a high standard for the rest of
the country.

In Maine, AMERICA 2000 will be administered by the Commissioner
of Education's office ^{and} The Coalition for Excellence in
Education ^{will} serve as the Steering Committee (at the Governor's
invitation). However, the success of AMERICA 2000 will depend
entirely on the commitment communities make to education and to
pursuing their own vision and goals for their children.

The President's strategy allows states considerable latitude to
develop their plans for implementation. On the advice of the
Coalition, the Governor has determined that Maine communities
should follow a two step process. First, communities may become
MAINE 2000 communities by demonstrating broad interest and
commitment to reform. Second, communities committed to becoming
AMERICA 2000 communities must undertake a process of fundamental
education restructuring in their schools. The two steps are
intended to encourage broad participation in the discussion
around education reform, but further, to challenge participating
communities to draft their own vision and goals for an education
system that reflects their ambitions.

In order to become a MAINE 2000 community, a reform-minded
steering committee must adopt the attached "Resolution of
Intent", and submit it to the Governor. The Resolution is a
critical demonstration of community support, and commits the
committee to lead the community toward fundamental education
reform. We urge that the signatories include representatives of
the School Board, the school administration, teachers, parents,
local businesses, community organizations, and municipal
government.

We recognize that many towns may have already initiated restructuring in their schools, and we fully expect they will find it easy to adopt these resolutions within the context of their current efforts. Naturally, these communities are welcome to become MAINE 2000 communities.

We expect the second step, becoming an AMERICA 2000 community, will take much more time and effort. Communities will be challenged to follow through on the Resolution of Intent, and draft their own vision and goals for education. In order to realize that vision, members of the community must come to consensus on the roles and responsibilities each will bear, and create an education system that supports their vision and goals.

MAINE 2000: An Education Strategy

Ten Steps to Create a Maine 2000 Community

1. Convene a local coordinating team that is representative of your community.

The coordinating team should be representative of your entire community. We would suggest that it be bipartisan and include teachers, administrators, civic leaders, business executives, religious leaders, law enforcement officials, health care professionals, legislators, school board members, union leaders, parents, students, higher education officials, political leaders, foundation and media representatives among others.

2. Adopt the National Education Goals for your community in your own way.

Build on the national goals to fit your community's special needs and circumstances, but keep your goals front and center in your strategy-setting process.

3. Designate a leader to coordinate your work with the *Maine 2000* program, and the *America 2000* office in Washington.

The Department of Education (289-5113) can help you get started. You may also contact the *America 2000* office in the U.S. Department of Education ([202] 401-3000).

4. Develop a game-plan to involve the entire community in the strategy-setting process.

You may want to plan town meetings or other open forums to help involve the entire community in the process. Be inclusive. The goal is to develop a true community-wide strategy.

5. Use established resources for ideas and technical assistance.

Contact your local school leaders, your State Department of Education, your local higher education institutions, and the *America 2000* office (1-800-USA-Learn) for advice and information on ways to meet the six goals.

6. Create a community-wide strategy to meet the goals.

Set up a system to audit the existing programs and needs of your community in relation to each of the six goals. With the audit done, choices can be made among competing solutions to meet the recognized problems. Remember each *Maine 2000* community strategy will be unique--as it matches particular needs and resources.

7. Develop a report card to measure your progress.

Once your strategy is in place, develop a regular way to measure your progress and report it to the entire community. You may find it useful to expand the Maine Report Card issued each fall.

8. Demonstrate your community's readiness to create and support a New American School.

Each community should develop a plan to create one of the first New American Schools. About 535 communities will receive one-time federal support for start-up

costs. But we hope thousands of communities will create New American Schools by successfully answering the question: What would it take to develop the best school in the world in your community, a school that serves the children of your community while also meeting the national education goals?

9. **Seek designation from your Governor's office as a *Maine 2000* community.**

After you have finished your initial work, contact your *Maine 2000* office (289-5113) and seek official designation as an *America 2000* community.

10. **Celebrate your success and share your story.**

Part of the fun will be sharing the lessons you have learned and your experiences with others. Work with the media to tell your story, so that other communities can follow along.

AMERICA/MAINE 2000

America 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education and recognizes the private sector as a vital partner, too. It recognizes that real education reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children.

The *America 2000* strategy has four parts that will be pursued simultaneously:

- 1) **For today's students**, we must improve today's schools -- make them better and more accountable for results.
- 2) **For tomorrow's students**, we must invent new schools to meet the demands of a new century.
- 3) **For those of us already out of school and in the workforce**, we must keep learning if we are to live and work successfully in today's world.
- 4) **For schools to succeed**, we must look beyond their classrooms to our communities and families. Each of our communities must become a place where learning can happen.

To accomplish these ends, President Bush and the nation's governors have called on every community in America to achieve the national goals by the year 2000. The national goals focus on:

1. readiness for schools;
2. high school completion;
3. student achievement and citizenship;
4. science and math;
5. adult literacy and lifelong learning;
6. safe, disciplined and drug-free schools.

Maine is one of the first states recognized for its commitment to these goals and now invites every community across the state to become part of *Maine 2000*. To receive this designation, a community must:

- embrace a vision and goals for education consistent with the national education goals;
- establish a community-wide strategy for reaching these goals;
- develop a report card for measuring progress;
- agree to support the founding of a new generation of schools.

Leading this effort in Maine, as the Steering Committee for *Maine 2000*, is The Coalition for Excellence in Education. The Coalition has united leading members of the state's business and education communities who share a concern for the quality of Maine's schools now and in the future. Individuals representing organizations from across the political, professional, and ideological spectrum have committed to a long-term, non-partisan effort to reshape the educational system and to spur Maine citizens to a renewed commitment to their children's future.

Many communities throughout Maine are engaged in serious education reform efforts which will help them to reach the national goals. Even as we kick-off the *Maine 2000* effort, several school districts have already requested to be designated as *Maine 2000* communities. Wells-Ogunquit, Bangor, Biddeford, SAD #68/Foxcroft Academy, Islesboro, and Lewiston are our first members.

Within the next few weeks, informational materials describing *Maine 2000* and the steps to take to become a *Maine 2000* community will be sent to educational and community leaders across the state. Initially, communities will be asked to adopt a "resolution of intent."

Full status as a *Maine 2000* community will be granted to communities that demonstrate significant progress in establishing strategies to meet their educational goals, a system for reporting progress, and a commitment to a new generation of schools that are focused on student performance, a supportive learning environment, and a community-wide sharing of responsibility for the education of our children.

We are just beginning; but, we have reason to be confident. Maine is already demonstrating significant progress. In the last four years, Maine's graduation rate has risen from 78 percent to 82 percent, student achievement in grades 4, 8, and 11 has risen in each of the six subjects tested, the percentage of graduating seniors going on to postsecondary education has risen from 48 percent to 58 percent, and the percentage of students achieving a high school diploma increased by 70 percent in the 1990 school year due to a program which makes the GED exam available free of charge to all Maine citizens.

EDUCATION IN MAINE

HIGHLIGHTS

- o *The National Education Goals describe what we as a nation expect all students to know and be able to do. It is now the task for each state and every community to enter into a discussion as to how these goals will become a reality. Maine's Common Core of Learning is such a blueprint of our state's vision for its children.*
- o *The Maine Coalition for Excellence in Education brings together teachers, principals, businessmen and women, parents, students, and the Department of Education joined in an effort to share a vision for educational change, develop strategies and measurements to gauge their progress, and ensure widespread collaboration.*
- o *The Maine Coalition for Excellence in Education has accepted the invitation to become the Steering Committee for MAINE 2000 and to work towards achieving the National Education Goals as well as ambitious state goals. Communities throughout Maine are now discussing the President's and Governor McKernan's call to become MAINE 2000 Communities. Even before a formal invitation, the Wells-Ogunquit and Bangor school districts had voted to ask to be so designated by the Governor.*
- o *AMERICA 2000 outlines ambitious goals for student outcomes. We are convinced that work towards these goals will require drastic re-structuring of teachers and administrators, student assessment, and governance. Strategies for such systemic change will require state-by-state efforts as described in the systemic change initiative of the Education Commission of the States under its Chair, Governor McKernan.*
- o *Many states are engaged in serious change efforts which will help them to reach the national goals. In the last four years, Maine's graduation rate has risen from 78% to 82%, student achievement in grades 4, 8, and 11 has risen in each of the six subjects tested, the percentage of graduating seniors going on to post-secondary education has risen from 48% to 58% and the percentage of students achieving a high school diploma increased by 70% in the 1990 school year due to a program which makes the GED exam available free of charge to all Maine citizens.*

PROGRESS TOWARD GOALS

MAINE'S PROGRESS TOWARD THE NATIONAL EDUCATION GOALS



Goal 1: By the year 2000, all children in America will start school ready to learn.

Maine is on the "cutting edge" of early intervention with a state-wide, interdepartmental coordination network of services for Maine families and children (0-5) who are handicapped or at risk for developmental delay. These services include prenatal and postnatal evaluation and care, therapeutic intervention, mental health, and behavioral counseling services. In addition, Child Development Services (CDS) works closely with Headstart and other early childhood education agencies to build a capacity for handicapped children to transition into public school successfully. A primary component of this work includes parent education programs.

Maine is also piloting an extremely successful preschool demonstration site program, based on the High/Scope Curriculum, that builds upon a collaborative model with Headstart, local Community Action Programs (CAP), early childhood preschool providers and public school systems. The goal is to build a capacity for all children to transition successfully from preschool programs to K-3 public school programs.

Goal 2: By the year 2000, the high school graduation rate will increase to at least 90%.

Maine's graduation rate has moved from 75% for the class of 1986 to 80% for the class of 1990. Maine's graduation rate would jump to 85% for 1990 if all those under the age of 20 earning General Education Diplomas (GED) or equivalencies were included in the count.

The Department of Education, through the Office of Truancy, Dropouts and Alternative Education, awarded \$120,000 in each of the last two years to three local educational agencies (MSAD #43—Rumford/Mexico, Biddeford Schools and Bath Schools/Bath Alliance) for the development of early intervention programs for children at risk ages 5 through 13.

Goal 3: By the year 2000, American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Maine's six year history of state-wide student assessment at grades 4, 8 and 11 has had a profound effect upon moving Maine toward meeting Goal Three. The Maine Educational Assessment (MEA) program, using performance-based assessment in writing, reading and mathematics as well as matrix sampling in science, social studies and humanities, has provided a rich source of student outcome data. For example, middle schools significantly outscore junior high schools in all subject areas. Gender differences have been identified in senior high schools. There is a four to five standard deviation difference between college bound and noncollege students. This information has resulted in a number of

PROGRESS TOWARD GOALS



curricula, instructional and staff development reforms directed at improving student performance, including the Common Core of Learning, a school restructuring program, membership in the Education Commission of the States Re: Learning project, and two major business and education partnership initiatives: A Maine Coalition of Excellence in Education and the Maine Aspirations Foundation, as well as providing a student performance focus for the Department's grant programs.

Goal 4: By the year 2000, U.S. students will be first in the world in science and mathematics achievement.

Based upon a careful analysis of MEA data, the mathematics community has demonstrated significant gains in student achievement, especially in grades K-8. Our eighth grade student scores have improved by one standard deviation over the past six years. This success can be directly attributed to the work of a coalition of K-16 mathematics educators. The work of this coalition has focused upon developing systemic curricula and instructional change through a comprehensive staff development program for teachers.

Maine has begun to show significant gains in elementary science. This has been the result of building a coalition of teachers that have focused their work on curricula and instructional change in Maine schools with a special emphasis on hands-on science. In addition, Maine will focus upon defining new science performance standards in the year ahead.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

A combination of state and local leadership has produced Family Literacy projects that assist parents to develop strategies to help their children become better learners, and Workplace Literacy projects in collaboration with 45 Maine businesses. Last year, a grant project provided career counseling for adults and an extensive outreach effort extended to community centers, libraries, jails, correctional facilities, homeless shelters, transitional housing sites, and shopping centers.

In the past four years, total adult education enrollments rose from an estimated 88,000 to close to 100,000. During this time, participation in basic adult literacy activities increased from 6,307 to 14,964 and the number of adults attaining high school credentials grew from 3,724 to 4,360.

Goal 6: By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Being free of drugs, being free of violence, and having an environment conducive to learning are essential for successfully attaining the other goals. To this end, Maine has developed a network of 117 community coalitions, representing 63% of all school systems, committed to making and keeping Maine schools drug-free. These coalitions work to implement our nationally recognized comprehensive alcohol and drug prevention program.

In 1988, 53.9% of high school seniors in the United States, in comparison to 22% of high school seniors in Maine, reported use of an illegal drug. Approximately 6% of Maine high school seniors reported lifetime use of cocaine versus 12% nationally, whereas the figures for marijuana were 47% and 50.2% respectively. The 1992 Maine Alcohol and Drug Assessment Survey will continue to track trends of student usage.

Education in Maine ACCOMPLISHMENTS

1. Average Daily Attendance Rates:

In each of the four years ending in 1989-90, average daily attendance in Maine has exceeded the corresponding national average for daily attendance.

	1986-87	1987-88	1988-89	1989-90
MAINE	94.93	93.47	94.66	93.6
NATIONAL	92.61	92.36	92.24	92.4

2. Increases in GED Diplomas:

The number of Maine residents receiving their GED diploma has increased dramatically. In 1990, 3,415 GED certificates were awarded, representing an increase of 76.8 percent when compared to 1988.

3. Teacher Salaries:

The average teacher salary in Maine continues to rise. Over the past four years, Maine has moved from 40th to 33rd in the nation.

4. State Subsidy:

State support for education funding in Maine has grown 80.3 percent over the past five years.

5. Common Core of Learning:

Maine's Common Core of Learning describes the desired learning outcomes for all students. As a first step toward restructuring school systems, Maine is encouraging communities to use this document as a spring board for local discussions about the need to prepare all students for the 21st century. In addition to incentives provided through the Innovative Education Grant Program, the following efforts are designed to reach higher student outcomes:

- o the Coalition for Excellence in Education, a statewide partnership of individuals from business, education, and the community who are committed to fundamental change in education;
- o the Southern Maine Partnership, a university and school collaborative designed to improve schools and teacher education;
- o the Maine Aspirations Foundation, a joint business-state initiative to raise students' expectations and improve performance;
- o the UNUM-school partnership, a business partnership with five school systems;

- o pre-school programs for four-year-olds, three demonstration sites using the High Scope instructional model; and
- o Challenge 2000, an Innovative Education Grant program aimed at improving student achievement in three school systems.
- o Maine's participation in RE:Learning - a nationwide collaboration between the Education Commission of the States (ECS) and the Coalition of Essential Schools (CES).

Maine Coalition for Excellence in Education

The Maine Coalition for Excellence in Education is a statewide partnership of business, education, and community leaders who are committed to achieving fundamental change in public education. The coalition seeks to ensure that by the year 2000 all students leaving Maine high schools will demonstrate the knowledge, skills, attitudes, and understanding necessary to live productive and satisfying lives.

The 38-member coalition began its work in the winter of 1991 by drafting a vision for educational excellence. (See below.) Since then it has worked to identify the goals, strategies, and actions necessary to turn that vision into reality. It will seek to identify and reward successful educational efforts across the state and will provide support and encouragement to Maine communities as they work to implement change.

Administered by the Maine Development Foundation, the coalition has received financial support from Champion International (as part of its commitment to the Business Roundtable) and the Maine Development Foundation, a non-profit corporation. James Orr III, chairman and CEO of UNUM, serves as the group's chairman.

A VISION FOR EDUCATIONAL EXCELLENCE IN MAINE

The Maine Coalition for Excellence in Education believes that one of our most important responsibilities as a society is to ensure a promising future for our children. It is our responsibility to help all children develop the knowledge, skills, attitudes, and values they will need to become productive and fulfilled members of a rapidly changing world. This responsibility will require fundamental changes in our educational system as well as the recognition that education is a shared responsibility that unites us all — parents, business people, educators, students, public officials, and citizens. We accept the need for change and commit ourselves to a new vision for preschool, primary, secondary, and higher education which:

- kindles in children a sense of their potential and self-worth and fosters high aspirations;
- instills in children a life-long love of learning;
- builds children's confidence in their ability to control their own destinies;
- recognizes that all children can learn and provides them with a learning environment that supports and nurtures their potential;
- celebrates children's uniqueness and provides them with an opportunity to learn at their own pace and in their own style;
- nurtures in children an understanding of their future responsibilities as citizens and stewards of our local, state, national, and global community;
- fosters in children an appreciation of their heritage and an understanding of cultural, ethnic, social, and economic diversity;

~~PARADE Magazines this Sun.~~

Nation's Dept land, Goswami's Dept land

Eve ~~Smith~~ Bithes

Chamber of Commerce

grandkids? starting school? Don Rhodes
7500

LEWISTON REGIONAL TECHNICAL CENTER

156 EAST AVENUE

LEWISTON, MAINE 04240-5696

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FAX COVER SHEET

TO: Peggy Dooley
Speechwriting office FAX #: 1-202-456-6218

FR: Gene E. Williams
Lewiston Adult Education

DT: 8/28/91

RE: Lewiston Adult Education Program

NUMBER OF PAGES: (Include Cover Sheet) 23

REMARKS: _____

LEWISTON ADULT EDUCATION

Registrations July 1, 1990-June 30, 1991 = 9,335

Classes were held in 22 locations in the community with the majority of classes held at Lewiston High School and the second highest number at the Adult Learning Center.

Classes are held year round. Although most are held in the evening, classes are held in the afternoons starting at 3:00 Monday-Thursday and Saturday morning and afternoon.

We managed 4 grants and contracts last year including an education program for the homeless, Moms Plus (a pre-vocational program for single mothers, graphic arts training, healthcare security officers' training, business math at Geiger Brothers, and basic skills and GED preparation at Falcon Shoe Company.

Graduates for 1990-91 totalled 343.

SUCCESSFUL PROGRAMMING AT WORK

Many area employers acknowledge that to remain competitive they need a skilled, flexible and literate workforce. They have found that the quality Employee Development Programs offered through Lewiston Adult Education meet their specific needs.

They recognize that employees who take advantage of the courses they offer show:

- * improved job performance
- * better communication skills and ability to follow directions
- * improved spelling and grammar in written lists or reports
- * flexibility in working with new technology
- * better attendance records
- * increased self-esteem and motivation

Since 1988 **FALCON SHOE** has offered GED Preparation and Basic Skills Upgrading classes on-site. They advertise these classes as part of their benefits package.

GEIGER BROTHERS put together a comprehensive Employee Development Program. Classes included: Business Writing, Quality Control, Telephone Skills and GED Preparation.

JONES & VINING, LEWISTON PUBLIC WORKS and **MAINE ELECTRONICS** offered their workers the opportunity to get a high school equivalency diploma by holding GED Preparation classes.

Vocational courses in Machine Tool and Machine Tool Math were held for employees at **PHILIPS ELMET**.

LEWISTON ADULT EDUCATION EMPLOYEE DEVELOPMENT PROGRAMS

OUR GOAL:

To provide varied learning opportunities to enhance the skills workers need to do today's jobs and to develop those skills that will be needed for companies to remain competitive in the future.

COURSES TO ENHANCE JOB SKILLS:

Communication Skills for Business
Workplace Writing
Vocational Business Courses
GED Preparation Program
Upgrading Reading and Math Skills

CERTIFICATE PROGRAMS:

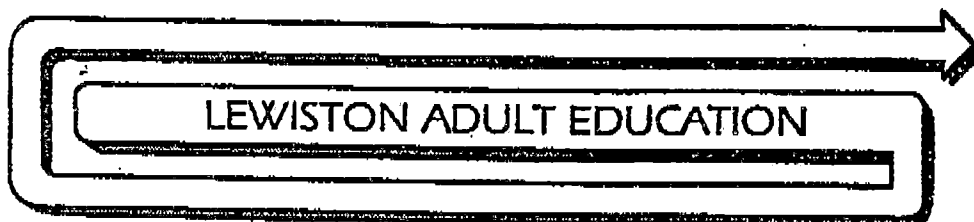
Office Skills
Microcomputers at Work

RESOURCES:

Qualified Instructors
Video Training Materials
Up-to-date manuals and equipment

TRAINING LOCATIONS:

At your site
In our classrooms
Meeting rooms in the community



MISSION STATEMENT

Lewiston Adult Education will provide flexible learning programs in accessible sites to equip area residents with the tools necessary to (1) pursue their full intellectual, vocational, and personal potential (2) contribute to the economic strength of the community (3) participate as informed members of society.

How Business and Education Team Up with Positive Results

LEARNING IN THE WORKPLACE

by Anne Niemiec
Director,
Lewiston Adult Education



Joy and pride were evident at a luncheon held in honor of the graduates of Geiger Brothers Employee Development program, who had received their G.E.D. certificates. Lewiston's Geiger Brothers was hosting the lunch, which was attended by the employees, management, and Lewiston Adult Education administra-

tors. The excitement was shared by all. This was not a traditional graduation, but it was very special, and just one example of what it can mean when business and educators team up to help all concerned.

Lewiston Adult Education is in the business of human resource brokering, utilizing the resources of the community to meet the learning needs of adults. My particular focus here will be on how this relates to the business community. Providing the necessary conditions for facilitating human resource development has been an exciting and challenging process for me as director of Lewiston Adult Education.

We have been addressing employer/employee needs for the past six years with successful on-site programs offered at Jones & Vining, Philips Elmet, Geiger Bros., Pioneer Plastics, Globe-Albany, Falcon Shoe, and Maine Electronics.

The most satisfying and economical way to meet educational needs is through partnership programs. The partnership with Geiger Brothers brought the good feeling that comes from successfully reaching goals and fulfilling our commitment to provide educational services to help improve the economy. We jointly went through a standard program planning process of setting objectives, needs assessment, planning, imple-

mentation, and evaluation. A videotape describing this collaborative process is available. The employee development program addressed four areas requested by the employer: customer relations, quality assurance, basic math skills, and G.E.D. The initial sign up for these offerings at Geiger Brothers was 120 employees, approximately 40% of the total work force. This model program, funded through a Carl Perkins Vocational Education Grant, indicated a perceived need for on-site continuing education that upgrades employee skills for the mutual benefit of the individual and the manufacturer. Although this program has ended, another series at Geiger Brothers is planned.

The businesses that provide educational opportunities to their employees believe that they will get a return on the investment they are making in their employees. As Falcon Shoe Manufacturing Company President Ted Johanson points out, "Our employees are our most valuable asset." Gene Geiger, President of Geiger Brothers, says "There is no doubt in my mind they will be more involved and self-assured employees as a result." Roger Nadeau, Director of Personnel at Falcon Shoe: "We realize the importance of education. With all the new technology and the sophistication of machinery, we wanted to provide employees easy access to improve their reading and math skills." This need is emphasized by Larry Milkulecky, an expert in work force literacy, who stated that "90 percent of all occupations call for some reading and writing, even blue collar workers average more than one and a half hours daily job-related reading." (National Governors Association Labor Notes)

Employees are quick to point out the benefits of on site educational programs; "It's more helpful to have it right here . . . When it's inside the factory, you stay an hour over, it's just like an hour of overtime, so you get your studies in." Providing these services at a business site allows us to reach people that

Continued on next page

Continued from previous page

otherwise might not be helped.

Individual success stories have been many; I would like to highlight two of them. A recent Lewiston Adult Education graduate wrote when requesting her transcript, "I went on for two years of college and maintained a 3.95 GPA. I am now a CAD/CAM computer operator and am applying for BIW's apprenticeship designer position." Another person who took advantage of the second chance provided by Lewiston Adult Education and Falcon Shoe, his employer, is Richard Campeau. Mr. Campeau, a supervisor, was instrumental in getting his fellow workers involved with the Falcon Shoe Manufacturing Company's "back to school program" where employees worked on upgrading reading and math skills. Mr. Campeau received his G.E.D. and was the student speaker at the June G.E.D. recognition ceremony, where he inspired the members of the audience. He, too, will be continuing his education while continuing to improve on the job.

The current economic climate and its increased international competition requires that business and education work cooperatively to improve the skills of present and displaced workers. With the trade deficit and international competition there is an urgent need. If our workers are undereducated and underskilled we cannot compete successfully.

Employment forecasts for Maine until the

"Education -- you never have enough!"

Pauline Rancourt
Geiger Brothers Employee

year 1995 indicate that 90 percent of the workers who will be working in the state in 1995 are already in the work force. Yet available types of employment are changing dramatically; manufacturing jobs are being replaced with new jobs that require different skills. Developing human resources will become more and more of a concern as the available pool shrinks.

In addition to our need to attract new industry to the area, it is essential to encourage existing industries to expand, and to have workers ready with the new skills needed to meet the challenge of the new jobs. Skill building for current workers at a reasonable cost is becoming increasingly important.

Lewiston Adult Education is a multi-faceted organization. It is a unit of the Lewiston School Department, charged with serving

the educational needs of those who are seventeen years of age or older. During this past year a 74 year old man received his high school diploma and an 80 year old woman her G.E.D. through Lewiston Adult Education. The occupational range of the learners stretches from those with no job and no high school diploma, to Ph D's and highly skilled professionals. In addition to our business programs and contracted programs with agencies, over 230 courses are offered each year; enrollment has reached 7000 for this academic year. Businesses are encouraged to send their employees to classes. Besides on site classes at businesses, classes are held at Lewiston High School, the Adult Learning Center, the Multi-Purpose Center and various community sites such as Hillview Apartments.

Lewiston Adult Education cooperates with a number of organizations and institutions in the Lewiston-Auburn area. Those most connected with business learning are SCORE (Service Corps of Retired Executives), the Chamber of Commerce, and AVEC (the Androscoggin Vocational Education Council). In cooperation with SCORE and the Chamber of Commerce, Lewiston Adult Education offers a variety of courses geared to helping small businesses. AVEC is made up of representatives from local educational and economic development organizations. Its twofold purpose is to provide a forum for business and industry to express their training needs, and to coordi-

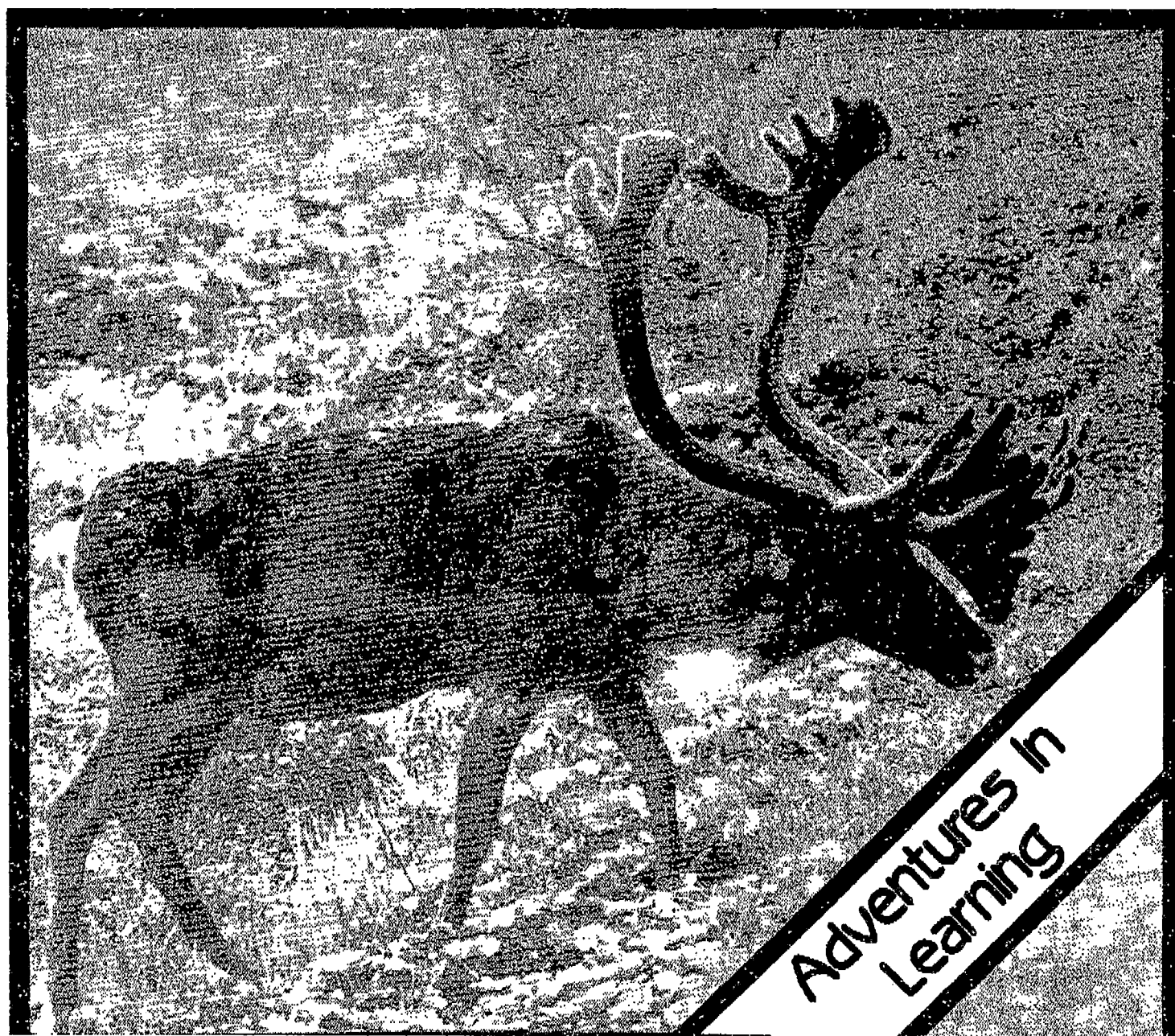
nate delivery of adult vocational education to the community.

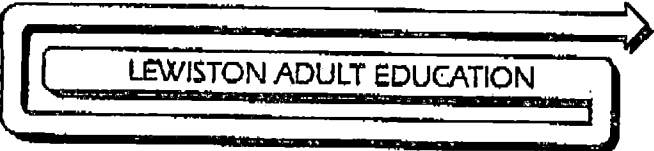
We are learning a lot these days about dropouts and the need for business, schools, and the community to work together on the problems caused by low levels of education in the work force. By getting their employees involved with education, businesses can help solve these problems. Employees who obtain more education are often parents, and are setting an example for their children and other members of their family. They are proving that, in the words of Pauline Rancourt, a Geiger Brothers employee, "Education -- you never have enough!"

Our efforts to work with business to pro-

vide lifelong learning opportunities are based on the belief that adult education can provide the skills and knowledge to improve employee performance and productivity, and to increase the quality of the work life for the employees. These efforts fit with our overall mission, but focus our resources in a useful way. Adult education programs should be partners, working cooperatively with businesses and organizations in obtaining trained workers and upgrading present workers to improve the local economy. Lewiston Adult Education has a wide range of resources that can be customized to meet the needs of a particular company and its employees. □

LEWISTON ADULT EDUCATION FALL 1991 PROGRAMS





LEWISTON ADULT EDUCATION

Welcome to fall 1991 semester! We are pleased to offer you over 135 courses to meet your vocational and avocational needs. The economic times are hard. I hope that taking one or more of these courses will help you to better deal with them. In addition, we offer FREE counseling services and have a Career Resource Center full of materials. We are also interested in providing more classes at worksites. This has proven to be a very effective means of increasing skills and providing lifelong learning opportunities. Last year our classes were held at 22 locations. Please join us for an adventure in learning. In the words of one of our past participants, "Education -- you can never have enough!"

Anne Niemiec
Director

HIGH SCHOOL COMPLETION PROGRAMS

-Adult Diploma Program

This program allows adults to earn high school credits by taking the ACADEMIC and VOCATIONAL courses presented in this brochure. These are added to credits for past schooling, training and work experience, including home-making. 17 credits are required to graduate and must include: 4 English, 1 U.S. History, 1 Government, 2 Math and 1 Science credit. Please register for your classes in person at the Adult Education office. New students, bring a copy of your previous records. You will be able to earn a maximum of 2 credits during your first semester. Academic and Vocational courses are FREE if taken for high school credit. Adults who are unable to attend regular classes may qualify for the External Credit Option (ECO) Program which combines home study with class time. Contact the Adult Education Office for more information.

bring a copy of their high school transcript. To graduate, 17 credits are required including: 4 English, 1 U.S. History, 1 Government, 2 Math, and 1 Science credit. The schedule of courses will be made available at registration. First time Youth Program students may take up to 2 courses.

ADULT BASIC EDUCATION (ABE)

This program includes FREE day and evening classes for adults with less than ninth grade abilities. Small group and individualized instruction stresses basic reading, writing and math skills. English skills classes are held for adults whose first language is not English. The schedule appears later in this brochure. Ask about Saturday classes.

VOCATIONAL SKILL TRAINING

The Vocational courses presented in this brochure are for the most part introductory. Courses may be taken either to prepare to start work in a certain area or to upgrade or strengthen an already acquired skill. The Vocational Supervisor can help with course selection and planning.

GENERAL ADULT COMMUNITY EDUCATION

Lewiston Adult Education strives to offer a wide variety of general interest and community oriented courses and activities for adults. All the courses are fee sustained programs and some include an additional lab fee. If there is a course that we do not offer that you would like to take or teach, please contact us at 784-8990.

CONTRACTED SERVICES

Lewiston Adult Education will offer educational programs on a contractual basis for other public agencies or for private businesses and industries. Programs in basic education, high school completion, vocational education and general non-credit courses can be tailored to meet the specific needs of organizations who wish to purchase instruction for their clients or employees. Contact the Director of Adult Education for details.

CAREER SERVICES

Our Career Services Center has many materials that may be useful to you in planning your career or if you are looking to

LEWISTON REGIONAL TECHNICAL CENTER

156 EAST AVENUE

LEWISTON, MAINE 04240-5696

TELEPHONE #207-786-4446

FAX #207-795-4147

FAX COVER SHEET

TO: *Peggy Dooley*
Speedwriting office FAX #: *1-202-456-6218*

FR: *Gene E. Henning*
Lewiston Adult Education

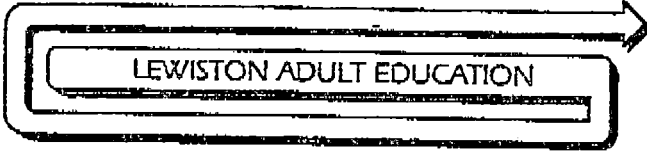
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RE: *Lewiston Adult Education Program*

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REMARKS: *(Continuation)*

2


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-General Educational Development(GED)

This program allows adults to obtain a high school equivalency diploma by passing a five-part GED exam covering the areas of Writing, Social Studies, Science, Interpreting Literature and the Arts, and Math. Testing is FREE. For adults who would like to brush up on their skills before taking the exam, we offer a FREE preparation program which can be started at any time. See the schedule for testing and classes in this brochure.

-Youth Program

This is for persons between the ages of 17 and 19 who are not attending high school but wish to earn a high school diploma by taking courses. Youth Program students must register in

bring a copy of their high school transcript. To graduate, 17 credits are required including: 4 English, 1 U.S. History, 1 Government, 2 Math, and 1 Science credit. The schedule of courses will be made available at registration. First time Youth Program students may take up to 2 courses.

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CAREER SERVICES

Our Career Services Center has many materials that may be useful to you in planning your career or if you are looking to change jobs. Included in our library are books, pamphlets and videos that deal with goal setting, career planning, resume writing, interviewing skills, post-secondary schools and occupational information. You may borrow these materials at no charge. In addition, counselors are available to help you choose and plan for the future. Call to schedule an appointment.

Announcing a new program in


APPLIED COMPUTER TECHNOLOGY

funded by the Carl Perkins Vocational Act.

Call 784-8990 for more information.

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ACADEMIC

ALGEBRA I-PART I

Designed to aid students in understanding the basic concepts of elementary algebra, which includes operating with rational numbers and solving simple equations. This is part I of a two-semester course. (W. Diehl)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS

ALGEBRA II-PART I

Students will learn to apply equations with fractions and decimals, factoring, solving quadratic equations, radicals, exponents, and logarithms. This is a two-semester course. (W. Diehl)

THU/Sept 5 15 Weeks \$15/\$20
6:00-9:00 LHS

BIOLOGY

General study of living organisms from the simple protozoa to more complex mammals. (TBA)

MON/Sept 9 15 Weeks \$15/\$20
6:30-9:30 LHS

CAREER PLANNING

Here's the first step towards shaping your career. Participate in interest surveys, explore a variety of careers and learn about the developmental stages that occur throughout life. The basics of

letter and resume writing and interviewing will also be covered. (B. Goodwin)

THU/Sept 5 15 Weeks \$15/\$20
6:00-9:00 LHS \$5 LAB

CHEMISTRY

A study of the structure of the elements and their interactions which involves the study of metrics, structure of matter, chemical formulas, chemical equations and organic chemistry. (R. Houghland)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

CONTEMPORARY GOVERNMENT

A study of federal, state, and local government within the context of current events. (TBA)

THU/Sept 5 15 Weeks \$15/\$20
6:30-9:30 LHS

ENGLISH FUNDAMENTALS

Teaches basic grammar, rules and usage. (N. Plourde)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS

EXTERNAL CREDIT OPTION

The External Credit Option is a program designed for adults who are working for their high school diploma. The purpose of the program is to allow people to earn some of their credits on an independent study basis. Enrollment in this program is subject

to the approval of the Director of Adult Education. For further information, call the Adult Education Office (784-8990). (M. Bernier, R. Fuller)

By Arrangement LHS

GENERAL MATH

Basic addition, subtraction, multiplication, division, decimals, percentages, areas, volumes, business math. Introduces very basic algebra. (G. Krapovicky)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

GRAMMAR/COMPOSITION & SPELLING Deals with oral and written composition and reviews basic spelling, punctuation, sentence and letter-writing skills. (F. Ayotte)

THU/Sept 5 15 Weeks \$15/\$20
6:30-9:30 LHS

PHOTOGRAPHY: BASIC FOR BEGINNERS Designed for the beginning photographer who wishes to know more about the camera and the photographic process. Emphasis will be placed on camera handling, photographic composition and basic photographic processing. The lab fee covers the cost of chemicals and enough paper to demonstrate processes. Extra paper will be available at cost. Bring your camera to the first class. (T. Ford)

THU/Sept 5 15 Weeks \$15-\$20
6:30-9:30 LHS \$10 LAB

PHYSICS/DESCRIPTIVE

Descriptive physics is designed for those students who would like to explore physics concepts without the usual heavy reliance on mathematical computation. (E. Zuis)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

PRE-ALGEBRA

An introductory course to Algebra which provides students with gradual progressive development of algebraic concepts, skills, and applications. Reviews of arithmetic skills and concepts will be interspersed (M. Hawkins-Morin)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

READING DEVELOPMENT

A course designed for adults who wish to improve their basic reading skills because they are continuing their education or want to increase their confidence in reading skills. (R. Lagueux)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

SOCIAL PSYCHOLOGY

A study of human interaction with an emphasis on the development of the individual and the many factors which help to shape personality and influence values. We will study the importance of a positive self-image in maintaining mental health in a complicated society such as ours. (A. Cook)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS

STUDY SKILLS

Covers such skills as reading for comprehension, chapter outlining, note taking and listening; especially valuable for students just starting Adult Education or preparing to go to college. (R. Ross)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

U.S. HISTORY

Covers the time period from colonial exploration to the present. It will include cultural, political, and economic factors involved in

the development of America. (R. Ross)

MON/Sept 9 15 Weeks \$15/\$20
6:30-9:30 LHS

WRITING SKILLS/BASIC

Will attempt to improve the student's mastery of basic sentence patterns and styles, and the paragraph as a unit of composition. Students will write and revise essays as a regular part of class. Students will also read material from a variety of sources as a way to develop writing topics. Vocabulary development and grammar review will be a regular part of class work. (B. Carney)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS

VOCATIONAL TRADE

AUTO BODY & REFINISHING/BASIC

After an introduction, the course will begin with shop safety. The remainder of the course will consist of basic body work on cars and pick-ups including sheet metal replacement, adjusting doors, windows, fenders, etc. Basic usage of welders, torches and other equipment used in body work will be highlighted. Small dents and rust hole repairs will take place. Basic uses of paint sprayers will be introduced. (M. Lemay)

TUE/Sept 3 15 Weeks \$45
6:00-9:00 LAVC \$35 LAB

AUTOMOTIVE MECHANICS/BASIC

Basic automotive and engine service and repair. The course will cover tune-ups and electrical work, regulators, alternators, ignition systems and some shop work. (D. Bergeron)

THU/Sept 5 15 Weeks \$15/\$20
6:30-9:30 LHS \$10 LAB

CARPENTRY/ROUGH

An introduction to building trades, code restrictions, material selection, construction methods, presented through lectures/demonstrations and shop work. (J. White)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS \$10 LAB

CARPENTRY/FINISH

A topical treatment of carpentry beyond foundations and framing including drywall hanging and taping, textured finishes, interior and exterior door hanging and installation, and other topics as time allows. (J. Connors)

THU/Sept 5 15 Weeks \$15/\$20
6:00-9:00 LHS \$15 LAB

CARPENTRY BLUEPRINT READING

Designed to help people to become proficient at reading blueprints and making cost analysis regarding residential construction. (J. White)

TUE/Sept 3 15 Weeks \$15/\$20
6:30-9:30 LHS

CERTIFIED NURSE'S AIDE COURSE

Prepares student to become a certified nurse's aide for the health field. Theory includes basic anatomy and physiology. Nurse's Aide skills are taught and evaluated in the classroom. Certification is given upon successfully completing the course and evaluation in theory and clinical performance. Student must have a high school diploma or equivalency diploma (G.E.D.). Interviews will be on August 28, 1991, 2:00-4:00 p.m., at L.H.S. (R. Parent, I. Davis)

TUE & THU/Sept 3 16 Weeks \$275
5:30-8:30 LHS

6

DRAFTING/GENERAL

Provides fundamental information and skills in the principles of drafting. (R. Turcotte)

THU/Sept 5	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$5 LAB

ELECTRICITY 1

Designed to provide the home handy person, student electrician, or anyone wishing to increase their electrical literacy with the knowledge needed to understand, safely design, and install wiring circuits found in the modern home. Electrical theory is backed up by laboratory experiments and hands-on work experience. You will find this course practical, informative, challenging, anything but dull. (B. Smith)

TUE & WED/Sept 3	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$15 LAB

MACHINE TOOL SHOP/BASIC

The objectives of this course will be to instruct and upgrade basic machine-shop practices, general machine operation and tool knowledge. (N. Marcotte)

THU/Sept 5	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$15 LAB

MACHINE TOOL SHOP/ADVANCED

This course is for people who have had experience in the use of grinders, band saws and lathes. You will learn how to operate milling machines, surface grinders and some basic welding. You will intensify your skill as a machinist with this course. (N. Marcotte)

WED/Sept 4	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$15 LAB

MECHANICAL BLUEPRINT READING/BASIC

Designed to help the student develop the ability to read and interpret industrial drawings and apply these skills to the machine trades and related areas. (R. Turcotte)

WED/Sept 4	15 Weeks	\$15/\$20
6:30-9:30	LHS	

MEDICAL TECHNICIAN ASSISTANT

A pharmacology course for certified nurses' aides who have worked at least one year in a hospital or nursing home. Clinical laboratory sessions will help the student understand the correct administration of medications. Interviews will be on August 28, 1991, 2:00-4:00 p.m. at L.H.S. (TBA)

MON & WED/Sept 4	16 Weeks	\$250
5:30-8:30	LHS	

MEDICAL TERMINOLOGY

Basic medical terminology will be covered. The course will include the use of audio tapes, learning body systems, and medical abbreviations. Students must have a high school diploma or equivalency diploma (G.E.D.) Class meets twice a week. (T. Montminy & M. Covell)

MON & WED/Sept 4	8 Weeks	\$15/\$20
2:00-5:00	LHS	\$10 LAB

OFFSET PRINTING/GRAPHIC ARTS

The student will perform the tasks necessary to take an idea from beginning to finished printed product. Activities include: making roughs, comprehensives, type specing, typesetting, paste-up, process camera, stripping, plate making, and press and bindery. Job openings for men and women will be discussed. (S. Bulger)

TUE/Sept 3	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$10 LAB

WELDING

A basic course in the principles of electric welding. (R. Keith)

MON/Sept 9	15 Weeks	\$15/\$20
6:30-9:30	LHS	\$20 LAB

VOCATIONAL BUSINESS**ACCOUNTING/BASIC**

For students who have no previous knowledge of accounting, it covers all basic accounting principles and procedures. (P. Bernier, M. Fournier)

TUE/Sept 3	15 Weeks	\$15/\$20
6:30-9:30	LHS	

or

THU/Sept 5	15 Weeks	\$15/\$20
6:30-9:30	LHS	

ACCOUNTING/INTERMEDIATE

Includes a practice set that deals with applications for a merchandising business. Accounting I skills applied in utilizing source documents, checkbooks, journals, petty cash registers, general ledgers, subsidiary ledgers, working papers, employee earnings records, tax tables, and document files. Review of Accounting I principles given during first few weeks of class. Prerequisite: Accounting I or permission of the instructor (M. Fournier)

TUE/Sept 3	15 Weeks	\$15/\$20
6:30-9:30	LHS	

BUSINESS COMMUNICATIONS

An understanding of the total communication process will be developed. Basic communications competencies in the areas of reading, writing, listening, and speaking will be covered. Reading will be reinforced by improving technique, increasing speed and understanding, and becoming familiar with skimming and proofreading. Writing clear, concise messages that get results will be explained. The art of listening efficiently will be stressed. Qualities of effective speaking to create favorable impressions will also be introduced. (P. Leclerc)

TUE/Sept 3	15 Weeks	\$15/\$20
6:30-9:30	LHS	

COMPUTER LITERACY

Discover how you can build confidence in using a computer by learning what it can do for you and how to do it. Get hands-on instruction on how to operate a personal computer. Take this opportunity to familiarize yourself with two programming languages, BASIC and LOGO. You will create simple programs while learning "buzz words," terminology, and equipment. A basic introduction to spreadsheets will be included to demonstrate how the machine can handle math and number reports. You will be amazed at how simple it is to create that perfect letter in the mini word-processing portion of this course. Demonstrations of computer games, crossword puzzles, educational, financial and home budgets, and canned software are also included in course content. A combination of lectures, hands-on experience, and student research will make for an interesting and well-rounded course. No typing, computer ownership, or background required. Choose one night. (V. Caron, J. Dumond, A. Dumond)

MON/Sept 9	15 Weeks	\$15/\$20
6:00-9:00	LHS Room B112	\$20 LAB

or

TUE/Sept 3	15 Weeks	\$15/\$20
6:00-9:00	LHS Room B112	\$20 LAB

or

WED/Sept 4

COMPUTER LITERACY/INTERMEDIATE

Our IBM computer course will cover an introduction to MS DOS, using database, spreadsheets, microsoft works software, and Lotus-1-2-3. Must have completed computer literacy or equivalent course. (V. Caron)

TUE/Sept 3 15 Weeks \$15/\$20
6:00-9:00 LHS ROOM V225 \$20 LAB

OFFICE PRACTICE

Filing skills, business math review, spelling, and calculator applications will be covered. A brief introduction to mail procedures and telephone techniques will be given. Short article reviews dealing with office practices will be assigned. (P. Lelerc)

THU/Sept 5 15 Weeks \$15/\$20
6:30-9:30 LHS \$5 LAB

TYPING I

Correct technique and keyboarding skills will be covered. A brief introduction to horizontal and vertical centering, tables, letters and envelopes, and reports will be given for personal or business use applications. Electronic typewriters will be used by all classes. (J. Emond, P. Moulton)

TUE/Sept 3 15 Weeks \$15/\$20
6:00-9:00 LHS \$5 LAB

or

THU/Sept 5 15 Weeks \$15/\$20
6:30-9:30 LHS \$5 LAB

TYPING II

Emphasis on developing typing skills in centering, tabulation, letters and envelopes, reports, and memos will be given. Speed and accuracy will be reinforced. (TBA)

WED/Sept 4 15 Weeks \$15/\$20
6:30-9:30 LHS \$5 LAB

**GENERAL ADULT
COMMUNITY EDUCATION**

AEROBICS

A low-impact program designed to improve and condition the cardiovascular system, and tone and strengthen all major muscle groups. Aerobics is a great stress reliever for both men and women. Certified instructor N.D.E.I.T.A. and Fitness International. Materials needed: exercise mat for floor work, plastic or paper cup or water bottle for proper hydration during workouts, and proper footwear (preferably aerobic shoes). Class meets twice a week. (D. Emond)

TUE & THU/Sept 3 8 Weeks \$15/\$20
6:30-7:45 LHS

or

TUE & THU/Oct 29 8 Weeks \$15/\$20
6:30-7:45 LHS

AFRICAN ADVENTURE: DOUKOULA, CAMEROON

Cameroon is a country of contrasts: vital modern cities and very remote primitive villages. Women may walk three miles to the nearest well and one doctor serves over 80,000 people. Yet

ANTIQUÉ JEWELRY

Learn to identify precious stones and distinguish antique jewelry from reproduction. The class will cover precious metal testing, the best sources for estate jewelry, and will include the Renaissance, Victorian, and Art Deco periods. (D. Dostie)

MON/Sept 9 2 Weeks \$10/\$15
6:30-8:30 LHS

ART/BEGINNING OIL

This course will teach basics, explain naturals, color mixing, values, composition, and techniques. There will also be a session on preparing how-to-stretch canvas, framing, and slide presentation on art. A supply list will be available at the Adult Education office. (R. Blackerby)

TUE/Sept 3 15 Weeks \$20/\$25
6:00-8:30 LHS

ART/INTERMEDIATE OIL

Drawing background and an introduction to oil painting are preferred. All materials necessary to begin a painting should be brought to the first class. This course will deal with color and association and the effects of light. Individual style will also be encouraged. A supply list will be available in the office. (C. Robichaud)

MON/Sept 9 12 Weeks \$20/\$25
6:30-9:00 LHS

ASSERTIVENESS

A one-on-one assertiveness course. Learn assertiveness skills through examination of how you react and why, through role playing and through goal setting. You will discover that quality information and decisions, delivered with confidence and tact, require no excuse, no explanation, and no apology. (L. Harge-sheimer)

MON & THU Sept 30 3 Weeks \$15/\$20
7:00-9:00 LHS

BACKYARD COMPOSTING

Find out the "dos" and "don'ts" of composting. In this overview you'll learn to set up a system for leaf, yard, and food wastes. Different systems will be reviewed including those that can be built inexpensively or purchased locally. (E. Johnson)

THU/Oct 24 1 Week \$5
7:00-9:00 LHS

BALLROOM DANCING/BASIC

Enjoy the art of ballroom dancing, learning rhythm, coordination, and posture. Students will learn basic steps including waltz, fox trot, polka, and Latin American dances. Must have a partner. (J. Grygiel)

WED/Sept 4 8 Weeks \$15/\$20 (per person)
6:30-8:30 MPC

BALLROOM DANCING/INTERMEDIATE

Enjoy learning the more intricate steps of fox trot, waltz, cha cha and two step. Must know the basics of ballroom dancing. Must have a partner. (J. Grygiel)

THU/Sept 5 4 Weeks \$10/\$15 per person
6:30-8:30 MPC

BALLROOM DANCING/SELECTIONS

Learn four different kinds of dancing. Take one or any combination. Basic knowledge of ballroom dancing is required.

nearest well and one doctor serves over 80,000 people. Yet children learn four languages in high school, and these gracious people want to learn how to provide for themselves. This is an opportunity to look into a unique country and the vital role that Lewiston-Auburn is playing in its development. (T. Grieshaber)
THU/Sept 19 1 Week \$5
6:30-8:30 LHS

nation. Basic knowledge of dancing recommended. Partner not needed.

Oct. 3 - Cotton Eye Joe

Oct. 17 - Rhumba/Samba

Oct. 10 - Polka

Oct. 24 - Jitterbug & Swing

THU/Oct. 3-10-17-24 4 Weeks \$20 (or \$5 per selection)
6:30-8:30 MPC

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BRIDGE/INTERMEDIATE

Ten lessons on all phases of bidding with emphasis on forcing and non-forcing sequences, review of basics, Stayman, play of the hand, pre-emptive bidding and balancing. Review of elementary bridge. (L. Theriault)

MON/Sept 9 10 Weeks \$20/\$25
6:30-9:00 LHS

CAKE DECORATING

Put the icing on your cakes. Learn how to make flowers and decorate cakes of all kinds and shapes. Treat yourself to a "sweet" class. (L. Bradstreet)

TUE/Sept 3 8 Weeks \$25/\$30
6:00-9:00 LHS

CHOOSE TO LOSE

Tired of losing weight, only to gain back more than you lost? This class will help you learn how to lose it and keep it off. No need to buy expensive, pre-packaged foods. Learn to choose wisely and cook healthy. A small fee will be collected each week to pay for the food. (K. Dolan)

MON/Sept 9 8 Weeks \$15/\$20
6:30-8:00 LHS

CIVIL WAR PART II

Was slavery the actual cause of the Civil War? Was the War Between the States an irrepressible conflict? Did Abraham Lincoln secretly manipulate the South into starting what became the bloodiest war in American history? These and other questions will be raised as the seminar looks at antebellum America and traces the events leading to the firing on Fort Sumter. (J. Dollar)

MON/Sept 9 8 Weeks \$15/\$20
6:30-8:30 LHS

COLOR WORKSHOP FOR QUILTERS AND OTHERS

Do you have trouble putting colors together for a project? Gain confidence by learning about color families, to use a color wheel and value scale, to create depth and achieve moods through colors. A short list of items to bring will be available in the Adult Education office. (N. Plourde)

SAT/Sept 7 1 Week \$5
9:00 a.m.-12:00 noon LHS

COMPUTER/APPLICATION SOFTWARE (IBM)

Explore the most popular software being used on IBM computers and in business today ranging from WordPerfect 5.0, PFS Series, Microsoft Works, and WordStar.

You will be able to compare functional menus with on-screen menus and be able to see differences in speed and use of various software for word processing, data bases, and spreadsheets, and apply them either for your own personal use or use on the job. (C. Lacombe)

THU/Sept 5 10 Weeks \$20/\$25
2:30-4:30 LHS \$15 LAB

COMPUTER/INTRODUCTION TO WORD PROCESSING (Apple)

Designed for the beginner, this course will acquaint students with the capabilities of word processing. Creating, editing, storing, and revising letters or documents is made easy in this hands-on approach to computer word processing. Equipment, terminology, form letters and list processing will be covered. It is recommended that you have knowledge of computer keyboard or typing. (P. Moulton)

TUE/Sept 3 10 Weeks \$20/\$25
6:00-9:00 LHS Room V224 \$15 LAB

COMPUTER/DESKTOP PUBLISHING

An introduction to desktop publishing, using First Publisher on IBM. Learn how to design, layout, and produce documents such as newsletters, flyers, and invitations. Prerequisite: Computer Literacy or equivalent. (D. Robitaille)

WED/Sept. 4 5 Weeks \$15/\$20
2:45-5:45 LHS Room V225 \$10 LAB
or

WED/Oct. 23 5 Weeks \$15/\$20
2:45-5:45 LHS Room V225 \$10 LAB

COMPUTER/DOS TECHNIQUES FOR THE PC (IBM)

Get maximum use of your PC by becoming familiar with the commands of DOS, the disk operating system. For the hard disk user, this course covers configuration, backup, security, error recovery and more. (V. Caron)

THU/Nov 14 5 Weeks \$15/\$20
6:00-9:00 LHS Room V225 \$10 LAB

COMPUTER/LOTUS 1-2-3

Learn to use the capabilities of this popular program for the IBM computer. You'll create, modify, update and print spreadsheets. Learn to develop specific solutions to your needs. (V. Caron)

THU/Sept 5 10 Weeks \$30/\$35
6:00-9:00 LHS Room V225 \$15 LAB

COMPUTER/MICROSOFT WORKS

Microsoft Works is the leading integrated software package on the market and used in business today. A 15-week course will be offered as an introduction to Microsoft Works using its integration features to prepare documents, databases, and spreadsheets. Keyboarding and knowledge of computers required. (C. Lacombe)

TUE/Sept 3 15 Weeks \$40/\$45
2:30-5:00 LHS \$15 LAB

COMPUTER/WORDPERFECT 5.0

Learn to use the WordPerfect word processing program on IBM and IBM compatible computers to perform a variety of functions. Assumes familiarity with keyboard. (D. Robitaille, J. Packard)

MON/Sept 9 10 Weeks \$30/\$35
2:45-5:45 LHS Room V225 \$15 LAB

or

MON/Sept 9 10 Weeks \$30/\$35
6:00-9:00 LHS Room V225 \$15 LAB

or

WED/Sept 4 10 Weeks \$30/\$35
6:00-9:00 LHS Room V225 \$15 LAB

or

SAT/Sept 7 10 Weeks \$30/\$35
1:30-4:30 LHS Room V225 \$15 LAB

COMPUTER/WORDPERFECT 5.0 INTERMEDIATE (IBM) This hands-on course will teach you the more advanced features of WordPerfect. Prerequisite: Word Processing-WordPerfect. (TBA)

MON/Sept 9 5 Weeks \$30/\$35
6:00-9:00 LHS Room V225 \$10 LAB

or

WED/Sept 4 5 Weeks \$30/\$35
6:00-9:00 LHS Room V225 \$10 LAB

COOKING AROUND THE WORLD I

Taste-travel to 5 countries: Italy, France, Mexico, China and the Ukraine. Prepare a complete, delicious and meatless meal from a different culture each week. A minimal fee will be charged each week to help defray the cost of ingredients. (C. Demchur-Merry)

WED/Sept 4 5 Weeks \$15/\$20
6:00-8:30 LHS

COOKING AROUND THE WORLD II

Taste-travel to 5 countries: Greece, Spain, India, Sweden, and Germany. Prepare a complete, delicious, and meatless meal from a different culture each week. A minimal fee will be charged each week to help defray the cost of ingredients. (C. Demchur-Merry)

WED/Nov 20 5 Weeks \$15/\$20

COOKING: MEXICAN AND SPANISH

Taste the differences in Spanish and Mexican dishes. You'll prepare a variety of salads, main dishes and desserts. Come savor tortillas, the "true" chili, and secrets from a famous 85 year old Spanish restaurant! (S. Dineen)

TUE/Sept 3 8 Weeks \$20/\$25
6:00-8:30 LAVC \$15 LAB

COPING WITH DIFFICULT PEOPLE

Extremes in temperaments develop into those people who make life almost impossible for the rest of us! Only seven specific patterns challenge everyone. You have run into all seven. Why be left angry, speechless, fuming, or wanting to cry or scream? (T. Ford)

MON/Nov 18 4 Weeks \$10/\$15
6:30-9:00 LHS

CPR RECERTIFICATION

Covers recertification of one person CPR and the Heimlich maneuver. (R. Derrah)

WED/Sept 4 2 Weeks \$10/\$15
6:30-8:30 LHS

CROCHETING (in French)

This beginning crocheting class will be taught in French. See description below. (G. Lacasse)

MON/Sept 9 10 Weeks \$15/\$20
6:00-8:00 LHS

CROCHETING/BEGINNING

Designed to teach basic and advanced crochet stitches and reading crochet patterns to make baby sets, shawls, afghans, or items of choice. Bring G and H hooks, a skein of baby or sport yarn, and a skein of 4-ply knitting worsted to the first class. (G. Lacasse)

WED/Sept 4 10 Weeks \$15/\$20
6:00-8:00 LHS

CROSS STITCH ON A SWEATSHIRT

Decorate a plain sweatshirt for yourself, a friend, or a child, with an easy cross stitch design. Use a technique which you can use over and over again. Supply list available at Adult Education office. (N. Plourde)

SAT/Oct 19 1 Week \$5
9:00 a.m.-12:00 noon LHS

CRUISING THE BEST VACATION

See why cruising is the best vacation. How to choose the right cruise and how to take a cruise in seven easy lessons. There will be videos and laser videodisc, showing destinations of the Caribbean, Alaskan, and Hawaiian Islands. (P. Gaddy)

WED/Oct 30 4 Weeks \$15/\$20
6:00-8:30 LHS

CULINARY HEARTS KITCHEN

A course developed by the American Heart Association to help you prepare delicious heart healthy meals at home. A manual including recipes (covered by the lab fee) is provided along with the tasting of foods. A minimal fee will be charged to help defray the cost of ingredients. (P. Kay)

THU/Sept 19 6 Weeks \$15/\$20
6:30-8:30 LHS \$5 LAB

DEFENSIVE DRIVING

Sponsored by the Maine Department of Public Safety, this four-night course will be held from 7:00-9:00 p.m. at L.H.S. Registration takes place beginning at 6:30 p.m. on the first night of each session. Classes will be held on: **Session I** September 9-11-16-18; **Session II** October 21-23-28-30; **Session III** November 18-20-25-27; **Session IV** December 9-11-16-18

DRAWING/BEGINNING

Basic skills of drawing to be presented, using pencil. You'll learn about perspectives, light, values and contours.

Equipment: #2 pencil, 14" x 17" tablet, pink eraser. (M. Schuler)

WED/Sept 18 10 Weeks \$15/\$20
7:00-9:00 LHS

or

THU/Sept 19 10 Weeks \$15/\$20
3:30-5:30 LHS

DRAWING/LIFE

Sketching the human figure will help provide an understanding of line, form and perspective. Live models will assume different poses for contour, gesture and long drawings. Students will use pencil, charcoal, and pastels. (R. Blackerby)

MON/Sept 9 12 Weeks \$15/\$20
6:00-8:30 LHS \$5 LAB

EFFECTIVE RELATING

Interested in the way people think, why they behave as they do, or why some speak and act completely different than you? Want to feel better, more accepting of yourself, and relate more effectively? Deals with identification of and effective techniques for communicating with various styles and temperaments. (T. Ford)

MON/Sept 9 8 Weeks \$15/\$20
6:30-9:00 LHS \$5 LAB

EFFECTIVE WARDROBE PLANNING

Designed for women, this course will inspire you to use discipline and imagination when planning your wardrobe. You'll learn to do an inventory, build a capsule (12 pieces that can create 40 outfits), plan purchases, and shop to get the maximum value from your wardrobe. (I. Holmes)

WED/Oct 16 3 Weeks \$10/\$15
7:00-9:00 LHS

FALL PROPAGATION

Keep your garden growing this winter. Learn to increase, plant or store fall root stocks; to propagate annuals for winter house plants; to root shrubs in an enclosed case (cuttings included); to build a nearing frame for propagation. Bring a notebook, hand pruner and small good knife. (M. Walsh)

WED/Sept 18 3 Weeks \$10/\$15
6:30-9:00 LHS \$5 LAB

FAMILY FOCUS: GROWING UP WITH SELF-ESTEEM

The way children feel about themselves affects their behavior and their future. Come and learn practical ways to encourage the development of a healthy self-esteem in your child. You will receive a workbook that suggests ideas for you to use each week at home. (J. Hart)

MON/Sept 23 6 Weeks \$10/\$15
6:30-8:00 LHS \$5 LAB

FAMILY FOCUS: OUR LIVING MYTHS

Continuing (or developing) traditions in families and groups is often difficult. Joseph Campbell, the wonderful storyteller, can help us see the inspiration and motivation from past rituals and religions. We will review his videos and together discover our living myths today. (R. S. Drane)

TUE/Sept 3 10 Weeks \$20/\$25
7:00-9:00 LHS

FAMILY FOCUS:**PARENTING AND ADULT CHILDREN OF ALCOHOLICS**

This workshop is open to men and women. You will explore the common parenting concerns of adult children of dysfunctional families in a supportive environment. And you will receive practical parenting suggestions. (T. Fowles)

SAT/Nov 16 1 Week \$5
9:00 a.m.-12:00 noon LHS

FAMILY FOCUS: TOWARDS A HEALTHY FAMILY

Our community has started four co-dependency groups in the last two years and John Bradshaw's work has helped thousands of people. We will use parts of his videos to explore issues and touch on resources for helping persons become more responsive and

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Interdependent as partners and parents. (R. S. Drane)
 WED/Sept 4 10 Weeks \$20/\$25
 7:00-9:00 LHS

FEED THE BIRDS

Setting up a winter feeding station for birds is easy and can provide a season's worth of enjoyment. Come learn what you can do to increase the numbers or varieties of birds at your house. (D. Beck)
 THU/Oct 10 2 Weeks \$10/\$15
 6:30-8:30 LHS

FITTING DRESSES, BLOUSES & SKIRTS

Learn to fit your body perfectly for dresses, blouses and skirts. After your shell is fitted, you will create your master pattern and learn to use it for all your sewing projects. Must be an intermediate or advanced sewer. Materials to be purchased only after first class. Cost of materials is approximately \$25. (I. Holmes)
 WED/Sept 4 6 Weeks \$15/\$20
 7:00-9:00 LHS

FITTING PANTS

Learn to fit pants to your body perfectly. After your pants fitting shell is fitted, you will create your pants master pattern and learn to use it to make perfectly fitted pants. Must be an intermediate or advanced sewer. Materials to be purchased only after first class. Approximate cost of materials is \$25. (I. Holmes)
 WED/Nov 6 6 Weeks \$15/\$20
 7:00-9:00 LHS

FLORAL ARRANGEMENT/BEGINNING

Learn to express your creativity with dried and silk flowers. The first class will be instructional and you will receive a materials list. In the next classes you will make a fall and a Christmas arrangement. (L. Carver)

TUE/Oct 29 3 Weeks \$10/\$15
 6:00-8:30 MPC

FRENCH-CANADIAN CULTURE AND LITERATURE

Share in a knowledge, appreciation and love of this culture. Broaden your horizons by gaining historical insights and examining stories and characters. Students will help shape this course. The class will be in English, but each student can choose whether to read in English or French. (S. Bernier)

WED/Sept 4 10 Weeks \$15/\$20
 6:30-8:30 LHS

FRENCH PART I

The goal of this class is to acquire Parisian French conversational skills in a relaxed and informal atmosphere. It includes grammatical and pronunciation exercises, short reading passages with emphasis on conversation and reading in the classroom. For people who do not speak any French. (G. Lacasse)

TUE/Sept 3 10 Weeks \$15/\$20
 6:00-8:00 LHS

FRENCH PART II

This is a continuation of French Part I but is open to anyone who has acquired some basic French. The emphasis will be on continued conversational skills. (G. Lacasse)

TUE/Nov 12 5 Weeks \$10/\$15
 6:00-8:00 LHS

GRAMMAR REVIEW

Feeling incorrect? Refresh your memory of basic grammar usage: subject/verb agreement, correct use of verbs, correct use of pronouns and modifiers, and specific punctuation and capitalization. (B. Goodwin)

THU/Sept 5 10 Weeks \$15/\$20
 1:00-3:00 MPC

HEALTHY SNACKS FOR CHILDREN

A one-week course to help you prepare delicious heart healthy snacks for children. Includes recipes and sampling of snacks. A

minimal fee will be collected to help defray the cost of ingredients. (P. Kay)

THU/Nov 7 1 Week \$5
 6:30-8:30 LHS

HEATING SYSTEM HEALTH CHECK

Heating system repairs can be costly, but preventative maintenance is relatively cheap. This homeowner's guide on care and maintenance of your heating system will give you tips on how to prevent major problems from occurring. (P. Russell)

SAT/Sept 7 1 Week \$5
 9:00 a.m.-11:00 a.m. LHS

IMAGE SEMINAR

An introduction to the total image's skin, color analysis, body types, and fashion personality including core wardrobing and accessorizing. A partial color analysis and cosmetic makeover will be done on only one person. (C. Clifford)

MON/Sept 23 1 Week \$5
 7:00-9:00 LHS

INTERIOR DESIGN/BASIC

Basics in interior design is for those who wish to explore possibilities in a career or skills for the home. Learn how to do basic floor plans, use of color, furniture styles, window treatments, floor and wall coverings. (S. Nuttall)

TUE/Oct 1 10 Weeks \$15/\$20
 7:00-9:00 LHS

JAPANESE CONVERSATION I

Focuses on practical, elementary conversational skills based on comprehension of basic grammar and correct pronunciation. Useful for travelers and those seeking to learn some Japanese for business use. (D. Fulenwider)

THU/Sept 5 8 Weeks \$15/\$20
 6:30-8:00 LHS

JAPANESE FLOWER ARRANGING

Learn some principles of the Sogetsu school of flower arranging as you create arrangements for your home. Bring scissors or flower shears, a low, shallow container, and a needle-point flower holder. (E. Fulenwider)

MON/Sept 9 7 Weeks \$10/\$15
 5:30-6:30 LHS \$10 LAB

KNITTING/ADVANCED

This course is for the intermediate knitter. For the first class, you will need a small amount of 2 different colors of yarn and a pair of size 8 needles. Making double mittens, knitting with more than one color at a time, making more difficult stitches, and some crocheting will be taught. (J. Hall Doyon)

WED/Sept 4 10 Weeks \$15/\$20
 6:30-8:30 LHS

KNITTING/BEGINNING

This course explains the basic techniques involved in knitting, including basic stitches, reading patterns, increasing and decreasing, picking up dropped stitches, and cable and pop-corn stitches. Students will work on a pattern of their choice. For the first class, everyone should bring a ball of cotton (sugar and cream) yarn and one pair of size 10 needles. (J. Hall Doyon)

MON/Sept 9 10 Weeks \$15/\$20
 6:30-8:30 LHS

LANDSCAPE & DESIGN FOR THE HOMEOWNER

A well landscaped home enhances the beauty and value of your property. Find out more about: the basics of design; lawns and ground covers; basic paving of patios, walks and paths; perennial gardening; trees and shrubs; foundation plantings; raised beds, timber construction and retaining walls; and implementation and maintenance of design. (F. Campbell)

TUE/Sept 3 8 Weeks \$15/\$20
 7:00-9:30 LHS \$5 LAB

LOOKING GREAT EVERY DAY

Do you feel your best when you look your best? Come to this Saturday seminar and discover the look that is right for you--one you can wear every day to show your figure at its best and express your unique personality and "season." Bring a hand mirror, leotards (if you have them), and a bag lunch. (I. Holmes)

SAT/Sept 7 1 Week \$10/\$15
9:00 a.m.-2:30 p.m. LHS \$15 LAB

or
SAT/Nov 16 1 Week \$10/\$15
9:00 a.m.-2:30 p.m. LHS \$15 LAB

MACHINE KNITTING INTRODUCTION

You don't have to know how to hand knit to learn this craft. A variety of techniques and projects will be demonstrated. You are not required to have a machine, but bring it if you do. (C. Demchur Merry)

TUE/Sept 3 7 Weeks \$25/\$30
6:00-8:30 LHS

MAKE-UP TECHNIQUES

Bring out your best! Learn how to apply foundation, blush and eye make-up and what tools you need to maintain a natural look. Bring a hand mirror, make-up brushes, and mascara to class. (C. Clifford)

TUE/Sept 24 1 Week \$5
7:00-9:00 LHS

MANAGING PEOPLE AND ORGANIZATIONS

If you direct and evaluate the work of others, this course is for you, regardless of your title. Learn the nuts and bolts of management: legal issues, team building, performance appraisal and feedback, participative decision making, and conflict management. Increase your effectiveness through the use of case studies and discussions. Class will be held at Leighton Cooney Associates, 215 Lisbon Street. (L. Cooney)

TUE/Sept 3 10 Weeks \$25/\$30
6:00-8:00 Leighton Cooney Office, 215 Lisbon Street

OPERATING A SMALL BUSINESS

A practical reliable guide to profitable operation of a small business and achievement of an effective organization for success. Will offer specific accurate advice on financing, advertising, insurance, and good management. It is also an excellent basic guide for starting a small business. Lectures presented by experienced, successful business people. Presented in cooperation with SCORE. Individual sessions may be attended for \$5 per session.

WED/Sept 11 8 Weeks \$30 LAB
7:00-9:00 LHS

ORIGAMI

Learn the art of Japanese paper folding with traditional and non-traditional models: birds, flowers, money folds, ornaments, and animals, starting with simple folds and on to more complex models. Many models make excellent cards, ornaments, and gifts. Materials include a variety of oriental papers, foil, handmade paper, and non-traditional materials such as wrapping paper and wallpaper. Bring a shoe box. (R. Holman)

TUE/Nov 19 3 Weeks \$10/\$15
6:30-9:00 LHS \$5 LAB

ORIGAMI STARS

This one evening workshop will include a variety of stars made from folded paper: a traditional 4-pointed 3 dimensional star, all folded from squares of paper or foil. Instructions and extra paper are included so participants can have more star-filled evenings after the class is over! Bring a shoe box. (R. Holman)

TUE/Nov 12 1 Week \$5
6:00-9:00 LHS \$7 LAB

or

TUE/Dec 10 1 Week \$5
6:00-9:00 LHS \$7 LAB

OUR FAMILY HISTORY

Quickly establish a record of your family history while having fun. This workshop will create a growing interest and curiosity in your family, using an easy-to-follow manual. Bring a three-ring binder, paper and pencil to first session. Lab fee covers cost of materials for the manual. (T. Ford)

TUE/Sept 3 12 Weeks \$20/\$25
6:30-9:00 LHS \$5 LAB

PASTA: PLAIN AND FANCY

Adventure into the world of pasta! During this 5-week class you will use pasta making equipment to make basic pasta, ravioli, gnocchi and more. A minimal fee will be charged each week to help defray the cost of ingredients. (C. Demchur-Merry)

WED/Oct 9 5 Weeks \$15/\$20
6:00-8:30 LHS

PATH OF THE HEALER II

Understand and use your creative energy to help yourself and others to better health and vitality through the study of ancient Energy Healing. Learn to use the energy at your fingertips. We will cover the basic principles of imagery in the healing process: centering, relaxation, balancing and transferring energy, learning to take care of yourself while taking care of others. Path of the Healer I is not a requirement. (S. Christiansen)

THU/Sept 12 8 Weeks \$15/\$20
7:00-9:00 LHS

PERSONAL FINANCIAL PLANNING

Simplify our complex financial world and take the first step toward financial security. This seminar introduces you to personal financial planning concepts and practices.

Learn how to accomplish your objectives by minimizing taxes, repositioning assets to find savings dollars, exploring investment options, developing your best retirement program, planning for college education funds, spending less for insurance programs while keeping the required coverages, and conserving your estate from undue estate taxation. If registering as a couple, the registration fee is \$20, plus \$22 for the lab fee. (G. Cox)

MON/Sept 23 3 Weeks \$15
6:30-9:30 LHS \$22 LAB

PERSONAL PSYCHOLOGY

Discover your own uniqueness and make it work for you. Enjoy life to the fullest. Dare to be different. Dare to be you. (G. Godbout)

TUE/Sept 3 10 Weeks \$15/\$20
3:30-5:30 LHS

or

TUE/Sept 3 10 Weeks \$15/\$20
6:00-8:00 LHS

POLARITY THERAPY/INTRODUCTION

A form of bodywork developed by Dr. Stone twenty years ago that incorporates light massage, reflexology and acupressure. Polarity therapy is the science of aligning the body's energy to develop complete relaxation and well-being. Wear loose, comfortable clothing. (S. Norton)

MON/Sept 9 12 Weeks \$15/\$20
6:30-8:30 LHS

POTTERY

Using earthenware clay, various projects will be made utilizing techniques learned in hand-building, on the potter's wheel and glazing. Students are encouraged to explore individual areas of interest. (L. Zajchowski)

WED/Sept 4 10 Weeks \$35/\$45
6:30-9:00 MPC \$20 LAB

PRE RETIREMENT SEMINAR

Sponsored by the Social Security Administration. Topics to be

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covered include: work and retirement, benefit amounts, survivor benefits, disability and medicare, and how divorce and remarriage affect benefits. Choose one night. (P. Munroe)

WED/Oct 23 or WED/Nov 20

6:30-8:30 2 Hours Free
LHS

PRUNING/BASIC

Learn to prune shrubs or small trees for shape, fruiting, repairs or renovation. Class includes hands on practice, slides and possibly a nearby field trip. Bring a notebook, hand pruner and a small knife. (M. Walsh)

WED/Sept 4 2 Weeks \$10/\$15
6:30-9:00 LHS

QUILTING/APPLIQUE

You will learn mixed techniques of quilting, applique, and embroidery to create a keepsake of your family geneology, grandparents' farm or diagram, or the old home town map on to a pillow or wall hanging. (M. Racette)

MON/Sept 9 10 Weeks \$20/\$25
6:30-8:30 LHS

QUILTING/BEGINNING PATCHWORK

Learn to piece, applique, set together and quilt a sampler quilt to be used as a wall quilt, pillow, lap or bed quilt. Geared for beginners who want to learn all the basics. (N. Plourde, M. Racette)

TUE/Sept 10 10 Weeks \$20/\$25
6:30-8:30 LHS

or

WED/Sept 11 10 Weeks \$20/\$25
6:30-8:30 LHS

QUILTING/INTERMEDIATE PATCHWORK

Students will learn more complicated piecing techniques, including sewing curves, contrary quilting, and the English method of patchwork. Greater emphasis will be placed on design, drafting, and color theory, as well as the history of the craft. A rich variety of blocks/projects will be created. Quilting experience is necessary. (N. Plourde)

THU/Sept 12 10 Weeks \$20/\$25
6:30-8:30 LHS

QUILTING 'ROUND THE WORLD

Quilters and non-quilters - explore the world of quilting beyond American piecing and applique. Techniques to be covered will include Japanese Sashiko, South American molas, Hawaiian quilting and others. The first class will be instructional and supplies will be discussed. (N. Plourde)

MON/Sept 9 12 Weeks \$20/\$25
6:30-8:30 LHS

RECYCLING: BLOCK LEADER PROGRAM

Be an important part of Lewiston's recycling program by volunteering to be a Block Leader. You'll learn how to answer questions about recycling and how to encourage neighborhood participation. It requires a minimal time commitment. Be part of the solution. (E. Johnson)

THU/Sept 26 1 Week Free
7:00-9:00 LHS

or

THU/Oct 3 1 Week Free
7:00-9:00 LHS

SAVORY SOUPS AND BREADS

Warm up this winter with delicious soups and loaves of fresh baked bread. Each week you'll learn to make a vegetable based soup and a nutritious bread. A small fee will be charged each week for the ingredients. (C. Dermchur-Merry)

TUE/Oct 29 7 Weeks \$25/\$30
6:00-9:00 LHS

SEWING FOR INDIVIDUALS

A sewing class with you in mind! Beginner, intermediate, and advanced students are welcome. Students will work on individual projects with assistance from the instructor. Bring your materials for first night. Pre-wash washable fabrics. (N. Lander)

THU/Sept 5 8 Weeks \$15/\$20
6:30-9:00 LHS

SEWING LINGERIE

Make your own lingerie or beautiful gifts at a fraction of the cost. You'll learn the sewing techniques for tricot, sheers and lace while working on your own project. Contact the Adult Ed office for a list of supplies. (C. Gauthier)

TUE/Nov 19 2 Weeks \$10/\$15
6:30-9:00 LHS

SIGN LANGUAGE I

An introduction to basic manual communication using "Signed English." Conversational level. (E. Magnussen)

TUE/Sept 3 10 Weeks \$15/\$20
6:30-8:30 LHS

SIGN LANGUAGE II

A continuation of Sign Language 1, using "Signed English," and designed for anyone with an introductory knowledge of manual communication. (E. Magnussen)

THU/Sept 5 10 Weeks \$15/\$20
6:30-8:30 LHS

SMALL ENGINE REPAIR

This course is designed for beginners or the do-it-yourselfer. It covers the principles of service and repair of two and four-cycle engines, including the types of engines used on lawn mowers, rototillers, snowblowers, and small tractors. (A. Bergeron)

WED/Sept 4 10 Weeks \$15/\$20
6:30-8:30 LHS \$5 LAB

SPEEDWRITING

A faster writing style will be introduced and drilled. This abbreviated longhand has business and personal applications. Students will be writing 60-80 wpm by the end of this course. (J. Emond)

MON/Sept 9 10 Weeks \$20/\$25
6:00-9:00 LHS

STAINED GLASS TECHNIQUES

Stained glass is an ancient art form. Learn to perfect the basics, to cut glass, use the contemporary copper foil method and the traditional lead came method and finishing techniques. Class will include demonstrations, slide presentations, and hands-on work. (R. Godwin)

THU/Sept 5 10 Weeks \$20/\$25
6:30-9:00 LHS \$20 LAB

TAI CHI

Tai Chi is an ancient Chinese martial art which combines movement, meditation and self-defense. The course will focus on the movements of the Yang style form and is geared for beginners. Wear comfortable, loose-fitting clothes. (L. Zajchowski, P. Hutchinson)

MON/Sept 9 10 Weeks \$15/\$20
7:00-8:30 LHS

TAILORING

Custom tailoring for men and women. (C. Gauthier)

TUE/Sept 3 10 Weeks \$30/\$35
6:30-9:00 LHS

TENNIS/BEGINNER LEVEL

Proper skill execution and game play will be taught, with specific emphasis on developing or improving individual tennis skills. Skills to be learned include forehand and backhand ground strokes, serve, overhand and volley. Activities to be experienced will include technical drills, singles and doubles play. Participants are required to bring their own tennis racquets and wear appropriate sneakers.

(J. Bouchles)

TUE/Sept 3 8 Weeks \$15/\$20
 8:00-7:15 LHS \$5 LAB

USING A CAMCORDER - Part I

Explore the potential of your camcorder through hands-on experience. This course will explain the practical, artistic, and technical aspects of the camera, everything from home movies for posterity to basic editing. Please bring camcorder to class. (G. Bendelius)

TUE/Sept 10 4 Weeks \$10/\$15
 7:00-8:00 LHS

USING A CAMCORDER - PART II

Learn more tips on how to shoot videos you can be proud of. Bring your camcorder to class. (G. Bendelius)

TUE/Oct 22 4 Weeks \$10/\$15
 7:00-8:00 LHS

WASTE REDUCTION: IT WORKS

Recycling is only part of the solution! Stopping waste at its source is the most effective solution to the solid waste crisis. Learn how to reduce waste through purchasing habits, substitution of products, reusing products and curbing junk mail. (E. Johnson)

THU/Nov 7 1 Week \$5
 7:00-9:00 LHS

WATERCOLOR/BEGINNING

Techniques for beginners; no drawing skills necessary. Demonstrations will be given every week. Supply list at Adult Education Office. Cost of supplies is approximately \$90.

Bring supplies to first class if possible. (M. Schuler)

WED/Sept 18 12 Weeks \$20/\$30
 3:30-6:30 LHS

or
 THU/Sept 19 12 Weeks \$20/\$30
 6:00-9:00 LHS

WEATHERIZATION WORKSHOP

Reduce energy consumption and lower fuel bills. Learn to find hidden leaks in your home; prevent cold air from leaking in and improve your heating system efficiency. You will receive a voucher toward the purchase of materials if you have not been in this Energy Extension Service workshop before. (K. Heister)

TUE & THU/Oct 8 & 10 2 Nights Free
 6:30-9:30 LHS

WOODBURNING SAFETY

Learn about woodstove setups, types of chimneys, buying and burning firewood, and home safety. Sponsored by the Energy Extension Service. Attendees will be issued a \$10 coupon good toward a chimney cleaning and a free State of Maine Woodburning Guide. (P. Thornfeldt)

WED/Oct 9 1 Week \$5
 6:30-9:30 LHS

WOODWORKING

Designed to allow students to work on individualized projects. (E. Denis)

TUE/Sept 3 10 Weeks \$20/\$25
 6:00-9:00 LHS \$10 LAB

WORKSHOPS FOR WOMEN:

ADULT DAUGHTERS OF ALCOHOLICS

Growing up with alcoholism creates problems that can linger into adulthood. This workshop will give an overview of what women from alcoholic families have learned. In a supportive setting you will explore common characteristics, co-dependency and issues related to recovery. (T. Fowles)

SAT/Sept 7 2 Weeks \$10/\$15
 9:00 a.m.- 12:00 p.m. LHS

WORKSHOPS FOR WOMEN:

SAFETY AND SELF-DEFENSE

Develop the confidence and skills of self-defense. You'll gain an awareness of your environment, get tips on safety at home, identify the "weapons" in your purse and learn simple but effective ways of fighting back. Take responsibility for your own protection! (F. Blair, R. Pelletier)

WED/Sept 4 8 Weeks \$15/\$20
 7:00-8:30 LHS

WORKSHOPS FOR WOMEN: TURNING POINT

A workshop for women over 40. Be prepared for the later years of your life. Speakers will share information and ideas on the special needs of mid-life women: health, spirituality, education, and dealing with change. Spend the time now to plan for a better future. (B. Goodwin)

WED/Sept 4 8 Weeks \$15/\$20
 6:30-8:30 LHS

WORKSHOPS FOR WOMEN: WOMEN & SELF-ESTEEM

This workshop offers an opportunity to assess your present level of self-esteem, learn about common problems which frequently sabotage women's self-esteem and family dynamics which shape one's sense of self. Discover the essentials of maintaining high self-esteem. (T. Fowles)

SAT/Oct 19 1 Week \$5
 9:00-12:00 noon LHS

YOGA AND MEDITATION

This course is a combination of Yoga exercises and various techniques of meditation to achieve body flexibility and relaxation. (K. Verma)

TUE/Sept 3 8 Weeks \$15/\$20
 6:30-8:30 LHS

EXTERNAL CREDIT OPTION

The External Credit Option (ECO) Program offers an alternative to traditional adult classes when you cannot otherwise continue your education, or wish to complete your credits more quickly. You must be 18 years of age or older, not be enrolled in a formal day school program and indicate scheduling difficulties which restrict you from enrolling in regular adult classes. Taking an ECO course allows you to combine class time and home study. The ability to read and work independently is important.

NEW ECO COURSES

Maine Architecture
 Writers of Maine

For further information,
 call Lewiston Adult Education at 784-8990

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REGISTRATION INFORMATION

BY MAIL:

Since classes fill quickly we encourage you to register by mail NOW. Fill out the registration form on the next page and enclose a check or money order made out to Lewiston Adult Education for the total amount. If a course is full, your name will be placed on a waiting list and your money refunded.

WALK-IN:

You may register in person at the Adult Education Office from 3-7 pm on the following days:

Tuesday	Wednesday	Thursday
Aug. 20	Aug. 21	Aug. 22
Aug. 27	Aug. 28	Aug. 29

There is no registration on Friday.

FEES

REGISTRATION fees are paid on a per person per course basis. The prices listed after the description reflect the registration fee for Lewiston residents and non-residents.

Resident  ex. \$15/20  Non-resident

TEXTBOOKS (If needed) are extra and may be purchased on the first night of class.

LAB fees are in addition to registration and do not include supplies for personal projects.

CONFIRMATION

We do not make formal confirmation. If you do not hear from us you should assume that you are registered and attend the first class.

REFUNDS AND CANCELLATIONS

We will do our best to provide the best possible learning experience for you. If you are not satisfied with a course please contact the Adult Education Office **within 24 hours** of the first night of class, whether you attended or not. For classes that meet only once there is no refund. There are no refunds for textbooks. We reserve the right to cancel a course that does not have sufficient enrollment. All fees will be refunded.

AGE POLICY

Lewiston Adult Education Programs are open to persons who are 17 years or older and are not attending a high school.

LOCATIONS

Classes are held at Lewiston High School, the Multi-Purpose Center and the Lewiston Alternative Vocational School. Check the course description for the location of your class.

SNOW DAYS



If classes are cancelled because of poor driving conditions, an announcement will be made on the following radio stations:

- WBLM-102.9 FM
- WLAM-1470 AM
- WXGL-93.9 FM
- WPOR-101.9 FM/1490 AM

Please do not call the radio stations or the Adult Education Office. Cancellation of the day school does not mean the night classes are automatically cancelled.

QUESTIONS?



Call the Adult Education Office at 784-8990. Our office hours are: Monday-Thursday from 9 am-8 pm and on Friday from 8 am-4 pm

MOMS PLUS

This **FREE** program for single parents will begin in September. It can help you get the skills, support and self-confidence you need to meet your personal and career goals. The class will meet two evenings per week from 6-9 pm for 12 weeks. We can help with child-care costs. Class size is limited and an interview is required. Call 784-8990 and ask to speak with the **MOMS PLUS** recruiter.

ADULT LEARNING CENTER
MULTI-PURPOSE CENTER
 145 BIRCH STREET, LEWISTON 784-2928

We offer **FREE** classes in the following areas.
 Students enrolling in classes should ask about childcare.


Registration for **GED preparation classes:**
 Mon. - 12 noon Thurs. - 5:30 pm Fri. - 8:30 am
GED Testing: Mon. 3-8 pm Fri. 8 am - 12 noon

Adult Basic Education (ABE) classes:
 Monday - Thursday 9 am - 2 pm and 5 pm - 9 pm

English as a Second Language (ESL) classes:
 Monday - Friday 8:30 am - 12 noon and
 Wednesday 7-9 pm

Basic Skills for Adults with Special Needs:
 Call 784-2928 for information.

We hope you'll make us your one-stop source for practical information and recreational reading. The Library's services and resources are easy to use and they're absolutely **FREE** to Lewiston residents.


The Adult Learner
 A Program of the Lewiston Public Library
 105 Park Street, 784-0135

REGISTER EARLY BY MAIL!! CLASSES FILL QUICKLY!!



REGISTRATION FORM

REGISTRATION FORM

Detach and return with check or money order to:
LEWISTON ADULT EDUCATION
156 East Avenue
Lewiston, Maine 04240

Detach and return with check or money order to:
LEWISTON ADULT EDUCATION
156 East Avenue
Lewiston, Maine 04240

FALL 1991

FALL 1991

NAME _____

NAME _____

ADDRESS LAST _____ FIRST _____

ADDRESS LAST _____ FIRST _____

PHONE STREET _____ & CITY _____

PHONE STREET _____ & CITY _____

HOME _____ & WORK _____

HOME _____ & WORK _____

Course	Registration Fee	Lab Fee If Any
Mon. _____	\$ _____	\$ _____
Tue. _____	\$ _____	\$ _____
Wed. _____	\$ _____	\$ _____
Thur. _____	\$ _____	\$ _____
Fri. _____	\$ _____	\$ _____
Sat. _____	\$ _____	\$ _____

Course	Registration Fee	Lab Fee If Any
Mon. _____	\$ _____	\$ _____
Tue. _____	\$ _____	\$ _____
Wed. _____	\$ _____	\$ _____
Thur. _____	\$ _____	\$ _____
Fri. _____	\$ _____	\$ _____
Sat. _____	\$ _____	\$ _____

Total Included: \$ _____

[Please note the refund policy on the previous page.]

Total Included: \$ _____

[Please note the refund policy on the previous page.]

Complete the following **ONLY** if you are working towards a High School Diploma. You must register in person.

Complete the following **ONLY** if you are working towards a High School Diploma. You must register in person.

School previously attended: _____

School previously attended: _____

Class of: _____ Date of birth _____

Class of: _____ Date of birth _____

MO. DAY YEAR

MO. DAY YEAR

Maiden Name: _____

Maiden Name: _____

Is your transcript in the Adult Education Office?

YES NO

Is your transcript in the Adult Education Office?

YES NO

If not, please forward or bring us a copy.

If not, please forward or bring us a copy.

Will you be receiving V. A. benefits?

YES NO

Will you be receiving V. A. benefits?

YES NO

Have you taken courses with us before?

YES NO

Have you taken courses with us before?

YES NO

CLASSES BEGIN

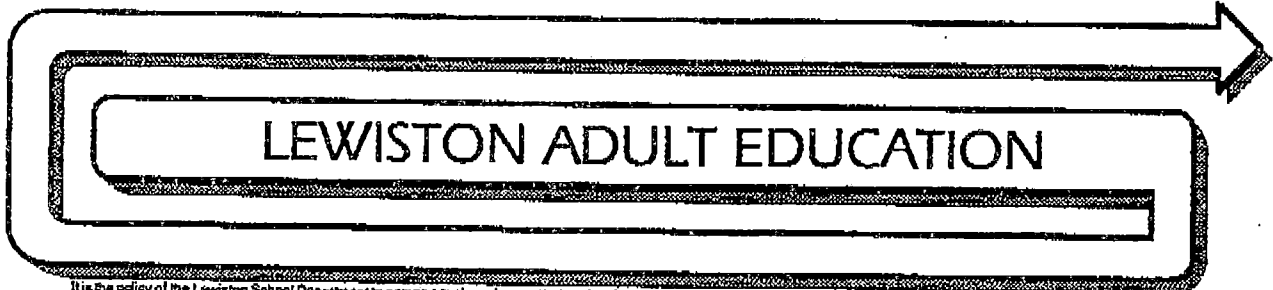
Week of September 2, 1991

REGISTRATION SCHEDULE		
MAIL-IN registration accepted immediately		
WALK-IN registration from 3:00 - 7:00PM on the following days ONLY		
Tuesday	Wednesday	Thursday
Aug. 20	Aug. 21	Aug. 22
Aug. 27	Aug. 28	Aug. 29
Registration Forms and Complete Information on Pages 14 & 15		

For more information call 784-8990

CLASSES FILL QUICKLY

REGISTER BY MAIL NOW



It is the policy of the Lewiston School Department to ensure equal employment/educational opportunities/affirmative action regardless of race, sex, color, national origin, marital status, religion, age or handicap in accordance with all federal and state legislation. Inquiries and/or grievances can be made to James J. Tracey, Assistant Superintendent, Affirmative Action/Title IX/504 Coordinator, 35 Oak Street, Dingley Building, Lewiston, Maine 04240, Telephone (207)784-2996 or to the U.S. Department of Education, Office of Civil Rights, John W. McCormack, Post Office and Courthouse Building, Post Office Square, Boston, Mass. 02109, Telephone (617)223-9667.

"We Believe in Lewiston"

Lewiston, Maine 04240-5696
156 East Avenue
Lewiston Adult Education

LEWISTON PUBLIC SCHOOLS

POSTAL CUSTOMER
 PERMIT NO. 342
 LEWISTON, MAINE 04240
 PAID
 U.S. POSTAGE
 BULK RATE
 Non-Profit Organization
 CAR, RT, PRESSORT



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

August 28, 1991

NOTE FOR PEGGY DOOLEY

FROM: LESLYE ARSHT

A handwritten signature in cursive script, appearing to read "Leslye".

As we discussed, here are the three "Blue Ribbon" schools in Maine.

I have bracketed and put arrows at the specific areas of our analysis that we think deserve your attention and will be useful in the President's text.

Thanks.

Attachments

456-
6218

Presque Isle High School
Presque Isle, Maine

Context

Although it is located in an isolated rural area of northern Maine, Presque Isle High School uses the latest computer technology to provide its students with a twenty-first century education at a per-pupil cost almost \$1,000 below the state average. To accommodate the potato harvest schedule, school begins in mid-August and breaks from mid-September to mid-October to allow students to help in the fields. Because improved farm technology has lessened the need for young workers, the school is considering a shift to a more traditional schedule. The U.S. Department of Education recognized Presque Isle as a Blue Ribbon School in 1990-91.

The school serves 730 students in grades 9-12. Ninety-nine percent of its students are white; the school estimates that 40 percent of its students qualify for free or reduced-price lunch, although only 12 percent apply. Since 1967, the school has shared its facility with a Regional Vocational Center.

America 2000 Strategies

Presque Isle High School integrates state-of-the-art computer technology into all of its academic programs. All students--whether college-bound or not--have opportunities to use the school's many computers in word processing, drafting and industrial arts, chemistry, math, and desk-top publishing. Students in both regular and special education programs use communications software to correspond with students throughout Maine and thus take steps to overcome their geographic isolation. Students enrolled in drafting learn

computer-assisted design (CAD). Using a modem and other hardware, the library has access to the University of Maine's computer catalog.

Presque Isle's science and math departments have developed several unique courses to address needs identified by school staff. To close a gender gap in math achievement and to encourage girls to continue in mathematics, Presque Isle initiated an Algebra I class whose enrollment is limited to girls. The class uses cooperative learning groups and an overhead viewer connected to a microcomputer screen to replace traditional blackboard instruction. Students in this course have shown improved self-confidence and skills and heightened mathematical interest.

The school has received grants from the Pulp and Paper Institute and the state education department to rewrite its chemistry curriculum with an emphasis on environmental and consumer issues; since this change, the percentage of students enrolling in chemistry has risen from 37 to 64 percent.

Recognizing the importance of agriculture to the area's economy, Presque Isle offers a sequence of courses in agricultural science to prepare its students for careers. Agricultural Science I covers shop welding, small engines, greenhouse work, tractor maintenance, and methods of scientific inquiry as they relate to plant science. Agricultural Science II includes plant and soil science, agriculture and business management, forestry, and animal care. Third- and fourth-year courses allow students to specialize in one of these areas in preparation for college or work.

Indicators of Success

Students in grades 9 and 10 have shown steady improvement on Science Research Associates standardized tests, with the most recent cohort ranking in the 60th to 70th percentile range. Juniors have consistently scored well above the state average on the Maine Educational Assessment tests. Average

student attendance is 94 percent, and the dropout rate for the last five years has not exceeded 2.5 percent. No special education students have dropped out in five years.

Contact

Aaron Nelson, Principal
16 Fort Street
Presque Isle, ME 04769
(207) 764-0121

**Blue Ribbon School Program
1990-1991**

Name: Old Orchard Beach

Code: MEH02

Location: Old Orchard Beach, ME

Grades: Gr.9-12

Population Category: Small Town

STUDENTS: 283 Total

[Attendance].....[93%]
[Free Lunch].....[30%]

[Dropout Rate]....[2.7%]

Cultural/Ethnic/Composition 1.2 % Total Minority

[Indian/Alaskan]...[.04%]

[Asian].....[.04%]

[Hispanic].....[-0-]

[Black].....[.04%]

[White].....[98.8%]

[Limited Eng. Prof...[.04%-one student] ¹

[Languages].....[1]

Handicapped: 35 Total % Special Educaiton Students

[Physically Handicapped..[2]

[Mentally Retarded..[5]

[Emotionally Handicapped [11]

[Learning Disabled].[17]

STAFF: 51 Total % Employees

[Teacher Attendance].....[97%]

[Prin. Yrs.Tenure] [5yrs]

[Administrators].....[2]

[Teachers]..... [28]

[Counselors/Nurses.....[4]

[Part Time].....[-0-]

¹ Specify Languages: Egyptian

Old Orchard

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C4. The National Goals call for strengthening subject-matter content in five areas: English, mathematics, science, history, geography. The National Goals also call for an increased emphasis on foreign language instruction. What is your curriculum in each of these areas, and what significant improvements have you recently made to these subjects?

a. **English**

The English department offers a four year course sequence of classes that integrate all language arts strands. Classes are offered on four levels that vary in depth and pace. In addition to major year long courses, we offer a popular elective program that includes humanities, theater, communication, and journalism. Our AP English has evolved from a traditional language/literature approach to an innovative journalistic writing program. With a grant and training provided by the Dow Jones Newspaper Fund and *The Wall Street Journal*, we are one of 20 schools developing a new AP curriculum. Students use journalistic models and classic literature selections in their study of language. This junior/senior course follows an intensive background in literary techniques and composition during the freshman and sophomore years. Special emphasis is placed on the study of the humanities in relation to other subject areas. An unusual feature of the course is the MCI E-Mail network that enables students to exchange and edit papers via modem from around the country. We have developed a sister school program with A.J. Dimond High School in Anchorage, Alaska.

b. **Mathematics**

Our math department offers courses ranging from general math through an introduction to calculus. This year we have adopted a new geometry curriculum that stresses an inductive approach to learning. It moves away from traditional approaches by exposing students to geometry as an art form; they see the links to algebra and its uses in architecture and other cultures' arts and religions. Cooperative problem solving techniques require students to formally present group results to the class. These problems require innovation and creativity. This course fits well between Algebra I and Algebra II.

c. **Science**

The science department offers eight courses that range from the mandatory freshman science to advanced biology and chemistry. Of special note is the physics program. Two courses (college physics, and physics and the scientific method) incorporate computer technology and laboratory hardware. Students build devices that are capable of being

Old Orchard

Few aspects of our school are as strong as this area. First of all, our size enables us to know students very well. The friendly atmosphere in classrooms, the hallways, and on the playing fields is evident. Teachers and administrators chat informally with students throughout the building. A strong bond develops and is sustained throughout the years. Our guidance department offers excellent services in personal, career, and college counseling. Faculty and the guidance director work closely in advising students in preparation for college. Specifically we offer role-playing for college interviews, assistance with essays, financial aid programs for both students and parents. Our school nurse, social worker, and drug/alcohol counselor play major roles in aiding students with personal problems.

Throughout the school year, peer support groups enable students to build self-esteem and to explore means of resolving personal difficulties. Perhaps the hallmark of this area is our HELP team, composed of teachers, counselors, school nurse, and administrators. They meet weekly to troubleshoot potential academic and personal problems identified by staff members. We feel this is one of the most effective ways of preventing situations which would adversely affect students' behavior and performance. Our record in this area is stellar. During the past four years we have had one success story after another. (A few failures, too.) We have successfully managed pregnancies, abuse, divorce trauma, potential drop-outs, attempted suicide, drug and alcohol problems, college anxiety. This team has channeled students the support they need in difficult times.

We can measure our success quantitatively through our dropout statistics and other relevant data, but we view the following means more importantly: a note, a telephone call, a new job, a happy mother, a college acceptance letter, a fight that never takes place. We measure it by the continued referrals made by the staff and the cooperation it produces.

D3. What specific programs, procedures, or instructional strategies do you employ to identify, counsel, and assist potential drop-outs or other at-risk or under-achieving students?

Approximately ten to fifteen percent of our students are at-risk or under-achieving students. Five percent of our incoming freshmen have been identified as at-risk or under achieving. Special meetings for these students are arranged with parents, students and administrators during the spring to develop schedules that would meet their needs. The assistant principal meets with these students on a bi-weekly basis to monitor their progress and address any concerns that might exist. They are also supported by teacher mentors, support groups, and peer

4. What opportunities does your school provide for meaningful collaboration with other educational institutions and community groups?

Information in the Nomination Form is Accurate as stated.
 Understated.
 Overstated.

Verification Strategies:

Document Review
 Observations:
 Classroom
 Informal settings

Interviews:
 With classroom teachers
 With students
 With school administrators
 With special service personnel
 With other support staff
 With parents and community
 With District staff/School Board

Parent and Community Support Documentation and Interview Data:

As one parent claimed at the beginning of the Parents' Meeting, "Community support is really incredible here!" Another affirmed, "The community is the school, and the school is the community!" A third commented, "Everything is not perfect here, but there is a pride! Parents are willing to put up the bucks for budgets because they are happy people." At this point, the individual stories began to spill out, each parent just waiting for his/her turn to share what the school had done for their child:

"You would be amazed at the Special Education program at OOB! In my son's other school, they were afraid to push him. Here he is challenged and teachers tell him, 'You can do it!'"

"In kindergarten my son was tested at the genius level, but he couldn't care less. Here, Mr. M. came up to him and said, 'I want you in my Honors class!'"

"My children were never involved in anything before. They came here and now I find I am the mother of a marching band member, a swim team captain, a Student Council officer"

"My daughter told me she wanted to play field hockey but she said, 'I'm scared!' The coach told her, 'You want to play? Get on the field and do it!' (This woman's daughter has only one arm! According to a recent newspaper article which highlights this girl's swim team achievements as well, her coach commented that her recorded time in the breaststroke "is better than half the girls on our team!"

"My children might have been lost in the numbers somewhere else. The caring here stands out! The support here is incredible!"

"The school provides you with all the tools you need for your child to be successful! The Assistant Principal had me in three times a week last year to make sure that my son graduated!"

"When my son started school here, we questioned whether he could be mainstreamed. Now he is applying to colleges!"

Community support extends well beyond the parents of students in the school. One parent told about her fund-raising efforts at a recent football game: "Senior citizens came and bought candy from me and they didn't even have any teeth?" Another parent told about the "best-attended Board

meetings - these are the ones when people come out to support the budget! They don't want any cuts!"

Local organizations in the town are noted for their support of the high school. Last year approximately \$20,000 was raised by students to cover the cost of their exchange program with students in France. The total cost of 3-weeks abroad for OOB students was but \$200. The rest of the expenses were covered by private donations.

The American Legion is particularly dedicated to the OOB programs. In recent years they helped fund bleachers for the football field and a new track. They also contribute money for Project Graduation, the all-night party replete with ice cream sundaes, a disco, lottery prizes, an auction, and an early morning breakfast. The American Legion also makes an impact in small, highly personalized ways as well. Last year they gave each Girls' and Boys' State winners \$50. so they buy themselves a new item of clothing to take with them when they went to the conference! They also were responsible for buying winter jackets for the boys' State Champion Football Team this past year.

Without question, this is a town that has strong, positive feelings about the school and the staff who extend themselves to meet their children's needs. When asked for a "wish list" of items that could make the school even better, their few suggestions included a desire to have the school open year round, so their children could always have the teachers available to them as well as assurances that money would always be available for teacher conferences so they "could continue to grow. We want to give back to the staff what they give to our kids!"

Kennebunk High School Kennebunk

4

PART II - SCHOOL CHARACTERISTICS

District *(Questions 1 and 2 not applicable to private schools; questions 1 applies to all schools)*

- Total number of students (K-12) enrolled in the district: 1926
- Number of schools in the district:

<u>4</u>	Elementary schools
<u>1</u>	Middle schools
<u>0</u>	Junior high schools
<u>1</u>	High schools
<u>6</u>	TOTAL
- Population category that describes the public school district within which your school is located:
 - Large central city (in an SMSA* and population greater than or equal to 400,000)
 - Mid-size city (in an SMSA* and population less than 400,000 but greater than 50,000)
 - Suburban (in an SMSA* but not a large or mid-size city)
 - Large town (not in an SMSA* and population greater than or equal to 25,000)
 - Small town (not in an SMSA* and population less than 25,000 and greater than or equal to 2,500)
 - Rural (population less than 2,500)

FOR Site Visit Planning ONLY

Nearest Major Airport: Portland International Jetport Town/City: Portland

Distance From School: 22 Miles 45 Hours Driving Time

School *(To be completed by all schools)*

- Number of students enrolled at each grade level or its equivalent in your school:

<u>5th</u>	<u>7th</u>	<u>121</u>	<u>9th</u>	<u>155</u>	<u>11th</u>	<u>2</u>	Postgraduate	
<u>6th</u>	<u>8th</u>	<u>159</u>	<u>10th</u>	<u>161</u>	<u>12th</u>	<u>5</u>	Other	
							<u>602</u>	TOTAL
- Racial/ethnic composition of the students in your school:

<u>0</u>	% American Indian or Native Alaskan
<u>3</u>	% Asian or Pacific Islander
<u>.14</u>	% Hispanic
<u>.25</u>	% Black, not Hispanic origin
<u>96.61</u>	% White, not Hispanic origin
- Limited-English-proficient students in the school: 7 Number 1 %
Number of languages represented: 2 Specify which: Spanish, Vietnamese

* EXCHANGE STUDENTS NOT INCLUDED

* A standard metropolitan area (SMSA) includes a central city with a population of at least 50,000 or an urbanized area with a population of at least 50,000 with the neighboring area having a total of 100,000 or more inhabitants.

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7. Percent of students who qualify for free/reduced price lunch: 18 % If this is not a reasonable estimate of the percentage of students from low-income families, explain and specify a more accurate estimate.

8. Percent of students receiving special education services: 17 % Total number served: 102
 Indicate below the number of handicapped students according to handicapping conditions designated in the Education of the Handicapped Act, Public Law 94-142.

<u>-</u> Deaf	<u>2</u>	Other Health Impaired
<u>-</u> Deaf-Blind	<u>11</u>	Seriously Emotionally Disturbed
<u>-</u> Hard of Hearing	<u>74</u>	Specific Learning Disability
<u>11</u> Mentally Retarded	<u>1</u>	Speech Impaired
<u>3</u> Multihandicapped	<u>-</u>	Visually Handicapped
<u>-</u> Orthopedically Impaired		

9. Describe any significant changes in the data reported in items 4-8 that have occurred during the past five years. None

10. Indicate the full-time equivalent (FTE) staff members in each of the following categories:

	FTE	Number	
Administrators	<u>3</u>	<u>3</u>	
Classroom teachers	<u>58</u>	<u>58</u>	
Paraprofessionals	<u>10</u>	<u>16</u>	
Counselors, psychologists, nurses	<u>6</u>	<u>8</u>	
Subject area specialists	<u>-</u>	<u>-</u>	
Library/media professionals	<u>1</u>	<u>1</u>	
Clerical	<u>5</u>	<u>5</u>	
Custodial personnel	<u>8</u>	<u>8</u>	
Food service personnel	<u>6</u>	<u>8</u>	
Security officers	<u>1</u>	<u>1</u>	
Others	<u>-</u>	<u>-</u>	
Total FTE's / Number of Staff	<u>98</u>	<u>106</u>	Total Number of Part-Time Staff Members: <u>8</u>

Specify your classroom teacher turnover rate for each of the last five years, as well as any significant changes in other staffing.

	Lost	%
85 - 86	4	6.3
86 - 87	9	14.1
87 - 88	3	4.7
88 - 89	4	6.3
89 - 90	1	1.5

11. Number of years the principal has been in his/her position at this school? 5
If less than three years, how long was the previous principal at this school? 9 years

12. **Context Statement:** Schools are judged within their own context rather than in direct comparison with all other schools. Describe the context of your school. Include, for example, the population it serves, socioeconomic conditions in the community, student mobility issues, historical milestones in the school's operation, school tradition, and the school's physical location and surroundings. Limit your statement to this page.

Kennebunk High School serves Kennebunk and Kennebunkport, the communities that comprise M.S.A.D. #71. The two communities are strongly tied to the early history of Maine as evidenced by many examples of traditional New England architecture and a continuing economic relationship to the ocean. Fishing and lobstering are still vital industries and blend with tourism and some light industry to produce a community atmosphere that is neither rural or urban. A significant portion of the population works in the urban areas of Portland, Maine and Portsmouth, New Hampshire.

Current data indicate a relatively stable student population with 75% of the students having attended Kennebunk schools for four or more years. The student body of Kennebunk High School is predominantly white with a minority of black, Asian-Americans, and Hispanic students. Our seven exchange students for the school year are from Brazil, Finland, Germany, Japan and Spain.

The percentage of families at or below the poverty level is approximately from 15% to 20%. At least 40% of our students are affected by divorce, separation, or death of a parent. Generally, the community exhibits characteristics common to middle class America.

More than 60% of the seniors, as of this writing, plan to go on to further educational programs, including four-year colleges, two-year colleges, and business and vocational/technical schools. Twenty-two students attend either Sanford or Biddeford Vocational/Technical High Schools.

Located on Fletcher Street, Kennebunk High School is surrounded by busy, well-kept playing fields. Over 75% of the student body participate in sports and other school activities. A high percentage of the girls, approximately 55%, are involved in athletics. The 300 seat Alexander Ekonomos Auditorium is frequently the site of rehearsals and productions involving the school's active theater program.

Kennebunk High School students participate in class and club elections and activities; October Homecoming which includes athletic competitions and a semi-formal dance, Spirit Week, Project Graduation, and the Junior-Senior Prom held annually in May at a local hotel or restaurant.

Kennebunk High School students are reliable and responsible. Our tourism industry enables the majority of students to obtain summer employment, and many students work part-time during the school year. If students work during the school year, they are encouraged to work less than 15 hours per week. Approximately 96% comply.

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C2. What are your course requirements for graduation?

REQUIREMENTS (in academic years)

	State-Mandated	District/School	% 1990 Grads Who Exceeded District/School Requirements
English	4	4	27%
Mathematics	2	2	71%
Science	2	2	47.2%
History	1	3	
Civics		.50	
Geography			21%
Other Social Studies		.50	
Foreign Language			70.5%
Visual & Performing Arts	1	1	54%
Computer Education	Competency	Competency	
Physical Education	1	1	Less than 1%
Religion/Philosophy/Ethics			
Vocational/Technical			
Community Service			
Others (please specify)			
Health	.50%	.50%	

C3. What is the common core of courses all students are required to pass? Four years of English, three years of social studies, two years of mathematics, two years of science, one year of fine arts, two years of physical education, and one year of health. In addition, all students must demonstrate computer proficiency.

C4. The National Goals call for strengthening subject-matter content in five areas: English, mathematics, science, history, geography. The National Goals also call for an increased emphasis on foreign language instruction. What is your curriculum in each of these areas, and what significant improvements have you recently made to these subjects?

a. English: English is a strong and stable department which emphasizes a foundation in classic and contemporary literature and continual practice in the process of writing. Integrated into all English classes are the communication skills of reading, writing, speaking, listening, and thinking. A unique feature of our writing and thinking program is the use of the business education laboratories as a technology center for teaching by English and business education teachers. Further integration takes place through interdisciplinary activities with history, science, technology, and the arts. For the non-college bound student two specific courses were instituted this year aimed at refining real life skills in language and communication for those students going directly into the world of work, thus meeting a national need...a literate work force.